COURSE: ED 879 Classroom Management through Positive Reinforcement, 2 hours

INSTRUCTOR: Dr. Steve Neill, Associate Professor, SL/MSTE

COURSE MATERIALS

The Teachers College Conceptual Framework

Emporia State University’s faculty, including professional education and content area faculty, support a program designed to transform candidates into professionals. To help all students learn, the professional must have a command of content, critical ideas, and skills, and the capacity to reflect on, evaluate, and learn from their practice so that it continually improves. While there are different ways that successful professional educators can be highly effective, six proficiencies emerge from a shared evidence-based understanding of how to foster student learning. These six proficiencies define the Professional: providing service to society; applying interdisciplinary scholarly knowledge; engaging in effective practice; responding to uncertainty and change; relying on self-reflection; and belonging to professional community.

Candidates study, learn, and grow in an academic setting that integrates and highlights the connections among general studies, content studies, professional studies, and clinical experiences. Moreover, the candidate preparing for a career in the field of education or an allied health field is immersed in an academic milieu that values a number of tenets the faculty see as essential for the professional development and growth of teachers, other school personnel, and those in the helping professions: the value of diversity, the relevance of authentic assessment, the essentials of professionalism, the importance of collaboration, the usefulness of technology, and the power of reflection. ESU’s professional education programs as well as the non-professional education programs offered within The Teachers College devote themselves to the proposition that candidates who learn and grow in such an atmosphere and who integrate knowledge, theory, and practice demonstrate the proficiencies of the Professional at the time of program completion.
Standard 1: The educator demonstrates the ability to use the central concepts, tools of inquiry, and structures of each discipline he or she teaches and can create opportunities that make these aspects of subject matter meaningful for all students.

Standard 2: The educator demonstrates an understanding of how individuals learn and develop intellectually, socially, and personally and provides learning opportunities that support this development.

Standard 3: The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and that are adapted to diverse learners, including those with exceptionalities.

Standard 4: The educator understands and uses a variety of appropriate instructional strategies to develop various kinds of students learning including critical thinking, problem solving, and reading.

Standard 5: The educator 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.

Standard 6: The educator uses a variety of effective verbal and non-verbal communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard 7: The educator plans effective instruction based upon the knowledge of all students, community, subject matter, curriculum outcomes, and current methods of teaching reading.
Standard 8: The educator understands and uses formal and informal assessment strategies to evaluate and ensure the continual intellectual, social, and other aspects of personal development of all learners.

Standard 9: The educator is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community), actively seeks out opportunities to grow professionally, and participates in the school improvement process (Kansas Quality Performance Accreditation [QPA]).

Standard 10: The educator fosters collegial relationships with school personnel, parents, and agencies in the larger community to support all students learning and well being.

Standard 11: The educator demonstrates the ability to integrate across and within content fields to enrich the curriculum, develop reading and thinking skills, and facilitate all students' abilities to understand relationships between subject areas.

Standard 12: The educator understands the role of technology in society and demonstrates skills using instructional tools and technology to gather, analyze, and present information, enhance instructional practices, facilitate professional productivity and communication, and help all students use instructional technology effectively.

Standard 13: The educator is a reflective practitioner who uses an understanding of historical, philosophical, and social foundations of education to guide educational practices.

COURSE DESCRIPTION

This course is designed to assist practicing teachers to become professional educators, critical thinkers, effective planners, and skilled practitioners. Specifically, this course is designed to help teachers review their classroom management techniques in light of various classroom management theories and to develop a classroom management plan based on what has been learned from these theories.

COURSE OBJECTIVES AND OUTCOMES

Students will:

1. **Identify and practice the principles of effective classroom management in appropriate settings.**
   Kansas Professional Education Standard 1, 3, 4, 7, 8, 9, 11, and 12

2. **Describe basic theories of classroom discipline and management.**
   Kansas Professional Education Standard 13

3. **Identify attitudes that promote a classroom environment conducive to learning for varied developmental needs.**
   Kansas Professional Education Standard 2
4. **Identify teacher behaviors which promote a stable and acceptant classroom environment.**
   Kansas Professional Education Standard 5

5. **Identify responses that tend to promote effective communication with students and parents.**
   Kansas Professional Education Standard 6, 10

6. **Analyze key ways that bias and discrimination may be eliminated from the classroom.**
   Kansas Professional Education Standard 3

7. **Analyze and discuss the issues involved in the inclusive classroom.**
   Kansas Professional Education Standard 3

8. **Identify the needs of the culturally diverse populations in classroom setting.**
   Kansas Professional Education Standard 3

**CONTENT AND ACTIVITIES**

1. Students will read and reflect on current classroom management theory.

2. Students will develop an individual classroom management plan.

**COURSE REQUIREMENTS**

1. Completion of a classroom management plan. 100 points

2. Reflective essays 30 points per essay

**Grading scale**

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**ACADEMIC DISHONESTY POLICY**

At Emporia State University, academic dishonesty is a basis for disciplinary action. Academic dishonesty includes, but is not limited to, such activities as cheating and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving appropriate credit). If an act of academic dishonesty is committed in this course, the instructor has the option of failing the student for the academic hours in question and may refer the case to other academic
personnel for further action. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the university.

Dispositions Guidelines

Students enrolled in Teachers College coursework need to be aware that dispositions are a part of every course, as outlined in the conceptual framework of the Teachers College. It is extremely important to understand each of these dispositions and how they impact students in their academic program (see Assessment of Student Dispositions). These dispositions are stressed in all aspects of admission, coursework, assessment, and graduation requirements. As a point of clarification, dispositions are all about character and temperament: “Temperament applies broadly to the sum of physical, emotional, and intellectual components that affect or determine a person’s actions and reactions” (Bartleby.com)

1. As an NCATE accredited institution it is the responsibility of the Department of School Leadership/Middle and Secondary Teacher Education to make sure candidates possess the highest academic and personal character. To meet this responsibility, department faculty members regularly discuss students and their dispositions. Regular faculty meetings are held to share concerns about student academic achievement, attitudes, ethics, and academic honesty in order to assess student progress in coursework and programs. Concerns are also shared with other department chairs for those students not within a School Leadership program of study. The department will maintain documentations regarding student dispositions.

2. One such disposition, *Commitment to Professionalism and Ethical Standards*, is addressed in the Teachers College Ethics Policy (see below). Some highlights of this disposition follow:
   - **Attitudes** – Students are expected to maintain a professional and courteous attitude toward professors, other students and course content. It is important to communicate with professors and peers in a professional manner. Example: if you begin correspondence with “I don’t mean to be disrespectful/whine/complain, but …”, you should not send it.
   - **Behavior** – Students are expected to demonstrate behavior consistent with a professional attitude both in traditional classroom settings and online classes.
   - **Responsibility** – In order to do quality work as a student, a reasonable amount of time and commitment is required. When you enroll in a course it is your responsibility to meet the expectations of the course. Weigh your time carefully when planning your course load each semester.
   - **Academic Honesty/Plagiarism** – Academic dishonesty includes, but is not limited to, activities such as cheating and plagiarism. Plagiarism should never occur in graduate studies. You should read the examples (and list of websites pertaining to plagiarism) attached to make sure you **fully** understand plagiarism. No leniency will be granted for lack of knowledge. University policy specifies that an act of plagiarism could result in a failing grade. Additionally, this unethical conduct could result in expulsion from your program of study, and/or failure to be recommended for licensure.
STUDENT ACCOMMODATION

Students who experience a disability and feel a need for an accommodation for any of the activities and requirements of this course should contact the Coordinator of Disability Services, 211 Morse Complex-South, 316-341-5221. If other concerns exist related to safety or medical conditions, please communicate this information as well. This office coordinates services to students to accommodate disabilities and to promote equal educational opportunities. Accommodations are provided on an individualized, as-needed basis after the need for such accommodations has been evaluated for each student.