

University of North Carolina at Greensboro
School of Education
Department of Curriculum and Instruction
CUI 650
Interaction of Classroom Management & Instruction
Fall, 2006, Wednesdays, 4:00-6:50 PM
247 Curry Building

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Office Hours: Wednesdays before or after class, or by appointment at your convenience.
You can contact me by email at any time.

COURSE PURPOSE:

This course is designed for prospective teachers and teachers who are currently working in schools to develop competencies for motivating and increasing student learning through understanding the interaction of classroom management and instructional planning.

Please note that this is a web-enhanced course that makes use of the Blackboard course management tools provided at <http://blackboard.uncg.edu/>. All graduate students enrolled in this class must have access to the Internet to use Blackboard for individual and group work outside of class and use their e-Spartan UNCG Email account. Please visit <http://its.uncg.edu/Email/> for updated Email information. If you do not have Microsoft Office on your computer (Word, PowerPoint, Excel), you may need to download players for these programs so that you can access all the documents for this course. Blackboard works best on Internet Explorer. For help with anything related to BlackBoard, please use the links provided for Student Resources at <http://blackboard.uncg.edu/>. You will also have to have Adobe Acrobat Reader, Macromedia Flash Player, and Quicktime active on you computer in order to access the materials for the online portions of this course, and free downloads of these tools are available at <http://iris.peabody.vanderbilt.edu/resources.html>.

TEACHERS ACADEMY CONCEPTUAL FRAMEWORK MISSION STATEMENT:

The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual and cultural diversity and recognizes the importance of a strong knowledge base, reflection, and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to:

- equity and excellence in teaching, research, and service
- integrity and ethical deliberation in working with students, their families, and university, school and community colleagues
- construction of a professional knowledge base through collaboration and collegiality
- dissemination of professional knowledge, skills and dispositions through the preparation and continuing professional development of teachers, principals and other school personnel

We believe that caring, collaborative and competent professionals possess a strong knowledge base comprised of five types of knowledge:

- content knowledge
- professional knowledge and skills
- pedagogical content knowledge

- socio-cultural knowledge
- critical and reflective knowledge and skills

Professional education programs at UNCG emphasize dispositions that drive application of the knowledge base and we believe that we must model and monitor these dispositions as conscientiously as we provide opportunities for building the knowledge base. Candidates should display behaviors that are:

- reflective
- ethical
- inclusive
- engaged in and committed to professional practice
- dedicated to life-long learning
- self-efficacious
- receptive to feedback
- affirming of diversity
- professionally responsible
- collaborative

COURSE OBJECTIVES:

Upon completion of this course, students will:

- Identify individual Personal Practical Theories (PPTs) about teaching and learning.
- Understand and be disposed to using a wide variety of management and instructional strategies designed to increase student learning and motivation, evaluate the efficacy of these methods, and suggest modifications when needed.
- Collect data to analyze how individual PPTs are represented during planning (pre-active), instruction and interaction with students (inter-active), and assessment and reflective (post-active) phases of instruction.
- Read and summarize articles and books that present research and best practices related to classroom management and to selected PPTs.
- Develop an action research plan to improve classroom practices based on research and reflection on your PPT data.
- Read, discuss, summarize, and apply information from various print and web-based resources to cases about classroom management and instruction.
- Complete several online, multimedia modules about classroom management in order to complete a classroom management plan.
- Reflect on how classroom management and instruction interact to promote student learning.
- Engage on collaborative discussions of classroom management issues in professional responsible ways that show positive dispositions as described above.

TEACHING STRATEGIES:

Participants in this course will actively engage as learners in Constructivist-based pedagogies including in-class and on-line discussions of cases and other readings, cooperative group work (jigsaw), individual research, data gathering and data analysis, planning for action research, and reflective writing.

REQUIRED READINGS:

Note that all required readings are either available online or as PDF files on Blackboard, and that books can be purchased new or second-hand at places such as Edward McKay's Used Books in Greensboro, online at Amazon.com or Half.com, or borrowed from friends or a library.

(1) Wong, H.T. and Wong, R.T. (1998). *How to be an effective teacher: The first days of school*. Harry K. Wong Publications, Inc. ISBN: 0962936022 (<http://www.effectiveteaching.com>).

(2) **Choose and then order one of the following books to read as you Book Club selection:**

- Beane, A.L. (1999). *The bully free classroom: Over 100 tips and strategies for teachers K-8*. Minneapolis, MN: Free Spirit Publishing.
- Charles, C.M. (2000). *Synergetic classroom: Joyful teaching and gentle discipline*. New York: Addison Wesley Longman.
- Gibbs, J. (2001). *Tribes: A new way of learning together*. Santa Rosa, CA: CenterSource Systems. **Or** Gibbs, J. (2001). *Discovering Gifts in Middle School: Learning in a Caring Culture Called Tribes*. Santa Rosa, CA: CenterSource Systems.

- Kohn, A. (1999). *Punished by rewards: The trouble with gold stars, incentive plans, A's, praise, and other bribes.* New York: Houghton Mifflin. **Or** Kohn, A. (1996). *Beyond discipline: From compliance to community.* Alexandria, VA: ASCD.
- Kottler, J.A., (2002). *Students who drive you crazy: Succeeding with resistant, unmotivated, and otherwise difficult young people.* Thousand Oaks, CA: Sage.

CRITERIA FOR EVALUATION OF STUDENT PERFORMANCE:

Adherence to the UNCG Academic Integrity Policy and the Teachers Academy Dispositions for Teachers (as described above in the Teachers Academy Conceptual Framework) is expected from all students. Please be sure to read the Academic Integrity Policy at <http://saf.dept.uncg.edu/studiscp/Honor.html> in order to avoid any concerns about plagiarism, cheating, etc.

100% attendance, preparation for, and participation in this class are expected and highly valued in this class. Any absence will affect your grade in this course because class time and required participation in discussions, demonstrations, and peer sharing cannot be made up. Arriving late or leaving early more than once will also affect your grade in this course.

Preparation for class includes completing all assigned readings and any writing assignments in time to participate wholeheartedly in all in-class or online discussions. Active participation in all discussions, group projects, and in-class and on-line activities is also expected.

If you have a disability that requires any accommodations, please inform me, so that we can discuss them.

CRITERIA FOR GRADING: Rubrics will be provided for each assignment, but attention to the following is expected:

1. You attend all classes, are punctual, and actively participate in all activities and discussions.
2. Your work is thorough, thoughtful, and warranted by the readings and ideas presented and discussed in this course.
3. Your work is complete, submitted on time, and follows UNCG's Academic Integrity Policy.
4. Your written work is word processed and printed clearly.
5. You use APA style for all references, write grammatically, and use a spell checker.

DESCRIPTION OF GRADING CATEGORIES:

- A or $\sqrt{+}$ = Excellent work that demonstrates a clear understanding of the material under study and a **superior** ability to utilize that material in the assignment submitted. All criteria are met. Student work goes beyond the task and contains **additional, unexpected, or outstanding features.**
- B or $\sqrt{}$ = A solid piece of work that demonstrates a good understanding of the material under study and utilizes that material well in the assignment submitted. The student work substantially meets the assignment criteria; if there are omissions or errors, they are very minimal.
- C or $\sqrt{-}$ = Work that demonstrates a basic understanding of most of the material under study and which utilizes that material to some extent in the assignment submitted. The work may contain minor errors or omissions involving relevant material. Work may not address a number of criteria, may not accomplish what was asked, and/or is of poor quality.
- F or 0 = Work that fails to demonstrate a basic understanding of the material under study and fails to utilize relevant material in the assignment submitted. NOTE: Work that is incomplete, inappropriate, and/or shows no comprehension of the class material in the assignment submitted may be revised and resubmitted.

The following grading scale will be used to convert points to grades and vice versa:

A	94-100	A-	90-93	B+	87-89	B	83-86
B-	80-82	C+	75-79	C	70-74		

A grade pg C- or points lower than 70 is considered failing for a graduate-level course.

COURSE ASSIGNMENTS:

1. Developing and Assessing your Personal Practical Theories (PPTs). This assignment is worth 50% of your grade for this course. It is due in three stages: Stage 1, a description of your PPTS and a graphic representation, is due August 30th (10%), Stage 2, which is your data collection and analysis of findings, begins September 13th and is due on October 25th (15%), Stage 3, which includes research about one of your PPTs, an action research plan, and final reflection on the entire PPT assignment is due November 29th (25%). This is an individual project. See full explanation in Assignments folder on Blackboard.

2. Online Assignments including STAR Legacy Modules and Case Discussions. On the weeks we do not meet F2F you will have assignment to do online. Each assignment is worth 5% of your grade for a total of 25% of your grade for this course. Sometimes you will work through the Star Legacy Modules on IRIS and then post and discuss your peers' responses on Blackboard. Other times you will engage in analyzing cases, posting your responses to these cases, and discussing them with peers on Blackboard. All online discussions are based on thoughtful reactions to the required readings, other people's responses, and your own observations and experiences about the interaction of classroom management and instruction. This is an individual project. Class does not meet face-to-face (F2F) on September 6th, September 20th, October 4th, October 18th, and November 1st. A final reflection about the value of the online assignments is due on November 8th. Preparation for these assignments is done individually but the assignment also requires online discussions. See full explanation in the Assignments folder.

3. Draft Classroom Management Plan. This assignment is worth 10% of your grade for this course. After completing the first two STAR Legacy Modules you will post a Draft of your proposed Classroom Management Plan on Blackboard by October 4th. This document must include your vision or statement of purpose for your classroom; your rules, procedures, positive and negative consequences; plus an action plan that includes a lesson plan for teaching your rules, procedures, and consequences to your students; and a plan (with examples) for communicating these to you students' families. This assignment also requires that you respond to your peers' Draft Classroom Management Plans between October 4th-9th. After receiving feedback from your peers you will revise your Draft Classroom Management Plan and turn in the revised version on October 11th. Preparation for these assignments is done individually but the assignment also requires online discussions. See full explanation in Assignments folder on Blackboard.

4. Book groups and jigsaw assignment. This assignment is worth 15% of your grade for this course. You will select one book to read by October 11th from those suggested in class. On October 25th you will meet to discuss your book with others who read the same book. An individual graphic or graphic organizer summarizing the book you read is due on October 11th (individual accountability). Part of your discussion on this date will include planning a way for your group to teach the important contents of this book to the rest of the class on October 25th using the jigsaw method of cooperative learning. Your group will prepare one graphic organizer about your book to give to other class members who have not read your book (interdependence) on October 25th. A final reflection on this assignment is due on November 8th. See full explanation in Assignments folder on Blackboard.

M.Ed. PORTFOLIO ARTIFACTS:

You will complete assignments in this course that may be useful in preparing various portfolios that you complete as a part of your M.Ed. degree, as shown in the following table:

Correlation of Major Course Assignments in CUI 650 with M.Ed. Advanced Licensure Core Competencies, INTASC Standards, ISTE/NETS Computer Standards for Teachers, and National Board of Professional Teaching Standards (NBPTS) Core Propositions

Assignment	M.Ed. Advanced Licensure Core Competencies for Teachers	INTASC Standards	ISTE/NETS-T National Educational Technology Standards for Teachers	NBPTS Core Propositions

1. Developing and Assessing your Personal Practical Theories (PPTs) (50%)	B, C, D, E	4, 5, 7, 8, 9	Parts of II, III, IV, or V, if data collection or research about PPTs includes technology	1, 4
2. Classroom Management presentation and draft plan. (15%)	A, B, E	3, 4, 5, 6, 7, 9, 10		1, 3, 5
3. Online work including STAR Legacy Modules and cases (25%)	A, B, E	6, 9, 10	IB, VA, VC	1, 4
4. Book Group discussion & presentation using jigsaw method (10%)	A, B, E	1, 2, 3, 5, 9	IIC	1, 2, 3, 5

RECOMMENDED READINGS:

- Beane, A.L. (1999). *The bully free classroom: Over 100 tips and strategies for teachers K-8*. Minneapolis, MN: Free Spirit Publishing.
- Brady, K., Forton, M.B., Porter, D., & Wood, C. (2003). *Rules in schools*. Greenfield, MA: Northeast Foundation for Children.
- Canter, L., & Canter, M. (1976). *Assertive discipline: A take-charge approach for today's educator*. Santa Monica, CA: Canter & Associates.
- The Staff of Canter and Associates. (1998). *First-class teacher: Successful strategies for new teachers*. Los Angeles: Canter & Associates.
- Caufield, J., & Wells, H.C. (1976). *100 ways to enhance self-concept in the classroom: A handbook for teachers and parents*. Upper Saddle river, NJ: Prentice-Hall
- Charles, C.M. (1999). *Building classroom discipline. 6th edition*. New York: Addison Wesley Longman.
- Charles, C.M. (2000). *Synergetic classroom: Joyful teaching and gentle discipline*. New York: Addison Wesley Longman.
- Charles, C.M. (2002). *Essential elements of effective discipline*. Boston: Allyn and Bacon.
- Clark, R. (2003). *The essential 55*. New York: Hyperion.
- Cornet, J.W. (1990). Utilizing action research in a graduate curriculum course. *Theory Into Practice, 29*, 185-195.
- Curwin, R.L., & Mendler, A.N. (2001). *Discipline with dignity*. Upper Saddle River, NJ: Prentice-Hall
- Developmental Study Center. (1996). *Ways we want our class to be: Class meetings that build commitment to kindness and learning*. Oakland, CA: Developmental Study Center.
- Drew, N. (1995). *Learning the skills of peacemaking: A K-6 activity guide for resolving conflict, communicating, cooperating*. Torrance, CA: Jalmar Press.
- Evertson, C.M., Emmer, E.T., & Worsham, M.E. (2003). *Classroom Management for Elementary Teachers. 6th edition*. Boston: Allyn an Bacon.
- Gibbs, J. (2001). *Tribes: A new way of learning together*. Santa Rosa, CA: CenterSource Systems.
- Glasser, W. (1992). *The quality school: Managing students without coercion. 2nd edition*. New York: Harper Collins.
- Glasser, W. (1993). *The quality school teacher*. New York: Harper Collins.
- Goleman, D. (1997). *Emotional intelligence*. New York: Bantam Books.
- Gordon, T. (1974). *Teacher effectiveness training*. Wyeden.
- Johnson, D., & Johnson, R. (1995). *Reducing school violence through conflict resolution*. Alexandria, VA: ASCD.

- Jones, V.F., & Jones, L.S. (1998). *Comprehensive classroom management*. 5th edition. Needham Hts., MA: Allyn & Bacon.
- Kohn, A. (1996). *Beyond discipline: From compliance to community*. Alexandria, VA: ASCD.
- Kohn, A. (1999). *Punished by rewards: The trouble with gold stars, incentive plans, A's, praise, and other bribes*. New York: Houghton Mifflin.
- Kohn, A. (2000). Standardized testing and its victims. *Education Week*. September 29, 2000. Online at <http://www.alfiekohn.org/teaching/articles.htm>
- Kohn, A. (2001). Fighting the tests: A practical guide to rescuing our schools. *Phi Delta Kappan*, January 2001. Online at <http://www.alfiekohn.org/teaching/articles.htm>
- Kottler, J.A., (2002). *Students who drive you crazy: Succeeding with resistant, unmotivated, and otherwise difficult young people*. Thousand Oaks, CA: Sage.
- Kriedler, W.J. (1984). *Creative conflict resolution: More than 200 activities for keeping peace in the classroom*. Glenview, IL: Good Year Books.
- Levin, J., & Nolan, J.F. (2004). *Principles of classroom management: A professional decision-making model*. Boston: Allyn & Bacon.
- MacKenzie, R.J. (2003). *Setting limits in the classroom: How to move beyond the dance of discipline in today's classrooms*. New York: Three Rivers Press.
- Martella, R.C., Nelson, J.R., & Marchand-Martella, N.E. (2003). *Managing disruptive behaviors in the schools: A schoolwide, classroom, and individualized social learning approach*. Boston: Allyn & Bacon.
- Marzano, R.J. (2003). *Classroom management that works: Research-based strategies for every teacher*. Alexandria, VA: ASCD.
- Marzano, R.J., & Marzano, J.S. (Sept. 2003). *The key to classroom management*. Educational Leadership, Alexandria, VA: ASCD.
- Ohanian, S. (2001). *Caught in the middle: Nonstandard kids and a killing curriculum*. Portsmouth, NH: Heinemann.
- Purkey, W.W., & Novak, J.M. (1996). *Inviting school success: A self concept approach to teaching, learning, and democratic practice*. Belmont, NY: Wadsworth.
- Rutherford, R. (2002). *Why didn't I learn this in college? Teaching and learning in the 21st century*. Alexandria, VA: ASK Publications.
- Watson, G. (1998). *Classroom discipline problem solver: Ready-to-use techniques and materials for managing all kinds of behavior problems*. San Francisco: Jossey-Bass.
- Weinstein, C.S., & Migano, A.T. (2003). *Elementary classroom management: Lessons from research and practice*. 3rd edition. Boston., MA: McGraw Hill.
- Weinstein, C.S., & Migano, A.T. (2003). *Secondary classroom management: Lessons from research and practice*. 2nd edition. Boston., MA: McGraw Hill.
- Wolfgang, C.H. (1999). *Solving discipline problems: Methods and models for today's teacher*. 4th edition. New York: John Wiley and Sons.
- Wong, H.T. and Wong, R.T. (1998). *How to be an effective teacher: The first days of school*. Harry K. Wong Publications, Inc.