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2. COURSE DESCRIPTION

This course is an introduction to strategies for facilitating learning through effective classroom management, with emphasis on the role of parents in classroom management and on counseling techniques related to management strategies and parenting.

ELEM 451 will help you develop systematic strategies and techniques for effectively leading your students to cooperate with you and with each other and to remain on-task and engaged in the learning activities you plan for them.

ELEM 451 is designed to develop competencies in the areas of classroom management, parent counseling and guidance strategies for the regular classroom teacher.

A practicum experience is required.

3. TEXTBOOKS

Evertson, C.M., Emmer, E.T., Clements, B.S., & Worsham, M.E. (2006). *Classroom management for elementary teachers*. Boston: Allyn and Bacon

Wong, H.K., & Wong, R.T. (2005). *The first days of school*. Sunnyvale: Harry K. Wong Publications.

4. SCHOOL OF EDUCATION'S CONCEPTUAL FRAMEWORK

The conceptual framework of the School of Education is reflected in this course and establishes a shared vision of its efforts in preparing educators to work effectively in P-12 schools. It defines the educator as a *Facilitator of Learning*, one who seeks to make the learning process accessible and one who enables learning to take place successfully. This presupposes that the educator is reflective and serves as a catalyst, stimulator, and motivator of the teaching and learning process. The conceptual framework defines the unit's vision which underscores the school's

purpose for preparing its candidates for teaching and leadership roles in a global society. The unit prepares candidates who support student learning, within the context of family and community participation, for a diverse, technological, and global society. We achieve this vision through teaching, research, and service. Our conceptual framework serves as a lens through which we view our education professionals. The themes of our conceptual framework are: (1) caring dispositions and ethical responsibility; (2) communication; (3) knowledgeable and reflective educators; (4) research and leadership; (5) respect for diversity and individual worth; (6) technological competence and educational application; and (7) working with families and communities.

5. NCDPI, NCATE OR SPECIALTY AREA STANDARDS

Include the NCDPI Specialty Area Standards, the NCATE Standards, and the assessment(s) addressed in this course.

NCDPI Standards	NCATE Standard(s)	Assessment(s)
Standard 7: Elementary teachers use developmentally appropriate strategies to design and deliver instruction in all areas of the elementary curriculum		Electronic Portfolio (Classroom Management Plan)
Standard 14: Elementary teachers develop strategies to address topics that are controversial to diverse.		Case Studies
Standard 16: Elementary teachers develop as leaders in their schools and communities by staying informed about educational policy issues and supporting professional development. Elementary teachers participate in co-curricular activities, provide leadership in student and curriculum involvement and connect these activities to the		Problem Solving

development of citizenship ideals in their students.		
Standard 17: Elementary teachers understand safety and liability issues in elementary and advocate for appropriate safety materials and enforcement practices in the classroom.		

6. CORE STANDARDS

NCDPI Core Standards and the assessment(s) addressed in this course.

Standards Used in this Course	NCDPI Core Standards	Assessment(s)
Indicator I Use data to organize, plan and set behavioral goals	1. Teachers demonstrate Leadership—Teachers lead in their classrooms	Group discussion of information from each chapter
Indicator II Develop ways to collaborate with all school personnel	2. Teachers establish a respectful environment for a diverse population of students	Demonstration of knowledge of diverse cultures through small group activities
Indicator III Teachers know the content they teach	3. Teachers develop and apply strategies to make the curriculum rigorous and relevant for student success	Develop strategies to utilize the N. C. Standard Course of Study to enhance content knowledge
Indicator IV Teachers facilitate Learning for their students	4. Teachers understand the influences on student learning and differentiate instruction	Develop strategies to keep student engaged in the learning thus decreasing off task behavior
Indicator V Teachers reflect on their practice	5. Teachers collect and analyze student behavior/performance data to improve student behavior and performance	Observation during field experience

7. DIVERSITY

Include the NCDPI Diversity Standards and the assessment(s). Only include the standard or standards you will address in this course.

Diversity Standards Used	NCDPI Diversity Standards	Assessment(s)
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in this Course		
X	1. Teachers understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful and culturally relevant for diverse learners.	Classroom Management Plan Analytical Field Experience Practicum Assignment
X	2. Teachers understand how students' cognitive, physical, socio-cultural, linguistic, emotional, and moral development influences learning and address these factors when making instructional decisions.	
X	3. Teachers work collaboratively to develop linkages with parents/caretakers, school colleagues, community members and agencies that enhance the educational experiences and well being of diverse learners.	
X	4. Teachers acknowledge and understand that diversity exists in society and utilize this diversity to strengthen the classroom environment to meet the needs of individual learners.	
X	5. Teachers of diverse students demonstrate leadership by contributing to the growth and development of their colleagues, their school and the advancement of educational equity.	
X	6. Teachers of diverse students are reflective practitioners who are committed to educational equity.	

8. TECHNOLOGY

This course will help strengthen and enhance the candidates' technological competence and skill in using technology. Candidates will use a variety of technologies to enhance their knowledge of technology in this course. Some technologies for this course may include: productivity tool (Power Point, presentation software), Internet, web page construction, e-mail, on-line course applications, grade book, video camera.

	Technological Applications for this Course
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X	Productivity tool (Power Point)
X	Presentation software
X	Internet
X	Web page construction
X	e-mail
	On-line applications
X	Grade book
	Video camera
X	Scanner
	Excel
	Smart board
	Lap Top and LCD panel
	Music Stereo and CD

NCDPI Technology Standards and the assessment(s) addressed in this course.

Technology Standards Used in this Course	NCDPI Technology Standards	Assessment(s)
X	1. Teachers demonstrate a sound understanding of technology operations and concepts.	Electronic Classroom Management Plan
X	2. Teachers plan and design effective learning environments and experiences supported by technology.	Internet Research
X	3. Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.	Instructional Planning
	4. Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.	
X	5. Teachers use technology to enhance their productivity and professional practice.	Electronic Grade books Research and Application
	6. Teachers understand the social, ethical, legal and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.	

10. DISPOSITIONS

Directions: Check all that apply. Dispositions will be addressed through readings, modeling, reflecting, field experiences, discussion and other approaches. This course will seek to enhance and strengthen the dispositions listed below.

Professional Competence		Professional Responsibilities	
X	Appreciates and engages in self-reflection	X	Dresses appropriately for the setting
X	Shows a commitment to ongoing learning		Is punctual

X	Desires to learn and apply new technologies	X	Attends class regularly and participates in the class
X	Is receptive to new ideas and feedback	X	Completes assignments and tasks in a timely manner
X	Writes and speaks clearly and effectively	X	Willing to go beyond required assignments
X	Uses culturally sensitive language when communicating with families	X	Shows initiative and motivation
X	Respects the privacy of students and their families	X	Assumes fair share of responsibilities
Professional Dispositions and Qualities		Professional Integrity	
X	Believe all children can learn	X	Displays high and ethical professional standards
X	Understands the culture of students and their families	X	Is honest and dependable
X	Values and respects diversity and individual differences	X	Is courteous and respectful
X	Demonstrates flexibility and adaptability	X	Has a positive professional attitude
X	Treats all students fairly and equitably	X	Accepts and uses constructive criticism
X	Is sensitive to the feelings of others	X	Maintains emotional control and appropriate behavior
X	Interacts appropriately and positively with others	X	

Other _____

11. GENERAL REQUIREMENTS

A. Electronic Grade Books

B. Reflection Paper

C. Learning Activity Packet

D. Classroom Management Plan

E. School Practicum / Professional Development Activities (Final Class Period)

F. Attendance

All elementary methods courses **require** a one-day per week practicum in an assigned partnership school. As part of this course you are required to spend an entire school day each week in your assigned partnership classroom. A minimum of twelve visits is **required**. **Failure to complete the practicum will result in the student failing the course.** The methods professor will provide an attendance log to document your school visits. Practicing teachers may use the school where they are employed to complete their practicum assignments.

Additionally, as a part of your methods instruction you are required to attend a minimum of five professional development activities. You will need to present proof of attendance at the end of the semester. Students who fail to attend a minimum of five professional development activities are not eligible for the "A" grade. Students who fail to attend a minimum of three professional development activities are not eligible for the "B" grade. Students attending fewer than three professional development activities are ineligible for the "C" grade. For your information, an education major earning a grade lower than a "C" in an education course is required to repeat the course. Listings of professional development workshops, field trips, and conferences available to you are posted on the bulletin board outside of BU343.

12. EVALUATION CRITERIA

The grade you receive in this course will reflect how accurately you completed the learning activities, examinations, group activities, and the practicum. Please submit each learning activity **typed** and **double-spaced** on

the appropriate due date. **Delivering assignments late is not recommended.** Late assignments are subject to hefty penalties and are accepted only at the instructor's discretion. You will receive a score for each of the written activities. An average of scores from these activities, credit for group presentations, professional development activities, course practicum, and exam scores will determine your final grade. **Remember to type and double space all assignments.**

GRADING SYSTEM


A	EXCEPTIONAL HIGH	92-100
B	GOOD	83-91
C	SATISFACTORY	74-82
D	MARGINALLY PASSING (MUST REPEAT CLASS)	65-73
F	FAILING	BELOW 65




13. COURSE OUTLINE

Date	Topic/Assignment
August 26, 2009	<ul style="list-style-type: none"> ➤ Syllabus Review ➤ Course Requirements ➤ Attendance Policy ➤ Practicum Requirement ➤ Professional Development Activities ➤ Assignment: What is Your Classroom Management Profile? http://educ.indiana.edu/cas/tt/v1i2/what.html Visit the website, complete the survey, and review additional information on management profiles.
September 2, 2009	<ul style="list-style-type: none"> ➤ Classroom Management K-W-L ➤ Evertson's Chapter One: Organizing Your Classroom and Supplies ➤ Wong's Unit A: Basic Understandings --The Teacher ➤ What to Do on The First Day of School ➤ Knowing and Practicing the Characteristics of an Effective Teacher ➤ Wong, Unit C, Chapters 11-14 Classroom Preparation
September 9, 2009	<ul style="list-style-type: none"> ➤ Managing Student Work (Evertson, Chapter 3) ➤ Managing Teacher Tasks (Wong, Unit C, Chapters 15-17) ➤ Electronic Grade Books Investigate electronic grade books. http://www.education-world.com/a_issues/issues243.shtml ➤ Assignment: Read "What We Know About Managing

	<p>Classrooms". http://mailer.fsu.edu/~slynn/evertsonharris1995.html Come prepared to discuss.</p>
<p>September 16, 2009</p>	<ul style="list-style-type: none"> ➤ Choosing and Teaching Rules and Procedures (Evertson's Chapters 2 and 4; Wong's Unit C, Chapters 18-20) ➤ Visit the following websites: http://hometown.aol.com/mellettk/Webpage/Rules.html Evaluate the teacher's approaches to rules, consequences, and procedures. This will help you as you develop your own discipline plan. http://www.ss.uno.edu/ss/New/CMRules.html ➤ Assignment # 1: Prepare and share a list of rules with consequences and rewards for your grade level. ➤ Assignment # 2: Develop a Classroom Management Plan which includes the following components: Classroom Preparation—To include seating arrangements, establishing an inviting class climate, bulletin boards. Discipline Plan—To include rules, consequences, rewards, documentation. Communication Plan—To include written and verbal communications to parents, students, and the administration. Procedures— To include explanations on how things, all things, should be done in your classroom. Prepare your management plan as web page and present to the class in a seven-ten minute presentation. ➤ Assignment: Prepare and share a sample of each of the following bulleted items: <ul style="list-style-type: none"> ○ Get- Acquainted Activities ○ Time Fillers ○ Parent Newsletter ○ Substitute Folder ➤ Use technology to inform. View and evaluate an example @ http://www.freedombaptistnc.com/Classroom.htm http://www.angelfire.com/tx4/lessons/classpage.html
<p>September 23, 2009</p>	<ul style="list-style-type: none"> ➤ Share the following with your peers: <ul style="list-style-type: none"> ○ Get -acquainted Activities ○ Time Fillers ○ Parent Newsletter

	<ul style="list-style-type: none"> ○ Substitute Folder ➤ Planning Parent Teacher Conferences http://www.educationworld.com/a_curr/curr291.shtml <p>Choose one of the special problems listed on page 187 (Evertson). Plan a parent conference to address the issue. Outline each step and describe the anticipated outcome.</p> <p>Field Assignment: Write a one-page reflection paper based on your observation of classroom management practices, teacher behaviors, and student reactions. Use the observation guide found in this syllabus as a reference tool.</p>
<p>September 30, 2009</p>	<ul style="list-style-type: none"> ➤ Planning and Conducting Instruction (Evertson, Chapter 5) ➤ Lesson Mastery (Wong, Unit D, Chapters 21-23) ➤ Read the following article: http://www.pecentral.org/climate/april99article.html <p>Assignment: Read Problems 5.1 through 5.3 (Evertson, p. 105, which describe problems three teachers are experiencing with the management of instruction. After reading each paragraph, review Chapter 5 and decide what strategies the teachers might use to help overcome their problems. Be prepared to lead the class in a discussion of possible solutions.</p>
<p>October 14, 2009</p>	<p>Mid-Term Examination</p> 
<p>October 7, 2009</p>	<ul style="list-style-type: none"> ➤ Managing Cooperative Learning Groups (Evertson, Chapter 6 and Wong, Unit D, Chapter 24) ➤ Visit http://www.co-operation.org/pages/overviewpaper.html to learn more about cooperative learning. ➤ Other sites recommended for review: http://204.184.214.251/coop/ecoopmain.html http://www.co-operation.org/pages/cl.html http://www.cde.ca.gov/iasa/cooplrng2.html

	<ul style="list-style-type: none"> ➤ Following the Wong model, plan a lesson using cooperative learning for your grade level. You may choose the content area.
October 21, 2009	<ul style="list-style-type: none"> ➤ Maintaining Appropriate Student Behavior (Evertson, Chapter 7 and Wong, Unit B, Chapter 10) ➤ Read examples 7.1 through 7.4 (Evertson, pp. 143-145). Evaluate the examples by thinking through question number one, items a-d on page 143.
October 28, 2009 Tentative	<ul style="list-style-type: none"> ➤ Machines Workshop Curriculum Laboratory, Chesnutt Library Presenters, Mr. Ron Jackson and Mrs. Annie Butler 
November 4, 2009	<ul style="list-style-type: none"> ➤ Communication Skills for Teaching (Evertson, Chapter 8) ➤ Read and be able to respond to Activities 8.1 through 8.5
November 18, 2009 November 24, 2009	<ul style="list-style-type: none"> ➤ Managing Problem Behaviors (Evertson, Chapter 9) ➤ Read the problem behaviors described on p. 194 in Situations 1-4. Decide on a strategy for dealing with each and also an alternative response if your first approach does not produce good results. ➤ Managing Special Groups (Evertson, Chapter 10) Assignment: Search the WWW for current articles that address 1) strategies for individual student differences, 2) students with special needs, and 3) strategies for teaching lower-achieving students. Come prepared to review your articles during class discussion. Be prepared to address each issue listed above. Bring your articles with URL's for discussion. Prepare to turn in a list including article titles and URL's. <p>Cumberland County Board of Education Meeting 6:30 P. M.</p>

November 25, 2009	<ul style="list-style-type: none"> ➤ Positive Expectations (Wong, Unit B, Chapters 6-9) ➤ Cooperative Case Studies ➤ Observe your partnership teacher or peer (if you are lateral entry) and document specific instances of invitational behaviors. Did you notice any glaring disinviting behaviors or comments? Intentional or unintentional? Be prepared to discuss. ➤ Read the article, "Dress the Part". Article is posted on the Blackboard website.
November 25, 2009	CLASSROOM MANAGEMENT PLAN PRESENTATIONS
December 2, 2009	<ul style="list-style-type: none"> ➤ Classroom Management Plan Presentations Review for Final Exam
TBA	<ul style="list-style-type: none"> ➤ Final Exam
NOVEMBER 11, 2009	<ul style="list-style-type: none"> ➤ Veterans' Day ➤

14. TEACHING STRATEGIES

- Large and small group activities
- Individual projects
- Field observations w/reflective assignments
- Lecture-discussion, demonstration, discussion
- Role play
- Case studies
- Internet research

15. UNIVERSITY POLICIES

Disabled Student Services: In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

16. REFERENCES

- Burke, John C. Decreasing Classroom Behavior Problems: Practical Guidelines For Teachers. San Diego, Ca.: Singular Pub. Group, 1992.
- Cangelosi, James S. Classroom Management Strategies: Gaining and Maintaining Students Cooperation. New York: Longman, 1997.
- Chase, Charles M., Jacqueline E. Chase. Tips From The Trenches: America's Best Teachers Describe Effective Classroom Methods. Lancaster: Technomic Pub. Co., 1993.
- Cohen, Jeffrey J., Marian C. Fish. Handbook of School-Based Healthy Educational Interventions: Resolving Student Problems and Promoting Environments. San Francisco: Jossey-Bass Publishers, 1993.
- Constable, Hilary, Steve Farrow, and Jerry Norton. Change in Classroom Practice. Washington, DC: Falmer Press, 1994.
- Davis, Barbara Gross. Tools for Teaching. San Francisco: Jossey-Bass Publishers, 1993.
- Edwards, Clifford H. Classroom Discipline and Management. New York: Macmillan, 1997.
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- Emmer, Edmund T. Classroom Management for Secondary Teachers. Boston: Allyn and Bacon, 2000.
- Freiberg, H. Jerome, Amy Driscoll. Universal Teaching Strategies. Boston: Allyn and Bacon, 1992.
- Jones, Vernon F. Comprehensive Classroom Management. Boston: Allyn and Bacon, 1995.
- Larrives, Barbara. Strategies for Effective Classroom Management: Creating a Collaborative Climate: Teacher's Handbook. Boston: Allyn and Bacon, 1999.
- Malm, Karen. Behavior Management in K-6 Classrooms. Washington, D.C.: National Education Association, 1992.

McAfee, Oralie, Deborah Leong. Assessing and Guiding Young Children's Development and Learning. Boston: Allyn and Bacon, 1994.

Nelsen, Jane, Lynn Lott, and Nan Miller. Positive Discipline In The Classroom Featuring Class Meetings: A Step-By-Step Approach To Bring Positive Discipline To The Classroom And To Help Teachers Of All Grade Levels Implement Classroom Meetings: Activities For Teachers And Students. Fair Oaks, Ca: Sunrise Press, 1993.

Websites

Teachers Helping Teachers

<http://www.pacificnet.net/~mandel/>

ERIC Clearinghouse on Teaching and Teacher Education

<http://www.ericsp.org/index.html>

Parent-Teacher Conference Guide

<http://www.familyplay.com/toolkit/parentteacher/>

