

## **COURSE OUTLINE**

### **Classroom Management and Discipline**

#### **Course Description**

ED 275. Classroom Management and Discipline. 3 hours credit. This course will enable the student to create a learning environment that encourages positive social interactions and effective communication in the classroom. The student will focus on the differences in teaching and learning styles and how they influence classroom management. The student will explore a range of models and strategies that will serve as a foundation for developing a personal approach to classroom management.

#### **Course Relevance**

This course is designed to prepare students to be successful teachers with regard to classroom management and discipline. Specifically, this course requires the student to reflect critically concerning the behaviors and attitudes manifested by effective teachers and consider how this information can be used successfully in the teaching environment.

#### **Required Materials**

Ryan, K., Cooper, J.M., & Tauer, S. (2008). *Teaching for student learning: Becoming a master teacher*. Boston: Houghton Mifflin.

Wong, H.K., & Wong, R. T. (2005). *How to be an effective teacher: The first days of school*. Mountain View, CA: Harry K. Wong Publications, Inc.

#### **Supplemental Materials**

Mendler, A. (2000). *Motivating students who don't care: Successful techniques for educators*. Bloomington, IN: Solution Tree.

#### **Learning Outcomes**

The intention is for the student to be able to

1. Describe the characteristics of effective teachers and various teacher-tested guidelines for effective classroom management
2. Establish techniques for developing positive expectations, a positive classroom atmosphere, and techniques that motivate student success
3. Demonstrate how the essence of classroom management lies in planning and organization by developing a classroom management and discipline plan that is consistent with the student's philosophy of education

#### **Learning PACT Skills that will be DEVELOPED and/or documented in this course**

Through the student's involvement in this course, he/she will develop his/her ability in the following PACT skill:

## **Analytical Thinking Skills**

### 1. Critical thinking

- Through class discussion, writing assignments, peer- and self-critiquing, teacher interviews, electronic-facilitated research, and development of an electronic portfolio in the form of a detailed classroom management plan, the student develops critical analysis of the components in managing a classroom.

## **Major Summative Assessment Task(s)**

These learning outcomes and the Learning PACT skills will be demonstrated by

- I. Development of an electronic portfolio that includes the following:
  - A. Detailed classroom management and discipline plan
  - B. Detailed plan of the first three weeks in the classroom, structuring management styles with classroom students and with beginning content instruction
  - C. Classroom procedures or routines

## **Course Content**

- I. Themes – Key recurring concepts that run throughout this course:
  - A. Trends in education
  - B. Dynamics of education
  - C. Teacher roles and responsibilities
- II. Issues – Key areas of conflict that must be understood in order to achieve the intended outcome:
  - A. Recognizing successful teaching and classroom management techniques
  - B. Understanding the diversity of education
  - C. Understanding the significance of parent – teacher relationships
- III. Concepts – Key concepts that must be understood to address the issues:
  - A. Education
  - B. Observation
  - C. Teaching
  - D. Classroom management plan
- IV. Skills/Competencies – Actions that are essential to achieve the course outcomes:
  - A. Identify trends in education
  - B. Design a “First Days of School” plan
  - C. Design a management and discipline plan
  - D. Plan a classroom routine or procedure
  - E. Evaluate management theories

## **Learning Units**

- I. Classroom management
  - A. Glasser’s control theory
  - B. Maslow’s hierarchy of needs
  - C. Other discipline models
  - D. Three characteristics of an effective teacher
  - E. Student and teacher goals
- II. Classroom management as a system

- A. Organizing your classroom
  - 1. Room preparation
  - 2. Furniture
  - 3. Bulletin boards
  - 4. Walls and storage
- B. Rules, procedures, and expectations
- C. Accountability
- D. Procedures to ensure student responsibility
- E. Academic feedback and monitoring grades

### III. Classroom management as instruction

- A. Getting off to a good start
- B. Planning and practicing
- C. Planning, conducting and evaluating instruction
- D. Managing groups
- E. Planning cooperative activities

### IV. Classroom management as discipline

- A. Maintaining appropriate student behavior
- B. Incentives and rewards
- C. Communication skills for teaching
- D. Assertiveness
- E. Managing problem behaviors
- F. Creating a safe and welcoming environment for diverse learners
- G. Bullying and school violence

### V. Classroom management plan

- A. Developing a personal management system
- B. Developing effective motivation techniques

### VI. Happy super successful teacher

#### **Learning Activities**

Learning activities will be assigned to assist the student to achieve the intended learning outcomes through mini lectures, podcasts, instructor-led discussion, internet searches, group activities, skill practices, case studies, classroom field experience, and other activities at the discretion of the instructor.

#### **Grade Determination**

The student will be graded on learning activities and assessment tasks. Grade determinants may include the following: comprehensive student projects, student presentations, class participation, classroom field experience, electronic portfolio, and other methods of evaluation employed at the discretion of the instructor.