

COURSE SYLLABUS

1. **Course Prefix and Number:** EDU 495
2. **Course Title:** *Fundamentals of Classroom Management*
3. **Credits:** 1 semester hour
4. **Course Prerequisites/Corequisites:** Admission to Alternative Licensure Program (NCTEACH or UNCG "A" Licensure-Only); EDU 493: *Introduction to Instructional Planning* and EDU 494: *Fundamentals of Assessment*
5. **For Whom Planned:** Alternative licensure candidates working toward North Carolina initial licensure
6. **Instructor Information:**

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7. **Course Purpose/Catalog Description:** This course introduces prospective teachers to principles of classroom management, and assists the participant in developing classroom procedures, rules, organization and instruction which minimize classroom distractions.
8. **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 as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to: (a) equity and excellence in teaching, research, and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based); (c) the construction of a professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills and dispositions through the preparation and continuing professional development of teachers, principals and other school personnel.*
9. **Course Goals and/or Objectives/Student Learning Outcomes:**
The student will be able to
 - Understand the terms used in classroom management
 - Understand the difference between procedures and rules, and the need to teach both procedures and rules
 - Develop and articulate a discipline philosophy

- Understand and articulate the rationale for rules and procedures
- Categorize problem behavior into non-problem, minor problem, and major problem (limited or escalating)
- Understand the need for and develop an intervention plan that focuses on the physical arrangement of the classroom
- Develop a complete classroom management plan that is integrated with instructional plans and includes interventions for all levels of behaviors and interventions that are responsive to the needs of all children.
 - Identify and explain prevention techniques
 - Develop a set of classroom rules, procedures and consequences appropriate for classroom and school interactions and learning, such as for beginning the period, handling assignments (in class and homework), student attention during presentations, student participation, individual work, group work, using materials and equipment, ending the period, and special situations (PA announcements, interruptions, fire drills, split lunch period, leaving the classroom)
- Develop a plan for teaching rules and procedures

10. Teaching Strategies: Lecture, class discussion, group activities, case discussions, role-playing, self-assessment, and student presentations.

11. Evaluation Methods and Guidelines for Assignments:

Evaluation

- Rubrics will be used in the assessment of candidate’s knowledge and skills.
- Each assignment is weighted as a percentage of the course grade. See below.

Assignments

- Candidates are expected to be knowledgeable about the fundamentals of classroom management, to understand the importance of pro-active planning to maximize effective instructional environments and student learning, and to demonstrate skills for planning effective classroom management. In order to develop knowledge and skills in this area, the candidates will learn about classroom management and develop classroom management plans that are integrated into the lessons plans and unit that they develop for EDU 493: Introduction to Instructional Planning. Candidates will be evaluated on the knowledge and skill that they demonstrate in the following activities:
 - Write a position paper that identifies the fundamentals of classroom management, the candidate’s philosophy of classroom management, and the connections between the fundamentals and philosophy 10%
 - Develop a plan for physical arrangement of the classroom 10%
 - Modify the five lesson plans and unit that the candidate developed for EDU 493: Introduction to Instructional Planning to include effective classroom management, including the development and teaching of rules and procedures, and the selection of content activities that maximize learning behaviors for all children 30%
 - Based on reflections and on instructor and colleague feedback, modify their classroom management plan and submit “Finalized Classroom Management Plan” 50%

12. Required Texts:

- Bacardi, D.F. (May, 2000). *Using classroom rules to construct behavior*. Middle School Journal, 37-45.
- Emmer, T., Evertson, C., & Worsham, M.E. (2000). *Classroom Management for Secondary Teachers, 6th Edition*. Boston: Allyn and Bacon.
- Marzano, R.J. (2003). *What works in schools: Translating research into action*. Alexandria, VA: ASCD.
- Speaking of Classroom Management-An Interview with Harry K. Wong at http://www.education-world.com/a_curr/curr161.shtml
- Wong, H.K. & Wong, R.T. (1998). *First Day of School: How to be an effective teacher*. Sunnyvale, CA: Harry K. Wong Publications.

13. Topical Outline:

Session 1

Understanding rules and procedures

Objectives

The student will

- Discuss questions about classroom management
- Understand the role of the teacher in effective classroom management
- Determine the difference in rules and procedures
- Analyze effective rules and procedures for the typical classroom
- Understand teaching methods that can be used to teach rules and procedures

Readings prior to session 1

- Bicard, D.F. (May, 2000). *Using classroom rules to construct behavior*. Middle School Journal, 37-45.
- Emmer, E.T., Evertson, C., & Worsham, M. E. (2000). *Classroom management for secondary teachers* (6th edition). Boston: Allyn and Bacon. Read chapter 2, “Choosing rules and procedures,” pp. 16-33.
- Speaking of Classroom Management-An Interview with Harry K. Wong at http://www.education-world.com/a_curr/curr161.shtml

Assignments

- Answer questions about classroom management posted on Discussion Board.
- Analyze and develop effective rules and procedures for the typical classroom and post revised rules and procedures on the Discussion Board
- Complete and score “Discipline Philosophy” form and post on Blackboard.

Session 2

Getting started at the beginning of school

Objectives

The student will

- Understand that instructional planning and classroom management are inter-related
- Identify and plan effectively for classroom management concerns during the first days of school.
- Modify class activities for the first five days of school

- Reflect on classroom management plans for opening five days of school
- Identify modifications needed
- Choose activities that ensure maximum success
- Understand the five keys to room arrangement

Readings prior to session 2

Review Harry Wong's *First Days of School*, especially pp. 116-120.

Emmer, E.T., Evertson, C., & Worsham, M. E. (2000). *Classroom management for secondary teachers* (6th Edition). Boston: Allyn and Bacon. Read chapter 1, with emphasis on "5 Keys to Good Room Arrangement," and chapters 4, 5 and 6.

Assignments

- Modify plans (from Instructional Planning course) to show methods you will include for teaching rules and procedures. Add 3-5 specific teaching methods that can be used to teach rules and procedures; i.e., role play, direct instruction, cooperative group, etc. Send lesson plans with modification in bold through the Digital Drop Box.
- Develop a plan for the physical arrangement of a classroom. You may write a description of your room arrangement, or use the drawing tools to show your room arrangement, or scan a handmade drawing of your room arrangement. Send your written description or drawing through the Digital Drop Box. A list of equipment and furniture is posted on Blackboard.

Session 3

Monitoring student behavior/Managing problem behaviors

Objectives

The student will

- Analyze/discuss techniques that teachers can use while teaching to minimize need for intervention
- Understand how teachers can monitor student behavior and establish a positive climate for learning
- Become familiar with Kounin's concepts for minimizing the need for interventions (*withitness, overlapping, momentum, smoothness, group alerting, accountability, and high participation formats*)
- Understand the importance of treating all students with respect
- Understand the importance of behaving professionally
- Analyze the importance of maintaining high expectations for all students
- Recognize the common types of problem behaviors that teachers can encounter
- Categorize problem behaviors into non-problem, minor problem, major problem (limited in scope), and major problem (escalating)
- Discuss the difference between disruptive and non-disruptive behavior
- Understand what teachers can do about the problem behaviors
- Select appropriate interventions for all students

Readings prior to session 3:

Emmer, Evertson, C., & Worsham, M. E. (2000). *Classroom management for secondary teachers* (6th Edition). Boston: Allyn and Bacon. Carefully review Case Study 5.4, pp.106-107.

Marzano, R.J. (2003). *What works in schools: Translating research into action*. Alexandria, VA: ASCD.

Review Classroom Management Glossary

Review Harry Wong's *First Days of School*, especially pp. 95, 141-194.

Activities

Make at least 3-5 suggestions regarding ways to improve the instruction in Case Study 5.4 in one initial posting to the Discussion Board. Read and respond to the suggestions posted by 3 others.

Assignment: Begin to prepare a plan of steps for intervention for the following types of behaviors: non-problem, minor problem, major problem (limited in scope), and major problem (escalating).

Session 4

Selecting interventions and managing special populations

Objectives

The student will

- Understand how teachers can use the interventions to deal with problems in the classroom
- List key concepts on interventions
- Recognize different methods of managing students with special needs
- List and discuss resources in dealing with students with special needs (ADHD, behavioral and emotional problems, hearing impairments, visual impairments, and limited English proficiency) (chapter 10). See Emmer, et al., chapter 10.
- Understand expectations for developing a discipline management plan
- List ideas for interaction of teaching strategies and classroom management

Note: Candidates will be given the required format for the discipline management plan.

Readings prior to session 4:

Emmer, E.T., Evertson, C., & Worsham, M. E. (2000). *Classroom management for secondary teachers* (6th edition). Boston: Allyn and Bacon. Review chapter 6, read chapter 9 "Managing Problem Behaviors"; and read chapter 10, "Managing Special Groups," pp. 190-219.

Activities

Apply skills and knowledge to develop a classroom discipline plan for final evaluation. Template and rubric are posted on Blackboard.

14. Other Information

Sequence of Courses

- a. The six one-semester hour courses focus on the critical information and skills that a new teacher needs as he or she begins to teach. Coursework focuses on the critical areas by delivering fundamentals, rather than conceptual explorations, of schools and schooling, educational psychology, instructional planning, assessment, classroom management, and diverse learners. Candidates have multiple opportunities for simulated classroom-based applications.
- b. The six one-semester hour courses are sequenced, interconnected and integrated. For example,
 - i. EDU 491: Introduction to Schools, Schooling and Society, EDU 492: Foundations of Educational Psychology and EDU 496: Foundations of Teacher Diverse Learners are complementary. Topics were selected for broadest coverage possible without repetition.

- ii. EDU 493: Introduction to Instructional Planning; EDU 494: Fundamentals of Assessment and EDU 495: Fundamentals of Classroom Management are integrated courses, with assignments that build developmentally. Lesson plans and a unit are developed in EDU 493, modified to integrate information about assessment in EDU 494, and modified again to integrate information about classroom management in EDU 495.
- c. In the practica/seminars, candidates build on the knowledge and skills that they acquire in the introductory or “fundamentals” courses and study more complex information and concepts. At this time, candidates are teaching and can apply coursework to their classroom work.
- d. Courses are aligned with state and national standards.

Additional Course Information

- a. Academic Honor Code: Each student is required to sign an honor statement on all major work submitted for the course.
- b. Attendance and Participation Policy: Attendance and participation are expected during all sessions.
 - i. Participation in class discussions and activities is important to the learning of the individual student and the group, and will be taken into consideration in assigning the course grade.
 - ii. Missing more than ten percent of scheduled sessions will adversely impact the student’s grade. Emergency situations will be addressed on an individual basis.
- c. Turn-in Policy: Assignments must be submitted to the instructor on the date they are due.
 - i. If the student cannot submit the assignment by the due date, he or she must make arrangements to turn it in early or email it to the instructor prior to the class.
 - ii. Online assignments must also be completed and submitted by the due date.
 - iii. Grades for assignments turned in and/or completed after the due date will be reduced by 10 points per day for each day late, unless a previous arrangement has been made with the instructor.
 - iv. All assignments must be turned in and/or completed or a course grade of Incomplete will be assigned.

15. Recommended Text(s) and/or Readings:

Charles, C. M. (1996). *Building classroom discipline* (5th Ed.) White Plains, NY: Longman.

Kounin, J. S. (1970). *Discipline and group management in classrooms*. New York: Holt, Rinehart, and Winston.

Meece, J. and McColskey, W. (SERVE) (1997). *Improving student motivation: A guide for teachers and school improvement teams*. Office of Education and Research Development, U. S. Department of Education, pp.48-60.

Mc Ewan, E. and Damer, M. (2000). *Managing unmanageable students: Practical solutions for administrators*. Thousand Oaks, California: Corwin Press, Inc.

www.uncg.edu/~BBLevins

16. Alignment with State and DPI Standards

OBJECTIVES / GOALS	INTASC	NCDPI Core Standards	NCDPI Diversity Standards	NCDPI Technology Standards	ISTE/NETS
Understand terms used in Classroom Management	7	2			III-A,V- C
Understand the differences in rules and procedures and the need to teach both	7	2			
Develop a discipline philosophy	9	2, 3, 6	6		II-D
Write a plan for teaching rules and procedures	5	2			
State rationale for rules and procedures	5	2, 3, 4, 6			II-A
Modify (build upon) the first five days lesson plans to include content activities appropriate for minimizing classroom distractions	1, 4	2	2	2	II-B, II-C, II-E, V-D
Develop procedures for beginning the period, handling assignments, student attention during presentations, participation, group and individual work, and other special situations (see above objectives)	2, 5	2, 3, 4, 6	5		II-B,II-D, V-D
Identify and explain prevention techniques	7	2	4		II-A
Categorize problem behavior into non-problem, minor problem, and major problem (limited and escalating) and identify appropriate interventions	9	2	4		IV-B
Modify interventions to accommodate all students	3, 7, 10				IV-B, VI-B, VI-C
Plan for the physical arrangement of the room	5				II-D, II-E
Apply skills / knowledge to develop a classroom management plan which includes cooperative learning activities, interventions for all levels of behaviors, and consequences for behaviors	4				IV-A, IV-B