



## EDUCATION

**PATHWAY:** Early Childhood Education

**COURSE:** Internship

**UNIT 3.1:** Classroom Management Skills



## INTRODUCTION

### Annotation:

Student will create a classroom management plan from research and evaluation of various educational management techniques.

### Special Note:

The internship course is a capstone experience allowing students to demonstrate their mastery of pathway content. Students apply what they have learned in the first ECE courses. Some of the content in the first courses is repeated here – **ONLY AS A REVIEW. Teachers should review selected content as necessary based on the needs of the particular class.**

### Grade(s):

<input type="checkbox"/>	9 <sup>th</sup>
<input type="checkbox"/>	10 <sup>th</sup>
<input type="checkbox"/>	11 <sup>th</sup>
<input checked="" type="checkbox"/>	12 <sup>th</sup>

**Time:** 90 min

**Author:** Diann Powers

**Additional Author(s):** Joanne Matricardi, Bettye Deriso, and Dr. Barbara G. Harbort

### Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



## FOCUS STANDARDS

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### GPS Focus Standards:

#### EDU-ECEI-7

**Students will research and evaluate various management techniques utilized with children.**

- a. Determine developmentally appropriate practices that promote self-discipline at all ages.
- b. Identify management strategies for dealing with children's problems.
- c. Select a range of management techniques appropriate for elementary school environments.
- d. Describe the impact of family beliefs, customs, and culture on the student's behavior.

### GPS Academic Standards:

- ELA11W3
- ELA10RL2
- ELA11C1
- ELA11LSV1

### National / Local Standards / Industry / ISTE:



## UNDERSTANDINGS & GOALS

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### Enduring Understandings:

- Classroom management techniques promote self discipline, respect cultural diversity, and equip the teacher to address problems an early childhood learner may be experiencing.

### Essential Questions:

- What are the different types of classroom management techniques used today in the elementary school setting?
- What does developmentally appropriate practice mean? Does the lesson use developmentally appropriate practices? Is the learning environment reflecting the use of developmentally appropriate practices and cultural diversity?
- How can cultural diversity effect classroom management in the early childhood education learning environment? How can cultural diversity enhance the early childhood education learning environment?
- Why is preplanning an important role in classroom management? Why is a schedule important in classroom management?
- What types of classroom rules are used for the various age/developmental groups in early childhood? Can setting the tone for the classroom improve the management of the early childhood learner?
- What is the role of an early childhood teacher?
- Why are anticipation and intervening important to classroom management?

### Knowledge from this unit:

- Determine developmentally appropriate practices that promote self-discipline at all ages.
- Identify management strategies for dealing with children's problems.
- Review management techniques appropriate for elementary school environments. Cultural diversities impact on the student's behavior.

**Skills from this Unit:**

- Students will utilize developmentally appropriate practices to promote self- discipline at the intern's work sight.
- Students will complete an interview and observation of a special needs teacher.



## ASSESSMENT(S)

**Assessment Method Type:** Select one or more of the following. Please consider the type(s) of differentiated instruction you will be using in the classroom.

- ☐ Pre-test
- ☐ Objective assessment - multiple-choice, true- false, etc.
  - ☐ Quizzes/Tests
  - ☐ Unit test
- ☐ Group project
- ☒ Individual project
- ☐ Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
  - ☐ Self-check rubrics
  - ☒ Self-check during writing/planning process
  - ☐ Journal reflections on concepts, personal experiences and impact on one's life
  - ☒ Reflect on evaluations of work from teachers, business partners, and competition judges
  - ☐ Academic prompts
  - ☐ Practice quizzes/tests
- ☐ Subjective assessment/Informal observations
  - ☐ Essay tests
  - ☐ Observe students working with partners
  - ☐ Observe students role playing
- ☒ Peer-assessment
  - ☐ Peer editing & commentary of products/projects/presentations using rubrics
  - ☒ Peer editing and/or critiquing
- ☒ Dialogue and Discussion
  - ☒ Student/teacher conferences
  - ☐ Partner and small group discussions
  - ☐ Whole group discussions
  - ☐ Interaction with/feedback from community members/speakers and business partners
- ☐ Constructed Responses
  - ☐ Chart good reading/writing/listening/speaking habits
  - ☐ Application of skills to real-life situations/scenarios
- ☐ Post-test

**Assessment(s) Title:**

Critique of classroom management plan.

**Assessment(s) Description/Directions:**

Students will self-check their writing. Then students will have a peer critique their work. Finally the teacher will critique the student's work.

**Attachments for Assessment(s):**



# LEARNING EXPERIENCES

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## Sequence of Instruction

1. Identify the Standards. Standards should be posted in the classroom for each lesson.

2. Review Essential Questions.

3. Identify and review the unit vocabulary:

- classroom management
- developmentally appropriate practices
- cultural diversity
- daily schedule
- classroom rules
- guidance
- Pro-social behaviors
- indirect guidance
- direct guidance
- positive reinforcement
- consequences
- time out
- I-messages
- prompting
- redirecting
- modeling

## 4. Lesson

*Determine developmentally appropriate practices that promote self-discipline at all ages.*

- Write a list of developmentally appropriate environmental cues found in an early childhood classroom that promote self-discipline (i.e.: child-size restroom features, vocabulary and picture rich classrooms).
- Chapter 13 WWYC

*Identify management strategies for dealing with children's problems.*

- Research possible stressors in young children and positive ways a teacher can respond to the child's behavior.
- Select one childhood stressor or problem and write an essay describing the problem, possible causes and ways to respond and assist children.
- Chapter 14 WWYC

*Select a range of management techniques appropriate for elementary school environments.*

- Interview several elementary teachers
- Chapter 13 WWYC

*Describe the impact of family beliefs, customs, and culture on the student's behavior.*

- Chapter 14 Beginnings and Beyond

### **Attachments for Learning Experiences:**

### **Notes & Reflections:**



## **UNIT RESOURCES**

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### **Web Resources:**

- American Federation of Teachers Educational Foundation <http://www.aftef.org>
- Association of childhood Education International <http://www.acei.org>
- National Network for Child Care <http://www.nncc.org>
- National Association for the Education of Young Children <http://www.naeyc.org>

### **Attachment(s):**

### **Materials & Equipment:**

- Computer
- Internet
- Printer
- Paper
- Optional: Gordon, A.M. & Browne, K.W. (2004). *Beginnings and Beyond*. Clifton Park, NY: Thomson Delmar Learning.
- Herr, J. (2004). *Working with Young Children*. Tinley Park, Illinois: Goodheart-Willcox Co.

**What 21st Century Technology was used in this unit?:**

<input type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input type="checkbox"/>	Desktop Publishing	<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input checked="" type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle Maker
<input type="checkbox"/>	Email	<input checked="" type="checkbox"/>	Website		