Essential Questions: This course will prepare students to implement behavior change strategies within various educational settings. By the end of the course, students will be able to answer:
- How does the teacher develop supportive structures that lead to positive interactions among students with and without special needs, and between students and teachers?
- How does the teacher incorporate Jewish values in with behavior management?

Course Description:
Picture it. Twenty-five pairs of young eyes staring at you as you enter the classroom, the bunk, or youth service. What is going through your head? Do you run out screaming? Do you state your name and that you were a former jail guard? Do you shower them with flowers and chocolates? WHAT DO YOU DO???

No worries! By the end of this course, you will know what to do! We are going to build, design, assess, reflect, and redesign a behavior management philosophy that fits you as an aspiring Jewish Educator. We will discover and learn strategies to create a positive, nurturing and structured environment. We will also explore and develop meaningful ways to meet individual students’ needs with regard to behavior management.

Learning Objectives:

1. Develop and state a personal philosophy of behavior management for: (a) whole class settings (b) individual students with and without special needs (c) formal and informal educational settings and that (d) includes Jewish values.
2. Research current philosophies of behavior management
3. Research current strategies of behavior management, including educational technology
4. Design a classroom (layout, routines, structures)
5. Learn, perform, and report on a Functional Behavior Analysis on a student from student teaching experience
6. Prepare the Social/Emotional component of an IEP & develop SMART goals for behavior management
7. Enhance and practice your reflective process
8. Develop skills for student-driven collaborative and independent learning

Class Times:
Big Blue Button “BBB” (Synchronous Class Times)- most weeks, this will be used as a check-in time to see how you are doing on your individual and group projects, so we probably won’t use the whole time and I won’t need to see everyone together (IOW: you can Google Hangout from home or a cafe). Several times throughout the semester, we will use the time to learn together and go over instructions for assignments. Currently, here is the schedule of when we are meeting virtually (subject to change):

1. Sunday Jan 18  7:30 am Boston Time/2:30 pm Jerusalem time  [all synchronous times are 1 hour unless specified]
2. Tuesday January 27  check in session  12pm Boston Time/7 pm Jerusalem
3. Tuesday Feb 10  check in 12pm Boston Time/ 7 pm Jerusalem
4. In person class - February 25  2 hour session
5. In person class- February 26  2 hour session
6. In person class Sunday March 29 OR Monday March 30 – 3 hour workshop
7. Tuesday April 21 12pm Boston time/7 pm Jerusalem Time
8. Tuesday May 19  12pm Boston time/7 pm Jerusalem Time 1.5 hour session for presentations
9. Tuesday May 26  12pm Boston time/7 pm Jerusalem Time 1.5 hour session for presentations. In addition I will hold office hours on Tuesdays at 12pm Boston time/7pm Jerusalem Time when we are not scheduled for a class. I am also available to meet at other times by clicking on this link: https://calendly.com/amargolis12. Finally, I reserve the right to schedule additional BBB times.

Texts: All texts will be provided electronically in one of two methods:
1) Kaizena - a way to highlight, annotate, comment, and collaborate on scholarly works. [Click here to access Kaizena]. Here are the following texts that will be accessible via Kaizena and are subject to change:
2) LessonPaths - access course materials (texts from 1), articles, videos, podcasts). I created a playlist of all the materials which you can access from any electronic device. You will complete the playlist, and please free move around or skip around the playlist. This means, you can go through the playlist in your own manner (i.e., spread it out over the course, do it in chunks, etc.). By the end of the course, you will have completed all the steps in the playlist. Sometimes, you will be asked simply to watch/read/listen to it. Other times, you will be asked to answer a question (based on the instructions of the particular step). Here is the breakdown of the steps by category:
   a) Steps 1-9: Required Readings
   b) Steps 10-38: Whole Classroom Management
   c) Steps 39-49: Individual Student Classroom Management
   d) Steps 50-56 - IEP
   e) Steps 57-81 - Engagement Strategies
   f) Steps 82-84 - Classroom Design
   g) Steps 85-106 - Pedagogical Strategies
   h) Steps 107-114 - Instructions on how to use Technology for the Course

Recommendations of specific steps for individual assignments will be listed by the individual assignments.
Course Structure:
This will be a flipped personalized student driven class structure. Say what? No worries! Let’s break it up:

a. **Flipped** - What that means is that we will learn new material mainly outside of class and then bringing the knowledge and questions to class. Sometimes, we will study new material in class, too. But for the most part, you will be introduced to the concepts at home. Regardless, be it at home or in the classroom, we will learn concepts together and then apply them to problems by which we will solve together, in small groups, or individually.

b. **Personalized** - Each of you is unique and special with gifts both your parents and God gave you. So, it should come to no surprise to anyone that (a) each of you learns differently and (b) each of you has different interests. Personalized Learning taps into both of those facts. Each of you will create your own special path to learn - both concepts (e.g., RTI) and skills (e.g., create your own classroom routines). Using your Smarts (that is, your learning styles) and what you are interested in studying, you will become Captains of your own learning!

c. **Student Driven** - There are two common phrases being used in today’s education world to describe teaching styles: “sage on the stage” and “guide on the side.” The former is when the teacher delivers the content and is the primary source for information in addition to steering the class topics and discussions. The latter is when the students take the lead in both selecting the topics and finding the information. The teacher’s role is to be there for guidance and co-learner. It puts the ownership of the learning on… you guess it! You! And I, am your guide on the side.

So, what will our course look, sound and feel like? Each of you will be working on several individual and collaborative projects simultaneously. Each of you will be researching your own sources and designing your projects based on your interests. As a fellow colleague of mine says, it’s organized 4D chaos! And it’s a lot of fun, too! Yet, as I say each year, you, my students, are my priority. You are the core component to my course. You are the energy, the driving force that will make this course a fun and exciting learning experience. In order to sustain the core’s energy, it is my role to help create, foster, and nurture an environment where this core - that is, all of you - can thrive and enjoy learning. The core is surrounded by: academic success, challenges, assistance, caring, and a desire, excitement, and love to learn with and from one another.

Course Accommodations for Disabilities:
*Hebrew College is committed to ensuring the full participation of all students in programs. Accordingly, if a student has a documented disability, and as a result, needs a reasonable accommodation to attend, participate or complete course requirements, then he or she should inform the instructor at the beginning of the course. For further information, see the Student Handbook at [http://hebrewcollege.edu/sites/default/files/student_handbook.pdf](http://hebrewcollege.edu/sites/default/files/student_handbook.pdf).*

If you require course accommodations because of a documented disability or an emergency medical condition, please email your instructor as soon as possible. We are happy to work with you on any issues you have to ensure that you can participate fully in the class and complete the course requirements. Please do not wait until the assignments are due for a retroactive accommodation, but discuss the situation with your instructor before you experience difficulty.
Assignments:

a) Journal/Chesbon Hanefesh - throughout the semester, you will reflect on: (a) your own experiences as a student (formal/informal) on classroom management (b) an interesting discovery from your research (c) an article, video, or text video I give you found in a playlist. Some questions might be: which teachers impacted the most with regard to interpersonal skills/relationships? What experiences would they like to emulate? What experiences would like to stay away from? What is your philosophy toward behavior management? How has it changed? How is the article/video’s position or strategies on classroom management “jive” with your own vision as a teacher? What would you like to try?

You will submit a reflection based on a step in the playlist or from your student teaching journal. Reflections can be in a variety of media (writing, audio, video). All materials found on LessonPaths Playlist: Behavior Management. (To activate your LessonPath account, find the email from LessonPath and go through the steps to access your account. Your username is your non-Hebrew College email and your password is your first name & last name (ex: arielmargolis)

Reflections are due FRIDAY @ 12pm (Israel Time). (Worth 20% of your grade: 5% for completing all steps in playlist, 10% for each reflection, and 5% for commenting on reflections)

b) Design your own classroom - create a digital model of your classroom. This will combine your personal choice and what you have learned thus far from pedagogy classes and what you will learn about classroom management. It will be a work in progress - that is, you will edit the design so that you can see the progression based on your learning. It will be personalized based on what grade and subjects you wish to teach. You will have two versions - one based on your research prior to student teaching and then a second based on your learnings and observations after you student teach. An introduction/explanation behind the design each version should be made (parameters for introduction will be given closer to due dates). Finally, a small reflection on the evolution of your classroom design from pre to post teaching is due (in any format you choose). Link to digital classroom design sites: http://bitly.com/bundles/moreh2000/3 and resources.

Pre-Student Teaching Version Due: 2/6
Post Student Teaching Version Due: 4/24 - Steps 81-84 in Playlist
(worth 5% of your grade)

c) Case Study - You will orally present (maximum 5 min.) a case study and facilitate a live virtual discussion (5-10 min.). You will select a student in your student teaching experience. You will write up a history of the student (max 1 page single space). You will: (1) gather data based on your observations, by performing a functional behavior analysis, describe the child’s strengths and weaknesses, academic and social skills, (2) describe the ABC’s of a specific behavior (ABC stands for Antecedent [what led up to the behavior], Behavior, and Consequence [response to the behavior]) More information can be found here, and (3) raise questions or concerns you have about a specific child, specific incident, or overall classroom management strategies in relation to this student you observe and/or used. Then, develop a plan to help this student with his/her behaviors and creating recommendations to solve the behaviors (e.g., token economy, incentive plan). Format of case study to be presented prior to student teaching.

Final Version of Case Study due 5/8. Presentation/Discussion to take place on 5/19 & 5/26
(Worth 20% of your grade - materials will count 12% and presentation/discussion will count 8%)

d) 3D Storyboard/Comic - You will create digital storyboards/comics describing how you will teach 2 classroom...
routines of your choosing, perform morning meetings, perform a LIFE SPACE interview, and deal with 2 behavior management scenarios of your choosing. You have the option to collaborate on this with a peer, in small groups, or as a whole class. Link to storyboard creators: http://bitly.com/bundles/moreh2000/2

Final Versions of Storyboards, due 5/9. *(Worth 10% of your grade)*

e) Research Project on Classroom Management THIS IS THE BIGGIE - you will select a topic, formulate a question, perform background research (minimum of 15 sources, which should include scholarly articles in addition to websites, videos, podcasts, etc. {Wikipedia may NOT be a primary source but can be used to find resources), and then create a lesson plan (which includes a summary of your findings) and activity for the rest of your peers to do in real time around the topic. You are to collaborate in pairs (special approval to work independently is required). Topics are:

1) Whole Classroom Behavior Management - how to build community of respect within the classroom in an inclusion setting? In a formal setting (classroom), informal setting (field trip)? **Steps 13-38 in Playlist**
2) Individual Student Behavior Management - how to help a specific student in inclusion settings, both formal and informal? **Steps 39-47 in Playlist**

**Pre-Student Teaching Presentation:** 2/25 and 2/26 (in person)
**Post Student Teaching Presentation (reflection & compare/contrast):** 5/21
(Worth 25% of your grade: 15% - pre-student teaching activity/lesson, 5% - teamwork, 5% - presentation)

f) IEP, 504, ISP - you will learn the intricacies of what goes into an IEP, 504, and ISP and how to prepare and write for an IEP Behavior section and then submit a sample. - **Steps 50-56 in Playlist**

Final Version due: 4/30
*(Worth 10% of your grade)*

**g) ePortfolio** - As you research, you will compile resources and create a digital portfolio of all the resources. Resources include websites, experts, organizations - thus, creating a foundation for a PLN.

**ePortfolio will be created on 1/24 and finalized on 5/21** [Click here for suggested software.](#)
*(Worth 5% of your grade)*

**h) Mandatory BBB, weekly check ins, real-time visits**
*(Worth 5% of your grade)*
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<thead>
<tr>
<th>Week</th>
<th>Topic/s discussed in Class</th>
<th>Assignment/s Due this week &amp; Due Date</th>
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| Jan. 17| 1/18 - Synchronous Session - 7:30am EST/2:30pm IST (Israel Standard Time) - Intro to course: review goals, assignments, structure of class | 0. Explore Course - by 1/22  
1. Review Syllabus - 1/22  
2. Create ePortfolio - 1/22  
3. Activate LessonPaths Account - 1/22  
4. Activate Kaizena Account - 1/22  
5. Add Assignments to Calendar - 1/22                                                                 |
| Jan. 24| Mandatory Check in on 1/25 @ 9:30am EST/4:30pm IST                                        | Storyboard #1 - 1/28  
Cheshbon Hanefesh - 1/29                                                                                           |
| Jan 31 | Office Hours - 12pm EST/7pm IST and by appointment                                        | Storyboard #2 - 2/4  
Cheshbon Hanefesh - 2/5                                                                                               |
| Feb 7  | Mandatory Check-In on 2/8 @ 9am EST/4pm IST                                               | Design Classroom - 2/11  
Cheshbon Hanefesh - 2/12                                                                                               |
| Feb 14 | Office Hours - 12pm EST/7pm IST and by appointment                                        | Comment on Design Classroom - 2/14  
Cheshbon Hanefesh - 2/19                                                                                               |
| Feb 21 | NONE (TIYULIM)                                                                            | NONE (TIYULIM)                                                                                                    |
| Feb 28 | Mandatory Check-In on 2/29 @ 9am EST/4pm IST                                             | Cheshbon Hanefesh - 3/4                                                                                           |
| Mar 6  | Office Hours - 12pm EDT and by appointment                                                | Final versions of Presentation & Activity - 3/10  
Cheshbon Hanefesh - 3/11                                                                                               |
| Mar 13 | In person meeting workshop on presentation of projects and prep for student teaching     | Presentations & Activity - TBD  
Cheshbon Hanefesh - 3/18                                                                                               |
| Mar 20 | Office Hours - 12pm EDT and by appointment                                                | Cheshbon Hanefesh - 3/25                                                                                           |
| Mar 27 | (Office Hours - 12pm EDT and by appointment)                                              | Cheshbon Hanefesh - 4/1                                                                                           |
| Apr 3  | (Office Hours - 12pm EDT and by appointment)                                              | Cheshbon Hanefesh - 4/8                                                                                           |
| Apr 10 | (Office Hours - 12pm EDT and by appointment)                                              | Completion of Background Info - 4/14  
Completion of FBA - 4/14/  
Cheshbon Hanefesh - 4/15                                                                                               |
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<td>April 17</td>
<td>In person meeting workshop on how to analyze data - TBD</td>
<td>Cheshbon Hanefesh - 4/20</td>
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<td>Cheshbon Hanefesh - 5/3 &amp; 5/6</td>
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<td>Cheshbon Hanefesh - 5/13</td>
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<td>Classroom Design II - 5/13</td>
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<td>Case Study (includes write-up, IEP, and presentation) - 5/15</td>
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<td>Complete Playlist 5/20</td>
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