

University of Maryland
Classroom Management:
Linking Theory To Practice
Tuesday-9/11, 9/18, 10/2, 10/9, 10/30, 11/27, 12/4
Room: BNJ 2119 Time: 8:00 A.M. – 10:20 A.M.
Instructor: Tracy Dunheimer, MAT
Email: TracyDunheimer@comcast.net
Cell: 301-524-8618
Home: 301-620-2516
Office Hours by Appointment

Course Description

The course will explore current research, theory, and best practices related to classroom management. Topics will include establishing effective rules and procedures, classroom management systems, managing individual student behavior, developing relationships with staff members and parents, and managing behavior in a variety of instructional formats.

Course Objectives

Students will...

Explore current research in classroom management.

Discuss best practices related to classroom management.

Reflect on their own implementation of classroom management strategies during the field experiences.

Performance Standard

Pedagogy Performance 2 (I-C) The teacher candidate creates a classroom learning environment by organizing resources and managing time, space, activities, and people to provide high levels of student engagement.

Indicators:

Establishes control of the classroom before instruction begin

Sets high expectations for students and makes them clear to students

Manages time to maximize student learning opportunities

Uses a variety of techniques to redirect students who are off task

Establishes and maintains an effective behavior management system

Conducts orderly transitions

Provides prompt feedback of student work.

Required Text: *The First Days of School: How to be an Effective Teacher*, by Harry K. Wong and Rosemary T. Wong, Harry Wong Publications, Inc., 1998.

Course Requirements, Assignment Descriptions and Scoring Tools

1. Course Requirements

Participation in all class discussions and activities (5 points x 7sessions)	35 points
Reflection Journal- five reflection entries (5 points each entry x 6 entries)	30 points
Wong Quiz	10 points
Management Plan/Portfolio Project	25 points

2. Assignment Descriptions

Participation- Intern is present and on time for each class session; intern is attentive to the speaker(s) and to their colleagues, intern participates frequently and offers to share and take a leadership role in the class, the intern displays a positive attitude toward the topic and to other participants and participate in all class discussions and activities.

Reflective Journals- Written reflections on experiences or knowledge shared in the course.

Quiz- Multiple-choice quiz based on course readings.

Management Plan Portfolio Project- Create a Management Plan consisting of the following two components:

Component 1: Individualized Behavior Management Plan- Identify one student in your placement that has a behavior that both mentor and intern agree needs to be modified. Observe and describe behavior(s) along with the situations under which behavior occurs. Interview other teachers who interact with student and research student's behavior history.

Develop an Individualized Behavior Management Plan for the student that would be based on the philosophy of one of the classroom management researchers that has been studied in class. Test the plan for at least 2 days and record/report results. (Note that it often takes longer for positive results to unfold and behaviors sometimes worsen before improving.)

Component 2: Portfolio Pages- Create 4 portfolio pages to display an artifact for each of the seven indicators. List each indicator and briefly describe two strategies you will use to meet each indicator. Attach one artifact for each strategy you chose. The artifact should be an actual object that is used to show how you carry out the strategy. Artifacts can include photos, lesson plans, work samples, teacher made materials, photos, audio tapes, etc. Pages should be neatly and creatively displayed. If the relationship between the artifact and the standard is not obvious, use captions for artifacts to describe how it relates to the strategy.

All assignments are expected to be turned in on the designated due date. In the event of an emergency or special situation notify the instructor in advance and the late assignment will be accepted until the next class session. Due to the nature of scoring, Management Plan/Portfolios will not be accepted late.

Honor Code

The University has a nationally recognized Honor Code, administered by the Student Honor Council. The Student Honor Council proposed and the University Senate approved an Honor Pledge. The University of Maryland Honor Pledge reads: "I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination." Unless you are specifically advised to the contrary, the Pledge statement should be handwritten and signed on the front cover of all papers, projects, or other academic assignments submitted for evaluation in this course. Students who fail to write and sign the Pledge will be asked to confer with the instructor. Assignments that do not have a signed pledge will not be accepted.

3. Scoring Tools

A. Participation Checklist (5 points X 7 sessions = 35)

- 1-Did I attend class?
- 2-Was I on time?
- 3-Did I participate in discussions?
- 4-Did I participate in class activities?
- 5-Did I display a positive attitude?

B. Journal Rubric (5 points x 6 journals = 30)

- 5-complete, reflective, thoughtful, coherent, analytical, neat, and Standard English language usage
- 3-complete, reflective, thoughtful, coherent, neat, Standard English language usage
- 1-complete, coherent, neat, Standard English, language usage

C. Quiz Point Values (10 points)

The percent of correct answers on the quiz determines your percentage range and the points toward the final grade.

- | | |
|--------------------|--------------------|
| 100% - 10 points | 70%-79% - 7 points |
| 90%-99% - 9 points | 60%-69% - 6 points |
| 80%-89% - 8 points | |

D. Management Plan/Portfolio Project Scoring (7+7+4+3+2+2=25)

- Why you chose specific student?
- Observation of behavior
- Description of behavior
- Individualized Plan with philosophy behind this choice of plan
- Test observation and recorded results

Portfolio Project

1 point for each of the seven indicators complete with an artifact and two strategies for a possible total of 7 points.

4 points- uses research and practices

3 points- creative, attractive, and neatly displayed

2 points- standard English language usage

2 points- professional presentation

Grading Policy

100-90 points- A

89-80 points- B

79-70 points- C

69-60 points- D

*Please inform the instructor and provide the necessary paperwork for any modification needed for learning disabilities.

Class Sessions

September 11: Session 1- Read Wong p. 127-131 and p.141-193 prior to class

Due: Journal 1 (topic sent via email)

Introduction to Classroom Management

-Establishes control of the classroom before instruction begins

-Sets high expectations for students and makes them clear to students

-Manages time to maximize student learning opportunities

-Conducts orderly transitions

Review syllabus.

Discuss PBA and Technical Standards

What is classroom management?

Creating classroom rules.

Consequences

Teaching classroom procedures.

Analyzing classroom arrangement.

Journal 2

Format: Typed document that is 2 pages double-spaced. Teacher interview notes must be submitted as well.

Part I: Interview your mentor teacher to determine the process used to establish classroom rules and procedures to manage time, resources, space and instruction in their classroom. Be sure to learn how much time was spent developing, teaching, and practicing the rules and procedures. Be sure to learn how students were involved, how parents are included and informed, and if/how administration is included and if/how administration was informed.

Part II: Describe processes or strategies you would use in your classroom to manage those resources. Examine the research shared in class and consider the information gathered in your interview when creating your processes.

Part III: Wong says “the end of year school achievement is directly related to the degree to which the teacher establishes good control of the classroom procedures and in the very first weeks of school.” Based on your interview and observations predict the success of student achievement in your classroom. Use evidence you’re your interview to support your prediction.

September 18: Session 2- Read Wong p. 27-31 and 83-90 and review p. 142 prior to class

Due: Journal 2

Research Based Behavior Management Systems

Establishes and maintains an effective behavior management system

Manages time to maximize student learning opportunities

Conducts orderly transitions

Canter- Assertive Discipline

Kounin- Withitness and Overlapping

Skinner- Positive Reinforcement

Glasser- Class Meetings

Lyman- B Wheel

Jones- Positive Classroom Discipline

Rogers and Gordon-Teacher Effectiveness Training

Journal 3

Format: Typed document

Review the research based classroom management systems we examined to manage whole group behavior, gain student attention and conduct orderly transitions. Choose at least three components/strategies from either the same system or different systems that you think would be effective in managing your classroom. Create a brochure for parents/colleagues/ administrators explaining the strategies you will use to manage your classroom. Be sure to explain how you would implement them in your classroom and explain why you think the component/strategy will be effective. (Consider the component/strategy in terms of time on task, student achievement, student attitudes, teacher stress and costs.)

September 25th- 29th 1st Full Week in the Schools

October 2: Session 3 Read Wong p.35-43 prior to class

Due: Journal 3

Research Based Management Systems and Research Based Strategies to Redirect Off Task Students

Manages time to maximize student learning opportunities

Uses a variety of techniques to redirect students who are off task:

Albert: Four reasons for misbehavior

Fred Jones: Limit setting

Glasser- Reality Therapy

Conflict Resolution

Steps to Develop a Behavior Modification Plan.

PBA and midpoint conferences

Journal 4

Format: Rubric, rating scale or checklist

Choose one of the research-based strategies learned in class to redirect students who are off task and to conduct orderly transitions. Assess your implementation of the strategy using the assessment tools provided. Provide performance data to support your self-assessment.

October 9: Session 4 Read Wong p. 45-78, p.91-100 and 101-112 prior to class

Due: Journal 4

Building positive relationships with students, parents and colleagues

Sets high expectations for students and makes them clear to students

Manages time to maximize student learning opportunities

Using dimensions of learning to building relationships with students

Characteristics of Professional relationships colleagues

Parent relations and conferences

Journal 5

Consider the research discussed and best practices on setting high expectations, the importance of promoting parent involvement in the learning community, and establishing positive and productive professional relationships. Compose a letter introducing yourself and your classroom to parents and students. Be sure to answer the seven questions that Wong says every student and parent want answered. Clearly set your expectations for students and parents.

October 10-11 Midpoint Conferences

Complete PBA Quarter 1 self-assessment and reflection

October 30th: Session 5 Read Wong p. 121-126, 133-139 and 197-245 prior to class

Due: Journal 5

Lesson Planning and Classroom Management

Manages time to maximize student learning opportunities

Elements of a lesson plan and lesson plan formats

Objective writing

differentiation strategies

Wong Quiz Distributed

Journal 6 - Format: Resource Sheet

According to Wong only 35% of the allocated time is devoted to learning. He says that any business that operated at 35% efficiency would be shortly bankrupt. He explains that teachers do most of the work and students need to be busy working/engaged to be learning. He claims that is why teachers are tired when they leave school and students run out of the building full of energy because they have been sitting in school all day doing nothing. During a lesson you teach have your supervisor or mentor time the amount of time students are busy working/engaged and the number of minutes you are busy working/teaching. To examine how managing time maximizes student learning

opportunities, complete the Efficiency Report resource sheet provided in the handouts to determine your “efficiency” percentage and to reflect on the experience. Include the lesson plan as well.

November 13th-17th Second Full Week in the schools

November 27th: Session 6 Read Wong p.133-139

Due: Journal 6

Alternative Assessment

Record Keeping

Creating Scoring Tools

December 4th: Session 7 Read Wong p. 3-26

Due: Management Plan/Portfolio Project and Wong Quiz

Management Plan/Portfolio Project Presentations and Student Teaching Meeting

Portfolio Project/Management Plan presentations

Student Teacher meeting to share schedule, course requirements, portfolio development, and observation information

December 5-6 Final Evaluation Conferences

Complete PBA Quarter 2 Self-Assessment and Reflection

December 6th Last day of Internship

Bibliography

Ashton, P.T. & Webb, R.B. (1986). Making a Difference: teacher's sense of efficacy and student achievement. Longman: NY

Carson, J. & Carson, P. (1984). Any teacher can! Practical strategies for effective classroom management. Charles Thomas Publishers: Springfield

Charles, C.M. & Senter, G. (1995). Elementary Classroom Management. Longman: Boston

Fromberg, D. & Driscoll, M. (1985). The successful classroom. Teachers College Press: NY

Glickman, C. & Wolfgang, C. (1986). Solving discipline problems: Strategies for classroom teachers. Allyn and Bacon: Boston

Jones, F. (1987). Positive classroom discipline. McGraw-Hill