



EDA 410
CLASSROOM MANAGEMENT-K-Gr 6
Syllabus: Florida Campus

EDA 410-Reasoner 319
Mr. Tim Crook
Dates for sessions-June 4, 25, July 9, 30, August 6
6:00-10:00 each session

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COURSE PREREQUISITES: Admission to Teacher Ed Program

TEXT & MATERIALS:

- Clark, Ron. (2004). The Excellent 11. Hyperion, New York.
- Wong, Harry. (2009). The First Days of School. Harry K. Wong Publications.
4th Edition

COURSE DESCRIPTION:

In this course EDA 410 Classroom Management (K-Gr 6) future teachers examine the basic management and discipline techniques for use with students. The course emphasizes include creating effective learning environments, selecting appropriate management techniques for preventing and correcting misbehavior and supporting appropriate behavior, recognizing effective teaching styles and teacher behavior, and developing efficient observation and conferencing skills.

Link to Department Mission & Theme	<i>Teachers as facilitators of student success:</i> This course prepares candidates to facilitate learning by preparing them to deal effectively with student behavior, both individually and collectively, in order to build positive classroom learning environments.
Link to Conceptual Framework	This course supports the development of declarative and procedural knowledge.

Summary Standards Addressed in Course	<p>Florida Educator Accomplished Practice-2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13</p> <p>Florida Elementary Competencies 60.32, 33 34</p> <p>English for Speakers of Other Languages Performance Standards-3, 13, 14, 23</p> <p>ESOL Competencies 47.3, 10</p> <p>Asbury’s Dispositions Standard: Respect/compassion for others; Passion for teaching; Personal/emotional wellness and vitality; Moral/ethical integrity; Spiritual sensitivity and purpose</p>
Discipline-Related Standards	This course addresses NAEYC Standards 1, 2 & 4.
Attention to Culturally Responsive Teaching	This course will enable students to recognize strategies for dealing with P-12 students who have special needs, either because they are physically or mentally challenged or because they have background characteristics such as language proficiency that affect their classroom behavior and performance.
Attention to Technology Integration	
Professor’s Use	In this course the professor uses the following technology: Power Point presentations with lectures, the ELMO visual presenter, Internet web sites for background information, word processing for various documents, & Blackboard
Candidate’s Use	In this course the candidates use the following technology: Word processing for various assignments; Internet web sites for research; lamination, die-cut, & opaque projector machines; the ELMO visual presenter
Attention to Dispositional Development	This course is particularly suited to address the development of the following dispositions: moral & ethical integrity, respect & compassion for others, and passion for teaching.
Attention to Impact on Learning	
Impact on Candidate Learning	This course will impact candidate knowledge of basic classroom management & discipline techniques, as well as the effects of physical, cognitive, and social-emotional factors on the behavior of children and adolescents. (See specific course objectives)
Candidate’s Impact on P-12 Student Learning	This course will enable candidates to demonstrate their knowledge of basic classroom management & discipline techniques. Candidates will also demonstrate an awareness of the potential for teachers, and other professionals to impact P-12 student learning through the use of appropriate classroom procedures and discipline techniques.
Attention to Multiple Instructional Methods	Instructional methods used in this course include, but are not limited to, the following: in-class collaborative group activities, small and large group discussions, lecture, video viewing, guest speakers, and individual observations/interviews.

COURSE OBJECTIVES:

<i>The candidate will:</i>	Specific type of knowledge developed	Link to NAEYC Standards	Link to Course Activities/Assignments	Link to Portfolio (possible evidence)
<i>1-Identify theories & application models of classroom discipline, citing the strengths & weaknesses of each model</i>	Declarative	Standards 1 & 4	Group Presentation, in-class discussion & activities, tests	Standard I
<i>2-Identify personal values & beliefs and design classroom rules & procedures</i>	Procedural	Standards 1, 2, 4, & 5	Rules Poster, Personal System of Discipline, Classroom Model Teacher Interview, Principal Interview, Parent letter	Standard III
<i>3-Analyze classroom situations & prescribe effective individual & group discipline and management strategies</i>	Declarative & Procedural	Standards 1, 2, & 4	In-class discussion & activities, tests. Handbook Analysis, Code of Conduct Analysis	Standard VII
<i>4-Present information about a discipline-related concept</i>	Declarative	Standards 1 & 4	Jigsaw cooperative learning activity	Standard I and VII
<i>5-Analyze classroom scenarios to identify the dispositions needed to confront the problem and implement an appropriate solution</i>	Declarative & Procedural	Standards 1 & 5	In-class discussion & activities, Handbook Analysis, Code of Conduct Analysis, Behavior Report Assignment	Standard XI
<i>6-Analyze instruction to identify both explicit & implicit classroom management issues</i>	Declarative & Procedural	Standards 1 & 4	In-class discussion & activities, tests, Principal Interview, Teacher Interview	Standard VII
<i>7-Role-play effective and ineffective teaching behaviors as related to classroom management</i>	Declarative & Procedural	Standards 1, 2 & 4	In-class discussion & activities	Standard III
<i>8-Observe and discuss effective & ineffective discipline strategies in videotaped classroom vignettes</i>	Declarative	Standards 1, 2 & 4	In-class discussion & activities	Standard III and VII
<i>9-Discuss legal issues in classroom management</i>	Declarative	Standard 5	In-class discussion & activities, tests	Standard I
<i>10-Role-play</i>	Declarative &	Standard 2 &	In-class discussion &	Standard

<i>effective teacher behaviors for parent-teacher conferences</i>	Procedural	3	activities, tests	VIII
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Course Objectives and Standards Addressed

1-Identify theories & application models of classroom discipline, citing the strengths & weaknesses of each model

FEAP-8

NAEYC-1, 2

FEC-32, 33, 34

ESOL Ps-3, 13, 14, 23

2-Identify personal values & beliefs and design classroom rules & procedures

FEAP-2, 5, 6, 9, 13

NAEYC-1, 2, 4, 5

FEC-32, 33, 34

ESOL Ps-3, 13, 14, 23

3-Analyze classroom situations & prescribe effective individual & group discipline and management strategies

FEAP-3, 10

NAEYC-1, 2, 4

FEC-32, 33, 34

ESOL Ps-3, 13, 14, 23

4-Present information about a discipline-related concept

FEAP-8, 11, 12

NAEYC-1, 4

FEC-32, 33, 34

ESOL Ps-3, 13, 14, 23

5-Analyze classroom scenarios to identify the dispositions needed to confront the problem and implement an appropriate solution

FEAP-2, 6, 7, 9, 13

NAEYC-1, 5

FEC-32, 33, 34

ESOL Ps-3, 13, 14, 23

6-Analyze instruction to identify both explicit & implicit classroom management issues

FEAP-3, 6, 7, 10

NAEYC-1, 4

FEC-32, 33, 34

ESOL Ps-3, 13, 14, 23

7-Role-play effective and ineffective teaching behaviors as related to classroom management

FEAP-2, 5, 6, 7, 9, 13

NAEYC-1, 2, 4

FEC-32, 33, 34

ESOL Ps-3, 13, 14, 23

8-Observe and discuss effective & ineffective discipline strategies in videotaped classroom vignettes

FEAP-2, 3, 5, 6, 7, 9, 10, 12, 13

NAEYC-1, 2, 4

FEC-32, 33, 34

ESOL Ps-3, 13, 14, 23

9-Discuss legal issues in classroom management

FEAP-8

NAEYC-5

FEC-32, 33, 34

ESOL Ps-3, 13, 14, 23

10-Role-play effective teacher behaviors for parent-teacher conferences

FEAP-6, 7, 11, 13

NAEYC-2, 3

FEC-32, 33, 34

ESOL Ps-3, 13, 14, 23

Instructional Strategies Used in this Course

Direct Instruction

Large and Small Group Discussion

Instructor Modeling

Collaborative Groups

Lecture

Video Clips

Presentations

Course Topics

What is an effective teacher

Positive expectations

Managing the classroom

Lesson mastery

The teacher as a professional

How to be a teacher leader

CHAMPs

Keys to a successful management system

The teacher demonstrating.....

Enthusiasm Adventure Creativity

Reflection Balance Compassion

Confidence Humor Common Sense

Appreciation Resilience

ASSIGNMENTS:

1-Teacher Interview (50 points)

FEAP-1, 6

FEC-33, 34, 35

NAEYP-1, 2, 4, 5

ESOL P-3, 13, 14, 23

One of the best sources of information about classroom organization and behavior management is a classroom teacher who is currently teaching. This individual is putting into practice the ideas you are learning! By asking questions and seeking advice from a professional, you will be better prepared to manage your own classroom.

2-Principal Interview (50 points)

FEAP-2, 6

FEC-33, 34, 35

NAEYP-1, 2, 4, 5

ESOL P-3, 13, 14, 23

Not only is a teacher's individual classroom management information important, but many schools have a school wide system of classroom management as well. By interviewing a principal, you will be able to better understand the perspective of a school wide plan for classroom management and how that plan fits into a teacher's plan for his/her classroom.

3-Classroom Rules/Expectations Poster (50 points)

FEAP-2

FEC-33, 34, 35

NAEYP-1, 2, 4, 5

ESOL P-3, 13, 14, 23

You will create an aesthetically pleasing rules poster (or sign) for your future classroom tied to a theme for your classroom. **The poster/sign should be laminated.** Use colors, text and picture balance, and professional lettering. No writing with magic markers is permitted. *Professional lettering includes the use of calligraphy, stencils, vinyl lettering, or computer-generated text!* Posters will be shared and displayed in our class. (25 of the 50 points)

A 2-3 page written explanation of your rules/expectations poster will accompany your actual poster. The written explanation should include the following:

- 1-A discussion on how you arrived at your rules/expectations
- 2-A discussion/explanation for each rule/expectation on your poster
- 3-A discussion of the role of students in introducing your poster
- 4-A discussion on how your rules/expectations will be communicated and explained to the parents/caregivers of your students.
- 5-A discussion on the role of consequences related to your rules/expectations

(25 of the 50 points)

4-Cooperative Learning Experience- (100 points, overall)

FEAP-1, 4

FEC-33, 34, 35

NAEYP-1, 2, 4, 5

ESOL P-3, 13, 14, 23

Jigsaw I: Becoming Experts [Topic Groups]

Students will work with a group to become experts on a selected topic. The group will share ideas and resources. The group will sit down together and write a mini-lesson plan for how to teach others about the topic as well as develop five multiple choice quiz questions related to their topic (10 pts.). Each group will create a visual aid to use when teaching about the topic (15 pts.).

Jigsaw II: Sharing Expertise with others [Teaching Groups]

Students will “teach” each other about their topic of expertise! (50 pts. for participation and delivery of the topic)

Assessment

Students will take a quiz (25 pts.) using many of the questions generated by each topic group in Jigsaw I. The quiz will also cover general information about cooperative learning as a teaching/learning technique.

5-Personal System of Discipline (100 points)

FEAP-2

FEC-33, 34, 35

NAEYP-1, 2, 4, 5

ESOL P-3, 13, 14, 23

By the end of the semester you will demonstrate your understanding and beliefs about classroom organization and behavior management by writing a 4-5 page personal plan of discipline. The plan will have three major components, including: guiding philosophy and theories, classroom rules or expectations, and specific discipline techniques.

6-Student Handbook Analysis (25 points)

FEAP-3, 5

FEC-33, 34, 35

NAEYP-1, 5

ESOL P-3, 13, 14, 23

Every school sends home on the first day of school in some format a handbook for students to follow for the school year. A big part of that handbook focuses on classroom management of the expectations of the school. This assignment will engage you in an analysis of a student handbook to better understand the importance of this document. Each student will be expected to locate a student handbook that is unique from all others in the class.

7-Behavior Report Assignment (25 points)

FEAP-5

FEC-33, 34, 35

NAEYP-1, 5

ESOL P-3, 13, 14, 23

This assignment will give you an opportunity to collect at least 5 reporting forms from schools that deal with reporting more extreme behaviors of students. With these 5 different reporting forms you will complete a 1-2 page paper that compares and contrasts the 5 different behavior reporting forms.

8-Classroom Arrangement (50 points)

FEAP-2

FEC-33, 34, 35

NAEYP-1, 2, 4, 5

ESOL P-3, 13, 14, 23

The way your classroom is arranged has an impact on your instruction. This impact can be positive or negative. You will be asked to design an arrangement for your classroom that will impact instruction in a positive way for the students in your classroom. Detailed guidelines for this assignment will be discussed in class.

9-Letter of Expectation to Parents/Guardians (25 points)

FEAP-2

FEC-33, 34, 35

NAEYP-1, 2, 4, 5

ESOL P-3, 13, 14, 23

Communication is one of the major determining factors in effective classroom management. One aspect of that communication is to open a dialogue with the parents/guardians of your students. This assignment will ask you to compose a letter that introduces yourself as the teacher of their child, but also will outline your expectations for your classroom management plan and the role the parent/guardian will play in the plan.

10-Code of Conduct Analysis (25 points)

FEAP-3, 5

FEC-33, 34, 35

NAEYP-1, 5

ESOL P-3, 13, 14, 23

Every school district has a Code of Conduct for behavior and attendance. Both of these topics impact classroom management. You will be asked in this assignment to locate a Code of Conduct form from a local school district and do an analysis of that document. Guidelines will be shared on the expectations of this assignment. Each student will be expected to locate a Code of Conduct that is unique from all others in the class.

11-Three Exams

FEAP-1, 3, 6, 9, 10

FEC-13, 14, 15, 16, 17

NAEYP-1, 2, 4, 5

ESOL P-2, 17

The exams will cover reading assignments, class lectures, and videotape content. (300 points, 100 points for each exam)

ATTENDANCE POLICY:

This course requires in-class and out-of-class time to complete the assignments. **Attendance is very important in this class and will be assessed consistently. Students are expected to attend class consistently.**

ACADEMIC INTEGRITY/ CHEATING AND PLAGIARISM:

Cheating (dishonesty taking the knowledge of another person whether on a test or an assignment and presenting it as your work) and plagiarism (to take and pass off as one's own the ideas or writing of another) are a serious issue. While it is legitimate to talk to others about your assignments and incorporate suggestions, do not let others "write" your assignments in the name of peer review or "borrow" sections or whole assignments written by others. We do get ideas from life experiences and what we read, but be careful that you interpret these ideas and make them your own. I am aware that many types of assignments are available on the Internet and will check these sources when there is legitimate suspicion.

Penalty is a "0" on the assignment. In cases where there is a major or continuous breach of trust, further discipline, such as an "F" in the course, may be necessary. The major consequence of any form of cheating is damage to your character and the lack of trust and respect that result.

Remember, in the teacher education program and on the job recommendations we are asked to rate your character and integrity.

GRADES:

Rules poster	50
Teacher Interview	50
Personal System of Discipline	100
Cooperative Learning Experience	100
Behavior Report	25
Classroom Arrangement	50
Principal Interview	50
Letter to Parents/Guardians	25
Code of Conduct Analysis	25
Student Handbook Analysis	25
Tests	<u>300</u>
Total Points	800

<u>Grade</u>	<u>%Mastery</u>	<u>Points Earned</u>
A	96-100	800-761
A-	93-95	760-737
B+	91-92	736-721
B	87-90	720-689
B-	85-86	688-673
C+	83-84	672-657
C	78-82	656-617
C-	76-77	616-601
D	70-75	600-560
F	below 70	below 560

Agenda for EDA 410

The professor reserves the right to make any changes/additions during the semester related to course content, assignments, due dates, test dates, and/or policies.

Session I

Reading Assignment-Wong A and B

Topics-Syllabus

Assignments

Fears/Expectations

Management vs. Discipline

Getting to Know Yourself

Prepare Proactive Pray

Session II

Reading Assignment-Wong C, D, and E

Topics-Wong A and B

Due-Handbook Analysis

Code of Conduct Analysis

Teacher Interview

Session III

Reading Assignment-Clark-Excellent 11, 1-5

Topics-Wong C, D, and E

Due-Presentations (3 of the 5)

Classroom Rules/Expectations Poster/Display

Test I

Classroom Arrangement/Layout Assignment

Session IV

Reading Assignment-Clark-Excellent 11, 6-11

Topics-Clark-Excellent 11, 1-5

Due-Presentations (2 of 5)

Principal Interview

Letter to Parent/Guardian

Session V
Topics-Clark-Excellent 11, 6-11
Due-Presentation Quiz (in class)
Test II
Behavior Reports Analysis

Post Session Week
Due-Test III
Personal System of Discipline

Dinner and a Movie-Prof Crook's house (date to be announced)

ESOL Performance Standard Addressed	Related Course Objectives	Related Readings, Class Activities, and Assignments	Related Assessments
3	1 through 10	Wong-Sections A, B, and C Clark-Chapters1, 6, 10, 11 CHAMPs	Rules/Expectations Assignment, Personal System of Discipline, Tests, Letter to Parents
13	1 through 10	Wong-Sections A, B, and C Clark-Chapters1, 6, 10, 11 CHAMPs	Rules/Expectations Assignment, Personal System of Discipline, Tests, Letter to Parents
14	1 through 10	Wong-Sections A, B, and C Clark-Chapters1, 6, 10, 11 CHAMPs	Rules/Expectations Assignment, Personal System of Discipline, Tests, Letter to Parents
23	1 through 10	Wong-Sections A, B, and C Clark-Chapters1, 6, 10, 11 CHAMPs	Rules/Expectations Assignment, Personal System of Discipline, Tests, Letter to Parents

Bibliography for ED 410

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