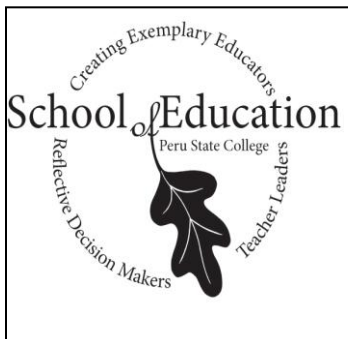




Department: Education
Course Number: EDUC 533
Course Title: Classroom Management
Credit Hours: 3
Professor: Dr. Gary Thompson (adjunct professor)

The Conceptual Framework for all School of Education and Graduate Studies classes at Peru State College is based on the following statement as taken from the [School of Education and Graduate Studies Conceptual Framework](#).

***Peru State College's Teacher Education Unit
Graduate Conceptual Framework***



Reflective Decision-Makers

- Foundational Knowledge
- Professional Dispositions & Integrity
- Professional Development

Introduction

At Peru State College, our mission is based upon the premise that each person has unique potential to be enhanced by his or her educational experiences. Therefore, as educators, we acknowledge our role in this enhancement, our own responsibility to be reflective practitioners: persons grounded in knowledge of the past, respectful and cognizant of the present cultural context in which we live, and highly aware of a future that requires adaptability and critical thinking skills. Our conceptual framework has long acknowledged the belief that our teacher candidates should be wise decision-makers. Drawing upon critical and constructivist theory, we have come to realize that wise decision-making is based upon one's ability to reflect critically upon one's experiences and to acknowledge the "indeterminate zones of practice – uncertainty, uniqueness, and value conflict..." (Schön, 1987, p. 6) We believe, for ourselves and for our students, that a reflective program "...must cultivate activities that connect the knowing- and reflection-in-action of competent practitioners to the theories and techniques taught as professional knowledge in academic courses" (Schön, p. 312).

The Peru State College undergraduate conceptual framework focuses on three broad themes of professional development: grounding in foundational knowledge, a personal disposition appropriate for teaching, and a strong professional awareness. The heart of our undergraduate framework presents the teacher as a reflective decision-maker. The School of Education and Graduate Studies believes that if the undergraduate conceptual framework is to be optimally valued, then it is a strong foundation for our graduate program. Our graduate program enhances and extends reflective decision-making to evolve into a framework for reflective change. It is our desire that our Masters degree candidates become master teachers who can effect positive change in their classrooms, schools, and communities.

Our mission in the graduate program focuses on building upon the strengths and expertise of experienced teachers. The reflective change agent framework is intended to extend the teachers' skills and competencies in order to improve the performance of the students they teach. Graduate students will develop greater technological and pedagogical competencies. Graduate students will be exposed to the reflective thinking processes necessary to be competent facilitators of change in an ever-changing social and cultural milieu.

Course Description:

This course encompasses the role of management and leadership in the classroom as a system that is interlinked with the individual, class, school, community, state, etc. Research on key aspects of management and/or leadership styles will be analyzed.

Prerequisites:

Graduate Status

Required Text:

[Comprehensive Classroom Management: Creating Communities of Support and Solving Problems, 9th edition, Vern Jones and Louise Jones; Pearson Publishers.](#)

Course Objectives:

At the conclusion of this course the student should be able to:

- Summarize and/or critique theories in classroom management and/or leadership. (1.1.2, 1.3.6, 2.1.1, 2.1.2, 3.1.1) [Standards 1, 3, 5, 6, 7, 9, 10]
- Identify and use work by authors from diverse, broad perspectives, including under-represented groups. (1.1.1, 1.2.1, 1.3.1, 1.3.3, 3.1.1)[Standards 1, 2, 3, 4, 7, 8, 9,10]
- Resolve, synthesize, and/or critically evaluate contradictions among theories. (1.1.2, 1.2.3, 1.3.1, 1.3.2, 1.3.6, 3.1.1) [Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10]
- Use the skills of analysis and synthesis to develop epistemologically sound ideas. (1.1.2, 1.2.1, 1.2.2, 1.2.3, 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.6, 2.1.1, 3.1.1) [Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10]
- Identify research traditions, authors and issues of importance to diverse communities. (1.1.1, 1.2.1, 1.3.1, 1.3.3, 3.1.1)[Standards 1, 2, 3, 4, 7, 8, 9,10]
- Identify and critique the assumptions behind cognitive positions in classroom management and leadership. (1.1.2, 1.2.3, 1.3.1, 1.3.2, 1.3.6, 3.1.1) [Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10]
- Evaluate implications of current research in classroom management and leadership for one's practice. (1.1.2, 1.2.3, 1.3.1, 1.3.2, 1.3.6, 3.1.1) [Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10]
- Draw upon appropriate scholarly knowledge and resources in clarifying practical and professional issues and making practical and professional decisions for classroom management and leadership. (1.2.1, 1.3.1, 1.3.3, 1.3.4, 1.3.5) [Standards 1, 2, 3, 4, 5, 6, 7, 8, 9]
- Use appropriate resources including original sources, research studies, journals, conferences, associations, databases, annual reviews, list-serves, and Internet sites. (1.2.2, 3.1.2) [Standards 1, 2, 4, 7, 8, 9, 10]

Instruction Method/Mode of Delivery:

- Directed reading
- Reflective writing
- Papers

- Projects
- On line discussions

Course Outline

Unit One Topic: Course Overview

Reading: Articles provided and the Course Overview PowerPoint

Assignments: Course Overview and Article Review

Read the articles provided and review the Course Overview PowerPoint provided. Write a one – two page paper reflecting on your ideas about the articles, course content, and how it might impact your classroom. Also include at least two classroom management goals that you would like to accomplish during the eight weeks you will be completing this course. Place your paper in the assignment link provided. **Due Thursday, August 27 at 12 midnight. No late work accepted.**

Please name your Unit 1 assignment file using your name in the following format (Susan Smith Unit 1 Assignment).

Unit Two Topic: Creating a Positive Classroom Climate

Reading: Class text chapter one

Assignment: Article reviews

Find THREE (3) recent (within the last three – four years) RESEARCH BASED articles from Educational Journals about the impact of a positive learning environment. Each article and review should describe how a positive learning environment can impact student learning, behavior, and motivation. Do not use article abstracts or articles provided for you in this course. Each article should be information teachers need to know. Write a one page opinion paper about each article. Include all three reviews in one file. See the Rubric for Article Reviews below for guidance. Each page should be 8.5 x 11 with 1 inch margins typed in 12 pt. font with your name clearly marked. Place your reviews in the assignment link provided. **Due Thursday, September 3 at 12 midnight. No late work accepted.**

Please name your Unit 2 assignment file using your name in the following format (Susan Smith Unit 2 Assignment).

Unit Three Topic: Discipline Theorists

Reading: Chapter two

Assignment: Create a fact sheet about one theorist of your choice.

Create a fact sheet about one theorist of your choice.

Read about one of the theorists provided and his/her contribution in the topic of discipline. (If you would like to choose your own, please contact the professor for approval before you complete any work.) Create a fact sheet containing the essential information about your chosen theorist. Make sure to identify how his/her theory effects change in classroom practices. Place your fact sheet in the assignment link provided. **Due Thursday, September 10 at 12 midnight. No late work accepted.**

Please name your Unit 3 assignment file using your name in the following format (Susan Smith Unit 3 Assignment).

Unit Four Topic: Student Motivation and Student Needs

Reading: Chapters two and seven and the Motivation PowerPoint

Assignment: Create a poster/chart about student motivation.

Create a poster/chart about student motivation.

What motivates students? What causes lack of student motivation? What can we do about it? What if nothing works? What do teachers need to know about student motivation in order to be more effective? Choose an age group you would like to know more about. Create a poster or chart to demonstrate your knowledge about student motivation for your chosen age group. Place your chart in the assignment link provided. **Due Thursday, September 17 at 12 midnight. No late work accepted.**

Please name your Unit 4 assignment file using your name in the following format (Susan Smith Unit 4 Assignment).

Unit Five Topic: Positive Peer Relationships

Reading: Chapter four and the Bullying PowerPoint

Assignment: Create two classroom activities to identify the causes of and ways to prevent bullying.

Create TWO (2) classroom activities to identify the causes of and ways to prevent bullying.

After reading all the teaching ideas contained in the chapter of your book, create two new activities you could use with students in a classroom. Write your activities as full lesson plans. Place both lesson plans in one file. You can choose the grade and/or subject area of your focus. Your activities should help students understand the cause of harassment and bullying as well as finding ways to eliminate bullying in their particular school. Place your assignment in the link provided. **Due Thursday, September 24 at 12 midnight. No late work accepted.**

Please name your Unit 5 assignment file using your name in the following format (Susan Smith Unit 5 Assignment).

Unit Six Topic: Creating Positive Communication – Parents, teachers, and students

Reading: Chapters three and five

Assignment: Web Quest

1. Create an annotated list of at least 10 web sites containing information about effective communication between and among parents, teachers, and students. Pick an age/grade/ or subject area you want to know more about.

2. Then find 12 new quality web sites you could share with students and parents to help students improve behavior. Include teacher resources for working effectively with students and parents. For instance, how do we help parents interact more effectively with their children? What role does an educational leader play in helping and supporting parents? Where can parents go if they need information about a child with behavioral issues? How do student behavioral issues tie into teacher/student interactions. Make sure the information directly relates to instruction and classroom management issues.

All web sites should be sponsored by educational, social, or behavioral agencies. Your list should give a complete citation for each entry, clearly identify the agency represented, contain a discussion of the material to be found at the website, and a description of how this information will help with classroom behavior.

Additional information for both parts of this two-part assignment:

Your first list is designed for teacher information to find lots of different information about communicating with parents. Find sources that help you understand how to promote positive communication between you, parents, and students. Look for useful sources that give you ideas about taking the lead in fostering effective communication. If you work with older students you will definitely want to find information about student/parent sharing.

The second list should focus just on improvement of student behavior, especially information you could provide for parents. In the second part, find sources that you could use with students and parents to help students improve their behavior. For both parts you can choose the age/grade of the students.

An annotated list means that you have cited (APA) fully, that you have explained why you chose the site and what you think is the key information, and you are able to make direct application to the classroom setting.

Place your annotated lists in the assignment link provided. **Due Thursday, October 1 at 12 midnight. No late work accepted.**

Please name your Unit 6 assignment file using your name in the following format (Susan Smith Unit 6 Assignment).

Unit Seven Topic: Standards for Classroom Behavior

Reading: Chapter six and the Discipline PowerPoint

Assignment: Design classroom procedures you will have in place in order to set standards for positive behavior.

Design classroom procedures you will have in place in order to set standards for positive behavior.

Refer to the Discipline PowerPoint provided for you for this unit. Sample pre-teaching checklists are provided for you. Then, create a list of at least 15 pre-teaching checklists you will use to promote positive behavior standards for students. After you have created your “list of lists” pick five lists you think are the most important to have ready to use with students. Include all five in one file. Develop these five topics into full checklists. Place your plan in the assignment link provided. **Due Thursday, October 8 at 12 midnight. No late work accepted.**

Please name your Unit 7 assignment file using your name in the following format (Susan Smith Unit 7 Assignment).

Unit Eight Topic: Classroom Leadership – Minimizing Disruptive Behaviors

Reading: Chapters eight, nine, and ten

Assignment: Design a classroom discipline cycle.

One of the most effective tools an educator can use is preparation. Any educational position from classroom teacher to coach to media specialist comes with challenging student behavior. Therefore, we need to prepare ahead of time for the challenges that will come our way. Pick a grade and/or specialty area you plan teach. Think of the types of misbehaviors you may encounter. Now, put together a discipline cycle or plan you can use to help students improve their behavior. For examples, please refer to the Principles of Behavior PowerPoint provided for you. Place your plan in the assignment link provided. **Due Thursday, October 15 at 12 midnight. No late work accepted.**

Please name your Unit 8 assignment file using your name in the following format (Susan Smith Unit 8 Assignment).

Assessment Method:

1. Leadership Reflection Sheet -- 10 pts
2. Article Reviews -- 10 points
3. Theorist Research -- 10 points
4. Motivation chart -- 10 points
5. Bullying Project -- 10 points
6. Web Quest -- 15 points
7. Pre-teaching Checklists -- 10 points
8. Discipline Cycle -- 10 points
9. Discussion Board -- 15 points

Scale {90 - 100 = A} {80 - 89 = B} {70 - 79 = C} {60 - 69 = D} {60 or less = F}

No late assignments please.

Besides following the policies of Peru State College, students are expected to:

- Complete all assignments on time.
- Use Microsoft Word or PowerPoint as appropriate
- Use APA formatting style for all written assignments.

Incomplete Coursework:

To designate a student's work in a course as incomplete at the end of a term, instructors record the incomplete grade (I). Students may receive this grade only when serious illness, hardship, death in the immediate family, or military service during the semester in which they are registered prevents them from completing course requirements. In addition, to receive an incomplete, a student must have completed a majority of the course's major requirements. Unless extenuating circumstances dictate otherwise, students must initiate requests for an incomplete by filing out an Incomplete Grade Completion Contract, which requires the student and faculty signature.

The Incomplete Grade Completion Contract cites the reason(s) for the incomplete and details the specific obligations the student must meet to change the incomplete to a letter grade. If students agree to complete required work prior to the normal deadline for making up an incomplete – the end of the subsequent semester – this date must appear in the contract. The division chair, the instructor, and the student receive signed copies of the incomplete Grade Completion Contract.

Even if the student does not attend Peru State College, all incomplete course work must be finished by the end of the subsequent semester. Unless Faculty Senate approves an extension, if the student does not fulfill contract obligations in the allotted time, the incomplete grade automatically becomes an F.

Students who have filed an application for graduation are not eligible for a grade of Incomplete.

Accommodation Statement:

The Rehabilitation Act of 1973 (public law 93-112) section 504, provides that “no otherwise qualified disabled individual in the United States...shall solely by reason...disabled, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.”

1. It is the student's responsibility to notify the institution of any special circumstances that would affect his/her ability to compete equally in the college environment. Learning disabilities must be appropriately documented.
2. Students are encouraged to self-identify at the earliest possible time upon enrollment at Peru State College.
3. Students should contact the Academic Resource Center (ARC), TJ Majors 316/317 in order to present documentation and request appropriate accommodation.
4. Following the verification of diagnosis and documentation, PSC personnel will work with the student to provide the appropriate accommodation.

Academic Dishonesty:

(Revised and approved by the Academic Deans Council 5/14/2003)

- a) Academic integrity is a basic principle that requires the student to take credit only for ideas and efforts that are his/her own. It is dishonest to submit materials in assignments, exams, or other academic work that is based on sources prohibited by the faculty member. Students are entirely responsible for demonstrating to the faculty member's satisfaction, that all work submitted for evaluation belongs to the student or is properly documented. Academic dishonesty, or cheating, shall include, but is not limited to, situations in which a student:
- 1) Refers during an academic evaluation to material sources not authorized by the faculty member.
 - 2) Utilizes devices during an academic evaluation that are not authorized by the faculty member.
 - 3) Provides assistance to another student or receives assistance from another student during an academic evaluation in a manner not authorized by the faculty member.
 - 4) Presents as his/her own the ideas or words of another person without customary and proper acknowledgment of sources, commonly called plagiarism.
 - 5) Knowingly permits his/her words to be submitted by another person without the faculty member's specific permission.
 - 6) Acts as a substitute or utilizes a substitute in any academic evaluation.
 - 7) Fabricates data in support of laboratory or fieldwork.
 - 8) Possesses, buys, sells, obtains, or uses a copy of any materials intended to be used as an instrument of academic evaluation in advance of its administration. This includes online posting of papers, essays, exams, etc. online or hardcopy.
 - 9) Alters grade records of his/her own or another student work in a course or a component of a course.
- b) Instances of academic dishonesty may be discovered in a variety of ways. Faculty members who assign written work ordinarily check citations for accuracy, run data base and online checks, and may simply recognize familiar passages that are not cited. They may observe students in the act of cheating. Other students, faculty, or staff may become aware of instances of cheating. All persons who observe or otherwise know about instances of cheating are expected to report such instances to the proper instructor or Dean.
- c) Penalties for instances of academic dishonesty:
1. The faculty member, at his or her discretion, may a) assign a failing grade for the assignment; b) assign a failing grade for the course, c) recommend to the appropriate Dean that the student's transcript reflect a course failure for reasons of academic dishonesty, d) request that the appropriate Dean recommends to the President that the offending student be suspended for one semester or, in particularly egregious cases, permanently expelled from the College.
 2. A faculty member need present only basic evidence of academic dishonesty. There is no requirement for proof of intent. Students are responsible for understanding the tenets of academic honesty and integrity.
 3. Students may appeal penalties for academic dishonesty using the process established for Appeal of Grades (Section 1.A.4)

Special Note about References Used

Any references used to complete assignments for this course should be from 1997 on. If you are using an old, but landmark writing by an important educational theorist, that will be OK. References should be from research publications. You can include internet references but only if they are from an approved author and web site, such as Educational Leadership. Please do not use popular magazines such as Time or Newsweek or general websites or papers from other students as a reference in your work. If you have any questions, please contact Dr. Thompson.

A reading list has been provided for your convenience. Please feel free to suggest additions to the reading list.

Please remember, it is the student's responsibility to submit all assignments in Microsoft Word or Microsoft Power Point. Please do not use any other programs. If the professor cannot open an assignment full credit may not be given.