

The College of Education and Behavioral Studies
School of Education
Houston Baptist University

Course Syllabus
EDUC 6301.20 Classroom Management
Fall 2014

COURSE DESCRIPTION

A study of a broad spectrum of approaches to classroom management including authoritative, behaviorist, group process, instructional and socio-emotional climate orientations. Examination of research regarding effective classroom management. Exploration of multiple strategies for handling common classroom management problems.

COURSE SEQUENCE IN CURRICULUM AND PREREQUISITE INFORMATION

This course may be taken any time during MEd studies. It is required for an M.Ed. in Curriculum & Instructions with EC-6, Middle Grades, High School Grades or All-Level Teacher Certification, for Post Baccalaureate certification in Middle, High School or All-Level grades and for credentialing as a Licensed Specialist in School Psychology (LSSP).

DATE AND TIME OF CLASS MEETINGS: 7:30-9:55 pm on Mondays from Aug. 25 – Dec 1; Final Exam: Dec 8.

ROOM NUMBER: H 123

INSTRUCTOR INFORMATION

Name: Dr. Kathryn Washington

E-mail: kwashington@hbu.edu

Cell Phone: 713-816-1703

Office Location: H123

Office Hours: When requested

LEARNING RESOURCES

Course Text(s):

Charles, C.M. (2013). *Building classroom discipline, eleventh edition*. Boston: Pearson, ISBN 978-0-133095-31-9.

AND **ONE** of the following (not both):

Evertson, C., and Emmer, E. (2012). *Classroom management for elementary teachers, ninth edition*. Boston: Pearson. ISBN: 978-0-132693-26-4.

OR

Emmer, E, Evertson, C., Worsham, M. (2012). *Classroom management for middle and high school teachers, ninth edition*. Boston: Pearson. ISBN: 978-0-132689-68-7.

RELATION TO THE MISSION OF THE UNIVERSITY

The mission of Houston Baptist University is to provide a learning experience that instills in students a passion for academic, spiritual, and professional excellence as a result of our central confession, “Jesus Christ is Lord.”

In relation to the mission of the University, this course, through a rigorous academic experience, will help students develop professional excellence as they explore ways to establish and maintain ideal learning environments and to help their pupils develop character traits.

RELATION TO THE GOALS AND PURPOSES OF THE COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

The mission of the College of Education and Behavioral Sciences is to prepare students to be effective citizens and professional educators, administrators, counselors, and researchers who reflect Christ in their work and service.

To accomplish this mission, we will provide students with the following:

- the courses and mentoring necessary for a solid pedagogical grounding in their discipline;
- essential learning experiences that will provide opportunities to develop both knowledge and wisdom; and
- an understanding of their Christian mission and calling to influence individuals and the larger society.

This course is an important part of the theoretical and skills-training required for students to become effective, ethical, responsible professionals in the field of education.

COURSE LEARNING OBJECTIVES

Upon completion of this course, students should be able to:

1. Define classroom management;
 2. Describe and apply the four stages in the analytic-pluralistic classroom management process;
 3. Describe research validated characteristics of effective managers;
 4. Demonstrate an in depth understanding of a variety of classroom management emphases (authoritative, behaviorist, instructional, socio-emotional climate, and group process) including for each
 - its theoretical base;
 - related strategies (including ways/principles to use each of them effectively);
 5. Demonstrate in-depth knowledge of the ideas of one program/theorist and a survey knowledge of the ideas of many programs/theorists;
 6. Describe and justify multiple strategies for handling common classroom management situations; and
 7. Articulate and justify a personal plan for classroom management.
- Appropriate grade level TEA guidelines and TEKS are also included as part of this course.
 - A matrix at the end of this document indicates the TAC §228.30 and H.B.2012 requirements addressed
 - A list of specific TExES competencies for this course is presented below.

Foundational learning objectives, knowledge and skills required for all students seeking **initial teacher certification** are included in this course.

SCHOOL OF EDUCATION REQUIREMENTS RELATED TO STATE AND NATIONAL STANDARDS

TEExES Competencies

The following TEExES Pedagogy and Professional Responsibilities (PPR) Competencies are addressed in part or in full in this course:

Domain II. The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Competency 005: The teacher knows how to establish a classroom climate that fosters learning, equity and excellence and uses this knowledge to create a physical and emotion environment that is safe and productive.

Competency 006: The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.

Domain III. The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

Competency 007: The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.

TOPICAL OUTLINE

A course agenda is included at the end of this syllabus. It includes the following topics:

TOPIC	FOCUSING QUESTIONS
The Analytic Pluralistic Process	<ul style="list-style-type: none"> • What is classroom management? • What is the analytic pluralistic process? • How can it be used to increase managerial effectiveness?
Effective Management	<ul style="list-style-type: none"> • What are the characteristics of effective managers?
Authoritative Emphasis	<p>For each of these emphases:</p> <ul style="list-style-type: none"> • What is its theoretical base? • What models and strategies are related to this emphasis? • How are these used effectively?
Behaviorist Emphasis	
Instructional Emphasis	
Group Process Emphasis	
Socio-emotional Emphasis	
Theorists and Programs	<ul style="list-style-type: none"> • How would a teacher implement the program advocated by each of the following theorists? • How could ideas from these theorists be used in an eclectic approach? <p> Glasser Jones Cook Marshall Seganti Love & Logic Morrish Wongs Kagan </p>
Classroom Management Situations	What strategies might be used to respond to typical classroom management situations?

The content of this outline and the attached schedule are subject to change at the discretion of the professor.

TEACHING STRATEGIES

A variety of learning methods will be used including the following:

1. Reading, lecture, and discussion;
2. Reflection;
3. Demonstration/modeling;
4. Presentations;
5. Role play;
6. Small group activities;
7. Simulations;
8. Practice exercises
9. Research (both field-based and literature-based) and writing

ASSESSMENT OF LEARNING

Foundational learning experiences required for all students seeking **initial teacher certification** are included in this course.

Course Requirements. See the agenda at the end of this syllabus for due dates.

Assignment ¹	Learning Objective(s)	Standards ²	Point Value
Exam I [Analytic Pluralistic Approach, Characteristics of Effective Managers, and Authoritative & Behaviorist Emphases]	1, 2, 3, 4	PPR: II, 05-06	25%
Exam II [Socio-emotional, Group Process & Instructional Emphases]	3, 5, 7	PPR: II, 05-06	25%
Reflective Papers about Emphases, Theorists & Chapters ¹	3	PPR: II, 05-06	20%
Interactive Presentation about an Assigned Theorist/Program ¹	6	PPR: II, 05-06; III, 07	20%
Oral Final Exam Explaining Student's Own Classroom Management Viewpoint and Processes	7	PPR: III, 07	10%

¹ Descriptions and rubrics for assignments are included at the end of this document.

² These assignment/activities develop and/or assess state and national standards including TExES PPR competencies.

Grading Standards

HBU Graduate School Grading Scale:

94 -100=**A**; 90-93=**A-**; 87-89=**B+**; 83-86=**B**; 80-82=**B-**; 77-79=**C+**; 73-76=**C**;
70-72=**C-**; 69 and below=**F**

Student Appraisal

Students will complete faculty appraisal forms as regularly administered by the University.

CLASS POLICIES

Absence and Tardy Policies . In the College of Education and Behavioral Sciences, students must attend at least 75% of class sessions in order to receive a passing grade in a course. This means that if more than four absences occur, the course grade will be “F” no matter what test and paper scores might be. .

Documentation of Difficulties If an education student fails to demonstrate an acceptable level of performance on one or more professional educator standards during any class or field experience, a form is filed in the Education Office (a PMID: Progress Monitoring & Intervention Documentation). If two such forms occur, a conference is held in which difficulties are identified and means for improvement are explored. [Sometimes specific interventions will be required.] A third form will result in a committee hearing to review difficulties and means for improvement and to determine conditions for continuance in the program. Professional standards include knowledge, skills and dispositions.

Late Work. All assignments are expected to be completed in their entirety by the beginning of class on the date due, even if the student is not in class. Late work will only be accepted with proper documentation for illness or other emergency situations beyond the control of the student. The work must then be turned in to the student’s folder no more than one week after the student returns to class. No work will be accepted after the last day of class.

Missed Tests. All tests should be taken on the day and at the time when they are scheduled. Make-up tests will be given ONLY when the instructor is notified prior to the exam, and there is a documented excused reason for missing the exam. Legitimate reasons include documented illness, death in the family, etc. A make-up test must then be completed at a time mutually agreed upon by both the professor and student—as soon as possible after the exam date. Any unexcused absence on a test day will result in a grade of zero for the particular test with no opportunity for a make-up test.

Use of Electronic Devices. During class sessions, electronic devices are only to be used to support the current class activities. Other uses (texting, surfing the web, etc.) will result in the device not being allowed in the classroom.

Students are required to read the University Classroom Policy addendum to this course syllabus that is included on Blackboard. In addition to the class policies listed here, it includes basic class policies that apply in all HBU classes.

PERSON RESPONSIBLE FOR DEVELOPING SYLLABUS

Dr. Kathryn Washington

Instructor’s Signature

July 24, 2014

Date

TENTATIVE SCHEDULE

DATE	TOPIC(S)	READINGS & ASSIGNMENTS DUE
Aug. 25	<ul style="list-style-type: none"> • Introductions/Overview of the Course • Meaning of Classroom Management • The Analytic Pluralistic Process • Discussion of Assignments 	
Sept. 8	<ul style="list-style-type: none"> • Characteristics of Effective Managers • Determination of Presentation Theorists • Discussion of Assignment • Authoritative Emphasis introduced 	Charles Chap. 1: 3 Important Statements & 3 Questions from Chapter 1 REFLECTION 1. IDEAL CONDITIONS Charles Chap. 3 pp. 59-60 Selection of 1 st 3 choices of theorist
Census Day: Last day to drop without a "W": September 10		
15	<ul style="list-style-type: none"> • Authoritative Emphasis continued • Behaviorist Emphasis introduced 	Charles p. 60 Emmer/Evertson: Chapters 2
22	<ul style="list-style-type: none"> • Discuss authoritative reflections • Behaviorist emphasis continued 	REFLECTION: AUTHORITATIVE EMPHASIS Charles: pp. 63-65
29	<ul style="list-style-type: none"> • Discuss behaviorist reflections • Review 	REFLECTION: BEHAVIORIST EMPHASIS Emmer/Evertson: Chapter 7
Oct. 6	EXAM 1	
13	<ul style="list-style-type: none"> • Discuss Exam 1 • Socio-emotional Emphasis 	Emmer/Evertson: Chapter 8 Charles: pp.57-59
20	<ul style="list-style-type: none"> • Reflections on Socio-emotional Emphasis • Group Process Emphasis 	Charles: pp. 68-71 & 74 Emmer/Evertson: Chapter 6 REFLECTION: SOCIO-EMOTIONAL EMPHASIS
27	<ul style="list-style-type: none"> • Reflections on Group Process Emphasis • Instructional Emphasis • Discussion of Presentations 	Charles: pp. 56-57 Emmer /Evertson: the remaining chapters REFLECTION: GROUP PROCESS EMPHASIS
October 31: Last day to drop with a "W"		
Nov. 3	<ul style="list-style-type: none"> • Bullying Presentation: Guest Speaker(s) • Review 	REFLECTION: INSTRUCTIONAL EMPHASIS Charles Chapter 2 3 Statements & 3 Questions from Chapter 2
10	EXAM 2	
17	PRESENTATIONS Discussion of Chap. 2	Charles Chap. 2: Three Statements & 3 Questions
24	PRESENTATIONS Discussion of Chap. 12	Charles Chap. 12: Three Statements & 3 Questions
November 27 & 28: Thanksgiving Holiday		
Dec. 1	PRESENTATIONS Discussion of Chap. 13-14	Charles Chap. 13 & 14: Three Statements & 3 Question
8	FINAL EXAM [Time TBA]	REFLECTION: THEORIST

COURSE ACKNOWLEDGEMENTS

Syllabus Statement

I am aware of all topics described in the course syllabus . These include, but are not limited to the following:

- course description; course sequence in the curriculum and prerequisite information;
- instructor information and learning resources;
- relation to the mission of the University and to the goals and purposes of the College of Education and Behavioral Sciences;
- course learning objectives;
- state and national standards covered (TexES competencies, IDA standards, etc.);
- topical outline and learning strategies;
- assessment for learning: requirements & grading standards;
- **HBU CLASS POLICIES: -the University document posted on Blackboard;**
- additional policies for this class: attendance, late work, missed tests and electronic devices;
- the possibility of changes to the syllabus. [The content of this syllabus and the attached agenda are subject to change at the discretion of the professor.]

Professional Integrity Statement

To maintain and uphold the highest level of professional integrity and honesty, cheating and plagiarizing are not allowed. . If a student cheats and/or plagiarizes, then the student will receive a “0” for the assignment and/or fail the course

Cheating is a catch-all term for not doing your own work. Any attempt during a test to consult with notes or another person or to look at another’s test constitutes cheating. If answers are shared in any way, both students will receive the same penalty for cheating. Using stolen tests or “borrowed” tests (any test that is not readily available to all members of the class) to study for an exam is cheating. Within the broader view of cheating is the idea of using someone else’s work in place of your own. This is called plagiarism and is not allowed.

DO NOT:

- copy another person’s paper/project/work or part of that and turn it in as your own;
- copy a paper/project from the Internet and turn them in as your own;
- copy another paper/project (or cut and paste parts of Internet articles), make changes to it, and submit it as your own;
- include the work of others without documentation/reference (If seven or more words are taken directly from another source it must be quoted and referenced.);
- submit a paper/project or large parts of a paper/project you have done for another class at HBU or another institution to this class. (Always get a professor’s approval before using a prior work or topic from a different class.);
- have someone write parts or all of your paper/project/work
- share your work with others; and,
- change references or make up references.
- falsify fieldwork documentation

By signing this page, **I affirm** that I have read and understand the contents of this course **Syllabus Statement, the Professional Integrity Statement, and the University Class Policies**. I understand that at any time during the course, I may request clarification, if needed.

Printed Name

Signature

Date

[After reading the course syllabus and this page, please **print and sign** this form then turn it in to the professor.]

Pedagogy and Professional Responsibilities Course Correlation to TAC §228.30*

PR andar d	Curriculum Topic TAC §228.30	Essential Components: Additional Information	Learning Experiences, Products &/or Assessments
I, III	1. Reading Instruction : A variety of theories and methods appropriate for teaching these five essential components of reading instruction.	1. Text Structure (organization) 2. Vocabulary teaching strategies 3. Identifying the word (root, prefix, suffix) 4. Fluency basic teaching strategies 5. Comprehension (finding main idea, summarizing, supporting details, synthesizing/making connections, inferences, making generalizations)	
I, IV	2. Code of Ethics	Texas Educators' Code of Ethics TAC§ 247.2 Ethics videos: http://www.youtube.com/playlist?list=PLYCCyVaf2q1vuF3qlz1NjEWFEMtxaBMvC	Ch. 2 Reflection
II, III	3. Child Development	A variety of theories for child development.	
II, III	4. Motivation	A variety of theories & methods appropriate for teaching motivation.	Exams 1 & 2
II, III	5. Learning Theories	A variety of learning theories	Behaviorism Reflection & Exam 1
I, III	6. TEKS Organization,	http://ritter.tea.state.tx.us/ click on Testing/ Accountability, click on Texas Essential Knowledge and Skills for much more information.	
I, III	7. Content TEKS		
II, IV	8. State Assessment of Students & STAAR Testing,	Requirements , responsibilities, scoring, analysis & use of results http://www.tea.state.tx.us/student.assessment/staar/	
II, III	9. Curriculum Development & Lesson Planning	A variety of theories & methods appropriate for teaching curriculum development & lesson planning.	
I, III	10. Classroom Assessment and Diagnosing Learning Needs	A variety of theories & methods appropriate for teaching formative assessment to diagnose learning needs & other types of classroom assessment.	
I, IV	11. Classroom Management	A variety of theories & methods appropriate for teaching classroom management.	Class activities, assignments & exams
II, III, IV	12. Special Populations ELPS—English Language Proficiencies http://ritter.tea.state.tx.us/curriculum/biling/elps.htm National Assoc. for Gifted Children Teacher Knowledge and Skills http://www.nagc.org/index2.aspx?id=1863 TEA website resources http://ritter.tea.state.tx.us/special.ed	A. ESL/ Bilingual /ELPS : Learning strategies , Listening ,Speaking , Reading & Writing B. G/T: Learner characteristics and development , Instructional strategies, Socio-cultural influences & Identifying GT C. Special Education: Acronyms/Terms , Modifications/ Accommodations, Inclusion, Parent Involvement , Discipline & Mental or emotion disorders including: characteristics of the most prevalent mental or emotional disorders among children, identification of mental or emotional disorders, effective strategies for teaching and intervening with students with mental or emotional disorders, including de-escalation techniques and positive behavioral interventions and support, and notice and referral to a parent or guardian of a student with a mental or emotional disorder so that the parent or guardian may take appropriate action such as seeking mental health services.	
I, IV	13. Parent Conferencing and Communication Skills	A variety of theories and methods appropriate for teaching communication skills & parent conferencing.	Socio-emotional Reflection & Exam 2
I, III	14. Instructional Technology http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp	SBEC Technology Standards for All Teachers 1. Tech terms, concepts, data input strategies and ethical practices to make informed decisions about tech app 2. Identify task requirements, apply search strategies, use tech to acquire, analyze, and evaluate a variety of information 3. Use technology to synthesize knowledge, create and modify solutions, and evaluate results 4. Communicate in different formats. 5. Plan, organize, deliver and evaluate instruction that uses technology, and technology TEKS for students.	
III, IV	15. Pedagogy/ Instructional Strategies	A variety of instructional strategies suitable for all classrooms & for specific subjects and content. http://olc.spsd.sk.ca/DE/PD/instr/index.html	Instructional Reflection & Exam 2
II, III, IV	16. Differentiated Instruction	A variety of instructional strategies suitable for differentiating instruction.	
IV	17. Certification Test Preparation (6 clock hrs. required)	Testing study guides, standards, frameworks, competencies, practice tests www.texas.ets.org	

TAC §228.35 & H.B. 2012 Requirements

I,	Dyslexia: Detection and education of students with dyslexia [TAC RULE §228.35 (4)]	1. Characteristics of dyslexia 2. Identification of dyslexia 3. Effective, multisensory strategies for teaching students with dyslexia Dyslexia Informational Power Point Dyslexia Handbook - English (PDF, 2.45 MB, outside source)	
IV	Legal & Employment Issues	Contract abandonment & the effect of supply & demand forces on the educator workforce in TX (including difficulty of getting jobs in the I 35 Corridor from Dallas/Ft Worth to San Antonio)	Ch. 2 Reflection
	Status of HBU program	Pass rates & accreditation status	
IV	Teacher & principal evaluation PDAS:: http://www4.esc13.net/pdas/	PDAS:the purpose & process, what is evaluated, what the evaluation instrument look like, how could you can appeal.; the PDAS Teacher Manual which is required to be given to all teachers.	
III,IV	Skills & Expectations of Educators	The skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for students in Texas	Ch. 2 Reflection



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Name _____ Fall 2014 Score _____ (100 Possible)

Reflections Rubric

[Edit carefully. Points will be deducted for writing mistakes/problems.]

Reflection	Aspects that Must be Included	Points Possible	Points Earned
Ideal Conditions	<input type="checkbox"/> Ideal conditions for classroom climate <input type="checkbox"/> Ideal characteristics for students	5	
Charles, Chapter 1	<input type="checkbox"/> Three important ideas described in the chapter: each clearly explained in a single complete sentence <input type="checkbox"/> Two questions whose answers would require explanation of key content in the chapter <input type="checkbox"/> One question that this chapter makes you wonder about	6	
Charles, Chapter 2	<input type="checkbox"/> Three important ideas described in the chapter: each clearly explained in a single complete sentence <input type="checkbox"/> Two questions whose answers would require explanation of key content in the chapter <input type="checkbox"/> One question that this chapter makes you wonder about	6	
Charles, Chapter 11	<input type="checkbox"/> Three important ideas described in the chapter: each clearly explained in a single complete sentence <input type="checkbox"/> Two questions whose answers would require explanation of key content in the chapter <input type="checkbox"/> One question that this chapter makes you wonder about	6	
Charles, Chapter 12	<input type="checkbox"/> Three important ideas described in the chapter: each clearly explained in a single complete sentence <input type="checkbox"/> Two questions whose answers would require explanation of key content in the chapter <input type="checkbox"/> One question that this chapter makes you wonder about	6	
Charles, Chapter 13	<input type="checkbox"/> Three important ideas described in the chapter: each clearly explained in a single complete sentence <input type="checkbox"/> Two questions whose answers would require explanation of key content in the chapter <input type="checkbox"/> One question that this chapter makes you wonder about	6	

YOU MAY OMIT A REFLECTION ON **ONE** EMPHASIS OR THE THEORIST — *[Write omit in the grade slot.]*

Authoritative Emphasis	<input type="checkbox"/> Graphic Organizer Overview <input type="checkbox"/> Your Viewpoint about the Emphasis <input type="checkbox"/> Points of Agreement/Strategies you Might Use <input type="checkbox"/> Points of Disagreement <input type="checkbox"/> Viewpoint about Disputed Characteristics of Rules <input type="checkbox"/> Strategy Report or Article Analysis (with citation info)	13	
Behaviorist Emphasis	<input type="checkbox"/> Graphic Organizer Overview <input type="checkbox"/> Your Viewpoint about the Emphasis <input type="checkbox"/> Points of Agreement/Strategies you Might Use <input type="checkbox"/> Points of Disagreement <input type="checkbox"/> Viewpoint about Positive Reinforcement & Intrinsic Motivation <input type="checkbox"/> Strategy Report or Article Analysis (with APA citation)	13	
Socio-emotional Emphasis	<input type="checkbox"/> Graphic Organizer Overview <input type="checkbox"/> Your Viewpoint about the Emphasis <input type="checkbox"/> Points of Agreement/Strategies you Might Use <input type="checkbox"/> Points of Disagreement <input type="checkbox"/> Viewpoint about Praise vs. Appreciation <input type="checkbox"/> Strategy Report or Article Analysis (with APA citation)	13	
Group Process Emphasis	<input type="checkbox"/> Graphic Organizer Overview <input type="checkbox"/> Your Viewpoint about the Emphasis <input type="checkbox"/> Points of Agreement/Strategies you Might Use <input type="checkbox"/> Points of Disagreement <input type="checkbox"/> Viewpoint about Class Meetings <input type="checkbox"/> Strategy Report or Article Analysis (with APA citation)	13	
Instructional Emphasis	<input type="checkbox"/> Graphic Organizer Overview <input type="checkbox"/> Your Viewpoint about the Emphasis <input type="checkbox"/> Points of Agreement/Strategies you Might Use <input type="checkbox"/> Points of Disagreement <input type="checkbox"/> Viewpoint about Teaching Values/Social Skills <input type="checkbox"/> Strategy Report or Article Analysis (with APA citation)	13	
<p>Choose 1 theorist other than your own to write a reflection about</p> <p>1.. In narrative form, analyze the theory by explaining what you agree with, strategies you might use and what you disagree with and wouldn't use. Justify your viewpoints.</p> <p>2. Compare the theory with another theory noting similarities and differences. You may use the theory you present as the comparison theory. You may use a narrative of graphic organizer to do the comparison..</p>			
Theorist :	Viewpoint about the Theorist's Ideas <input type="checkbox"/> Points of Agreement & Strategies You Might Use <input type="checkbox"/> Points of Disagreement Comparison with Another Theorist <input type="checkbox"/> Similarities <input type="checkbox"/> Differences	13	

Assignments are only accepted in the student folder during class.

Late assignments are not accepted unless there is a documented excused reason. The late assignment should then be put in the student's folder during the next class session along with the documentation for the absence excuse.

EDUC 6301. Classroom Management

PRESENTATION ON CLASSROOM MANAGEMENT THEORIST

Overview of the Assignment

With a partner, prepare & present a forty (40) minute interactive presentation on the views of an assigned classroom management theorist (or set of theorists).

THEORISTS:	Frederic Jones Craig Seganti The Wongs Love & Logic	Marvin Marshall Spencer Kagan William Glasser Paula Cook	Ron Morrish
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The presentation should actively involve the audience throughout the presentation as it prepares them to answer the following questions:

- Who is this theorist or group of theorists?
- What is the general classroom management philosophy of this theorist or group of theorists and the relationship of their program/approach to the emphases studied in class?
- What are the key elements and strategies involved in this program/approach? How are they best used?
- What might be used from this program/approach if one crafted his/her own eclectic approach to classroom management? How?

Required Elements

The content should include the following:

- A brief overview of the background of the theorist(s);
- The general management philosophy of the theorist and its relationship to the emphases studied in class; and
- Key elements of the theorist's approach/program including advocated strategies & suggestions for implementing them effectively.

The presentational style should include the following:

- Use of multiple modalities (seeing, hearing, doing);
- Involvement of the class in discussion & activities throughout the presentation--not just at the end;
- Practical application activities/practice.

Assessment

The project will be assessed on the following:

- Inclusion of required elements
- Accuracy, thoroughness and clarity
- Active nature of audience participation throughout the presentation as well as interest ;& creativity

*Audience members and the presentational porter(s) will complete assessment forms;
however, the final grade will be assigned by the professor.*

ASSESSMENT RUBRIC FOR THEORIST PRESENTATION

Name(s) _____ Theorist: _____ Date _____

CRITERIA	COMMENTS	POINTS EARNED
<p style="text-align: center;">Thoroughness</p> <p style="text-align: center;"><i>Included sufficient detail about</i></p> <ul style="list-style-type: none"> ___ <i>Background of the theorist(s)</i> ___ <i>Management philosophy (including how it relates to emphases)</i> ___ <i>Key elements of the program including advocated strategies & suggestions for implementing them</i> 		[6 Possible]
<p style="text-align: center;">Accuracy & Clarity</p> <p style="text-align: center;"><i>Presented accurate information in a clear, easily understood way</i></p>		[5 Possible]
<p style="text-align: center;">Audience Participation & Engagement</p> <p style="text-align: center;"><i>Audience engaged & actively involved throughout the presentation</i></p>		[2 Possible]
<p style="text-align: center;">Visual Support (Using PowerPoint or other Presentation Software)</p> <p style="text-align: center;"><i>Clear, attractive, easy to see visual support (without sentences)</i></p>		[2 Possible]
<p style="text-align: center;">Communication</p> <p style="text-align: center;"><i>Easy to hear & understand with eye contact with all of audience, professional demeanor & formal standard English</i></p>		[2 Possible]
<p style="text-align: center;">Handout</p> <p style="text-align: center;"><i>Helpful information in easy to read format</i></p>		[2 Possible]
<p style="text-align: center;">Assessments</p> <p style="text-align: center;"><i>Positive ratings by audience</i></p>		[1 Possible]
Total (20 possible)		

AUDIENCE MEMBER FEEDBACK ABOUT THEORIST PRESENTATION

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Theorist _____ Date _____

Presenter(s) _____

Respondent _____

Using a five-point scale with five high and one low, show how you would rate the presentation on each of the following

Low _____ High
 1 2 3 4 5

I have a clear picture of the philosophy of this program.					
I have a clear picture of key elements and strategies involved in this program & how to use them.					
The presentation was easy to understand.					
The presentation held my interest.					
The presentation provided ideas/strategies I can use including information about how to use them effectively. [Please list these or explain.]					

Commendations

Suggestions

**PARTNER/TEAM MEMBER PARTICIPATION FEEDBACK ABOUT THEORIST
PRESENTATION**

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Theorist _____ Date _____

Presenter(s) _____

Respondent _____

MY CONTRIBUTIONS

THE CONTRIBUTIONS OF EACH OF MY CO-PRESENTERS