

	EDFL 502: Classroom Management Summer 2007 8:30 – 11:30 am Mon. – Fri.
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Instructor: Judy Keeney, M.A.

Classroom: Stevens Center #109

jkeeney@georgefox.edu

Phone: 503-554-2857

Office Hours: M – TH 12:00 – 2:00 pm – by appointments

Course Description

EDFL 502 will focus on a study of various strategies for creating an optimal learning environment and classroom community. Class members will examine ways to promote productive student behavior, integrate motivation and instructional techniques to maximize student engagement and improve student achievement, and to involve parents/guardians in the learning process. Current classroom management systems will be reviewed and analyzed through reflection and self-evaluation. In addition, group discussions, a variety of class activities, and reading of the required texts and additional resources will help teachers explore a variety of management styles and discover a management style that works well for both them and their students. Significant time during the course will be dedicated to looking closely at a number of chronic/severe behavior problems that impact effective classroom management.

Grading for EDFL 502: EDFL 502 is a graded course. The satisfactory completion of **all** course requirements with corresponding point totals will result in the appropriate grade assigned for this course.

Course Assessments

- | | |
|---------------------------------------|--------------------------|
| • Response summaries (7) | 35% (7 papers @ 5% each) |
| • Group Research / Presentation | 25% |
| • Book Review / Critique Presentation | 25% |
| • Class participation / attendance | 15% |

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Course Objectives (EDFL 502):

Course Objective	INTASC ¹	TSPC ²	Assessment	Conceptual Framework
1. Plan instruction that supports student progress in learning	#2 Student Learning #3 Diverse Learners #4 Instructional Strategies #7 Planning Instruction #5 Learning Environment	#1 Plan for Instruction a, b, c, d, e, f, g #2 Establish Classroom Climate a, b, c, d, e, f, g	<ul style="list-style-type: none"> • Response Summaries • Group Project • Book Critique & Presentation 	<ul style="list-style-type: none"> • T P • P J • TC
2. Evaluate, act upon, and report student progress relating to classroom climate	#2 Student Learning #3 Diverse Learners #5 Learning Environment	#2 Establish Classroom Climate a, b, c, d, e, f, g	<ul style="list-style-type: none"> • Group Project • Book Critique & Presentation 	<ul style="list-style-type: none"> • T P • T C • P J
3. Engage students in planned learning activities	#2 Student Learning #4 Instructional Strategies #7 Planning Instruction #8 Assessment #5 Learning Environment	#1 Plan for Instruction a, b, c, d, e, f, g #3 Standards Based Teaching a, b, c, d, e, f	<ul style="list-style-type: none"> • Group Project • Book Critique & Presentation 	<ul style="list-style-type: none"> • T C • T P • P J
Establish classroom climate conducive to learning *	#2 Student Learning #3 Diverse Learners #5 Learning Environment	#2 Establish Classroom Climate a, b, c, d, e, f, g	<ul style="list-style-type: none"> • Group Project • Book Critique & Presentation • Response Summaries 	<ul style="list-style-type: none"> • P J • T P • T C
Exhibit professional behaviors, ethics and values	# 9 Reflection and Professional Development #5 Learning Environment	# 5 Professional Behavior d, e	<ul style="list-style-type: none"> • Response Summaries • Group Project • Book Critique & Presentation 	<ul style="list-style-type: none"> • T C • T P • P J

¹ Interstate New Teacher Assessment and Support Consortium Standards:
<http://tera.teralink.com/~shar/Portfolio/INTASC.html>

¹ Oregon Teachers Standards and Practices Commission

* GFU undergraduate diversity competency #2 "Value differences in diverse groups of people +ISTE technology standard 1.2

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Conceptual Framework: *Preparing and supporting professionals who think critically, transform practice and promote justice.*

<u>Think Critically</u>	<u>Transform Practice</u>	<u>Promote Justice</u>
<ul style="list-style-type: none"> • Love learning • Seek multiple perspectives • Imagine possibilities • Anticipate paradigm shifts • Make inferences • Formulate wise decisions 	<ul style="list-style-type: none"> • Share knowledge • Conduct research • Use technology • Enhance learning • Lead effectively 	<ul style="list-style-type: none"> • Believe all can learn • Advocate for all learners • Develop empathy • Confront oppression • Promote ethical practice • Be a responsible citizen

INTASC Principles:

Standard 1: Subject Matter

Standard 2: Student Learning

Standard 3: Diverse Learners

Standard 4: Instructional Strategies

Standard 5: Learning Environment

Standard 6: Communication

Standard 7: Planning Instruction

Standard 8: Assessment

Standard 9: Reflection & Professional Development

Standard 10: Collaboration, Ethics, & Relationships

Course Goals:

- To understand that successful classroom management involves more than rules and discipline.
- To understand the importance and value of developing effective classroom management strategies within a philosophy and not just adopting a “program”.
- To understand that effective teachers are proactive in their approach to classroom management and involve their students in the process of establishing and maintaining rules and routines.
- To understand various approaches/theories of classroom management and how to develop and implement them to match your teaching style and your specific instructional setting.
- To recognize common misbehavior problems and understand how to manage them appropriately.
- To understand “natural and logical” consequences and to know how to apply them to improve student behavior.
- To gain a deeper understanding of chronic behavior problems and how and when to utilize the expertise of other professionals to cope with difficult student management situations.
- To understand the role of parents/guardians in the effective student/classroom management dilemma.

Required Texts:

1. Levin, James and Nolan, James. Principles of Classroom Management – A Professional Decision-Making Model. (Fifth Edition) Allyn and Bacon, 2000.
2. Marzano, Robert J. Classroom Management that Works Research Based Strategies for Every Teacher. ASCD, 2003.

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Supportive Materials:

The following texts are suggested to enhance your understanding of effective classroom management. It will be important for you to utilize the George Fox University library, your school or district professional library or your personal professional library as needed to access these texts throughout this course for specific information and/or your book report project.

Teaching with Love and Logic by Jim Fay and Foster Cline

How to be an Effective Teacher: The First Days of School by Harry & Rosemary Wong

Teaching Children to Care by Ruth Sidney Charney

Judicious Discipline by Forrest Gathercoal

Lee Canter's Assertive Discipline: Positive Behavior Management for Today's Classroom by Lee Canter and Marlene Canter

Comprehensive Classroom Management: Creating Communities of Support and Solving Problems (8th Edition) by Vernon F. Jones and Louise S. Jones

Building Classroom Discipline by C.M. Charles

Classroom Management Problem Solver by George Watson

The Art of Classroom Management by Barbara McEwan

Classroom Management for Elementary Teachers (4th Edition) by Carolyn Evertson, Edmond Emmer, Barbara Clements and Murray Worsham

Classroom Management for Secondary Teachers (4th Edition) Carolyn Evertson, Edmond Emmer, Barbara Clements, and Murray Worsham

Managing Classroom Behavior: A Reflective Case-Based Approach (2nd Edition) by James Kauffman, Mark Mostert, Deborah Nuttycombe, Stanley Trent, & Daniel Hallahan

A Guide to Positive Discipline: Helping Students Make Responsible Choices by Barbara Keating, Mercedes Pickering, Bonnie Slack, and Judith White

Discipline for Self-Control by Tom Savage

The Three Faces of Discipline for Early Childhood: Empowering Teachers and Students by Charles and Mary Wolfgang

Cases in Behavior Management by Scott Danforth and Joseph Boyle

Positive Classroom Discipline by Fred Jones

Cooperative Discipline: Kindergarten – 12 Educators (Revised) by Linda Albert, Ph.D.

First Step to Success by Hill Walker, Kavanaugh, Stiller, Golly, Severson & Feil at the University of Oregon's Institute on Violence & Destructive Behavior

Effective Behavior Systems: Schoolwide Approaches to Behavior from the OSEP Center on Positive Behavioral Interventions and Supports (PBIS). University of Oregon <http://www.PBIS.org>

You Have to Go to School – You're the Teacher! by Renee Rosenblum-Lowden

An Educator's Guide to Preventing and Solving Discipline Problems by Mark & Christine Boynton

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Course Calendar: (*Adjustments may be made in course calendar and assignments to accommodate student needs.*)

Monday, July 16

- Introductions and needs assessment
 - Course overview / Calendar / Schedule
 - Discussion of syllabus, textbooks, supportive materials, assignments & assessments
- ✓ **Read: Levin & Nolan Chapters 1 & 2-text pgs. xiii-41. Develop a bulleted “response summary” that will prepare you to lead and/or contribute to class discussion on July 17.**
- Consider:**
- 1) **How do you respond to the author’s definition of a discipline program?**
 - 2) **What is the role of student management in improving student achievement/performance?**
 - 3) **Do you agree / disagree with the author? Why / why not?**

Tuesday, July 17

- Class discussion of July 16 reading assignment: Levin & Nolan Chapters 1-2
 - Understanding “the basics” and the nature of the discipline problem
- ✓ **Read: Levin & Nolan Chapters 3 & 4 text pgs. 42-108. Develop bulleted “response summary” that will prepare you to lead and/or contribute to class discussion on July 18.**
- Consider:**
- 1) **Authors’ opinions of how understanding and using the research on effective teaching enhances a teacher’s instructional competence and helps prevent classroom management problems.**
 - 2) **The techniques a teacher employs to manage student behavior should be consistent with the teacher’s belief about how students learn and develop.**
 - 3) **When environmental conditions are appropriate for learning and teacher modeling reflects the desired behaviors and disruptive behaviors are minimized. Agree/disagree?**
 - 4) **Is your classroom management reflective of your philosophy and beliefs about children and learning? Example – tell us how!!**

Wednesday, July 18

- Class discussion of July 17 reading assignment: Levin & Nolan Chapters 3-4
 - Classroom management philosophy; understanding why children misbehave
- ✓ **Read Levin & Nolan Chapters 5 & 6 – text pages 109-170. Develop bulleted “response summary” that will prepare you to lead and/or contribute to class discussion on July 19.**
- Consider:**
- 1) **Authors’ ideas about the necessary connection between effective teaching and effective classroom management**
 - 2) **Role and importance of student motivation**
 - 3) **The importance of teacher expectations and how they influence student motivation**
 - 4) **Authors’ belief about developing a strong sense of community within a classroom**
 - 5) **How to determine and communicate the necessary procedures and rules for a classroom to operate smoothly**
 - 6) **What is the role of consequences – natural, logical, contrived**
- ✓ **Write a brief description of your philosophy of classroom management.**

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Thursday, July 19

- Class discussion of July 18 reading assignment: Levin & Nolan Chapters 5-6
- Discussion of your philosophy of classroom management and its importance
- Why does structuring the environment improve student learning and lessen management issues?
- ✓ **Cooperative group project and class presentation – review guidelines**
- ✓ **Read Levin and Nolan Chapters 7-8 – text pages 171-204. Develop a bulleted “response summary” that will prepare you to lead and/or contribute to class discussion on July 23.**
Consider:
 - 1) **Authors’ ideas about verbal and nonverbal interventions for common misbehaviors**
 - 2) **Authors’ belief that “every teacher should have a preplanned hierarchy” of interventions in place. Talk about your preplanned hierarchy in your classroom or school setting. Is it effective? Why or why not?**
 - 3) **What sort of changes do you propose for your specific teaching situation/assignment after reading the text?**

Friday, July 20

- ✓ **Cooperative group project and class presentation – independent research/group study**

Monday, July 23

- Class discussion of July 19 reading assignment: Levin and Nolan Chapters 7-8
- Preplanned hierarchy of interventions; managing common misbehaviors
- The role of verbal and nonverbal interventions; examples that work!
- ✓ **Cooperative group project and class presentation work time**
- ✓ **Read Levin and Nolan Chapters 9-10 – text pages 205-264. Develop a bulleted “response summary” that will prepare you to lead and/or contribute to class discussion on July 24.**
Consider:
 - 1) **Reflect on what you deem “chronic behavior problem”. Does it match the authors’ thinking?**
 - 2) **What are your classroom/school interventions for “chronic behavior problems”? Are these strategies effective? When do you seek outside support? What does outside support look like? Is it timely and effective?**

Tuesday, July 24

- Class discussion of July 23 reading assignment: Levin and Nolan Chapters 9-10
- Effective strategies for managing chronic behavior problems
- It’s all about relationship, relationship, relationship !!!
- ✓ **Cooperative group project and class presentation work time.**
- ✓ **Read Marzano text pgs. 1-26. Develop a bulleted “response summary” that will prepare you to lead and/or contribute to class discussion on July 25.**
Consider:
 - 1) **Author’s view of the role/importance of a classroom management plan for every classroom/school**
 - 2) **Meta-Analysis and Classroom Management**
 - 3) **Value of rules and procedures – how does this happen?**

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Wednesday, July 25

- Class discussion of reading assignment: Marzano Chapters 1-2
 - Critical role of classroom management for improving student achievement
 - The role of rules and procedures in a classroom community; how do you establish these?
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- ✓ **Cooperative group project and class presentation work. Put on your finishing touches! Be prepared to present your research on Thursday, July 26.**
 - ✓ **Read Marzano text pages 27-64. Develop a bulleted “response summary” that will prepare you to lead and/or contribute to class discussion on July 30.**

Consider:

- 1) **Marzano’s research around disciplinary interventions. Value of positive/negative consequences.**
- 2) **How important is the teacher-student relationship in the “big classroom management picture?” How do teachers build strong/effective student-teacher relationships?**

Thursday, July 26

- Group presentations on chronic behavior problem (disorder) that affects classroom management. 30 minutes (maximum) for each group; handouts for colleagues in this course. Be prepared for discussion/questions from class colleagues.
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- ✓ **Review / discussion of independent project: Book Review**

Friday, July 27

- ✓ **Independent study/research/preparation of Book Review project and presentation.**

Monday, July 30

- Class discussion of July 25 reading assignment: Marzano Chapters 3-4.
 - What are appropriate disciplinary interventions? When? How?
 - Teacher-student relationships....does it really matter? How do teachers establish valuable teacher-student relationships that will positively impact the management of their classrooms or school?
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- ✓ **Read Marzano text pgs. 65-91. Develop a bulleted “response summary” that will prepare you to lead and/or contribute to class discussion on July 31.**

Consider:

- 1) **What does Marzano mean in reference to “mental set” or “with-it-ness”? Why is this important for successful classroom management?**
 - 2) **What is the student’s role/responsibility in classroom management? How do good teachers develop/encourage students to be responsible for their own behaviors?**
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- ✓ **Preparation of Book Review project and presentation.**

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Tuesday, July 31

- Class discussion of July 31 reading assignment: Marzano Chapters 5-6.
 - What is mental set? What is “with-it-ness”? How do effective teachers develop this “with-it-ness”? Does this positively impact student achievement?
 - How do good teachers develop students that “own” their behavior and become responsible for their learning?
- ✓ **Read Marzano text pgs. 92-115. Develop a bulleted “response summary” that will prepare you to lead and/or contribute to class discussion on Aug. 1.**

Consider:

- 1) What does Marzano suggest about “getting off to a good start”? Agree/disagree?
 - 2) Why does the author deem this is essential for effective classroom management?
 - 3) What does Marzano’s research reveal about management at the school site?
 - 4) What is your experience with effective or ineffective management at the school level?
- ✓ **Preparation of Book Review project and presentation.**

Wednesday, August 1

- Class discussion of August 1 reading assignment: Marzano Chapters 7-8.
 - How do you “get off to a good start”? Is your plan ‘in sync’ with Marzano’s research?
 - What does Marzano’s research suggest about management at the school site? Do you agree/disagree?
 - What are some of your experiences with effective or ineffective school site management?
- ✓ **Preparation of Book Review project and presentation.**

Thursday, August 2

- **Individual presentations of your Book Review. This will be a 20 minute (maximum) individual presentation about an additional book/text on classroom management that you’ve read, critiqued and summarized for your colleagues in this course. Be prepared with handouts for your classmates and for some brief discussions/questions from your colleagues. NOTE: Your entire presentation and discussion should fit within your 20 minute time allocation. Please plan accordingly!**

Friday, August 3

- **Same as Thursday, Aug. 2.**
- **Debrief**
- **Course evaluations**

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My Expectations of You:

- Attend all class sessions.
- Come to class prepared. Please read the assigned readings and have your assignments read to turn in on time. Written work should be high quality writing with appropriate use of conventions.
- Share responsibility for creating a class climate where everyone learns from one another and has an opportunity to share his/her expertise.
- Inform instructor ahead of time if you will be unable to attend a particular class session. Unexcused absences will hinder your final grade. Class participation is expected for you to meet the goals and objectives of this course. Listening, responding to questions, being prepared and contributing to or leading discussions are all associated with class participation. Bring your textbooks/assigned readings, assignments and required materials to each class session.

You Can Expect from Me:

- Come to class prepared, be responsive to student needs and provide opportunities for you to give feedback on this course.
- Treat you the way I would like to be treated.
- Be available to assist students with the coursework.

If you will not complete all work when it is assigned, it is your responsibility to request an “Incomplete” from the Registrar’s Office. Please see the GFU graduate catalog available online for further details: <http://www.georgefox.edu/catalog/graduate/pdf>

Disability Services Information

The following paragraph comes from the University’s policy statement on students with disabilities:

“George Fox University is committed to providing equality of opportunity and meaningful access for qualified students with physical, psychological, attentional or learning-based disabilities in compliance with the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973. A qualified student with a disability at George Fox University is someone who, with reasonable or no accommodations, is capable of meeting George Fox’s academic standards.” (http://www.georgefox.edu/offices/disab_services/policies.html)

Students requesting accommodations or adjustments based on a disability should work through the Disability Services office. Providing accommodations to a student who does not have proper documentation (without making the accommodation available to all students) could put the instructor in a tenuous position legally. Please do not provide accommodations without notification from the Disability Services office.

I meet with students who request services and review documentation of their disability. I then create a letter for the student to take to his or her instructors. The letter includes accommodations that are appropriate for the student. Until you receive such a letter, no accommodations should be expected from you (and you should not provide accommodations that you wouldn’t offer to any student). Accommodations are not retroactive. For example, if an exam was given before you received the official request for accommodation, you have no obligation to give the exam again with the requested accommodations. If you have any questions, please contact me (Rick Muthiah, ext. 2314, rmuthiah@georgefox.edu).

Below is a paragraph related to students with disabilities. **Please include this information in your syllabi as a means of assisting students with disabilities.**

If you have specific physical, psychiatric, or learning disabilities and require accommodations, please contact the Disability Services office early in the term so that your learning needs may be appropriately met. You will need to provide current documentation of your disability to Disability Services. For more information, contact Rick Muthiah, Director of Disability Services (ext. 2314 or or rmuthiah@georgefox.edu), or go to ds.georgefox.edu.

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Course Requirements

Response Summary Papers (7) (5% each)

A short summary and /reaction/response paper on the assigned readings from the required texts. One bulleted page is adequate; three to four pages are too much! These are your “notes” to enhance your participation and/or leadership of class discussions.

- How does the authors’ suggested practices match up with your own classroom management style and practice?
- Do you agree/disagree with the author’s premise? Why or why not.
- Are your opinions/practices validated by classroom management research? If so, please state.

Class Participation (15%)

All students are expected to attend each class session and make appropriate contributions to class discussions. All students will be expected to take on a leadership role during some class discussion

Cooperative Group Project (Jigsaw activity + presentation) (25%)

Working in small groups of 3-4 class members, research a chronic behavior problem (disorder) that affects classroom management in today’s school classroom. This cooperative group effort should handle the behavior in a scholarly (albeit somewhat brief) manner and relate to application in the regular classroom setting. Your group’s presentation should be interesting, informative and useful for your colleagues in this course. You may incorporate technology, video, transparencies, charts, etc. to enhance your presentation. In addition, your group should develop a summary handout for your classmates. It is not necessary to copy/reproduce your entire presentation for your classmates, but it can be the group’s decision to approach your required handouts in this manner. Each group’s presentation should be approximately 30 minutes in length. During a group’s presentation, classmates should develop questions or discussion ideas to share and review following the group’s presentation.

Some of the following topics might be considered for a more in-depth study:

ADD / ADHD	Emotionally disturbed
Asperger’s syndrome	Childhood/adolescent depression
Tourette’s syndrome	Teen parents/children of teen parents
Autism	Poverty issues
Oppositional Defiance Disorder	Bullying / School safety
Down’s Syndrome	Fetal alcohol syndrome
Children of divorce	Other ???
Children of Alcoholics / Children of Drug Abusers	
Relational Aggression	
Victims of Abuse (physical/sexual/verbal/emotional)	

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Book Review / Critique and Presentation (Individual) (25%)

Each student will be asked to review one of the classroom management systems/programs that are listed in the “Supportive Materials” portion of the syllabus or a system that is recognized as valid within the educational community. You may select another management system that you are familiar with and it has a significant amount of information/research that accompanied its development, but is not listed in these “Supportive Materials”. **(Be sure to seek instructor approval if your topic does not come from the “Supportive Materials” portion of the syllabus.)**

Prepare an individual class presentation of your review/critique of a student management system/program. Develop a summary handout for your colleagues in this class. Everyone should leave this course with a significant amount of information about classroom management systems/programs that are being utilized in today’s K-12 classrooms. Feel free to utilize technology or other materials that will enhance your presentation, such as power point, smart board, video, etc.

Each individual presentation and follow-up discussion should be approximately 20 minutes in length.