



SPRING 2013 COURSE

**SPRING 2013 SEMESTER--- ONLINE GRADUATE COURSE--ENROLL NOW!
NEW ONLINE DATE FROM MARCH THROUGH MAY**

- ++ IMPROVE YOURSKILLS FOR MANAGING TODAY’S STUDENTS**
 - ++ BUILD A CHARACTER-BASED DISCIPLINE SYSTEM**
 - ++ ACCESS RESOURCES FOR IMPROVING CLASSROOM RELATIONSHIPS**
 - ++ USE EFFECTIVE CLASSROOM MANAGEMENT TECHNIQUES**
- RECOMMENDED BY EXPERIENCE TEACHERS**
- ++ EXAMINE THE USE OF THE KOUNIN & GLASSER MODELS**

Email us if you wish to correspond with a few educators who have taken our online courses during the past five [years—character@sandiego.edu](mailto:character@sandiego.edu)

The overall purpose of behavior management is to aid students in displaying behaviors conducive to learning. The goal of positive behavior management should be to teach and encourage academic and social behaviors that are appropriate for the classroom situation.

**Educ 554 CHARACTER-BASED CLASSROOM MANAGEMENT:
STRATEGIES & PRACTICES (3 graduate credits)**

“Research suggests effective classroom management should foster students’ self-control, encourage prevention, emphasize cooperative problem-solving and endorses the principle of the “authoritative teacher.”

Course Description

This course will enhance knowledge and skills in managing all aspects of the modern day classroom while attending to the social-emotional growth of students.

In this course, students will develop an understanding and appreciation of strategies that work and don't work and why. They will examine effective management practices based on experienced teachers recommendations and the current research.

Course Objectives

Academic Excellence, Critical Inquiry & Reflection

- Research and study classroom management strategies that have been proven to be effective in improving student achievement and behaviors
- Critique private and commercial classroom-management programs
- Identify character education intervention programs that address specific behavioral or social concerns and assess the effectiveness of these programs
- Reflect on and develop a range of management skills that include room settings, the use of class meetings, poor planning vs effective preparation, knowing what you want and don't want, empowering students in content and class affairs, and monitoring student achievement and behaviors.
- Create classroom management polices and practices based on core values and common sense.
- Investigate management strategies that foster and promote a classroom atmosphere that is civil, caring, challenging, and consistent.
- Employ classroom management strategies that help students develop 21st skills such as:

Working as a Member of a Team ---Work Independently
 Working Under Pressure, meeting deadlines, learning to prioritize
 Developing motivational Skills—Developing Interpersonal Skills
 Learning Verbal Presentation Skills

Community & Service

- Analyze the array of classroom management programs (commercial & others) that help develop partnerships among students, teachers, families, and the community
- Design and implement classroom management strategies that promotes core values in school, classroom, and in the home including civility, fairness, empathy, and service to others

Course Title	Outcome III-Ethics, Values & Diversity
Educ 554 Character-based Classroom Management: Strategies & Practices (3)	<u>Ethics, Values, & Diversity</u> • Critique classroom management programs using the standards found in the texts & handouts with

	<p>attention to biases, prejudices, stereotypes, language, and omissions.</p> <ul style="list-style-type: none"> • Examine the worth, value, and best practices for fostering positive behaviors, positive attitudes, and good character in the lives of all children and youth in school and community programs. • Enhancing knowledge of various cultures and backgrounds
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Online Sessions Schedule (6)

Session 1 =Monday, March 11

Session 2 =Monday, March 25

Session 3 =Monday, April 8

Session 4 =Monday, April 22

Session 5 =Monday, May 6

Session 6 =Wednesday, May 15

PLUS: (1) A Program or Book Review and (2) Final Project due Thursday, May 31.

Resources

Carty, M. (2010). *Making Classroom Management & Organization Work for You and Your Students*. K-12. 32pp/flipbook. Stenhouse Publishers Charney (2002). *Teaching Children to Care: Classroom Management for Ethical & Academic Growth, K-8*. Maine: Northeast Foundation for Children

M. Marshall ((2004). *Discipline Without Stress: Punishments or Rewards*. CA: Piper Press. www.DisciplineWithoutStress.com

R.Stein, et.al., (2000). *Connecting Character to Conduct: Helping Students Do the Right Things*. VA: ASCD.

P. Vincent (2004). *Restoring School Civility*. NC: Character Development Group.

Web Site Resources (Examples)

<http://www.makeyouthink.tv/MakeYouThink/home.html>

<http://www.nortellearnit.org/lessons/>
<http://www.goodcharacter.com/>
<http://www.theteacherrsguide.com/ClassManagement.htm>
<http://store.atozteacherstuff.com/download->
<http://www.pacificnet.net/~mandel/Classroom management.html>
<http://www.character-education.info/>
<http://www.adprima.com>

Assignments

- (1) Students must participate in all six online assignments and discussions on the web site. Each online session includes readings from the text, web sites on the session topic, blogs that address the session content, and a prompt to which the students respond and post their responses.
- (2) Students will POST a review of a classroom management book, manual, or program that meets their needs and will be of interest to their classmates.
- (3) Students will complete a FINAL PROJECT (usually a research paper, a classroom/school project, or an action research project) that is related to the course objectives, is of interest to the student, and has the instructor's approval.

Assessment Plan/Grading Criteria/Rubric

ONLINE guidelines to help you succeed with online work:

Be prepared for each session. Do your readings. Investigate recommended web sites and blogs for each online session. It is best for you to outline your thoughts before responding to the questions, ideas, information, or prompts from the instructor and classmates. Together, we will read about and discuss matters relating to classroom management strategies and recommendations gleaned from the readings, the handouts, and web site references. You will be challenged to think critically and thoughtfully about the content under discussion. "Participation" does not mean "say/write anything, anytime, and get credit." It's as much an issue of quality as it is a matter of quantity.

Grade

Skills

A-B+

Your contributions are relevant, critiques the work of others, self-initiated; frequent; you used quotes from the readings to supplement your comments and those of your classmates.

- B-C+ You generally keep up with the discussion although you may need an occasional prompting to contribute; might participate in some discussions more than others; uses a few (not many) quotes from the readings to supplement comments and those of your classmates.
- C-C- Your participation is fair but spotty; you seem to pick and choose topics/questions to respond to; you offer short, perfunctory comments when prompted: you seem to take limited initiative; offer few quotes from the references.

A rubric will be prepared that is designed to assess both the book report and the final assignment.

Academic Integrity. Obviously, you are responsible for doing your own work, and academic dishonesty of any kind will not be tolerated. In accordance with the rules and regulations of the University of San Diego, “Violations of academic integrity include, but not limited to cheating, plagiarism or misrepresentation of information in oral or written form.” Such violations will be dealt with severely by the instructor and the dean. Plagiarism means presenting someone else’s idea or writing as if it were your own. If you use someone else’s or writing, insure that the source is clearly documented.

Americans with Disabilities Act (ADA) Statement

Any personal learning accommodations that may be needed by you, covered under the ADA, must be made known to the instructor as soon as possible. This is your responsibility. If you have a diagnosed disability or suspect that you may have one, please contact USD's Disability Services in Serra Hall room 300 or call 619-260-4655 or visit the website at www.sandiego.edu/disability BEFORE midterm.