

"Excellence ~ Integrity ~ Caring"
EDEL 429
Classroom Learning Theories and Management
Fall Quarter 2007
Extended University, Regional Programs, College of the Canyons

Instructor: Debbie Meadows, MA
Location: University Center and online
Time: Tuesdays: 5:00-9:00 pm

Office Hours: by Appointment

Dates: [September 11, 18, 25](#)
October 2, 9, 16, 23, 30
and online

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SCHOOL OF EDUCATION MISSION

In support of the university's vision of excellence the mission of the School of Education is to be a professional learning institution that prepares highly capable professionals to serve our culturally and linguistically diverse community with integrity.

SCHOOL OF EDUCATION THEME

EXCELLENCE - INTEGRITY - CARING

CONCEPTUAL FRAMEWORK

Academic excellence produced highly capable educational professionals dedicated to the integrity of the profession.

SCHOOL OF EDUCATION GOALS

Based on confluent education model, the following goals provide a direction for educating the whole person.

- To formulate a comprehensive view of human growth and development, a global knowledge of self and others, and an empathy and sensitivity to multiple realities of a changing environment.
- To develop a commitment and responsibility to democratic and social values through professional collaboration, educational leadership, and collegial partnerships.
- To promote critical, inquiry through research and practice in order to improve teaching, learning, and communication.
- To broaden knowledge and skill bases in terms of pedagogical multi-cultural principles conducive for effective curriculum delivery and instruction in diverse settings.
- To utilize and integrate various current multimedia resources and technological tools to enhance teaching and learning in the ever-changing society.
- To apply multiple methods of assessment with a special focus on critical reflection and self-analysis for continual professional development and on-going program evaluation.

CANDIDATE DISPOSITIONS

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills and dispositions necessary to help all students learn.

Professional Collaboration–D1

Candidates will participate in action-oriented collaboration that will enable them to learn from others and provide leadership in partnerships with all stakeholders.

Reflective Practitioner–D2

Candidates are reflective, life long learners who apply problem solving and critical thinking strategies and the respectful appreciation of differing points of view.

Ethical Professionals–D3

Candidates' actions are based in accepted professional standards of conduct and reflect insight and awareness with respect to diverse perspectives, opinions, obligations, and ethical responsibilities of the profession.

Student/Client Centered–D4

Candidates, through their programs, will prioritize the needs of the students/clients they serve by maintaining trusting relationships built upon caring nurturing (respective) and meaningful interactions.

Professional Leader–D5

Candidates, through their programs, will be strong, determined, professional leaders with a clear instructional focus using effective communication skills and a willingness to take risks to ensure advancement, safety, and welfare of all students in our communities.

Professional Competence–D6

Candidates will maintain high programmatic outcomes that reflect research-based practices, principles of learning differentiation, and standards based instruction.

Adopted January 2006

Dispositions within this course:

PowerPoint Presentation–D1, D 2, D6

technology video–D1, D6

Webct discussions –D2

Required Readings and Class Discussions–D1, D2, D3, D4, D6

Lesson Plan–D5

Catalog Description

This course addresses the psychological foundations in the teaching-learning process and also emphasizes classroom management. Other topics include learning theory, child development, and evaluation.

Course Objectives

The student will be able to:

1. Reflect on and articulate sound principles of developmental and learning theories.
2. Apply these principles in decisions you make about planning, managing, and assessing the learning process, and communicating the learning outcomes to students, parents, and others.
3. Reflect on and articulate principles of behavior management and classroom organization.
4. Learn to be an excellent colleague.

Texts

Required:

- Charles, C.M. & Senter, G.W. (2005). *Elementary classroom management*.(4th ed.). Boston: Allyn & Bacon.
- Wong, H.K. & Wong, R.T. (2004). *The first days of school*. Mountain View, CA: Harry K.Wong Publications, Inc.
- Livertext Software (2005). Livertext. *College Livertext edu solutions with United Streaming*.

Additional required materials are available through the CSUB library E-Reserve system and from the instructor's web site.

Classroom Expectations and Academic Success

- Professional attitude and rapport is expected at all times.
- Active participation and attendance is **required** for every class period and online discussion. Habitual tardiness, leaving early, extended class breaks, unprofessional behavior, and non-participatory behavior will be considered in the grading process. **Missing one class session will reduce your final grade by one letter grade, an unexcused absence could result in no-credit for this class.**
- All assignments are due when required, unless prior arrangements have been made with the instructor. It is the student's responsibility to notify the instructor of any difficulty in completing their assignments **prior** to the due date. NO extensions for online assignments and Reading Responses will be give.
- All assignments are to be typed/word processed unless otherwise stated.
- Quality of work: All submitted work must follow the standards and conventions of the English language. Papers must be in APA style. Reference: <http://www.apastyle.org/elecmedia.html>
- Academic Honesty is expected. Plagiarism will not be tolerated; a grade of "F" will be given. Work for this class must be original and not submitted as an assignment for another class (See end of document).
- Cell phones: Turn your cell phone to vibrate when you are in the classroom; ringing cell phones disrupt the class dynamics. If you do receive a call, please step outside the classroom to take the call.

Point/Grading System:

| | | | |
|---|------------|--|----------------------|
| Class Attendance and Online Participation | 75 points | | A = (211-235 points) |
| PowerPoint Presentation and group video | 20 points | | B = (188-210 points) |
| Interview of a K-6 Teacher | 15 points | | C = (164-187 points) |
| Lesson Plan | 15 points | | D = (141-163 points) |
| Student Discipline Site Activity | 10 points | | F = (< 141 points) |
| Personal Classroom Management Plan | 100 points | | |
| Total Points possible | 235 points | | |

Assignments

Assignments are subject to change or substitution at the discretion of the instructor.

Class Attendance and Participation

You will receive 7 points for Tuesday night attendance and participation. Maximum points reflects attendance, punctuality, **and** active participation. Late arrival or leaving early will result in a loss of points. Online participation will encompass responding to instructor questions and prompts and responses to colleagues. 20 points will be given for online participation (see online participation rubric). Online participation is required and will result in a grade no higher than a "B" if not complete.

PowerPoint Presentation--these will be posted in the online discussion and presented in class
Students will be assigned a chapter of either the Wong or Charles & Senter book to create a summary and reflection of learning. Chapters assigned will include: Wong units D and E and Charles & Senter chapters 2, 6, 10, 11, 12, 13

The PowerPoint presentation is to be a minimum of 10 slides and should take 5 minutes to present. Read and summarize salient points from the chapter for your colleagues. Reflect upon how this chapter/reading assignment affects your classroom plans (school and student). Guiding question: What is critical for a beginning teacher to be aware of after reading this information?

Due Date: October 30, 2007

Interview a K-6 Classroom Teacher

Interview a teacher of grades K-6 (minium of one completed credentialed year's service) about the classroom management program used in their classroom. **Write and submit both a summary and reflection of your interview; turn this in with your typed interview transcript.** Note the teacher's name, grade assignment, number of years taught, and school at the beginning of your report. Be prepared to share your summary and reflection orally with the class. Remember to follow the standards and conventions of the English language. Possible questions and guidelines are at the end of the syllabus. **Due Date: September 25, 2007**

Please contact me if you need a referral.

Possible areas for discussion: **Ask a minium of 10 questions**

How does the teacher...

| |
|---|
| Gain attention of the whole class before beginning a lesson. |
| Re-focus attention of individual students whose attention strays. |
| Deals effectively with distractions caused by misbehaving students. |
| Use positive reinforcement as a primary tool to encourage appropriate behavior. |
| Uses appropriate consequences when necessary to discourage inappropriate behavior. |
| Utilize active learning strategies such as collaboration, hands-on experiences, simulations, etc. |
| Re-focus attention of whole class after collaboration discussion, etc. |
| Effectively implement regular classroom routines and procedures to maximize instructional time. |
| Effectively manage transitions to maximize instructional time. |
| Provide directions and feedback to students in developmentally appropriate language. |
| Set clear and reasonable expectations. |

Ask questions about the teacher's:

classroom management plan, discipline, rules, consequences, rewards, and recognition. Formulate questions to ask ahead of time. Ask about the school-wide discipline plan. Also ask how the teacher communicated his/her plan with the principal and parents and how the plan was taught to or developed with/by the students. Ask for a copy of the teacher's daily schedule. Be sure to compare and contrast your interview with what we have discussed in class--does theory move easily into practice? Use Higher Order Thinking Skills as your guide to summary and reflection.

Lesson Plan

The effective teacher knows how to plan and design lessons to help students reach mastery. Write a lesson plan on a subject decided upon by you and be ready to present this plan to the class. This must be a new lesson plan authored by you and not submitted or used before. Your lesson is to be typed and turned in on time. Please share your lesson plan with classmates via Livetext. **Due Date: October 9, 2007**

Student Discipline Web Case Study

Think about a student in your class (if you have a class) or a student you would dread having in your class (if you do not have a class) and write a short paragraph describing that particular student's behavior. Be sure to stress the behavior(s) that student exhibits that you want to make better or eliminate. DO NOT use a real student's name. This will be posted to our Webct discussion.

Then go to <http://www.disciplinehelp.com/teacher/list.cfm?cause=All> and read the behaviors listed. Hopefully one (or more) listed will fit your particular student. Then click on that behavior. It will open to an overview of the behavior. Look to the left side of the page and you should see the words: I. Behavior, II. Effects, III. Actions, IV Mistakes—click and read through each of these to get an understanding of what needs to be done for your student. If you have a class—share the results with us in the discussion. If you do not have a class, share with us what you found out about this student. Post your results in the Webct discussions.

Name of your first post: student description [your last name] i.e. student description meadows
Name of your second post: Findings [your last name] i.e. findings meadows

Due Date: via Webct October 19, 2007

Classroom Management Plan –see last page of syllabus for detailed description. References for Classroom Management Theorists: Charles, chapters 5 and 9 and online

| | |
|--|------------------|
| Lee & Marlene Canter | Fredric Jones |
| Rudolf Dreikurs & Linda Albert | Thomas Gordon |
| Jane Nelsen, Lynn Lott, & H. Stephen Glenn | William Glasser |
| Richard Curwin, Allen Mendler | Barbara Coloroso |
| Spencer Kagan | Alfie Kohn |
| Jacob Kounin | Haim Ginott |

This plan encompasses what you have learned this quarter and how it will apply to your classroom. The requirements are included in this syllabus and will be discussed in class. It is recommended that you work on the plan as we discuss each section. Required: APA format for references, 12pt. font, 1 inch margins, and single-spaced. See rubric for additional information. This is the signature assignment for this course. The plan will be submitted to the instructor via Livetext. **Due Date: November 4, 2007 11:59 p.m. via Livetext** (remember Livetext is 2 hours ahead).

**EDEL 429 Fall 2007
Tentative Course Outline**

| Date | Topics | Assignments/Due Dates |
|-------|--|--|
| 9/11 | Introduction to course, Livetext training, discussion board, What makes a good teacher, parent, student? | Check these out: http://www.vark-learn.com/english/page.asp?p=questionnaire http://www.agelesslearner.com/assess/learningstyle.html http://www.agelesslearner.com/assess/motivationstyle.html How does this help you as a teacher? Would you use these in a class? Readings for 9/18 class: Charles chapters 3, 4 Wong Unit A |
| 9/18 | Social Environment, Physical Environment Learning Styles | Readings for 9/25 class: Charles chapters 5, 7 and Wong Unit B Additional Readings: Motivating Students handout from www.onlineeducator.info |
| 9/25 | Motivation, Professionalism | Due: Interview of a K-6 Teacher--be prepared to share your findings |
| 10/2 | Lesson planning, Instructional strategies, vocabulary development (objectives and assessment) | Bring to class: 2 items http://www.adprima.com/teachmeth.htm and Instructional Objectives handout from onlineeducator.info |
| 10/9 | Procedures and Routines | Due: Lesson Plan Share your Lesson Plan with colleagues on Livetext Readings for 10/16 class: Charles chapters 8,9 and Wong Unit C |
| 10/16 | Discipline | Bring to class the completed Classroom Management Profile http://education.indiana.edu/cas/tt/v1i2/what.html Due: via Webct on 10/19 Student Discipline Case Study |
| 10/23 | Communication | |
| 10/30 | Course wrap-up, PowerPoint presentations, Teaching Video, Student teaching questions | Due: PowerPoint presentations Due: Classroom Management Plan--November 4,2007 11:59 p.m. via Livetext |

Course work will be available for pick-up after November 7, 2007 in the CSUB/COC Interim University Center Office, Room Y-116. **Please do not hesitate to ask for clarification regarding assignments and previous readings and discussions.**

Lesson Plan Format
with thanks to Michelle Peterson

Introduction– “I DO”

Anticipatory Set – assesses prior knowledge, builds background

Direct Teaching/Instruction – active participation

Through– “WE DO” then “YOU DO”

Guided Practice

Checking for Understanding

Independent Practice

Incorporates

Bloom’s Taxonomy

Learning Styles–visual, auditory, kinesthetic

SDAIE Strategies and Multiple Intelligences

Beyond

Assessment – determines what they know and what I need to reteach

Formative : while learning

Informal

Formal

Summative: after learning

Formal

Closure – review and reflection

What should my lesson plan format look like?

Name

Subject:

Grade:

Date and Time:

Standards:

Objectives: (measurable and linked to assessment)

Materials:

Vocabulary: (all curricular areas have essential vocabulary)

Procedures:

Anticipatory Set:

Direct Instruction: **“I DO”**

Active Participation (what will you do to encourage AP?) Informal assessment

SDAIE strategies

Checking for Understanding (how will you do this?) Informal assessment

Guided Practice: **“WE DO”**

Checking for Understanding (how will you do this?) Informal assessment

Independent Practice: **“YOU DO”**

Informal and Formal assessment included here

Accommodations: GATE, EL, Resource

Assessment: (linked to objectives) (What will you Collect/Correct/Turn-in?)

Formative

Summative

Closure:

We will provide a lesson plan template to you for your lesson plan submission.

Classroom Management Plan Requirements

During this class, you will begin to put into place thoughts and ideas regarding classroom management. There is not one best way to manage a class; teachers should be encouraged to study, experience, and develop their own style. Remember that this is probably your first adventure in classroom management. Some of your work will remain with you until you retire, other pieces will be rewritten by the time you finish student teaching. As we as teachers expect our students to grow and develop, so too will you and your plan.

The reason I have asked you to create such a comprehensive written plan is so that you can articulate your ideas and develop a plan based on current teaching theory and practices. Work on the plan as we go through the class. Do not start on it the week before it is due. **In your introduction, set a stage that is indicative of the potential student population that you might be working with if you get a job with your first-choice school district. Include grade level, number of students and boy/girl ratio, ELL and GATE population.** All teaching position/employment interviews get around to managing student learning and this stems from your skill and ability as a classroom manager as well as facilitator of learning.

The Classroom Management Plan encompasses five critical areas of Classroom Management.

- Personal Philosophy of Classroom Management (learning theory, theorists, VARK,...)
- Managing the Physical Environment
- Managing the Classroom Procedures
- Creating the Class Rules
- Managing Communication

Your plan should include: (Please title each section)

1. Introduction
 - school environment and class composition: "Class Picture" (see above)
2. Personal Philosophy of Classroom Management
 - From your reading and class discussions, research a **classroom management model/theory** that most closely matches your learning theory philosophy, beliefs, and current classroom management ideas. Write 3 pages (single spaced) on the model/theory, theorists, the major principles, how it impacts learning, and how you will utilize this model in your instruction. Include references to your teaching style, how will you include special populations, diversity, (what do you believe about teaching and managing the classroom and why?) Incorporate class and web activities on teaching and discipline style.
3. Managing the Physical Environment
 - room arrangement, include a completed map for various activities such as grouping and direct instruction, bulletin board ideas, explain your ideas
4. Managing the Classroom Procedures–2 fold response
 - List and describe the procedures (20) you will have in place to effectively run your classroom, how will you structure lessons, what types of lessons will you use, how will you respond to and provide encouragement for students (motivation), and your planned assessment strategies: in a nut shell – draw a written picture of how your class will function
5. Creating the Classroom Rules
 - how will they be created, write rules for the beginning of the school year, how will you communicate these rules to others
6. Managing Communication
 - how will you communicate with administrators, colleagues, students, and parents regarding positive student progress, student concerns, class situations
 - how will you utilize para-professionals in your classroom: volunteers, teacher assistants, substitutes, etc. Include your **original** first day of school parent letter.

Sample First Day of School Parent Letter

From: Borman, S. & Levine, J. (1997). **Elementary Instruction From Plan to Delivery**
Needham Heights, MA: Allyn & Bacon. Figure 11-16 Sample Parent Letter p. 271

This is the most important letter that you will send as it sets the tone for all other communications for the year. Your beginning of the year parent letter should include several elements.

1. Request that the parents indicate they have read the letter and are in agreement. This can be accomplished by having a portion of the letter that they tear-off, sign, and return to you.
2. A statement welcoming their child into your class.
3. A statement of some general goals for the year.
4. A statement inviting parents to become "partners" with you in their child's education.
5. A statement describing your classroom rules and consequences.

Sample Letter:

Dear Parent,

I want to thank you for the opportunity to have John in my class this year. I think it is important that you have an idea of what I intend to accomplish as his teacher, and what I need from you in order for him to learn and grow in my class. My goals are to:

- Stimulate John's curiosity and encourage him to think critically.
- Help him to broaden his base of knowledge so that he can compete, excel, and make choices in his life.
- Create an environment in which integrity, honesty, and clear communication are present for him and the entire class.
- Help him develop a sense of responsibility for his life and education
- Have the school year be fun and filled with many exciting and rewarding experiences.

Please note that I have used the word HELP a great deal. I cannot accomplish these things on my own. I need your cooperation and teamwork. Together we can have this year really make a difference, not just in his life, but in yours and mine as well.

One area that is critical to my being able to get the job done is behavior. I as a teacher, have the right and responsibility to establish rules and directions that clearly establish the limits of acceptable and unacceptable student behavior. John has the right to a learning environment free from distractions and disruptions. He also has the right to a teacher who will provide him with consistent positive encouragement to motivate him to behave. I intend to provide that. This may include notes and phone calls home when John is doing great work and contributing to the class.

We have developed some simple rules that each child will be expected to follow. They are:

1. Follow directions.
2. Keep hands, feet, and objects to yourself.
3. Listen and don't interrupt when someone else has permission to talk.
4. No running, yelling, or gum chewing in class.
5. Be respectful of others.

Occasionally, a student chooses to break the rules. Here are the daily consequences:

1. Warning
2. 5 minutes after class (or recess)
3. 10 minutes after class (or recess)
4. Call to parents
5. Visit to the principal

Of course, students will not be allowed to abuse their teacher or other students, either physically or verbally, nor will they be allowed to do anything which endangers themselves and others. In the

event that this occurs, the student will be sent directly to the principals office-no warning or time outs.

I certainly don't anticipate having to contact you to discuss a behavior problem with John, but should it be necessary, I will look forward to your partnership in resolving the particular issue in a way that benefits everyone.

Please discuss this plan with John so that you all understand and agree to it. Sign in the space indicated below and return it to me by Friday. Your comments will be greatly appreciated! I need your feedback.

I am always available to you for questions or concerns you might have. Please feel free to contact me. Again, I thank you for the privilege it is to have John in my class, and I look forward to meeting you.

Sincerely,
The Teacher

We have read the above plan and agree to abide by the provisions set forth.

Date

Parent Signature

Student Signature

Comments:

Letter created by Donald Mizock

Do Not Duplicate

Honesty Policy

There are certain forms of conduct that violate the university's policy of academic integrity. **ACADEMIC DISHONESTY (CHEATING)** is a broad category of actions that use fraud and deception to improve a grade or obtain course credit. Academic dishonesty (cheating) is not limited to examination situations alone, but arises whenever students attempt to gain an unearned academic advantage. **PLAGIARISM** is a specific form of academic dishonesty (cheating) which consists of the misuse of published or unpublished works of another by claiming them as one's own. Plagiarism may consist of handing in someone else's work as one's own, copying or purchasing a pre-written composition and claiming it as one's own, using paragraphs, sentences, phrases, words, or ideas written by another without giving appropriate citation or using data/ or statistics compiled by another without giving appropriate citation. Another example of academic dishonesty (cheating) is the **SUBMISSION OF THE SAME OR ESSENTIALLY THE SAME**, paper or other assignment for credit in two different courses without receiving prior approval from the instructors of the affected courses.

Professional Liability Insurance

As of August 1, 2006, the CSU Chancellor's Office of Risk Management is requiring all students in various fields to purchase Professional Liability Insurance at the cost of \$20.00 per academic year. This fee may be paid at the cashier's window or online through Bannerweb.

Accommodations for Disabilities

Santa Clarita Participants-- To request academic accommodations due to a disability, please contact the Office of Services for Students with Disabilities (SSD) as soon as possible. Their office is located in SA 140, and they may be reached at 661-654-3360 (voice), or 661-654-6288 (TDD). If you have an accommodations letter from the SSD Office documenting that you have a disability, please present the letter to me at the first class or before if possible so we can discuss the specific accommodations that you might need in this class.

Rubric for Classroom Management Plan EDEL 429–COC

| Section | Point Value | Total Points |
|--|-------------|--------------|
| <p>Introduction <i>school environment and class composition: set a stage that is indicative of the potential population that you might be working with in your school district. Include grade level, number of students, boy/girl ratio, ELL and GATE population.</i></p> | 5 | |
| <p>Personal Philosophy of Classroom Management <i>Write 3-5 pages on your selected CM model/theory, the major principles, how it impacts learning, and how you will utilize this model in your instruction. Include references to your teaching style, how will you include special populations, diversity, What do you believe about teaching and managing the classroom and why? (If possible reference your philosophy of education)</i></p> | 20 | |
| <p>Managing the Physical Environment <i>Draw a diagram of your classroom arrangement (the use of the total room: floor, bookcase, and wall space included). Please be creative, but practical and realistic with your design. You are to design the physical elements in your project, using the following guidelines: Grade K-3 (20 students) or grades 4-6 (30 students) one teacher desk and chair, one overhead projector, computers—grades K-3 (2 computers) and grades 4-6 (4 computers), one file cabinet, one u-shaped table and one rectangle table, reading corner, interest centers, trash can</i> <i>Explain your rationale for this classroom set up. Explain your bulletin board ideas for the first week of school.</i></p> | 8 | |
| <p>Daily Schedule <i>Daily Schedule for grade level of your choice – be sure to have the correct minutes allotted for each subject (310 minutes for the total instructional day)</i></p> | 5 | |
| <p>Managing Classroom Procedures <i>1. List and describe the procedures (20) you will have in place to effectively run your classroom. 2. In paragraph form, how will you structure lessons, what types of lessons will you use, how will you respond to and provide encouragement for students (motivation), and your planned assessment strategies: in a nut shell – draw a written picture of how your class will function</i></p> | 20 | |
| <p>Creating Classroom Rules <i>How will you create these rules? List your rules and consequences. Explain how you will communicate your plan to: Principal and colleagues– Copy of his/her plan and approval of yours, Parents – How will parents be kept informed regarding student behavior, Student – Explain how you will teach your plan.</i></p> | 10 | |
| <p>Managing Communication <i>How will you communicate with administrators, colleagues, students, and parents regarding positive student progress, student concerns, class situations, How will you utilize para-professionals in your classroom: volunteers, teacher assistants, substitutes, etc (details required)</i></p> | 20 | |
| <p>First Day of School Letter <i>A statement welcoming their child into your class. A statement of some general goals for the year. A statement inviting parents to become “partners” with you in their child’s education. A statement describing your classroom rules and consequences. Request that the parents indicate they have read the letter and are in agreement</i></p> | 12 | |

All submitted work must follow the standards and conventions of the English language. Points will be taken off from each section not meeting these standards. APA format is required, cite sources as necessary. Academic Honesty is expected. Plagiarism will not be tolerated; a grade of “F” will be given. Work for this class must be original and not submitted as an assignment for another class. Include a clean copy of this rubric in your classroom management plan.

Student’s Name _____
 Date of Review: _____ Point Total: _____ Exemplary 90-100 points
 Meets Standards 80-89 points Redo--less than 79 points Resubmit by _____

Rubric for Online Discussions

| Element | Full Points | Half Points | No Points |
|-----------------------|--|--|--|
| Number of posts | At least one substantive post per question and a minimum of two responses to posts of others, but often more. | One post per question and two responses per question At least three posts per question. | One minimal post per question and one response per question Maximum of two posts per question. |
| Netiquette | Respectful and thoughtful posts. Is able to convey opinions without obviously offending colleagues, shows evidence of consideration for colleagues when responding. | Polite, seeks not to offend- attempts to consider colleague's feelings, respondent's skill is developing. Uses emoticons or other means to show feelings when appropriate. | Rarely attempts to show consideration for colleagues feelings. Posts have edge of sharpness. |
| Timeliness | Early initial posts. Substantial evidence of checking back to comment on posts of others. | Generally posted during the time frame with some evidence of checking back. | Posts at end of the time frame; often done on one day. Frequently the posts are in a burst with multiple responses being posted at the same time. |
| Quality—initial posts | Clear, accurate factual information. Focused on the initial question. Post shows evidence of spelling, grammar conventions being used. | Generally accurate factually and generally focused. May be some misspellings and grammar errors that do not detract from the post. | Posts not targeted clearly on the initial question. Information often accurate, but limited in scope. Misspellings and grammar may be a problem. |
| Quality—replies | Responses express an idea clearly and build concepts. They increase the dialogue between participants and provoke thinking. Responses are directly keyed on something said by a colleague. | Responses relate to statements made by colleagues, but do not necessarily carry the discussion forward. Responses may be thoughtful, but do not necessarily provoke more thinking. | Response is short without any specificity. "Nice work" is an example. (While such a comment is fine, it is not a quality reply and would not be counted as an actual "reply".) |

Web Sites

Adprima–Excellent Resource:

<http://www.adprima.com/teachmeth.htm> **Please printout for our discussions**
<http://www.adprima.com/lessons2.htm> Considerations for Instructional Procedures
<http://www.adprima.com/ideamenu.htm> Lesson Planning Resource

Instructional Methods:

<http://www.ascd.org> Association for Supervision and Curriculum Development–rich website for educators
http://edtech.tennessee.edu/%7Ebobannon/instructional_methods.html Good site for reason to plan lessons, how to write objectives and plans
http://members.tripod.com/cynthiasparks/instructional_methods.htm

Classroom Management Theorists:

www.canter.net Lee Canter and Associates
<http://www.fredjones.com/> Fred Jones
<http://www.humboldt.edu/~tha1/canter.html> Canter and Jones comparison
<http://web.csuchico.edu/~ah24/ginnott.htm> Haim Ginnott student created information –good resource
<http://www.kidsareworthit.com/> Barbara Coloroso’s site
<http://www.kaganonline.com/KaganClub/SpencerArticles.html> Spencer Kagan’s articles
http://wik.ed.uiuc.edu/index.php/Dreikurs,_Rudolf Dreikurs and Albert–cooperative discipline
<http://www.disciplineassociates.com/dwd.htm> Discipline with Dignity

Harry Wong

http://www.education-world.com/a_curr/curr161.shtml Interview Q&A
<http://www.glavac.com/harrywong.htm> Summary of H. Wong’s The First Days of School
<http://scied.unl.edu/pages/preser/sec/articles/wonguide.html> Wong To Do List
<http://www.harrywong.com/> Corporate site

General Sites:

<http://www.canteach.ca/elementary/classman2.html> List of rewards
<http://www.honorlevel.com/techniques.xml> Honor System Discipline
<http://www.webenglishteacher.com/discipline.html> Good list of additional links
<http://www.fs.hawaii.edu/edtheorysub.htm> More Education Theory
http://www.responsiveclassroom.org/articlelibrary/everyday_rules.html Every Day Rules
<http://www.responsiveclassroom.org/> Good Site for Positive Classrooms
<http://drwilliampmartin.tripod.com/classm.html> Great list of links for classroom management
<http://www.wm.edu/ttac/articles/challenging/influence.html> Behavior Influence Techniques
<http://www.educationallycorrect.com/Issues/pedagogy.htm> Controversial, but interesting
<http://www.honorlevel.com/techniques.xml> Discipline by Design
<http://www.webenglishteacher.com/discipline.html> Classroom Management and Discipline
<http://drwilliampmartin.tripod.com/classm.html> Classroom Management
<http://www.wm.edu/TTAC/articles/challenging/influence.html> Behavior Influence Techniques
<http://www.teachervision.fen.com/lesson-plans/lesson-6495.html> What I wish I’d Known When I was a New Teacher
<https://www.nea.org/neatoday/0401/cover.html#whatstyle> Discipline Zingers
<https://www.nea.org/neatoday/0504/classroomcool.html> Classroom Cool–appearance of the physical room

My ALL time favorite site <http://www.kathyschrock.net/>