

**Course:** EDUC 2302  
**Title:** Secondary Methods: Classroom Management  
**Room:** Mondays: 012 Computer Lab (Plaza level)  
Wednesdays: ADM 308  
**Instructor:** S. Karen Hokanson SND, Ed.D.  
**Email:** hokanson@emmanuel.edu  
**Class:** M/W 12:30 – 1:45 pm

**Office hours:** Monday 2:00-3:00 ADM 321  
Wednesday 2:00-4:00 ADM 321  
On-line hours arranged through FirstClass

### **Course Description:**

This course will explore the importance of establishing a positive structured learning environment by developing a successful classroom management model consistent with 603 CMR 7.00 Article 7.08: Professional Standards for Teachers. Theories of discipline and motivation will be examined and students will be challenged to determine which discipline approach to use in their classroom. The course will address the Massachusetts competencies by specifically focusing on curriculum, discipline, motivation, behavior theories and instructional design.

EDUC 2302 includes a 30 hour pre-practicum to assist students in addressing the Massachusetts Department of Education Standards for Educator Licensure and Preparation Program Approval 603 CMR 7.00 Article 7.08: Professional Standards for Teachers. Prepracticum papers are required for the course and will address the following:

### **Section C**

Manages Classroom Climate and Operation

1. Creates an environment that is conducive to learning.
2. Creates a physical environment appropriate to a range of learning activities.
3. Maintains appropriate standards of behavior, mutual respect, and safety.
4. Manages classroom routines and procedures without loss of significant instructional time.

### **Text:**

Lieber, Carol Miller, Partners in Learning: From Conflict to Collaboration in Secondary Classroom.  
Educators for Social Responsibility, Cambridge, MA

Massachusetts Curriculum Frameworks (Content area) Massachusetts Department of Education.

### **Resources**

Danforth, Scot and Boyle, Joseph, Cases in Behavior Management, Merrill, Columbus, Ohio, 2000.  
Swerdlow, Robert M., Complete Teacher Program, Complete Teacher Academy, LLC, Rockaway,  
NJ 07866, 2002.

## Supplies:

Class loose-leaf Notebook – 1.5 (1 1/2”) inch D ring loose-leaf  
Avery Heavyweight Sheet Protectors  
Three punch hole  
Computer Disk 3.5” and CD RW disc

## Grading/Assessment/Evaluation:

Student grades will be determined by achievement in the following areas:

### [1] Attendance and Weekly assignments posted in FirstClass: (40%)

**Class Attendance:** Due to the collaborative nature of this course, students are required to attend each class session, participate in discussions, and contribute to threaded discussions via FirstClass.

**Content Analysis:** A critical component of this course is to analyze issues that are at the forefront of the educational agenda, therefore, weekly assignments are given. Students are responsible to read the assignment and post their analysis in the Class conference. All assignments are sent via FirstClass email.

**Class demonstrations:** Assignments include the software applications in MS office. Examples of these assignments include: PowerPoint presentations, assigned reading assessments, threaded discussions, interviews, and electronic portfolio demonstrations.

**Internet research:** Students will conduct research on assigned topics and complete printed Web Quest research papers.

**Pre-Practicum Assignments:** There will be three “monthly” pre-practicum reflection papers due. Students will analyze and study practical applications from their 30-hour pre-practicum assignment. Assignments will be based on 603 CMR 7.00 Article 7.08: Professional Standards for Teachers:

#### **Section C. Manages Classroom Climate and Operation**

1. Creates an environment that is conducive to learning.
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**[2] Assessment: (60%)**

**Mid-term assessment** on terminology and on current educational theory and practice.

**Project Based assignments: (hard copy and CD R/W disc)**

- ✓ MS Word document (save as: html) containing management techniques in content area. This web page contains a minimum of 10 web quests on your content area with a focus on classroom management.
- ✓ Unit Lesson Plan (five days) for the first week of school on your content area with specific attention to classroom materials and methodology.
- ✓ PowerPoint Presentation containing your Classroom Management Plan
- ✓ Opening Day / First Week lesson presentation
- ✓ Textbook Research / review Analyze potential textbook for your course along with videos/supplemental material
- ✓ Research/Content analysis of author quotations and web quests.

**Part Four: Templates**

Grade sheet  
Seating Chart / Classroom structure  
Classroom Newsletter  
Parent Appointment Letter  
Your Management Mission Statement  
Attendance Sheet Roll book  
First Day Outline  
Student Interview papers  
Name Cards  
Teacher scripts  
Template on weekly structure

**Class Outline:** Each week students receive an outline on educational management issues containing the required reading and electronic research to be completed for the following week.

Week	Date	Topic/Chapter	Content Reading Analysis Activity
1	September 3	<p align="center"><b>Chapter 4: Getting Started: Step-by-step</b> Pages 207-240</p> <p>“One of the best things about schools is that everyone gets to start fresh in September. The new school year is when teachers are most enthusiastic about trying out something new and students are most receptive to learning new routines.”</p> <p><b>Introduction:</b></p> <p><b>“Do Today’s High Schools Work for All of Today’s youth?”</b> Improving achievement by linking principles of prevention and instructional reforms</p>	Teacher Newsletter
2	September 8	Barriers to healthy development and learning	High School PowerPoint
3	September 10	Goals of textbook	
	September 15	<p><b>Content focus: Getting Started</b></p> <p>Before the School year Begins</p>	Mission Statement
	September 17	Designing a record keeping system	Newsletter ( Word and html)
	September 22	<p>Assess Learning How to Learn Skills</p> <p>Assess Literacy Skills</p> <p>Basic Learning tools and supplies</p> <p>Class environment</p> <p>First Day/ Week/Month</p> <p>Plan-Do-Review techniques</p> <p><b>Pre-practicum paper:</b></p> <p>Analysis of Pre-practicum site based on CMR 7.00 Articles 7.08 Section C</p> <p>[1] Creates an environment that is conducive to learning</p>	<p>Daily routine paper</p> <p>Classroom Design</p> <p>Organizing “wall space”</p>

Week	Date	Topic/Chapter	Content Reading Analysis Activity
		<p style="text-align: center;"><b>Chapter 1: Personalize Relationship and Learning in the Classroom</b> Pages 27 – 58</p> <p>“Personalizing relationships and learning involves classroom practices that strengthen personal connections among students and teachers and create meaningful links between students’ lives and what they are learning. Knowing each other well is the first step toward developing mutual respect and trust and forms the foundation of a classroom where students feel welcomed, seen, and heard in a positive manner.</p> <p><b>Content focus: Learning in the Classroom</b></p> <p>Develop personal connections among and between students and teachers</p> <p>Emphasize student-centered learning that is personally meaningful</p> <p>Engage in conscious acts of respect, caring, helpfulness, kindness, courtesy, and consideration</p> <p>Work for high personal performance and cultivate strengths and positive qualities</p> <p>Develop, manage, and maintain healthy peer relationships</p> <p>Self Assessment Tools</p> <p>Project based Learning</p> <p>Video: Stand and Deliver</p> <p><b>Pre-practicum paper:</b> <u>Analysis</u> of Pre-practicum site based on CMR 7.00 Articles 7.08 Section C [4] Manages classroom routines and procedures without loss of significant instructional time</p>	<p>Meet and Greet techniques</p> <p>First Day Profiles</p> <p>Personal inventory</p> <p>Student Names</p> <p>Rituals</p> <p>Personal Pathways</p> <p>Sample 10 Second Hits</p> <p>Video: Stand and Deliver</p>
4	September 24		
5	September 29		
6	October 1		
	October 6		
	October 8		

Week	Date	Topic/Chapter	Content Reading Analysis Activity
7	October 15	<p><b>Chapter 2: Co-Create a Caring, Respectful, and Responsible learning Community</b> Pages 61-119</p> <p>“Creating a caring, respectful, and responsible community of learners is the starting point for creating a positive and effective learning environment and reducing adversarial relationship. Creating community helps build cohesiveness, a common purpose, interdependence, and support with the group.”</p> <p><b>Content focus: Creating a Respectful Community</b></p> <p>Establish clear norms, boundaries, procedures, and consequences</p> <p>Build a cohesive community learners</p>	Leadership Skills
8	October 20	Negotiable and Non-negotiables in the Curriculum	Self respect
8	October 22	Creating a Classroom vision	Group Agreements
9	October 27	Gathering concepts	Pair/Share exercises
		Win-Win Basics (Seven Habits of Highly Effective People)	Wall of Fame
		Negotiating Skills	Structured Class discussion
		Make group guidelines and agreements	
		<b>Pre-practicum paper:</b>	
		<u>Analysis</u> of Pre-practicum site based on CMR 7.00	
		Articles 7.08 Section C	
		[3] Maintains appropriate standards of behavior, mutual respect, and safety	

Week	Date	Topic/Chapter	Content Reading Analysis Activity
		<p style="text-align: center;"><b>Partners in Learning: From Conflict to Collaboration in Secondary Classrooms</b></p> <p style="text-align: center;"><b>Chapter 5: Thinking about Discipline in a Partners in Learning Classroom</b></p> <p style="text-align: right;">Pages 257-314</p> <p>“There are three basic choices we can make when students get into behavioral or academic difficulties We can choose to respond with threats, verbal assaults, and punishment. We can choose to ignore the problem and do nothing. Or we can engage in the practice of guided discipline where we become partners with students as we work out problems together.”</p> <p><b>Content focus: Discipline</b></p> <p><b>Three Approaches to Classroom Management and Discipline</b></p> <p style="padding-left: 40px;">Punishment Approach</p> <p style="padding-left: 40px;">Do Nothing Approach</p> <p style="padding-left: 40px;">Guided Discipline Approach</p> <p style="padding-left: 40px;">Case Student</p> <p><b>Implementing Guided Discipline</b></p> <p style="padding-left: 40px;">Awareness</p> <p style="padding-left: 40px;">Prevention</p> <p style="padding-left: 40px;">Invitations</p> <p style="padding-left: 40px;">Interventions</p> <p style="padding-left: 40px;">Support and Maintenance</p>	<p>Behavior Theories</p> <p>Behavior forms</p> <p>Teacher scripts</p> <p>Conflict Management Styles</p> <p>Directing/Controlling</p> <p>Collaborating</p> <p>Compromising</p> <p>Accommodating</p> <p>Avoiding/Denying</p> <p>Third Party</p> <p>Video: Classroom Management</p> <p>Maslow’s Theory</p>

Week	Date	Topic/Chapter	Content Reading Analysis Activity
13  14	November 17  November 19  November 24	<p style="text-align: center;"><b>Partners in Learning: From Conflict to Collaboration in Secondary Classrooms</b></p> <p style="text-align: center;"><b>Chapter 3: Meeting the Developmental and Cultural Needs of Diverse Learners</b></p> <p style="text-align: right;">Page 121-206</p> <p>“Knowing more about the developmental and cultural needs of diverse learners is the basis for creating a classroom and curriculum that connect to who your students are, what they know, what motivates them, and how they learn.”</p> <p><b>Content focus:</b></p> <p>Meeting developmental and cultural needs of students</p> <p>Set high academic and behavior expectations and provide high caring and high support to meet them</p> <p>Affirm diversity in your classroom</p> <p>Integrate multiple ways of knowing and learning</p> <p>Benchmarks of Adolescent Development</p> <p>Establish one’s own identity</p> <p>Becoming more intimate with peers—as students get older they spend increasing amount of time with friends</p> <p>Develop a mature relationship with one’s family</p> <p>Achieve a growing sense of autonomy, control, and mastery in the work</p>	<p>School Structure Block Scheduling</p> <p>Student expectations</p> <p>Development of rubric</p> <p>Assessment and evaluation</p> <p>“Doing” verbs to frame class work and homework</p>

Week	Date	Topic/Chapter	Content Reading Analysis Activity
15	<p>December 1</p> <p>December 3</p> <p>December 8</p>	<p><b>Partners in Learning: From Conflict to Collaboration in Secondary Classrooms</b></p> <p><b>Chapter 6: Becoming partners in Learning.</b></p> <p>Pages 315-332</p> <p>“When you are trying something new, try taking on the perspectives of observer and learner. Forgive your imperfections before you even start and while you’re at it, forgive your students, too. Love your capacity to take in what is happening so you can stop to check things out before bulldozing your way to silence or anarchy.”</p> <p>Implementing new Practices in the Classroom</p> <p><b>Content focus: New practices</b></p> <p>Best Practices:</p> <p>Set high academic and behavioral expectations and provide high caring and high support to meet them</p> <p>Affirm diversity in your classroom</p> <p>Integrate multiple ways of knowing and learning</p> <p>Model, teach, and practice self-awareness, self-expression, and self-management skills</p> <p>Model, teach, and practice interpersonal communication an problem solving skills</p> <p>Model, teach and practice cooperation, group participation, and leadership skills</p>	<p>Implementing new practices</p> <p>Team Teaching</p> <p>Ten strategies for Changing Class practices</p>