

LOYOLA UNIVERSITY CHICAGO  
SCHOOL OF EDUCATION  
DEPARTMENT OF CURRICULUM, INSTRUCTION, AND EDUCATIONAL PSYCHOLOGY (CIEP)

Classroom Management  
CIEP 354, section 003  
Spring 2011

Instructor:	Tracy Yu Stronsky
Class Meeting:	Thursdays, 8:30a.m. - 11:15a.m., Corboy Law Center, Room 205
Office Hours:	by appointment only before or after class
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Course Description

This course is designed to educate Teacher Candidates on how to develop classroom environments conducive to quality instruction and optimal student learning by helping them establish classroom procedures, rules, and consequences; teach social skills; guide productive student learning teams; and solve behavior problems. Teacher Candidates will learn how to take proactive steps to prevent many discipline problems before they happen as well as how to address problems quickly and effectively when they do occur.

Conceptual Framework

All academic activities within the School of Education are grounded in its' conceptual framework—*Professionalism in Service of Social Justice*. Through research, assigned readings, and class discussions, Teacher Candidates in this course will examine and discuss their own beliefs about teaching and learning, social justice, and the impact educators have on the achievement of social justice in their classrooms. During clinical experiences, Teacher Candidates will practice the professionalism of elementary school teachers by creating positive learning environments; providing all students access to the curriculum; promoting appropriate social skills in students; and developing in their students the tools to become a “people for others”. The Classroom Management course specifically addresses the Conceptual Framework standards below:

- CF1: Candidates demonstrate an understanding of a current body of literature and are able to critically evaluate new practices and research in their field.
- CF3: Candidates demonstrate an understanding of issues of social justice and inequity.
- CF4: Candidates demonstrate skills that will enable them to work effectively with diverse clients.
- CF6: Candidates demonstrate professional decision-making skills and behaviors in advancing social justice and service.
- CF7: Candidates demonstrate how moral and ethical decisions shape actions directed toward service to others.
- CF8: Candidates apply ethical principles in professional decision-making.

### Course Objectives

Students of Classroom Management will be able to:

- 1) identify best practices in classroom management by researching, analyzing, and constructively critiquing current educational research;
- 2) identify best practices in classroom management by carefully, critically, and humbly observing teachers in action during the clinical experience;
- 3) apply classroom management practices in their own teaching and deeply reflect on their impact;
- 4) analyze the impact of particular classroom management practices on diverse groups of students and refine practices to meet the needs of all students;
- 5) analyze areas in their own learning and teaching for improvement in developing classroom management skills.

### Required Texts

Knoster, T. (2008). *The teacher's pocket guide for effective classroom management*. Baltimore, MD: Paul H. Brookes Publishing. ISBN-10: 1-55766-918-X.

Wolk, S. *Being good: Rethinking classroom management and student discipline*. (2002). Portsmouth, NH: Heinemann. ISBN: 0-325-00426-9.

Wong, H. & Wong, R. (2009). *The first days of school: How to be an effective teacher*. Mountain View, CA: Harry K. Wong Publications. ISBN: 978-0-9764233-1-7.

### Recommended Texts

Curwin R. L. & Mendler, A. N. (2008). *Discipline with dignity: New challenges, new solutions*. Alexandria, VA: ASCD.

Delpit, L. (2006). *Other people's children: Cultural conflict in the classroom*. New York: The New Press.

Johnston, P. H. (2004). *Choice words*. Portland, ME: Stenhouse.

Payne, R. K. (2005). *A framework for understanding poverty*. Highlands, TX: Aha Process.

### Course Expectations

In this course, you can expect:

- 1) thorough explanation of classroom management content as indicated on our course schedule;
- 2) genuine and comprehensive treatment of your concerns as an emerging elementary educator;
- 3) timely, appropriate, and detailed feedback concerning your progress in this course;
- 4) modeling of best practices in classroom management and instructional strategies;
- 5) opportunities for your application of best practices in classroom management.

In this course, you are expected to:

- 1) prepare and engage with the content of this course so that you are able to ask clarifying questions and offer constructive critiques;
- 2) seriously consider the transition from student to teacher that you will undergo in Block I: *Think about how you would expect your own students to comport themselves and conduct yourself accordingly in regards to promptness, non-*

- use of cell phones and MP3 players during class or clinicals (see “Use of Electronics and Communication Devices” statement below), responsibility for assignments, respect for others, and academic integrity;*
- 3) communicate concerns about this course or clinicals in a timely, appropriate, and detailed manner;
  - 4) analyze the method in which course content is conveyed: *What strategies are employed? How might these strategies be used in a class that you teach?*

### Clinical Experience

This course includes a required clinical component of five weeks. In order to participate in clinicals, Teacher Candidates in Block I will need to have completed all required course assignments and have earned grades of C or above in all Block I courses. Block I faculty will conduct a review of each Candidate’s performance prior to finalizing placements at clinical sites. Teacher Candidates will be in attendance in Martin Luther King Jr. Laboratory Magnet School, Walker Elementary School, or John Middleton Elementary School Monday through Thursday, beginning March 14, 2011 and ending April 20, 2011. Teacher candidates may not make individual arrangements for clinicals or determine individual schedules with their classroom teachers. School Site Administrators and LUC faculty will determine placements. Teacher Candidates are required to be prompt and present in their assigned school from 8:00a.m. to 12:00p.m. Teacher Candidates are expected to conduct themselves in a professional manner at all times in dress and in interactions with school faculty, staff, students, and parents. Successful completion of clinicals, as judged by the Loyola faculty supervisor using the Elementary Block I Professional Assessment and Clinical Experience Attendance Form, is required to continue in the teacher preparation program. For this course, Teacher Candidates will reflect on a variety of classroom management topics each week during clinicals. These reflections can only be completed upon full participation in and completion of the clinical experience. Reflection topics and rubrics will be printed in the *Education Block I Handbook* and posted on Blackboard. The grades for these reflections will be averaged into the overall grade for the course. See the *Education Block I Handbook* for more information about clinicals.

### Quality of Work

All submitted work should be written and/or presented so that any colleague could understand its context, implement its suggested practices, and find its support diligently researched and accurately represented. All references and writing should conform to APA standards. Quoting and paraphrasing a source or adapting an idea from a source, including a teacher observed in the past or during clinicals, requires adequate citation. See <http://owl.english.purdue.edu/owl/resource/560/01/> for assistance with the APA format.

### Special Circumstances

Teacher Candidates who have any special needs or who may require considerations or modifications for any reason must contact the instructor personally during the first two weeks of the semester so that these issues may be addressed.

### 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. The School of Education's Policy on Academic Integrity can be found at: [http://www.luc.edu/education/academics\\_policies\\_integrity.shtml](http://www.luc.edu/education/academics_policies_integrity.shtml). For additional academic policies and procedures refer to: [http://www.luc.edu/education/academics\\_policies\\_main.shtml](http://www.luc.edu/education/academics_policies_main.shtml)

### 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 (Bias Reporting)

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. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

### Diversity

This Classroom Management course has been designed to respect the diversity of Teacher Candidates enrolled in the course as well as their future students. Course instruction recognizes the diverse learning styles of students, encourages the respectful debate of students with varying opinions, and requires students to reflect on how their individual wealth of experiences informs their learning and their future instruction as elementary school teachers. This course prompts Teacher Candidates to consider the links between their students' life experiences and their motivation and behavior, as well as their reactions to the school and classroom environments. All students deserve equal

access to a productive learning environment, and this course both honors that statement and gives Teacher Candidates the skills to realize that statement in their own classrooms.

### Technology

Teacher Candidates must have a basic and practical knowledge of technology in order to be successful in this course. This includes being proficient at word processing and PowerPoint; downloading Microsoft Office and Adobe Reader files; and presenting video clips. Teacher Candidates are also required to communicate via GroupWise email, to reference course documents via Blackboard, and to submit assignments via LiveText.

**All documents submitted on LiveText must be in “doc” or “docx” format.**

Teacher Candidates who submit a document in any other format will be asked to resubmit the assignment, which may result in the assignment being late and points deducted. Teacher Candidates will employ technology to research and constructively critique classroom management practices. Loyola librarians are available to assist with research needs. Teacher Candidates will also utilize technology to share their observations and experiences as emerging elementary educators confronted with classroom management for the first time, and to create their own plans, scenarios, and aids to enhance their classroom management practices.

### Use of Electronics and Communication Devices

Teacher Candidates may not use computers, the Internet, cell phones or PDAs during class unless approved by the professor based on a special course need or authorized circumstances. These may be used without approval prior to class, during official breaks, or afterward. Teacher Candidates who do not follow these guidelines may not earn their participation points for the class session.

### Course Requirements

Detailed descriptions and assessment criteria for each assignment can be found under “Assignments” on Blackboard.

- Participation (15% of final grade): Your active and engaged participation is required in this course. Therefore, you are expected to attend class, be on time, stay for the duration of the class period, and wholeheartedly participate in class activities and discussions. Effective discussion includes respectful listening, critical challenging of ideas, and thoughtful questioning. Your commentary should show evidence of close reading of our shared texts, research, and experience. Your participation will be assessed each class period; a total of five points per class will be awarded. Points will awarded for promptness, preparedness, and active engagement; points will be deducted for tardiness at the beginning of class and after breaks, for leaving early, and for disengagement or distracting behavior. In the event of an absence, you are expected to notify the instructor prior to the absence, and you are responsible for obtaining class notes and handouts from a learning partner. Absences due to illness will not be excused unless a doctor’s note is presented.

- **Required Readings and Reflections (15% of final grade)**: You are responsible for carefully reading all assigned texts (see *Course Schedule*) and reflecting on the ideas presented - connecting the theories, beliefs, and perspectives of the authors to your personal philosophy of classroom management. Reflections on the readings are due at 8:30 a.m. when class commences.
- **Group Presentation (10% of final grade)**: You will collaborate with a small group of your peers to choose a current classroom management issue to research and present to the class. Each group member is responsible for developing an individual outline and an APA formatted bibliography and completing a self-evaluation form. Groups will develop one-page handouts that contain information pertinent to the topic to disseminate to the class. Please note: technology foul-ups must be avoided through careful planning and proactive work; ensure that your files and software are compatible with Loyola's equipment. Please bring flash drives, various types of CDs/DVDs, videocassettes (and adapters), and other materials to class in advance of your presentation so that you may test them for proper functioning and compatibility. A sign-up calendar for the presentations will be circulated during one of the first class sessions.
- **Clinical Reflections (25% of final grade)**: During clinicals you will carefully observe and constructively reflect on practices implemented by your mentor teachers, connect those practices to our shared texts and class activities, and decide what practices you will implement in your own classroom. You will write reflections answering specific questions at the end of each week. Assignment details and assessment criteria for these reflections are printed in the *Education Block I Handbook* and posted on Blackboard. Reflections are to be submitted on LiveText by 12:00 p.m. on the Sunday following the week's clinical experience.
- **Classroom Management Plan (30% of final grade)**: Based on text readings, classroom discussions, clinical experiences, and individual research, you will develop a classroom management plan. This plan will show strong evidence of your proactive and effective approach to classroom management. This plan is due on April 28, 2011 at 8:30 a.m. when class commences.
- **Poster Session (5% of final grade)**: This is a combined Block I Culminating Event. You will prepare and share a 3-sided poster board display relating to your clinical experiences. See the *Education Block I Handbook* for a detailed description of this assignment. The Block I Faculty team will direct the morning's activities. Your attendance on May 2, 2011 from 9:00 a.m. to 12:00 p.m. is required.

### Grading

The full instructions and evaluation criteria for each assignment can be found on Blackboard. Timely completion of assignments is the expectation of this course; **points will be deducted for late work** submitted without prior approval from the instructor. If you are absent from class on the day an assignment is due, your assignment must be submitted by email **prior** to the start of class. Teacher Candidates should NOT expect to be able to re-do assignments or that extra credit will be accepted. Please ask for assistance prior to the date an assignment is due. The grading scale is listed below:

A	=	93-100%
A-	=	90-92%
B+	=	87-89%
B	=	82-86%
B-	=	80-81%
C+	=	77-79%
C	=	73-76%
C-	=	70-72%
D+	=	67-69%
D	=	62-66%
F	=	below 62%

### Course Schedule

This schedule is subject to change. Please check Blackboard regularly for updated course scheduling information.

<b>DATES</b>	<b>TOPICS</b>	<b>READINGS DUE</b>	<b>ASSIGNMENTS DUE *ATTACH RUBRIC*</b>
1.20	1. Introductions 2. Envisioning a Teaching Life	Syllabus	
1.27	1. The Teacher Makes the Difference 2. Cultural & Socioeconomic Diversity	Wolk Ch. 1 Knoster Ch. 2 Wong Unit A	Reflection
2.3	1. Establishing Expectations 2. Getting to Know Your Students	Wolk Ch. 2 Knoster Ch. 3 - 5	Reflection Presentation Research
2.10	1. Classroom Climate & Environment 2. School-Family Partnerships	Wolk Ch. 3 Knoster Ch. 6 - 7 Wong Unit B	Reflection
2.17	1. Discipline Plan 2. Procedures → Routines	Wong Unit C, Ch. 18 – 20	Reflection 2 Group Presentations
2.24	1. The Exception 2. Thoughtful Lesson Planning	Wolk Ch. 4 & 5 Knoster Ch. 8 Wong Unit D	Reflection 2 Group Presentations
3.3	1. “Here are the keys to your classroom.” 2. The 1st Day of School	Wong Unit C, Ch. 11 - 17	Reflection 2 Group Presentations
3.10	<i>Loyola University Chicago Spring Break: No Class</i>		
3.17	Clinicals		Week One Reflection due Sunday 3.20 at noon
3.24	Clinicals		Week Two Reflection due Sunday 3.27 at noon
3.31	Clinicals (District 73.5 Spring Break)	TBA	Week Three Reflection due Sunday 4.10 at noon
4.7	Clinicals (District 65 Spring Break)		
4.14	Clinicals		Week Four Reflection due Sunday 4.17 at noon
4.21	Poster Session Review		
4.28	1. Sharing CMPs 2. Review	Wong Unit E (optional)	Classroom Management Plan
5.2	Poster Session		Poster, Presentation & Essay