



## **Your University of Choice**

**Term:** Spring 2017  
**Course Number:** MAT521G: Effective Management Strategies  
**Instructor:** Mr. Chris Gloff, M.A.  
**E-mail:** cgloff@cps.k12.in.us (BEST OPTION) or cgloff@ccsj.edu  
**Cell Phone:** 219-688-1108  
**Office Hours:** By Appointment  
**Course Time:** 8:00 am – 4:00 pm  
**Course duration:** February 4<sup>th</sup> – February 25<sup>th</sup>

### **Instructor Background:**

#### **Educational:**

I have a Master of Arts in teaching from Calumet College of Saint Joseph (2009) and a Bachelor of Arts in Communications from Purdue University (1992).

#### **Professional:**

I have served the Northwest Indiana educational community in numerous roles; as adjunct professor, education committee member, theatre director and stakeholder at Calumet College of St. Joseph (2009-present), an educator at Crown Point High School (2009-present), an educator at Wilbur Wright Middle School in Munster, IN (2008-2009) and director of performing arts at Andrean High School in Merrillville, IN (1994-2008).

### **Mission of the Education Program:**

Respecting the diverse gifts and culture of each student, the Education Program of Calumet College of St. Joseph prepares quality teacher candidates for the 21<sup>st</sup> Century through a refining process, which ensures: (1) professional preparation; (2) continuous reflection; and (3) ongoing transformation. The Education Program promotes a multicultural community characterized by diversity, integrity, compassion and commitment.

### **Vision of the Education Program:**

Rooted in the Catholic tradition, the Education Program of Calumet College of St. Joseph: (1) values the dignity and worth of each teacher candidate; (2) shapes attitudes and values; (3) strives for social justice; (4) instills sensitivity for the poor and the powerless; and (5) refines professional competency and scholarship in every teacher candidate. At Calumet College of St. Joseph we are committed to developing the natural abilities of our students, refining them into high quality professional educators.

**Course Description:** The professional educator will research theories that support and sustain effective and successful classroom organization and management. The educator will review current school/system policies on discipline and behavior management and review these to assess how they align with best practices. A critical review of the vision and mission statements of the school/system will support/negate the current discipline policies and procedures. Strategies to effectively deal with today's students and families will be researched and designed. This course is intended for students who have already embarked upon careers as classroom teachers.

**Prerequisites:** Permission of the Graduate Program Director of *Master of Arts in Teaching*

**Text:**

Charles, C.M. *Building Classroom Discipline*, 11<sup>th</sup> ed. Boston, MA: Pearson, 2014.

**Although these are not listed as required student texts, I will be drawing from the following literature as resources for the course.**

Harrington, R. G. and Hollub, L. *Taking Sides: Clashing Views on Controversial Issues in Classroom Management*. Dubuque, IA: McGraw-Hill, 2006.

Kohn, A. *Beyond Discipline: From Compliance to Community*, Washington, DC: ASCD Publications, 1996.

Lickona, T. *Educating for Character*, New York: Bantam, 1992.

Marzano, Robert J. *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction*. ASCD, 2007.

Mendler, Curwin and Mendler. (2007). *Strategies for Successful Classroom Management: Helping Students Succeed Without Losing Your Dignity or Sanity*. Discipline Associates: NY

Welch, L., Adams, G., Brown, J., Welch, A. and Marzano, R. *The Art and Science of Teaching*. Alexandria, Va: ASCD, 2008.

Wong, H. and Wong, R. *The First Days of School: How To Be An Effective Teacher*, Mountain View, CA: Harry K. Wong Publications, 2009.

**Learning Outcomes/Competencies:**

The graduate program in education at Calumet College of St. Joseph, *Master of Arts in Teaching*, is built around three key dimensions; research, effective practice and leadership. That is to say, each course offered within the program seeks to develop and enhance practicing teachers' skills in terms of doing critical research, enhancing teacher effectiveness, and exercising leadership. While it is true that certain courses within the *MAT* curriculum may devote greater attention to one dimension rather than the others because of the nature of the course, all courses seek to integrate research, practice and leadership to varying degrees. This is the case because the primary goal of the *MAT* Program is to integrate theory and practice, and this is indeed the case for MAT521, *Effective Management Strategies*. Further, the assignments/tasks for the class reflect this over-arching goal, the integration of critically researched theory and practice.

More concretely, the students in this course will accomplish the following:

Come to understand fully and support/critique with critical research major theoretical positions on effective classroom management. This understanding will be demonstrated in professional presentations to the seminar class.

Come to understand the complexity of the classroom management task by fully participating in a critically researched panel discussion on major classroom management issues.

Come to analyze and evaluate a scenario within their personal school setting which includes one student who exhibits one or two inappropriate behaviors on a regular basis and synthesize an individual behavior management plan.

Come to synthesize a classroom management plan (based on current research and best practice) for use in the presenter's own classroom and present to the seminar explaining the plan's theoretical and practical components.

All of the above competencies are based upon the students' abilities to research critically, evaluate appropriate literature on effective teaching and management strategies, share collegially and begin to apply effective practices to their own school environments.

### **Learning Strategies:**

This course will, in many instances, seek to combine instructor input with carefully reflected discussion of the topics identified in the outline below. In other words, the course will take on the tone of a *seminar* where researched knowledge and educational values are shared in a respectful manner. Therefore, it is essential all students read assigned readings in advance of the class and provide input to the seminar via timely research study. It is also essential that all students develop critical research skills and apply those skills to the preparation and professional *presentations* identified below as key course assignments.

### **Assessment:**

1. Participation – Discussion Boards	20 points
2. Research - Present Theoretical Wikis (weeks 2, 3 & 4)	30 points
3. Individual Behavior Management Plan (week 3)	15 points
4. Panel Debates (week 3)	10 points
5. Final Assessment - Classroom Management Plan	<u>25 points</u>
	100 pts. total

Please note that assignments will be due on the days specified in the calendar below. No exceptions can occur because of the concentrated nature of the course.

The professional communities of Psychology and Education have adopted the standards delineated in the ***Publication Manual of the American Psychological Association***. The current version – the Sixth Edition, 2009 - is available in the bookstore and the library.

A good online reference is the Purdue Online Writing Lab (Purdue OWL) located at <http://owl.english.purdue.edu/owl/>

All written assignments are to be typed (12 pt, Times New Roman), double-spaced, in good grammar/sentence structure, and following APA style.

## Grading Scale:

Grade	Points
A	100-92
A-	91-90
B+	89-88
B	87-82
B-	81-80
C+	79-78
C	77-72
C-	71-70
D+	69-68
D	67-62
D-	61-60
F	59 and below

<i>Class Dates:</i>	<i>Topics</i>	<i>Assignments:</i>
<b>Prior to the first class</b>	<b>Classroom Management Models</b>	Read Charles' <i>Building Classroom Discipline</i> , 11 <sup>th</sup> ed.
<b>Week #1 (2/4/17)</b>	<b>1. Course intro and syllabus review</b> <b>2. Classroom Management: A definition for 2017</b> <b>3. A Review of the Classroom Management Theory Continuum</b> <b>4. What does a managed classroom look like and how does it relate to learning activities and learning?</b> <b>4. Preparation time for;</b> <b>Presentation of Theoretical Wiki #1</b> <b>Participation in Panel Debates</b>	<b>1. Prepare Theoretical Wiki #1 w/ 3 annotations</b> <b>2. Discussion Board Reflection</b>
<b>Week #2 (2/11/17)</b>	<b>1. Presentations:</b> <b>Theoretical Wiki Presentation #1 and Class Discussion</b> <b>2. Classroom Management as a Result of Approaches to Curriculum and Instruction</b> <b>3. Looking Closer: Identifying the Primary Elements for Successful Classroom Management</b> <b>4. Preparation time for Individual Behavior Management Plan</b>	<b>1. Prepare presentation of Theoretical Wiki #2</b> <b>2. Panel Debates</b> <b>3. Discussion Board Reflection</b> <b>4. Individual Behavior Management Plan</b>
<b>Week #3 (2/18/17)</b>	<b>1. Presentations:</b> <b>Theoretical Wiki Presentation #2 and Class Discussion</b> <b>Panel Debates</b> <b>Individual Behavior Management Plan</b> <b>2. Preparation time for Classroom Management Plan</b>	<b>1. Prepare presentation of Theoretical Wiki #3</b> <b>2. Discussion Board Reflection</b> <b>3. Final-Assessment Classroom Management Plan</b>
<b>Week #4 (2/25/17)</b>	<b>1. Presentations:</b> <b>Theoretical Wiki Presentation #3 and Class Discussion</b> <b>Classroom Management Plan</b> <b>2. Leadership in the classroom AND in the school building</b> <b>3. Concluding Activities</b>	

## Assignment Rubrics:

### *Participation*

We only have 4 class meetings so I expect everyone to be present for all meetings. Your attendance, verbal participation and attention during class time, and discussion board reflections will make up your participation assessment. I prefer not to do this for graduate course settings but we all know someone who is in a class and on their computer while wrapping up their presentation, lesson planning for their day job or checking Facebook. For the

#### *Discussion Boards:*

Each week I will post a reflective question on the Blackboard discussion board. On some of the weeks, a short reading will be posted prior to the discussion. Reflect on the question (one paragraph) and then respond to ONE other post (a sentence or two). This is a small group and I ask that you read ALL reflections as we will start the next week's class with a discussion of each other's post.

### *Theoretical Wikis:*

A "wiki" is a document or website which lets any visitor become a participant. A wiki is continuously "under revision." It is a living collaboration whose purpose is the sharing of the creative or research process and product of many. The word "wiki" comes from Hawaiian language, meaning "quick" or "fast." In K-12 education, wikis are being used by educators to conduct or follow-up after professional development workshops or as a communication tool with parents. The greatest potential, however, lies in student participation in the ongoing creation and evolution of the wiki content material.

Each week you will construct and present a theorist wiki (3 total). You will research one theorist from our text per week and quickly become experts on the chosen theorist(s) while constructing the wiki in a Google Doc created by me. We will add to the doc each week and, by the course's end, have compiled a large resource for all students regarding classroom management theories. I will construct the first wiki as an example/template for you to follow. Each wiki should contain 3 citations. More info to come in class.

### *Panel Debates*

On the second week of class, I will moderate a panel debate and discussion regarding 4 current issues regarding classroom management.

### *Individual Behavior Management Plan via a written paper and presentation:*

Identify one student in your current classroom who exhibits one or two inappropriate behaviors on a regular basis. Use Marzano's article, *The Key to Classroom Management* (2003) as a guideline to construct and draft a 2-3 page paper which outlines your individual plan for motivating/disciplining/managing/shaping this student.

[LINK TO \*The Key to Classroom Management\* - Marzano article](#)

### *Classroom Management Plan via a written paper and presentation:*

Each student is to examine current research, theory and best practice and then create (synthesize) a classroom management model for use in his/her classroom. The model should include:

1. A description of your current classroom/school (who are the students/community members? Demographics? Values? Socioeconomic status? Etc...)

2. Summary of the approach of your plan (one paragraph).
2. An introductory section (explaining how and why the model works).
3. A step-by-step section (explain how the plan will be implemented).
4. An evaluation section (discussing the strengths and areas for development of this plan).
5. Presenters should provide a paper copy of the plan (including, at a minimum, the above) prior to presenting the model to the class. An example of this paper copy can be found on Blackboard.
6. Presenters are encouraged to make the presentation as student-centered and engaging as possible. For example, involving the class in role plays and discussions, using multi-media resources and, of course, assisting class members to consider new ideas for their own classrooms.

As one can note, each activity demands facility with critical research and leadership skills (ie; communication, planning, persuasion, etc.) in the service of teacher effectiveness in the matter of classroom management. Thus, all of the dimensions of the *MAT* Program (research, effectiveness, and leadership) are identified as course goals and become played out in competency activities.

**Class Participation:** It is expected that each member of the class will participate fully in each class.

**Tutoring Center:**

The Tutoring Center is dedicated to supporting Calumet College of St. Joseph students. Students work with tutors to develop course competencies and study skills such as time management, test preparation, and note taking. In addition, students are provided with tutoring support to help pass courses, to improve grade point average, and to promote continuing education and career advancement. Tutors have a specific charge: to help students learn how to master specific subject matter and to develop effective learning skills. Tutoring is open to all students at Calumet College of St. Joseph at no charge and is available to support most introductory courses. Tutoring in support of some other courses is available as well. The Tutoring Center is located in Room 413. The telephone number is 219.473.4287 or 800.700.9100 ext. 287.

**Statement of Plagiarism:**

If an instructor or other Calumet College of St. Joseph personnel find that a student has plagiarized or been involved in another form of academic dishonesty, the instructor or other personnel may elect to bring the matter up for judicial review. The maximum penalty for any form of academic dishonesty is dismissal from the College. The procedures for judicial review are listed under the section of CCSJ handbook that addresses student grievances.

PLEASE NOTE: All papers can and may be submitted for checks on plagiarism from the Internet/Electronic sources/Databases.

**Citation Guidelines:**

Calumet College of St. Joseph uses citation guidelines, generally MLA or APA format, to document sources quoted or paraphrased in student papers. Check the syllabus for each course to

see what each instructor requires. The Library has reference copies of each manual; the Bookstore has copies for sale when required by the instructor. In addition, there are brief MLA and APA checklists in your spiral “Student Handbook and Planner” and on the Library website and literature rack. These texts show how to cite references from many sources, including electronic media, as well as how to space and indent the “Works Cited” and “References” pages respectively. EBSCO and ProQuest articles provide both formats for you to copy and paste. Proper documentation avoids plagiarism.

### **Withdrawal from Classes Policy:**

After the last day for class changes has passed (see College calendar), students may withdraw from a course in which they are registered with permission from the faculty member conducting the course. A written request detailing the reason(s) for the withdrawal must be filed with the Registrar. The Registrar must receive written request for withdrawal by the last day of classes prior to the final examination dates specified in the catalogue. Written requests may be mailed to the Registrar or faxed to the College fax number 219-473-4259. Students are to make note of the refund schedule when withdrawing from courses. The request is forwarded to the faculty member, who makes the final determination to accept or deny the request. If the request is honored, the student will receive notification of official withdrawal; if denied, the notification will indicate why the withdrawal is disallowed.

An official withdrawal is recorded as a "W" grade on the student's transcript. Dropping a course without written permission automatically incurs an "F" grade for the course (see Refund Schedule).

### **Disabilities Services:**

Disabilities Services and Calumet College of St. Joseph (CCSJ) seeks to provide opportunities for equal access in programs, services and activities. CCSJ and Disabilities Services strive to meet the needs of students with disabilities by providing “reasonable accommodations” and academic services. Academic Services are in accordance with Americans with Disabilities Act (ADA) guidelines. Students with documented disabilities that require support to access academic activities are encouraged to contact Disabilities Services.

If a student believes that he or she needs a “reasonable accommodation” of some kind because of a physical, psychological, or mental condition (e.g., additional time needed for tests, note taking assistance, special testing arrangements, etc.), he or she should contact Disabilities Services at 473-4349. The Disabilities Services Coordinator will secure documentation pertinent to the disability and work with faculty and staff, if necessary, to address the matter.

### **CCSJ Alert:**

Calumet College of St. Joseph utilizes an emergency communications system that transmits messages via text, email, and voice platforms. In the event of an emergency, of weather related closings, or of other incidents, those students who are registered for the system shall receive incident specific message(s) notifying them of the situation. Please sign-up for this important service at any time on the College’s website. Alternatively, you can register at the time you register for classes. This service requires each user to register once per academic year. Therefore, at the beginning of each academic year, please remember to re-register for the system. This can be done at: <http://www.ccsj.edu/alerts/index.html>.

### **School Closing Information:**

**Internet:** <http://www.ccsj.edu>

<http://www.EmergencyClosings.com>  
Facility: Calumet College of St. Joseph  
Phone: 219.473.4770

**Radio:**

WAKE – 1500 AM  
WGN - 720 AM  
WIJE – 105.5 FM  
WLS – 890 AM  
WZVN – 107.1 FM  
WBBM NEWS RADIO 78

**TV Channels:**

2, 5, 7, 9, 32