Department of Special Education
College of Education
Florida Atlantic University

SPRING 2025

Instructor: Dr. Rangasamy Ramasamy, Ph.D.   **Office: ED 443**
Email: rramasam@fau.edu   **Class Day/Time:** DSL. Fully online
Office Hours: Monday and Thursday
12:00 pm to 2:00 pm or by Appointment

COURSE NUMBER: EDG 4419 (CRN # 10992)

COURSE TITLE: Building Classroom Management and Discipline

CATALOG DESCRIPTION:
This course provides an overview of strategies and techniques for organizing and managing classroom settings. The strategies and techniques include arrangements for managing students, materials, time and space. This course is appropriate for both elementary and secondary level teachers.

PREREQUISITE or COREQUISITE: None

COURSE CONNECTION TO CONCEPTUAL FRAMEWORK:
Students in this course will learn and apply a decision-making paradigm that, in turn, will influence their own teaching practice. This requires that students make informed decisions that are evidence-based, and the result of reflection on students' needs, and the classroom context and climate. Students who participate in these activities will demonstrate evidence of being capable professionals.

MATERIALS:
REQUIRED TEXTS:
Levin, J. & Nolan, J.F. (2022). Principles of Classroom management: A Professional Decision-Maning Model. (8th Ed.) Pearson.

Pearson eText Principles of Classroom Management: A Professional Decision-Making Model --
Instant Access Pearson+ Single Title Subscription, 4-Month Term
ISBN: 9780135224533
Publisher: Pearson+ Subscriptions
Edition: 8th

More information can be found on the FAU website:

https://www.fau.edu/business-services/bookstore/

SUPPLEMENTAL RESOURCES:
VIDEOS: YouTube videos.

<u>TECHNOLOGY:</u>
<u>E-mail:</u>   Your FAU email address will be used.
<u>Canvas</u>: This course is web assisted through FAU Canvas site. Syllabus, PowerPoint slides, assignments, videos, some handouts, forms, and resources are available on the website. To access Canvas, please go to the website at: http://canvas.fau.edu (Do not type www). Your username is the same as your FAUNet ID. Your password for canvas is your FAU email password. If you need to set up a new password for canvas, your initial password is your PIN (for students this is 2 zeros followed by your 2-digit DAY of birth and 2-digit YEAR of birth).

Course Delivery Mode

This is a fully online course accessible only through FAU's learning management system—Canvas. You must log into Canvas with your FAU ID and Password to access the materials and assignments for this course. If you do not know your FAU ID or Password click the following link for help. http://www.fau.edu/oit/accounts/index.php

The course is organized into weekly units with dates provided for each unit. The course begins with a START HERE unit that will familiarize you with the organization and navigation of the course. Each week you will open a new unit to access the reading materials, PowerPoints, other materials relevant to the week's topic, and your assignments for each week will be listed within the unit.

Computer Requirements

- Operating System
    - A computer that can run Mac OSX or Win XP or higher

- Peripherals
    - A backup option should be available to minimize the loss of work. This can be an external hard drive, a USB drive, cloud storage, or your folder on the FAU servers.
- Software
    - Please visit the http://canvas.fau.edu located at the top of each Canvas page for LMS compatibility with your computer. Make sure your Internet browser is compatible and that you have all the recommended plug-ins installed.
    - Other software may be required for specific learning units and/or modules, but the links to download and install it will be provided within the applicable unit and/or module. You may also need headphones with a microphone for Canvas Collaborate sessions.

Required Technical Skills
To be successful in this course you should be familiar with and be able to execute the following technological skills:
- *Creating and posting to a discussion board, blog, or Wiki*

- *Taking a test through Canvas*
- *Attaching documents*
- *Copy and paste functions*
- *Microsoft Office tools: Word, PowerPoint, Excel*
- *Searching the FAU library and websites*

GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES:
>State of Florida Accomplished Practices
>Florida Subject Area Competencies ESOL
>INTASC Principles

Course Objectives:

Upon completion of this course, the successful student will be able to demonstrate the following skills:

1. Incorporate awareness of cultural sensitivity in management routines and practices. (EAP a.2d)

2. Apply the "Discipline Problem Analysis Inventory," to individual practice and relate findings to a management plan. (INTASC 9, EAP a.2.b)

3. Demonstrate an understanding of attitudes underlying student behavior. (EAP a.2.h)

4. Identify and solve problems employing concrete strategies for dealing with chronic problems. (INTASC 5, EAP a.2.b, ESOL D1:S1.1a)

5. Acquire skills for effective communication and problem solving. (INTASC 1, EAP a.2.e, ESOL D1:S1.1. b)

6. Create and manage a variety of productive learning environments. (EAP a.2.a, ESOL D.2: S2.2. d)

7. Relate findings on motivation and its impact on student behavior. (EAP a.1.f)

8. Demonstrate strategies for positively influencing the behavior of students who exhibit chronic behavior problems. (EAP a.2.b)

CONTENT OUTLINE:
TOPICS
- The Basics
- Nature of the Discipline Problem
- Understanding why students exhibit misbehavior
- Developing your own beliefs about influencing students
- Building relationships
- Structuring the Environment
- The Professional Teacher

- Using nonverbal interventions
- Using verbal interventions
- Classroom interventions
- Seeking outside assistance

COURSE REQUIREMENTS:

1. **Critical Assignment (s): Establishment of a formalized classroom discipline plan**
   (1 @ 30 points)

Students will develop a classroom discipline plan based on reading the textbook that will be suitable for use in their future classrooms. The formalized classroom discipline plan will create an environment conducive to learning. Additionally, students will plan activities which will allow them to teach/explain the discipline plan to all members of the class. The plan, five to seven pages, should include the following elements (headings):

- Statement of <u>philosophy</u> (education and discipline) Include two citations.
- Description of <u>class rules</u>
  State your classroom rules (you learned about how many rules, how they should be stated (positively) etc.
- Explanation of <u>classroom procedures</u> to facilitate the classroom rules.
  Explain classroom procedures so students will know how to follow the classroom rules.
- Consequences for behavior (positive and negative).
- Provide a description of how you will <u>teach/explain this plan</u> to the stakeholders involved.
  I want you to think of how you will teach the classroom rules to your students so they will understand the rules from day one and follow them. You can certainly post it in the classroom. Will that be enough? You need to be very clear that your students understand the rules. For that, you may role-play with your students, develop a formal lesson to teach the rules, or you may play games for the students to participate and understand the rules. Also, how will you inform the parents and guardians of your students about the classroom rules? Will you just send a copy of the classroom rules home, call and talk to them, or meet with them? Think of what works for you, but make sure your students' parents understand the rules so their children can follow them in school/home. You must think of ways to explain the rules to parents from diverse cultural and linguistic backgrounds.
- Attach a copy of the scoring rubric (p. 17) as the **first** page of the plan.
- Standard grammar/punctuation conventions must be followed.

It is strongly recommended that you have a second reader critique the assignment before submission. FAU has a Writing Laboratory (www.fau.edu/UCEW/WC/) on campus and they would enjoy working with you.

__Critical Assignments and Florida Educator Accomplished Practices__

The Florida Department of Special Education has identified a set of Accomplished Practices that must be mastered in order to continue in the Special Education Bachelor's Degree Program. **For this course, the Educator Accomplished Practices (EAP 9.2) will be measured by the *Classroom Discipline Plan* which is the Critical Assignment.** Please read carefully the Department of Special Education (DSE) departmental policy on Critical Assignments.

Special Education Departmental Policy on CRITICAL ASSIGNMENT(S):
Critical Assignments, *Live Text*, and the COE Assessment System:
Many courses in the DSE contain Critical Assignments (CAs), and the Department requires that students demonstrate mastery in these CAs (see Department policy on CAs in this syllabus). However, for this course, students do not need to purchase *Live Text* to track the CA. Students are advised that they might need to purchase *Live Text* for other courses in the College of Education or this Department.

Assessment criteria:
A student must earn a **minimum grade of 73%** of the points allotted for the Critical Assignment to receive a passing grade in this course. In other words, a student cannot pass the course without successfully completing the critical assignment.

Remediation policy:
- **If a student is passing the course** but has failed to pass the Critical Assignment with a minimum of 73% of the possible points for the assignment, the student will receive an "I" in the course until the Critical Assignment is successfully redone (only one attempt allowed). The conditions and time frame for the resubmission of the assignment will be determined by the instructor. However, the second attempt must be completed within one semester. **Upon successful completion of the resubmitted assignment,** the "I' will be changed to a grade for the course. The original points earned for the initial attempt at the Critical Assignment will be used to calculate the final grade for the course. **If the resubmitted Critical Assignment is not successfully passed,** the grade for the course will be C- or below regardless of the total points earned in the course.
- **If a student is not passing the course,** and has failed to pass the Critical Assignment with a minimum of 73% of the possible points, the student will not be allowed to rewrite and resubmit the Critical Assignment. The student will need to repeat the course and the Critical Assignment.

2. Article Summaries (3 @ 4 points each, 12 points)

Three (3) article summaries are required. Each article summary is worth 5 points. Articles are to be chosen from three different categories in the Article Reference List. The Article Reference List is included on pages 13-14 of this syllabus. The selected articles focus on a variety of classroom management issues or solutions. To summarize the articles, please complete the one-page article critique summary sheet for each article summary provided on Page 15. Also, use the rubric when you summarize the articles.

3. **Interview** (1 summary @ 10 points)

Students will interview two (2) in-service teachers via phone, Zoom, Skype, and or WebEx regarding their classroom management techniques. For the purpose of this interview, <u>names are not to be used</u>, refer to the teachers as "Teacher A" and "Teacher B". Topics in the interviews should include:

- a brief <u>biography of each teacher</u>
- how they <u>developed their </u>classroom<u> management plans</u>
- <u>key elements</u> of their plan
- the <u>goals for students</u> in their plan
- how they <u>teach/explain their plan</u> to students and parents
- summary/comparison of A&B teachers, **and your thoughtful reflection**

The student will then write an interview summary that captures and compares the topics covered in the interviews and the responses. (You do not need to transcribe the interviews, but it would be to your advantage to record the interviews if possible.)

To summarize the interview report, the student will compare the two teachers' styles of management and include personal reflections on the teachers' beliefs, their discipline/management plans, and the interview process. This should be **no more than** 6-7 pages but not less than 5 <u>double-spaced</u> typed pages in 12 pt. font. Standard grammar and punctuation conventions shall be followed.

It is strongly recommended that you have a second reader critique the interview assignment before submission. FAU has a Writing Laboratory (www.fau.edu/UCEW/WC/) on campus and they would enjoy working with you.

4. EXAMS (4 @ 10 POINTS EACH, 40 POINTS

The exams may include short answers, multiple choice, and true or false questions taken from chapter readings, videos viewed, and class activities. There will be an emphasis placed on practical application of concepts. There are **four exams** for this course.

5. Discussion Board (4 @ 2 points each)

Classroom management is much more effective when practiced before using. The Discussion Board will allow the student to discuss management techniques studied through PowerPoints and in the readings. These activities are posted on Canvas.

PROFESSIONAL ETHICS / POLICIES AND EXPECTATIONS

Students, as reflective decision-makers, choose to practice ethical behavior during class, in the university community, and while participating in field experiences. COE students are expected to demonstrate a professional demeanor in their FAU courses including attendance, participation and responsible attention to requirements and deadlines necessary for the successful completion of the teacher education program. Pre-service teachers are also expected to demonstrate a professional demeanor in field experience settings through their dress, actions, and sensitivity to the students, teachers and administrators at the host schools.

TEACHING METHODOLOGIES:
Methods of instruction include lectures, discussions, modeling, guided practice, group activities, cooperative learning presentations, and media presentations. Participants will acquire knowledge and skills related to teaching students with exceptionalities, including students from various cultural, religious, ethnic, socioeconomic and language backgrounds.

ASSESSMENT PROCEDURES:

Assignments	Points	% Course Grade
Classroom Discipline Plan (Critical Assignment)	30	30%
Article Summaries (3 @ 4 points each)	12	12%
Teacher Interview	10	10%
Exams (4 @ 10 points each)	40	40%
Discussion Board (4 @ 2 points each)	8	8%
TOTAL	100	100%

GRADING (DSE GRADING SCALE):
Activity scores are cumulative, and the grade scale represents percentage of total points earned.

A =	93-100	A- =	90-92	B+=	87-89	B =	83-86
B-=	80-82	C+=	77-79	C =	73-76	C-=	70-72
D+=	67-69	D =	63-66	D-=	60-62	F =	Below 60

POLICIES AND PROCEDURES
        To avoid learner confusion or disappointment, the following are assumptions and expectations for this course:

UNIVERSITY ATTENDANCE POLICY:
        Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class.
        Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court- imposed legal obligations, or participation in University-sponsored activities (such as athletic or scholastic team, musical and theatrical performances, and debate activities). It is the student's responsibility to give the instructor notice prior to any anticipated absence, and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Online Attendance Policy
Since the course is delivered online, you are expected to access the course **at least three times per week** to ensure you do not miss pertinent postings, messages, or announcements. It is imperative that you meet course deadlines and stay active on discussion boards, group projects,

etc. If you are experiencing major illnesses, absences due to university duties, or other large-scale issues, contact the instructor immediately to formulate a resolution (if possible).

POLICIES:

1. The course carries three (3) credits. Students are expected to complete course requirements sufficient to earn three credits during the timespan of the course.
2. Students are encouraged to get in touch with the instructor if there are concerns or problems relating to the course
3. A minimum grade of B (not B-) is required in order to continue in the DSE Master's program.
4. All written assignments must be typed, double-spaced with the name and number of the assignment.
5. Feedback and grades for assignments will be posted in the Grade Book a week after submission. Students will be notified should there be a change in dates.
6. Due dates for assignments are provided in the course schedule. Late assignments will be deducted 5% of the grade for each day it is late.
7. **If due dates are missed, the assignment prompt will not be available on Canvas. You will have to contact the instructor to get the assignment prompt via email. It becomes late assignment submission, and you will lose 30% of the points for completing the assignment outside of Canvas. Never miss your assignment due dates. If you have to miss the due date due to emergencies, you must contact the professor via email with a proof as soon as you can to work it out.**

Classroom Etiquette Policy/Netiquette

Due to the casual communication common in the online environment, students are sometimes tempted to relax their grammar, spelling, and/or professionalism; however, remember you are adult students and professionals—your communication should be appropriate. You are expected to use correct spelling and grammar and write in complete sentences. Also, please note that in the online environment you do not have the advantage of voice inflection or gestures. As a result, sarcasm can come across very negatively, so this form of communication should be avoided. When responding to classmates' posts, remember that you are responding to the ideas of the writer: keep your communication professional and on-topic.

Communication Policy

- Announcements
  - You are responsible for reading all announcements posted by the instructor. Check the course announcements and your email each time you login to be sure you have read all of them since your last login session.

- Course-related Questions
  - Post course-related questions to the FAQ discussion board. Asking course-related questions in this way allows other participants with the same question to benefit from the responses. Also, make sure you review this forum prior to posting a question; it may have already been asked and answered in previous posts. Except Saturdays, Sundays, and holidays, questions will generally be answered by the instructor within 48 hours.

- Email Policy
  - Except for Saturdays, Sundays, and holidays, instructor typically will respond to email messages within 48 hours. Such messages should only be used to communicate personal or confidential matters; otherwise, please use the FAQ discussion board within the course.

- Assignment Feedback Policy
  - **Feedback will be provided to all submitted assignments within 10 days of the submission date**. Some assignments may require a longer review period, which will be communicated to you by your instructor.

Technical Problem Resolution Procedure

In the online environment, there is always a possibility of technical issues (e.g., lost connection, hardware or software failure). Many of these can be resolved relatively quickly, but if you wait until the last minute before due dates, the chances of these glitches affecting your success are greatly increased. Please plan appropriately. If a problem occurs, it is essential you take immediate action to document the issue so your instructor can verify and take appropriate action to resolve the problem. Please take the following steps when a problem occurs:

1. Contact the eSuccess Advisor, Eduardo Santiago for assistance
   Edwardo Santiago - eLearning Success Advisor - 561-297-3590 or esantia5@fau.edu

2. If you can, make a Print Screen of the monitor when the problem occurs. Save the Print Screen as a .jpg file. If you are unfamiliar with creating a Print Screen file, visit http://en.kioskea.net/faq/141-print-screen-screen-capture-windows-mac-os-x-and-unix-linux.

3. Complete a Help Desk ticket http://helpdesk.fau.edu/. Make sure you complete the form entirely and give a full description of your problem so the Help Desk staff will have the pertinent information in order to assist you properly. This includes:
   1. Select "Canvas (Student)" for the Ticket Type.
   2. Input the Course ID.
   3. In the Summary/Additional Details section, include your operating system, Internet browser, and Internet service provider (ISP).
   4. Attach the Print Screen file, if available.

4. Send a message within Canvas to your instructor to notify him/her of the problem. Include all pertinent information of the incident (2b-d above).

5. If you do not have access to Canvas, send an email to your instructor with all pertinent information of the incident (2b-d above).

6. If you do not have access to a computer, call your instructor with all pertinent information about the incident. If he/she is not available, make sure you leave a detailed message.

7. If you do not hear back from the Help Desk or your instructor within a timely manner (48 hours), it is your responsibility to follow up with the appropriate person until a resolution is obtained.

STUDENTS WITH DISABILITIES: "*In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility*

Services (SAS)—in Boca Raton, SU 133 (561-297-3880); in Davie, LA 203 (954-236-1222); or in Jupiter, SR 110 (561-799-8585) —and follow all SAS procedures."

Code of Academic Integrity Policy Statement
Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university's mission to provide a high-quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.

Plagiarism is unacceptable in the University community. Academic work that is submitted by students is assumed to be the result of their own thought, research, or self-expression. When students borrow ideas, wording, or organization from another source, they are expected to acknowledge that fact in an appropriate manner. Plagiarism is the deliberate use and appropriation of another's work without identifying the source and trying to pass off such work as one's own. Any student who fails to give full credit for ideas or materials taken from another has plagiarized. This includes all discussion board posts, journal entries, wikis, and other written and oral presentation assignments. If in doubt, cite your source!

Religious Accommodation Policy Statement
In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance and the scheduling of examinations and work assignments (remember assignment due dates are made known to you in January. So, submit your assignments in advance). For further information, please see Academic Policies and Regulations.

University Approved Absence Policy Statement
In accordance with rules of the Florida Atlantic University, students have the right to reasonable accommodations to participate in University approved activities, including athletic or scholastics teams, musical and theatrical performances and debate activities. It is the student's responsibility to notify the course instructor at least one week prior to missing any course assignment.

Incomplete Grade Policy Statement
A student who is passing a course but has not completed all work due to exceptional circumstances, may, with consent of the instructor, temporarily receive a grade of incomplete ("I"). The assignment of the "I" grade is at the discretion of the instructor but is allowed only if the student is passing the course.

The specific time required to make up an incomplete grade is at the discretion of the instructor. However, the College of Education policy on the resolution of incomplete grades requires that all work required to satisfy an incomplete ("I") grade must be completed within a period of time not

exceeding one calendar year from the assignment of the incomplete grade. After one calendar year, the incomplete grade automatically becomes a failing ("F") grade.

Withdrawals
Any student who decides to drop this course is responsible for completing the proper paperwork required to withdraw from the course.

Support Services and Resources

Office of Information Technology Online Help Desk:	http://helpdesk.fau.edu
FAU Libraries Website:	http://www.fau.edu/library
Center for Learning and Student Success Website:	http://www.fau.edu/class
University Center for Excellence in Writing:	http://www.fau.edu/UCEW
Math Learning Center:	http://www.math.fau.edu/MLC
Office of Undergraduate Research and Inquiry:	http://www.fau.edu/ouri
Office for Students with Disabilities Website:	http://osd.fau.edu/
Office of International Programs and Study-abroad:	www.fau.edu/goabroad
Freshman Academic Advising Services:	http://www.fau.edu/freshmanadvising

BIBLIOGRAPHY

Canter, L. & Canter, M. (1992). *Assertive discipline: positive behavior management for today's classroom*. Santa Monica, CA: Lee Canter and Associates.

Emmer. E.T., Evertson, C.M. & Worsham, M.E. (2006). *Classroom management for middle and high school teachers (7th Ed.)*. Boston, MA: Pearson/ Allyn & Bacon.

Evertson, C. M., Emmer, E. T. & Worsham, M.E. (2006). *Classroom management for elementary teachers (7th Ed.)*. Boston, MA: Pearson/ Allyn and Bacon.

Kyle, P.B. & Rogien, L. R. (2004). *Opportunities and options in classroom management*. Boston, MA: Pearson/Allyn & Bacon.

Larrivee, B. (2005). *Authentic classroom management: creating a learning community and building reflective practice (2nd Ed.)*. Boston, MA: Pearson/ Allyn and Bacon.

Long, J.D. & Williams, R.L. (2005). *Making it till Friday: Your guide to effective classroom management (5th Ed.)*. Hightown, N.J.: Princeton Book Company, Publishers.

Sprick, R., Garrison, M. & Howard, L.M. (1998). *CHAMPs: A proactive and positive approach to classroom management for Grades K-9*. Longmont, CO: Sopris West.

Sugai, G., Horner, R., & Gresham, F. (2002). *Behaviorally effective school environments.* In M. R. Shinn, H. M. Walker, & G. Stoner (Eds.), Interventions for academic and behavior problems II: Preventive and remedial approaches (pp. 315-350). Bethesda, MD: National Association of School Psychologists.

Umbreit, J., Ferro, J., Liaupsin, K. L. L. (2006). *Functional behavioral assessment and function-based intervention: an effective, practical approach.* Upper Saddle River, NJ: Prentice Hall.

Watson, S. T., & Steege, M. W. (2003). *Conducting school-based functional behavioral assessments: a practitioner's guide.* New York: Guilford Press.

APPENDIX A

GUIDELINES USED IN THE DEVELOPMENT OF THIS COURSE.

The instructor has included the guidelines of knowledge and skills related to the goal and objectives of this course for beginning special education teachers. The intent is to help the student understand the direction of the course and the relevancy of the material to be learned.

Florida Educator Accomplished Practices
EAP#2: Communication
Uses effective communication techniques with students and all other stakeholders.

EAP#5: Diversity
Uses teaching and learning strategies that reflect each student's culture, learning styles, special needs and socioeconomic background.

EAP#7: Human development and learning
Uses an understanding of learning and human development to provide a positive learning environment which supports the intellectual, personal and social development of all students.

EAP # 9: Learning Environment
Develops an environment conducive to learning.

EAP # 11: Role of the teacher
Works with various educational professionals, parents, and other stake holders in the continuous improvement of the educational experiences of students.

Florida Subject Area Competencies: ESOL
Standard 5: Determine and use appropriate instructional methods and strategies for individuals and groups, using knowledge of first and second language acquisition processes.

Standard 6: Apply current and effective ESOL teaching methodologies in planning and delivering instruction to LEP students.

Standard 14: Plan and evaluate instructional outcomes, recognizing the effects of race, gender, ethnicity, socioeconomic status, and religion on the results.

Standard 18: Create a positive classroom environment to accommodate the various learning

styles and cultural background of students.

Standard 23: Identify major attitudes of local target groups toward school, teachers, discipline, and education in general that may lead to misinterpretation by school personnel; reduce cross-cultural barriers between students, parents and the school setting.

INTASC Standards:
Principle #1: The teacher understands the central concepts, tools of inquiry and structures for the discipline(s) s/he teaches and can create learning experiences that make these aspects of subject matter meaningful to students.

Principle #5: The teacher 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.

Principle #9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others and who seeks out opportunities to grow professionally.

APPENDIX B
List of References for Article Review

Bafumo, M.E. (2006). Constructing a community. *Teaching PreK-8, 37*(1), 10-12.

Daniels, V.I. (1998). How to manage disruptive behavior in inclusive classrooms. *Teaching Exceptional Children, 30*(4), 26-31.

Farmer, T.W., Goforth, J.B., Hivey, J., Aaron, A., Jackson, F. & Sgammato, A (2006). Competency based behavior management. *Preventing School Failure, 50*(3), 39-45.

Ferrara, M.M. & Ferrara, P.J. (2005). Parents as partners: raising awareness in teacher preparation programs. *Clearing House, 79*(2), 77-82.

Frazier, M. (2005). Positive discipline with students who need it most: lessons learned in an alternative approach. *Clearing House 79*(1), 25-30.

Gordon, R. (1997). How novice teachers can succeed with adolescents. *Educational Leadership 54*, 56-8.

Hall, K.R. (2006). Using problem-based learning with victims of bullying behavior. *ASCA, 9*(3), 231-237,

Hester, P. (2002). What teachers can do to prevent behavior problems in schools. *Preventing School Failure, 47*(1), 33-38.

Horsch, P., Chen, J-Q. & Wagner, S.L. (2002). The responsible classroom approaches. *Education and Urban Society, 34* (3), 365-383.

Kauffman, J. & Burbach, H.J. (1997). On creating a climate of classroom civility. *Phi Delta Kappan, 79*, 320-325.

Malmgren, L. (2005). Models of classroom management as applied to the secondary classroom. *Clearing House, 79*(1), 36-9.

Marshall, M. (2005). Discipline without stress, punishment or rewards. *Clearing House, 79* (1), 51-55.

McCracken, P. (2005). Cooperative learning as a classroom management strategy. *Momentum, 36(*4), 10-12 & 14-17.

Milgiore, E.T. (2003). 20 ways to eliminate bullying in your classroom. *Intervention in School and Clinic, (38)*3, 172-176.

Munro, C.R. (2006). Misbehavior or misinterpretation? *Kappa Delta Pi Record 42*(4), 161-5.

Oberchain, K.M. & Taylor, S.S. (2005). Behavior management: making it work in middle and secondary school. *Clearing house 79*(1), 7-11.

Quigney, T.A. & Studer, J.R. (1991). Using solution focused interventions for behavior problems in an inclusive classroom, *American Secondary Education, 28*(1), 10-18.

Article Critique Summary Sheet (must be typed)

Name of Article:

Please submit a completed version of this form typed with each article critique. Select your articles from the list in the syllabus. The instructor has already read these articles, so you do not need to (give me a copy of the article) summarize the article for the critique.

1)   Identify the central theme(s) of the article and describe it here.

2)   How might you apply the central theme(s) or technique(s) in your own practice? Give examples of how they can be applied. It should not exceed more than one page.

COURSE SCHEDULE FOR SPRING SEMESTER (Due Dates on Canvas)

SESSION	DATE	TOPICS	ASSIGNMENTS
Introduction		*Syllabus and Canvas Review*	*Read syllabus and familiarize yourself with Canvas and* all the due dates, test dates and class expectations. *Make sure you have an FAU email- that is where all your info/emails will be sent. Take the syllabus and course Agreement quiz*
Week 1	1/6, 2025	The Basics	Read Chapter 1
Week 2	1/13	Nature of the Discipline Problem	Read Chapter 2 **Discussion Board**
Week 3	1/21	Understanding Why Students Exhibit Misbehavior	Read Chapter 3 **1st Article Review Due**
Week 4	1/27	Developing Your Own Beliefs About Influencing Students	Read Chapter 4 **Exam 1: Chapters 1, 2, 3**
Week 5	2/3	Building Relationships	Read Chapter 5 **Discussion Board**
Week 6	2/10	Structuring the Environment Line up teachers for interviews	Read Chapter 6 **Discussion Board**
Week 7	2/17	The Professional Teacher	Read Chapter 7 **Exam 2: Chapters 4, 5, 6**
Week 8	2/24	Using Nonverbal Interventions to Influence Students to Behave Appropriately	Read Chapter 8 **2nd Article Review Due**
Week 9	3/10	Using Verbal Interventions and Logical Consequences to Influence Students to Behave Appropriately	Read Chapter 9 **Discussion Board**
Week 10	3/17	Classroom Interventions for Students Who Exhibit Chronic Behaviors	Read Chapter 10 **Teacher Interviews due**
Week 11	3/24	Classroom Interventions for Working with Students Who Exhibit Chronic Behavior Problems	Read Chapter 10 **3rd Article Review Due**
Week 12	3/31	Seeking Outside Assistance	Read Chapter 11 **Exam 3: Chapters 7, 8, 9**
Week 13	4/7	Seeking Outside Assistance	Read Chapter 11
Week 14	4/14	Module Overview **Classroom Discipline Plan (CA) Due**	**Critical Assignment Due**
Week 15	4/21	Summary and Conclusion	**Exam 4: Chapters 10&11**

Scoring Rubric for Critical Assignment: EDG 4419/EDG 6408 (Spring 2025)

Name: _____ **Date:** _____ **Overall Rating / Points Earned:** _____/30____

Results of this Critical Assignment: ___ **Exceeds Expectation** ___**Meets Expectation** ___**Does not Meet Expectation**

Florida Educator Accomplished Practice: Standard 9   **Indicator: 9.2 Develops** an environment conducive to learning

Components	Exceeds Expectations 90-100%	Meets Expectations 89-73%	Does Not Meet Expectations <73%
Content (20points)	Classroom management plan addresses and articulates all components of the plan including: • statement of <u>philosophy</u> that includes cultural considerations, (**2 citations**) • delineation of <u>class rules,</u> • delineation of <u>classroom procedures</u> to facilitate the classroom rules • <u>consequences</u> for behavior (+ and -) • description of how <u>plan will be taught and explained</u> to the stakeholders, • <u>incorporation of school or community</u> activities as part of the plan.	Classroom management plan addresses and articulates all components of the plan including: • statement of philosophy that includes cultural consideration • delineation of class rules, • delineation of classroom procedures to facilitate the classroom rules • consequences for behavior • description of how plan will be taught / explained to the stakeholders.	Classroom management plan does not include all of the elements specified
Mechanics (5 points)	Correct grammar, punctuation, and person-first language is **<u>consistently</u> applied**.	Correct grammar, punctuation, and person-first language is **<u>mostly</u> used**.	Correct grammar, punctuation, and person-first language is **<u>inconsistently</u> applied**.
Graphic Presentation (5 points)	• Plan is <u>typed</u> • <u>innovative presentation</u>: headings, two citations • <u>creativity</u>, and/or evidence of application	• Plan <u>typed</u> • evidence of a <u>professional presentation</u>: headings, citations, Format	• Plan is not typed and/or • does not typify professional presentation

The philosophy portion of your CMP is an introduction to the parents describing your "take" on education and discipline. It may include information about students making correct choices, consequences for behavior, necessity for effective home-school communication. Just to give the parents/guardians an idea about "where you are coming from."