EDCO660: Effective Positive Classroom Management Strategies
Winthrop University Richard W. Riley College of Education

Course Description (Catalog): Teacher candidates observe and analyze the impact of social skills and academic strategies on student learning, behavior, and classroom climate. Approximately 12 hours of fieldwork will be completed for this course. Prerequisite: EDCO601: Psychology Applied to Teaching. Notes: Previously offered as EDCO 660. The two courses may not be taken concurrently. 3.000 Credit hours.

Textbook requirements: *NOTE: Mylab will not be used in this course. There is no need to purchase it for this course.

Jones, V., & Jones, L. (2016). *Comprehensive classroom management* (11th ed.). Upper Saddle River, NJ: Merrill.

Supplementary Readings: (may be assigned by professor throughout the semester)

The Education Core
The Winthrop Teacher Education Program is a developmental and clinically-based program that provides teacher candidates with opportunities to construct knowledge and develop skills through course work that is integrally linked to practical experiences in schools. Candidates learn by doing under the tutelage of expert mentor teachers and supportive university instructors and supervisors. The core courses require candidates to learn about and work with learners with diverse backgrounds and needs, including, but not limited to, learners with special needs, English language learners, learners identified as gifted, and learners living in poverty. Pedagogical focus is on assessment, classroom management and the learning environment, technology, and professional learning and ethical practice. Together with content area courses, the array of experiences in schools and well-sequenced, coordinated content in the education core provides candidates in all teacher education fields the opportunity to develop the knowledge, skills, and dispositions needed for success as a teacher in 21st century schools.

Field performance expectations: In order to build an inclusive classroom, teacher candidates utilize the principles of Universal Design for Learning (UDL) to implement lessons that integrate academic and social skill strategies to support diverse learner needs. Candidates enrolled in EDCO 660 observe and collect classroom data on learners and teachers related to climate and procedures, learner interests and abilities, available technology, and school environment. Candidates will develop and implement one lesson that contains appropriate academic and social skills strategies. The lesson must meet the needs of diverse learners (including those with an Individualized Education Plan) and adhere to UDL guidelines. Field experience requirements may take place in one of your existing methods class field placements or will be assigned. Students who are not meeting the field placement through an existing methods course must complete a minimum of 12 hours at their assigned school. These hours must be logged into and verified through Via LiveText. Teacher candidates must earn a C or better on the field performance assessment to earn a C or better in the course. A grade of C or better in EDUC660 is required for successful completion of the Winthrop University initial teacher preparation program.

Course Goals, Learning Outcomes, and Assessments

CG1. Analyze contextual demands of the classroom and compare them to an analysis of student learning needs. Apply this knowledge to effectively develop a classroom management plan that supports the academic and social skills needs of diverse classrooms.		
US 2. Learning Environment E2. The teacher candidate develops and implements a proactive classroom management plan that promotes positive behaviors, active engagement, and respect for individual differences. State Standard 6. Candidates have knowledge and skills and dispositions to identify and prevent bullying, harassment, and intimidation in schools. APS 2; 4, 5; 8; 9 EEDA 7	SLO1. Candidate collects and analyzes student data to determine academic and social skills needs. SLO2. Candidate develops and implements positive rules, routines, and procedures for an inclusive classroom in collaboration with mentor teacher. SLO3. Candidate develops a plan for collaborating with students on the development of rules. SLO 4. Candidate develops a plan for teaching students the rules, routines, and procedures. SLO5. Candidates develop bullying prevention plan in collaboration with mentor teacher. SLO6. Candidate's management plan includes specific strategies for teaching students how to meet behavioral and academic expectations (self-regulation strategies, how to make appropriate responses, consideration of acceptable replacement behaviors, etc.).	Key Assessment: Positive Behavioral Interventions and Support Plan (PBIS)
US1. Diverse Needs of Learners E2. The teacher candidate analyzes relevant contextual factors that influence learning to meet the needs of all learners. APS 2; 5; 8; 9 EEDA 7	SLO7. Evaluate methods of instruction related to data-informed student needs and content standards.	Key Assessment: Positive Behavioral Interventions and Support Plan (PBIS)
	SLO8. Management plan effectively includes intrinsic and extrinsic motivation strategies that meet the needs of all learners.	
	SLO9. Discuss the correlation between learner motivations and learn engagement utilizing the value expectancy theory.	
US 1. Diverse Needs of Learners E3. The teacher candidate plans and implements differentiated learning experiences that address diverse learner needs. APS 2; 5; 8; 9 EEDA 7	SLO10. Plan and implement effective teaching methods that integrate academic and social skills strategies that are appropriate for diverse learners in whole group, small group, independent, and cooperative learning situations.	Key Assessment: Positive Behavioral Interventions and Support Plan (PBIS)
CG2. Implement co-teaching models of content delivery, collaborating effectively with all constituents.		
	SLO11. Set goals and plan strategies, in collaboration with the host teacher, course instructor, and university supervisor that utilize co-teaching models to meet the needs of all learners in the class.	Key Assessment: Positive Behavioral Interventions and Support Plan (PBIS) (Plan with host teacher and instructor to develop lesson.)
	SLO 12. Implement co-teaching models in collaboration with the host teacher, course instructor, and/or university supervisor.	
	SLO13. Demonstrate effective collaboration skills in communicating and working as a team member to meet learner needs in an inclusive classroom.	
CG4. Design and implement lessons that effectively integrate academic and social skills strategies aligned with the three principles of Universal Design for Learning (UDL) and informed by a variety of assessment data.		
US1. Diverse Needs of Learners E3. The teacher candidate plans and implements differentiated learning experiences that address diverse learner needs. APS 2; 5; 8; 9 EEDA 7	SLO15. Describe the essential components of a tiered system of support as it relates to social and academic behaviors.	Key Assessment: Positive Behavioral Interventions and Support Plan (PBIS) (written work and video of teaching)
	SLO16. Utilize ongoing assessment data to create one (1) lesson **plan** that effectively utilize UDL principles to meet the social and academic needs of diverse learners.	
	SLO17. **Implement** lessons that effectively utilize UDL principles that meet the social and academic needs of diverse learners.	Key Assessment: video of teaching

US 1. Diverse Needs of Learners E4. The teacher candidate maintains high expectations for the achievement of all learners. APS 2; 4; 5; 9 EEDA 7	SLO18. Use assessment data to determine student's present level of performance relative to the task and form appropriate behavioral and academic expectations based upon that knowledge. SLO19. Plans and implements instruction that displays appropriate expectations based upon student ability. SLO20. Integrates appropriate social and academic strategies into lesson plans that will enable all learners to meet teacher expectations.	Key Assessment: Positive Behavioral Interventions and Support Plan (PBIS)
US4. Assessment E2.The teacher candidate uses data from a variety of formative, diagnostic, and summative assessments to guide instruction, determine impact on learning, differentiate instruction, and accommodate diverse learners. APS 2; 5; 8; 9 EEDA 7	SLO13. Analyze ongoing assessment data that includes teacher observations, student data, and video analysis to plan and implement one effective UDL based lessons that contain academic and social strategies to meet the needs of diverse learners.	Key Assessment: Positive Behavioral Interventions and Support Plan (PBIS)

Academic Success Center

Winthrop's Academic Success Center is a free resource for all undergraduate students seeking to perform their best academically. The ASC offers a variety of personalized and structured resources that help students achieve academic excellence, such as tutoring, academic skill development (test taking strategies, time management counseling, and study techniques), group and individual study spaces, and academic coaching. The ASC is located on the first floor of Dinkins, Suite 106. Please contact the ASC at 803-323-3929 or success@winthrop.edu. For more information on ASC services, please visit www.winthrop.edu/success.

The Office of Victims Assistance

The Office of Victims Assistance (OVA) provides services to survivors of sexual assault, intimate partner violence, and stalking as well as educational programming to prevent these crimes from occurring. The staff assists all survivors, regardless of when they were victimized in obtaining counseling, medical care, housing options, legal prosecution, and more. In addition, the OVA helps students access support services for academic problems resulting from victimization. The OVA is located in 204 Crawford and can be reached at (803) 323-2206. In the case of an after-hours emergency, please call Campus Police at (803)323-3333, or the local rape crisis center, Safe Passage, at their 24-hour hot-line, (803)329-2800.
For more information please visit: http://www.winthrop.edu/victimsassistance/

Course Expectations

Academic work:
- I expect that all students will be prepared for every class. This includes reading the text or other assigned readings prior to class.
- Late assignments will be penalized 10% per day (this includes weekends and non-class days). No assignments will be accepted after one week. Internet failure or non-accessibility is not an acceptable excuse for late work.
- Work will be submitted to either Blackboard, Via Livetext, or Hard copy as per instructions on Blackboard or the instructor.
- As per College of Education policy, assignments will be graded and returned within 14 days of the date the assignment is due, **not** the date the assignment is submitted by the student.

Cell Phones and other Mobile Devices:
Cell phones and other mobile devices are excellent instructional tools; however, they should never be a distraction or a source of disruption in an academic setting. Therefore, during instructional time when these devices are NOT being used as a component of the course, they should be silent and out of sight. Disruptions to the learning environment by electronic devices may result in point deductions from your participation grade.

Recording Clause:
With the availability of hardware and software enabling audio and video capturing of material, lectures, courses, etc., please be mindful of the following policy established by the Department of Counseling, Leadership and Educational Studies. Violations of any form noted below are considered violations of the Student Code of Conduct policy located in the Student Handbook.

No recordings of any format (audio and/or video) may be captured WITHOUT direct permission from the instructor. This can be a violation of copyright. No recordings, even those approved by the instructor, may be posted to any Internet hosted location, copied/duplicated, or shared. If the instructor makes the decision to allow such activity, the student is responsible for maintaining the integrity of such recordings and will be held liable should the integrity be compromised.

Attendance:
Attendance Policy: Students will be permitted one absence during the semester without a point deduction for attendance. Each additional absence, regardless of reason (unless extenuating circumstances for which documentation can be provided) will result in a loss of 5 points per day. Three tardies, including leaving class early or arriving late, are equivalent to one absence or 5pts. total. If a student should miss more than three (3) scheduled classes, the student will receive an F for the course. In the event of an absence, it is your responsibility to work with a peer to assist you. It is not the instructor's responsibility to re-teach a concept due to an absence. Points will be deducted and calculated at the end of the semester.

Communication with Instructor
- I can be reached via email, phone, text, or video conferencing. I will respond to all means of communication as promptly as possible and within 24 hours of receipt. Note: If you require a rapid response to a question or need to reach the instructor quickly, text (803-517-1450).
- Check with your host teacher to establish the best method of communication for him/her. All emails to your host teacher and me should be written in a professional language and manner.
- Please allow 24 hours for us to reply. If you are in crisis or have an emergency, naturally you should call us as soon as possible.

Code of Conduct:
- As noted in the student Conduct Code: "Responsibility for good conduct rests with students as adult individuals." The policy on student academic misconduct is outlined in the Student Conduct Code.

Academic Dishonesty:
All work is expected to be your original work and should indicate your deepened knowledge of the course topics through readings, discussions, experiences, reflections. It is not appropriate to submit work that has been previously submitted for another course or by another student.
- Cheating, plagiarism, or any other form of academic dishonesty will result in failure for the targeted assignment and may result in your receiving an 'F' in this course. For examples of infractions of academic discipline, please consult the *Undergraduate Bulletin*. Some instances of academic misconduct include providing or receiving unauthorized assistance in academic work, using the same work for two or more courses, and presenting someone else's work as your own.

Dispositions:
Professional Dispositions: As a student in the College of Education, you are expected to uphold the highest standards of the profession as you relate to students, families, and communities. Each candidate is expected to exhibit the following four professional dispositions in their work with colleagues, faculty and staff in University and PK-12 settings, and PK-12 students and their families: Fairness, Integrity, Communication, and Commitment. Students can be provided with formative feedback on their professional dispositions in each class through the Professional Dispositions Student Assessment (PDSA), which is completed in Live Text by the faculty member. When there are concerns about a student's professional behavior, a Professional Dispositions and Skills Intervention form is completed and an intervention developed by a program area committee. The full policy can read at http://www.winthrop.edu/coe/sas/default.aspx?id=11517

Students with Disabilities/Need of Accommodations for Access:
Winthrop University is committed to providing access to education. If you have a condition which may adversely impact your ability to access academics and/or campus life, and you require specific accommodations to complete this course, contact the Office of Accessibility (OA) at 803-323-3290, or, accessibility@winthrop.edu, as early as possible to discuss your concerns.

Key Assessment: Positive Behavioral Interventions and Support Plan (PBIS Plan)
Teacher candidates must earn a C or better on the key assessment (PBIS assignment) to earn a C or better in the course. A grade of C or better in EDUC660 is required for successful completion of the Winthrop University initial teacher preparation program.

Course Requirements of EDCO 660

Assignment	Possible	Earned
Positive Behavioral Interventions and Support Plan (PBIS Key Assessment) *See note above	130	
Assignments (Various assignments ranging in point value will be given throughout the course)	100	
Field Placement Video Assessment (Key Assessment) *See note on pg. 1	20	
Field Placement Host Teacher Evaluation (Key Assessment) *See note on pg. 1	10	
Attendance Grade/Class Participation/Professionalism	20	
Final Exam	20	
Total points possible	**300**	

Grading Scale	
94-100%	**A**
90-93%	**A-**
87-89%	**B+**
84-86%	**B**
80-83%	**B-**
77-79%	**C+**
74-76%	**C**
70-73%	**C-**
67-69%	**D+**
64-66%	**D**
60-63%	**D-**
59 -0%	**F**

Syllabus or Schedule Change Policy:
▪   This syllabus and schedule reflect expectations for the course; however, the instructor may find it necessary to make changes in either the syllabus or schedule after the course begins. In such cases, students will be notified accordingly.
▪   Therefore, I reserve the right to change and/or modify the syllabus, schedule, and course requirements as may be required by unforeseen circumstances.

Date	Topic	Course Expectations
DAY 1 8/21	▪ Discuss Course Expectations o Syllabus & Field Experience ▪ Classroom Management vs. Discipline Management Discussion	• Check BB for materials and assignments daily • Managing Today's Classroom in class debate • Read chapter 1 and 2 for Tuesday 8/28 and be prepared to discuss. • Complete Theories of Classroom Management Homework and submit to Bb by midnight 8/27.
DAY 2 8/28	• Chapter 1: Putting Classroom Management into Perspective Theories of Classroom Management • Creating a Classroom Environment Using Positive Classroom Management and Universal Design for Learning Strategies. • Introduce PBIS: Discuss lesson and video expectations	• Be prepared to discuss chapter 1 and 2 today • Classroom discussion of theories of classroom management. Bring notes to class to facilitate discussion.
Promoting A Positive Learning Environment		
DAY 3 9/4	• Chapter 3: Establishing Positive Teacher-Student Relationships (PBIS A.1) • Respect and Rapport	• Read Chapter 3 and 4 before class today • Find (any resource) 3 "Get-to-know-you" activities for your grade level. Bring to class on 9/4. Be prepared to explain and conduct one with the class. • Use the knowledge you gain to begin work on PBIS A.1 (it is due 10/4}
DAY 4 9/11	• Chapter 4: Peer Relationships (PBIS A.2) • Preventing bullying: Creating a Bullying Plan (PBIS A.2)	• Read and be able to discuss chapter 4 before class today. • Complete peer relationships assignment on BB before class today – • Submit anonymous bullying survey on BB by 2pm 9/9
DAY 5 9/18	• Positive Teacher-Teacher relationships • Working Collaboratively with special education teachers	• Read article Collaboration Between General And Special Education: Making it Work – Bring notes to class. • Complete IRIS Module Assignment on BB by midnight 9/17. https://iris.peabody.vanderbilt.edu/module/preref/
DAY 6 9/25	• Chapter 7: Enhancing Student's Motivation to Learn • Self-regulation skills & Social Skills (PBIS A.3) • Last One Picked First on Picked on Video	• Read Chapter 7 • Complete the IRIS Helping Students to Become Independent Learners/Self-Regulation assignment on BB by midnight 9/24
DAY 7 10/2	• Questions about PBIS A.1,A.2,A.3 (Activity using draft)	• Prepare a **DRAFT** of A.1,A.2,A.3 - bring hard copy to class on 10/2 • **A.1, A.2 and A.3 of the PBIS due Thursday, Oct. 4th by midnight**
Tier 1: Preventative Management Strategies		
DAY 8 10/9	• Chapter 6: Developing Standards for Classroom Behavior • Classroom Rules & Procedures (PBIS B.1) • Chapter 8: Responding to Violations of Rules and Procedures • Positive Reinforcements & Effective Consequences (PBIS B.1-B.3) • Last One Picked Video	• Read Chapter 6, 8 • Complete Bb assignment for today.
DAY 9 10/16	• Knowing Your Student and Their Special Needs • Active Engagement of Students (PBIS B.4) • FAT City Video	• Complete Misunderstood Minds Assignment due on BB by midnight 10/15
DAY 10 10/23	• Discuss Misunderstood Minds/FAT City implications for learning • UDL Lesson Planning for Diverse Learners: Applying UDL	• UDL assignment due by midnight 10/22 on BB • *Prepare a* **DRAFT** *of B.1 – B.4 and bring to class 10/30*

Tier II: Positive Behavioral Interventions and Supports		
DAY 11 10/30	• Questions about B.1 – B.4 – Peer Review Activity of Drafts • Chapter 5: Working With Families • Discuss IRIS Module on families • Behavioral Interventions and Supports (PBIS C.1)	• Read Chapter 5 for class today • Complete Collaborating with Families IRIS Module Assignment by midnight 10/29. See the complete assignment on BB. http://iris.peabody.vanderbilt.edu/module/fam/ • **DRAFT of B.1 – B.4 due today in class** • **B.1, B.2, B.3, and B.4 of the PBIS due Thursday 11/1 by midnight**
DAY 12 11/13	• Chapter 9: Using Problem Solving to Resolve Problems • Implementing a Crisis Plan (PBIS C.2) • Discuss IRIS Module Crisis Plan • Discuss Final Exam	• Read Chapter 13 • IRIS Module Crisis Plan Assignment due 11/12 by midnight on Bb. • **Video and Lesson Commentary Due by Midnight Monday, 11/14**
DAY 13 11/20	• **VIRTUAL ASSIGNMENT– NO CLASS** **(Thanksgiving Break Week)**	• Check BB for virtual class assignment • **C.1 & C.2 due by midnight Tuesday, 11/20**
DAY 14 11/27	• Last Class Day • Questions about PBIS, Prepare PBIS to be uploaded to Livetext • Final Exam Prep	• **All elements of the PBIS due midnight Thursday, 11/28 – To Blackboard AND Via Livetext.**
12/8	• Final Exam 11:30AM, Saturday 12/8	