

### **Course Description**

This course provides an overview of strategies and techniques for elementary education teachers learning to organize and manage K-5 classroom settings. Emphasis is on working with large groups and multiple groups of students with diverse learning, behavioral, linguistic, and cultural characteristics. A multi-tiered framework will be used to develop classroom community building and management of student behaviors.

### **Instructional Method**

This class is designated as an asynchronous "Fully Online Class" with no on-campus attendance requirements.

### **Prerequisites/Corequisites**

**EDG 3323** 

### **LiveText Statement**

Students in this course are required by the College of Education to have an active LiveText account to track mastery of programs skills, competencies and critical assignments and to meet program and college accreditation requirements. Students must have an account within: the first four (4) weeks of the fall or spring semester, within the first three (3) weeks of summer session, or after the first class of a fast-track course. Students who do not have an active LiveText account may have an academic hold placed on their record. Information regarding account activation is provided on the College of Education website: <a href="https://www.fau.edu/education/students/livetext/">https://www.fau.edu/education/students/livetext/</a>

### **Guidelines Used for Developing Course**

- CEC International Standards for Preparation and Certification of Special Education Teachers (CEC)
- Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR) and the Council for Exceptional Children (CEC) High Leverage Practices (HLP)
- State of Florida Certification Standards for Exceptional Student Education (ESE) (Rule 6A)
- New Florida Educator Accomplished Practices (FEAP)
- Florida Subject Area Competencies ESOL (ESOL)

(The applicable standards for this course are presented in Appendix A of this syllabus.)

### **Course Objectives/Student Learning Outcomes**

At the end of the course, the successful student will be able to:

- 1. Demonstrate knowledge and an understanding of a variety of classroom management techniques appropriate to influencing culturally appropriate individual and group behavior. (CEC cc5K1 5K6) (ESOL D1: S1.1.a, 1.1.b, D4: S4.1.b) (FEAP a.2.h) (HLP8)
- 2. Acquire skills for listening, responding, exploring alternatives, and resolving conflicts in order to create and maintain a climate that promotes student self-motivation among culturally and linguistically diverse students. (CEC 5S14, 10S7, gc5S5) (ESE 6.3) (ESOL D1:S1.1.d) (HLP9)
- 3. Develop techniques for managing routines within the class, such as transitions, material management, and record keeping. (CEC cc5S12, 5S13, gc5S6, cc8S10; EAP a.2.b) (ESE 3.2) (ESOL D2: S2.2.a, D3:S3.2.a, D1:S1.1.a) (FEAP a.2.a) (HLP7; HLP8)
- 4. Establish a workable system of discipline sensitive to students with cultural, linguistic, racial, socioeconomic, religious and gender differences to maximize learning and instructional time. (CEC cc5S5, 5S10) (ESOL D2:S2.2.c, D3:S3.2.j, D1:S1.1.a) (FEAP a.2.b; a.2.h) (HLP9)
- 5. Demonstrate knowledge of discipline policies used to maintain a healthy and safe school environment, including school-based policies (e.g., school-wide discipline policies) and district mandated responses (e.g., zero tolerance policies, bullying prevention). (CEC cc 5K6, 5S1) (FL Rule 6A)
- 6. Demonstrate an understanding of attitudes underlying student behavior. (FEAP a.2.h) (HLP10)
- 7. Identify and solve problems employing concrete strategies for dealing with chronic problems. (FEAP a.2.b, ESOL D1:S1.1.a) (HLP10)

### **Assessment Procedures**

Assignment	Points	% Course Grade
Case Study of Classroom Discipline (CA)	35	32%
Student Case Studies (2 @ 15 pts)	30	26%
Digital Library Resource (6 @ 5 pts)	30	12%
Practical Application Activities (8 @ 5 pts)	40	10%
IRIS Modules & Assessment Page (5 @ 10 pts)	50	20%
TOTAL	185	100%

### **Department 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

### **Course Assignments**

#### 1. CRITICAL ASSIGNMENT: CASE STUDY OF CLASSROOM DISCIPLINE

(1 @ 35 points)

The student will complete a hypothetical case study report describing effective classroom management strategies to be used in an inclusive K-5 classroom. The case study will include a report of the current classroom management strategies, a rationale defending or rejecting current classroom management system elements, and a description of a revised classroom management plan to create a more positive and productive classroom environment. The case study report will include the following components:

- (a) Narrative summary of the hypothetical case Typing the summary
- (b) Rationale supporting or rejecting current classroom management strategies (connecting back to research/theories)

I reject this classroom...

Revised Classroom Management Plan making connections back to what you have learned throughout this course (textbook, IRIS modules, readings, etc.) including:

Physical layout of classroom,

Classroom rules and consequences,

Typing right underneath this header

Description of how you will teach rules and consequences,

Procedures for:

- -Entering/leaving classroom: enter the procedure for entering and leaving the CR
- -Getting classroom supplies
- -Using the restroom
- -Transitions (moving to centers, whole group to small group, etc)

Verbal and Nonverbal Strategies

Grouping Strategies (identify and define 2)

Group Contingencies (identify and define 2)

(c) Reflection including:

**Typing** 

Discuss how your thinking has changed from when you first read the case study to creating a revised classroom management plan for making connections back to what you have learned throughout this course (textbook, IRIS modules, readings, etc.)

#### 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 Teacher Education Bachelor's Degree Program. For this course, the Educator Accomplished Practices (EAP a.2.b and EAP a.2.a) will be measured by the Classroom Discipline Plan, which is the Critical Assignment. Please read carefully the Teaching and Learning departmental policy on Critical Assignments.

### Teaching and Learning Departmental Policy on CRITICAL ASSIGNMENT(S):

#### **Assessment criteria:**

A student must earn a **minimum grade of 73%** of the points allotted for the Critical Assignment to receive a passing grade (C or higher) 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 with a C or better, 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. 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 after one remediation attempt, 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 <u>not</u> be allowed to resubmit the Critical Assignment. The student will need to repeat the course <u>and</u> the Critical Assignment.

#### 2. STUDENT CASE STUDIES:

(2 @ 15 points each)

In groups, students will be responsible for completing two hypothetical case studies based on text and lecture material. The cases will be provided and represent a broad array of student diversity. Students will respond to the scenarios presented in the case with a combination of effective and culturally appropriate solutions from the text, lecture, and experiential background. Students will respond to the cases by considering five features of an intervention. Students will generate answers to the five features by using information found in the text and relevant journal articles. The response format will be further clarified in class and is dependent upon the particular case.

#### 3. IRIS MODULES & MODULE ASSESSMENT PAGES

(6 @ 10 pts each)

IRIS Modules enhance content of the course and provide additional application opportunities. Students will complete the Assessment page for each module and upload to the corresponding assignment link. IRIS modules and other resources also provide a known source for evidence-based practices and resources for all teachers supporting students with varying abilities.

#### 4. DIGITAL LIBRARY RESOURCE

(6 @ 5 pts each)

Working in groups, students will be assigned to one of the sections identified below. Members of the group will work together to find an evidence-based practice, strategy, or approach supporting the assigned section. Students will use the evidence form in Appendix C to summarize the chosen approach and describe how it can be implemented in the classroom.

#### Sections:

- I. Classroom Rules/Consequences
- II. Classroom Procedures and Routines
- III. Transition Strategies
- IV. Grouping Strategies

V. Verbal and Nonverbal Strategies

VI. Individual Behavior Strategies

Groups will be responsible for uploading the article and summary to the Digital Library Resource assignment link and to the Canvas Discussion Board.

During weeks when students are not assigned to a section, students will earn individual points by providing feedback to that week's group via the Discussion Board. Feedback will be reflective of how the resource(s) is connected to course content and can be applied to practicum, internship, or future teaching.

#### 5. PRACTICAL APPLICATION ACTIVITIES

(8 @ 5 points each)

Classroom management is much more effective when practiced before implementing in a real classroom. Practical application activities will allow the student to practice management techniques studied in class and within the readings. These activities will be reviewed and evaluated by the instructor. *Application activities that are missed may not be made up.* 

### **Classroom Etiquette Policy**

University policy on the use of electronic devices states: "In order to enhance and maintain a productive atmosphere for education, personal communication devices, such as cellular telephones and pagers, are to be disabled in class sessions." *Please be respectful of your instructor and classmates by adhering to this policy.* 

### **Professional Ethics/Policies and Expectations (if applicable)**

Students, as reflective decision-makers, choose to practice ethical behavior during class, in the university community, and while participating in field experiences. DSE 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 DSE program.

# **Technology**

Email: Your FAU email address will be used.

Canvas: This course may be web assisted through FAU Canvas site. Some handouts, forms, handbook and resources may be available on the website. Go to the website: <a href="https://canvas.fau.edu/">https://canvas.fau.edu/</a> (Do not type www). Your username is the same as your FAUNet ID. Your initial password for Canvas is your PIN (for students this is 2 zeros followed by your 2 digit DAY of birth and 2 digit YEAR of birth).

## **Course Communication Policy**

Please allow your instructor 24-48 hours to respond to an email. Teachers and school staff constantly use email as they communicate so please practice professionalism through all communication within this course with your instructor and with your classmates. When writing an email, please conduct yourself in a professional manner and use a salutation (Dear Dr.\_\_\_) and a signature (E.g., Sincerely, your name). Please also be professional with all communication within the course. In addition, please use **people first** language. What is people first language? (<a href="https://odr.dc.gov/page/people-first-language">https://odr.dc.gov/page/people-first-language</a>)

### **Attendance Policy**

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-sponsored activities (such as athletic or scholastic team, musical and theatrical performances, and debate activities). It is the student's responsibility to give the instructor notice prior to any anticipated absence, and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence. The complete University policy on attendance can be found by following the link listed here:

www.fau.edu/academic/registrar/FAUcatalog/academics.php

### **Course Policies:**

- 1. The course carries **three** (3) credits. Students are expected to complete course requirements sufficient to earn two credits during the time-span of the course.
- 2. Students are encouraged to talk with the instructor if there are concerns or problems relating to the course
- 3. A minimum grade of C (not C-) is required for courses in teacher preparation Bachelor's degree programs.
- 4. All **written assignments** must be typed, double-spaced with the name and number of the assignment. All projects assigned will be discussed in class and a format provided for each.
- 5. Due dates for assignments are provided in the course outline and will be enforced. Late assignments will not be accepted.

### Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <a href="https://www.fau.edu/counseling/">www.fau.edu/counseling/</a>

### **Disability Policy**

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at <a href="https://www.fau.edu/sas/">www.fau.edu/sas/</a>.

### **Code of Academic Integrity**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which all students enjoy an equal opportunity to succeed. Dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. For more information, see <u>University Regulation 4.001</u>.

### **Policy on the Recording of Lectures**

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

### **Required Texts/Readings**

- Riffel, L, & Mitchiner, M.S. (2014). *Positive Behavior Support at the Secondary "Targeted Group" Level: Yellow Zone Strategies*. Thousand Oaks, CA: Corwin Press.
- Jenson, W.R., Rhode, G., & Reavis, H.K. (2020). *The Tough Kid Toolbox*. (3rd ed.) Eugene, OR: Pacific Northwest.

# **Bibliography**

- Burden, P. R. (2020). Classroom management: Creating a successful K-12 learning community. (7<sup>th</sup> Ed). Hoboken, NJ: John Wiley & Sons, Inc.
- Canter, L. & Canter, M. (1992). Assertive discipline: positive behavior management for today's classroom. Santa Monica, CA: Lee Canter and Associates.
- Evertson, C. M., Emmer, E. T. & Worsham, M.E. (2006). *Classroom management for elementary teachers (7<sup>th</sup> Ed.)*. Boston, MA: Pearson/ Allyn and Bacon.
- Jones, F. H. (2000). *Tools for teaching: discipline, instruction, motivation*. Santa Cruz, CA: Fredric H. Jones & Associates, Inc.

- Jung, L.A. & Smith, D. (2018) Tear down your behavior chart. *Educational Leadership*, 76(1), 12-18.
- Kyle, P. B., & Rogien, L. R. (2004). *Opportunities and options in classroom management*. Boston: Allyn & Bacon.
- Larrivee, B. (2005). Authentic classroom management: creating a learning community and building reflective practice. (2<sup>nd</sup> Ed.). Boston: Allyn & Bacon.
- Long, J.D., & William, R. L. (2005). *Making it till Friday: Your guide to effective classroom management (5<sup>th</sup> Ed.)*. Hightown, N.J.: Princeton Book Co.
- MacKenzie, R. J., & Atanzione, M.A. (2010). Setting limits in the classroom: A Complete Guide to Effective Classroom Management with a School-wide Discipline Plan. (3<sup>rd</sup> ed.). Roseville, CA: Prima Publishing.
- Nagro, S.A., Hooks, S. D, Fraser, D. W., Cornelius, K. E. (2016). Whole-group response strategies to promote student engagement in inclusive classrooms. *Teaching Exceptional Children*, 48 (5). 243-249.
- Perle, J.C. (2016). Teacher provided positive attending to improve student behavior. *Teaching Exceptional Children*, 49 (5), 250-257.
- Sayeski, K. L., & Brown, M. R. (2014). Developing a classroom management plan using a tiered approach. *Teaching Exceptional Children*, 47 (2). 119-127.
- Sprick, R., Garrison, M., & Howard, L. (1998). CHAMPS: A proactive and positive approach to classroom management for grades K-9. Longmont, CO: Sopris West.
- Sugai, G., Horner, R., & Gresham, F. (2002). *Behaviorally effective school environments*. In M. R. Shinn, H. M. Walker, & G. Stoner (Eds.), <u>Interventions for academic and behavior problems II: Preventive and remedial approaches</u> (pp. 315-350). Bethesda, MD: National Association of School Psychologists.
- Wong, H. K, & Wong, R. T. (1998). *The first days of school. (2<sup>nd</sup> Ed.)*. Mountain View, CA: Harry K. Wong Publications.

### Appendix A

#### GUIDELINES USED IN THE DEVELOPMENT OF THIS COURSE.

The instructor has included the guidelines of knowledge and skills related to the goal and objectives of this course for 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.

#### COUNCIL FOR EXCEPTIONAL CHILDREN (CEC)

What every special educator must know: Ethics, standards and guidelines for special educators (6<sup>th</sup> ed.) 2009. Reston, VA: CEC Publications.

#### 1. Individual Learning Differences

- cc3K2 Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development
- cc3K5 Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.

#### 5. Learning Environments and Social Interactions

- cc5K1 Demands of learning environments
- cc5K2 Basic classroom management theories and strategies for individuals with exceptional learning needs
- cc5K3 Effective management of teaching and learning
- cc5K4 Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs
- cc5K6 Strategies for crisis prevention and intervention
- gc5K2 Adaptation of the physical environment to provide optimal learning opportunities for individuals with exceptional learning needs
- cc5S1 Create a safe, equitable, positive, and supportive learning environment in which diversities are valued
- cc5S2 Identify realistic expectations for personal and social behavior in various settings
- cc5S5 Modify the learning environment to manage behaviors
- cc5S9 Create an environment that encourage self-advocacy and increased independence
- cc5S10 Use effective and varied behavior management strategies
- cc5S12 Design and manage daily routines
- cc5S13 Organize, develop, and sustain learning environments that support positive intracultural and intercultural experiences.
- cc5S14 Mediate controversial intercultural issues among students within the learning environment in ways that enhance any culture, group, or person.
- gc5S5 Use skills in problem-solving and conflict resolution
- gc5S6 Establish a consistent classroom routine for individuals with exceptional learning needs

#### 8. Assessment

cc8S10 Create and maintain records

#### 10. Collaboration

- cc10K3 Concerns of families of individuals with exceptional learning needs and strategies to help address these concerns
- cc10K1 Models and strategies of consultation and collaboration
- cc10S7 Use group problem-solving skills to develop, implement, and evaluate collaborative activities

### STATE OF FLORIDA CERTIFICATION STANDARDS FOR EXCEPTIONAL STUDENT EDUCATION (ESE)

3.2 Select instructional practices that reflect individual learning needs & incorporate a wide range of learning strategies & specialized materials to create an appropriate instructional environment for students with disabilities.

### FLORIDA EDUCATOR ACCOMPLISHED PRACTICES (FEAP) 2010

- **a.1.f** Quality of Instruction: instructional design: Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies
- **a.2.a** Quality of Instruction: learning environment: Organizes, allocates, and manages the resources of time, space and attention
- **a.2.b** Quality of Instruction: learning environment: Manages individual and class behaviors through a well-planned management system
- **a.2.c** Quality of Instruction: learning environment: Conveys high expectations to all students
- **a.2.h** Quality of Instruction: learning environment: Adapts the learning environment to accommodate the differing needs and diversity of students

### FLORIDA STANDARDS FOR ESOL ENDORSEMENT 2010

#### Domain 1: Culture (Cross-Cultural Communications)

**D1: S1.1:** Culture as a Factor in ELLs' Learning Teachers will know and apply understanding of theories related to the effect of culture in language learning and school achievement for ELLs from diverse backgrounds. Teachers will identify and understand the nature and role of culture, cultural groups, and individual cultural identities.

#### Domain 2: Language and Literacy (Applied Linguistics)

**D2: S2.3:** Second Language Literacy Development Teachers will demonstrate an understanding of the components of literacy, and will understand and apply theories of second language literacy development to support ELLs' learning.

#### Domain 3: Methods of Teaching English to Speakers of Other Languages (ESOL)

- **D3: S3.2:** Standards-Based ESL and Content Instruction Teachers will know, manage, and implement a variety of teaching strategies and techniques for developing and integrating ELLs' English listening, speaking, reading, and writing skills. The teacher will support ELLs' access to the core curriculum by teaching language through academic content.
- **D3: S3.3:** Effective Use of Resources and Technologies Teachers will be familiar with and be able to select, adapt and use a wide range of standards-based materials, resources, and technologies.

### Domain 4: ESOL Curriculum and Materials Development

- **D4: S4.1:** Planning for Standards-Based Instruction of ELLs Teachers will know, understand, and apply concepts, research, best practices, and evidenced-based strategies to plan classroom instruction in a supportive learning environment for ELLs. The teacher will plan for multilevel classrooms with learners from diverse backgrounds using a standards-based ESOL curriculum.
- **D4: S4.2:** Instructional Resources and Technology Teachers will know, select, and adapt a wide range of standards-based materials, resources, and technologies.

# APPENDIX C Digital Library Resource Evidence Form

### **Entry Title & Author** (APA):

**Type of Evidence/Journal**: Indicate that the resource is from a Research Journal OR Practitioner Journal or Alternative Practitioner Source (ex., blog, conference)

NOTE: Resources can be an <u>educational research or practice journal articles</u> (Teaching Exceptional Children, Educational Leadership, Behavioral Disorders, etc.), a <u>podcast</u> (ABA Inside Track, The Behavioral Observation Podcast, The Cult of Pedagogy) based on <u>education research</u>, or <u>website resource</u> (Edutopia, LD Online, Center for PBIS, PBISWorld) \*\*must be grounded in research not just an educator with a website.

**Description/Summary of the Resource** (focus on the rationale and strategies provided):

**Reflection:** How has this resource connected to the course and how could you apply this in your field placement classroom <u>or</u> how could you apply this in your own classroom?

### **APPENDIX D**

### **Scoring Rubric for Critical Assignment EEX 4616**

Name: Date: Overall Rating / Poi	ints Earned:/_35	<b>%</b>
Results of this Critical Assignment: _ Exceeds Expectation	Meets Expectation	Does not Meet Expectation
Course Name: Classroom Management for Inclusive Elen	nentary Schools Critical Assi	gnment Title: Hypothetical Case Study Analysis
Florida Educator Accomplished Practice: FL-FAU-3Cs.2a Conte	ent Knowledge, Analysis of Kno	owledge- Students connects knowledge across topics, situations
or disciplines; FL-FAU-FEAP-2013.A.2.a Organizes, allocates, an	d manages the resources of ti	me, space, and attention; FL-FAU-FEAP-2013.A.2.b Manages
ndividual and class behaviors through a well-planned manager	ment system;	
<b>Description of Critical Assignment</b> : The student will complete	a hypothetical case study repo	ort describing effective classroom management strategies to be
used in an inclusive K-5 classroom.		

	Exemplary (3.000 pts) 90-100%	<b>Satisfactory</b> (2.000 pts) 73-89%	Emerging (1.000 pt) <73%	Unsatisfactory (0.000 pt)	No Attempt (0.000 pt)
Content FLFAU-	Case Study Report Includes:	Case Study Report Includes:	Case Study Report Includes:	Hypothetical	Failed to submit
3Cs.2a FLFAU-	(a). Narrative summary	(a). Narrative summary	(a). Narrative summary	Case Study	or failed
FEAP-	(b) Rationale supporting or rejecting	(b). Rationale supporting	(b). Rationale supporting	does not include	to submit on
2013.A.2.a FLFAU-	current classroom management	or rejecting current classroom	or rejecting current	all of the	time
FEAP- 2013.A.2.b	strategies (thoroughly connecting back	management strategies (some	classroom management	elements	unio
2013.A.2.D	to text/research)	connections back to text/research)	strategies minimal connecting back to	specified	
	(c.) Revised Classroom Management	(c) Revised Classroom Management Plan	text/research)	Specifica	
	Plan including:	including:	(c) Revised Classroom		
000//00 . \	Physical layout of classroom and	Physical layout of classroom,	Management Plan including:		
80% (28 pts)	connection back to research	Classroom rules and Consequences,	Physical layout of classroom,		
	Classroom rules and Consequences	Description of how you will teach	Classroom rules and Consequences,		
	using PBIS references,	rules/consequences,	Description of how you will teach		
	Description of how you	At least 3 of 4 Procedures	rules/consequences,		
	will teach rules/consequences,	for:	At least 3 of 4 Procedures		
	Procedures for the following include	-Entering/leaving classroom	for:		
	culturally responsive teaching	-Getting classroom	-Entering/leaving		
	strategies:	supplies	classroom		
	-Entering/leaving classroom	-Restroom	-Getting classroom		
	-Getting classroom supplies	-Transitions (moving to	supplies		
	-Restroom	centers, whole group to	-Restroom		
	-Transitions (moving to	small group, etc)	-Transitions (moving to		
	centers, whole group to	Verbal and Nonverbal	centers, whole group to		
	small group, etc)	Strategies (identify & defined 1 in each	small group, etc)		
	Verbal and Nonverbal Strategies	area)	Verbal and Nonverbal		
	(identify and defined 2 in each area)	Grouping Strategies	Strategies (identified but did not		
	Grouping Strategies	(identify and defined 1)	define)		
	(identify and define 2)	Group Contingencies	Grouping Strategies		
	Group Contingencies	(identify and defined 1)	(identified but not defined)		
	(identify and define 2)	(d). Reflection including:	Group Contingencies		
	(d). Reflection including:	Some connections back to	(identified but not defined)		

	Thought process throughout this assignment and making thorough connections back to text/research	text/research	(d). Reflection including: Minimal or no connections back to text/research		
Mechanics 10% (3.5pts)	Correct grammar, punctuation, and person-first language is consistently applied.	Correct grammar, punctuation, and person-first language is mostly used.	Occasionally uses correct grammar, punctuation, and person-first language.	Correct grammar, punctuation, and person-first language is inconsistently applied.	Failed to submit, or failed to submit on time
Presentation 10% (3.5pts)	Plan is typed  • innovative presentation: headings, citations, APA format,  • creativity, and/or evidence of application	Plan typed • evidence of a professional presentation: headings, citations, APA Format	Plan typed • missing elements of a professional presentation: headings, citations, APA Format	Plan is not typed, or • does not typify professional presentation	Failed to submit, or failed to submit on time

### **Comments:**