

Leeward Community College
A.A.T Program
ED 285
Introduction to Classroom Management

General/ Descriptive Information:

Instructor: Michael Cawdery
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Office Hours: Mon/Wed 12:00 to 1:00, Tues/Thurs 10:30-12:00
Course Location: WWW
Course Time: WWW
Course Credits: 3

Course Description: Classroom management is an essential foundation to the learning environment. Through this introductory course, students will be offered a comprehensive overview of the general concepts and issues related to classroom management. Students will link theoretical ideas with practical applications as they learn to create strategies that address a variety of classroom issues. Important elements will include authority, procedures and routines, learning styles, instructional delivery, assessment, lesson planning, field trips, discipline, assessment, and portfolio organization.

Text:

Wong, H. (2009) The First Days of School: How to be an effective teacher.

Cummings, C. (2000) Winning Strategies for Classroom Management

**** Note the following text needs to be purchased online (all can be for cheaper)*****

Denton, P. and Kriete, R. (2000) The First Six Weeks of School

Student Learning Outcomes: Upon successful completion of this course students will be able to:

- Employ strategies that create an environment of respect thereby establishing a culture for learning.
- Organize and manage the physical environment of the classroom.
- Describe different learning styles that affect student learning.
- Select instructional goals and demonstrate knowledge of resources by designing a coherent lesson.
- Describe ways to organize, differentiate and present instruction.
- Know and compare formal and informal assessment procedures and reporting.
- Identify the legal and ethical issues regarding classroom management.
- Explain how to prevent and deal with disruptive student behavior.
- Explain how to establish and maintain good communication with students, caregivers, administrators and others.

Throughout this course we will focus on two major frameworks to help guide our learning and thinking in accordance with our Student Learning Outcomes (SLOs). The 1st includes a general frame of this course:

- #1 Elements of learning and teaching
- #2 Supporting appropriate culture and values for learning environments
- #3 Creating meaningful, diverse and assessable learning experiences
- #4 Understand the lived diversity, understand the behavior
- #5 The role of parents and the community
- #6 The reality of the profession
- #7 Being a reflective practitioner

The second is a more complex Framework for the emerging teacher. This consists of five major competency areas all beginning teachers should be focused on:

- I. **Preparation**
 - Education as a state of mind
 - Learning as a process
 - Essential questions of teaching
 - Basic fundamentals learning and teaching in schools
 - Possess knowledge of students and learning styles
- II. **The Classroom and School Environment**
 - Understand school structure, policy and philosophy
 - Organize physical space
 - Determine procedures and rules
 - Create a supportive class culture
 - Understand the role of values
 - Implement standards of behavior and discipline
- III. **Instruction**
 - Identify curriculum resources
 - Use appropriate standards for design and assessment
 - Develop planning template
 - Implement parts of a lesson clearly
 - Create engaging instruction
 - Reach the diversity of learners
 - Assess, reflect and recreate
- IV. **Student Lives and Diversity**
 - Understand the role of Socio-cultural context
 - Explore and comprehend the history of diversity
 - Apply standards of ethics
 - Address individual learner needs
 - Understand process and role of special education services
- V. **Professional Responsibilities**
 - Become a reflective practitioner
 - Develop community appropriate learning
 - Create meaningful relations and partners with parents and community
 - Educate oneself on current practice and content
 - Manage personal life and professional commitments

*****Course Requirements*****

Lesson Planning, Presentation and critique (25% of grade): Write and deliver a lesson that is pertinent to the classroom environment using a piece of literature, music, art or other curricular foundation. Feel free to design a lesson on any topic or grade level. I suggest choosing one that you are excited to teach about. You may wish to design a lesson on a topic which addresses a classroom management issue such as procedures and routines. Examples could include lessons on bullying, teasing, diversity, group work, talking, behaviors, values, etc... You should not feel limited to this.

Using literature and art in the classroom are wonderful ways to stimulate discussions and teach academic as well as social skills. Create a dynamic lesson plan to encourage a class participation and activity supported by classroom management strategies and skills. Remember to incorporate multimedia (audio, video) elements, props, novelties, and imagery. Gardener's multiple intelligences and Bloom's taxonomy will be the foundation of your planning for this course.

Be sure to complete the full lesson plan in **Functional Lesson Planning Template**. You will need to critique your fellow student's lesson plans given a grading critique rubric in **Plus/Delta Chart form**.

(100 points total, 50 hard copy, 30 presentation, 20 critiques)

Practical, Reflective and Hypothetical Writing Assignments (25%): Students are expected to create documents in writing which construct knowledge of basic classroom management foundations and techniques. Each of the main ideas corresponds to elements of teaching including physical space, authority, planning, behavior and community. **(11 assignments, 10 points each, 110 points total)**

Attendance, Forums, Professionalism, Reflection and Curiosity (15%): Teaching and learning is more than a job, it is a life style choice. Indicators of professionalism and disposition are:

- Being a self-disciplined "active listener and learner". *Belong.*
- Being prepared with written work and completed reading assignments and participating reflectively in discussions and activities. *Know something.*
- Respecting and supporting other people. *No one exists alone.*
- Understanding that in everything you do or say, you are modeling values, attitudes and behaviors that impact the lives of others. *Community spirit.*
- Persevering to achieve personal mastery. *Become Yoda.*
- Demonstrate professional development. *Evolve as a professional.*
- Demonstrate commitment to intellectual pursuits. *Enjoy learning.*
- Attendance is the key to learning anything from an instructor. These commitments should not be taken lightly. *Be present in your life.*

If you are regularly absent, it will be noted. You must contribute to the classroom community as an active listener and learner. The most appropriate way to do this is through **forum discussions** and class support via email and group communication. **(4 points each forum, 70 points)**

Case Study/Service Learning Assignment (35%):

Through service learning exercise, you will seek out professionals in your community schools to observe, discuss and report on management issues and strategies.

1. Observe and record the physical environment of a classroom, classroom management, and instructional strategies employed by a classroom teacher.
2. Interview a teacher from a local school about career choices, pathways and rewards and classroom management strategies.
3. Provide reflection on support services to a classroom. **(130 points)**

***Incomplete Work:** To receive a passing grade in this course you must attempt all assignments as required. If at any time you wish to “drop” from this class, let’s talk first. If the course important to you we might try to work out a solution. Otherwise, it is your responsibility to notify student admissions and have the appropriate paperwork completed.

*** Quality Standard:** As educators we must be sure that we proof read all work that will be submitted for review. Therefore, please proof read your written work, checking for grammatical errors, misspellings, and typos. Another set of eyes is always helpful to catch mistakes we often miss. Be creative and take risks. Some of the work you create today will be used in your professional life. Feel free to use the Learning Resource Center.
<http://emedia.leeward.hawaii.edu/lrc/default.asp>

***Cheating and Plagiarism:** Need I explain? Trust me...I know. Please do not do this. You are capable and intelligent. It does not reflect well on you and may in fact “stain” you academic life.

***Community:** Let us support one another in our lives and the classroom. We are becoming the next generation of educators in the State of Hawaii and beyond. We will be seeing one another in the future.

***Portfolio Creation:** Please keep all of you work for this course in some organized manner. Either hard copy or soft copy. You will need them for capstone course ED 295.

Course Grading / Assessments:

All course requirements must be submitted by the due dates given to avoid point penalties. **Final grade** for the course will be based on your **total number of points**.

A = excellent achievement	(360-400points)
B = above average achievement	(320-359 points)
C = average pass (acceptable)	(280-319 points)
D = minimal pass (poor)	(240-279 points)
F = Failure	(0-240 points)
I = Incomplete	(Missing work)

Course topics, readings, activities, and assignments (Dates are approx.)

Module 1: School and me

- Introductions
- Learn about Leeward Community College
- Instructor and student community building
- Why are we here? Why School? Is this worth it?
- Texts
- Syllabus
- Assignments
- Expectations
- Outcomes

***Reading: Syllabus**

***Activities: Introductions, "Is it worth it?"**

***Assignment: Introduction/Getting To Know You Form**

Module 2: Baby steps to learning and teaching

- Understanding a learner
- Becoming a Teacher
- Good teacher? Bad teacher?
- Essential questions of teaching
- Classroom as a microcosm

***Reading: Denton and Kriete (pgs 1-25), Wong unit A**

***Activities: One thing I do well...**

***Assignment: Reflection #1 What makes a Great Teacher?**

Module 3: Educational Foundations: organizational culture

- School organization and culture
- Education Policy
- What is great schooling?

***Reading: Wong Unit B (p. 37-57, 68-76), Cummings Chapter 2, Kozol Online Article:**

http://www.randomhouse.com/highschool/RHI_magazine/active_citizens/kozol.html

***Activities: Kozol article forum response**

***Assignment: Reflection #2 GLOS, school and everyday**

Module 4: Educational culture and values

- Classroom Culture
- Values based education
- Preschool in Three Cultures
- Creating the physical learning environment

***Reading: Wong Unit B (p. 50-67, 80-99, 113-122), Cummings chap. 3**

***Activities:** Values I live, Preschool in Three cultures, creating the physical classroom

***Assignment:** Creating the Ideal Environment

Module 5: Establishing and maintaining authority

- Foundations and responsibilities of authority
- What are the sources of authority
- How do we command authority in the classroom

***Reading:** Denton Chap. 1 (choose one focus i.e. K-2 primary, 3-4 middle, 5-6 upper, or read them all.), Wong (p. 50-58, 68-79, 100-112, 123-130)

***Activity:** Dangerous Minds, sources of authority

***Assignment Due:** Reflection #3 Authority

Module 6: Establishing routines and procedures

- Develop realistic expectations for classroom management.
- Examine strategies to develop a culture of responsibility in the classroom.
- Focus on a simple approach to establishing routines.
- Preparation and scheduling

***READ!!!!!!:** Denton Chap. 2-3 (choose one focus i.e. K-2 primary, 3-4 middle, 5-6 upper, or read them all.), Wong Chapter 19 and 20, Unit C (pgs. 164-220)

***Activities:** Harry Wong video, What makes a good manager

***Assignment:** Procedures and Routines

Module 7: Development of learning experiences

- Discovering what to teach?
- Student motivation
- Develop a unit plan
- Curriculum and content

***Reading:** Wong Chapter 21 (p.223-245), Read Cummings Chapter 4

***Activities:** PowerPoint on Student motivation (w/narration), view clips from film Stand and Deliver

***Assignment:** create a unit plan for eating healthy.

Module 8: Creation of learning experiences

- Elements of a lesson
- Exploring Standards and accountability
- Analyze and critique a lesson

***Readings: Wong Unit D, Chapter 21-24 (p. 220-296)**

***Activities: Analyze and critique lesson plans, explore Hawai'i State standards website, sample lessons**

***Assignment: Scavenger Hunt, Lesson plan critique**

Module 9: Implementation and Assessment

- Develop a lesson plan
- Step-by-step presentation
- Develop assessments and record keeping

***Read Wong Unit D, Chapter 21-24 (p. 220-296)**

*** Activities: Present lesson plan, create rubric**

*** Assignment: Lesson Plan and critiques**

Module 10: Students lives and diversity

- Exploring the diversity that exists in schooling
- The socioeconomic and cultural context of schooling
- Positive and negative student experiences
- Educating students of all abilities and backgrounds

***Reading: Rose, *Lives on the Boundary* (p. 11-37)**

***Activities: Explore positivity and negativity in the classroom, diversity**

***Assignment: Positive and Negatives**

Module 11: Special Education: Ethics and Legal issues

- History and foundation of educational law
- Basic process of special education
- Categories of student difference
- Accommodation for special needs students

***Reading: Articles on autism**

***Activities: video *Misunderstood Minds*, referral processes for SPED**

***Assignment: Reflection: Aspergers student treatment**

Module 12: Behavior and Discipline

- Identify what are disruptive behaviors
- Identify where disruptive behavior comes from
- Reinforcing positive behaviors
- Develop behavioral and discipline plans

***Reading: Cummings, Chap. 5 and 6 (p. 89-141) Wong Chap 18 (p.146-163)**

***Activities: Conflict and Me, video *Harry Wong on Discipline*, Rules Smules group work**

***Assignment: Create effective discipline plan**

Module 13: Communication: Parents and Community

- Develop appropriate communication
- Identify community resources
- Develop partnerships with parents
- Managing extracurricular activities

***Reading: research, communication for Community Knowledge Source (CKS)**

***Activity: Peer share letters, group share resources, laulima**

***Assignment: Create parent letter, discipline plan and review of a CKS**

Module 14: Teaching on the real

- Disposition and professional expectations
- Origins of stress
- Daily grind
- In the system
- Old and in the way

***Reading: Wong Chapter 25 and Unit E (p. 298-327)**

***Activity: dispositions and scenarios**

***Assignment: put together case study!!!!**

Module 15: Case Study Analysis and Course Review

- Reexamine framework for teaching
- Points of Emphasis
- Review SLOs
- Service Learning Review
- Case study analysis

Reading: Pau

Activity: Have we learned anything?, service learning review, Case study analysis

Assignment: Finish case study!!!!!! Due at middle of finals week!!!!!!

*Syllabus subject to small, manageable and approved changes.

My door is always open. Please feel free to contact me regarding any questions you may have about the course.

*****Assignment checklist*****



1. Reflection: Great Teachers
2. Reflection: GLO and everyday
3. Assignment: Ideal classroom
4. Reflection: Authority
5. Assignment: Procedures and Routines
6. Assignment: Unit plan
7. Assignment: HCPS scavenger hunt
8. Assignment: Lesson Plan critique
9. Assignment: Student lesson critique
10. Reflection: Lives on the Boundary
11. Reflection: Autism
12. Parent letter and Discipline plan including CKS (Community knowledge source)

*****Major assignments*****

- | | | |
|----------------|--|------------------------------------|
| 1. Lesson plan | Hard copy <input type="radio"/> | Presentation <input type="radio"/> |
| 2. Case study | Observation <input type="radio"/> | Interview <input type="radio"/> |
| | Service Reflection <input type="radio"/> | |

***** Forum/Discussion*****

- | | |
|-------------------------------|----------------------------|
| 1. Introductions to class | 11. Misunderstood Minds |
| 2. One thing I do well... | 12. Conflict and Me |
| 3. Wildflowers response | 13. Community Resources |
| 4. The values I live | 14. Stress and Disposition |
| 5. Dangerous Minds | 15. Self evaluation |
| 6. What makes a good manager? | |
| 7. Stand and Deliver | |
| 8. Found sample lessons | |
| 9. Mid Semester check-in | |
| 10. Live on the Boundary | |