

Class: SCED 514: Positive Classrooms and Schools

Term: Summer 2004

Dates: July 26-30

Times: 9 am – 4 pm

Required Texts: Comprehensive Classroom Management, Jones & Jones
Classroom Management that Works, Robert J. Marzano

Recommended Texts: Right to Learn, Linda Darling Hammond

Instructor: Sharon Baum (541)
917-8591 (h) (541)
619-7734 (c)

Office Hours: Before/after class or by appointment

Course Goal:

The goal of this class is to provide you with both the conceptual understanding and practical skills to enable you to consult with teachers and administrators regarding the creation of classroom and school common area environments that support and reinforce productive student behavior. A basic concept underlying the class is that almost all students are able to behave productively and learn effectively in situations where adult and peer responses as well as classroom and school wide structures respond effectively to students' needs.

Course Description:

The course allows candidates to examine current research and best-accepted practice in methods for creating positive, safe classroom and school communities in which student learning and positive behaviors are enhanced. The school counselor's role will be explored in managing classroom guidance and in assisting teachers with: (1) teacher-student relationships, (2) peer relationships, (3) effective instruction, motivation and assessment, (4) teacher-parent communication, (5) developing classroom and school-wide behavioral norms, (6) responding to disruptive behavior in school settings, (7) problem solving and conflict resolution, (8) functional assessment and the development of individual behavior change plans, (9) school-wide student management plans and (10) ensuring success for students of diverse backgrounds.

Assignments:

See Daily Schedule (TBA)

Grading:

While we do not believe on focusing on grades during the learning process, we do believe they provide a useful indication concerning the quality of work performed and the competencies demonstrated. Your grade in the course will be based on your performance in the following areas:

1. Assignments — 75%
2. Class Participation — 25%

Assignment Criteria:

Criteria for an A grade is work that is clearly and professionally written. The work is distinguished in its creativity, reflective analysis, originality, narrative fluency, and limited syntactical and grammatical errors. The work demonstrates a mastery of the content indicative of a level needed to teach the materials to others.

Criteria for a B is work that is professionally written and demonstrates an understanding of the basic principles and strategies associated with the material. There is some evidence of creative application, evaluation of the material, and reflective analysis. Writing is fluent and with few syntactical and grammatical errors. There is a clear indication that you could implement the material in your professional work.

A C grade involves limited or minimal understanding of key concepts and applications. The work is lacking in depth, shows minimal evidence of reflective analysis, creative thought, or evaluation. Writing lacks fluency and has substantial errors in syntax and grammatical structure.

Class Participation Criteria:

Class participation related to an A grade involves attending every class, actively participating in class activities, taking an active role in supporting and encouraging others in their learning, and making significant and important contributions to small and large group discussions.

B grade in class participation involves coming to class prepared to be an active participant in large and small group instruction and having attended all class sessions.

To earn a C grade in class participation indicates a pattern of coming to class without adequate preparation to discuss, analyze and synthesize the work. It also indicates a pattern of limited involvement in large and small group work, dominating or failing to facilitate the learning of others, and/or missing one class during the week.