

CIEP 354
Classroom Management
Loyola University Chicago
School of Education
Fall 2008

Instructor: Teresa Sosa, Ph.D.
Office: Lewis Towers - Room 1038
Email: tsosa@luc.edu
Class Meets: Mondays 8:15 -11:15
Office Hours: By Appointment
Room: Mundelein Center 606

Conceptual Framework

The School of Education, as part of a Jesuit, Catholic University, espouses social justice as a unifying framework. All academic activities within the School of Education are grounded in its conceptual framework: “Professionalism in service of social justice” which inspires classroom instruction, student learning, and faculty practices. Teacher candidates examine and discuss their own beliefs about teaching and learning, social justice, and the impact of social justice on educational organizations. Through research, assigned readings, and class discussions teacher candidates will begin to understand the impact educators have on the achievement of social justice as it relates to the creation of positive learning environments and experiences, the promotion of appropriate social skills in students, and the development of the next generation of “people for others.”

Overview

This course is designed to help teacher candidates develop a classroom environment conducive to quality instruction and optimal student learning by helping them establish classroom procedures, rules, and consequences: teach social skills; team building and solve behavior problems. Teacher candidates will learn ways to take proactive steps to prevent many discipline problems before they happen as well as ways they can address problems quickly and effectively when they do occur.

Course Goals

The goals of this course are to help teachers develop a classroom environment conducive to quality instruction and optimal student learning by helping them establish classroom procedures, rules, and consequences; teach social skills; team building; and solve behavior problems. Students will learn ways to take proactive steps to prevent many discipline problems before they happen as well as ways they can address those problems quickly and effectively when they do occur.

Course Objectives

The following standards are addressed as course objectives:

Illinois Professional Teaching Standards

STANDARD 4 – Planning for Instruction

The teacher understands instructional planning and designs instruction based on knowledge of the discipline, students, the community, and curriculum goals.

STANDARD 5 – Learning Environment

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

STANDARD 7 – Communication

The teacher uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

NCATE Standards

STANDARD 1 – DEVELOPMENT, LEARNING AND MOTIVATION

1. Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

STANDARD 3 – INSTRUCTION

3.2. Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instruction opportunities that are adapted to diverse students;

3.3. Development of critical thinking, problem solving, performance skills—Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving, and performance skills;

3.4. Active engagement In learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning; self motivation, and positive social interaction and to create supportive learning environments;

3.5. Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

Diversity

Because teacher candidates come from diverse backgrounds and educational experiences, it is important to understand and discuss how these events will impact their teaching, learning, and classroom management style. It is critical that teacher candidates understand that students' life experiences effect their motivation and behavior, as well as their reactions to school rules, expectations, and the people they encounter during the school day. It is imperative that teachers understand how to assist all students in developing the skills necessary to function as productive, contributing citizens in a global society.

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. Academic dishonesty is one of several possible reasons why a student may be dismissed from the Graduate School of Education. For specific policies and procedures see:

http://www.luc.edu/education/academics_policies.shtml#honesty

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd> .

Harassment

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. For specific definitions of discrimination, abuse, and harassment refer p. 25-26 in the Loyola University Chicago Student Handbook, located at:

<http://www.luc.edu/studentaffairs/pdfs/LoyolaStudentHandbook2006.pdf>

If you believe you are subject to such harassment, you should notify your instructor. If you believe you are subject to harassment by your instructor, contact the Associate Dean of Academic Affairs at 312-915-6464.

Technology

Because technology plays an ever-increasingly important role in the educational arena, it is critical that teacher candidates develop skills that allow them to use available technology to teach and evaluate students, as well as to collect and analyze data. During this course, teacher candidates will use technology to:

- Access information for class assignments
- Create classroom management documents
- Share observations and experiences
- Research current best practice in classroom management

Course Expectations

Teacher Candidates are expected to be present and on time for all class sessions. They are expected to come prepared to participate in class discussions and activities.

Teacher Candidates absent on the day of his/her presentation will receive a zero for that assignment. Attendance and class participation are considered in determining final grades. If there is an emergency, contact the instructor by email or phone 24 hours before class.

Late Work

No late work will be accepted unless there are medically extenuating circumstances. Documentation will be required. If you are absent from class on the day an assignment is due, your assignment must be sent to me electronically prior to the start of class.

Distractions such as cell phones and MP3 players should be turned

Texts: Manning, Lee M., Bucher, Katherine T. *Classroom Management Models, Applications, and Cases, 2nd Edition*. 2007. Pearson Merrill/Prentice Hall. ISBN: 0-13-170750-7

Wong, Harry K., Wong, Rosemary T. *The First Days of School*, 2005. Harry K. Wong Publications, Inc. ISBN: 0-9629360-6-5

Course Assignments

Class Participation (20 points)

Each class member should plan to participate actively in the class discussions and to prepare and present materials to the class. Learning in this class is considered a communal endeavor as well as an individual undertaking. Therefore, students are expected to be present and prepared at the designated times for every class session and to remain engaged in class activities until the session has concluded. Students missing two or more classes will be ineligible for an "A" in the course.

Weekly Journals-total of 4 (10 points each)

Each week during clinicals students will use the modules and readings from the required course texts to reflect on their experiences in education, how they want to positively impact the classroom management in their own classrooms and what the current research suggests. This will be a one page reflection due at the beginning of each class, submitted electronically.

Article Critiques-total of 2 (20 points each)

Each student will write a 2 page critique of two articles from a recent journal (not more than five years old) on some aspect of classroom management or discipline. Each critique should include a brief summary of the article along with a copy of the article. The following questions can serve as guide to your critiques:

- What is the author's main purpose in writing the piece?
- What is the argument and what are the strengths and weaknesses of the argument? How strong is the argument? How convincing is it? Is the evidence sufficient to sustain the argument? What other sources could have been used?
- What assumptions does the author make and which of these should be questioned?
- What are the strengths, weaknesses, omissions, limitations of the article?
- What does this piece contribute to our understanding of issues in education?
- What assumptions about gender, race, class, etc. are implicit?
- What criticisms can you make? Do you find any particular bias in the reading? What (if anything) is missing in this piece? Are there glaring defects? Are these trivial or fundamental?

Individual Presentation (10 points)

You are responsible for selecting one of the two articles and creating a five minute presentation to share with the class. A copy of article and summary will be due the same day of presentation.

Presentation format:

- Give the article title, author, publication, and date
- Summarize the article
- Demonstrate connection to classroom management
- Pose one thought-provoking question to the class
- Lead class in brief discussion surrounding the issues/ideas raised in your article.

Pair Presentation (40 points)

The authors of the textbook selected for this course devote ten chapters of information about selected classroom management theorists. “Understanding classroom management models and theorists is an excellent first step toward developing your personal philosophy and, eventually, your own classroom management strategies” (Manning, Bucher, 2007).

Two candidates will be responsible for presenting a theorist and his/her model of classroom management.

Presentation will include:

- A one-page handout
- PowerPoint
- Interactive teaching activity
- Length: 20-25 minutes

Classroom Management Plan (40 points)

A plan will include policies, procedures, and activities the teacher candidate plans to implement during the first few weeks of school. A detailed document will be posted on Blackboard for this assignment.

Grade	Percent	Points
A	93%	176-190
A-	90%	171-175
B+	87%	165-170
B	83%	157-164
B-	80%	152-156
C+	77%	146-151
C	73%	138-145
C-	70%	133-137
D+	67%	127-132
D	63%	119-126
D-	60%	114-118
F	59% and below	

Week / Dates	Topic	Required Reading Due This Session	Due Date: Assignments Presentations, etc.
1 August 25	Introducing the Concept of Classroom Management	Manning, chapter 1 Syllabus	Beliefs About Discipline How Would You React Signing up for presentations
2 September 01	Building the Foundation: Skinner and others	Manning, chapter 2	No Class
3 September 08	Assertive Discipline and Democratic Teaching	Manning, chapters 3, 4	Article Presentations (2) Pair Presentations (2)
4 September 15	Congruent Communication and Instructional Management	Manning, chapters 5, 6	Article Presentations (2) Pair Presentations (2)
5 September 22	Discipline with Dignity and Positive Classroom Management	Manning, chapters 7, 8	Article Presentations (2) Pair Presentations (2)
6 September 29	Inner Discipline and Consistency Management	Manning, chapters 9, 10	Article Presentations (2) Pair Presentations (2)
7 October 06		Wong Unit A	Mid-semester break— No class
8 October 13		Wong Unit B	Clinicals Weekly Journal #1
9 October 20		Wong Unit C	Clinicals Weekly Journal #2
10 October 27		Wong Unit D	Clinicals Weekly Journal #3 Article Critique
11 November 03		Wong Unit E	Clinicals Weekly Journal #4
12 November 10	Judicious Discipline	Manning, chapter 11	Article Presentations (2) Sharing of teaching experiences
13 November 17	Additional theorists	Manning, chapter 12	Article Presentations (1) Pair Presentations (2)
14 November 24	Creating Safe Classrooms and Safe Schools	Manning, chapter 13	Safe Schools, PBSI, Zero Tolerance
15 December 01	Developing your personal classroom management philosophy	Manning, chapters 14, 15	How Would You React Course Evaluations Classroom management plan due