Effective Classroom Management

Course Outline

Course Description
This course is designed to assist teachers and administrators in public and private schools to develop skills to help them effectively manage the behavior problems that today's students bring to school. The ultimate aim or reason for this course is to prepare teachers to be effective managers of their classrooms so that student learning is maximized. The management principles contained in the book, *The First Days of School* by Harry and Rosemary Wong, will form the foundation for the course.

Objectives
- Evaluate present level of classroom management skills
- Identify goals for the course
- Evaluate the importance of “withitness”
- Evaluate teachers based on the Four Stages of Teaching.
- Analyze the impact of expectations on students and teachers
- Create an invitational idea
- Evaluate a classroom to determine the level of readiness
- Analyze how effective reputations are developed
- Evaluate current procedures used in the classroom
- Develop appropriate rules for the classroom
- Develop consequences and rewards for rules
- Develop appropriate procedures to insure a well-managed classroom
- Evaluate the importance of cooperative learning, how to make cooperative learning work, and how to structure a cooperative learning activity
- Compare and contrast the components of Powerful Learning
- Develop a personal growth plan
- Develop a model discipline plan

Curriculum Design & Time Requirements
Effective Classroom Management is a 3 credit graduate level or forty-five hour professional development course taught on weekends or over five full days. The following methodologies will be used during the course: lectures, readings, group and individual discussions, applied practice assignments, and papers.

Course Materials
The required textbook is *The First Days of School* by Harry and Rosemary Wong. A variety of readings will be referenced throughout the course.
Session Outline

Session 1: Introduction and Overview
Objective: Evaluate present level of classroom management skills.
Contents:
1. People Search
2. Introductions
3. Establishing Group Norms
4. The Nominal Group Process
5. Course Overview
6. Personal Goal Setting
7. Course Requirements
8. Learning Contract
9. Course Registration

Session 2: The Effective Teacher
Objective: Review research on classroom management.
Contents:
1. Remembering the Effective Teachers
2. Research on Effective Teaching.
3. The Difference Between Efficient And Effective
4. The Four Stages of Teaching: Fantasy, Survival, Mastery, Impact

Session 3: Positive Expectations
Objective: Understand the importance of conveying high expectations.
Contents:
1. Pygmalion in the Classroom
2. Positive Expectations and Negative Expectations
3. Invitational Expectations
4. Expectations and Students from Poverty

Session 4: Having Your Classroom Ready and Your Reputation Precedes You
Objective: Evaluate a classroom to determine the level of readiness.
Contents:
1. Effective Teachers Are Ready
2. Floor Space
3. Work Area
4. Student Area
5. Wall Space
6. Book Cases
7. Teacher Area
8. Teaching Materials
9. Yourself
10. Your Reputation
11. You Are What You Are Because Of Where You Were When

Session 5: Classroom Procedures and Rules
Objective: Evaluating current classroom procedures.

Contents:
1. Introduction
2. Entering the Classroom
3. Seating Arrangement and Assigned Seating
4. Starting the Class
5. Taking Roll
6. Class Assignments
7. Homework Assignments
8. Rules, Consequences, and Rewards
9. General Rules
10. Specific Rules
11. Your Rules
12. How to Present Your Rules
13. Involving Students in Forming Rules
14. Area of Freedom For Teachers

Session 6: Consequences and Rewards
Objective: Develop appropriate rules for the classroom.

Contents:
1. Why Consequences are Needed
2. Negative Consequences
3. Positive Consequences
4. Getting Administrative Support
5. Getting Parental Support
6. Personality Styles

Session 7: Teaching Procedures
Objective: Understand why procedures are essential.

Contents:
1. The Difference Between Procedures and Discipline
2. The Difference Between Procedures and Routines
3. What Procedures are Needed
4. Teaching Procedures
5. At-Risk Students and Procedures

Session 8: Working Cooperatively
Objective: Creating a cooperative learning classroom.

Contents:
1. The Benefits of Cooperative Learning
2. Dividing Your Class into Groups
3. Who is in the Group
4. How to Make Cooperative Learning Work
5. How to Structure a Cooperative Learning Activity
6. Implications for Teachers and Administrators
7. Experiencing a Cooperative Learning Activity

Session 9: Your Personal Growth Plan and Powerful Learning
Objective: Begin developing a personal growth plan and understand the components of
Powerful Learning.

Contents:
1. The Professional Educator
2. How to Improve Your Performance
3. Taking Risks
4. Your Growth Plan
5. Powerful Learning

Session 10: Model Uses-Implementation
Objective: Develop a model discipline plan.

Contents:
1. Discipline Article Sharing
2. Discipline Plan Presentations
3. Course Review
4. Final Examination
5. Course Evaluation

Grading

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<tr>
<th>Assignment</th>
<th>Points</th>
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<td>Group and Classroom Participation</td>
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<td>100 – 93</td>
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<tr>
<td>Reading Assignments</td>
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<td>92 – 85</td>
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<tr>
<td>Final Integration Project</td>
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<td>84 – 77</td>
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<td><strong>Total Points</strong></td>
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Student Requirements
1. Attend all class sessions for the requisite number of hours (45) and actively participate in all class activities.
2. Complete all reading assignments including a written summary of two current articles on classroom management.
3. Complete the final integration project. Review research and literature on effective classroom management and develop a written model classroom discipline plan.
4. Pass a final exam.

Student Academic Integrity
Participants guarantee that all academic class work is original. Any academic dishonesty or plagiarism (to take ideas, writings, etc. from another and offer them as one's own), is a violation of student academic behavior standards as outlined by our partnering colleges and universities and is subject to academic disciplinary action.