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### EDSP 580-01 Classroom Management

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XAVIER UNIVERSITY  
College of Social Sciences, Health, and Education  
Department of Secondary and Special Education  
**CLASSROOM MANAGEMENT**  
CRN # 93276 EDSP 580- 01 (3 credits)  
*Fall 2012*

**Day & Time:** Tuesday, 4:15-6:45

**Dates:** Aug. 21-Dec. 14

**Location:** Alter 321

**Instructor:** Jayne Collingsworth Vanegas

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

**Email:** vanegasj@xavier.edu

**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) 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. As is often the case during the Spring semester, inclement weather may necessitate classes to be cancelled. Any class cancellation will be posted onto Blackboard by 3:30 p.m. of the day of cancellation.

*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.*

<u>Course Outcomes</u>	<u>COURSE ASSIGNMENTS</u>
<p>1. <i>CEC #2: Candidates will understand how exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of individuals with ELN can/impact families as well as the individual's ability to learn, interact, socially, and live as fulfilled contributing members of the community.</i></p> <p><i>OSTP 1.3: Candidates expect that all students will achieve to their fullest potential.</i></p> <p><i>TEAC 1.3: Candidates are able to teach effectively in a caring way and to act as knowledgeable professionals.</i></p>	<p><i>Mid-term, Final Exams</i> <i>Case Studies</i></p>
<p>2. <i>CEC #3 Candidates are active and resourceful in seeking to Understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition to impact the individual's academic and social abilities, attitudes, values, interests, and career options.</i></p> <p><i>OSTP 1.2; Candidates understand what students know and are able to do and use this knowledge to meet the needs of all students.</i></p> <p><i>OSTP 1.4: Candidates model respect for students diverse cultures, languages skills and experiences.</i></p> <p><i>TEAC 1.2: Candidates are able to convert their knowledge of subject matter into compelling lessons that meet the needs of a wide range of pupils and students.</i></p>	<p><i>In class vignettes and Case Studies, Class Participation: PBS Assignment</i></p>
<p>3. <i>CEC#4: Candidates enhance the learning of critical thinking, problem-solving, and performance skills of individuals with ELN, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, candidates emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the lifespan.</i></p> <p><i>OSTP 1.5: Candidates recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction, and intervention.</i></p> <p><i>TEAC 1.2: Candidates are able to convert their knowledge of subject matter into compelling lessons that meet the</i></p>	<p><i>Classroom Design Project, Substitute Folder</i></p>

<p>needs of a wide range of pupils and students.</p> <p>4. CEC#5: Candidates actively create learning environments for individuals with ELN that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement of individuals with ELN. In addition, candidates foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in culturally diverse world.</p> <p>OSTP 5.1: Candidates treat all students fairly and establish an environment that is respectful, supportive, and caring,</p> <p>OSTP 5.2: Candidates create an environment that is physically and emotionally safe</p> <p>OSTP 5.3: Candidates motivate students to work productively and assume responsibility for their own learning.</p> <p>OSTP 5.4: Candidates create learning situations in which students work independently, collaboratively and/or as a whole class.</p> <p>OSTP 5.5: Candidates maintain an environment that is conducive to learning for all students.</p> <p>TEAC 1.2: Candidates are able to convert their knowledge of subject matter into compelling lessons that meet the needs of a wide range of pupils and students.</p> <p>TEAC 1.3: Candidates are able to teach effectively in a caring way and to act as knowledgeable professionals.</p>	<p><i>Graduate Topic</i>  <i>Presentations: Discussions</i>  <i>PBS Assignment</i></p>
<p>5. CEC#7: Candidates develop long-range individual instruction plans anchored in both general and special curricula. In addition, candidates systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual's abilities and needs, the learning environment and a myriad of cultural and linguistic factors.</p> <p>OSTP 4.2: Candidates use information about student's learning and performance to plan and deliver instruction that will close the achievement gap.</p> <p>OSTP 4.5: Candidates differentiate instruction to support</p>	<p><i>Graduate Topic</i>  <i>Presentations: Vignettes and</i>  <i>Classroom Participation,</i>  <i>FBA Assignment</i></p>

<p>the learning needs of all students, including students identified as gifted, student with disabilities and at-risk students.</p> <p>TEAC 1.2 Candidates are able to convert their knowledge of subject matter into compelling lessons that meet the needs of a wide range of pupils and students.</p> <p>TEAC 1.3: Candidates are able to teach effectively in a caring way and to act as knowledgeable professionals.</p>	
<p>6. CEC#8: Candidates conduct formal and informal Assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN. Candidates use assessment information to identify supports and adaptations required for individuals with ELN to access the general curriculum and to participate in school system, and statewide assessment programs. Candidates regularly monitor the progress of individuals with ELN in general and special curricula.</p> <p>OSTP 3.1: Candidates are knowledgeable about assessment types, their purposes, and the data they generate.</p> <p>OSTP 3.2: Candidates select, develop and use variety of diagnostic, formative and summative assessments.</p> <p>Value-Added: Ethical/professional, Caring, Responsible, Valuing Others, Respecting diversity in other culturally &amp; linguistically</p>	<p><i>Case Studies, Vignettes, PBS Assignment</i></p>
<p>7. CEC#9: Candidates practice requires ongoing attention to legal matters along with serious professional and ethical considerations.</p> <p>OSTP 6.3: Candidates collaborate effectively with other teachers, administrators and school and district staff.</p> <p>OSTP 7.1: Candidates understand, uphold and follow professional ethics, policies and legal codes of professional conduct.</p> <p>Value-Added: Ethical/professional, Caring, Responsible, Valuing Others, Respecting diversity in other culturally &amp; linguistically</p>	<p><i>Case Studies, In-Class Vignettes</i></p>

8. CEC#10: Candidates are a resource to their colleagues in understanding the laws and policies relevant to individuals with ELN.

OSTP 3.4: Candidates collaborate and communicate student progress with students, parents and colleagues.

OSTP 6.2: Candidates share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.

OSTP 6.4: Candidates collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.

Value-Added: Ethical/professional, Caring, Responsible, Valuing Others, Respecting diversity in other culturally & linguistically

*Classroom Design, Case Studies, PBS Assignment, FBA Assignment*

## CALENDAR

<b>DATE</b>	<b>TOPICS</b>	<b>READINGS/ASSIGNMENTS</b>
8/21/12 meet	Introduction & Syllabus: Explanation of Course Assignments and Field Experience	Assign Theorists
8/28/12 meet	Understanding Behavior Communicating Professionally	Theorists Fact Sheet: Email to Instructor
9/4/12 <b>on-line</b>	Rules and Procedures	Procedures Assignment Assigned Discussion Board Topic
9/11/12 meet	Response to Intervention (RtI) Positive Behavior Supports (PBS)	Child Study Case PBS Assignment Assigned Take Color Quiz (online)
9/18/12 meet	IEP Overview IEP vs 504 Intervention Assistance Team (IAT)	What Color Are You Activity
9/25/12 <b>online</b>	Classroom Organization	Procedures Activity Due (email) Discussion Board Topic Classroom Design Assignment Assigned
10/2/12 meet	Functional Behavior Assessment (FBA) Behavior Plans vs Behavior Contracts	Behavior Defining Functional Behavior Assessment Assignment Assigned
10/9/12 <b>online</b>	<b>Mid-Term Exam (On-line)</b>	class lectures, class discussions/activities Classroom Design Activity Due (email)
10/16/12 meet	Behavior and Classroom Management Strategies	Teaching/Intervention Style Questionnaire and Scenarios
10/23/12 online	Substitute Teacher Information	Sub-Folder Assignment Assigned Discussion Board Topic
10/30/12 <b>meet</b>	Culturally Responsive Classrooms	CRP Videos Privilege Walk
11/6/12 <b>online</b>	Classroom Management Scenarios	Sub-Folder Activity Due (email) Discussion Board Topic
11/13/12 meet	Bullying Prevention	Video PBS Project Due (hardcopy)
11/27/12 <b>online</b>	Classroom Management Scenarios	Discussion Board Topic
12/4/12 Meet	Poverty	Field Experience Documentation Due (hardcopy) FBA Project Due-(hardcopy) Field Experience Presentations
12/11/12 <b>online</b>	<b>Final Exam (ONLINE)</b>	class lectures, class discussions/activities

### **COURSE ASSIGNMENTS AND TESTS:**

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](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 may be changed to meet the needs of students and/or instructor.

### **MID-TERM (20 points) & FINAL EXAMS (25 points):**

The final exam will be a child study case. Information and data will be similar to examples used in class. Students will review the information and determine a course of action to be implemented for the case. The mid-term exam will consist of multiple extended response questions around the Response to Intervention (RTI) model.

### **FIELD EXPERIENCE ASSIGNMENT (20 points)**

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 teachers. 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 (5 points)**

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 (20 points)**

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 5 lesson plans for teaching these expectations to students.

### **FUNCTIONAL BEHAVIOR ASSESSMENT (PBS) PROJECT (20 points)**

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

### **BLACKBOARD ASSIGNMENT ACTIVITIES (20 points)**

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 (10 points)**

Discussion questions/Case studies will be posted on Blackboard. The responses need to be of graduate level and will include information learned in class or from other resources. Students also will 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: (10 points)**

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. Distracting behaviors such as texting, talking and unrelated computer use during class are not acceptable and will reduce your participation grade.

**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.**

**EVALUATION:**

Mid-term Exam.....	20
Final Exam.....	25
Field Experience Documentation/Presentation...	25
Positive Behavior Support Project.....	20
Functional Behavior Assessment Project.....	20
BB Assignment Activities.....	20
Attendance/Class Participation (Blackboard).....	10
BB Discussion Board.....	10
<b>Total Points.....</b>	<b>150 points</b>

**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