



EDTP 3303 Positive Classroom Management (2-4)
Second Semester

Instructor Information

<i>Instructor:</i>
<i>Email:</i>
<i>Office Voice Mail Line:</i>
<i>Campus office hours:</i>
<i>Virtual Office Hours:</i>

Course Description

Emphasizes classroom design, management, routines, social-emotional learning practices, modifications and interventions, and strategies for creating learning environments for all students including all special populations.

Student Learning Outcomes

Upon successful completion of this course the student will:

1. Demonstrate an understanding of basic classroom management theories, methods, and techniques.
2. Describe research-based best practices for effective management of teaching and learning.
3. Demonstrate a variety of effective behavior management techniques to implement techniques consistent with a student’s need.
4. Identify ways in which technology can assist with planning and managing the teaching and learning environment.

Pedagogy and Professional Responsibilities:

Knowledge	Skills
Standard 1 1.1, 1.4, 1.6,1.18	
Standard 2 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14, 2.15, 2.16, 2.17, 2.18, 2.19, 2.20, 2.21, 2.22, 2.23	Standard 2 2.1, 2.2, 2.3, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14, 2.15, 2.16, 2.17, 2.18, 2.19, 2.20, 2.21
Standard 3 3.12, 3.13, 3.14, 3.15, 3.16	Standard 3 3.1, 3.2, 3.3
Standard 4 4.1, 4.2, 4.14, 4.16	Standard 4 4.4, 4.5, 4.6, 4.8, 4.18

Textbook

Hardin, C (2012). *Effective Classroom Management: Models and Strategies for Today's Classrooms*, 3rd Edition ISBN-13: 9780137055036

Course Evaluation

Course evaluation is determined by the following ratings:

Letter Grades & Percentages	Points
A = 100% - 90%	400-360
B = 89% - 80%	359-320
C = 79% - 70%	319-280
D = 69% - 60%	279-240
F = 59% and below	239-0

Points are awarded as follows:

- Classroom Management Plan - 100 pts.
- Positive Behavior Support Plan 50 pts.
- IRIS Modules (2) - 50 pts.
- Inclusive Activity - 50 pts.
- Field Experience Reflective Journal - 100 pts.

Unless students are informed otherwise, assignments will be graded within 7 days of due date.

Professional Dispositions for Educators

Over the course of their preparation program, students are evaluated to ensure they are upholding the standards spelled out in the Professional Dispositions for Educators. This is a course where dispositions are evaluated formally. This policy will apply to those students pursuing the Bachelor of Applied Science (BAS) in Early Childhood Education (ECE).

The Midland College (MC) Education Division focuses on preparing educators who respect differences, celebrate diversity, and demonstrate the requisite skills, knowledge, and dispositions expected of a professional in fostering student-centered learning environments. Dispositions are a vital component of teacher preparation and are defined as the “professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities.” (InTASC Model Core Teaching Standards and Learning Progressions for Teachers (2013), p.6). Prospective educators are expected to develop and practice these attitudes, values, and beliefs throughout their preparation.

Please refer to the Midland College Professional Dispositions for Educators for additional information.

Ethics

The MC BAS in ECE expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators ([19 TAC Chapter 247](#)) and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES).

Resources

- TExES Preparation Manuals: [Certification Preparation Materials](#)
- 161 [Pedagogy and Professional Responsibilities EC-12](#)
- [Science of Teaching Reading](#)
- [EC-3 Content](#)
- [State Board of Educator Certification](#)
- APA format for written work: [APA format](#)
- TEKS: [Texas Essential Knowledge and Skills](#)
- PKG: [Texas Prekindergarten Guidelines](#)

Course Technology

Consistent with the State of Texas Standards for Texas Teachers and International Society for Technology in Education (ISTE), this course will emphasize “Technology Applications Standards I-IV. See [Educator Standards for Technology Applications](#). Students should be able to

- Use Canvas Management System
- Create Word and PowerPoint files using Microsoft Office Software
- Use email with attachments
- Use of appropriate antivirus utilities
- Have access to a media player

All interactions with other students and the instructor should be professional and courteous. See [Core Rules of Netiquette](#).

For additional information regarding course technology and resources, please go to your Candidate Toolkit.

Course Communications

MC provides each student an email account to be used in communication with College personnel. This is the default e-mail used in Canvas unless changed by the student. Student are responsible for checking their e-mail, Canvas messaging and announcements.

The instructor will provide feedback on assignment submissions. Students are responsible for reviewing instructor feedback.

Student Responsibilities and Class Policies:

Attendance

Attendance is expected. Excused absences and make-up work require instructor approval. Excessive absences, even if excused, may result in course failure.

Assignment Submissions

Assignments must be submitted in Canvas. Students are responsible for ensuring that assignments can be read in Canvas.

Late Work

Late work will not be accepted without instructor approval. The instructor may deduct points from late work.

Scholastic Dishonesty

Students are expected to maintain high academic standards, including being responsible for submitting original work. Information on scholastic dishonesty and the discipline process is in the *MC Catalog and Student Handbook*, [Scholastic Dishonesty section](#).

The instructor may use a tool called Turnitin to compare a student's work with multiple sources. The tool itself does not determine whether or not a paper has been plagiarized, that judgment will be made by the instructor.

Field Experiences

State law requires a background check for all individuals who work, volunteer, or have contact with children in a public school. The link is provided in the Canvas course. Students will not be able to schedule their field experiences until the background check is completed and approved.

After approval, students are responsible for scheduling appointments for field experiences. Students may schedule experiences only where assigned. During field experiences, students must wear an MC ID and follow all site rules and guidelines.

For additional information regarding Field Experiences, please refer to the Field Experiences and Student Teaching Manual.

Title IX: Non-Discrimination Statement

MC does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities. The following individual has been designated to handle inquiries regarding non-discrimination policies:

Wendy A. Kane, Dean of Student Life, Title9@midland.edu

Natasha Morgan, Human Resources/Payroll Director, nmorgan@midland.edu

For further information on notice of non-discrimination, visit the ED.gov Office of Civil Rights website, or call 1 (800) 421-3481.

Americans with Disabilities Act (ADA) Statement

MC provides services for students with disabilities through Student Services. In order to receive accommodations, students must visit www.midland.edu/accommodation and complete the Application for Accommodation Services located under the Apply for Accommodations tab. Services or accommodations are not automatic, each student must apply and be approved to receive them. All documentation submitted will be reviewed and a “Notice of Accommodations” letter will be sent to instructors outlining any reasonable accommodations.

Support Our Students

The Support Our Students (SOS) program helps MC students enrolled in credit courses stay in school by assisting them with emergency non-academic needs. For more information on SOS services see the web site: <https://www.midland.edu/services-resources/student-services/sos.php>

Cell Phone Rules

All cell phones must be silenced during class. Students may not text during class. Instructor permission is required for audio or video recording of classes.

Grade Appeal

Procedures for grade appeal can be found in the MC *Catalog & Student Handbook*, [Grievances and Complaints](#) section.

Course Schedule

This course is offered over 16 weeks. This is an estimate and is subject to the instructor’s discretion and may be changed.

Week Student Learning Outcome(s) (SLOs)	Readings and Preparation for This Week’s Class	In Class Activities	Assignment (Points)	Due Date
1 SLOs 1, 2, 3	<ul style="list-style-type: none"> • Introductions • The Teacher’s Role in Managing the Classroom 	<ul style="list-style-type: none"> • Syllabus • Course Expectations • Ethics and Dispositions 		

Week Student Learning Outcome(s) (SLOs)	Readings and Preparation for This Week's Class	In Class Activities	Assignment (Points)	Due Date
		<ul style="list-style-type: none"> • Field Experience Assignments 		
2 SLOs 1, 2, 3	<ul style="list-style-type: none"> • Ch #1 - Changing Views of Classroom Management 	<ul style="list-style-type: none"> • Select or create the classroom-management model that best fits their needs • Analyze classroom environments and interactions 	IRIS Module: Part #1 (50)	Monday by midnight
3 SLOs 1, 2, 3	<ul style="list-style-type: none"> • Ch # 2 - Behavioral Approaches to Classroom Management 	<ul style="list-style-type: none"> • Evaluate the role of extrinsic rewards on students' behaviors • Learn techniques for applying behavioral techniques in the classroom 		
4 SLOs 1, 2, 3	<ul style="list-style-type: none"> • Ch #3 - Assertive Discipline 	<ul style="list-style-type: none"> • Establish appropriate reward systems for individual students and for class wide recognition • Learn techniques for the effective use of Assertive Discipline in the classroom 	IRIS Module: Part #2 (50)	Monday by midnight
5 SLOs 1, 2, 3	<ul style="list-style-type: none"> • Ch # 4 - Positive Classroom Discipline 	<ul style="list-style-type: none"> • Learn techniques for the effective use of Positive Classroom Discipline in the classroom • Evaluate classroom seating arrangements in maintaining appropriate classroom control 		
6 SLOs 1, 2, 3	<ul style="list-style-type: none"> • Ch # 5 - Logical Consequences 	<ul style="list-style-type: none"> • Understand the motives for student behavior • Evaluate research concerning the use of consequences as an alternative to traditional punishment 	Inclusive Activity (50)	Monday by midnight
7 SLOs 1, 2, 3	<ul style="list-style-type: none"> • Ch # 6 - Discipline with Dignity 	<ul style="list-style-type: none"> • Determine the characteristics and actions 		

Week Student Learning Outcome(s) (SLOs)	Readings and Preparation for This Week's Class	In Class Activities	Assignment (Points)	Due Date
		<ul style="list-style-type: none"> of effective classroom managers Evaluate how subject-area content impacts classroom-management strategies 		
8 SLOs 1, 2, 3	<ul style="list-style-type: none"> Ch # 7 - Classroom Organization and Management Program (COMP) 	<ul style="list-style-type: none"> Evaluate the use of external rewards as a way to control student behavior Learn to distinguish between productive praise and evaluative praise 		
9 SLOs 1, 2, 3	<ul style="list-style-type: none"> Ch # 8 - Building Community 	<ul style="list-style-type: none"> Evaluate the impact of teacher/student interactions on discipline Evaluate the impact of teaching style and strategies on discipline 		
10 SLOs 1, 2, 3, 4	<ul style="list-style-type: none"> Ch #9 - Discipline without Stress 	<ul style="list-style-type: none"> Learn how reward and punishment can be detrimental to student motivation Learn to use classroom meetings to manage curriculum and discipline problems 	Philosophy of Discipline (50)	Monday by midnight
11 SLOs 1, 2, 3	<ul style="list-style-type: none"> Ch #10 - Inner Discipline 	<ul style="list-style-type: none"> Learn techniques for applying Inner Discipline in the classroom Differentiate between punishment and discipline Learn strategies for reducing bullying in classrooms and schools 		
12 SLOs 1, 2, 3, 4	<ul style="list-style-type: none"> Ch #11 - Positive Behavior Support 	<ul style="list-style-type: none"> Create a classroom environment that promotes responsible behavior and academic achievement 		
13 SLOs 1, 2, 3	<ul style="list-style-type: none"> Ch #12 - Conflict Resolution and Peer Mediation 	<ul style="list-style-type: none"> Learn how to apply strategies from conflict resolution and peer 	Positive Behavior	Monday by midnight

Week Student Learning Outcome(s) (SLOs)	Readings and Preparation for This Week's Class	In Class Activities	Assignment (Points)	Due Date
	<ul style="list-style-type: none"> Ch # 13 - Judicious Discipline 	mediation in the classroom <ul style="list-style-type: none"> Understand the basic reasons for conflict within a classroom 	Support Plan (50)	
14 SLO 1, 2, 3	<ul style="list-style-type: none"> Ch #14 - Research-Based Best Practices in Classroom Management 	<ul style="list-style-type: none"> Determine appropriate instructional strategies to be used in teaching classroom rules and procedures Determine the characteristics and actions of effective classroom managers 		
15 SLO 1, 2, 3, 4	<ul style="list-style-type: none"> Ch #15 - Creating Your Own System Review 	<ul style="list-style-type: none"> Determine whether they will use a teacher-centered or student-centered approach to classroom management Develop a personal classroom-management plan 	<ul style="list-style-type: none"> Classroom Management Plan (100) 	Monday by midnight
16	ePortfolio		Field Experience Reflective Journal (100)	

Please note that the instructor reserves the right to change the syllabus.