

ELED5021

Building Competencies in Classroom Management

I. Description: This course focuses on principles of classroom organization and management with emphasis on developing proactive and preventative approaches to classroom discipline.

II. Rational: The ULM Interactive Learning Model to Prepare Learning Facilitators provides the framework supporting the College of Education and Human Performance professional programs. This integrative Studies Course interacts with and extends knowledge, skills and experiences from their undergraduate preparation (ELED 4061-4065) and supplements ELED 5010, 5011, 5033,5046, and CURR 5023 and helps build the foundation for graduate courses in the Elementary Masters Program. Content related to the conceptual framework permeates the course and is specifically evident and/or reflective in objectives and outcomes (Objectives 1-7), Current Topics (A-I), and all Evaluation methods, and chapters in the textbook.

III. Course Objectives, Outcomes, and Standards:

Objectives <i>This course is designed to enable candidates to:</i>	ISTE	Assessment (referenced to VIII)	InTASC Standards	CAEP Standards	CAEP Advanced Standards	NBPTS	NAEYC
1. Develop a school-wide discipline plan that includes guidelines and rules that facilitate positive student choices about behavior aligned with CCSS and PARCC.	5b	A2a	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1.4	A.2.1	EC VI MC IV	5c
2. Critique classroom practices to enhance awareness of and discern ways to solve problems which are inherent in establishing effective learning environments.	5c	A1b	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1.2	A.1.1	EC VII MC III	1c
3. Compile and compare a list of current classroom management models and their fundamental principles.	1c	A1e	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1.2	A.2.2	EC I MC I	1a
4. Explore multiple styles of learning of diverse populations and the impact on student learning.	5a	A1c	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1.3	A.3.1	EC III MC II	2a
5. Demonstrate strategies and assessments used in managing the classroom.	6b	A1a	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1.3	A.5.3	EC VIII MC V	3a
6. Examine the role of parents in the classroom learning community.	3a	A1d	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	2.1	A.5.5	EC II MC VIII	2a
7. Effectively integrate technology in areas applicable in classroom management process procedures.	4a	A1a-e A2a	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1.5	A.2.2	EC IX MC V	4b

IV. Primary Empirical Base:

The primary empirical bases for this course/program is research that supports the components of comprehensive classroom management (Jones and Jones, 2010), pedagogical content (Charles, 2011), and .

Atlas.generic.demo@gmail.com and password is LA AtLAS andATLAS

<https://www.google.com/webhp?sourceid=chromeinstant&ion=1&espy=2&ie=UTF-8#q=atlas%20accomplished%20teaching%20learning%20and%20schools;louisianabelievesinformational;text;louisianabelievesinformational;science;lessons;1-5>

[louisianabelievesinformational text;louisianabelievesinformational science lessons 1-5.](https://www.google.com/webhp?sourceid=chromeinstant&ion=1&espy=2&ie=UTF-8#q=atlas%20accomplished%20teaching%20learning%20and%20schools;louisianabelievesinformational;text;louisianabelievesinformational;science;lessons;1-5)

V. Resources and Materials:

The textbook adopted for this course is Zirpoli, Thomas J. (2016). *Behavior Management: Positive Applications for Teachers*, 7th edition, Pearson Company. Other major resources and materials include: Web site:

<http://www.ABCTeach.com>; *Educational Leadership*, and *Phi Delta Kappan*,

[louisianabelievesinformational text;louisianabelievesinformational science lessons 1-5](https://www.google.com/webhp?sourceid=chromeinstant&ion=1&espy=2&ie=UTF-8#q=atlas%20accomplished%20teaching%20learning%20and%20schools;louisianabelievesinformational;text;louisianabelievesinformational;science;lessons;1-5)

Both a LiveText Account and Proof of professional liability insurance are required.

VI. Course Topics

The major topics to be considered are:

A. Managing the Learning Environment of the Classroom; B. Managing Classroom Behavior and Discipline; C. Philosophies of Current Authorities; D. Communication in the Classroom; E. Influences of Drugs, Alcohol, Death, F. Violence in the Classroom; G. Cultural Diversity, Multicultural, Exceptional Populations, Learning Styles, and Multiple Intelligences; H. PARCC; I. CCSS.

VII. Instructional Methods and Activities

Methods and activities for instruction include:

A. Traditional Experiences

1. Lecture/discussion; 2. Power Point Presentations; 3. Technology; 4. Electronic Communication.

A. Clinical Experiences

1. Cooperative Groups; 2. Student Presentations;

A. Field –Based Experiences (20 hrs.)

1. Field Experiences; 2. Community Resource Use.

VIII. Assessment and Grade Assignment

The candidate will maintain and overall average of 80% based on grading rubrics:

A. Methods

1. Traditional Assessment

a. Satisfactorily complete two examinations; b. Evaluate in writing an article synopsis in the area of classroom management;

c. Demonstrate competent performance of community relations with parents by preparing a pamphlet on oneself; d. Researching current trends/innovations in the classroom management by presenting on the *Forum*.

2. Performance Assessment

a. Develop a School-wide Plan that includes guidelines that facilitate positive student choices about behavior.

***** **See calendar for details of due dates and times.**

B. Grading Scale

90-100=A; 80-89=B;70-79=C;60-69=D; Below 60=F

C. Student Services:

The University of Louisiana at Monroe strives to serve students with special needs through compliance with Sections 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. These laws mandate that postsecondary institutions provide equal access to programs and services for students with disabilities without creating changes to the essential elements of the curriculum. While students with special needs are expected to meet our institution's academic standards, they are given the opportunity to fulfill learner outcomes in alternative ways. Examples of accommodations may include, but are not limited to, testing accommodations (oral testing, extended time for exams), interpreters, and relocation of inaccessible classrooms, permission to audiotape lectures, note-taking assistance, and course substitutions.

D. Title IX:

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds, including federal loans and grants. Furthermore, Title IX prohibits sex discrimination to include sexual misconduct, sexual violence, sexual harassment and retaliation. If you encounter unlawful sexual harassment or gender-based discrimination, please contact Student Services at 318-342-5230 or to file a complaint, visit www.ulm.edu/titleix.

Information about ULM student services, such as

- Student Success Center: <http://www.ulm.edu/cass/>
- Counseling Center <http://www.ulm.edu/counselingcenter/>
- Special Needs at <http://www.ulm.edu/studentaffairs/>
- Library <http://www.ulm.edu/library/referencedesk.html>

- Computing Center Help Desk <http://www.ulm.edu/computingcenter/helpdesk>

Current college's policies on serving students with disabilities can be obtained at for the ULM website:
<http://ulm.edu/counselingcenter/>

- If you need accommodation because of a known or suspected disability, you should contact the director for disabled student services at:
- Voice phone: 318-342-5220
- Fax: 318-342-5228
- Walk In: ULM Counseling Center, 1140 University Avenue (this building and room are handicapped accessible).

Mental Wellness on the ULM Campus

If you are having any emotional, behavioral, or social problems, and would like to talk with a caring, concerned professional please call one of the following numbers:

- The ULM Counseling Center 342-5220
- The Marriage and Family Therapy Clinic 342-9797
- The Community Counseling Center 342-1263

Remember that all services are offered free to students, and all are strictly confidential.

If you have special needs that I need to be made aware you should contact me within the first two days of class.

E. If you are having any emotional, behavioral, or social problems, and would like to talk with a caring, concerned professional please call one of the following numbers: The ULM Counseling Center 342-5220~ The Marriage and Family Therapy Clinic 342-9797 ~ The Community Counseling Center 342-126~ The ULM HELPS Project Office 342-1335~ Remember that all services are offered free to faculty, staff, and students, and all are strictly confidential.

F. Health and Safety Requirements (for Face-To-Face and Hybrid Courses)

In order to safeguard the health and safety of students, faculty, and staff during the COVID-19 pandemic, the University has instituted a variety of different protocols in response to State of Louisiana and University of Louisiana System mandates during the different phases of reopening. All students are expected to be in compliance with these required policies and procedures. This means that students will need to wear face masks, practice social distancing, and follow other requirements inside all campus buildings and while attending classes until such time as State and University authorities no longer mandate them. As we continue to pursue learning during this unprecedented health crisis, please remember that you are being required to do these things to protect others and to show concern for their welfare; you should expect the same consideration in return.

G. COVID-19 Symptoms and Testing (for Face-To-Face and Hybrid Courses)

The COVID-19 pandemic has disrupted every aspect of daily life. Returning from the nationwide shutdown in the spring of 2020 continues to involve a phased approach within which various protocols and procedures for handling the virus and its rates of infection are established. One aspect of this is testing and contact tracing for those individuals who develop symptoms of COVID-19. Information on what you are required to do should you develop symptoms or test positive for COVID-19 can be found at:

https://www.ulm.edu/safety/student_positive_test/index.html

In the event that one or more individuals in a course are diagnosed with COVID-19, contact tracing will be done to determine the potential exposure to other individuals in the class. One potential outcome of this tracing might be a recommendation that the members of the class quarantine for a period of time. If this happens, the course will go into temporary remote instruction during that time period.

H. Federal Regulations require *determination and verification of every students' physical location while enrolled in classes (where they are physically located while taking classes), regardless of the delivery method (on campus, online). At the beginning of every semester and whenever physical location changes, students must update or verify their current location through banner https://ssb-prod.ec.ulm.edu/PROD/bwgkogad.P_SelectAtypUpdate. Students should do this by the end of the first week of classes.*

I. This course may be/is a major requirement for the B. S. degree in Elementary Education. Completion of degree requirements leads to eligibility for professional licensure and/or certification in Louisiana upon graduation. Federal Regulations require universities to provide information to students about the alignment between Louisiana's requirements and those of other states. ULM has created a web page with discipline-specific information containing hyperlinks to Licensure Boards in the United States <https://www.ulm.edu/professional-licensure-disclosures/index.html>. Program Directors and/or faculty will discuss this information with you during advising or other program meetings but is also available to answer questions and address any

concerns you might have. It is also important to note that licensure or certification requirements are subject to change. Although ULM Program Directors annually review and update licensure information for every state, the faculty recommends that before enrolling in a program and throughout enrollment, students communicate with the applicable state board to confirm understanding and whether upon completion of ULM's program, they will meet requirements.

Dr. Ava Pugh apugh@ulm.edu Phone: 342-1282(office) 325-0009(home) 512-1962(cell) Office: Walker 2-20

Course Schedule and Policies Tentative Schedule: ELED 5021 Summer 2019

Anchor texts, informational texts, and technology will be related to the course topics." The following are links for additional assistance:

1. Atlas.generic.demo@gmail.com and password is LA AtLAS andATLAS
<https://www.google.com/webhp?sourceid=chromeinstant&ion=1&espv=2&ie=UTF-8#q=atlas%20accomplished%20teaching%20learning%20and%20schools>
2. [louisianabelievesinformational text](#); [louisianabelievesinformational](#)

IX. Modules/Day/Date/Time Due with Descriptions and Points for Course Assessment:

Module	Day/Date/Time Due	Description	Points
1	Tuesday, June 8, 2021 by 11:55 P.M.	Article Critique	5
		Discussion Rubric	20
2	Tuesday, June 15, 2021 by 11:55 P.M.	Discussion Rubric	20
		Question /Compare Methods	20
3	Tuesday, June 22, 2021 by 11:55 P.M.	Discussion Rubric	20
		Question 3 Rubric	20
4	Tuesday, June 29, 2021 by 11:55 P.M.	Discussion Rubric	20
		Question/Alternative Assessment	20
5	Tuesday, July 6, 2021 by 11:55 P.M.	Discussion Rubric	20
6	Tuesday, July 13, 2021 by 11:55 P.M.	Discussion Rubric	20
		Article Critique	5
7	Tuesday, July 20, 2021 by 11:55 P.M.	Signature Piece	100
		Discussion Rubric	20
8	Tuesday, July 27, 2021 by 11:55 P.M.	Final Exam	15
		Total	325

Class Policies:

Late Policy

1. You have one (1) time to be late; after that time your grade drops 20% EACH DAY OF THE WEEK, not each assignment time. An assignment is considered late if it is 1 second over the designated time.
2. Please copy the question in Bold first before answering it. A deduction of 20% will be enforced each time this assignment is not completed correctly.
3. All assignments should be double-spaced. A deduction of 20% will be enforced each time this assignment is not completed correctly.
4. Please submit all materials using Microsoft Word, *Times New Roman* (or *Times*), and size 12 font.
5. All assignments should be “submitted,” not in “draft form.” Therefore, do not submit in a “draft” form.

X. Bibliography:

The knowledge bases that support course content and procedures include:

A. **Contemporary References**

ABCTeach.com.

Adams, M. (2016). *A classroom management primer for middle and secondary school teachers*. Retrieved on January 26, 2021. from <http://www.bcnwhjs.org/handouts-forms-flyers/faculty-resources/behavior-information-and-interventions/23-classroom-management-for-middle-and-secondary-levels/file>

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Beaty-O’Ferrall, M., Green, A., Hannah, F. (2011). *Classroom management strategies for difficult students*. Amle. from <https://www.amle.org/BrowsebyTopic/WhatsNew/WNDet/TabId/270/ArtMID/888/ArticleID/129/Classroom-Management-Strategies-for-Difficult-Students.aspx>

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Fisher, D., Frey, N. (2019). “Leading PD That Works.” *Educational Leadership*, Vol. 76, No. 6, Ma

Garte, R. (2016, November 30). American Progressive Education and the School.

Hall, P. (2019). “The Instructional Leader’s Most Difficult Job.” *Educational Leadership*, Vol. 76, No. 6, March.

History of a Philosophy in Practice. Retrieved December 01, 2020, from <https://eric.ed.gov>

Goodwin, B.; Hein, H. (2014/2015). “STEM Schools Produce Mixed Results.” *Educational Leadership*, Vol. 72, No. 4, December/January.

Jones, V.; Jones, L. (2010). *Comprehensive Classroom Management* (9th edition). Upper Saddle River, NJ.: Merrill.

Kauchak, D.; Eggen, P. (2012). *Learning and Teaching Researched-Based Methods* (6th edition). Boston, MA.: Pearson Allyn & Bacon.

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Marshall, J. (2014/2015). “In Step with the New Science Standards.” *Educational Leadership*, Vol. 72, N 4, December/January.

McTighe, J.; Willis, J. (2019). *Upgrade Your Teaching: Understanding by Design Meets Neuroscience* Alexandria, VA; ASCD.

Peters, J. M. ; Stout, D. L. (2011). *Science in Elementary Education* (11th edition). Boston, MA; Person.

Posey, A. (2019). *Engage the Brain: How to Design for Learning That Taps into the Power of Emotion*. Alexandria, VA; ASCD.

Sadovnik, A., Semel, S., Coughlan, R., Kanze, B., & Tyner-Mullings, A. (2017). PROGRESSIVE

EDUCATION IN THE 21ST CENTURY: THE ENDURING INFLUENCE OF JOHN DEWEY. *The Journal of the Gilded Age and Progressive Era*, 16(4), 515-530.
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- Terada, Y. (2019 August 7). *8 proactive classroom management tips*. Edutopia. from <https://www.edutopia.org/article/8-proactive-classroom-management-tips>.
- Tucker, C. (2019). “ In Tech Rollouts, Don’t Forget the Teachers.” *Educational Leadership*, Vol. 76 No. 5, February.
- Vasquez, J.A. (2014/2015). “STEM-Beyond the Acronym.” *Educational Leadership*. Vol. 72, No. 4, December/January.
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- Zirrillo, J. (2012). *Teaching Elementary Social Studies*, (4th ed.). Boston, MA.: Pearson.

B. Classics

- Borich, G. (2010). *Effective Teaching Methods* (7th edition). Upper Saddle River, N. J.: Merrill.
- Burden, P. R. ; Byrd, D. M. (2010). *Methods for Effective Teaching*(5th edition). Boston, MA; Allyn and Bacon.
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- Good, T., Brophy, J.E. (2008). *Looking in Classrooms* (10th edition). Boston, MA: Allyn and Bacon
- Goodland, John I. (1979). *Curriculum Inquiry: The Study of Curriculum Practice*. New York, N.Y.: McGraw-Hill.
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Weinstein, C.; Mignano, A. (2007). *Elementary Classroom Management: Lessons from Research and Practice* (4th edition). Boston, MA: McGraw Hill.

C. Key Professional Journals

Instruction *Teaching K - 6*
Kappan *Educational Leadership*
The Educational Forum

Updated 5/27/2021