

ED 244: CLASSROOM MANAGEMENT
Pre-fall, 2009

Instructors:

Chandra Alston (calston@stanford.edu)
Nicky Ramos-Beban (ramosbeban@stanford.edu)
Shayna Sullivan (shaynas@stanford.edu)

Description:

This course is designed to give STEP students a broad overview of classroom management, including its base in theory, application in practice and implication for equitable student outcomes. STEP students will reflect upon their placement experiences in order to develop an individual approach to building an inclusive, productive and well-structured learning environment.

Course Objectives:

THEORETICAL UNDERSTANDING

Students will read and reflect on a variety of theories and practices of classroom management in order to gain an understanding of classroom management as encompassing many domains such as curriculum design, classroom structure, relationships with parents and students, strategies for managing students, and discipline when students break rules.

PERSONAL UNDERSTANDING

Students will investigate who they are as teachers and how their personal identity affects their views about students, their management plan and disciplinary responses. Students will understand that teachers with effectively managed classrooms have learned how to manage dilemmas and respond to situations in ways that are coherent with their teaching.

PRACTICAL STRATEGIES

Students will practice and learn strategies to facilitate whole class activities, manage individuals and groups of students, effectively intervene when students break norms or rules, build productive relationships with students and parents, and manage the myriad teacher responsibilities in a typical school day.

BUILDING COMMUNITY

Students will understand that the classroom is a community of learners and will consider strategies for the following challenges:

How do we create a classroom community?

How does our view of the classroom as a learning community affect the way we manage it?

How do we elicit contributions from all members of the classroom community?

How do we personalize education and maintain a strong community?

How do we include students' parents, guardians and families?

EQUITABLE OUTCOMES

Students will reflect on their management practices and situations that arise in their classrooms with the goal of understanding how to create equitable outcomes through effective classroom management.

Readings:

Building Classroom Discipline, Eighth Edition by C.M. Charles

Choice Theory in the Classroom by William Glasser

The First Days of School: How to be an Effective Teacher by Harry K. Wong & Rosemary T. Wong

Beyond Discipline: from Compliance to Community by Alfie Kohn

Bad Boys: Public Schools in the Making of Black Masculinity (Law, Meaning and Violence) by Ann Arnett Ferguson

“(Un)necessary toughness? Those ‘Loud Black Girls’ and those ‘Quiet Asian Boys’” by Joy L. Lei

“Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions” by Ryan & Deci

“Savage Unrealities: Uncovering classism in Ruby Payne’s Framework” by Paul Gorski

Assessment and Grading:

Students are expected to attend all classes, participate actively and submit all assignments. All assignments will include grading criteria to support satisfactory completion. All assignments must be completed by the due date unless prior arrangements have been made. Students may rewrite assignments that are not satisfactory, although they must be resubmitted by the end of the course to avoid an incomplete. This deadline will not be extended, as grades have to be submitted to the University a few days after the assignment is due.

Assignments:

Please submit all assignments as hard copies in class on the day it is due.

Reflective Logs:

The four logs you submit should be no less than 500 words each. The fourth log is a write up of your parental communications.

(Please see Log instructions posted on Blackboard.)

Survival Guide

(Please see Survival Guide posted on Blackboard)

Classroom management plan:

This will be due the last day of the course and will be included in your final portfolio for Practicum

(Please see Classroom Management Plan instructions posted on Blackboard.)

Calendar:

<i>Class</i>	<i>Essential Questions</i>	<i>Readings/Assignments</i>
Day 1 Aug 25	Who are you as a teacher and what are your responsibilities? What kind of teacher do you want to be?	Read for today: <i>The Heart of A Teacher</i> * <i>Turn in Log # 1</i>
Day 2 Aug 27	How do I set the right tone in my class?	Read for today: <i>Choice Theory</i> Chapter 7* <i>Building Classroom Discipline</i> (8 th edition) Chapter 2*

Day 3 Sep 1	How do I create a community of learners?	<u>Read for today:</u> <i>Building Classroom Discipline</i> (8 th edition) Chapter 3 <i>Beyond Discipline</i> Chapters 1, 2* <i>Turn in Log # 2</i>
Day 4 Sep 3	What procedures, routines and rules will operate in my classroom? How do I set up a classroom that facilitates successful accomplishment of my job responsibilities?	<u>Read for today:</u> Selection from <i>The First Days of School</i> *; <i>Building Classroom Discipline</i> (8 th edition) Chapter 4, 5
Day 5 Sep 8		<u>Read for today:</u> <i>Building Classroom Discipline</i> (8 th edition) Chapter 7, 9, 12 <i>Turn in Log #3</i>
Day 6 Sep 10	How do I create relationships with students to support learning? What do I do when a student does not accept my classroom culture and breaks rules or refuses to follow procedures or routines?	<u>Read for Today:</u> <i>Building Classroom Discipline</i> (8 th edition) Chapter 11, 14
Day 7 Oct 28		<u>Read for Today:</u> “Risks of Rewards” article* “Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions” by Ryan and Deci * <i>Turn in Survival Guide</i>
Day 8 Nov 4	How do I manage the physical space and flow of information in my classroom?	<u>Read for Today:</u> <i>Building Classroom Discipline</i> (8 th edition) Chapter 15 “Savage Unrealities” by Gorski* <i>Turn in Log #4 (Parental Communication)</i>

<p>Day 9 Nov 18</p>	<p>How will I know that I have succeeded in creating an equitable learning environment where all have equitable access to educational opportunities and accomplishments?</p>	<p><u>Read for Today:</u> <i>Bad Boys</i> 1-23 and 61-73* “(Un)necessary toughness? Those ‘Loud Black Girls’ and those ‘Quiet Asian Boys’” by Joy L. Lei *</p>
<p>Day 10 Dec 2</p>		<p><u>Read for today:</u> nothing!! <i>Turn in final Classroom Management plan</i></p>

*This reading can be found on Blackboard