



Appendix E: Cross-program analyses

Following are cross-program analyses for nine programs in the study. Each analysis provides a comprehensive picture of instruction (from both lectures and textbooks) and practice on classroom management in all coursework, as well as feedback on practice provided in student teaching. In each analysis, a summary table for the program is followed by several additional pages of information that provide the basis for each checkmark in the summary table.

Program A: Undergraduate elementary

| | | Classroom management strategies | | | | | | | | | | | | Classroom management: General references | |
|--|-----------------------------------|--|-----------------------|-------------------------------|------------|---------------------|--|----------------------|------------|------------------------------|----------------------------|--------------------------|---|--|----|
| | | Big Five | | | | | Secondary strategies | | | | | | | | |
| | | Rules/Standards of behavior | Routines & Procedures | Praise/Positive reinforcement | Engagement | Student misbehavior | Least intrusive means/Proactive strategies | Physical environment | Motivation | Parent/Community involvement | Diversity/Cultural factors | Social/Emotional factors | Other (e.g., school management plans, student responsibility) | | |
| Classroom Curriculum, Management and Assessment | ≥1 Lecture | | | | | | | | | | | | | | ✓ |
| | ≥1 Assignment: pencil and paper | | | | | | | | | | | | | | ✓* |
| | ≥1 Assignment: practice | | | | | | | | | | | | | | |
| | Textbook | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | |
| Educational Psychology | ≥1 Lecture | | | | | | | | ✓ | | | | ✓** | | |
| | ≥1 Assignment: pencil and paper | | | | | | | | ✓ | | | | | | ✓ |
| | ≥1 Assignment: practice | | | | | | | | | | | | | | |
| | Textbook | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ? | | ✓ | | |
| Pre-autumn Field Experience | ≥1 Lecture | Course has no lectures. | | | | | | | | | | | | | |
| | ≥1 Assignment: pencil and paper | ✓ | ✓ | ✓*** | | ✓ | | ✓ | | ✓ | | ✓ | | | |
| | ≥1 Assignment: practice | | | | | | | | | | | | | | |
| | Textbook | Course has no textbooks. | | | | | | | | | | | | | |
| Student Teaching | ≥1 Lecture | No coursework that addresses classroom management. | | | | | | | | | | | | | |
| | ≥1 Assignment: pencil and paper | No coursework that addresses classroom management. | | | | | | | | | | | | | |
| | ≥1 Assignment: practice | No coursework that addresses classroom management. | | | | | | | | | | | | | |
| | Textbook | No coursework that addresses classroom management. | | | | | | | | | | | | | |
| Student Teaching | Observation/evaluation instrument | | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | |

* No details on Integrated Unit Assignment are provided; however, a piece of it is due immediately following classroom management unit, implying that it does contain some classroom management.

** Lecture on "Effective Environments."

*** Assignment is "suggested," not required.

Program A

Course: Classroom Curriculum, Management, and Assessment

Classroom management strategies

| Big Five | | | | | Other strategies | | | | | | | |
|-----------------------------|-----------------------|-------------------------------|------------|---------------------|--|----------------------|------------|------------------------------|----------------------------|--------------------------|---|--|
| Rules/Standards of behavior | Routines & Procedures | Praise/Positive reinforcement | Engagement | Student misbehavior | Least intrusive means/Proactive strategies | Physical environment | Motivation | Parent/Community involvement | Diversity/Cultural factors | Social/Emotional factors | Other (e.g., school management plans, student responsibility) | Classroom management: General references |

LECTURES RELEVANT TO CLASSROOM MANAGEMENT

Classroom Management Unit: Dr. Harry Wong Video and Lecture from Charles' text; overview of classroom management

Classroom Management Unit: Charles, Chapters 1-4*

Classroom Management Unit: Charles, Chapters 5-7

Classroom Management Unit: Charles, Chapters 8-11

Classroom Management Unit: Charles, Chapters 12-15

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LECTURES NOT RELEVANT TO CLASSROOM MANAGEMENT

Classroom Assessment Unit: Burke, Chapters 1-3

Classroom Assessment Unit: Burke, Chapters 4-6

Classroom Assessment Unit: Burke, Chapters 7- Conclusion

Classroom Methods & Materials: Joyce, Chapters 1,2, 4

Classroom Methods & Materials: Joyce, Chapters 16-18

Classroom Methods & Materials: Joyce, Chapters 12-15

Classroom Methods & Materials: Joyce, Chapters 7,11,9

Classroom Methods & Materials: Joyce, Chapters 5,6,8,10

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ASSIGNMENTS RELEVANT TO CLASSROOM MANAGEMENT

Exam #1**

| | | | | | | | | | | | | | |
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| | | | | | | | | | | | | | ✓ |
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ASSIGNMENTS NOT RELEVANT TO CLASSROOM MANAGEMENT

Exams 2 & 3

- Design an integrated themed unit plan**
- Use *Backward Design* for curriculum planning (see Wiggins & McTighe, 2003).
 - Pose *essential questions* to focus student inquiry and to integrate curriculum (see Marzano, 2001).
 - Modify curriculum for at least *three special needs*, using current theories (i.e., Gardner's Multiple Intelligences, McCarthy's 4MAT) to describe a typical range of student learning characteristics and modify curriculum to accommodate a type range of special needs (see Tomlinson, 2000).
 - Identify and justify elements of *Models of Teaching* (Joyce) in the instructional design.
 - Design lesson plans incorporating least three different *Models*.

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Notebook/ Portfolio

* While many specific topics are addressed in the Charles textbook chapters assigned (e.g., rules, routines, student engagement, addressing misbehavior), we cannot be certain that these topics were discussed in a lecture, especially given that the textbook often only briefly touches on these topics.
 ** Because Exam #1 follows the lectures on classroom management, we assume that it tests teacher candidates on classroom management.

Textbook relevant to classroom management:

Charles, C.M. (2005). *Building classroom discipline* (10th ed.). New York: Pearson.

| Topic | How addressed |
|---|--|
| Rules/Standards of behavior | <p>Ch 5 "Morish asks teachers to train their students to comply with rules, limits, and authority. ... When you establish rules, you must commit to ensuring they are obeyed" (pp. 87-8; see also p. 93).</p> <p>Ch 6 "...even with good management teachers need a discipline approach that contains rules and consequences" (pp. 104-5).</p> <p>Ch 7 "Classroom rules are used to formalize expectations about behavior. General rules, fairly few in number, define the teacher's broad guidelines, standards and expectations for work and behavior. ... Specific rules relate to procedures and routines" (p. 124).</p> <p>Ch 8 "Work with students to establish standards of conduct in the classroom. ... Once agreements and consequences are established, they should be put in writing and all students should sign the document..." (p. 147).</p> <p>Ch 11 "The first thing you should do when students arrive for class the first day is to teach them exactly what the rules mean. ... In his book Classroom Discipline 101, you can find his exact wording for 11 rules and his suggestions for teaching them to students" (p. 197).</p> <p>Ch 16 <i>How Do I Finalize a System of Discipline Designated Especially for Me and My Students?</i>, Sec. Communicating My Discipline plan to Students and Others (p. 290).</p> |
| Routines & Procedures | <p>Ch 6 "To establish good procedures, do two things. First, decide what routines are necessary for the activities you will provide, and second, make lists of the procedural steps students must follow in order to participate in and benefit from the activities"; detailed discussion of various procedures follows, including: morning entry procedures; desk procedures; line-up procedures; lunch procedures; basic assembly procedures; and more (pp. 106-11).</p> <p>Ch 7 "To help teachers make a maximum use of time available for instruction, Jones recommends establishing a classroom structure that gives close attention to rules, routines, and responsibility training" (p. 123).</p> <p>Ch 11 "Organize procedures. Good organization is your best friend. Make sure you have procedures for everything..." (p. 203).</p> |
| Praise/Positive reinforcement | <p>Ch 4 <i>What are the Foundations that Underline Today's Best Systems?</i>, Sec. Congruent Communication, "Teachers Should Use Appreciative Praise..." (p. 69).</p> |
| Engagement | <p>Ch 7 Brief discussion includes: "Jones found the best teachers keep students actively involved in lessons. To help teachers maintain student involvement, Jones developed a teaching approach he calls Say, See, Do teaching." (p. 127).</p> <p>Ch 14 Brief discussion of using marker boards to maintain student engagement (pp. 263-4).</p> |
| Student misbehavior | <p>Ch 8 "Teachers must intervene when class agreements or rules are broken. These interventions, which should be nonpunitive, are intended to stop the misbehavior and get the student's mind back on classwork" (p. 148).</p> <p>Ch 9 Extended discussion of responses to different kinds of misbehavior: "attention-seeking behavior"; "attempts to avoid failure or embarrassment"; "angry students"; "control-seeking students"; "overly energetic students"; "bored students" and "uninformed students" (pp. 164-7).</p> <p>Ch 10 "On occasions when students fail to ... [behave], teachers can greatly improve their effectiveness by abandoning...damaging practices." (p. 186).</p> <p>Ch 10 Discussion outlines ten "damaging practices" and their preferred alternatives (pp. 186-8).</p> <p>Ch 11 Extended discussion of reasons for sending students out of the room: "In Segan's approach, only three things call for students to get sent from the room—defiance, repeated disruption, and gross disrespect" (pp. 207-9).</p> <p>Ch 14 "Synergetic Management emphasizes the prevention of misbehavior, but it can also deal effectively when misbehavior when it occurs. ... four types of intervention are presented here ... Reminders and Body Language; Identifying and Addressing Cause of Misbehavior; Having the Student Identify More Responsible Behavior; Working Together to Find a Solution" [Given the range of techniques, this section is included in both "Student misbehavior" and "Least intrusive means/ Proactive strategies."] (pp. 256-7).</p> <p>Ch 15 Discussion of conflict resolution during group work: "Potential conflict should be addressed at the beginning of group work. Guidelines might include the need for all participants to give each other feedback online and directions on how to proceed when impasses or serious conflicts occur..." (p. 278).</p> |
| Least intrusive means/ Proactive strategies | <p>Ch 7 Discussion of use of nonverbal techniques in setting limits, including "eye contact," "physical proximity," "body carriage" and "facial expressions" (p. 126).</p> <p>Ch 10 "How To Intervene When Students Misbehave: ... "Suppose Syong is annoying Neri. Before saying anything to Syong, you would prompt her to stop by using an unobtrusive technique, such as facial expression, eye contact, hand signal, moving near Syong, changing voice tone..." (p. 186).</p> <p>Ch 11 Brief discussion of the use of eye contact: "Looking students in the eye and having them look you in the eye reinforces your authority. ... Remember, you are looking for full nonverbal and verbal compliance with your directions" (p. 203).</p> <p>Ch 14 "Synergetic Management emphasizes the prevention of misbehavior, but it can also deal effectively when misbehavior when it occurs. ... four types of intervention are presented here ... Reminders and Body Language; Identifying and Addressing Cause of Misbehavior; Having the Student Identify More Responsible Behavior; Working Together to Find a Solution" (pp. 256-7).</p> <p>Ch 16 <i>How Do I Finalize a System of Discipline Designated Especially for Me and My Students?</i>, Sec. Prevention (p. 295).</p> |

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| Physical environment | Ch 2 Brief discussion of importance of reducing students' "physical discomfort" (p. 36). Ch 7 Brief discussion of room arrangement. "Jones urges teachers to maintain close contact with students and move among them while they are engaged in seat work and cooperative learning" (p. 124). Ch 11 Brief discussion of room arrangement. "Have everything in your room, including your materials, neat and organized..." (p. 203). |
| Motivation | Ch 5 Brief discussion of motivation and rewards: "...Real Discipline does not rely on high natural motivation. Instead, it teaches students how to persevere and work through activities that are not especially appealing" (pp. 95-6). Ch 9 Very brief discussion of internal vs. external motivation (p. 178). Ch 7 <i>How Does Fred Jones Establish Class Discipline?</i> , Sec. Increase Student Motivation and Responsibility through Judicious Use of Incentives (p. 128). |
| Parent/Community involvement | Ch 11 Brief discussion includes: "As for parents, Segan doesn't believe they will be of much help to you in discipline matters" (p. 209). Ch 9 <i>How Does Spencer Kagan Use Structures?</i> , Sec. Parent and Community Alliances and Schoolwide Programs (p. 167). |
| Diversity/Cultural factors | Ch 2 Sec. on Socio-Cultural Realities that Influence Behavior which includes the following subheadings: "Values That Are Usually Emphasized in Schools"; "Are Where Values May Come into Conflict"; "Economic Realities That Impinge on Student Behavior"; "Hidden Rules of Students in Poverty"; "Why Some Students Feel Undervalued and Powerless"; "General Suggestions for Working with Students from All Societal and Economic Groups" (pp. 28-31). |
| Social/Emotional factors | Ch 15 <i>How Does Van Wie Build and Maintain Democratic Communication?</i> , Sec. Regarding Standards of Social Emotional Learning (p. 275). |
| Other (specify) | |

Program A

Course: Educational Psychology

Classroom management strategies

| Big Five | | | | | Other strategies | | | | | | | |
|-----------------------------|-----------------------|-------------------------------|------------|---------------------|--|----------------------|------------|------------------------------|----------------------------|--------------------------|---|--|
| Rules/Standards of behavior | Routines & Procedures | Praise/Positive reinforcement | Engagement | Student misbehavior | Least intrusive means/Proactive strategies | Physical environment | Motivation | Parent/Community involvement | Diversity/Cultural factors | Social/Emotional factors | Other (e.g., school management plans, student responsibility) | Classroom management: General references |

LECTURES RELEVANT TO CLASSROOM MANAGEMENT

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|------------------------|--|--|--|--|--|--|---|--|--|--|--|---|
| Motivation | | | | | | | ✓ | | | | | |
| Effective Environments | | | | | | | | | | | | ✓ |

LECTURES NOT RELEVANT TO CLASSROOM MANAGEMENT

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|-----------------------------------|--|--|--|--|--|--|--|--|--|--|--|--|
| Introduction | | | | | | | | | | | | |
| Development | | | | | | | | | | | | |
| Development and Diversity | | | | | | | | | | | | |
| Learning Theories | | | | | | | | | | | | |
| Learning Theories and Instruction | | | | | | | | | | | | |
| Constructivism and Accommodation | | | | | | | | | | | | |
| Exceptionalities and Assessment | | | | | | | | | | | | |
| Assessment | | | | | | | | | | | | |



Classroom management strategies

| Big Five | | | | | Other strategies | | | | | | | |
|-----------------------------|-----------------------|-------------------------------|------------|---------------------|--|----------------------|------------|------------------------------|----------------------------|--------------------------|---|--|
| Rules/Standards of behavior | Routines & Procedures | Praise/Positive reinforcement | Engagement | Student misbehavior | Least intrusive means/Proactive strategies | Physical environment | Motivation | Parent/Community involvement | Diversity/Cultural factors | Social/Emotional factors | Other (e.g., school management plans, student responsibility) | Classroom management: General references |

ASSIGNMENTS RELEVANT TO CLASSROOM MANAGEMENT

Classroom Management Case Study

You will read one case study that presents one or more classroom management issues, locate and review current research articles from peer-reviewed scientific journals that address the same or similar issues and possible solutions, and write a paper in which you recommend a course of action. Case studies, a list of appropriate journals, and specific guidelines will be provided by the instructor. This paper must be posted in your LiveText portfolio, and I must be listed as a "Reviewer" for you to receive credit for this assignment. This case study is worth 52 points.

Imaginary Classroom Assignment

You and a partner will complete a multi-part assignment applying educational psychology concepts and practices to an imaginary classroom. Specific guidelines will be provided in a separate handout. This Imaginary Classroom assignment is worth a total of 150 points.

Tests

There will be four tests consisting of multiple choice and short answer questions, and covering material from the textbook and in-class lectures/activities. The lowest of your four test grades will be dropped from your final grade. The fourth test will occur during our scheduled final exam time, and will be cumulative. Each test is worth 75 points.*

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| | | | | | | | | | | | | ✓ |
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* We assume that the tests would cover the same classroom management topics that were addressed in lectures.

Textbook relevant to classroom management:

Slavin, R.E. (2006) *Educational psychology: Theory and practice* (8th Ed.). Upper Saddle River, NJ: Pearson.

| Topic | How addressed |
|-------------------------------|---|
| Rules/Standards of behavior | Ch 11 Brief discussion on "One of the first management-related tasks at the start of the year is setting class rules. Three principles govern this process. ..." (pp. 339-40). |
| Routines & Procedures | Ch 11 Brief discussion of transitions: "Transitions are the seams of class management at which classroom order is most likely to come apart..."; "When making a transition, the teacher should give a clear signal..."; "Before a transition is made, students must be certain about what they are to do when the signal is given" (pp. 334-5). Ch 11 Discussion of momentum (p. 333). |
| Praise/Positive reinforcement | Ch 11 Two methods discussed: 1) "praising behavior that is incompatible with misbehavior" ("That is, catch students in the act of doing it right."); and 2) "praising other students" ("It is often possible to get one student to behave by praising others for behaving.") (pp. 343-4). Ch 10 <i>Motivating Students to Learn</i> , Sec. Using Praise Effectively (p. 319). Ch 5 Possibly relevant text on "positive reinforcers" (p. 133). |

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| Engagement | Ch 11 Brief discussion on “The best way to increase students’ time on-task is to teach lessons that are so interesting, engaging, and relevant to students’ interests that students will pay attention and eagerly do what is asked of them” (p. 333). Ch 11 Very brief discussion of “engaged time, or time on-task, the number of minutes actually spent learning” (p. 330). |
| Student misbehavior | Ch 11 Brief discussion of applying consequences “when all previous steps have been ineffective in getting the student to comply with a clearly stated and reasonable request” (pp. 344-5). Ch 11 Discussion of misbehavior including: how misbehavior is maintained by reinforcers; use of target behaviors and reinforcers; and the use of “punishers” (“a punisher is any unpleasant stimulus that an individual will try to avoid”); the only technique for addressing misbehavior discussed with any specificity is the time out, in which “The teacher tells a misbehaving student to go to a separate part of the classroom, the hall, the principal’s or vice principal’s office, or another teacher’s class” (pp. 345-50). |
| Least intrusive means/ Proactive strategies | Ch 11 Brief discussion of (pp. 342-4). The “principle of least intervention” and the importance of “prevention” both emphasized. Ch 11 A section discusses the importance of “nonverbal cues,” by the use of which “Teachers can eliminate much routine classroom behavior without breaking the momentum of the lesson...In contrast, verbal reprimands can cause a ripple effect”; “verbal reminders” are also discussed briefly (pp. 343-4). |
| Physical environment | Not addressed |
| Motivation | Ch 10 Sec. How Can Teachers Increase Students’ Motivation to Learn? Topics include: “intrinsic and extrinsic motivation”; the use of rewards; enhancement of intrinsic motivation; and extrinsic incentives (pp. 312-8). |
| Parent/Community involvement | Ch 4 <i>Student Diversity</i> , Sec. School, Family, and Community Partnerships (p. 97). |
| Diversity/Cultural factors | Ch 4 <i>Student Diversity</i> (p. 101). [Note: All of Ch. 4 is devoted to the topic of “Student Diversity,” but the material presented is not oriented toward classroom management concerns.] |
| Social/Emotional factors | Not addressed |
| Other (specify) | |

Program A

Course: Pre-Autumn Field Experience

Classroom management strategies

| Big Five | | | | | Other strategies | | | | | | | |
|-----------------------------|-----------------------|-------------------------------|------------|---------------------|--|----------------------|------------|------------------------------|----------------------------|--------------------------|---|--|
| Rules/Standards of behavior | Routines & Procedures | Praise/Positive reinforcement | Engagement | Student misbehavior | Least intrusive means/Proactive strategies | Physical environment | Motivation | Parent/Community involvement | Diversity/Cultural factors | Social/Emotional factors | Other (e.g., school management plans, student responsibility) | Classroom management: General references |

LECTURES RELEVANT TO CLASSROOM MANAGEMENT

None



LECTURES NOT RELEVANT TO CLASSROOM MANAGEMENT

None

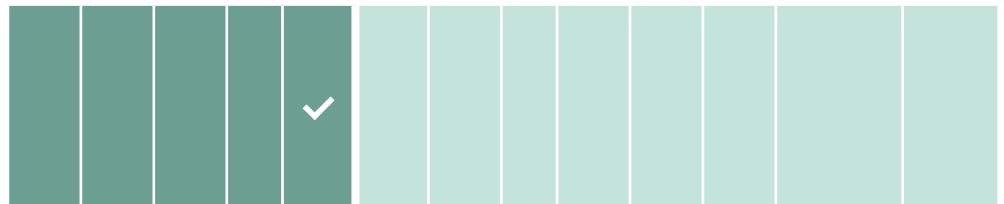


ASSIGNMENTS RELEVANT TO CLASSROOM MANAGEMENT

Suggested Learning Experiences

Observe and discuss with the cooperating teacher these components of the management program.

- Techniques for classroom management and discipline
- Techniques for establishing rapport with students.





Classroom management strategies

Suggested Learning Experiences

3. Assume responsibility for part of the classroom management, such as taking roll and distributing materials.

Suggested Learning Experiences

Observe and discuss with the cooperating teacher, as the situation permits, the following methods and techniques:

8. Contract teaching – Consequences and rewards are stated.

Observe and note the professional relationships among administrators, teachers, other certified and non-certified personnel, students and their parents. How are parents involved in the learning of their children?

Observe and note various classroom management procedures demonstrated by classroom teachers.

6. Establishing rapport with students

Observe Consequences for Infractions and mark as Effective/ Ineffective

Classroom rules, procedures and routines that affect the lesson

Physical arrangement and grouping patterns that affect the lesson

| Big Five | | | | | Other strategies | | | | | | | |
|-----------------------------|-----------------------|-------------------------------|------------|---------------------|--|----------------------|------------|------------------------------|----------------------------|--------------------------|---|--|
| Rules/Standards of behavior | Routines & Procedures | Praise/Positive reinforcement | Engagement | Student misbehavior | Least intrusive means/Proactive strategies | Physical environment | Motivation | Parent/Community involvement | Diversity/Cultural factors | Social/Emotional factors | Other (e.g., school management plans, student responsibility) | Classroom management: General references |
| | ✓ | | | | | | | | | | | |
| | | ✓ | | ✓ | | | | | | | | |
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| ✓ | ✓ | | | | | | | | | | | |
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ASSIGNMENTS NOT RELEVANT TO CLASSROOM MANAGEMENT

- Identify and record aspects of the school's curricular and extra-curricular programs.
- Discuss community resources and services available to the classroom teacher.
- Discuss and record the organizational structure of the district.
- Observe and record information about the use of Constructivism in the PK-12 classrooms.
- Observe and describe the different teaching methods demonstrated by classroom teachers.
- Participate in selective instructional and student-related activities and attend professional meetings.

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No textbook relevant to classroom management assigned in this course.

Program A

Student teaching observation/evaluation instruments

Instrument titles:

Student Teaching Informal Observation Notes; Student Teaching Formal Observation Notes; Student Teaching Midterm Evaluation;

Student Teaching Final Evaluation

| Topic | How addressed |
|--|--|
| Rules/Standards of behavior | Not addressed |
| Routines & Procedures | "Maintaining instructional momentum; Handling transitions effectively." |
| Praise/Positive reinforcement | No relevant language (except in video review) |
| Engagement | Not addressed |
| Student misbehavior | "Handling student disruptions quickly and effectively." |
| Least intrusive means/ Proactive strategies | "Monitoring the classroom effectively." |
| Physical environment | "Managing the physical environment of the classroom to meet instructional, social and physical needs of students." |
| Motivation | "Applying theory of human development to motivate students." |
| Parent/Community involvement | "Working with parents of students from racial and ethnic populations." |
| Diversity/Cultural factors | Not addressed |
| Social/Emotional factors | "Instructional Planning for Effective Teaching: Candidates must demonstrate their ability to design and manage the instructional and physical environment as well as the human dynamics of the classroom by: Understanding the use of research and experience-based principles and effective practice to encourage the intellectual, social, and personal development of students and including how status/historically marginalized families effects students." |
| Other (specify) | "Maintaining a positive affective classroom environment." |



Program B: Undergraduate elementary

| | | Classroom management strategies | | | | | | | | | | | | Classroom management: General references |
|--|-----------------------------------|--|-----------------------|-------------------------------|------------|---------------------|--|----------------------|------------|------------------------------|----------------------------|--------------------------|---|--|
| | | Big Five | | | | | Secondary strategies | | | | | | | |
| | | Rules/Standards of behavior | Routines & Procedures | Praise/Positive reinforcement | Engagement | Student misbehavior | Least intrusive means/Proactive strategies | Physical environment | Motivation | Parent/Community involvement | Diversity/Cultural factors | Social/Emotional factors | Other (e.g., school management plans, student responsibility) | |
| Effective Teaching and Learning | ≥1 Lecture | | | | | | | ✓ | | | | | | ✓ |
| | ≥1 Assignment: pencil and paper | | | ✓ | | | | ✓ | | | | | | ✓ |
| | ≥1 Assignment: practice | | | | | | | | | | | | | ✓ |
| | Textbook | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | |
| Field Experience in Teaching & Learning | ≥1 Lecture | Could not be determined. | | | | | | | | | | | | |
| | ≥1 Assignment: pencil and paper | | | ✓ | | | | ✓ | | | | | | ✓ |
| | ≥1 Assignment: practice | | | | | | | | | | | | | |
| | Textbook | No textbooks relevant to classroom management. | | | | | | | | | | | | |
| Supervised Student Teaching and Weekly Seminar Course | ≥1 Lecture | | | ✓ | | | | | | | | | | ✓ |
| | ≥1 Assignment: pencil and paper | | | | ✓ | | | ✓ | | | | | | ✓** |
| | ≥1 Assignment: practice | | | | | | | | | | | | | |
| | Textbook | ✓ | ✓ | ✓ | | ✓ | ✓ | | | | | | | |
| Student Teaching | Observation/evaluation instrument | | | ✓ | ✓ | ✓ | | ✓ | | | ✓ | ✓ | | |

* Lecture titled "Understanding Diversity in the Classroom" and "Personal, Social, and Moral Development" may be classroom management related.

** Classroom management is one topic that teacher candidates may address in assignment.

Program B

Course: Effective Teaching and Learning

Classroom management strategies

| Big Five | | | | | Other strategies | | | | | | | |
|-----------------------------|-----------------------|-------------------------------|------------|---------------------|--|----------------------|------------|------------------------------|----------------------------|--------------------------|---|--|
| Rules/Standards of behavior | Routines & Procedures | Praise/Positive reinforcement | Engagement | Student misbehavior | Least intrusive means/Proactive strategies | Physical environment | Motivation | Parent/Community involvement | Diversity/Cultural factors | Social/Emotional factors | Other (e.g., school management plans, student responsibility) | Classroom management: General references |

LECTURES RELEVANT TO CLASSROOM MANAGEMENT

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|--|--|--|--|--|--|--|---|--|--|--|--|---|
| Theories of Motivation and Affect | | | | | | | ✓ | | | | | |
| Motivation and Affect in the Classroom | | | | | | | ✓ | | | | | |
| Classroom Management: Creating a Successful Learning Environment | | | | | | | | | | | | ✓ |

LECTURES NOT RELEVANT TO CLASSROOM MANAGEMENT

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|---|--|--|--|--|--|--|--|--|--|--|--|--|
| Understanding Diversity in the Classroom* | | | | | | | | | | | | |
| Personal, Social, and Moral Development** | | | | | | | | | | | | |
| Educational Psychology: Becoming an Effective Classroom Teacher | | | | | | | | | | | | |
| Assessing Learning through Standardized Testing | | | | | | | | | | | | |
| An In-depth Guide to Using Technology in the Classroom | | | | | | | | | | | | |
| Assessment in the Classroom | | | | | | | | | | | | |
| Sociocognitive and Constructivist Views of Learning | | | | | | | | | | | | |
| Complex Cognitive Views of Learning Technology | | | | | | | | | | | | |
| Cognitive Views of Learning | | | | | | | | | | | | |
| Behavioral Views of Learning | | | | | | | | | | | | |
| Cognitive and Language Development | | | | | | | | | | | | |

ASSIGNMENTS RELEVANT TO CLASSROOM MANAGEMENT

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| Reflections, Learning Logs/Discussion Boards Students will provide indications of learning through weekly online discussions on Blackboard and/or active classroom participation on the course content. You will maintain a log which will indicate your thoughts, reflections, critical review, and connections to readings and to experiences from the field. <ul style="list-style-type: none"> Quick Write on Motivation Quick Write on Classroom Management | | | | | | | ✓ | | | | | ✓ |
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* There is no indication that this course considers diversity in the context of classroom management.

** See above.



Classroom management strategies

| Big Five | | | | | Other strategies | | | | | | | |
|--|-----------------------|-------------------------------|------------|---------------------|--|----------------------|------------|------------------------------|----------------------------|--------------------------|---|--|
| Rules/Standards of behavior | Routines & Procedures | Praise/Positive reinforcement | Engagement | Student misbehavior | Least intrusive means/Proactive strategies | Physical environment | Motivation | Parent/Community involvement | Diversity/Cultural factors | Social/Emotional factors | Other (e.g., school management plans, student responsibility) | Classroom management: General references |
| Field Experiences Each student is expected to participate in 14 hours of field experiences in order to understand children and adolescents across a range of student developmental levels, socioeconomic backgrounds, language proficiencies and disabilities through observations. <i>Handwritten field notes and typed reflections</i> are required to document experiences. Field assignments may also be provided which are specifically geared to connecting course work, class discussions, and readings to actual teaching practices. Assignments directly connected to Field Experience. See Course Outline and separate handout, where applicable.* | | | | | | | | | | | | ✓ |
| Common Assignment Designing a lesson plan following the methodology, theories and pedagogy described in the course and in the text book. A sample lesson plan is provided for your review and use. It will include pre and post assessment, motivation, student engagement and rational [sic] for homework assessment. Emphasis will be placed on providing for individual differences. Remember to always plan with the end in mind | | | | | | | ✓ | | | | | |
| Final Exam | | | | | | | | | | | | |

ASSIGNMENTS NOT RELEVANT TO CLASSROOM MANAGEMENT

Written and Presented Lesson Plan/s with Reflections**

Reflect upon your specific lesson by maintaining an e-journal. For example, ask yourself: How did the students respond? What did you think about as you were facilitating the lesson? What changes did you make as you were presenting [sic]. What would you do differently, were you to present this lesson again? You can forward your reflections to me electronically for my review and comment.

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* We assume that this field experience addresses classroom management to some degree.

** Possibly relevant assignment, although there is no indication that classroom management is addressed.

Textbook relevant to classroom management:

Moreno, R. (2010) *Educational psychology*. Hoboken, NJ: John Wiley & Sons, Inc.

| Topic | How addressed |
|-----------------------------|---|
| Rules/Standards of behavior | Ch 11 <i>Classroom Management</i> , Sec. Classroom Rules (p. 417). Ch 11 "Classroom rules list the "dos and don'ts" of classroom behaviors and corresponding consequences and can be thought of as classroom expectations" (pp. 417-19). |
| Routines & Procedures | Ch 11 <i>Classroom Management</i> , Sec. Classroom Procedures (p. 416). Ch 11 Discussion of "how to manage transitions effectively" (p. 411). Ch 11 Discussion of classroom procedures: "Classroom procedures are the routines for approaching recurring classroom tasks, such as how students will turn in homework, go to the restroom, or transition from one activity to another" (pp. 416-17). |

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| Praise/Positive reinforcement | Ch 9 <i>Theories of Motivation and Affect</i> , Sec. Rewards, Praise, and Feedback as Classroom Incentives (p. 332). Ch 5 Discussion of positive reinforcement: "...positive reinforcement requires the following four conditions: 1. A desirable behavior is displayed. 2. The reinforcer is temporally contiguous to the behavior. 3. The reinforcer is contingent on the behavior. 4. The reinforcer is a desirable consequence" (pp. 164-66). |
| Engagement | Ch 11 <i>Classroom Management</i> , Sec. Organization, "time-on-task" (p. 410). Ch 6 Brief discussion of attention: "Attention is the starting point of learning. Effective teachers are aware of the relationship between attention and learning and regularly monitor and direct students' attention to what is important in the classroom" (pp. 218-9). |
| Student misbehavior | Ch 11 <i>Classroom Management</i> , Sec. Intervening With Problem Behaviors, Communication and Strategies (p. 421). Ch 5 Discussion of "removal punishment," "time-out," "detention," "in-school suspension," "response cost," "presentation punishment," and "logical consequences" (pp. 174-77). Ch 5 Discussion of "ineffective forms of punishment" (pp. 178-79). Ch 11 Discussion of misbehavior: "Misbehaviors are any student actions that have the potential to disrupt classroom learning and activities..." (pp. 421-23). Ch XX Discussion of serious misbehavior (aggression, defiance, bullying and violence) (pp. 433, 436-8). |
| Least intrusive means/ Proactive strategies | Ch 11 <i>Classroom Management</i> , Sec. Behaviorist Strategies (p. 423). Ch 5 Brief discussion of "cueing": "Cueing happens when we use signals to indicate that a certain response is desirable or undesirable. ... Cueing can be verbal...or nonverbal, such as when a teacher uses body language (i.e. making eye contact, frowning) to let students know that an inappropriate behavior needs to cease" (pp. 172-3). Ch 11 Brief discussion of the principle of least intervention (pp. 423-24). |
| Physical environment | Ch 11 <i>Classroom Management</i> , Sec. Physical Arrangement (p. 414). Ch 11 Discussion of physical arrangement: "The way a teacher arranges students' desks, instructional materials, and equipment will likely affect students' behavior and learning" (pp. 414-16). |
| Motivation | Ch 10 <i>Motivation and Affect in the Classroom</i> (p. 368). Ch 9 Extensive discussion entitled "Theories of Motivation and Affect": discussions of "intrinsic and extrinsic motivation"; "behavioral theories of motivation"; "cognitive theories of motivation"; "sociocognitive theories of motivation"; "humanistic theories of motivation" (pp. 329-51). |
| Parent/Community involvement | Ch 11 <i>Classroom Management</i> , Sec. Parent Collaboration (p. 419). Ch 11 Brief discussion of "diversity in parents' involvement and expectations" (p. 441). |
| Diversity/Cultural factors | Ch 11 <i>Classroom Management</i> , Sec. Diversity in Classroom Management (p. 440). Ch 2 Extensive discussion entitled "Understanding Diversity in the Classroom." Sections include "Cultural, Ethnic and Racial Diversity"; "Approaches to Teaching in the Culturally Diverse Classroom"; "Language Diversity" (pp. 27-40). Ch 8 Brief discussion of "diversity in social learning and constructivist learning" (pp. 316-19). |
| Social/Emotional factors | Ch 10 <i>Motivation and Affect in the Classroom</i> , Sec. The Basis of Motivation (p. 369). Ch 2 Discussion of "Gender and Sex Diversity"; "Gender Differences in the Classroom"; "How Gender Bias Affects Students"; "Intelligence"; "Ability Differences in the Classroom"; "Cognitive Styles and Learning Preferences"; "Temperament and Personality"; and "Exceptional Students" (pp. 40-59). |
| Other (specify) | |

Program B

Course: *Field experience in teaching and learning*

Classroom management strategies

| Big Five | | | | | Other strategies | | | | | | | |
|-----------------------------|-----------------------|-------------------------------|------------|---------------------|--|----------------------|------------|------------------------------|----------------------------|--------------------------|---|--|
| Rules/Standards of behavior | Routines & Procedures | Praise/Positive reinforcement | Engagement | Student misbehavior | Least intrusive means/Proactive strategies | Physical environment | Motivation | Parent/Community involvement | Diversity/Cultural factors | Social/Emotional factors | Other (e.g., school management plans, student responsibility) | Classroom management: General references |

LECTURES RELEVANT TO CLASSROOM MANAGEMENT

Could not be determined

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LECTURES NOT RELEVANT TO CLASSROOM MANAGEMENT

Could not be determined

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ASSIGNMENTS RELEVANT TO CLASSROOM MANAGEMENT

Field: Create a learner analysis for the students engaged in your lesson plans.

- Meet with host teacher.
- Discuss a lesson plan you can develop for a group of students in the class.
- How do you plan to assess need and effectiveness of your planned lesson? How will you motivate students and teach for transfer? How will you engage them?
- Bring in artifacts from the lesson.

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Field: Bring in examples of lesson plan formats, activities and exercises from your host class. Indicate motivational strategies used by host teacher.

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Create or demonstrate a strategy, approach or format for effective classroom management you would use in your field.

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ASSIGNMENTS NOT RELEVANT TO CLASSROOM MANAGEMENT

Miscellaneous assignments related to:

- Selecting a school site
- Responding to required reading
- Discussing self-regulation and self-efficacy with parents
- Discussing cooperating teacher's learning theories
- Assessing student learning
- Researching differentiated instruction
- Observing cooperating teacher's assessments

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No textbook relevant to classroom management assigned in this course.

Program B

Course: Supervised Student Teaching and Weekly Seminar Course

Classroom management strategies

| Big Five | | | | | Other strategies | | | | | | | |
|-----------------------------|-----------------------|-------------------------------|------------|---------------------|--|----------------------|------------|------------------------------|----------------------------|--------------------------|---|--|
| Rules/Standards of behavior | Routines & Procedures | Praise/Positive reinforcement | Engagement | Student misbehavior | Least intrusive means/Proactive strategies | Physical environment | Motivation | Parent/Community involvement | Diversity/Cultural factors | Social/Emotional factors | Other (e.g., school management plans, student responsibility) | Classroom management: General references |

LECTURES RELEVANT TO CLASSROOM MANAGEMENT

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| Planning How to Teach – Part V: How do I effectively plan for student-engagement? | | | ✓ | | | | | | | | | |
| Planning How to Teach – Part VII: How do I plan lessons that promote high levels of student engagement? | | | ✓ | | | | | | | | | |

LECTURES NOT RELEVANT TO CLASSROOM MANAGEMENT

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| Introductions and Ice-breakers | | | | | | | | | | | | |
| Planning How to Teach – Part IX: How do I effectively impart instruction in such a way that it contributes to a productive and organized learning environment? | | | | | | | | | | | | |
| Defining Characteristics of Effective 21ST Century teachers | | | | | | | | | | | | |
| Planning What to Teach – Part I: What factors go into planning an effective lesson for diverse learners? | | | | | | | | | | | | |
| Planning How to Teach – Part I: How will I effectively reach the span of diverse learners in my classroom? | | | | | | | | | | | | |
| Planning How to Teach – Part II: How will I build rigor into my instructional planning? | | | | | | | | | | | | |
| Planning How to Teach – Part III: What are the essential elements of effective lesson planning? | | | | | | | | | | | | |
| Planning How to Teach – Part VI: How do I build lessons that promote greater comprehension among my diverse learners? | | | | | | | | | | | | |
| Planning How to Teach – Part VIII: How do I effectively plan instruction for small groups and student pairs? | | | | | | | | | | | | |
| Planning How to Teach – Part X: How do I effectively plan instruction for special needs and limited English-proficient students? | | | | | | | | | | | | |
| Planning How to Teach – Part IX: How do I effectively assess and monitor student progress? | | | | | | | | | | | | |
| Recognizing and Reporting Child Abuse – Mandatory Training Session | | | | | | | | | | | | |

Classroom management strategies

| Big Five | | | | | Other strategies | | | | | | | |
|-----------------------------|-----------------------|-------------------------------|------------|---------------------|--|----------------------|------------|------------------------------|----------------------------|--------------------------|---|--|
| Rules/Standards of behavior | Routines & Procedures | Praise/Positive reinforcement | Engagement | Student misbehavior | Least intrusive means/Proactive strategies | Physical environment | Motivation | Parent/Community involvement | Diversity/Cultural factors | Social/Emotional factors | Other (e.g., school management plans, student responsibility) | Classroom management: General references |

ASSIGNMENTS RELEVANT TO CLASSROOM MANAGEMENT

Candidates must provide a narrative profile of each school site where they are assigned. This profile will include the following:

- A description of the community
- A description of the school community
- Provide a description of the classroom community: the classroom layout, teacher information. Discuss daily rituals, instructional emphasis and style, and any student behavior problems.

Each candidate must lead a text-based on-line book discussion. Leader Responsibilities:

Read the chapter(s) and identify educational themes (i.e., culturally-responsive practices, differentiation, psycho-social factors, second-language acquisition theories, classroom management, etc.).

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ASSIGNMENTS NOT RELEVANT TO CLASSROOM MANAGEMENT

Students will keep a journal during their time in the field in which they will make at least one entry for each day that they teach.

All students will post weekly reader – responses on Blackboard as a part of online discussions with peers/colleagues.

Students must submit ten written reader-responses, related to course readings from the Planning Effective Instruction text.

Service Learning:
Students will prepare a 2-3 page reflection about their volunteer experience.

Career Development:
Candidates must alternatively prepare to be hired and to maintain continual career success once they enter their teaching jobs

Candidates, working in pairs, must make a presentation to his or her peers regarding how to carry out a selected instructional method.

Provide a review of the resources available to students in your classroom and the school community at large.

Hypothetical Field Trip Plan
Teacher candidates will select a pertinent, local, cultural resource which you will visit. The site will serve as the basis for the planning of the hypothetical field trip for the students in your student teaching classroom.

You must assemble a portfolio of work which reflects your growth and development during the Teacher Education program.

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Textbook relevant to classroom management:

Price, K. M. & Nelson, K. L. (2010) *Planning Effective Instruction: Diversity Responsive Methods and Management*, Belmont, CA: Wadsworth Publishing.

| Topic | How addressed |
|--|---|
| Rules/Standards of behavior | Ch 10 Section on “developing classroom rules” (pp. 112-114). Ch 11 Section on “communicating behavior expectations” (pp. 128-133). |
| Routines & Procedures | Ch 10 Section on “establishing classroom routines” (p. 114) Ch 12 Section on “managing transitions” (pp. 148-151). |
| Praise/Positive reinforcement | Ch 11 Section on “acknowledging appropriate behavior,” including “acknowledging frequently” and “acknowledging specifically” (pp. 131-135). |
| Engagement | Not addressed |
| Student misbehavior | Ch 10 Section on “selected behavioral interventions” and “when to use selected behavioral interventions” (pp. 120-123). |
| Least intrusive means/ Proactive strategies | Ch 12 Section on “monitoring student behavior” (pp. 139 – 141). |
| Physical environment | Ch 10 Section on “the physical environment” (pp. 110-111). Ch 12 Section on “considerations in room arrangement” (pp. 141-143). |
| Motivation | Ch 14 (only mentioned in the context of lesson planning, not classroom management) |
| Parent/Community involvement | Not addressed |
| Diversity/Cultural factors | Ch 10 Section on “responding to diversity when connecting with students” (p. 110). |
| Social/Emotional factors | Ch 10 Section on “responding to diversity when connecting with students” (p. 110). Section on “establishing social skills” (p. 114). |
| Other (specify) | |

Program B

Student teaching observation/evaluation instruments

Instrument titles:

Student Teacher Observation Form: Childhood Education; Student Teaching Final Evaluation Form: Childhood Education

| Strategy | How addressed |
|--|--|
| Rules/Standards of behavior | Not addressed |
| Routines & Procedures | Not addressed |
| Praise/Positive reinforcement | Not addressed |
| Engagement | “Students were actively engaged in all learning experiences included in the lesson.” |
| Student misbehavior | “4i. Used positive classroom management techniques that encourage mutual respect and positive recognition of all members of the learning community: In addition, the ST consistently employed techniques designed to foster a sense of mutual appreciation, tolerance and collegiality in the classroom. The ST may also have done a superb job in managing or diffusing a difficult situation, with the result of visibly increasing student confidence in the ST’s ability to maintain a stable and safe environment.” |
| Least intrusive means/ Proactive strategies | “The Student Teacher...was adept at using nonverbal cues to maintain class discipline, or convey other information, so as to minimize disruption and keep focus.” |
| Physical environment | No (references to safety only; no references to organizing the environment to improve management of classroom). |
| Motivation | “Used knowledge of individual and group motivation to foster active engagement in learning.” |
| Parent/Community involvement | No (references to collaborating with families to increase learning opportunities for students, but not for improving management). |
| Diversity/Cultural factors | No (references to appreciating cultural diversity, but not related to classroom management). |
| Social/Emotional factors | “The ST created an atmosphere that was enjoyable, inclusive, and nonthreatening for all students.” “The ST... demonstrated lack of tolerance for bullying, sarcasm, or ridicule.” |
| Other (specify) | “The ST uses instructional or management strategies that enforce democratic values, individual freedom of thought, and collective decision-making.” |



Program C: Undergraduate secondary

Classroom management strategies

| | | Big Five | | | | | Secondary strategies | | | | | | | Classroom management: General references | |
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| | | Rules/Standards of behavior | Routines & Procedures | Praise/Positive reinforcement | Engagement | Student misbehavior | Least intrusive means/ Proactive strategies | Physical environment | Motivation | Parent/Community involvement | Diversity/Cultural factors | Social/Emotional factors | Other (e.g., school management plans, student responsibility) | | |
| Secondary School Organization and Curriculum | ≥1 Lecture | | | | | | Could not be determined. | | | | | | | | |
| | ≥1 Assignment: pencil and paper | | | | | | | | | | | | | | ✓ |
| | ≥1 Assignment: practice | | | | | ≥1 | | | | | | | | | |
| | Textbook | No textbook relevant to classroom management. | | | | | | | | | | | | | |
| Teaching Techniques in the Secondary School | ≥1 Lecture | | | | ✓ | | | | ✓ | ✓ | | | ✓ | ✓ | |
| | ≥1 Assignment: pencil and paper | | | | ✓ | | | | ✓ | | | | ✓ | ✓ | |
| | ≥1 Assignment: practice | | | | | | | | | | | | | ?* | |
| | Textbook | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | |
| Teaching Techniques in the Secondary School II | ≥1 Lecture | | | | | | Could not be determined. | | | | | | | | |
| | ≥1 Assignment: pencil and paper | | | | | | | | | | | | | | |
| | ≥1 Assignment: practice | | | | | | | | | | | | | ✓ | |
| | Textbook | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ | ✓ | | ✓ | | |
| Child and Adolescent Development | ≥1 Lecture | | | | | | | | ✓ | | ✓ | ✓ | | | |
| | ≥1 Assignment: pencil and paper | | | | | | | | | | | | | ?** | |
| | ≥1 Assignment: practice | | | | | | | | | | | | | | |
| | Textbook*** | | | ✓ | | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | | | |
| Supervised Teaching in the High School | ≥1 Lecture | | | | | | Could not be determined. | | | | | | | | |
| | ≥1 Assignment: pencil and paper | | | | | | Could not be determined. | | | | | | | | |
| | ≥1 Assignment: practice | | | | | | Could not be determined. | | | | | | | | |
| | Textbook | | | | | | Could not be determined. | | | | | | | | |
| Student Teaching | Observation/evaluation instrument | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | | |

* No details are provided on the unspecified Classroom Management Assignment.

** Syllabus does not assign chapter 12 (see textbook detail below).

*** A case study is assigned, but no details are provided.

Program C

Course: Secondary School Organization and Curriculum

Classroom management strategies

| Big Five | | | | | Other strategies | | | | | | | |
|-----------------------------|-----------------------|-------------------------------|------------|---------------------|--|----------------------|------------|------------------------------|----------------------------|--------------------------|---|--|
| Rules/Standards of behavior | Routines & Procedures | Praise/Positive reinforcement | Engagement | Student misbehavior | Least intrusive means/Proactive strategies | Physical environment | Motivation | Parent/Community involvement | Diversity/Cultural factors | Social/Emotional factors | Other (e.g., school management plans, student responsibility) | Classroom management: General references |

LECTURES RELEVANT TO CLASSROOM MANAGEMENT

Could not be determined

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LECTURES NOT RELEVANT TO CLASSROOM MANAGEMENT

Could not be determined

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ASSIGNMENTS RELEVANT TO CLASSROOM MANAGEMENT

Reflection –

Reflect on observations, lessons, and activities.*

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Final Reflection –

Write a detailed account of your subjects (students) and the environment in which you observed. Be sure to include information on appearances, interactions, habits, and behaviors.

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ASSIGNMENTS NOT RELEVANT TO CLASSROOM MANAGEMENT

Personal Philosophy of Education –
Compose a philosophy of education

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Discussion Board Interaction

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Historical Timeline

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Organizational Structure Paper –
Observe, research, and document the structure, organization, and management of the secondary schools.

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Multiple Intelligences Paper –
Discuss activities that address learning styles and multiple intelligences of middle and high school students.

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School Event Write-Up

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Resume and Letter of Application –
Create a resume and letter of interest suitable for submission to prospective employers.

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Interview –
Interview a teacher in a teaching field other than the student's major or minor.

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Multi-cultural Report/Presentation –
Research and present a report that could be used to make an oral presentation regarding special populations and multicultural influences.

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* Assuming that some of this is may be relevant given description of final reflection.



Classroom management strategies

| Big Five | | | | | Other strategies | | | | | | | |
|-----------------------------|-----------------------|-------------------------------|------------|---------------------|--|----------------------|------------|------------------------------|----------------------------|--------------------------|---|--|
| Rules/Standards of behavior | Routines & Procedures | Praise/Positive reinforcement | Engagement | Student misbehavior | Least intrusive means/Proactive strategies | Physical environment | Motivation | Parent/Community involvement | Diversity/Cultural factors | Social/Emotional factors | Other (e.g., school management plans, student responsibility) | Classroom management: General references |

LECTURES RELEVANT TO CLASSROOM MANAGEMENT

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| Human Growth and Development (TEXES Competency 1)* | | | | | | | ✓ | | | | | |
| Learning Processes and Engagement (TEXES Competency 4) | | | ✓ | | | | | | | | | |
| Productive Classroom Climate (TEXES Competency 5) | | | | | | | | | | | ✓ | |
| Learning Environment for Managing Student Behavior (TEXES Competency 6) and Family Involvement and Communicating Effectively (Competency 11) | | | | | | | | ✓ | | | | ✓ |
| Appropriate Instruction that actively engages students (Competency 8) | | | ✓ | | | | | | | | | |

LECTURES NOT RELEVANT TO CLASSROOM MANAGEMENT

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| First Chat | | | | | | | | | | | | |
| Legal and Ethical Requirements (Competency 13) | | | | | | | | | | | | |
| Second Chat | | | | | | | | | | | | |
| Diversity, Learning and Assessment (TEXES Competency 2)** | | | | | | | | | | | | |
| Designing Effective Instruction (TEXES Competency 3) | | | | | | | | | | | | |
| Use of Technology (Competency 9) | | | | | | | | | | | | |
| Final Chat | | | | | | | | | | | | |

ASSIGNMENTS RELEVANT TO CLASSROOM MANAGEMENT

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| Classroom Management Assignment | | | | | | | | | | | | ✓ |
| Final Exam*** | | | ✓ | | | | ✓ | | | | ✓ | ✓ |

ASSIGNMENTS NOT RELEVANT TO CLASSROOM MANAGEMENT

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| Discussion Board Responses | | | | | | | | | | | | |
| Who am I? | | | | | | | | | | | | |
| Unit Plan, Test, and Rubric | | | | | | | | | | | | |
| Article Critique | | | | | | | | | | | | |
| Powerpoint | | | | | | | | | | | | |
| Video Reflections | | | | | | | | | | | | |
| 5 Lesson Plans | | | | | | | | | | | | |
| Ron Clark Assignment | | | | | | | | | | | | |
| Mini Lesson | | | | | | | | | | | | |

* TEXES Competency 1 discusses motivation.

** This lecture does not satisfy "Diversity and cultural factors" because there is no indication that these topics are addressed in the context of classroom management.

*** Assuming that the final exam addresses all classroom management topics covered in lectures.

Textbook relevant to classroom management:

Nath, J.L. and Cohen, M.D. (2005) *Becoming a middle school or high school teacher in Texas: A Course of study for the Pedagogy and Professional Responsibilities* (PPR) TEXES. Belmont, CA: Wadsworth/Thomson Learning.

| Topic | How addressed |
|--|--|
| Rules/Standards of behavior | Ch 6 <i>Managing Middle School and High School Classrooms</i> , Section on Establishing Standards of Behavior (p. 216). Ch 6 "Students need to understand specific expectations, classroom rules, and the rewards and consequences that accompany them". Also discussion of avoiding "vague or unenforceable rules" (pp. 216-219). |
| Routines & Procedures | Ch 6 <i>Managing Middle School and High School Classrooms</i> , Sec. Classroom Routines and Procedures (p. 211). Ch 6 Discussion includes: "the handling of materials"; "reduc[ing] the number of transitions and interruptions that occur"; "specific procedures, or exact steps to follow, for transition periods"; "Begin transitions or give instructions only after you have the attention of every student" (pp. 212-213). |
| Praise/Positive reinforcement | Ch 8 <i>Actively Engaging Middle and High School Students in Learning</i> , Sec. Effective vs Ineffective Praise (p. 294). Ch 6 Brief discussion of the need to "Reinforce desired behaviors" (pp. 219). |
| Engagement | Ch 8 <i>Actively Engaging Middle and High School Students in Learning</i> (p. 258). Ch 6 Very brief discussion that "the best way to maintain discipline is to maintain interest" (p. 218). |
| Student misbehavior | Ch 8 <i>Actively Engaging Middle and High School Students in Learning</i> , Sec. Reinforcement, Sec. Punishment (p. 288). Ch 6 Extended discussion of: "Once a system of rewards and consequences has been established and the students understand it, the teacher must enforce it consistently and impartially"; "learn to distinguish between minor distractions and truly disruptive behavior"; avoid "Punishment that is excessive or humiliating or that is delivered without support or encouragement for improving behavior," "Ignoring misconduct," and "Overuse of teacher sanctions" (pp. 218-9). Ch. 6 Additional discussions of "techniques that backfire"; "specific discipline programs"; "consequences for misbehavior"; "avoiding problem escalation by resolving conflicts through peer mediation" (pp. 220-3). |
| Least intrusive means/ Proactive strategies | Ch 6 <i>Managing Middle School and High School Classrooms</i> , Sec. Preventing Classroom Discipline Problems (p. 216). Ch 6 Brief discussion of the need to "Be proactive rather than reactive in your system of discipline" and "Often your physical presence or proximity to a student who is disruptive or off-task will be enough to redirect his or her behavior." (pp. 218-9). |
| Physical environment | Ch 5 <i>Establishing a Safe and Productive Classroom Climate</i> , Sec. Creating a Positive Physical Environment (p. 192). Ch 5 Brief discussion of "Storage space," "display areas," "traffic flow," and "arrangements of furniture." (pp. 192-93). Ch 6 Brief discussion of "structure the environment to support appropriate behavior" and "arrange the room for safety, ease of movement, and monitoring" (p. 213). Ch 8 Brief discussion (pp. 296-97). |
| Motivation | Ch 8 <i>Actively Engaging Middle and High School Students in Learning</i> , Section on Self-Perception and Motivation (p. 291). Ch XX "Variation in activities is critical for learners' interest and motivation" (pp. 260-61). Ch 8 Extensive discussion of motivation in Part II: "Extrinsic and intrinsic motivation"; "General approaches to motivation"; "self-perception and motivation" (pp. 286-92). |
| Parent/Community involvement | Ch 4 Discussion of "home and community factors that impact learning" including: "parenting styles" ("authoritative, authoritarian, permissive, and rejecting-neglecting"); "home stress" ("Stress factors may originate from a variety of both parental and environmental factors"); "community stress" and "community resources"; "stress factors" (pp. 147-151). Ch 11 <i>Interacting and Communicating with Families of Older Students</i> (p. 384). Ch 11 Discussion of collaboration includes: "engaging families in the educational program"; "communicating effectively with families"; "effective conferences with family members"; "family support resources" (pp. 388-402). |
| Diversity/Cultural factors | Ch 2 <i>Diversity, Learning, and Assessment</i> , Sec. Examining Various Aspects of Diversity (p. 35). Ch 11 Discussion of "Interacting with Diverse Families" (pp. 390-93). |
| Social/Emotional factors | Ch 7 <i>Strategies for Effective Communication</i> , Sec. Empathic Communication (p. 248). |
| Other (specify) | |



Program C

Course: Teaching Techniques in the Secondary School II

Classroom management strategies

| Big Five | | | | | Other strategies | | | | | | | | |
|-----------------------------|-----------------------|-------------------------------|------------|---------------------|--|----------------------|------------|------------------------------|----------------------------|--------------------------|---|--|--|
| Rules/Standards of behavior | Routines & Procedures | Praise/Positive reinforcement | Engagement | Student misbehavior | Least intrusive means/Proactive strategies | Physical environment | Motivation | Parent/Community involvement | Diversity/Cultural factors | Social/Emotional factors | Other (e.g., school management plans, student responsibility) | Classroom management: General references | |

LECTURES RELEVANT TO CLASSROOM MANAGEMENT

Could not be determined

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LECTURES NOT RELEVANT TO CLASSROOM MANAGEMENT

Could not be determined

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ASSIGNMENTS RELEVANT TO CLASSROOM MANAGEMENT

Classroom Management Assignment

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ASSIGNMENTS NOT RELEVANT TO CLASSROOM MANAGEMENT

Discussion Board Posts

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PPR Prep Module

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Lesson Plan Analysis

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Success Journal

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Book Study

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Growth Plan

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Textbook relevant to classroom management:

Wong, H. K., & Wong, R. T. (2009) *The first days of school: How to be an effective teacher*. Mountain View, CA: Harry K. Wong Publications, Inc.

NOTE: Syllabus does not state which chapters are to be read; therefore, we assume that the entire book is covered.

| Topic | How addressed |
|-----------------------------|---|
| Rules/Standards of behavior | Ch 18 <i>How to Have an Effective Discipline Plan</i> , Sec. Discipline Plans Have Rules or Guidelines (p. 149). Ch 18 Discussion in Sec. C: "Clear rules promote consistency in the classroom. Students prefer knowing the rules, consequences and rewards rather than having a teacher who arbitrarily changes or makes up new rules to fit the moment." Discussion also of general vs. specific rules. (pp. 149-52). |
| Routines & Procedures | Ch 19 <i>How to Teach Students to Follow Classroom Procedures</i> , Section on Why Procedures Are Important (p. 170). Ch 19 Extensive discussion in Section C of: "the difference between discipline and procedures," "why procedures are important"; "students accept and want procedures"; "procedures are part of life"; "procedures are part of school life"; "the three-step approach to teaching classroom procedures"; "procedure for dismissal at the end of the period or day"; "procedure for quieting a class"; "procedure for students seeking help"; "instructional procedures for student learning"; "what if procedures do not work?"; "helping the at-risk student" (pp. 168-93). Ch 20 Extensive discussion in Sec. C of: "organized and predictable"; "procedures produce permanent change"; "procedure for the start of period or day"; "procedure for the movement of paper"; "the procedure for transition"; "procedure to solve the pencil problem"; "procedures for groups"; "how to divide your class into groups"; "how to structure group activities"; "a plan in place"; "the class runs itself" (pp. 195-219). Ch 13 Brief discussion in Sec. C of "how students are to enter the room" (pp. 107-9). Ch 15 Brief discussion in Sec. C of beginning classroom procedures, and of schoolwide procedures (pp. 127-30). Ch 16 Brief discussion in Sec. C of "effective roll taking in an effective class" and "three ways to take roll efficiently and effectively" (pp. 134-6). |

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| Praise/Positive reinforcement | Ch 19 <i>How to Teach Students to Follow Classroom Procedures</i> , Sec. Praise the Deed, Encourage the Student (p. 184). Ch 19 Brief discussion of specific praise in Sec. C (p. 184). Ch 18 Brief discussion of rewards in Sec. C (pp. 156-7). |
| Engagement | |
| Student misbehavior | Ch 19 <i>How to Teach Students to Follow Classroom Procedures</i> , Sec. What is Classroom Management (p. 167). Ch 18 Discussion of disciplinary consequences in Sec. C: "Positive consequences or REWARDS result when people abide by the rules. Negative consequences or PENALTIES result when people break the rules" and "Do not stop instruction when carrying out a consequence" (pp. 152-55). Ch 13 Discussion in Sec. C that "It is a mistake to let any misbehavior, such as entering a room inappropriately, go unchallenged under the rationale that you will have time to deal with this later" (p. 108). |
| Least intrusive means/ Proactive strategies | Ch 12 Limited discussion that one should "Maximize your proximity to students and frequently used materials and equipment....The closer you are to your students, the more you will minimize your classroom behavior problems" (p. 97). Ch 12 "When it comes to handling behavior problems in the classroom, there are two kinds of teachers – reactive and proactive...The effective teacher is a PROACTIVE teacher" (p. 147). |
| Physical environment | Ch 12 <i>How to Have Your Classroom Ready</i> (p. 89). Ch 14 <i>How to Arrange and Assign Seating</i> (p. 113). Ch 12 Sec. C discussion of how to: "prepare the floor space"; "prepare the work area"; "prepare the student area"; "prepare the wall space"; "prepare the bookcases"; "prepare the teacher area"; and "prepare the teaching materials" (pp. 93-98). Ch 13 Sec. C brief discussion of "seating chart and first assignment" (pp. 106-7). Ch 14 Sec. C discussion of "seating arrangements or seating assignments?"; "arrange seats for communication," "seating arrangements," "seating assignments" (pp. 116-23). |
| Motivation | Not addressed |
| Parent/Community involvement | Ch 9 <i>How to Invite Students to Learn</i> , Sec. The Basis of Being Inviting (p. 60). Ch 9 "The effective teacher builds relationships with parents" (p. 60). Ch 13 Sec. C brief discussion on "how to communicate quickly with parents" (p. 103). |
| Diversity/Cultural factors | Unit E <i>How to Create a Culture of Effective Teachers</i> (p. 328). |
| Social/Emotional factors | Not addressed |
| Other (specify) | Ch 11-12 Sec. C general comments on classroom management (pp. 78-92). |

Program C

Course: *Child and Adolescent Development*

Classroom management strategies

| Big Five | | | | | Other strategies | | | | | | | |
|-----------------------------|-----------------------|-------------------------------|------------|---------------------|--|----------------------|------------|------------------------------|----------------------------|--------------------------|---|--|
| Rules/Standards of behavior | Routines & Procedures | Praise/Positive reinforcement | Engagement | Student misbehavior | Least intrusive means/Proactive strategies | Physical environment | Motivation | Parent/Community involvement | Diversity/Cultural factors | Social/Emotional factors | Other (e.g., school management plans, student responsibility) | Classroom management: General references |

LECTURES RELEVANT TO CLASSROOM MANAGEMENT

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|---|--|--|--|--|--|--|---|--|---|---|--|--|
| The Self, Social and Moral Development (3 sessions)* | | | | | | | | | | ✓ | | |
| Culture and Diversity (2 sessions)** | | | | | | | | | ✓ | | | |
| Social Cognitive Views of Learning and Motivation | | | | | | | ✓ | | | | | |
| Motivation in Learning and Teaching (2 sessions) | | | | | | | ✓ | | | | | |

LECTURES NOT RELEVANT TO CLASSROOM MANAGEMENT

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| Cognitive, Development and Language (2 sessions) | | | | | | | | | | | | |
| Behavioral Views of Learning (2 sessions) | | | | | | | | | | | | |
| Cognitive Views of Learning (2 sessions) | | | | | | | | | | | | |
| Learner Differences and Learner Needs (4 sessions) | | | | | | | | | | | | |
| Complex Cognitive Processes (2 sessions) | | | | | | | | | | | | |
| Learning, Teaching and Educational Psychology | | | | | | | | | | | | |
| Classroom Assessment (3 sessions) | | | | | | | | | | | | |

ASSIGNMENTS RELEVANT TO CLASSROOM MANAGEMENT

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| None | | | | | | | | | | | | |
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ASSIGNMENTS NOT RELEVANT TO CLASSROOM MANAGEMENT

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| Case study report (no details provided) | | | | | | | | | | | | |
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* While this lecture topic does not mention classroom management, the course description and objectives state that issues related to a “multicultural society and their socio-cultural influences which affect children’s classroom behavior will be examined” and that discipline management techniques will be examined with an eye to what is developmentally appropriate. Thus, we assume that these topics are relevant to classroom management.

** See above.

Textbook relevant to classroom management:

Woolfolk, A. (2010) *Educational psychology* (11th Ed). Upper Saddle River, NJ: Merrill.

NOTE: Chapter 12 is not assigned on the syllabus

| Topic | How addressed |
|--|---|
| Rules/Standards of behavior | Not addressed |
| Routines & Procedures | Not addressed |
| Praise/Positive reinforcement | Ch 6 <i>Behavioral Views of Leadership</i> , Sec. Reinforcing with Attention, Sec. Selecting Reinforcers (p. 208). Ch 6 Brief discussion: "When the consequence that strengthens a behavior is the appearance (addition) of a new stimulus, the situation is defined as positive reinforcement" (pp. 201-03). Ch 6 Discussions of "reinforcing with teacher attention"; "selecting reinforcers"; "shaping"; and "positive practice" (pp. 207-10). |
| Engagement | Not addressed |
| Student misbehavior | Ch 6 Discussion of distinction between "presentation punishment" and "removal punishment" (pp. 203-4). Ch 6 Section on "Handling Undesirable Behavior," including discussion of: "negative reinforcement"; "reprimands"; "response cost"; "social isolation"; "some cautions about punishment" (pp. 210-12). Ch 6 Discussion of group consequences, severe misbehavior, etc. (pp. 214-17). |
| Least intrusive means/ Proactive strategies | Ch 12 <i>Creating Learning Environment</i> , Sec. Prevention is the Best Medicine (p. 432). Ch 6 Brief discussion of cueing and prompting (p. 206). |
| Physical environment | Ch 12 <i>Creating Learning Environment</i> , Sec. Planning Spaces for Learning (p. 427). |
| Motivation | Ch 6 Brief discussion of "motivation and reinforcement" (p. 222). Ch 11 <i>Motivation in Teaching and Learning</i> (pp. 375-419). Ch 11 Discussion of "intrinsic and extrinsic motivation" and "five general approaches to motivation" (pp. 377-79). |
| Parent/Community involvement | Ch 3 <i>The Self, Social, and Moral Development</i> , Sec. Families (p. 68). Ch 3 Brief discussion of "Family and Community Partnerships" (pp. 68-70). Ch 14 <i>Classroom Assessment, Grading, and Testing</i> , Sec. Beyond Grading, Communicating w/ Parents (p. 516). |
| Diversity/Cultural factors | Ch 5 <i>Culture and Diversity</i> (p. 158). Ch 5 Discussion of "Today's Diverse Classrooms"; "Economic and Social Class Differences"; "Ethnicity and Race in Teaching and Learning"; "Language Differences in the Classroom"; and "Gender in Teaching and Learning" (pp. 158-81). [Note also that each chapter contains a final section on "diversity and convergences" with regard to the chapter's topic.] |
| Social/Emotional factors | Ch 3 <i>The Self, Social, and Moral Development</i> , Sub Sec. Academic and Personal Caring (p. 74). Ch 3 Discussion of peers includes: "crowds and cliques"; "peer aggression"; "bullies"; etc. (pp. 70-75). Ch 4 Discussion of IDEA, learning challenges, gifted & talented (pp. 124-48). |
| Other (specify) | |



Program C

Student teaching observation/evaluation instruments

Instrument titles:

Effects on Student Learning 1-4; Effects on Student Learning Assessment Checklist

| Strategy | How addressed |
|--|--|
| Rules/Standards of behavior | "Candidate...has established clear standards of conduct." |
| Routines & Procedures | "Classroom routines and procedures, including those involving volunteers and paraprofessionals, are seamless and function smoothly with little loss of instructional time. Students confidently follow routines and procedures." |
| Praise/Positive reinforcement | Not addressed |
| Engagement | "Most students are cognitively engaged throughout the lesson." |
| Student misbehavior | "Candidate... responds consistently and appropriately to student misbehavior in ways that are respectful of the students." |
| Least intrusive means/ Proactive strategies | "Candidate is aware of student behavior." |
| Physical environment | "The classroom's physical arrangement supports the learning activities." |
| Motivation | Not addressed |
| Parent/Community involvement | "Candidate communicates frequently and sensitively with families/caregivers and successfully partners with them in the instructional program." |
| Diversity/Cultural factors | "Interactions reflect warmth and caring and are respectful of individual, cultural, and developmental differences among groups of students." |
| Social/Emotional factors | "Interactions reflect warmth and caring and are respectful of individual, cultural, and developmental differences among groups of students." |
| Other (specify) | |

Program D: Undergraduate secondary

Classroom management strategies

| | | Big Five | | | | | Secondary strategies | | | | | | Classroom management: General references | | |
|-------------------------------------|-----------------------------------|---|-----------------------|-------------------------------|------------|---------------------|--|----------------------|------------|------------------------------|----------------------------|--------------------------|--|---|---|
| | | Rules/Standards of behavior | Routines & Procedures | Praise/Positive reinforcement | Engagement | Student misbehavior | Least intrusive means/Proactive strategies | Physical environment | Motivation | Parent/Community involvement | Diversity/Cultural factors | Social/Emotional factors | | Other (e.g., school management plans, student responsibility) | |
| EDPSY | ≥1 Lecture | | | | | | | | ✓ | | | | | | ✓ |
| | ≥1 Assignment: pencil and paper | | | | | | | | ✓ | | | | | | ✓ |
| | ≥1 Assignment: practice | | | | | | | | | | | | | | |
| | Textbook | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | |
| Student Teaching Seminar | ≥1 Lecture | | | | | | | | | | | | | | ✓ |
| | ≥1 Assignment: pencil and paper | | | | | | | | | | | | | | ✓ |
| | ≥1 Assignment: practice | | | | | | | | | | | | | | |
| | Textbook | No textbook relevant to classroom management. | | | | | | | | | | | | | |
| Field Experiences I, II, III | ≥1 Lecture | | | | | | Could not be determined. | | | | | | | | |
| | ≥1 Assignment: pencil and paper | | | | | | Could not be determined. | | | | | | | | |
| | ≥1 Assignment: practice | | | | | | Could not be determined. | | | | | | | | |
| | Textbook | | | | | | Could not be determined. | | | | | | | | |
| Student Teaching | Observation/evaluation instrument | ✓ | | | | | | | | | ✓ | ✓ | | | |



Classroom management strategies

| Big Five | | | | | Other strategies | | | | | | | |
|-----------------------------|-----------------------|-------------------------------|------------|---------------------|--|----------------------|------------|------------------------------|----------------------------|--------------------------|---|--|
| Rules/Standards of behavior | Routines & Procedures | Praise/Positive reinforcement | Engagement | Student misbehavior | Least intrusive means/Proactive strategies | Physical environment | Motivation | Parent/Community involvement | Diversity/Cultural factors | Social/Emotional factors | Other (e.g., school management plans, student responsibility) | Classroom management: General references |

LECTURES RELEVANT TO CLASSROOM MANAGEMENT *

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| Motivation Theory | | | | | | | ✓ | | | | | |
| Classroom Management | | | | | | | | | | | | ✓ |

LECTURES NOT RELEVANT TO CLASSROOM MANAGEMENT

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| Cognitive Learning Theory | | | | | | | | | | | | |
| Behavior Learning Theory | | | | | | | | | | | | |
| Development Theories and their Applications | | | | | | | | | | | | |
| Information Processing Theory | | | | | | | | | | | | |
| Exceptional Children Identification and Appropriate Methodology | | | | | | | | | | | | |
| Assessment | | | | | | | | | | | | |
| Educational Psychology Research | | | | | | | | | | | | |

ASSIGNMENTS RELEVANT TO CLASSROOM MANAGEMENT

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| Motivation and Behavior Reflection | | | | | | | ✓ | | | | | ✓ |
|------------------------------------|--|--|--|--|--|--|---|--|--|--|--|---|

ASSIGNMENTS NOT RELEVANT TO CLASSROOM MANAGEMENT

| | | | | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|--|--|--|--|
| Language, Physical, and Social Development Reflection | | | | | | | | | | | | |
| Individual Differences of Learners Reflection | | | | | | | | | | | | |
| Service Learning Project and Reflection | | | | | | | | | | | | |

* These represent topics to be covered because lectures were not included on the syllabus.

Textbook relevant to classroom management:

Woolfolk, A. (2010) *Educational psychology* (11th Ed.). Upper Saddle River, NJ: Merrill.

Note: Syllabus does not specify which chapters are covered; therefore, the assumption is that all chapters are covered.

| Topic | How addressed |
|-------------------------------|---|
| Rules/Standards of behavior | Ch 12 <i>Creating a Learning Environment</i> , Sec. Routines and Rules Required (p. 422). Ch 12 Discussion of rules: "Unlike routines, rules are often written down and posted, because rules specify expected and forbidden actions in the class" (pp. 422-24). |
| Routines & Procedures | Ch 12 <i>Creating a Learning Environment</i> , Sec. Routines and Rules Required (p. 422). Ch 12 Discussion of "Getting Started: The First Weeks of Class" (pp. 429-31). |
| Praise/Positive reinforcement | Ch 6 <i>Behavioral Views of Leadership</i> , Sec. Reinforcing with Attention, Sec. Selecting Reinforcers (p. 208). Ch 6 Brief discussion of "When the consequence that strengthens a behavior is the appearance (addition) of a new stimulus, the situation is defined as positive reinforcement" (pp. 201-03). Ch 6 Discussions of "reinforcing with teacher attention," "selecting reinforcers," "shaping," and "positive practice" (pp. 207-10). |
| Engagement | Ch 12 <i>Creating a Learning Environment</i> , Sec. Encouraging Engagement (p. 431). |

| | |
|--|--|
| Student misbehavior | Ch 12 <i>Creating Learning Environment</i> , Sec. Dealing With Discipline Problems (p. 434). Ch 12 Discussion of consequences (pp. 424-5) Ch 12 Discussion of “stopping problems quickly”; “bullying and cyber-bullying”; “special problems with high school students” (pp. 434-9). Ch 6 Discussion of distinction between “presentation punishment” and “removal punishment” (pp. 203-4). Ch 6 Section on “Handling Undesirable Behavior,” including discussion of “negative reinforcement”; “reprimands”; “response cost”; “social isolation”; “some cautions about punishment” (pp. 210-12). Ch 6 Discussion of group consequences, severe misbehavior, etc. (pp. 214-17). |
| Least intrusive means/ Proactive strategies | Ch 12 <i>Creating Learning Environment</i> , Sec. Prevention is the Best Medicine (p. 432). Ch 6 Brief discussion of cueing and prompting (p. 206). |
| Physical environment | Ch 12 <i>Creating Learning Environment</i> , Sec. Planning Spaces for Learning (p. 427). |
| Motivation | Ch 11 <i>Motivation in Learning and Teaching</i> (pp. 376-419). Ch 11 Especially “intrinsic and extrinsic motivation” and “five general approaches to motivation” (pp. 377-79). Ch 6 Brief discussion of “motivation and reinforcement” (p. 222). |
| Parent/Community involvement | Ch 3 <i>The Self, Social, and Moral Development</i> , Sec. Families Ch 14 <i>Classroom Assessment, Grading, and Testing</i> , Sec. Beyond Grading, Communicating w/ Parents (p 516). |
| Diversity/Cultural factors | Ch 5 Culture and Diversity (p. 158). Ch 5 Discussion of: “Today’s Diverse Classrooms”; “Economic and Social Class Differences”; “Ethnicity and Race in Teaching and Learning”; “Language Differences in the Classroom”; “Gender in Teaching and Learning” (pp. 158-81). |
| Social/Emotional factors | Ch 3 <i>The Self, Social, and Moral Development</i> , Sub Sec. Academic and Personal Caring (p. 74). Ch 3 Discussion of peers: “crowds and cliques”; “peer aggression”; “bullies”; etc. (pp. 70-75). Ch 4 Discussion also of IDEA, learning challenges, gifted & talented (pp. 124-48). |
| Other (specify) | |

Program D

Course: Student Teaching Seminar

Classroom management strategies

| Big Five | | | | | Other strategies | | | | | | | | |
|-----------------------------|-----------------------|-------------------------------|------------|---------------------|--|----------------------|------------|------------------------------|----------------------------|--------------------------|---|--|--|
| Rules/Standards of behavior | Routines & Procedures | Praise/Positive reinforcement | Engagement | Student misbehavior | Least intrusive means/Proactive strategies | Physical environment | Motivation | Parent/Community involvement | Diversity/Cultural factors | Social/Emotional factors | Other (e.g., school management plans, student responsibility) | Classroom management: General references | |

LECTURES RELEVANT TO CLASSROOM MANAGEMENT *

| | | | | | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|--|--|--|--|---|
| Portfolio, Assessment, Classroom Management | | | | | | | | | | | | | ✓ |
| Individual Behavior, Modifications, Work Sample | | | | | | | | | | | | | ✓ |

LECTURES NOT RELEVANT TO CLASSROOM MANAGEMENT

| | | | | | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Housekeeping Handbook, Legal Aspect, Work Sample, Diversity, Demographics | | | | | | | | | | | | | |
| Pre/Post Chart & Tables, Legal Aspects, Interviewing Strategies (Todd Essary) | | | | | | | | | | | | | |
| Public School Administrator Panel, Licensure (Terri Curry) | | | | | | | | | | | | | |



Classroom management strategies

| Big Five | | | | | Other strategies | | | | | | | |
|-----------------------------|-----------------------|-------------------------------|------------|---------------------|---|----------------------|------------|------------------------------|----------------------------|--------------------------|---|--|
| Rules/Standards of behavior | Routines & Procedures | Praise/Positive reinforcement | Engagement | Student misbehavior | Least intrusive means/ Proactive strategies | Physical environment | Motivation | Parent/Community involvement | Diversity/Cultural factors | Social/Emotional factors | Other (e.g., school management plans, student responsibility) | Classroom management: General references |

ASSIGNMENTS RELEVANT TO CLASSROOM MANAGEMENT

| | | | | | | | | | | | | |
|------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|
| Functional Behavior Analysis | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
|------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|

ASSIGNMENTS NOT RELEVANT TO CLASSROOM MANAGEMENT

| | | | | | | | | | | | | |
|-------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| School Environment Assignment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Work Sample | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

No textbook relevant to classroom management assigned in this course.

Program D

Student teaching observation/evaluation instruments

Instrument title:

Student Teaching Evaluation

| Strategy | How addressed |
|---|--|
| Rules/Standards of behavior | "Classroom environment: Establishes and maintains consistent standards of classroom behavior." |
| Routines & Procedures | Not addressed |
| Praise/Positive reinforcement | Not addressed |
| Engagement | Not addressed |
| Student misbehavior | Not addressed |
| Least intrusive means/ Proactive strategies | Not addressed |
| Physical environment | Not addressed |
| Motivation | Not addressed |
| Parent/Community involvement | Not addressed |
| Diversity/Cultural factors | "Classroom environment: Shows a willingness to work with students from different cultures, different socioeconomic levels, and different learning levels." |
| Social/Emotional factors | "Classroom environment: Establishes and maintains rapport with students." |
| Other (specify) | |

Program E: Graduate elementary

| | | Classroom management strategies | | | | | | | | | | | | |
|--|-----------------------------------|--|-----------------------|-------------------------------|------------|---------------------|--|----------------------|------------|------------------------------|----------------------------|--------------------------|---|--|
| | | Big Five | | | | | Secondary strategies | | | | | | | Classroom management: General references |
| | | Rules/Standards of behavior | Routines & Procedures | Praise/Positive reinforcement | Engagement | Student misbehavior | Least intrusive means/Proactive strategies | Physical environment | Motivation | Parent/Community involvement | Diversity/Cultural factors | Social/Emotional factors | Other (e.g., school management plans, student responsibility) | |
| Child Development and Program Design in Childhood Settings Grades 1-6 | ≥1 Lecture | | | | | | | | | | ✓ | ✓ | | ✓ |
| | ≥1 Assignment: pencil and paper | | | | | | | | | | | | ✓ | ?* |
| | ≥1 Assignment: practice | | | | | | | | | | | | | ?* |
| | Textbook | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | |
| Supervised Student Teaching Grades 1-6 | ≥1 Lecture | No coursework that addresses classroom management. | | | | | | | | | | | | |
| | ≥1 Assignment: pencil and paper | | | | | | | | | | | | | |
| | ≥1 Assignment: practice | | | | | | | | | | | | | |
| | Textbook | | | | | | | | | | | | | |
| Student Teaching | Observation/evaluation instrument | ✓ | ✓ | | | | | | | ✓ | | ✓ | | |

* A classroom observation report is required, but no specific details are provided.

Program E

Course: Child Development and Program Design in Childhood Settings Grade 1-6

Classroom management strategies

| | Big Five | | | | | Other strategies | | | | | | |
|--|-----------------------------|-----------------------|-------------------------------|------------|---------------------|--|----------------------|------------|------------------------------|----------------------------|--------------------------|---|
| | Rules/Standards of behavior | Routines & Procedures | Praise/Positive reinforcement | Engagement | Student misbehavior | Least intrusive means/Proactive strategies | Physical environment | Motivation | Parent/Community involvement | Diversity/Cultural factors | Social/Emotional factors | Other (e.g., school management plans, student responsibility) |

LECTURES RELEVANT TO CLASSROOM MANAGEMENT

| | | | | | | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|--|---|---|--|--|---|
| Classroom Management (online session) | | | | | | | | | | | | | | ✓ |
| The Learning Environment and Meeting students needs in a diverse society | | | | | | | | | | ✓ | ✓ | | | |
| Educational Philosophy (online session) | | | | | | | | | | | | | | ✓ |



Classroom management strategies

| Big Five | | | | | Other strategies | | | | | | | |
|-----------------------------|-----------------------|-------------------------------|------------|---------------------|--|----------------------|------------|------------------------------|----------------------------|--------------------------|---|--|
| Rules/Standards of behavior | Routines & Procedures | Praise/Positive reinforcement | Engagement | Student misbehavior | Least intrusive means/Proactive strategies | Physical environment | Motivation | Parent/Community involvement | Diversity/Cultural factors | Social/Emotional factors | Other (e.g., school management plans, student responsibility) | Classroom management: General references |

LECTURES NOT RELEVANT TO CLASSROOM MANAGEMENT

| | | |
|--|--|--|
| Introduction and Reflective Action in Teaching | | |
| Educational Philosophy/Standards and Curriculum Planning | | |
| Evaluating Textbooks (online session) | | |
| City and State Ed Websites (online session) | | |
| Lesson Planning/ Authentic Teaching, Learning and Assessment (3 sessions) | | |
| Assessment and Rubrics | | |

ASSIGNMENTS RELEVANT TO CLASSROOM MANAGEMENT

| | | | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|--|---|---|
| <p>Educational Philosophy A philosophy of education is a statement of your beliefs as an educator... Feel free to include classroom environment and tone as well as pedagogical and instructional strategies. Some questions to help guide your thinking:</p> <ul style="list-style-type: none"> What are the values & principles that guide my teaching? What do I believe children need to succeed in school and in life? How do I meet those needs in the classroom? What is the most important goal I have for my students? How do I reach that goal in my classroom? | | | | | | | | | | ✓ | |
| <p>Portfolio Your portfolio will consist of a cohesive whole of the parts of this course. The following three parts should be presented in a professional manner in order to showcase your knowledge, skills and dispositions about teaching. You may enter samples of children's work or your own work in order to support yourself.</p> <ul style="list-style-type: none"> Part I: Educational Philosophy Part II: Classroom Observation Report | | | | | | | | | | | ? |
| <p>Classroom Observation Report The information you have gathered during your field observations will form the basis of an action research project, the Classroom Observation Report will be a final, formal summary of your work. A more detailed assignment information sheet will be handed out in class.</p> | | | | | | | | | | | ? |

ASSIGNMENTS NOT RELEVANT TO CLASSROOM MANAGEMENT

Taking Stock

Briefly describe how you have met the expected outcomes (as listed on the course outline) for this course. As you reflect consider: class activities and discussions, reading assignments, fieldwork, etc. For each outcome, explain how an activity, assignment, etc. contributed to your understanding. Do not simply list activities or assignments without explanation. "Taking Stock" will become part of your portfolio.

Textbook relevant to classroom management:

Eby, J., Herrell, A., & Jordan, M. (2005) *Teaching in the elementary school: A reflective action approach*. Upper Saddle River, NJ: Pearson Prentice Hall.

| Topic | How addressed |
|--|---|
| Rules/Standards of behavior | Ch 2 <i>Creating a Safe, Healthy, and Happy Classroom</i> , Sec. Establishing Rules and Consequences (p. 39). Ch 2 Discussion of teaching styles and the first day of school (pp. 31-38). Ch 2 Discussion of "establishing rules and consequences" (pp. 39-40). |
| Routines & Procedures | Ch 2 <i>Creating a Safe, Healthy, and Happy Classroom</i> , Sec. Diana's Reflective Process (p. 24). Ch 7 Discussion of "smooth transitions" (pp. 180-81). |
| Praise/Positive reinforcement | Ch 2 <i>Creating a Safe, Healthy, and Happy Classroom</i> , Sec. Using Positive Consequences and Rewards (p. 41). Ch 2 Discussion of "positive consequences and rewards" (pp. 41-42). |
| Engagement | Ch 8 <i>Engaging Students in Classroom Discussions</i> (p. 197). |
| Student misbehavior | Ch 2 <i>Creating a Safe, Healthy, and Happy Classroom</i> , Sec. Establishing Rules and Consequences (p. 39). Ch 2 Discussion of bullying, violence prevention, cheating and conflict resolution (pp. 44-47). |
| Least intrusive means/ Proactive strategies | Ch 1 <i>Reflective Action in Teaching</i> , Sec. Withitness (p. 6). Ch 1 Brief discussion of withitness (pp. 6-7). Ch 2 Very brief discussion of "gestures": "Teachers can use gestures to mean "stop," "continue," or "quiet, please" without interrupting their verbal instruction" (p. 39). |
| Physical environment | Ch 2 <i>Creating a Safe, Healthy, and Happy Classroom</i> , Sec. Organization Strategies (p. 28). Ch 2 Discussion of desk/seating arrangements (pp. 28-29). |
| Motivation | Ch 3 <i>Assessing and Meeting Students' Diverse Needs</i> , Sec. Building Self Esteem and Intrinsic Motivation (p. 62). Ch 7 Discussion of "getting students' attention" (pp. 177-78). |
| Parent/Community involvement | Ch 2 <i>Creating a Safe, Healthy, and Happy Classroom</i> , Sec. Two Way Communication with Parents (p. 43). Ch 2 See discussion of "two-way communication with parents" (pp. 43-44). Ch 12 Sections include: "Parent-Teacher Conferences" and "Talking to Parents about Underachievement" (pp. 293-303). |
| Diversity/Cultural factors | Ch 3 <i>Assessing and Meeting Students Diverse Needs</i> , Sec. Professional Teaching Standards Related to Diversity (p. 57). Ch 3 Sections include: "Language Acquisition and the Classroom Teacher," "Building Self-Esteem and Intrinsic Motivation," and "Using Assessment Devices to Identify Students' Needs" (pp. 57-75). Ch 12 Discussion of "Teaching and Learning in a Multicultural Community" (pp. 303-4). |
| Social/Emotional factors | Not addressed |
| Other (specify) | |



Program E

Student teaching observation/evaluation instruments

Instrument titles:

Student Teacher/Intern Observation/Evaluation (College Supervisor); Student Teacher/Intern Observation/Evaluation (Cooperating/Mentor Teacher)

| Strategy | How addressed |
|--|---|
| Rules/Standards of behavior | "Standards of conduct are established and are clear to all students." |
| Routines & Procedures | "Well-established routines are evident and maximize instructional time." |
| Praise/Positive reinforcement | Not addressed |
| Engagement | Not addressed |
| Student misbehavior | Not addressed |
| Least intrusive means/ Proactive strategies | Not addressed |
| Physical environment | Not addressed |
| Motivation | Not addressed |
| Parent/Community involvement | "Teacher candidate practices effective human relations and communication skills with colleagues, parents, and/or children." |
| Diversity/Cultural factors | Not addressed |
| Social/Emotional factors | No (indicator relates to respect for diversity in school community, not to diversity within the classroom) |
| Other (specify) | "Student/teacher interactions are caring and respectful." "Teacher candidate maintains a positive relationship with all students and shows sensitivity toward individual students' needs." |

Program F: Graduate elementary

Classroom management strategies

| | | Big Five | | | | | Secondary strategies | | | | | | | Classroom management: General references |
|--|-----------------------------------|---|-----------------------|-------------------------------|------------|---------------------|--|----------------------|------------|------------------------------|----------------------------|--------------------------|---|--|
| | | Rules/Standards of behavior | Routines & Procedures | Praise/Positive reinforcement | Engagement | Student misbehavior | Least intrusive means/Proactive strategies | Physical environment | Motivation | Parent/Community involvement | Diversity/Cultural factors | Social/Emotional factors | Other (e.g., school management plans, student responsibility) | |
| Field Experience – Elementary Education | ≥1 Lecture | | ✓ | | | | | | | | | | ✓ | |
| | ≥1 Assignment: pencil and paper | ✓ | ✓ | | ✓ | ✓ | | ✓ | | | | | | |
| | ≥1 Assignment: practice | | | | | | | | | | | | | |
| | Textbook | No textbook relevant to classroom management. | | | | | | | | | | | | |
| Instruction and Assessment (Elementary Section) | ≥1 Lecture | | | | ✓ | | | | | ✓ | | ✓ | | ✓ |
| | ≥1 Assignment: pencil and paper | | | | | | | | | | | | | ✓ |
| | ≥1 Assignment: practice | | | | | | | | | | | | | ✓ |
| | Textbook #1* | | | | | | | ✓ | ? | ✓ | ✓ | | | |
| | Textbook #2** | | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Teaching Apprenticeship – Elementary Education | ≥1 Lecture | ✓ | ✓ | | ✓ | | ✓ | | | | ✓ | | ✓ | ?*** |
| | ≥1 Assignment: pencil and paper | Could not be determined. | | | | | | | | | | | | |
| | ≥1 Assignment: practice | Could not be determined. | | | | | | | | | | | | |
| | Textbook | ✓ | ✓ | **** | ✓ | ✓ | **** | ✓ | ✓ | | | | ✓ | |
| Field Practicum | ≥1 Lecture | No lectures relevant to classroom management. | | | | | | | | | | | | ✓ |
| | ≥1 Assignment: pencil and paper | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | ✓ |
| | ≥1 Assignment: practice | | | | | | | | | | | | | |
| | Textbook | No textbooks relevant to classroom management. | | | | | | | | | | | | |
| Field Project | ≥1 Lecture | No lectures relevant to classroom management.**** | | | | | | | | | | | | |
| | ≥1 Assignment: pencil and paper | | | | | | | | | | | | | ✓ |
| | ≥1 Assignment: practice | | | | | | | | | | | | | |
| | Textbook | No textbooks. | | | | | | | | | | | | |
| Student Teaching | Observation/evaluation instrument | ✓ | ✓ | **** | | ✓ | **** | | | | | ✓ | ✓ | |

* Only chapters 1-5 are covered on the syllabus (see textbook detail below).

** Chapter 4 is not covered on the syllabus (see textbook detail below).

*** Lecture entitled “Making more time for instruction” suggests that classroom management will be discussed.

**** NOTE: This indicator comes from an observation form for which the observer can select a few specific teacher behaviors to look for out of a long list; consequently, there is no guarantee that the teacher candidate will be observed on this specific behavior.

***** All lectures focus on study design, data collection methods, and related issues.



Program F

Course: Field Experience – Elementary Education

Classroom management strategies

| Big Five | | | | | Other strategies | | | | | | | |
|-----------------------------|-----------------------|-------------------------------|------------|---------------------|--|----------------------|------------|------------------------------|----------------------------|--------------------------|---|--|
| Rules/Standards of behavior | Routines & Procedures | Praise/Positive reinforcement | Engagement | Student misbehavior | Least intrusive means/Proactive strategies | Physical environment | Motivation | Parent/Community involvement | Diversity/Cultural factors | Social/Emotional factors | Other (e.g., school management plans, student responsibility) | Classroom management: General references |

LECTURES RELEVANT TO CLASSROOM MANAGEMENT

None (field experience only)

| | | | | | | | | | | | | |
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LECTURES NOT RELEVANT TO CLASSROOM MANAGEMENT

None (field experience only)

| | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|
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ASSIGNMENTS RELEVANT TO CLASSROOM MANAGEMENT

388X Field Placement – First Visit
 On the first visit, students will complete the “classroom observation” form. This asks students to observe and reflect about the classroom context – the arrangement of the classroom and materials available/ displayed.

| | | | | | | | | | | | | |
|---|--|--|--|--|--|---|--|--|--|--|--|---|
| ✓ | | | | | | ✓ | | | | | | ✓ |
|---|--|--|--|--|--|---|--|--|--|--|--|---|

Engagement Patterns Observation Form
 For 2 visits; students will spend approximately 20-30 minutes observing student on-task/off-task behavior.

| | | | | | | | | | | | | |
|--|--|--|---|---|--|--|--|--|--|--|--|--|
| | | | ✓ | ✓ | | | | | | | | |
|--|--|--|---|---|--|--|--|--|--|--|--|--|

EDIS 388X Teaching Behavior Observation Form

| | | | | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|--|--|--|---|
| ✓ | | | | | | | | | | | | ✓ |
|---|--|--|--|--|--|--|--|--|--|--|--|---|

Final Reflective Questionnaire

- The culminating assignment for 388X is a final reflective questionnaire essay designed to pull together the observation information.
- Students will briefly respond to prompts asking them to: a) describe this teacher’s instruction and management; b) discuss the relationship between this teachers’ instruction and behavior management and how they are inter-related; and c) how this teachers’ instruction and behavior management contribute to student learning outcomes (using specific examples from their learning partner).

The reflection should be 2-3 pages (double spaced).

| | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|---|
| | | | | | | | | | | | | ✓ |
|--|--|--|--|--|--|--|--|--|--|--|--|---|

ASSIGNMENTS NOT RELEVANT TO CLASSROOM MANAGEMENT

Field Log
 Students should fill out the weekly field log and give a general description of each visit

| | | | | | | | | | | | | |
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No textbook relevant to classroom management assigned in this course.

Program F

Course: Instruction and Assessment (elementary section)

Classroom management strategies

| Big Five | | | | | Other strategies | | | | | | | |
|-----------------------------|-----------------------|-------------------------------|------------|---------------------|---|----------------------|------------|------------------------------|----------------------------|--------------------------|---|--|
| Rules/Standards of behavior | Routines & Procedures | Praise/Positive reinforcement | Engagement | Student misbehavior | Least intrusive means/ Proactive strategies | Physical environment | Motivation | Parent/Community involvement | Diversity/Cultural factors | Social/Emotional factors | Other (e.g., school management plans, student responsibility) | Classroom management: General references |

LECTURES RELEVANT TO CLASSROOM MANAGEMENT

| | | | | | | | | | | | | |
|--|--|--|---|--|--|--|--|---|--|---|--|---|
| Dimensions of Good Teaching: Organizational Support – Behavior Management | | | | | | | | | | | | ✓ |
| Dimensions of Good Teaching: Emotional Support – Positive Climate | | | | | | | | | | ✓ | | |
| Dimensions of Good Teaching: Emotional Support – Negative Climate | | | | | | | | | | ✓ | | |
| Dimensions of Good Teaching: Emotional Support – Teacher Sensitivity and Reporting to Parents | | | | | | | | ✓ | | ✓ | | |
| Dimensions of Good Teaching: Student Engagement and Student Outcomes | | | ✓ | | | | | | | | | |

LECTURES NOT RELEVANT TO CLASSROOM MANAGEMENT

| | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Introduction: Semester Overview etc. | | | | | | | | | | | | |
| Dimensions of Good Teaching: Classroom Quality – Writing Lesson Plans | | | | | | | | | | | | |
| Dimensions of Good Teaching: Instructional Support – Concept Development | | | | | | | | | | | | |
| Dimensions of Good Teaching: Instructional Support – Quality of Feedback | | | | | | | | | | | | |
| Dimensions of Good Teaching: Instructional Support – Language Modeling | | | | | | | | | | | | |
| Dimensions of Good Teaching: Organizational Support – Productivity | | | | | | | | | | | | |
| Dimensions of Good Teaching: Organizational Support – Instructional Learning Formats | | | | | | | | | | | | |
| Dimensions of Good Teaching: Emotional Support – Regard for Student Perspectives (Differentiated Instruction) | | | | | | | | | | | | |
| Bringing it all Together | | | | | | | | | | | | |

ASSIGNMENTS RELEVANT TO CLASSROOM MANAGEMENT

| | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|---|
| An Instructional Unit is required (note 2 of the syllabus elaborates on this assignment) – The purpose of designing and teaching this unit is to...5. to identify and apply classroom management strategies | | | | | | | | | | | | ✓ |
|--|--|--|--|--|--|--|--|--|--|--|--|---|

ASSIGNMENTS NOT RELEVANT TO CLASSROOM MANAGEMENT

| | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Response paper: Peer Teaching #1: Concept Development or Concept Attainment | | | | | | | | | | | | |
| Response paper: Peer Teaching #2: Direct Instruction | | | | | | | | | | | | |
| Cooperative Learning Assessment Strategies | | | | | | | | | | | | |



Textbook relevant to classroom management:

Tomlinson, C.A. (1999) *The Differentiated classroom: Responding to the needs of all learners*. Alexandria, VA: Association for Supervision and Curriculum Development.

| Topic | How addressed |
|--|---|
| Rules/Standards of behavior | Not addressed |
| Routines & Procedures | <p>Ch 9 Brief discussion in the context of reflection on ways that classroom management is related to differentiation: "Were your directions clear? ... Did you specify the time for moving (to stations, centers, or small groups, for example)? Did you specify and reinforce the time allotted to settle down?"; "Did students make the transition to the next class or activity in a self-controlled way?" (pp. 98-99).</p> <p>Ch 9 Brief discussion of the need for "thoughtful directions," i.e. "how to let everyone know what to do without giving whole-group directions" (pp. 101-2).</p> <p>Ch 9 Brief discussion of the need for routines when students need help (p. 102).</p> <p>Ch 9 Brief discussion of the need to "establish start-up and wrap-up procedures" (p. 104).</p> |
| Praise/Positive reinforcement | Not addressed |
| Engagement | <p>Ch 5 <i>Good Instruction as a Basis for Differentiated Teaching</i>, Sec. 2 Essentials for Durable Learning: "Engagement happens when a lesson captures students' imagination" (p. 38).</p> <p>Ch 9 Very brief discussions on the need to reflect on student engagement and focus: "Which students seemed to be engaged in learning? Which were not? Do you know why in either case?" ... "As the activity or lesson progressed, how well did students remain focused?" (p. 98).</p> |
| Student misbehavior | Not addressed |
| Least intrusive means/ Proactive strategies | Ch 4 Very brief, non-specific discussion: "Children in every classroom need reminders about how to work and how to act. ... In healthy classrooms, however, discipline problems are rarely cataclysmic. ... In such environments, many of the tensions that lead to misbehavior are eliminated, or at least minimized." (p. 34). |
| Physical environment | <p>Ch 9 Very brief mention in the context of reflection on ways that classroom management is related to differentiation: "Were materials easily accessible?" (p. 98). [This aspect of materials seems related to physical environment, not routines.]</p> <p>Ch 9 Brief discussion of the usefulness of establishing "home base" seats where students "begin and end class every day" (p. 104).</p> <p>Ch 7 Brief discussion of the use of stations, but discussion is geared toward pedagogical concerns (pp. 62-5).</p> |
| Motivation | Ch 9 <i>How Do Teachers Make it Work</i> , Sec. Continue to Empower Students (p. 100). |
| Parent/Community involvement | Ch 9 Brief discussion of parent and community involvement is in of the context of "developing a support system" for differentiated instruction—not really geared toward classroom management concerns (pp. 105-7). |
| Diversity/Cultural factors | Ch 4 <i>Learning Environments that Support Differentiated Instruction</i> , Sec. Creating a Healthy Environment (p. 31). |
| Social/Emotional factors | Ch 4 <i>Learning Environments that Support Differentiated Instruction</i> , Sec. Creating a Healthy Environment (p. 31). |
| Other (specify) | |

Textbook relevant to classroom management:

Weinstein, C. S., & Mignano, A. J. (2003) *Elementary classroom management: Lessons from research and practice*. New York: McGraw Hill.

| Topic | How addressed |
|-----------------------------|---|
| Rules/Standards of behavior | <p>Ch 4 <i>Establishing Norms for Behavior</i>, Sec. Planning Norms for General Conduct: "Effective managers typically have three to six general rules of conduct. These rules describe the behaviors that are necessary if your classroom is to be a good place in which to live and work... First, rules should be reasonable and necessary. ... Second, rules need to be clear and understandable. ... rules should be consistent with instructional goals and with what we know about how people learn. ... Finally classroom rules need to be consistent with school rules." (pp. 101-6).</p> <p>Ch 4 <i>Establishing Norms for Behavior</i>, Sec. The First Few Days of School: Teaching Students How to Behave (pp. 108-112).</p> <p>Ch 4 <i>Establishing Norms for Behavior</i>, Sec. Different Approaches to Teaching Rules and Routines (pp. 114-21).</p> <p>Ch 4 <i>Establishing Norms for Behavior</i>, chapter summary (pp. 121-22).</p> |

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| Routines & Procedures | <p>Ch 4 <i>Establishing Norms for Behavior</i>, Sec. Planning Routines for Specific Situations: “Class-Running Routines: These are nonacademic routines that enable you to keep the classroom running smoothly. ... Lesson-Running Routines: These routines directly support instruction by specifying the behaviors that are necessary for teaching and learning to take place. ... Interaction Routines: These routines refer to the rules for talk...when talk is permitted and how it is to occur.” (pp. 106-8).</p> <p>Ch 4 <i>Establishing Norms for Behavior</i>, Sec. Teaching Routines for Specific Situations (pp. 112-4).</p> <p>Ch 4 <i>Establishing Norms for Behavior</i>, Sec. Different Approaches to Teaching Rules and Routines (pp. 114-21).</p> <p>Ch 4 <i>Establishing Norms for Behavior</i>, chapter summary (pp. 121-22).</p> <p>Ch 6 Discussion on “minimizing transition times” (pp. 179-84).</p> <p>Ch 6 Discussion on “managing pullouts as efficiently as possible” (pp. 191-94).</p> |
| Praise/Positive reinforcement | Not addressed |
| Engagement | Ch 6 <i>Making the Most of Classroom Time</i> , Sec. How Much Time is there Anyway (p. 171). |
| Student misbehavior | <p>Ch 11 <i>Protecting and Restoring Order</i>, Sec. Principles for Dealing with Inappropriate Behavior: “First disciplinary strategies must be consistent with the goal of creating a safe, caring classroom environment. ... Second, when you deal with misbehavior, it is essential to keep the instructional program going with a minimum of disruption. ... The third principle is that whether or not a particular action constitutes misbehavior depends on the context in which it occurs. ... The fourth principle emphasizes the importance of making sure the severity of the disciplinary strategy matches the misbehavior you are trying to eliminate.” (pp. 337-43).</p> <p>Ch 11 <i>Protecting and Restoring Order</i>, Sec. Selecting Penalties including: “Expressions of Disappointment... Loss of Privileges...Time- Out...Written Reflections on the Problem...Visits to the Principal’s Office... Detention...Contacting Parents.” Also, “Whenever possible, penalties should be logically related to the misbehavior.” (pp. 350-53).</p> <p>Ch 11 <i>Protecting and Restoring Order</i>, Sec. Imposing Penalties: “First, if you’re feeling really angry at a student, it’s a good idea to delay the discussion. ... Second, it’s essential to impose penalties privately, calmly, and quietly” (pp. 353-4).</p> <p>Ch 11 <i>Protecting and Restoring Order</i>, Sec. The Issue of Consistency (p. 355).</p> <p>Ch 11 <i>Protecting and Restoring Order</i>, Sec. Penalizing the Group for Individual Misbehavior (pp. 355-56).</p> <p>Ch 11 <i>Protecting and Restoring Order</i>, Sec. Dealing with Chronic Misbehavior, which includes “Resolving Conflicts through Problem Solving”, “Approaches Based on Principles of Behavior Modification”, and “Using an Ecosystemic Approach: Changing Problem Behavior by Reframing.” (pp. 358-66).</p> |
| Least intrusive means/ Proactive strategies | Ch 11 <i>Protecting and Restoring Order</i> , Sec. Dealing with Minor Misbehavior contains discussion of: nonverbal interventions (“Making eye contact, using hand signals, and moving closer to the misbehaving student...”) and verbal interventions (“nondirective verbal intervention”) (pp. 344-8). |
| Physical environment | <p>Ch 2 <i>Designing the Physical Environment</i> contains discussion of the “six functions of the classroom setting,” i.e. “security and shelter,” “social contact,” “symbolic identification,” “task instrumentality,” “pleasure,” and “growth.” (pp. 33-48).</p> <p>Ch 2 <i>Designing the Physical Environment</i>, Sec. The Teacher as Environmental Designer (pp. 48-51).</p> |
| Motivation | <p>Ch 7 <i>Enhancing Students’ Motivation</i>, Sec. Strategies for Increasing Expectations of Success (pp. 205-212).</p> <p>Ch 7 <i>Enhancing Students’ Motivation</i>, Sec. Enhancing the Value of the Task (pp. 212-221).</p> |
| Parent/Community involvement | Ch 5 <i>Working with Families</i> (pp. 127-69). |
| Diversity/Cultural factors | Ch 3 <i>Setting the Tone Building Safer, More Caring Classrooms</i> , Sec. Be Inclusive (p. 73). |
| Social/Emotional factors | <p>Ch 3 <i>Setting the Tone Building Safer, More Caring Classrooms</i>, Sec. Ways of Showing Care and Respect (p. 65).</p> <p>Ch 3 <i>Setting the Tone Building Safer, More Caring Classrooms</i>, Sec. Building Caring Relationships Among Students (p. 82).</p> |
| Other (specify) | Ch 13 <i>Preventing and Responding to Violence</i> (pp. 430-56). |



Program F

Course: Teaching Associateship – Elementary Education

Classroom management strategies

| Big Five | | | | | Other strategies | | | | | | | |
|-----------------------------|-----------------------|-------------------------------|------------|---------------------|--|----------------------|------------|------------------------------|----------------------------|--------------------------|---|--|
| Rules/Standards of behavior | Routines & Procedures | Praise/Positive reinforcement | Engagement | Student misbehavior | Least intrusive means/Proactive strategies | Physical environment | Motivation | Parent/Community involvement | Diversity/Cultural factors | Social/Emotional factors | Other (e.g., school management plans, student responsibility) | Classroom management: General references |

LECTURES RELEVANT TO CLASSROOM MANAGEMENT

School and Classroom in Context
 What do you know about the student population in your classroom and school? The curriculum? Your colleagues? What are the invisible/visible rules and routines in your classroom and school? How were rules established? What are some of the ways teachers set high expectations for students?

What is an effective lesson?
 How do you engage students? Judge the success of your teaching? What types of preassessments/end-of-lesson assessments are you using? How do you use the information collected to improve teaching and learning?

How have you and your CI worked to create a strong classroom culture?

How do you set and maintain high behavioral expectations?

What are some ways you maximize instructional time in your classroom?

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LECTURES NOT RELEVANT TO CLASSROOM MANAGEMENT

Introductions/Overview of Seminar/Supervisor assignments

Getting a Job. Start planning today!
Guest speaker – Hilary Kerner

Structuring and delivering your lessons

What challenges and successes have you had? What information guides your selection of objectives, instructional models, and assessments?

Is your pacing of lessons appropriate for students' needs?
 How can you tell? How do you manage "ragged" endings?

What techniques enable you to challenge students to think critically?
 How have you organized instruction to "stretch" students who perform at different levels?

What are your reactions to the chapter on how teachers can/must be reading teachers?

How much of your school day provides opportunities for students to read? What, if anything, might you do differently to increase students' opportunities to read?

Individual/small-group meetings.

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Classroom management strategies

| Big Five | | | | | Other strategies | | | | | | | | |
|---|-----------------------|-------------------------------|------------|---------------------|--|----------------------|------------|------------------------------|----------------------------|--------------------------|---|--|--|
| Rules/Standards of behavior | Routines & Procedures | Praise/Positive reinforcement | Engagement | Student misbehavior | Least intrusive means/Proactive strategies | Physical environment | Motivation | Parent/Community involvement | Diversity/Cultural factors | Social/Emotional factors | Other (e.g., school management plans, student responsibility) | Classroom management: General references | |
| From the teacher's perspective: How do teachers' interpretations of their actions compare to your own thinking about intervening with students in your current placement? SKPE discussion with Cambridge, England students | | | | | | | | | | | | | |
| Wrap up/dinner (Bavaro Hall). | | | | | | | | | | | | | |

ASSIGNMENTS RELEVANT TO CLASSROOM MANAGEMENT

None

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ASSIGNMENTS NOT RELEVANT TO CLASSROOM MANAGEMENT

Complete online assignments posted in Collab.

Implement Student Surveys and analyze the data according to TED guidelines.

Submit a one-page resume you can use during your search for employment.

Obtain at least two recommendations from individuals who have observed your teaching.

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Textbook relevant to classroom management:

Lemov, D. (2010) *Teach like a champion: 49 techniques that put students on the path to college*. San Francisco: Jossey-Bass.

| Topic | How addressed |
|-------------------------------|--|
| Rules/Standards of behavior | <p>Ch 6 <i>Setting and Maintaining High Behavioral Expectations</i>: Discussion of the "100 Percent" principle: "There's one acceptable percentage of students following a direction: 100 percent. Less, and your authority is subject to interpretation, situation, and motivation" (pp. 167-70).</p> <p>Ch 6 <i>Setting and Maintaining High Behavioral Expectations</i>: Discussion of the principle of "threshold": "The most important moment to set expectations in your classroom is the minute when your classroom students enter...The first minute, when students cross the threshold into the classroom, you must remind them of the expectations" (pp. 197-8).</p> |
| Routines & Procedures | <p>Ch 5 Discussion of the Entry Routine: "Entry Routine is about making a habit out of what's efficient, productive and scholarly after the greeting and as students take their seats and class begins" (p. 151).</p> <p>Ch 5 "Students should never have to ask themselves, "What am I supposed to be doing?" when they enter your classroom...Do Now, a short activity that you have written on the board or is waiting at their desks before they enter" (p. 152).</p> <p>Ch 5 Discussion of transitions: "Having quick and routine transitions that students can execute without extensive narration by the teacher—that is, Tight Transitions—is a critical piece of any highly effective classroom" (p. 153).</p> |
| Praise/Positive reinforcement | <p>Ch 7 Discussion of "Precise Praise." Key principles are: "Differentiate acknowledgment and praise"; "Praise (and acknowledge) loud; fix soft."; and "Praise must be genuine." (pp. 210-213).</p> <p>Ch 7 Extended discussion of "positive framing," which may be considered relevant but is explicitly distinguished from reinforcement of positive behavior. Its key principles are: "Live in the now"; "assume the best"; "Allow plausible anonymity"; "Build momentum, and narrate the positive"; "Challenge!"; and "Talk expectations and aspirations" (pp. 204-9).</p> <p>Ch 5 Discussion of "props"—public praise for students who demonstrate excellence or exemplify virtues" (pp. 163-5). [Examples seem geared toward rewarding academic achievement, not proper behavior.]</p> |



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| Engagement | Ch 3 Brief discussion of “the hook”, i.e. initiating student interest & attention (pp. 75ff.). |
| | Ch 3 Discussion of circulation and engagement: “If you’re teaching actively...make frequent verbal and nonverbal interventions...as you circulate” (p. 86). |
| | Ch 4 <i>Engaging Students in Your Lessons</i> , addresses various engagement techniques: “Cold Call”; “Call and Response”; “Pepper”; “Wait Time”; “Everybody Writes”; “Vegas” (pp. 111ff-141ff). |
| | Ch 5 Discussion of the SLANT technique: “Five key behaviors that maximize students’ ability to pay attention are in the acronym SLANT...Sit up; Listen; Ask and answer questions; Nod your head; Track the speaker” (p. 159). |
| Student misbehavior | Ch 6 Brief discussion of consequences: “...if a situation cannot be addressed quickly and successfully without a consequence, the consequence must be given so that instruction is not interrupted” (p. 174). |
| | Ch 6 Extended discussion about distinguishing between “incompetence” and “deviance” (see pp. 180-2). |
| | Ch 6 Extended discussion of the “no warnings” principle: “act early”; “act reliably”; “act proportionately”; “Giving a warning is not taking action; it is threatening that you might take an action and therefore is counterproductive” (pp. 199-201). |
| Least intrusive means/ Proactive strategies | Ch 6 Brief discussion of “nonverbal intervention”: “Gesture to or eye contact with off-task students while doing something else, preferably teaching the others” (p. 172). |
| | Ch 6 Discussion of circulation and engagement: “If you’re teaching actively...make frequent verbal and nonverbal interventions...as you circulate” (p. 86). |
| Physical environment | Ch 2 <i>Planning to Ensure Academic Achievement</i> , Sec. Draw the Map (p. 67). |
| Motivation | Ch 7 <i>Building Trust and Character</i> , Sec. Positive Framing (p. 204). |
| Parent/Community involvement | Not addressed |
| Diversity/Cultural factors | Not addressed |
| Social/Emotional factors | Ch 7 <i>Building Trust and Character</i> , Sec. Emotional Constancy (p. 219). |
| Other (specify) | |

Program F

Course: *Field Practicum*

Classroom management strategies

| Big Five | | | | | Other strategies | | | | | | | |
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| Rules/Standards of behavior | Routines & Procedures | Praise/Positive reinforcement | Engagement | Student misbehavior | Least intrusive means/ Proactive strategies | Physical environment | Motivation | Parent/Community involvement | Diversity/Cultural factors | Social/Emotional factors | Other (e.g., school management plans, student responsibility) | Classroom management: General references |

LECTURES RELEVANT TO CLASSROOM MANAGEMENT

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| Observing the Teacher's Management System | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
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LECTURES NOT RELEVANT TO CLASSROOM MANAGEMENT

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| Learning about the Classroom | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Observing Teacher Language | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Observing Teacher Instruction | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Observing Children | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Observing Content Instruction | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Read aloud fiction | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Read aloud nonfiction | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Classroom management strategies

| Big Five | | | | | Other strategies | | | | | | | |
|-----------------------------|-----------------------|-------------------------------|------------|---------------------|---|----------------------|------------|------------------------------|----------------------------|--------------------------|---|--|
| Rules/Standards of behavior | Routines & Procedures | Praise/Positive reinforcement | Engagement | Student misbehavior | Least intrusive means/ Proactive strategies | Physical environment | Motivation | Parent/Community involvement | Diversity/Cultural factors | Social/Emotional factors | Other (e.g., school management plans, student responsibility) | Classroom management: General references |
| Conduct a content lesson | | | | | | | | | | | | |

ASSIGNMENTS RELEVANT TO CLASSROOM MANAGEMENT

Observing the Teacher's Management Systems

Organization (Materials, time used efficiently)

- Physical Arrangement
- Behavioral considerations
- Teacher is visible at all times
- Clear expectations regarding acceptable behavior
- Positive Reinforcement is used
- Students are clear regarding positive and negative consequences

Observing a Content Lesson

Wait 2-3 minutes for the activity to begin, then cycle through each student, making a check if the student is engaged and leaving the space blank if the student is not engaged.

Observing the Classroom Management: Rules

What rules do children seem to follow? How does the teacher reinforce these procedures?

Conduct a content lesson

In this half-page box, reflect on your lesson success. ...How did your management system work?

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ASSIGNMENTS NOT RELEVANT TO CLASSROOM MANAGEMENT

Observing Teacher Language

Observing Teacher instruction

Observing Children

Read aloud nonfiction

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No textbooks relevant to classroom management assigned in this course.



Program F

Course: Field Project

Classroom management strategies

| Big Five | | | | | Other strategies | | | | | | | |
|-----------------------------|-----------------------|-------------------------------|------------|---------------------|--|----------------------|------------|------------------------------|----------------------------|--------------------------|---|--|
| Rules/Standards of behavior | Routines & Procedures | Praise/Positive reinforcement | Engagement | Student misbehavior | Least intrusive means/Proactive strategies | Physical environment | Motivation | Parent/Community involvement | Diversity/Cultural factors | Social/Emotional factors | Other (e.g., school management plans, student responsibility) | Classroom management: General references |

LECTURES RELEVANT TO CLASSROOM MANAGEMENT

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| None | | | | | | | | | | | | |
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LECTURES NOT RELEVANT TO CLASSROOM MANAGEMENT

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| All lectures relate to study design, data collection methods, and related issues. | | | | | | | | | | | | |
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ASSIGNMENTS RELEVANT TO CLASSROOM MANAGEMENT

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| <p>The Case Study The goal of these observations is to note specific learning and emotional strengths and needs, academic and social behavior in class, etc.</p> | | | | | | | | | | | | ✓ |
| <p>Final Paper The Case Studies: You will do three case studies. Two will be mini-studies; one will be in-depth. For each case, provide contextual information about the student (demographics, class behaviors, etc.); what you learned about each student; and how you learned about each student.</p> | | | | | | | | | | | | ✓ |
| <p>Final Presentation This formal presentation is the culmination of your field project.</p> | | | | | | | | | | | | ✓ |

ASSIGNMENTS NOT RELEVANT TO CLASSROOM MANAGEMENT

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| <p>Research Exercise #1: Identification of Students</p> | | | | | | | | | | | | |
| <p>Research Exercise #2: Observation Activity Conduct a 10-minute observation of one person in a social situation.</p> | | | | | | | | | | | | |
| <p>Research Exercise #3: Interview Protocol Interview your Clinical Instructor regarding the three students you are studying.</p> | | | | | | | | | | | | |
| <p>Research Exercise #4: Best Practice Literature Find at least three published sources, including one empirical study, relevant to the cases you are studying.</p> | | | | | | | | | | | | |
| <p>Research Exercise #5: Student Work Sample Examine student work in order to collect evidence/learn more about student learning.</p> | | | | | | | | | | | | |

No textbook relevant to classroom management assigned in this course.

Program F

Student teaching observation/evaluation instruments

Instrument titles:

Teaching Associate Midterm Evaluation; Teaching Associate Final Evaluation; Collaborative Assessment Log; Collaborative Assessment Log Feedback Guide; Elementary Descriptors for My Teaching Partner – Classroom Assessment Scoring System (CLASS); Behavioral Observation Form; Engagement Patterns Observational Form; Verbatim Observation Form; Open Observation Form

| Strategy | How addressed |
|--|---|
| Rules/Standards of behavior | "Enforces classroom rules; reminds students of rules." "Makes management and behavioral expectations clear." |
| Routines & Procedures | "Manages classroom procedures to maximize academic learning time." |
| Praise/Positive reinforcement | "Gives specific behavior praise." |
| Engagement | Not addressed |
| Student misbehavior | "Consistent with consequences (follows through)." "Makes management and behavioral expectations clear (e.g., responds to inappropriate behavior, implements behavior management plan when appropriate)." |
| Least intrusive means/ Proactive strategies | "Uses surface level management techniques (proximity, redirect, "the look," calls student's name, states expected behavior)." |
| Physical environment | Not addressed |
| Motivation | Not addressed |
| Parent/Community involvement | No (parental involvement is related to student learning only). |
| Diversity/Cultural factors | "Shows respect for student's varied talents, perspectives and background." |
| Social/Emotional factors | "Develops and maintains rapport with students." |
| Other (specify) | |



Program G: Graduate secondary

Classroom management strategies

| | | Big Five | | | | | Secondary strategies | | | | | | | Classroom management: General references |
|--|-----------------------------------|---|-----------------------|-------------------------------|------------|---------------------|--|----------------------|------------|------------------------------|----------------------------|--------------------------|---|--|
| | | Rules/Standards of behavior | Routines & Procedures | Praise/Positive reinforcement | Engagement | Student misbehavior | Least intrusive means/Proactive strategies | Physical environment | Motivation | Parent/Community involvement | Diversity/Cultural factors | Social/Emotional factors | Other (e.g., school management plans, student responsibility) | |
| Classroom Organization and Management | ≥1 Lecture | ✓ | ✓ | | | ✓ | | | | | | ✓ | ✓ | |
| | ≥1 Assignment: pencil and paper | | | | | | | | | | | | | ✓ |
| | ≥1 Assignment: practice | | | | | | CBD | | CBD | CBD | CBD | | CBD | |
| | Textbook #1 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | |
| | Textbook #2 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Secondary Teaching: School Internship I and Seminar | ≥1 Lecture | No coursework that addresses classroom management. *,** | | | | | | | | | | | | |
| | ≥1 Assignment: pencil and paper | No coursework that addresses classroom management. *,** | | | | | | | | | | | | |
| | ≥1 Assignment: practice | No coursework that addresses classroom management. *,** | | | | | | | | | | | | |
| | Textbook | No coursework that addresses classroom management. *,** | | | | | | | | | | | | |
| School Internship II and Seminar | ≥1 Lecture | No coursework that addresses classroom management. | | | | | | | | | | | | |
| | ≥1 Assignment: pencil and paper | No coursework that addresses classroom management. | | | | | | | | | | | | |
| | ≥1 Assignment: practice | No coursework that addresses classroom management. | | | | | | | | | | | | |
| | Textbook | No coursework that addresses classroom management. | | | | | | | | | | | | |
| Student Teaching | Observation/evaluation instrument | ✓ | | | | | | ✓ | | ✓ | ✓ | ✓ | | ✓ |

CBD means “could not be determined”

* Course has one lecture titled “Parent Involvement” but there is nothing to indicate that this relates to classroom management.

** Detailed assignment descriptions are not provided. However, beyond a reference to “learning environments” the syllabus has no mention of student behavior or classroom management, lending credibility to the assumption that the assignments do not address classroom management beyond any indicators included on the student teaching observation/evaluation instruments.

Program G

Course: Classroom Organization and Management

Classroom management strategies

| Big Five | | | | | Other strategies | | | | | | | |
|-----------------------------|-----------------------|-------------------------------|------------|---------------------|--|----------------------|------------|------------------------------|----------------------------|--------------------------|---|--|
| Rules/Standards of behavior | Routines & Procedures | Praise/Positive reinforcement | Engagement | Student misbehavior | Least intrusive means/Proactive strategies | Physical environment | Motivation | Parent/Community involvement | Diversity/Cultural factors | Social/Emotional factors | Other (e.g., school management plans, student responsibility) | Classroom management: General references |

LECTURES RELEVANT TO CLASSROOM MANAGEMENT

| | | | | | | | | | | | | |
|---------------------------------|---|---|--|---|--|--|--|--|--|---|---|--|
| Rules and Procedures | ✓ | ✓ | | | | | | | | | | |
| Discipline and Consequences | | | | ✓ | | | | | | | | |
| Teacher – Student Relationships | | | | | | | | | | ✓ | | |
| Student Responsibility | | | | | | | | | | | ✓ | |
| Getting Off to a Good Start | | ✓ | | | | | | | | | | |

LECTURES NOT RELEVANT TO CLASSROOM MANAGEMENT

| | | | | | | | | | | | | |
|--------------|---------------------|--|--|--|--|--|--|--|--|--|--|--|
| Introduction | [Orange background] | | | | | | | | | | | |
| Mental Set | [Orange background] | | | | | | | | | | | |

ASSIGNMENTS RELEVANT TO CLASSROOM MANAGEMENT

| | | | | | | | | | | | | |
|------------------------------------|--|--|--|--|--|--|--|--|--|--|--|---|
| Comprehensive Management Plan* | | | | | | | | | | | | ✓ |
| Research paper | | | | | | | | | | | | ✓ |
| Module response papers to readings | | | | | | | | | | | | ✓ |

ASSIGNMENTS NOT RELEVANT TO CLASSROOM MANAGEMENT

| | | | | | | | | | | | | |
|------|---------------------|--|--|--|--|--|--|--|--|--|--|--|
| None | [Orange background] | | | | | | | | | | | |
|------|---------------------|--|--|--|--|--|--|--|--|--|--|--|

* Assignments do not provide detail, but we assume they all relate to classroom management. The specific topics addressed cannot be determined.

Textbook relevant to classroom management:

Marzano, R. J. (2003) *Classroom management that works: Research-based strategies for every teacher*. Alexandria, VA: Association for Supervision and Curriculum Development.

NOTE: Syllabus does not specify which chapters are covered; therefore, the assumption is that all are covered

| Topic | How addressed |
|-------------------------------|--|
| Rules/Standards of behavior | Ch 2 <i>Rules and Procedures</i> : discussion of the “research and theory”; “general classroom behavior” including different sets of recommended rules for elementary and secondary levels; rules and procedures for the beginning of the school day or period (pp. 15-21). |
| Routines & Procedures | Ch 2 <i>Rules and Procedures</i> : Discussion of the “research and theory” (pp. 15-17). Ch 2 Discussion of transitions (pp 21-22). |
| Praise/Positive reinforcement | Ch 3 <i>Disciplinary Interventions</i> : discussion that “Tangible Recognition” “involves any type of concrete recognition or reward provided by the teacher” (pp. 36-37). Ch 6 <i>The Student’s Responsibility for Management</i> , Sec. Phase 1, Record Keeping and Contingent Rewards (p. 86). |



| | |
|--|--|
| Engagement | Ch 1 <i>The Critical Role of Classroom Management</i> , Sec. Meta-Analysis and Classroom Management: "...Classes in which effective classroom management techniques are used have engagement rates for students that are .617 standard deviations higher than the engagement rates in classes where effective management techniques are not employed. This translates into a 23-percentile-point increase in engagement" (p. 10). |
| Student misbehavior | Ch 3 <i>Disciplinary Interventions</i> : "If a student does not respond to the more subtle interventions, simply tell the student to stop the inappropriate behavior." (p. 35). Ch 3 Discussion of "direct cost" interventions; group contingency (pp. 37-39). Ch 8 Discussion of the need to "Establish clear school-wide rules and procedures regarding specific types of misbehavior" and "Establish and enforce appropriate consequences for specific types of misbehavior" (pp. 108-112). |
| Least intrusive means/ Proactive strategies | Ch 3 <i>Disciplinary Interventions</i> : discussion of nonverbal techniques including "eye contact," and "a physical signal such as a finger" (p. 35). Ch 5 Possibly relevant discussion of "withitness" (pp. 67-84). |
| Physical environment | Ch 7 Discussion of the "action step": "Arrange and decorate your room in a manner that supports effective classroom management" (pp. 94-98). Ch 8 Possibly related/relevant discussion of the need to "Establish rules and procedures for behavioral problems that might be caused by the school's physical characteristics or the school's routines" (pp. 106-108). |
| Motivation | Not addressed |
| Parent/Community involvement | Ch 3 <i>Disciplinary Interventions</i> , Sec. Home Contingency (p. 39). |
| Diversity/Cultural factors | Ch 4 Brief discussion of "severe problems facing students"—e.g. homelessness, alcoholism, incarcerated parents, ADHD, abuse, poverty (pp. 46-47). |
| Social/Emotional factors | Ch 4 Brief discussion of "severe problems facing students"—e.g. homelessness, alcoholism, incarcerated parents, ADHD, abuse, poverty (pp. 46-47). |
| Other (specify) | Ch 4 <i>Teacher Student Relationships</i> , Sec. Taking a Personal Interest in Students (p. 53). Ch 4 Discussion of techniques for asserting teacher dominance (p. 49ff). |

Textbook relevant to classroom management:

Marzano, R. J., Gaddy, B. B., Foseid, M. C., Foseid, M. P., & Marzano, J. S. (2009) *A handbook for classroom management that works*. Upper Saddle River, NJ: Pearson.

Note: Syllabus does not specify which chapters are covered; therefore, the assumption is that all are covered.

| Topic | How addressed |
|-------------------------------|---|
| Rules/Standards of behavior | Ch 1 Section 1: discussion of "establishing overall classroom rules and procedures" on pp. 11-14; behavioral expectations for group work (pp. 24-25). Ch 6 Modules 22 & 23: Discussion of rules and procedures for the first day of school and for the first two weeks of school on (pp. 142-44, 146-4). Ch 7 Module 24: Discussion of school-level rules and discipline (pp. 155-65). |
| Routines & Procedures | Ch 1 <i>Rules and Procedures</i> , Sec. Establishing Overall Classroom Rules and Procedures (p. 11). Ch 1 Section 1: discussion of the beginning of day and period routines/procedures: "We recommend the following strategies: Beginning with a balance of learning and "administrivia"; Establishing shared activities that reinforce class unity; Ending with activities that reinforce learning and discipline" (pp. 15-17). Ch 1 Discussion of Transitions and interruptions: "A useful strategy for transitions and interruptions is to establish rules and procedures for recurring situations..." (pp. 18-20). Ch 1 Discussion of use of materials & equipment: "Regardless of students' age or the type of classroom, we recommend the following strategies: Establishing rules and procedures for common classroom materials and equipment; Establishing rules and procedures for specialty materials and equipment" (pp. 21-3). Ch 6 Modules 22 & 23: Discussion of rules and procedures for the first day of school and for the first two weeks of school on (pp. 142-44, 146-4). |
| Praise/Positive reinforcement | Ch 2 <i>Discipline and Consequences</i> , Sec. Tangible Rewards, Verbal Praise and Critique (p. 44). Ch 2 Section 2. Discussion of "reactions that reinforce appropriate behavior": "short verbal affirmations", "smiles, winks and other signals", and "catching students being good"; also discussion of "tangible rewards" (pp. 41-44). |
| Engagement | Ch 1 <i>Rules and Procedures</i> , Sec. Engaging Students as Leaders During Transitions and Interruptions: limited discussion (p. 20). |

| | |
|--|--|
| Student misbehavior | Ch 2 Section 2: Discussion of “direct cost” techniques (pp. 45-46). Ch 5 Module 20: “Strategies for Conflict Prevention and Resolution.” (pp. 123-131). See also discussion of school-level rules and discipline in Module 24 (pp. 155-65). |
| Least intrusive means/ Proactive strategies | Ch 4 Section 2: Discussion of “eye contact”, “subtle gestures”, and “heading students off” (p. 41). Possibly related: discussion of “withitness” on pp. 84-86. |
| Physical environment | Ch 6 Discussion of “organizing and preparing the physical space” (pp. 135-38). |
| Motivation | Not addressed |
| Parent/Community involvement | Ch 2 Discussion of “home contingency” (pp. 50-52). |
| Diversity/Cultural factors | Not addressed |
| Social/Emotional factors | Ch 3 Section 3, Module 15, “Being Aware of the Needs of Different Types of Students”: discussion of passive students, aggressive students, ADHD, etc. (pp. 71-77). Ch 6 <i>Getting Off to a Good Start</i> , Sec. Laying the Foundation for Strong Student-Teacher Relationships (pp. 135, 138). Ch 3 <i>Teacher Student Relationships</i> , Sec. Demonstrating Personal Interest in Students (p. 59). |
| Other (specify) | Ch 3 Section 3: Discussion of “Assertive Connector” style of teaching (pp. 67-70). |

Program G

Student teaching observation/evaluation instruments

Instrument titles:

Mid-Year Progress Report Of Field Experience of Culturally Responsive, Effective Practitioners Form G; Final Assessment Of Field Experience of Culturally Responsive, Effective Practitioners, Form H; Classroom Observation Form: Form J; Mathematics Content Observation Form: Form R

| Strategy | How addressed |
|--|--|
| Rules/Standards of behavior | “Domain B. Creating an Environment for Student Learning: Establishing and maintaining consistent standards of classroom behavior.” |
| Routines & Procedures | Not addressed |
| Praise/Positive reinforcement | Not addressed |
| Engagement | Not addressed |
| Student misbehavior | Not addressed |
| Least intrusive means/ Proactive strategies | Not addressed |
| Physical environment | “Making the physical environment as safe and conducive to learning as possible.” |
| Motivation | Not addressed |
| Parent/Community involvement | “Promoting and maintaining regular and meaningful communication between the classroom and student families.” |
| Diversity/Cultural factors | Not addressed |
| Social/Emotional factors | “Demonstrating and promoting respect for cultural, ethnic, racial, and linguistic diversity.” |
| Other (specify) | |



Classroom management strategies

| | | Big Five | | | | | Secondary strategies | | | | | | | Classroom management: General references |
|---|-----------------------------------|--|-----------------------|-------------------------------|------------|---------------------|--|----------------------|------------|------------------------------|----------------------------|--------------------------|---|--|
| | | Rules/Standards of behavior | Routines & Procedures | Praise/Positive reinforcement | Engagement | Student misbehavior | Least intrusive means/Proactive strategies | Physical environment | Motivation | Parent/Community involvement | Diversity/Cultural factors | Social/Emotional factors | Other (e.g., school management plans, student responsibility) | |
| Field Experience Secondary Education | ≥1 Lecture | | | | | | | | | | | | | |
| | ≥1 Assignment: pencil and paper | CBD | CBD | CBD | CBD | CBD | CBD | CBD | CBD | CBD | CBD | CBD | CBD | ✓ |
| | ≥1 Assignment: practice | CBD | CBD | CBD | CBD | CBD | CBD | CBD | CBD | CBD | CBD | CBD | CBD | |
| | Textbook | No textbook relevant to classroom management. | | | | | | | | | | | | |
| Field Placement Mathematics | ≥1 Lecture | No lectures. | | | | | | | | | | | | |
| | ≥1 Assignment: pencil and paper | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | ✓ | | ✓ |
| | ≥1 Assignment: practice | | | | | | | | | | | | | |
| | Textbook | No textbook relevant to classroom management. | | | | | | | | | | | | |
| Secondary Curriculum and Management | ≥1 Lecture | ✓ | ✓ | | ✓ | ✓ | | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ |
| | ≥1 Assignment: pencil and paper | ✓ | ✓ | | | ✓ | ✓ | ✓ | | | | ✓ | | |
| | ≥1 Assignment: practice | | | | | | | | | | | | | |
| | Textbook #1 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Textbook #2 | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | |
| Secondary Curriculum and Management | ≥1 Lecture | | | | | | | | | | | | | |
| | ≥1 Assignment: pencil and paper | | | | | | | | | | | | | ✓ |
| | ≥1 Assignment: practice | | | | | | | | | | | | | |
| | Textbook #1 | ✓ | ✓ | ✓* | ✓ | ✓ | ✓* | ✓ | ✓ | | | ✓ | | |
| | Textbook #2* | | | | | | | | | | | | ✓** | |
| Field Project | ≥1 Lecture | No lectures relevant to classroom management.*** | | | | | | | | | | | | |
| | ≥1 Assignment: pencil and paper | | | | | | | | | | | | | ✓ |
| | ≥1 Assignment: practice | | | | | | | | | | | | | |
| | Textbook | No textbook relevant to classroom management. | | | | | | | | | | | | |
| Student Teaching | Observation/evaluation instrument | ✓ | ✓ | ✓ | | ✓ | ✓ | | | | ✓ | ✓ | | |

CBD means “could not be determined”

* Course covers only certain pages in the textbook, none of which were identified as addressing these topics/the syllabus does not assign most of the classroom management topics in this book. A general discussion on discipline (“promoting self discipline”) is covered.

** NOTE: This indicator comes from an observation form for which the observer can select a few specific teacher behaviors to look for out of a long list; consequently, there is no guarantee that the teacher candidate will be observed on this specific behavior.

*** All lectures focus on study design, data collection methods, and related issues.

Program H

Course: Field Experience – Secondary Education

Classroom management strategies

| Big Five | | | | | Other strategies | | | | | | | |
|-----------------------------|-----------------------|-------------------------------|------------|---------------------|--|----------------------|------------|------------------------------|----------------------------|--------------------------|---|--|
| Rules/Standards of behavior | Routines & Procedures | Praise/Positive reinforcement | Engagement | Student misbehavior | Least intrusive means/Proactive strategies | Physical environment | Motivation | Parent/Community involvement | Diversity/Cultural factors | Social/Emotional factors | Other (e.g., school management plans, student responsibility) | Classroom management: General references |

LECTURES RELEVANT TO CLASSROOM MANAGEMENT

CBD



LECTURES NOT RELEVANT TO CLASSROOM MANAGEMENT

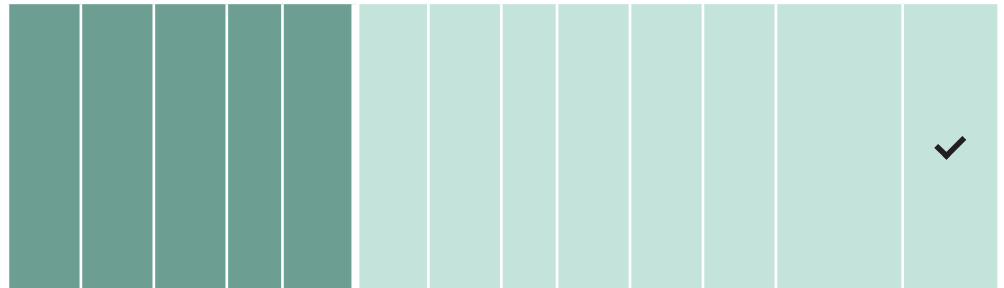
CBD



ASSIGNMENTS RELEVANT TO CLASSROOM MANAGEMENT

Observations –

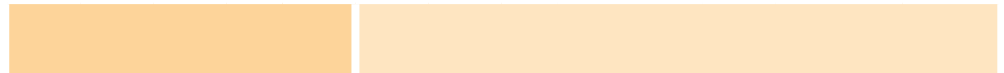
The observation packet is a set of four directed observation instruments for you to complete in your ELL classroom. The purpose of these observations is to help you understand the context of the classroom and to see the types of activities and responses in which teachers are engaged. During your conversation with the classroom teacher, ask for the opportunity to spend some time observing a “typical” class lesson.*



ASSIGNMENTS NOT RELEVANT TO CLASSROOM MANAGEMENT

Lessons Learned –

A 4-5 page paper that details 10 lessons learned during the EDIS 3882 experience.



* We assume that some component of these observations is related to classroom management, though this is not clear.

No textbook relevant to classroom management assigned in this course.



Program H

Course: Field Placement – Mathematics

Classroom management strategies

| Big Five | | | | | Other strategies | | | | | | | |
|-----------------------------|-----------------------|-------------------------------|------------|---------------------|--|----------------------|------------|------------------------------|----------------------------|--------------------------|---|--|
| Rules/Standards of behavior | Routines & Procedures | Praise/Positive reinforcement | Engagement | Student misbehavior | Least intrusive means/Proactive strategies | Physical environment | Motivation | Parent/Community involvement | Diversity/Cultural factors | Social/Emotional factors | Other (e.g., school management plans, student responsibility) | Classroom management: General references |

LECTURES RELEVANT TO CLASSROOM MANAGEMENT

None

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LECTURES NOT RELEVANT TO CLASSROOM MANAGEMENT

None

| | | | | | | | | | | | | |
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|--|--|--|--|--|--|--|--|--|--|--|--|--|

ASSIGNMENTS RELEVANT TO CLASSROOM MANAGEMENT

Focused reflections 1-2 pages (double spaced) each, complete sentences and paragraphs:

The Classroom –

due Friday, February 18, 2011

- How does the organization of the classroom contribute to the teaching/learning atmosphere? Is the organization formal or informal? Why?

The Students –

due Friday, March 4, 2011

- Who are the students? What can you tell about individual students by watching them? Who is on-task/off-task? How can you minimize off-task behavior?
- Do any students appear to have health problems/special needs? How are they accommodated?
- Why do any students misbehave? What clues can you discover?

Classroom management –

due Monday, April 11, 2011

- What are the stated and unstated rules of the teacher? How are the rules applied?
- What strategies does the teacher use to obtain student attention to begin and end class? What does the teacher do to use time effectively?
- How does organization of the classroom or lessons contribute to discipline problems?
- When and how is praise or positive reinforcement used?
- Does the teacher use nonverbal signals or gestures to control student behavior? Does the teacher use proximity control (moving closer to a specific student in order to gain attention or stop some inappropriate conduct)? When and why?

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|--|--|--|---|--|--|
| | | | | | | | | | | | | |
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | ✓ | | |

Classroom management strategies

| Big Five | | | | | Other strategies | | | | | | | |
|-----------------------------|-----------------------|-------------------------------|------------|---------------------|---|----------------------|------------|------------------------------|----------------------------|--------------------------|---|--|
| Rules/Standards of behavior | Routines & Procedures | Praise/Positive reinforcement | Engagement | Student misbehavior | Least intrusive means/ Proactive strategies | Physical environment | Motivation | Parent/Community involvement | Diversity/Cultural factors | Social/Emotional factors | Other (e.g., school management plans, student responsibility) | Classroom management: General references |
| | | | | | | | | | | | | ✓ |

Final 2-3 page (double-spaced) Reflection paper –

due Monday, May 9, 2011

Your 4884 final paper is an opportunity for you to reflect and comment on your experiences and observations in your field placement, by responding to the following questions...

- How will you manage your classroom?

ASSIGNMENTS NOT RELEVANT TO CLASSROOM MANAGEMENT

Focused reflections 1-2 pages (double spaced) each, complete sentences and paragraphs

Teaching Strategies –

due Monday, March 28, 2011

- What procedures are routine? Is there an order or sequence for daily activities?
- How and when does the teacher use: the board? visual aids? instructional technologies? video? texts? worksheets?
- When is group work utilized? Are cooperative learning strategies used?
- How does the teacher utilize questioning? How is discussion encouraged?
- Is previous learning or prior knowledge utilized?
- How are students engaged in process of inquiry?
- How do students explain concepts?
- How is content information presented?
- How does the teacher assess student performance formally and informally?

Interdisciplinary unit –

due on or before Monday, May 9, 2011

Your interdisciplinary unit should include:

- A comprehensive content outline that serves as a resource for the entire unit (materials, to be used for activity centers, extension activities, etc.)
- A minimum of 6 lesson plans – these can be ones you teach in your placement & in EDIS 5451
- Integration of another subject for at least one lesson
- At least two lessons that incorporate instructional technology
- At least two authentic assessment instruments with rationale for choosing this type of assessment (presentation, project, test, quiz, partner-quiz, rubric, etc.)



Classroom management strategies

| Big Five | | | | | Other strategies | | | | | | | | |
|-----------------------------|-----------------------|-------------------------------|------------|---------------------|--|----------------------|------------|------------------------------|----------------------------|--------------------------|---|--|--|
| Rules/Standards of behavior | Routines & Procedures | Praise/Positive reinforcement | Engagement | Student misbehavior | Least intrusive means/Proactive strategies | Physical environment | Motivation | Parent/Community involvement | Diversity/Cultural factors | Social/Emotional factors | Other (e.g., school management plans, student responsibility) | Classroom management: General references | |
| | | | | | | | | | | | | | |

Self-evaluation of taped lesson – due on or before Monday, May 2, 2011

Write a 1-2 page (double-spaced) reflection and evaluation of your lesson. What was it like to watch yourself teaching? Was it what you expected? What worked in the lesson? What you would change and how? What you learned from the lesson? Include any other thoughts you may have.

No textbook relevant to classroom management assigned in this course.

Program H

Course: *Secondary Curriculum and Management*

Classroom management strategies

| Big Five | | | | | Other strategies | | | | | | | | |
|-----------------------------|-----------------------|-------------------------------|------------|---------------------|--|----------------------|------------|------------------------------|----------------------------|--------------------------|---|--|--|
| Rules/Standards of behavior | Routines & Procedures | Praise/Positive reinforcement | Engagement | Student misbehavior | Least intrusive means/Proactive strategies | Physical environment | Motivation | Parent/Community involvement | Diversity/Cultural factors | Social/Emotional factors | Other (e.g., school management plans, student responsibility) | Classroom management: General references | |
| | | | | | | | | | | | | | |

LECTURES RELEVANT TO CLASSROOM MANAGEMENT

What are the considerations for setting up a viable learning environment?

- What is the role of the physical set up in the classroom in establishing a learning environment?
- Are there better room arrangements than others?
- Is it reasonable for the arrangement to be changed? How often?
- What do we know about using time in the classroom?
- How are the use of time and the physical set up of the classroom related to classroom climate?

| | | | | | | | | | | | | |
|---|--|--|--|--|--|---|--|--|--|--|--|--|
| ✓ | | | | | | ✓ | | | | | | |
|---|--|--|--|--|--|---|--|--|--|--|--|--|

Classroom management strategies

What needs do adolescents bring to the classroom?

- What is social and emotional learning (SEL)
- What kinds of social and emotional needs do students bring into the classroom?
- What is SEL?
- What SEL skills are necessary for student academic and social success?
- How can we nurture social and emotional skills?
- What role does SEL play in teacher behavior?
- How does the physical arrangement of the classroom and how time is used interact with the social and emotional needs of students?
- What needs do families and communities bring to schools and classrooms?

How is Student Motivation Related to Classroom Management?

- What motivates adolescents?
- Why are some students lazy?
- Do unmotivated students misbehave more than motivated students?
- How can I engage students in my classroom?
- How can I help my students understand the importance of school success?

How can we respond to adolescent needs and have an organized classroom?

- What is a jigsaw model and how can it meet the needs of students and teachers?
- What are some management systems (models) promoted to middle and high school teachers?
- How are routines and procedures determined and taught?
- What routines and procedures help to organize classrooms?
- Why are productive classrooms motivating and engaging?

What management model packages are available to teachers?

- Can a management plan be used as written in every context?
- What do the selected management plans offer me as I plan my own personal approach to classroom management?

| | Big Five | | | | | Other strategies | | | | | | | |
|---|-----------------------------|-----------------------|-------------------------------|------------|---------------------|--|----------------------|------------|------------------------------|----------------------------|--------------------------|---|--|
| | Rules/Standards of behavior | Routines & Procedures | Praise/Positive reinforcement | Engagement | Student misbehavior | Least intrusive means/Proactive strategies | Physical environment | Motivation | Parent/Community involvement | Diversity/Cultural factors | Social/Emotional factors | Other (e.g., school management plans, student responsibility) | Classroom management: General references |
| What needs do adolescents bring to the classroom? | | | | | | | | | | | ✓ | | |
| How is Student Motivation Related to Classroom Management? | | | | ✓ | ✓ | | | ✓ | | | | | ✓ |
| How can we respond to adolescent needs and have an organized classroom? | ✓ | ✓ | | ✓ | | | | ✓ | | | ✓ | | |
| What management model packages are available to teachers? | | | | | | | | | | | | | ✓ |

Classroom management strategies

| | Big Five | | | | | Other strategies | | | | | | | |
|---|-----------------------------|-----------------------|-------------------------------|------------|---------------------|--|----------------------|------------|------------------------------|----------------------------|--------------------------|---|--|
| | Rules/Standards of behavior | Routines & Procedures | Praise/Positive reinforcement | Engagement | Student misbehavior | Least intrusive means/Proactive strategies | Physical environment | Motivation | Parent/Community involvement | Diversity/Cultural factors | Social/Emotional factors | Other (e.g., school management plans, student responsibility) | Classroom management: General references |
| <p>What is the relationship between management and instruction?</p> <ul style="list-style-type: none"> What are instructional norms? How do we build instructional norms so that a productive learning environment can be established? How can we help our students become more productive and successful? In what ways can instruction be responsive to students? How do I meet the needs of all students so that they are engaged and successful? | | | | ✓ | | | | | | | | | ✓ |
| <p>What do we do when student misbehaviors disrupt the learning environment?</p> <ul style="list-style-type: none"> What classroom misbehaviors do you anticipate? How will you be ready for these misbehaviors? How will theory help guide your responses to misbehavior? How will knowledge of neurological conditions help to guide your behaviors? | | | | ✓ | | | | | | | | | |
| <p>How do we deal with violent behaviors?</p> <ul style="list-style-type: none"> What is an appropriate response to cursing in the classroom? Should I break up a fight? What do I do if a student becomes violent? What if I am afraid of my students? | | | | ✓ | | | | | | | | ✓ | |
| <p>What moral and ethical issues must be considered as we organize our learning environments?</p> <ul style="list-style-type: none"> What are the long-term consequences of specific discipline policies? How do school discipline policies reflect the larger society? | | | ✓ | | | | | | | | | ✓ | |
| <p>How does responsive teaching lead to a productive learning environment?</p> <ul style="list-style-type: none"> In what ways can instruction and management be responsive? Is responsive teaching differentiation? Is differentiation the same as individualized instruction? Which student differences should be addressed? Doesn't differentiation cause resentment and behavior problems? How can these problems be avoided? What do assessments and feedback have to do with establishing and maintaining a productive learning environment? | | | | | | | | | | | | | ✓ |

Classroom management strategies

| Big Five | | | | | Other strategies | | | | | | | | |
|--|-----------------------|-------------------------------|------------|---------------------|--|----------------------|------------|------------------------------|----------------------------|--------------------------|---|--|--|
| Rules/Standards of behavior | Routines & Procedures | Praise/Positive reinforcement | Engagement | Student misbehavior | Least intrusive means/Proactive strategies | Physical environment | Motivation | Parent/Community involvement | Diversity/Cultural factors | Social/Emotional factors | Other (e.g., school management plans, student responsibility) | Classroom management: General references | |
| <p>What is Quality Teaching?</p> <ul style="list-style-type: none"> What are the indicators of a quality classroom? How do quality teachers manage classrooms? How do quality teachers prevent misbehavior? How do quality teachers respectfully manage students in their classrooms? What do I need to know to become a quality teacher? | | | | | | | | | | | | | |
| <p>Who do we Teach? [sic]</p> <ul style="list-style-type: none"> How do I get to know the students with whom I work so that we can develop a learning community? What is it that I need to know about my students? How will my own beliefs and principles influence how I learn about the students with whom I work? How will my knowledge of students influence my instructional and management decisions? With what kinds of students do you think you will be teaching? How will these students be different from you and your peers in high school? In what ways will students vary in your classroom? What resources can help you to meet the needs of all of your students? What is the role of content knowledge and skills in educating the whole child? | | | | | | | | | ✓ | ✓ | | | |

LECTURES NOT RELEVANT TO CLASSROOM MANAGEMENT

What do we know about bullying?

- What is bullying?
- How prevalent is bullying in middle and secondary schools?
- Can secondary students be taught to not bully?
- Who is to blame for bullying?
- What is the role of bystanders in promoting bullying?
- Can the wounding of bullying be overcome?



Classroom management strategies

| Big Five | | | | | Other strategies | | | | | | | |
|-----------------------------|-----------------------|-------------------------------|------------|---------------------|--|----------------------|------------|------------------------------|----------------------------|--------------------------|---|--|
| Rules/Standards of behavior | Routines & Procedures | Praise/Positive reinforcement | Engagement | Student misbehavior | Least intrusive means/Proactive strategies | Physical environment | Motivation | Parent/Community involvement | Diversity/Cultural factors | Social/Emotional factors | Other (e.g., school management plans, student responsibility) | Classroom management: General references |

ASSIGNMENTS RELEVANT TO CLASSROOM MANAGEMENT

Management and instructional organization plan (175 pts) – due May 3, 2011

After carefully reviewing your readings and class notes, develop an organizational plan that details management and instructional actions for your own future classroom. This plan of action should be no more than 12 pages and should incorporate your plan for organizing your classroom, instruction, and assessment in terms of the following categories:

- Teaching Context: Describe the teaching context that will provide the foundation for your management and instructional organization plan. Describe the school, students, and content. The context should be a good approximation of where you hope to be in your first year of teaching.
- Classroom Environment: Proactive Strategies. How will you set up the physical and social environment of the classroom? How will your decisions about the set-up of your classroom impact on management and instruction positively?
- Student-Teacher and Student-Student Relationships: Proactive Strategies. How will you be purposeful in establishing emotional support in your classroom? How will you use teacher-student interactions to help students become successful in school? In what ways will your plan help to meet adolescent needs? How will you help students become collaborative and supportive with peers?
- Procedures and Routines: Proactive Strategies. What procedures and routines will you have for instruction, assessment, and behavioral management? How will these procedures help you meet your curriculum goals and adolescent needs? Does your content area impact the types of procedures and routines you will use for instruction and assessment? Explain how routines and procedures can have a positive impact on classroom management.
- Responding to Misbehavior: Reactive Strategies. What will the structure and implementation of your management system look like? Why? How are these decisions related to adolescent needs, curriculum goals, and school policies?
 - How do you anticipate conveying your discipline system to your students?

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|---|---|--|--|---|---|---|--|--|--|--|---|---|
| ✓ | ✓ | | | ✓ | ✓ | ✓ | | | | | ✓ | ✓ |
|---|---|--|--|---|---|---|--|--|--|--|---|---|

Classroom management strategies

(continued)

Management and instructional organization plan (175 pts) –

due May 3, 2011

- How will you involve administrators and parents in your management plan?
- What kind of agreements and consequences will be part of your system? How will these be determined?
- In what ways will you help your students develop responsibility?
- What will you do when students break the rules?
- When will you use school administrators to help you discipline your students?
- How will you collect evidence about how your system is working? How would you modify your approach?
- What consequences to you, your students, and society might result from your management approach?

Incorporate your answers to these prompts in a coherent and cohesive essay explaining how you will organize your classroom. We encourage the use of subheadings, diagrams, and graphic organizers in your paper. With a 12-page limit, you will need to synthesize information and provide succinct, targeted examples of your thinking. The rubric for this assignment can be found at the end of this syllabus in Appendix A.

Your paper should use APA style for your reference list and in-text citations. A reference list is a list of all of the resources that you used in writing your paper. You should have at least ten different references in your bibliography (reference) list. You may use your text, class readings, and readings from any of your other classes at _____. You may also look for appropriate references as you are working on the paper. In-text citations are the way in which you flag the source of the statements you make or how you identify the source of your information.

This allows you to identify the source of the works you used in your research. You are required to have at least ten in-text citations from a minimum of five different sources from your reference list. You may have more than five in-text citation sources. Not all of your references may be cited within your text.

| Big Five | | | | | Other strategies | | | | | | | |
|-----------------------------|-----------------------|-------------------------------|------------|---------------------|--|----------------------|------------|------------------------------|----------------------------|--------------------------|---|--|
| Rules/Standards of behavior | Routines & Procedures | Praise/Positive reinforcement | Engagement | Student misbehavior | Least intrusive means/Proactive strategies | Physical environment | Motivation | Parent/Community involvement | Diversity/Cultural factors | Social/Emotional factors | Other (e.g., school management plans, student responsibility) | Classroom management: General references |
| | | | | | | | | | | | | |
| ✓ | ✓ | | | ✓ | ✓ | ✓ | | | | ✓ | ✓ | |



Classroom management strategies

| Big Five | | | | | Other strategies | | | | | | | |
|-----------------------------|-----------------------|-------------------------------|------------|---------------------|--|----------------------|------------|------------------------------|----------------------------|--------------------------|---|--|
| Rules/Standards of behavior | Routines & Procedures | Praise/Positive reinforcement | Engagement | Student misbehavior | Least intrusive means/Proactive strategies | Physical environment | Motivation | Parent/Community involvement | Diversity/Cultural factors | Social/Emotional factors | Other (e.g., school management plans, student responsibility) | Classroom management: General references |

ASSIGNMENTS NOT RELEVANT TO CLASSROOM MANAGEMENT

Book Review (100 pts) – Due March 16, 2011 -

A 1200-word essay review of one of the books on the recommended reading list is required. (The recommended reading list can be found at the end of the syllabus.) The review should include full reference and in-text citations in APA style (6th edition). A successful book review will be a commentary and synthesis of the book, not a summary alone. The review will make an argument about the book and will answer the following questions:

- Purpose: What is the scope of the book? What topics are covered? What was the author's purpose in writing the book? What is the author's thesis and in what ways is the thesis supported? How do you evaluate this support? Provide examples of the evidence used to bolster the main argument. Evaluate the argument and evidence using your knowledge and experiences.
- Style: Assess the author's style in presenting his or her ideas. How does the author incorporate his or her own experiences and biases into the narrative? Are the writing, examples, and style appropriate to the identified audience?
- Utility: How helpful did you find this book? Did it influence your understanding and knowledge about teaching and learning? Did it influence your thinking about classrooms and adolescents? Would you recommend this book? Why or why not?

Where am I?: A Formative Evaluation (100 pts) – Due February 16, 2011

Because we know that formative assessments can influence and shape student learning, you are asked to evaluate your attainment of beliefs and dispositions identified with quality teachers. The dispositions have been developed by the Council of Chief State School Officers' Interstate Assessment and Support Consortium (the full standards can be found at www.ccsso.org/intasc and on Collab) and are intended to be the basis for both teacher education and licensure. The critical dispositions on which you should focus are listed below. To successfully complete this paper, you will need to reflect on all of the specific items in terms of your habits of mind. Have you demonstrated behaviors that indicate you have that disposition? In this paper,...

Classroom management strategies

| Big Five | | | | | Other strategies | | | | | | | |
|-----------------------------|-----------------------|-------------------------------|------------|---------------------|--|----------------------|------------|------------------------------|----------------------------|--------------------------|---|--|
| Rules/Standards of behavior | Routines & Procedures | Praise/Positive reinforcement | Engagement | Student misbehavior | Least intrusive means/Proactive strategies | Physical environment | Motivation | Parent/Community involvement | Diversity/Cultural factors | Social/Emotional factors | Other (e.g., school management plans, student responsibility) | Classroom management: General references |

ASSIGNMENTS NOT RELEVANT TO CLASSROOM MANAGEMENT

(continued)

Where am I?: A Formative Evaluation (100 pts) –
Due February 16, 2011

...you will share your path toward reaching each of these goals by ascertaining if you have reached the disposition (and how you know), if are you still are [sic] working on achieving that disposition (and explain how), that you disagree that the disposition is important (and explain why), or that you have not demonstrated behaviors that indicate you have this disposition (and explain how and why you will deal with this omission). In addition, a discussion of how these dispositions are related to social-emotional learning (SEL) skills, in general, and your competence with SEL skills, in particular should be included. Your reflections and evaluation of where you are in relation to these behaviors should be shared in a 5-page paper filled with examples of your thinking, beliefs, and behaviors.

Revised Lesson Plan (125 pts) –
Due April 13, 2011

Using a lesson plan that you have written for another class, or retrieved from the web, demonstrate how you might differentiate the lesson to meet the needs of specific students. In order to do this, you will need to describe in short cases, several students who will be in your "class." There must be at least three targeted students, but you may have as many as 6. Students may be invented from what you know about individual students in your field experience or from other settings in which you interact with middle and high school students. You will construct details about each students' interest, readiness, and learning profile and write up each students' profile in 1-2 pages. Then, you will re-write your original lesson plan to meet the needs of each of the targeted students. Commentary must be provided explaining each of the instructional decisions that were made and how these decisions meet student needs. How you decide to organize the format of the lesson plan is up to you. Lesson plans may receive peer feedback before submission, however each 5030 student must turn in his or her own lesson plan. Papers will be evaluated according to the following checklist.

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Textbook relevant to classroom management:

Weinstein, C. S., & Novodvorsky, I. (2011) *Middle and secondary classroom management: Lessons from research and practice*. New York: McGraw Hill.

| Topic | How addressed |
|---|---|
| Rules/Standards of behavior | Ch 4 <i>Establishing Norms for Behavior</i> , Sec. Defining Your Expectations for Behavior (pp. 95-105). Ch 4 <i>Establishing Norms for Behavior</i> , Sec. First Few Days, Teaching Students About the Norms (pp. 105-111). Ch 4 <i>Establishing Norms for Behavior</i> , Sec. Research on Effective Classroom Management (pp. 93-94). |
| Routines & Procedures | Ch 4 <i>Establishing Norms for Behavior</i> , Sub Sec. Class-Running Routines (p. 100). Ch 4 <i>Establishing Norms for Behavior</i> , Sub Sec. Use of Transition Routines (p. 199). Ch 4 <i>Establishing Norms for Behavior</i> : Discussion of “procedures that students and teachers use to gain each others’ attention” (p. 104). Ch 7 Maintaining activity flow and minimizing transition time (pp. 194, 197). |
| Praise/Positive reinforcement | Ch 8 <i>Enhancing Students’ Motivation</i> , Sec. Positive Extrinsic Rewards (p. 231). |
| Engagement | Ch 7 Making the most of classroom time: “Even when teachers are actually teaching, students are not necessarily paying attention. We must consider still another kind of time – engaged time or time-on-task. Let’s suppose that while you are teaching, some of your students choose to text message about last Saturday night’s party, do their homework for the next period, comb their hair, or stare out the window. In this case, the amount of time you are devoting to instruction is greater than the amount of time students are directly engaged in learning... [Discussion of engagement and time on task continues]” (pp. 191) |
| Student misbehavior | Ch 12 <i>Responding Effectively to Problem Behaviors</i> (p. 326). Ch 12 Sec. Dealing with More Serious Misbehavior includes discussion of “selecting penalties,” “mandatory private conferences,” “loss of privileges,” “isolation from the group,” “exclusion from class,” “detention,” “contacting parents,” “being consistent,” and “penalizing the group for individual misbehavior” (pp. 338-45). Ch 12 Sec. Dealing with Chronic Misbehavior includes discussion of “using a problem-solving approach,” “using a behavioral learning approach,” “self-monitoring,” “self-evaluation,” “self-instruction,” “contingency contracting,” and “positive behavioral support and functional behavioral assessment” (pp. 354-54). Ch 12 Sec. Dealing with Thorny Problems includes discussion of “defiance,” “failure to do homework,” “cheating,” and “inappropriate use of electronic devices” (pp. 355-61). Ch 13 Discussion of “preventing and responding to violence” (pp. 369-87). |
| Least intrusive means/ Proactive strategies | Ch 12 <i>Responding Effectively to Problem Behaviors</i> , Sec. Dealing with Minor Misbehavior (p. 334). Ch 12 Discussion of “nonverbal interventions”, “verbal interventions”, and “deliberate non-intervention” (pp. 334-338). |
| Physical environment | Ch 2 <i>Designing the Physical Environment</i> , Sec. Five Functions of the Classroom Setting (security and shelter; social contact; symbolic identification; task instrumentality; and pleasure) (pp. 26-39). Ch 2 <i>Designing the Physical Environment</i> , Sec. The Teacher as Environmental Designer (pp. 40-2). |
| Motivation | Ch 8 <i>Enhancing Students’ Motivation</i> (p. 213). |
| Parent/Community involvement | Ch 6 <i>Working with Families</i> , Sec. Challenges to Family-Teacher Collaboration (pp. 159-63). Ch 6 <i>Working with Families</i> , Sec. Overcoming the Challenges: Fostering Collaboration Between Families and Schools (pp. 163-81). |
| Diversity/Cultural factors | Ch 5 <i>Building Respected, Caring Relationships</i> , Sub Sec. Be Inclusive (p. 61). Ch 5 Discussion of “English Language Learners”, “Students with Disabilities and ADHD”, and “Students Living in Poverty” (pp. 118-36, 148-50). |
| Social/Emotional factors | Ch 3 <i>Building Respectful, Caring Relationships</i> , Sub Sec. Teach Social-Emotional Skills (p. 77). |
| Other (specify) | Ch 1 General discussion of classroom management (pp. 5-24). |

Textbook relevant to classroom management:

Tomlinson, C. A., & Imbeaur, M. B. (2010) *Leading and managing a differentiated classroom*. Alexandria, VA: ASCD.

| Topic | How addressed |
|-----------------------------|---|
| Rules/Standards of behavior | Ch 5 <i>Classroom Routines</i> , Sec. Classroom Rules to Live By (p. 102). |
| Routines & procedures | Ch 5 <i>Classroom Routines</i> : General discussion of classroom procedures and routines. More extensive, detailed discussion later in the chapter: Starting the day, starting class; ending the day, ending class; assigning students to groups; giving directions for multiple tasks (pp. 99-114). Ch 6 Extensive discussion of routines: Calling on students; working in groups; managing noise; getting help; helping students transition; managing time (pp. 116-32). |

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| Praise/Positive reinforcement | Not addressed |
| Engagement | Ch 7 Sec. Calling on Students (p. 116). Ch 1 Very brief discussion of engagement and motivation: "When student interest is engaged, motivation to learn is heightened, and learning is enhanced" (pp. 116-17). |
| Student misbehavior | Ch 7 Sec. Invest in Understanding student's misbehavior, Sec. Be proactive, Sec. Pick Your Battles, Sec. Don't Be Afraid, Sec. Demonstrate Empathy (pp. 142-3). |
| Least intrusive means/Proactive strategies | Ch 7 Sec. Invest in Understanding student's misbehavior, Sec. Be proactive (p. 142) Very brief discussion of the need to "Be proactive" and the utility of delaying "handling a tense situation" (pp. 142-43). |
| Physical environment | Ch 4 Learning Environment, Sec. Designing a Physical Environment to Support Learning Environment (p. 92). Ch 1 Brief discussion (pp. 19-20). Ch 4 Generally concerns "Learning Environment": Brief discussion of the use of bulletin boards (p. 82). Ch 4 Extensive discussion of the physical environment: Furniture arrangement and floor plan; wall space and bulletin boards; materials, supplies, and organizers (pp. 92-98). |
| Motivation | Ch 1 <i>Understanding Motivation in Order to Lead</i> , Sec. Interest: Very brief discussion of engagement and motivation: "When student interest is engaged, motivation to learn is heightened, and learning is enhanced" (p. 16). |
| Parent/Community involvement | Ch 3 <i>The Invitation to be Part of a Vision</i> , Sec. Teachers as Leaders of Parents in Understanding Differentiation (p. 63). |
| Diversity/Cultural factors | Ch 2 <i>Teaching What You Believe</i> , Sec. Diversity is inevitable and positive (p. 27). Ch 7 Very brief discussion of "warm demanders" in dealing with "students from low-income or African American backgrounds" (p. 141). |
| Social/Emotional factors | Ch 1 <i>Understanding Motivation in Order to Lead</i> , Sec. Affect (p. 16). Ch 7 Sec. Demonstrate Empathy and Respect (p. 143). |
| Other (specify) | |

Program H

Course: Teaching Associateship – Science Education

Classroom management strategies

| Big Five | | | | | Other strategies | | | | | | | |
|-----------------------------|-----------------------|-------------------------------|------------|---------------------|--|----------------------|------------|------------------------------|----------------------------|--------------------------|---|--|
| Rules/Standards of behavior | Routines & Procedures | Praise/Positive reinforcement | Engagement | Student misbehavior | Least intrusive means/Proactive strategies | Physical environment | Motivation | Parent/Community involvement | Diversity/Cultural factors | Social/Emotional factors | Other (e.g., school management plans, student responsibility) | Classroom management: General references |

LECTURES RELEVANT TO CLASSROOM MANAGEMENT

None

LECTURES NOT RELEVANT TO CLASSROOM MANAGEMENT

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| Introduction/Lesson Plan Review | | |
| Open Portfolio Workshop/Lesson Plan Workshop and review | | |
| Resume writing and job search/Guest speaker | | |
| Visit to HS/Lesson Plan Review | | |
| Parent communication/Lesson plan review | | |
| Visit to MS/Lesson Plan Review | | |



Classroom management strategies

| | Big Five | | | | | Other strategies | | | | | | | |
|--|-----------------------------|-----------------------|-------------------------------|------------|---------------------|--|----------------------|------------|------------------------------|----------------------------|--------------------------|---|--|
| | Rules/Standards of behavior | Routines & Procedures | Praise/Positive reinforcement | Engagement | Student misbehavior | Least intrusive means/Proactive strategies | Physical environment | Motivation | Parent/Community involvement | Diversity/Cultural factors | Social/Emotional factors | Other (e.g., school management plans, student responsibility) | Classroom management: General references |
| VAST Presentation Prep/Lesson Plan Review (5 sessions) | | | | | | | | | | | | | |
| Visit to HS/VAST Presentation Prep | | | | | | | | | | | | | |
| VAST Conference Attendance | | | | | | | | | | | | | |

ASSIGNMENTS RELEVANT TO CLASSROOM MANAGEMENT

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|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|
| Specific Reflection Assignments - Classroom Management (final version) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
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ASSIGNMENTS NOT RELEVANT TO CLASSROOM MANAGEMENT

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| Specific Reflection Assignments – Nature of Science (final version), Technology Integration (final version) | | | | | | | | | | | | | |
| Student Teaching Lesson Plans | | | | | | | | | | | | | |
| Resume (final version) | | | | | | | | | | | | | |
| VAST Presentation | | | | | | | | | | | | | |

Textbook relevant to classroom management:

Lemov, D. (2010) *Teach like a champion: 49 techniques that put students on the path to college*. San Francisco: Jossey-Bass.

| Topic | How addressed |
|-------------------------------|--|
| Rules/Standards of behavior | Ch 6 <i>Setting and Maintaining High Behavioral Expectations</i> : Discussion of the “100 Percent” principle: “There’s one acceptable percentage of students following a direction: 100 percent. Less, and your authority is subject to interpretation, situation, and motivation” (pp. 167-70). Ch 6 <i>Setting and Maintaining High Behavioral Expectations</i> : Discussion of the principle of “threshold”: “The most important moment to set expectations in your classroom is the minute when your classroom students enter...The first minute, when students cross the threshold into the classroom, you must remind them of the expectations” (pp. 197-8). |
| Routines & Procedures | Ch 5 Discussion of the Entry Routine: “Entry Routine is about making a habit out of what’s efficient, productive and scholarly after the greeting and as students take their seats and class begins” (p. 151). Ch 5 “Students should never have to ask themselves, “What am I supposed to be doing?” when they enter your classroom...Do Now, a short activity that you have written on the board or is waiting at their desks before they enter” (p. 152). Ch 5 Discussion of transitions: “Having quick and routine transitions that students can execute without extensive narration by the teacher—that is, Tight Transitions—is a critical piece of any highly effective classroom” (p. 153). |
| Praise/Positive reinforcement | Ch 7 Discussion of “Precise Praise.” Key principles are: “Differentiate acknowledgment and praise”; “Praise (and acknowledge) loud; fix soft.”; and “Praise must be genuine.” (pp. 210-213). Ch 7 Extended discussion of “positive framing,” which may be considered relevant but is explicitly distinguished from reinforcement of positive behavior. Its key principles are: “Live in the now”; “assume the best”; “Allow plausible anonymity”; “Build momentum, and narrate the positive”; “Challenge!”; and “Talk expectations and aspirations” (pp. 204-9). Ch 5 Discussion of “props”—“public praise for students who demonstrate excellence or exemplify virtues” (pp. 163-5). [Examples seem geared toward rewarding academic achievement, not proper behavior.] |

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| Engagement | Ch 3 Brief discussion of “the hook”, i.e. initiating student interest & attention (pp. 75ff.). Ch 3 Discussion of circulation and engagement: “If you’re teaching actively...make frequent verbal and nonverbal interventions...as you circulate” (p. 86). Ch 4 <i>Engaging Students in Your Lessons</i> , addresses various engagement techniques: “Cold Call”; “Call and Response”; “Pepper”; “Wait Time”; “Everybody Writes”; “Vegas” (pp. 111ff-141ff). Ch 5 Discussion of the SLANT technique: “Five key behaviors that maximize students’ ability to pay attention are in the acronym SLANT...Sit up; Listen; Ask and answer questions; Nod your head; Track the speaker” (p. 159). |
| Student misbehavior | Ch 6 Brief discussion of consequences: “...if a situation cannot be addressed quickly and successfully without a consequence, the consequence must be given so that instruction is not interrupted” (p. 174). Ch 6 Extended discussion about distinguishing between “incompetence” and “deviance” (see pp. 180-2). Ch 6 Extended discussion of the “no warnings” principle: “act early”; “act reliably”; “act proportionately”; “Giving a warning is not taking action; it is threatening that you might take an action and therefore is counterproductive” (pp. 199-201). |
| Least intrusive means/ Proactive strategies | Ch 6 Brief discussion of “nonverbal intervention”: “Gesture to or eye contact with off-task students while doing something else, preferably teaching the others” (p. 172). Ch 6 Discussion of circulation and engagement: “If you’re teaching actively...make frequent verbal and nonverbal interventions...as you circulate” (p. 86). |
| Physical environment | Ch 2 <i>Planning to Ensure Academic Achievement</i> , Sec. Draw the Map (p. 67). |
| Motivation | Ch 7 <i>Building Trust and Character</i> , Sec. Positive Framing (p. 204). |
| Parent/Community involvement | Not addressed |
| Diversity/Cultural factors | Not addressed |
| Social/Emotional factors | Ch 7 <i>Building Trust and Character</i> , Sec. Emotional Constancy (p. 219). |
| Other (specify) | |

Textbook relevant to classroom management:

Thompson, J. G. (2010) *Discipline survival guide for the secondary teacher* (2nd ed). San Francisco: Jossey-Bass.

NOTE: Course assigns the following pages in the textbook: pp. 39-46, 104-112, 174-178, 274-277. Most of these pages do not cover classroom management topics, with the exception of “general discipline” – pp. 91-130

| Topic | How addressed |
|--|--|
| Rules/Standards of behavior | Not addressed |
| Routines & Procedures | Not addressed |
| Praise/Positive reinforcement | Not addressed |
| Engagement | Not addressed |
| Student misbehavior | Not addressed |
| Least intrusive means/ Proactive strategies | Not addressed |
| Physical environment | Not addressed |
| Motivation | Not addressed |
| Parent/Community involvement | Not addressed |
| Diversity/Cultural factors | Not addressed |
| Social/Emotional factors | Sec. 5, How to Help Impulsive Students; How to Assist Students with Attention Deficit Disorders (pp. 104-5). |
| Other (specify) | Sec. 5, Promote Self-Discipline: General discussion of discipline/classroom management (pp. 91-130). |



Program H

Course: Field Project

Classroom management strategies

| Big Five | | | | | Other strategies | | | | | | | |
|-----------------------------|-----------------------|-------------------------------|------------|---------------------|--|----------------------|------------|------------------------------|----------------------------|--------------------------|---|--|
| Rules/Standards of behavior | Routines & Procedures | Praise/Positive reinforcement | Engagement | Student misbehavior | Least intrusive means/Proactive strategies | Physical environment | Motivation | Parent/Community involvement | Diversity/Cultural factors | Social/Emotional factors | Other (e.g., school management plans, student responsibility) | Classroom management: General references |

LECTURES RELEVANT TO CLASSROOM MANAGEMENT

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|------|--|--|--|--|--|--|--|--|--|--|--|--|
| None | | | | | | | | | | | | |
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LECTURES NOT RELEVANT TO CLASSROOM MANAGEMENT

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| All lectures focus on study design, data collection methods, and related issues. | | | | | | | | | | | | |
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ASSIGNMENTS RELEVANT TO CLASSROOM MANAGEMENT

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| <p>The Case Study Systematically observe these three children classroom. The goal of these observations is to note specific learning and emotional strengths and needs, academic and social behavior in class, etc.</p> | | | | | | | | | | | | ✓ |
| <p>Final Paper The Case Studies: You will do three case studies. Two will be mini-studies; one will be in-depth. For each case, provide contextual information about the student (demographics, class behaviors, etc.); what you learned about each student; and how you learned about each student.</p> | | | | | | | | | | | | ✓ |
| <p>Final Presentation This formal presentation is the culmination of your field project.</p> | | | | | | | | | | | | ✓ |

ASSIGNMENTS NOT RELEVANT TO CLASSROOM MANAGEMENT

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|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Research Exercise #1: Identification of Students | | | | | | | | | | | | |
| Research Exercise #2: Observation Activity | | | | | | | | | | | | |
| Research Exercise #3: Interview Protocol | | | | | | | | | | | | |
| Research Exercise #4: Best Practice Literature | | | | | | | | | | | | |
| Research Exercise #5: Student Work Sample | | | | | | | | | | | | |

No textbook relevant to classroom management assigned in this course.

Program H

Student teaching observation/evaluation instruments

Instrument titles:

Teaching Associate Midterm Evaluation; Teaching Associate Final Evaluation; Collaborative Assessment Log; Collaborative Assessment Log Feedback Guide; Middle/Secondary Descriptors for My Teaching Partner – Classroom Assessment Scoring System (CLASS); Behavioral Observation Form; Engagement Patterns Observational Form; Verbatim Observation Form; Open Observation Form

| Strategy | How addressed |
|--|---|
| Rules/Standards of behavior | "Enforces classroom rules; reminds students of rules." "Makes management and behavioral expectations clear." |
| Routines & Procedures | "Manages classroom procedures to maximize academic learning time." |
| Praise/Positive reinforcement | "Gives specific behavior praise." |
| Engagement | Not addressed |
| Student misbehavior | "Consistent with consequences (follows through)." "Makes management and behavioral expectations clear (e.g., responds to inappropriate behavior, implements behavior management plan when appropriate)." |
| Least intrusive means/ Proactive strategies | "Uses surface level management techniques (proximity, redirect, "the look," calls student's name, states expected behavior)." |
| Physical environment | Not addressed |
| Motivation | Not addressed |
| Parent/Community involvement | No (parental involvement is related to student learning only). |
| Diversity/Cultural factors | Not addressed |
| Social/Emotional factors | "Shows respect for student's varied talents, perspectives and background." |
| Other (specify) | "Develops and maintains rapport with students." |



Program I: Graduate secondary

| | | Classroom management strategies | | | | | | | | | | | | |
|--|-----------------------------------|--|-----------------------|-------------------------------|------------|---------------------|--|----------------------|------------|------------------------------|----------------------------|--------------------------|---|--|
| | | Big Five | | | | | Secondary strategies | | | | | | | Classroom management: General references |
| | | Rules/Standards of behavior | Routines & Procedures | Praise/Positive reinforcement | Engagement | Student misbehavior | Least intrusive means/Proactive strategies | Physical environment | Motivation | Parent/Community involvement | Diversity/Cultural factors | Social/Emotional factors | Other (e.g., school management plans, student responsibility) | |
| No Course | ≥1 Lecture | No coursework that addresses classroom management. | | | | | | | | | | | | |
| | ≥1 Assignment: pencil and paper | | | | | | | | | | | | | |
| | ≥1 Assignment: practice | | | | | | | | | | | | | |
| | Textbook | | | | | | | | | | | | | |
| High School English: Methods/Teaching | ≥1 Lecture | No coursework that addresses classroom management. | | | | | | | | | | | | |
| | ≥1 Assignment: pencil and paper | | | | | | | | | | | | | |
| | ≥1 Assignment: practice | | | | | | | | | | | | | |
| | Textbook | | | | | | | | | | | | | |
| Student Teaching | Observation/evaluation instrument | | | | | | | | | | | | | |

Program I

Student teaching observation/evaluation instruments

Instrument titles:

Site Visit Record Form; Professional Field Experience: Assessment Form Midterm Evaluation; Professional Field Experience – Evaluation of Professional Dispositions and Competencies: Midterm & Final Evaluation; Professional Field Experience: Assessment Form Final Evaluation

| Strategy | How addressed |
|--|---------------|
| Rules/Standards of behavior | Not addressed |
| Routines & Procedures | Not addressed |
| Praise/Positive reinforcement | Not addressed |
| Engagement | Not addressed |
| Student misbehavior | Not addressed |
| Least intrusive means/Proactive strategies | Not addressed |
| Physical environment | Not addressed |
| Motivation | Not addressed |
| Parent/Community involvement | Not addressed |
| Diversity/Cultural factors | Not addressed |
| Social/Emotional factors | Not addressed |
| Other (specify) | |