

Guiding Social Development



Winter Quarter
2016 – 2017

Doug Ruhman, Instructor



"Promoting Diversity and Excellence in Education"

Salish Kootenai College Education Department
Guiding Social Development and Classroom Management
EDUC 309
Winter Quarter 2016 - 2017

COURSE INFORMATION

- A. Number: EDUC 309
- B. Title: Guiding Social Development and Classroom Management
- C. Credits: 4
- D. This course is offered during Winter Quarter
- E. Time/Location: Tues. and Thurs., 9:00-10:50 a.m. Stevenson Educ. Bldg. 115

INSTRUCTOR INFORMATION

- A. Instructor: Douglas Ruhman, M.Ed
- B. Office: Stevenson Education Building 124
- C. Office hours: Mon. and Wed. 8 – 11 am
- D. Office phone: 275-4763
- E. Email: doug_ruhman@skc.edu

REQUIRED MATERIALS

No textbooks are required for this course. Readings and other materials will be provided by the instructor either via hard copy or through electronic media.

COURSE DESCRIPTION

Guiding Social Development and Classroom Management explores methods for guiding the development of social competence in young children, as well as practices for creating positive and productive elementary learning environments. Topics include the development of self-esteem, self-discipline, and pro-social behavior. Strategies in classroom management will be examined, including handling children's aggression and stress, classroom organization, and methods of working with parents on children's behavioral issues.

Relation to the Conceptual Framework

Building a community of engaged and motivated learners is one of the most important aspects of being an effective classroom teacher. From your first interaction with the children and their families you are setting the foundation of your relationship. In this course you will develop skills of building a trusting relationship around the tenets of planning, instruction, discipline as a tool, organization, individual and group motivation, and cooperative learning.

COURSE RATIONALE

Sound classroom management is the basis for everything else a teacher does with students. Classroom management is more than motivation, more than discipline, more than planning; it is all of these working together... and when it works, it may feel like an incredible dance or a beautiful poem. Classroom management is offered in tandem with the SKC Teacher Education Program methods courses so candidates will have opportunities to practice developing skills with children during field experiences, practica, and finally Student Teaching.

ATTENDANCE POLICY

Candidates are required to attend all class sessions, and attendance will be part of the grading procedure for this course (see below). There will be many activities that you will not be able to make up due to their interactive, classroom-based nature. This is a professional education course and you are training to be a teacher. By attending regularly, and committing to this course, you are beginning to act and think like a teacher. This is a key component of professional responsibility.

Candidates are expected to be **on time** for class and to stay until the designated time set for dismissal. If a candidate will be late, or must leave early, he/she must inform the instructor prior to the beginning of class. In the event that this is not possible, it is very important to communicate the circumstances to the instructor immediately or as soon as is possible. Missed classes will result in a loss of points for attendance, and therefore will affect your grade for the course. Being late or leaving early also results in a decrease of attendance points, so always make it your plan to be on time and in class as scheduled.

In the event of emergency medical / health problems or extended absences for other reasons, students will be expected to meet the requirements of the course using outside-of-class methods such as phone/email/internet resources. *It is the **student's responsibility to communicate with the instructor to make sure that class assignments/requirements are completed if absences occur.*** If an absence is unavoidable, students need to arrange for someone in the class to pick up handouts and other materials and information that was presented.

CELL PHONES

Candidates **must** keep cell phones **silent** during class. If a candidate wishes to leave a phone on "vibrate" mode **in case of emergency situations**, they must notify the instructor ahead of time and then take the call outside of the room.

INSTRUCTIONAL METHODOLOGIES

The methodologies of instruction in this course will follow a constructivist format and use techniques of inquiry, development of knowledge, discussions, lecture, individual and group project work, and independent practice. Guest speakers, videos, film clips, email, internet, hands-on devices, Smartboards, and other resources may be utilized. The instructor will employ aspects of active learning principles wherever and whenever possible.

SKC 4Cs

CULTURAL RELEVANCY

Candidates must be prepared to join a global community, including within their local schools. Sensitivity to all diversity will be the key to developing positive attitudes and dispositions within the course. Salish Kootenai College defines culture as the awareness of one's own system of values, beliefs, traditions and history, and knowledge and respect for the systems of others, particularly those of American Indian Tribes, and specifically the Salish, Pend d'Oreille and Kootenai People.

Candidate Objectives:

1. Candidates will examine bias in the treatment of children from minority populations from teacher attention to discipline severity;
2. Candidates will participate in discussions, activities and reflective writings about cultural relevancy in course topics;
3. Candidates will apply information from the course in their work with individuals from similar and diverse cultures in order to enhance communication, relationship building, and teaching strategies.

CRITICAL THINKING

At SKC, critical thinking describes a structured process for refining thought and making decisions. It engages context, multiple perspectives, and the individual mind/heart balance (Spu'us). Critical thinkers strive for clarity, accuracy, articulation, thoroughness, relevance, and fairness.

Candidate Objectives:

1. Candidates will reflect upon their past experiences as an elementary student with classroom management;
2. Candidates will analyze their ideas of classroom management;
3. Candidates will apply information learned in class to improve their work with parents, children and other professionals;
4. Candidates will participate in group activities and discussions that utilize critical thinking skills such as problem solving skills, self-evaluation techniques and cultural issues.

CITIZENSHIP

Salish Kootenai College defines citizenship as informed and committed participation in the life of one's community at the local, national, and global level. We believe citizens recognize and address community issues, respect the rights of others, and work toward community improvement.

Candidate Objectives:

1. The candidate develops a disposition of inclusion of families in the classroom settings, both formally and informally.
2. The candidate has a well-grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate students' experiences, cultures, and community resources into instruction.

COMMUNICATION

Salish Kootenai College defines communication as an exchange and interpretation of information through a variety of context appropriate modalities to enhance understanding and build respectful human connections.

Candidate Objectives:

1. The candidate examines and applies different modes of communication in their work with children and families, including: visual prompts, physical proximity, verbal cues, and print media.
2. The candidate appreciates the cultural dimensions of communication, responds appropriately, and seeks to foster culturally sensitive communication by and among students, peers, and teachers.
3. The candidate communicates in ways that demonstrate sensitivity to cultural and gender differences (e.g. appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation).

InTASC AND PEPP STANDARDS MET IN THIS COURSE

Assessments in **bold** are to be included in student portfolios

Indicators:	Type	PEPPS	Assessments
InTASC Principle/Outcome 3 a. The candidate understands the principles of effective classroom management.	Knowledge	10.58.501.1.g 10.58.508.1.c.iii	Course Notebook Classroom Management Plan Reflective Written Analysis, Princ. #3
InTASC Principle/Outcome 3 b. The candidate can use knowledge about human motivation and behavior to develop strategies for organizing and supporting individual and group work.	Knowledge	10.58.501.1.g 10.58.508.1.c.iii	Classroom Management Plan RWA, Princ. #3
InTASC Principle/Outcome 3 c. The candidate analyzes the classroom environment and makes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work.	Skills	10.58.501.1.g 10.58.508.1.c.iii	Innovative Practice paper Classroom Management Plan Cooperative Learning Lesson Plan
InTASC Principle/Outcome 3 d. The candidate shows that s/he values the role of students in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.	Dispositions	10.58.501.1.g 10.58.508.1.c.iii	Cooperative Learning Lesson Plan Classroom Management Plan

COURSE OBJECTIVES

Assessment indicators: *Classroom Management Plan (CMP), Cooperative Learning Lesson Plan (CLLP), Innovative Practice Paper/Presentation (IP), Reflective Written Analysis (RWA), Course Notebook (CN)*

[Guiding Social Development]

Candidates will be able to:

1. Demonstrate an understanding of the interrelationships among self-esteem, sense of security, and school achievement and the necessity for elementary school children to develop a realistic sense of self; *assessed by CMP, CLLP.*
2. Observe behavior of elementary school children, discriminate among behaviors manifested, and identify patterns of growth and development; *assessed by CMP, CLLP, IP, RWA, CN.*
3. Demonstrate an understanding of guidance principles as they relate to patterns of development and behavior among elementary school children; *assessed by CMP, CLLP, RWA.*
4. Demonstrate an awareness of and sensitivity to children from diverse backgrounds (e.g., race, gender, socioeconomic status, cultural heritage, special needs, disabling conditions); *assessed by CMP, CLLP, RWA, CN.*

[Managing the Classroom]

Candidates will be able to:

1. Implement effective classroom and behavior management techniques to meet the learning needs of students; *assessed by CMP, CLLP, IP, RWA, CN.*
2. Identify traditional and alternative instructional management systems; *assessed by CMP, CN.*
3. Identify various techniques for student behavior management; *assessed by CMP, CLLP, IP, RWA, CN.*
4. Establish collaborative group structures appropriate to pupil learning needs and objectives. *assessed by CMP, CLLP, IP, RWA.*
5. Understand the importance of the teacher as a role model; *assessed by CMP.*
6. Identify the importance of fostering respectful and beneficial relationships between families and professionals; *assessed by CMP, RWA, CN.*

ASSIGNMENTS AND GRADING

1. Classroom Management Plan (for your TEP Portfolio) 150 points

Each candidate will develop a formal plan for managing their future classroom. Complete details regarding this assignment and its assessment will be provided. Usually this is assigned near the end of the course. The CMP addresses several important ideas, including:

- a. **Management Philosophy:** What do you believe about how students learn best? What kind of classroom atmosphere do you want? Refer to researchers and practitioners (those you have read, observed, or interviewed) who have helped shape your philosophy. What should your role as teacher be? What core ideas will drive your classroom?
- b. **Classroom Arrangement:** How will you arrange your physical resources in a way that is consistent with your philosophy and management plan? Include a diagram.
- c. **Rules/Procedures:** How will you reward and reinforce good behavior? What will you do if students don't do what you expect? What will be the consequences? How will you solve problems? What kinds of core activities and routines will promote the best learning environment for your students?
- d. **Encouragement and Positive Action:** How will you help build and maintain a positive, productive classroom environment? How will you strive to acknowledge each child's unique contributions and abilities?

2. **Cooperative Learning Lesson Plan** (for your TEP Portfolio) **100 points**
You will create a cooperative learning lesson plan according to the SKC TEP Lesson Plan Format. Details and requirements regarding this assignment will be provided in class. This is usually assigned in Week 5 and turned in about Week 6.

3. **Innovative Practice** **25 points**
You will write up a creative management practice that you have researched, observed or practiced (i.e. star of the day, specialized bulletin boards, devices, physical layout, etc.). This should be about 1 page long, and will include a short class presentation. This assignment is usually given and turned in around Week 4.

4. **Attendance / Participation** **100 points**

5. **Reflective Written Analysis for Principle #3** (for your TEP Portfolio) **25 points**
One of the assignments for EDUC 309 will be to construct a 1 to 2 page reflective paper on Motivation and Classroom Management, for inclusion in your TEP Portfolio Section 3. Assistance and guidelines will be provided in class. This is usually assigned and turned in near the end of the course, around Week 8, so that ideas gleaned from the class can be represented in the assignment.

GRADING

Classroom Management Plan	= 150 pts	400-360 = A 359-320 = B 319-280 = C 279-240 = D Below 240 = F
Cooperative Learning Lesson Plan	= 100 pts	
Innovative Classroom Practice	= 25 pts	
Attendance	= 100 pts	
RWA for Principle 3	= 25 pts	

Total points: 400

CREDIT HOURS

Following the SKC Credit Hour policy, to meet the identified student learning outcomes of this course, this course, delivered over a 10 week term, will approximate:

4 hours/week classroom or direct faculty instruction. In addition, out-of-class student work will approximate a minimum of 8 hours each week to complete the weekly assignments.

ACCOMMODATIONS

Reasonable accommodations are provided for eligible students with identified disabilities. Please be sure to inform your instructor in the first week of classes regarding any special circumstances (physical limitations, cognitive difficulties, etc.) that may affect your ability to successfully complete the course. The College complies with the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Students may contact the College's Disability Officer, Linda Pete (linda_pete@skc.edu) at 275-4968 or consult the SKC web page for Students with Disabilities for more information and assistance.

COURSE CONTENT *(includes but not limited to)*

1. Building Community
 - a. Ways to Get Learner Attention
 - b. Being Proactive / Making personal connections with kids
 - c. Sensing the "forest", not just the "trees": The classroom as a system
2. Classroom organization *(Kronowitz, Units 2-3)*
 - a. Creating Positive Learning Environments
 - b. Strategies for teaching
3. Planning as a Tool of Management
 - a. Organization
 - b. Giving Directions
 - c. Laws and Legislation
 - d. Requirements
4. Pro-Social Development
 - a. Proactive
 - b. Giving Children Choices
5. Behavior *(Kronowitz, Unit 4)*
 - a. Mistaken vs. Misbehavior
 - b. Discipline vs. Punishment
 - c. Consequences and Rewards
6. Managing Conflicts and School-wide Behavior Systems
 - a. Expectations
 - b. Bullying
 - c. Conflict Resolution
 - d. Problem Solving
7. Professionalism
 - a. Professional organizations
 - b. Confident Managing

EDUC 309 Cooperative Learning Lesson Plan

TEP Stage 2 Principle #3

Student _____ Instructor _____

Date: _____

Level of Performance:	0 Unacceptable	1 Developing	2 Proficient	3 Exemplary
<p>3(j) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals. <i>Guiding Principle: B</i></p>	<p>No evidence of awareness of cooperative instructional strategies.</p>	<p>The CLLP does contain evidence of cooperative learning strategies, but more development is required. Uses a variety of instructional strategies, but the value of incorporating cooperative learning is not yet evident.</p>	<p>The CLLP demonstrates that the candidate knows how to construct collaborative learning experiences that promote positive relationships, cooperation, and purposeful learning.</p>	<p>Candidate demonstrates proficient skills at an advanced degree or at a master teaching level. This score is reserved for those who demonstrate skills of an experienced teacher who is able to mentor others.</p>

Score: _____

Comments:

This lesson plan received a score of _____ out of a possible 100 points for EDUC 309.

SKC Teacher Education Program Portfolio Stage 2

Reflective Written Analysis # 3

Student _____ Instructor _____

Date: _____

Level of Performance:	0 Unacceptable	1 Developing	2 Proficient	3 Exemplary
Reflective Written Analysis (RWA) of your strengths related to this In-TASC Principle.	One or more of the required elements missing. Organization may lack clear focus, ideas difficult to follow. Expression of ideas may often be awkward or unclear, and word choice may often be inaccurate or inappropriate. Numerous errors in grammar, usage, or mechanics may at times impede understanding.	Little elaboration; expression of ideas sometimes awkward or unclear, some inaccurate or inappropriate word choice. Several errors in spelling or writing mechanics; shows limited understanding of the importance of the Principle; little information relevant to implementation of the Principle; or artifacts and/or life experiences described show limited relationship to the Principle.	Organization is logical; transitions are used. Expression of ideas usually clear; few or no errors in writing mechanics. Shows a solid understanding of how the Principle relates to teaching. Describes artifacts and/or life experiences that provide clear links to the Principle.	Candidate demonstrates proficient skills at an advanced degree or at a master teaching level. This score is reserved for those who demonstrate skills of an experienced teacher who is able to mentor others.

Score: _____

Comments:

EDUC 309 Classroom Management Plan

TEP Stage 2 Principle #3

Student _____ Instructor _____

Date: _____

Level of Performance:	0 Unacceptable	1 Developing	2 Proficient	3 Exemplary
<p>3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments. <i>Guiding Principle: B</i></p> <p>3(p) The teacher is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning. <i>Guiding Principle: B</i></p>	<p>No indication of individual and group motivation that encourages positive social interaction in the classroom. Plan poorly written. No citations included.</p>	<p>Management plan is not clearly linked to positive student motivation. Limited indication of individual and group strategies that encourage positive social interaction in the classroom. Citations not included or limited in usefulness.</p>	<p>Management plan is clearly designed for positive motivation of students. Values the role of students in promoting each other's learning. Plan thorough and well thought out. Includes effective procedures & routines. Appropriate citations included.</p>	<p>Candidate demonstrates proficient skills at an advanced degree or at a master teaching level. This score is reserved for those who demonstrate skills of an experienced teacher who is able to mentor others.</p>

Score: _____

Comments:

This written summary/analysis received a score of _____ out of a possible 150 points for EDUC 309.