



**EDUC 3001 – Teacher Education Curriculum Seminar**  
**Course Syllabus – Spring 2020**

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**Course Description:**

**Number and Title:**

EDUC 3001 (CRN 20296)  
**Teacher Education Curriculum Seminar**

**Credit Hours:**

1.0 semester credit hour1 (3-0-3)

**Catalog Description:**

This course is a companion to EDUC 3350 which is a site-based course that provides students the opportunity to understand the unique characteristics of the middle school as well as the instructional strategies that teachers in the middle school use to meet the diverse needs of the young adolescent student. In this course students will explore various classroom management theories and will create their own classroom management plans. This course is required of all middle level teacher education majors.

**Course Prerequisites and Co-requisites:**

Admission to the teacher education program – Usually taken after EDUC 3000 and EDUC 3010

**Term:** Spring 2020

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**Professor Information:**

Instructor: Dr. LaTasha Adams  
E-mail: [latashaadams@clayton.edu](mailto:latashaadams@clayton.edu)  
Office: Arts and Sciences 205  
Office Hours:

- Monday 12:30pm-1:30pm\*
- Tuesday 11:30 – 1:30pm\*
- Wednesday 11:30am-1:30pm\*
- Other days and times by appointment

\*May be on-site in the field

About your professor: Dr. Adams has a Ph.D. in Curriculum and Instruction with a focus in Urban Education from The University of North Carolina at Charlotte. She earned a M.Ed. in Education from Cambridge College and a B.A. in English (minor in Religion) from Spelman College. Dr. Adams has been middle school teacher, middle school principal, researcher, curriculum specialist, curriculum coordinator, and assistant professor (to name a few roles). She is actively involved in making her community a better place. In her spare time she enjoys traveling with her husband and daughter, Zoe.

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### **Class Meetings:**

**Classroom:** Arts and Sciences Bldg., Room G-127 and virtual

**Class times:** Monday, 11-12:20 pm

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### **Textbook Information:**

- Larson, Bruce E & Keiper, Timothy A. (2013). *Instructional Strategies for Middle and High School* (2<sup>nd</sup> ed.). New York: Routledge.
  - Other required articles will be provided in class and/or in D2L
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### **Computer Requirement:**

Each CSU student is required to have ready access throughout the semester to a notebook computer that meets faculty-approved hardware and software requirements for the student's academic program. Students will sign a statement attesting to such access. For further information on CSU's Official Notebook Computer Policy, please go to

<http://www.clayton.edu/hub/itpchoice/notebookcomputerpolicy>.

### **Software Requirement:**

To properly access the course content you will need to download the following free software:

- Adobe Reader (needed to access files in PDF format):  
<http://get.adobe.com/reader/>
- Adobe Flash (needed to access video content):  
<http://get.adobe.com/flashplayer/>

### **Computer Skill Prerequisites:**

- Able to use the Windows™ operating system
- Able to use Microsoft Word™ word processing
- Able to send and receive e-mail using Outlook™
- Only use your CSU e-mail account. Do not use the e-mail system included in D2L to communicate academic information to your instructor.
- Able to attach and retrieve attached files via email
- Able to use a Web browser

### **In-class Use of Student Notebook Computers and Technology:**

The use of technology will be embedded in class delivery, assignments and course presentations. Desire2Learn (D2L) will be used for submission of most assignments. No electronic devices other than those being used for class purpose are allowed without permission from the instructor. It is inappropriate and unprofessional to text or visit social media sites while in class. Cell phones should be on silent and out of site. Specific attention will be given to the use of LiveText programs for developing electronic portfolios, and to the utilization of Internet sites and web-based education technologies as a source for creative and successful planning for instructional purposes.

### **Desire2Learn (Online Classroom):**

On-line activity will take place in Desire2Learn, the virtual classroom for the course. Posting of your work in D2L is a course requirement.

You can gain access to Desire2Learn, by signing on to the SWAN portal and selecting: "D2L" on the top right side. If you experience any difficulties in Desire2Learn, please email or call The HUB at [TheHub@mail.clayton.edu](mailto:TheHub@mail.clayton.edu) or (678) 466-HELP. You will need to provide the date and time of the problem, your SWAN username, the name of the course that you are attempting to access, and your instructor's name.

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## **Understandings (Objectives) & Program Outcomes**

### **Course Goals:**

Teacher candidates should be prepared to teach using a variety of effective instructional strategies, assessments, and technology to meet the needs of a diverse student body including students with cultural and/or special needs. The goals for the course are to:

1. Prepare teacher candidates to be ready for the classroom
2. Provide guidance and preparation in planning, organizing and sequencing instruction using the Clayton State Lesson Plan
3. Familiarize students with the academic language of their content discipline
4. Familiarize students with the state content standards/Common Core standards and provide instruction on how to “unpack” standards
5. Provide opportunities for students to work directly with content specialists and have the experience of teaching in a classroom
6. Recognize the importance of assessment for learning and have an understanding of formative and summative assessment and how data should be used to guide instruction.
7. Introduce EdTPA and Intern Keys, their components and show the relationship between the components and effective instruction
8. Show the importance of knowing and believing all students can learn and giving all students opportunities to think critically and be involved in problem solving
9. Familiarize students with different methods of teaching, differentiating instruction and learning modalities
10. Model various teaching techniques, use of technology and assessments
11. Model classroom management techniques to show importance of a balance between management and effective instruction

(All Clayton State Middle Grades Program Outcomes will be addressed during this course and the companion course):

Students will:

1. Develop a teaching repertoire of a variety of instructional teaching strategies
2. Show a good understanding of performance standards both GA and Common Core for their concentration area in grades 6-8 by developing a lesson plan in area of concentration
3. Prepare lesson plans using the Clayton State Lesson Plan Template
4. Reflect on the planning process
5. Demonstrate discipline knowledge
6. Teach a lesson demonstrating the ability to organize the curriculum and/or instructional tasks which are developmentally appropriate.
7. Develop a repertoire of questioning, differentiated instructional strategies, and assessment techniques
8. Infuse instructional technology into lessons
9. Show an understanding of EdTPA, Intern Keys, Clayton State Lesson Plan and its components as they relate to providing effective instruction
10. Demonstrate differentiation through lesson planning
11. Demonstrate knowledge of academic language as it relates to their content discipline

12. Work with colleagues and demonstrate the professional dispositions of an effective teacher
13. Demonstrate an understanding of UbD – backward design

**Course Outcomes:**

Upon completion of this course, candidates will demonstrate the following competencies:  
(Outcomes # 1-6 identified).

1. **An awareness of classroom management instructional models and how they are matched to student needs.** (#2, 3)
2. **An awareness of classroom management instructional and assessment techniques** closely aligned with recognized student needs. (#1, 2, 3, 4)
3. **An awareness of appropriate classroom management techniques,** with each lesson plan designed and implemented, and attempt to answer the questions **“Why am I doing this and why am I doing it this way?”** and **“How does the teacher know what has been successful in a class period or unit of study?”** (#3, 4)
4. **An awareness of classroom management plans** .(#3, 5, 6)
5. Understanding that special emphasis needs to be placed on **how interns meet the diversity of student needs** and/or how successfully they include all students in their instruction. (#3, 6)

All course outcomes are aligned with Clayton State University’s Teacher Education Program Outcomes and the Regents’ Principles for the Preparation of Teachers.

**Standards:**

The course will incorporate professional standards as outlined by the following:  
Clayton State University Education Unit Outcomes; Association for Middle Level Education (AMLE) standards; Interstate New Teacher Assessment and Support Consortium (INTASC); and the International Society for Technology in Education (ISTE) standards for teachers.  
See <http://www.clayton.edu/teachered/standardsoutcomes> for a full description of standards.

<b>Objectives/Resources</b>	<b>Program Outcomes</b>	<b>AMLE</b>	<b>INTASC</b>	<b>ISTE</b>	<b>Assessments</b>
Develop and write lesson plans that include the necessary modifications in order to meet the needs of all students	I, II, IV, VI	1,2,4	1-5	2	Dispositions Lesson Plan Rubric Intern Keys Rubric edTPA Task 1 Mentor and Supervisor Observations
Plan and teach lessons to students that include the use of technology and a variety of teaching strategies (grades 4-8) reflecting the dimensions of the effective teaching	II, III, IV, V, VI	4	1,4,7	3	Dispositions Lesson Plan Rubric Intern Keys Rubric edTPA Task 1 edTPA Task 2 Mentor and Supervisor Observations

practices as reflected in the Clayton State Unit Outcomes					
Apply various assessment procedures, formal/informal, appropriately to all lessons taught	I	4.c	8	2	Dispositions Lesson Plan Rubric Intern Keys Rubric edTPA Task 1 edTPA Task 2 edTPA Task 3 Mentor and Supervisor Observations
Plan a three/four week lesson unit (work sample) that clearly indicates the learning gains of the students	II, III, IV	1,2,4	1,2,3,6	1-4	Dispositions Lesson Plan Rubric Intern Keys Rubric edTPA Task 1 edTPA Task 3 Student Learning Analysis Mentor and Supervisor Observations
Communicate effectively and professionally with school administrators, mentor teachers, learner, families and peers	V, VI	5	10	2c, 5	Dispositions Intern Keys Rubric edTPA Task 3 Mentor and Supervisor Observations
Successfully complete six weeks of full time teaching	I, II, III, IV, V, VI	1-5	1-8		Dispositions Lesson Plan Rubric Intern Keys Rubric edTPA Task 1 edTPA Task 2 Mentor and Supervisor Observations
Successfully complete a teacher portfolio and performance assessment demonstrating knowledge, skills, and dispositions appropriate to the profession.	I, II, III, IV, V, VI	1-5	1-10	1-5	Lesson Plan Rubric edTPA Teacher Education Portfolio

**Conceptual Framework:**

The mission of the Teacher Education Unit is to prepare professional educators who engage in *reflective practice* and who are *competent, caring, committed, collaborative, culturally responsive*, and prepared to teach diverse learners in an ever-changing society. For the complete CSU Teacher Education Unit Conceptual Framework, refer to the Teacher Education website at <http://www.clayton.edu/teachered>.

### **Knowledge Base:**

Critical elements for effective teaching include the effective delivery of instruction, which includes the teacher's ability to address a variety of social, emotional, and cultural needs of students as well as the management of both student behavior and classroom routines. Teachers are responsible for providing pupils with appropriate knowledge and skills to become well-educated, responsible members of society. It is critical that pre-service teachers have both the knowledge and authentic experiences for understanding how to develop quality-integrated instruction. Harold Porter (2003) indicates that in order for effective instruction to take place, teachers must use management practices that lead students to become effectively engaged in the learning. Porter also indicates that beginning teachers must have experiences that enable them to effectively deliver instruction that meets the needs of a variety of students.

### **Course Requirements:**

- ✓ *Attendance, punctuality, and participation*
- ✓ *All assignments must be turned in to receive a final grade other than "F" for the class.*
- ✓ *Assigned Readings* – You are expected to read all assigned readings **before** class. We will spend time in class discussing the readings. You should bring questions, comments, or ideas that come up during your readings.
- ✓ *Written Assignments* – You will complete a variety of written assignments. All written assignments that are completed outside of class should be typed, double-spaced, one-inch margins, and Times New Roman 12 pt. font. Each paragraph should have at least 6 sentences in them. There may be sometimes in class where hand-written assignments will be collected.

All written assignments are expected to be presented in proper written format and will be evaluated according to the following guidelines:

- **Content:** The information conveyed must be appropriately accurate and extensive to meet the purpose of the assignment. The written information must demonstrate the students' knowledge and application of the concept. The assignment must include the appropriate topic sentences and details.
- **Organization:** Well-organized communication must be characterized by an orderly sequencing of information, with logical movement from the beginning to the end. It possesses unity and coherence, supports the focus topic, and provides clear transitions from one key point to the next key point.
- **Mechanics, Grammar, and Style:** Effective communicators carefully select and arrange words, phrases, and clauses to create clear relationships among ideas within sentences. To foster clear communication, effective communicators bring together all the presentational tools at hand, including those involving voice or punctuation, sentence structure, gesture, and elements of format. An effective communication also involves style, tone, point of view, attitude, or personality of the sender. **You will lose points on all assignments if your grammar and mechanics has so many mistakes that it takes away from the content of your submission.**

## Evaluation:

EdTPA and InternKeys Quiz	10
Classroom Management Plan Theory Presentation	10
Classroom Management Plan: Part One	10
Classroom Management Plan: Part Two	10
Classroom Management Plan: Part Three	10
Dr. Love Reflection	10
Management Plan Peer Feedback	10
Classroom Management Plan Presentation	15
Class Participation, Attendance, Punctuality, Communication, Dispositions	15
<b>TOTAL</b>	<b>100</b>

### Brief Assignment Descriptions:

EdTPA and Intern Keys Quiz: For this assignment you will take a quiz to gauge your knowledge of edTPA and Intern Keys Quiz.

Classroom Management Plan Theory Presentation: For this assignment you will explore various classroom management theories and decide which one(s) you plan to use in your classroom.

Classroom Management Plan: Part One: For this assignment, you will post your initial ideas for your Classroom Management Plan: Part One. This section will cover the rules, expectations, rewards, and consequences.

Classroom Management Plan: Part Two: For this assignment, you will explore classroom procedures and list the procedures that you would like to use (based on your theory) in your classroom.

Classroom Management Plan: Part Three: For this section of your classroom management plan you will focus on classroom organization.

Dr. Love Reflection: For this assignment, you will attend the Dr. Love Talk that will be on campus. After attending the presentation, you will answer the following questions:

- What is something new that you learned from this discussion?
- Describe how you plan to apply what you learned into the middle grades classroom.



Be sure to adhere to the written assignment guidelines. Please see syllabus for guidelines.

Management Plan Peer Feedback: For this assignment, you will post a link to your management plan into the Discussion area of the course by 5pm EST. You will then review the links for two classmates. After reviewing the links, you will provide feedback for two classmates by 11:59pm. The feedback should include how they could improve the plan, how the plan is similar and different from yours, and how they may be able to apply the information listed into the middle grades classrooms.

Classroom Management Plan Presentation: For this assignment, you will prepare your complete classroom management plan and present it to the class. You will include your rationale for selecting the plan elements and how it will impact the middle school classroom.

Class Participation: This assignment will be based on your class participation. If you are not present in class or are tardy in class, then you cannot participate to your fullest participation. You will receive one point for each class period that you are actively engaged in. You will receive zero to no credit based on your lack of classroom participation.

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### **Grading:**

<b>A</b>	90 - 100%
<b>B</b>	80 - 89%
<b>C</b>	70 - 79%
<b>D</b>	60 - 69%
<b>F</b>	below 60%

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### **Mid-term Progress Report:**

The mid-term grade in this course, which will be issued by March 2 reflects approximately 30% of the entire course grade. Based on this grade, students may choose to withdraw from the course and receive a grade of "W." Students pursuing this option must fill out an official withdrawal form, available in the Office of the Registrar, by mid-term, which occurs on March 6. [Instructions for withdrawing are provided at this link.](#)

**The last day to withdraw without academic accountability is Friday, March 6, 2019.**

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## **Course Policies:**

### **General Policy**

Students must abide by policies in the Clayton State University Student Handbook, and the [Basic Undergraduate Student Responsibilities](#). The Student Handbook is part of the [Academic Catalog and Student Handbook](#).

### **University Attendance Policy**

Students are expected to attend and participate in every class meeting. Instructors establish specific policies relating to absences in their courses and communicate these policies to the students through the course syllabi. Individual instructors, based upon the nature of the course, determine what effect excused and unexcused absences have in determining grades and upon students' ability to remain enrolled in their courses. The university reserves the right to determine that excessive absences, whether justified or not, are sufficient cause for institutional withdrawals or failing grades.

Students cannot miss any portion of pre-practicum, school visits, or the final presentation. If these sessions are missed and the student does not have an excused absence, then they will not receive credit for this activities. If the student has an excused absence, they may make up the time, but may receive an "I" for the course in order to find time to make up the missed time. The instructor will follow the University's policy for receiving an "I" for the grade.

### **Teacher Education Policy:**

The content of this course syllabus correlates to education standards established by national and state education governing agencies, accrediting agencies and learned society/ professional education associations. Please refer to the course correlation matrices located at the following web site: <http://www.clayton.edu/arts-sciences/teachered/standardsoutcomes>

## **Class Policies:**

1. Be in class, be on time and remain for the duration of the class.
2. Demonstrate respectful behavior at all times.
3. Bring laptops to each class meeting. No electronic devices other than those being used for class purpose are allowed without permission from the instructor. Cell phones should be on silent and out of site.
4. All readings are expected to be done prior to the class for which they are assigned.
5. Per Clayton State policy, it is not appropriate to bring children to class.
6. You are expected to actively participate in every class. Active participation includes being prepared, listening attentively, participating in course activities, asking questions, demonstrating self-management techniques, etc. This means that you are not doing other work that is assigned for this class or for other classes.
7. All written assignments are expected to be presented in proper written format and will be evaluated according to the guidelines stated above for course assignments and requirements.

## **Course Attendance Policy:**

Students are expected to attend all class sessions and be punctual. Upon arriving to class, students are to sign the class roll. Students can only sign the roll for their own name. Signing the roll for other students is a violation of policy. Students are expected to make up any class work missed **if absent with a legitimate written excuse from a physician or other professional**. Excessive absences or tardies (3 or more) may result in receiving a WF (Withdraw Failing) grade.

Attendance for all on-line courses, will be given based on the completion of online assignments for that class. For example, if an on-line discussion is assigned for a virtual class meeting, then students are to complete the discussion by 11:59pm on the day of the class to receive credit for attending that day.

If a student is absent or late from face-to-face or virtual class (including off campus class experiences), their participation points will be impacted because you cannot participate in a class session if you are not present.

During class meetings, students are expected to actively engage in critical discourse. Students should not be on their cell phones or doing work from this class or other classes. This behavior is unprofessional and will result in points deducted for class participation. Students are responsible for reading, fully-participating, and questioning and responding.

### **Missed Work:**

*A grade of zero points will be assigned for all missed work-including presentations.* A student must be present to present presentation work to receive credit—even if the student did the work of creating the presentation. **If a student is absent for a medical emergency on the day an assignment is due, the assignment will be due on the next day** (all assignments are due electronically in D2L). In the case that a student is unable, for medical reasons, to submit the assignment on the next day the assignment is due on the day the student is medically cleared to return to class. **Unless a student has been approved by the instructor for an extension, all work is due on the day assigned and by the time indicated in D2L. If a student has a medical emergency, then proper documentation must be provided.**

### **Academic Dishonesty**

Any type of activity that is considered dishonest by reasonable standards may constitute academic misconduct. The most common forms of academic misconduct are cheating and plagiarism. All instances of academic dishonesty will result in a grade of zero for the work involved. All instances of academic dishonesty will be reported to the [Office of Community Standards](#). Judicial procedures are described in the section of the [Academic Catalog and Student Handbook](#) titled, Procedures for Adjudicating Alleged Academic Conduct Infractions.

### **Plagiarism Detection Software.**

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. You should submit your papers in such a way that no identifying information about you is included.

### **Disruption of the Learning Environment**

Behavior which disrupts the teaching–learning process during class activities will not be tolerated. While a variety of behaviors can be disruptive in a classroom setting, more serious examples include belligerent, abusive, profane, and/or threatening behavior. A student who fails to respond to reasonable faculty direction regarding classroom behavior and/or behavior while participating in classroom activities may be dismissed from class. A student who is dismissed is entitled to due process and will be afforded such rights as soon as possible following dismissal. If found in violation, a student may be administratively withdrawn and may receive a grade of WF.

More detailed descriptions of examples of disruptive behavior are provided in the Code of Conduct and Disciplinary Procedures sections of the Clayton State University [Academic Catalog and Student Handbook](#).

### **Center for Academic Success**

The Center for Academic Success (CAS) provides personalized one-on-one peer and professional staff tutoring in over 100 core subjects. The Center is located in Edgewater Hall Suite 276. The CAS also offers moderated study groups, informal study sessions, a comfortable study environment, a student study lounge, *and it's all free!* Use the CAS if you need help; become a tutor if you don't. For more information you can e-mail the center at [thecas@clayton.edu](mailto:thecas@clayton.edu)

### **Writing Assistance**

The goal of the Writers' Studio is to give rise to better writers, not just to better writing. People who love to write, people who struggle mightily with it, and people who fall anywhere else on the spectrum can find a place at The Writers' Studio—a place for students to come for writing guidance and feedback. **There may be times during the semester where you will be required to visit the Writers' Studio based on your writing submissions.** Please know that this service is available for support to help you become a better teacher. Each student may receive up to 90 minutes of assistance per day and 3 hours per week. Furthermore, both appointments and walk-ins are welcome. Here's The Writers' Studio's contact information:

Location: Arts & Sciences Building, Room G-224  
Phone: 678.466.4728  
Email: [ws224@clayton.edu](mailto:ws224@clayton.edu)  
Website: <http://clayton.edu/writers>

Visit The Writers' Studio at <http://clayton.edu/writers> or schedule your appointment online at <https://csu.campus.eab.com> (Note: first-time users need to complete a one-time registration prior to using the online appointment website).

There may be times during the semester where the instructor mandates that a student attend the writing center based on their writing abilities. If this is the case, then the students must provide proof that they attended a session or sessions at the writing center.

### **Weapons on Campus**

Clayton State University is committed to providing a safe environment for our students, faculty, staff, and visitors. Information on laws and policies regulating weapons on campus are available at

<http://www.clayton.edu/public-safety/Safety-Security/Weapons> **State Associations**

**Spring 2020 Class Schedule for EDUC 3001**  
**(subject to change at the discretion of the instructor)**

Date	Reading/Topic	Assignments	Program Outcomes
January 13	Welcome Back! Course Introduction/Overview edTPA Intern Keys	Review Syllabus and online platform	<p>The following Program Outcomes are addressed at various times throughout the course (the specific wording of the outcomes is at the end of the syllabus):</p> <ol style="list-style-type: none"> <li>1. Diagnoses Learning Needs a, c,</li> <li>2. Plans for Student Learning b, c, d, e, f</li> <li>3. Facilitates Student Learning a, b, c, d</li> <li>4. Demonstrates Appropriate Knowledge b, d, e</li> <li>6. Assumes the Role of Professional Teacher b, c, d, e</li> </ol>
January 20	No class-Dr. Martin Luther King Day		
January 27	Classroom Management Theories	edTPA and Intern Keys Quiz Due into D2L by 11:59pm	
February 3	Virtual Class: Rules, Expectations, Rewards, and Consequences	Complete discussion into D2L by 11:59pm	
February 10	Page Presentation	Classroom Management Theory Presentation Due in D2L by 11:59pm	
February 17	Virtual Class: Classroom Procedures	Complete discussion into D2L by 11:59pm	
February 24	Teacher Face, Teacher Tone Practice, First Day Practice	Classroom Management Plan: Part One Due into D2L by 11:59pm	
February 26	Virtual Class: Classroom Organization	Complete discussion into D2L by 11:59pm	
March 2	<b>Open Topics Based on Student Teacher Needs</b>	Classroom Management Plan: Part Two Due into D2L by 11:59pm	
March 9	Spring Break- No Class		
March 16	Strategies for Managing Challenging Behaviors	Classroom Management Plan: Part Three Due into D2L by 11:59pm	
March 23	Dr. Riddle Q & A		
March 30	Dr. Bettina Love Talk: Location for Dr. Love's Talk: TBD		
April 6	Virtual Class: Strategies for Managing Challenging Behaviors Part Two	Dr. Love Reflection	

April 13	Virtual Class	Classroom Management Plan Peer Feedback	
April 20	Classroom Management Presentation Working Session	Classroom Management Plan due in D2L by 11:59pm	
April 27	Classroom Management Plans	Classroom Management Presentations due in class	
May 4	Classroom Management Plans	Classroom Management Presentations due in class	

Last day to withdraw without academic penalty: Friday, March 6, 2020.

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**Professional Associations:**

**Georgia Association of Educators**

An association for education professionals in Georgia, affiliate of the National Education Association - [www.gae.org](http://www.gae.org)

**Professional Association of Georgia Educators**

The largest organization for educators in Georgia with more than 69,000 members - [www.page.org](http://www.page.org)

**National Science Teachers Association**

**National Science Teachers Association**, headquartered in Arlington. Site has extensive collection of information about the teaching of **science**.

From:[www.nsta.org/](http://www.nsta.org/)

**National Council of Teachers of Mathematics**

**National Council of Teachers of Mathematics** 1906 Association Drive, Reston, VA 20191-1502 TEL: (703) 620-9840 | FAX: (703) 476-2970...

From:[www.nctm.org/](http://www.nctm.org/)

**Social Studies Education: National Council for the Social Studies**

**Social studies** resources and information. **Social studies** resources and information from **national council** for the **social studies**.

From:[www.ncss.org/](http://www.ncss.org/)

**National Council of Teachers of English**

**National Council of Teachers of English**. All rights reserved in all media.

From:[www.ncte.org/](http://www.ncte.org/)

**CLASSROOM MANAGEMENT REFERENCE LIST**

## **Web Resources**

[www.behavioradvisor.com](http://www.behavioradvisor.com)  
[www.BuildingClassroomDiscipline.com](http://www.BuildingClassroomDiscipline.com)  
<http://www.theteachersguide.com/ClassManagement.htm>  
<http://www.nea.org/tools/ClassroomManagement.html>  
[http://www.educationworld.com/a\\_curr/archives/classroom\\_management.shtml](http://www.educationworld.com/a_curr/archives/classroom_management.shtml)  
<http://www.teachervision.fen.com/classroom-management/resource/5776.html>  
[http://www.educationoasis.com/instruction/classroom\\_management.htm](http://www.educationoasis.com/instruction/classroom_management.htm)  
<http://www.teachersatrisk.com/2010/07/18/most-popular-blog-about-classroom-management/>  
<http://www.responsiveclassroom.org/taxonomy/term/132>  
<http://www.pbis.org/>

## **Comprehensive and General Classroom Management**

Alderman, T. W. (1991). *The discipline a total approach resource book*. Beaufort, SC: Resources for Professionals.

Burke, J. (2008). *Classroom management*. New York, NY: Scholastic, Inc.

Canter, L. (2010). *Lee Canter's assertive discipline: Positive behavior management for today's classroom*. Bloomington, IN: Solution Tree, Inc.

Cummings, C. (2001) *Managing to teach: A guide to classroom management*. Edmonds, WA: Teaching, Inc.

Curwin, R. L. and Mendler, A. N. (2008). *Discipline with dignity*. Alexandria, VA: Association for Supervision and Curriculum Development.

Glasser, W. (2008). *Every student can succeed*. Chatsworth, CA: William Glasser, Inc.

Harlan, J. C. and Rowland, S. T. (2002). *Behavior management strategies for teachers: Achieving instructional effectiveness, student success, and student motivation—Every teacher and any student can!* Springfield, IL: Charles C. Thomas Publisher, Ltd.

Levin, J. and Nolan, J. F. (2003). *What every teacher should know about classroom management*. Boston, MA: Pearson Education, Inc.

Marzano, R. J., Gaddy, B. B., Foseid, M. C. Foseid, M. P., and Marzano, J. S. (2003). A handbook for classroom management that works. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. J., Marzano, J. S. and Pickering, D. J. (2003). Classroom management that works: Research-based strategies for every teacher. Alexandria, VA: Association for Supervision and Curriculum Development.

McLeod, J., Fisher, J., and Hoover, G. (2003). The key elements of classroom management: Managing time and space, student behavior, and instructional strategies. Alexandria, VA: Association for Supervision and Curriculum Development.

Shellard, E., Protheroe, N. and Turner, J. (2005). What we know about: Effective classroom management to support student learning. Arlington, VA: Educational Research Service.

Smith, R. (2004). Conscious classroom management: Unlocking the secrets of great teaching. San Rafael, CA: Conscious Teaching Publications.

### **Teacher-Student Relationships**

Bluestein, J. (2001). Creating emotionally safe schools: A guide for educators and parents. Deerfield Beach, FL: Health Communications, Inc.

Haggart, W. (2009). Discipline and learning styles: An educator's guide. Cadiz, KY: Performance Learning Systems, Inc.

Jensen, E. (2009). Teaching with poverty in mind: What being poor does to kids' brains and what schools can do about it. Alexandria, VA: Association for Supervision and Curriculum Development.

Mendler, A. N. (2001). Connecting with students. Alexandria, VA: Association for Supervision and Curriculum Development.

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