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***MAT 520: Management Strategies for the Classroom***

**Term:** MAT – Spring 2019

**Course Number:** MAT 520

**Instructor:** Frederick L Greene

**Office Phone:** (219) 473-4306

**Email Address:** [fgreene1@ccsj.edu](mailto:fgreene1@ccsj.edu)

**Office Hours:** By Appointment

**Instructor's Background:**

**Educational:**

PhD Urban Education (Loyola University) – In Process

MA Educational Administration (Marian University)

MA Urban Ministry – (Martin University)

BA English/Rel-Phil (Wabash College)

**Professional:**

I served the educational community as Adjunct Professor of Education at Calumet College of St. Joseph and as The Principal of Barker Middle School in Michigan City, IN. I have also served as The Assistant Principal of Fegely Middle School and Portage High School, in Portage, IN, and as an English Teacher in Merrillville Community Schools, School City of Hammond, and as an English Teacher at Andrean High School in Merrillville. I founded and directed a mentoring program for Boys in Merrillville for 10 years. I have also been a football coach for Merrillville Community School Corp, School City of Hammond, Andrean High School, School City of East Chicago, Marion Community Schools, and Ft Wayne Community Schools.

**Course Time:** Saturdays from 8:00 a.m. to 4:00 p.m.

**Course Description:** This course provides an opportunity for the teacher candidate to gain the knowledge and practical experiences to develop knowledge, disposition, and performance skills regarding classrooms and instructional organization. Selection and arrangement of classroom materials, the role of technology, implementation of rules and procedures for the management of student work, problem behavior and special student

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groups, planning for the beginning of the school year, maintenance of appropriate student behaviors, and communication strategies for effective classroom management are some of the topics explored in this course. Field experience required.

Prerequisites: EDUC 300, 311, 342, 430

**Texts:**

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

A series of readings from the following authors' texts may be made available to all students:

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

Thomas Lickona. (1992). *Educating for Character*. New York: Bantam.

**Learning Outcomes/Competencies:**

This course invites the teacher candidate to view the management of the classroom from a broad perspective. That is to say, this class will not merely focus on the understanding and possible application of given "programs" for classroom management (to use a more tradition term, "student discipline") but on a more holistic approach to classroom management, taking as its cue the noted educator Harry Wong's threefold perspective on the "effective teacher." This is the perspective wherein the effective teacher succeeds as teacher by developing the inter-related skills of positive motivation, planning and executing lessons for mastery, and managing the learning environment. Furthermore, the teacher candidate will be asked to come to understand and evaluate various programs or models of classroom management as to their effectiveness and consonance with her/his philosophy of education. This will be done in the light of Alfie Kohn's understanding of classroom management as an exercise of building an educational community. Finally, the student will be asked to come to understand and apply to lesson planning Thomas Lickona's belief that "educating for character" should animate one's educational efforts.

In this sense then, Bloom's taxonomy of educational objectives, both from the cognitive (especially "evaluating") and affective (especially "valuing") domains will figure into the achievement of course competencies.

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Thus, in this course, the student will:

Come to understand that employment of various management strategies reflects an implicit philosophy of education. Educational value judgments can and do “fuel” management practices.

Come to observe, understand and evaluate the effectiveness of various management strategies employed by veteran practitioners in the field by way of field experience.

Come to understand and evaluate the effectiveness of the holistic Harry Wong claims for the nature of the “effective teacher” as motivator and classroom manager by way of text and video analysis accompanied by evaluative discussion in the light of timely educational research.

Demonstrate the ability to research and evaluate appropriate literature on effective management strategies.

In the light of the above, to come to an informed, personally appropriated and adequately defended position of one’s own perspective on classroom management.

**INTASC Principles Applicable To This Class:**

Standard #3: Learning Environments:

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #9: Professional Learning and Ethical Practice:

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**IDOE Standard Applicable to This Class:**

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Standard 5: Elementary education teachers have a broad and comprehensive understanding of student learning environments and demonstrate the ability to establish positive, productive, well-managed, and safe learning environments for all students.

**ACEI Standard Applicable to This Class:**

Standard 3.4: Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments.

**Learning Strategies:**

At this point in one's program of preparation for the teaching profession, the teacher candidate will have reached a certain maturity in understanding the art and science of teaching. Therefore, 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 should take on the tone of a "seminar" where researched knowledge and educational values are shared in a respectful manner. Therefore, it is essential that all students read the assigned readings well in advance of the class and provide input to the seminar via timely research study. We will be viewing a number of videos from Harry Wong's series on the effective teacher. Wong's presentations - in tandem with correlated research - will serve as the basis for practical discussion during a section of the course.

Moreover, we will view selected video clips in order to come to understand the basic tenets of various popular programs for classroom management with a view to hold them up to Alfie Kohn's critique of them. This exercise will serve to stimulate the teacher candidate to take a personal and informed position not only on a management program but also on the underlying values grounding such a program.

Finally, we will spend the latter part of the course discussing Thomas Lickona's claim that education is a matter of skills *and* character development. Such an approach will serve to stimulate the development of sample "values education" lesson plans.

**Assessment:**

1. Field Experience Analysis & Reflection 30 points
2. Power Point Presentation of Personal Management Plan 40 points

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3. Reflection Paper on Management Programs & Kohn 30 points

100 points total

Please note that assignments will be due on the days specified in the calendar below. There will be no exceptions. All written assignments are to be typed, double spaced, and in good grammar/sentence structure.

Grading will be according to the following point scale:

A: 90-100    B: 80-89    C: 70-79    D: 60-69    F: 59 and below

**Tentative Calendar:**

Day One	The Practical Dimension: Harry Wong
Day Two	The Aspirational Dimension: Kohn and/versus Lickona/Duckworth; Presentations of Field Experience Reflections
Day Three	Presentations of Management Plans

**N.B.** The Reflection Paper on the Kohn Thesis, *From Compliance to Community*, in relation to other Management Programs will be due on the Saturday following the last class. There will be no exceptions to this deadline date. A failure to turn the paper in by said deadline will result in the complete loss of points for this assignment!

**Assignment Rubrics:**

**INTASC 3/9, IDOE 5, ACEI 3.4**

The “**Reflection Paper**” must take a stand on Alfie Kohn’s perspective on classroom management. The paper must be no longer than three pages (typed and double spaced). It must contain the following essential elements:

1. Statement of thesis, i.e., agreement or disagreement with the Kohn thesis.





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2. This statement of the thesis must include a clear understanding/description of the Kohn perspective.
3. A presentation of a contrary position with accompanying support for that position.
4. A well reasoned argument for the rejection of one thesis in favor of the other.
5. Thus, at least two major referenced perspectives must be included in the argument: Kohn and another author.

### INTASC 9

The **“Field Experience”** Reflection Paper must adhere to the following guidelines:

1. The Field Experience must include classroom observations, including observations of both interactions and the physical space.
2. Every effort should be made to observe the classrooms of a teachers who is a veteran of 5 years experience or longer.
3. The Reflection Paper summarizing the field experience must include: a description of the classroom layout and its contribution to effective management, a description of the health of the student-teacher and student-student relationships, some anecdotal information identifying and supporting the employment of a recognizable program of classroom management, indications of a failure to employ a systematic approach towards classroom management (if that be the case from observations), the place of rewards/punishments in the observed classroom community, and an evaluation by the teacher candidate of the effectiveness of the management strategies observed.
4. The Reflection Paper must be typed, double spaced, and be no more than three pages in length.

### INTASC 3/9; IDOE 5, ACEI 3.4

The **Personal Management Plan** must comprise the following:

1. The Management Plan must include a statement of underlying research/theory based beliefs concerning individual and group motivation.
2. The Management Plan should demonstrate in some way coherence to one’s own personal philosophy of education.
3. The Management Plan must include ethical values, behavioral expectations, and consequences for actions/inactions.
4. The management Plan must make appropriate provisions for “exceptionalities.”

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5. The Management Plan must be posted on Blackboard as a Power Point Presentation that is attractive and clear to potential students.
6. The Management Plan and its underlying assumptions must be professionally presented to the class.

**Statement Regarding Plagiarism:**

If an instructor or other Calumet College of St. Joseph personnel finds 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 the CCSJ Handbook, which addresses student grievances.

**Withdrawal from Class Policy:**

After the last day for class changes has passed (see College calendar), a student may withdraw from a course in which she/he is 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. Written request for withdrawal must be received by the Registrar 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. Note: Degree Completion Division (DCD) students should consult the DCD Student Handbook for information on DCD withdrawals.

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

**Education Department Attendance Policy:**

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Intellectual growth and success in college is reinforced through interaction in the classroom. Students reach personal goals and course outcomes through regular and prompt attendance. The Education Department's accelerated classes are intense and rigorous and demand student presence and participation. Therefore, if a student is absent from one full day of class, the student will be academically withdrawn by the instructor.

### **Disability Services**

The Disability Office is the primary office to guide, counsel and assist students with disabilities. If you have reasonable accommodation needs (e.g., extended time needed for tests, note taking assistance, special testing arrangements, etc.) because of a disability, contact the Disability Support Director at 219-473-4349. The staff will require documentation pertinent to your disability. If you already receive services through the Office and require accommodations for this class, make an appointment as soon as possible to discuss your needs. Calumet College of St. Joseph will hold any information you share in the strictest confidence unless you request that it be shared.

### **Tutoring Center**

The Student Success/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. See the College website for information regarding hours and services.





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## Emergency Procedures

### MEDICAL EMERGENCY

#### EMERGENCY ACTION

1. Call 911 and report incident.
2. Do not move the patient unless safety dictates.
3. Have someone direct emergency personnel to patient.
4. If trained: Use pressure to stop bleeding.
5. Provide basic life support as needed.

### FIRE

#### EMERGENCY ACTION

1. Pull alarm (located by EXIT doors).
2. Leave the building.
3. Call 911 from a safe distance, and give the following information:
  - Location of the fire within the building.
  - A description of the fire and how it started (if known)

### BUILDING EVACUATION

1. All building evacuations will occur when an alarm sounds and/or upon notification by security/safety personnel. **DO NOT ACTIVATE ALARM IN THE EVENT OF A BOMB THREAT.**
2. If necessary or if directed to do so by a designated emergency official, activate the building alarm.
3. When the building evacuation alarm is activated during an emergency, leave by the nearest marked exit and alert others to do the same.
4. Assist the disabled in exiting the building! Remember that the elevators are reserved for persons who are disabled. **DO NOT USE THE ELEVATORS IN CASE OF FIRE.** **DO NOT PANIC.**
5. Once outside, proceed to a clear area that is at least 500 feet away from the building. Keep streets, fire lanes, hydrant areas and walkways clear for emergency vehicles and personnel. The assembly point is the sidewalk in front of the college on New York Avenue.
6. **DO NOT RETURN** to the evacuated building unless told to do so by College official or emergency responders.

### **IF YOU HAVE A DISABILITY AND ARE UNABLE TO EVACUATE:**

Stay calm, and take steps to protect yourself. If there is a working telephone, call 911 and tell the emergency dispatcher where you are **or** where you will be moving. If you must move,

1. Move to an exterior enclosed stairwell.



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2. Request persons exiting by way of the stairway to notify the Fire Department of your location.
3. As soon as practical, move onto the stairway and await emergency personnel.
4. Prepare for emergencies by learning the locations of exit corridors and enclosed stairwells. Inform professors, and/or classmates of best methods of assistance during an emergency.

#### HAZARDOUS MATERIAL SPILL/RELEASE

##### EMERGENCY ACTION

1. Call 911 and report incident.
2. Secure the area.
3. Assist the injured.
4. Evacuate if necessary.

#### TORNADO

##### EMERGENCY ACTION

1. Avoid automobiles and open areas.
2. Move to a basement or corridor.
3. Stay away from windows.
4. Do not call 911 unless you require emergency assistance.

#### SHELTER IN PLACE

##### EMERGENCY ACTION

1. Stay inside a building.
2. Seek inside shelter if outside.
3. Seal off openings to your room if possible.
4. Remain in place until you are told that it is safe to leave.

#### BOMB THREATS

##### EMERGENCY ACTION

1. Call 911 and report incident.
2. If a suspicious object is observed (e.g. a bag or package left unattended):
  - Don't touch it!
  - Evacuate the area.

#### TERRORISM AND ACTIVE SHOOTER SITUATIONS

##### EMERGENCY ACTION

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1. Call 911 and report intruder.

**RUN, HIDE OR FIGHT TIPS:**

1. **Prepare** – frequent training drills to prepare the most effectively.
2. **Run and take others with you** – learn to stay in groups if possible.
3. **Leave the cellphone.**
4. **Can't run? Hide** – lock the door and lock or block the door to prevent the shooter from coming inside the room.
5. **Silence your cellphone** -- use landline phone line.
6. **Why the landline?** It allows emergency responders to know your physical location.
7. **Fight** – learn to “fight for your life” by utilizing everything you can use as a weapon.
8. **Forget about getting shot – fight!** You want to buy time to distract the shooter to allow time for emergency responders to arrive.
9. **Aim high** – attack the shooter in the upper half of the body: the face, hands, shoulder, neck.
10. **Fight as a group** – the more people come together, the better the chance to take down the shooter.
11. **Whatever you do, do something** – “react immediately” is the better option to reduce traumatic incidents.