William Paterson University  
College of Education  
Department of Elementary and Early Childhood Education  

Theme: Preparing Inquiring educators: Knowledge, Understanding, and Application  

Course of Study  

1. **Course Title and # of Credits:** CIEE 399 Strategies of Effective Classroom Management  
   (2 credits)  

2. **Course Description:** This online course will focus on the fundamentals of organizing and managing the elementary classroom. This class will present theories and strategies for establishing environments for learning based on the cognitive, physical, emotional and social needs of students. The course will address the challenges facing classrooms in the 21st century. Students will discuss and plan for topics such as planning the learning environment, addressing the teacher’s role in developing relationships with students and families; creating learning environments that integrate differentiated instruction; and preparing environments for students with diverse cognitive, psychomotor, affective and social needs.  

3. **Pre-Requisites:** Anthropology 202; CIED 203  

4. **Course Objectives:**  
   Upon completion of the course, students will be able to  
   1. develop a system for communicating with parents.  
   2. identify an approach to address the socio-emotional needs of students.  
   3. develop a classroom layout.  
   4. develop a model for classroom discipline.  
   5. plan for classroom routines and transitions.  
   6. develop a plan to address bullying.  

5. **Student Learning Outcomes:**  
   1. Develop a Classroom Management Program based on research and effective strategies that includes a(n)  
      a. System for parent communication  
      b. Approach that addresses the socio-emotional needs of students and promotes independence and student empowerment  
      c. Classroom layout  
      d. Discipline model  
      e. Plan of routines and/or transition activities for the following classroom situations:  
         i. Beginning of day  
         ii. Students’ return to classroom from Music, Art, Gym, Lunch  
         iii. Students’ return from pull-out instruction (Resource Room)  
         iv. Moving from whole group to small group work
v. Moving from small group work to independent work
vi. Students’ completion of work
vii. Students’ duration and return from absence (sickness, vacation, suspension)
viii. End of day
ix. Plan for substitute teachers
f. Comprehensive strategy to address bullying

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>NJ Teaching Standards</th>
<th>ACEI Standard</th>
<th>NJCCC Standards</th>
<th>NAEYC Standards</th>
<th>WPU Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Classroom Management Program</td>
<td>Standard 2 Standard 3 Standard 6 Standard 7 Standard 9</td>
<td>Standard 1.0 Standard 5.2</td>
<td>N/A</td>
<td>Standard 1 Standard 2</td>
<td>1,4,5,7,8,13,14,15,18</td>
</tr>
</tbody>
</table>

6. **Course Content:**

1. **Designing the Physical Environment**
   a. The Classroom Setting
   b. The Teacher as Environmental Designer

2. **Setting the Tone: Building Safer, More Caring Classrooms**
   a. Ways of Showing Care and Respect
   b. Building Caring Relationships among Students

3. **Understanding the Socio-Emotional Needs of Students**
   a. Building Independence
   b. Producing Empowered Students
   c. Understanding Students’ Negative Behaviors

4. **Establishing Norms for Behavior**
   a. Research on Effective Classroom Management
   b. Defining Expectations for Behavior
   c. Examining Various Models of Discipline
   d. Principles for Dealing with Inappropriate Behavior
   e. Dealing with Minor, Serious and Chronic Misbehavior

5. **Building Relationships with Families**
   a. Increasing Family-Teacher Cooperation
   b. Fostering Collaboration between Families and Schools

6. **Making the Most of Classroom Time**
   a. Increasing Opportunities to Learn
   b. Developing a system of routines and transitional strategies

7. **Enhancing Students’ Motivation**
   a. Strategies for Increasing Expectations of Success
   b. Enhancing the Value of the Task
c. Motivating Underachieving and Disaffected Students

8. Integrating Strategies to Differentiate Learning
   a. Creating Opportunities for Flexible Grouping
   b. Integrating Alternate Forms of Assessment

9. Building an Inclusive Classroom
   a. Helping Children with Disabilities and Attention Deficit
   b. Helping Children Who Are English Language Learners
   c. Helping At-Risk Children

10. Addressing Bullying
    a. Understanding the Dynamics of Bullying
    b. Strategies for Preventing Violence
    c. Responding to Violence

7. Teaching/Learning Methods:
   a. Assigned readings
   b. On-line discussions (Virtual Classroom and Discussion Boards)
   c. On-line presentations
   d. Real world, case studies
   e. Individual projects
   f. On-line videos

8. Assessment
   1. Student Learning Outcome: Quality of individual elements of Classroom Management Program in Portfolio format

9. Suggested Text:


11. Department Approval Date:

12. Revised by:

13. Department Revision Approval Date:

14. Bibliography:


