University of Maryland
Classroom Management: Linking Theory To Practice
Tuesday-9/9, 9/16, 10/7, 10/28, 11/11, 12/2, 12/9
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 Texts:
Course Requirements, Assignment Descriptions and Scoring Tools

1. Course Requirements
Participation in all class discussions and activities (5 points x 7 sessions) 35 pts
Session Assignments (5 points for each assignment x 6 assignments) 30 pts
Reading Quiz 10 pts
Management Plan/Lesson Plan Project (10 points for component 1, 15 points for component 2) 25 pts

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.

Session Assignments- Tasks based on experiences or knowledge shared in the course.

Quiz- Multiple choice quiz based on course readings.

Management Plan/ Lesson Plan 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.) Plan should be tested during intern’s 2nd full week in placement school.

Component 2: Create a highly detailed lesson plan that includes notations directly addressing all seven indicators under Standard I-C on page 1 of syllabus. Create three assessment tools/tasks to accompany the lesson plan. Assessment tools must be differentiated to appeal to three different kinds of learners while assessing student performance/skill acquisition for this lesson.

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.

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**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. Session Assignments (5 points x 6 assignments = 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
- 90%-99% - 9 points
- 80%-89% - 8 points
- 70%-79% - 7 points
- 60%-69% - 6 points

**D. Management Plan Scoring (10 total points)**

- 5pts: Why you chose specific student?
- Observation of behavior
- Description of behavior
- 5pts: Individualized Plan with philosophy behind this choice of plan
- Test observation and recorded results

**Lesson Plan Project (15 total points)**

1. for using correct lesson plan format chosen from resources in Student Teaching Handbook
2. pt for indicators 1,2,3,6,7 (5 pts total)
3. 2 pts for indicators 4,5 (4 pts total)
4. 1 pt for each of the three differentiated assessments (3 pts total)
5. 2 pts for class 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 9: Session 1 - Read Wong p. 127-131 and p.141-193 prior to class
Read Charles p. 1-17 and p. 34-51 prior to class

Due: Assignment 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.
What is classroom management?
Consequences
Analyzing classroom arrangement

Discuss PBA and Technical Standards
Creating classroom rules
Teaching classroom procedures
Clarifying Classroom Expectations

Assignment 2
Part I: Create and label a map of your classroom and complete tasks as outlined in Week 1 Grid 2 of the Weekly Activities Plan.
Part II: Describe processes or strategies you would use in your classroom to manage resources (time, materials, instructional aids, etc). Examine the research shared in class and consider the information gathered in your interview when creating your processes or strategies.
Part III: Draft a personal statement similar to Manuel Vigil’s on page 6 of Charles text. Include what rules YOU will follow and how you will approach conducting yourself as a professional in your placement.
Part IV: Review the sample plans on pages 9-14 of Charles text. Write a brief reflection stating which approach to establishing rules and consequences most closely resembles your mentor’s approach.
Part V: Wong says “the end of year school achievement is directly related to the degree the to which the teacher establishes good control of the classroom procedures and in the very first weeks of school.” Based on your observations predict the success of student achievement in your classroom. Use evidence from your observations to support your prediction.

September 16: Session 2 - Read Wong p. 27-31 and 83-90 and review p. 142 prior to class
Read Charles p. 70-87 and p. 110-126 prior to class

Due: Assignment 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
Skinner- Positive Reinforcement
Jones- Positive Classroom Discipline
Rogers and Gordon-Teacher Effectiveness Training

Kounin- Withitness and Overlapping
Glasser- Class Meetings
Kagen – ABCD
Assignment 3
Format: Graphic Organizers
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 addressing managing whole group behavior, gaining student attention, and conducting orderly transitions in an effort to manage your classroom.
Create three PDSA graphic organizers to document and plan how you will attempt implementation of these strategies and monitor/refine your progress.

October 7: Session 3 Read Wong p.35-43 and Charles p. 70-87 prior to class
Due: Assignment 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

Assignment 4
Format: Rubric, rating scale or checklist
Choose one of the research-based strategies learned in class to redirect students who are off task. Assess your implementation of the strategy using the assessment tools provided. Provide performance data to support your self-assessment. Collaborate with your mentor to complete the discussion tool provided in class.

October 20th – 24th 1st Full Week in the Schools

October 28: Session 4 Read Wong p. 45-78, p.91-112 prior to class
Read Charles p. 52-69 and p.127-142 prior to class
Due: Assignment 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

Assignment 5
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 1 page reflection detailing the experience. The folder you prepared and the 1 page reflection are what you turn in.

**October 27-31 Midpoint Conferences**  
Complete PBA Quarter 1 self-assessment and reflection prior to your scheduled conference with your University Supervisor

**November 11th: Session 5**  
Read Wong p. 121-126, and 197-245 prior to class  
Read Charles p. 88-109 prior to class  
Due: Assignment 5  
- Lesson Planning and Classroom Management  
- Manages time to maximize student learning opportunities  
- Elements of a lesson plan and lesson plan formats  
- Objective writing and differentiation strategies  
- Reading Quiz Distributed

Assignment 6:  
Part 1: 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 he handouts to determine your “efficiency” percentage and to reflect on the experience. Include the lesson plan as well.  
Part 2: Share the ‘Timing a Lesson’ tool with your mentor and ask him/her to model a lesson for you while you complete the tool. At a later time, facilitate a lesson while your mentor completes the ‘Timing a Lesson’ tool to provide feedback to you. Turn in your lesson plan and BOTH ‘Timing a Lesson’ forms.

**November 17th – 21st: 2nd Full Week in the Schools**

**December 8-12: Final Evaluation Conferences**  
Complete PBA Quarter 2 Self-Assessment and Reflection

**December 2nd: Session 6**  
Read Wong p.133-139 prior to class  
Read Charles p. 143-160 prior to class  
Due: Assignment 6  
Alternative Assessment Record Keeping  
Creating Scoring Tools

**December 9th: Session 7**  
Read Wong p. 3-26
Due: Management Plan/Lesson Plan Project and Wong Quiz
Lesson Plan Project Presentations and Student Teaching Meeting
Student Teacher meeting to share schedule, course requirements, portfolio development, and observation information

**December 11th** Last day of Internship

**Bibliography**


