

2016

EDSP 380-76 580-76 Classroom Management

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Recommended Citation

Vanegas, Jayne, "EDSP 380-76 580-76 Classroom Management" (2016). *Education Syllabi Summer 2016*. 44.
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Classroom Management Syllabus

Instructor Information

Instructor: *Jayne Collingsworth Vanegas*

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Office Telephone: 745-3655 for appointment (XU Special Education office)

Office Hours: *Available upon request*

Course Information

58029-EDSP 380-76

58040-EDSP 580-76

Course Description

Seminar course for teacher preparation (K-12) concerning laws, policies, and ethical principles regarding behavior management, planning and implementation, establishing and maintaining positive classroom management; effective teaching/learning conditions and adaptations necessary for a healthy learning environment; useful and practical organizational procedures; problem solving/decision-making techniques and strategies; communication skills necessary for classroom management; management practices concerning diverse classroom population and individualized learning. **Required field experiences in diverse settings - 10 hours.**

Course Learning Outcomes

1. Identify, describe or list professional ethics, policies and legal codes of professional conduct (
2. Summarize key strategies or creating a classroom environment to convert knowledge of subject matter into compelling lessons that meet the needs of a wide range of pupil and students
3. Modify or adapt educational assessments in the regular classroom for diverse learners
4. Summarize key strategies for creating a classroom that is respectful, supportive, and caring for diverse learners
5. Differentiate learning situations for discipline in which students work independently, collaboratively and/or as a whole class
6. Analyze data in order to appropriately communicate student progress to audience of students, parents and colleagues

Time Commitment Expectations

Each module will coincide with each week of the course. The activities and assignments are to be completed within the week that they are assigned. The exception to this is the Field Experience/Observation Assignment. It is assigned in the Introduction to the course and students will have the entire 5 weeks to complete the required 10 hours. Student should expect to log onto the course a minimum of 3 times a week. This will allow students sufficient time to reply to discussions and activities assigned in the modules. Questions to me are best sent through my email at jaynevanegas@gmail.com. Please check your email daily as this will be method of communication to students.

Technical Requirements

- Internet connection (DSL, LAN, or cable connection desirable)
- Access to Canvas through a supported Web browser (Internet Explorer, Firefox, Safari). To ensure that you are using a supported browser and have required plug-ins please run the [Check Browser Tool](#) from the Technology Services Web site.
- Check your computer against Xavier's suggested minimum computer requirements: <http://www.xavier.edu/ts/students/Computer-Recommendations.cfm>

Technical Assistance

If you need technical assistance at any time during the course or to report a problem with Canvas, contact the HELP Desk at (513) 745-HELP/4357 or visit the [HELP Desk Web site](#), or contact Canvas at 855-778-9967.

CALENDAR

DATE	TOPICS	READINGS/ASSIGNMENTS
7/18/16 Module One	Ice-Breaker Introduction & Syllabus: Explanation of Course Assignments and Field Experience Understanding Behavior Presentation Positive Behavior Supports (PBS)	Due Date: 7/25 Ice-Breaker Activity Theorists Fact Sheet Due Date: 8/1 Expectations Matrix and Procedures Lesson Plans (PBS Project) Field Experience-Due Date: 8/19/16
7/25/16 Module Two	Understanding Functional Behavior Assessments/Data Collection Using FBA Data to develop Behavior Intervention Plans (BIP)	Due Date: 8/1/16 Behavioral Terms Definitions Due Date: 8/19 Behavior Intervention Plan (BIP)
8/1/16 Module Three	Exploring Classroom Techniques and Strategies for Defiant Behaviors Identifying Individual Intervention Styles and Discussion of Specific Scenarios	Due Date: 8/8/16 Intervention Style Questionnaire De-escalation Scenarios
8/8/16 Module Four	Creating a classroom environment for varied learners (cultural differences explored)	Due Date: 8/16/16 Single Story Video Privilege Walk Cultural Think/Know Activity Classroom Design
8/16/16 Module Five	Creating a safe, respectful, caring classroom environment	Due Date: 8/19/16 Four Corners Activity

Note: The schedule is subject to change in the event of extenuating circumstances. You are expected to check announcements regularly and adhere to the established course deadlines.

Grading Policy

The grading policy for this course will be the same the standard grade policy that is used for Xavier undergraduate classes. It is as follows:

A: 92% and above
A-: 90-91%
B+: 87-89%
B: 83-86%
B-: 80-82%
C+: 77-79%
C: 73-76%
C-: 70-72%
D+: 76-69%
D: 63-66%

Course Assignments:

All work must comply with the Academic Honesty Policy stated in the Xavier University Catalog. Cheating or copying of another's work will not be tolerated in any way and will result in an automatic grade of F for the assignment/course. Please refer to the Academic Honesty Policy for further clarification (http://www.xavier.edu/library/help/academic_honesty.cfm). Assignments are due on posted calendar dates or dates adjusted during class time. Assignments are "on time" if they are turned in during class or posted online during course class time. Course assignments and requirements maybe changed to meet the needs of students and/or instructor.

Field Experience/Observation (15 points)

Each student is required to complete 10 hours of observation for this course. The field experience may be completed at a site where the student is already assigned or the student may obtain another site to complete this requirement. Your purpose is to observe teacher classroom management techniques and strategies. All 10 hours must be with the same teacher.

The following documentation must be completed from the field site:

- 1) Completion of Conversation with Teacher form.
- 2) A dated and detailed journal summary must be completed for each of your visits to the field site. You are to state the lesson you are observing, giving most of the journal entry to the classroom management strategies used by the teacher.
- 3) Time sheet with signature of field experience cooperating teacher.

Field Experience Observation Presentation (10 points)

Each student will create a presentation of his or her field experience. You will state where and what age/grade level you observed. State positive and if necessary, negative examples of classroom management practice that were observed. Share any practices that you observed that might be beneficial for your classmates. Your presentation should include a minimum of 5 slides.

Positive Behavior Support (PBS) Project (20 points)

Students will be given examples of school-wide behavioral expectations and matrixes in the module. Students will then create a school-wide matrix form by identifying locations and 3-5 expectations. Once the matrix has been developed students will create 5 lesson plans for teaching expectations to students a template will be provided for the lesson plans.

Behavior Intervention Plan (BIP) Project (20 points)

Students will be given a completed Functional Behavior Assessment (FBA-data to also be included). Students will use the information from the FBA report and supplemental data to develop a behavior intervention plan for the identified student. Samples of a completed BIP will be provided as well as a template for students to use for their own BIP. The BIP must include the following:

- Student behavioral goal
- Student behavioral objective(s)
- Proactive instructional and behavioral strategies
- Reactive instructional and behavioral strategies

Canvas Assignment Activities (10 points)

Two short assignments (Theorist Fact Sheet and Classroom Design) will be given as part of selected Modules. These assignments will be graded and are worth 5 points each. The directions and expectations for these assignments will be given within the module that the assignments are located.

Discussion Topics/Participation/Canvas Activities (20 points)

Discussion topics and/or module activities will be posted to Canvas for selected Modules. The responses need to be of graduate level and will include information learned from class or from other resources. Students also will need to respond to at least two of your classmate's responses. The responses need to be brief (1-2

paragraphs), on topic, completely answer the topic/discussion/question, and contain no errors. These will be graded as part of your participation grade

IceBreaker Activity (5 points)

The IceBreaker activity is an opportunity for students to introduce themselves and get to know who is in the course and what experiences each bring to the class.

Viewing Grades in Canvas

Points you receive for scored activities will be posted to the Canvas Grade Book. Click on the Grades link in the course menu to view your assignment scores.

Grade Posting Policy

In general, you should expect to receive feedback on assignments within 48 hours of submission. Exceptions to this will be noted in the course announcements in Canvas.

Assignment Submission

Assignments for this course will be submitted electronically through Canvas unless otherwise instructed, such as Field Experience Documents, Positive Behavior Support Assignment and Behavior Intervention Plan.

Late Work/Make-Up Work

This is very important! Like you, I have a responsibility to this learning situation. Please feel free to contact me at any reasonable time through my preferred email: jaynevanegas@gmail.com. If life circumstances interfere with class performance, requirements or participation, contact me, immediately. Individual needs will be addressed. Communication is necessary and expected. Late work/make up work will be addressed on a case by case basis due to the nature and timeline of the course.

Course Policies/Guidelines

Netiquette

The discussion boards are created to provide an opportunity for students to actively engage in meaningful conversation on a particular topic or issue. You are encouraged to provide your honest viewpoint, but be respectful of the views of your classmates.

Do's

1. Do use correct grammar and spelling.
2. Do read the prompt, reflect on what you would like to say, and review what you've written before posting!
3. Do respect the privacy, beliefs, and opinions of your classmates.
4. Do challenge each other's ideas but not each other personally.
5. Do remember to treat others as you would want to be treated.
6. Do stick to the discussion prompt at hand when posting to a forum.
7. Do use humor and sarcasm carefully. Students cannot see your facial expressions or hear any voice inflections.

Don'ts

1. Don't type in ALL CAPS. This is regarded as shouting.
2. Don't rant or flame. This is not the place to vent your anger or start a fight.
3. Don't make inappropriate comments. Objectionable, sexist, or racist language will not be tolerated.

In the discussion forums you will post assignments and discuss your work with others in the class or in your groups. These are public forums, so whatever is posted can be seen by everyone in the course, including the instructors. If you want to send a private message, use individual email. The Class Lounge discussion forum is a public space for conversation with your classmates on any topic or question.

Academic Support

Learning Assistance Center

The Learning Assistance Center (LAC) provides support services to facilitate learning. The LAC has two main purposes: tutoring and disability services. The tutoring services include subject specific tutoring, drop-in sessions, study skills assistance, and Supplemental Instruction (SI). For students with documented disabilities, services include accommodations such as extended time on exams, reduced distraction testing environment, note-taking assistance, and assistive technology. Services are provided in a positive and encouraging environment, which

promotes appreciation for diversity and *cura personalis*. Students in an online course can contact the LAC at (513) 745-3280 to set up an appointment. The LAC is located in the Conaton Learning Commons room 514. <http://www.xavier.edu/lac/>

Writing Center

The Writing Center offers free one-on-one tutoring on writing assignments for all Xavier students. Students in an online course can contact the Center at (513) 745-2875 to set up an appointment. Sessions can be conducted in multiple ways, including discussions by phone and by email at writingcenter@xavier.edu. The Writing Center is located in the Conaton Learning Commons room 400. <http://www.xavier.edu/writingcenter/>

University Policies

Academic Honesty Policy

The pursuit of truth demands high standards of personal honesty. Academic and professional life requires a trust based upon integrity of the written and spoken word. Accordingly, violations of certain standards of ethical behavior will not be tolerated at Xavier University. These include theft, cheating, plagiarism, unauthorized assistance in assignments and tests, unauthorized copying of computer software, the falsification of results and material submitted in reports or admission and registration documents, and the falsification of any academic record including letters of recommendation. All work submitted for academic evaluation must be the student's own. Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another's efforts is prohibited, as is the use of any work untruthfully submitted as one's own.

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http://www.xavier.edu/library/copyright/copyright_policy_2009.pdf

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Students with Disabilities

Any student who feels he/she may need an accommodation based on the impact of a documented disability should notify the course instructor and contact Cassandra Jones in the Learning Assistance Center at 513-745-3280 or e-mail jonesc20@xavier.edu to coordinate reasonable accommodations.