



**Department of Education
MATTC**

EDUC 258/283 (3 units)

**CLASSROOM MANAGEMENT
SUMMER**

Professor: Cheryl McElvain
Office: Guadalupe Hall, Room 246
Office Hours: M-Th, 12-4 pm
Email: cmcelvain@scu.edu

Course Meeting: M/W 5-8 pm
Classroom: Guadalupe Hall, Rm 202
Phone: 408 828-1671 (cell)

Mission and Goals of the Department of Education

Rooted in the Jesuit tradition at Santa Clara University, the mission of the Department of Education is to prepare professionals of competence, conscience, and compassion who will promote the common good as they transform lives, schools, and communities. Our core values of reflective practice, scholarship, diversity, ethical conduct, social justice, and collaboration guide both theory and practice. Faculty, staff, and students in the Department of Education:

1. Make student learning our central focus
2. Engage continuously in reflective and scholarly practice
3. Value diversity
4. Become leaders who model ethical conduct and a commitment to social justice
5. Seek collaboration with others in reaching these goals

MS/SS Teaching Credential Program Learning Goals (PLGs)

The PLGs represent our commitment to individuals who earn their MS/SS credential at Santa Clara University. The MS/SS faculty focus on ensuring each student will begin their teaching career ready to:

1. Maximize learning for every student.
2. Teach for student understanding.
3. Make evidence-based instructional decisions informed by student assessment data.
4. Improve your practice through critical reflection and collaboration.
5. Create productive, supportive learning environments.
6. Apply ethical principles to your professional decision-making

The PLGs guide our program. Therefore, all MS/SS teaching credential program course objectives are cross-referenced with the PLGs. (A fully elaborated version of the MS/SS PLGs can be found in the Teacher Candidate Handbook, Pre-Service Pathway.)

Course Description

Research data report that the number one reason teachers leave the classroom is because they cannot manage their students. In fact failure to control the classroom is synonymous with failure as a teacher. This course will explore the importance of establishing a positive structured learning environment by developing a successful classroom management model that is consistent with the California Standards for the Teaching Profession. Topics will include, but not be limited to, the following: motivation, managing time and physical space, and establishing rules and routines.

Course Objectives

This course will develop students' knowledge of or skills with...		Standard/Goals Addressed		
		DG #	PLG #	TPE #
1	Examine elements of the classroom environment that minimize behavior problems.	1, 2	5	2.1, 2.5,
2	Identify effective classroom management principles that facilitate learning.	1, 2	1, 5	1.3, 1.5, 1.8, 2.3,
3	Design classroom rules, consequences, routines, and incentives appropriate for the grade level to be taught.	1, 2	4, 5	1.2, 2.6,
4	Review the essential components of various models for responding to discipline problems.	2, 4	4	2.1, 6.5
5	Develop a personal model for preventing and responding to discipline problems.	4	5, 6	1.2, 6.5
6	Discuss the relation between teacher expectations and student motivation and learning.	2, 4, 5	1, 4	1.3,
7	Explore effective procedures for dealing with serious disruptive behavior problems.	2, 3, 4	5, 6	1.2, 2.1,
8	Recognize cultural influences on behavior, and identify relevant approaches when relating to diverse students and their parents.	3, 4	3, 5	1.2, 2.2, 2.5,
9	Identify "Restorative Justice" resources available to promote school safety and reduce school violence.	3, 4, 5	4, 5	2.3, 2.4, 6.5
10.	Analyze specific "Mindfulness" interventions to promote the development of social competence.	1, 2, 4	5	2.1, 2.3,

*DG=Department Goals; PLG=Program Learning Goal; TPE=Teaching Performance Expectation Standard

Required Texts

1. Lemov, Doug (2014). *Teach like a champion 2.0: 62 Techniques that put students on the path to college*, San Francisco, CA: Jossey-Bass ISBN 9781118901854
2. Smith, Rick (2004). *Conscious classroom management: Unlocking the secrets of great teaching*, Fairfax, CA: Conscious Teaching Publications ISBN 9780979635502
3. Burant, T., Christensen, L., Salas, K.D., & Walters, S. (2010). *The new teacher book: Finding purpose, balance, and hope during your first years in the classroom*. Milwaukee, WI: Rethinking Schools ISBN 9780942961478

Recommended Resources:

- Fennimore, Beatrice S. (1995) *Student-centered classroom management*, Albany, NY: Delmar Publications ISBN 0-8273-6692-2
- Gibbs, Jenne (2001) *TRIBES – A new way of learning and being together*, Windsor, CA: Center Source Systems, LLC ISBN 0-932762-40-9
- Herrell, Adrienne L., Jordan, Michael (2007) *35 Classroom management strategies – Promoting learning and building community*, Upper Saddle River, NJ: Pearson Education, Inc. ISBN 0-13-099076-0

Johnson, K.F. (2012). *The new elementary teacher's handbook: Flourishing in your first year, Second Edition*. Thousand Oaks, CA: Corwin Press, Inc.

Nelson, Jane, Ed.D., Lott, Lynn, M.A., and Glenn, Stephen, Ph.D. (2000) *Positive discipline in the classroom – Developing mutual respect, cooperation, and responsibility in your classroom*, (Revised 3rd Edition) Roseville, CA: Prima Publishing ISBN 0-7615-2421-5

Sheridan, S. (1995-1997). *The tough kid social skills book*. Longmont, CO: Sopris West.

Savage, T.V., Savage, M.K. (2009). *Successful classroom management and discipline: Teaching self-control and responsibility*. 3rd edition. Allyn and Bacon ISBN 978-1-4129-6678-8

Traynor, Partrick L., Taynor, Elizabeth (2005) *Got discipline? Researched-based practices for managing student behavior*. Mansfield, OH: Edu Think Tank Research Group ISBN 0-9765618-0-9

Zirpoli, Thomas J. & Kristine J. Melloy (2001). *Behavior management: Applications for teachers*. 3rd edition. Merrill/Prentice Hall.

Course Requirements/Assignments

Grades are based on a **495-point** total. Distribution of points across assignments is as follows:

Course/Requirements/Assignments		Points	Due Dates	TPE Assessed
1	Online Modules	135	8/2, 8/7, 8/9, 8/14, 8/21	1.2, 1.3, 1.5, 1.8, 2.2, 2.5, 2.6, 4.4, 4.5
2	Literature Circle Role Sheets	60	Each Class	1.2, 1.3, 1.5, 1.8, 2.2, 2.3, 2.5, 2.6, 4.4, 4.5
3	E-Me Bag	40	Each Class	1.1, 1.3, 2.2
4	E-Journal	20	8/2, 8/7, 8/9, 8/14, 8/16, 8/23	1.3, 1.5, 2.1, 2.2, 2.6
5	Field Trip Proposal	120	8/30	1.3, 2.4, 6.5
6	Classroom Website	120	8/30	1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 4.4, 4.5,

Course Assignments

1. Online Modules	135 points	Due Dates: 8/2, 8/7, 8/9, 8/14, 8/21
--------------------------	-------------------	--------------------------------------

One of the hallmarks of a Jesuit education is the practice of reflection. Jesuit institutions have been known over the centuries for teaching people to think critically, to inform their consciences, and to cultivate habits of ongoing reflection and self-evaluation. Online learning is a way students can practice critical reflection, and refine their classroom management understanding, while also enhancing reading, writing, and communications. For this assignment you will:

1. Individually complete four 1-hour, online modules throughout the quarter.
2. Learn new information via reading, watching, analyzing, or developing.

Module due dates

8/2	Module #1/ Read #1	25 pts
8/7	Module #1/ Read #2	25 pts
8/9	Module #2/ Read #3	25 pts
8/14	Module #3/ Read #4	30 pts
8/21	Module #4/ Read #5	30 pts

2. Literature Circles	60 points Due: Each Class
------------------------------	----------------------------------

Individually, you will participate in a literature circle of your choice. Each literature circle should have no more than 4 members and at least 2 members. The *Literature Circle* is a common book discussion routine used during content area reading instruction. Students come together in small temporary groups formed by book choice that meet on a regular and predictable schedule to (re) read and discuss readings. Students use notes to guide both their reading and discussion and this discussion is generated by students. The teacher's role in literature circles is that of facilitator. For this assignment you will:

1. Meet with your literature circle to determine the reading for EACH class meeting from *The New Teacher Book*. For each class, **AT LEAST TWO CHAPTERS** must be read.
2. Read the explanation of literature circles and roles uploaded on Camino.
3. Choose what role you will have in each meeting's discussion. You must alternate between the following 5 roles: *discussion leader, diction detective, bridge builder, reporter, artist*
4. Upload your role sheet on Camino (6 total for the quarter)

* Literature Circles Discussion = **30 minutes** each class session

3. E-Me Bag	40 points Due Date: Weekly
--------------------	-----------------------------------

Individually, you will create an "E-Me Bag" presentation. This presentation can be in any electronic format that can be uploaded and shared on [Vialogue](#) (iMovie recommended, VideoScribe NOT Recommended). NOTE – Powerpoint will not include sound files in their movie exports on a Mac, only on a PC.

****PLEASE add cmcelvain as the moderator of your movie and email the instructor when you have uploaded it.**

For this assignment will create a movie that includes a:

1. Visual description of how people and/or life experiences have developed your desire to teach
2. Statement of why and who you want to teach
3. Creative summary of your teaching personality
4. Description of where you hope to be in the teaching profession: a) in the next 5 years b) in the next 10 years.

* Movie Time = 3-5 minutes. **You will be expected to comment on at least 3 Me Bag presentations.**

4. E-Journal	20 points Due Dates: 6/22, 6/27, 6/29, 7/4, 7/6, 7/13
---------------------	--

This individual assignment uses the E-Journal to enable candidates to reflect on their learning around 6 chapters from the book *Teach Like A Champion: 2.0*. The assignment is not graded for content, only completion.

For this assignment you will:

1. Use your Chrome Browser to read the following explanation about how to use the learning journal <http://www.peicpt.com/sitefiles/File/Portfolio/LearningJournal.pdf>
2. Record your reflective learning selecting questions from the above website, including connections with the reading from your literature circles.
3. Upload your learning journal on Camino.

* **Length of E-Journal = 2 pages MAX**

5. Field Trip Proposal**120 points**

Due Date: 8/30

On Friday, August 18th we will be going on a field trip to the Tech Museum. You will receive 3 hours of class credit for this field experience. If you are unable to attend the field trip, please arrange a make up assignment with the instructor.

Now the time has come for you to plan a field trip for yourself! It can either be fictitious or you can use the Tech Museum for this plan. For this assignment your group will:

1. Develop a proposal that includes the elements listed below.
2. Combine all of the pages into ONE pdf file.
3. Upload your pdf file onto Camino.

ELEMENTS

- Purpose of the trip (why are you doing it? – What is the expected learning outcomes?)
- Date, Location, Times, Cost
- Transportation needs (busses, parents, walking, etc.)
- Forms; such as, obtaining a substitute, parent permission, etc.
- Food (How are you going to handle this? – What is the policy of the site?) If you do not know, be creative
- Make-up work for students that miss classes
- Supervision – (who, qualifications, etc.)
- Supplies
- Rules
- ELL / Special Needs accommodations
- Emergency procedures
- Potential problems on site
- Restroom facilities
- Medication for students
- Follow-up activities
- Reflections
- Anything else you think important.

6. *Classroom Website Key Assignment**120 points**

Due Date: 8/30

*** Signature Assignment**

Individually, you will use <http://www.weebly.com> to develop a classroom website which describes yourself and how you will manage your classroom over the course of the year. For this assignment, you will develop a website that includes the following:

- Classroom characteristics including grade level, demographics, etc.
- Personal philosophy of classroom management and discipline
- Rules, consequences, and incentives you have in place
- Rationale for including these rules, consequences, and incentives
- Routines and procedures
- Examples of how you will include and work with diverse parents
- How parents can reach you
- Classroom expectations
- Testing dates (you can create this one)
- How you will work with other professionals (including administration, colleagues, and resource staff)
- Accommodations for English language learners and students with special needs.
- Anything parent would like to know about the class where their child will spend one year.

Assessments & Grading Criteria

1. All written and oral assignments must reflect graduate-level standards. As a future teacher, you must be able to model communication skills for your students.
2. Regular attendance at all scheduled class meetings is required. Optional make up work is offered pending instructor approval. You may also use [Zoom](#) to join any missed classes virtually if you make prior arrangements with the instructor.
 - 1 absence – 45 points deducted from your final grade if instructor is notified
 - 2 absences –50 points deducted from your final grade if instructor is notified
 - 3 or more absences – You will be dropped

Scheduled In-Class Sessions

July 31
August 2
August 7
August 9
August 14
August 16
August 21
August 23
August 28

3. Letter grades are assigned on the standard scale based upon a possible total of **495 points**.

A	94-100	C+	77-79
A-	90-93	C	74-76
B+	87-89	C-	70-73
B	84-86	D+	67-69
B-	80-83	D	63-66

4. Assignments done in pairs, both partners will receive the same grade, unless otherwise stated.
5. Final grades will reflect students' contributions (e.g., attendance, class discussions, quality of presentation, ability to lead discussion groups, completion and quality of course assignments), critical thinking and ability/degree to which student integrates theory, research and practice.
6. All assignments are expected on their due dates in the room where our class meets. I cannot be responsible for papers submitted at other times or in other formats. Unless we have made special arrangements beforehand, late assignments will be docked 3 points for each day past the due date that they are submitted.

Canvas/Camino Course Management System

To access course materials and participate in On-line activities, please be sure to review Canvas (also known as Camino). Reminders, tools, readings and assignment descriptions will be made available through this on-line course management system. Your SCU username and password gets you access to Canvas.

Disability Accommodations Procedure

If you have a disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, <http://www.scu.edu/disabilities> as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through Disabilities Resources, please discuss them with me during my office hours. Students who have medical needs related to pregnancy may also be eligible for accommodations.

While I am happy to assist you, I am unable to provide accommodations until I have received verification from Disabilities Resources. The Disabilities Resources office will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assisted technology. (Students with approved accommodations of time-and-a-half should talk with me as soon as possible). Disabilities Resources must be contacted in advance to schedule proctored examinations or to arrange other accommodations. The Disabilities Resources office would be grateful for advance notice of at least two weeks. For more information, you may contact Disabilities Resources at 408-554-4109.

Accommodations for Pregnancy and Parenting

In alignment with Title IX of the Education Amendments of 1972, and with the California Education Code, Section 66281.7, Santa Clara University provides reasonable accommodations to students who are pregnant, have recently experienced childbirth, and/or have medically related needs. Pregnant and parenting students can often arrange accommodations by working directly with their instructors, supervisors, or departments. Alternatively, a pregnant or parenting student experiencing related medical conditions may request accommodations through Disability Resources.

Discrimination and Sexual Misconduct (Title IX)

Santa Clara University upholds a zero-tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic/dating violence, or stalking, I encourage you to tell someone promptly. For more information, please consult the University's Gender-Based Discrimination and Sexual Misconduct Policy at <http://bit.ly/2ce1hBb> or contact the University's EEO and Title IX Coordinator, Belinda Guthrie, at 408-554-3043, bguthrie@scu.edu. Reports may be submitted online through <https://www.scu.edu/osl/report/> or anonymously through Ethicspoint <https://www.scu.edu/hr/quick-links/ethicspoint/>

Academic Integrity

The University is committed to academic excellence and integrity. Students are expected to do their own work and to cite any sources they use. A student who is guilty of dishonest acts in an examination, paper, or other required work for a course, or who assists others in such acts, will receive a grade of F for the course. In addition, a student guilty of dishonest acts will be immediately dismissed from the University. Students that violate copyright laws, including those covering the copying of software programs, or who knowingly alter official academic records from this or any other institution, are subject to disciplinary action (ECP Graduate Bulletin, 2013-2014).

COURSE CALENDAR

Date	Topic	Assignments
7/31	<p>INTRODUCTION TO COURSE</p> <p>Instructor Introduction: - Syllabus Review - Online Learning Environment Overview * Set up Vialogue account * Set up Weebly account</p> <p>Class Sign Ups: * Electronic Me Bag Presentation Date * Field Trip Proposal Group</p> <p>E-Me Bag Examples:</p> <p>Erik Eastland - https://vialogues.com/vialogues/play/17985?ak=f71962006468b0fe66650d95ea860129 Lauren Floro - https://vialogues.com/vialogues/play/18358 Kandice Harmon – https://vialogues.com/vialogues/play/18608?ak=0d7c16f91913d30549543e9e359d5f2c</p> <p>Activity – Inside/Outside Circles</p> <p>Literature Circle Meeting #1 1. Read literature circles doc. on Camino 2. Select chapters to read 3. Choose Roles</p> <p>Camino E-learning * Start Module #1 – Read #1</p>	<p>Due: 8/2</p> <p>Upload: E-Me Bag Presentation on Vialogue</p> <p>Do: E-Journal #1 Chapter 12 – Building Character and Trust</p> <p>Do: Literature Circle 1. Reading 2. Role Sheet #1</p> <p>Complete: Module #1 – Read #1 Who We Are – The Teacher</p>
8/2	<p>WHO WE ARE</p> <p>DUE: Module #1 – Read #1 DUE: E-Journal #1 DUE: Literature Circle Role Sheet #1</p> <p>Instructor Lecture: Are You A STAR Teacher?</p> <p>Literature Circle Meeting #2 1. Confirm chapters to read 2. Choose roles 3. Share role sheets/discuss Reading</p> <p>Camino E-learning * Start Module #1 – Read #2</p>	<p>Due: 8/7</p> <p>Upload: E-Me Bag Presentation on Vialogue</p> <p>Do: E-Journal #2 Chapter 11 – High Behavioral Expectations</p> <p>Do: Literature Circle 1. Reading 2. Role Sheet #2</p> <p>Complete: Module #1 – Read #2 Who We Are - The Teacher Learner</p>

<p>8/7</p>	<p>WHAT WE DO</p> <p>DUE: Module #1 – Read #2 DUE: E-Journal #2 DUE: Literature Role Sheet #2</p> <p>Instructor Lecture: Preparing For The First Days of School</p> <p>Literature Circle Meeting #3 1. Confirm chapters to read 2. Choose roles 3. Share role sheets/discuss Reading</p> <p>Camino E-learning * Start Module #2</p>	<p>Due: 8/9</p> <p>Upload: E-Me Bag Presentation on Vialogue</p> <p>Do: E-Journal #3 Chapter 10 – Systems and Routines</p> <p>Do: Literature Circle 1. Reading 2. Role Sheet #3</p> <p>Complete: Module #2 – Read #3 What We Do</p>
<p>8/9</p>	<p>TEACHING PROCEDURES</p> <p>DUE: Module #2 DUE: E-Journal #3 DUE: Literature Circle Role Sheet #3</p> <p>Video – The First Days of School</p> <p>Literature Circle Meeting #4 1. Confirm chapters to read 2. Choose roles 3. Share role sheets/discuss Reading</p> <p>Camino E-learning * Start Module #3</p>	<p>Due: 8/14</p> <p>Upload: E-Me Bag Presentation on Vialogue</p> <p>Do: E-Journal #4 Chapter 3 – Setting High Academic Expectations</p> <p>Complete: Module #3 – Read #4 Teaching Procedures</p>
<p>8/14</p>	<p>MOTIVATION & THE CLASSROOM MOSAIC</p> <p><u>WORKSHOP – The Learning Classroom</u></p> <p>Video #1 Expectations for Success – Motivation and Learning What motivates us to learn? How can teachers create motivating learning environments? Video #2 The Classroom Mosaic – Culture and Learning What role does culture play in learning? How can teachers develop culturally responses practices?</p> <p>DUE: Module #3 DUE: E-Journal #4</p> <p>Camino E-learning * Start Module #4</p>	<p>8/16</p> <p>Upload: E-Me Bag Presentation on Vialogue</p> <p>Do: E-Journal #5 Chapter 7 – Building Ratio Through Questioning</p> <p>Do: Literature Circle 1. Reading 2. Role Sheet #4</p> <p>Work On: Module #4 – Read #5 Establishing Rules/Consequences</p>

	<p>**MANDATORY</p> <p>Field Trip THIS Friday, August 18th</p> <p><i>Friday, we will meet at the Tech Museum and spend the morning there. Details will be announced on Camino about what you will need to do to prepare for the trip as well as follow-up assignment.</i></p> <p>You will receive 3 hours classroom credit for this field experience.</p> <p>** If you cannot attend, please contact the instructor to arrange a make up assignment.</p>	
8/16	<p>MAINTAINING ACCEPTANCE/RESPECT</p> <p>Online: Mid-Course Evaluation</p> <p>DUE: E-Journal #5 DUE: Literature Circle Role Sheet #4</p> <p>Instructor Lecture: Preventing Bullying in the Classroom</p> <p>Video: “Bullied”</p> <p>Literature Circle Meeting #5</p> <ol style="list-style-type: none"> 1. Confirm chapters to read 2. Choose roles 3. Share role sheets/discuss Reading <p>Camino E-learning * Start Class Website</p>	<p>Due: 8/21</p> <p>Upload: E-Me Bag Presentation on Vialogue</p> <p>Do: Literature Circle</p> <ol style="list-style-type: none"> 1. Reading 2. Role Sheet #5 <p>Complete: Module #4</p>
8/21	<p>ESTABLISHING A SECURE ENVIRONMENT</p> <p>DUE: Module #4 DUE: Literature Role Sheet #5</p> <p>Instructor Lecture: Interrupting Disruptive Behavior Patterns</p> <p>Literature Circle Meeting #6</p> <ol style="list-style-type: none"> 1. Confirm chapters to read 2. Choose roles 3. Share role sheets/discuss Reading 	<p>Due: 8/23</p> <p>Upload: E-Me Bag Presentation on Vialogue</p> <p>Do: E-Journal #6 Chapter 9 – Building Ratio Through Discussion</p> <p>Do: Literature Circle</p> <ol style="list-style-type: none"> 1. Reading 2. Role Sheet #6 <p>Work On: Class Website</p>

8/23	<p>TEACHING MINDFULNESS</p> <p>MULTICULTURAL FOOD FEST</p> <p>DUE: E-Journal #6 DUE: Literature Circle Role Sheet #6</p> <p>Instructor Lecture: What Is Mindfulness?</p> <p>Videos: “Healthy Habits of Mind” (K-6th Grade) “Room to Breathe” (7th – 12th Grade)</p> <p>Literature Circle Meeting #6</p> <ol style="list-style-type: none"> 1. Confirm chapters to read 2. Choose roles 3. Share role sheets/discuss Reading 	<p>Due: 8/28</p> <p>Upload: E-Me Bag Presentation on Vialogue</p> <p>Work On: Class Website</p> <p>Bring: Finger food that represents your culture!</p>
8/28	<p>IMPLEMENTING RESTORATIVE JUSTICE</p> <p>Special Guest Speaker – Heather Nursement, Principal Martin Murphy Middle School</p> <p>Video <u>Restorative Justice: Changing Hearts and Minds</u></p>	<p>8/30</p> <p>Upload: E-Me Bag Presentation on Vialogue</p> <p>Complete: Class Website & Field Trip Proposal</p>
8/30	<p>No Class...</p> <p>Online: Final Course Evaluation</p> <p>DUE: Class Website DUE: Field Trip Proposal</p>	