**Seattle Pacific University**

EDCO 6130 Strengths-Based Classroom Management (3 credits)

**Wed, 5:00 pm – 7:35 pm**

Online: Zoom link is provided on the Canvas course site

**Course Instructor**

**Office:**

**Office Hours:**

**Phone:**

**Email:**

**School Counseling Website:**

<http://www.spu.edu/orgs/schoolcounseling/>

**Technology Integration:**

As identified in section A.14. of the *Ethical Standards for School Counselors* (ASCA, 2016), technology is an important aspect of the school counseling profession. To support this opportunity for growth for future professional school counselors, the school counseling program utilizes *Canvas* to integrate technology.

If you have questions regarding Canvas that is related to technology (not course specific), please contact Educational Technology and Media (ETM) at [etmhelp@spu.edu](mailto:etmhelp@spu.edu).

**Snow Hotline: 206-281-2800**

An attempt is made to provide word of campus closure for evening classes by 2:00 p.m. The key is your safety. If it is unsafe for you to travel to SPU from where you live, notify the professors via phone or e-mail.

**Disability Support Services**

Students with disabilities need to contact Disability Support Services in the Center for Learning to request academic accommodations.  Disability Support Services sends Disability Verification Letters out to all your professors indicating the appropriate accommodations for the classroom based on your disability.

**Diversity Statement**

The School of Education embraces and seeks the richness that diversity brings to our learning community. We acknowledge that all people bear the image of God regardless of race, gender, socioeconomic status, age, religion, political history, (dis)ability, sexual orientation, language and linguistic inheritance, country of origin, past participation outside of the culture of power. Our focus is to offer and enhance opportunities to all, including those who have traditionally been underserved by and underrepresented in the institutions of our society. Our commitment is to increase the diversity of our faculty, staff, and students and to foster a hospitable climate for a diverse community reconciling all people.

**Academic Integrity**

 “Students at Seattle Pacific University are expected to demonstrate academic integrity in their work.  Both the students and the instructor have obligations to report and to prevent cheating, plagiarism or other academic misconduct. Guidelines for how academic dishonesty will be handled are printed in the Graduate Catalog (pp. 25-26).  In this class, no credit will be given for an assignment or exam in which it is determined that the student has copied other students’ work, represented someone else’s work as one’s own without properly citing the author, used notes on an exam, or taken notes into an exam setting, even if those notes are not used, or any similar infraction.  If such an occurrence is repeated or occurs on the final exam, no credit will be given for the course.”

**Course Description**

This course presents classroom management theory, research and strategies for K-12 school setting. Designed for school counselors who deliver classroom-based lessons but are not classroom teachers.

**Course Objectives**

This course continues the study of current counseling theories, techniques, and strategies of counseling. By the end of the course, students will:

1. Discriminate between effective and ineffective management strategies used within a classroom setting. (*LEADERSHIP & COMPETENCE*) (CACREP 5G3c)
2. Understand theoretical foundations of effective classroom management. (*LEADERSHIP & COMPETENCE)*
3. Identify a repertoire of management strategies specific to the developmental level of a group of students. *(LEADERSHIP, COMPETENCE, SERVICE, & CHARACTER)* (CACREP 5G3d)
4. Formulate and share a personal theory of management suitable for use in a future professional setting. *(LEADERSHIP, COMPETENCE, & CHARACTER)*

The course is designed to address the following knowledge base criteria for Washington State ESA certification in school counseling according to the WAC 181-78A-270 (5a) <http://apps.leg.wa.gov/WAC/default.aspx?cite=181-78A-270>:

Specifically, but not limited to:

(v) **Equity, fairness, and diversity:** Certified school counselors value and show respect for all members of the community; demonstrate fairness, equity, and sensitivity to every student, and advocate for equitable access to instructional programs and activities; use data for designing and implementing plans that remove barriers to learning; and help to close achievement gaps among sub-groups of students.  
(vi) **School climate:** Certified school counselors establish and foster a safe, inclusive, and nurturing learning environment for students, staff, and families and use strategies designed to prevent or resolve problems that could limit or diminish the capacity of students to learn and achieve at their highest levels.

(iv) **Counseling theories and technique:** Certified school counselors demonstrate an understanding of established and emerging counseling theories through effective use of individual and group techniques for working with a diverse population.

(xi) **Professionalism, ethics, and legal mandates:** Certified school counselors develop a professional identity congruent with knowledge of all aspects of professional functions, professional development, and state and national school counselor organizations. They adhere strictly to the profession's codes of ethics, especially those that have been established by the American Counseling Association (ACA), the American School Counselor Association (ASCA), the National Board for Certified Counselors (NBCC), and other relevant codes of ethics. They are familiar with state and federal policies, laws, and legislation relevant to school counseling.

(xii) **Reflective practice:** Certified school counselors integrate knowledge, skills, and life experiences to respond effectively to new or unexpected critical events and situations; serve as change agents by using their understanding of schools as social, cultural and political systems within a larger organizational context; monitor practice with continuous, in-depth reflection; and make adjustments as needed.

**Required Text**

Fay, J., & Funk, D. (2016). *Teaching with love and logic: Taking control of the classroom.* Golden, CO: Love and Logic Institute, Inc.

Schultz, B. D. (2008). *Spectacular things happen along the way: Lessons from an urban classroom.* New York, NY: Teachers College Press. (ebook is available via the SPU library)

\*Selected readings are also assigned.

**Course Format**

This course will be experiential, didactic, activity, and discussion-oriented.

**Attendance**

Barring emergency or illness, students are expected to attend all classes. **If you are unable to attend class for some reason, it is your responsibility to obtain notes, outlines, handouts, etc. and notify the instructor in advance of your absence.**

**Course Requirements**

Students will complete assigned readings before each class meeting and be prepared to discuss or participate in activities about the readings or related topics. Active participation for class and full participation during class activities are vital. **All assignments are due electronically at 11:59 pm on the dates specified on this syllabus.** Late assignments are discouraged and will result in lost points.

1. **Online Discussions**

Students will participate in weekly online discussions. Students will write thoughts, comments, challenges, or insights related to readings in the post (**by midnight every Tuesday; first reflection is due on** ) (including thoughts, comments, challenges, or insights related to assignments or class lecture, activities, discussions or presentations if you want). Participation will be graded—Please post at least once, and reply to at least one classmate’s post (2 posts per discussion) to dig deeper into our work this quarter.

1. **Lesson Plan Development**

* Standards/ASCA Mindset
* Lesson Plan Development (integrated with common core standards)

Classroom guidance can be an effective and efficient mechanism to reach large numbers of students. Through classroom guidance, school counselors can educate students on specific domains, collaborate with classroom teachers, support the school’s mission, identify student needs, and build connections with students who might otherwise be hidden from view. Professional preparation and a skilled presence in the classroom will help build the identity and highlight the participation of school counselors as a full-fledged member of the educational community.

* Draft of Plan – Students will examine ASCA Mindsets and Behaviors for Student Success and the common learning standards for a specific academic subject area of their choice. Students will submit a chart outlining at least 2 standards from each discipline along with an accompanying paragraph explaining the connections between the standards and including any references. This portion of the assignment should not exceed one page. (Due at 11:59pm)
* Lesson Plan Development – Students will develop a lesson plan for a single classroom guidance lesson (though it can be conceptualized as part of a larger unit), appropriate in length depending upon the age or developmental level of the audience. The lesson should be based on the standards identified in the draft of plan. The plan should include the standards, purpose, intended audience, length of time, needed materials, suggestion for pre-evaluation, at least one activity, processing questions, references to any resources and suggestions or tools for post-evaluation. Samples will be provided on canvas. (Due) (CACREP 5G3d)
* Lesson Plan Presentations – Students will present a lesson plan to the class for approximately 10 minutes. This presentation is not an enactment of the lesson but rather an explanation of the lesson, its development and potential uses. The purpose of this presentation is for the group to share ideas and receive feedback from classmates and instructor. *Please post your Lesson Plan on Canvas for classmates to have digital copies of all lesson plans prior to your presentation.*

1. **Book Study Facilitation**

Each week students in pair will facilitate a 30 minute long class discussion of the assigned reading from the Schultz text. Adequate facilitation of the discussion includes developing thoughtful activities, questions or prompts designed to encourage student engagement, self-reflection and insight. Students in pair are expected to plan together and to coordinate their roles in the assignment.

1. **Final Paper**

This should be approximately 5-7 pages using APA format and should **include citations** that support your philosophy. Interview a school counselor/teacher about classroom management. Include the following in your analysis:

* + - * 1. What do you believe to be the essential components of an effective discipline plan?
        2. Explain your beliefs about classroom misbehavior.
        3. How do you classify your philosophy of classroom management?
        4. What types of behavior will be most challenging for you to deal with?
        5. How do you plan to prevent these behaviors during your lessons?
        6. What actions can you take to deal with these behaviors as they are occurring?
        7. What techniques will you use to create a positive classroom climate?

Please explain and provide appropriate references.

This paper is to reflect your professional philosophy and outline specific strategies for managing a classroom in a K-12 setting. Maximum points will be granted to papers that are specific and rich in detail. (11:59pm May 19th)

**Course Evaluation**

Attendance & Participation 10%

Online Discussion Participation 20%

Book Study Facilitation 10%

Lesson Plan Development and Presentation 20%

Final Paper 20%

Deliver Classroom Guidance 20%

-----------------------------------------------------------------------

Total 100%

\*TENTATIVE SCHEDULE

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Date | Topics | Readings &  Classroom | Assignments |
| Class 1 |  | * Course & Syllabus Overview * Classroom Management in Perspective | Reading(s) on Canvas |  |
| Class 2 |  | * Lesson Plan Development | (FF) Ch. 1 & 2  CCSs/ASCA Mindset  Readings on Canvas | Online Reflection |
| Class 3 |  | * Lesson Plan Feedback * Real-life management * How does classroom management vary K-12? | Ch. 5 & 6  Readings on Canvas |  |
| Class 4 |  | * Creating a safe learning environment * What is the connection between teacher language and classroom management? * Chapter 1 (Schultz) | Ch. 3 & 4  Readings on Canvas  Management Style  Quiz |  |
| Class 5 |  | * Responding to Behavior that disrupts the learning process (Part I) * Chapter 2 (Schultz) | Ch. 7 & 8  Readings on Canvas | Lesson Plan due |
| Class 6 |  | * Responding to Behavior that disrupts the learning process (Part II) * Chapter 3 (Schultz) | Ch. 9 & 10  Readings on Canvas |  |
| Class 7 |  | * Culturally Responsive Classroom * Chapter 4 (Schultz) | Readings on Canvas |  |
| Class 8 |  | * Using special discipline tactics to help students with Neurological based behavior * Chapter 5 (Schultz) | Readings on Canvas | Final Paper Due |
| Class 9 |  | Chapter 6 & 7 (Schultz)  TBA |  | Classroom Guidance lesson Due |
| Class 10 |  | Lesson Plan Presentations |  |  |

\* Note: The course syllabus provides a general plan for the course: deviations may be necessary.

**Emergency Preparedness Information**

**Report an Emergency or Suspicious Activity**

Call the Office of Safety and Security to report an emergency or suspicious activity by dialing 206-281-2911 or by pressing the call button on a campus emergency phone. SPU Security Officers are trained first responders and will be dispatched to your location. If needed, the SPU Dispatcher will contact local fire/police with the exact address of the location of the emergency.

**SPU-Alert System**

The SPU-Alert System is SPU’s emergency notification system. It can send information via text message, email, electronic reader board, computer pop-ups (for SPU computers), loudspeaker, and recorded cell phone messages. Text messaging has generally proven to be the quickest way to receive an alert about a campus emergency. In order to receive text messages from SPU-Alert, you must provide SPU with your cell phone number through the Banner Information System on the web, <https://www.spu.edu/banweb/>. Select the Personal Menu then choose the Emergency Alert System tab. Contact the CIS Help Desk if you have questions about entering your personal contact information into the Banner Information System. Emergency announcements may also be made by SPU staff members serving as Building Emergency Coordinators (“BECs”).

**Lockdown / Shelter in Place – General Guidance**

The University will lock down in response to threats of violence such as a bank robbery or armed intruder on campus. You can assume that all remaining classes and events will be temporarily suspended until the incident is over. Lockdown notifications are sent using the SPU-Alert System.

If you are in a building at the time of a lockdown:

1. Stay inside and await instruction, unless you are in immediate visible danger.
2. Move to a securable area (such as an office or classroom) and lock the doors.
3. Close the window coverings then move away from the windows and get low on the floor.
4. Remain in your secure area until further direction or the all clear is given (this notification will be sent via the SPU-Alert System).

If you are outside at the time of a lockdown:

* Leave the area and seek safe shelter off campus. Remaining in the area of the threat may expose you to danger.
* Return to campus after the all clear is given (this notification will be sent via the SPU-Alert System).

**Evacuation – General Guidance**

Students should evacuate a building if the fire alarm sounds or if a faculty member, a staff member, or the SPU-Alert System instructs building occupants to evacuate. In the event of an evacuation, gather your personal belongings quickly and proceed to the nearest exit. Most classrooms contain a wall plaque or poster on or next to the classroom door showing the evacuation route and the assembly site for the building. Do not use the elevator.

Once you have evacuated the building, proceed to the nearest evacuation assembly location. The “*Stop. Think. Act.*” booklet posted in each classroom contains a list of assembly sites for each building. Check in with your instructor or a BEC (they will be easily recognizable by their bright orange vests). During emergencies, give each BEC your full cooperation whenever they issue directions.

**Additional Information**

Additional information about emergency preparedness can be found on the SPU web page at <http://www.spu.edu/info/emergency/index.asp> or by calling the Office of Safety and Security at 206-281-2922.