

**Elon University**  
**EDU 350 Classroom Management for Secondary Teachers**  
**Fall, 2008**

**Professor:** Dr. Terry M. Tomasek  
Assistant Professor, Department of Education  
**Credit:** 2.0 Hours

**Class Meeting:** Wednesday, 5:30 – 7:10, Mooney 210

**Office Hours:** T/Th: 3:00- 5:00 p.m. and by appointment  
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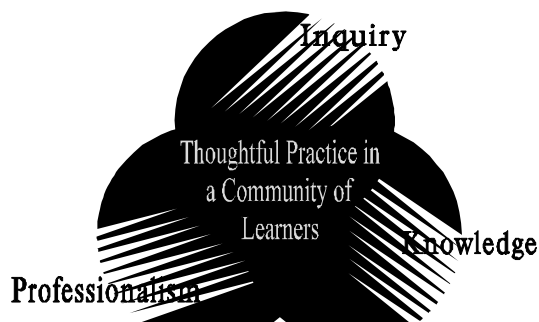
I will attempt to answer emails daily (Monday through Friday 3PM), but will not check emails on weekends.

**Course Description**

The role of the teacher with regard to managing student behavior will be explored from the cognitive, ecological and behaviorist perspectives. Teacher candidates will be taught to take a proactive stance toward behavior management, thereby decreasing problem behaviors in the classroom. Included in this course are strategies for establishing a classroom in which students feel safe to take academic risks, as well as strategies for effectively addressing problem behaviors and strategies for conflict resolution. Prerequisite: Admission to the Teacher Education Program. Co-requisite: taken concurrently with methods course.

**Thoughtful Practice in a Community of Learners: A Conceptual Framework for Teacher Education**

The mission of Teacher Education at Elon University is to prepare quality teachers who are knowledgeable, responsible and thoughtful professionals. The conceptual framework, "Thoughtful Practice in a Community of Learners," reflects the intention to create a learning environment in which teacher candidates inquire and collaborate to develop the knowledge, skills and dispositions for effective professional practice.



Effective teachers are *knowledgeable*. They know learning theory, disciplinary content and relevant pedagogy. They are cognizant of the developmental characteristics and diverse learning needs of students and of varying family and community cultures. Included in their knowledge base are an awareness of and an ability to choose instructional strategies, resources (including technology) and assessment procedures that promote the learning of a variety of students. They create positive learning environments that embrace diversity, act on the belief that *all* students can learn, and are dedicated to their own development as teachers and learners.

Effective teachers *inquire*. They value and use questioning intentionally to stimulate student inquiry and to motivate learning. They use a variety of resources to acquire and critically analyze

information to inform instructional decisions. Effective teachers take the initiative to learn about their students and the families and communities in which they live. They use assessment of student learning to reflect upon their classroom practice. They are enthusiastic learners who engage in purposeful inquiry within professional communities. They continually reflect upon personal beliefs and the effectiveness of instructional practices to enhance the learning of all students.

Effective teachers are *professional*. They view themselves as integral to a professional community that shares and builds knowledge about student learning and quality practice. They remain current and informed through collaboration with colleagues and participation in professional organizations. They hold high expectations for academic and social growth of *all* students and establish positive learning environments to support that growth. To build a community of practice, they interact with colleagues, students, families and others in the community in an ethical and respectful manner. Effective teachers are enthusiastic about the challenges and opportunities within the profession, and they demonstrate respect and support for their colleagues.

Embedded throughout the quality teacher education program described in the conceptual framework are dispositions that describe the values and commitments that we seek to develop in all teacher candidates. Effective teachers are committed to the following:

- Designing and implementing cognitively challenging learning experiences for all students
- Creating positive classroom environments that accept and embrace diversity
- Seeking opportunities for continued personal and professional development
- Enthusiastically supporting the profession of teaching

Teacher candidates with these dispositions have a propensity to act in ways that further the learning of all students, including those from ethnic/racial minorities, poor families or those who may have disabilities. They take action to develop as professionals and to support the growth of their colleagues. They are professionals who can meet the daunting challenges of educators in the new century.

In keeping with our conceptual framework, twelve learning outcomes for teacher candidates have been identified.

## **ELON LEARNER OUTCOMES BASED ON CONCEPTUAL FRAMEWORK (LO)**

### ***Knowledge***

*Teacher Candidates will:*

1. Demonstrate in-depth knowledge of subject area(s) for which they seek licensure
2. Use knowledge of students' learning process to inform instruction.
3. Demonstrate understanding of pedagogical knowledge relevant to subject area(s) for which they seek licensure.
4. Choose appropriately among multiple instructional strategies to promote optimal student learning.
5. Choose appropriately from a variety of resources including technology, to promote active student learning.

### ***Inquiry***

*Teacher Candidates will:*

6. Seek to understand students' family and community culture and use knowledge to inform practice.
7. Inquire actively and persistently about student learning through the use of a variety of assessment procedures.
8. Analyze through reflective practice effectiveness of their instruction and make appropriate adaptations to maximize student learning.

### ***Professionalism***

#### ***Teacher Candidates will:***

9. Establish positive classroom learning environments that support social and academic growth of students.
10. Hold high expectations for academic and social growth for all students.
11. Seek opportunities to further personal learning and professional growth.
12. Demonstrate enthusiasm and respect for the profession of teaching.

***This course specifically address Elon Learning Objectives 4, 6, 8, 9, 10, 11, and 12. Please see course objectives for greater detail.***

### ***Dispositions***

***During this course, Teacher Candidates will:***

- Contribute to group work and respect others
- Take responsibility for their behavior and learning and seek help when needed
- Manage time efficiently and effectively
- Use resources and materials appropriately
- Demonstrate academic integrity
- Behave in a professional manner
- Reflect on teaching and learning
- Consider and utilizes feedback
- Actively pursue pedagogical and content knowledge
- Strive for quality and completeness

## **ADDITIONAL STANDARDS ADDRESSED IN THIS COURSE**

### **North Carolina Professional Teaching Standards 2007 (NCPTS)**

- 1. Teachers demonstrate leadership.**
  - a. By establishing a safe, orderly learning environment.**
  - b. By creating a culture that empowers students to collaborate and become lifelong learners.**
- 2. Teachers establish a respectful environment for a diverse population of students.**
  - a. By encouraging an environment that is inviting, respectful, supportive, inclusive, and flexible.**
  - b. By appreciating differences and valuing contributions through building positive, appropriate relationships.**
  - c. By improving communication and collaboration between the school and the home and community.**
  - d. By seeking solutions to overcome obstacles that prevent family and community involvement.**
3. Teachers know the content they teach.
- 4. Teachers facilitate learning for their students.**
  - a. By organizing learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds and develop leadership qualities.**
- 5. Teachers reflect on their practice.**
  - a. By thinking systematically and critically about learning in their classrooms: why learning happens and what can be done to improve student achievement.**
  - b. By actively investigating and considering new ideas that improve teaching and learning.**

## Course Goals and Objectives

Through class readings, discussions and the completion of learning activities, teacher candidates will be able to:

1. Analyze the components of a classroom management model to determine appropriateness in creating and nurturing positive and effective learning communities to promote enduring social and academic growth. [LO 9, 10, 11, 12; NCPTS 1,2, 4,5]
2. Gain insight into their own (and other's) beliefs about social and academic learning and how those beliefs impact classroom management choices. Grapple with and develop a research-based, well-defined philosophy of teaching and learning that impacts classroom management choices. [LO 9, 10; NCPTS 2, 4,5]
3. Describe, analyze and make choices about classroom arrangement, procedures, and norms of behavior based on current research. [LO 4, 9, 11, 12; NCPTS 1, 2, 4, 5]
4. Create a comprehensive classroom management plan that is aligned with their personal philosophy described in objective #2. [LO 4, 8, 9; NCPTS 1, 2, 4, 5]
5. Explain why positive relationships between teachers, students, and families are essential in creating classroom community that nurtures student engagement. [LO 6; NCPTS 2, 4, 5]

### How does this course address the Elon Conceptual Framework?

Effective teachers are *knowledgeable*. During this course teacher candidates will investigate multiple aspects of classroom management. Classroom arrangement, procedures, norms of behavior, working with families, positive behavior support, engaging instruction, resolving conflict and classroom community will be considered as essential elements of classroom management. Based on this new knowledge, students will make choices about these important aspects of classroom management to create positive learning environments that embrace diversity.

Effective teachers *inquire*. Teacher candidates will use reflective and analytic practice to inform their choices on multiple aspects of classroom management. They will observe and evaluate classroom management practices in their field placement and compare those practices to the research literature. This comparison, coupled with their own in-depth analysis of their philosophy of learning and teaching, will guide the development of a *classroom management plan*. Part of this plan will lead teacher candidates to consider how a students' family and community culture should impact classroom choices and decisions.

Effective teachers are *professional*. Through research and reflection teacher candidates will grow professionally as they seek opportunities to further their personal learning. They will investigate and assess teacher choices that promote a positive classroom learning environment which supports social and academic growth of students. This investigation will be accomplished as part of their field placement in the public school classroom. As teacher candidates investigate multiple learning and teaching options they will acquire the tools and dispositions to hold high expectations for the academic and social growth for all students.

## Grading

The following scale will be used for grading this seminar:

|    |    |       |    |    |       |
|----|----|-------|----|----|-------|
| A  | 98 | 96+   | C+ | 78 | 77-79 |
| A- | 93 | 90-95 | C  | 75 | 73-76 |
| B+ | 88 | 87-89 | C  | 75 | 73-76 |
| B  | 85 | 83-86 | C- | 71 | 70-72 |
| B- | 81 | 80-82 | D  | 65 | 69-   |

## Grading on Written Assignments

### A – Distinguished Performance

Excellent work that demonstrates not only a clear understanding of the material but also a **superior** ability to utilize that material in the assignment submitted. Strong and explicit connections are made to readings, class discussions and internship experiences as well as thought provoking insights are offered. It is evident that additional research has been conducted so that the student's work goes beyond the task and contains **additional, unexpected or outstanding features**. All required criteria are met.

### B – Above-Average Performance

A solid piece of work that demonstrates a good understanding of the material under study and utilizes that material well in the assignment submitted. The student meets the assignment criteria, with few errors or omissions, but there are few additional, unexpected or outstanding features.

### C – Average Performance

Work that demonstrates a technical, or basic, understanding of the material under study and which utilizes that material adequately in the assignment submitted. The work meets the assignment criteria.

### D – Passing Performance despite some deficiencies

Work that fails to demonstrate a basic, or technical, understanding of the material under study and fails to use relevant material in the assignment submitted. Work may not address one or more criteria or may not accomplish what was asked.

F – Work that is incomplete, inappropriate, and/or shows little or no comprehension of the class material in the assignment submitted.

### An "A" Student:

- Has virtually perfect class attendance.
- Is prepared for class; completes assignments on time.
- Shows interest in the class and in the subject. Independently investigates what s/he does not understand. Asks interesting questions or makes thoughtful comments.
- Is an active learner. Is able to connect past learning and/or experience with new information.
- Shows initiative. Does things s/he has not been told to do.
- Has exceptional insight, unusual creativity, good organizational skills, and high commitment. His/her ability is evident to the teacher and usually to the other students as well.

Remember, my task is to evaluate student learning not just student effort.

## Evidence of Learning

- Classroom Management Models Analysis and Presentation (10%)
- Classroom Management Plan - Throughout the semester you will develop the following components of a classroom management plan. The components will be turned in for evaluation to me at separate times and then combined/synthesized into one final plan at the end of the semester:
  - Philosophy of Teaching and Learning & Final Reflection (20%)
  - Classroom Map with room arrangements (10%)
  - Classroom Norms for Behavior (10%)
  - Classroom Procedures Checklist (10%)
- Mid-Term (20%)
- Final (20 %)

### Classroom Management Model Analysis & Presentation (10%)

DUE DATES VARIED

You will work with a team of 2-3 members to learn about and present a lesson on a classroom management model. For this assignment, you will need to (a) read an overview of all models to be studied, (b) sign up for a management model in class, (c) create a graphic organizer depicting the essential elements of your model, (d) make a 30 minute (approximately) presentation to the class on your model in which you provide an overview of this model, the theoretical foundations of this model, possible strengths and weaknesses of this model and a simulation of this model in which class members can participate in a classroom in which this model was utilized, and (e) write an analysis of your model. Assignment description and scoring rubric will be given in class and posted on BB.

[Standards Alignment: LO 6, 9, 10, 11, 12; NCPTS 2,4,5]

### Classroom Management Plan

Throughout the semester you will develop the following components of a classroom management plan. You will be using experiences from your field placement, discussions from class and your readings to guide the development of each component of your CM plan. The components will be turned-in to me for evaluation *at separate times* but the final plan will be collated/synthesized at the end of the semester. Assignment description given in class and posted on BB.

- Philosophy of Teaching and Learning & Final Reflection (20%) DUE Nov. 28th
- Classroom Map with room arrangements (10%) DUE Sept. 26th
  - Analysis of why classroom is arranged and how this impacts management & learning
- Classroom Norms for Behavior (10%) DUE Oct. 3rd
  - Analysis of why rules/consequences/rewards are chosen and how this impacts management & learning
- Classroom Procedures Checklist (10%) DUE Oct. 17th
  - Analysis of why procedures are chosen and how this impacts management & learning

[Standards Alignment: LO 4, 6, 8, 9, 10, 11, 12; NCPTS 1,2,4,5]

### Mid-Term (20%)

DUE Oct. 10th

The exam will be written with True/False, Multiple Choice and Short Essay type questions covering the Evertson text (Chapters 1 – 5)

[Standards Alignment: LO 4, 6, 9; NCPTS 1,2,4]

**Final (20 %)**

DUE Dec. 10<sup>th</sup> 6:30-9:30PM

The exam will be written with True/False, Multiple Choice and Short Essay type questions covering the Evertson text (Chapters 6,7,9,10 and ch. 5 Weinstein)  
[Standards Alignment: LO 4, 6, 9; NCPTS 1, 2, 4]

**Evidence of Learning/Course Objectives Crosswalk**

| <b>Course Objectives →</b>                             | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
|--|----------|----------|----------|----------|----------|
| <b>Evidence of Learning ↓</b>                          |          |          |          |          |          |
| Classroom Management Model Presentation                | X        | X        |          | X        | X        |
| Philosophy of Teaching and Learning & Final Reflection | X        | X        | X        | X        | X        |
| Classroom Map with room arrangements                   |          | X        | X        | X        |          |
| Classroom Norms for Behavior                           | X        | X        | X        | X        |          |
| Classroom Procedures Checklist                         | X        | X        | X        | X        |          |
| Mid-Term   |          | X        | X        |          |          |
| Final  |          | X        | X        |          | X        |

**Teaching Strategies**

Teaching strategies for this course include lecture, class discussion, small group work, student presentations, reflective and responsive writing, use of technology, field-based activities, case studies as well as teaching and learning simulations.

**Attendance Policy & Class Participation**

Professional teachers are rarely absent, always arrive on time, contact the school in a timely manner when they are going to be absent, turn in work that is on time and meticulously done and are active, well prepared participants in staff development and other opportunities for intellectual growth. As soon-to-be professional teachers, I expect the same behaviors in this course. The community of learners model implies that everyone builds and creates new ideas on the contributions of individual members; therefore, class attendance and active participation is important for your learning and the learning of your colleagues. Given the nature of this course, regular attendance is essential to your success. I teach by means of discussion and interactive exercises, you must be in class to benefit and be of benefit to others. Absences and tardies will result in a reduction of your course grade. If you are not in class you miss the discussion and other learning experiences and your classmates miss your contributions. It is expected that you will be in class unless there is a compelling reason that necessitates your absence. These compelling reasons include sickness that is serious enough that you will not benefit from learning experiences in class or your being “up and about” would lengthen your recovery. Other compelling reasons include major illness and other crises in your families. It is expected that you will behave professionally when an absence is necessary. The expectation is that your instructor and others affected by your absence be notified. Frequent absences from class (even in cases of serious illness and/or significant family emergencies) may result in the need to repeat the course when the instructor concludes that you have not mastered the objectives of the course.

### **Late Work Policy**

Work is to be turned in on the day it is due at the beginning of class. ***Unless prior arrangements are made with the professor, one letter grade will be deducted for each day or part of a day that the work is late. After 5 days a grade of zero will be assigned.*** Likewise tests are to be taken on the day they are scheduled, and, unless there is a medical emergency or prior arrangements are made with the professor, make-up tests will not be given. **Missed tests will result in a grade of zero.**

### **Honor System**

Collaboration is permissible on those assignments specified by the professor. All other assignments must be completed individually. References to the work of others must be adequately documented using APA style. A group of students from my last course suggested the following: “Another form of cheating that our group unanimously agreed on is the situation of “free-riders” in group setting. We feel that in group situations, all group members are expected to participate equally, with no one just tagging along for the ride. For more major group assignments/projects/participation, we suggest that an evaluation should be filled out at the conclusion by each student about how the experience went.” Because of this strong feeling among students I will give you ***the opportunity to provide confidential feedback regarding your peers for all group assignments.***

### **HONOR CODE**

Elon University’s honor code is based on upholding four fundamental values: honesty, integrity, responsibility and respect.

- Honesty: Being truthful in your academic work and in your relationships.
- Integrity: Being trustworthy, fair and ethical.
- Responsibility: Being accountable for your actions and your learning.
- Respect: Be civil. Value the dignity of each person. Honor the physical and intellectual property of others.

Adherence to these values is expected from students in and out of the classroom, on and off campus and in and out of the country. Breaches of these values will result in an academic or social honor code violation report.

In this class, honor code violations that may result in a lowering of your grade or your failure of the class include the following offenses: **plagiarism, lying, cheating, stealing or vandalism, and facilitating academic dishonesty.** Students should be familiar with these policies and should know that while “intent” may be considered in assigning sanctions, it is not a factor in determining responsibility for an offense. Students may learn more about the honor code, including definitions of violations, the process for adjudication and possible sanctions at <http://www.elon.edu/honor>. Students who are uncertain about whether specific behaviors or activities in this class are violations of the honor code should contact the instructor immediately. Students will be expected to repeat the honor pledge on papers, tests or other assignments as the student’s affirmation that the values have been and will be followed: ***“On my honor, I will uphold the values of Elon University: honesty, integrity, responsibility and respect.”***

### **Required Texts:**

Emmer, E. T., Evertson, C. M., & Worsham, M. E. (2006). *Classroom management for middle and high school teachers* (7<sup>th</sup> ed.). Boston: Pearson Education.

### **Optional Texts:**

Hardin, C.J. (2008). *Effective classroom management: Models and strategies for today’s classrooms*. Upper Saddle River, NJ: Merrill Prentice Hall.

Weinstein, C.S. (2007). *Middle and secondary classroom management: Lessons from research and practice* (3<sup>rd</sup> ed.). Boston: McGraw-Hill.

### **Recommended by Education Students**

Chang, M. L. (2004). *Classroom management in photographs*. New York: Scholastic.

Springer, S., Alexander, B., & Persiani-Becker, K. (2005). *The organized teacher: A hands-on guide to setting up and running a terrific classroom*. Boston: McGraw-Hill.

### **Writing Conditional Grade**

A teacher candidate may receive a writing conditional grade, "WC," in a course in which his/her performance was unacceptable because of poor writing (organization, sentence structure, grammar, spelling, documentation, following directions, content). The assignment of a "WC" grade is similar to an incomplete. The teacher candidate must confer with the professor of the course to learn what work is necessary to remove the "WC" grade. The work must be completed no later than nine days after the mid-semester grades are due during the following semester. A final grade is submitted to the Registrar by the Instructor the following Monday. After this date, the "WC" grade automatically changes to "F" unless an extension is granted by the Dean of Academic Affairs. A grade of "WC" may also be awarded to individual papers. If this is the case, the teacher candidate has one week to remove the "WC" from the paper by following the instruction offered by the professor. If the "WC" is not removed from the paper by that time, the grade will automatically become a "0" for that assignment. The Elon Writing Center will be open Monday-Thursday, 10am-10pm, as well as Fridays, 10am-4pm, and Sundays 6pm-10pm. Please make use of this valuable resource.

### **Special Needs**

If you have an identified disability or special learning need and require differentiated help please let me know. Please be reminded that learning accommodation cannot be offered retroactively. I am more than willing to make accommodations that will meet your learning needs. However, I have to know about the disability in order to this. So I encourage you to talk with me. According to University policy, accommodations are granted only through my the Disabilities Services Coordinator, Priscilla Lipe, Associate Director of Academic Advising, Duke 108, CB 2251, 336-278-6500.



**Tentative** Course Schedule of Key Dates and Assignments: Subject to change based on needs of the learning community.  
**Some weekly assignments are listed, but I may add others as the semester progresses.**

| Session Date        | Topics/Essential Question   | Class Activities   | Preparing for Next Week's Class OR Assignments Due  | NCPTS   | Course Objectives |
|---------------------|---|--|---|---------|-------------------|
| 1<br>Wed.,<br>8/29  | What is <u>Classroom Management</u> ?   | Introductions<br>Syllabus  | Read "Assertive Discipline" (eReserves/BB)<br>Read a set of choice articles<br>Write a summary of one article for each side (see guidelines on BB)                      | 2,5     | 2                 |
| 2<br>Wed.,<br>9/5   | What is the <u>Assertive Disciple model</u> of classroom management? How does this model reflect (or not reflect) my philosophy of learning and teaching? | Assertive Disciple Debate<br>Introduce classroom management model assignment   | Read Chapter 1 from Text;<br>Read "Changing Views of Classroom Management" (posted on BB eReserves).<br>Think about the model you would like to present.                | 1,5     | 1,2,4             |
| 3<br>Wed.,<br>9/12  | How have <u>views on classroom management</u> changed over time?<br>How can I <u>organize my classroom</u> to best meet the needs of all students?        | Overview: Models of classroom management<br>Analyze Classroom Sketches<br>Introduce Classroom Map assignment               | Read Chapter 2 from Text<br>Read Chapter about your model<br>Find one other source, begin work on presentation.   | 1,2,4,5 | 2,3,4             |
| 4<br>Wed.,<br>9/19  | What <u>norms of behavior</u> should I establish to promote a positive learning environment in my classroom?  | Video: Classroom Rules Discussion<br>Select CM model for presentation<br>Introduce Classroom Norms for Behavior assignment | Read Chapters 3 & 4 from Text<br>Continue work on CM model presentation<br>Classroom Map & Analysis due next week   | 1,2,5   | 2,3,4             |
| 5<br>Wed.,<br>9/26  | What <u>class procedures and routines</u> should I establish to promote a positive learning environment in my classroom?                                  | Case study analysis of class procedures<br>Introduce Procedures Checklist assignment                                       | <b>*Classroom Map &amp; Analysis due</b><br>Read Chapter 5 from Text<br>Continue work on CM model presentation<br>Classroom Norms for Behavior & Analysis due next week | 1,2,5   | <b>2,3,4</b>      |
| 6<br>Wed.,<br>10/3  | Where is my focus: student behavior management or <u>student engagement</u> in learning?  | Student engagement video segment & discussion  | <b>*Classroom Norms for Behavior &amp; Analysis due</b><br>Continue work on CM model presentation   | 4,5     | <b>2,4</b>        |
| 7<br>Wed.,<br>10/10 |   | <b>Mid-Term Exam</b><br>(Evertson text, ch. 1-5 and first half of semester class notes/discussion)                         | Classroom Procedures Checklist & Analysis due next week<br><b>Read two articles on BB related to developing a teaching philosophy?????</b>                              | --      | --                |

| Session Date             | Topics/Essential Question   | Class Activities  | Preparing for Next Week's Class OR Assignments Due  | NCPTS | Course Objectives |
|--------------------------|---|---|---|-------|-------------------|
| 8<br>Wed.,<br>10/17      | What is the <u>conflict resolution/peer mediation</u> model of classroom management? How does this model reflect (or not reflect) my philosophy of learning and teaching?   | Model Presentation: Conflict Resolution/Peer Mediation<br>Introduce Final CM Plan Assignment                                    | <b>*Classroom Procedures Checklist &amp; Analysis due</b><br>Read Chapter 9 from Text<br><b>Positive behavior support readings?????</b>   | 2,5   | 1,2,4             |
| 9<br>Wed.,<br>10/24      | How can I <u>positively support</u> all student behavior?   | Classroom Management with At-Risk Students<br>Positive Behavior Support   | Read: <i>Working with Families</i> , BB eReserves<br><b>Maybe have students read this PTA article on line as well?</b><br><a href="http://www.pta.org/local_leadership_subprogram_1196790219218.html">http://www.pta.org/local_leadership_subprogram_1196790219218.html</a> | 2,5   | 1,2,4,5           |
| 10<br>Wed.,<br>10/31     | What is the <u>discipline with dignity</u> model of classroom management? How does this model reflect (or not reflect) my philosophy of learning and teaching? How can I effectively work with families of my students? | Classroom Management as a System<br><b>Model Presentations:<br/>Discipline with Dignity</b><br>Working with Families discussion | Read: Chapter 10 from Text  | 2,5   | 1,2,4,5           |
| 11<br>Wed.,<br>11/7      | What are the <u>building community and discipline without stress, punishments or rewards</u> models of classroom management? How do these models reflect (or not reflect) my philosophy of learning and teaching?       | <b>Model Presentations:<br/>Building Community<br/>Discipline without stress,<br/>punishments or rewards</b>                    | Read: Chapter 6 from Text   | 2,5   | 1,2,4,5           |
| 12<br>Wed.,<br>11/14     | What are the <u>inner discipline &amp; character education</u> models of classroom management? How do these models reflect (or not reflect) my philosophy of learning and teaching?                                     | Classroom Management as Instruction<br><b>Model Presentation:<br/>Inner Discipline<br/>Character Education</b>                  | Read: Chapter 7 from Text   | 1,4,5 | 1,2,4             |
| 13<br>11/21              | NO CLASS  | -----   | HAPPY THANKSGIVING  | --    | --                |
| 14<br>Wed.,<br>11/28     | What are the <u>logical consequences and positive classroom discipline</u> models of classroom management? How do these model reflect (or not reflect) my philosophy of learning and teaching?                          | Behavior Approaches to CM<br><b>Model Presentations:<br/>Logical Consequences,<br/>Positive Classroom Discipline</b>            | <b>* Final Classroom Management Plan and Analysis due</b>   | 5     | 1,2,4             |
| 15<br>Wed.,<br>12/5      | Last Class ☺  | TBA   |   | --    | --                |
| Mon.,<br>12/10,<br>1-4PM |   | <b>FINAL EXAM (Evertson text, chs. 6,7,9,10 and ch. 5 Weinstein &amp; Mignano)</b>  | Entire Classroom Management Plan should be posted on LIVETEXT   | --    | --                |

\*Items are part of your final classroom management plan assignment