Classroom Management
4 Session Syllabus

Course Description
This course is designed to provide teachers with knowledge and skills for managing instructional settings. By focusing on current research findings and analyzing student and teacher behaviors in case studies, course participants will refine their own classroom skills. Emphasis will be placed on creating constructive teacher-student relationships, establishing a positive classroom environment and coping with class conflict. As a result, participants will learn to create classroom environments that help sustain a focus on the business of school: teaching and learning.

Competencies
Upon completion of this course, participants will be able to
- Develop an effective classroom management plan
- Describe the factors that influence the learning of students in schools
- Determine ways to bring the background experiences of the students’ lives outside of school into their school experiences.
- Better respond to the needs and interests of their student population
- Succeed in working with diverse student populations

Materials
All materials are accessed via the CaseNEX website using the PIN provided and the user name/password you create.

All readings listed can be found by going to Class Materials → Virtual Library → Readings (Search).

If you do not have the most recent versions of the following software, please download each from the given sites.
- Windows Media Player
- RealPlayer
• Adobe Reader
• QuickTime

Cases Used

• In the Classroom
• Raising the Bar
• All the News That’s Fit to Teach
• A Special Situation

Course Schedule
For typical courses, final Discussions and Journals are due by Saturday at midnight unless otherwise noted. Please see the News Flash for any changes to the schedule.

Course Requirements and Grade Information

Close reading of all assigned materials is expected prior to beginning other course requirements listed for each session. Make every effort to complete assignments by the due date. If you are unable to complete a required assignment on time, email your instructor. Points will be deducted from late work at the instructor’s discretion.

Discussion postings require application of the session's readings to the discussion prompt and work in dialogue fashion. Your first post should respond to the session prompt. Subsequent postings should address and respond to the comments of your colleagues. Submit three posts each session on three different dates; each post is worth up to 2 points. (24 possible points)

Journals use components of the 5-Step Method to connect the session’s readings to your professional and personal experience. Journals should be around 250 words in length and are worth 7 points each. See the Case Analysis Rubric for details on how your Journal will be evaluated. (28 possible points)

Workbooks allow you to apply course concepts to your unique school situation. There is one Workbook assignment in this class; see the Workbook Assignment Rubric for details on how your Workbook will be evaluated. When citing sources, be sure to reference them appropriately using APA style. (See APA Style.org, Electronic
References
http://www.apastyle.org/elecref.html). (25 possible points)

Participation in all course sessions is required for professional development credit. This course is pass/fail. There are 77 possible points. Professional development students must earn a minimum of 54 points in order to earn credit for this course.
**Introductory Session**

*Exploring the CaseNEX Site*

*Understanding School Behavior Policies*

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**Case**

*All the News That’s Fit to Teach*

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**Readings**

- Read the course requirements, paying special attention to the Case-Analysis and Workbook Assignment Rubrics. They will be used by your instructor throughout the course to evaluate assignments where appropriate.
- Find and read your school student behavior policies.
- *Violence and Aggression in Children and Youth*
- *Developing a School-Wide Behavioral Management System*

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**Discussion**

Post one entry introducing yourself to your classmates. You may choose to describe your professional background and state why you are taking this course in a few sentences. Also, discuss the different perspectives of Kenny, Leon, and the other students involved in the conflict in Scene 5 of this session’s case. What do you think each student’s goals or needs were leading up to this confrontation? What actions suggested in this session’s readings might the teachers have taken in order to meet these needs, help the students avoid their conflict, and/or better handle the situation?

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**Journal**

Research your school’s policies and expectations for student behavior. Summarize your findings, including information on suspension, dismissal, zero tolerance, and other relevant topics. Had the students in this session’s case been students in your class, what might be their consequences for the conflict in Scene 5?
Note

Use CaseMail to send a note to your instructor stating that you will be taking this course. To do so, click on CaseMail on the top menu bar and then ‘Click here to create a new message.’ Use the marked link to look up an address. Continue linking down until you see the class list. Select the instructor’s name and then compose your message and hit ‘Post Message.’

Check your CaseMail (linked from top menu bar) and News Flash (on the right when you login) for notes from your instructor every time you log on to the site.
Session 2
Becoming Proactive

Case
In the Classroom, Elementary English and Language Arts, Wendy Rath

Readings
- Your Classroom Management Profile
- Intentions
- How to Start School Successfully
- Teacher Talk: Nine Key Phrases that Help Motivate, Encourage, and Build Responsibility
- How to Handle Discipline Problems with Effective Classroom Management
- Creating a Discipline Plan
- Elements of a Discipline Plan

Discussion
After watching Wendy Rath’s lesson, describe evidence of her behavior management strategies and steps she’s taken to create a positive classroom climate. Then, review the readings and suggest additional steps she might take to manage the behaviors of this active group of first-graders. As you respond to your classmates, consider possible consequences of their suggestions.

Journal
Reflect on your first days in the classroom. Which actions from “How to Start School Successfully” did you include in the start-of-year procedures? What were the consequences of these actions, whether positive or negative, intended or unintended? What might you do differently next year? Though the first days and weeks of school are critical for establishing a smooth-running classroom, what actions might you take now to produce more desirable outcomes? Use knowledge from the readings to support your choices.

Workbook
Create a Classroom Management Plan

Using the “Creating a Classroom Discipline Plan” and “Elements of a
Discipline Plan” readings as a guide, formulate your own Management Plan. As part of this plan, include

- A statement of your philosophy of management
- A description of your ideal classroom environment
  - What will students be doing?
  - What is the noise level?
  - What is your role and style of classroom management?
  - How will students interact with you and with each other?
  - How will the room be set up?
- A list of five key rules (with the understanding that you will create rules with your students’ participation)
- A list of key phrases to redirect, remind, and reinforce behavioral expectations (your rules)
- An ascending scale of responses to off-task or disruptive behavior
- How you will involve families in your plan
- A brief essay explaining the rationale for your choices and how they will support the realization of your ideal classroom

Due by the end of Session 3.
Session 3
Establishing Rules and Procedures

Case
Raising the Bar

Readings
- The Really Big List of Classroom Management Resources
- School “Rules”! Ten Activities for Establishing Classroom Rules (Click on “Skip Intro” to go directly to the article)
- Top 10 Tips for Classroom Management
- Are You With It?
- The Importance of Teacher Self-Awareness in Working with Students with Emotional and Behavioral Disorders

Discussion
Describe the key management issues related to rules and procedures that Larry Stover from this session’s case faces. How are these issues addressed in the readings? What actions might you suggest Larry take to reduce behavioral issues and create a smooth-running classroom? As you respond to your colleagues’ posts, imagine the perspectives of a variety of students on the proposed changes.

Journal
Reflect on your choice of the rules and procedures you might implement or have implemented. How did you decide which rules and procedures to focus on? Identify related issues or challenges. Focusing on one or two students, describe what might be their perspectives on the issues you have identified. Based on knowledge from “The Importance of Teacher Self-Awareness,” what actions might help you address these challenges?

Workbook
None this session. Create a Classroom Management Plan Workbook is due.
Session 4
Managing Behavior of At-Risk Students

Case
A Special Situation

Readings
- Interventions for Chronic Behavior Problems
- Using Countoons to Teach Self-Monitoring Skills
- Dr. Mac’s Amazing Behavior Management Advice Site (Scroll down to “Strategies for Addressing Common Behaviors and Conditions” and explore at least two topics)

Discussion
What kinds of classroom support does Tammy from this session’s case need to be successful in school? What actions might her teachers take to help her? Provide a rationale for your interventions. Respond to your colleagues’ postings by considering Tammy’s perspective on their proposed interventions.

Journal
Apply knowledge from “Interventions for Chronic Behavior Problems” to your classroom situation. Describe the issues associated with the intervention strategies for a student you know who has faced disciplinary action. Determine which strategies would be effective for use as group behavior support strategies and evaluate them similarly. What do you see as the consequences (positive and negative, short- and long-term) of the approaches presented?

Workbook  None this session