

LOYOLA UNIVERSITY CHICAGO
SCHOOL OF EDUCATION

Classroom Management

CIEP 354, section 001

Spring 2011

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Class Meets: Tuesdays, 8:15-11:15 in Maguire Hall - Room 334
Office Hours: After class, by appointment

Course Description

This course is designed 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; guide productive collaborative learning groups; 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 those problems quickly and effectively when they do occur.

Conceptual Framework

"**Professionalism in service of social justice**" grounds all learning in Loyola's School of Education. Students in this course practice the professionalism of a secondary school teacher who is committed to creating positive learning environments and experiences for all students; promoting appropriate social skills in students towards the goal of continuous learning; and developing in their students the tools to become "people for others". Teacher candidates examine and discuss their own beliefs about teaching and learning, social justice, and the impact educators can have on the achievement of social justice in their own classrooms. 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.

Professional Standards

The Classroom Management course utilizes Illinois Professional Teaching Standards 3,4,5, and 7 as guidelines for this course. The standards and indicators are found in full on Blackboard:

STANDARD 3 - Diversity

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

STANDARD 4 - Planning for Instruction

The teacher understands instructional planning and designs instruction based upon 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.

Required Texts and Materials

Manning, L.M. & Bucher, K.T. (2007). *Classroom Management: Models, Applications and Cases*. Upper Saddle River, NJ: Pearson-Prentice Hall.

Emmer, E.T. & Evertson, C.M. (2009). *Classroom Management for Middle and High School Teachers*. Upper Saddle River, NJ: Pearson-Prentice Hall.

LiveText Software

Required Supplementary Readings

Supplementary materials can be found online and/or via LUC's ERIC database using the citations below.

Lei, J.L. "(Unnecessary Toughness?: Those "Loud Black Girls" and Those "Quiet Asian Boys." *Anthropology & Education Quarterly*, v34 n2 p158-81 (Jun 2003)

Karp, S. "Black Male Conundrum" *Catalyst Chicago* (Jun 2009) Available: <http://catalyst-chicago.org>

Valdes, G. (1998). "The World Outside and Inside Schools: Language and Immigrant Children." *Educational Researcher*, 27 (6), 4-18.

Chicago Public Schools Demographics Available: <http://research.cps.k12.il.us/cps/accountweb/Reports/>

Additional readings may be assigned when needed

Recommended Texts

Wiggins, G. & McTighe, J. (2005). *Understanding by Design*. Alexandria, VA: Association for Supervision & Curriculum Development.

Sizer, T.R. & Sizer, N.F. (1999). *The Students are Watching: Schools and the Moral Contract*. Boston: Beacon Press.

Cushman, K. (2003). *Fires in the Bathroom: Advice for Teachers from High School Students*. New York: The New Press.

Delpit, L. (1996). *Other People's Children: Cultural Conflict in the Classroom*. New York: The New Press.

Silver, H., Strong, R., and Perrini, M. (2007). *The Strategic Teacher*. Alexandria: ASCD.

Silver, H., Strong, R., and Perrini, M. (2001). *Tools for Promoting Active, In-Depth Learning*. Trenton: Thoughtful Education Press.

Course Expectations

In this course, you can expect:

- 1) thorough explanation of classroom management content;
- 2) serious treatment of your concerns as an emerging secondary 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 this Secondary Block: ***Think about how you would expect your own students to comport themselves and conduct yourself accordingly in regards to***
 - a. ***attendance***
 - b. ***promptness***
 - c. ***non-use of cell phones, MP3 players and other electronic devices***
 - d. ***responsibility for assignments*** – *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.*
 - e. ***respect for others, and***
 - f. ***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. Teacher candidates will be in attendance in Chicago public or private high schools Monday through Thursday, beginning Monday, March 14 and ending Thursday, April 14. Students are expected to be present in their assigned school in the morning, before the start of the first period, until approximately noon or for at least 4-5 class periods depending on the mentor teacher's schedule. Students are not to enter a class once it has begun nor are they to leave a class early. Please be sensitive to all bell schedules.

Successful completion of clinicals, as judged by the Loyola faculty supervisor, using the Secondary Block Evaluation Form and the Loyola Assessment of Capacity for Professional Education, is required to continue in the teacher preparation program. Teacher Candidates will receive a Pass/Fail for the clinical component. In addition, you will have a Clinical Management Log as the specific assignment for this course that can only be completed upon full participation in and completion of the clinical experience. The grade for this assignment will be averaged into your overall grade for the course.

- ***Quality of Work***

All submitted work shall 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 written work must be word-processed using 1.5 line spacing, 12 point font, with one-inch margins. All references and writing should conform to the standards listed in the APA manual. Quoting and paraphrasing a source or adapting an idea from a source, including a teacher you have observed in the past or during clinicals, requires adequate citation.

- ***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. For additional academic policies and procedures refer to:

http://www.luc.edu/education/academics_policies_main.shtml

- ***Accessibility***

Students who have disabilities that 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/biasreportng/>

- ***Technology***

Technology is used in this course to enhance instruction. Use of Blackboard for assignment reference as well as online discussion is required. Students will employ technology to research and constructively critique classroom management practices, to share their observations and experiences as emerging secondary educators confronted with classroom management for the first time, and to create their own

plans, scenarios, and aids to enhance their classroom management practices.

- ***Diversity***

Classroom Management considers and respects the diversity of students 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 diverse opinions, and requires students to reflect on how their individual wealth of experiences informs their learning and their future instruction as a secondary school teacher. This course prompts teacher candidates to consider the links between their own 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.

Evaluation

Detailed descriptions and assessment criteria for each assignment can be found under "Assignments" on Blackboard. In sum are the components that lead to a final grade for the course.

- ***Participation (20% of final grade)*** Your active and engaged participation is required in this course. Therefore, attendance - for the entire class session - is mandatory. Over two absences prevent a student from obtaining an "A" in the course. Effective discussion includes respectful listening, critical challenging of ideas, and thoughtful questioning. Your commentary should show evidence of close reading of our shared text, research, and experience. Opportunities for participation include whole-class and small group discussions, both during class and on-line. Laptops may only be used at the discretion of the instructor.
- ***Required Readings and Reflections (10 %)***: 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
- ***Presentation of Classroom Management Models and Theorists (20%)***: "Understanding classroom management models and theorists is an excellent first step toward developing your personal philosophy and your own classroom management strategies" (Manning and Bucher, 2007) Each student will *teach* the class the lessons of a particular theorist and his or her model of classroom management with the Manning textbook as a foundational guide. The theorists will be randomly selected in class. A written outline must accompany the lesson with an APA formatted bibliography showing at least one additional source (two additional sources for models in Chapters 2 and 12).
- ***Clinical Management Log (20%)*** During your clinical observation and teaching you will keep a management log that requires you to carefully observe and constructively

reflect on practices implemented in class and in your "field guide" by Emmer and Evertson. This assignment cannot be completed without your complete participation in the clinical experience. The assignment will be found on Blackboard. One entry for the log is due at the conclusion of each week of your clinical experience.

- ***Classroom Management Plan (30%)***: 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 thoughtful approach to classroom management, including how you will establish a positive classroom climate and what procedures you will put in place to enhance student learning and increase student achievement.

Grading Policy

The full instructions and evaluation criteria for each assignment will be found on Blackboard. Timely completion of assignments is the expectation of this course; late work submitted without prior approval from the instructor will NOT be accepted. 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. The grading scale is listed below:

Percent Range	Corresponding Grade
93% - 100%	A
90% - 92%	A-
87% - 89%	B+
84% - 86%	B
80% - 83%	B-
77% - 79%	C+
74% - 76%	C
70% - 73%	C-
67% - 69%	D+
63% - 66%	D
60% - 62%	D-
Below 60%	F

Course Schedule

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

Session and Dates	Topics and Essential Questions	Required Reading	Required Assignments
(1) Tuesday January 18	Getting to Know You Teaching as your chosen profession. Why? What is your greatest fear about teaching? The Syllabus My Favorite Teacher/Class and Why	The Syllabus Manning, Chapter 1	
(2) Tuesday January 25	Classroom Management: Art or Science? Developing a Classroom Management Philosophy Overview: Theories of Classroom Management The UDC and School Rules & Procedures	Manning, Chapters 9 and 10	Classroom Management Profile Questionnaire
(3) Tuesday February 1	Organizing Classroom Space Choosing Classroom Rules & Procedures	Emmer Chapters 1 and 2	Presentations
(4) Tuesday February 8	Organizing Time: Managing Student Work Getting Off to a Good Start What do students want? Why? What do students need? Why?	Emmer Chapters 3 and 4	Presentations
(5) Tuesday February 15	Planning and Conducting Instruction Managing Cooperative Learning Groups	Emmer Chapter 5 and 6	Presentations
(6) Tuesday February 22	Maintaining Appropriate Student Behavior Managing Problem Behaviors Who and what are “worth” attention?	Emmer Chapters 7 and 9	Presentations

	Why?		
(7) Tuesday March 1	Communication Skills for Teaching Managing Special Groups What are the rights and responsibilities for learning?	Emmer Chapters 8 and 10	Presentations
Spring Vacation March 7 thru March 12			
Clinical Experience March 14 thru April 14			
(9) Saturday March 19	Clinicals	Manning Chapters 13 14 15	Management Log
(10) Saturday March 26	Clinicals		Management Log
(11) Saturday April 2	Clinicals		Management Log
(12) Saturday April 9	Clinicals		Management Log
(13) Saturday April 16	Clinicals		Management Log
(14) Tuesday April 19	Clinical Debrief: Classroom Management My Classroom Management Plan		Culminating Activity Presentations
(15) Tuesday April 26	My Classroom Management Plan		Culminating Activity Presentations