I. Course Description:

A course emphasizing methods of organizing and managing a classroom and student growth and development concepts and how they affect classroom management. Enrollment limited to graduate students seeking initial teacher certification. Prerequisite: A course in Human Growth and Development or Educational Psychology (PSYC2314 or PSYC 3343). Need TASP.

II. Rational

The purposes of this course are to provide a review of principles of human development and to provide an introduction to theories and practices related to classroom management.

III. State Adopted Proficiencies for Teachers and/or Administrators/or Administrators/Counselors

1. Learner-Centered Knowledge
2. Learner-Centered Instructions
3. Equity in Excellence for All Learners
4. Learner-Centered Communications
5. Learner-Centered Professional Development

IV. ExCET Competencies

The following ExCET COMPETENCIES will be developed in this class:

01 The teacher uses an understanding of human development processes to nurture student growth through developmentally
appropriate instruction.

02 The teacher considers environmental factors that may affect learning in designing supportive and responsive classroom community that promotes all students’ learning and self-esteem.

04 The teacher demonstrates an understanding of how learning occurs and can apply this understanding to design and implement effective instruction.

05 The teacher demonstrates an understanding of how motivation affects group and individual behavior and learning, and can apply this understanding to promote student learning.

11 The teacher structures and manages the learning environment to maintain a classroom climate that promotes the lifelong pursuit of learning and encourages cooperation, leadership, and mutual respect.

IV. State Adopted Proficiencies for Teachers and/or Administrators

The following STATE ADOPTED PROFICIENCIES FOR TEACHERS will be developed in this class:

II. LEARNER-CENTERED INSTRUCTION

1. The teacher is a leader of a learner-centered community, in which an atmosphere of trust and openness produces a stimulating exchange of ideas and mutual respect. By encouraging self-directed learning and by modeling respectful behavior, the teacher effectively manages the learning environment so that optimal learning occurs.

5. The teacher selects materials, technology, activities, and space that are developmentally appropriate and designed to engage interest in learning. As a result, learners work independently and cooperatively in a positive and stimulating learning climate fueled by self-discipline and motivation.

6. Although the teacher has a vision for the destination of learning, students set individual goals and plan how to reach the destination. As a result, they take responsibility for their own learning, develop a sense of the importance of learning for understanding, and begin to understand themselves as learners. There is an appreciation of learning as a life-long process that builds a greater understanding of the world and a feeling of responsibility toward it.

III. EQUITY IN EXCELLENCE FOR ALL LEARNERS

2. The teacher creates an environment in which learners work cooperatively and purposefully using a variety of resources to understand themselves, their immediate community, and the global society in which they live.
IV. LEARNER-CENTERED COMMUNICATION

2. The teacher works to create an environment in which taking risks, sharing new ideas, and innovative problem solving are supported and encouraged.

4. The teacher incorporates techniques of inquiry that enable students to use different levels of thinking.

V. Course Objectives and Outcomes

This course is designed to enable students to:

(State in behavioral terms and relate by number to each competency listed in III above and to each proficiency listed in IV above)

To demonstrate the competencies and proficiencies presented above, the student will perform the following objectives:

1. Objectives related to the role of classroom discipline (Chapter 1, Charles):
   
   1.1 Examine the role of professionalism in teaching and discipline. (Competency 001, Proficiency II.1)
   1.2 Describe the difference between behavior, misbehavior, and discipline. (Competency 001, Proficiency II.2)
   1.3 Discuss seven suggestions for moving toward higher levels of professionalism. (Competency 001, Proficiency II.1)

2. Objectives related to theories of development Chapter 2, Charles):

   2.1 Describe development and give examples of the four Levels of development. (Competency 001, Proficiency IV.4)
   2.2 Describe the socio-cultural realities that influence behavior. (Competency 001, Proficiency II.6)
   2.3 Describe the personal and environmental factors that promote misbehavior. (Competency 001, Proficiency II. 1 & IV.4)

3. Objectives related to Atypical Behavior that is neurological-based (Chapter 3, Charles):
3.1 State the principal diagnoses related to neurological-based behavior. (Competencies 001 & 002. Proficiency II.6 & IV.4)
3.2 Describe Brain injuries, SID, ADHD ODD, Bipolar Disorder and Learning Disabilities. (Competency 001, Proficiency II.6)
3.3 Describe the Rage Cycle. (Competency 001, Proficiency II.1 & IV.4)
3.4 Discuss medicating students with behavioral issues. (Competency 001, Proficiency II.6)

4. Objectives related to Harry and Rosemary Wong’s Use of Responsibilities and Procedures to Establish Class Discipline (Chapter 6, Charles):
   4.1 Describe Wong’s findings. (Competency 004, Proficiency II.6)
   4.2 Describe Procedures and what they entail. (Competency 004, Proficiency II.6)

5. Objectives related to William Glaser’s Use of Choice Theory and Quality Education to Establish Class Discipline (Chapter 8, Charles):
   5.1 Explain Glasser’s Concepts of Glasser’s Noncoercive Discipline. (Competency 005, Proficiencies II. 1 & 11.5)
   5.2 Identify and describe the ways to relate well with your few most problematic students. (Competency 005, Proficiencies II.1 & IV.2)
   5.3 Describe how one would implement Glasser’s model in the classroom. (Competency 005, Proficiencies II.1, II.5 & IV.2)

6. Objectives related to classroom management (Chapter 12, Charles)
   6.1 Identify how top teachers establish personal influence with students who are difficult to manage. (Competencies 002 & 011, Proficiency III.2)
   6.2 Describe the keys to good room arrangement. (Competencies 002 and 011, Proficiency III.2)
   6.3 Select appropriate classroom rules and procedures. (Competencies 002 & 011, Proficiency III.2)
   6.4 Devise a plan to manage student work. (Competencies 002 & 011, Proficiency III.2)
   6.5 Plan for a good beginning to a new school year.
   6.6 Plan how to establish a community of learners. (Competencies 002 and 011, Proficiency III.2)
   6.7 Describe how to use appropriate communication skills in a school setting. (Competencies 002 & 011, Proficiency III.2)
   6.8 Devise strategies to manage problem behaviors. (Competencies 002 & 011, Proficiency III.2)
6.9 Discuss effective ways to communicate with families and include them in the child’s education. (Competencies 002 & 011, Proficiency III.2)

7. Objectives related to finalizing a system of discipline designed especially for the teacher and students (Chapter 16 Charles):

7.1 Discuss Planning the Rubric: Putting it all together. (Competencies 002 & 011, Proficiency III.2)

7.1 Describe two prototypical approaches to discipline. (Competencies 002 & 011, Proficiency III.2)

VI. Course Topics

1. Encouragement of Productive Efforts in a classroom
2. Anticipating students’ behavior
3. Recognizing and dealing with a-typical behavior
4. The foundations that underlie today’s best systems of discipline
5. Today’s outstanding approaches to classroom discipline
6. Purposeful teacher guidance
7. How Drs. Harry and Rosemary Wong use procedures to establish class discipline
8. How to keep students responsible
9. Using William Glasser’s Choice Theory
10. How to motivate students
11. Designing a system of discipline

VII. Instructional Methods and Activities

Methods and activities for instruction in this course include the following:

1. Traditional Experiences (lecture, discussion, presentation, demonstration, film, etc.)

VIII. Course Requirements

1. Assignments turned in for a grade must be typed, double-spaced with 1 inch margins. One point will be deducted for misspelled words, errors in mechanics, errors in paragraph formation, etc. up to 10 points for each assignment (see each Rubric for each assignment).

2. Additional assignments may be required if they will benefit the course objectives.
3. Assignments and due dates may be modified at the discretion of the instructor if they will benefit/enhance the outcomes of the course.

4. Late assignments will be deducted one letter grade.

IX. Evaluation and Grade Assignments

1. Attendance: Regular attendance is required for students enrolled in the course. Students missing two classes will be dropped from class. 10 points will be deducted for each tardy and for leaving class early. Notify instructor if you are going to be tardy. (361) 779-4873.

2. Quizzes over chapters assigned, as well as additional readings such as research on discipline and articles.

10 % of Final Class Grade

3. Class participation. Students are expected to participate in classroom discussions including classroom reading assignments. A participation grade will be given.

10% of Final Class Grade

4. Research Articles. Students are required to submit 2 articles related to the topic of discipline with reflections of each.

Rubric:

Summary—40%
Reflection—40%
Following Rubric, including spelling, grammar. One point will be deducted for each spelling or grammatical error up to 20 points. 20%

10% of Final Class Grade (5% each paper)
5. **Research Paper.** Description of one of the major theories of discipline. Examples:

1. Behavior Modification, B. F. Skinner  
2. Assertive Discipline, Lee Canter  
3. Logical Consequences, Ruldolf Dreikurs  
4. Transactional Analysis, Eric Berne and Thomas Harris  
5. Reality Therapy/Control Theory, William Glasser  
6. Alfie Kohn  
7. Other topics and Theorists must be approved

1. Students will write a four page paper describing a discipline model. Describe its strengths as well as its weaknesses. The organization of the paper will consist of the following outline and must contain as subheadings:

**Outline:**

A. Biographical information about the theorist(s)—15 points  
B. Central Ideas of the Model—15 points  
C. Strengths of the Model—15 points  
D. Weaknesses of the Model—15 points  
E. Application to everyday classroom use—15 points  
F. Paper must include a Bibliography of 5 Resources—15 points  
G. Follows Rubric—10 points.

If time allows, the paper will be presented orally, perhaps with a group of fellow students who wrote on the same theorist.

**15% of Final Class Grade**
6. Discipline/Classroom Management Platform

I. The student will set out clearly his/her beliefs of classroom management. **The organization of the paper will consist of the following outline and must contain as subheadings:**

**Outline:**

1. The goals of classroom/discipline management; 10 points
2. Best ways to achieve the goals of classroom/discipline management; 10 points
3. The role of the student; 10 points
4. The role of the teacher; 15 points
5. The role of the administrator; 15 points
6. The role of the parent(s); 15 points
7. The student will explain which of the classroom/discipline management models discussed in class is most like their personal philosophies; 15 points
8. Following Rubric, 10 points. = 100 points.

**15% of Final Class Grade**

7. Chapter Presentation: Present one chapter of the text orally to the class following the rubric.

   **20% of grade**

8. Mid-Term Exam: First half of the classroom readings, discussions, and student presentations.

   **10% of final grade**

9. Final Exam: Second half of classroom readings, discussions, and student presentations.

   **10% of final grade**

   **Total: 100%**