

Effective Classroom Management: EDE 200
Spring 2013
Mondays: 1:10-4:10
Location: Memorial Hall Room 317

Dr. Tracey Garrett
Phone: 609-896-5347
Email: Tgarrett@rider.edu
Office Location: Memorial 102L

Course Description: Issues of classroom management often pose the biggest challenges for novice teachers. However, with the proper training many of these obstacles can be prevented, which results in more time spent on effective instruction. This course is based on two premises: (1) that most problems of classroom order can be prevented through the use of research-based classroom management strategies, positive teacher-student relationships and engaging instruction; and (2) that the goal of classroom management is the development of an environment conducive to both academic and social emotional learning. Given these premises, the course focuses not on disciplinary interventions designed to control students, but on ways of preventing disruptive behavior, creating a peaceful, caring community, resolving conflicts, and meeting the needs of diverse students through the use of effective motivational and instructional strategies.

This course will have three components: (1) establishing an environment conducive to academic and social-emotional learning, (2) designing, implementing and managing engaging and motivating lessons and (3) coping with challenges.

Course Objectives:

During the course of the semester, students will:

- ☐ Develop the skills necessary to create and maintain an environment conducive to academic and social emotional learning (INTASC 5)
- ☐ Describe and analyze the five key areas of classroom management (INTASC 5)
- ☐ Identify, analyze and discuss characteristics and behaviors of effective classroom managers (INTASC 5)
- ☐ Discuss the importance of the reciprocal relationship between engaging instruction and effective classroom management (INTASC 4, 5)
- ☐ Observe, identify, analyze and discuss a variety of instructional and motivational techniques teachers use to foster active engagement, critical thinking and problem solving skills (INTASC 4, 5)
- ☐ Develop the skills necessary to prevent and address misbehavior in the classroom (INTASC 5)
- ☐ Develop the skills of observation and reflection and use them to grow professionally (INTASC 9)

Required Materials:

Weinstein, C.S. and Mignano, A.J. (2011). *Elementary classroom management: Lessons from research and practice*. McGraw Hill: Boston.

Or

Weinstein, C.S. & Mignano, A.J. (2011). *Middle and secondary classroom management: Lessons from research and practice*. McGraw Hill: Boston.

*** This book is available through rent-a-text in the bookstore. Several articles will also be distributed in class.

Assignments:

1. Class Preparation and Participation – 15%
2. Three Exams – 45 % (15% each)
3. Mock Interview – 20%
4. Classroom Management Plan/Project – 20%

See the course website on Blackboard for detailed descriptions and corresponding rubrics for each assignment.

Grading Scale:

93 and above	A		77 – 79	C+
90 – 92	A-		73 – 76	C
87 – 89	B+		70 – 72	C-
83 – 86	B		60 – 69	D
80 – 82	B-		50 – 59	F

Course Policies:

Written Assignment Policy: All written assignments must be turned in either in class or, when this is impossible, in my mailbox in Memorial 102. All written assignments must be typed (12-point font, double spaced), submitted without a cover page and stapled (not paper clipped) in the upper left hand corner. Written work should not be sent via email.

Late Paper Policy: For each class period a paper is late, the paper will be marked down 5% of the total point value of the assignment. Please speak to me ahead of time if you need an extension to complete an assignment.

Assigned Readings: Topics are listed for each week, followed by readings and assignments (when applicable). The readings and assignments must be completed before class on the date listed.

Cell Phone Policy: All cell phones must be turned off or set to vibrate rather than ring. Cell phones may not be used for any purpose in the classroom (including taking photos, web-surfing, reading text messages or retrieving information) and should not be visible to anyone.

Course Outline

Week 1	January 28 th	<p>Introduction and Course Overview</p> <p>Readings/Assignments Due Today:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Chapter one
Week 2	February 4 th	<p>Designing the Physical Environment</p> <p>Readings/Assignments Due Today:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Chapter one and two <input type="checkbox"/> <i>Culturally Responsive Classroom Management: Awareness into Action</i> by Weinstein, Curran & Tomlinson-Clarke
Week 3	February 11 th	<p>Establishing Rules and Routines</p> <p>Readings/Assignments Due Today:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Chapter four
Week 4	February 18 th	<p>Creating Safe, Caring Communities</p> <p>Readings/Assignments Due Today:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Chapter three
Week 5	February 25 th	<p>Exam #1: Establishing an Environment for Academic and Social-emotional Learning</p> <p>Readings/Assignments Due Today:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Exam #1
Week 6	March 4 th	<p>Designing Engaging and Motivating Lessons</p> <p>Readings/Assignments Due Today:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Chapter eight
Week 7	March 11 th	<p>Implementing and Managing Engaging and Motivating Lessons Part I</p> <p>Readings/Assignments Due Today:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Chapter seven <input type="checkbox"/> Review BB directions for CM Project/Plan <input type="checkbox"/> Review BB directions for Mock Interview

Spring Break	March 18 th	No Class!!!!
Week 8	March 25 th	Implementing and Managing Engaging and Motivating Lessons Part II Readings/Assignments Due Today: <input type="checkbox"/> Chapter ten
Week 9	April 1 st	Exam #2: Designing, Implementing and Managing Motivating and Engaging Lessons Readings/Assignments Due Today: <input type="checkbox"/> Exam #2 <input type="checkbox"/> Chapters 9 and 11 (information is not on exam #2)
Week 10	April 8 th	Dealing with Minor Misbehavior Readings/Assignments Due Today: <input type="checkbox"/> Chapter 12 <input type="checkbox"/> Mock Interviews Due – time slots to be assigned in class
Week 11	April 15 th	Dealing with More Serious Misbehavior + Culturally Responsive Discipline Readings/Assignments Due Today: <input type="checkbox"/> Read Ballanger article <input type="checkbox"/> Read Monroe and Obidah article <input type="checkbox"/> Mock Interviews Due – time slots to be assigned in class
Week 12	April 22 nd	Dealing with Chronic Misbehavior and Special Situations Readings/Assignments Due Today: <input type="checkbox"/> Review Chapter 12 <input type="checkbox"/> Read Chapter 13
Week 13	April 29 th	Exam #3: Coping with Challenges Readings/Assignments Due Today: <input type="checkbox"/> Exam # 3 <input type="checkbox"/> Classroom Management Plan/Project (in lieu of final exam) – Due date will be finalized during last few weeks of class <input type="checkbox"/> If a class has to be cancelled due to unforeseen circumstances, then this exam may be given during the scheduled final exam period and all classes will be pushed back one week from the missed class).



RIDER
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School of Education

CONCEPTUAL FRAMEWORK

KNOWLEDGEABLE

The School of Education emphasizes content and pedagogical knowledge, which candidates implement in supervised classroom and field experiences. Candidates use acquired technological expertise and reference relevant standards for planning and reflecting on their classroom work.

PROFESSIONAL

Novice and experienced educators enrolled in the School of Education are on a career-long path toward professionalism that does not end with graduation. We encourage candidates to become thoughtful, creative problem-solvers.

REFLECTIVE

The School of Education defines reflection as the process of thinking clearly and deliberately to promote understanding about professional practice. Reflection, grounded in active experience, has value for developing educators through classroom observation, self-assessment, and journal writing.

COMMITTED

Commitment, highly prized by the School of Education, serves as an essential cornerstone for teaching and learning. Commitment is a set of connected attitudes, values, and beliefs that result in professional behaviors expected of dedicated educators.

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