

SD '03

## CHAMINADE UNIVERSITY

### ED: 404 - Managing School Environments Spring 2003

**INSTRUCTOR:** Chace Kendro, Ed.D

**CLASS TIMES:** Tuesday 5:00 – 8:00 PM

**LOCATION:** Education Building: Room 103

**PHONE:** 261-4701

**E MAIL:** ckendro@hawaii.rr.com

**OFFICE HOURS:** I am available before class (4:30 - 5:00). If you need to talk with me at any other time, just call or e-mail me, and a meeting can be arranged.

**REQUIRED COURSE TEXTS:**

Charles, C.W. (2002). Building Classroom Discipline. (7<sup>th</sup> Edition). Boston: Allyn and Bacon.  
Website: <http://www.disciplinehelp.com>

**REFERENCED TEXTS:**

Evertson, Emmer, Worsham - Classroom Management for Elementary Teachers, 6th Ed.

Jones & Jones - Comprehensive Classroom Management: Creating Communities of Support and Solving Problems, 6th Ed.

Kauffman, Mostert, Trent, Hallahan - Managing Classroom Behavior: A Reflective Case-Based Approach, 3rd Ed.

#### COURSE DESCRIPTION

This course is designed to introduce students to strategies for effectively planning classroom activities, managing various types of classroom behaviors & developing instructional techniques for guiding students' learning. Activities and readings will emphasize the relationship between classroom environment and student behavior.

Students will examine and apply a variety of classroom management strategies and techniques designed to successfully manage environments for student success.

Students through observation and participation will focus on the teacher as guide/facilitator with a large variety of choices based on research findings that are developmentally appropriate and both student and teacher centered.

A personal plan will be developed to establish an effective classroom management system.



## COURSE OBJECTIVES

This course will be taught using various models of instruction including input from the instructor, large group instruction, small group discussions, and small group collaborative work.

Application exercises will provide practice in analyzing problem situations, selecting effective influence techniques, and habituating desired response styles and patterns. Through these processes students will:

- Describe various theories of classroom management.
- Explore effective instructional/motivational strategies and techniques known to create a positive classroom climate and support learning.
- Demonstrate a clear understanding of the importance of a positive classroom environment to the learning process,
- Demonstrate a clear understanding of the teacher's role of classroom leader as the primary determinant of the classroom environment.
- Discover the importance of and work on the development of effective communication skills with students, parents, co-workers, and the community.
- Demonstrate a working knowledge of a variety of classroom management techniques including listening and attending skills, verbal and non-verbal communication, individual and group interventions.
- Identify and implement alternative methods, based on research ("best practices"), for dealing with undesirable behavior and solving problems in the classroom.
- Evidence an understanding of a variety of techniques to provide feedback to students regarding their behavior.
- Develop skills in minimizing disruptive behavior and increasing learning by effective classroom organization and instruction.
- Apply selected management and discipline strategies to specific classroom discipline situations.
- Build a personal system of discipline that is congruent with their philosophy and personality, as well as the realities of students and schools where they work.



## COURSE REQUIREMENTS

### Class Attendance and Participation:

Attendance and class participation are an integral part of the learning process. Class participation enables you to demonstrate your knowledge of the material, and to express what you think. It shows me that you have read and reflected on the subject, and it allows all of us to share perspectives that might otherwise remain hidden.

### Regular and timely attendance is required of all students.

Students are expected to attend every class meeting promptly and remain for the entire class session. Two late (after 5:15) arrivals to class will be recorded as one absence.

Excused absences: Absence for professional obligation may be excused by contacting the instructor at least two days before class. One unexcused absence for a personal emergency, or illness is allowed. More than two absences will preclude you receiving an A in the class.

Participation during class sessions is expected and considered in assigning credit. Participation includes note-taking, and discussion of the course content with other classmates in small and large group settings with a cooperative and supportive attitude, as well as being involved in class lessons, assignments, and activities.

### Academic Requirements:

1. Assigned Readings: It is expected that students read the assigned chapters and additional assigned readings prior to attending class in order to fully participate in group/class discussions.
2. Personal Notebook: Maintain a reading and observation journal.
3. Questions & Activities: Complete the Questions & Activities section at the end of each chapter in your Personal Notebook to facilitate classroom discussion.
4. Journal Article Review and Response Paper: Locate and review a current (last five (5) years), relevant, meaningful article on classroom management/discipline that addresses preventative, supportive, and corrective measures or creation of classroom communities, and write a summary/abstract of the article + a one-page response paper.
5. Journal Article Presentation: Present the main points of the article in a seven (7) to ten (10) minute presentation. Consider visual aids an important part of your presentation. Use handouts, posters, overhead projection, and/or powerpoint to enhance your presentation. Include classroom discussion.
6. Website Review: Review websites related to classroom management/discipline and select one (1) which you consider outstanding in it's relevance, usefulness, and practicality. Write a one-page summary/review and present your review in class.
7. Personal Classroom Management Plan: Develop a Classroom Management Plan in which you detail your individual personal philosophy and theory of discipline as well as your ideas for organizing your discipline system and putting it to work. The format & details for this project will be discussed in class.
8. Weekly Quizzes: Ten weekly chapter quizzes
9. Final Exam: Take home essay + in class objective

Papers must be typewritten using a standard 12-point font!



## Evaluation:

REQUIREMENTS	POINTS
Attendance and Participation 14 weeks X 10 points	140
Abstract and Reflection on Journal Article	20
Presentation of Journal Article	20
Website Review & Presentation	20
Personal classroom management plan	100
Weekly Chapter Quizzes 10 quizzes X 10 points	100
Final Exam (Take home essay = 50 points + in class objective = 50 points)	100
TOTAL	500

Assignments are expected to be handed in on the due dates stated in the schedule. IT IS YOUR RESPONSIBILITY TO SUBMIT THE ASSIGNMENTS THAT ARE DUE ON THE DUE DATE EVEN IF YOU ARE ABSENT FROM A CLASS,

Late assignments will be accepted only if the student has discussed the need for an exception to the due date with the instructor and the instructor has agreed to accept the late assignment. The student will lose 25% of the points earned on the assignment when an assignment is handed in after the due date.

Final grades will be assigned on the following tentative breakdown:

A = 450 → 500; B = 400 → 449; C = 350 → 399; D = 300 → 349; F=below 300

### Grading Guidelines:

**A = EXCEPTIONAL ACHIEVEMENT.** Excellent performance. Has unusually sharp insight into material and initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines. Anticipates next steps in progression of ideas.

**B = COMMENDABLE ACHIEVEMENT.** High quality performance. Grasps subject matter at a level considered good to very good. Is an active listener and participates in class discussions. Writes well. Accomplishes more than the minimum requirements. Work in and out of class is of a very high quality.

**C = ADEQUATE ACHIEVEMENT.** Average work. Demonstrates a satisfactory comprehension of the subject matter. Accomplishes only the minimum requirements, and displays little or no initiative. Communicates orally and in writing at an acceptable level for a college student. Has a generally acceptable understanding of all basic concepts. Meets course requirements including deadlines.

**D = MINIMAL EVIDENCE OF ACHIEVEMENT.** Quality and quantity of work in and out of class is below average and barely acceptable. Work lacks depth, and is weak in content, thought, and presentation. "D" work is passing by a slim margin.

**F =** Quality and quantity of work in and out of class is unacceptable.

**INCOMPLETE GRADE:** An incomplete grade will only be considered for one who has had to contend with an unexpected family or personal crisis/ illness and who has communicated with the instructor regarding his/her particular situation. It requires (1) that 75% of the work has been completed; (2) that the reason(s) for the request be **submitted by the student in writing prior to the last week in class** and be determined to be valid; (3) that an agreement is drawn up by the instructor and the student delineating requirements regarding completion of work due.



**MANAGING SCHOOL ENVIRONMENTS: Course Schedule (tentative)**

**WEEK 1 - Jan. 14**

Intro to course and syllabus  
Discuss course requirements  
Introduce text book  
Understanding self and others  
Building Blocks: Theory and Philosophy & Philosophy and Theory

**WEEK 2- Jan. 21 - CHAPTER ONE AND CHAPTER 14**

**Classroom Discipline & Clarifying Your Philosophy & Theory of Discipline**

Discipline, major concerns, and three facets of discipline  
Brief review of the models of discipline  
Intro to preparing a personal system of discipline

**WEEK 3 - Jan. 28 - CHAPTER TWO - GREAT PIONEERS**

Pioneering work of Fritz Redl and William Wattenberg  
B.F. Skinner  
William Glasser's earlier work

**WEEK 4 - Feb. 4 - CHAPTER TWO - GREAT PIONEERS**

Pioneering work of Jacob Kounin  
Haim Ginott - Bill and Matt  
Rudolf Dreikurs - Brock and Ryan

**WEEK 5 - Feb. 11 - CHAPTER THREE - CANTER**

*The Canter's Assertive Discipline*

**WEEK 6 - Feb. 18 - CHAPTER FOUR - JONES**

*Jones's Tools for Teaching*

**WEEK 7 - Feb. 25 - CHAPTER FIVE - ALBERT**

*Albert's Cooperative Discipline*

**WEEK 8 - Mar. 4 - CHAPTER SIX - GORDON**

*Gordon's Discipline as Self-Control*

**WEEK 9 - Mar. 11- CHAPTER SEVEN - NELSON, LOTT, GLENN**

*Nelsen, Lott, and Glenn's Positive Discipline in the Classroom*

**WEEK 10 - Mar. 18 - CHAPTER EIGHT - GLASSER**

*Glasser's Noncoercive Discipline*

**MARCH 25 – SPRING BREAK – NO CLASS**

**WEEK 11 - Apr. 1** CHAPTERS NINE & TEN  
Curwin and Mendler's *Discipline with Dignity*  
Coloroso's *Inner Discipline*

**WEEK 12 - Apr. 8** CHAPTERS ELEVEN & TWELVE & THIRTEEN  
Kyle, Kagan, & Scott's *Win-Win Discipline*  
Kohn's *Beyond Discipline*  
Charles' *Synergetic Discipline*

**WEEK 13 - Apr. 15** Presentations

**WEEK 14 - April 22** Personal Classroom Discipline Plan Due

**WEEK 15 - Apr. 29 – LAST CLASS FINAL EXAM**