GEORGIA | PEACH STATE PATHWAYS

Career, Technical, & Agricultural Education

EDUCATION

PATHWAY: Early Childhood Education

COURSE: Internship

UNIT 3.2:   Classroom Management Skills

✅ INTRODUCTION

Annotation:

Students will create a pro-active management plan for managing children's behavior.

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):

	9th
	10th
	11th
x	12th

Time: 90 min. Classroom management is an ongoing learning experience for interns.

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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

GPS Focus Standards:

EDU-ECEI-8

> **Students will determine and utilize appropriate management techniques.**
>> **a.** Determine appropriate techniques when managing children's behavior, including those with special needs.
>> **b.** Describe appropriate teacher reaction when dealing with difficult behavioral situations.
>> **c.** Develop a proactive management plan for managing children's behavior.
>> **d.** Identify ways of gaining parent support for the classroom management plan.

GPS Academic Standards:

- ELA10RL2
- ELA10RC3
- ELA11W3
- ELA11W4
- ELA11C2
- ELA11LSV1

National / Local Standards / Industry / ISTE:

UNDERSTANDINGS & GOALS

Enduring Understandings

- The student will use appropriate modeling of behavior and understand how to intervene when negative behaviors occurs.

Essential Questions:

- What are the appropriate behavior management techniques for working with early childhood education students, including special needs students?
- How is modeling behavior important in the early childhood education program?
- What is the appropriate responses teachers use when intervening with difficult behaviors?
- Why should an educator develop a pro-active classroom management plan?
- How can a teacher gain the support of parents when implementing a classroom management plan?

Knowledge from this Unit:

- Developmentally appropriate management techniques utilized in the early childhood education environment.
- Modeling appropriate teacher behavior and reactions to different situations that may arise when working with children and parents.
- Communication techniques that are appropriate when working with children and parents.

Skills from this Unit:

- Students will write a pro-active classroom management plan, parent letter, and write a classroom news letter.
- After observing a parent orientation meeting where classroom procedures and rules and guidelines are discussed, students will illustrate a mock parent orientation.

✅ 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

x   Individual project

    Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
    __ Self-check rubrics
    _x_ Self-check during writing/planning process
    __ Journal reflections on concepts, personal experiences and impact on one's life
    _x_ 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

x   Peer-assessment
    __ Peer editing & commentary of products/projects/presentations using rubrics
    _x_ Peer editing and/or critiquing

x   Dialogue and Discussion
    _x_ 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 write a pro-active classroom management plan. 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

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:

- developmentally appropriate classroom management

- behavior management techniques

- special needs

- self esteem

- basic emotions

- complex emotions

4. Lesson

 Determine appropriate techniques when managing children's behavior, including those with special needs.

- Research management techniques and special needs. Suggested websites

 Describe appropriate teacher reaction when dealing with difficult behavioral situations.

- Small group: Brainstorm difficult behavioral situations. Write appropriate teacher reactions and present to the class.

 Develop a proactive management plan for managing children's behavior.

- p. 178-179 Child Care Professional Teacher Resource Binder, Copyright 1999.

 Identify ways of gaining parent support for the classroom management plan.

- Identify a classroom behavioral situation
- Develop a management plan
- Role play presenting plan to parents

Attachments for Learning Experiences:

Notes & Reflections:

UNIT RESOURCES

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., pp. 197-259.

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

	Slide Show Software		Graphing Software		Audio File(s)
	Interactive Whiteboard		Calculator		Graphic Organizer
	Student Response System	x	Desktop Publishing		Image File(s)
	Web Design Software		Blog	x	Video
	Animation Software		Wiki		Electronic Game or Puzzle Maker
	Email	x	Website		