Content Analysis and Unit Goals

<u>Course Units</u>

I. Using assessment

A. Unit one-classroom management

1. What's classroom management?

2. Main domains of classroom management

B. Unit two-using assessment

4. The scope and range of classroom management assessment?

5. Purpose of classroom management assessment

6. How to use assessment for classroom management?

II. Classroom Structure

D. Unit three – classroom structure

1. Classroom structure

2. Criteria for strong classroom structure

3. How structure effects your instruction

E. Unit four- assessing your classroom structure

4. How do you assess your structure?

5. Why should we assess our structure?

6. Classroom structure assessment tools

III. Building rapport with students and parents

F. Unit five-communication before school for preparing

1. Importance of communication before school

2. Various organized information of communication to the students and parents

3. Major delivery means of information

G. Unit six-communication during school for monitoring

4. Effects of successive communication to instruction

5. A well-communicated lesson instruction plan

6. Types of problem behavior

7. Determining the time of producing communication

8. Methods of addressing problem behavior

9. Methods of communicating problem behavior

H. Unit seven-communication after school for checking

10. Importance of tracking communication after school

11. Organized feedback information about problem behavior

12. Making parent-teacher conference to work for students

13. Summary report on classroom management

IV. Making learning Relevant and fun for diverse learners

I. Unit eight – Getting to know your diverse learners to make lessons relevant

1. Importance of rapport with diverse learners

2. Tools to "Get to know" your diverse learners

3. Using what you've learned in your instruction

J. Unit nine – Building relevant lesson plans

4. What is relevant to diverse learners?

5. Strategies to create relevant lesson plans

6. Develop relevant lesson plans and standard course of study together

K. Unit ten – Implementing relevant lesson plans into you classroom

7. What are common strategies?

8. How to implement these lesson plans

L. Unit eleven – Assessment of relevant lesson plans

9. Review assessment tools

10. Create assessment for relevant lesson plans

V. Remaining consistent within the classroom

1. Importance of consistency

2. Purpose of consistency

3. Strategies of making consistency

4. Evaluation of consistency

Unit goals

A. Unit one-classroom management

1. The teacher will be able to describe classroom management and list major domains of classroom management. (Verbal Information)

B. Unit two-using assessment

2. The teacher will state purpose and scope of classroom management assessment. (Verbal Information)

3. The teacher will participate in discussion about effects of assessment on successful classroom management. (Attitude)

4. The teacher will be able to adopt assessment strategies for his current classroom management. (Cognitive Strategies)

5. The teacher will be able to write an assessment report for classroom management according to given case or this own cases. (Intellectual Skills- Problem Solving)

6. The teacher will be able to analyze how classroom management assessment relates to subsequent classroom management. (Intellectual Skills-Problem Solving)

D. Unit three – Classroom Structure

1. The teacher will design a structured class based on their current setting that demonstrates classroom flow (intellectual skills-Problem Solving)

2. Using their classroom design, the teacher will list the criteria related to a strong classroom structure (verbal information)

3. The teacher will demonstrate discussing how classroom structure effects overall instruction within the classroom. (Intellectual skills-Rule)

E. Unit four – Assessing your classroom structure

1. The teacher will list and describe assessment tools they currently are using in their classes. (Verbal Information)

2. Given case studies, teachers will create appropriate assessment tools for cases. (Intellectual skills-Problem Solving)

3. The teacher will develop an assessment plan for their classroom. (Intellectual skills-Problem Solving)

Unit five-communication before school for preparing

1. The teacher will explain importance of communication before school. (Verbal Information)

2. The teacher will be able to demonstrate selecting appropriate communication skills according to type of information. (Intellectual Skills-Rules)

3. The teacher will be able to generate an effective communication plan for students and parents. (Intellectual Skills- Problem Solving)

G. Unit six-communication during school for monitoring

1. The teacher will be able to state influence of communication skills on solution of problem behavior during instruction. (Verbal Information)

2. The teacher will be able to develop a well-communicated lesson instruction plan on the basis of communication information before school. (Intellectual Skills-Problem Solving)

3. The teacher will be able to apply appropriate method of addressing problem behavior when problem occurs. (Intellectual Skills-Rules)

4. The teacher will adopt classroom management strategies by analyzing problem behavior and the reason of problem behavior emerging. (Cognitive Strategies)

5. The teacher will demonstrate applying appropriate classroom management tips to control his class. (Intellectual Skills-Rules)

6. The teacher will be able to develop an effective solution for problem behavior in class. (Intellectual Skills-Problem Solving)

H. Unit seven-communication after school for checking

1. The teacher will explain importance of tracking communication and parent-teacher conference to work for students after school to successful classroom management. (Verbal Information)

2. The teacher will generate an analysis of a specific problem behavior and on the basis of the analysis propose a solution using principles of feedback regarding how to control the problem behavior. (Intellectual Skills-Problem Solving)

3. The teacher will be able to originate a well communicated parent-teacher conference reference to problem behavior of child. (Cognitive Strategy)

4. The teacher will generate a well-communicated summary report on classroom management for communicating and discussing among teachers, students, and parents. (Intellectual Skills-Problem Solving)

I. Unit eight – Getting to know your diverse learners to make lessons relevant

1. The teacher will like to show always-smiling face and nice attitude to every student. (Attitude)

2. The teacher will create a table for student learning styles and characteristics by collecting data and observation. (Intellectual Skills-Problem Solving)

3. The teachers will develop appropriate interaction strategies for his students. (Intellectual skills-Problem Solving)

J. Unit nine – Building relevant lesson plans

1. The teacher will describe common problems happened to diverse learners in practical instruction. (Verbal information)

2. Given lesson plans, the teacher will point out the strength and weakness with reasonable explanation. (Intellectual Skills-Rule)

3. Given students and relevant context, the teacher will produce a lesson plan that suits diverse learners. (Intellectual Skills-Problem Solving)

K. Unit ten – Implementing relevant lesson plans into you classroom

1. The teacher will explain common strategies of implementing lesson plan including condition, context, and scope. (Verbal information)

2. The teacher will use regular implementation strategies critically in their instructional practice. (Cognitive strategy)

3. The teacher will integrate effectively lesson plan into the classroom instruction. (Intellectual Skills-Problem Solving)

L. Unit eleven – Assessment of relevant lesson plans

1. The teacher will demonstrate comparing and contrasting existing assessment tools. (Intellectual Skills-Rule)

2. Given lesson plans, the teacher will create appropriate and effective assessment tools. (Intellectual Skills-Problem Solving)

M. Unit twelve - Remaining consistency within the classroom

1. The teacher will state importance and purpose of keeping consistency within the classroom. (Verbal Information)
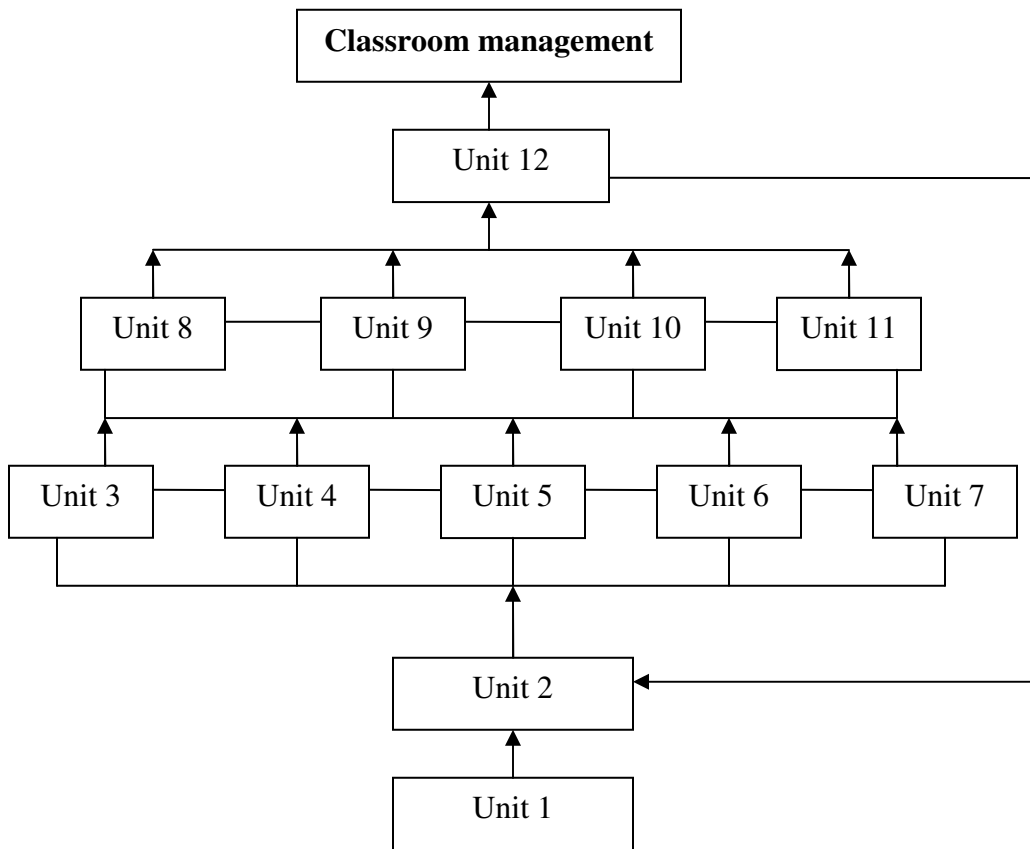
2. The teacher will choose to take his own examples in class as models for discussion and comment among the teachers. (Attitude)

3. The teacher will apply appropriate strategies to keep consistency within the classroom. (Intellectual Skills- Problem Solving)

4. The teacher will demonstrate evaluating consistency within the classroom. (Intellectual Skills- Rules)

Topical Hierarchy

Classroom management for beginning teachers

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                    Classroom management
                            ↑
                          Unit 12 ──────────────┐
                            ↑                    │
        ┌──────────┬────────┴──────┬──────────┐  │
     Unit 8 ──── Unit 9 ──── Unit 10 ──── Unit 11 │
        │          │          │          │        │
   ┌────┴───┬──────┴───┬──────┴───┬──────┴────┐   │
 Unit 3 ── Unit 4 ── Unit 5 ── Unit 6 ── Unit 7   │
   │          │          │          │        │    │
   └──────────┴─────┐  Unit 2 ◄──────┴────────┴────┘
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                  Unit 1
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Narrative Rational

The individual units are grouped into five focus areas: Classroom Structure, Using Assessment, Building Rapport with Students and Parents, Making Learning Relevant and Fun for Diverse Learners, and Remaining Consistent within the Classroom. Each focus area builds on one another. Through self-assessment, the learners become more aware of their strengths and weaknesses as each unit progresses. The self-assessments lead our learners to gain confidence and become more comfortable in making instructional decisions that will affect their classroom setting, assessments and communication with their students and parents.

The first two focus areas set a foundation for the other three. The first three units focus on defining and assessing ones current use of classroom management. Learning to utilize classroom assessment appropriately is a challenging skill, by utilizing assessment correctly the learner's instructional goals become more clear and obtainable to their students.

Focus area two, Classroom Structure is an under rated piece of classroom management. This area contains two units dedicated to defining and self assessing classroom structure. Once a teacher learns the strategies necessary to self assess and modify their current structure, students will demonstrate an overall higher success rate. If there is no flow to your class, organization or consistent structure the students will read that and take full advantage of the weaknesses.

The final three focus areas are extremely important to our learners to reflect upon. Achieving rapport with our students and parents is an ongoing task. In this unit teachers will learn and discuss strategies to build rapport, keep communication lines open and utilize this information to predict possible behaviors or adjust the students' assignments. We as educators must build and maintain rapport in order to gain the trust and feedback that we need in order to maintain relevant instruction. In order to be successful, our instruction must be relevant to the students. We gain our information through our rapport to help guide our students' progress with relevant lessons and projects, especially in a diverse setting. This unit will allow teachers to discuss relevance, past strategies that have been successful and will receive new strategies for their future planning. The final unit, Remaining Consistent in the Classroom is the key to pulling classroom management together. This unit will lead the teachers into reflecting upon times when they were not consistent and the effects it had on their class. Students will sense the slightest flaw in your instruction or structure. In order to maintain the students respect and trust we must be consistent with our instruction, discipline and overall dealings with our students. This is a giant task.

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