

**AUGUSTA STATE UNIVERSITY  
COLLEGE OF EDUCATION  
DEPARTMENT OF TEACHER EDUCATION**

**COURSE TITLE:** Classroom Management and Family Involvement

**COURSE PREFIX AND NUMBER:** ECED 3161

**INSTRUCTOR:** Dr. Gordon Eisenman - office 365; phone 667-4368; email geisenman@aug.edu

**Required Text/Materials:**

- Charles, C. M. (1998). *Building Classroom Discipline*. Addison Wesley Longman, Inc. New York.
- Live text subscription/CD

**COURSE DESCRIPTION:**

The most general goal of Management and Family Involvement is to foster the attitudes, skills, and knowledge necessary for the effective management of good learning environments. "Effective" and "good" imply a view of desirable student/teacher/parent interaction based on the following assumptions (derived from the ASU School of Education Conceptual Framework Principles): 1) the learner's self-management is a primary goal of management of the learning environment. 2) Active inquiry, collaboration, and supportive interaction are important classroom norms. 3) Reflection and constant teacher self-assessment of classroom practices are important professional activities. 5) The student's learning and well-being rely on relationships that go well beyond the classroom. 6) Issues such as management of students' behavior, classroom procedures, and classroom organization are situated within and related to the larger framework of successful planning and conduct of instruction

**CONCEPTUAL FRAMEWORK PRINCIPLES (CFP) ADDRESSED:**

5. use an understanding of individual and group motivation and behavior that encourages positive social interaction, active engagement in learning, and self-motivation.

6. use knowledge of effective verbal, non-verbal, and information technology techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

9. reflect on and evaluate the effects of one's choices and actions on others ( students, parents, and other professionals in the learning community ) and actively seek opportunities to grow professionally.

10. foster relationships with school colleagues, parents, and agencies in the larger community to support the learning and well-being of the student.

**EXPECTED LEARNING OUTCOMES:**

**(CFP = Conceptual Framework Principles; ACEI = Association for Childhood Education International; NAEYC = National Association for the Education of Young Children)**

1. The student will demonstrate understand by evaluating and applying 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 use 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. Redl and Wattenberg
  - b. Albert
  - c. Kounin
  - d. Dreikurs
  - e. Canter
  - f. Jones
  - g. Glasser
  - h. Gordon
  - I. Curwin and Mendler
  - j. Kohn
3. Beyond discipline
4. The classroom as a community
5. Solving problems together
6. Establishing positive teacher-student relationships
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

### **TECHNOLOGY COMPETENCIES:**

Competency 3 - ability to use productivity software

Competency 6 - ability to use telecommunication

Competency 9 - ability to use digital photography to store information

## Performance Expectations & Evaluations:

- All work should be typed in APA style. Work may be turned in early for feedback. Include and label all parts of each assignment. Points will be deducted for failure to follow these instructions. Any assignment turned in late, if accepted, will have 20% deducted before grading. Failure to pass the lab portion of course will result in a failing grade for the entire course. Points will be deducted from final grade for failure to use Standard English in written or oral form. All assignments are subject to change.
- Students are expected to check their ASU Campus Pipeline account on a regular basis. Messages might be forwarded from your instructor. Also, students will be expected to use LiveText to submit their assignments throughout the semester. LiveText will also be used to create your program portfolio.

### 1. Micro Teaching: CFP 5, 6, 9, 10

The student will plan a lesson appropriate for elementary students. The lesson must be the introduction to a concept not a follow-up lesson. A portion of this lesson will be taught to our class. Lessons will be videotaped for review by the student. (Students are responsible for bringing a videotape) During the teaching of the lesson, a management situation will arise and the student will handle the situation in an appropriate manner. The student will write up their reflections on the situation (what happened, 3 strengths, and 3 improvements to the lesson and management). Relate your management (preventive, supportive, & problem solving) during your lesson, to the models of management discussed in class and in the textbooks (Ex. Kounin, Canter, Jones). The lesson and reflection will be assessed together. **Written response is due one week after teaching.**

### 2. Case Studies: CFP 5, 9, 10

The student will read, reflect, and report on four case studies. Each case study report should contain a review of the positive management of the teacher, problems facing the teacher, possible solutions to the situation, and how at least one of the theorist/researchers discussed in class and in the assigned readings would handle the case. Points will be awarded based on thoroughness and reflection. **Paper due on \_\_\_\_\_.**

### 3. Personal Management System: CFP 5, 9

Prepackaged systems of discipline rarely match up as well as one would like with school guidelines, student traits, and teacher philosophies, personalities, and preferred style of teaching. Therefore, in order to promote the most effective learning environment, teachers are advised to compose personal systems of management.

The student will evaluate the different management models presented during the semester for strengths and weaknesses. The student will then design a personal management system that fits their teaching beliefs and style. The system must include a grade level, preventive, supportive, & problem solving management, and parents, with rationale given for each component. **Paper due on \_\_\_\_\_.**

### 4. Field Requirements: CFP 5, 6, 9, 10

1. Participate in the management of the class: Examples: Escorting students to lunchroom, bathroom, PE, etc. Taking attendance, paper work, bulletin boards, grading, working with small groups or individuals, etc. Describe your participation. Evaluate your

management. What did you learn?

2. Attend special education classes, SST meetings, art, music, media center, PE, computer class, etc with your class. Describe and explain the management in these settings. How is it different from the regular classroom? How did the students' behavior differ in each setting?

3. Describe and explain the teacher's approach to discipline (preventive, supportive, & problem solving), procedures, routines, and transitions. Interview the lab teacher about his/her management background; example: how much training in management; how has the classroom management changed over the years; what are the most important aspects of his/her management system?

4. Profile for Learning - observe, and interview two students in order to create a case study of each student. What motivates the students, what background information affects the student's behavior, what management techniques are effective to prevent, support, and problem solve for learning? What would you do differently for these students? Ask the students – "What makes a good teacher?" "What do you like about this class?" "What would you like to change?"

**NO REAL NAMES.** Paper due on \_\_\_\_\_.

#### **5. Test: CFP 5, 6**

The student will complete one or two tests during the quarter covering the material in the course. Students are responsible for all assigned readings. All reading assignments and class discussions are fair game for test even if not covered in class.

#### **Attendance/ Participation:**

The student will be expected to attend all classes. Being in attendance means students are prepared for, on time for, and participate in, each class meeting. After being absent for the equivalent of ten percent of the class, regardless of cause, the student is subject to being withdrawn from the class at the discretion of the instructor.

#### **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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