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| **Day of Week** | **In-office** | **Virtual** |
| Monday |  | 8:00PM-9:00PM |
| Tuesday | 11:00AM-2:00PM | 8:00PM-9:00PM |
| Wednesday | 10:30AM-12:30PM | 8:00PM-9:00PM |
| Thursday |  | 8:00PM-9:00PM  |
| Friday |  |  |
| **By appointment** |

**Course Description:** This course provides detailed investigation of behavioral and humanistic approaches to classroom management and motivation in the classroom. Included are topics such as preventing classroom disruptions, how and when to intervene when they do occur, working with parents, and working with mainstreamed students. Students will learn how to create a positive teaching environment and will prepare a written, organized, personal intervention plan.

**Prerequisites:** Must have completed Education 201 & EDUC 211 or EDUC 202 or EDUC 203 & 212, have full SARTE status, and must be teacher candidates.

**Required textbook:**

Charles, C.M. (2008). *Building classroom discipline* (11th ed.).Boston, Mass.: Pearson.

**Highly Recommended Textbook (We will be using this book alongside our text.):**

Wong, H.K. & Wong, R.T. (2004). *The first days of school*. Sunnyvale, CA: Harry K. Wong Publications.

After completing core courses, it is highly recommended that you take the

*Content Knowledge* PRAXIS.

At the end of this class, it is recommended for you to take the PRAXIS *PLT*!

**COURSE OBJECTIVES:**

Upon completion of this course, the student will be able to:

1. Define "classroom management" and its related terms. (CK)

2. Organize the classroom environment to maximize instruction and minimize disruption. (KL) (SM) (CK) (PS) (D) (T)

3. Identify classroom management techniques associated with various contemporary models of classroom management. (SM) (CK)

4. Identify influences that have a positive or negative impact on student motivation. (KL) (SM) (CK) (PS) (D)

5. Specify classroom conditions deemed desirable because they promote efficient and effective instruction. (KL) (SM) (CK) (PS) (D) (T)

6. Discuss methods of discipline, motivation and general classroom management that are required to accommodate students as a result of various ethnic or cultural backgrounds, learning styles, gender, socioeconomic needs, English Language Learners (ELL) or other special needs. (KL) (SM) (CK) (PS) (D) (T)

7. Analyze given classroom situations and describe and justify the managerial strategy or strategies and maintaining desirable classroom conditions; (KL) (SM) (CK) (PS) (D)

8. Discuss external influences that affect classroom management and discipline (e.g., lack of parental support, poverty, etc.): (KL) (SM) (CK) (PS) (D) (T)

9. Develop strategies for working together with colleagues to assist students with behavior problems. (KL) (SM) (CK) (PS) (D) (T)

10. Identify indicators of stress, (CK)

11. Describe time management techniques. (SM) (CK)

12. Write and speak in conventional English. (CK)

**COURSE REQUIREMENTS:**

**Classroom Management Plan (25 points):** Each student is required to develop a personal management model. The paper should be a **maximum of 4 double-spaced, typed pages and the page limit will be** **strictly enforced**. Your management paper is the ESPY 315 artifact that you will submit to PASS-PORT for your portfolio. If you follow this guideline, you will cover all of the necessary components in PASS-PORT. Your personal model must include the following sections:

*Section I - INTRODUCTION*

*Section I should include an overview of your personal discipline plan. For what grade level and or subject area is it intended? What models(s) have you patterned your classroom after? If it is a combination of models, what aspects are you including of each one and why? Which ones have you decided to discard and why?*

*Section II - THE MODEL*

*This is the meat of your paper. Be as specific as possible. Consider the following: 1. Classroom procedures - What is the purpose of classroom procedures? How will you teach these routines to students? Identify a minimum of 5 classroom procedures and how they will benefit you classroom management. 2. Classroom rules - What are your classroom rules? How did you develop these rules? Relate each rule to the compelling interest addressed. How will you convey these rules to students and parents? 3. Consequences - What are the consequences for students breaking the rules? What is the purpose of a consequence? Remember, punish work is not acceptable, and the office is a last resort. 4. Individual/Group Motivation/Rewards - What will happen in your room when a student does something right? What forms of acknowledgment will be used? Be specific. How will you motivate and reward the entire group? 5. Preventive/Supportive discipline – Which techniques (minimum of 4) will you use to prevent discipline problems? Why? 6. Parental Involvement – How will you involve parents in your classroom? How will you communicate student progress? School events?*

*Section III- CLASSROOM Arrangement*

*A photograph of your classroom layout should be inserted here. Your layout should address all required organizational patterns and elements through mobility, organization, and should address student needs/accommodations. You should also include an explanation/rationale for your arrangement.*

*Section IV - MODEL APPLICATION*

*Explain a typical classroom situation--hypothetical or real--from start to finish. How would you deal with the situation via your model? Describe the inappropriate behavior, your response to it and your response to the new appropriate behavior. It is suggested that you include a script of the classroom interaction as you apply your model to the situation.*

***This paper is expected to be well developed and to adhere to all conventions of writing. There should be no errors in grammar, punctuation, or spelling.***

**Project #1 Classroom Guidelines/Rules (10 points):**  Each student will development a set of classroom rules/guidelines for the subject and/or grade that you are preparing to teach and make a poster (minimum 18x24) displaying these rules/guidelines. This must include a written analysis (1-2 pages) of your process for the implementation of these rules/guidelines, which will be submitted to Moodle along with a photograph of your posters. A system of rewards and consequences for these rules and a poster (minimum of 18x24) also needs to be included. You will present your rules/guidelines and rationale for selecting them to the class (3 to 5 minutes).

**Project #2 Classroom Design/Layout (10 points):** Each student will develop and design a classroom arrangement (maximum of 18x24). You will compose a written rationale (1-2 pages) of the room arrangement, which will be submitted to Moodle along with a photograph of your layout.

**Project #3 Communication Project (10 points):** Each student will write a letter welcoming students and parents at the start of a new year. You will also write a letter that explains your discipline system (rules/consequences/rewards/classroom procedures). Also included in this project is a parent contact log (ideas and suggestions). Both of these letters along with a photograph of your contact log will be submitted to Moodle.

**Project #4 Theorist Presentations (20 points)**. Working with a partner, you will select a Theorist to research. You will prepare and present a 30 minute interactive presentation on the views of the classroom management theorist (s). This presentation will include a project board to display major facts and/or details. You should be sure to include the philosophy of the theorist(s), key elements and strategies associated with the method/approach, and how this method/approach could be used in a classroom management plan. You and your partner’s grade will be based on the following: thoroughness of details, background information of theorist (s), interaction with the class during your presentation, method of presentation (PowerPoint, Prezi, etc.), activities throughout the presentation, practicality of the activities/handouts, etc. Each of your classmates will give feedback for your presentation but I make the final point decision. **Presentations should NOT exceed 40 minutes nor should it fall under 30 minutes. There will be a point penalty for presentations that do not follow the time guidelines.** The rubric for this presentation will be available on Moodle.

**Project #5 Observations/Field Experience (10 points):** You are required to complete 10 observation hours for this course. Documentation for these observations should be on FORM C and signed by the cooperating teacher with a narrative report written by you.

**You will NOT receive a passing grade for this course without 10 observation hours and reflections being uploaded in PASS-PORT by due date and sent to me for review!!!**

**All About Me (5 points):** This presentation is a simple but fun way for the class to know about you (hobbies, interest, family, etc.) Be creative! ☺

**Participation (10 points):** Your class attendance, interaction during class, and participation in debriefing periods are required. We will go to the assigned day care center, Early Head Start, Head Start, and PK classrooms. Active participation in classroom sessions, observations, and debriefings is necessary.

**Other –** Other assignments may be added at the discretion of the instructor.

NOTE: All students must demonstrate proficiency in written composition and in oral presentations, since written and oral communication skills are basic to teaching. Students who are having difficulty with basic requirements of the course as well as skills vital to effective teaching are expected to consult with the instructor prior to the course. The candidate having difficulty in these areas may be required to repeat the course in order to continue progression in the MAT program.

Successful completion of EPSY 315 requires a grade of C or better, a passing grade on the Management Plan in PASS-PORT, and required field-based experiences, also successfully entered into PASS-PORT with submission to me.

**Assessment/Course Evaluation:**

For evaluation of assignments refer to Evaluation Criteria for each assignment on Moodle. Meaningful participation throughout the semester is expected.

**Grading Scale: A** 94-100% **B** 87-93% **C** 80-86% **D** 70-79% **F 6**9%-below

**Late Assignments:** All work is due on the due date by 5:00PM through Moodle. All assignments are due on the day they are assigned. Late assignments will **not** be accepted. Students can request an extension prior to the due date and time but the extension will be given at the discretion of the instructor. A computer/printer problem does not make a legitimate excuse for lateness.

**Standards for Written Work:** Written work submitted for grading should conform to the professional standards expected of teachers. Documents must be created in a **.doc or .docx** format. All assignments should be typed and proofread for spelling and style. Ideas obtained from outside sources should be documented using APA style. All work must be typed unless otherwise noted.

**Student Performance:** Students are expected to be active participants in individual, small group, and whole class settings. Interaction and collaboration with peers is emphasized through cooperative learning tasks as well as through service learning in early childhood settings.

**Important Dates:**

**First day of class**: August 20

**Labor Day Holiday**: September 1

**Fall Break:** October 2-October 3

**Last day to withdraw or resign from the University is October 24 - 12:30 p.m.**

**ECE EXPO:** December 2

**Last Day of Classes:** December 3

**Final Examinations:** December 11

**Academic Integrity:**

Teacher candidates are expected to maintain the highest standards of academic integrity. Behavior that violates these standards is unacceptable. Examples are the use of unauthorized material, communication with fellow students during an examination, attempting to benefit from the work of another student and similar behavior that defeats the intent of an examination or other class work. Cheating on examinations, plagiarism, and improper acknowledgement of sources in essays and the use of a single essay or paper in more than one course without permission are considered very serious offenses and shall be grounds for disciplinary action as outlined in the current General Catalog.

Students agree by taking this course that all required papers may be subject to submission for textual similarity to SAFEASSIGN for the detection of plagiarism. All submitted papers will be included as source documents in the SAFEASSIGN reference database solely for the purpose of detecting plagiarism of such papers. Use of the SAFEASSIGN service is subject to the Terms of Use posted on SAFEASSIGN website.

**Classroom Conduct:**

Teacher candidates are expected to fully participate in all classroom activities, and come to class prepared to discuss assigned material. Class will begin promptly and all teacher candidates are expected to be ready to begin.

* All cell phones should be silenced for the duration of the class. Place your phone on silent or vibrate when you walk through the door to prevent any disruptions during class. ***Cell phones are not allowed on the school site when we are completing our field experiences.***
* Class discussions need to be conducted in a manner that is respectful and considerate of everyone in the class. While opinions may be strong or discussions heated, it is essential that all teacher candidates be given an opportunity to participate in a comfortable environment
* The college campus is not a place for children. Teacher candidates are not to bring children into the classroom or allow them to remain in the building unattended.

Free discussion, inquiry, and expression are encouraged in this class. Classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of students to benefit from the instruction is unacceptable. Examples may include routinely entering class late or departing early; use of communication devices; repeatedly talking in class without being recognized; talking while others are speaking’ or arguing in a way that is perceived as “crossing the civility line.” In the event of a situation where a student legitimately needs to carry a communication device to class, prior notice and approval of the instructor is required. Classroom behavior which is deemed inappropriate and cannot be resolved by the student and the faculty member may be referred to the Office of Judicial Affairs for administrative or disciplinary review as per the Code of Student Conduct which may be found at <http://www>.selu.edu/admin/stu\_affairs/handbook/

**Accommodations for students with special needs:**

If you are a qualified student with a disability seeking accommodations under the Americans with Disabilities Act, you are required to self-identify with the Office of Disability Services, Room 117, Mims Hall. No accommodations will be granted without documentation from the Office of Disability Services. *Please see me by the third class period.*

**Communication/contacting instructor:**

E-mail communication with students will be made through Southeastern LA University e-mail addresses only. Contact the instructors if you have any questions or problems through e-mail (preferably) or by phone.

**Additional policies/procedures:**

1. All coursework must be successfully completed prior to student teaching or internship.
2. All PRAXIS exams must be successfully completed prior to student teaching/internship.
3. All students MUST submit their portfolios electronically through PASS-PORT.
4. It is the responsibility of the student to contact his/her advisor to review portfolio contents and reflections at each gate.
5. Students will be permitted to **enroll** in any EDUC, MAT, EPSY, and ECE course only twice.
6. Students will be permitted to **repeat** only two EDUC, EPSY, ECE or MAT courses twice.
7. Prerequisites for courses and academic policies are based on the current school year catalogue.

It is also extremely important that you conduct yourself in a professional manner at all times. You will be graded on this aspect of your performance-this applies to all aspects of the course including classroom and field work. Please review the Southeastern Field Experience Student Handbook.

**Field Experiences:**

**Be prompt. Always report directly to the school office unless otherwise instructed. Candidates must introduce themselves and present the required documentation from the professor assigning the field experience.**

**If you are unable to keep a commitment (due to EXTREME circumstances), first you are to contact your instructor(s) *in advance* then you must call the school and ask them to inform your partner teacher. You will not be able to reschedule field experiences.**

**Remember, you are a guest in the school. Do not criticize the school, staff, or candidates in any way. (Southeastern Field Experience Student Handbook)**

After completing your core courses, it is highly recommended that you take the

*Content Knowledge* PRAXIS.

At the end of this class, it is recommended for you to take the PRAXIS *PLT*!

**PASS-PORT REQUIREMENTS-Field Experiences:**

As you complete field experiences, you are required to enter them into PASS-PORT on a weekly basis. **Don’t wait until the end of the semester.** It is your responsibility to collect classroom student data on all field experiences. Field Experience Data Collection Forms, specifically Form C, are available on the Department of Teaching and Learning home page under Student Information, Field Experiences link.

**PASS-PORT REQUIREMENTS-Professional Development Activities:**

As you complete any professional development activity, you are required to enter it into PASS-PORT.

**PASS-PORT REQUIREMENTS-Questionnaires:**

At the beginning of the semester, log into PASS-PORT and complete any assigned questionnaire task. It is advisable to periodically check your task list for additional requests throughout the semester.

**PASS-PORT REQUIREMENTS-Artifacts:**

Teacher candidates are required to upload portfolio specified artifacts (assignments) and/or any other artifact the instructor deems necessary for evaluation.

**Getting Help with PASS-PORT**

You can receive assistance in using PASS-PORT from various sources depending on your needs and questions. Use the list below to contact and/or seek assistance from the appropriate source:

* PASS-PORT Training and/or assistance: Dr. Camille Yates (cyates@selu.edu). Check the NEWS section in PASS-PORT for scheduled training sessions.
* Field experiences: Dr. Heloise Aucoin, heloise.aucoin@selu.edu, Director of Field Experiences, (985) 549-2199.
* Course Requirements: Assigned instructor

It is also recommended that you go through the on-line PASS-PORT Candidate Overview located at <http://pass-port.org/training/candidate> and/or download a copy of the PASS-PORT Candidate Manual.

**Accessing and Paying for PASSPORT**

1. Go to the PP login page for the SELU PASSPORT:  <https://selu.pass-port.org>

OR for Doctoral Students: Go to the Ed D Consortium login page for Doctoral Students: <https://selu-doc.pass-port.org>

1. Use your w# with the w as the username.
2. Your initial password is   pass-port   all lowercase with the hyphen.
3. You will be directed to go to your SLU Webmail to get the temporary password that is sent to you.
4. Go back to the PP login page and use your w# and the temporary password to get into PP.
5. You will be directed to a page to choose the type of subscription (7 year license - $108 or 1 year license - $38) and pay for it.  You may pay with a credit/debit card.

OR if you have financial aid, you can go to the bookstore and obtain a ticket provided by iLAT with a code on it to use when paying.

This will give you access to PP.

PP Help/Training files on SLU PP Help page: <http://www.selu.edu/acad_research/colleges/edu_hd/passport>

* + Video clips showing “How To”

**Knowledge Base:**

Canter, L. (1992). *Assertive discipline: Elementary workbook*. Santa Monica, CA: Lee Canter & Associates.

Canter, L. (1994). *Scared or prepared*. Santa Monica, CA: Lee Canter & Associates.

Charles, C.M. (2002). *Essential elements of effective discipline..* Boston: Allyn & Bacon.

Clayton, M. & Forton, M. (2001) *Classroom spaces that work*. Turner Falls, MN: Northeast Foundation for Children, Inc. (Responsive Classroom.org)

Curwin, R.L., & Mendler, A.N.(1988). *Discipline with dignity*. Alexandria, VA: ASCD.

Dentin, P. & Kriete, R. (2000). *The first six weeks of school.* Turner Falls, MN: Northeast Foundation for Children, Inc. (Responsive Classroom.org)

Esquith, R. (2007). *Teach Like Your Hair’s On Fire*. New York, NY: Penguin Group.

Emmer, E., Evertson, C., & Worsham, M. (2000). *Classroom management for secondary teachers. Boston*: Allyn & Bacon.

Evertson, C., Worsham, M., & Emmer, E. (2000). *Classroom management for elementary teachers.* Boston: Allyn & Bacon.

Fay, Jim & Funk, David (1995). *TEACHING with love & logic*. Golden, CO: The Love and Logic PRESS Inc.

Glasser, W. (1986). *Control theory in the classroom*. New York: Harper and Row.

Grossman, H. (1990). *Trouble-free teaching: Solutions to behavior problems in the classroom.* Mountain View, CA: Mayfield.

Jacobsen, D., Eggen, P., & Kauchak, D.(l.993). *Methods for teaching: A skills approach* (4th ed.). New York: Macmillan.

Jones, V. & Jones, L. (1995). *Comprehensive classroom management*. Boston: Allen & Bacon.

Kohn, A. (2006) *Beyond discipline: From compliance to community.* Alexandria, VA: Association for Supervision and Curriculum.

Kohut, S. & Range, D.G. (1992). *Classroom discipline: Case studies and viewpoints.* Washington, D.C.: National Education Association.

Kriete, R. (2002). *The morning meeting book.* Turner Falls, MN: Northeast Foundation for Children, Inc. (Responsive Classroom.org)

Marshall, M. (2001). *Classroom meetings.* Retrieved on February 20, 2008 from [www.MarvinMarshall.com](http://www.MarvinMarshall.com).

Marzano, RJ. (1992). *A different kind of classroom: Teaching with dimensions of learning*. Alexandria, VA: ASCD.

McEwan, Barbara. (2000). *The art of classroom management*. Upper Saddle River, NJ.: Merrill

Nelson, J., Duffy, R., Escobar, L., Ortolano, K., & Own-Sohocki, D. (1996). *Positive discipline: A teacher's a-z guide*. Rocklin, CA: Prima Publishing.

Orange, Carolyn. (2000). *25 biggest mistakes teachers make and how to avoid them.* Thousand Oaks, CA: Corwin Press, Inc.

Shuman, R.B. (1992). *Classroom encounters: Problems, case studies, solutions*. Washington, D.C.: National Education Association.

Wood, C.(2007) *Yardsticks: Children in the classroom ages 4-14.* Turner Falls, MN: Northeast Foundation for Children, Inc. (Responsive Classroom.org)

Zirpoli, Thomas, J. & Mellov, Kristine J.. (2001). *Behavior management applications for teachers* (3rd ed.). Upper Saddle River, N.J.: Merrill.