



Course Prefix/Number/Title: Ed 220 Classroom Management

Number of Credits: 3 semester credits

Course Description: This course will provide an introduction to classroom management techniques for the elementary teacher and/or paraeducator. Topics that will be covered include: understanding students' basic psychological needs, creating a safe and supportive community, creating positive teacher-student relationships, working with parents, developing standards for classroom behavior and methods for maximizing on-task student behavior, enhancing motivation, responding to behavior that disrupts the learning process, and how to develop individual behavior change plans.

Pre-/Co-requisites: None

Course Objectives:

Upon completion of this course, students will be able to:

- Identify key concepts regarding students' psychological needs that influence behavior and success.
- Establish positive, professional relationships with their students.

- Establish a cohesive, supportive peer culture in their classroom
- Identify methods for keeping parents and caregivers informed about their student's work and behavior at school.
- Create behavior expectations and standards in their classroom that will support a safe, positive learning environment.
- Identify key concepts in working with students identified under the Individuals with Disabilities Education Act (IDEA) as having special needs
- Identify student academic needs that, when met, significantly increase student motivation and learning.

- Respond effectively to minor disruptive behaviors as well as major disruptions and defiant student behavior.
- Use problem-solving methods with students in order to develop effective solutions to ongoing academic and behavior problems.
- Use a functional behavioral assessment to develop a behavior intervention plan to assist a student in developing specific skills that will help them to demonstrate more responsible behavior.

Instructor: Ms. Jackie Migler, MS

Office: TH 2213

Office Hours: , T/TH 8-10:30, M/W 8-4

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Lecture/Lab Schedule: T/TH 11:00 – 12:15

Textbook(s): Jones, V. and Jones, L.(2016). 1th Ed. *Comprehensive Classroom Management: Creating Communities of Support and Solving Problems*. Boston: Pearson. ISBN: 0-13-414354-X

Course Requirements:

Grading is based on a standard college curve, where students earn a grade based upon the percent of total points possible. Drop quizzes may not be made up. There will be a one week grace period to make up any missed exams or assignments. Any missed exam/work not made up within that allotted time will be given a zero. It is the responsibility of the student to schedule make-up work during a date and time mutually convenient for the student and the instructor. Final letter grades are based on the following criteria:

A - 89.5 - 100% of the total points

B - 79.5 - <89.5% of the total points

C - 69.5 - < 79.5% of the total points

D - 59.5 - <69.5% of the total points

F - <59.5% of the total points

Tentative Course Outline:

<u>WEEK</u>	<u>Discussion Topic and Activities</u>	<u>Assignments/Readings</u>
Week 1	-Review syllabus Questionnaire Overview of the class -Chapter 1 –Classroom Management in Perspective	Read Chapter 1 for TH Assignment: Answer the question at the end of chapter 1 (page 28)
Week 2	Chapter 2 – Understanding Students' Basic Psychological Needs	Read Chapter 2 for T (week 2)

Week 3	Exam on Tuesday (Ch 1 and 2) Chapter 3 – Establishing Positive Teacher- Student Relationships	Read Chapter 3 for Th (week 3)
Week 4	Chapter 3	Assignment: Activity 3.6 (page 90)
Week 5	Chapter 4: Creating Positive Peer Relationships	
Week 6	Chapter 4 Chapter 5: Working with Parents	Assignment: Activity 4.1 (page 127)
Week 7	Chapter 5	Read Chapter 6 for week 8
Week 8	Chapter 6 – Developing Standards for Classroom Behavior and Methods for Maximizing On-Task Behavior	
Week 9	Chapter 6	Read Chapter 7 for week 11 Assignment: Activities 6.1 and 6.2 (page 214)
Week 10	Spring break	XXXXXX
Week 11	Exam 2 Chapter 7 – Increasing Student Motivation and Learning by Implementing Instructional Methods That Meet Students' Academic Needs	
Week 12	Chapter 7	EXAM #3 Read Chapter 8

Week 13	Chapter 8: Responding to Behavior That Disrupts the Learning Process Chapter 9: Using Problem Solving to Resolve Behavior Problems	Assignment: Activity 8.1 (page 317) Read Chapter 9
Week 14	Chapter 9	Read Chapter 10
Week 15	Chapter 10: Developing Individual Behavior Change Plans	
Week 16	Chapter 10	Assignment: Activities 10.4 – 10.8 (pages 392-395)

Week 17	Finish assignments EXAM 4 (ch 8-10)	
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Final Exam covering Chapters 12-13

Tentative Course Assignments and Assessments:

There will be weekly readings, assignments, and assessments.

<u>Week (Date Due)</u>	<u>Assignment</u>	<u>Points</u>
Weekly	Participation attendance points	5 points per week (90 points)
Week 1	1.1	20 points
Week 3	Exam #1	50 points
Week 4	3.6	20 points
Week 6	4.1	20 points
Week 9	6.1/6.2	30 points
Week 11	Exam #2	50 points
Week 12	Exam #3	50 points

Week 13	8.1	10 points
Week 16	10.4-10.8	100 points
Week 17	Exam #4	50 points
Classroom Work	Throughout the semester	110 points

Total points for semester: 600 points

Paper Requirements:

Papers will be typed, double spaced, using Times New Roman size 12. You are required to use APA or MLA formatting. Sources must be cited and a reference page must be provided.

Exams:

Four exams will be given in this course. A study guide will be given regarding content of exams prior to the exam. Exams are open book, open note.

Class Participation:

Attendance in class is very important. Participation points will be given for each class. If you need to miss class, please email me prior to class. Assignments done in class will not be allowed to be made up unless you have been excused prior to class.

General Education Competency/Learning Outcome(s) OR CTE Competency/Department Learning Outcome(s):

Employs industry-specific skills in preparation for workplace readiness/Demonstrate effective oral and written communication

Relationship to Campus Focus:

The purpose of the Education and Human Development Discipline is to educate students for careers as paraeducators, teachers, early childhood professionals, and adult caregivers. The discipline provides coursework which transitions to higher education degrees and work-related skills. Programs must prepare professionals based on industry standards and provide an educational continuum for degree advancement. Dakota College at Bottineau is committed to a hands-on learning environment and uses field experiences in educational settings as common instruction techniques.

Classroom Policies:

- Please follow respectful etiquette regarding cell phones and related technology. If you must take a call (for an emergency), please take the call in the hallway. If these technologies are used in the classroom and become a disruption to the class, the student will be asked to leave the class.
- Be respectful of other students, technicians, instructors and guests.

Student Email Policy:

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the Campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

Academic Integrity:

According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

Confidentiality:

The experiences or problems shared by classmates during class time should not be discussed outside of class. This is part of the professional code of ethics.

Disabilities or Special Needs:

Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services.

Title IX:

Dakota College at Bottineau (DCB) faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX webpage.