



**Revere Public Schools  
Professional Development Proposal Form**

**Submitted By:** \*\*\*\*\* and  
\*\*\*\*\* , LICSW

**Date:** January 6, 2012

**School:** Revere High School  
Rumney Marsh Academy

**Position:** English Teacher, NBCT  
Licensed Social Worker

**Proposal Title:** Classroom and Behavior Management in the Urban School Classroom

**Target Audience:** Teachers from Grades 6-12

**Maximum No. of Participants:** 15

**Total Hours:** 10

**Proposed Date(s) and Time(s):** Wednesday, January 25; Tuesday, February 7; Wednesday, February 15; Wednesday, February 29 (3-5:30 p.m.)

**Workshop Description (attach TTT workshop outline)**

The primary goal of this course is to provide each student with an understanding of the classroom management knowledge base and a framework for developing a personal management model that centers on concern for each individual student in his/her classroom. The development of such a model requires an understanding of the growing knowledge base and research. This offers alternatives to traditional practices of classroom management, and it focuses on the unique challenges present in urban schools. Including the following goals

- To examine personal beliefs about the purpose of schooling and the use of power and authority in the classroom
- To examine behavior of students in the classroom that are challenging to teachers
- To examine the knowledge bases of classroom management approaches used in school settings
- To understand the relationship between student decision making and student motivation and power relations in the classroom
- To be skilled in the discussion and implementation of behavior management practices
- To examine the role of the social worker and when s/he can help intervene in classroom management issues
- To understand how to maintain healthy and appropriate relationships with students
- To understand the complexities of culture, caring and authority

**Identify District Goals it relates to:** Promote classroom management enhancement through staff development. Provide training for appropriate teachers in strategies for instruction with special populations: Pre-AP and advanced-level students; identified at-risk students, special needs students in general education and mainstream classes; special needs students in small learning groups..

**Facilitator(s):** \*\*\*\*\*, NBCT and \*\*\*\*\*, LICSW

**Brief description of facilitator(s) background:** Nancy Barile teaches high school English, including Advanced Placement Literature and Composition, for 17 years. National Board Certified Teacher. Instructor at Salem State College, the University of Massachusetts, Emmanuel College (where I teach a graduate course entitled Classroom Behavior and Management). Member of the National Commission of Writing; College Board Regional Council Member representing New England; frequent Presenter at the College Board National and Regional Forums. Published by National Council of Teachers of English, MTA Today, and Teacher Advisor for Scholastic, Inc.: Classroom Solutions.

Kathleen Liakos is licensed, independent, clinical social worker since 2000. Certified and licensed School Adjustment Counselor through the DESE. Certified in substance abuse counseling since 1994. Employed by RPS since 2001 as a School Social Worker. Also works at Gavin Foundation in South Boston, since 1999, formulating and facilitating a support group with Families of addicts/alcoholics, frequent guest speaker and representative of the Gavin Foundation, educating the families of people affected by the devastating effects of addiction. Outpatient therapist at the Center for Recovery Services, a clinic run by the Gavin Foundation.

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**Workshop/Activity:** \_\_\_\_\_

**Approved:** \_\_\_\_\_ **Not Approved** \_\_\_\_\_

**Date:** \_\_\_\_\_ **Total Cost:** \_\_\_\_\_ **Funding**

**Source:** \_\_\_\_\_

\_\_\_\_\_  
**T-T-T Coordinator**

\_\_\_\_\_  
**Date**