

## **COURSE APPROVAL DOCUMENT**

Southeast Missouri State University

Department: Elementary, Early, and Special Education

Course No. EL340

Title of Course: Classroom Management, Climate, and Learning

Date: November 8, 2014

Please check: X New

I. Catalog Description (Credit Hours of Course): This course develops knowledge and skills in supporting a positive classroom climate and social emotional learning for children and adolescents. (3 hours credit)

II. Prerequisite: Admission to Teacher Education Program  
Co-requisites: EL 314 Literacy Field Experience  
EL 316 Emergent and Primary Literacy  
EL 317 Intermediate and Middle School Literacy

III. Purposes or Objectives of the Course:

Teacher Candidates will:

1. Evaluate current classroom management practices and programs, i.e., PBIS (Positive Behavior Intervention and Supports), based on theory knowledge of best practices.
2. Identify laws that pertain to students' well-being and mandated reporting.
3. Identify common mental health issues experienced by students in schools and identify supports for children with emotional disorders.
4. Describe Tier 1, Tier II, and Tier III positive behavior intervention and support strategies
5. Identify ineffective aversive techniques
6. Reflect on collaboration with colleagues, families and professionals that reflect the standards of ethical conduct where classroom management is concerned.
7. Plan learning environments that reflect evidence based research practices including preventative guidance strategies for effective transitions within lessons, between activities and routines across the school day for learners with specific needs.
8. Plan classroom management interventions for students with 504 plans and Individualized Education Plans.
9. Plan learning environments and lessons that reflect support of social emotional growth of all learners and those with exceptionalities, including students with special needs, English language learners, and those with behavioral challenges.
10. Plan activities that support problem solving, motivation and encourage guidance to help students cope with frustrations in order to address challenging behaviors.
11. Plan activities that reflect research based environmental organizational strategies for individual differences in development, culture, language, abilities or disabilities.

IV. Student Learning Outcomes (Minimum of 3):

1. Evaluate current classroom management practices and programs. (Objective 1)	Measurement: Research and Presentation rubric
2. Plan learning environments that reflect evidence based research. (Objective 7)	Measurement : Classroom management plan rubric  MoPTA Task 1
3. Plan learning environments and lessons that reflect support of social emotional growth of all learners. (Objective 9)	Measurement: Evaluation rubric/report

V. Optional departmental/college requirements: Alignment with MoSPE Quality Indicators and ACEI Standards

Course Objective	MoSPE QIs	ACEI
1. Evaluate current classroom management practices and programs, i.e., PBIS (Positive Behavior Intervention and Supports), based on theory knowledge of best practices.	5C1	1.0
2. Identify laws that pertain to students' well-being and mandated reporting.	9C1	5.2
3. Identify common mental health issues experienced by students in schools and identify supports for children with emotional disorders.	9C3	5.2
4. Describe Tier 1, Tier II, and Tier III positive behavior intervention and support strategies	5C1	1.0
5. Identify ineffective aversive techniques.	2C1	3.4
6. Reflect on collaboration with colleagues, families and professionals that reflect the standards of ethical conduct where classroom management is concerned.	5C1, 5C3, 8C3, 9C2, 9C3	5.2
7. Plan learning environments and lessons that reflect support of social emotional growth of all learners and those with exceptionalities, including students with special needs, English language learners, and those with behavioral challenges.	2C1, 2.6, 5C1	3.2, 3.4
8. Plan classroom management interventions for students with 504 plans and Individualized Education Plans.	9C2	1.0 5.2
9. Plan learning environments that reflect research based preventative guidance strategies for effective transitions within lessons, between activities and routines across the school day.	5C2	1.0 3.5
10. Plan activities that support problem solving, motivation and encourage guidance to help students cope with frustrations in order to address challenging behaviors.	4C1, 5C1	3.3
11. Plan activities that reflect research based environmental	2C1	3.4

organizational strategies for individual differences in development, culture, language, abilities or disabilities.	2C4 2C5	
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VI. Course Content or Outline (Indicate number of class hours per unit or section):

Topic	Clock hours
Theories and current practices, including aversive techniques	4
Identify laws that pertain to students' well-being and mandated reporting	3
Common mental health issues and student supports	4
Using positive behavior interventions in developing classroom rules and routines	4
RTI: Tiers I, II, and III	6
Planning activities that support problem solving, motivation, and encourage guidance	6
Social, emotional, motivation, and academic growth of all learners	3
Research based environmental organizational strategies: Daily 5, open classroom groups, transitions, classroom organization	6
Plan and implement preventative guidance strategies to increase engagement	6
Identify community supports for children and families and collaboration	3
Total	45

Please Attach copy of class syllabus and schedule as an example

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Chair

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Dean

*Approved by Academic Council, April 1, 2014 Revision: April 1, 2014*

## COURSE SYLLABUS

Southeast Missouri State University  
Department: Elementary, Early, and Special Education  
Course No.: EL 340  
Title of Course: Classroom Management, Climate and Learning  
Date: November 8, 2014  
Please check: X New  
Semester:  
Class Meeting Time and location:  
Instructor Name and Contact Information:  
Office Hours:

Catalog Description (Credit Hours of Course): This course develops knowledge and skills in supporting a positive classroom climate and social emotional learning for children and adolescents. (3 credit hours)

Prerequisite: Admission to Teacher Education Program  
Co-requisites: EL 314 Literacy Field Experience  
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EL 317 Intermediate and Middle School Literacy

Purposes or Objectives of the Course:

Teacher Candidates will:

1. Evaluate current classroom management practices and programs, i.e., PBIS (Positive Behavior Intervention and Supports), based on theory knowledge of best practices.
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11. Plan activities that reflect research based environmental organizational strategies for

individual differences in development, culture, language, abilities or disabilities.

Student Learning Outcomes (Minimum of 3):

1. Evaluate current classroom management practices and programs. (Objective 1)	Measurement: Research and Presentation rubric
2. Plan learning environments that reflect evidence based research. (Objective 7)	Measurement : Classroom management plan rubric MoPTA Task 1
3. Plan learning environments and lessons that reflect support of social emotional growth of all learners. (Objective 9)	Measurement: Evaluation rubric/report

**Accessibility statement:** Southeast Missouri State University and Disability Support Services remain committed to making every reasonable educational accommodation for students with disabilities. Many services and accommodations which aid a student’s educational experience are available for students with various types of disabilities. It is the student’s responsibility to contact Disability Support Services to become registered as a student with a disability in order to have accommodations implemented.

**Civility statement:** Every student at Southeast is obligated at all times to assume responsibility for his/her actions, to respect constituted authority, to be truthful, and to respect the rights of others, as to respect private and public property. In their academic activities, students are expected to maintain high standards of honesty and integrity and abide by the University’s Policy on Academic Honesty. Alleged violations of the Code of Student Conduct are adjudicated in accordance with the established procedures of the judicial system.

**Academic honesty statement:** Academic honesty is one of the most important qualities influencing the character and vitality of an educational institution. Academic misconduct or dishonesty is inconsistent with membership in an academic community and cannot be accepted. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one’s scholastic record. Knowingly or actively assisting any person in the commission of an above-mentioned act is also academic dishonesty. Students are responsible for upholding the principles of academic honesty in accordance with the “University Statement of Student Rights” found in the STUDENT HANDBOOK. The University requires that all assignments submitted to faculty members by students be the work of the individual student submitting the work. An exception would be group projects assigned by the instructor. In this situation, the work must be that of the group. Academic dishonesty includes:

**Plagiarism.** In speaking or writing, plagiarism is the act of passing someone else’s work off as one’s own. In addition, plagiarism is defined as using the essential style and manner of expression of a source as if it were one’s own. If there is any doubt, the student should consult his/her instructor or any manual of term paper or report writing. Violations of academic honesty include:

1. Presenting the exact words of a source without quotation marks;
2. Using another student’s computer source code or algorithm or copying a laboratory report; or
3. Presenting information, judgments, ideas, or facts summarized from a source without giving credit.

**Cheating.** Cheating includes using or relying on the work of someone else in an inappropriate manner. It includes, but is not limited to, those activities where a student:

1. Obtains or attempts to obtain unauthorized knowledge of an examination’s contents prior to the time of that examination.
2. Copies another student’s work or intentionally allows others to copy assignments, examinations, source codes or designs;
3. Works in a group when she/he has been told to work individually;
4. Uses unauthorized reference material during an examination; or
5. Have someone else take an examination or takes the examination for another

Grading scale and policies: Students must obtain a C or better in this course.

- 90%-100% A
- 80%-89% B
- 70%-79% C
- 60%-69% D
- Below 60% F

Students must obtain a C or better in this course.

Text:

Class content—outline or schedule

Week	Topic	Readings	Field Work	Assignments
1	Theories and current practices, including aversive techniques			
2	Theories and current practices, including aversive techniques			
3	Identify laws that pertain to students’ well-being and mandated reporting			
4	Common mental			

	health issues and student supports			
5	Using positive behavior interventions in developing classroom rules and routines			
6	RTI: Tiers I, II, and III			
7	RTI: Tiers I, II, and III			
8	Planning activities that support problem solving, motivation, and encourage guidance			
9	Planning activities that support problem solving, motivation, and encourage guidance			
10	Social, emotional, motivation, and academic growth of all learners			
11	Research based environmental organizational strategies: Daily 5, open classroom groups, transitions, classroom organization			
12	Research based environmental organizational strategies: Daily 5, open classroom groups, transitions, classroom organization			

13	Plan and implement preventative guidance strategies to increase engagement			
14	Plan and implement preventative guidance strategies to increase engagement			
15	Identify community supports for children and families and collaboration			
16	Final Exam			

### *Potential Readings and Resources*

Association for Childhood Education International (2007). *Standards: ACEI-NCATE/CAEP*.

Retrieved October 16, 2014 from:

<http://www.acei.org/images/stories/documents/ACEIElementaryStandardsSupportingExplanation.5.07.pdf>

Bradshaw, C., Koth, C., Bevans, K., Jalongo, N., & Leaf, P. (2010). The impact of school-wide positive behavioral interventions and supports (PBIS) on the organizational health of elementary schools. *School Psychology Quarterly, 12, 133-148*.

Horner, R., Sugai, G., Smolkowski, K., Todd, A., Nakasato, J., & Esperanza, J., (2009). A randomized control trial of school-wide positive behavior support in elementary schools. *Journal of Positive Behavior Interventions, 11, 133-144*.

Marzano, R. (2011 March). Relating to students: It's what you do that counts. *Educational Leadership, 82-83*.

Missouri Department of Elementary & Secondary Education. (2013). *Missouri standards for the preparation of educators (MoSPE)*. Retrieved Aug. 11, 2014 from:

<http://dese.mo.gov/sites/default/files/MoSPEStandards.pdf>

Missouri Department of Elementary & Secondary Education. (2013). *Model educator evaluation system*



(MEES). Retrieved Oct. 16, 2014 from: <http://dese.mo.gov/educator-quality/educator-effectiveness/educator-standards/teacher-standards>

Scheuermann, B. K. & Hall, J. A. (2012). Positive behavior supports for the classroom (2<sup>nd</sup> Ed.). Pearson, Boston, MA.

Simonson, B., Fairbanks, S., Briesch, A., Myers, D., & Sugai, G. (2008). Evidence-based practices in classroom management: Considerations for research to practice. *Education and Treatment of Children*, 31(3), 351-380.

Walker, J. (2009). Authoritative classroom management: How control and nurturance work together. *Theory Into Practice*, 48: 122-129.

Wentzel, K. (2002). Are effective teachers like good parents? Teaching styles and student adjustment in early adolescence. *Child Development*, 73(1), 287-301.

Web Sites:

Association for Positive Behavior Support <http://www.apbs.org/>

Center on the Social and Emotional Foundation for Early Learning

[http://csefel.vanderbilt.edu/resources/training\\_modules.html](http://csefel.vanderbilt.edu/resources/training_modules.html)

IRIS Center: [iris.peabody.vanderbilt.edu](http://iris.peabody.vanderbilt.edu)

Positive Behavior Intervention and Support <http://www.pbis.org>

Positive Beginnings: Supporting Young Children with Challenging Behavior

<http://pbs.fsu.edu/altSite/modules.html>

The Technical Assistance Center on Social Emotional Intervention for Young Children

<http://challengingbehavior.fmhi.usf.edu/>

What Works Clearinghouse <http://ies.ed.gov/ncee/wwc/>