



Department of Exceptional Student Education  
College of Education  
Florida Atlantic University

**Instructor:** Dr. Charles Dukes  
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**Office Hours:**

**Office:** ED 430/Boca  
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**Class Day/Time:**

**COURSE NUMBER:** EDG 4419

**COURSE TITLE:** Building Classroom Management and Discipline

**CATALOG DESCRIPTION:**

This course provides an overview of strategies and techniques for organizing and managing classroom settings. The strategies and techniques include arrangements for managing students, materials, time and space. This course is appropriate for both elementary and secondary level teachers.

**PREREQUISITE or COREQUISITE:** None

**COURSE CONNECTION TO CONCEPTUAL FRAMEWORK:**

Students in this course will learn and apply a decision-making paradigm that, in turn, will influence their own teaching practice. This requires that students will make informed decisions that are evidence-based, and the result of reflection on students' needs, and the classroom context and climate. Students who participate in these activities will demonstrate evidence of being capable professionals.

**MATERIALS:**

**REQUIRED TEXT:**

Levin, J. & Nolan, J.F. (2010). *Principles of classroom management: A professional decision-making model (6th Ed.)*. Boston: Pearson.  
ISBN-10: 0136100880 with My Education Lab (Bundle)

**SUPPLEMENTAL RESOURCES:**

**TECHNOLOGY:**

**E-mail:** Your FAU email address will be used.

**Blackboard:** This course is conducted completely online through FAU's Blackboard site. All handouts, forms, handbook and resources are available on the website. Go to the website: <http://blackboard.fau.edu> (Do not type www). Your username is the same

as your FAUNet ID. Your initial password for Blackboard is your PIN (for students this is 2 zeros followed by your 2 digit DAY of birth and 2 digit YEAR of birth).

**VIDEOS:**

Assertive Discipline Tool Kit by Lee Canter \*\*

Cooperative Discipline by Linda Albert\*\*

\*\* available through FAU library system

**GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES: (SEE APPENDIX A)**

State of Florida Accomplished Practices

Florida Subject Area Competencies ESOL

INTASC Principles

**Course Objectives:**

Upon completion of this course, the successful student will be able to demonstrate the following skills:

1. Incorporate awareness of cultural sensitivity in management routines and practices. (EAP 5 & 9)
2. Apply the "Discipline Problem Analysis Inventory," to individual practice and relate findings to a management plan. (INTASC 9, EAP 11)
3. Demonstrate an understanding of attitudes underlying student behavior. (EAP 5 & 9)
4. Identify and solve problems employing concrete strategies for dealing with chronic problems. (INTASC 5, EAP 9, ESOL 14,18, & 23)
5. Acquire skills for effective communication and problem solving. (INTASC 1, EAP 2, ESOL 6 & 23)
6. Create and manage a variety of productive learning environments. (EAP 7, 9, & 11, ESOL 5)
7. Relate findings on motivation and its impact on student behavior. (EAP 7)
8. Demonstrate strategies for positively influencing the behavior of students who exhibit chronic behavior problems.(EAP 11)

**CONTENT OUTLINE:**

Principles of classroom management

Defining a discipline problem

Analyzing misbehavior in children

Management styles

Effective teaching and beyond

The physical environment of the classroom  
Beginning the school year  
Designing rules and guidelines  
Use of nonverbal interventions  
Use of verbal interventions  
Developing logical consequences  
Interventions for chronic problems  
Help beyond the classroom

**COURSE REQUIREMENTS:** Please adhere strictly to ALL due dates, once the due date has passed for each of these assignments, they cannot be made-up.

**1. Philosophy of classroom discipline 1-page paper (5 points)**

- a. Write a 1 page philosophy of discipline...What you believe and why you believe it about classroom discipline and management. This paper should NOT include references to resources or course material, just what YOU believe about how children/students should be disciplined, how classrooms should be run, and how these ideas were formed for you.
- b. You are to submit this assignment in two places:
  - i. Upload to the COURSE CONTENT/Course Assignments (under the link for this assignment) by 11:55 PM on the date due (with the file name Your last name\_Your first Name\_Philosophy of Discipline).
  - ii. Copy and paste the text from your file into the appropriate field on the DISCUSSION BOARD by 11:55 PM on the date due. *This will serve as your course "check-in," thus you may be dropped from the course if this assignment is not completed on-time.*

**2. My Education Lab Assignments (10 @ 2 points each: 20 points)**

- a. You were asked to purchase a textbook "bundled" with My Education Lab. This allows you access to an interactive website with video, scenarios, etc., allowing you to practically apply the course content. Please register and set up your my Education Lab account ASAP. See instructions for doing this following the course content outline, most notably, once you register, you must "join" the class: class ID for this course is: **cm881356**.
- b. Over the course of the semester, you will complete 10 My Education Lab activities (described in the course content outline), corresponding to the course content.
- c. Please note, you are to [submit responses within my Education Lab](#). Failure to complete these assignments on-time, will negatively affect your course grade.

**3. Practical Application (PA) Activities (50 points: 10 @ 5 points each)**

- a. Practical Application assignments will consist of questions and/or scenarios that you are to respond to using information from the text readings, class notes, professional experience, etc. [This is a cooperative learning group activity, which requires you to collaborate with classmates via email, phone, etc.](#) These assignments cannot be made-up.
- b. You will be assigned to a Learning Community by the second week of class (after drop/add has ended). Check the DISCUSSION BOARD for your assigned learning community. You are to make contact with your learning community by the date indicated on the class schedule /due dates; detailed information about making contact, ***Setting up Learning Communities and Completing Practical Application Assignments*** can be found in the CONTENT/Course Assignments section of course site.
- c. Other notable information on PAs:
  - i. Strict adherence to format (inclusion of all required components-see template in COURSE CONTENT), Times New Roman, double space, 12pt font, 1" margins, cover page, attention to spelling and grammar are *strongly recommended*.
  - ii. Save your work with the following file name format: LEARNING COMMUNITY [insert number here](#)\_PA [insert number here](#)\_and\_[insert number here](#).
  - iii. Upload to the COURSE CONTENT/Course Assignments (under the link for this assignment) by 11:55 PM on the date due.
    - 1. Do not use # signs or special characters in the assignment name (Blackboard does not like it).

#### 4. Concept Mapping Info (60 points: 4 @ 15 points each)

- a. A concept map is an intuitive graphical tool for organizing and representing knowledge (the **key concepts** in a topic and the specific **interrelationships** or propositions among them).

It is possible to represent different types of knowledge, including *declarative or descriptive knowledge* as well as *procedural or "how to" knowledge*. In addition to different types of knowledge, concept maps can also be used to represent different types of relationships.

As this is a course on classroom management, you will be asked to consider different types of knowledge and how this knowledge is related. For example, different philosophical approaches to classroom management can be conveyed using a declarative knowledge map, while, creating a comprehensive plan for organizing the classroom environment can be conveyed using a procedural knowledge map.

For this course, you will be required to create two maps on two occasions, totaling four maps. Two maps will be declarative and two maps will be procedural. Early in the semester the instructor will model the construction of these types of maps.
- b. Using a focus question, provided by the instructor, you will be asked to

create your first two maps independently; then later in the semester you will be asked to create two using the same focus questions.

- i. See *concept mapping description and instructional packet* in CONTENT/Course Resources/ Concept Mapping
- c. Other notable information:
  - i. As indicated in the *concept mapping description and instructional packet*, first sketch out your concept maps using paper-pencil, then create an electronic format (WORD, PowerPoint, etc.)
  - ii. Upload to the COURSE CONTENT/Course Assignments (under the link for this assignment) by 11:55 PM on the date due.
    1. Do not use # signs or special characters in the assignment name (Blackboard does not like it).

5. **Journal Article Critique (15 points)**

- a. Read and review **one** journal article and complete an article review critique (see Article Critique Components below)
- b. Article reviewed **should address the topics of: *classroom management, discipline, or addressing challenging behaviors***. You can choose an article that either describes intervention(s), a research study of intervention(s), or provides a description of an overall program of management/discipline for a similar population of students whom you currently (or intend to) teach.
  - i. Choose from any of the journals listed in APPENDIX B of this syllabus or from other journals (*with prior approval from the instructor-prior to the assignment due date*). Article publication date should be ***within the last five years***. You will need to provide reference information for the article by the due date specified in the class schedule.
- c. You are to read, share the article with a veteran (teaching more than five years) teacher in a similar position that you the role you currently (or intend to) teach, and complete a paper describing the components listed below (use **bolded** phrases as your paragraph headers).
- d. Other notable information:
  - i. Strict adherence to format (inclusion of all required components), Times New Roman, double space, 12pt font, 1" margins, cover page, attention to spelling and grammar are ***strongly recommended***.
  - ii. Save your work with the following file name format: LastName\_FirstName\_ Article Critique. Upload to the COURSE CONTENT/Course Assignments (under the link for this assignment) by 11:55 PM on the date due.
  - iii. Please note: As a registered student at FAU, you can access the resources of the library on campus or remotely free of charge. This allows you access to databases and other resources, including full text articles, free of charge. All you need is your OWL Card information. See: <https://login.ezproxy.fau.edu/login>

### Article Critique Components

- I. **Title Page:** Create a title page with pertinent information (title of paper, your name, course info, instructor, date).
- II. **Brief Article Summary:** In no more than 200 words, briefly summarize the article, identifying the central theme of the article.
- III. **Critical Analysis:** You are to describe the following
  - a. Overall, how might you apply the central theme or technique in your own practice? (~100-150 words)
  - b. Provide three or more specific examples of how the theme or technique can be applied in your own practice. (~300 words)
  - c. Describe three or more specific tenets of feedback regarding the ideas presented in the article from the veteran teacher. (~300 words)
    - i. When you shared the ideas presented in the article with a veteran teacher, what did he/she think of the theme or technique presented in the article?
- IV. **Reference:** On a separate page, titled *Reference*, provide the following information in APA format: Author, Date of Publication, Title of Article, Journal name, Volume/Number/Pages. *Note: reference information is due prior to the Article Critique Paper (See due date in course outline), then this information is repeated in the full paper.*

### 6. Establishment of a formalized classroom discipline plan: Critical Assignment (1 @ 50 points)

Students will develop a classroom discipline plan that will be suitable for use in their (current or) future classrooms. The formalized classroom discipline plan should be designed to create an environment conducive to learning. Additionally, the plan should describe activities which will allow them to teach/explain the discipline plan to their students. The plan, five to ten pages, should include the following elements:

- a. **Statement of philosophy.** Revisit your philosophy of discipline you wrote in the beginning of this class. *Revise* this philosophy to reflect changes that are based on what you have learned, read, and discussed; you should reference course information in explaining your philosophy.
  - i. Incorporate theories of how students learn and develop and how this shapes how they are able to respond to a class wide and personal discipline systems. You should reference course and other information in explaining these theories.
  - ii. Since the plan should be based on the population you teach/intend to teach, Include a brief description of classroom setting (general

- education, inclusive, special education), age group (elementary, middle, high), and populations served (cultural linguistic diversity, SES, disability), and other pertinent information about the population.
- b. **Behavioral Expectations.** In your description of behavioral expectations for our students, please address the following:
- How are students expected to behave in your class (es)?*  
Link/reference this to theories of classroom management described in chapter 4 of the course text.
  - What are the rules of the learning environment?* Link/reference this to theories of classroom management described in chapter 6 of the course text.
  - How are the rules chosen/decided?* Link/reference this to teacher power bases described in chapter 4 of the course text.
  - What are the consequences for acceptable and unacceptable behavior (positive and negative)?* Link/reference this to interventions described in chapter 7-10 of the course text.
- c. **Documentation of policies.** In your description of documentation of policies, please include the following:
- Bill of rights (including hierarchy of consequences)-explain in general terms what students have a right to in your learning environment.
  - Letters (include as appendices). These letters should explain the basics of your plan, but address to the intricacies of the intended recipient. For example, the letter to students would focus on the expectations and consequences for them; the letter to the principal or parent may more focus on how the administrator can assist you with the implementation/follow-through of your plan. As appropriate, please include:
    - Letter to students (if applicable),
    - Letter to parents
    - Letter to principal
- d. **Explanation of the discipline plan.** In your description of how you will explain this plan, please address the following:
- Description of how you will teach/explain this plan to the groups involved, including your attention to individuals from diverse cultural and linguistic backgrounds. Exhibit creativity in your techniques for conveying the critical features of the plan; This can be done in several ways – formal lesson, games, role-plays, etc.
- e. **Plan Summary.** Summary is an abbreviated version of the entire discipline plan. It is presented in a way that it could “stand alone” in conveying the core facets of the plan.
- f. Other notable information:
- Please *review the rubric for this assignment* (at the end of this syllabus) and follow it closely, as it will be used for grading your review

- ii. Strict adherence to format (inclusion of all required components), Times New Roman, double space, 12pt font, 1" margins, cover page, attention to spelling and grammar are *strongly recommended*.
  - iii. Save your work with the following file name format:  
LastName\_FirstName\_Discipline Plan Paper. Upload to the COURSE CONTENT/Course Assignments (under the link for this assignment) by 11:55 PM on the date due.
7. **Iterative Case Analyses (20 points: 4 @ 5 points each).** On four different occasions, you will be asked to respond to a case-scenario (specific to the grade level of students you teach/intend to teach). This is to provide opportunity for you to again, practically apply and synergize your background knowledge and experience with the course content learned.
- a. You are to complete the using the WIKI function on the Blackboard course site. See due dates in course content outline.
    - i. First Analysis is to be completed *prior* to reading and studying the Levin and Nolan text. It will serve as a baseline.
    - ii. Second analysis : after reading chapters 1-4
    - iii. Third analysis : after reading chapters 5-6
    - iv. Fourth analysis: after reading chapters 7-10.

### **Critical Assignments and Florida Educator Accomplished Practices**

The Florida Department of Education has identified a set of Accomplished Practices that must be mastered in order to continue in the ESE Bachelor's Degree Program. **For this course, the Educator Accomplished Practices (EAP 9.2) will be measured by the *Classroom Discipline Plan* which is the Critical Assignment.** Please read carefully the ESE departmental policy on Critical Assignments.

### **ESE Departmental Policy on CRITICAL ASSIGNMENT(S):**

#### **Critical Assignments, Live Text, and the COE Assessment System:**

Many courses in the ESE Department contain Critical Assignments (CAs), and the Department requires that students demonstrate mastery in these CAs (see Department policy on CAs in this syllabus). For *this* course however, [students do not need to purchase Live Text to track the CA](#). Students are advised that they might need to purchase *Live Text* for other courses in the College of Education or this Department.

#### **Assessment criteria:**

A student must earn a **minimum grade of 73%** of the points allotted for the Critical Assignment to receive a passing grade in this course. In other words, a student cannot pass the course without successfully completing the critical assignment.

### **Remediation policy:**

- **If a student is passing the course**, but has failed to pass the Critical Assignment with a minimum of 73% of the possible points for the assignment, the student will receive an "I" in the course until the Critical Assignment is successfully redone (only one attempt allowed). The conditions and time frame for the resubmission of the assignment will be determined by the instructor. However, the second attempt must be completed within one semester. **Upon successful completion of the resubmitted assignment**, the "I" will be changed to a grade for the course and the student may continue in the ESE sequence of courses. The original points earned for the initial attempt at the Critical Assignment will be used to calculate the final grade in the course. **If the resubmitted Critical Assignment is not successfully passed**, the grade for the course will be C- or below regardless of the total points earned in the course.
- **If a student is not passing the course**, and has failed to pass the Critical Assignment with a minimum of 73% of the possible points, the student will not be allowed to resubmit the Critical Assignment. The student will need to repeat the course and the Critical Assignment.

### **PROFESSIONAL ETHICS / POLICIES AND EXPECTATIONS**

Students, as reflective decision-makers, choose to practice ethical behavior during class, in the university community, and while participating in field experiences. COE students are expected to demonstrate a professional demeanor in their FAU courses including attendance, participation and responsible attention to requirements and deadlines necessary for the successful completion of the teacher education program. Pre-service teachers are also expected to demonstrate a professional demeanor in field experience settings through their dress, actions, and sensitivity to the students, teachers and administrators at the host schools.

### **TEACHING METHODOLOGIES:**

Methods of instruction include lectures, discussions, modeling, guided practice, group activities, cooperative learning presentations, and media presentations. Participants will acquire knowledge and skills related to teaching students with exceptionalities, including students from various cultural, religious, ethnic, socioeconomic and language backgrounds.

### **ASSESSMENT PROCEDURES:**

Points for each activity are cumulative. To obtain your grade, you must divide your cumulative number of points by the total number of points for the class and multiply by 100

Assignment	Points	% Course Grade
*1 Page Philosophy paper	5	2%
*Practical Application Activities (10 @ 5 pts each)	50	23%

*Concept Maps (4 @15 pts each)	60	27%
*Journal Article Critique	15	7%
*Classroom Discipline Plan (Critical Assignment)	50	23%
**My Education Lab Assignments (10 @ 2pts each)	20	9%
*** Iterative Case Analyses	20	9%
<b>TOTAL</b>	<b>220</b>	<b>100%</b>

Please note where assignments are to be submitted:

\* should be uploaded to the COURSE CONTENT/Course Assignments (under the link for this assignment) by 11:55 PM on the date due.

\*\* should be responded to directly within My Education Lab site.

\*\*\*should be responded to via the Iterative Case Analyses Wikis; to find the Wiki, go to the main course menu/Tools/Wikis.

### **GRADING (ESE GRADING SCALE):**

Activity scores are cumulative and the grade scale represents percentage of total points earned.

A = 93-100	A- = 90-92	B+= 87-89	B = 83-86
B-= 80-82	C+= 77-79	C = 73-76	C-= 70-72
D+= 67-69	D = 63-66	D-= 60-62	F = Below 60

### **POLICIES AND PROCEDURES**

#### **ATTENDANCE:**

According to University policy, "Students are expected to attend all of their scheduled University Classes and to satisfy all academic objectives as outlined by the instructor." Attendance includes meaningful, active involvement in all class sessions, class discussions, and class activities as well as professional, ethical, conduct in class. Reasonable accommodations are made for religious observances. As this is a fully-online class, attendance will be measured by timely responses to instructor probes, learning community commitments, and assignment submission.

#### **STUDENTS WITH DISABILITIES:**

"In compliance with the American with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca in the SU. Room 133 (561-297-3880) or in Davie in MD I (954-236-1222), and follow all OSD procedures." Information regarding OSD services and locations can be found on the FAU website.

#### **Plagiarism and Cheating:**

Florida Atlantic University's policy on academic honesty as published in the Catalog. Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism.

All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers.

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## **APPENDIX A**

### **GUIDELINES USED IN THE DEVELOP OF THIS COURSE.**

**The instructor has included the guidelines of knowledge and skills related to the goal and objectives of this course for beginning special education teachers. The intent is to help the student understand the direction of the course and the relevancy of the material to be learned.**

#### **Florida Educator Accomplished Practices**

##### **EAP#2: Communication**

Uses effective communication techniques with students and all other stakeholders.

##### **EAP#5: Diversity**

Uses teaching and learning strategies that reflect each student's culture, learning styles, special needs and socioeconomic background.

##### **EAP#7: Human development and learning**

Uses an understanding of learning and human development to provide a positive learning environment which supports the intellectual, personal and social development of all students.

##### **EAP # 9: Learning Environment**

Develops an environment conducive to learning.

##### **EAP # 11: Role of the teacher**

Works with various educational professionals, parents, and other stake holders in the continuous improvement of the educational experiences of students.

#### **Florida Subject Area Competencies: ESOL**

Standard 5: Determine and use appropriate instructional methods and strategies for individuals and groups, using knowledge of first and second language acquisition processes.

Standard 6: Apply current and effective ESOL teaching methodologies in planning and delivering instruction to LEP students.

Standard 14: Plan and evaluate instructional outcomes, recognizing the effects of race, gender, ethnicity, socioeconomic status, and religion on the results.

Standard 18: Create a positive classroom environment to accommodate the various learning styles and cultural background of students.

Standard 23: Identify major attitudes of local target groups toward school, teachers, discipline, and education in general that may lead to misinterpretation by school personnel; reduce cross-cultural barriers between students, parents and the school setting.

**INTASC Standards:**

Principle #1: The teacher understands the central concepts, tools of inquiry and structures for the discipline(s) s/he teaches and can create learning experiences that make these aspects of subject matter meaningful to students.

Principle #5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

Principle #9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others and who seeks out opportunities to grow professionally.

**APPENDIX B**

**List of Pre-approved Journals**


The Clearing House	Teaching Pre-K to 8
Instructor	Young Exceptional Children
Intervention in School and Clinic	Young Children
Schools in the Middle	Education and Treatment of Children
Teaching Exceptional Children	Preventing School Failure


For your article review assignment, select articles within the past 5 years from any of the journals listed above.


Other journals will be accepted with *prior approval from the instructor. This request must be made no less than 1 week prior to the due date for ARTICLE INFORMATION).*


**COURSE CONTENT OUTLINE FOR SEMESTER**

***This Course is fully on-line***

Date	Session Content	Required Reading and  Assignment	Assignment(s) Due <i>Please note: Late assignments/Submissions will not be accepted.</i>
<b>Weeks 1 and 2</b> <b>1/08-1/21</b>  <i>This course begins on 01/08/11. Drop/add takes place between 01/08/11 and 01/14/11.</i>	1. Iterative Case Study Analysis. Go to the class wiki (Blackboard)  2. Chapter 1 (Levin and Nolan): Principles of Classroom Management: The Basics  3. Chapter 2: Nature of the Discipline Problem.  4. My Education Lab <i>See info below on logging into My Education Lab</i>	Levin and Nolan: Chapters 1 and 2  <b>My Education Lab Assignment #1:</b> Topic: Models of Classroom Management Click on 1. Simulations 2. Who is In Charge 3. View the simulation and respond to the 1 prompt on the "Who is in Charge" page. 4. *SUBMIT your responses within My Education Lab for grading.	1. Complete Iterative Case Analysis prior to reading the text, but no later than 1/21. 2. Philosophy of classroom discipline paper due to DISCUSSION BOARD by 11:55 PM 1/16. 3. Check DISCUSSION BOARD for your assigned Learning Community (LC) Group after 1/17. 4. Submit My Education Lab Assignments (within My Education lab) by 1/20.
<b>Week 3</b> <b>1/22-1/28</b>	1. Practical Application 1 and 2. Work with your learning community to complete PA 1 and 2 this week.  2. Concept Mapping demonstration/instructions.  3. My Education Lab <i>See info below on logging into My Education Lab</i>	<b>My Education Lab Assignment #2:</b> Topic: Models of Classroom Management Click on 1. Simulations 2. You're in Charge 3. View the simulation and respond to the 2 prompts on the "You're in Charge" page. 4. *SUBMIT your responses within My Education Lab for grading.	1. Make contact with your LC by 1/20. 2. Submit My Education Lab Assignments (within My Education lab) by 1/27. 3. Journal Article Critique <i>article reference information</i> due to the COURSE CONTENT by 11:55 PM 1/30. 4. LC Leader for PA 1-2: complete and post results of PA 1 and 2 due to the COURSE CONTENT by 11:55 PM 1/30.
<b>Weeks 4 and 5</b> <b>1/29-2/11</b>	1. Chapter 3 (Levin and Nolan): Understanding Why Children Misbehave  2. Chapter 4 (Levin and Nolan): Philosophical Approaches to Classroom Management	Ch 3 & 4 Levin & Nolan  <b>My Education Lab Assignment #3:</b> Topic: Creating Positive Student-Teacher	1. Submit My Education Lab Assignments (within My Education lab) by 2/3. 2. Journal Article Review <i>Critique</i> due to the COURSE CONTENT by

Date	Session Content	Required Reading and  Assignment	Assignment(s) Due <i>Please note: Late assignments/Submissions will not be accepted.</i>
	3. My Education Lab	Relationships Click on 1. Videos 2. Empowering Students to Resolve Conflicts (Elementary) 3. View the video and respond to the 5 prompts on the “Empowering Students to Resolve Conflicts (Elementary)” page. 4. SUBMIT your responses within My Education Lab for grading.	11:55 PM 2/13. 3. Complete Second Iterative Case Analysis after reading chapters 1-4, but no later than 11:55 PM 2/11.
<b>Week 6</b> <b>2/12-2/18</b>	1. Practical Application 3 and 4. Work with your learning community to complete PA 3 and 4 this week.  2. My Education Lab	<b>My Education Lab Assignment #4:</b> Topic: Organizing your Classroom and Supplies Click on 1. Videos 2. Room Arrangement (Elementary, Middle, Secondary) 3. View the video and respond to the 4 prompts on the “Room Arrangement (Elementary, Middle, Secondary)” page. 4. SUBMIT ANSWERS in My Education Lab for grading by 2/17.	1. Submit My Education Lab Assignments (within My Education lab) by 2/17. 2. LC Leader for PA 3-4: complete and post results of PA 3 and 4 due to the COURSE CONTENT by 11:55 PM 2/20. 3. First Concept Maps (procedural & declarative=2maps) due to the COURSE CONTENT by 11:55 PM 2/20.
<b>Week 7 and 8</b> <b>2/19-3/4</b>	1. Chapter 5 (Levin and Nolan): The Professional Teacher  2. Chapter 6 (Levin and Nolan): Structuring the Environment  3. My Education Lab	Ch 5 &6 Levin & Nolan  <b>My Education Lab Assignment #5:</b> Topic: Enhancing Student Motivation Click on 1. Videos 2. Intrinsic Motivation (Elementary, Middle, Secondary) 3. View the video and	1. Submit My Education Lab Assignments (within My Education lab) by 2/24.

Date	Session Content	Required Reading and  Assignment	Assignment(s) Due <i>Please note: Late assignments/Submissions will not be accepted.</i>
		respond to the 4 prompts on the “Intrinsic Motivation (Elementary, Middle, Secondary)” page. 4. *SUBMIT your responses within My Education Lab for grading.	
<b>Spring Break</b> <b>3/7-3/11</b>			
<b>Week 9</b> <b>3/12-3/18</b>	1. Practical Application 5 and 6. Work with your learning community to complete PA 5 and 6 this week.  2. My Education Lab	<b>My Education Lab Assignment #6:</b> Topic: Defining Expectations Click on 1. Videos 2. Defining Expectations (Middle, Language Arts) 3. View the video and respond to the 3 prompts on the “. Defining Expectations (Middle, Language Arts)” page. 4. *SUBMIT your responses within My Education Lab for grading.	1. Submit My Education Lab Assignments (within My Education lab) by 3/17. 2. Complete Third Iterative Case Analysis after reading chapters 5-6, but no later than 11:55 PM 3/18. 3. LC Leader for PA 5-6: complete and post results of PA 5 and 6 due to the Assignments tab by 11:55 PM 3/20.
<b>Week 10 and 11</b> <b>3/19-4/1</b>	1. Chapter 7 (Levin and Nolan): Nonverbal Interventions /Verbal Interventions  2. Chapter 8 (Levin and Nolan). Logical Consequences.  3. My Education Lab	<b>My Education Lab Assignment #7:</b> Topic: Maintaining Appropriate Student Behavior Click on 1. Videos 2. Managing Behavior (Elementary) 3. View the video and respond to the 4 prompts on the “Managing Behavior (Elementary)” page. 4. *SUBMIT your responses within My Education Lab for grading.	1. Submit My Education Lab Assignments (within My Education lab) by 3/24.
<b>Week 12</b> <b>4/2-4/8</b>	1. Practical Application 7 and 8. Work with your learning community to complete PA 7 and 8 this week.	<b>My Education Lab Assignment #8:</b> Topic: Working with Parents and Families.	1. Submit My Education Lab Assignments (within My Education lab) by 4/7.

Date	Session Content	Required Reading and  Assignment	Assignment(s) Due <i>Please note: Late assignments/Submissions will not be accepted.</i>
	2. My Education Lab	Click on 1. Videos 2. Working with Parents and Families 3. View the video and respond to the 3 prompts on the "Working with Parents and Families" page. 4. *SUBMIT ANSWERS in My Education Lab for grading	2. LC Leader for PA 7-8: complete and post results of PA 7 and 8 due to the COURSE CONTENT by 11:55 PM 4/10.
<b>Weeks 13 and 14</b> <b>4/09-4/22</b>	1. Chapter 9 (Levin and Nolan): Interventions for Chronic Problems  2. Chapter 10 (Levin and Nolan): Seeking Outside Assistance  3. My Education Lab	<b>My Education Lab Assignment #9:</b> Topic: Conflict Resolution & Problem Solving Click on 1. Videos 2. Conflict Resolution (Middle) 3. View the video and respond to the 4 prompts on the "Conflict Resolution (Middle)" page. 4. *SUBMIT your responses within My Education Lab for grading.	1. Submit responses for My Education Lab Assignments by 4/14. 2. Second Concept Maps (procedural & declarative=2maps) due to the COURSE CONTENT by 11:55 PM 4/24. 3. Complete fourth Iterative Case Analysis after reading chapters 7-10, but no later than 11:55 PM 4/22.
<b>Week 15</b> <b>4/23-4/29</b>	1. Practical Application 9 and 10. Work with your learning community to complete PA 9 and 10 this week.  2. My Education Lab	<b>My Education Lab Assignment #10:</b> Topic: Special Needs and Inclusion Click on 1. Videos 2. The Inclusive Classroom (Elementary, Math) 3. View the video and respond to the 3 prompts on the "The Inclusive Classroom (Elementary, Math)" page. 4. *SUBMIT your responses within My Education Lab for grading.	1. Submit My Education Lab Assignments (within My Education lab) by 4/28. 2. LC Leader for PA 9-10: complete and post results of PA 9 and 10 due to the COURSE CONTENT by 11:55 PM 5/1.
<b>Week 16</b> <b>4/30-5/6</b>	Finalize Discipline Plan <i>Paper</i>  Semester Ends May 06, 2011	Grades are due by May 09, 2011 (9AM)	1. Discipline Plan <i>Paper</i> is due to the COURSE CONTENT by 11:55 PM 5/2.



These “Jings” may be helpful to you in learning how to register your code and how to access the material in My Education Lab:

**How to Register Access Code (view first):**

<http://www.screencast.com/users/RichardResch/folders/Jing/media/ab65b70d-909b-4fd7-9d2a-91d9a2622b02>

[disregard the ID in the video and use the Course ID: **cm881356**]

**How to Log in and Register for Dr. Darling’s Class:**

<http://www.screencast.com/users/RichardResch/folders/Jing/media/dfdb16fd-6fac-4ba8-919d-fc82b571bcba>

[disregard the ID in the video and use the Course ID: **cm881356**]

Go to: <http://www.myeducationlab.com/login.html>

(log in code should have accompanied your textbook purchase)

### Scoring Rubric for Critical Assignment: EDG 4419

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Overall Rating / Points Earned: \_\_\_\_\_/\_\_\_\_\_

Course Name: Building Classroom Discipline

Critical Assignment Title: Discipline Plan

Florida Educator Accomplished Practice: Standard 9 Indicator: 9.2 Develops an environment conducive to learning.

Formalized Discipline Plan Assignment description: Students will develop a classroom discipline plan that will be suitable for use in their (future) classroom.

The plan should include the following elements:

Content Area	Below Expectation $\geq 72\%$	Meets Expectation 73- 90%	Exceeds Expectation 91-100%
<b>Philosophy</b>  <b>20 points</b>  ~3-4 paragraphs	Philosophy is not clear; not grounded in current theory; not descriptive of setting, age, population served. $\leq 14$ points	Statement of philosophy is reflective of (your) author beliefs; beliefs are grounded within widely accepted theories human development, behavior, and management (text info); statement includes full description of pertinent information including: setting, age, population served, etc. 15-18 points	All components in "Meets Expectation" met; additionally, author includes information about how these beliefs are shaped and includes aspects that are specific to their setting and population. Text and additional resources are referenced in justification of philosophy. 19-20 points
<b>Behavioral Expectations</b>  <b>25 points</b>  ~4-6 paragraphs	Consequences are not comprehensive, are not clear, and do not attend to one or more of the components listed in "meets expectations." $\leq 17$ points	Rules, guidelines, and consequences are clear and appropriate for group, the setting, and attend to the nuances of the population served. Author clearly describes how students are expected to behave in class in relation to the rules/guidelines. Explanation includes how these expectations are devised, how they will be applied, and is reflective of teacher power base, and theory of management. 18-22 points	All components in "Meets Expectation" met; additionally, author clearly aligns the consequences with the rules violated and the specific nuances of the population served. "Synergy" is evident. 23-25 points
<b>Documentation of Policies</b>  <b>20 points</b>  ~3-4 paragraphs	Content of the letters are not congruent with the information presented in philosophy, explanation, rules, or consequences. Plan is missing one or more letters; no letters are included. $\leq 14$ points	Letter to students (if applicable), parents, bill of rights (including hierarchy of consequences), and letter to principal are included. Content is reflective of the information presented in philosophy, explanation, rules, and consequences, with some reference to information from the text/power points. 15-18 points	All components in "Meets Expectation" met; additionally information from text, lectures, and additional resources are evident in the content of the letters, but still maintains tailoring to the intended audience/recipient of the letter. 19-20 points
<b>Explanation</b>	Explanation is not comprehensive, is	Author provides a full description of the techniques or	All components in "Meets Expectation" met;

Content Area	Below Expectation $\geq 72\%$	Meets Expectation 73- 90%	Exceeds Expectation 91-100%
<b>15 points</b>  ~2-3 paragraphs	not clear, and does not attend to one or more of the components listed in “meets expectations.” $\leq 10$ points	methods that will be used to explain or teach the plans to the students. Creativity is demonstrated in the methods described for conveying the information to the students. 11-13 points	additionally the techniques described are clearly reflective of or congruent with the teacher power base and theory of management previously described. 14-15 points
<b>Plan Summary</b>  <b>5 points</b>  ~1-2 paragraphs or 1 page	No summary is provided; summary is not reflective of the content of the discipline plan; summary does not “stand alone” in conveying core of the plan. $\leq 2$ points	Summary is an abbreviated version of the entire discipline plan. It is presented in a way that it could “stand alone” in conveying the core facets of the plan (e.g. bulleted points). 3-4 points	All components in “Meets Expectation” met; additionally, author includes a summary that is presented in a format that could be used as a handout or flyer (a “one pager”) 5 points
<b>Mechanics/ Grammar</b>  <b>5 points</b>	Student does not adhere to one or more of the guidelines regarding font, margins, spacing, spelling or grammar. $\leq 2$ points	Author uses Times New Roman font, 1” margins, double spacing (except letters), spelling and grammatical errors are at a minimum (does not exceed 1 per 3 pages of text). Cover page with relevant information is included. 3-4 points	All components in “Meets Expectation” met; additionally, paper is well-organized, clearly written, and contains no error. APA (6 <sup>th</sup> Edition) format is used for organization of the text and the inclusion of references. 5 points
<b>Power Point Presentation</b>  <b>10 points</b>	Presentation is not provided; not presented; too lengthy/wordy; does not align with written paper; pacing is not appropriate; exceeds 10 minute time limit. $\leq 6$ points	Presentation is reflective of all required content as per the assignment description. Minimally 1 slide per major content area (philosophy, behavioral expectation, documentation of policies, explanation, plan summary) is provided. Pacing is appropriate to the audience. Adheres to the 10 minute (max.) time limit. Presentation is posted to the Discussion Board and brought to class by the due date. 7-9 points	All components of “Meets Expectation” met; additionally, presentation has an interactive component (way(s) to engage the audience). 10 points
Results of this Critical Assignment: ____ Exceeds Expectation ____ Meets Expectation ____ Does not Meet Expectation			

