Gordon College Department of Education

EDU 438A: Classroom Management

Fridays, 7:30-9:05am, Jenks 121

Fall, 2013

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Office Hours: By appointment Mondays 2:00-4:00pm and Fridays 9:30-10:30am

**Required Texts:**

Evertson, C. & Emmer, E. (2013). *Classroom management for elementary teachers* (9th ed.). Upper Saddle River, NJ: Pearson.

Saphier, J., Haley-Speca, M. & Gower, R. (2008). *The skillful teacher: Building your teaching skills* (6th ed.). Acton, MA: Research for Better Teaching, Inc.

Any additional required readings will be distributed throughout the semester or posted on Blackboard (<http://blackboard.gordon.edu>)

**Prerequisites:** EDU 225

**Course Description:**

Education researchers and experienced teachers have consistently found that well organized and managed classrooms set the stage for student learning and achievement. In this course we will explore the major principles of effective classroom management such as identifying the differences between rules and procedures, examining teachers’ and students’ roles in academic accountability, and getting the school year off to a positive start. The maintenance of appropriate student behavior as well as working with students with behavior problems will also be discussed along with how to manage and sustain a classroom environment that meets the special needs of students.

**Course Objectives:**

Through participation in this course, the student will:

1. Develop a plan for the first few weeks of the school year with a special emphasis on the first day of the school year.
2. Develop an individual set of classroom rules.
3. Describe the relationship between planning, instruction, and discipline.
4. Learn effective ways to organize the classroom.
5. Describe predominate beliefs about human nature.
6. List and define elements of good classroom management.
7. Explain the various roles that communication plays in classroom management.
8. Describe the relationship between classroom organization and discipline.
9. Learn effective ways to manage cooperative learning groups.
10. Describe the role of home and school relations in classroom management.
11. Learn effective ways to manage student behavior.

In conjunction with these objectives, the course aims to provide students with knowledge of

1) the Massachusetts Professional Standards for Teachers

(1) **Application**. The Professional Standards for Teachers define the pedagogical and other professional knowledge and skills required of all teachers. These Standards are used by teacher preparation providers in preparing their candidates, by the Department in reviewing programs seeking state approval, and by the Department as the basis of performance assessments of candidates. Candidates shall demonstrate that they meet the Professional Standards by passing a Performance Assessment for Initial License:

(a) In the practicum or practicum equivalent phase of preparation for the Initial License; or
(b) As part of the Performance Assessment Program.

The following requirements are addressed:

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| **603 CMR 7.08: Massachusetts Professional Standards for Teachers** | **Corresponding Evaluation Methods** |
| (c) Manages Classroom Climate and Operation1. Creates an environment that is conducive to learning.
2. Creates a physical environment appropriate to a range of learning activities.
3. Maintains appropriate standards of behavior, mutual respect, and safety.
4. Manages classroom routines and procedures without loss of significant instructional time.
 | QuizzesProactive Management ObservationsManagement Task ReflectionsClassroom Management Plan |
| d) Promotes Equity 1. Encourages all students to believe that effort is a key to achievement.
2. Works to promote achievement by all students without exception.
 | Proactive Management ObservationsManagement Task ReflectionsClassroom Management PlanAction Research Plan |
| (e) **Meets Professional Responsibilities**1. Maintains interest in current theory, research, and development in the academic discipline and exercises judgment in accepting implications or findings as valid for application in the classroom.
 | Preparation and ParticipationClassroom Management PlanAction Research Plan |

**Course Structure**

**Class Format:** Including but not limited to: Lectures; demonstrations; online activities; discussion; student presentations, readings; collaborative groups; multimedia; reflective class activities/exercises; and skill building exercises.

**Library Resources:**

Students are responsible to obtain any library resources assigned for this course.  Questions about library resources should be directed to librarians in the Jenks Library.  Librarians are available to assist you from the library reference desk, by e-mail at library@gordon.edu, or by phone (978) 867-4878.

We will also make use of resources available on the Gordon Library site. To log on:

* Go to: http:/go.gordon.edu
* Under “Departments,” to the Library
* Under Resource Links on the right, click on Electronic Resources
* Enter the same username that you use for Gordon email.
* Enter your student identification number as your password.

**Blackboard:** Throughout the semester, we will use Blackboard as a tool to supplement the course. Students will be able to access course information such as the syllabus and readings on the course site. In conjunction with course technology integration, students will be required to utilize other features at the discretion of the instructor. To log on:

* Go to: [http://blackboard.gordon.edu](http://blackboard.gordon.edu/)
* Enter the same username that you use for Gordon email.
* Enter your student identification number as your password.

**Attendance Policy:**

Attendance is expected at all classes for the full duration of each class. Students requesting an excused absence must provide documentation to the instructor a minimum of two weeks prior to the scheduled absence when known in advance (e.g., Gordon College sponsored activity) or as soon as possible when not known in advance (e.g., illness). You are responsible for submitting course assignments on time even if you must miss a class. You are responsible for the content of all class sessions, even if you are absent. Contact a classmate for class notes, missed work, assignments, etc. to ensure preparation for the next class period.

**Students with Disabilities:**

Gordon College is committed to assisting students with documented disabilities (see Academic Catalog Appendix C, for documentation guidelines). A student with a disability who may need academic accommodations should follow this procedure:

A. Meet with a staff person from the Academic Support Center (Jenks 412 ex. 4746) to:

1. make sure documentation of disability is on file in the ASC,
2. discuss the accommodations for which you are eligible,
3. discuss the procedures for obtaining the accommodations, and
4. obtain a Faculty Notification Form.

B. Deliver a Faculty Notification Form to each course professor within the first full week of the semester; at that time make an appointment to discuss your needs with each professor. *Failure to register in time with your professor and the ASC may compromise our ability to provide the accommodations. Questions or disputes about accommodations should be immediately referred to the Academic Support Center.*

**Academic Integrity:**

Academic dishonesty is regarded as a major violation of both the academic and spiritual principles of this community and may result in a failing grade or suspension. Academic dishonesty includes plagiarism (see Plagiarism in the Student Handbook), cheating (whether in or out of the classroom), and abuse or misuse of library materials related to course requirements.

**Electronic Communications:**

It is your responsibility to read electronic communication posted on BlackBoard as an announcement or sent to your Gordon College email account. If you have not activated your Gordon email account, please contact CTS for assistance. That office can also assist you in forwarding your Gordon emails to another email account if you prefer.

**Course Grading Policies:**

Complete all projects, assignments, or assigned activities by the published due dates. **Late assignments will not be accepted without prior approval of the instructor.** Prior approval means as far in advance of the due date as possible, but a *minimum* of 24 *business* *hours* before the due date.

**Grading Scale**

Course grades will be determined based on the percentage of total points available in the course according to the following scale. The instructor will not round percentages up.

A+ 99 – 100

A 94 – 98

A- 90 – 93B+ 87 – 89

B 84 – 86

B- 80 – 83

C+ 77 – 79

C 74 – 76

C- 70 – 73

D+ 67 – 69

D 64 – 66

D- 60 – 63

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| **Grade Components:** |  |  |  |
| **Assessment** | **Brief Description***Additional directions and rubrics will be provided for each assignment.* | **Due Date** | **Weight** |
| **Class Preparation and Participation** | *Preparation* means arriving on time having thoughtfully completed all assignments (readings, exercises, assignments) before class. *Participation* begins with being fully present in class (in contrast to texting, daydreaming, web surfing…). It also involves pursuing professional growth by asking questions, sharing connections, and seeking to apply course concepts. Finally, participation means contributing to the learning of others through respectful collaboration, including giving and receiving constructive peer feedback, working together to solve problems, considering viewpoints contrary to your own, agreeing to disagree, and maintaining confidentiality*.* | Weekly | 10% |
| **Quizzes** | Four quizzes taken on the course BlackBoard site check student understanding of key concepts introduced in assigned readings and reinforced in class. Each quiz will close at the published time, and students will not be able to reschedule the quiz without documentation of a medical or personal emergency. | Sept. 20 October 4 Nov. 8 Nov. 22 | 10%(2.5% per quiz) |
| **Proactive Management Field Observations** | Create a five minute multimedia group presentation using course readings to analyze field observations. Groups will be assigned one of four topics: classroom spaces, learning displays, climate/community, or expectations. Presentations should address the learning needs of diverse students in relation to the assigned topic. | October 11 | 20% |
| **Proactive Management Task Reflections** | Select 2-3 management tasks from the list provided to try in your field placement. Write a reflection analyzing your effectiveness as a teacher and what you learned about classroom management through performing the tasks. | October 25 | 15% |
| **Classroom Management Plan** | Design a classroom layout, identify key routines and management strategies, and develop a plan for beginning the year (parent communication, community building, first day of school activities) aligned with your philosophy of classroom management. | December 6 | 30% |
| **Action Research Plan** | Identify a question you can research in your field placement next semester. This question should in some way connect back to Universal Design for Learning. Read research articles to inform the design of your research. Develop a research plan including a timeline, data sources, and intervention(s) to try, as applicable. | December 16 | 15% |
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**Expectations for Professional Oral and Written Expression**

Excellent oral and written communication skills are essential for teaching. Part of your professional responsibility is to ensure you are a model of oral and written language for your students. Parents and professional colleagues will expect you to communicate effectively. Therefore all papers and other written projects (e.g., lesson plans, letters to parents, reflections) must demonstrate college-quality writing. Similarly, clear and professional oral communication is a requirement in class presentations or assignments submitted through audio file. **Failure to meet these requirements will also result in a deduction of points for assignments (up to 20% of the total points available)**.

**Course Outline:**

*Weekly topics and assigned readings are subject to change at the instructor’s discretion to best support student learning in relation to course objectives. Any changes will be announced in class and posted on BlackBoard. Unless otherwise specified, all readings/assignments are due by the beginning of class on the date listed.*

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| **Date** | **Topic** | **Readings/Assignments DUE** |
| 8/30 | Course IntroductionWhat is Classroom Management? |  |
| **Proactive Approaches: Planning for Effective Classroom Management** |
| 9/6 | Organizing Classroom Space and Materials | *Classroom Management* chpt. 2*Skillful Teacher* chpt. 5, 6 |
| 9/13 | Establishing a Positive Climate | *Classroom Management* chpt. 5*Skillful Teacher* chpt. 13, 14 |
| 9/20 | Developing Routines and Procedures | *Classroom Management* chpt. 3*Skillful Teacher* chpt. 7Online Quiz #1 due by 7:30am |
| 9/27 | Planning Instruction and Managing Student Work | Jigsaw Reading:*Classroom Management* chpt. 4, 6*Skillful Teacher* chpt. 3, 4, 12 |
| 10/4 | Supporting Cooperative Learning | *Classroom Management* chpt. 7Online Quiz #2 due by 7:30am |
| **Interlude: The Teacher as Researcher** |
| 10/11 | Action Research Workshop | Proactive Management Observations |
| 10/18 | NO CLASS DUE TO QUAD BREAK |
| **Responsive Approaches: Maintaining Effective Classroom Management** |
| 10/25 | ONLINE CLASSMaintaining Appropriate Student Behavior | *Classroom Management* chpt. 8“Apology of Action” articleManagement Task Reflections |
| 11/1 | Communicating Effectively | *Classroom Management* chpt. 9 |
| 11/8 | Managing Challenging Behaviors | *Classroom Management* chpt. 10-11Online Quiz #3 due by 7:30am |
| 11/15 | Evaluating Models of Classroom Management | Jigsaw Reading:*Skillful Teacher* chpt. 12 and readings provided |
| 11/22 | Evaluating Models of Classroom Management | Jigsaw Reading:*Skillful Teacher* chpt. 12 and readings providedOnline Quiz #4 due by 5:00pm |
| 11/29 | NO CLASS DUE TO THANKSGIVING BREAK |
| 12/6 | Course ClosureAction Research Workshop | Classroom Management Plan |
| 12/16 | FINAL EXAM 12-2PM: Action Research Plan Presentations |