FITCHBURG STATE UNIVERSITY

New Graduate Course Proposal

Form Procedure
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Course Title

Course Title: Classroom Management

Proposed Banner Abbreviation: Classroom Management

Banner limit of 30 characters, including punctuation, spaces, and special characters.

Department/Committee Information

The main contact person for the Graduate Curriculum Committee should fill out this form.

Requestor Name: Nancy Murray

Members of the Graduate Curriculum Committee:
Lynn D'Agostino: Chair
Jescah Apamo-Gannon
Dustin Halterman
Nancy Murray
Denise Sargent

Department / Unit Developing: Education

Department Chair: Dr. Denise Sargent   dsargen5@fitchburgstate.edu

Academic Dean: Dr. Mojdeh Bayat   mbayat@fitchburgstate.edu

Program Chair   The Program Chair for this request is among the people listed above.
* ⦿ Yes
  ◯ No

Graduate Program: Early Childhood Education (PreK-2) Initial Licensure and Elementary Ed (1-6) Initial L

The above program would be responsible for scheduling, staffing & assessing this course.

Course Information

Course Description

The purpose of this course is to provide pre-service teachers with group and individual behavior management and instructional procedures that can be used in a variety of educational environments. Course content will provide both theoretical understanding and practical application of strategies aimed at creating safe, encouraging, and effective learning environments. Emphasis will be placed on the use of evidence-based instructional procedures.

Course Objectives

Standard II: Teaching All Students
        Promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.

B.2 Learning Environment indicator: Safe Learning Environment
1.   Creates and maintains a safe, supportive, and inclusive environment by:
•   Establishing, with student input, classroom routines and systems to support student learning.
•   Modeling and reinforcing respect for and affirmation of their own and others' differences related to background, identity, language, strengths, and challenges (self- and social awareness).
•   Supporting student accountability for the impact of their actions.
•   Enabling students to take academic risks and share ideas freely.
•   Seeking feedback from students on their experience of the classroom learning environment and making aligned adjustments to practice.

Rationale and expected outcomes of offering the Course

The new Department of Elementary and Secondary Education (DESE) Guidelines for the Professional Standards for Teachers that came out in June 2024 have specific PSTs addressing the creating of positive learning environments including management. Exit surveys data has consistently demonstrated a need for additional content in the area of classroom management from our teacher candidates. Therefore the adding of the Classroom Management course enables us to meet these requirements and to provide our candidates with the necessary knowledge and skills needed in the field.

The expected outcomes include having candidates demonstrating stronger skills in the area of classroom management during their practicum as measured by the Candidate Assessment of Performance (CAP) required by DESE for licensure as well as an increase in positive statements in this area within the exit survey.

What are the Learning Outcomes for the Course?

Knowledgeable [CEC Standards 1, 2, 3,4, 8, 9]   As a result of the learning experiences in the course, you will become more cognizant of:

Social and emotional developmental levels and needs of students

Various theoretical approaches to dealing with challenging behaviors in students

Various reinforcement techniques

Key foundational research and current research in behavioral interventions for students

How to arrange the physical environment to provide optimal learning opportunities for students

The uses of medication as a behavior management intervention and the effects of such treatment on children and young adults, and

The relevant state and federal laws and policies that are associated with developing and implementing behavior change programs and behavior support plans.

Skillful [CEC Standards 2, 3, 4, 5, 7, 8, 9, 10] As a result of the learning experiences in the course, you will become better able to:

Operationally define behaviors, observe behaviors, and complete functional assessments;

Design data collection sheets for frequency, duration, time sample, and interval measures; determine the most appropriate individual or group data collection strategy for a given situation; collect and graph data; and use data to make instructional modification;

Specify and apply the theories and principles of applied behavior analysis, including various reinforcement strategies, through oral and written applications for increasing, maintaining, and reducing or eliminating behaviors

Use a variety of non-aversive techniques to address targeted behavior and maintain attention of students

Use performance data and functional assessment results to develop, implement, revise and document a behavior support plan which includes description of a specified target behavior; behavioral hypotheses; ecological support and preventive procedures; antecedents; consequences; crisis management plans; and monitoring and evaluation procedures;

Implement procedures for assessing and reporting both appropriate and problematic social behaviors of students

Articulate rationale for the design of a particular behavior intervention strategy and/or behavior support plan;

Discuss strategies and organizational approaches to facilitate self-management, enhance social skills and increase independence;

Plan and implement individualized reinforcement systems and environmental modifications;

Analyze and reflect on the efficacy and ethical aspects of a behavioral intervention,

Examine and apply research-based best practices for effective management of teaching and learning, and

Use software programs for the analysis and presentation of intervention results (e.g., EXCEL, PowerPoint).

Caring [CEC Standards 5, 7, 10] As a result of the learning experiences in the course, you will become more competent in:

Analyzing the individual needs of students with severe behavior problems from a holistic and personalized perspective;

Analyzing and articulating the challenges faced by parents and teachers supporting students with severe behavior problems;

Supporting colleagues through the use of various analytic and support protocols

Acting in accordance with what is most beneficial for the student(s);

Consistently integrating strategies for student self-management and self-evaluation into behavior support programs;

Creating an educational environment that is safe and engaging for both students and staff; and

Involving parents and/or colleagues [including those in community agencies when appropriate] as partners.

Ethical [CEC Standard 9] As a result of the learning experiences in the course, you will become more competent in:

Responding fairly to a student's cultural background as it may affect learning and behavior;

Examining the ethical issues associated with developing and implementing behavior management programs;

Modeling high standards of ethical behavior (including maintaining the confidentiality of the student) in your work with students, parents and colleagues.

Analyze and articulate the ethical aspects of various approaches to behavior management and specific behavioral interventions; and

Analyze and articulate the ethical aspects of implementing various behavioral interventions from the perspectives of students, staff, and family members.

Number of Credits: * 3

Discipline Prefix or Prefixes: * EDUC

Brief rationale if more than one prefix:

Level of Course: *
- ⦿ 7000
- ○ 8000
- ○ 9000

Brief rationale for level choice::
* Graduate level course, but not an advanced level graduate course

The course will be:
- ☑ Requirement
- ☐ Elective

Elective or Requirement Note/Special:

Is there a similar undergraduate course? *
- ⦿ Yes
- ○ No

How does this graduate course differ from the undergraduate one?

Does this course affect offerings in any other department or program? *
- ○ Yes
- ⦿ No

Course Enollment

Expected Average Enrollment: * 15-20

This course is a replacement for: Course # / Name

Has the course been offered previously as a "Topics" course? *
- ○ Yes
- ⦿ No

Is this an Extended Campus Course? *
- ○ Yes
- ⦿ No

Which semester will this course be offered for the first time?: * Spring 2026

How often thereafter to be offered?: * once year unless the demand increases

Course Requirements

Prerequisite course(s) if any: SPED 7024: Understanding Disabilities and Diversity and EDUC 7003: Educational Issues in

Additional Requirements
- Laboratory Hours:
- Fieldwork Hours:
- Pre-Practicum Hours:
- Practicum Hours:

Other Requirements (specify):

Syllabus Upload

New Course Syllabus Upload: EDUC 7XXX Syllabus - Classroom Managment (2).docx (1).pdf

Signatures

*Click on the **Submit Form** button at the bottom of the page after you have signed the form. You should receive an email confirmation that your signature has been completed.*

...3231353231   ...3132393833

Nancy Murray   02/06/2025
Requester Signature   Date

...3032393538

Denise Sargent   03/11/2025
Department Chair Approval   Date

Mojdeh Bayat   03/11/2025
Academic Dean Signature   Date

...3931373331

Becky Copper Glenz   03/21/2025
SGOCE Dean Signature   Date

Graduate Council
The Graduate Council Chair Signature indicates that the Council has
discussed this proposal and has decided it should move forward.

_____   _____
Graduate Council Chair Signature   Date

Notifications

_____   _____
Approval of the President   Date

_____   _____
SGOCE Dean Initials   Date

_____   _____
Reviewed by the Registrar: Date

FITCHBURG STATE UNIVERSITY

Teacher Education
Comprehensive Syllabus

Classroom Management
Course #
Semester Year

Instructor:
Department:
Office:
Phone:
Email Address:
Office Hours:

Course Description

The purpose of this course is to provide pre-service teachers with classroom and individual behavior management and instructional procedures that can be used throughout the school day. Course content will provide both theoretical understanding and practical application of strategies aimed at creating safe, encouraging, and effective learning environments by creating classroom routines and procedures, organizing supplies, and establishing a positive climate.. Emphasis will be placed on the use of evidence-based instructional procedures.

TEXTS:

Wong, H.K. & Wong, R.T. (2018). The classroom management Book. 2nd ed. Harry K.
    Wong Publications, Inc. CA.

Massachusetts Department of Elementary and Secondary Education Professional Standards for Teachers

This course addresses the Massachusetts Department of Elementary and Secondary Education Professional Standards for Teachers (PST) 603 CRM 7.08 in the following ways. Note: The level of proficiency is indicated immediately following the indicator.

Standard II: Teaching All Students

Promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.

B.2 Learning Environment indicator: Safe Learning Environment
   1. Creates and maintains a safe, supportive, and inclusive environment by:
      o Establishing, with student input, classroom routines and systems to support student learning.

- o Modeling and reinforcing respect for and affirmation of their own and others' differences related to background, identity, language, strengths, and challenges (self- and social awareness).
- o Supporting student accountability for the impact of their actions.
- o Enabling students to take academic risks and share ideas freely.
- o Seeking feedback from students on their experience of the classroom learning environment and making aligned adjustments to practice.

Fitchburg State University Teacher Education Conceptual Framework

This course will address the dispositions of the Conceptual Framework in the following way. Each item below is an objective of the course experience.

TECHNOLOGY INITIATIVES:
Users of the Fitchburg State University computer systems are subject to all applicable federal, state, and international computer laws. Questions regarding regulations may be directed to the office of Information Technology Systems.

Candidates will utilize technology as:

- a research tool;
- a communication method (email, Blackboard);[1]
- a data analysis and graphing tool (Excel); and
- a tool for presentation and teaching (PowerPoint).

Fitchburg State University Library Online Services

The Fitchburg State University Library online services may be accessed through the Fitchburg State University Homepage at www.fitchburgstate.edu/library. Candidates may access any of several full-text online databases. Passwords are available to candidates by calling 978-665-3762. Fitchburg State University candidates are eligible for a Fitchburg State University ID that allows use

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[1] Please note that emails will be sent out to class members throughout the semester using FSU student addresses

of all Massachusetts State University and University libraries for the current semester. An ID card is available on campus. To obtain an ID card, a candidate must present course registration confirmation at the One-Card office in the Anthony Building.

INSTRUCTIONAL STRATEGIES:

X Lecture/Presentation
X Discussion/Questioning
__ Laboratory
X Problem Finding/Solving
X Discovery
X Interviewing
X Collaborative Learning Groups
X Reflective Response
__ Creating Visual Illustrations of Concepts

X Data Collection and Analysis
X Pre-Practicum
X Role Playing/Simulation
X Independent Learning
__ Field Trip
X Computer Application
X Viewing or Listening Followed by Discussion
__ Other_____

COURSE REQUIREMENTS:

Timely Submission of Assignments: All candidates are responsible for meeting required deadlines on projects and assignments; your ability to complete tasks in a timely fashion demonstrates professional maturity and an ability to organize and manage time.

o You are expected to submit all assignments on the dates listed on the syllabus or integrated assignment sheet. The only exceptions to this policy occur when: (1) a revised due date has been given to the entire class, OR (2) you request, and I approve, a change in the due date in advance.

o If you are unable to attend class on a day when an assignment is due, I expect you to call me in advance of that class. When an assignment is late, and you have not discussed it with me in advance, your grade for the assignment will be reduced at least .5 for each week it is late.

All of these behaviors regarding attendance, preparation, and meeting deadlines are critical for successful teaching and thus are factored into the final grade.

Required Written Assignments:

GENERAL REQUIREMENTS:

o Criteria sheets or grading rubrics will be provided for each assignment

o All assignments must be typewritten and submitted in professional format.

SPECIFIC ASSIGNMENTS:

1. **Measurement and Graphing Assignment (20%)**
For this assignment, you will first view THREE videos depicting specific identified (but not defined) behaviors. Following viewing the videos, you will operationally define the behavior in question in each video, and choose a DIFFERENT observational measure for each one. You will then design a data collection sheet, then re-watch the videos, taking

data using your data sheet and operational definition. Following the collection of data, you will complete a graph of each behavior. All graphs must be computer generated; we will discuss and practice using EXCEL to graph data in class.

You will submit both your completed data sheets (including your operational definitions) and graphs as part of this assignment.

2. **Data to support the completion of a Functional Behavior Assessment (15%)**

   Following (or while) viewing the video, you will be asked to complete the following forms to provide specific data.
   - ABC Observation Form
   - Problem Behavior/Competing Behavior Pathway

Using the data gathered, provide information for the Behavior Analyst that includes recommendations in the areas of antecedent control, behaviors to increase, and behaviors to decrease. These recommendations should be function-relevant and directly related to both your ABC observations and your behavior pathways.

Note: This information helps to support individual students and the overall classroom environment.

3. **Classroom Management Portfolio.** (15%)

   The student will create and design a well-designed classroom management portfolio. This portfolio will include materials that will focus on designing plans for preventing disruptive behaviors and maximizing student learning in a practical manner by establishing effective classroom rules and procedures, building positive student relationships, communicating with parents/caregivers, and helping students contribute to a positive learning environment. This will include supporting materials (lesson plans, posters, data collection tools).

4. **Development of Tier 2 Interventions (15%)**

   After learning about various interventions that fall within the category of PBIS Tier 2 interventions, you will pick a specific intervention, and will develop a comprehensive protocol (including all required materials) to allow for implementation of the protocol. While actual implementation is not necessary, it will be critical to have a well-detailed plan for how implementation would occur, so that it could be implemented without additional work if possible.

Class Participation (10%)
- Your participation in the course content will allow you to complete many of the assignments due throughout the semester, but will contribute to our ongoing class discussions as well as your learning and the learning of your peers. Participation is a critical component of the class.
- **Completion of IRIS Modules (20% total – 5% each module)**
  Throughout the course, you will be reviewing and responding to four modules regarding the topics covered in class. Your work on each of these modules is worth 5% of your final grade, for a total of 20%.

COURSE EVALUATION POLICIES AND PROCEDURES:

Assignment 1 – Measurement and Graphing	20%
Assignment 2 – Data to Support a Functional Behavior Assessment	20%
Assignment 3 – Classroom Management Portfolio	15%
Assignment 4 -Development of Tier 2 Intervention	15%
Attendance/Participation	10%
Completion of IRIS Modules	20%

GRADING POLICY

FSU GRADE*	LETTER GRADE EQUIVALENCY	ONE HUNDRED POINT EQUIVALENCY
4.0	A	95 –100
3.7	A-	92 – 94
3.5	A-/B+	89 - 91
3.3	B+	86 – 88
3.0	B	83 – 85
2.7	B-	80 – 82
2.5	B-/C+	77 – 79
2.3	C+	74 – 76
2.0	C	71 – 73
0.0	F	0 – 59

Leadership Initiatives: Teachers must be competent in their ability to prepare and deliver information to other individuals involved with their students. As a requirement for this class, candidates will be prepared to be active collaborators and developers of systems of Positive Behavior Support.

technological enterprise not germane to the class in progress. Thank you in advance for your consideration of colleagues and students.

BIBLIOGRAPHY

Artesani, A.J. (2001). *Understanding the purpose of challenging behavior: A guide to conducting functional assessments.* Upper Saddle River, NJ: Merrill Prentice Hall.

Bambara, L.M. & Knoster, T. (1998). *Innovations: Designing positive behavior support plans..* Washington, DC: American Association on Mental Retardation.

Blair, A. (1992). Working with people with learning difficulties who self-injure: A review of the literature. *Behavioral Psychotherapy, 20,* 1-23.

Burke, G.M. (1990). Unconventional behavior: A communicative interpretation in individuals with severe disabilities. *Topics in Language Disorders, 10,* (4), 75-85.

Carr, E. G., Levin, L., McConnachie, G., Carlson, J. I., Kemp, D. C., & Smith, C. E. (1994). *Communication-Based Intervention for Problem Behavior: A User's Guide for Producing Positive Change.* Baltimore: Brookes.

Clarke, S., Worcester, J., Dunlap, G., Murray, M., and Bradley-Klug, K. (2002). Using multiple measures to evaluate positive behavior support: A case example. *Journal of Positive Behavior Interventions, 4(3),* 131-145.

Conroy, M., Fox, J. J., Bucklin, A., & Good, W. (1996, Sept.). An analysis of the reliability and stability of the Motivation Assessment Scale in assessing the challenging behaviors of persons with developmental disabilities. *Education and Training in Mental Retardation and Developmental Disabilities,* 243-250.

Crone, D.A., Hawken, L.S., & Horner, R.H. (2015). *Building positive behavior support systems in schools: Functional Behavioral Assessment, 2nd ed.* New York, NY: The Guilford Press.

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

Websites & Organizations for information and technical assistance

Association for Positive Behavior Support: www.apbsinternational.org

Beach Center on Disability: www.beachcenter.org

California Department of Education Positive Environments, Network of Trainers (PENT) http://www.pent.ca.gov/index.htm

Center for Effective Collaboration and Practice: www.air.org/cecp

The Center for Evidence-Based Practice: Young Children with Challenging Behavior: www.challengingbehavior.org

Center on the Social and Emotional Foundations for Early Learning: http://csefel.uiuc.edu/

Florida's Positive Behavior Support Project: www.fmhi.usf.edu/cfs/dares/flpbs/

National Center on Education, Disability, and Juvenile Justice: www.edjj.org

New Hampshire Center for Effective Behavioral Interventions and Supports: http://nhcebis.seresc.net/

Project ACHIEVE developed at the University of South Florida: http://www.stopandthinksocialskills.com/

Rehabilitation Research & Training Center on Positive Behavior Support: http://rrtcpbs.fmhi.usf.edu/statement.html

The Technical Assistance Center on Positive Behavioral Intervention and Supports:
http://www.pbis.org

Topical Outline

Topic	Topic	Assignment
Week 1 – Classroom Behavior Management – Overview	An overview of the impact of disruptive behavior on the classroom environment, best practices for effective classroom behavior management, the influence of culture on behavior, and creating a positive and structured classroom environment	Respond to Discussion post related to Mr. Santini's classroom video. IRIS module – Classroom Behavior Management (Part 1) The classroom management: Chapters 1 and 2 Before the First Day of School Procedure: for the First day of School
Week 2 – Classroom Behavior Management – Techniques	Understanding the correlation between the classroom set up, procedures and the major components of a classroom-wide system of positive behavior support, and practical guidance in developing a system for our own classroom	IRIS module – Classroom Behavior Management (Part 2) Complete Tier 1 System The classroom management: Chapters 3 and 4 Procedures for the Students Procedures for the Classroom
Week 3 – Effective Room Arrangement, Establishing Norms and Expectations	Explanations and strategies for arranging a classroom effectively; establishing norms and expectations through the development of rules and procedures. How do these expectations correlate with the procedures for students and the classroom?	IRIS case study – Effective Room Arrangement IRIS case study – Establishing Classroom Norms and Expectations
Week 4 – Encouraging Appropriate Behavior, Fostering Student Accountability	Employing positive behavior support techniques for the classroom and the individual students; designing strategies to increase student accountability	IRIS case study – Encouraging Appropriate Behavior IRIS case study – Fostering Student Accountability for Classroom Work
Week 5 – Helping Students Become Independent Learners	Strategies to help individuals students stay on task independently, including self-monitoring, self-instruction, goal setting, and self-reinforcement	IRIS module – SOS: Helping Students Become Independent Leaners
Week 6 – Understanding Challenging Behavior	An overview of the cycle of dysregulation that students may engage in, as well as strategies for responding to students at each step of the cycle	IRIS Module – Addressing Challenging Behaviors, Part 1 – Understanding the Acting Out Cycle

Week 7 – Addressing Challenging Behavior	A deeper dive into specific strategies that teachers can implement to prevent challenging behavior or intervene once it occurs	IRIS Module – Addressing Challenging Behaviors, Part 2 – Behavioral Strategies
Week 8 – An Overview of Tier 2 Systems of Positive Behavior Supports	Understanding where Tier 2 supports fall on the continuum of a PBIS system, and an overview of the range of supports that are considered Tier 2	
Week 9 – Specific Tier 2 Interventions, Part 1	A review of Behavior Contracting, Positive Peer Reporting, and Self-Monitoring as Tier 2 interventions	Read Behavior Contracting Read Positive Peer Reporting Read Self Monitoring
Week 10 – Specific Tier 2 Interventions, Part 2	A review of Class Pass Intervention and Check In/Check Out as Tier 2 intervention	Complete Tier 2 Intervention Read Class Pass Intervention Read Check In Check Out
Week 11 – Defining and Measuring Behavior	A overview of best practice in crafting operational definitions of behavior, as well as various methods of measuring behavior	IRIS Case Study - Defining Behavior IRIS Case Study - Measuring Behavior
Week 12 – Direct and Indirect Measures of Behavior	An overview of direct and indirect measures of behavior, including duration, latency, frequency, and interval recording	IRIS Independent Activity - Behavior Assessment: Duration and Latency Recording AND Behavior Assessment: Frequency and Interval Recording
Week 13 – Functional Behavior Assessment, part 1 – Overview	An overview of the process of functional behavior assessment and its role in systems of Positive Behavior Support	IRIS Module – Functional Behavioral Assessment – Identifying the Reasons for Problem Behavior and Developing a Behavior Plan
Week 14 – Functional Behavior Assessment, part 2 – Contextualizing Behavior	Using ABC assessment to drive forming a hypothesis regarding function of behavior	Complete ABC assessment
Week 15 – Functional Behavior Assessment, part 3 – Problem Behavior and Competing Behavior Pathways	Using a hypothesis of function to develop a suite of interventions in the areas of behaviors to increase, antecedent management, reinforcement, and responding to behaviors to decrease	Complete Problem Behavior and Competing Behavior Pathways