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EDSP 580-71 Classroom Management

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XAVIER UNIVERSITY
College of Social Sciences, Health, and Education
Department of Secondary and Special Education
CLASSROOM MANAGEMENT
CRN # 53313 EDSP 580- 71 (3 credits)
Summer 2011

Day & Time: Tuesday & Thursday, 4:30-8:15

Dates: May 7 - June 8, 2012

Location: Alter, 313

Instructor: Jayne Collingsworth Vanegas

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

Email: vanegasj@xu.edu or jaynevanegas@fuse.net

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.**

COMMUNICATION

This is very important! Like you, I have a responsibility to this learning situation. Please feel free to contact me at any reasonable time at work (via email/text) or through the Special Education Department. If life circumstances interfere with class performance, requirements or attendance, contact me immediately. Individual needs will be addressed. Communication is necessary and expected. Any class cancellation or class meeting date and or time will be posted onto Blackboard by 3:30 p.m. of the day.

Any student who feels s/he may need an accommodation based on the impact of a documented disability should contact the instructor personally to discuss the specific needs. Please also contact the Learning Assistance Center at 513-745-3280 on the First Floor of Kuhlman Hall to coordinate reasonable accommodations.

CEC Code of Ethics for Educators of Persons with Exceptionalities

We declare the following principles to be the Code of Ethics for educators of persons with exceptionalities. Members of the special education profession are responsible for upholding and advancing these principles. Members of The Council for Exceptional Children agree to judge and be judged by them in accordance with the spirit and provisions of this Code.

1. Special education professionals are committed to developing the highest educational and quality of life potential of individuals with exceptionalities.
2. Special education professionals promote and maintain a high level of competence and integrity in practicing their profession.
3. Special education professionals engage in professional activities which benefit individuals with exceptionalities, their families, other colleagues, students, or research subjects.
4. Special education professionals exercise objective professional judgment in the practice of their profession.
5. Special education professionals strive to advance their knowledge and skills regarding the education of individuals with exceptionalities.
6. Special education professionals seek to uphold and improve where necessary the laws, regulations, and policies governing the delivery of special education and related services and the practice of their profession.
7. Special education professionals work within the standards and policies of their profession.
8. Special education professionals do not condone or participate in unethical or illegal acts, nor violate professional standards adopted by the Delegate Assembly of CEC.

The Council for Exceptional Children. (1993). *CEC Policy Manual, Section Three, part 2* (p. 4). Reston, VA: Author. Originally adopted by the Delegate Assembly of The Council for Exceptional Children in April 1983.

<u>KNOWLEDGE/SKILLS</u>	<u>COURSE ASSIGNMENTS</u>
CC1K2 Laws, policies, and ethical principles regarding behavior management planning and implementation	<i>Mid-term and Final</i>
CC5K2 Using basic classroom management theories and strategies	<i>In class vignettes and Case Studies, Class Participation: Theorists Assignment</i>
CC5K3 Effective management of teaching and learning	<i>Classroom Design Project, Substitute Folder</i>
CC5K6 Strategies for crisis prevention and intervention that uses the least intensive behavior management strategy consistent with the needs of the individual	<i>Graduate Topic Presentations: Discussions</i>
CC5K7 Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world that is safe, equitable, positive, and supportive	<i>Graduate Topic Presentations: Vignettes and Classroom Participation,</i>
CC5S1 Create safe, equitable, positive, and supportive learning environment in which diversities are valued.	<i>Case Studies, Vignettes, Positive Behavior Support Project</i>
CC5S2 Identify realistic expectations for personal and social behavior in various settings	<i>Field Experience - Documentation, Positive Behavior Support Project</i>
CC5S4 Design learning environments that encourage active participation in individual and group activities while modifying the learning environment to manage behaviors	<i>Classroom Design, Case Studies, Positive Behavior Support Project</i>
CC5S5 Modify the learning environment to manage behaviors.	<i>Classroom Design Project, Substitute Folder</i>
CC5S10 Use effective and varied behavior management strategies	<i>Case Studies, Vignettes, Discussions</i>
CC5S11 Use the least intensive behavior management strategy consistent with the needs of the individual	<i>Vignettes/Case Studies, Discussions, Positive Behavior Support Project</i>
CC1K10 Potential impact of differences in values, languages and customs that can exist between home and school	<i>Vignettes/Case Studies, Discussions,</i>
GC1K7 Factors that influence the overrepresentation of culturally/linguistically diverse students in programs for individuals with disabilities	<i>Vignettes/Case Studies, Discussions,</i>
CC6K1 Effects of cultural and linguistic differences on growth and development	<i>Vignettes/Case Studies, Discussions,</i>
Cc6K2 Characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of language.	<i>Vignettes/Case Studies, Discussions,</i>

CALENDAR

DATE	TOPICS	READINGS/ASSIGNMENTS
5/8/12 Meet	Introduction & Syllabus: Explanation of Course Assignments and Field Experience Understanding Behavior Communicating Professionally Rules and Procedures	Assign Theorists Scoutmaster
5/10/12 On-line	Classroom Management Scenarios Online Assignments	Theorists Fact Sheet-email Procedures Activity Assigned Take Color Quiz Discussion Board Topics
5/15/12 Meet	IEP Overview/Manifestation Determination 504's VS IEP's Functional Behavior Assessment Behavior Plans VS Behavior Contracts	What Color Are You Activity Discipline data review Defining Behaviors Activity FBA Assignment Assigned
5/17/12 On-line	Classroom Management Scenarios Online Assignments	Procedures Activity Due-email Classroom Design Activity Assigned Discussion Board Topics
5/22/12 Meet	Behavior and Classroom Management Strategies Response to Intervention (RtI) Positive Behavior Support (PBS)	Teaching/Intervention Style Questionnaire and Scenarios PBS Assignment Assigned
5/24/12 On-line	MID-TERM EXAM ONLINE	Classroom Design Activity Due-email
5/29/12 On-line	Classroom Management Scenarios Online Assignments	Sub-Folder Activity Assigned Discussion Board Topics
5/31/12 Meet	Culturally Responsive Practices Bullying Prevention	Single Story video Privilege Walk Activity Bullied: Video In-Crowd Video PBS Assignment Due- Hardcopy
6/5/12 On-line	Classroom Management Scenarios Online Assignments	Sub-Folder Activity Due-email Readings Discussion Board Topics
6/7/12 Meet	Presentations FINAL EXAM	Field Experience Documents Due- Hardcopy FBA Assignment Due- Hardcopy Presentations FINAL

COURSE ASSIGNMENTS AND TEST:

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 "on time" if they are turned in during class or posted online during course class time. Course assignments and requirements may be changed to meet the needs of students and/or instructors.

MID-TERM & FINAL EXAMS:

The final exam will be a child study case. Information and data will be similar to examples used in class. Students will review information and determine a course of action to be implemented for the case. The final exam will take place the last night of class and will be taken during class time. The mid-term exam will consist of multiple choice, short answer extended response questions around the Response to Intervention (RtI) model.

FIELD EXPERIENCE DOCUMENTATION

Each student is required to complete 10 hours of observation for this course. This must be approved by the instructor with the student's submission of the field experience form. 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. (NO exceptions). Students may also use this time to collect data for the Functional Behavior Assessment assignment.

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.
- 4) Fingerprints/FBI background documentation

FIELD EXPERIENCE PRESENTATION

Each student will present and discuss the 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 last 3 to 5 minutes.

POSITIVE BEHAVIOR SUPPORT (PBS) PROJECT

Students will be given examples of school-wide behavioral expectations and matrixes in class as a guide. Students will then create individual classroom expectations and develop lesson plans for teaching these expectations to students.

FUNCTIONAL BEHAVIOR ASSESSMENT (FBA) PROJECT

Students may use Observation/Field Experience hours to identify specific student behavior and collect data in relation to conducting an FBA on a student. This assignment will be further discussed in class. Resources and materials for this assignment will be distributed in class.

BLACKBOARD ASSIGNMENT ACTIVITIES

4 short assignments will be given as part of the online classes. Theorist fact sheet activity, classroom procedures activity, classroom design activity and sub-folder activity will be given. These will be graded and are worth 5 points each. The expectations and preparations for these activities will be explained during the preceding class time.

BLACKBOARD ACTIVITIES/CASE STUDIES: Online nights

Discussion question/Case studies will be posted on Blackboard on Online nights. Responses need to be of graduate level and will include information learned in class or from other's responses. Students will also need to respond to at least one 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 grade and be based on PATHWISE standards.

CLASS PARTICIPATION AND ATTENDANCE EXPECTATIONS:

It is expected that all students will read all assigned materials and professionally contribute/participate in class discussions. The instructor will not lecture from the assigned readings. The purpose of these readings is to assist the students in their process of becoming a teacher to discuss professionally the issues and areas of classroom management and instructional planning/implementation involved with general and special education.

Class attendance is required and an essential part of the course. Failing to attend, to be tardy, to leave early, and/or not participating in class discussions will affect your grade.

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EVALUATION:

Mid-term Exam.....	20
Final Exam.....	25
Field Experience Documentation/Presentation...	20
Positive Behavior Support Project.....	20
BB Assignment Activities.....	20
Attendance/Class Participation (Blackboard)....	10
BB Discussion Board.....	10
Functional Behavior Assessment Project.....	20
Total Points.....	145 points

Undergraduate Grading Scale

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+	67-69%
D	63-66%

D- 60-62%

F 59% and below