

July 2022 Course Syllabus: Introduction to Classroom Management

Course Title: Introduction to Classroom Management, Undergraduate Credit

Course Schedule: Saturday, July 16, 2022, through Friday, July 22, 2022.

Required Text:

Jones, V. and Jones, L. (2013) Comprehensive Classroom Management (12th ed.). Upper Saddle River, New Jersey: Pearson. ISBN-978-0-13-269708-8 (paper), ISBN-10: 0-13-269708-4, ISBN-13: 978-0-13-269708-8.

Additional Resources: You can access all required articles and Websites through the internet

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Availability: I am available by email 24/7 and will respond usually within 24 hours. You can call me at the above number any time between 0800-2100.

Schedule:

The course begins on Friday, July 16, 2022, and ends on Friday, July 22, 2022. Students will collaborate with team members using in-person class time or the internet and post their assignments to Dr. Delepine daily at sidney.delepine@gmail.com or Sidney.delepine@vbschools.com. Students will create written answers to key questions concerning the learned material a minimum of two times daily. Students will collaborate daily to create a PowerPoint presentation and post to every member of the class twice daily. Each student will design and present their classroom management Thursday, July 21, 2022, or at the latest, Friday, July 22, 2022. Please see the following for a breakdown of the course:

Day 1 – Friday:	0800 – 1700
Day 2 – Saturday:	0800 – 1700
Day 3 – Sunday:	0800 – 1700
Day 4 – Monday:	0800 – 1700
Day 5 – Tuesday:	0800 – 1700
Day 6 – Wednesday:	0800 – 1100
Day 7 – Thursday:	1800 – 2100

Day 8 – Friday:

1100 – 1700 (If needed)

COURSE DESCRIPTION

This one-week accelerated learning course introduces classroom management theories. Over the course of study, learners will participate in more than 48 hours of learning, which surpasses the number of hours received in a typical 16-week course. Topics include classroom management in perspective, understanding the student's basic psychological needs, establishing positive teacher-student relationships, creating positive peer relationships, working with parents, developing standards for classroom behavior and methods for maximizing on-task student behavior, enhancing students' motivation to learn, responding to behavior that disrupts the learning process, using problem solving to resolve behavior problems, and developing individual behavior change plans. Instructional process will include APA formatting and style, individual and group presentation techniques, critical thinking strategies and skills, stress and time management, and Learning Team dynamics.

Purpose and Approach

Introduction to classroom management uses a foundation-building method that provides new and experienced teachers with an introduction to classroom management knowledge that will assist the teachers design learning strategies that will assist all learners achieve academic success. It is both skills-based and theory related, as the learner needs to understand the development of students in their tutelage to design learning methodologies and management skills that will assist each student learn new information.

Introduction to classroom management employs a formative, rather than summative, assessment of learners' preparedness for teaching modern high school students. The individual assignments throughout the course, as well as class discussions, are designed to build on one another, enabling learners to apply their learning in the modern classroom.

COURSE TOPICS AND OBJECTIVES

Scholarship, Practice, and Leadership

- Build competence in online learning through active participation, adherence to classroom guidelines, and effective use of the asynchronous environment
- Assess information from multiple sources for similarities and divergences to create greater meaning
- Model scholarship through the synthesis of an informed statement
- Understand the adverse effects of plagiarism within written communication

Dialogue

- Engage in constructive conversation with peers and faculty to enable greater learning outcomes

- Integrate feedback and dialogue in the formulation of scholarly thought
- Develop skills for finding information to frame dialogue appropriately
- Form and articulate values regarding team processes and collaborative learning

Participation in the Introduction to Classroom Management

Learners must substantially participate in the class discussion by attending each class as scheduled. Participation is determined as follows:

- Integrate theory, research, and/or professional experience
- Include specific examples and/or substantiating evidence
- Include in-text citations and references in APA format
- Stay on topic and address the course objectives
- Demonstrate proper spelling, grammar, and scholarly tone in all written work

Groups and Teams

This course will employ individual, group, and team learning activities. The class is broken up into groups of two learners. Learning teams will consist of 2 (or more) learners who work together to accomplish specific learning objectives and course or team projects.

Learning Team Formation and Evaluation

The facilitator will form Learning Teams of 2 (or more) learners by the end of day one. Every effort will be made to form teams that are relatively equal in size and represent a diversity of backgrounds and a balance of genders. If you experience difficulties working with your team, you are expected to resolve the difficulties within the team. All team members are expected to contribute equally to each team project. Because Learning Team projects are outcome-based, all members may earn the same grade for Learning Team assignments. However, individual scores for Learning Team assignments may be adjusted to reflect varying levels of contribution and quality of work.

Learning Teams and Plagiarism

All team members are responsible for the academic integrity of any team presentation. If a team, assignment contains plagiarized material, all team members may incur a penalty, and a record of the plagiarism incident may be placed in each team member's permanent file with the university. Do not jeopardize your academic success or those of your teammates by committing plagiarism.

Copyright Violations

It is a violation of copyright laws to post entire articles or lengthy excerpts of published work in any class forum, even if citations and references are used. To avoid copyright infringement, do not paste lengthy passages of published material into any forum. Instead, summarize the passage in your own words and

provide a complete in-text citation and reference so that others can retrieve the source from a public Web site or database.

APA Style and Formatting

Learners are expected to follow the manuscript preparation guidelines of the American Psychological Association (APA) when formatting course papers. In addition, learners are expected to use APA-formatted in-text citations and references to their best ability. In Week 1, learners read chapter 2 of the *Publication Manual of the American Psychological Association*, a section that provides guidance and rationale for this mode of writing. Learners should refer to their APA manual as a guide for applying APA style appropriately and consistently.

Instructional Activities:

Each class day of is divided into two equal sessions lasting approximately three and a half hours. The last class period will be a little longer to ensure that the class has the number of hours necessary for credit. Learners will complete learning assignments outside of the class and read all chapters assigned prior to the next day of class.

Day 1, Saturday, July 16, 2022: 0800 – 1700 (8 hours)**AM Session 0800 – 1130:**

Introductions: Instructor and learners will introduce each other

- Instructor will review the process for learning used during this course of instruction
- Students will understand their responsibilities throughout the course and will select the people for their learning groups

Final Team Project:

- Learning groups will select a topic to research and prepare a 10-20 slide PowerPoint presentation from the following:
 - Learners may select any topic learned throughout the course to prepare a 30-minute presentation detailing their topic. Learners must incorporate visual aids and expansion of the topic beyond the learning in the class discussions
- Final team project must be submitted to Dr. Delepine by Thursday, July 29, 2022

Review Chapter 1 – Classroom Management in Perspective:

- Instructor will lead the class through a discussion of the theories of classroom management (30 min)
- Learners will be placed into learning groups
- Learning groups will select a topic to research and prepare a 10-20-minute presentation from the following (90 min):
 - Concerns about student behavior and the need for improved teacher knowledge and skills in classroom management
 - Components of Comprehensive Classroom Management
 - Historical perspective of classroom management
 - School factors that Influence Students' Learning and Behavior
 - The issues of Order, Caring, and Power
 - Factors that Influence Teachers' Classroom Management Decisions
 - Developing your own approach to effective and professionally responsible classroom management

- Learning groups will present their topic to the class (90 min)
- Review the morning's learning

Break for lunch (30 Minutes) 1130 - 1230

PM Session 1230 – 1700

Review Chapter 2: Understanding Students' Basic Psychological Needs:

- Instructor will lead the class through a discussion of the understanding students' basic psychological needs (30 min)
- Learning groups will select a topic to research and prepare a 10-20-minute presentation from the following (90 min):
 - Theoretical perspectives
 - Students at risk of failure
 - Applications
- Learning groups will present their topic to the class (90 min)
- Review the afternoon's learning
- Assign homework: review Chapters 3 & 4 for tomorrow's class
- Release learners for the day

Day 2, Sunday, July 17, 2022: 0800 – 1700 (8 Hours)

AM Session 0800 – 1130:

Review Chapter 3 Establishing Positive Teacher-Student Relationships:

- Instructor will lead the class through a discussion of establishing positive teacher-student relationships (30 min)
- Learning groups will select a topic to research and prepare a 10-20-minute presentation from the following (90 min):
 - Research on Teacher/Student relationships
 - Establishing effective relationships with students
 - Methods for communicating caring and support
 - Evaluating the quality of teacher-student relationships
- Learning groups will present their topic to the class (90 min)
- Review the morning's learning
- Release for lunch

Break for lunch (30 Min) 1130 – 1200

PM Session 1230 – 1700:

Review Chapter 4 – Creating Positive Peer Relationships:

- Instructor will lead the class through a discussion of the themes of creating positive peer relationships (30 min)
- Learning groups will select a topic to research and prepare a 10-20-minute presentation from the following (90 min):
 - Why is it important to develop a positive classroom community
 - Understanding the classroom group
 - Acquaintance Activities
 - Activities for establishing a cohesive and supportive group
 - Activities for enhancing diversity
 - School climate
- Learning groups will present their topic to the class (90 min)
- Review the afternoon's learning
- Assign homework: review Chapters 5 & 6 for next class
- Release learners for the day

Day 3, Monday, July 18, 2022: 0800-1700 (8 Hours)

AM Session 0800-1130:

Review Chapter 5: Working with Family Members:

- Instructor will lead the class through a discussion of working with parents (30 min)
- Learning groups will select a topic to research and prepare a 10-20-minute presentation from the following (90 min):
 - Keeping caregivers informed
 - Parent Conferences
 - Dealing effectively with parents' criticism and confrontations
 - Methods for positively engaging parents of English language learners
 - Assessing parental contacts
- Learning groups will present their topic to the class (90 min)
- Review the morning's learning
- Assign homework: review Chapter 6 for tomorrow's class
- Release learners for lunch

Break for lunch (30 Min) 1130 – 1200

PM Session 1230-1700

Review Chapter 6– Developing Standards for Classroom Behavior and Methods for maximizing On-Task Student Behavior:

- Instructor will lead the class through a discussion of the themes of Developing Standards for Classroom Behavior and Methods for maximizing On-Task Student Behavior (30 min)
- Learning groups will select a topic to research and prepare a 20-minute presentation from the following (90 min):
 - Developing General Standards or Rules
 - Classroom Procedures
 - Creating examples of teaching and reviewing rules and procedures
 - Developing an outline for beginning the school year
 - Developing classroom management skills that help maximize on-task behavior
- Learning groups will present their topic to the class (90 min)
- Review the afternoon's learning
- Release learners for the day

Day 4, Tuesday, July 19, 2022: 0800-1700 (8 Hours)

AM Session 0800-1130:

Review Chapter 7: Enhancing Student Motivation and Learning by Implementing Instructional Methods That Meet Each Student's Academic Needs:

- Instructor will lead the class through a discussion of the themes of Enhancing Student Motivation and Learning by Implementing Instructional Methods That Meet Each Student's Academic Needs (30 min)
- Learning groups will select a topic to research and prepare a 20-minute presentation from the following (90 min):
 - Meeting students' individual academic needs
 - Meeting the needs of students with special learning needs
 - Cooperative learning
- Learning groups will present their topic to the class (90 min)
- Review the afternoon's learning

Break for lunch (30 Min) 1130 – 1230

Review Chapter 8 – Responding to Behavior That Disrupts the Learning Process:

- Instructor will lead the class through a discussion of theories designed to help teachers learn how to respond to behavior that disrupts the learning process (30 min)
- Learning groups will select a topic to research and prepare a 10-20-minute presentation from the following (90 min):

- Key concepts in responding to behavior that disrupts the learning process
- Effective responses to behavior that disrupts the learning process
- Responding to common classroom disruptions
- Responding to defiant behavior
- Developing a classroom procedure for responding to disruptive behavior
- Developing a comprehensive classroom management plan
- Disciplining students with special needs
- Learning groups will present their topic to the class (90 min)
- Review the morning learning
- Assign homework: review Chapters 9 & 10 for next week's classes
- Release learners for the day

Day 5, Wednesday, July 20, 2022: 0800 – 1100 (3 Hours)

AM Session 0800-1130:

Review Chapter 9 – Using Problem Solving to Resolve Behavior Problems:

- Instructor will lead the class through a discussion of the using problem solving skills to resolve behavior problems (30 min)
- Learning groups will select a topic to research and prepare a 10–20-minute presentation from the following (90 min):
 - Placing problem solving in context
 - Developing a model for solving problems with individual students
 - Developing methods for using group problem solving skills to solve problems
 - Methods for responding to continuous and serious student behavior problems
 - Incorporating problem solving methods into a school-wide student management plan
 - Zero-tolerance policies, suspensions, & expulsions
- Learning groups will present their topic to the class (90 min)
- Review the morning's learning
- Release learners for lunch

Review Chapter 10: Developing Individual Behavior Change Plans

- Instructor will lead the class through a discussion of developing individual behavior change plans (30 min)

- Learning groups will select a topic to research and prepare a 10-20-minute presentation from the following (90 min):
 - Behavior management in perspective
 - Using a team approach to develop a positive behavior change plan
 - Strategies for helping students develop new behavior skills
 - General education teacher's use of Functional Behavior Assessment (FBA) / Behavior Support Plan (BSP)
- Learning groups will present their topic to the class (90 min)
- Review the afternoon's learning
- Release learners for the day

Day 6, Thursday, July 21, 2022: 1800-2100 (4 Hours)

Review – Review all materials covered this week.

Group presentations:

Students begin researching and preparing their final group presentations. The presentations must be a minimum of 15 minutes in length and use a viable delivery method such as PowerPoint, Prezi, or any other medium selected by the students in the group. Students have the entire class period to prepare their presentation. Presentations will begin Thursday morning at 0800.

Students will select a partner to research and develop a presentation on one of the following topics:

- **Foundations for Effective Classroom Management Strategy Project (100 points):**
Students will select a group of 4-5 students to collaborate on identifying foundations necessary to design and implement an effective classroom management plan. Students will prepare and deliver a 10-20-minute class presentation of this project to their classmates.
- **Safe and Supportive Learning Environment Project (100 Points):**
Students will select a group of 4-5 students to create and present to their classmates their plan on how teachers can build safe and supportive learning environment for their students. Students will prepare and deliver a 10-20-minute class presentation of this project to their classmates.
- **Building Positive Teacher/Student Relationship Project (200 points):**
Students will select a group of 4-5 students to create and present to their classmates their plan on how teachers can build positive appropriate relationships with their students. Groups will prepare and deliver a 10-20-minute class presentation of this project to their classmates.

- **Building a Schoolwide positive Behavior Intervention and Support Plan project (100 points):**

Students will select a group of 4-5 students to create and present to their classmates their plan on how teachers and administrators can build a schoolwide positive behavior intervention and support plan. Groups will prepare and deliver a 10-20-minute class presentation of this project to their classmates.

Once students have completed their group projects, they must complete their individual assignment of developing their own classroom management plan:

- **Designing a Classroom Management Plan for your Curriculum and Shop (200 Points):**

Students will work individually to create and present to their classmates their plan on how teachers can build a classroom management plan for their classes.

Students will prepare and deliver a 5–10-minute class presentation of this project to their classmates.

Release students to work asynchronously on their projects

Day 7, Friday, July 22, 2022; 1100-1700 (6 Hours – If Needed)

AM:

- **Students will present their group projects**

PM

- **Students present their individual Classroom Management Plan**

Review – All coursework covered this week

Final individual assignment: Each learner will provide a classroom management plan that implements strategies developed over the past several days of study. The plan must be comprehensive and incorporate plans that reach the needs of all students. You must address the learning goals of the course as well as the teaching methods of the teacher.

You must submit this assignment electronically to Dr. Delepine at Sidney.delepine@vbschools.com or sidney.delepine@gmail.com on or before July 22, 2022, **late submissions will not be accepted.**