RATIONALE

Secondary curriculum and management examines classroom organization, instruction, and management issues that are common in middle and high school classrooms. Good instruction and assessment strategies along with engaging curriculum are the gateway to an effective learning community—a community in which adolescents feel safe and secure enough to learn and to be respectful of others. Academic success is increased in a learning environment that caters to social and emotional needs, is rich in content, provides timely and specific feedback and works as a community. The skills and knowledge needed to develop this effective learning community are the focus of this class and complements your knowledge of instructional approaches. You will gain additional knowledge of quality teaching behaviors, the adolescents, families, and communities with whom we work, and the moral and ethical issues surrounding discipline and punishment. The class will also focus on motivating students, setting routines and procedures, and dealing with misbehavior and instructional strategies that can prevent misbehavior, and coping with violence. The organization and content of this class reflect our belief that quality teaching is evidence-based, concerned with the emotional support of students, and focuses on classroom organization, behavior management, instructional support, and student engagement.

PEDAGOGICAL PHILOSOPHY AND CLASS ORGANIZATION
Policies and Expectations

This is a professional class and attendance is expected. Much learning occurs through class discussion and shared reflections. For this reason, _please do not use your laptop computers, phones, or other electronic devices unless suggested by your instructors for a specific activity_. Use of laptops takes away from your focus will result in a point penalty—five points for each infraction.

There will be a grade penalty for absences and lack of participation. Penalties will be discussed on an individual basis. No late papers will be accepted unless prior arrangements have been made and accepted by the instructors. All late papers will receive an immediate five-point reduction.

As members of the University community, we value and respect the Honor code and what it represents. Assignments should be pledged and our expectation is that all students will protect the integrity of the Honor System. Students with documented disabilities that require accommodations to obtain equal access for this class should contact the instructors as soon as possible. Class cancellation due to inclement weather will be announced via our class e-mail as will other important messages**. Therefore, you must make certain that you frequently access your University email.**

You may expect that your instructors will be prepared for class, will demonstrate respectful behaviors, and will strive to provide timely and clear feedback.

TalkBack

Each class will begin with a focused TalkBack session of between 15 and 20 minutes. TalkBack topics are listed on the syllabus. Although we have strong ideas about secondary education, we are interested in hearing your well-grounded questions and ideas about topics under discussion. Please come to class prepared to discuss the topic and how it plays out in classrooms. The purpose of TalkBack is for all of us to extend our understandings beyond our own personal experience.

To encourage broad participation, no one should monopolize our discussions. We encourage each class member to challenge any and all ideas that are presented in class. In order for this to work, all members of our learning community must come to class prepared to discuss relevant topics and to be respectful of various viewpoints. Each one of you has demonstrated that you are an intelligent and caring preservice teacher. On occasion you may be disagreed with and you may find yourself disagreeing with a peer or your instructors. All ideas are open for discussion and it is important that we all grow in our knowledge of classroom life.

Small Base Groups

You will be partnered with two or three 5030 students from a different content area for the semester. During our first class, you will identify classmates with whom you do not have a previous relationship and who are different from you on a number of dimensions (content area, gender, type of high school attending, geographic area, interests, learning style). The purpose of working in partner groups is to expose you to different philosophical and practical approaches. Because you meet in content specific classes at other points in your Curry work, it is important for you to work with students enmeshed in other disciplines, from other places, with different interests. There are common problems and issues that result from working in middle and high schools that cut across content boundaries and are focused on the adolescents with whom we work. Group partners will be responsible for clarifying directions and information, collecting materials when an absence occurs, and checking for understanding and comfort within our learning community.

COURSE GOALS

By the end of the class:
- **You will understand** that student learning is enhanced in an organized and well-managed classroom.
- **You will know how to** design a high-quality classroom environment that responds to pupil needs and results in student learning.
- **You will know**
  - Several approaches for organizing middle and secondary classrooms to avoid misbehavior and encourage student engagement and learning;
  - The current research on middle and secondary classroom management, student motivation and engagement, and instructional alignment.
  - The dimensions of the CLASS-S observation instrument.
- **You will be able to**
  - Identify and demonstrate important social and emotional skills and the role these competencies play in classroom life (and learning) both theoretically and personally;
  - Design an instruction and management plan that utilizes a variety of approaches, takes into account the academic, emotional, and social needs of students in the class, and anticipates management problems in which you explain and justify your choices;
  - Analyze and propose solutions to instructional and classroom management difficulties;
  - Plan aligned instruction with appropriate diagnostic, formative, and summative assessments for a specific group of students using a cooperative learning structure;
  - Demonstrate your understandings about quality teaching and your own teaching goals through a critical book review.

TEXTS AND MATERIALS

Estes, T.H., Mintz, S.L., Gunter, M.A. (2011). **Instruction: A Models Approach**, **6th edition**. Boston: Allyn and Bacon. (Instruction)

Sizer, T.R., & Sizer, N.F. (1999). *The Students Are Watching.* Boston: Beacon Press. (TSAW)

Tomlinson, C.A. & Imbeaur, M.B (2010). *Leading and Managing a Differentiated Classroom.* Alexandria, VA: ASCD. (Differentiated)

Weinstein, C.S. & Novodvorsky, I. (2011). **Middle and Secondary Classroom Management, 3rd edition.** New York: McGraw Hill. (Management)

Highly Recommended:
Lemov, D. (2010). *Teach like a Champion: 49 techniques that put students on the path to college*. San Francisco: Jossey-Bass.

EDIS 503 Assignments and Point Values

All assignments should be submitted by the due date on Collab Assignments. All papers should use 6th edition APA in-text citation and reference style. A good source for APA reference and citation style can be found at http://owl.english.purdue.edu/owl/resource/560/01/. Note that all papers in APA style are double-spaced and use Times New Roman, 12-point font. Documents submitted to Collab or sent via email must include your name and assignment in the document name (e.g. mintz.formative.doc)

Research Credits (0 pts, but required to receive a grade in the class).
Each year all students in the University of Virginia Teacher Education program need to complete 5 research credits. Research credits are required because we are a Research I institution and meet our commitment to study teaching, in general, and our program, in particular. Student research credits will be tracked using the Curry Participant Pool (CPP) website supported by the Sona system. The website is located at curryuva.sona-systems.com. If you have problems or need a user name and password to access the website, contact **Peter Wiens at pdw2fe** and he will provide these to you. Peter will also track student credits so that we know who has completed the requirement and can receive a grade.   Make certain that you log into your CPP account and select EDIS 5030. You will be able to select the course from a list that will be provided when you log in for the first time this semester. More detailed information about the Curry Participant Pool can be found under Resources on our Collab site. Please remember that there are certain research activities that are required for each year you are in the program and that count toward your five credits. In the 3rd year, you are to complete the Common Core Survey, in the 4th year and 1st year of your PGMT program, you must complete the Common Core Survey and VAIL. If you have any questions, please read the information on Collab first and then contact Peter.

Where am I?: A Formative Evaluation. **(100 pts) Due February 16, 2011.**
Because we know that formative assessments can influence and shape student learning, you are asked to evaluate your attainment of beliefs and dispositions identified with quality teachers. The dispositions have been developed by the Council of Chief State School Officers' Interstate Assessment and Support Consortium (the full standards can be found at www.ccsso.org/intasc and on Collab) and are intended to be the basis for both teacher education and licensure. The critical dispositions on which you should focus are listed below. To successfully complete this paper, you will need to reflect on all of the specific items in terms of your habits of mind. Have you demonstrated behaviors that indicate you have that disposition? In this paper, you will share your path toward reaching each of these goals by ascertaining if you have reached the disposition (and how you know), if are you still are working on achieving that disposition (and explain how), that you disagree that the disposition is important (and explain why), or that you have not demonstrated behaviors that indicate you have this disposition (and explain how and why you will deal with this omission). In addition, a discussion of how these dispositions are related to social-emotional learning (SEL) skills, in general, and your competence with SEL skills, in particular should be included. Your reflections and evaluation of where you are in relation to these behaviors should be shared in a **5-page paper** filled with examples of your thinking, beliefs, and behaviors

   Critical Dispositions
*   The teacher is committed to working with students to establish positive and supportive learning environments.
*   The teacher values the role of students in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.
*   The teacher appreciates the cultural dimensions of communication and seeks to foster respectful communication and multiple perspectives among all members of the learning community.
*   The teacher is a thoughtful and responsive listener and observer.
*   The teacher respects families' norms and expectations and seeks to work collaboratively with students and families in setting and meeting challenging goals.
*   The teacher respects students' differing strengths and needs and is committed to using this information to further each student's development.
*   The teacher believes that all children can learn at high levels and persists in helping all children reach their full potential.

   Papers will be evaluated through the following checklist.

1. Appropriate and convincing use of language and accurate mechanics are used.
2. Examines dispositions through examples that use both dialogue and action.
3. Relates dispositions to basic social-emotional learning skills.
4. Displays understanding of the disposition and the theory and research evidence supporting the disposition; firmly grounded in data and theory.
5. Shows deep, clear thinking; moves beyond superficial generalizations.
6. Shares and supports closely held beliefs about teaching.
7. Uses APA style (6th edition) for citations and references.

Book Review (100 pts) Due March 16, 2011

A **1200-word** essay review of one of the books on the recommended reading list is required. (The recommended reading list can be found at the end of the syllabus.) The review should include full reference and in-text citations in APA style (6th edition). A successful book review will be a commentary and synthesis of the book, not a summary alone. The review will make an argument about the book and will answer the following questions:

- **Purpose**: What is the scope of the book? What topics are covered? What was the author's purpose in writing the book? What is the author's thesis and in what ways is the thesis supported? How do you evaluate this support? Provide examples of the evidence used to bolster the main argument. Evaluate the argument and evidence using your knowledge and experiences.
- **Style**: Assess the author's style in presenting his or her ideas. How does the author incorporate his or her own experiences and biases into the narrative? Are the writing, examples, and style appropriate to the identified audience?
- **Utility**: How helpful did you find this book? Did it influence your understanding and knowledge about teaching and learning? Did it influence your thinking about classrooms and adolescents? Would you recommend this book? Why or why not?

The book review will be evaluated on organization, content, and mechanics. A 100 pt paper will be well organized, will answer all of the prompts within a strong and believable argument, will contain accurate and well-supported information, and will have no or very few mechanical errors.

Revised Lesson Plan (125 pts) Due April 13, 2011

Using a lesson plan that you have written for another class, or retrieved from the web, demonstrate how you might differentiate the lesson to meet the needs of specific students. In order to do this, you will need to describe in short cases, several students who will be in your "class." **There must be at least three targeted students, but you may have as many as 6**. Students may be invented from what you know about individual students in your field experience or from other settings in which you interact with middle and high school students. You will construct details about each students' interest, readiness, and learning profile and write up each students' profile in **1-2 pages**. Then, you will re-write your original lesson plan to meet the needs of each of the targeted students. Commentary must be provided explaining each of the instructional decisions that were made and how these decisions meet student needs. How you decide to organize the format of the lesson plan is up to you. Lesson plans may receive peer feedback before submission, however each 5030 student must turn in his or her own lesson plan. Papers will be evaluated according to the following checklist.

1. Clear descriptions of at least three students and no more than six students that include information about past achievement, readiness, and learning profile. Descriptions should be no less than 250 words and no more than 500 words.
2. Includes an aligned lesson plan with KUDs, formative assessment, and clearly described differentiated instructional activities.
3. Commentary explaining the KUDs, assessments, and instruction with explanations of how your decisions reflect your understanding of the needs of your targeted students. It can be assumed that your targeted students are representative of the rest of your class.
4. Clear demonstration of your understanding of the principles of differentiated instruction.
5. Source of original lesson plan if it is taken from the web or from a book.

Management and Instructional Organization Plan (175 pts) Due May 3, 2011.

After carefully reviewing your readings and class notes, develop an organizational plan that details management and instructional actions for your own future classroom. This plan of action should be no more than **12 pages** and should incorporate your plan for organizing your classroom, instruction, and assessment in terms of the following categories:

- **Teaching Context** Describe the teaching context that will provide the foundation for your management and instructional organization plan. Describe the school, students, and content. The context should be a good approximation of where you hope to be in your first year of teaching.
- **Classroom Environment**: **Proactive Strategies** How will you set up the physical and social environment of the classroom? How will your decisions about the set-up of your classroom impact on management and instruction positively?
- **Student-Teacher and Student-Student Relationships**: **Proactive Strategies** How will you be purposeful in establishing emotional support in your classroom? How will you use teacher-student interactions to help students become successful in school? In what ways will your plan help to meet adolescent needs? How will you help students become collaborative and supportive with peers?
- **Procedures and Routines: Proactive Strategies** What procedures and routines will you have for instruction, assessment, and behavioral management? How will these procedures help you meet your curriculum goals and adolescent needs? Does your content area impact the types of procedures and routines you will use for instruction and assessment? Explain how routines and procedures can have a positive impact on classroom management**.**
- **Responding to Misbehavior: Reactive Strategies** What will the structure and implementation of your management system look like? Why? How are these decisions related to adolescent needs, curriculum goals, and school policies?
  - How do you anticipate conveying your discipline system to your students?
  - How will you involve administrators and parents in your management plan?
  - What kind of agreements and consequences will be part of your system? How will these be determined?
  - In what ways will you help your students develop responsibility?
  - What will you do when students break the rules?
  - When will you use school administrators to help you discipline your students?
  - How will you collect evidence about how your system is working? How would you modify your approach?
  - What consequences to you, your students, and society might result from your management approach?

Incorporate your answers to these prompts in a coherent and cohesive essay explaining how you will organize your classroom. We encourage the use of subheadings, diagrams, and graphic organizers in your paper. With a **12-page** limit, you will need to synthesize information and provide succinct, targeted examples of your thinking. The rubric for this assignment can be found at the end of this syllabus in Appendix A.

Your paper should use APA style for your reference list and in-text citations. A reference list is a list of all of the resources that you used in writing your paper. You should have at least ten different references in your bibliography (reference) list. You may use your text, class readings, and readings from any of your other classes at Curry. You may also look for appropriate references as you are working on the paper. In-text citations are the way in which you flag the source of the statements you make or how you identify the source of your information. This allows you to identify the source of the works you used in your research. You are required to have at least ten in-text citations from a minimum of five different sources from your reference list. You may have more than five in-text citation sources. Not all of your references may be cited within your text.

GRADING SCALE	
A	475-500
A-	465-474
B+	455-464
B	435-454

All Curry graduate students must earn at least a B- to pass the class and continue on in the program and, if appropriate, to the Teaching Associateship.

EDIS 3882

Like the fall semester, the EDIS 3882 field experience is organized on providing you an opportunity to work with adolescents in local schools. Understanding the lives of pupils both inside and outside of school will help you to become an outstanding teacher—the goal of the University of Virginia's Teacher Education Program. You will be assigned to either the AVID tutoring program or English Language Learner tutoring for the spring semester; the opposite of what you did in the fall.

EDIS 3882 is evaluated on a satisfactory/unsatisfactory scale. To receive a satisfactory grade, you must meet the following minimum requirements: (1) twelve school visits, each between 60 and 90 minutes or the equivalent thereof; (2) satisfactory and appropriate communication with the classroom teacher or school coordinator; (3) professional behavior (appropriate dress, communications, respect and discretion); (4) adequate completion of a tutoring journal; (5) adequate completion of tutoring coda; and (6) satisfactory evaluation by school personnel.

In addition, if your assignment is English Language Learner tutoring, you will be responsible for producing a support material such as podcasts, vocabulary review, flash cards, graphic organizers, reading outlines, etc. This requirement will be discussed and supported by the graduate students supervising the experience.

COURSE OUTLINE

THE SYLLABUS MAY CHANGE DURING THE SEMESTER. You are responsible for keeping track of due dates, requirements, and any changes that may occur. *It is your responsibility to know these syllabus requirements and the changes to the syllabus that are announced in class and via email.* Readings must be completed by the date they are listed so that you can actively participate in the class. It is expected that you will have answers to the reading questions prepared before class begins

	Topic	Essential Questions/Reading Questions	Readings/Assignments
1 1/24 1/25 1/26	**What is quality teaching?** **TalkBack: What do I want/need to learn this semester?**	• What are the indicators of a quality classroom? • How do quality teachers manage classrooms? • How do quality teachers prevent misbehavior? • How do quality teachers respectfully manage students in their classrooms? • What do I need to know to become a quality teacher?	**Complete the Collab survey.** **CLASS WITS (handout and on Collab)**
2 1/31 2/1 2/2	**Who do we teach?** **TalkBack: How will I get to know the individual students in my classrooms? How will I use this information?**	• How do I get to know the students with whom I work so that we can develop a learning community? • What is it that I need to know about my students? • How will my own beliefs and principles influence how I learn about the students with whom I work? • How will my knowledge of students influence my instructional and management decisions? • With what kinds of students do you think you will be teaching? • How will these students be different from you and your peers in high school? • In what ways will students vary in your classroom? • What resources can help you to meet the needs of all of your students? • What is the role of content knowledge and skills in educating the whole child?	**Differentiated, Part 1: Leading a Differentiated Classroom** **Management, chapter 5** **WIT: Regard for Adolescent Perspective** **Choose one of the three following readings from Sadwoski, M. (Ed.)** *Adolescents at School: Perspectives on youth, identity, and education.* **(1) Noguera, P.A. "Joaquin's Dilemma": Understanding the link between racial identity and school related behaviors. 23-34. (Collab)** **(2) Suarez-Orozco, C., Qin, D.B., & Amthor, R.F. Adolescents from Immigrant Families: Relationships and Adaptation in School. 51-69. (Collab)** **(3) Galley, M. "Who am I as a learner?": Would girls and boys tend to answer differently? 85-93. (Collab)**

3 **2/7** **2/8** **2/9**	**What are the considerations for setting up a viable learning environment?** **TalkBack** **What are the negative aspects of a learning environment?**	• What is the role of the physical set up in the classroom in establishing a learning environment? • Are there better room arrangements than others? • Is it reasonable for the arrangement to be changed? How often? • What do we know about using time in the classroom? • How are the use of time and the physical set up of the classroom related to classroom climate?	**Management, chapters 1, 2, and 7** **Differentiated, Part II, Managing a Differentiated Classroom** **WIT: Positive Climate, Negative Climate**
4 **2/14** **2/15** **2/16**	**What needs do adolescents bring to the classroom?** **TalkBack** **Is the purpose of schooling to meet the needs of students or to provide them skills so that they can become self-sufficient in our global economy?**	• What is social and emotional learning (SEL) • What kinds of social and emotional needs do students bring into the classroom? • What is SEL? • What SEL skills are necessary for student academic and social success? • How can we nurture social and emotional skills? • What role does SEL play in teacher behavior? • How does the physical arrangement of the classroom and how time is used interact with the social and emotional needs of students? • What needs do families and communities bring to schools and classrooms?	**Elias, M.J. & Arnold, H. (2006) The connection between academic and social-emotional learning. In *The Educator's guide to emotional intelligence and academic achievement.* CA: Corwin Press (Collab)** **Sprenger, M. (2005) Inside Amy's Brain. *Educational Leadership*, 62(7), 28-32. (Collab)** **Management, chapter 6** **WIT: Teacher Sensitivity** **(Enrichment) Norris, J.A. (2003). Looking at classroom management through a social and emotional learning lens. *Theory into Practice,* 42(4), 313-318. (Collab)**
5 **2/21** **2/22** **2/23**	**How is student motivation related to classroom management?** **TalkBack** **Is it possible to motivate students who are lazy and not interested in school?**	• What motivates adolescents? • Why are some students lazy? • Do unmotivated students misbehave more than motivated students? • How can I engage students in my classroom? • How can I help my students understand the importance of school success?	**Management, chapter 8** **Willingham, D.T. (2009) Why Don't Students Like School? <u>American Educator,</u> 33(1) p. 4-13. (Collab)** **Cushman, K. (2010) *Fires in the mind,* chapters 9 and 10 (Collab) OR watch the Fires in the Mind channel videos on youtube.com**

| 6
2/28
3/1
3/2 | **How can we respond to adolescent needs and have an organized classroom?**

TalkBack: How do we establish norms/rules in our classrooms? | • What is a jigsaw model and how can it meet the needs of students and teachers?
• What are some management systems (models) promoted to middle and high school teachers?
What are the basic beliefs underlying each approach
What is my opinion of the model? Why?
In what situations might this approach be successful? In what situations might this approach NOT be successful?
What are the long-term consequences to pupils, schools, and society that might result from widespread use of the model?
• How are routines and procedures determined and taught?
• What routines and procedures help to organize classrooms?
• Why are productive classrooms motivating and engaging? | Management, chapter 4
Instruction, chapter 13

Assigned Management Model chapter (Collab) All chapters are from Charles, C.M. (2011). *Building classroom discipline, 10th edition.* **Boston: Pearson.**

(Enrichment) The Jigsaw Model
www.jigsaw.org

Jigsaw Directions
1. In this class, your expert group (everyone has studied the same model) will prepare a one-page summary including KUDs to use during your learning group presentation. The one page summary should include at least two essential questions, information, and a graphic of some kind along with your KUDs.
2. You will also prepare a 15 minute presentation that uses the handout as a beginning, but that is designed to engage students in learning the details of the model and how the model is related to what we have been studying about adolescents and classroom management. The presentation should provide an opportunity for all students in your learning group to understand the big ideas of your approach and the specific classroom management methods that are being promoted.
3. Make specific and relevant connections to our readings and your field experiences.
4. Make a detailed outline of this presentation that can be used by all group members.
5. Write five short answer questions about your management model that can be used on a quiz. Questions should reflect all Bloom Taxonomy Levels. You will be use these questions in your presentation. |
| 7
3/7
3/8
3/9 | **Spring Break** | | *The Students are Watching* **must be completed by the time you return from Spring Break.** |

8 3/14 3/15 3/16	**What management model packages are available to classroom teachers?** **No TalkBack**	• Can a management plan be used as written in every context? • What do the selected management plans offer me as I plan my own personal approach to classroom management?	**Review your chapter, handout, and short answer questions.** 1. Expert groups will meet to review the presentation, handout, and short answer questions. 2. Class will be divided into learning groups and each management model representative will have 15 minutes to present information and lead a discussion of the model. 3. Everyone will complete a matrix summarizing the main points of each management model. 4. The class will discuss a management scenario and how each model would address the problem in the case.
9 3/21 3/22 3/23	**What do we know about bullying?** **Talkback: What are the responsibilities of adults when bullying is observed?**	• What is bullying? • How prevalent is bullying in middle and secondary schools? • Can secondary students be taught to not bully? • Who is to blame for bullying? • What is the role of bystanders in promoting bullying? • Can the wounding of bullying be overcome?	**Swearer, S.M., Espelage, D.L., Vaillancourt, T. & Hymel, S. What can be done about school bullying?: Linking research to educational practice. *Educational Researcher,* 39(1), 38-47. (Collab)** **Management, chapter 3** **(Enrichment) Cook, C.R., Williams, K.R., Guerra, N.G., Kim, T.E. & Sadek, S. (2010). Predictors of bullying and victimization in childhood and adolescence: a meta-analytic investigation. *School Psychology Quarterly,* 25(2), 65-83.**
10 3/28 3/29 3/30	**What is the relationship between management and instruction?** **TalkBack: How can good instructional practices prevent misbehavior? What examples have you seen of this?**	• What are instructional norms? • How do we build instructional norms so that a productive learning environment can be established? • How can we help our students become more productive and successful? • In what ways can instruction be responsive to students? • How do I meet the needs of all students so that they are engaged and successful?	**Management chapters 9, 10, and 11** **Allen, J.P. & Allen, C.W. (2010) The big wait. *Educational Leadership,* 68(1), 22-26 (Collab)** **WIT: Content Understanding, Analysis and Problem Solving, Instructional Dialogue**

11 4/4 4/5 4/6	How does responsive teaching lead to a productive learning environment? TalkBack: Are some students not worth our time and/or investment?	• In what ways can instruction and management be responsive? • Is responsive teaching differentiation? • Is differentiation the same as individualized instruction? • Which student differences should be addressed? • Doesn't differentiation cause resentment and behavior problems? How can these problems be avoided? • What do assessments and feedback have to do with establishing and maintaining a productive learning environment	Willingham, D.T. (2009) *Why don't students like school*? San Francisco: Jossey-Bass. *Chapter 7: How can I adjust my teaching for different types of learners? (113-129)* *Chapter 8 How can I help slow learners? (131-146)* Brookhart, S.M. (2008) *How to give effective feedback to your students.* Alexandria, VA: ASCD. Chapter 2: Types of feedback and their purposes. **WIT: Quality of Feedback, Instructional Learning Formats**
12 4/11 4/12 4/13	What do we do when student misbehaviors disrupt the learning environment? TalkBack: Should misbehaving students be excluded from classrooms?	• What classroom misbehaviors do you anticipate? • How will you be ready for these misbehaviors? • How will theory help guide your responses to misbehavior? • How will knowledge of neurological conditions help to guide your behaviors?	Management, chapter 12 **WIT: Behavior Management, Instructional Learning Formats** Charles, C.M. (2011) *Building classroom discipline, 10th edition.* Boston: Pearson*.* *How do I recognize and deal with atypical behavior that is neurological-based? (41-60) (Collab)* www.theteachersguide.com/ClassManagement.htm
13 4/18 4/19 4/20	How do we deal with violent behaviors? TalkBack: Should violent students be excluded from schools?	• What is an appropriate response to cursing in the classroom? • Should I break up a fight? • What do I do if a student becomes violent? • What if I am afraid of my students?	Management, chapter 13 Explore youtube.com and come to class with two video citations that can be shared in class and that will extend our thinking.
14 4/25 4/26 4/27	What moral and ethical issues must be considered as we organize our learning environments? TalkBack? What role do schools play in our violent society?	• What are the long-term consequences of specific discipline policies? • How do school discipline policies reflect the larger society?	Noguera, P.A. (2003) Schools, prisons, and social implications of punishment: rethinking disciplinary practices. *Theory into Practice, 42(4), 341-350.* (Enrichment) Gregory, A., Skiba, R.J., Noguera, P.A. (2010) The achievement gap and the discipline gap: two sides of the same coin. *Educational Researcher, 39(1), 59-68.*

Management and Instructional Organization Plan Rubric

	Excellent	Satisfactory	Unsatisfactory
Completeness and Accuracy **100 pts.**	All categories are addressed in detail and with robust descriptions and explanations. Explanations include information about adolescents and how they learn. All reported information is accurate. Several robust examples are provided. **(90-100 pts)**	Most categories are addressed and with some detail and explanation. Explanations include some attention to information about adolescents and how they learn. Most of the reported information is accurate. Examples are provided. **(75-89 pts)**	Few categories are addressed or not addressed in detail. Explanations are weak and contain little information about adolescents or how they learn. Information provided includes inaccuracies and/or misconceptions. Few or no examples are provided. **(50-74 pts)**
Plan Coherence **25 pts.**	An aligned and comprehensive plan that "hangs together" is presented. Presents a cohesive teaching/learning philosophy. **(25 pts.)**	Plan leaves out some required information and/or has misaligned components. Teaching/learning philosophy that is presented is inconsistent. **(20-24 pts)**	Plan is weak and/or inconsistent, little description, no rhyme or pattern of a particular approach to teaching and/or learning. **(0-19 pts)**
Organization and Presentation/Mechanics and Grammar **25 pts.**	Good flow, easy to read, makes sense. Includes headings and subheadings No mechanical or grammatical errors (appropriate punctuation, and usage.) Accurate spelling. Appropriate length. **(25 pts)**	Good flow, most of the plan is easy to read and follow. No headings or subheadings. Too long or too short. A few mechanical or grammatical errors. Some spelling errors **(20-24 pts)**	Little or no organization apparent, difficult to read. No organizational elements. Too long or too short. Several mechanical or grammatical errors. Errors make reading and comprehending difficult. **(0-19 pts)**
Bibliography and Citations **25 pts.**	A bibliography of ten or more sources is presented. Ten in-text citations from a minimum of five different sources are listed. APA reference and citation style used. **(25 pts)**	Bibliography of less than ten sources is presented and/or there are less than ten citations from a minimum of five different sources. APA style is not used correctly or comprehensively. **(20-24 pts)**	Inadequate number of sources and citations in paper. APA style not used. **(0-19 pts)**

Recommended Readings

Burke, J. (2008). *Classroom management.* NY: Scholastic

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