

**AEDL 441**  
**Classroom Management**  
**Fall 2008**

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**B&E 214**

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**M 8:30-11:30**

Oakwood-Windsor Elementary School

**F 9:00 -12:00**

Allendale Elementary School

Office hours as posted or by appointment

**Mission Statement; The USCA School of Education, in partnership with the university, community, regional schools, area professionals and businesses, prepares dynamic educators who are knowledgeable in their fields, skilled in the art and science of teaching, and dedicated to providing the quality education that every student deserves.**

**Descriptive information**

AEDL 441: Classroom Management

Catalogue Description: Study of classroom management strategies including grouping, grading, behavior management, and organization of students, space, time, and material for effective learning to take place.

Intended Audience: Prerequisite: Admission to Education Professional Program or special permission of School Head; Co-requisite: Junior Block

**Course Goals and Objectives**

General Goals:

Elementary education majors research and document a wide variety of classroom management strategies and begin to consider which procedures will be positive and appropriate in their own classrooms.

Instructional Objectives:

- ❑ The candidate will study and analyze effective models of classroom management
- ❑ The candidate will describe and provide specific examples of appropriate, positive -management and discipline skills
- ❑ The candidate will develop plans for communication with parents
- ❑ The candidate will develop a discipline philosophy and discipline plan for working with elementary school students
- ❑ The candidate will develop non-instructional procedures for the elementary school classroom

- ❑ The candidate will identify strategies for creating a psychologically and physically safe environment for learning safe environment
- ❑ The candidate will develop a bully prevention plan based on SC legislative mandates

## Course Readings

Required texts:

Wong, H. & Wong, R. (1998), *The first days of school*. Mountain View, CA: Hrry K. Wong Publications. ISBN: 0-9629360-2-2

Charles, C.M. (2002). *Building classroom discipline*. Boston: Allyn & Bacon. ISBN: 0-321-07691-5

Supplemental readings as assigned

## Instructional Procedures

A variety of teaching methods will be used: lecture, discussion, research projects and presentations, role-playing, peer teaching, cooperative learning teams, individual research, guest speaker(s), demonstrations, video-tapes, analysis of literature, and more.

## Course Requirements

### Administrative Requirements:

**Honor Code:** Plagiarism is prohibited. Please review the sections of the USCA Academic Coded of Conduct on plagiarism. For additional information regarding plagiarism, consult the *Publication Manual of the American Psychological Association* (5<sup>th</sup> ed.)

The following statement should be included on the first page of every assignment;

**On my honor as a University of South Carolina Aiken student, I have completed my work according to the principle of Academic Integrity. I have neither given nor received any unauthorized aid on the assignment/examination.**

**Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**USCA Code of Conduct:** candidates will conduct themselves in class in accordance with the standards noted in the USCA Student handbook. Given that this course is required in preparation for becoming a teacher, candidates should exhibit those behaviors expected of professionals

**Cell phones and pagers must be switched off during class time.**

**Students with Disabilities:** If you have a physical, psychological, and/or learning activity which may affect your performance in this class, please contact the Office of

Disability Services, 126A BSED, 803-641-3609, as soon as possible. The Disability Services Office will determine appropriate accommodations based on medical documentation.

**Class participation/Attendance Policy:** As part of your professional development, class attendance and punctuality are expected. You are responsible for material covered in class during any absence and for checking with the instructor or classmates about any changes in scheduling or assignments that may have been made. If you anticipate an absence, notify the instructor in advance of the absence. Excessive absences/tardies may affect the final average.

**Late Assignments:** All assignments are due on due dates. If you are absent, make arrangements to get the assignments turned in on time.

### **Required Activities**

**Examinations** will demonstrate understanding and application of the course. They will consist of multiple choice, definitions, reflections, applications and essay questions

Midterm (50 points)

Final (50 points)

**Classroom Management Plan:** research and design a management and discipline plan. (100 points) Rubric attached

**Bully Prevention Project:** research and develop a bully prevention plan based on SC legislative mandate and critical analysis of different models of bully prevention plans (100 points). Rubric Attached.

**Current Issue/trend research and class presentation:** Prepare and present a research report on a current issue or trend in classroom management/discipline. This should include a written summary of findings (2-3 pages); an annotated bibliography of 15 research articles cited in APA style; an oral presentation in class – be creative!! (100 points)

**Assignment Criteria:** All out of class writing must be completed on the computer. Fonts must be block type and 12 pt. size. **Please note: one point will be deducted for each grammar error.**

### **Evaluation and Grading Scale**

**Mid term exam; 50 points**

**Final Exam: 50 points**

**Management Plan: 100 points**

**Bully Prevention Project: 100 points**

**Research Project: 100 points (summary 20 pts, annotated bibliography 40 points. presentation 20 points)**

**Observation Notebook (20 points)**

**Total: 400 points**

**Final grade: 400/4**

- A 95-100
- B+ 91-94
- B 84-90
- C+ 80-83
- C 74-80
- D+ 71-73
- D 64-70
- F 63 and below

**Please Note: This course is a Professional Program course and a grade lower than a C will mean that the course will have to be repeated.**

**ADEPT Performance Standards:**

- APS1: Long range Planning
- APS2: Short-Range Planning of Instruction
- APS3: Planning Assessments and Using Data
- APS4: Establishing and Maintaining High Expectations for Learners
- APS5: Using Instructional Strategies to Facilitate Learning
- APS6: Providing Content for Learners
- APS7: Monitoring Assessing and Enhancing Learning
- APS8: Maintaining Environment that Promotes Learning
- APS9: Managing the Classroom
- APS10: Fulfilling Professional Responsibilities

**The ADEPT Performance Standards that are addressed in this course are: APS 8 and APS9.**

**Bibliography of Selected Related Readings**

**Selected Articles and Books:**

Alderman, T. (1992, May). *DATA: Discipline: A total approach*. Atlanta, GA: Resources for Professionals, Inc.

Barton, P.E. Coley, R.J. Wenglinsky, H. (1998). *Order in the classroom: violence, discipline, and student achievement*. Princeton, NJ: Educational Testing Service.

Cantor and Associates, Ed. (1998). *First-class teacher. Successful strategies for new teachers*. Santa Monica, CA: Cantor and Associates, Inc.

DePaul, A. (1998, September). *What to expect your first year teaching*. Washington, DC: U.S. Department of Education Office of Educational Research and Improvement.

Good, T.L. and Brophy, J.E. (2000). *Looking in classrooms*. New York: Addison-Wesley Longman.

Hopkins, M. (1993, August). "Rethink class design." *Instructor*, p. 44 - 48.

Paulu, N. (1995, December). *Helping your child with homework*. [On-Line]. Available: <http://www.ed.gov/parents/help/homework/index.html?exp=0>

Putnam, J. (1992, August). "Make every minute count." *Instructor*, p.58 – 65.

Warner, j. & Bryan, C. (1995). *The Unauthorized teacher's survival guide*. Indianapolis, IN: Park Avenue Publications

Wilson, E, Alexander, J. and Spann, B. (1993, August). "How do you rate as a classroom Manager?" *Instructor*. P. 30 – 37.

### **Internet Web Pages**

**Discipline as a New Teacher:** <http://www.iloveteaching.com/index/htm>

**Attention Deficit: what Teachers Should Know:**  
<http://www.dbpeds.org/articles/101tips.html>

**Dr. Mac's AMAZING Behavior Management Advice Site:**  
[http://maxweber.hunter.cuny.edu/pub/eres/EDSPC715\\_MCINTYRE/715HomePage.html](http://maxweber.hunter.cuny.edu/pub/eres/EDSPC715_MCINTYRE/715HomePage.html)

**Positive Reinforcement:** <http://server.bmod.athabascau.ca/html/prtut/reinpair.htm>

**Elementary School Educators' Classroom Management:** <http://k-educators.about.com/education/k-6educators/msub104.htm>

**Teacher Explorer Center: Classroom management Links:**  
<http://www.ss.uno.edu/ss/homePages/Cmanage.html>

**Whaley Gradebook Company:** <http://whaleygradebook.com/>

**Harry K. Wong Publications:** <http://www.harrywong.com/>

**Curwin and Mendler, Discipline Associates:** <http://www.disciplineassociates.com/>

**Teaching Tips Articles:** <http://www.teachingtips.com/articles.html>

**CHADD (children and Adults with Attention-Deficit/Hyperactivity Disorder:**  
<http://www.chadd.org>

**Optional Elements of a Discipline Plan:** <http://www.humboldt.edu/~tha1/discip-options.html>

**Tom Allen’s Handouts, Models and Keys:**  
<http://www.humboldt.edu/~tha1/models.html>

**Best Practices Portfolio: Office of School Readiness – Georgia Prekindergarten Program:** [http://167.192.222.136bestprac/class/clmat\\_toc.htm](http://167.192.222.136bestprac/class/clmat_toc.htm)

**Teacher Talk: What is your Classroom management Profile?**  
<http://education.indiana.edu/cas/tt/v112.what.html>

### Topics and Assignments

Class Meetings	Topics & Assignments
8/22 8/25	Overview
	Chapter 1 <input type="checkbox"/> Classroom Discipline: The Problem and the Solution
9/5 9/8	Chapter 2 <input type="checkbox"/> Potential Influences of Cultural and Economic backgrounds
	Chapter 3 <input type="checkbox"/> Special Challenges of Neurological-Based Behavior
9/12 9/15	Chapter 4 <input type="checkbox"/> Pioneers in Classroom Discipline
	Chapter 5 <input type="checkbox"/> Three Bridges to 21 <sup>st</sup> Century Discipline
9/19 9/22	Chapter 6 <input type="checkbox"/> Discipline Through Belonging, Cooperation, and Self-Control
	Chapter 7 <input type="checkbox"/> Discipline Through Active Student Involvement
9/26 9/29	Chapters 8 & 9 <input type="checkbox"/> Discipline Through Pragmatic Classroom management <input type="checkbox"/> Discipline Through Same-Side Win-Win Strategies
10/3 10/8	Chapters 10 & 11 <input type="checkbox"/> Discipline Through Dignity and Hope for Challenging Youth <input type="checkbox"/> Discipline Through Self-Restitution and moral Intelligence

	<b>Chapters 12 &amp; 13</b> <ul style="list-style-type: none"> <li>❑ <b>Discipline Through Raising Student Responsibility</b></li> <li>❑ <b>Discipline Through Careful Teacher Guidance and Instruction</b></li> </ul>
<b>10/13</b> <b>10/17</b>	<b>Chapters 14 &amp; 15</b> <ul style="list-style-type: none"> <li>❑ <b>Discipline Through Synergy and Reducing causes of Misbehavior</b></li> <li>❑ <b>Formalizing Your Personal System of Discipline</b></li> </ul>
<b>10/20</b>	<b>MIDTERM Presentations</b>
<b>10/24</b>	<b>MIDTERM Presentations</b>
<b>10/27</b> <b>10/31</b>	<b>HARRY WONG</b> <ul style="list-style-type: none"> <li>❑ <b>Part A: The Teacher</b></li> <li>❑ <b>Video: The Effective Teacher</b></li> </ul>
	<b>HW</b> <ul style="list-style-type: none"> <li>❑ <b>Part B : Positive Expectations</b></li> <li>❑ <b>Video: The First Days of School</b></li> </ul>
<b>11/3</b> <b>11/7</b>	<b>HW</b> <ul style="list-style-type: none"> <li>❑ <b>Part C: Classroom Management</b></li> <li>❑ <b>Video Discipline and Procedures</b></li> </ul>
	<b>HW</b> <ul style="list-style-type: none"> <li>❑ <b>Part C: Classroom Management</b></li> <li>❑ <b>Video: Procedures and Routines</b></li> </ul>
<b>11/10</b> <b>11/14</b>	<b>Research Presentations</b>
	<b>Research Presentations</b>
<b>11/17</b> <b>11/21</b>	<b>HW</b> <ul style="list-style-type: none"> <li>❑ <b>Part D: Lesson Mastery</b></li> <li>❑ <b>Video: Cooperative Learning and Culture</b></li> </ul>
	<b>HW</b> <ul style="list-style-type: none"> <li>❑ <b>Part D: Lesson Mastery</b></li> <li>❑ <b>Video: Lesson Mastery</b></li> </ul>
<b>11/24</b> <b>12/5</b>	<b>HW</b> <ul style="list-style-type: none"> <li>❑ <b>Part E: The Professional</b></li> <li>❑ <b>Video: The Professional Educator</b></li> </ul>
	<b>HW</b> <ul style="list-style-type: none"> <li>❑ <b>Part B: Positive Expectations</b></li> <li>❑ <b>Video: Positive Expectations</b></li> </ul>
<b>12/1</b>	<b>Working with Parents</b> <ul style="list-style-type: none"> <li>❑ <b>The Safety Environment Act and Implications for Classroom Teachers</b></li> </ul>
<b>TBA</b>	<b>Final exam</b>



## Rubric for Bullying Project

Name: \_\_\_\_\_  
Fall 2008

Term:

### NCATE Standards-

**Knowledge**

**Skills**

**P-12 Learning**

**Dispositions**

### Performance Dimensions

**APS 1**

**APS 6**

**APS 2**

**APS 7**

**APS 3**

**APS 8**

**APS 4**

**APS 9**

**APS 5**

**APS 10**

### Concp. Framework

**Planner**

**Instructor**

**Manager**

**Communicator**

**Professional**

	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Target</i>
1.The candidate identifies types of bullying	Candidate fails to identify at least four different types of bullying	Candidate identifies six major kinds of bullying found in elementary schools	Candidate identifies 6 or more kinds of bullying and describes each one in detail
2. The candidate describes the characteristics of bullies, victims, and witnesses	Candidate does not describe the characteristics of bullies, victims and witnesses	Candidate describes the characteristics of two of the three persons that may be involved in bullying episodes	Candidate describes in detail the characteristics of bullies, victims, and witnesses and discusses the impact of social skill levels of each one
The candidate identifies programs that deal with bullying prevention	Candidate does not describe any bullying prevention programs	Candidate describes at least four types of bully prevention programs	Candidate describes four types bully of prevention programs and offers a critical analysis of each one, in terms of effectiveness
4 the candidate is familiar with SC legal requirements for reporting bullying	Candidate is not familiar with SC legal requirements for reporting bullying to appropriate authorities	Candidate shows some familiarity with legal requirements for reporting bullying to appropriate authorities	Candidate shows in depth understanding of SC legislation that deals with bullying, reporting bullying, and consequences for nor reporting bullying
5. The candidate can identify teacher bullying behaviors	Candidate does not identify teacher bullying behaviors.	Candidate can identify at least four teacher behaviors that may be seen as bullying	Candidate describes in detail teacher behaviors that equal bullying and devise a personal plan of action to avoid these kinds of behaviors

	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Target</i>
<b>6.The candidate completes an implementation plan for the prevention of bullying</b>	<b>Candidate does not prepare an bully prevention plan for implementation</b>	<b>Candidate chooses one or more bully prevention plan(s)s for future implementation in classroom</b>	<b>Candidate devises an original bully prevention plan for use in future classroom, based on critical analysis of available plans</b>

**Classroom Management Plan (APS 8 & APS 9)**

Name: \_\_\_\_\_

Term: **Fall 2008**

**NCATE Standards**

**Performance Dimensions**

**Conceptual**

**Knowledge**

**APS 1**

**Framework**

**Planner**

**Skills**

**APS 6**

**Instructor**

**P-12 Learning**

**APS 2**

**APS 7**

**Manager**

**Dispositions**

**APS 3**

**APS 8**

**APS 4**

**Communicator**

**APS 9**

**APS 5**

**Professional**

**APS 10**

	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Target</i>
1.The candidate creates and maintains the physical environment of classroom as a safe place conducive to learning	Candidate does not create a physical environment for a safe classroom and does not include any strategies for developing a safe environment that is conducive to learning	Candidate includes a diagram of a safe classroom and lists at least 10 strategies to use for creating a physical place that is safe and conducive to learning	Candidate includes diagram of physical arrangement of classroom, 10+ strategies to make environment conducive to learning, and includes rationales for choices made in developing an environment conducive to learning
2. The candidate creates and maintains a positive affective climate in classroom	Candidate does not include strategies for developing a positive affective classroom	Candidate includes strategies for developing a positive affective classroom	Candidate includes strategies for developing a positive affective classroom and includes a rationale for each strategy
The candidate creates and maintains a culture of learning in classroom	There is no evidence of plans to create and maintain a culture of learning in the classroom	There is evidence of plans to create and maintain a culture of learning in the classroom	There is evidence of plans to create and maintain a culture of learning in the classroom and specific strategies to accomplish this

	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Target</i>
<b>4 The candidate manages student behavior appropriately</b>	<b>Plans to manage student behavior do not indicate any depth of knowledge about human development and/or diversity</b>	<b>Plans to manage student behavior indicate knowledge of human development and/or diversity</b>	<b>Plans to manage student behavior indicate a depth of knowledge of human development and/or diversity and present strong evidence of cultural sensitivity</b>
<b>5. The candidate makes maximal use of instructional time</b>	<b>Classroom routines do not show evidence of plans to make maximal use of instructional time</b>	<b>Classroom routines are structured in a manner that allow for efficient use of instructional time</b>	<b>Classroom routines are structured in a manner that allow for maximal use of instructional time</b>
<b>6. The candidate manages essential non- instructional routines in an efficient manner</b>	<b>No evidence to show that non-instructional routines are handled in an efficient manner</b>	<b>There is a plan for efficient management of most non-instructional routines</b>	<b>All non-instructional routines are planned to maximize instructional time</b>
<b>6.The candidate communicates classroom expectations and policies to parents/guardians</b>	<b>No evidence of plans to communicate classroom expectations and policies to parents/guardians</b>	<b>There are plans to communicate classroom expectations and policies</b>	<b>There are plans to communicate classroom expectations and policies and plans for follow-ups throughout the year</b>
<b>7.Written communication is clear and free of grammatical errors</b>	<b>Numerous errors in grammar</b>	<b>No more than two errors in grammar</b>	<b>All written materials are free of grammatical errors and convey information in a clear and concise manner</b>