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2011-12

## **CLASSROOM MANAGEMENT**

**EDUC 4315M – (INTERMEDIATE-SENIOR DIVISION)**

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### **COURSE OVERVIEW**

- The Classroom Management component of the Methodology course introduces students to important elements necessary to create an educational environment conducive to student learning. This component recognizes the need for teachers to develop classroom management skills based on understanding students --- appreciating both practical and theoretical frameworks. It recognises the importance of being proactive instead of reactive. If a teacher is proactive concerning classroom management, the volume/frequency of misbehaviours that will be encountered will be reduced. Classes introduce a range of strategies to deal with and respond to misbehaviour.
- Schools need to include environments that promote responsibility, respect, civility and academic excellence in a safe learning and teaching climate. All parents, students, staff and teachers have the right to feel safe within their school. This course will reference the Ontario Code of Conduct as it sets clear standards for behaviour. It also specifies mandatory consequences for student actions that do not comply. As well, the course will expose teacher candidates to the Ontario College of Teachers “Standards” policies.

Ontario Ministry of Education: *The Provincial Code of Conduct AND the School Board Codes of Conduct*

- <http://www.edu.gov.on.ca/extra/eng/ppm/128.pdf>
- <http://www.edu.gov.on.ca/eng/document/brochure/conduct/conduct.html>

Ontario College of Teachers: Members of OCT are governed by:

- The Standards of Practice for the Teaching Profession AND the Ethical Standards for the Teaching Profession  
[http://www.oct.ca/standards/standards\\_of\\_practice.aspx?lang=en-CA](http://www.oct.ca/standards/standards_of_practice.aspx?lang=en-CA)

## 1. EXPECTATIONS

### **The Teacher Candidate will:**

- Consider a proactive approach in dealing with classroom management
- Learn to identify and / or select management strategies appropriate to the developmental needs of Grade 7-12 learners
- Learn to begin to establish a safe and supportive learning environment
- Learn how to begin to establish and maintain standards for student behaviour
- Learn to identify and / or select management strategies appropriate to classroom situations & to use classroom management skills to enhance learning
- Use a practical and theoretical framework for understanding and managing social interactions in the classroom
- Observe and assess the management strategies and approaches encountered during their practicum experience
- Become aware of their teaching theory preference and teaching power preference in order to consider appropriate management strategies for their classroom
- Establish classroom management strategies that respect the dignity of students and rights of the teaching & learning environment stakeholders
- Develop a personal plan for classroom management reflecting a clear statement of a personal philosophy on classroom management

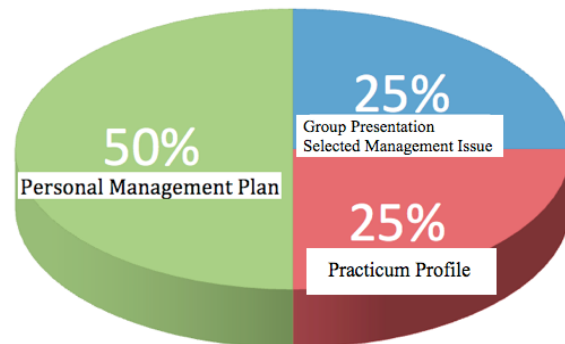
## 2. COURSE REQUIREMENTS

- Students must complete this Classroom Management component, including all assignments. This is a requirement for successful completion of Curriculum Methods EDUC 4315.
- Assignments have identified due dates. Late penalties of 5% per calendar day apply (including weekends & holidays) --- to a maximum of 5 days. Students must contact the professor and make arrangements for an extension. Any late acceptance is ultimately at the course instructor's discretion.
- Assignments must identify the assignment topic/title, course name, and number, section number, due date, professor's and teacher candidate's name and must be directly submitted to the Classroom Management course instructor (either in hard copy or electronic format).
- Please review the regulations outlined in the 2011-2012 Academic Calendar that refer to attendance, dishonesty, plagiarism, and grading.  
<http://www.nipissingu.ca/calendar/Pages/default.aspx>

### 3. ASSIGNMENTS

The Management component is worth 15% of your grade in Curriculum Methods EDUC 4315. The grading breakdown is as follows:

Assignments	Description	Due Dates
<b># 1 Group Presentation on a selected “Management Issue”</b>	<ul style="list-style-type: none"> <li>• 25%</li> <li>• Prepare, Present &amp; Facilitate a 10 - 15 minute Learning Session focusing on a selected topic/issue connected to the domain of Classroom Management</li> <li>• Content of presentation will be discussed during Class # 1</li> <li>• Evaluation will include Self Evaluation via an on-line survey protocol</li> </ul>	As per schedule - Classes # 2 through # 6
<b># 2 Practicum Profile</b>	<ul style="list-style-type: none"> <li>• 25%</li> <li>• students will gather observations of <i>Management</i> issues/challenges and coping strategies encountered during their September (1 week), October (2 week) and November/December (3 week) practicum placements</li> <li>• students will conference with their Associate Teacher and/or other teaching staff at their practicum host school to discuss Management approaches and issues</li> <li>• students will produce and submit a profile synthesizing these practicum observations into a product (word processed document or slideshow presentation) that generates meaning and relevance for the teacher candidate will be submitted</li> </ul>	Class # 6 (last class)
<b>#3 Personal Classroom Management Plan</b>	<ul style="list-style-type: none"> <li>• 50%</li> <li>• students will reflect on [1] class/course content, [2] practicum experiences and [3] relevant life experiences to generate a Personal Classroom Management Plan that will include:               <ul style="list-style-type: none"> <li>- philosophical statement and a description of what you believe to be your teaching style</li> <li>- classroom arrangement / layout strategy and a written explanation of your choices</li> <li>- classroom rules and how are they are developed and communicated</li> <li>- classroom procedures and principles of curriculum planning, assessment, and evaluation to ensure student success</li> <li>- a description of how you intend to encourage and respond to positive student behaviour and how you will manage inappropriate student behaviour</li> </ul> </li> </ul>	Monday January 16, 2012



DATE	OBJECTIVES & ACTIVITES
CLASS 1	<p><b>Introduction and Nature of Behavioural Problems</b></p> <ul style="list-style-type: none"> <li>• Review course outline and website</li> <li>• Advice on practicum experience</li> <li>• Snapshot – “Who am I as a Classroom Manager?”</li> <li>• What is a behavioural problem and what is not?</li> <li>• Discuss the nature of behavioural problems</li> <li>• Common misbehaviours</li> <li>• Where Management fits into teaching / learning</li> <li>• Begin thinking and planning about how they will handle behaviour</li> <li>• “If you fail to plan...you plan to fail” - OPP</li> </ul>
CLASS 2	<p><b>Why Students Misbehave?</b></p> <ul style="list-style-type: none"> <li>• Understand realistically what is happening in a classroom when a child misbehaves</li> <li>• Piaget, Kohlberg &amp; Maslow</li> <li>• Proactive planning</li> <li>• Affective (cognitive/attitudinal) needs of students in the classroom</li> </ul> <p style="text-align: center;"><b>*Assignment #1 Presentations Begin: 10 to 15 minute Group Presentation (25%)</b>  <b>- Goal: 3 groups per class</b></p>
CLASS 3	<p><b>Approaches to Classroom Management</b></p> <ul style="list-style-type: none"> <li>• Approaches to classroom management (teaching theories) and the corresponding power-base.</li> <li>• Examine the variety of approaches to classroom management which exist</li> <li>• Students examine where they fit so they will be ready to start to identify management techniques which will fit their future classrooms</li> </ul> <p style="text-align: center;"><b>*Assignment #1 Presentations continue: 10 to 15 minute Group Presentation (25%)</b>  <b>- Goal: 3 groups per class</b></p>
CLASS 4	<p><b>Proactive, Non-verbal &amp; Verbal Interventions</b></p> <ul style="list-style-type: none"> <li>• Being Proactive</li> <li>• Entry Plans</li> <li>• Designing Interventions</li> <li>• Non-verbal Interventions</li> <li>• Verbal Interventions</li> <li>• Continue to become familiar with verbal interventions</li> <li>• Understand logical consequences</li> <li>• Establishing Rules &amp; Procedures</li> <li>• Generic contracts</li> </ul>

	<p><b>*Assignment #1 Presentations continue: 10 to 15 minute Group Presentation (25%)</b>  <b>- Goal: 3 groups per class</b></p>
CLASS 5	<p><b>Special, Rare, and Unique Situations</b></p> <ul style="list-style-type: none"> <li>• The difficult student</li> <li>• Options for the difficult student</li> <li>• Options for the difficult student</li> </ul> <p><b>*Assignment #1 Presentations continue: 10 to 15 minute Group Presentation (25%)</b>  <b>- Goal: 3 groups per class</b></p>
CLASS 6	<p><b>Summation</b></p> <ul style="list-style-type: none"> <li>• Applying/Selecting management approaches that fit into the context of the classroom environment</li> <li>• Comparing and Contrasting management approaches in the Middle School and Secondary School environments</li> </ul> <p>“Who am I as a Classroom Manager?” --- revisiting the Class 1 snapshot</p> <p><b>*Assignment #2 Due: Practicum Profile (25%) [in class]</b></p> <p><b>**Assignment #3: Personal Classroom Management Plan (50%)</b>  <b>Due: Monday January 16, 2012 (4:30 pm)</b></p>

#### 4. REFERENCE TEXTS (Not Required)

- Levin, J., Nolan, J.F., Kerr, J. & Elliot, A.E. (2008). *Principles of classroom management: A professional decision-making model. - 2<sup>nd</sup> Canadian edition.* Toronto, ON: Pearson Education Canada, Inc [ISBN: 978-0-205-53716-7]
- Kronowitz, E. (2008). *The Teacher’s Guide to Success.* Toronto, ON: Pearson Education Canada, Inc. [ISBN: 978-0-205-45619-2]
- Mendler, A. (2000). *Motivating students who don’t care.* Bloomington, Indiana: Solution Tree. [ISBN: 1-879639-81-5]
- Shapiro, S. & Skinulsis, K. (2000). *Classrooms that work: A teacher’s guide to discipline without stress.* Richmond Hill, ON: Practical Parenting Program Inc. [ISBN: 0-9681352-9-3]
- Sprick, R. (2009). *Discipline in the Secondary Classroom: A positive approach to behavior management – 2<sup>nd</sup> Edition.* San Francisco, CA: Jossey-Bass [ISBN: 978-0-470-42226-7]

- Sprick, R. (2010). *Teacher planner for the secondary classroom*. San Francisco, CA: Jossey-Bass. [ISBN: 978-0-470-64400-3]

## 5. REFERENCES

Ontario Ministry of Education (OME). (2007). *The provincial code of conduct and school board codes of conduct*. Retrieved August 31, 2011 from <http://www.edu.gov.on.ca/extra/eng/ppm/128.pdf>

Ontario College of Teachers. *Standards of Practice for the Teaching Profession*. Retrieved September 1, 2011 from [http://www.oct.ca/standards/standards\\_of\\_practice.aspx?lang=en-CA](http://www.oct.ca/standards/standards_of_practice.aspx?lang=en-CA)

## 6. IMPORTANT COURSE POLICIES

1. This course outline contains all pertinent information with regard to expectations for and requirements of this course.
2. Students are expected to arrive for class on time, be prepared (i.e., required readings completed **before** class), and to conduct themselves professionally. This means that activities such as talking out of turn, completing work for other courses, listening to iPods, checking cell phone messages, web-surfing, and using computer applications such as email and Facebook are inappropriate in-class activities and are a distraction to you, your classmates, and the instructor.
3. Students must use their Nipissing e-mail address when emailing the course instructor. All email communication should be professional in tone and content, and in keeping with the Foundations of Professional Practice as found on the website for the Ontario College of Teachers.
5. If a student is absent for a scheduled test or in-class assignment, it is the student's responsibility to contact the instructor as soon as possible. The student must provide appropriate documentation for the absence before a request to make up missed work will be considered.
6. Students are responsible for keeping back-up copies of all written work and assignments for this class.
7. All of the components for evaluation must be completed in order to gain the credit associated with this course. Assignments have identified due dates. Work must be submitted on time. Extensions must be negotiated prior to the due date and will only be considered in cases of extenuating circumstance and at the discretion of the professor. A late penalty of 5 percent per instructional day will be assessed on all late assignments.

**Additional Information:**

Please refer to the Nipissing University policy on academic dishonesty in the Course Calendar -

<http://www.nipissingu.ca/calendar/regulations/academic/Pages/Student-Appeals-and-Petitions.aspx#dishonesty>

For appeals unrelated to academic dishonesty, please refer to the Student Appeals Committee guidelines -

<http://www.nipissingu.ca/calendar/regulations/academic/Pages/Student-Appeals-and-Petitions.aspx#appeals>

Students who require additional services and accommodations in class and for exams are encouraged to self-identify with disability services at the beginning of the term so that accommodations can be made to meet the students' needs. All accommodations are arranged through Disability Services, not by the course instructor. Please refer to the Disability Services site for more information and forms -

<http://www.nipissingu.ca/departments/student-development-and-services/disability-services/Pages/default.aspx>

***Intermediate and Senior Divisions***

To qualify for the **Bachelor of Education** degree in the **Intermediate/Senior Division** and to qualify for a **Certificate of Qualification**, a candidate must:

- a. obtain a pass in EDUC 4355 (Observation and Practice Teaching)
- b. obtain a minimum overall average of 70% in all courses including two subject pairings chosen as electives in the Intermediate/Senior Division, with at least 60% in each course

Please refer to the Nipissing University policy on academic dishonesty in the Course Calendar -

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