

THE UNIVERSITY OF GEORGIA
COLLEGE OF EDUCATION

EDUL 6024 – Student Discipline in the Schools
Spring 2008

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Introduction

This course is a study of classroom and schoolwide student management principles based on meta-analyses of related research. It is designed for building administrators, department chairpersons, instructional lead teachers, staff development specialists, curriculum leaders, and central office supervisors and administrators. The purposes include developing knowledge and successful leadership skills in design and implementation of effective student management programs; developing knowledge in research bases related to leadership behavior, goal development, and teachers' actions related to establishing and enforcing rules and procedures, carrying out disciplinary actions, maintaining effective teacher-student relationships, and maintaining an appropriate mental set; developing skills of withitness, emotional objectivity, and active speaking and listening; examining and adjusting local roles and responsibilities; and encouraging on-going research and reading in the field. Learning will focus on an integration of the knowledge base and strategies supporting effective student management. Dr. Blase will assist students as they sharpen the focus on responsibility for professional development, perceive their roles realistically, and prepare to perform effectively.

Objectives

- ✓To develop skills in design and implementation of effective student management programs.
- ✓To develop skills in assisting the instructional growth of teachers.
- ✓To develop an understanding of the challenges of classroom instruction.
- ✓To develop skills for helping teachers deal with diverse students.
- ✓To develop skills for developing a collaborative, problem-solving group.

Dear Student and Colleague,

Welcome to your online course, EDUL 6024, *Student Discipline in the Schools!* In this course you will study the unassailable research in the area of student management, learn how to apply your knowledge, and practice what you have learned; indeed, you may even become a finer teacher as you help others to do the same! You will have a choice of constructing a comparison chart or conducting a professional learning session as your capstone experience for this course. If you have questions, I will be available by email: jblase@uga.edu or phone: (706) 613-8226.

Best wishes to you and yours,
Jo Blase

REQUIRED BOOKS

Required for EDUL 6024:

Marzano, R.J., Marzano, J.S., & Pickering, D.J. (2003). Classroom management that works: Research-based strategies for every teacher. Alexandria, VA: Association for Supervision and Curriculum Development. This book is available new and used from Amazon.com or for purchase at [ascd.org](http://shop.ascd.org/productdisplay.cfm?categoryid=books&productid=103027) or <http://shop.ascd.org/productdisplay.cfm?categoryid=books&productid=103027> cost @\$26

Required for EDUL 6017, 6019, 6020, 6021, 6023, 6024:

For this required book, you may choose to buy either the longer, traditional edition (used 6th or 7th editions are fine) or the brief edition (chapter numbers are the same). Both are available from ablongman.com, Amazon, Borders, or bookstores specializing in textbooks. (The book will be available in e-version in 2007.)

Traditional edition: Glickman, C.D., Gordon, S.P., & Ross-Gordon, J.M. (2007). Supervision and instructional leadership: A developmental approach (7th ed.). Boston: A.B. Longman/Pearson Education. ISBN 0205489532 @\$110 new, hardback only

Brief edition: Glickman, C.D., Gordon, S.P., & Ross-Gordon, J.M. (2005). The basic guide to supervision and instructional leadership. Boston: A.B. Longman/Pearson Education. ISBN 020540443X @\$70 new, paper only

This text's emphasis on school culture, teachers as adult learners, developmental leadership, democratic education, and collegial supervision has helped redefine the meaning of supervision and instructional leadership for both scholars and practitioners. The book places instructional leadership and school improvement within a community and societal context; provides examples of direct assistance, professional development, and action research; addresses hot issues such as school improvement, constructivist teaching, professional development, Chaos Theory, and state-mandated standards.


NOTE: Lessons 1-2 are for your own learning and practice. Turn in ONLY the Capstone Assignment, as specified below.

Lesson #1: What is classroom management?

Classroom management is a gestalt, dependent upon several interdependent components: (1) an engaging curriculum; (2) working with anger, projection, and depression; (3) students as responsible citizens; (4) the teacher as a self-knowing model; (5) classroom management skills; (6) working with resistance, conflict, and


stress; and (7) robust instruction. If even one of these components is neglected, the whole process is compromised. Compromise results in the need for discipline.

Source: Adapted from Folder 3, "Developing a Classroom Management Repertoire," by J. R. Hanson, 1998, Classroom Management: An ASCD Professional Inquiry Kit, Alexandria, VA: Association for Supervision and Curriculum Development.


 Visit the Association for Supervision and Curriculum' website (ascd.org), go to the "Education Topics: Classroom Management" section at <http://www.ascd.org/portal/site/ascd/menuitem.88364041571f36bbbf3ffdb62108a0c/> Either read or listen to the videos of (1) Rheta DeVries answering questions on classroom management and (2) Practitioners sharing their views on classroom management.

Lesson #2: What does the best research tell us about classroom and schoolwide student management? What is the knowledge base?

It's a fact that effectively managed classrooms can make a huge difference on students' achievement gains--potentially as much as 20 percentile points. What hasn't been clear is what teachers actually DO to create effectively managed classrooms. The required Marzano et al. book draws from more than 100 studies of classroom management to explain the four most important general components of effective classroom management and their impact on student engagement and achievement.

 Read the Marzano et al. (required) book.

Based on the sophisticated meta-analysis of research on school-, teacher-, and student-level variables that affect student achievement (you may recall this from your EDUL 6020 class syllabus, referred to as Marzano, 2000, A new era...[FREE download] or Marzano, 2003, What works in schools...[book available from ASCD]) the authors now describe and apply this knowledge in the area of student and schoolwide student management, or discipline. The authors describe the action steps educators need to take to establish rules and procedures, use effective disciplinary interventions, build positive student-teacher relationships, and develop a sound mental set to get through the most difficult situations. Real classroom stories illustrate how to get every class off to a good start, involve students in classroom management, and develop effective schoolwide management policies. This book provides practical strategies, based on research, for establishing rules, procedures, and disciplinary interventions. Key ideas covered include establishing an orderly environment, supporting policies that articulate rules and codes of behavior, implementing thoughtful prevention of disruptions, and consistent enforcement. Discussion of teacher-student relationships and management on the school level is provided.

 Download the FREE *power point program* based on this research-based approach to classroom management, with many examples. <http://www.marzanoandassociates.com/html/resources.htm#powerpoint> (see classroom management)

CAPSTONE ASSIGNMENT (Choose one)

☛ Apply what you have learned about the student management factor, which strongly influences student achievement. Devise and submit a comparison chart (1-2 pages): On the left side, list several effective and ineffective features of your classroom and/or school's student management system. On the right side, list changes (borne out by the research you have studied) that would improve student management (for example, minimizing interruptions, professional development for teachers about group work, clarifying learning goals, increasing teacher withitness).

OR

☛ Alternative Assignment (if you prefer). Conduct a professional learning seminar with at least 5 colleagues based on the research in Classroom Management That Works (you can use the free power points!). Submit your agenda and a report of your participants' responses to the session (2-3 pages).

☛ E-mail or Ground mail your capstone assignment (E-mail: jblase@uga.edu; ground mail: Dr. Jo Blase, 121 Hickory Pointe Drive, Athens, GA 30605) to **arrive no later than the last week of the session [so mail by approximately one week before the end of the current session]**. *Don't worry or inquire about my receipt of the paper; if I am missing any papers at grading time, I will contact you personally.*

☞ I sincerely hope this course has provided you with critical knowledge and helpful practice in leadership behaviors that produce effective classroom and school-wide student management systems. I would love to hear from you in the future!

Jo Blase

6/07

OPTIONAL: USEFUL BOOKS FOR YOUR PROFESSIONAL LEADERSHIP LIBRARY AND COURSEWORK

- Acheson, K. A., & Gall, M. D. (1992). *Techniques in the clinical supervision of teachers: Preservice and inservice applications* (3rd ed.). White Plains, NY: Longman.
- Blase, J., & Blase, J. (2006). *Teachers bringing out the best in teachers: A guide to peer consultation for administrators and teachers*. Thousand Oaks, CA: Corwin.
- Blase, J., & Blase, J. (2004). *Handbook of instructional leadership* (2nd ed.). Thousand Oaks, CA: Corwin.
- Calhoun, E. F. (1994). *How to use action research in the self-renewing school*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Danielson, C. (1996). *Enhancing professional practice: A framework for teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Joyce, B. & Calhoun, E. (1996). *Creating learning experiences: The role of instructional theory and research*. Alexandria, VA: ASCD.
- Joyce, B., & Showers, B. (1998). *Student achievement through staff development* (3^d ed.). White Plains, NY: Longman.
- Joyce, B., Weil, M., & Calhoun, E. (2000). *Models of teaching* (6th ed.). Needham Heights, MA: Allyn and Bacon.
- Sullivan, S., & Glanz, J. (2005). *Supervision that improves teaching: Strategies and Techniques*. Thousand Oaks, CA: Corwin.

Office Hours: By appointment. E-mail correspondence and telephone conversations are welcome.

General Information

As with all graduate level work, material submitted by students will be evaluated for completeness, appropriateness, creativity, and cohesiveness. The focus of any activity, discussion, and course assignment should derive from an educational leadership perspective. Clarity of writing and grammar will be considered in evaluation. Language used throughout this course should reflect sensitivity to issues of socioeconomic level, race, culture, gender, sexual orientation, special learning factors, etc. All work must be in APA format when appropriate; a 12-point font, one-inch margins, and double spacing are preferred but not necessary. Feel free to discuss any questions or concerns about the course assignments prior to the due date. If you have special needs, please discuss them with me as soon as possible.

Diversity Statement

Issues related to student diversity will be addressed in each of the courses in the Educational Leadership Program. This specifically means that issues related to differences in individuals and groups will be discussed. These include: concerns with the cultural backgrounds of learners, concerns with multiple learning styles and competencies of learners, and concerns with the variation in contexts from which learners come and in which schooling occurs. It is our understanding that differences in contexts result in differences in how parents, educators, and students view the world. Unless educators understand these differences and create programs that build on these differences, learners may be placed at risk of failure simply because of their differences. We believe that a respectful concern for diversity must be at the heart of every school leader's effort to improve "the opportunity to learn" for all students and adults. We will stress diversity issues and their significance in relationship to school leadership.

A Culture of Honesty

Per the UGA Honor Code and Academic Honesty Policy, all academic work must meet the standards contained in "A Culture of Honesty" All students are responsible for informing themselves about those standards before performing any academic work.