Department of Curriculum and Instruction Course Syllabus 
University of Maryland, College Park

Fall 2009 
EDCI 488 Classroom Management: Linking Theory to Practice

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Course Meetings</th>
<th>Office Hours</th>
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<tbody>
<tr>
<td>Robin Bonica</td>
<td>Thursdays 8:00 – 10:10</td>
<td>By appointment only; Questions will be answered via e-mail within 12 hours.</td>
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<tr>
<td>(w) 301-405-3324 (c) 301-704-2815</td>
<td>9/10, 9/17, 9/24, 10/1, 10/15, 11/12, 12/3</td>
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<tr>
<td><a href="mailto:rbonica@umd.edu">rbonica@umd.edu</a></td>
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**Course Description:**
This 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:

a.) investigate current research in classroom management in order to develop a class wiki page for later reference and to present the findings.
b.) explore best practices related to classroom management in order to develop and implement an individualized behavior management plan
c.) reflect on their own implementation of classroom management strategies while practicing these strategies in the field..
d.) develop a lesson plan that includes classroom management strategies in order to participate in a reciprocal micro-teaching episode.

**Required Text:**

**Related Texts:**


**University of Maryland Honor Pledge**

All students are expected to adhere to the University of Maryland’s Code of Academic Integrity, which can be accessed at [http://www.testudo.umd.edu/soc/dishonesty.html](http://www.testudo.umd.edu/soc/dishonesty.html). Failure to adhere to the code may result in the grade of XF – failure due to academic dishonesty.

The University of Maryland Honor Pledge, proposed by the Student Honor Council and approved by the University Senate, 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.

**Accommodations for Students with Documented Disabilities**

Students who have documented disabilities should contact the course instructor during the first week of class to discuss academic accommodations. Students requesting an accommodation may also contact the Office of Disability Support Services (301-314-7682). DSS will assist in determination and implementation of appropriate accommodations.

**Religious Observance: Attendance and Academic Assignments**

It is the policy of UMCP that students not be penalized in any way for participation in religious observances. Students shall be allowed, whenever practicable, to make up academic assignments that are missed due to such absences. It is the student's responsibility to contact the instructor for each course in which work is missed, and make arrangements for make-up work or examinations.

Please inform the instructor of any absences for religious observances in advance. Students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances.
Course Requirements, Assignment Descriptions

Course Requirements

- Professionalism (18 points)
- Reflections (4 reflections x 4 points = 16)
- Theorist’s Wiki and Presentation (12 points)
- Behavior Management Plan (20 points)
- Lesson plan (16 points)
- Final (18 points)

Grading Policy:

100-90 points – A
89-80 points – B
79-70 points – C
69-60 points – D

Assignment Descriptions

Professionalism (18 points) – You will be expected to attend all scheduled classes. If you are unable to attend class for some documented emergency, you must contact the instructor immediately. You will be expected to make-up the missed class with an activity/written assignment to be determined by the instructor.

You are expected to come to class prepared, having read the assigned readings and taken notes, as necessary. These notes should serve as a basis for your field and written assignments and will assist you in participating in class discussions thoughtfully, responsibly, and constructively.

You are expected to actively participate in class discussions, discussion board and student presentations. Be prepared to share insights with the class each week that are shaped by your readings and/or field experiences. Your participation is important not only for your own growth and learning but also for the learning of others. Our discussions serve as a forum in which you can sharpen your thinking, test your ideas, exchange insights and perceptions with each other, and contribute towards others’ thinking.

You are also expected to communicate frequently with your mentor teacher concerning field assignments. He/she should be consulted prior to an assignment and asked for feedback. Your mentor teacher should be made aware of all due dates for upcoming assignments.

The ELMS Discussion Board will be open throughout the semester. Please use this sight for the convenience of sharing your ideas and insights with other class participants. These ideas can be based on textbook readings, as well as experiences from the field. Discussion board posts can relate to findings, questions, revelations, perplexities or problems that you are faced with in the classroom. It is expected that you initiate at least one new post for the semester as well as respond to others at least three times.
Reflective Journals- (4 reflections x 4 points = 16 points) Written reflections will be based on experiences or knowledge shared in the course. The reflection is no longer than one page; single spaced, and is typed and submitted on ELMS. The reflection prompts and rubric are posted on ELMS under Assignments. There is also an introductory field reflection that will be sent via email prior to your first week in the field. Please bring to your first Classroom Management class on September 10 as well as posting this on ELMS on September 9.

Theorists Wiki and Presentation- (12 points) You will work with a partner to research one or more theorist who is key in the area of behavior management and/or discipline systems. You and your partner will become ‘experts’ on these theorists and write a wiki to share with the class. You will also briefly present your findings to the class. The Theorist Wiki Checklist and Rubric are posted on ELMS under Assignments.

Lesson Plan with Classroom Management Strategies Included-(16 points) Using either the 5 Es Lesson Plan format (math or science) or the Directed Teaching Activity format (Language Arts or Social Studies) you will develop and teach a lesson plan that will include Classroom Management strategies that were taught in your October 1 Classroom Management session. This can be a lesson you are creating for one of your methods classes or a particular one you are creating for your classroom to be taught during your field placement. Highlight at least 5 classroom management strategies that you include. Be prepared to discuss your plan with classmates during the October 15 session. You will teach this lesson during your second full week in the field.

Individual Behavior Management Plan (Part A=10 points: Part B=10 points) With the guidance of your mentor teacher, identify one student in your field placement who exhibits one or two inappropriate behaviors on a regular basis. Use Marzano’s article, The Key to Classroom Management (2003) as a guideline. This assignment and rubric is posted on ELMS under Assignments.

Final Exam-(18) Classroom Management is addressed specifically in the Performance Based Assessment under the following 2(I-C) standard. For your final examination be prepared to describe in a brief paragraph how you effectively accomplished each of the six indicators in order to provide evidence that you have successfully met this standard.

Performance Standard 2 (I-C) Effectively Manages the Classroom.
“The teacher candidate manages learning environments that encourage students’ social interaction, active engagement in learning, and motivation.

Indicators: The teacher candidate:

- establishes control of the class before instruction begins
- sets high expectations for students and makes them clear to students
- uses a variety of techniques to redirect students who are off task
- establishes and maintains effective behavior management systems
- conducts orderly transitions
- provides prompt feedback of student work
Class Sessions and Due Dates

Session 1 (September 10)  What is classroom management?

Field Reflection (Due September 9 via blackboard AND bring to class) This journal entry is sent via email prior to the first classroom management class and entails a list of behaviors and activities to observe during the first week of school. It also includes one assignment of writing an introductory letter to the parents of your students.

Readings prior to class: Chapters 1 & 3 in Charles text.

Class: Overview of course requirements. What are the differences between proactive and reactive classroom management? What is the difference between rules and procedures? What are the characteristics of effective rules and procedures? How do we teach and maintain rules and procedures?

Supervisor’s Journal #1  Due to University Supervisors via email September 12

Session 2 (Sept. 17) Whole Class Management Systems & Strategies

Readings prior to class: From Charles text Chapters 5 & 7 Saphier and Gower article in Course Documents

Class: Continuation of beginning of the year procedures. How do we gain and maintain attention? Students will explore and discuss classroom management research and practices for whole group behavior management systems-building a classroom community, class meetings, whole group behavior rubrics and more strategies.

Presentation 1 and 2 Wong and Charles

Reflection #1: (due Sept. 19 via blackboard) View Session 12 entitled Expectations for Success: Motivation and Learning on the Annenberg website posted on blackboard. Think about the factors that influence motivation and particular strategies used to motivate students. Why is motivation crucial to classroom/behavior management? What strategies have your seen your mentor use to motivate students?

Session 3 (Sept. 24) Managing the Disruptive Student

Readings prior to class: From Charles text Chapters 2 & 9

Class: We will explore corrective strategies for redirecting off-task behavior and strategies that work on specific personality types. The “Goals of Misbehavior” will be explored as well as strategies for dealing with disruptive behaviors of individual students. We will discuss the Behavior Management Plan assignment.

Presentations 3 & 4 Albert and Mendler (Curwin)
Session 4 (Oct. 1) Quality Instruction for Managing Behaviors
Readings prior to class: From Charles text pages 88-96.

Class: How is motivation used as a management strategy? Students will examine lesson plans with and without classroom management strategies built into the lesson including motivation. Objective writing is a crucial part of lesson planning and will be practiced. Lesson planning formats will be examined.

Presentations 5 & 6: Jones and Kounin
Assignment: Part A of Behavior Management Plan due October 10 via Blackboard BY 6PM

***REMINDER*** October 5-9 is your full week in the field. It is also the mid term conference week. Please log onto the PBA and complete a self-assessment prior to your three way conference.

Session 5 (October 15) Meeting Diverse Needs of Students
Readings prior to class: From Charles text Chapter 6 pages 96-107
Assignment: Rough Draft of lesson plan is due to share in class. Final plan is due on November 21.

Class: Our schools, like our county, are made up of diverse groups of children ranging from ethnic, immigrant, and socio-economic groups, as well as intellectually diverse groupings. As Charles states, “A failure to approach such differences sensitively can lead to malaise between teachers and students…” We will explore some of these differences and how they can be addressed in the classroom in order to promote successful learning behaviors.

Presentations 7 & 8: Glasser and Kagan

Reflection #2 due on Blackboard October 24:
Read Dianne Bradley’s hand-out that outlines the six different personality types. Observe the students in your class. Choose 2 students with different personality types. Match the personality type with each student. In your reflection, describe the ‘qualifying’ behaviors that place these students into the particular personality type. What are these students’ unique needs? What types of strategies would you suggest to address these needs?

Supervisor’s Journal #2 due to University Supervisor October 17 via email

Reflection# 3 Due by Nov. 12: Bring folder and reflection to class.
Choose a student you have worked with and follow the steps outlined in the Charles text p.141-142 to prepare for a “mock” parent conference. You will act as the teacher and your mentor will act as the parent. Write a one page reflection detailing the experience. The folder you prepared and the 1 page reflection are what you hand in.
Session 6 (November 12) Establishing relationships with Parents and Colleagues
Readings prior to class: From Charles text chapters 4 & 8

Class: “Human Relations refers to human interaction that people find satisfying and beneficial.”
(Charles pg.128) How do human relationships relate to classroom management?
Effective communications is only the beginning of good human relations. We will explore the relationships between teacher and student, parent, colleague and administration.
Presentations 9 & 10: Coloroso and Borba

Supervisor’s Journal #3 due to University Supervisor Nov. 14 via email

Reflection# 4 Due by Nov. 28: Reflect on your experience as a substitute teacher. Describe what went well and what you would change. What surprised you? What does it take to be a good teacher besides planning, delivery, and assessment?

Final Lesson Plan Due on ELMS November 21 with peer notes attached

Session 7 (Dec. 3) Pulling It All Together;
No readings
Assignment: Entire Behavior Management Plan is due.
Class: We will hand in our Individual Management Plans, complete our Professionalism Rubric, and take our final exam. We will have an opportunity to review and discuss case studies.
Final Exam: See above
Presentations 11 & 12: Kohn and Gordon

***REMINDER*** November 30 and December 1 are the dates for the final conferences. Please complete your online self-assessment prior to your conference.
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<tr>
<th>Date</th>
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<tr>
<td>September 9</td>
<td>Post the Beginning of the Year Field Reflection on ELMS by midnight on this date</td>
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<td>September 10</td>
<td>Bring a hard copy of the Field Reflection to Class</td>
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<td>September 12</td>
<td>University Sup #1 Due via e-mail</td>
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<td>September 19</td>
<td>Reflection #1 Motivation</td>
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<td>October 10</td>
<td>Behavior Management Plan Part A</td>
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<td>October 15</td>
<td>Rough Draft of Lesson Plan Due in Class</td>
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<td>October 17</td>
<td>University Sup #2 Due via e-mail</td>
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<td>October 24</td>
<td>Reflection #2 Personality Types</td>
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<td>October 31</td>
<td>All Wiki Pages are Due</td>
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<td>November 12</td>
<td>Reflection #3 Parent Conferences : Bring reflection and folder to class</td>
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<td>November 14</td>
<td>University Sup #3 Due via e-mail</td>
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<td>November 21</td>
<td>Final Lesson Plan Due on ELMS with Peer Notes attached</td>
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<td>November 28</td>
<td>Reflection #4 Sub for the Day</td>
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<td>December 2</td>
<td>Behavior Management Plan Part B Due on blackboard. Professionalism rubric to be completed on blackboard</td>
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<td>December 3</td>
<td>Management Plan Presentations in class; final exam in class. All hard copies of Part B Management Plan must be turned in during class.</td>
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Theorist Presentations (Wiki Pages due: Oct. 31)

**September 17:**
Wong: Keryn Ahmed and Alissa Ingraham
Charles: Rebecca Morrison and Jacob Sondheimer

**September 24:**
Albert: Jasmine Giddings and Chanel Williams
Mendler (Curwin): Katherine Thompson and Melissa Corey

**October 1:**
Fred Jones: Jennifer Jordan and Emily Molnar
Kounin: Rachel Greaver and Jazmin Evans

**October 15:**
Glasser: Kelsey Molher and Juliet Han
Kagan: Gopi Dhokai and Christine Jones

**November 12:**
Coloroso: Samantha Phelps and Patricia Rhodes
Borba: Sarah Portillo and Arielle Ellis

**December 3**
Kohn: Rachel Greenblatt and Kristina Molina
Gordon: Rachel Lefkowitz and Sandra Patterson