

**AUGUSTA STATE UNIVERSITY
COLLEGE OF EDUCATION
DEPARTMENT OF TEACHER DEVELOPMENT
EDTD 6491
Fall 2008**

COURSE TITLE: Classroom Management Techniques and Strategies

COURSE PREFIX AND NUMBER: EDTD 6491

HOURS: 3

PREREQUISITES (IF ANY): Admission to graduate program

INSTRUCTOR: Dr. Gordon Eisenman – Office UH 365; phone 667-4368; email – geisenman@aug.edu

COURSE DESCRIPTION: Designed to examine a variety of approaches for effective classroom management, the course will lead participants to create a classroom atmosphere designed for optimal learning for understanding. It is designed specifically for teachers who are working in K-12 classrooms. The primary focus is upon the concepts and skills needed to design, implement, and evaluate classroom management philosophies and programs. This course also will allow students to review, broaden, and update their understanding of applied classroom management theory and related issues in educational settings.

REQUIRED TEXTS:

No specific text is required. Students are required to get a management or discipline text to use in the course. The text can come from the ASU library or any other source. The text will be used for multiple assignments during the semester.

The only requirement is the use of Live Text. Lessons will be presented on Live Text. Assignments will be accepted ONLY through Live Text.

**CONCEPTUAL FRAMEWORK PRINCIPLES ADDRESSED (CFP):
MED & EDS students (National Board Standards)**

- I. Teachers are committed to students and their learning.
- III. Teachers are responsible for managing and monitoring student learning.
- IV. Teachers think systematically about their practice and learn from experience.
- V. Teachers are members of learning communities.

MAT students (INTASC Standards)

STANDARD 2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

STANDARD 4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

STANDARD 5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

STANDARD 9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

STANDARD 10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

EXPECTED LEARNING OUTCOMES:

1. The student will understand evaluate and apply theory- based and research- based techniques of fostering developmentally appropriate self- management abilities (CFP 5, 9; ACEI 1, 3.2, 4, 8, 9.2; NAEYC 1.2, 1.3, 2.1, 2.2, 5.2).
2. The student will know a variety of developmentally appropriate intervention techniques exemplifying best practice for positive guidance of the young child's behavior and learning (CFP 5, 9; ACEI 1, 3.2, 8; NAEYC 2.2, 2.3, 2.4).
3. The student will produce a philosophy of management based on theory, research, and an ethical view of the learner (CFP 5, 9; ACEI 1, 7.1, 8; NAEYC 1.2, 1.3, 2.1).
4. The student will produce a plan for a developmentally appropriate learning environment which fosters self-management skills (including organization of time and instruction, setting and materials, motivation techniques, and appropriate communication and feedback (CFP 5, 6, 9, 10; ACEI 3.2, 4, 5.1, 5.5, 7.1, 8; NAEYC 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1).
5. The student will demonstrate a variety of competencies which foster friendly and clear communication with parents and other community agencies (CFP 6, 10; ACEI 1, 5.5, 8; NAEYC 3.1, 3.2, 3.4, 3.5, 5.2, 5.6, 5.7).
6. The student will demonstrate a variety of techniques for involving himself or herself with parents in the role of co-educators (CFP 5, 6, 10; ACEI 1, 5.5, 8; NAEYC 1.2, 1.3, 2.1, 2.4, 3.1, 3.4, 3.5, 5.2, 5.6, 5.7).

COURSE OUTLINE:

1. Understanding students basic psychological needs
 - a. theoretical perspectives
 - b. issues of power, control, order, and caring
2. Models of classroom discipline
 - a. Kounin
 - b. Dreikurs
 - c. Canter

- d. Jones
 - e. Glasser
 - f. Gordon
 - g. Curwin and Mendler
 - h. Kohn
3. Beyond discipline
 4. The classroom as a community
 5. Solving problems together
 6. Establishing positive teacher-student relationship
 7. Classrooms that encourage good behavior
 8. Working with parents
 - a. working as partners in education
 - b. keeping parents informed
 - c. parent conferences
 - d. parent involvement
 9. Building a personal system of management
 - a. three faces of discipline
 - b. management - more than discipline

PERFORMANCE EVALUATION CRITERIA AND SCALE:

Assignments will be graded on a four-point scale. All assignments will be evaluated on the following criteria: accuracy, completeness, clarity, depth of analysis and insight, coherence, well reasoned or argued, integration of references; clarity of expression, consistent correct usage of Standard English.

4=outstanding performance on all dimensions of task and all criteria

3= performance on main dimensions of task is accurate, coherent, complete; clarity, depth of analysis and insight, reasoning, are satisfactory though not particularly critical or insightful, consistently correct usage of Standard English.

2.5=effort to address main dimensions of task is evident; however, performance on main dimensions of task is not completely accurate or coherent; assignment is descriptive rather than analytic, performance lacks clarity, analysis is superficial, reasoning is difficult to comprehend, moderately inconsistent in correct usage of standard English.

1=main dimensions of task are not all addressed; performance is inaccurate, incoherent, lacks clarity, analysis is not at all evident, faulty reasoning; consistently incorrect usage of standard English.

Performance evaluations will be averaged to determine course grade.

3.7-4.0=A; 3.0-3.69=B; 2.5-2.99=C; 2.0-2.49=D; 0-1.99=F.

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