

SANTA CLARA UNIVERSITY

School of Education, Counseling Psychology, and Pastoral Ministries

Education 275 [3 quarter units]

Fall 2007

Section 36713

Managing the Classroom Environment

Instructor:

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Course Overview:

This course will explore the importance of establishing a positive structured learning environment by developing a successful classroom management model that is consistent with the California Standards for the Teaching Profession. Theories of discipline and motivation will be examined and students will be challenged to determine which discipline approach to use in their classrooms.

Research has proven that the number one reason teachers leave the profession is because they cannot manage the students. It has been said failure to control the classroom is synonymous with failure as a teacher. One cannot teach unless they can control the classroom and manage learner discipline in productive ways. This course is designed to familiarize the pre-service and experience teacher with some of the techniques, procedures and discipline models that can help make the task of managing and disciplining students much easier. This class will include theory and practice of classroom management, motivation, time and physical space management, and establishing rules and routines.

Philosophy:

Santa Clara University takes seriously the challenge of developing individuals whose conscience and compassion direct their competence. Individuals are challenged to consider issues of social justice and to serve the underserved. The Department of Education applies this challenge to the field of education. Our goal is to develop highly competent educators who understand the issues of education and who are motivated by their conscience and compassion to make sure that all individuals, regardless of culture, ethnicity, gender, or ability,

receive a quality education that will provide the foundations for a satisfying and productive life.

In accomplishing this goal, the following principles guide our classes:

1. Our classrooms are places where learning is interactive and dynamic.
2. The perspectives and experiences of all students are honored and given voice.
3. Students are engaged in reflective teaching and learning to consider the values and the theory that underlie practice.
4. The implications of practice and educational decisions are considered as they relate to culture, ethnicity, age, disability, gender and socioeconomic status.
5. Learning is expanded beyond the classroom to the broader societal and institutional contexts of education.
6. Students are challenged and empowered to shape communities and make them more humane and just.

Course Goals:

1. Students will learn to create an environment that is conducive to safe learning
2. Students will learn to create a physical environment appropriate to a range of learning activities
3. Students will learn how to maintain standards of behavior, mutual respect, and safety
4. Students will learn to manage classroom routines and procedures without loss of significant instructional time
5. Students will learn to create classrooms that are interactive and dynamic
6. Students will learn to take the classroom into the extended community with proper preparation

Objectives:

1. Identify elements of the classroom environment that need to be considered in order to minimize problems; (TPE1, 6) (TPA4, Step 5, 1-4)
2. Identify management principles that need to be applied to the classroom in order to facilitate learning; (S3, 14; TPE1, 4, 9, 10)
3. Design classroom rules and routines appropriate for the grade level to be taught; (TPE10, 11) (TPA4, 1C)
4. Identify the essential components of different models for responding to discipline problems; (S3) (TPA4, 1C)
5. Apply discipline models to problem situations; (TPE6)

6. Develop a personal model for preventing and responding to discipline problems; (S10, 14; TPE 11)
7. Identify appropriate procedures for dealing with serious problems: (S10, 14; TPE11)
8. Identify appropriate ways to work with parents; (S10; TPE11) (TPA4, 1C)
9. Understand current laws and regulations relating to student discipline, suspension and the expulsion process; (S10; TPE12)
10. Discuss the Hughes Bill (AB2586) of 1990 ensuring rights of special education students; (S10, 14; TPE12)
11. Identify resources available to promote school safety and reduce school violence; (S10)
12. Identify how and when to address the issues of social integration for students with special needs who are included in the general education classroom. (S14)

Some Topics Include:

1. Establishing Teacher Authority and Leadership (S10; TPE 1, 8)
2. Establishing Classroom Rules (TPE1, 11)
3. Motivation (S5, 12, 14; TPE 1A, 4)
4. The Physical Environment (TPE1)
5. Time Management (TPE2, 5, 6, 10)
6. Lesson Management (TPE2, 5, 6, 9, 10) (TPA4, Step 5, 1-4)
7. Responding to Inappropriate Behavior (S3, 10, 14; TPE6) (TPA4, 1C)
8. Teaching Conflict Resolution (S5, 10, 14) (TPA4, Step 5, 1-4)
9. Cultural Influences on Behavior (S5, 10, 13; TPE8) (TPA4, 1C)
10. Legal Issues Related to Management and Discipline (S10, 14; TPE12)
11. Special Considerations for Special Populations (S14) (TPA4, 1C)
 - Functional Behavioral Assessment and Behavior Intervention Plans (BIPs)
 - Individual Learning Plans (ILPs)

Required Texts:

Savage, Tom V. [1999] *Teaching Self-Control through Management and Discipline*, (2nd Edition) Needham Heights, MA Allyn and Bacon
ISBN 0-205028819-7

Wong, H., Wong, T., [2005] *The First Days of School: How to be an Effective Teacher*, Mountain View, CA Harry K. Wong Publications
ISBN 0-9629360-6-5

Suggested Ancillary Materials:

Fennimore, Beatrice S., [1995] *Student-Centered Classroom Management*, Albany, NY Delmar Publications ISBN 0-8273-6692-2

Gibbs, Jenne, [2001] *TRIBES – A New Way of Learning and Being Together*, Windsor, CA CenterSource Systems, LLC ISBN 0-932762-40-9

Herrell, Adrienne L., Jordan, Michael, [2007] *35 Classroom Management Strategies – Promoting Learning and Building Community*, Upper Saddle River, NJ Pearson Education, Inc. ISBN 0-13-099076-0

Nelson, Jane, Ed.D., Lott, Lynn, M.A., and Glenn, Stephen, Ph.D. [2000] *Positive Discipline in the Classroom – Developing Mutual Respect, Cooperation, and Responsibility in Your Classroom*, (Revised 3rd Edition) Roseville, CA Prima Publishing ISBN 0-7615-2421-5

Summers, Nancy. [2003] *Fundamentals for Practice with High-risk Populations*, Pacific Grove, CA. Wadsworth/Thomson Learning ISBN 0-534-55866-6

Traynor, Partrick L., Traynor, Elizabeth, [2005] *Got Discipline? Researched-Based Practices for Managing Student Behavior*, Mansfield, OH Edu Think Tank Research Group ISBN 0-9765618-0-9

Course Activities and Requirements:

Criteria Used to Evaluate Student Learning

1. Attendance and Participation

Attendance in the class is expected as the materials and discussions cannot be replicated. Each class will involve discussions and multiple in-class projects as well as activities. It is in the best interest to attend every class and participate actively. Students who miss one class may not receive a grade higher than a B without completing a make-up assignment. Emergencies do happen causing you to miss a class; however, if that is the case, notify me as soon as possible (before the day you will miss) as to the reason. In most cases, appropriate make-up work can be done. Please be aware that excessive or unexcused absences will result in significantly lowering your grade or being dropped from the class.

2. Grades and Late Assignments

It is expected you will meet due dates for assignments. No late papers will be accepted except in extreme emergencies and only with the permission of the instructor as listed below.

Submitting all assignments on time allows for each student to have timely and helpful feedback. Grading will be based on the thought you put in your work, the critical thinking that is done, and whether or not the work is turned in on time. Late assignments will lose points at 5% each day including weekends. No assignments will be accepted after the last day of class, December 5, 2007.

3. Submission of Work

All work must be typed outside of class.

4. Written Work Must Be of Graduate Quality.

Work that is not of graduate quality will be returned for re-doing. All papers are to be in APA format: Cover page, one-inch margins, 12 font, appropriate citations and references as needed.

5. Participation

Active and informed participation in classroom discussions and activities is expected.

6. Out-of Class Activities and Readings

Out-of-class activities and readings from books, journals, periodicals, etc. are expected and the learnings/discoveries will be shared with the class.

Assignments:

During this quarter you will be exposed to a combination of selected readings, discussions, individual and group presentations, and reflective writings that pertain to issues addressed in this class. We will either see clips, selections, or whole movies that amplify what "Stand and Deliver", "Blackboard Jungle", "Dangerous Minds", "Lean on Me", "To Sir With Love", "Dead Poets' Society", "Mr. Holland's Opus", and "the Emperor's Club". The above listed movies all deal with some aspect of teaching and are worthy of viewing. Selections may be inserted in the curriculum as deemed appropriate. There also will be a selection of professional training films and guest speakers.

There are five formal written assignments that you will do for this class. You will also do some short analytical perspective papers as assigned.

1. Chapter Presentation: (20%) {Due your assigned date – on-going}

You will select a chapter from your textbook (Savage) and prepare a 15 – 20 minute presentation for the class. NOTE: This is **not** in lieu of each class member being responsible for reading the assignments. Prepare an outline of your chapter for each member in the class. Please use creative and interactive techniques; such as, PowerPoints, video clips, role-playing, panel discussions/debates, as a way to motivate and engage the class. You will work in groups that will be assigned on the first day of class, Wednesday, September 19, 2006. (S4, 14; TPE6, 10, 11)

2. Communication About Management: Classroom Newsletter (25%) {Due October 10, 2007}

You are to write a welcome letter to parents discussing how you will manage your classroom over the course of the year. You need to consider the following as applicable and should be in the newsletter:

- Classroom characteristics including grade level, demographics, etc.
- Personal philosophy of classroom management and discipline
- Rules, consequences, and incentives you have in place
- Rationale for including these rules, consequences, and incentives
- Routines and procedures
- Examples of how you will include and work with the parents
- How you will work with other professionals, including but not limited to administration, colleagues, and resource staff.
- Considerations for special populations (S5, 14; TPE8, 10, 11)

3. Theory and Practice Essay: (20%) {Due November 14, 2007}

Choose one of the topics listed in this syllabus and conduct research, beyond textbooks, from journal articles, web sites, periodicals, etc., in order to find out how the particular topic impacts teaching, specifically, your teaching. Summarize the resource (s) main focus and discuss your findings as they pertain, or will pertain, to you as a teacher. Please be prepared to share your findings with the class. Your paper should be between two and three pages in length plus your references. If the article is short, you can attach a photocopy of the article. (S3, 5,10, 14)

4. Field Trip Plan: (25%) {Due November 28, 2007}

More problems can happen on a field trip if complete plans are not developed and not thought through. To work with you on how to plan this, our class will be taking a field trip to The Tech Museum of Innovation on Saturday, November 10, 2007. Your assignment is as follows: You are to develop a plan for 35 students in your subject field; such as, science, English, Language Arts, etc. This plan needs to be tight and should include as a minimum the following information:

- Location of field trip – day and date

- Duration – hours involved
- How will transportation be provided (cost factors)
- How will costs be covered
- Permission forms
- Food and water
- How will you notify colleagues that some students will miss their class
- Make-up work
- What kind of supervision will be needed for the 35 students
- Where will you get these supervisors
- What will students need to bring with them
- Rules for students on field trip
- Emergency procedures (sickness, fights, transportation problems etc.) and contingency plans
- Location obstacles – what problems will you need to be aware of at the site
- Restroom facilities – how to handle
- What activity will you have the students do as a follow-up of the trip
- How will you evaluate the overall effectiveness of the trip
- Anything else you will need to make this trip successful – who, what, when, why

You are to turn this in after you have been we have been on our field trip location. Include any materials you would use; such as, letters to parents, rules, overview of the trip, reason for the trip, forms you will use, follow-up activity for the students etc. (S5, 14; TPE8, 10, 11)

5. Reflective Essay: (10%) {Due December 5, 2007}

Choose any lesson or activity conducted in class this quarter and discuss how you feel it has provided you with new and insightful information, how it will enhance your abilities as a teacher, and how you intend to incorporate it into your classroom practices. It should be between 2 to 3 pages.

The final grade is based solely on the professional judgement of the instructor in reviewing all of your work for the quarter.

Course Outline and Class Schedule:

1. Wednesday, September 19, 2007 – 5:00 PM – 8:00 PM Bannon 332

Introductions

Overview of the Course – Syllabus Review

Wong (Unit A) – Basic Understandings – The Teacher, Pages 3-27

Chapter/Unit sign-up

Video, “Making The Grade” – New York Teachers Fellow Program

2. Wednesday, September 26, 2007 – 5:00 PM – 8:00 PM Bannon 332
Prior to each class, read the pages listed for Wong and Savage
Wong (Unit B) – First Characteristic – Positive Expectations, Pages 35-69
Building a Classroom Community – TRIBES
Guest Speaker, Nima Tahai, Teacher, Teach for America Program
3. Wednesday, October 3, 2007 – 5:00 PM – 8:00 PM Bannon 332
Wong (Unit C) – Second Characteristic – Classroom Management, Pages 83 – 71
Savage, Chapter 1, Understanding Management and Discipline in the Classroom, pages 1 – 18
View and critique, “Blackboard Jungle” – good or poor management
4. Wednesday, October 10 2007 – 5:00 PM – 8:00 PM Bannon 332
Classroom Newsletter Due
Wong (Unit D) – Third Characteristic – Lesson Mastery, Pages 197 – 245
Savage, Chapter 6, Preventing Problems Through Lesson Management , Pages 98 – 114 (Student Presentation)
Video and Discussion, “High School”
5. Wednesday, October 24, 2007 – 5:00 PM – 8:00 PM Bannon 332
Savage, Chapter 3, Motivation and Discipline, pages 40 – 59 and Chapter 4, Arranging the Physical Environment, pages 60 – 74. (Student Presentation)
Guest Speaker – Ryan Mountford, Teacher, Visitation Valley Middle School, San Francisco – “Working With Students Who Live With Post-Traumatic Stress Disorder (PTSD)”.
Lecture and Discussion – So You Think You Are Prepared
- 6 & 7. Saturday, November 10, 2007 -- Field Trip to Tech Museum 10:00 AM -- 4:00 PM
Details are listed above under Assignments. The actual plan for how the day will develop will be distributed on October 24, 2007 in class.
8. Wednesday, November 14, 2007 – 5:00 PM – 8:00 PM Bannon 332
Theory and Practice Essay Due
Savage, Chapter 5, Preventing Problems Through Time Management – Pages 78 – 97 and Chapter 2, Establishing Teacher Authority and Leadership, pages 21 – 39. (Student Presentation)
Lecture and Discussion – “How to Work With Parents”

9. Wednesday, November 28, 2007 – 5:00 PM – 8:00 PM Bannon 332

Savage, Chapter 7, Responding to Inappropriate Behavior, Pages 115 – 134, Chapter 8, Responding to Minor Problems and Supporting, Pages 135 – 155. (Student Presentation Savage, Savage, Chapter 9, Direct Teacher Intervention, Pages 157 – 184 and Chapter 10, Responding to Persistent Misbehavior, Pages 185 – 209. (Student Presentation)
Video and Discussion, “The World in Claire’s Classroom”

10. Wednesday, December 5, 2007 – 5:00 PM – 8:00 PM Bannon 332

Savage, Chapter 11 – Responding to Serious Student Problems, Pages 210 – 230 and Chapter 12 – Teaching Conflict Resolution, Pages 231 – 250 (Student Presentation)
Lecture and Discussion – “Benchmarks of Adolescent Development and Maintaining a Balance in Your Life”

Final
Class Review

ACADEMIC INTEGRITY

SCU is committed to a pursuit of truth and knowledge that requires both personal honesty and intellectual integrity as a fundamental to teaching, learning, scholarship, and service. Therefore, all members of the University community are expected to be honest in their academic endeavors, whether they are working independently or collaboratively, especially by distinguishing clearly between their own original work and ideas, and those of others, whether published or not.

A student who is guilty of a dishonest act in an examination, paper, or other work required for a course, or who assists others in such an act, may, at the discretion of the instructor, receive a grade of F for the course. A student found guilty of a dishonest act may be subject to sanctions up to and including dismissal from the University as a result of the student judicial process as described in the Community Handbook. Engaging in any form of academic dishonesty, such as plagiarism (e.g., copying work of another person, falsifying laboratory data, sabotaging the work of others), and other acts generally understood to be dishonest by faculty or students in an academic context subjects a student to disciplinary action.

DISABILITY ACCOMMODATION POLICY:

To request academic accommodations for a disability, students must contact Disability Resources located in The Drahnann Center in Benson, room 214, (408) 554-4111; TTY (408) 554-5445. Students must provide documentation of a disability to Disability Resources prior to receiving accommodations.