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 F – 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)
- Brain Based Classroom Reflection (6 points)
- Annenberg discussion board post (4 points)
- Case Study/Behavior Management Project (46 points total)
  - Project Plan Part A (20 points)
  - Case Study Discussion Board Questions (6 points: 3 posts at 2 points each)
  - Case Study Part B: Final Write-up and Completed Management Plan (20 points)
- E-portfolios page (14 points)
- Mock Parent Interview (12 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. (An email message or phone call, please) You will be expected to make-up the missed class with an activity/written assignment to be determined by the instructor. Attendance is strongly encouraged.

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 at the beginning of the semester of all due dates for upcoming assignments.

The Live Text Discussion Board will be open throughout the semester. Please use this site 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. You will also use this site to post a comment after viewing the Annenberg clip on Motivation as well as posting your Case Study Discussion questions.

**Brain-Based Classroom Reflection (6 points)**. This reflection can be 1-2 pages; single spaced, and is typed and submitted on Live Text. Please bring a hard copy of this assignment to your first Classroom Management class on August 31 as well as posting it on Live Text.

**Annenberg Discussion Board Post (4 points)** View Session 12 entitled *Expectations for Success: Motivation and Learning* on the Annenberg clip posted on Live Text. 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?

**Case Study / Behavior Management Project (Part A=20 points: Part B=20 points: Discussion Board Posts = 6 points. TOTAL= 46 points)**

The purpose of 488 is to gain valuable insight and understanding with respect to children’s behavior by incorporating research-based classroom management strategies, strategies learned in your coursework, and/or strategies learned in the field. Using this knowledge, you will complete a behavior intervention plan with a child chosen from your class. 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 the Case Study Outline to craft a narrative background case for this student. Use Marzano’s article, *The Key to Classroom Management (2003)* as a guideline. For Part B, you will be asked to analyze the results of your intervention and to present this at our final class session.

**E-Portfolio Page (14 Points) Performance Standard 2 (I-C) Effectively Manages the Classroom.**

You will create an electronic portfolio page based on the following PBA Indicator:

“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

**Mock Parent Interview (12 Points)**

Choose a student you have worked with and follow the steps to conduct 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. See assignment details on Live Text.**You will need to choose this student early in the semester and start to collect copies of his/her work.**
**Class Sessions and Due Dates**

**Session 1 (August 31)  What Is Classroom Management?**

Field Reflection ( _Due August 30 via Live Text AND bring a hard copy to class on Tuesday, August 31_) This reflection 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:** pp. 2- 51 and pp. 92-115
**Theorists:** Wong, Jones

**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 e-mail September 11

**Session 2 (September 14) Classroom Environment and Enhancing Student Motivation**

**Readings prior to class:** pp. 52-91 and 223-251 and Marzano’s Article “The Keys to Classroom Management.” Bring a hard copy to class.

**Theorists:** Marzano, Coloroso

**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. We will discuss the Case Study/Behavior Management Project assignment.

**Annenberg Discussion Board Posts:** (due Sept. 18 via Live Text) View Session 12 entitled *Expectations for Success: Motivation and Learning* on the Annenberg website posted on Live Text. 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 (September 28) Responding Effectively to Behavior Problems**

**Readings prior to class:** pp.333-394

**Saphier and Gower Article**

**Theorists:** Curwin, Mendler

**Class:** We will explore corrective strategies for redirecting off-task behavior. The “Goals of Misbehavior” will be explored as well as strategies for dealing with disruptive behaviors of individual students.

**Assignment:** Part A of Behavior Management project is due October 9 via Live Text BY 6PM

***REMINDER*** October 4-8 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 4 (October 12)  Managing a Variety of Classroom Models/ Diverse and Special Needs Students
Readings prior to class: pp. 116-160 and 252-331
Theorists: Alberts, Erikson, Kagan
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.

Session 5 (October 26 ) Quality Instruction for Managing Behavior
Readings prior to class: pp. 199-222
Theorists: Kounin
Class: We will examine lesson plans with and without classroom management strategies built into the lesson. Objective writing is a crucial part of lesson planning and will be practiced.
Supervisor’s Journal #2 due to University Supervisor October 16 via email

Session 6 (November 9)  Families / Relationships
Readings prior to class: pp. 161-197
Class: 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.
Supervisor’s Journal #3 due to University Supervisor Nov. 20 via email

Session 7  (November 30 ) Pulling It All Together
No readings
Assignment: Entire Behavior Management Plan is due.
Class: We will share our Individual Management Plans, and portfolio pages, and learn more about the student teaching exit portfolio.

***REMEMBER*** December 1 and 2 are the dates for the final conferences. Please complete your online self-assessment prior to your conference.