

2. COURSE DESCRIPTION

An introduction to strategies for facilitating learning through better classroom management, with emphasis on the role of parents in classroom management, and on counseling techniques related to management strategies and parenting

3. TEXTBOOK

Albert, L. (2003). *Cooperative Discipline*. Circle Pines, MN: American Guidance Service. ISBN 0-7854-0042-7 (You may use new edition)

1. SCHOOL OF EDUCATION'S CONCEPTUAL FRAMEWORK

The vision of the School of Education at Fayetteville State University is predicated upon the belief that we prepare knowledgeable, reflective, and caring professionals for teaching and leadership roles in a global society. Our candidates leave their programs of study knowledgeable about their subject matter, experienced in the teaching process, and prepared to use their knowledge, skills, and abilities to help students succeed academically, as well as to improve family support of education in a technological and global society. The knowledge base represents and is organized around the philosophical and theoretical underpinnings of the seven key tenets of the conceptual framework (knowledgeable and reflective professionals; respect for diversity and individual worth; technological competence and educational applications; caring dispositions and ethical responsibility; working with families and communities; communication; research and leadership).

The conceptual framework, explicated by a philosophy that is grounded in knowledge, has been a guiding force for program development, review, and assessment for over a decade. The conceptual framework embodies the standards by which programs unit-wide are developed, evaluated, and revised. It represents our system of beliefs, our values, and practices that determine how we instruct and interact with candidates, P-12 educators, students, and families. The conceptual framework builds on the unit's vision and mission statements.

Through our philosophy, the conceptual framework provides direction for our curriculum and programs. It clearly identifies the knowledge base that under grids our curriculum and programs, what the unit will teach (based on state and national standards); explains how the unit will teach (based on our knowledge base and sound research practices); why it teaches as it does and why these strategies will yield the required results for your knowledgeable, reflective, and caring professionals. It reiterates its commitments to diversity, research, leadership, and technology and delineates the dispositions, attitudes, and values we believe that our candidates should demonstrate.

The unit's philosophy helps shape our conceptual framework themes and the knowledge base on which the candidates' proficiencies, assessments, and evaluations measures are based. The conceptual framework is linked to our beliefs, values, and philosophy about teaching and learning. All facets of the conceptual framework are interrelated, interdependent, and interactive. Our themes are knowledgeable and reflective; respect for diversity and individual worth; technological competence and educational applications; caring dispositions and ethical responsibility; working with families and communities; communication; and research and leadership. The candidate proficiencies, which are an outgrowth of the conceptual framework themes, are accomplished through teaching, research, and service.

The conceptual framework themes help to strengthen the unit’s and institution’s mission and vision of a caring candidate who has in-depth knowledge of teaching, students, and their families and who will be prepared for a diverse, technological, and global society today and in the future. The conceptual framework underscores the importance of assuring that our candidates understand the contemporary family and use that knowledge to help students learn, achieve, and succeed in life. The program helps our education professionals to develop sensitivity to all types of diversity and to practice responsive pedagogy. Candidates understand that technology is a tool to learn with and know how to utilize technology to enhance instruction, learning, research, and data management. The program produces teachers who become leaders in their schools, communities, and professional organizations. The unit graduates teachers and school executives who collect and analyze data and use research effectively to improve teaching and learning for all students. Caring teachers are committed to working with all learners, culturally diverse families, and in promoting the success of all students. In short, our conceptual framework was collaboratively developed, has been shared with all stakeholders, and is coherent, knowledge based, and consistently evaluated and updated.

Conceptual Framework Themes	School of Education Expectations
Knowledgeable and Reflective	Candidates should be knowledgeable about their subject matter and the teaching process, and they should use this knowledge to help students succeed academically, and to improve family support of education in a technological and global society.
Respect for Diversity and Individual Worth	Candidates completing our programs develop sensitivity to all types of diversity and practice responsive pedagogy.
Working with Families and Communities	Candidates understand the contemporary family and communities and use that knowledge to help students learn, achieve, and succeed in life.
Technological Competence and Educational Applications	Candidates understand that technology is a tool that supports learning and know how to utilize technology to enhance instruction, learning, research, and data management.
Caring Dispositions and Ethical Responsibility	Candidates completing these programs are caring and ethically responsible teachers and school executives who are committed to working with all learners, diverse families, and promoting the success of all students.
Communication	Candidates communicate effectively and proficiently with all students, parents, peers, and administrators.
Research and Leadership	Candidates completing these programs combine theory and practice in preparation to assume the roles of teacher leaders and school executives. Candidates work to improve the profession and contribute to the establishment of positive working conditions. Candidates are taught to use research to inform practice and to participate in research to expand their knowledge bases.

1. COURSE GOALS (see also Standards below)

- A. Students will discuss management as a national and global issue, focusing on best practices

- B. Students will demonstrate thru modeling and role playing preventive positive discipline strategies
- C. Students will indicate knowledge and applicability of specific behavior management strategies that match selected behavioral characteristics
- D. Students will review a variety of vignettes and scenarios pertaining to classroom management and parent and family involvement
- E. Students will design a personal eclectic approach to classroom management for their proposed teaching situation after reviewing case studies, models, observations, outside readings and research

2. CORE STANDARDS

Standards Used in this Course	NCDPI Core Standards	Assessment(s)
X	1. Teachers know the content they teach.	Beh. Man. Midterm, Final Exams; Portfolio; Group Project/Presentation
X	2. Teachers know how to teach students.	Portfolio; Group Project/Presentation
X	3. Teachers are successful in teaching a diverse population of students.	Beh. Man. Midterm; Group Project/Presentation
X	4. Teachers are leaders.	Group Project/Presentation
X	5. Teachers are reflective about their practice	Reflective Essays on Video Scenarios; Position Paper
X	6. Teachers respect and care about students.	Position Paper

3. DIVERSITY

Diversity Standards Used in this Course	NCDPI Diversity Standards	Assessment(s)
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.	Position Paper; Group Project/Presentation
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.	Position Paper; Group Project/Presentation
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.	Group Project/Presentation; Position Paper
X	4. Teachers acknowledge and understand that diversity exists in society and utilize this diversity to strengthen the classroom	Position Paper; Group Project/Presentation

	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.	Position Paper; Group Project/Presentation
X	6. Teachers of diverse students are reflective practitioners who are committed to educational equity.	Position Paper; Group Project/Presentation

4. 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 technological competence 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. Check all that applies for this course. Please include any technologies that you use that are not listed.

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

Technology Standards Used in this Course	NCDPI Technology Standards	Assessment(s)
X	1. Teachers demonstrate a sound understanding of technology operations and concepts.	Group Project/Presentation
X	2. Teachers plan and design effective learning environments and experiences supported by	Group Project/Presentation

	technology.	
	3. Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.	
	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.	Group Project/Presentation
	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.	

9. DISPOSITIONS

This course will seek to enhance and strength the following dispositions.

Professional Competence		Professional Responsibilities	
x	Appreciates and engages in self-reflection	x	Dresses appropriately for the setting
x	Shows a commitment to ongoing learning	x	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	Works cooperatively with peers

Other _____

10. GENERAL REQUIREMENTS

The student will:

1. Design your own approach/view to classroom management and present in a typed 10-20 page position paper. Include outline and rough draft (in notebook), and references. Paper must be APA style, referencing all sources. [Formats and examples will be discussed in class]
Topics to be covered include: philosophy of classroom management, scenario of proposed teaching situation, physical design of room, positive behavior supports, prevention of behavior problems, management of inappropriate student behavior, parents/families, exceptional children and diversity, homework and testing philosophy, substitute teacher guidelines, prevention of professional burnout/dropout
2. Demonstrate acquisition of competencies and objectives on a comprehensive closed book midterm and final examinations
3. Complete a "Best Practices " project to improve classroom management strategies [Guidelines to be distributed in class]
4. Compile a Behavior Management Notebook arranged by Topics: text notes, outside readings notes, summary of models, parent involvement Web sites, "Best Practices" project, position paper rough draft
5. Engage in collaborative interactions: respond to oral questions, participate in group discussions, participate in group projects, etc.

11. EVALUATION CRITERIA

Position Paper	40% of grade
Exams	30% (combined)
"Best Practices" Project	10%
Beh Man Notebook	10%
Collaborative Interactions	<u>10%</u>
	100%

Final Grades will be assigned according to the FSU catalog grading guidelines

Accumulated Points Grade Scale Used in This Course

A 92-100 % of points = A

B 83-91 % = B

C 73-82 % = C

D 64-72 % = D

F 63 % or less (Academic Failure)

I *

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© 2007 | Allyn & Bacon | Paper;
ISBN-10: 0205482961 | ISBN-13: 9780205482962

- [Principles of Classroom Management: A Professional Decision-Making Model, 5/E](#)
Levin & Nolan
© 2007 | Allyn & Bacon | Paper;
ISBN-10: 0205482953 | ISBN-13: 9780205482955
- [Classroom Management for Elementary Teachers, 7/E](#)
Evertson, Emmer & Worsham
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- [Classroom Management for Middle and High School Teachers, 7/E](#)
Emmer, Evertson & Worsham
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ISBN-10: 0205455344 | ISBN-13: 9780205455348
- [Managing Classroom Behavior: A Reflective Case-Based Approach, 4/E](#)
Kauffman, Mostert, Trent & Pullen
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ISBN-10: 020544881X | ISBN-13: 9780205448814
- [Managing Difficult Behaviors through Problem Solving Instruction: Strategies for the Elementary Classroom](#)
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- [Authentic Classroom Management: Creating a Learning Community and Building Reflective Practice, 2/E](#)
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- [Opportunities and Options in Classroom Management](#)
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ISBN-10: 0205324134 | ISBN-13: 9780205324132
- [Managing Disruptive Behaviors in the Schools: A Schoolwide, Classroom, and Individualized Social Learning Approach](#)
Martella, Nelson & Marchand-Martella
© 2003 | Allyn & Bacon | Paper;
ISBN-10: 0205318398 | ISBN-13: 9780205318391

New Final Grades Policy– This policy becomes effective on August 16, 2007

Final grades are calculated on a four-point system and affect a student’s grade point average as indicated below. Faculty members will delineate in each class syllabus the methods and evaluative criteria for determining final grades in the class.

Grade	Credit Hours	Quality Points	Meaning
A	Hours attempted and earned	4 per credit hour;	Exceptionally high
B	Hours attempted and earned	3 per credit hour	Good
C	Hours attempted and earned	2 per credit hour	Satisfactory
D*not applicable to grad courses	Hours attempted and earned	1 per credit hour	Marginally passing
F	Hours attempted – Not earned	0 per credit hour	Failing
FN	Hours attempted – Not earned	0 per credit hour	Failing due to non-attendance. (Student registered, but <u>never</u> attended.)
W	Hours attempted – Not earned	No impact on GPA	Class withdrawal prior to deadline (see Academic Calendar)
P	Hours attempted and earned	No impact on GPA	Satisfactory - Assigned only in classes specified as Pass/Fail
WU	Hours attempted – Not earned	No impact on GPA	Withdrawal from all classes for semester or term
AU	Hours attempted – Not earned	No impact on GPA	Auditing

REVISION OF GRADES – STUDENT RESPONSIBILITIES **The following revisions become effective on August 16, 2007.**

WN GRADE DISCONTINUED:

- WN - Withdrawal due to non-attendance - discontinued, effective August 16, 2007.

STUDENTS: Do not expect faculty to withdraw you for non-attendance. Drop or withdraw* from classes according to the deadlines published in the catalog. **See warning below about class withdrawals.*

NEW TYPE OF GRADE: INTERIM GRADES – (New name for “midterm grade,” with additional purposes). Interim grades will be assigned from the first week of the semester until the deadline for class withdrawals. Interim grades are used for informational and warning purposes only; they are not part of your permanent transcript and have no effect on your GPA. Instructors may assign interim grade of F to warn students of poor academic performance or they may assign “X” or “EA” grades. (See below for explanations) After midterm, faculty will assign all students an interim grade of A – F to inform students of their academic status as of midterm.

- INTERIM GRADE X = NO SHOW – Assigned to students who are on a class roster, but never attend class. For warning purposes only; **NOT** a final grade.

STUDENTS: Check interim grades early in the semester. If you have an X grade, either begin attending the class or withdraw* from it. **See warning below about class withdrawals.* If you do not take action in response to an X grade, you will receive a final grade of FN. (See “FN” below)

- INTERIM GRADE EA = EXCESSIVE ABSENCES - Assigned to students whose class absences exceed 10% of the total contact hours. For warning purposes only, **NOT** a final grade.

STUDENTS: Check your interim grades often. If you have an “EA” grade for a class, you are in jeopardy of failure if you do not take immediate actions. Either resume attending the class or withdraw from it. **See warning below about class withdrawals.*

NEW FINAL GRADE:

- FN = FAILURE DUE TO NON-ATTENDANCE – Assigned to students who are on class roster, but never attend the class. An FN grades is equivalent to an F grade in the calculation of the GPA.

STUDENTS: You must attend (or withdraw* from) all the classes for which you are enrolled. **See warning below about class withdrawals.*

WARNING ABOUT CLASS WITHDRAWALS:

- When you withdraw from a class, you are wasting your money and time. You receive no refund for withdrawing from individual classes and you slow your progress toward degree completion.

- If you withdraw from or fail more than one-third of your classes, you will no longer be eligible for financial aid.

**STRIVE TO EARN CREDIT FOR ALL THE CLASSES IN WHICH YOU ENROLL;
WITHDRAW FROM CLASSES ONLY WHEN IT IS ABSOLUTELY NECESSAR**