



## **ED 5322 Behavior Management Fall 2021 Syllabus**

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**Office Hours**

**Tue/Thurs 9am-2pm**

*Virtual Office Hours daily by Appointment*

### **Course Description**

This course is designed to present practical methods for creating a positive learning environment, for working with behavioral problems, and for dealing with a range of challenges in the K-12 classroom.

### **Marketable Skills**

- **Critical Thinking/Problem Solving-** Students will analyze various strands of discrete data to support planning and decisions.
- **Digital Technology-** Students will understand and be able to apply and integrate technology in multiple professional settings.
- **Written Communication-** Students will apply formal and informal writing styles to communicate in the professional setting.

### **Performance Standards, Goals, and Learning Objectives**

**ED 5322 contributes to the following Program Learning Outcomes (PLOs):**

- The Interdisciplinary Studies –the student teacher will create a positive classroom learning environment appropriate for all grade levels.
- The Interdisciplinary Studies - the student teacher will teach developmentally appropriate lessons to EC-12 students.
- The Interdisciplinary Studies – the student teacher will adhere to the legal and ethical requirements for Texas certified teachers.

**ED 5322 will address the following Student Learning Outcomes (SLOs):**

- The student will compare and contrast the major theories of classroom management and how they can be effectively implemented in the classroom.
- The student will demonstrate knowledge regarding both positive and negative school and home variables that impact student behavior and learning.
- The student will demonstrate knowledge of the importance of establishing a positive, safe, professional relationship with students and creating and maintain high expectations for those students.
- Students will demonstrate an understanding of the basic psychological needs of students that influence behavior and success at school.

- Students will identify characteristics of potential students that may be at-risk or special needs. Students will demonstrate an understanding of the importance of creating supportive relationships with students, colleagues, parents, and community.

**TE<sub>x</sub>ES COMPETENCIES ADDRESSED:**

*DOMAIN II - Creating A Positive, Productive Classroom Environment*

Competency 005: The teacher knows how to establish a classroom climate that fosters learning, equity and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive. The beginning teacher:

- Uses knowledge of the unique characteristics and needs of students at different developmental levels to establish a positive, productive classroom environment (e.g., encourages cooperation and sharing among younger students; provides middle-level students with opportunities to collaborate with peers; encourages older students' respect for the community and the people in it).
- Establishes a classroom climate that emphasizes collaboration and supportive interactions, respect for diversity and individual differences and active engagement in learning by all students.
- Analyzes ways in which teacher-student interactions and interactions among students impact classroom climate and student learning and development.
- Presents instruction in ways that communicate the teacher's enthusiasm for learning.
- Uses a variety of means to convey high expectations for all students.
- Knows characteristics of physical spaces that are safe and productive for learning, recognizes the benefits and limitations of various arrangements of furniture in the classroom and applies strategies for organizing the physical environment to ensure physical accessibility and facilitate learning various instructional contents.
- Creates a safe, nurturing and inclusive classroom environment that addresses students' emotional needs and respects students' rights and dignity.

Competency 006: The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior. The beginning teacher:

- Analyzes the effects of classroom routines and procedures on student learning, and knows how to establish and implement age-appropriate routines and procedures to promote an organized and productive learning environment.
- Demonstrates an understanding of how young children function in groups and designs group activities that reflect a realistic understanding of the extent of young children's ability to collaborate with others.
- Organizes and manages group activities that promote students' ability to work together cooperatively and productively, assume responsible roles and develop collaborative skills and individual accountability.
- Recognizes the importance of creating a schedule for young children that balances restful and active movement activities and that provides large blocks of time for play, projects, and learning centers.
- Schedules activities and manages time in ways that maximize student learning, including using effective procedures to manage transitions; to manage materials, supplies and technology; and to coordinate the performance of non-instructional duties (e.g. taking attendance) with instructional activities.

- Uses technological tools to perform administrative tasks such as taking attendance, maintaining grade books, and facilitating communication.
- Works with volunteers and paraprofessionals to enhance and enrich instruction and applies procedures for monitoring the performance of volunteers and paraprofessionals in the classroom.
- Applies theories and techniques related to managing and monitoring student behavior.
- Demonstrates awareness of appropriate behavior standards and expectations for students at various developmental levels.

### *DOMAIN III*

Competency 008: The teacher provides appropriate instruction that actively engages students in the learning process. The beginning teacher:

- Employs various instructional techniques (e.g., discussion, inquiry, problem solving) and varies teacher and student roles in the instructional process and provides instructional techniques (e.g., discussion, inquiry, problem solving) and varies teacher and student roles in the instructional process and provides instruction that promotes intellectual involvement and active student engagement and learning.
- Applies various strategies to promote student engagements and learning (e.g., by structuring lessons effectively, using flexible instructional groupings, pacing lessons flexibly in response to student needs, including wait time).
- Presents content to students in ways that are relevant and meaningful and that link with students' prior knowledge and experience.
- Applies criteria for evaluating the appropriateness of instructional activities, materials, resources and technologies for students with varies characteristics and needs. • Engages in continuous monitoring of instructional effectiveness.
- Applies knowledge of different types of motivation (i.e., internal, external) and factors affecting student motivation.

### *DOMAIN IV – Fulfilling Professional Roles and Responsibilities*

Competency 011: The teacher understands the importance of family involvement in children's education and knows how to interact and communicate effectively with families. The beginning teacher:

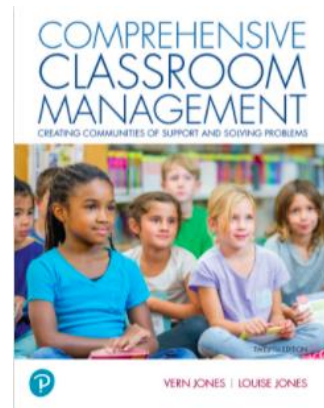
- Applies knowledge of appropriate ways (including electronic communication) to work and communicate effectively with families in various situations.
- Engages families, parents, guardians and other legal caregivers in various aspects of the educational program.
- Interacts appropriately with families, including those that have diverse characteristics, backgrounds and needs.
- Communicates effectively with families on a regular basis (e.g., to share information about student's progress) and responds to their concerns.
- Conducts effective conferences with parents, guardians and other legal caregivers.
- Effectively uses family support resources (e.g., community, interagency) to enhance family involvement in student learning.

Competency 013: The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas. The beginning teacher:

- Knows legal requirements for educators (e.g., those related to special education, students' and families' rights, student discipline, equity, child abuse) and adheres to legal guidelines in education related situations.
- Knows and adheres to legal and ethical requirements regarding the use of educational resources and technologies (e.g., copyright, Fair Use, data security, privacy, acceptable use policies).
- Applies knowledge of ethical guidelines for educators in Texas (e.g., those related to confidentiality, interactions with students and others in the school community), including policies and procedures described in the Code of Ethics and Standard Practices for Texas Educators.
- Follows procedures and requirements for maintaining accurate student records.
- Understands the importance of and adheres to requires procedures for administering state and district-mandated assessments.
- Uses knowledge of the structure of the state education system, including relationships among campus, local, and state components, to seek information assistance. Advocates for students and for the profession in various situations.

### Required Text

Jones and Jones (2021) Comprehensive Classroom Management: Creating Community of Support and Solving Problems. 12th edition. Pearson. ISBN 13: 9780136641094



### Course Assignments

All assignment details/description can be found in Blackboard.

- Introduction Video 10pts
- 10 Chapter Quizzes worth 100pts each
- 10 Chapter Discussions worth 25pts each
- Mid-Term Assignment worth 100pts
- Final Assignment worth 100pts

**TOTAL POINTS: 1460** The **grading policy** for this course is as follows:

A = 90% or higher

B = 80-89%

C = 70-79%

D = 60-69%

F = Below 60%

### Course Assignments & Schedule

*Assignments are due by midnight of the due date. Late work will not be accepted.*

Module	Assignments	Due Date
Welcome to Class	<ul style="list-style-type: none"> <li>• Read Syllabus</li> <li>• Explore Blackboard</li> <li>• Introduction Video</li> </ul>	August 30th

Module 1: Classroom Management in Perspective	<ul style="list-style-type: none"> <li>• Read Chapter 1 &amp; Preview Chapter PowerPoint</li> <li>• Chapter 1 Quiz</li> <li>• Chapter 1 Discussion Board</li> </ul>	September 7th
Module 2: Understanding Students' Basic Psychological Needs	<ul style="list-style-type: none"> <li>• Read Chapter 2 &amp; Preview Chapter PowerPoint</li> <li>• Chapter 2 Quiz</li> <li>• Chapter 2 Discussion Board</li> </ul>	September 13th
Module 3: Establishing Positive Student-Teacher Relationships	<ul style="list-style-type: none"> <li>• Read Chapter 3 &amp; Preview Chapter PowerPoint</li> <li>• Chapter 3 Quiz</li> <li>• Chapter 3 Discussion Board</li> </ul>	September 20th
Module 4: Creating Positive Peer Relationships	<ul style="list-style-type: none"> <li>• Read Chapter 4 &amp; Preview Chapter PowerPoint</li> <li>• Chapter 4 Quiz</li> <li>• Chapter 4 Discussion Board</li> </ul>	September 27th
Module 5: Working with Family Members	<ul style="list-style-type: none"> <li>• Read Chapter 5 &amp; Preview Chapter PowerPoint</li> <li>• Chapter 5 Quiz</li> <li>• Chapter 5 Discussion Board</li> </ul>	October 4th
Mid-Term	<ul style="list-style-type: none"> <li>• Classroom Management Plan</li> </ul>	October 18th
Module 6: Developing Standards for Classroom Behavior	<ul style="list-style-type: none"> <li>• Read Chapter 6 &amp; Preview Chapter PowerPoint</li> <li>• Chapter 6 Quiz</li> <li>• Chapter 6 Discussion Board</li> </ul>	October 25th
Module 7: Enhancing Students' Motivation to Learn	<ul style="list-style-type: none"> <li>• Read Chapter 7 &amp; Preview Chapter PowerPoint</li> <li>• Chapter 7 Quiz</li> <li>• Chapter 7 Discussion Board</li> </ul>	November 1st
Module 8: Responding to Behavior that Disrupts the Learning Process	<ul style="list-style-type: none"> <li>• Read Chapter 8 &amp; Preview Chapter PowerPoint</li> <li>• Chapter 8 Quiz</li> <li>• Chapter 8 Discussion Board</li> </ul>	November 8th
Module 9: Using Problem Solving to Resolve Behavior Problems	<ul style="list-style-type: none"> <li>• Read Chapter 9 &amp; Preview Chapter PowerPoint</li> <li>• Chapter 9 Quiz</li> <li>• Chapter 9 Discussion Board</li> </ul>	November 15th
Module 10: Developing Individual Behavior Change Plans	<ul style="list-style-type: none"> <li>• Read Chapter 10 &amp; Preview Chapter PowerPoint</li> <li>• Chapter 10 Quiz</li> <li>• Chapter 10 Discussion Board</li> </ul>	November 22nd
Final	<ul style="list-style-type: none"> <li>• Behavior Management Portfolio</li> </ul>	December 6th

**This course syllabus is intended to be a guide and may be amended at any time.**

***SRSU Distance Education Statement.*** Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

### ***Technical Support***

The Support Desk is where you can direct your more technical questions. For example, the Support Desk can help you if you are having issues submitting a document, getting videos to play, or using BlackBoard. The support desk is open 24 hours a day/7 days a week for your convenience.

You can reach the support desk:

- By calling 888.837.6055
- Via email [blackboardsupport@sulross.edu](mailto:blackboardsupport@sulross.edu)
- Using resources from the Technology Support tab within blackboard
- Clicking the Support Desk graphic on the course homepage

**Microsoft TEAMS Guidelines: Please refer and follow Distance Learning/TEAMS Guidelines provided in the blackboard course as a participation requirement in this class.**

***SRSU Library Services.*** The Bryan Wildenthal Memorial Library in Alpine.

Offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, [library.sulross.edu](http://library.sulross.edu). Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email ([srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu)), or phone (432-837-8123).

**Americans with Disabilities Act:** SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Rebecca Greathouse Wren, LPC-S, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email [rebecca.wren@sulross.edu](mailto:rebecca.wren@sulross.edu). Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832.

**ACADEMIC INTEGRITY:** Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples

of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

**CLASSROOM CLIMATE OF RESPECT:** Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

**DIVERSITY STATEMENT:** "I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you."