



LECTURE PROGRAM

SUBJECT
CLASSROOM MANAGEMENT

CONTENT
SYLLABUS
SEMESTER LECTURE PLAN
LECTURE AGENDA
WORKSHEET
HANDOUT
EXAM PAPERS

BY
NI WAYAN SURYA MAHAYANTI, S.PD., M.PD.

ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGE AND ART
GANESHA UNIVERSITY OF EDUCATION
AUGUST, 2015



**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGE AND ART
GANESHA UNIVERSITY OF EDUCATION**

Syllabus

| | |
|---------------|--|
| SUBJECT | : CLASSROOM MANAGEMENT |
| CREDITS/HOURS | : 2/2 |
| SEMESTER | : V |
| ACADEMIC YEAR | : 2015/2016 |
| LECTURER | : NI WAYAN SURYA MAHAYANTI, S.PD., M.PD. |

**ENGLISH EDUCATION DEPARTMENT
2015**

Syllabus

A. Identity

Subject : CLASSROOM MANAGEMENT
 Course Groups : 1

Credits/Hours : 2/2
 Semester : V

B. Standard Competency

After learning, students are expected to gain **knowledge of**:

- a. How good classroom management leads to more effective curriculum and instruction;
- b. How good teaching leads to good classroom management;
- c. Why it is important to foster an intellectually and emotionally safe environment for students;
- d. How addressing multiple intelligences impacts classroom climate, affects student behavior, and facilitates learning;
- e. What appropriate ways to handle minor and serious disruptions and behavior problems in the classroom are; and
- f. How to integrate special needs students into the classroom

C. Description

| Basic Competency | Learning Material | Learning Experience | Time Allotment | Learning Sources | Indicator | Assessment | | |
|---|--|---|----------------|---|---|----------------|-------|------------|
| | | | | | | Type | Form | Instrument |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 1. Explain the interconnectedness of curriculum, instruction, assessment and their effect on classroom management | ✓ Creating an effective learning environment ✓ Setting standards for classroom behavior | 1.1 Link research to practice when analyzing student behavior problems 1.2 Summarize the connection between effective teaching and classroom | 200 minutes | a. Barnes, R. (2006). Primary Classroom Management. London: Sage Publications Inc. | a. To be competent in linking research to practice when analyzing student behavior problems | Classroom test | Essay | Quizzes |

| | | | | | | | | |
|---|---|--|--------------------|--|--|-----------------------|--------------|----------------|
| | <ul style="list-style-type: none"> ✓ Forging home-school connections ✓ Teaching to students' strengths ✓ Developing positive relationships ✓ Encouraging pro-social behavior ✓ Responding to disruptive behavior | <p>management by using examples from your own classroom</p> | | <p>b. Evertson, C.M. and Emmer, E.T. (2009). Classroom Management for Elementary Teachers. New Jersey: Pearson Education Inc.</p> <p>c. Marzano, R.J. (2003). Classroom Management that Works: Research-Based Strategies for Every Teacher. Virginia: Association for Supervision and Curriculum Development (ASCD).</p> | <p>b. To be competent in summarizing the connection between effective teaching and classroom management by using examples from your own classroom</p> | | | |
| <p>2 Create an environment conducive to learning for all students</p> | <ul style="list-style-type: none"> ✓ Dealing with aggressive behavior ✓ Designing individual behavior plans | <p>2.1 Specify issues to consider when establishing classroom rules and procedures</p> <p>2.2 Devise strategies for integrating students with special needs</p> <p>2.3 Design instruction that allows students to use their multiple intelligences</p> | <p>300 minutes</p> | <p>d. McDonald, E.S., and</p> | <p>a. To be competent in specifying issues to consider when establishing classroom rules and procedures</p> <p>b. To be competent in devising strategies for integrating</p> | <p>Classroom test</p> | <p>Essay</p> | <p>Quizzes</p> |

| | | | | | | | | |
|--|--|--|-------------|---|--|----------------|-------|---------|
| | | | | Hershman, D.M. (2010). Classrooms that Spark!: Recharge and Revive Your Teaching. 2 nd Edition. California: Jossey-Bass. | students with special needs c. To be competent in designing instruction that allows students to use their multiple intelligences | | | |
| 3. Analyze teaching practices and identify areas for change to improve classroom management and communication skills | | 3.1 Adapt instruction to meet individual student needs 3.2 Summarize the student's responsibility for classroom management 3.3 Describe how to increase parental involvement | 300 minutes | e. O'Leary, K.D., and O'Leary S.G. Classroom Management: The Successful Use of Behavior Modification. 2 nd Edition. New York: Pergamon Press Inc. | a. To be competent in adapting instruction to meet individual student needs b. To be competent in summarizing the student's responsibility for classroom management c. To be competent | Classroom test | Essay | Quizzes |

| | | | | | | | | |
|--|--|--|-------------|--|--|-----------|------------|-------|
| | | | | | in describing how to increase parental involvement | | | |
| 4. Implement strategies to deal with discipline problems | | 4.1 Manage inappropriate behavior 4.2 Build a positive climate | 200 minutes | | a. To be competent in managing inappropriate behavior b. To be competent in building a positive climate | Portfolio | Assignment | Paper |
| 5. Identify factors that influence student motivation, learning, and pro-social behavior | | 5.1 Explain the connection between teacher-student relationships and classroom management 5.2 Describe multiple strategies for fostering positive relationships | 200 minutes | | a. To be competent in explaining the connection between teacher-student relationships and classroom management b. To be competent | Portfolio | Assignment | Paper |

| | | | | | | | | |
|--|--|--|--|--|---|--|--|--|
| | | | | | in describing multiple strategies for fostering positive relationship | | | |
|--|--|--|--|--|---|--|--|--|

References

- a. Barnes, R. (2006). **Primary Classroom Management**. London: Sage Publications Inc.
- b. Evertson, C.M. and Emmer, E.T. (2009). **Classroom Management for Elementary Teachers**. New Jersey: Pearson Education Inc.
- c. Marzano, R.J. (2003). **Classroom Management that Works: Research-Based Strategies for Every Teacher**. Virginia: Association for Supervision and Curriculum Development (ASCD).
- d. McDonald, E.S., and Hershman, D.M. (2010). **Classrooms that Spark!: Recharge and Revive Your Teaching**. 2nd Edition. California: Jossey-Bass.
- e. O’Leary, K.D., and O’Leary S.G. **Classroom Management: The Successful Use of Behavior Modification**. 2nd Edition. New York: Pergamon Press Inc.

Singaraja, August 2015

Ni Wayan Surya Mahayanti, S.Pd., M.Pd.



**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGE AND ART
GANESHA UNIVERSITY OF EDUCATION**

Semester Lecture Plan

| | |
|---------------|--|
| SUBJECT | : CLASSROOM MANAGEMENT |
| CREDITS/HOURS | : 2/2 |
| SEMESTER | : V |
| ACADEMIC YEAR | : 2015/2016 |
| LECTURER | : NI WAYAN SURYA MAHAYANTI, S.PD., M.PD. |

**ENGLISH EDUCATION DEPARTMENT
2015**

SEMESTER LECTURE PLAN

A. Identity

Subject : CLASSROOM MANAGEMENT

Credits/Hours : 2/2

Course Groups : 1

Semester : V

B. Competency Standard

After learning, students are expected to gain **knowledge of**:

- a. How good classroom management leads to more effective curriculum and instruction;
- b. How good teaching leads to good classroom management;
- c. Why it is important to foster an intellectually and emotionally safe environment for students;
- d. How addressing multiple intelligences impacts classroom climate, affects student behavior, and facilitates learning;
- e. What appropriate ways to handle minor and serious disruptions and behavior problems in the classroom are; and
- f. How to integrate special needs students into the classroom

C. Description

| Week | Topic | Reference | Required Instruction | Note |
|------|---|---|------------------------------|---|
| 1 | COURSE CONTRACT/INTRODUCTION | | | |
| 2 | From Theory to Practice | a. An Educator's Guide to Effective Classroom Management ➤ Chapter 1: Self Management for the Educators b. Effective Classroom Management ➤ Four Rules of Classroom Management | Lecturing & Group Discussion | a. The teacher examine the basic theories of classroom management in general b. Students are required to discuss in group about the classroom management that had been implemented by their teacher in high school |
| | Connecting Effective Teaching and Classroom | a. An Educator's Guide to Effective Classroom Management | Lecturing & Quiz | a. The teacher explains the interconnectedness of curriculum, |

| | | | | |
|---|--|---|--|--|
| | Management | <ul style="list-style-type: none"> ➤ Chapter 2: Introduction to Classroom Management Tasks <p>b. Classroom Management for Elementary Teachers</p> <ul style="list-style-type: none"> ➤ Chapter 1: Organizing your classroom and supplies | | <p>instruction, assessment and their effect on classroom management.</p> <p>b. Students are required to answer some questions related with the topic being discussed</p> |
| 3 | Issues to Establish Classroom Rules and Procedures | <p>a. The Key Elements of Classroom Management</p> <ul style="list-style-type: none"> ➤ Chapter 6: Establishing Standards, Rules, and Procedures ➤ Chapter 7: Teaching Standards, Rules, and Procedures <p>b. Classroom Management that Works</p> <ul style="list-style-type: none"> ➤ Chapter 2: Rules and Procedures | Students Presentation & Class Discussion | <p>a. The teacher explains issues to consider when establishing classroom rules and procedures.</p> <p>b. Students are required to write a one-page summary of the lecture just delivered.</p> |
| | Time and Classroom Space Management | <p>a. The Key Elements of Classroom Management</p> <ul style="list-style-type: none"> ➤ Chapter 1: Setting Up the Classroom ➤ Chapter 2: Managing Instructional Time ➤ Chapter 3: Managing Administrative Tasks, Transition, and Interruption ➤ Chapter 4: Managing Teacher Time | Students Presentation & Class Discussion | <p>a. Students are required to do individual/group presentations discussing about how to manage time and classroom space</p> <p>b. Audience is demanded to get involved in class discussions and to individually write a brief report summing up the talk.</p> |
| 4 | Student Behavior | <p>a. The Key Elements of Classroom Management</p> <ul style="list-style-type: none"> ➤ Chapter 5 Classroom Climate ➤ Chapter 8 Reinforcement ➤ Chapter 9 The Backup System | Students Presentation & Class Discussion | <p>a. Students are required to do individual/group presentations discussing about students behavior</p> <p>b. Audience is demanded to get involved in class discussions and to individually write a brief report summing up the talk.</p> |
| | Mediation in Class | <p>a. Effective Classroom Management</p> <ul style="list-style-type: none"> ➤ Chapter 4: Counseling and | Students Presentation & | <p>a. Students are required to do individual/group presentations</p> |

| | | | | |
|---|-------------------------------|---|---|---|
| | | <p>discussions with disruptive pupils</p> <ul style="list-style-type: none"> ➤ Chapter 5: Confrontation in the Classroom: Pupils with problems ➤ Chapter 6: Confrontation in the Classroom: Teacher Strategies ➤ Imperturbable, resilient, and disruptive Teachers | Class Discussion | <p>discussing about how to handle students with problems</p> <p>b. Audience is demanded to get involved in class discussions and to individually write a brief report summing up the talk.</p> |
| 5 | Modification in Class | <p>a. Effective Classroom Management</p> <ul style="list-style-type: none"> ➤ Chapter 8: Rewards and Punishment | Students Presentation & Class Discussion | <p>a. Students are required to do individual/group presentations discussing about Rewards and punishment</p> <p>b. Audience is demanded to get involved in class discussions and to individually write a brief report summing up the talk.</p> |
| | Teacher-Students Relationship | <p>a. Classroom Management that Works</p> <ul style="list-style-type: none"> ➤ Chapter 4: Teacher-Students Relationship ➤ Chapter 8: Management at the school level <p>b. Classroom Management that Works</p> <ul style="list-style-type: none"> ➤ Chapter 6: The Students' Responsibility for Management <p>c. An Educator's Guide to Effective Classroom Management</p> <p>Chapter 6: Managing Learner Participation in the Classroom</p> | Student presentation and class discussion | <p>a. Students are required to do individual/group presentations discussing about Teacher-Students Relationship</p> <p>b. Audience is demanded to get involved in class discussions and to individually write a brief report summing up the talk.</p> |
| 6 | Parental Involvement | <p>a. An Educator's Guide to Effective Classroom Management</p> <ul style="list-style-type: none"> ➤ Chapter 7: Managing Parental Involvement | Student presentation and class discussion | <p>a. Students are required to do individual/group presentations discussing about the involvement of parents in managing the class</p> <p>b. Audience is demanded to get involved</p> |

| | | | | |
|----|--------------------------|---|---|---|
| | | | | in class discussions and to individually write a brief report summing up the talk. |
| | Instructional Strategies | a. The Key Elements of Classroom Management <ul style="list-style-type: none"> ➤ Chapter 10: Whole-Class Strategies ➤ Chapter 11: Small-Group Strategies ➤ Chapter 12: Working in Pairs ➤ Chapter 13: Working As an Individual | Student presentation and class discussion | <ul style="list-style-type: none"> a. Students are required to do individual/group presentations discussing about instructional strategies b. Audience is demanded to get involved in class discussions and to individually write a brief report summing up the talk. |
| 7 | MIDDLE TEST | | | |
| 8 | Using Songs 1 | ➤ Language Learning Songs | Simulation | <ul style="list-style-type: none"> a. Students are required to do simulation b. The audience is demanded to get involved in the simulation as students and give comments related to the simulation |
| 9 | Using Songs 2 | ➤ Songs for Ice Breaker | Simulation | <ul style="list-style-type: none"> a. Students are required to do simulation b. The audience is demanded to get involved in the simulation as students and give comments related to the simulation |
| 10 | Using Games 1 | ➤ Grammar Games | Simulation | <ul style="list-style-type: none"> a. Students are required to do simulation b. The audience is demanded to get involved in the simulation as students and give comments related to the simulation |
| 11 | Using Games 2 | ➤ Vocabulary Games | Simulation | <ul style="list-style-type: none"> a. Students are required to do simulation b. The audience is demanded to get involved in the simulation as students |

| | | | | |
|----|--------------------------|--------------------------------|------------|--|
| | | | | and give comments related to the simulation |
| 12 | Instructional Strategies | ➤ Group Work | Simulation | a. Students are required to do simulation b. The audience is demanded to get involved in the simulation as students and give comments related to the simulation |
| 13 | Instructional Strategies | ➤ Pair Work | Simulation | a. Students are required to do simulation b. The audience is demanded to get involved in the simulation as students and give comments related to the simulation |
| 14 | Instructional Strategies | ➤ Individual Learning Activity | Simulation | a. Students are required to do simulation b. The audience is demanded to get involved in the simulation as students and give comments related to the simulation |
| 15 | Using story books | ➤ Story books | Simulation | a. Students are required to do simulation b. The audience is demanded to get involved in the simulation as students and give comments related to the simulation |
| 16 | FINAL PROJECT | | | |

D. Assessment dan evaluation:

| Task | Classroom activities | Examination |
|--------|--------------------------------------|-------------|
| Task 1 | Students' participation in classroom | Test 1 |

| | | |
|----------------------|---|-------------------------|
| Group Presentation | | Middle Test |
| Task 2 Simulation | - | Test 2 Final Project |

References

- a. Barnes, R. (2006). **Primary Classroom Management**. London: Sage Publications Inc.
- b. Evertson, C.M. and Emmer, E.T. (2009). **Classroom Management for Elementary Teachers**. New Jersey: Pearson Education Inc.
- c. Marzano, R.J. (2003). **Classroom Management that Works: Research-Based Strategies for Every Teacher**. Virginia: Association for Supervision and Curriculum Development (ASCD).
- d. McDonald, E.S., and Hershman, D.M. (2010). **Classrooms that Spark!: Recharge and Revive Your Teaching**. 2nd Edition. California: Jossey-Bass.
- e. O’Leary, K.D., and O’Leary S.G. **Classroom Management: The Successful Use of Behavior Modification**. 2nd Edition. New York: Pergamon Press Inc.

Singaraja, August 2015

Ni Wayan Surya Mahayanti



**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGE AND ART
GANESHA UNIVERSITY OF EDUCATION**

Lecturer Agenda

| | |
|---------------|--|
| SUBJECT | : CLASSROOM MANAGEMENT |
| CREDITS/HOURS | : 2/2 |
| SEMESTER | : V |
| ACADEMIC YEAR | : 2015/2016 |
| LECTURER | : NI WAYAN SURYA MAHAYANTI, S.PD., M.PD. |

**ENGLISH EDUCATION DEPARTMENT
2015**

LECTURER AGENDA

Class :

| Course | Date | Topics | Activities | Number of Students | Name of Students |
|--------|----------------------------|--|------------|--------------------|------------------|
| I | COURSE INTRODUCTION | | | | |
| II | | From Theory to Practice | | | |
| | | Connecting Effective Teaching and Classroom Management | | | |
| III | | Issues to Establish Classroom Rules and Procedures | | | |
| | | Time and Classroom Space Management | | | |
| IV | | Student Behavior | | | |
| | | Mediation in Class | | | |
| V | | Modification in Class | | | |
| | | Teacher-Students Relationship | | | |
| VI | | Parental Involvement | | | |
| | | Instructional Strategies | | | |
| VII | MIDDLE TEST | | | | |

| | | | | | |
|------|----------------------|--------------------------|--|--|--|
| | | | | | |
| VIII | | Using Songs 1 | | | |
| IX | | Using Songs 2 | | | |
| X | | Using Games 1 | | | |
| XI | | Using Games 2 | | | |
| XII | | Instructional Strategies | | | |
| XIII | | Instructional Strategies | | | |
| XIV | | Instructional Strategies | | | |
| XV | | Using story books | | | |
| XVI | FINAL PROJECT | | | | |

Singaraja, August 2015

Ni Wayan Surya Mahayanti

Worksheets