

COURSE TITLE: CLASSROOM MANAGEMENT THAT WORKS

NO OF CREDITS: 2 QUARTER CREDITS WA CLOCK HRS: 20
[Semester Cr Equivalent: 1.33] OREGON PDUs 20
CEUs 2.0

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COMPLETION DATE: 3 months from your registration date.

LEARNING ENVIRONMENT: This course requires assignment responses to be posted in a password-secured ONLINE website hosted by The Heritage Institute.

COURSE DESCRIPTION:

When you want to know what to do or gain some new insights in the area of classroom management, you need to trust the source of the information. In the case of this course, the resource is both authoritative and reality-based. It clarifies both what to do, and how to do it, with ample examples and action steps. It reduces the stress that can result from seat-of-the-pants decision-making by revealing research-proven, humane and effective strategies.

The study guide questions help direct your focus and insights as you read the book. While the book is chocked full of information, it is not one to read as a stand-alone, but the process of reading and reflecting on the ideas is a very satisfying learning experience. It would be worth reading for beginners as well as well-seasoned teachers, who are looking for finesse and validation for their already successful skills. A major premise of this book is that there is more time for effective classroom instruction when classroom management is smooth-running.

The authors are all outstanding contributors to the world of teaching expertise in practice. Robert Marzano is probably the foremost author of teacher training materials based on research in best practices. Here he is joined by Jana Marzano who is also a contributor to literature on both academic and behavioral insights in education, and by Debra Pickering who is a lively researcher and staff development consultant, based in Littleton Public Schools in Colorado. This trio of talent has produced this practical and trustworthy collection of ideas and insights for teachers of any level of experience looking for wisdom and effectiveness in classroom management.

Additional cost for required textbook is approximately \$21-\$26 depending on purchase source.

LEARNING OUTCOMES:

Upon completion of this course, participants will:

1. Learned the best practices based on over 100 studies
2. Learned ways to get off to a strong start
3. Know how to present both rules and procedures
4. Know how to handle the relationships, for both positive and disciplinary responses

COURSE REQUIREMENTS:

Participants will complete assignments and post responses online to specific questions outlined for each assignment. Completion of all specified assignments is required for issuance of hours or credit. The Heritage Institute does not award partial credit.

HOURS EARNED:

Completing the basic assignments (*Section A. Information Acquisition*) for this course automatically earns participant's their choice of 20 Washington State Clock Hours, 20 Oregon PDUs or 2 CEUs (Continuing Education Units), which translates to 20 hours. The Heritage Institute is an approved provider of Washington State Clock Hours, Oregon PDUs, and CEUs by IACET (International Association of Continuing Education and Training, an official national and international certifier of CEUs).

UNIVERSITY QUARTER CREDIT INFORMATION:

• UNIVERSITY QUARTER CREDIT OPTION 400 & 500 LEVEL

Teachers may opt to register for 2 (two) Antioch University, Seattle, 400 or 500 level quarter credits, instead of hours, and will be required to:

1. Complete all assignments for clock hours/CEUs (*Section A: Information Acquisition*)
2. Complete the extra reading/viewing, writing and classroom application assignments specified in the syllabus for the 400 or 500 level credit option (*Section B: Learning Application*)
3. Complete an Integration Paper by answering 5 questions (*Section C: Integration Paper*)

• REQUIREMENTS FOR UNIVERSITY QUARTER CREDIT

Antioch University Seattle requires 75% or better for credit at the 400 level (upper division) and 85% or better to issue credit at the 500 level (Post-baccalaureate). These criteria refer both to the amount of work submitted as well as the quality of work as determined by each instructor

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| 1. Completion of Information Acquisition assignments | 30% |
| 2. Completion of Learning Application assignments | 40% |
| 3. Completion of Integration Paper assignment | 30% |

• CREDIT/NO CREDIT (No Letter Grades or Numeric Equivalent on Transcripts)

Antioch University Seattle Continuing Education Quarter credit is offered on a Credit/No Credit basis; neither letter grades nor numeric equivalents will show on a transcript. At the 400 level credit granted is equal to a "C" or better, and at the 500 level credit granted is equal to a "B" or better. This information is stated on the back of the transcript.

COURSE MATERIALS AND REQUIREMENTS:

1. Read the book, and complete the written responses you have selected, as you go.
This book is estimated to take 10 clock hours to read.

2. For the remaining 10 clock hours, complete the written responses to the Chapters of the book, as directed in the "Assignments" section that follows.

REQUIRED TEXTBOOK:

Classroom Management That Works: Research-Based Strategies for Every Teacher written by Robert J. Marzano, with Jana S. Marzano and Debra J. Pickering, copyright 2003 by ASCD. It is a 143-page, 8 ½" x 11" book (Stock #103027; ISBN 0-87120-793-1). Available from ASCD or Amazon.com

ORDER INFORMATION:

This book is available from ASCD for \$20.95 (ASCD member) and \$25.95 (nonmember). To order a copy, call ASCD at 1-800-933-2723 (in Virginia 1-703-578-9600) and press 2 for the Service Center. Or buy the book from ASCD's online store at:<http://shop.ascd.org/>.

BIBLIOGRAPHY AVAILABLE ONLINE:

For additional reading you may consider accessing an annotated Master Bibliography relative to this course that enhances any teacher's toolbox. The Bibliography can be downloaded as a PDF from the same course description page as the syllabus on www.hol.edu.

GETTING STARTED:

- Once you have registered for the course, you will be sent an email that contains the website address, password and course key that you need to access your online course, along with instructions on how to log into the online system.
- The assignments listed in this syllabus are also listed at the bottom of each online course document. Access each assignment and enter your responses online. We suggest that you write your responses in a WORD document and then do a copy/paste function into the Responses box.

- When you have completed all assignments for the course, CLICK the 'ALL ASSIGNMENTS COMPLETED' option. The instructor will be notified that you have completed all assignments.
- The instructor will review your work and enter his/her responses online. You will be notified by email when the instructor has marked the course completed, and you will be instructed to log in and view the instructor comments. At that time, you can also SAVE a complete copy of the course assignments and responses.

NOTES TO ALL PARTICIPANTS:

- Unlike a live workshop, you are not required to be present (i.e. online) at specific days or times, participants will work at their own pace.
- All responses will be posted online. Large documents or files may be attached as part of your response by using the “Share A File” option.

ASSIGNMENTS for CLOCK HRS/PDUs, CEUs, 400 or 500 LEVEL UNIVERSITY QUARTER CREDIT

A. INFORMATION ACQUISITION

Assignment #1:

- (a) Briefly introduce yourself and explain your interest in the topic.

From Chapter 1: “The Critical Role of Classroom Management”

(b) On page 4, the following statement is made: “...a strong case can be made that effective instructional strategies and good classroom curriculum design are built on the foundation of effective classroom management.” Explain why many feel classroom management is the “foundation” on which curriculum and instruction are built. How do effective instructional strategies and good curriculum design, in turn, influence classroom management?

Assignment #2:

From Chapter 1: This chapter offers an answer to the question, “Are good classroom managers born or made?” Apparently, teachers can learn to be good classroom managers, even when only given information about the techniques. What type of training have you received in classroom management and what was most effective for you? What areas of classroom management would be of most interest to you?

Assignment #3:

From Chapter 2: “Rules and Procedure”

A strong case is made for involving students in establishing rules and procedures. To what extent do you or others involve students? What might be some pitfalls to avoid when involving students?

Assignment #4:

From Chapter 2: Action Step 1 includes a discussion of six areas for which rules and procedures might be established. Rate yourself as to how well you feel you address each of these areas. In your school, which are most problematic? Of the six, is there an area you need to build further interventions? Which one(s) do you feel are the hardest to control?

Assignment #5:

From Chapter 3: “Disciplinary Intervention”

Examine Figure 3.1 and read the explanation on pages 28 and 29. Do any of these findings surprise you? Why do you think an approach to discipline that includes a combination of recognition and reward in conjunction with consequences for inappropriate behavior seems to have the most positive effect on students’ behavior?

Assignment #6:

From Chapter 3: In Figures 3.4 and 3.5, parents and students were asked to rank both negative and positive consequences according to their beliefs about the effectiveness of each. Notice the consequences that parents ranked as No. 1 and that students ranked as No. 2 in each of the figures. What does this suggest to classroom teachers?

Assignment #7:

From Chapter 3: Action Step 1 explains five categories of techniques teachers use to acknowledge and reinforce positive behavior and to acknowledge and provide negative consequences for unacceptable behavior. For each category, reflect on how effectively you or others use these techniques. In addition, try to remember specific teachers from your past who were particularly skilled at any of these techniques.

Assignment #8:**From Chapter 4: “Teacher-Student Relationships”**

Action Steps 1 and 2 make specific recommendations for establishing both dominance and cooperation in your relationship with students. Reflect on how these recommendations describe you as a teacher, or describe other teachers with whom you are familiar.

Assignment #9:**From Chapter 5: “Mental Set”**

Marzano states that “withitness” can be taught. Looking at the action steps for “withitness,” what qualities constitute “withitness?” Why do you think it is difficult for teachers to learn how to be “withit” and “emotionally objective” in the classroom? The action steps in this chapter make very specific recommendations for developing emotional objectivity. As you read them, reflect on the extent to which you and others engage in these behaviors.

Assignment #10:**From Chapter 6: “The Student’s Responsibility for Management”**

Some teachers report that when they use the types of strategies described in Action Steps 2 and 3, they typically use them early in the year. Which of the Action Steps seemed helpful to continue a focus on student responsibility through the year?

Assignment #11:**From Chapter 7: “Getting Off to a Good Start”**

Action Step 1 stresses the importance of arranging and decorating your classroom in a way that supports a positive living environment. If you have seen examples of unique and effective classroom arrangements, or have demonstrated them yourself, describe how they seemed to promote a positive learning environment to get off to a good start. Describe the best methods you have used during those first days of school.

Assignment #12:

From Chapter 7: Time is precious. When teachers feel the pressure of making sure they are teaching all that is required, they may not accept the advice in Action Step 3, which is to spend a good deal of time teaching and reinforcing classroom management. How would you explain to them the reasons for spending time in this way? Provide an example of how you reinforce classroom management.

Assignment #13:

In summary, what ideas or insights from the research information and/or action steps were of greatest interest and value to you? What surprises were there, and what validations were there for your own classroom management practices?

This completes the assignments required for Washington Clock Hours, Oregon PDUs, or CEUs.

Continue to the next section for additional assignments required for University Quarter Credit

ADDITIONAL ASSIGNMENTS REQUIRED for 400 or 500 LEVEL UNIVERSITY QUARTER CREDIT

B. LEARNING APPLICATION

Courses taken for the credit option require additional creative work be done beyond that completed for the Clock hour/PDU/CEU level. The extra work should show additional related reading or some learning application project beyond the reading and writing required for the clock hour option.

Work for the credit level must meet professional standards of quality. The assignment(s) chosen are expected to have substance and length appropriate to an additional investment of 10-20 hours of work.

Assignment # 14:

For 400 Level – Complete Part A only

For 500 Level – Complete part A and Part B

Part A: (400 and 500 Level)

Choose *one* (1) of the following assignments and post responses.

(1) Create at least one lesson plan that you could use based on an idea you learned from the book used for this course. Describe the idea or essential question(s) you are employing, the grade level and subject for which the lesson is intended, specifics for introducing the lesson, steps of the content, student work requested, and expectation for gauging effectiveness.

OR

(2) Reflect on the results of use of a strategy from this book, either one you have tried or hope to try. Start by describing the strategy you employed (or hope to employ) and analyze the outcomes (real or possible) with specifics.

OR

(3) Analyze what reservations you think a teacher, administrator, parent and/or student might have about using a strategy or issue advocated in this book. Describe why you think there is a reservation(s). Create a response which acknowledges the reservation and presents information you have found in this book or in additional reading you have done on this subject. (If you also have reservations, describe both sides of the issue.)

Part B: (500 Level ONLY)

Choose *one* (1) of the following assignments and post responses. (This is IN ADDITION TO the 400 level assignments above)

(1) Create a presentation that could be given for a group of colleagues, based on your reading. It can be in the form of a Power Point, or a “lesson plan.” The presentation should include a copy of any handout(s) you will use. (If you ask for feedback, follow the “Peer Response as Part of Assignment Response” directions in Choice #3.)

OR

(2) Compare and contrast the material in this book with information you find in another book or online research of articles. For online research, quote any important URL, write a summary of information you found, and then compare/contrast with information in the book for this course.

OR

(3) Do first hand interviews, including peer responses, of teachers/administrators in the district or parent(s), student(s), or some other appropriate individual(s), and determine things like policy issues, personal points of view, other important sources of information, and what does or doesn’t work currently in the area involved. Each interview event or individual response is rated as equivalent to three-four hours of your work. How to do **peer or interview response(s)**: -- use the following format:

- a) Describe your interview questionnaire or topic you are presenting for peer review, and then
- b) Post peer or interview response(s) to that assignment in the same response box. Use the following format.

PEER RESPONSE or INTERVIEW RESPONSE

Respondent(s) Name:

Relationship to you:

Date of response:
Comments of respondent (or summary of group response):

OR

(4) Create an annotated bibliography of five or more books or articles related to the subject of your course. The annotation should include Title, Author, Publisher (or URL), length of the book or article and your review of information contained. Add your opinion of the value or your criticism of the contents of each book or article, and rate the importance of the material in contrast to the subject of your course.

ADDITIONAL ASSIGNMENTS REQUIRED for 400 or 500 LEVEL UNIVERSITY QTR CREDIT (cont'd)

C. INTEGRATION PAPER

**Assignment #15: Integration Paper
(Required for 400 and 500 Level Credit)**

Complete the requirements for university quarter credit by submitting a final Integration paper (2-3 pages). A heading is required; please use the following format.

Your Name:	Date:
Course Name:	Course Number:
# of Credits:	Level: (400 or 500)
Advisor Name:	

Respond to each of the 5 questions below. (First list the question and then write your answer)

1. What did you learn vs. what you expected to learn from this course?
2. What aspects of the course were most helpful and why?
3. What further knowledge and skills in this general area do you feel you need?
4. How, when and where will you use what you have learned?
5. How and with what other school or community members might you share what you learned?

INSTRUCTOR COMMENTS ON YOUR WORK:

Be sure to mark the "All Assignments Completed" section in the online course environment as this will notify the instructor that you have completed the course.

Upon receiving notification of your completion of all course assignments, your instructor will provide written comments online.

QUALIFICATIONS FOR TEACHING THIS COURSE:

Mary Ann Johnson, M.Ed Adm. has worked with students of all levels, from alternative high school to gifted classes. She has also been a junior high vice principal and is now working with teachers for continuing education in classes, distance learning and building leadership groups.