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
EL 316 Emergent and Primary Literacy
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.
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.

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
<th>Field Work</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td>Theories and current practices, including aversive techniques</td>
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<td>3</td>
<td>Identify laws that pertain to students’ well-being and mandated reporting</td>
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<td>Common mental</td>
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<td>health issues and student supports</td>
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<td>5</td>
<td>Using positive behavior interventions in developing classroom rules and routines</td>
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<td>6</td>
<td>RTI: Tiers I, II, and III</td>
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<td>7</td>
<td>RTI: Tiers I, II, and III</td>
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<td>Planning activities that support problem solving, motivation, and encourage guidance</td>
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<td>Planning activities that support problem solving, motivation, and encourage guidance</td>
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<td>10</td>
<td>Social, emotional, motivation, and academic growth of all learners</td>
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<td>Research based environmental organizational strategies: Daily 5, open classroom groups, transitions, classroom organization</td>
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<td>12</td>
<td>Research based environmental organizational strategies: Daily 5, open classroom groups, transitions, classroom organization</td>
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</table>
Plan and implement preventative guidance strategies to increase engagement

Identify community supports for children and families and collaboration

Potential Readings and Resources


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


Web Sites:

Association for Positive Behavior Support [http://www.apbs.org/](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](http://www.pbis.org)

Positive Beginnings: Supporting Young Children with Challenging Behavior [http://pbs.fsu.edu/altSite/modules.html](http://pbs.fsu.edu/altSite/modules.html)

The Technical Assistance Center on Social Emotional Intervention for Young Children [http://challengingbehavior.fmhi.usf.edu/](http://challengingbehavior.fmhi.usf.edu/)