

# Westfield State University

Education Department  
Course Syllabus Summer 2021  
Classroom Management

EDUC0314/514



The proud Professor with Daughter Maggie at her WSU Masters in Social Work graduation

*“Curious that we spend more time congratulating people who have succeeded than encouraging people who have not.”*

Neil deGrasse Tyson

## **Course Description**

This course introduces students to strategies for organizing and managing a classroom in a manner that will engage students and promote active learning. Creating an inclusive community in the classroom requires proactive planning. There is an emphasis on democratic practices, empowering teacher language, observing students carefully, building relationships, as well as the philosophy behind the management of the classroom. The course asks students to critically examine their beliefs and change those that limit the opportunities for student voice and empowerment. The course teaches non-punitive practices of positive behavior supports that have a skill-building, problem-solving orientation. Equity, community, care, respect, and inclusion are consistent themes. **Prerequisites:** EDUC 0319 or by permission (3 credits)

## Narrative

Classroom management is the art of transforming a collection of young people into a cohesive group of learners. Just as an artist combines paint, brush and a blank canvas to create a memorable painting, a classroom teacher crafts a learning environment from the raw tools of books, paper, and curriculum. While artists are noted for their style of painting, teachers express themselves through their style of classroom management. The Association of Curriculum and Development (ASCD) defines classroom management as a gestalt combining several teacher traits including reflection, problem solving, skills in managing student behavior, and engaging instruction (Hanson, 1998).

A “gestalt”, is a pattern or structure that is so integrated as a functional unit that it exceeds the sum of its parts. Coaches understand the meaning of gestalt when they attempt to mold individual players into a championship team. Gardeners create a gestalt by cultivating individual plants into a beautiful landscape. A poet selects individual words and composes verses, this too is a gestalt. When teachers enter the classroom for the first day they seek to transform an aggregate of individual students into a gestalt of motivated learners. Many students come to school unprepared to perform well. This can be the result of anyone of a number of overlapping issues such as poverty, language, family, or special needs. These students are at “at-risk” of school failure, and they present an especially challenging situation. Throughout the semester this course will focus attention on the needs of at-risk students and proven methods for enhancing their education.

Although alone in the classroom, the efforts of each teacher is sustained by insights garnered by myriad researchers in the field of psychology, sociology and education. The purpose of this course is to provide beginning educators with the tools they will need to create a learning environment that is both productive and harmonious.

Emphasis is on applied ideas especially in managing disruptive behavior. Application is only worthwhile when it is built on verified theory and principles of effective teaching. This course presents principles of classroom management that are embedded in a sturdy theoretical and research foundation.

## Instructor

Martin Henley, Ph.D

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## Text

Classroom Management: A Proactive Approach 2<sup>nd</sup> Ed., Henley, Pearson Publications.

The book is at the bookstore. You might get a better purchase price at Amazon or another online server, but use express delivery and make sure you get the 2<sup>nd</sup> edition.

## Course Rationale

Discipline issues are typically analyzed in terms of what is wrong with the student. This deficit perspective overlooks the subtle dynamics of classroom life. Many classroom disturbances are interactional. Teacher actions, student and group behavior all play a role in fostering constructive behavior. Solutions to discipline problems are found through an examination of how teacher, individual students and the group interact together.

Proactive classroom management consists of three overlapping priorities - community in the classroom, preventive discipline, and positive behavior supports. Proactive teachers are reflective problem solvers. Throughout, the course will emphasize positive teaching strategies that enable students to take responsibility for their behavior and learning.

## Featured topics include the following:

- Building classroom community
- Group dynamics
- Motivation
- Preventive discipline
- Positive behavior supports
- Building social skills
- Proactive discipline
- Emotional intelligence
- Teaching at-risk students
- Special education referral criteria and programs
- Emotional/behavioral disorder interventions
- Discipline with dignity
- Functional behavior assessment
- Resiliency
- Alternative topics are acceptable, but must be approved

## Online Organization

The online portion of the course will include the following links:

**"Start Here" link** –The link is located on top left column it includes course information, syllabus, important dates, research requirements and instructor bio;

**"Announcements"** The link is at the top of the main course page. I will post important course information as we progress through the semester; check frequently - at least a couple times each week;

**"Module Links"** The link is in the left column it includes course assignments - readings, web sites, powerpoint and tests; *I will open each Module link as we near completion of the previous module.* See Class Schedule below.

**"Discussion Board Link"** The link is in the left column. This is the student forum. I will post a new question approximately every two weeks ;

**"Ask the Professor"** – The link is in the Discussion Board post all course related questions or comments here;

"Plato Email" The link is Communications in the left column for course related emails. In emergency use mhenley21@comcast.net.

DO NOT USE WSU EMAIL FOR COURSE CORRESPONDENCE

"Grade Center" to check your test scores

## Requirements

- Review all material in the three modules including text readings, power point, web sites, and any additional information included in each module.
- Three multiple choice tests based on material in each of the three modules
- Complete a social skills assessment (Self-Control Inventory) on a student 5-17 years old
- Discussion board participation with a new topic approximately every two weeks.
- Research assignment below:
- Undergrad assignment is 10 article annotated bibliography on one of the topics\* listed in "Start Here". See sample annotated bibliography in "Start Here"
- Grad assignment is 10 page review of the literature on a topic\* listed in "Start Here". Also see sample research paper in "Start Here"
- \* If you have a topic you want to research that is not on the list it must be approved by me. Use our Plato email system for this and all course questions or comments

## Class Schedule

The course is divided into 3 modules. Your textbook is organized in the same manner – The 3 sections are: Community, Preventive Discipline and Positive Behavior Supports.

The modules are located in the left hand column.

Module 1- Building Classroom Community

Module 2 - Preventive Discipline

Module 3 – Positive Behavior Supports

Following each Module you will take a 50 question multiple choice test. See more below.

## Test Schedule

Each module test link will open on Thursday at noon and close on Sunday at midnight. Once you begin the test you must complete it.

Module 1 Test: 5/28 - 6/31

Module 2 Test: 6/11 - 6/14

Module 3 Test: 6/24 - 6/28

Each test is 50 multiple choice questions 2 points each; 90 minutes to complete Test schedule –

Each test window will open at noon on Wednesday and close the following Sunday at midnight.

*Once you open the link you must complete the entire test*

## Discussion Board

If you provide thoughtful comments and reply to Discussion Board and class participation you will receive full credit for this portion of the course. *Your minimum obligation is to post one comment and reply to at least one other comment each discussion*

**The following rubric is used to assess Discussion Board comments**

- 1 – Responds to all discussion board comments with full and detailed posts; replies to at least two other student comments – full credit – 100 points.
- 2 – Responds with full and detailed comments and but misses one discussion questions – 80 points
- 3- Responds to all comments and replies but posts lack detail – 70 points
- 4 – Misses two or more discussion questions and/or posts lack detail – 60 points

**Assignments**

- Self-Control Inventory – Due Date – 6/11
- Research Paper – Due Date – 6/24

**Research Guidelines**

**ALL PAPERS MUST FOLLOW APA FORMAT**

Points will be deducted for lack of attention to basic rules of grammar, spelling, formatting and/or general carelessness (In other words don't hand in a first draft)  
See Strunk and White Element of Style for help with rules for writing tips

See topics and sample research papers on Plato research link - "Start Here".

Undergraduate research assignment - 10 professional article annotated bibliography (see sample in "Start Here")

Grad research assignment – 10 page review of the literature (see sample in "Start Here")

**Grade: Average of the Following**

Discussion Board-15%  
Average of three tests - 70%  
Research paper and SCI (Self-Control Inventory)15%

**The following Massachusetts Standards for Teachers**

**PST**

2b Learning Environment indicator: Creates and maintains a safe and collaborative learning environment that values diversity and motivates students to take academic risks, challenge themselves, and claim ownership of their learning.

2c Cultural Proficiency indicator: Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.

2e Social and Emotional Learning Indicator: Employs a variety of strategies to assist students to develop social emotional-competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

2f Classroom Management Indicator: Employs a variety of classroom management strategies, and establishes and maintains effective routines and procedures that promote positive student behavior.

SEI-d SEI indicator Creates and maintains a safe and collaborative learning environment that values diversity and motivates students to meet high standards of conduct, effort and performance.

<b>PST Number and Level</b>	<b>Topic Description</b>	<b>Course Content</b>	<b>Assessment</b>
2b	Creates and maintains a safe and collaborative environment that values diversity and motivates students to take academic risks, challenge themselves, and claim ownership of their learning	Community building Routines Organization of classroom space Incentives Alternatives to incentives Student choice Reflective teacher practice Self-efficacy	Classroom activities Discussion board postings Test 1 Reflection reports On-line module participation On-line assignments
2c	Actively creates and maintains an environment in which students diverse backgrounds, identities, strengths and challenges are respected	Group dynamics Sociogram Peer tutoring Cooperative learning Restorative justice Bully prevention Differentiated learning Gender bias Stereotyping	Classroom activities On-line module participation Discussion Board postings Test 2 On-line assignments

2e	Social and Emotional Learning Indicator: Employs a variety of strategies to assist students to develop social emotional-competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making	Emotional intelligence Social skills curriculum Social skill development Self-efficacy Character education	Classroom activities On-line module participation Discussion Board postings Test 2 On-line assignments Social skill assessment assignment Social skill lessons assignment
2f	Classroom Management Indicator: Employs a variety of classroom management strategies, and establishes and maintains effective routines and procedures that promote positive student behavior.	Life space crisis intervention Conflict cycle Verbal/nonverbal interventions Applied behavior analysis Functional behavior assessment Behavior frequency checklist Cognitive strategies Time-out Bibliotherapy	Classroom activities On-line module participation Discussion Board postings Test 3 On-line assignments Behavior management plan
SEI-d	Creates and maintains a safe and collaborative learning environment that values diversity and motivates students to meet high standards of conduct, effort and performance.	Stereotyping: gender bias, racial bias, stereotyping, cultural diversity	Classroom activities On-line module participation Discussion board postings Test 3 Research assignment