



**EDU 4400 Session B
Classroom Management
Fall 2012**

Course Number: EDU 4400

SYN: 200173

SEC: PBKU

Room: 134

Course Title: Classroom Management

Semester Hours: 3

Pre-requisite(s): General Studies completed or near completed

Instructor: Rhonda Morway – rmorway @troy.edu

Class meeting days: Weekends-10/26-28; 11/16-18

Catalog Course Description:

This course is designed for all education majors. The purpose of this course is to establish a foundation of content and application relative to classroom management and discipline, emphasizing reflection, decision making, and integrated teaching/learning strategies. Methodologies utilized will include discussion, lecture, field experience, case studies, problem solving sessions, projects, and research.

Goals and Objectives of Course:

The Teacher Education Program is designed to provide a quality, academic program that emphasizes meaningful and practical learning experiences in preparing students to be innovative, informed, reflective decision-makers. (The Unit's Conceptual Framework is included at the end of this syllabus). In addition, this course provides opportunities to demonstrate knowledge of the following objectives:

* The principals underpinning a sound age-appropriate classroom organization and management plan and of supportive behavior management strategies

[AQT290-3-3-.04(2) (c) 2. (ii)]

* The components and characteristics of collaboratively designed and implemented individual behavioral support plan [AQT290-3-3-.04(2) (c) 2. (iii)]

* The characteristics of discipline structures which include school-wide, classroom, and individual proactive behavioral supports [SPE Gen. 290-3-3-.34(1) (a) 7]

* conflict resolution strategies, school emergency response procedures, and juvenile law [AQT290-3-3-.04(2) (c) 2. (iv)]

* Norms and structures that contribute to a safe and stimulating learning environment [AQT290-3-3-.04(2)(c)(3). (i)]

Approved Text(s): Emmer, Edmund T., Everston, Carolyn M., Worsham, Murray E., (2003). Classroom Management for Elementary Teachers, 7th ed. Boston, MA. Allyn & Bacon. ISBN: 0-205-45534-4

Wong, H.J., & Wong, R.T.

How to be an Effective Teacher: The First days of School. Mountainview, Ca. Harry K. Wong Publication. ISBN 0-9629360-6-5

Other Materials:

Access to computer, word processing software, electronic data storage device, LiveText
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Content:

- * Define basic terminology related to behavior modification.
- * Define management techniques designed to increase age appropriate behavior, modify current behavior, teach new behavior, and decrease inappropriate behavior. [AQT290-3-3-.04(2) (c) 2. (ii)]
- * Identify assessment instruments and techniques designed to measure behavior of typical and diverse learners. [AQT290-3-3-.04(2) (c) 2. (ii)]
- * Develop goals and objectives to increase positive behavior and promote development of appropriate social skills. [SPE Gen. 290-3-3-.34(1) (a) 7]
- * Develop skill in the collection of baseline and post data.
- * Identify and associate reinforcement schedules for appropriate behavior manifestations.
- * Demonstrate knowledge of behavior intervention strategies, conflict resolution, and school emergency response procedures appropriate for elementary level students. [AQT290-3-3-.04(2) (c) 2. (iv)]
- * Develop a behavior modification plan.
- * Develop norms, rules, structures and consequences for the creation of the a stimulating elementary level learning environment [AQT290-3-3-.04(2) (3). (i)]
- * Develop an intervention plan for mild to severe behavior problems including juvenile law. [AQT290-3-3-.04(2) (c) 2. (iv)]
- * Identify appropriate instructional strategies to facilitate elementary level student learning styles.

Method of Instruction: *Instructional activities may include, but are not limited to the following:*

- * lecture
- * discussion
- * audio visual presentations
- * computer assisted instruction
- * selected reading assignments

- * tests, quizzes, examinations

Laboratory Experiences: You are required to complete at least a minimum of 11 clock hours of professional laboratory experiences **in a K-6 public school** for this course. A journal log of observations is required.

Course Requirements: *Students enrolled in the course are expected to:*

- * read all assigned text and ancillary material.
- * attend all class meetings and participate in discussions, group projects, etc.
- * complete a research project and present the research to the class.
- * complete all assignments and exams on time.

Individual course requirements may vary according to the professor's expectations.

Critical Assignments:

Assignment (1): The student will design a classroom management plan.

The Plan will include the research behind the desired plan. The principles underpinning the management plan.

The way the classroom would be designed to meet the individual needs of diverse students.

How the teacher would address conflict resolution, emergency response, and juvenile law should also be address.

How the teacher would create a safe and stimulating learning environment will be included in the plan.

This assignment measures:

* The principles underpinning a sound age-appropriate classroom organization and management plan and of supportive behavior management strategies

[AQT290-3-3-.04(2) (c) 2. (ii)]

* Conflict resolution strategies, school emergency response procedures, and juvenile law

[AQT290-3-3-.04(2) (c) 2. (iv)]

* Norms and structures that contribute to a safe and stimulating learning environment [AQT290-3-3-.04(2)(c)(3). (i)]

*The characteristics of discipline structures which include school-wide, classroom, and individual proactive behavioral supports [SPE Gen. 290-3-3-.34(1) (a) 7]

Sections in LIVETEXT should be as follows:

Rationale for the plan

Research supporting the plan

Classroom design

Principles of the plan

Ways to meet individual needs

How to address conflict

Emergency response procedures
Addressing juvenile law
Creating of a safe environment
Creation of a stimulating environment

	4 – Exceptional.	3 – Proficient.	2 – Basic.	1 –Unacceptable.
Rational for the plan present	Demonstrates knowledge and/or performance at a level far beyond their peers.	Demonstrates knowledge and/or performance consistent with that of effective preservice teachers.	Demonstrates knowledge and/or performance consistent with initial understanding.	Does not demonstrate minimal understanding and/or skill expected.
Classroom design [AQT290-3-3-.04(2)(c)2.(ii)]	Demonstrates knowledge and/or performance at a level far beyond their peers.	Demonstrates knowledge and/or performance consistent with that of effective preservice teachers.	Demonstrates knowledge and/or performance consistent with initial understanding.	Does not demonstrate minimal understanding and/or skill expected.
Principles of the plan [AQT290-3-3-.04(2)(c)2.(ii)]	Demonstrates knowledge and/or performance at a level far beyond their peers.	Demonstrates knowledge and/or performance consistent with that of effective preservice teachers.	Demonstrates knowledge and/or performance consistent with initial understanding.	Does not demonstrate minimal understanding and/or skill expected.
Proactive Discipline structure [SPE Gen. 290-3-3-.34(1)(a)7]	Demonstrates knowledge and/or performance at a level far beyond their peers.	Demonstrates knowledge and/or performance consistent with that of effective preservice teachers.	Demonstrates knowledge and/or performance consistent with initial understanding.	Does not demonstrate minimal understanding and/or skill expected.
Meeting individual needs [AQT290-3-3-.04(2)(c)2.(ii)]	Demonstrates knowledge and/or performance at a level far beyond their peers.	Demonstrates knowledge and/or performance consistent with that of effective preservice	Demonstrates knowledge and/or performance consistent with initial understanding.	Does not demonstrate minimal understanding and/or skill expected.

		teachers.		
Addressing conflicts [AQT290-3-3-.04(2)(c)2.(iv)]	Demonstrates knowledge and/or performance at a level far beyond their peers.	Demonstrates knowledge and/or performance consistent with that of effective preservice teachers.	Demonstrates knowledge and/or performance consistent with initial understanding.	Does not demonstrate minimal understanding and/or skill expected.
Emergency procedures [AQT290-3-3-.04(2)(c)2.(iv)]	Demonstrates knowledge and/or performance at a level far beyond their peers.	Demonstrates knowledge and/or performance consistent with that of effective preservice teachers.	Demonstrates knowledge and/or performance consistent with initial understanding.	Does not demonstrate minimal understanding and/or skill expected.
Juvenile Justice [AQT290-3-3-.04(2)(c)2.(iv)]	Demonstrates knowledge and/or performance at a level far beyond their peers.	Demonstrates knowledge and/or performance consistent with that of effective preservice teachers.	Demonstrates knowledge and/or performance consistent with initial understanding.	Does not demonstrate minimal understanding and/or skill expected.
Safe environment [AQT290-3-3-.04(2)(3).(i)]	Demonstrates knowledge and/or performance at a level far beyond their peers.	Demonstrates knowledge and/or performance consistent with that of effective preservice teachers.	Demonstrates knowledge and/or performance consistent with initial understanding.	Does not demonstrate minimal understanding and/or skill expected.
stimulating environment [AQT290-3-3-.04(2)(3).(i)]	Demonstrates knowledge and/or performance at a level far beyond their peers.	Demonstrates knowledge and/or performance consistent with that of effective preservice teachers.	Demonstrates knowledge and/or performance consistent with initial understanding.	Does not demonstrate minimal understanding and/or skill expected.

Assignment (2): Students will create a **case study surrounding student behavior.**

Students will then work in groups to design and write and implementation plan for individual behavioral support. They will research information to create their plan and present the case study and plan to the class.

This assignment measures:

* The components and characteristics of collaboratively designed and implemented individual behavioral support plan [AQT290-3-3-.04(2) (c) 2. (iii)]

Sections for LIVETEXT

Case study of student behaviors

Possible causes of the behaviors

Possible solutions to the behaviors

Final plan

	4 – Exceptional.	3 – Proficient.	2 – Basic.	1 –Unacceptable.
Case study presented of student behaviors	Demonstrates knowledge and/or performance at a level far beyond their peers.	Demonstrates knowledge and/or performance consistent with that of effective preservice teachers.	Demonstrates knowledge and/or performance consistent with initial understanding.	Does not demonstrate minimal understanding and/or skill expected.
Possible causes included	Demonstrates knowledge and/or performance at a level far beyond their peers.	Demonstrates knowledge and/or performance consistent with that of effective preservice teachers.	Demonstrates knowledge and/or performance consistent with initial understanding.	Does not demonstrate minimal understanding and/or skill expected.
Design for implementation of behavior support plan[AQT290-3-3-.04(2)(c)2.(iii)]	Demonstrates knowledge and/or performance at a level far beyond their peers.	Demonstrates knowledge and/or performance consistent with that of effective preservice teachers.	Demonstrates knowledge and/or performance consistent with initial understanding.	Does not demonstrate minimal understanding and/or skill expected.
Evidence of	Demonstrates	Demonstrates	Demonstrates	Does not

collaboration [AQT290-3-3-.04(2)(c)2.(iii)]	knowledge and/or performance at a level far beyond their peers.	knowledge and/or performance consistent with that of effective preservice teachers.	knowledge and/or performance consistent with initial understanding.	demonstrate minimal understanding and/or skill expected.
Presentation done in a professional manner	Demonstrates knowledge and/or performance at a level far beyond their peers.	Demonstrates knowledge and/or performance consistent with that of effective preservice teachers.	Demonstrates knowledge and/or performance consistent with initial understanding.	Does not demonstrate minimal understanding and/or skill expected.
Group presentation showed collaboration	Demonstrates knowledge and/or performance at a level far beyond their peers.	Demonstrates knowledge and/or performance consistent with that of effective preservice teachers.	Demonstrates knowledge and/or performance consistent with initial understanding.	Does not demonstrate minimal understanding and/or skill expected.
Correct written and oral grammar used	Demonstrates knowledge and/or performance at a level far beyond their peers.	Demonstrates knowledge and/or performance consistent with that of effective preservice teachers.	Demonstrates knowledge and/or performance consistent with initial understanding.	Does not demonstrate minimal understanding and/or skill expected.
Total Score	Demonstrates knowledge and/or performance at a level far beyond their peers.	Demonstrates knowledge and/or performance consistent with that of effective preservice teachers.	Demonstrates knowledge and/or performance consistent with initial understanding.	Does not demonstrate minimal understanding and/or skill expected.

SPECIFIC COURSE REQUIREMENTS:

1. **Lab-assignment**-will be discussed in class-
2. **Critical Assignment #1 and # 2**
#1- Behavior Management Plan--will be discussed in class
Classroom Rules- will be discussed in class
#2-Case Study- will be discussed in class
- 3 **Harry Wong** -20 items from each chapter- from the book and DVD
- 4 **Presentation/paper/PowerPoint of one management theory**- Theory/Topic to be given out in class
- 5 **Final**

Evaluation:

Candidates must satisfactorily meet all goals or objectives used to assess AL SDE rules.

All objectives will be assessed through assignments, exams, and classroom activities. Students are provided the opportunity to perform, create, produce, or demonstrate evidence of knowledge. The evidence will include oral and written activities that are both process and product oriented. Every assignment will be evaluated for correct use of educated, standard English. Errors will result in a reduction of points earned for the assignment. If handwriting is illegible or assignments are not neatly prepared, material may be counted as incorrect or points may be deducted for unprofessional preparation for class.

Each student's final grade will be based on the total points earned during the semester on examinations and other assignments.

- A Excellent
- B Above Average
- C Average
- D Below Average
- F Failure
- FA Failure Due to Excessive Absence

Students who are absent must make arrangements to complete the assignments in a timely manner. Failure to follow agreed upon schedule will result in zeroes for all assignments not completed.

Please Note Competency Statement Below:

***Several class assignments will be completed and competencies must be demonstrated during class time.**

***Student must successfully complete all course objectives, assignments, assessments and activities in order to pass the course.**

Additional Services:

AMERICANS WITH DISABILITIES ACT: Students with disabilities, or those who suspect they have a disability, must register with the Disability Services Coordinator in order to receive accommodations. Students currently registered with the Disability Services Office are required to present their Disability Services Accommodation Letter to each faculty member at the beginning of each term. If you have any questions, contact the Disability Services Coordinator.

Dothan Campus: Since campus elevators are subject to power outages and mechanical breakdown beyond our control, students who have difficulty negotiating stairs and are attending classrooms above ground level should notify their instructor during the first week of class. Consideration will be given to relocating the classroom or making other arrangements.

Attendance/Absence Policy:

In registering for classes at the university students accept responsibility for attending scheduled class meetings, completing assignments on time, and contributing to class discussion and exploration of ideas. Students are expected to attend classes. Students who accumulate more than two (2) absences are in jeopardy of failing the course. Students that have excused absences and miss an exam should consult the instructor the next class meeting and schedule a time for a make-up exam. In the case of a scheduled excused absence the student is required to contact the professor prior to the absence to schedule a make-up time for the exam. It is the responsibility of the student to initiate make-up work.

Inclement Weather Policy:

In severe cases of inclement weather or other emergency conditions, the Office of Executive Vice Chancellor and Provost will announce cancellation of classes through the local and regional media as well as through the University's web site.

Academic Misconduct:

Students should refer to the Standards of Conduct section of the Oracle, the student handbook, for policies regarding misconduct.

The University now provides an email account for all currently enrolled students. Please access your account by going to <https://mail.troy.edu>. Then read the note at the bottom of the screen to determine your User ID and Password. The University uses this means to communicate with all students.

Troy University
College of Education

**Innovative, Informed, Reflective Decision Makers
Conceptual Framework
Dispositions of Education Graduates**

Our conceptual framework is grounded in best practices, current and time-tested educational theories, national initiatives, and teacher education reform elements, while being responsive to change. With our dedication to models of best practices and recognition of how we can best equip ourselves to prepare teachers and administrators, we help our students to:

1. **Demonstrate** an understanding of and show effective performance with diverse learning populations in a variety of school cultures
2. **Demonstrate** proactive leadership, professional conduct and well-balanced professional dispositions
3. **Demonstrate** effectiveness as communicators, facilitators, pedagogues and scholars
4. **Build** multi-level collaborative partnerships and mentoring relationships
5. **Demonstrate** competencies in content area knowledge, assessment and emerging technologies
6. **Demonstrate** cutting-edge competencies in pedagogical and applied research skills
7. **Practice** authentic self-assessment, critical and reflective thinking, and the continual monitoring of progress and development
8. **Demonstrate** an ability to generalize and creatively problem-solve
9. **Refine** and evaluate innovative delivery and assessment models
10. **Demonstrate** professional qualities that contribute to building safe, supportive, creative and stimulating learning environments