

Discipline Designed for Today's Classroom

2 Graduate Level Credits

Instructor – Matt Heglie

Course Syllabus

Course Overview

Develop a classroom management program that focuses on fair and clear classroom rules and consequences. Ensure that the program is consistent with a sound philosophy for student discipline. Utilize course readings, resources, assignments, and interviews to guarantee a well-rounded plan.

Course Objectives

- Learn by reading and studying website articles relating to the following areas:
 - a. Classroom rules
 - b. Consequences
 - c. Delayed gratification
 - d. Social skills
- Interview students and school professionals concerning today's classroom
- Create a philosophy of discipline for the needs of the classroom of today
- Design a realistic discipline program based upon their own philosophy for their own classroom

Course Relation to CCS or other Professional Standards

This course aligns to the standards for:

- CCSS.ELA-LITERACY.CCRA.R.1
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCSS.ELA-LITERACY.CCRA.R.10
Read and comprehend complex literary and informational texts independently and proficiently.
- CCSS.ELA-LITERACY.CCRA.W.2
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- CCSS.ELA-LITERACY.CCRA.W.6
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- CCSS.ELA-LITERACY.CCRA.SL.2
Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCSS.ELA-LITERACY.CCRA.SL.3
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

- CCSS.ELA-LITERACY.CCRA.SL.4

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

How to Submit Coursework

Each completed assignment in this course is submitted to the instructor for review. Throughout this course, keep one “running document” and submit via the LMS upon completion of all tasks. You will receive feedback from your instructor within 2-5 days indicating successful completion of the assignment or the need for revision. The final course grade will be determined and you will be notified.

Grading rubrics for written projects and for presentation projects are found in this document.

Course Assignments

Children today are subject to more outside influences than ever before. The ever-present global force of today’s media cannot be ignored. Teachers must be more creative in the ways they approach classroom management and it will take more effort on their part to reach each individual child. Let’s start with classroom rules.

1. Rules for Today’s Classroom

These exercises will get you started thinking about classroom rules but are not intended to direct you towards any specific idea or system.

No Rules – Read and study the following web sites and then do assignment #1 a-b

- <https://www.edutopia.org/article/why-i-dont-have-classroom-rules>
- <https://www.theguardian.com/education/2014/sep/26/school-no-rules-teaches-unteachable-ian-mikardo1a>.

Give your constructive critique of the ideas on the websites.

1b. What do you think the reaction would be in your school if you instituted a *no rule no consequences* classroom?

One Rule classroom - many teachers have been successful in creating a good classroom management system with one positive rule that covers all situations.

An example would be – *All classroom behavior will be directed towards making this class successful* – Create four more such rules making a total list of five using the example. List the five here.

- 1c. all classroom behavior will be directed towards making this class successful
- 1d.
- 1e.
- 1f.
- 1g.

Choose the one that you like the most from your list of five.

Scenario-On the first day of class you have the rule listed in a spot that everyone can see clearly. You explain the rule to the class and ask for their collaborative help in creating **four** secondary rules that would help carry out your one main rule. Explain the strategy that you could use to carry out this cooperative class exercise.

1h.

Of course, you will not *mandate* the four secondary rules but you will have some idea of what they might be as you help your class think about them. List what you **think** the four might be.

1 i.

1 j.

1 k.

1 l.

Read and study the following web sites and then do assignment #1

- <http://www.smartclassroommanagement.com/2009/08/17/the-only-classroom-rules-youll-ever-need/>
- <https://www.edutopia.org/blog/7-tips-better-classroom-management-tyler-hester>

1m. List the most important concepts or ideas you gleaned from the above websites

The students who come into your classroom today have cell phone technology with them and are proficient in its use. Today's teacher needs to balance the use and control of this technology with well thought out rules.

1n. After reading and studying the following for web resources, specify what your classroom rules would be concerning cell phone type technology.

- <https://www.facultyfocus.com/articles/effective-classroom-management/cell-phone-policies-review-faculty-stand/>
- <http://www.debate.org/opinions/should-cell-phones-be-allowed-in-school>
- <https://www.smartclassroommanagement.com/2018/01/20/how-to-eliminate-cell-phone-use-in-the-classroom/>

1o. The following website contains many interesting images showing classroom cell phone rules. Look the website over and choose one that you might place in your classroom. Describe the image and explain why you chose it

- https://www.google.com/search?client=firefox-+++a&rls=org.mozilla%3Aen-US%3Aofficial&biw=1366&bih=657&tbm=isch&sa=1&ei=9a3IW9eqHfrHOPEPqZu36AY&q=cell+phone+policy+in+classroom&oq=cell+phone+policy+in&gs_l=img.3.0.0j0i24i9.8000.13408..14431...0.0..0.83.1344.20.....1....1..gws-wiz-img.....0i67.uHIXL80dPf0

1p. Of the nine above assigned websites resources, which one helped you the most in your quest to create class rules for your students? How did it help?

1q. The following website has many interesting images reflecting classroom rules. Look the website over and choose one that you might place in your classroom. Describe the image and explain why you chose it

- <https://www.google.com/search?q=classroom+rules&client=firefox-a&hs=UOm&rls=org.mozilla:en-US:official&tbm=isch&tbo=u&source=univ&sa=X&ei=PqOiUeKnN8rAigLg4YCAAQ&ved=0CDEQsAQ&biw=1495&bih=1043>

Philosophy

1r. Now that you have read and studied the above websites and completed the exercises, you should have a good idea what your philosophy is regarding creating classroom rules for today's students. In a simple and short statement, write it out here.

Specific Approach

1s. Reflecting your own philosophy what will be your particular approach to classroom rules for today's students?

2. Consequences

Regardless of how positive and effective your rules may be, at times you will have to carry out consequences to students who need further direction. How you accomplish this can enhance or detract from your effort to create effective classroom discipline.

Recalling an event of consequence

2a. Describe an incident involving you or someone else wherein a consequence of behavior created a positive outcome.

2b. Now relate an occurrence that created the opposite (adverse) outcome.

2c. Did the recollections for the above assignments give you any direction in your quest to include behavior consequences that create positive classroom discipline? Explain

Read and study the following web sites and then do assignments #2 d. - e

- <http://www.ascd.org/publications/books/116005/chapters/Punitive-or-Restorative@-The-Choice-Is-Yours.aspx>
- <https://study.com/blog/using-positive-discipline-techniques-in-the-classroom.html>
- http://www.educationworld.com/a_curr/columnists/charney/charney006.shtml

2d. List the most important concepts or ideas (for you) gleaned from the three above websites

2e. Of the three assigned websites, which one helped you the most in your quest to create behavior consequences that produce positive classroom discipline for your students? How did it help?

Dos & Don'ts in preventing consequences

2f. Compare and contrast the following two websites and PDF article.

- <http://www.smartclassroommanagement.com/2010/12/04/8-things-teachers-do-to-encourage-misbehavior/>
- <http://www.ascd.org/publications/educational-leadership/oct12/vol70/num02/Eight-Things-Skilled-Teachers-Think,-Say,-and-Do.aspx>



The Key to Effective
Classroom Managen

Philosophy

2g. Now that you have studied the websites and completed the exercise, you should have a better idea about your own philosophy regarding carrying out consequences that help with a positive classroom discipline program. In a simple and short statement, write out that philosophy here.

Specific Approach

2h. Reflecting your own philosophy, what will be your particular approach in executing consequences that help to create a positive classroom discipline program?

3. Delayed gratification

Your students have only known a world that is dominated by instant gratification. Yet being able to delay gratification is one of the most important skills to teach your students both in order to attain positive discipline in the classroom but for them to succeed in life as well. It is a difficult skill to teach effectively without overstepping the accepting and nurturing components essential for positive discipline. **But let's give it a try!**

3a. Compose a statement that your students would understand that explains what delayed gratification means and why it is an important skill for them to acquire. The following website may help.

- <http://tweenparenting.about.com/od/behaviordiscipline/a/Delay-of-Gratification.htm>

3b. The next website has many interesting images reflecting delayed gratification. Look it over and choose one that you might place in your classroom. Describe the image and explain why you chose it.

- <https://www.google.com/search?q=delayed+gratification&client=firefox-a&hs=rr4&rls=org.mozilla:en-US:official&tbm=isch&tbo=u&source=univ&sa=X&ei=UoKiUeiRGobNiwLTx4GwCw&ved=0CDsQsAQ&biw=1495&bih=1043>

Read and study the following web sites and then do assignments #3C

- <http://www.opencolleges.edu.au/informed/features/16-ways-to-promote-grit-and-delayed-gratification-in-the-classroom/>
- <http://lilianderson.com/2009/11/teaching-your-kids-to-delay-gratification/>

3c. List the most important concepts or ideas that you gleaned from the two above websites

4. Social Skills

Learning appropriate social behavior is an important classroom and lifelong discipline. However due to the influence of the electronics media students are entering your classroom with fewer social skills than at any time in recent history. Teaching interactive social skills is a challenge for today's teacher.

4a. After reading the following website, describe what you can do to teach social skills as part of your positive discipline program.

- <https://www.weareteachers.com/8-social-skills-students-need-and-how-to-teach-them-step-by-step-2/>

4b. Which of the website resources included in this course helped you the most in your thinking about your discipline design for today's classroom. Explain your answer.

5. Interviews

Students

Interview five students no younger than twelve years old who do not attend the school where you teach or where your own kids attend. Ask each one to compare two classroom experiences they have had with different teachers focusing on rules, consequences and social skills including delayed gratification. Instruct them to consider a classroom that was the most comfortable for them to learn in and one that was the least. Ask them to refrain from using names and locations of the classes.

Summarize each interview without any editorial interpretation on your part and without disclosing names of the interviewees.

5a. First interview

5b. Second interview

5c. Third interview

5d. Fourth interview

5e. Fourth interview

5f. How have the interviews influenced your concept of how to manage your classroom with respect to the needs of today's young people?

Professionals

Interview four professional educators (preferably a school psychologist or counselor, an administrator, a veteran teacher and a beginning teacher). Share the student interviews with each of them. Ask for their opinion of the five student interviews regarding classroom management and their belief in general about how discipline should be designed for today's classroom.

Summarize each interview (again without editorializing or identifying the four professionals).

5g. First interview

5h. Second interview

5i. Third interview

5j. Fourth interview

5k. Have the interviews of the professionals influenced your ideas about how to manage your classroom?

6. Putting it all together

After reading and studying various points of view, you are ready to design a management program for today's classroom.

6. Put together all four elements (rules, consequences, delayed gratifications & social skills) along with a philosophy statement in an outline of a discipline program for today's classroom. Be proud of this document and have it available to show parents, other teachers and administrators.

Course Assessment Rubric:

EXCELLENT Meets or Exceeds Course Objectives: A to A-	ACCEPTABLE Majority of Work Meets Course Objectives; B+ to B-	NOT ACCEPTABLE Needs Considerable Improvement: Resubmit Work Suggested: C or below
All work is very well organized.	Most work is generally well organized.	Work shows little or no organization.
Answers are well thought out and demonstrates reflection on the material.	Answers are complete and demonstrate some reflection on the material.	Answers are brief and do not demonstrate any reflection on the material.
Assignment use specific examples or references from multiple sources.	Assignment use specific examples or references from just a few sources.	Assignment do not use specific examples or references from the readings.
All assignment are completed using complete sentences.	The majority of the assignments are completed using complete sentences.	Assignments are not completed in complete sentences.
Work is free of spelling and/or grammatical errors.	Work has few spelling and/or grammatical errors.	Work has numerous spelling and/or grammatical errors.
Projects are supported by learning objectives and by recognized standards customized specifically to the intended student participant.	Projects are supported by learning objectives and by recognized standards customized specifically to the intended student participant.	Projects are not supported by learning objectives or recognized standards.