



**GONZAGA UNIVERSITY - SCHOOL OF EDUCATION
TEACHER EDUCATION PROGRAM**

*Gonzaga in Florence—Tentative Syllabus
Course: EDTE 460 E/S—Classroom Management
(Elementary and Secondary) – 3 credits*

Foster Walsh, Ph.D.	Fall, 2011
Class Time: TBA	Class Location: Florence, Italy
Office: TBA	GU Phone: 509-313-3476
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School of Education Theme:

Socially Responsible Professionals Who Serve with Competence, Commitment and Care

The **Mission of the School of Education** is to prepare socially responsive and discerning practitioners to serve their communities and professions. The School of Education upholds the tradition of humanistic, Catholic, and Jesuit education.

- ◆ We model and promote leadership, scholarship, and professional competence in multiple specializations.
- ◆ We support an environment that is challenging, inclusive, reflective, and collegial.
- ◆ We foster inquiry, intellectual creativity, and evidence-based decision making to accept the challenges facing a global society.
- ◆ We provide academic excellence in teaching, advising, service, and scholarship.
- ◆ We promote, support, and respect diversity.

I. Overview and Description

EDTE 460 E/S is structured for both elementary and secondary candidates. This course is designed to introduce, discuss and reflect on K-12 classroom management methodologies. The contributions of foundational theories and practical management models will be critically analyzed with the goal of developing a personal, comprehensive system of classroom leadership and proactive management. Candidates will develop a personal, comprehensive system of classroom leadership, including preventive classroom management, instructional approaches, corrective measures, and communication with other professionals and parents. Additionally, candidates will learn to identify physical, emotional, sexual, and substance abuse, and gain information on the impact of abuse on the behavior and learning abilities of students, and the responsibilities of a teacher to report abuse or provide assistance to students who are victims of abuse. The teacher as leader will be the primary metaphor that requires candidates to investigate the role of power and the benefits of proactive planning and explicit communications. This course is built around the major commissions in education such as INTASC, the National Council for Accreditation of Teacher Education, and the Washington State Office of the Superintendent of Public Instruction.

II. Course Goals, Standards and Assessments

The overall outcomes of this course, based on National, State and Departmental Standards, will be developed and extended within the classroom community, assisting one another in processing relevant classroom management theories and applications. Specific course goals and corresponding standards include:

Course Goals
(will be able to...)

Standards

Candidates will discuss, understand, and critically evaluate research-based theoretical foundation models and application models of classroom discipline.	INTASC Standards 2, 3, 5, 6 State Standard V: 5.3.B Program Outcomes: 2,3
Candidates will plan an organizer for opening week of classes that engages students in the development of class rules, and articulates grading, beginning and end of class procedures, and content activities designed for student success.	INTASC Standards: 2, 5, 6, 7 State Standard V: 5.3.B Program Outcomes: 2, 9
Candidates will apply the principles of preventive discipline/management and supportive/corrective discipline/management.	INTASC Standards: 5, 6 State Standard V: 5.2.B, 5.3.B Program Outcomes: 2,6,9
Assist and collaborate with peers in order to explore and analyze teaching episodes	INTASC Standards 2, 3, 5, 6, 9, 10 Standard V: 5.4 Program Outcomes: 9, 10
Candidates will become problem-solvers within the classroom environment.	INTASC Standards 2, 3, 5, 6, 10 State Standard V: 5.3.B Program Outcomes: 2, 8
Candidates will develop ways to strengthen student engagement and maintain relationships with families.	INTASC Standards 2, 3, 5 State Standard V: 5.3.C Program Outcomes: 10
Candidates will develop a research-based personal, written system of management.	INTASC Standards 2, 3, 5, 6, State Standard V: 5.3.B Program Outcome: 2, 3

III. Class Expectations

1. Attend all classes—on time
2. Complete assignments on assigned dates
3. Be an active reader, engaged learner and involved member of this learning community
4. Take care of yourself in the midst of a demanding experience

IV. Course Assessment and Expectations

• Evaluation system of letter grades, grade point and percentages are described below for your reference. The grade point and letter grades are correlated with the standards established by Gonzaga University Undergraduate Catalogue.

A	(4.0) – 100-94%	C+	(2.3) – 79-77%
A-	(3.7) -- 93-90%	C	(2.0) – 76-73%
B+	(3.3) -- 89-87%	C-	(1.7) – 72-70%
B	(3.0) -- 86-84%	D/F	(1.0) – 70-00 %
B-	(2.7) -- 83-80%		

• Course Expectations:

1. Attend all classes and arrive on time. If you cannot attend class, arrange in advance for a classmate to take notes or any handouts. I expect you to be caught up and ready to go when you return. University attendance policy allows no more than 2 absences for this 3-credit course that meets once a week. Prearranged absences will be handled on an individual basis.

2. Complete active reading of all assignments by dates indicated. Late papers/assignments will be accepted one class late with a reduction of one letter grade.
3. Be an active, contributing member of the learning community.
4. Critically evaluate peer presentations and projects.

V. Learning Activities/Teaching Strategies/Course Assignments

• Learning Activities:

1. Reading and writing assignments
2. Small and large group discussion and analysis
3. Analysis of teaching scenarios
4. Reflections on classroom observations
5. Analysis, critique and presentation of a behavior management theory
6. Personal, written system of classroom management project

• Teaching Strategies:

Readings, Socratic Seminar discussions, group projects, and student/teacher candidate presentations

• Course Assignments- points possible

<u>Assignment</u>	Points possible
Discussant	10
First Day Letter	10
Article Review 1	10
Behavior Theory Presentation	10
Article Review 2	10
Classroom Management Plan	30
Family Interaction Plan	10
Dispositions	<u>10</u>
Total Points Possible =	100

VI. Course Assignments

1. First Day Letter: You will gather ideas from actual beginning-of-the-year letters sent from teachers to parents. Then, you will design your own letter to parents (one or two pages) with a one-page rationale explaining why you wrote what you wrote.
Specific instructions will be posted on Blackboard.
2. Article Reviews: You will be given articles to read that relate to contemporary classroom management thinking/issues. You will submit a multi-point summary along with your reflections.
Specific instructions will be posted on Blackboard.
3. Behavior Management Presentation: You must select a behavior management theory and prepare a presentation in which you present the theory, describe the background of the primary theorist(s), analyze the theory for its strengths and weaknesses, and then offer a justified opinion about whether or not it would work for you. A minimum of three sources must be used and documented. You will give a ten-minute presentation of the theory and answer questions in class. Your peers will critique the presentation in writing.

Suggested Behavior Management Theories:

Assertive Discipline--Lee Canter	Logical Consequences--Rudolf Dreikurs
Behavior Modification--B.F. Skinner	Reality Therapy--William Glasser
Ginott Model--Haim Ginott	Teacher Effectiveness Training--Thomas Gordon

Jones Model--Frederic H. Jones

Kounin Model--Jacob Kounin

Specific instructions and rubric will be posted on Blackboard.

4. Classroom Management Plan: You will design a system of classroom management that you intend to use in your first full-time teaching position. Invent the "ideal" context (grade level(s), etc.) and then design the plan that best fits that context. The paper format should include approximately five pages (word-processed) with the following sections: introduction, resource management, relationship/communication management, behavior/discipline management, and conclusion.

Specific instructions and rubric will be posted on Blackboard.

5. Family Interaction Plan: You will design a plan to communicate with families. The plan should include strategies to engage families in supportive action of their respective children. The plan will include communication strategies as well as strategies to provide a supportive role from the home.

Specific instructions and rubric will be posted on Blackboard.

VI. Required Texts

- Evertson, C. & Edmund, E. (2009). *Classroom Management for Elementary Teachers* (8th Ed.). New York: Allyn & Bacon.
- Evertson, C. & Edmund, E. (2009). *Classroom Management for Middle and High School Teachers* (8th Ed.). New York: Allyn & Bacon.

VII. Course Policies:

Accommodations Statement:

If you need an accommodation based on the impact of a disability, you should contact me to arrange an appointment as soon as possible. I rely on Disability Support Services (AD room 324, ext. 4134) for assistance in verifying the need for accommodations and developing accommodation strategies. If you have not previously contacted Disability Support Services, I encourage you to do so.

Fair Process Policy

This class is being conducted in accordance to Gonzaga University's School of Education Fair Process policies.* If you would like to discuss either of these guidelines with the instructor, please make an appointment at your earliest convenience

Attendance: Attendance is based on the policy described in the Gonzaga University Undergraduate Catalog, pg. 33. Please come to class on time. If you cannot attend class, please send me an email or call and arrange in advance for a classmate to take notes and get copies of handouts.

Academic Honesty

Access the university policy on academic honesty.
<http://guweb2.gonzaga.edu/faculty/Campbell/acadhonesty.htm>.

VIII. Bibliography Reflecting the Knowledge Base:

- Bloom, L. (2009). *Classroom Management: Creating Positive Outcomes for All Students* Columbus, OH: Pearson Publishing.
- Charles, C.M. (2000). *Building Classroom Discipline* (6th edition). New York, NY: Longman Publishing Group.
- Cross, K. and Angelo, T. (1988) *Classroom Assessment Techniques : A Handbook for Faculty* Ann Arbor, MI: national Center for Research to Improve Postsecondary Teaching and Learning
- Emmer, E., Evertson, C., Clements, B., and Worsham, M. (1997) *Classroom Management for elementary Teachers* (4th edition) Boston, MA: Allyn and Bacon
- Enz, B., Honaker, C., Kortman, S. (2008). *Managing the Classroom: Creating a Culture for Middle and Secondary Teaching and Learning* (3rd Edition) Dubuque, IA: Kendall/Hunt
- Hohn, R. (1995) *Classroom Learning and Teaching* White Plains, NY: Longman Publishing Group
- Jones, F. (1987) *Positive Classroom Instruction* New York, NY: McGraw-Hill Book Company
- Jones, F. (1987) *Positive Classroom Discipline* New York, NY: McGraw-Hill Book Company

- Jones, V.F., and Jones, L.S. (1998) *Comprehensive Classroom Management: Creating Communities of Support and Problem Solving* (5th Edition) Boston, MA: Allyn and Bacon
- Joyce, B. and Weil, M. (1992) *Models of Teaching* (4th Edition) Boston, MA: Allyn and Bacon
- Kindsvatter, R., Wilen, W. and Ishler, M. (1992) *Dynamics of Effective Teaching*, 2nd Ed. White Plains, NY: Longman Publishing Group
- Lemlech, J.K. (1999) *Classroom Management: Methods and Techniques for Elementary and Secondary Teachers* (3rd Edition) Prospect Heights, IL: Waveland Press, Inc.
- Larrivee, B. (2009). *Authentic Classroom Management: Creating a Learning Community and Building Reflective Practice* (3rd Edition) Columbus, OH: Pearson Publishing
- Marzano, R. (2003). *Classroom Management that Works: Research-Based Strategies for Every Teacher* Columbus, OH: Pearson Publishing
- Orlich, D., Harder, R., Callahan, R., Kauchak, D., and Gibson, H. (1994) *Teaching Strategies: A Guide to Better Instruction* (4th Edition) Lexington, MA: D.C. Heath and Company
- Massachusetts Advocates for Children: Trauma and Learning Policy Initiative (2005). *Helping Traumatized Children Learn: supportive school environments for children traumatized by family violence*. The Hale and Dorr Legal Services Center of Harvard Law School and The Task Force on Children Affected by Domestic Violence. Boston: MA.