George Mason University
College of Education and Human Development
Advanced Professional Teacher Development & International Education (APTDIE) Division
School of Education

EDUC 505 6A1
EDUC 505 DL1
EDUC 505 DP1
Classroom and Behavior Management in PreK-12 Classrooms
3 Credits, Fall 2024
Asynchronous, Online

Faculty
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Prerequisites/Corequisites
None

University Catalog Course Description
Focuses on understanding and applying age-appropriate and culturally responsive research-based classroom and behavior management techniques across PreK-12 school-wide and classroom settings. Examines positive behavior supports for individual PreK-12 students, including strategies for self-management, self-discipline, and emotional well-being. Explores various PreK-12 school crisis management and safety plans.

Course Overview
EDUC 505 focuses on understanding and applying age-appropriate and culturally responsive research-based classroom and behavior management techniques across PreK-12 school-wide and classroom settings. Students will examine positive behavior supports for individual PreK-12 students, including strategies for self-management, self-discipline, and emotional well-being. Students will explore various PreK-12 school crisis management and safety plans.

Course Delivery Method
This course will be delivered online (76% or more) using [select either a synchronous or an asynchronous] format via Mason's Learning Management System (LMS). You will log in to the course site using your Mason email name (everything before @gmu.edu) and email password. The course site will be available on August 26, 2024.

- To access your course in Blackboard Learn: https://mymasonportal.gmu.edu/

Under no circumstances may students participate in online class sessions while operating motor vehicles.

Learning Outcomes

This course is designed to enable students to do the following:

1. Identify and analyze components of the School-Wide Positive Behavior Interventions and Supports (SW-PBIS) model as a research-based PreK-12 school and classroom behavior management structure/technique inclusive of school and classroom community building and positive and proactive behavior supports that may lead to individual interventions.
2. Apply research-based techniques to create an age-appropriate, safe, positive, and supportive environment which is culturally responsive, uses diverse approaches, incorporates technology, supports community building, and values diversity, including the diversity of individuals with disabilities.
3. Demonstrate knowledge of modifying the PreK-12 learning environment (e.g., schedule, physical arrangement, routines) to prevent and manage inappropriate behaviors.
4. Describe how a continuum of research-based techniques that are non-intrusive, positive, and proactive (e.g., positive redirection) should be implemented with fidelity and consistency prior to determining the need for more comprehensive classroom management methods.
5. Summarize and judge ethical and practical considerations when selecting PreK-12 behavior management methods, including a rationale for selecting positive reinforcement procedures over other procedures.
6. Describe how to identify and teach social skills needed for PreK-12 educational and other environments.
7. Analyze research-based strategies for promoting self-management, self-discipline, and emotional well-being.
8. Summarize behavior management techniques for making positive changes in individual PreK-12 students' academic, social, and/or affective behavior, including ethical use of a continuum of techniques, starting with proactive, preventative, and least intrusive techniques.
9. Identify and describe the crisis cycle, methods for age-appropriate crisis prevention, and appropriate responses to individuals at different stages within the crisis cycle.
10. Develop PreK-12 school crisis management and safety plans inclusive of plans for all educational environments (e.g., classroom, hallway).

Professional Standards

The Interstate New Teacher Assessment and Support Consortium (InTASC). This course addresses the following professional standards:

Standard 2: Learning Differences, Standard 3: Learning Environments, and Standard 9: Professional Learning and Ethical Practice.

Required Texts

Simonsen, B., & Myers, D. (2015). *Classwide positive behavior interventions and supports: A guide to proactive classroom management*. The Guilford Press.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed internet access with updated browsers.
  - Blackboard Learn supported browsers:
    https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support
  - Canvas supported browsers: https://guides.instructure.com/a/720329]

- Consistent and reliable access to GMU email and the course LMS, as these are the official methods of communication for this course.

- Speakers and a microphone or a microphone-enabled headset for use with the synchronous web conferencing tools.

- Note that students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.

Expectations
- Course Week:
  Because asynchronous courses do not have a "fixed" meeting day, our week will start on Tuesda, and finish on Monday.

- Log in Frequency:
  Students must actively check the course LMS site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week. In addition, students must log in for all scheduled online synchronous meetings, if any.

- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.

- Technical Competence:
  Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

- Technical Issues:
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

- Workload:
  Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- Instructor Support:
  Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- Netiquette:
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor.

- **Assignments and/or Examinations**
  Each course assignment is described below. Further details and rubrics for each assignment are located on Blackboard. It is strongly recommended that you develop an organized plan for working on the major assignments throughout the semester.

  1. **Comprehensive PBIS Plan:** Throughout EDUC 505, the major assignments in each module are all parts of one large assignment – the Comprehensive PBIS Plan. Each module assignment will contribute to your comprehensive understanding of PBIS. There is one part of the Comprehensive PBIS Plan for each module. Read below for a brief description for each part. Detailed directions and rubrics for each part are posted on Blackboard.
     a. **Part 1: Classroom and Behavior Management Philosophy (20 points):** This is the major assignment in Module 1, and you will write a reflective paper on your classroom and behavior management philosophy, including your current philosophy, reflections on Module 1 learning, and course goals.
     b. **Part 2: SW-PBIS Analysis (20 points):** This is the major assignment in Module 2, and you will write a paper to compare and contrast your school's discipline plan to the SW-PBIS framework. You will summarize the school's discipline approach, identify similarities and differences to SW-PBIS, summarize cultural responsiveness of PBIS, and provide suggestions for growth.
     c. **Part 3: Classroom Management Analysis (40 points):** This is the major assignment in Module 3, and you will write a paper to present information gathered in your analysis of classroom management. You will observe and reflect on your classroom management by completing a self-assessment. Using the data gathered from the self-assessment and other content, you will summarize the current classroom management, identify strengths and areas of need for the current classroom management, summarize the

culturally responsive classroom management elements present in the classroom, and provide suggestions for growth.

    d. **Part 4: Tier 2 Intervention Infographic (20 points):** This is the major assignment in Module 4, and you will select a Tier 2 intervention program (other than Check In, Check Out) to explore. After gathering information from websites, articles, and other informational sources, you will create an infographic that provides information on your selected program.

    e. **Part 5: Self-Management and Well-Being Plan (20 points)**: This is the major assignment in Module 5. You will select a student who you think would benefit from self-management and well-being and develop a self-management and well-being action plan for that student.

    f. **Part 6: School Safety Plan Analysis (20 points):** This is the major assignment in Module 6. You will locate and review your school's safety plan. You will then reflect on and analyze the school's safety plan.

2. **Module Discussion Boards (10 points per discussion board; 60 points total):** You will complete one discussion board activity for each module in this course. Each discussion board will require an initial post and responses to peers' posts. Requirements and a rubric for each discussion board are posted on Blackboard.

3. **Module Reading Checks (10 points per reading check; 60 points total):** You will complete one reading check for each module in this course. These reading checks assess your understanding and recall of the assigned readings. You may use the textbooks, assigned readings, and your notes to help you complete these checks, and there is no time limit. You may take each reading check twice and your higher grade will be counted.

Assignments	Points
Comprehensive PBIS Plan Part 1: Classroom and Behavior Management Philosophy	20
Comprehensive PBIS Plan Part 2: SW-PBIS Analysis	20
Comprehensive PBIS Plan Part 3: Classroom Management Analysis	40
Comprehensive PBIS Plan Part 4: Tier 2 Intervention Infographic	20
Comprehensive PBIS Plan Part 5: Self-Management and Well-Being Plan	20
Comprehensive PBIS Plan Part 6: School Safety Plan Analysis	20
Module Discussion Boards (1 per module; 6 total)	10/module (60 total)
Module Reading Checks (1 per module; 6 total)	10/module (60 total)
TOTAL	**260**

- **Other Requirements**
  Attendance and Participation
  All coursework will be online in an asynchronous format. Optional Blackboard Collaborate sessions may be planned during the semester on an as-needed basis. There will be no face-to-face meetings.

Several assignments require participation from individuals and classmates by specific dates or in sufficient time for classmates' responses. To maximize your preparation and participation, it is recommended that you:

- Read all the way through each module one time initially, so that you know what you need to focus on and prioritize (i.e., what's coming up soon? Later?).
- Develop a timeline for the assignments so you have plenty of time to post, react to peers' posts, gather materials as needed for upcoming assignments, prepare assignment drafts, and refine assignments prior to submission for a grade.
- Pace yourself well; individual and independent online courses do not mean you can wait until the last minutes to get the work done. Peers are dependent on you at times, and your success is also dependent on your preparation to complete assignments well in advance of due dates.

Late Work
Work is considered on time if it is submitted by 11:59 p.m. ET on the date that it is due. *Ten percent of the available points* for the assignment will be deducted each day for late submissions during the first week after the due date. *After one week* from the due date, assignments will not be accepted. Thus, an assignment that is three days late is able to obtain only 70% of the points for the assignment regardless of the quality of the work. After one week, the assignment will no longer be accepted and a score of zero will be entered into the grade book for that assignment.

Submitting an assignment late does not alter the due dates of the other assignments and prevents timely feedback to students regarding their work that may be of value in later assignments. Strive to keep up with the assignment schedule so that you will be able to have appropriate formative evaluation and feedback from your instructor across the semester.

- **Grading**

Grade	% of Points Earned
A+	100%
A	94-99%
A-	90-93%
B+	86-89%
B	83-85%
B-	80-82%
C	70-79%
F	<69%

Note: For VDOE licensing purposes, grades of "C" and above are considered passing for this professional studies course. Any student who would like to transfer a graduate course into a degree program can only do so with a grade of "B-" or better.

Use of Generative AI
Use of Generative AI tools should be used following the fundamental principles of Mason's Academic Standards. This includes being honest about the use of these tools for submitted work and

including citations when using the work of others, whether individual people or Generative AI tools.

Course Withdrawal
Course withdrawal policies for graduate students can be found in the university catalog.

Incomplete (IN)
An Incomplete (IN) may be assigned to students who are *passing the course*, but who may be unable to complete scheduled course work for a cause beyond reasonable control. The university's Incomplete policy can be found in the university catalog. If you feel you are in a situation where you have experienced an unexpected disruption that is beyond reasonable control, you must reach out to your instructor as early as possible to first attempt a plan for work completion within the course duration. The IN is a last option and is at the discretion of the instructor in alignment with the university policy.

Professional Dispositions (CEHD Student Guide)
Throughout study in the College of Education and Human Development, students are expected to demonstrate behaviors that reflect the positive dispositions of a professional. See https://cehd.gmu.edu/current-students/cehd-student-guide.

Class Schedule
Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Course Dates: August 26, 2024 to October 16, 2024		
Module	Readings	Assignments Due
Module 1: Foundations of Classroom and Behavior Management *Week 1:* Module Opens: August 27th Module Due: September 2nd @ 11:59 pm ET	• Simonsen & Myers Ch. 1 & 2 • McIntosh, Gion, & Bastable, 2018 • McIntosh, Girvan, Horner, Smolkowski, & Sugai, 2018	• Reading Check 1 • Module 1 Discussion Board • Comprehensive PBIS Plan Part 1: Classroom and Behavior Management Philosophy
Module 2: SW-PBIS *Week 2:* Module Opens: September 3rd Module Due: September 9th @ 11:59 pm ET	• Simonsen & Myers Ch. 3 • PBIS Cultural Responsiveness Field Guide (2019) • Flannery & Kato (2016)	• Reading Check 2 • Module 2 Discussion Board • Comprehensive PBIS Plan Part 2: SW-PBIS Analysis

Course Dates: August 26, 2024 to October 16, 2024		
Module	Readings	Assignments Due
Module 3: Classroom Management *Weeks 3 & 4:* Module Opens: September 10th Module Due: September 23rd @ 11:59 pm ET	• Simonsen & Myers Ch. 5-8 • Guardino & Fullerton (2010)	• Reading Check 3 • Module 3 Discussion Board • Comprehensive PBIS Plan Part 3: Classroom Management Analysis
Module 4: Introduction to Tier 2 and Tier 3 Supports *Week 5:* Module Opens: September 24th Module Due: September 30th @ 11:59 pm ET	• Simonsen & Myers Ch. 4 (pgs.70-86; stop before "Systems: Supporting teachers' implementation of CWPBIS) & Ch. 9-10	• Reading Check 4 • Module 4 Discussion Board • Comprehensive PBIS Plan Part 4: Tier 2 Intervention Infographic
Module 5: Self-Management and Emotional Well-Being *Week 6:* Module Opens: October 1st Module Due: October 7th @ 11:59 pm ET	• Alberto & Troutman Ch. 12 (PDF Chapter on Blackboard) • Zolkowski & Lewis-Chiu (2019) • Select 1 of the Module 5 Self-Management Readings on Blackboard	• Reading Check 5 • Module 5 Discussion Board • Comprehensive PBIS Plan Part 5: Self-Management and Well-Being Plan
Module 6: Crisis Management *Week 7:* Module Opens: October 8th Module Due: October 14th @ 11:59 pm ET	• Clarke et al. (2014) • Steeves et al. (2017) • Liou (2015)	• Reading Check 6 • Module 6 Discussion Board • Comprehensive PBIS Plan Part 6: School Safety Plan Analysis

CEHD Commitments

The College of Education and Human Development is committed to fostering collaboration and community, promoting justice and equity, and advancing research-informed practice. Students are expected to adhere to, and contribute to, these commitments, the CEHD Mission, and Core Values of George Mason University. More information can be found here:
https://cehd.gmu.edu/about/culture/

GMU Policies and Resources for Students

Policies

- Students must adhere to Mason's Academic Standards (see https://catalog.gmu.edu/policies/honor-code-system/).

- Students must follow the university policy for Responsible Use of Computing (see https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see https://ds.gmu.edu/).

- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or https://cehd.gmu.edu/aero/assessments.

- Questions or concerns regarding use of your LMS should be directed to:
  - Blackboard Learn: https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/
  - Canvas: https://its.gmu.edu/service/canvas/

- For information on student support resources on campus, see: https://ctfe.gmu.edu/teaching/student-support-resources-on-campus
  - TimelyCare: https://caps.gmu.edu/timelycare-services/
  - Writing Center: https://writingcenter.gmu.edu/

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a "Non-Confidential Employee," and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

Appendix

Assessment Rubric(s)

Below is the rubric for the Comprehensive PBIS Plan Part 3: Classroom Management Analysis assignment, which is part of Module 3. All other assignment rubrics are posted on Blackboard.

MODULE 3 ASSIGNMENT RUBRIC			
Criterion	**No Points**	**Partial Points**	**Maximum Points**
Section 1: Current Classroom Management – Physical Arrangement	*0 points* Student did not write a summary of the classroom's physical arrangement AND wrote a summary that was unclear and/or incomplete throughout.	*1-3.9 points* Student wrote summary of the classroom's physical arrangement, but it was unclear and/or incomplete in parts.	*4 points* Student wrote clear, descriptive summary of the current physical arrangement in the classroom, including (a) a detailed drawing that indicates where desks, centers, materials, etc. are located, (b) the corresponding type of instruction that occurs in the classroom (e.g., small group, large group), (c) the teacher's capacity to circulate and see all students, (d) the likelihood of smooth transitions for students to/from areas, and (e) any other aspects significant to this specific classroom's arrangement.
Section 1: Current Classroom Management – Schedule	*0 points* Student did not write a summary of the classroom's schedule AND wrote a summary that was unclear and/or incomplete throughout.	*1-1.9 points* Student wrote summary of the classroom's schedule, but it was unclear and/or incomplete in parts.	*2 points* Student wrote clear, descriptive summary of what happens across the day or across the session, including approximately how long specific activities last so it's clear how much time has been set aside for each activity.

MODULE 3 ASSIGNMENT RUBRIC			
Section 1: Current Classroom Management – Behavior Management	*0 points* Student did not write a summary of the classroom's behavior management AND wrote a summary that was unclear and/or incomplete throughout.	*1-4.9 points* Student wrote summary of the classroom's behavior management, but it was unclear and/or incomplete in parts.	*5 points* Student wrote clear, descriptive summary of what the teacher uses for behavior management, including (a) classroom rules (what they are, if/how they connect to the schoolwide rules, how the rules are taught to students); (b) classroom rules matrix; (c) routines/procedures evident in the classroom; (d) how the teacher responds to appropriate behavior, and if there is a continuum of responses; and (e) how the teacher responds to inappropriate behavior, and if there is a continuum of responses.
Section 2: Effectiveness of Current Classroom Management – Strengths	*0 points* Student did not identify and describe any strengths of this classroom AND identified strengths that were inaccurate, unclear, or incomplete throughout.	*1-5.9 points* Student wrote summaries of current classroom management strengths, but the descriptions were unclear or inaccurate in parts, unconnected to data, and/or student described fewer than 3 strengths.	*6 points* Student wrote clear, descriptive, and accurate summaries of at least 3 data-based current classroom management strengths for this classroom. Each strength was clearly described, supported by data, and a rationale was provided for why it is an area of strength.
Section 2: Effectiveness of Current Classroom Management – Areas of Need	*0 points* Student did not identify and describe any areas of need of this classroom AND identified areas of need that were inaccurate, unclear, or incomplete throughout.	*1-5.9 points* Student wrote summaries of current classroom management areas of need, but the descriptions were unclear or inaccurate in parts, unconnected to data, and/or student described fewer than 3 areas of need.	*6 points* Student wrote clear, descriptive, and accurate summaries of at least 3 data-based current classroom management areas of need for this classroom. Each area of need was clearly described, supported by data, and a rationale was provided for why it is an area of need.

MODULE 3 ASSIGNMENT RUBRIC			
Section 2: Effectiveness of Current Classroom Management – Completed Self-Assessment	*0 points* Student did not submit the completed Lewis (2007) self-assessment adapted for EDUC 505.	*1 point* Student completed and submitted the Lewis (2007) self-assessment adapted for EDUC 505, but parts were inaccurate and/or incomplete.	*2 points* Student accurately completed and submitted the Lewis (2007) self-assessment adapted for EDUC 505.
Section 3: Cultural Responsiveness of Current Classroom Management	*0 points* Student did not summarize the culturally responsive classroom management elements in the classroom with one strength and one area of need identified AND wrote a summary that was unclear and/or incomplete throughout.	*1-3.9 points* Student wrote summary of the culturally responsive classroom management elements in the classroom and identified one strength and one area of need, but it was unclear, inaccurate, and/or incomplete in parts. OR student wrote a clear summary but did not identify one strength and/or one area of need.	*4 points* Student wrote clear, descriptive summary of the culturally responsive classroom management elements present in the classroom, and identified one strength and one area of need for this classroom in terms of culturally responsive classroom management.
Section 4: Suggestions for Growth – Recommended Improvements	*0 points* Student did not identify suggestions for growth AND identified suggestions for growth that were inaccurate or inappropriate.	*1-5.9 points* Student identified limited suggestions for how this classroom could improve in classroom management and/or had suggestions that were unclear or inaccurate in parts.	*6 points* Student clearly described at least 3 substantive improvements (with at least one related to cultural responsiveness) that could be made to this classroom based on areas that have been identified as areas of need.
Section 4: Suggestions for Growth – Rules Matrix	*0 points* Student did not create a classroom rules matrix AND created a matrix that was inaccurate or inappropriate.	*1-2.9 points* Student created a classroom rules matrix for the class, but it was inaccurate and/or inappropriate in parts, or did not include at least 3 rules and 3 activities/routines.	*3 points* Student created an accurate and appropriate classroom rules matrix for the class, which included at least 3 rules and 3 activities/routines.

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MODULE 3 ASSIGNMENT RUBRIC			
Accurate Spelling, grammar, etc.	*0 points* Many issues with grammar, spelling usage, citations, or punctuation. Five or more distracting or significant errors.	*1-1.9 points* Student shows some issues with grammar, spelling usage, citations, or punctuation. Less than 5 significant or distracting errors.	*2 points* Student demonstrates written skills appropriate for a degreed professional. Any mistakes in grammar, spelling usage, citations, or punctuation, if present, are minor and not distracting.