



PEDU 550
CLASSROOM AND BEHAVIOR MANAGEMENT
FOR PK-12 TEACHERS
Spring 2021 - Online

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Office Hours
By Appt.

- I. **Course Description:** Examination of classroom and behavior management techniques and the development of skills necessary to foster a supportive, classroom learning environment congruent with norms and rules. Includes an examination of system problems and solutions within traditional and alternative education settings. Includes a variety of behavioral, cognitive and theoretical approaches that are developmentally appropriate. Designed for practicing regular education teachers or for licensure in PK-12 classrooms. **3 Credits**
- II. **Course Objectives:** Students successfully completing this course will be through written assignments, class discussions, presentations, and assessments.

Knowledge

1. Demonstrate an understanding of the teacher's role of classroom leader as the primary determinant of the classroom environment.
2. Evidence a familiarity with current systems of classroom control.
3. Demonstrate a working knowledge of how to assess behavioral problems and how to decide upon and implement an intervention strategy.
4. Demonstrate an understanding of system issues as they impact in the teacher's classroom functioning.
5. Demonstrate familiarity with assertive, non-aggressive communication styles to utilize in the professional setting.
6. Demonstrate a familiarity with the causes and warning signs of stress and professional burnout and with useful stress management techniques.
7. Demonstrate an understanding of the effective use of supervision
8. Demonstrate a familiarity with a wide variety of "typical" behavior problems in the classroom.
9. Demonstrate an understanding of how and when to seek additional professional advice or assistance with classroom management issues and the ability to assertively seek professional assistance.
10. Demonstrate an understanding of the contextual factors that shape a learning environment.

Skills

1. Demonstrate a working knowledge of a variety of classroom management techniques including listening and attending skills, verbal and non-verbal communication, individual and group interventions.
2. Demonstrate a working knowledge of a variety of techniques to provide feedback to students regarding their behavior.
3. Demonstrate the skills to intervene successfully with a wide variety of "typical" behavior problems in the classroom.
4. Demonstrate the ability to analyze the factors that shape a learning environment and to plan for instruction and classroom management based on this analysis.
5. Demonstrate the ability to communicate effectively with colleagues, parents, and students in support of effective classroom management.
6. Demonstrate the use of technology as a tool for classroom management.

Dispositions

1. Demonstrate an appreciation of the importance of a positive classroom environment to the learning process.
2. Demonstrate a commitment to the teacher's role as the primary determinant of the classroom environment.
3. Demonstrate a commitment to appropriate professional behavior when interacting with colleagues, parents, and students.
4. Demonstrate a commitment to professional development and self-care.

III. Required Texts:

There is no required text. All resources will be provided to you online through Canvas.

IV. Class policies:

Assignments and grading: All readings and assignments should be completed on time. Make-ups of assignments or late submission of assignments must have prior approval of the instructor. Several different types of assignments will be completed for grades in the class, including a variety of product/performance assessments, discussion boards and participation/presentations. Grades will be calculated in a "points accumulated" manner. With 1000 total points possible in the class, the point scale below approximates how total points accumulated will be converted to letter grades for the course

Passing grades for graduate level students are A, A-, B+, B, B-, C+, C and C-.

A = 960–1000	96-100%	Excellent (4.0 quality points)
A- = 940–959	94-95.9%	Excellent (3.7 quality points)
B+ = 920–939	92-93.9%	Good (3.3 quality points)
B = 890–919	89-91%	Good (3 quality points)
B- = 870–889	87-88.9%	Good (2.7 quality points)
C+ = 850–869	85-86.9%	Passing (2.3 quality points)
C = 820–849	82-84.9%	Passing (2 quality points)
C- = 800–819	80-81.5%	Passing (1.7 quality points)
F = 799 or below	79.9% or below	Failing (0 quality points)

I: Incomplete. The grade of "I" indicates that because of illness or for good reason, the work of the semester has not been completed. An "I" becomes an "F" unless the work is completed and the instructor assigns a course grade by the last day of classes of the subsequent regular semester as published in the University calendar (i.e., an incomplete awarded in the fall semester must be removed by the last day of classes in the spring, and

an incomplete awarded in the spring or summer semesters must be removed by the last day of classes in the fall). The awarding of a grade of "I" requires an understanding between the instructor and student as to when and how the course will be completed. An extension of the time limit is possible, but must be approved, prior to the expiration date stated above, by the instructor and the Dean of the College of Graduate & Professional Studies. A graduate student with six or more hours of incompletes will not be allowed to enroll in any additional graduate courses until the Incompletes are completed.

Students submitting more than 2 assignments late will have their course grade lowered by one letter grade. Students submitting more than 5 assignments late will receive a grade of "F" in the course.

Citations: Students will use APA style for all assignments requiring references (see the Publication Manual of the American Psychological Association (APA) 6th or 7th edition). For examples of APA citations, students should consult the APA section of the Start Here Module on Canvas.

Netiquette: In a fully online course, students must interact with the professor and other students in various online forums. The professor expects that students will engage in online discussions, emails, and other forms of communication in a professional manner. It is important to treat all of these online interactions as if they are occurring within a classroom setting. Students should carefully edit their written responses and ensure that Standard English is used in all posts and discussions.

Accommodations: Canvas has many features that make it accessible for all students. Any student who feels she/he may need an accommodation based on the impact of physical, psychological, medical, or learning disability should contact the professor so that equitable arrangements can be made. All content on Canvas can be made available in alternative formats.

Honor Code: Students must follow and abide by the Honor Code as described in the current Longwood University Catalog, which can be found at the following link:
<http://catalog.longwood.edu/index.php>

Technology Skill Requirements: Students will need basic technology skills to engage fully in this online course. Students should refer to Longwood University's *Technical Skills and Requirements* webpage to ensure that you are prepared to take this course in a virtual environment. This can be found at the following link:
<http://www.longwood.edu/dec/distanceonline-education/requirements/>

Technology Requirements: Students will need to have frequent access high-speed internet and a computer with word-processing software and the latest version of Google Chrome installed. Specific technology requirements are located by following this link:
<http://www.longwood.edu/dec/distanceonline-education/requirements/>

Technology Support: Please notify the professor if you are having difficulty with any of the technology required to complete this course. If you need support using the technology on Canvas, please contact the DEC at (434) 395-4332 or email dec@longwood.edu. DEC will be available Monday-Thursday from 9:00AM-7:00PM, and Friday from 9:00AM-5:00PM. Assistance on weekends is available by email. If you need help with other technology related issues (i.e. email, passwords) contact the Help Desk at helpdesk@longwood.edu or (434) 395-4357. You should include in the email a description of your issue, the course number (PEDU 550) and a contact

phone number where you can be reached.

The Writing Center: If you are close to our Farmville Campus, you can seek assistance in your academic writing by going to Brock Hall, Rm 103. You can go to www.longwood.mywconline.com to register and make an appointment. There is also the availability of “virtual” writing center assistance for our graduate students like you.

Professor Contact: It is easiest to contact your professor through email or her cell phone – 434-414-6082. Texting is acceptable, be sure to identify yourself the first time you text. Appointments can be made for in person, Zoom and telephone meetings as needed.

V. Assessments:

1. Philosophy of Classroom Management (100 points):

Write your philosophy of classroom management by responding to questions/statements online.

2. Classroom Management Plan (350 points):

Develop a comprehensive classroom management plan for a specific learning environment based on the example and discussion provided.

3. Discussion boards (3 @ 100 points each):

Full participation in the activities of the course is expected. Class participation grades will encompass formative assessments, as well as participation in class discussions and activities.

4. Case Studies (5@ 50 pts each):

Review each case study during assigned modules.

Format for each study is as follows:

- **Your Name, Date and Title of Case**
- **Summary:** What was the case about? This section doesn't have to be LONG, but it needs to be COMPREHENSIVE. Identify the target behavior as well as the
- **Coaching Strategy:** You will write a summary of your coaching strategy if this student were yours, including specific details about which lagging skill(s) you would focus on in your plan. Then you will explain how you will support and encourage the student to shift the behavior as well as how you would document and measure progress toward the desired outcome.
- **Progress Monitoring:** You will select/identify appropriate tools to measure how well the strategy is working and give a clear explanation about how and when the data will be gathered
- **Format:** All responses must be in APA format, remember that this will include the URL of the site where you located the article.
- **Page Limit:** There is not page limit or requirement. As long as you write a comprehensive review, you have met the requirements.

The course schedule is placed on a separate page for ease of viewing and/or printing. Use the course schedule to help you stay on track and to monitor your course progress.

Course Schedule

<i>Week</i>	<i>Topic</i>	<i>Reading/Assignment</i>	<i>Due Date</i>	<i>Points Possible</i>	<i>Points Earned</i>
Week 1 3/05/21 to 3/12/21	Personal Introductions	Introduction Discussion Board	MONDAY, 3/09/21 (initial post) FRIDAY, 3/12/21 (responses to at least 3 others.)	0	
	Basic Concepts Legal Considerations	Read: articles on Canvas Due: Personal Philosophy/Statement, initial draft Due: Case Study 1	FRIDAY, 3/12/21	0 50	
Week 2 3/13/21 to 3/19/21	Diversity in the classroom And Issues in Early/ Adolescent Behavior	Read: articles on Canvas Due: Case Study 2	FRIDAY, 3/19/21	50	
Week 3 3/20/21 to 3/26/21	Data Collection methods And Formal, Functional and Curriculum based Assessments	Read: articles in pages on Canvas Due: Discussion Board 1	MONDAY, 3/22/21 (initial post) FRIDAY, 3/26/21 (responses to at least 3 others.)	100	
Week 4 3/27/21 to 4/02/21	Positive Behavior Supports and Cognitive Behavior Modification	Read: articles in pages on Canvas Due: Discussion Board 2	MONDAY 3/29/21 (initial post) FRIDAY, 4/02/21 (responses to at least 3 others.)	100	
Week 5 4/03/21 to 4/09/21	Individual Strategies	Read: articles in pages on Canvas Due: Case Study 3	FRIDAY, 4/09/21	50	
Week 6 4/10/21 to 4/16/21	Specific Behavior Challenges	Read: articles in pages on Canvas Due: Case Study 4	FRIDAY, 4/16/21	50	
Week 7 4/17/21 to 4/23/21	Management Plans	Read: articles in pages on Canvas Due: Discussion Board 3	MONDAY, 4/19/21 (initial post) FRIDAY, 4/23/21 (responses to at least 3 others.)	100	
		Due: Case Study 5		50	
Week 8 4/24/21 to 4/30/21		Due: Management Plan	FRIDAY, 4/30/21 Plan & updated statement Due	250	
		Due: Final draft of personal statement		100	

