### Campbellsville University School of Education

**ED 656-03**

**Effective Management Skills for Today’s Educators**

Instructor: Dr. Chuck Hamilton Campbellsville University

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Email: clhamilton@campbellsville.edu Credit: 3 Hours

Classroom: Online, Tuesday, 7:00-8:15 p.m. July 11, 18, 25; Aug 1, 8, 15, 22

Virtual Office Hours: The Professor can be reached by phone or email.

## THEME: “EMPOWERMENT FOR LEARNING”


### Required texts:

Jones and Jones (2016). *Comprehensive classroom management: Creating communities of support and solving problems (11th ed.).* Allyn and Bacon.

Henley (2010). *Classroom management: A proactive approach*. 2nd ed.

### Course Description:

This course will assist teachers in developing research-based strategies for creating and managing a classroom environment that maximizes student learning and prevents potential problems**.**

Topics for in-depth study include: effective schools research; teacher behavior and management techniques; discipline theories; conferencing and referrals; observation, reporting and communication skills. Candidates will observe, record and analyze both teacher and student behaviors as they relate to the instructional program and learning environment during the required **ten (10)** Field/Service Learning Hours. A research paper will require the candidate to examine classroom management models which will focus on all students and specifically the following disability areas: EBD, LD, MMD and ASD.

### School and Education Mission Statement

In support of the institutional mission, the mission of the teacher education program is to prepare teachers, for their respective fields in society by providing an academic infrastructure based on scholarship, service and Christian leadership. The primary goal of the program is to advance scholars who are competent, caring and qualified, who can positively impact student learning, and who are committed to life-long learning in a global society.

Since research has demonstrated that the teacher is the most important factor affecting student learning, the teacher education program is committed to preparing candidates who are empowered and effective servant leaders in the classrooms, schools, communities and throughout the world. The teacher education program is a performance-based process that strives to achieve this mission globally by

* preparing teachers who demonstrate the knowledge, skills and dispositions to plan, implement and evaluate instruction to assure that all students learn and perform at high levels,
* honoring, understanding, and respecting diverse voices and communities in society,
* establishing partnerships and collaborating with the professional community,
* supporting and enhancing Christian characteristics of servant leadership.

**Methods of Instruction**

The instructional methods will include:

* online learning lessons
* consultation and feedback from instructor
* threaded discussions
* teamwork
* presentations
* cooperative/collaborative learning activities
* reading assignments

# Purpose of Course

The purpose of this course is to assist student in developing and utilizing classroom management strategies. Students will have the opportunity to observe and analyze student behaviors in the learning environment.

## Course Objectives

As a result of experiences in this course, each class member will be able to demonstrate the ability to:

1. Create and maintain a classroom climate that supports learning and appropriate student behavior. Use classroom management techniques that foster self-control and self- discipline.
2. Plan, design, and implement instruction that reflects effective instructional management principles.
3. Propose learning experiences that challenge, motivate, and actively involve the learners and include learning opportunities for multiple intelligences.

1. Use multiple assessments and sources of data including a range of assessment activities such as observation, interview, log or journal, guided, collaborative, or independent practice; tests or quizzes, projects, or performance tasks to document and manage problem behaviors and student learning.
2. Systematically collect and maintain up to date records of student’s progress using detailed record keeping/documentation systems such as a grade book, checklist, rating scales, counting/coding systems, anecdotal records, and rubrics/scoring guides.
3. Using effective communication and collaboration with parents, colleagues/administrators to enhance student learning and to effectively communicate learning results and gain parental support.
4. Communicate high expectations and challenge students in a positive and supportive manner by providing verbal and nonverbal cues to students and projecting genuine enthusiasm and interest in the topic and students.
5. Reflect on the effectiveness of instruction and management strategies on student learning.
6. Use computers and other technologies to enhance professional productivity and support instruction.

# Course Requirements

* **Class Participation**

Class participation will be based on completion of questions posted weekly that require students to reflect on their current beliefs and understanding of effective classroom management.

Students will be graded on their ability to explain efficiently and effectively their current beliefs and understandings related to the upcoming learning activities and reflect on past experiences.

# Effective Classroom Management Action Plan

Students will develop an effective classroom management action plan based on six research- based elements of effective classroom management. **Students will complete the following for each element and post completed action plan on Moodle.**

* 1. Review the description and research literature related to the element
	2. Complete Action Plan Chart (chart with suggestions will be provided)

# Effective Classroom Discussion Project

Students will address three **(3)** assigned topics. **Each student will post their discussion summaries on the Moodle discussion board.** Through threaded discussion, each student will choose two **(2)** summaries and make comments. Students will be graded on their ability to critically discuss and respond to the topics.

* + ***Topics for discussion***
		- The relation of quality teaching to discipline
		- Differentiating instruction for diverse learners with behavior challenges
		- How do you determine engagement – “on-task” vs. “engaged”?

# PowerPoint Presentation

1. Select a behavioral theory and create a PowerPoint. You may choose the behavioral theory or use one from the list provided. Include in the PowerPoint strategies and techniques for effective classroom management. **Post PowerPoint on the Moodle discussion board.**
	1. Information Processing Theory
	2. Social Learning/Social Cognitive Theory
	3. Ecological Theory
	4. Transtheoretical Model
	5. Classical Conditioning Theory
	6. Frustration-Aggression Theory
	7. Realistic Conflict Theory
	8. Symbolic Interaction Theory
	9. Azjen Fishbeins’s Theory of Reasoned Action
	10. Theory of Interpersonal Behavior
2. Select one behavioral management model (e.g., Champs, KY System of Intervention) to create a PowerPoint. Include in the PowerPoint evidence of effectiveness, compatibility with research literature, strategies, techniques, behavioral response to intervention that will promote successful behavior from students. Also include in the PowerPoint *how the model can be effective at different levels; school wide, classroom and individual*. **Post PowerPoint on the Moodle discussion board.**

# Classroom Management Plan Summary

Student’s *action plans will provide the foundation* for your classroom management plan.

1. Write a brief three page summary of your literature review summarizing your classroom management plan based on the six elements of an effective classroom management action plans.
2. Cite sources (at least 5) for the suggested plan and its potential to be effective in your classroom setting. The source might be the text, journal articles, and three (3) online sources. The summary is to be written in Times New Roman, 12 point font and APA style. **Post your classroom management plan summary on Moodle.**

# Field Experiences

Students will participate in **ten (10) hours** of field experience. Observe classrooms in a school setting that include students with disabilities, especially students with emotional/behavior disorders to complete the required Case Study/Research Project. Field experiences provide a variety of opportunities to:

* Observe
* Assist
* Tutor
* Instruct
* Conduct applied research
1. Complete a field experience summary form (provided). Substitute a pseudonym for real names when you write about learners and teachers to keep confidentiality.
2. Complete a reflection/analysis summary form (provided). **Post a copy of the field experience form along with the reflection/analysis of the observations on Moodle.** The form must be completed in order to receive credit.

# Case Study/Research Project

This assignment combines a case study and research paper requiring specific steps.

1. Select a student who has a behavioral issue, observe that student on several occasions and in numerous settings and document the behavioral observations resulting in countable data. For example, be able to document that the student was off-task 15 minutes of 20 minute observation and indicate that the teacher states this is typical behavior for the student.
2. Develop a research-based intervention plan (BIP) providing research data supporting the selection of this intervention for this student and this situation. You must cite sources (at least 5) for the suggested intervention and its potential to be effective in this setting. The source might be the text, journal articles, or reputable online sources.

**Note:** *Response to Intervention (RTI) behavior data that has been collected and documented at the school should also be included in your plan.*

1. Implement the behavior intervention plan (BIP).
2. Complete a final observation to determine whether the intervention helped/changed the student’s behavior.

***5)*** Write a summary of the observations, discussions with teacher, intervention development (BIP) based on research and intervention implementation, a last observation and your conclusions about the effectiveness of intervention in relation to the student. **Post your research project on Moodle.**

*6)* **Complete and post TPA document on Moodle.** Collaborate with primary caregivers and other professionals and report the collaborative process and the impact on the students learning and behavior.

# Assignments

Assignments are due one week after they are assigned. Assignments, expectations, and resources needed to complete will be posted at least one week in advance.

Week 1 Syllabus & Expectations/Rules and procedures action plan

Week 2 Discipline and consequences action plan

Week 3 Teacher-student relationships action plan & Effective Classroom Discussion Project Week 4 Mental set action plan & Behavioral Theory PowerPoint

Week 5 Student Responsibility action plan & Behavioral Management PowerPoint Week 6 Getting off to a good start action plan

Week 7 Classroom Management Plan Summary

Week 8 Field Hrs. Summary/Reflection, & Case Study/Research Project

# Grading System

|  |  |  |
| --- | --- | --- |
| **Assignments**Participation |  | **Points**100 |
| Effective Classroom Management Action Plans (6) (50 pts each) |  | 300 |
| Effective Classroom Discussion Project |  | 100 |
| PowerPoint Presentations (2) (100 pts each) |  | 200 |
| Classroom Management Plan |  | 100 |
| Field Hrs. Summary/Reflection |  | 100 |
| Case Study/Research Project |  | 200 |
|  | **Total** | **1100** |

# Course Grading Scale 93 – 100% = A

**86 – 92% = B**

**79 - 85% = C**

**72 - 78% = D**

**Incomplete Policy**

In accordance with Special Education Program policies at Campbellsville University, students failing to complete requirements within the timeframe of a course can request an incomplete from the professor by filling out the request form. This form can be received by contacting the Special Education Program Office or by accessing the University web page. Course work and other requirements to change the “I” grade must be completed by the end of the following 9 weeks. It is the student’s responsibility to request and make arrangement with the professor in order to receive an “I”. If by the end of the designated time the requirements have not been met the professor will change the “I” to and “F”.

# Disability Statement

Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.

# Academic Integrity

Campbellsville University’s policy on Academic Integrity states: “Each person has the privilege and responsibility to develop one’s learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one’s own academic accomplishments and to give credit to other’s contributions to one’s work. These values can be violated by dishonesty and fraud. “(Student Handbook, P. 39)

Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else’s paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own, as well as submitting the same assignment for more than one course/class.

If a student commits plagiarism or cheats in this course, the professor will decide on one of two penalties: (a) an F on that assignment or (b) an F in the course. The student’s Dean and the Vice- President for Academic Affairs will be notified of either consequence.

# Alignment with Curricular Guidelines and National Standards:

**Diversity Proficiencies**

2.2 Uses contextual data to design instruction relevant to students.

3.3 Values and supports student diversity and addresses individual needs.

4.2 Implements instruction based on diverse student needs and assessment data.

5.4 Describes, analyzes, and evaluates student performance data.

8.1 Identifies students where learning could be enhanced by collaboration.

# Council of Exceptional Children Standards

Standard #1-Foundations: ICC1K7, ICC1K8, BD1K2, LD1K4

Standard # 2-Development and Characteristics of Learners: ICC2K1, BD2K1, LD2K3 Standard #3-Individual Learning Differences: ICC3K1, LD3K1

Standard # 4-Instructional Strategies: ICC4S1, ICC4S5, BD4S1, BD4S2, LD4K1, LD4S1, LD4S10, LD4S11

Standard #5-Learning Environments and Social Interactions: ICC5K1, ICC5K8, ICC5S1, ICC5S3, ICC5S13

Standard # 6-Communication: ICC6K1, ICC6K4, LD6S1, ICC6S2 Standard #7-Instructional Planning: ICC7S2, ICC7S9, ICC7S11, BD7S2,

Standard #8-Assessment: ICC8K2, ICC8S3, ICC8S4, ICC8S7, BD8S1, BD8S2, LD8K2

Standard #9-Professional and Ethical Practice: ICC9S1, ICC9K4, ICC9S6, LD9K2 Standard # 10-Collaboration: ICC10K3, ICC10S6, BD10S1, LD10K2

# Kentucky Common Core Standards and College Readiness Standards

Students will use the Common Core State Standards in designing learning goals/objectives and assessments.

# Technical Support and Assistance

Students are required to have a computer, email and internet access to enroll in this course. This course is delivered via online instruction. All materials with the exclusion of the textbook are delivered via the internet.

# References

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