

Course Syllabus

EDUC 3375	Behavior Management	FA08
WEBG	Dr. Victoria McMullen 314-968-7093 mcmullen@webster.edu	3 credits

1. COURSE DESCRIPTION: This is an introductory course in the principles and techniques of behavioral management for pre-service classroom teachers, psychology majors and other students interested in school-based services. The purpose of this course is to provide prospective teachers and other professionals with a basic understanding of the social, cultural, emotional, motivational, and environmental factors that influence human behavior and development, and strategies that promote self-esteem, autonomy and self-regulation. Course requirements and assignments may include interviews with teachers and administrators, community building strategies, effective classroom management strategies, and developing a positive behavior support plan. **In order to effectively complete the assignments, students are required to spend two to three hours per week in classrooms interacting with teachers and pupils.** Students are encouraged to enroll concomitantly in EDUC 3000, Intermediate Practicum. This course is Web-enhanced.

2. LEARNING OUTCOMES:

Course Outcomes	SOE Dispositions, MO-STEP and Professional Standards Addressed
Students are knowledgeable about the basic principles of classroom management, motivation, the development of self-discipline and behavior change.	MO-STEP 6.1 SOE 1.4
Students are knowledgeable about the principles and research-based practices of behavior management	MO-STEP 6.1 SOE 1.4
Students will research issues related to class-wide behavior management, motivation, and self-discipline.	MO-STEP 6.1 SOE 1.4
Students are able to collaborate effectively and efficiently with one another. Students are able to seek out, access, and utilize school-based resources to share cooperatively with one another.	MO-STEP 10.1, 10.4 SOE 3.2 SOE 4.4
Students develop a developmentally/or functionally appropriate research-based intervention and behavioral support plan for individuals with chronic behavior problems based on an assessment of the academic, behavioral or socio-emotional needs and the learning environment of the individual OR Students develop an age-appropriate, research-based model of teaching self-discipline and problem-solving.	MO-STEP 3.1, 3.2, 3.4 MO-STEP 5.1, 5.2 MO-STEP 8.1, 8.2, 8.3, 8.4 SOE 2.1, 2.2, 2.4

3. SCHEDULE OF REQUIRED READINGS, CLASS PREPARATIONS AND ASSIGNMENTS, LECTURES, DISCUSSIONS, STUDENT PRESENTATIONS, OUT-OF-CLASS ASSIGNMENTS AND EXAMS.

-----OVERVIEW

- WEEK 1 Course overview
Student introduction
- WEEK 2 Chapter 1: Classroom Management Overview
- WEEK 3 Chapter 2: Understanding Basic Psychological Needs
Section A of final project due
QUIZ 1 open from

-----CLASSROOM CLIMATE

- WEEK 4 Chapter 3: Teacher-Student Relationships
- WEEK 5 Chapter 4: Positive Peer Relationships
- WEEK 6 Chapter 5: Working with Families
Research reports on motivation due
QUIZ 2 open from
- WEEK 7 Chapter 6: Standards for Classroom Behavior

-----STUDENT MOTIVATION

- WEEK 8 Chapter 7: Increasing Student Motivation
Section B1 and B2 of final project due
QUIZ 3 open from

SPRING BREAK

- WEEK 9 Teacher Assistance Teams
Section B3 of final project due

-----CHANGING UNPRODUCTIVE STUDENT BEHAVIOR

- WEEK 10 Chapter 8: Rule Violations
- WEEK 11 Chapter 9: Problem Solving
Section B4 of final project due
QUIZ 4 open from
- WEEK 12 Lesson Disruption Role Plays
- WEEK 13 Lesson Disruption Role Plays
Section B5 of final project due
- WEEK 14 Chapter 10: Individual Behavior Change Plans
- WEEK 15 Behavior Support Teams
School wide discipline

All sections of final project (including sections B6 and B7) due

EXAM **QUIZ 5 will only be open during the exam period.** You must be present to take quiz 5.

4. RESOURCES:

Required Text(s):

Jones, V. F. & Jones, L. S. (2004). Comprehensive classroom management (8th Edition).
Boston: Allyn & Bacon

5. EVALUATION:

Assessments	Links to Course Outcomes	Points
Teacher Assistance Team Reports Behavior Support Team Reports	Students are knowledgeable about the basic principles of classroom management, motivation, the development of self-discipline and behavior change. Students are able to collaborate effectively and efficiently with one another. Students are able to seek out, access, and utilize school-based resources to share cooperatively with one another.	50 50
Classroom management research report	Students will research issues related to class-wide behavior management, motivation, and self-discipline.	100
Lesson disruption role play activity	Students are able to collaborate effectively and efficiently with one another. Students are able to seek out, access, and utilize school-based resources to share cooperatively with one another.	50
5 quizzes based on the readings	Students are knowledgeable about the principles and research-based practices of behavior management	150
Classroom Management Model for Teaching Self-Discipline OR Positive Behavior Support Plan	Students develop a developmentally/or functionally appropriate research-based intervention and behavioral support plan for individuals with chronic behavior problems based on an assessment of the academic, behavioral or socio-emotional needs and the learning environment of the individual OR Students develop an age-appropriate, research-based classroom management model of teaching self-discipline and problem-solving.	200

6. GRADING SCALE :

	530-539	B+	550-600	A	540-549	A-
		C+	490-529	B	480-489	B-
	470-479		430-469	C	420-429	C-

Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE.

For further information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

7. ACADEMIC HONESTY POLICY:

Students at Webster University are expected to practice academic honesty.

In its broadest sense, plagiarism is using someone else's work or ideas, presented or claimed as your own. Any time you refer to another person's work, whether as a direct quotation or paraphrased, you must use a citation. Students should not copy more than two paragraphs from any source as a major component of papers or projects. All citations must be properly documented and references must be provided using APA guidelines. Course papers and projects must be submitted as a hard copy and as an electronic copy. Please use the course title when submitting an electronic copy. All course papers and projects may be submitted to turnitin.com to determine originality. Students who plagiarize will earn "no credit" for the assignment. Students may receive a grade reduction, no credit for the course, or dismissal according to university policy.

8. ACCESSIBILITY/ACCOMODATIONS POLICY

If you have a disability, please see me as soon as possible to discuss your accommodation needs.

9. OTHER

Class participation and attendance is mandatory. A lack of participation during small group activities will affect your grade on these projects. Unless there is a documented emergency, make-up assignments for group projects are not available. Students are welcome to submit assignments early for feedback; sections A, B1 and B2 of the final project may be revised and resubmitted within 2 weeks of the date they are first returned to students; the higher of the two grades will be recorded. Research projects which receive a grade below a B may be revised and resubmitted within two weeks of the date they are first returned to students; In that case, the final grade for that assignment will be the average of the two grades. Assignments that are not handed in by the deadlines listed will be penalized for each class period they are late unless previous arrangements are made with the instructor. No assignments will be accepted (initial or resubmission) after the last day of class.

Students who do not complete the requirements of the course must contact the instructor prior to the end of the course to complete an Incomplete Course form. Incompletes are not awarded except in emergencies, as defined by the instructor. An Incomplete may only be awarded to a student who has maintained a passing grade up to the point of the emergency. Incomplete grades will change to a grade of F or NC unless the requirements stipulated on the incomplete form are met by the date listed on the form or one calendar year from the end of the course, whichever comes first.

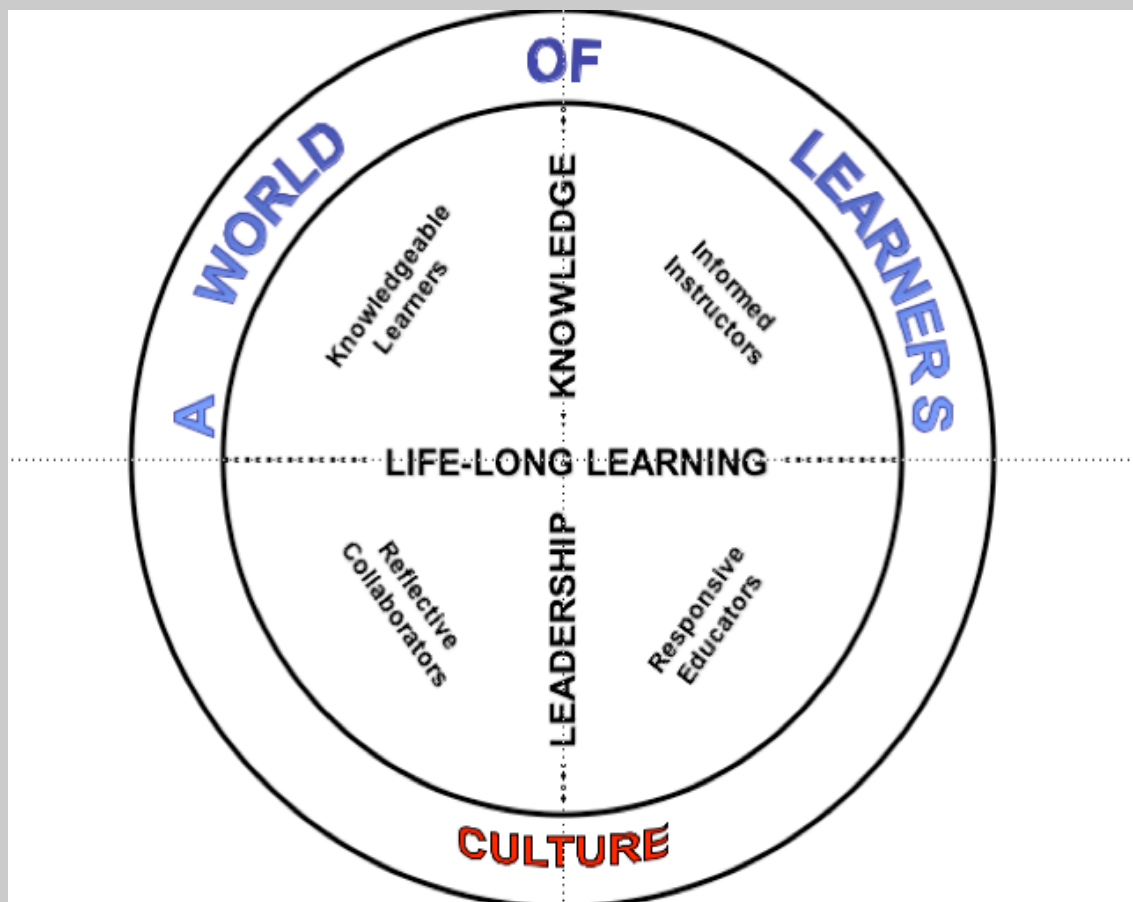
This syllabus is subject to change at the discretion of the instructor.

SCHOOL OF EDUCATION

Vision: “. . . We all must work to make this world worthy of its children.” (Casals, 1970)

Mission: The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

Theme: Developing a world of learners through knowledge, leadership, and life-long learning.



The mandala is a universal design that represents meaning. It appears in children’s early drawings in many cultures and seems a fitting symbol to represent the conceptual schema of the School of Education. The outer circle is the “world of learners” in cultural settings. Each quadrant represents one of the school’s four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts.

School of Education Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
- 1.2 applies tools of inquiry to construct meaningful learning experiences;
- 1.3 identifies developmental factors in student learning; and
- 1.4 understands theoretical principles of effective instruction to plan learning experiences.

2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

The informed instructor:

- 2.1 designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
- 2.2 understands and uses a range of instructional strategies;
- 2.3 uses a variety of communication modes, media, and technology to support student learning; and
- 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.

3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
- 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
- 3.3 seeks relationships with families and students to support student learning; and
- 3.4 initiates change that benefits students and their families.

4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

Dispositions:

There are various definitions of dispositions. The dictionary suggests that dispositions are the combination of traits revealed by one's habitual ways of behaving or thinking. NCATE defines dispositions as "the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. " (Professional Standards, p. 53) Interpreting and assessing dispositions is often more intuitive than it is descriptive and measurable. Regardless of the difficulty of assessment, there is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self
 - 1.1 Understands and respects that s (he) may be different from others
 - 1.2 Embraces an openness to change (adaptability, flexibility)
 - 1.3 Exhibits curiosity
 - 1.4 Engages in reflection

2. Understands and Respects Others
 - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
 - 2.2 Exhibits empathy
 - 2.3 Commits to fairness and honesty
 - Listens respectfully to other points of view

3. Understands and Respects Professional Communities
 - 3.1 Commits to professional behavior in university and school cultures
 - 3.2 Practices informed decision-making in university and school cultures
 - 3.3 Communicates and collaborates in university and school cultures
 - 3.4 Accepts academic rigor (willingness to work/ high expectations)
 - 3.5 Affects change with courage and confidence

Missouri Standards for Teacher Education Programs (MoSTEP)

MoSTEP Standards	Performance Indicators
<p>The pre-service teacher understands the central concepts, tools of inquiry and structure of the disciplines(s) within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for students.</p>	<p>1.2 presents the subject matter in multiple ways 1.3 uses students' prior knowledge 1.4 engages students in the methods of inquiry used in the discipline 1.5 creates interdisciplinary learning</p>
<p>Standard 2. The pre-service teacher understands how student learn and develop, and provides learning opportunities that support the intellectual, social, and personal development of all students.</p>	<p>2.1 knows and identifies child/adolescent development 2.2 strengthens prior knowledge with new ideas 2.3 encourages student responsibility 2.4 knows theories of learning</p>
<p>Standard 3. The pre-service teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</p>	<p>3.1 identifies prior experience, learning styles, strengths, and needs 3.2 designs and implements individualized instruction based on prior experience, learning styles, strengths, and needs 3.3 knows when and how to access specialized services to meet students' needs 3.4 connects instruction to students' prior experiences and family, culture, and community</p>
<p>Standard 4. The pre-service teacher recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district, and state performance standards.</p>	<p>4.1 selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. encourages exploration and problem solving, building new skills from those previously acquired) 4.2 creates lessons and activities that recognize individual needsof diverse learners and variations in learning styles and performance. 4.3 evaluates plans relative to long and short-term goals and adjust them to meet student needs and to enhance learning</p>
<p>Standard 5. The pre-service teacher uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.</p>	<p>5.1 selects alternative teaching strategies, materials, and technology to achieve multiple instructional purposes and to meet student needs 5.2 engages students in active learning that promotes the development of critical thinking, problem solving, and performance capabilities</p>
<p>Standard 6. The pre-service teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</p>	<p>6.1 knows motivation theories and behavior management strategies and techniques 6.2 manages time, space, transitions, and activities effectively 6.3 engages students in decision making</p>

MoSTEP Standards	Performance Indicators
<p>Standard 7. The pre-service teacher models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p>	<p>7.1 models effective verbal/ non-verbal communication skills 7.2 demonstrates sensitivity to cultural, gender, intellectual, and physical ability differences 7.3 supports and expands learner expression in speaking, writing, listening, and other media 7.4 uses a variety of media communication</p>
<p>Standard 8. The pre-service teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.</p>	<p>8.1 employs a variety of formal and informal assessment techniques (e.g. observations, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, authentic assessments, and standard tests) to enhance and monitor her or his knowledge of learning, to evaluate student progress and performance, and to modify instructional approaches and learning strategies 8.2 uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their learning behaviors, strengths, needs and progress, and to encourage them to set personal goals for learning 8.3 evaluates the effect of class activities on both individual and the class as a whole, collecting information through observation of classroom instructions, questioning, and analysis of student work 8.4 maintains useful records of student work and performances and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to student, parents, and other colleagues</p>
<p>Standard 9. The pre-service teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. This reflective practitioner actively seeks out opportunities to grow professionally and utilizes the assessment and professional growth to generate more learning for more students.</p>	<p>9.1 applies a variety of self-assessment and problem-solving strategies reflecting on practice, their influences on students' growth and learning, and the complex interactions between them 9.2 uses resources available for professional development 9.3 practices professional ethical standards</p>

MoSTEP Standards	Performance Indicators
Standard 10. The pre-service teacher fosters relationships with school colleagues, parents, and educational partners in the larger community to support learning and well-being.	10.1 participates in collegial activities designed to make the entire school a productive learning environment 10.2 talks with and listens to students, is sensitive and responsive to signs of distress, and seeks appropriate help as needed to solve students' problems 10.3 seeks opportunities to develop relationships with the parents and guardians of students, and seeks to develop cooperative partnerships in support of student learning and well-being 10.4 identifies and uses the appropriate school personnel and community resources to help students reach their full potential

MoSTEP Standards	Performance Indicators
<p>Standard 11. The pre-service teacher understands the theory and application of technology in educational settings and has technological skills to create meaningful learning opportunities for all students.</p>	<p>11.1 demonstrates continual growth in the uses and troubleshooting of current and emerging computer technologies to run software; to access, generate, and manipulate data; and to publish results.</p> <p>11.2 applies current research on teaching and learning with technology to plan and deliver developmentally appropriate learning opportunities that integrate a variety of software, applications, and learning tools (e.g., graphing calculators, languages translators, scientific probe-ware, musical composition software, electronic maps, etc.) to support the diverse needs of learners.</p> <p>11.3 identifies, locates, explores, and evaluates for accuracy and suitability, computer/technology resources including applications, tools, educational software, and associated documentations. Designs and utilizes technology-enhanced, learner-centered classroom strategies and activities (including teaming and/or small group collaboration) to address the diverse needs of students. Facilitates technology-enhanced learning experiences that develop students' higher-order thinking skills, creativity, and problem-solving skills; content standards; and student technology standards.</p> <p>11.4 uses technology resources in assessing student learning of subject matter using a variety of assessment techniques to collect and analyze data, to interpret results, and to communicate findings to improve instructional practice and maximize student learning (including the use of technology resources for learning, communication, and productivity).</p> <p>11.5 uses technology resources to engage in ongoing professional development and lifelong learning. Continually evaluates and reflects on professional practice to make informed decisions regarding the use of technology in support of student learning. Uses technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning and to conduct research and to solve problems.</p> <p>11.6 models and teaches legal and ethical practice related to technology, information, and software resources, as well as the safe and healthy use of technology resources. Applies technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities,</p>

