

EDU523: K-12 Classroom and Instructional Management

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Syllabus

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Course Description

This course teaches candidates how to create a positive learning community and take steps to maintain that environment by guiding and correcting behavior when necessary (Burden, 2006, p. 2). It focuses on four dimensions of classroom and instructional management:

- Environmental management
- Instructional management
- Classroom management
- Behavioral management

The course project, Classroom Management Plan: Establishing and Maintaining a Positive Learning Environment, serves as a guide for candidates establishing a plan for their own classrooms. Candidates develop and communicate a

personal philosophy regarding classroom management that references physical surroundings, student motivation approaches, rules and procedures, and strategies for dealing with challenging behaviors and diverse needs.

Overview

Candidates will learn a variety of strategies for dealing with building-wide and classroom behavior issues that every teacher and administrator needs to know to be more effective educators.

The issue of classroom management has been a long-standing concern of educators and the public. Today, the concept of discipline, with the idea of dealing with misbehavior, has been replaced by a more comprehensive approach to creating classroom environments in which students' personal and academic needs are met, thus preventing behavior problems in the first place. Successful teachers and principals are more than disciplinarians. They are effective managers of instruction, the classroom, the school environment, and student behavior.

According to Burden (2006, p. 2), the teacher organizes the physical space, manages student behavior, creates an environment of respect, facilitates effective instruction, promotes safety, and communicates/collaborates with parents and the community.

Learning Outcomes

Upon successful completion of this course, each candidate will:

- Select and implement a philosophical model of classroom management and discipline.
- Organize the physical and instructional environment, and set expectations for learning and behavior.
- Create a respectful, supportive learning environment that motivates students to learn.
- Utilize prevention strategies to maintain classroom behavior.
- Develop a repertoire of intervention strategies to deal with challenging or violent students.
- Address issues of diversity in order to create an inclusive classroom environment.
- Establish ongoing communication and involvement with families, colleagues, administrators, and the community around issues of assessment, classroom behavior, and the code of conduct.



Required Materials

Texts

- Burden, P. (2010). *Classroom management: Creating a successful K-12 learning community*. (4th ed.). Hoboken, N.J.: John Wiley & Sons.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

NOTE: The APA Publication Manual is a required resource that you will use throughout your degree program. It is listed as a required text in all JIU courses. You only need to purchase it once.

Jones e-global library® Readings

This course includes readings from electronic textbooks and/or journal articles available through the Jones e-global library®. These resources are available free of charge and you will access them from the Readings page in each module.

- Perricone, J. (2005, March). No more carrots. *NEA Today*, 23(6), 64. Available in the Education Research Complete database.
- Ungricht, M., Jones-Lewis, T., Barksdale, K., Nelson, B., & Bungert, M. (2004, May). Should we reward good grades with money and prizes? *NEA Today*, 22(8), 39. Available in the Proquest database.

Web-based Readings

This course includes required online readings. You will access them from links within each module where they are assigned. A complete list of required online readings is included on the Readings page in each module.



JIU Technology Requirements

JIU Browser Checker - An easy way to check your browser and plug-ins is to use the [JIU Browser Checker](#), a web-based application that automatically checks to determine whether your browser and plugins meet the requirements for JIU courses.

	Minimum:	Recommended:
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Operating System	<ul style="list-style-type: none"> • Windows XP or Mac OSX 	
RAM	<ul style="list-style-type: none"> • 256 MB of RAM 	<ul style="list-style-type: none"> • 1 GB of RAM or above
Storage		<ul style="list-style-type: none"> • 4 GB or better
Monitor	<ul style="list-style-type: none"> • 15" VGA • High color (16 bit) • 1024 X 768 Resolution 	<ul style="list-style-type: none"> • 17" SVGA Monitor • True color (24 bit) • 1024 X 768 resolution or higher
Internet Connection	<ul style="list-style-type: none"> • 56K Modem 	<ul style="list-style-type: none"> • Broadband
Browser (only 1 needed)*	<ul style="list-style-type: none"> • Internet Explorer 6.0 or newer (PC) • Firefox (PC and Mac) • Safari (Mac) 	
Software	<ul style="list-style-type: none"> • Microsoft Office 2000 or newer 	
Plugins	<ul style="list-style-type: none"> • Ebrary Reader • Adobe Acrobat Reader • Macromedia Flash Player 	
Peripherals	<ul style="list-style-type: none"> • CD-ROM • Sound Card • Printer 	
Browser Settings	<ul style="list-style-type: none"> • Cookies must be allowed in your browser 	

***Note:** The registration portal at my.jiu.edu may not function properly if you are using a non-supported browser. Recommended browsers include Internet Explorer 6 and Safari 1.2. All other JIU websites including the My Courses/Dashboard pages and JIU courses support most modern browsers. Recommended browsers include Internet Explorer, Firefox and Safari.



Help Desk

For the following issues, you should first contact Technical Support:

- Server issues (site not available, server is slow)
- Course access (login problems, course not available)
- Technical problems (forum malfunctioning, any course delivery software function not working properly)

Contact Information:

- Toll-Free from U.S. and Canada: 1.888.560.4951
- International Calls: +1.416.494.6622
- [Online Help](#)



Diversity Policy

JIU professors seek and value the active participation of all students. Professors value diversity in students' ideas, viewpoints, perspectives, values, religious beliefs, backgrounds, race, gender, age, sexual orientation, human capacity, ethnicity, etc. Importantly, JIU professors respect students' diverse talents and ways of learning and provide flexibility by offering students multiple pathways to success. Professors encourage students to choose deliverables—in pursuit of learning objectives—that are personally and professionally meaningful.



Disability Services

Any student who feels s/he may need an accommodation based on the impact of a disability should visit the website for the [Office of Disabilities Services](#) at JIU. Here, you will find information regarding our policy and the procedure for requesting an accommodation.



Course Engagement Policy

JIU student participation in online discussions and projects are part of JIU teaching and learning models. Substantive and frequent interaction helps students to solidify and extend learning. All students are required to actively participate in and contribute to course discussions.

JIU will confirm course engagement as of the “census date.” The census date is the third Sunday of a course, up to 11:59 p.m. Mountain Time. Course Engagement is determined by active participation through the course and professor’s evaluation of the student’s level of engagement in the course.

Students who are not actively engaged in a course by the census date will be dropped from the course and will receive a grade of NDR with a 100% tuition refund for that course. The course will not count as an attempted course.

Please review the course engagement policy in the [JIU Student Handbook](#) for details.



Academic Honor Statement

All JIU students are expected to adhere to the JIU Academic Honor Statement, which states:

In accordance with the JIU “Academic Code of Conduct” (found in the Student Handbook), I am solely responsible for all of my assignments (unless the assignment specifically allowed me to work with others). I have not plagiarized (represented the work of another as my own), nor have I violated copyright or other applicable U.S. laws. JIU holds that the respect for ideas and intellectual property rights is a critical value in academic communities. As a member of this community, I share responsibility in ensuring that the authentic expression of ideas is observed.



Total Professional Advantage 2.0®

JIU’s institutional learning objectives require all JIU students to “design a personal and professional development strategy to formulate a pathway leading to future success.”

To that end, JIU has created a customized career development portal and program: Total Professional Advantage® 2.0 (TPA® 2.0).

TPA 2.0 provides an array of free career development resources, including an electronic portfolio, access to a professional career advisor, and interactive workshops. All students produce three “deliverables”: a résumé, a career

goal statement, and a professional development plan. These deliverables are submitted at the end of your academic program in your capstone course.

We strongly encourage you to engage in TPA 2.0 *early* in your academic program. Access TPA 2.0 via the link near the top of your “My Courses” page.



Course Structure

This course consists of the eight modules outlined below:

Module 1: Selecting a Philosophical Model of Discipline

This module covers the dimensions of classroom and behavioral management. Classroom management involves creating a supportive learning environment, utilizing prevention strategies to maintain classroom behavior, and implementing intervention strategies when necessary to promote maximum learning and success for all students. In this module, you will learn about the areas of responsibility that an effective classroom manager handles to create the kind of classroom that promotes student learning.

Module 2: Organizing the Classroom

Organizing the physical space is a key to establishing the kind of classroom environment that is conducive to learning and maintaining behavior. During this module, you will develop ideas for organizing your classroom (and actually have the opportunity to draw a map or take a picture of your ideal classroom) and plan for the first day of school. As a principal, you will need to know how to supervise this process; and, of course, plan for the first day of school in your building.

Module 3: Creating a Respectful and Supportive Learning Environment

There are many facets to creating a favorable learning environment. During this module, you will list ideas for promoting teacher/student relationships, building student self-esteem, building group cohesiveness, helping students become more responsible for their own learning, and planning effective lessons. Principals will also become aware of how to encourage teachers to create and maintain respectful, supportive learning environments by creating that kind of environment in the building.

Module 4: Managing Student Behavior (Prevention)

One of the most important responsibilities of a teacher or principal is to prevent discipline problems from occurring in the first place. During this module, you will write a plan of rules and procedures that you think would work in your classroom or schoolwide. Another way to prevent discipline problems is to plan effective instruction. In this module, you will also write a lesson plan to teach rules and procedures in order to demonstrate your ability to implement effective instruction, and teach rules and procedures.

Module 5: Managing Student Behavior (Intervention)

Even when you have an effective management system to maintain student behavior, there will be times when misbehavior will occur. During this module, you will develop a response plan for dealing with students with moderate to challenging behaviors.

Module 6: Creating an Inclusive, Diverse Classroom

This module will focus on ways to adapt instruction and identify behavioral interventions to help students with mild to moderate learning disabilities, limited English proficiency, and challenging behaviors related to academic issues.

Module 7: Communication and Collaboration with Families

In this module, you will learn how to communicate with parents and guardians effectively in order to involve them as participants and partners in student learning.

Module 8: Putting It All Together

In this module, you will put your course project together. First you will practice applying your classroom management skills by solving a case study about a student with behavioral issues. The case study will enable you to connect what you have learned in the last eight weeks to a real-world problem.



Assignments Overview

Forum Discussions

Students engage in ongoing professional discussions with peers in the program about their professional reading, professional development, and professional synthesizing projects. A successful discussion includes the following distinguishing features. The student:

- Clearly demonstrates introspection and synthesis of ideas
- Clearly demonstrates relevance to readings and class discussions
- Clearly demonstrates a deep understanding of course content
- Clearly and persuasively expresses opinions
- Uses professional language
- Uses proper grammar and punctuation
- Adheres to [JIU Netiquette Rules](#)
- Posts often throughout the week period
- Engages participants in dialogue
- Clearly offers insightful comments or questions that build on comments from peers
- Advances the discussion in a meaningful and significant way
- Responds to all questions
- Is graceful, polite, and professional when disagreeing with a peer
- Clearly demonstrates mature critical thinking
- Clearly makes arguments that are relevant, focused, logical, and well supported
- Cites relevant resources (readings, module content, and personal experience) with appropriate detail
- Clearly provides concrete examples from own experience to support opinions

Final Course Project

You will develop a **classroom management plan** reflecting what they have learned in each module and building a repertoire of skills you need to establish a positive learning environment that maintains classroom behavior. This will serve as a guide when establishing your first classroom or building and as a reference in the future. This classroom management plan will constitute the professional synthesizing project for this course.



TurnItIn.com

The academic leaders at Jones International University recognize that some students experience challenges when working to properly cite sources within their papers and projects.

To ensure that every student gives proper credit to a work’s original author and to prevent plagiarism, JIU has contracted with TurnItIn.com® to provide students and professors with access to its “Originality Checking” software. From this point forward, students may submit assignments for every course to TurnItIn for a quality check, and then correct errors prior to submitting assignments to their professors. Students are especially encouraged to use TurnItIn prior to submitting their final projects and papers in every course.

Please note:

- TurnItIn does not check the correctness of a student’s citations. The TurnItIn report only indicates that a section of text is found in another source. It is each student’s responsibility to make certain s/he has properly cited others’ works.
- Every student must follow APA guidelines when citing sources. Students who are unsure about APA formatting should use the numerous free resources available to them in the Resources section in JIU’s courses.
- Your instructor will provide details on how to access [TurnItIn.com](https://turnitin.com).



Course at a Glance

Module 1: Selecting a Philosophical Model of Discipline

Required Readings

- *Classroom Management: Creating a Successful K-12 Learning Community* (text), chapters 1 & 2
- Cotton, K. (2001). [Schoolwide and classroom discipline](#). NWREL

Assignments

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|--|----|
| • Assignment 1.1: Forum Discussion — The Ideal Classroom | 25 |
| • Assignment 1.2: Research on the Models of Discipline | 50 |
| • Assignment 1.3: Course Project — Developing a Personal Model of Discipline | 25 |

Module 2: Organizing the Classroom

Required Readings

- *Classroom Management: Creating A Successful K-12 Learning Community* (text), chapters 3 and 7

Assignments

- Assignment 2.1: Forum Discussion — Motivating Students 25
- Assignment 2.2: Course Project — Organizing the Physical Space and Instructional Processes 50

Module 3: Creating a Respectful and Supportive Learning Environment

Required Readings

- *Classroom Management: Creating a Successful K-12 Learning Community* (text), chapters 6 and 10

Assignments

- Assignment 3.1: Forum Discussion — How Do You Become Acquainted? 25
- Assignment 3.2: Course Project —Creating a Respectful, Positive Learning Environment 50

Module 4: Managing Student Behavior (Prevention)

Required Readings

- *Classroom Management: Creating a Successful K-12 Learning Community* (text), chapters 5 and 10
- Perricone, J. (2005, March). [No more carrots](#). *NEA Today*, 23(6), 64. (Available in Jones e-global library®: Education Research Complete)
- Ungricht, M., Jones-Lewis, T., Barksdale, K., Nelson, B. & Bungert, M. (2004, May). [Should we reward good grades with money and prizes?](#) *NEA Today*, 22(8), 39. (Available in Jones e-global library®: Proquest)

Assignments

- Assignment 4.1: Forum Discussion — Using Incentives with Rules 25
- Assignment 4.2: Course Project — Developing Rules and Procedures 50
- Assignment 4.3: Designing a Lesson to Teach Rules and Procedures 25

Module 5: Managing Student Behavior (Intervention)

Required Readings

- *Classroom Management: Creating A Successful K-12 Learning Community* (text), chapters 11 and 12.

Assignments

- Assignment 5.1: Case Study: Applying Different Approaches 50
- Assignment 5.2: Course Project — Response Plan for Dealing With Challenging Students 50

Module 6: Creating an Inclusive, Diverse Classroom

Required Readings

- *Classroom Management: Creating a Successful K-12 Learning Community* (text), chapters 8 and 9
- Curran, M. (2003). [Linguistic diversity and classroom management](#). BNET. (Web)
- Kea, C., Campbell-Whatley, G.D., & Richards, H. (2004). [Becoming culturally responsive educators: rethinking teacher education pedagogy](#). Center for Culturally Responsive Educational Systems(pp. 1-10). (Web)

Assignments

- Assignment 6.1: Forum Discussion — Identifying the Needs of Students 25
- Assignment 6.2: Course Project — Description of Your Inclusive, Diverse Classroom 50

Module 7: Communication and Collaboration with Families

Required Readings

- *Classroom Management: Creating a Successful K-12 Learning Community* (text), Chapter 4

Assignments

- Assignment 7.1: Forum Discussion 25
- Assignment 7.2: Developing a Plan for Communicating with Families 50

Module 8: Putting It All Together

Required Readings

- *Classroom Management: Creating a Successful K-12 Learning Community* (text), chapters 11 and 12.

Assignments

- Assignment 8.1: Forum Discussion — Your Model of Discipline 25

• Assignment 8.2: Submission of the Classroom Management Plan	350
Total Points Possible	1,000



Grading

Final grades for the course will be assigned based on the scale below:

Final Grade	Total Points Earned
A	900 - 1,000
B	800 - 899
C	700 - 799
U	Less than 700

Students may receive lower final grades than indicated on this scale if all required assignments are not completed and submitted.

