



## **EXED 440: Classroom Management & Professional Collaboration**

### *Course Syllabus*

*Summer 2021*

**Instructor: Sidney G. Delepine, III Ed.D.**

**Adjunct Professor, College of Education**

**COURSE TITLE:** Classroom Management & Professional Collaboration

**COURSE NUMBER:** EXED 440

**COURSE CREDIT:** 3 Credit Hours

**SECTION:** 0001

**Dates & Times:** Friday, July 23, 2021 through Friday, July 30, 2021 08:00 AM through 5:00PM

**CLASS LOCATION:** 2021 Virginia Association of Trade and Industrial Educators Virtual  
Summer Training Virginia Beach Technical & Career Education Center

**OFFICE HOURS:** None

**TERM/YEAR:** Summer 2021

**EMAIL:** [sidney.delepine@gmail.com](mailto:sidney.delepine@gmail.com) or [sidney.delepine@vbschools.com](mailto:sidney.delepine@vbschools.com)

**PHONE:** 757-536-7010

**TEXTBOOKS AND MATERIALS:**

Jones, V. and Jones, L. (2016) Comprehensive Classroom Management, Creating Communities of Support and Solving Problems (11th ed.). Upper Saddle River, New Jersey: Pearson. ISBN-10: 0-13-414354-X, ISBN-13: 978-0-13-414354-5.

Additional readings are required to supplement the text and classroom activities. The instructor will provide these materials.

**COURSE DESCRIPTION:**

This one-week accelerated learning course introduces classroom management theories. This year, due to the CORONA VIRUS, I will present the instructional materials virtually using Zoom as the meeting platform. This platform has been very successful with the virtual segment of my instruction this year to high school students. Students will participate in live (Synchronous Instruction) during the meeting and break off into meeting rooms to collaborate with their learning team members to develop their presentations (Asynchronous Learning).

Over the course of study, learners will participate in more than 48 hours of learning. The primary focus of this course is to emphasize strategies proven to help stop disruptive behavior from occurring or worsening. Many intervention and discovery practices will be discussed that will help teachers learn how to identify small problems before they manifest in to large difficult to control problems. These interventions include how to work with others (e.g., parents, teachers, administrators, and school counselors) who may be able to provide guidance to the teacher.

### **COURSE OBJECTIVES:**

**Upon completion of this course, you will be able to:**

- Identify and define the foundations necessary for effective comprehensive classroom management
  - Identify and Define the need for classroom and schoolwide behavior-management
  - Identify and define the legal parameters for classroom management
  - Define the term “in loco parentis”
  
- Create a safe and supportive learning environment
  - Identify the components necessary to create a positive learning environment
  - Explain the importance of developing a positive teacher/student relationships
  - Explain the importance of working with parents
  - Each student will develop standards for classroom behavior and methods for maximizing on-task student behavior
  
- Demonstrate how to Increase student motivation and learning by designing and implementing instructional methods that meet students’ academic needs
  - Identify the components of effective instruction within lesson/learning plans
  - Identify effective delivery methods of instruction that promote positive learning environments and classroom management
  
- Demonstrate how to develop methods of controlling classroom behavior when prevention is not enough
  - Develop methods for dealing with behavior that disrupts the learning process
  - Develop problem solving methods to resolve student behavior
  - Develop individual behavior change plans to meet individual students’ needs

### **ACADEMIC HONESTY**

All students will practice academic honesty. All academic misconduct is a serious violation of the honor code and will be subject to disciplinary sanctions by the instructor/university. Please review the JMU Honor code <http://www.jmu.edu/honor/cpde.htm>.

### **CONTACTING THE INSTRUCTOR**

The best way to contact me is through email, text, or phone call. I usually respond immediately during working hours from 0630-1900. My phone number is 757-536-7010. My emails are [sidney.delepine@gmail.com](mailto:sidney.delepine@gmail.com) or [sidney.delepine@vbschools.com](mailto:sidney.delepine@vbschools.com).

### **ATTENDANCE**

This is an accelerated course. Therefore, attendance in each session is mandatory. Due to the nature and depth of the materials covered in this one-week course it is required that each student participate in every assignment every day. Promptness and preparedness are important professional responsibilities. All students must arrive to every class **on time and fully prepared to participate.**

**DISABILITIES & RELIGIOUS ACCOMMODATIONS:**

If you are a student with a documented learning or physical disability who is requesting accommodations for this course, please make sure you are registered with the *office of Disability Services (Student Success Center, phone 540-568-6705)* and provide the course instructor with an Access Plan letter outlining your needed accommodations.

If the course falls on a religious holiday let me know and we will make accommodations for you.

**ASSIGNMENTS**

**Discussion and class participation:** students must participate in every activity daily to achieve the maximum benefit of this course.

**Class Participation (each Class session): (15X20 pts per session) 300 points**

**Identify the Foundations Necessary for Effective Classroom Management Strategy Project: 100 points**

**Create a Safe and Supportive Learning Environment Project 100 points**

**Building positive teacher/student relationship project 200 points**

**Building a Schoolwide Positive Behavior Intervention and Support Project – 100 points**

**Designing a Classroom Management Plan for your curriculum and shop – 200 points**

**Total Points = 1000 points**

**Grading Scale:**

**A” 100-95% (1000 – 950)    A-: 94-90% (940 – 900)    B+: 89-87% (890 – 870)**

**B: 86-83% (860 – 830)    B-: 82-80% (820 – 800)    C+: 79-77% (790 – 770)**

**C: 76-73% (760 – 730)    C-: 72 – 70 (720-700)    F: >69% (690)**

**Class participation (20 points per class for a total of 300 points):**

Each student will receive 20 points per class session based upon their individual participation and self-evaluation presented on a 3X5 exit ticket after each class session (this action will be electronic this year). Students will explain what they learned from each class session on their

exit card. Students will prepare and deliver a 10-minute class presentation sharing their learned knowledge about a topic assigned at the beginning of each class.

**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.

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

Students will 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 10-20-minute class presentation of this project to their classmates.

**COURSE POLICIES**

This course will provide you with the maximum exposure to theories and practices of classroom management. I will be challenge you throughout this course to expand your knowledge as you learn how to master the expectations of professional educational objectives. All students must participate fully in each class activity to gain the full benefit of this course.

Final grades are determined based on the scores totaled throughout the course. I expect each of you to complete every assignment to the best of your ability.

**Schedule:**

The course begins on Friday, July 23, 2021 and ends on Friday, July 30, 2021. Students will collaborate with team members using the internet or Zoom and post their assignments to Dr. Delepine daily at [sidney.delepine@gmail.com](mailto:sidney.delepine@gmail.com) or [Sidney.delepine@vbschools.com](mailto:Sidney.delepine@vbschools.com). Students will create written answers to key questions concerning the learned material a minimum of four times daily. Students will collaborate daily to create a PowerPoint presentation and post to every

member of the class twice daily. The final assignment will be submitted electronically to Dr. Delepine by Tuesday, August 3, 2021. Please see the following for a breakdown of the course:

Day 1 – Friday:	0800 – 1900	Lunch from 1130-1200 daily
Day 2 – Saturday:	0800 – 1900	
Day 3 – Sunday:	0800 – 1900	
Day 4 – Monday:	0800 – 1900	
Day 5 – Tuesday:	0800 – 1900	
Day 6 – Wednesday	0800 – 1900	
Day 7 – Friday:	1130 – 1630	

### **GRADE APPEAL CHANGE PROCEDURE**

Maintaining standards of excellence and the integrity of the teaching/learning process are important values to the university and faculty. Occasionally, students receive a grade in error or one that the student disagrees with. If this error or disagreement occurs, students have a right to voice their opinion concerning a course grade. Evaluation of student work is the prerogative and responsibilities of the professor. However, I will collaborate with each student prior to the end of class to share your progress and grade after each class assignment.

### **WITHDRAWAL POLICY**

The deadline for dropping this course usually falls on Tuesday of the weeklong course. The exact date will be provided once confirmed.