Department: Education
Course: Classroom Management
Time Period: 2018 – 2019 | Semester 1

Assignment #2 - INDIVIDUAL
Due: Friday October 26, 2018

You have been hired to assist Miss Brown in the creation of Classroom Management solutions for her secondary class. Below is a case indicating the challenges faced by her.

Miss Brown is a teacher at a secondary school. For this new school year, she has been assigned to work with students in the upper secondary grades. She has been facilitating them for the past three weeks. In an effort to monitor her class, she keeps a daily journal in which she records her observations of learners. She has noted that a group of five (5) students from her grade 10 Class are consistently late for her 8 a.m. class. These same students are late for the class she has with them after their 11 a.m. break period. She has told them that they need to be at class early, however their behaviour has not improved.

During the class, students form groups and engage in chatter. Based on the teacher's observation, the chatter is unrelated to the lesson and when questions were asked, these students were unable to respond correctly. When students were asked to stop talking, they did, but only for a short period of time.

Miss Brown consistently gives students paper and pencil tests. She now realises that the data from her grade book shows that 80% percent of her students are receiving grades below the 50% pass mark as indicated by the school. She however, is not very concerned about this as the school always receives students with low GSAT passes and the CXC passes at the school have historically been low.

There is one student in the class in particular who is frequently absent and whenever he is present he is frequently in fights with his classmates. These fights usually begin after students are settled and left to complete independent work. Ms Brown breathes a sigh of relief whenever he is absent and feels anxious whenever he is in class. Ms Brown is very frustrated; she speaks to the students constantly about their performance and conduct. She sometimes raises her voice at them and resorts to embarrassing them, but even this does not work. She is often frustrated and depressed after classes have ended.

CLASSROOM INTERVENTION PLAN

Develop a classroom plan for Miss Brown. This plan should be documented in a manual, 10–12 pages, Times New Roman, double-spaced, which:

a. Provides an overview of the assigned theory.   **(5 marks)**

b. Clearly states and describes four misbehaviours being faced by Miss Brown and uses

   the theory to justify a possible cause of each misbehaviour.   **(10 marks)**

c. Using two reasons, justify the management model that would be used to support the

   use of the assigned theory in Miss Brown's Class.   **(6 marks)**

d. Provides a detailed description indicating how three tenets of the assigned

   theory could be applied to solve an issue/s in Miss Brown's class. **(12 marks)**

Language and Organization **4 marks**
References **3 marks**

Theories
- William Glasser- Model of Rational Choice
- B.F. Skinner- Behaviour Modification theory
- Rudolf Dreikurs'- theory of Logical Consequences
- Lee and Marlene Canter- Assertive Discipline Model

Management Model
- The Student-Directed (Cognitive Intrinsic motivation)
- Collaborative Management Model
- The Teacher-Directed Model (Behaviorist External motivation)

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Rubric				
Overview	**5 marks**	**3 – 4 marks**	**1 – 2 marks**	**0 – 0.5 mark**
	Discussion provides a clear overview. The tenets of the theory are clearly shared.	*Discussion provides a satisfactory overview of the theory. There is need for greater depth and clarity in some areas.*	*Discussion provides a partial overview of the theory. Many tenets are either omitted or inaccurate.*	*Discussion provides an erroneous overview of the theory. Arguments are unclear and unconvincing or no arguments made.*
Identification of situations	**10 marks**	**7 – 9 marks**	**4 – 6 marks**	**1 – 3 marks**
	Accurate identification and description of <u>four</u> misbehaviours. *Theory is used to justify a cause of each.*	*Accurate identification and description of <u>three</u> misbehaviours.* *Theory is used to justify a cause of each.*	*Accurate identification and description of <u>two</u> misbehaviours.* *Theory is used to justify a cause of each.*	*Accurate identification and description of <u>one</u> misbehaviours.* *Theory is used to justify the cause.*
Management Model	**6 marks**	**4 – 5 marks**	**2 – 3 marks**	**0 – 1 mark**
	Management model is effectively justified using two reasons. Justifications are clearly aligned to the theory	*Management model is justified using two reasons. Justifications are aligned to the theory. There are issues in relation to depth and clarity.*	*Management model is effectively justified using one reason. Justification is clearly aligned to the theory*	*Some effort made to justify the management model. Arguments are general and are not closely aligned to the theory.*
Action Plan	**10 – 12 marks**	**5 – 9 marks**	**4 – 7 marks**	**0 – 3 marks**
	The plan provides four appropriate solutions that are based on the tenets of the selected theory. Exploration is done with depth and clarity.	*The plan provides two to three appropriate solutions that partially address the problem. Solutions are based on the tenets of the selected theory.*	*The plan provides one to two appropriate solutions that partially address the problem. Solutions are somewhat based on the tenets of the selected theory.*	*Some effort has been made to address the task, however there is digression from the task in most areas.*

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	4 marks	3 marks	2 marks	0 – 1 mark
Language and Organization	*Language errors are negligible and do not detract from the overall quality of the work. Work is well organized.*	*Document has no more than eight (8) language errors. There is evidence of proper organization of ideas.*	*Document has more than nine (9) but less than fifteen (15) language errors. Work is satisfactorily organized.*	*Document has more than fifteen (15) language errors detracting from the overall quality. Work needed better organization of ideas.*
	3 marks	**2marks**	**1 mark**	**0 - 0.5 mark**
References	*At least four accurate in-text citations are provided. An accurate reference page is provided using the APA Style.*	*Two or three accurate in-text citations are provided. An accurate reference page is provided using the APA Style.*	*One accurate in-text citations are provided. An accurate reference page is provided using the APA Style.*	*There is very limited evidence of research.* ***OR*** *In-text citations are evident but no reference page is provided.*

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For the theory selected, ensure that the overview addresses the following areas:

- **William Glasser- Model of Rational Choice**
  - Explain the central focus of the theory.
  - Discuss the five (5) central teachings/tenets of the theory.
  - Explore eight principles in the creation of a quality classroom.
  - Discuss the three ultimate goals of The Choice Theory.

- **B.F. Skinner- Behaviour Modification theory**
  - Explain the central focus of the theory.
  - Discuss the relationship between the antecedent, the behaviour and the consequences.
  - Differentiate among the concepts: negative reinforcement, positive reinforcement, positive punishment and negative punishment.
  - Explains the following types of rewards: concrete, activity, exemption and social.
  - Explore the term reinforcement schedule as indicated by the theory. Differentiate among the following concepts: *fixed interval reinforcement, variable interval reinforcement, fixed ratio reinforcement and variable ratio reinforcement.*

- **Rudolf Dreikurs'- theory of Logical Consequences**
  - Discuss the three points teachers need to consider in relation to the use of Logical Consequences.
  - Critically assess the four mistaken goals that cause students' misbehaviours.
  - Differentiate between natural and logical consequences.
  - Explain six (6) features of logical consequences.
  - Explain the five (5) 'Rs' in relation to logical consequences.

- **Lee and Marlene Canter- Assertive Discipline Model**
  - Explain the central focus of the theory being explored.
  - Discuss the nine (9) central teachings/tenets of the theory.
  - Explain the concept of 'discipline hierarchy'?