



Department of Exceptional Student Education
College of Education
Florida Atlantic University

Instructor: Dr. Charles Dukes
Phone: 561.297.0807
Office Hours

Office: ED430/Boca
E-mail: (preferred) cdukes@fau.edu
Class Day/Time:

COURSE NUMBER EDG4419

COURSE TITLE: Building Classroom Management and Discipline

CATALOG DESCRIPTION

This course provides an overview of strategies and techniques for organizing and managing classroom settings. The strategies and techniques include arrangements for managing students, materials, time and space. This course is appropriate for both elementary and secondary level teachers.

PREREQUISITE/COREQUISITE: None

COURSE CONNECTION TO CONCEPTUAL FRAMEWORK

Students in this course will learn and apply a decision-making paradigm that, in turn, will influence their own teaching practice. This requires that students will make informed decisions that are evidence-based, and the result of reflection on students' needs, and the classroom context and climate. Students who participate in these activities will demonstrate evidence of being capable professionals.

MATERIALS:

REQUIRED TEXT

Levin, J. & Nolan, J. F. (2010). Principles of classroom management: A professional decision-making model (6th Ed.) Boston: Pearson.
ISBN-10: 0136100880 with My Education Lab (Bundle)

SUPPLEMENTARY RESOURCES:

TECHNOLOGY:

E-mail: Your FAU email address will be used.

Blackboard: This course is conducted completely online through FAU's Blackboard site. All handouts, forms, handbook and resources are available on the website. Go to the website: <http://blackboard.fau.edu> (Do not type www). Your username is the same

as your FAUNetID. Your initial password for Blackboard is your PIN (for students this is 2 zeros followed by your 2 digit DAY of birth and 2 digit

Article Critique Components

- I. Title Page: Create a title page with pertinent information (title of paper, your name, course info, instructor, date).
- II. Brief Article Summary: In no more than 200 words, briefly summarize the article, identifying the central theme of the article.
- III. Critical Analysis: You are to describe the following
 - a. Overall, how might you apply the central theme or technique in your own practice? (~100-150 words)
 - b. Provide three or more specific examples of how the theme or technique can be applied in your own practice. (~300 words)
 - c. Describe three or more specific tenets of feedback regarding the ideas presented in the article from the veteran teacher. (~300 words)
 - i. When you shared the ideas presented in the article with a veteran teacher, what did he/she think of the theme or technique presented in the article?
- IV. Reference: On a separate page, titled Reference, provide the following information in APA format: Author, Date of Publication, Title of Article, Journal name, Volume/Number/Pages. Note: reference information is due prior to the Article Critique Paper (See due date in course outline), then this information is repeated in the full paper.

6. Establishment of a formalized classroom discipline plan: Critical Assignment (1 @ 50 points)

Students will develop a classroom discipline plan that will be suitable for use in their (current or) future classrooms. The formalized classroom discipline plan should be designed to create an environment conducive to learning. Additionally, the plan should describe activities which will allow them to teach and explain the discipline plan to their students. The plan, five to ten pages, should include the following elements:

- a. Statement of philosophy. Revisit due prior to class. The plan,

- education, inclusive, special education), age group (elementary, middle, high), and population served (cultural/linguistic diversity, SES/disability), and other pertinent information about the population.
- b. Behavioral Expectations In your description of behavioral expectations for our students, please address the following:
 - i. How are students expected to behave in your class(es)?

Remediation policy:

If a student is passing the course, but has failed to pass the Critical Assignment with a minimum of 73% of the possible points for the assignment, the student will receive an "I" in the course until the Critical Assignment is successfully done (only one attempt allowed). The conditions and time frame for the resubmission of the assignment will be determined by the instructor. However, the second attempt must be completed within one semester. Upon successful completion of the resubmitted assignment, the "I" will be changed to a grade for the course and the student may continue in the ES sequence of courses. The original points earned for the initial attempt at the Critical Assignment will be used to calculate the final grade in the course. If the resubmitted Critical Assignment is not successfully passed, the grade for the course will be C or below regardless of the total points earned in the course.

If a student is not passing the course, and has failed to pass the Critical Assignment with a minimum of 73% of the possible points, the student will not be allowed to resubmit the Critical Assignment. The student will need to repeat the course and the Critical Assignment.

PROFESSIONAL ETHICS POLICIES AND EXPECTATIONS

Students, as reflective decision makers, choose to practice ethical behavior during class, in the university community, and while participating in field experiences. COE students are expected to demonstrate a professional demeanor in their FAU courses including attendance, participation, and responsible attention to requirements and deadlines necessary for the successful completion of the teacher education program. Pre-service teachers are also expected to demonstrate a professional demeanor in field experience settings through their dress, actions, and sensitivity to the students, teachers, and administrators at the host schools.

TEACHING METHODOLOGIES:

Methods of instruction include lectures, discussions, modeling, guided practice, group activities, cooperative learning presentations, and media presentations. Participants will acquire knowledge and skills related to teaching students with exceptionalities, including students from various cultural, religious, ethnic, socioeconomic, and language backgrounds.

ASSESSMENT PROCEDURES:

Points for each activity are cumulative. To obtain your grade, you must divide your cumulative number of points by the total number of points for the class and multiply by 100

Assignment	Points	% Course Grade
* 1 Page Philosophy paper	5	2%
* Practical Application Activities (10 @ 5 pts each)	50	23%

* Concept Maps (4 @ 15pts each)	60	27%
* Journal Article Critique	15	7%
* Classroom Discipline Plan (Critical Assignment)	50	23%
** My Education Lab Assignments (10 @ 2pts each)	20	9%
*** Iterative Case Analyses	20	9%
TOTAL	220	100%

Please note where assignments are to be submitted:

* should be uploaded to the COURSE CONTENT/Course Assignments under the link for this assignment by 11:55PM on the date due.

** should be responded to directly within My Education Lab site.

*** should be responded to via the Iterative Case Analyses Wikis; to find the Wiki, go to the main course menu/Tools/Wikis.

GRADING SCALE:

Activity scores are cumulative and the grade scale represents percentage of total points earned.

A = 93-100	A- = 90-92	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 = Below 60

POLICIES AND PROCEDURES

ATTENDANCE:

According to University policy, "Students are expected to attend all of their scheduled University Classes and to satisfy all academic objectives as outlined by the instructor." Attendance includes meaningful, active involvement in all class sessions, class discussions, and class activities as well as professional, ethical, conduct

All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers.

BIBLIOGRAPHY

- Canter, L. & Canter, M. (1992). *Assertive discipline positive behavior management for today's classroom*. Santa Monica, CA: Lee Canter and Associates.
- Emmer, E. T., Evertson, C. M. & Worsham, M. E. (2006). *Classroom management for middle and high school teachers* (7th Ed.) Boston, MA: Pearson/Allyn & Bacon.
- Evertson, C. M., Emmer, E. T. & Worsham, M. E. (2006). *Classroom management for elementary teachers* (7th Ed.) Boston, MA: Pearson/Allyn and Bacon.
- Kyle, P. B. & Rogien, L. R. (2004). *Opportunities and options in classroom management*. Boston, MA: Pearson/Allyn & Bacon.
- Larrivee, B. (2005). *Authentic classroom management: creating a learning community and building reflective practice* (2nd Ed.) Boston, MA: Pearson/Allyn and Bacon.
- Long, J. D. & Williams, R. L. (2005). *Making it till Friday: Your guide to effective classroom management* (5th Ed.) Hightown, N. J.: Princeton Book Company Publishers.
- Sprick, R., Garrison, M. & Howard, L. M. (1998). *CHAMPS: A proactive and positive approach to classroom management for Grades K-8*. Longmont, CO: Sopris West.
- Sugai, G., Horner, R., & Gresham, F. (2002). Behaviorally effective school environments. In M. R. Shinn, H. M. Walker, & G. Stoner (Eds.) *Interventions for academic and behavior problems II: Preventive and remedial approaches* (pp. 315-350). Bethesda, MD: National Association of School Psychologists.
- Umbreit, J., Ferro, J., Liaupsin, K. L. L. (2006). *Functional behavioral assessment and function based intervention: an effective, practical approach*. Upper Saddle River, NJ: Prentice Hall.
- Watson, S. T., & Steege, M. W. (2003). *Conducting school based functional behavioral assessments: a practitioner's guide*. New York: Guilford Press.

References

Bafumo, M.E. (2006). Constructing a community. *Teaching PreK8*, 37(1), 10-12.

Daniels, V.I. (1998). How to manage disruptive behavior in

Munro, C.R. (2006). Misbehavior or misinterpretation? *Kappa Delta Pi Record* 42(4), 161-5.

Oberchain, K.M. & Taylor, S.S. (2005). Behavior management making it work in middle and secondary school. *Clearinghouse* 79(1), 7-11.

Quigley, T.A. & Studer, J.R. (1991). Using solution-focused interventions for behavior problems in an inclusive classroom. *American Secondary Education* 28(1), 10-18.

APPENDIX

GUIDELINES USED IN THE DEVELOPMENT OF THIS COURSE.

The instructor has included the guidelines of knowledge and skills related to the goal and objectives of this course for beginning special education teachers. The intent is to help the student understand the direction of the course and the relevancy of the material to be learned.

Florida Educator Accomplished Practices

EAP#2 Communication

Use effective communication techniques with students and all other stakeholders.

EAP#5 Diversity

Use teaching and learning strategies that reflect each student's culture, learning styles, special needs and socioeconomic background.

EAP#7 Human development and learning

Use an understanding of learning and human development to provide a positive learning environment which supports the intellectual, personal and social development of all students.

EAP# 9: Learning Environment


Develop an environment


Standard 23: Identify major attitudes of local target group toward school, teachers, discipline, and education in general that may lead to misinterpretation by school personnel; reduce cross

COURSE CONTENT OUTLINE FOR SEMESTER

This Course is fully on line

Date	Session Content	Required Reading and Assignment	Assignment(s) Due Please note: Late assignments/Submissions will not be accepted.
Weeks 1 and 2 1/08 r 1/21	1. Iterative Case Study Analysis. Go to the class wiki (Blackboard)	Levin and Nolan: Chapters 1 and 2	1. Complete
This course begins on 01/08/11. Drop/add takes place between 01/08/11 and 01/14/11.	2. Chapter 1 (Levin and Nolan): Principles of Classroom Management: The Basics 3. Chapter 2: Nature of the Discipline Problem. 4. My EducationLab See info below on logging into My EducationLab	My EducationLab Assignment #1: Topic: Models of Classroom Management Click on 1. Simulations 2. Who is In Charge 3. View the simulation and respond to the 1 prompt on the "Who is in Charge" page. 4. *SUBMIT your responses within My EducationLab for grading.	

Date	Session Content	Required Reading and Assignment	Assignment(s) Due Please note: Late assignments/Submissions will not be accepted.
	3. My EducationLab	 <p>Relationships Click on 1. Videos 2. Empowering Students to Resolve Conflicts (Elementary) 3. View the video and respond to the 5 prompts on the "Empowering Students to Resolve Conflicts (Elementary)" page. 4. SUBMIT your responses within My EducationLab for grading.</p>	11:55

Date	Session Content	Required Reading and  Assignment	Assignment(s) Due Please note: Late assignments/Submissions will not be accepted.
		respond to the 4 prompts on the "Intrinsic Motivation (Elementary/Middle, Secondary)" page. 4. *SUBMIT your responses within My Education Lab for grading.	
Spring Break 3/7 - 8/11			
Week 9 3/12 - 3/18	1. Practical Application 5 and 6. Work with your learning community to complete PA 5 and 6 this week. 2. My Education Lab	My Education Lab Assignment #6: Topic: Defining Expectations Click on 1. Videos 2. Defining Expectations (Middle, Language Arts) 3. View the video and respond to the 3 prompts on the "Defining Expectations (Middle, Language Arts)" page. 4. *SUBMIT your responses within My Education Lab for grading.	1. Submit My Education Lab Assignment #6 within My Education Lab by 3/17. 2. Complete Third Iterative Case Analysis after reading chapters 5 & 6, but no later than 11:55 PM 3/18. 3. LCL leader for PA 5 & 6: complete and post results of PA 5 and 6 due to the Assignment Lab by 11:55 PM 3/20.
Week 10 and 11 3/19 - 4/1	1. Chapter 7 (Levin and Nolan): Nonverbal Interventions/Verbal Interventions 2. Chapter 8 (Levin and Nolan): Logical Consequences. 3. My Education Lab	My Education Lab Assignment #7: Topic: Maintaining Appropriate Student Behavior Click on 1. Videos 2. Managing Behavior (Elementary) 3. View the video and respond to the 4 prompts on the "Managing Behavior (Elementary)" page. 4. *SUBMIT your responses within My Education Lab for grading.	1. Submit My Education Lab Assignment #7 within My Education Lab by 3/24.
Week 12 4/2 - 4/8	1. Practical Application 7 and 8. Work with your learning community to complete PA 7 and 8 this week.	My Education Lab Assignment #8: Topic: Working with Parents and Families.	1. Submit My Education Lab Assignment #8 within My Education Lab by 4/7.

Date	Session Content	Required Reading and Assignment	Assignment(s) Due Please note: Late assignments/Submissions will not be accepted.
	2. My EducationLab	<p>Click on</p> <ol style="list-style-type: none"> 1. Videos 2. Working with Parents and Families 3. View the video and respond to the 3 prompts on the "Working with Parents and Families" page. 4. *SUBMIT ANSWERS My EducationLab for grading 	<ol style="list-style-type: none"> 2. LCL leader for PA7 & 8: complete and post results of PA7 and 8 due to the COURSE CONTENT by



These “Jings” may be helpful to you in learning how to register your code and how to access the material in My EducationLab:

How to Register Access Code (view first):

<http://www.screencast.com/users/RichardResch/folders/Jing/media/ab65b70d-909b-4fd7-9d2a-91d9a2622b02>

[disregard the ID in the video and use the Course ID: **cm881356**]

How to Log in and Register for Dr. Darling’s Class:

<http://www.screencast.com/users/RichardResch/folders/Jing/media/dfdb16fd-6fac-4ba8-919d-fc82b571bcba>

[disregard the ID in the video and use the Course ID: **cm881356**]

Goto: <http://www.myeducationlab.com/login.html>

(login codes should have accompanied your textbook purchase)

ScoringRubricfor CriticalAssignment:EDG4419

Name:_____ Date:_____ OverallRating/ PointsEarned:_____/_____

CourseName: BuildingClassroomDiscipline CriticalAssignmentTitle: DisciplinePlan
FloridaEducatorAccomplishedPractice:Standard9Indicator: 9.2 Developsan environmentconduciveto learning.
FormalizedDisciplinePlanAssignmentdescription:Studentswill developa classroomdisciplineplanthat will be suitablefor usein their (future) classroom.
Theplan shouldincludethe followingelements:

ContentArea	Below Expectation $\geq 72\%$	Meets Expectation 73-90%	Exceeds Expectation 91-100%
-------------	-------------------------------	--------------------------	-----------------------------

Philosophy

20points

Content Area	Below Expectation $\geq 72\%$	Meets Expectation 73 r90%	Exceeds Expectation 91 r100%
15 points ~2 ¶ paragraphs	not clear, and does not attend to one or more of the components listed in "meets expectations." ≤10 points	methods that will be used to explain or teach the plan to the students. Creativity is demonstrated in the methods described for conveying the information to the students 11 r13 points	additionally the techniques described are clearly reflective of or congruent with the teacher power base and theory of management previously described. 14 r15 points
Plan Summary 5 points ~1 ¶ paragraph or 1 page	No summary is provided; summary is not reflective of the content of the discipline plan; summary does not "stand alone" in conveying core of the plan. ≤2 points	Summary is an abbreviated version of the entire discipline plan. It is presented in a way that it could "stand alone" in conveying the core facets of the plan (e.g. bulleted points). 3 r4 points	All components in "Meets Expectation" met; additionally, author includes a summary that is presented in a format that could be used as a handout or flyer (a "one pager") 5 points

Mechanics/
Grammar

Student does not adhere to one or more of the guidelines regarding

Content, margins, APA style, etc. (EEOC)
5 points

