

FLORIDA INTERNATIONAL UNIVERSITY
DEPARTMENT OF CURRICULUM AND INSTRUCTION

ESE 4322C
Secondary Classroom Management (03 Credits)
Department: Curriculum and Instruction
Semester: Fall 2014
Fridays, 7:50 – 10:30
Location: Chemistry & Physics 115

Instructor

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TEXT: *Middle and Secondary Classroom Management* by Carol Simon Weinstein

GRADING CRITERIA: In accordance with University and College of Education policy, the grading system in ESE 4322C and the assignment of letter grades are generally described as:

A = Excellent, competency fully met with clearly superior work throughout the course.

B = Good work, some improvement needed to achieve excellence.

C = Average work, competencies minimally met.

D = Below average work.

F = Failed to meet requirements

Breakdown

100 – 94 = A	82 – 80 = B-	69 – 67 = D+
93 – 90 = A-	79 – 77 = C+	66 – 63 = D
89 – 87 = B+	76 – 73 = C	62 – 60 = D
86 – 83 = B	72 – 70 = C-	Below 60 = F

CONCEPTUAL FRAMEWORK: The College of Education believes *that it is one I in which candidates, faculty, and staff embrace the shared experiences of a diverse, international, and professional learning community.* (Vision Statement of the Conceptual Framework of the College of Education – Revised, 2007). Three major outcomes become the lens through which each program organizes learning experiences and contributes to the vision and aim of the College. These outcomes include: a) Unit Content Outcome: Stewards of the Discipline (Knowledge); b) Unit Process Outcome: Reflective Inquirer (Skills); and c) Unit Dispositions Outcome: Mindful Educator (Dispositions)). The desired performance learning outcomes, or institutional standards of teacher candidates at the initial level are aligned with State and Professional standards (e.g., FEAPS & INTASC).

PURPOSE/RATIONALE OF COURSE: Much of the current educational discourse at the national, state, and local levels focus on the issue of discipline in the public schools. Within this continuing discourse is the recognition that teachers are oftentimes poorly trained in the art of handling disruptive and/or disinterested students, and have little training in how to manage a classroom. A recent survey found that 83% of the beginning teachers nationwide had major problems with student discipline and classroom management. Furthermore, beginning teachers cite student discipline coupled with classroom management as their number one problem during their first year of teaching. In Dade County, teachers who leave in their first three years cite the inability to manage a classroom as the number one reason for leaving the profession. Thus, the reason for this course, which was developed to meet the demands for today's ever changing classroom and provide well-prepared graduates to the public school system.

DESIGN OF COURSE: This course is designed to provide the beginning teacher with both theoretical and practical knowledge necessary to deal with the problems of classroom management within the context of the goals, materials, and teaching strategies that form the secondary classroom. Essentially, this course will assist pre-service and pre-professional secondary teachers manage student behaviors effectively and solve classroom discipline problems. Undergraduate/graduate students enrolled in this course will be exposed to a variety of philosophical positions and operational approaches to classroom management including strategies that successful teachers use to get and keep students on-task and engaged in learning. The strategies are based on extensive school teaching experiences as well as on the findings of numerous studies in learning theory, student motivation, behavior-modification, counseling psychology, violence prevention, group dynamics, student engagement, and classroom procedures and organization. Such strategies will not only be explained, but will be brought to life via a 16 hour field placement requirement and cases drawn from a wide range of realistic secondary classroom situations. Realizing that classroom management cannot be reduced to a set of recipes or a list of "how to's" this course will teach students how to anticipate problems, analyze situations, generate solutions, and make informed decisions that will enhance and facilitate learning in the secondary classroom.

CONTENT KNOWLEDGE/TOPICS COVERED IN COURSE

The focus of this course will be upon the establishment and maintenance of classroom controls that will enable students to learn in a supportive environment, free from distractions and inappropriate behavior. Topics of discussion will include:

- 1) contradictions and special characteristics of the secondary classroom environment including physical elements, procedures, and classroom arrangements that affect learning and safety.
- 2) Steele's Six Functions of a Classroom Environment and how it affects overall student performance behaviorally and academically.
- 3) types and causes of adolescent misbehavior
- 4) creating a climate that promotes fairness
- 5) establishing and maintaining rapport with students and their parents
- 6) establishing and maintaining consistent standards of classroom behavior including appropriate intervention and referral procedures for misbehaving students
- 7) appropriate verbal and non-verbal techniques for modifying and reinforcing student behavior
- 8) strategies for enhancing acceptance, tolerance, and conflict resolution in the secondary classroom
- 9) using instructional time effectively
- 10) effective and efficient procedures
- 11) clerical forms used in MDCPS
- 12) Florida Code of Ethics and Principles of Professional Conduct
- 13) ethical behavior and legal issues in education
- 14) maintaining records including student grades

Performance Outcomes

Demonstrate knowledge of how a classroom layout affects the overall performance of students, both academically and behaviorally.

Understand and be able to apply/adjust the theory and process underlying several systems of classroom organization and management.

Demonstrate an understanding of effective communication strategies to use with both students and parents.

Identify and show mastery of skills associated with creating a classroom that fosters diversity and acceptance of varied cultures and linguistic backgrounds.

Demonstrate understanding of creating a classroom environment that creates a climate of openness, inquiry, and support by practicing strategies of acceptance, tolerance, resolution, and mediation.

Demonstrate understanding of the use of behavioral and procedural rules in order to create an environment conducive to learning.

Demonstrate knowledge/application of the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.

Demonstrate an understanding of the importance of student input into the decision making process and how this process creates an environment that is more conducive to cooperation.

Demonstrate mastery of Cooperative Learning techniques and strategies.

Program Standards – Competencies Covered in Course

This course is aligned with the standards, principles, competencies, and practices of: Florida Educator Accomplished Practices (FEAP) and the Florida Standards for Teachers of English for Speakers of Other Languages (ESOL) endorsement 2010.

Florida Educator Accomplished Practices

The Educator Accomplished Practices. Each effective educator applies the foundational principles through six (6) Educator Accomplished Practices. Each of the practices is clearly defined to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility.

A. Quality of Instruction.

1. *Instructional Design and Lesson Planning.* Applying concepts from human development and learning theories, the effective educator consistently:

- a) Aligns instruction with state-adopted standards at the appropriate level of rigor;
- b) Sequences lessons and concepts to ensure coherence and required prior knowledge;
- c) Designs instruction for students to achieve mastery;
- d) Selects appropriate formative assessments to monitor learning;
- e) Uses diagnostic student data to plan lessons; and
- f) Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

2. *The Learning Environment.* To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:

- a) Organizes, allocates, and manages the resources of time, space, and attention;
- b) Manages individual and class behaviors through a well-planned management System.
- c) Conveys high expectations to all students;

- d) Respects students' cultural linguistic and family background;
- e) Models clear, acceptable oral and written communication skills;
- f) Maintains a climate of openness, inquiry, fairness and support;
- g) Integrates current information and communication technologies;
- h) Adapts the learning environment to accommodate the differing needs and diversity of students; and
- i) Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

3. *Instructional Delivery and Facilitation.* The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

- a) Deliver engaging and challenging lessons;
- b) Deepen and enrich students' understanding through content area literacy strategies,
- c) verbalization of thought, and application of the subject matter;
- d) Identify gaps in students' subject matter knowledge;
- e) Modify instruction to respond to preconceptions or misconceptions;
- f) Relate and integrate the subject matter with other disciplines and life experiences;
- g) Employ higher-order questioning techniques;
- h) Apply varied instructional strategies and resources, including appropriate
- i) technology, to provide comprehensible instruction, and to teach for student understanding;
- j) Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;
- k) Support, encourage, and provide immediate and specific feedback to students to promote student achievement;
- l) Utilize student feedback to monitor instructional needs and to adjust instruction.

4. *Assessment.* The effective educator consistently:

- a) Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;
- b) Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;
- c) Uses a variety of assessment tools to monitor student progress, achievement and learning gains;
- d) Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;
- e) Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and
- f) Applies technology to organize and integrate assessment information.

B. Continuous Improvement, Responsibility and Ethics.

5. *Continuous Professional Improvement.* The effective educator consistently:

- a) Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;
- b) Examines and uses data-informed research to improve instruction and student achievement;
- c) Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;
- d) Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;
- e) Engages in targeted professional growth opportunities and reflective practices; and
- f) Implements knowledge and skills learned in professional development in the teaching and learning process.

6. *Professional Responsibility and Ethical Conduct.* Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C., and fulfills the expected obligations to students, the public and the education profession.

- a) Apply the code of ethics and principles of professional conduct to professional and personal situations.
- b) Identify statutory grounds and procedures for disciplinary action, the penalties that can be imposed by the educational practices commission against a certificate holder, and the appeals process available to the individual.
- c) Apply knowledge of rights, legal responsibilities, and procedures for reporting incidences of abuse, neglect, or signs of other distress.
- d) Identify and apply policies and procedures for the safe, appropriate, and ethical use of technologies.
- e) Determine and apply the appropriate use and maintenance of student's information and records.

Performance Task/Artifact and Rubric

Directions for Task:

Complete a written summary of the case study that was assigned to you including:

- description of the behavior in question
- description of the communication between student and teacher.
- discussion of how the classroom could be altered or modified to correct the behavior
- discussion of specific ethical issues in question
- resolution to the inappropriate behavior demonstrated in the case study.

Rubric for Unit Artifact

Course Objective(s)	<p>1) To understand contradictions and special characteristics of the secondary classroom environment including physical elements, procedures, and classroom arrangements that affect learning and safety.</p> <p>2) To demonstrate knowledge of Steele’s Six Functions of a Classroom Environment and how it affects overall student performance behaviorally and academically.</p> <p>3) To understand types and causes of adolescent misbehavior</p> <p>4) To create a climate that promotes fairness, establishes and maintains rapport with students and their parents</p> <p>5) To demonstrate how to establish and maintain consistent standards of classroom behavior including appropriate intervention and referral procedures for misbehaving Students.</p> <p>6) To understand appropriate verbal and non-verbal techniques for modifying and reinforcing student behavior</p> <p>7) To understand using instructional time effectively</p> <p>8) To demonstrate effective and efficient procedures</p> <p>9) To recognize and understand clerical forms used in MDCPS</p> <p>10) To demonstrate knowledge of the Florida Code of Ethics and Principles of Professional Conduct</p> <p>11) To understand maintaining records including student grades</p>
Accomplished Practices and Indicators	a.1.c, a.2.a, a.2.b, a.2.e, a.2.f, a.2.h, a.3.a, a.3.c, a.3.d, a.3.g, a.3.j

Standards	Mastery VALUE 3	Proficient VALUE 2	Limited VALUE 1
Instructional Design and Lesson Planning FEAP (a).1.c	Candidate in the lesson plan successfully designs instruction for students to achieve mastery in the subject.	Candidate in the lesson plan designs instruction for students to achieve mastery in the subject.	Candidate in the lesson plan fails to design instruction for students to achieve mastery in the subject.
The Learning Environment FEAP (a).2.a	The Candidate successfully organizes, allocates, and manages the resources of time, space, and attention.	The Candidate attempts to organize, allocate, and manage the resources of time, space, and attention, with some success.	The Candidate minimally attempts to organize, allocate, and manage the resources of time, space, and attention.
The Learning Environment FEAP (a).2.b	The Candidate successfully manages individual and class behaviors through a well-planned management system.	The Candidate somewhat manages individual and class behavior through a well-planned management system.	The Candidate does not manage individual and class behavior through a well-planned management system.
The Learning Environment FEAP (a).2.e	The Candidate successfully models clear, acceptable oral and written communication skills.	The Candidate somewhat models clear, acceptable oral and written communication skills.	The Candidate does not model clear, acceptable oral and written communication skills.
The Learning Environment FEAP (a).2.f	The Candidate successfully maintains a climate of openness, inquiry, fairness and support.	The Candidate somewhat maintains a climate of openness, inquiry, fairness and support.	The Candidate does not maintain a climate of openness, inquiry, fairness and support.
The Learning Environment FEAP (a).2.h	The Candidate adapts the learning environment to accommodate the	The Candidate somewhat adapts the learning environment to accommodate the	The Candidate does not adapt the learning environment to accommodate the differing

	differing needs and diversity of students.	differing needs and diversity of students.	needs and diversity of students.
Instructional Delivery and Facilitation FEAP (a).3.a	The Candidate successfully delivers engaging and challenging lessons.	The Candidate somewhat delivers engaging and challenging lessons.	The Candidate does not successfully deliver engaging and challenging lessons.
Instructional Delivery and Facilitation FEAP (a).3.c	The Candidate successfully identifies the gaps in students' subject matter knowledge.	The Candidate somewhat successfully identifies the gaps in students' subject matter knowledge.	The Candidate does not successfully identify the gaps in students' subject matter knowledge.
Instructional Delivery and Facilitation FEAP (a).3.d	The Candidate successfully modifies instruction to respond to preconceptions and misconceptions.	The Candidate somewhat modifies instruction to respond to preconceptions and misconceptions.	The Candidate does not successfully modify instruction to respond to preconceptions and misconceptions.
Instructional Delivery and Facilitation FEAP (a).3.g	The Candidate applied varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding.	The Candidate somewhat applies varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding.	The Candidate does not apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding.
Instructional Delivery and Facilitation FEAP (a).3.j	The Candidate utilizes student feedback to monitor instructional needs and to adjust instruction.	The Candidate somewhat utilizes student feedback to monitor instructional needs and to adjust instruction.	The Candidate does not utilize student feedback to monitor instructional needs and to adjust instruction.

COURSE REQUIREMENTS

Cooperative Learning Activity	10%
Discipline and Procedural Rules	10%
Case Study Presentation	15%
Task Stream Artifact – Case Study #19	20%
Midterm	15%
Final Exam	15%
Pop Quizzes	15%

Learning Experiences

Cooperative Activity

Choose a topic from your own content area, create a cooperative activity and respond to the following questions:

- 1) Explain the activity.
- 2) How will students be assigned to each group?
- 3) What roles will you assign to the group members?
- 4) How will the activity foster positive interdependence amongst group members?
- 5) What forms of individual accountability will you build into the lesson? Must have at least 3 activities.

Discipline and Procedural Rules

Develop a list of 3 discipline and 3 procedural rules relative to your fictional classroom. You will have a total of six rules. For each rule provide:

- ❖ The actual rule
- ❖ A rationale as to why the rule is necessary

The rules will be written as part of a parent/student behavioral contract. This will be your first communication with the parents so you need to introduce yourself, list the rules and consequences for breaking the rules.

Case Study Presentation

With a partner complete an oral presentation on a case study that will be assigned to you. Presentations can be arranged however you and your partner wish.

Task Stream Assignment – Case Study

Thoroughly answer the question to the best of your ability regarding the case study assigned to you. You will either have the case of Ms. Carpenter or Mr. Miller assigned to you. Once I have authorized you to upload your paper, please upload the assignment to your Task stream account. Failure to do so will result in you receiving an F for the course. Once you have correctly uploaded your artifact your will be changed through the Change of Grade process.

Course Procedures and Attendance Requirements

1. Attendance and on time arrival to class is mandatory. Since the course will be interactive and filled with hands-on, in class activities and discussion, students with **three or more absences** will be issued a grade of F.
2. Classroom presentations must be professional in manner. Vocal inflection, eye contact, and movement should be utilized to simulate and maintain the interest of peers. Presentations are to be **delivered and not read.**
3. **Papers must follow standard conventions and college writing. Points will be taken off for spelling, punctuation, and grammatical errors. Written assignments should be double spaced using font style New Times Roman, letter size 12. All written assignments must have a cover page stating the name of the assignment, your name, course number, and date.**

Special Arrangements: If students need special consideration because of a disability, please let the professor know so that the necessary arrangements can be made.

TaskStream Message to Students

This course requires students to use a TaskStream account for uploading critical assignment for the Florida Teacher Certification and other College of Education purposes. Your TaskStream account will be used in many FIU College of Education courses. It also offers you storage space and web folio development for your professional use.

College of Education website at <http://education.fiu.edu/taskstream> provides detailed information and downloadable instructions about:

- How to purchase a new account
- How to enroll into the program/course
- How to upload your artifact
- How to document your field hours

Frequently asked questions (FAQs – including, pricing, technical related issues, help information, etc.)
COE provided training workshop schedule

Once you have a TaskStream account, you will need to self-enroll in an assessment program that houses this course. The program code to self-enroll for this course is _____. (see *Program Code List Fall 2009* at <http://education.fiu.edu/TaskStream>).

Please sign up for an account in the first week of the class.

For help, go to:

TaskStream

800-311-5656

help@taskstream.com

(Monday – Thursday, 8:00 am – 11:00 pm ET

Friday, 8:00 am – 7:00 pm ET)

COE Taskstream Website

<http://education.fiu.edu/taskstream/>

COE IT Department, ZEB 269

305-348-6305

coesupport@fiu.edu

COE Computer Lab, ZEB 165

305-348-6134

Assessment Panel Reviews:

The artifacts you upload onto *Taskstream* may be reviewed by a Panel of Assessment Raters in the College to ensure fairness and consistency in the scoring of the critical assignments. These reviews are required for accreditation purposes. The students' assignments reviewed will have no identifying information so the raters will not know whose students' work they are reviewing. All data aggregated will contain no personal identifying information to ensure confidentiality of students' work.

University Requirements

Academic Misconduct: Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

Misconduct includes:

Cheating – The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not.

Plagiarism – The use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student, who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is guilty of plagiarism.

ESE 4322C, Fall, 2013 – Friday's

August 26 th	Introduction to class, review syllabus Read Chapter 1 and 2
September 2 th	Chapter 1 lecture, Characteristics and Contradictions of the Middle and High School Classroom and Chapter 2 Designing the Physical Environment Read Chapter 4
September 9 th	Chapter 4 lecture, Establishing Norms for Behavior Read Chapter 8 and 9
September 16 th	Chapter 8 lecture, Managing Independent Work and Chapter 9 Managing Group-work Read Chapter 11 <i>Discipline and Procedural Rules Due</i>
September 23 rd	Chapter 11 lecture, Protecting and Restoring Order Read Chapter 5 & 6
September 30 th	Chapter 5 lecture, Working with Families & Chapter 6 lecture, Making the Most of Classroom Time
October 7 th	Midterm
October 14 th	<i>Case Study Presentations- Groups 1, 2, 3, 4, & 5</i>
October 21 st	<i>Case Study Presentations- Groups 6, 7, 8, 9 & 10</i> <i>Task Stream Artifact Due</i> Read Chapter 12 and 13
October 28 th	Chapter 12 lecture, Helping Students with Special Needs and Chapter 13 Preventing and Responding to Violence Read Chapter 7
November 4 th	Chapter 7 lecture, Enhancing Student Motivation
<u>November 11th</u>	<u>Veteran's Day – University Closed</u>
November 18 th	Code of Ethics and Principles of Professional Conduct
November 25 th	Thanksgiving Holiday –
December 2 nd	Final Exam

Secondary Classroom Management

ESE 4322C

Case Studies

Case #1 Swearing

Several students in your first period class casually swear three or four times during the class period. You are not terribly shocked or offended by the swearing as these students are otherwise cooperative in class. Swearing, however, is against school rules.

1. Should you tackle this problem? Give reasons why or why not.
2. How would you go about addressing the problem?
3. If the situation did **not** improve, what consequences would you consider?
4. If the situation improved, what would you do?
5. Why do you think students swear in classroom situations?

Case #2 Talking Back

Todd is a ninth-grade student in your class. Whenever you ask him to do something, he always responds with a hostile or “smart” remark such as “Why should I?” or “How stupid!” or “This is boring!” Any response you give him results in accelerating his hostility as Todd always has to have the final word.

1. Why do you think that students are sometimes hostile and respond like Todd?
2. What is your definition of “talking back?”
3. What would be some acceptable responses to you asking Todd to get started with his assignment?
4. What would be some consequences for continued talking back?
5. Can talking back be considered defiance? At what point?
6. How can you begin to develop positive interactions with Todd?

Case #3 Talking While You Are Talking

You have a problem with your sixth period class’s continual talking while you are giving directions or explanations. You have tried telling students to be quiet and not talk while you are speaking, but within a couple minutes someone else is talking.

1. List some reasons why students might be talking while the teacher is talking?
2. List some ways to tackle this problem?
3. Is talking while you are speaking a serious transgression? Yes or No with explanation?
4. What consequences would you mete out for this transgression?

Case # 4
Failing to Raise Hands

During a typical lecture or class discussion, a few students always end up dominating discussion. In addition, you realize that the most insistent and aggressive students get the most help from you. Thus, you decide to require students to raise their hands before asking for help or contributing to class discussion. Two weeks after requesting students to raise hands before speaking, you are still experiencing the same problem.

1. What factors may be contributing to this problem?
2. Should students always be required to raise their hands before speaking? Explain.
3. What are some ways to respond to this problem?
4. How can you reinforce students to raise their hands?
5. Does requiring students to raise their hands before speaking stifle student spontaneity, and discourage students from participating?

Case #5
Forgetting To Bring Textbooks to Class

Even though some days students don't need their books, more often than not, the text is needed. In the past, you have allowed students who forget their books to read with another student or go their lockers and retrieve their books. Despite daily lectures about being prepared for class, it is becoming apparent that the same students are forgetting their books day in and day out.

1. Why do students fail to bring textbooks to class on a daily basis?
2. Is it fair to the class to allow this behavior to continue?
3. List and explain some things you might do to correct this problem.
4. If the problem persists what are some mild consequences you might recommend?

Case #6
Cheating

While administering a test in your 2nd period class, you notice that Stella has been looking at her neighbor's paper. At first, you aren't sure whether Stella is cheating or not, but as time goes on, it becomes apparent that she is attempting to copy answers.

1. What motivates students to cheat? Discuss some causes for cheating.
2. How can you help students overcome some of the causes listed above?
3. Should you publicly accuse a student of cheating? Why?
4. What are some ways to prevent or dissuade cheating?
5. What are some consequences of a first offense? For further incidences?

Case #7
Threatening To Commit Suicide

Jack has not turned in assignments for the past two weeks and you decide to talk with him about this situation. You tell Jack that you are very concerned about his failure to turn in his work and mention to him that he won't pass your class unless he begins to turn in his work. Jack responds by saying, "I don't care about passing this stupid class! Maybe I'll just kill myself, and then I won't have to mess with this crap anymore!" Before you can respond, Jack rushes out of the room.

1. Should you ignore the student's statement? Why?
2. What are some behaviors that may indicate a student needs some kind of emotional support or assistance?
3. Is there a valid way to assess the seriousness of this treat? If not, what is the responsible course of action for you to take?
4. What are some ways to increase positive interactions with this statement?

Case #8
Feeling Picked On By the Teacher

After telling a student that he needs to stop talking while you are talking or he will have to serve a detention, he responds, "Why are you always on me? Other people in the class talk and you don't say anything about it. Whenever I do the least little thing, you jump down my throat!" This isn't the first time this type of exchange has occurred. Despite treating this student like any other, he continually accuses you of treating him unfairly.

1. List some reasons why a student might accuse a teacher of unfair treatment.
2. Can you objectively evaluate whether you have treated a student unfairly?
3. List some procedures for students to follow when they feel that they are being treated unfairly?
4. Should you ignore Jack?
5. Should there be consequences for Jack's actions?

Case #9
Chewing Gum

Your school has a rule against chewing gum in class. You have informed students that gum chewing is not acceptable in your class. Nonetheless, you still have to spend a great deal of time telling students to dispose of their gum.

1. Is chewing gum something that should be enforced?
2. Why do students chew gum in school?
3. State a mild consequence for chewing gum in your class.
4. What are some future consequences if gum chewing persists?

Case #10
Tipping Back In a Chair

Two students who sit in the back of the room consistently tip their chairs back so that only two of the legs touch the ground. You have told them many times that all four legs should touch the ground. Grumbling, the students place their chairs back in an upright position, but within a few minutes they are right back to tipping their chairs. You don't really want to make a big deal of this problem, but you are interested in getting it resolved.

1. Why might the students be tipping their chairs back?
2. Why is this behavior inappropriate?
3. How can you go about solving this problem?
4. List some consequences for continuation of this behavior?

Case #11
Being Off Task During Independent Seatwork

Each day you give your students ten minutes for independent seat work. They may write in their journals or work on assignments. During this time, students are frequently off task. Some quietly talk or write notes; others sit and do nothing. When you remind the students that they need to remain on task, most of them begin to do so. However, within a few minutes various students once again go off task.

1. Why do students go off task?
2. Should you remind the entire class to get back on task, or direct your attention to just those students who are not on task?
3. How might visual scanning help solve this problem?
4. What sort of consequences should be designed for off task behavior?

Case #12
The Incessant Talker

In almost every class, you have one student who is a chronic talker. This student wants to dominate class discussions. Once called upon, it's almost impossible to get him/her to stop talking. During independent or seat work times, she is always talking to someone, whether they're listening or not. She even talks while you are talking. You have discussed this problem with the student; you have reprimanded her; and you have even tried isolating her: all to no avail.

1. Why is this behavior inappropriate?
2. List some contributing factors that could be the reason why this student is an incessant talker.
3. What are some things that you can do to change the behavior of this student?
4. Establish a hierarchy of consequences for inappropriate or continual talking.

Case #13
The “Wise-cracking” or “Smart Aleck” Student

Chris is bright, talented, witty, and a real pain in the neck. He is always ready with a wisecrack or a joke. He sometimes pulls minor pranks and practical jokes. Most of the time he is really funny, but he often comes very close to getting his laughs at your expense or the expense of other students.

1. List some reasons that Chris may be acting this way.
2. How can you channel Chris’s talent and humor into appropriate classroom behavior?
3. Should you establish mild consequences for this type of behavior or should you deal with it by using your own quick wit and sense of humor?
4. What type of consequences would you use?

Case #14
The Student Who Does Nothing

Jane does not seem to care about anything. She never does any work in class, never completes any homework assignments and never participates in any class discussions. When asked a direct question in class, she may answer or she may just shrug her shoulders. It’s not that she acts out or is disruptive; she just never does anything. She is not interested in grades, and is totally unresponsive to your attempts to give her encouragement or positive feedback.

1. What are some causes that might be contributing to this problem?
2. Discuss some things that you might do to get at the root of this problem?
3. Can Jane’s behavior be classified as defiant?
4. Should you get a counselor involved with Jane?
5. What can you do to help Jane?

Case #15
Violent or Out of Control Behavior

Daniel has just transferred into your class. You have been informed that he has a history of violent and destructive behavior. Though Daniel has been identified as an emotionally disturbed youngster, his Individualized Education Plan (IEP) specifies he should be mainstreamed.

1. What might be some warning signs that Daniel is beginning to lose control?
2. List and discuss some strategies for dealing with Daniel if he happens to become violent or destructive.
3. If necessary, should you attempt to subdue Daniel? Why or why not?
4. What possible consequences would you recommend for violent behavior?
5. How might you assist Daniel in learning to control his violent behavior?

Case #16
Destroying School Property (Vandalism)

You have just noticed two of your students carving their initials into the top of a desk. You ask the students to stop, and they have done so. Even though the desk is a bit beat up and scarred from being abused by other students, your two students have purposely and willfully damaged public property.

1. What are some contributing factors to vandalism?
2. What kind of consequences should you consider?
3. What can you do to get students to stop vandalizing school property?
4. Should you get the counselor involved?

Case #17
Name-Calling

Students frequently get into arguments and minor scuffles. Most of these altercations begin when one student calls another student a derogatory name. A favorite derogatory name is “Ho” (slang for whore).

1. How might you address this problem in your classroom?
2. Should you ignore the problem, since so many students use it?
3. What consequences would you set up to rid your students of name-calling?
4. If the problem persists should you get the counselor involved?

Case #18
Fighting

Everything appears to be going smoothly when all of a sudden a fight between two students breaks out in your classroom.

1. List and explain sequentially what should be done to break up or stop the fight.
2. Who should the fight be reported to?
3. Are there any reports that need to be filed after a fight has taken place?
4. What generally are the consequences for fighting in school?
5. Should you involve the counselor?

Taskstream Case Study

Organizing and Presenting Instruction

Following is a case that describes difficulties a teacher is experiencing with organizing and presenting instruction. After reading the paragraph, decide what strategies would be helpful in overcoming the problem. Analyze both teacher and student behaviors and create a list of many possible solutions or strategies. Be specific and thorough. Explain why these strategies may be beneficial to the students and the teacher. Use the questions below to guide you in your examination of the case study.

Ms. Carpenter

In Mrs. Carpenter's class there always seems to be some students who don't understand presentations or assignments, and who need a lot of re-explanation. While she is lecturing, students continually ask questions about what they should write in their notes. A few students take their time in getting ready for instruction and waste time in moving from one activity to another. When activities do change during the class period, students sometimes delay activities while they sharpen pencils and borrow supplies. When an in-class assignment is made, Ms. Carpenter finds herself answering many questions about information just covered in the lecture. Sometimes she has to re-explain parts of the lesson to the whole class. As a result, there is often not enough time to complete activities before the end of the period. In an attempt to avoid the problems associated with note taking, she decides to write important information on the chalkboard during the lecture.

1. What else can Ms. Carpenter do to increase student understanding?
2. What can she do to increase on task behavior?
3. What strategies can she implement in her classroom?
4. Are there any rules and procedures that need to be implemented?

Case Study Presentations F.I.U.



Name: _____

Date Submitted: _____

Teacher: Prof. Bovo

	Criteria			Points
	3	2	1	
Code of Student Conduct	Code of Student Conduct is reviewed and applied to case.	Code of Students Conduct is reviewed, but not applied to case.	No Code of Student Conduct.	_____
Creativity	Presentation was captivating and showed evidence of in-depth planning. Presentation was original.	Presentation was somewhat captivating and showed some planning. Presentation was somewhat original.	Presentation was not captivating and showed little evidence of planning. No originality.	_____
Eye Contact	Holds attention of entire audience with the use of direct eye contact.	Some eye contact, but not consistent.	No eye contact with audience.	_____
Content	Information presented is accurate and informative.	Information is somewhat accurate and informative. Some mistakes in presentation of the information.	Information presented is not accurate or informative.	_____
Voice/Poise	Use of fluid speech and inflection maintains the interest of the audience.	Voice is sometimes fluid, but with very little inflection.	Consistently uses a monotone voice.	_____
			Total	_____

Teacher Comments: