

2016

EDSP 580-01 Classroom Management

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Vanegas, Jayne, "EDSP 580-01 Classroom Management" (2016). *Education Syllabi Fall 2016*. 105.
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XAVIER UNIVERSITY
College of Social Sciences, Health, and Education
Department of Secondary and Special Education
CLASSROOM MANAGEMENT
CRN # 91325 EDSP 580- 01 (3 credits)
Fall 2016

Day & Time: Thursday, 4:30-6:45
Dates: Aug. 25-Dec. 15
Location: Hailstones Hall 17
Instructor: Jayne Collingsworth Vanegas
Phone: 745-3485 for appointment (XU Special Education office)
Email: vanegasj@xavier.edu

COURSE DESCRIPTION:

Seminar course for teacher preparation (K-12) concerning laws, policies, and ethical principles regarding behavior management, planning and implementation, establishing and maintaining positive classroom management; effective teaching/learning conditions and adaptations necessary for a healthy learning environment; useful and practical organizational procedures; problem solving/decision-making techniques and strategies; communication skills necessary for classroom management; management practices concerning diverse classroom population and individualized learning. **Required field experiences in diverse settings - 10 hours.**

CLASS PARTICIPATION AND ATTENDANCE EXPECTATIONS:

It is expected that all students will read all assigned materials and professionally contribute/participate in class discussions. The instructor may not lecture from the assigned readings. The purpose of these readings is to assist students in their process of becoming an intervention specialist and to be able to professionally discuss issues of curriculum development and instructional planning/implementation involved with general and special education.

Distracting behaviors such as, texting, talking and unrelated computer use during class are not acceptable and will reduce your participation grade.

Class attendance is required and an essential part of the course. Failing to attend, to be tardy, to leave early and/or not participate in class discussions will affect your grade.

COMMUNICATION:

This is very important! Like you, I have a responsibility to this learning situation. Please feel free to contact me at any reasonable time. If life circumstances interfere with class performance, requirements or attendance, contact me, immediately. Individual needs will be addressed. Communication is necessary and expected.

ACADEMIC SUPPORT

Learning Assistance Center

The [Learning Assistance Center](#) (LAC) provides support services to facilitate learning. The LAC has two main purposes: tutoring and disability services. The tutoring services include subject specific tutoring, drop-in sessions, study skills assistance, and Supplemental Instruction (SI). For students with documented disabilities, services include accommodations such as extended time on exams, reduced distraction testing environment, note-taking assistance, and assistive technology. Services are provided in a positive and encouraging environment, which promotes appreciation for diversity and *cura personalis*. Students in an online course can contact the LAC at (513) 745-3280 to set up an appointment. The LAC is located in the Conaton Learning Commons room 514. <http://www.xavier.edu/lac/>

Writing Center

The [Writing Center](#) offers free one-on-one tutoring on writing assignments for all Xavier students. Students in an online course can contact the Center at (513) 745-2875 to set up an appointment. Sessions can be conducted in multiple ways, including discussions by phone and by email at writingcenter@xavier.edu. The Writing Center is located in the Conaton Learning Commons room 400. <http://www.xavier.edu/writingcenter/>

Mathematics Tutoring Lab

The [Mathematics Tutoring Lab](#) offers mathematics tutoring for all Xavier students. Students in an online course can contact the Lab at (513) 745-3069 to set up an appointment. The Mathematics Tutoring Lab is located in the Conaton Learning Commons room 419. <http://www.xavier.edu/mathematics/Math-Lab.cfm>

UNIVERSITY POLICIES

Academic Honesty Policy

The pursuit of truth demands high standards of personal honesty. Academic and professional life requires a trust based upon integrity of the written and spoken word. Accordingly, violations of certain standards of ethical behavior will not be tolerated at Xavier University. These include theft, cheating, plagiarism, unauthorized assistance in assignments and tests, unauthorized copying of computer software, the falsification of results and material submitted in reports or admission and registration documents, and the falsification of any academic record including letters of recommendation. All work submitted for academic evaluation must be the student's own. Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another's efforts is prohibited, as is the use of any work untruthfully submitted as one's own.

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provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

Students with Disabilities

Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me by sharing their Accommodation Letters with me at the beginning of the semester either during office hours or by appointment. Disability related information is confidential. If you have not previously contacted Disability Services, I encourage you to do so by phone at 513-745-3280, in person on the Fifth Floor of the Conaton Learning Commons, Room 514, or via e-mail to Cassandra Jones at jonesc20@xavier.edu, to coordinate reasonable accommodations as soon as possible as accommodations are not retroactive. > > It is my goal that this class be an accessible and welcoming experience for all students. If you are a student with a disability who may have trouble participating or effectively demonstrating learning in this course, contact me to arrange an appointment to share your Accommodation Letters from Disability Services and to discuss your needs. Disability related information is confidential. If you have not contacted Disability Services (located in the Learning Assistance Center) to arrange accommodations, I encourage you to do so by contacting Cassandra Jones, by phone at 513-745-3280, in person on the Fifth Floor of the Conaton Learning Commons, Room 514, or via e-mail at jonesc20@xavier.edu as soon as possible as accommodations are not retroactive.

Special Education Professional Ethical Principles

Professional special educators are guided by the CEC professional ethical principles and practice standards in ways that respect the diverse characteristics and needs of individuals with exceptionalities and their families. They are committed to upholding and advancing the following principles:

- A. Maintaining challenging expectations for individuals with exceptionalities to develop the highest possible learning outcomes and quality of life potential in ways that respect their dignity, culture, language, and background.
- B. Maintaining a high level of professional competence and integrity and exercising professional judgment to benefit individuals with exceptionalities and their families.
- C. Promoting meaningful and inclusive participation of individuals with exceptionalities in their schools and communities.
- D. Practicing collegially with others who are providing services to individuals with exceptionalities.
- E. Developing relationships with families based on mutual respect and actively involving families and individuals with exceptionalities in educational decision making.
- F. Using evidence, instructional data, research, and professional knowledge to inform practice.
- G. Protecting and supporting the physical and psychological safety of individuals with exceptionalities.
- H. Neither engaging in nor tolerating any practice that harms individuals with exceptionalities.
- I. Practicing within the professional ethics, standards, and policies of CEC; upholding laws, regulations, and policies that influence professional practice; and advocating improvements in laws, regulations, and policies.

J. Advocating for professional conditions and resources that will improve learning outcomes of individuals with exceptionalities.

K. Engaging in the improvement of the profession through active participation in professional organizations.

L. Participating in the growth and dissemination of professional knowledge and skills.

Adopted by the CEC Board of Directors, January 2010

<u>Course Outcomes</u>	<u>COURSE ASSIGNMENTS</u>
<p>1. <i>CEC #2: Candidates will understand how exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of individuals with ELN can/impact families as well as the individual's ability to learn, interact, socially, and live as fulfilled contributing members of the community.</i></p> <p><i>OSTP 1.3: Candidates expect that all students will achieve to their fullest potential.</i></p> <p><i>TEAC 1.3: Candidates are able to teach effectively in a caring way and to act as knowledgeable professionals.</i></p>	<p><i>Mid-term, Final Exams</i> <i>Case Studies</i></p>
<p>2. <i>CEC #3 Candidates are active and resourceful in seeking to Understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition to impact the individual's academic and social abilities, attitudes, values, interests, and career options.</i></p> <p><i>OSTP 1.2; Candidates understand what students know and are able to do and use this knowledge to meet the needs of all students.</i></p> <p><i>OSTP 1.4: Candidates model respect for students diverse cultures, languages skills and experiences.</i></p> <p><i>TEAC 1.2: Candidates are able to convert their knowledge of subject matter into compelling lessons that meet the needs of a wide range of pupils and students.</i></p>	<p><i>In class vignettes and Case Studies, Class Participation: PBS Assignment</i></p>
<p>3. <i>CEC#4: Candidates enhance the learning of critical thinking, problem-solving, and performance skills of individuals with ELN, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, candidates emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the lifespan.</i></p>	<p><i>Classroom Design Project, Substitute Folder</i></p>

<p>OSTP 1.5: Candidates recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction, and intervention.</p> <p>TEAC 1.2: Candidates are able to convert their knowledge of subject matter into compelling lessons that meet the needs of a wide range of pupils and students.</p>	
<p>4. CEC#5: Candidates actively create learning environments for individuals with ELN that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement of individuals with ELN. In addition, candidates foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in culturally diverse world.</p> <p>OSTP 5.1: Candidates treat all students fairly and establish an environment that is respectful, supportive, and caring,</p> <p>OSTP 5.2: Candidates create an environment that is physically and emotionally safe</p> <p>OSTP 5.3: Candidates motivate students to work productively and assume responsibility for their own learning.</p> <p>OSTP 5.4: Candidates create learning situations in which students work independently, collaboratively and/or as a whole class.</p> <p>OSTP 5.5: Candidates maintain an environment that is conducive to learning for all students.</p> <p>TEAC 1.2: Candidates are able to convert their knowledge of subject matter into compelling lessons that meet the needs of a wide range of pupils and students.</p> <p>TEAC 1.3: Candidates are able to teach effectively in a caring way and to act as knowledgeable professionals.</p>	<p><i>Graduate Topic Presentations: Discussions PBS Assignment</i></p>
<p>5. CEC#7: Candidates develop long-range individual instruction plans anchored in both general and special curricula. In addition, candidates systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual's abilities and needs, the learning environment and a myriad of</p>	<p><i>Graduate Topic Presentations: Vignettes and Classroom Participation, FBA Assignment</i></p>

<p>cultural and linguistic factors.</p> <p>OSTP 4.2: Candidates use information about student's learning and performance to plan and deliver instruction that will close the achievement gap.</p> <p>OSTP 4.5: Candidates differentiate instruction to support the learning needs of all students, including students identified as gifted, student with disabilities and at-risk students.</p> <p>TEAC 1.2 Candidates are able to convert their knowledge of subject matter into compelling lessons that meet the needs of a wide range of pupils and students.</p> <p>TEAC 1.3: Candidates are able to teach effectively in a caring way and to act as knowledgeable professionals.</p>	
<p>6. CEC#8: Candidates conduct formal and informal Assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN. Candidates use assessment information to identify supports and adaptations required for individuals with ELN to access the general curriculum and to participate in school system, and statewide assessment programs. Candidates regularly monitor the progress of individuals with ELN in general and special curricula.</p> <p>OSTP 3.1: Candidates are knowledgeable about assessment types, their purposes, and the data they generate.</p> <p>OSTP 3.2: Candidates select, develop and use variety of diagnostic, formative and summative assessments.</p> <p>Value-Added: Ethical/professional, Caring, Responsible, Valuing Others, Respecting diversity in other culturally & linguistically</p>	<p><i>Case Studies, Vignettes, PBS Assignment</i></p>
<p>7. CEC#9: Candidates practice requires ongoing attention to legal matters along with serious professional and ethical considerations.</p> <p>OSTP 6.3: Candidates collaborate effectively with other teachers, administrators and school and district staff.</p> <p>OSTP 7.1: Candidates understand, uphold and follow</p>	<p><i>Case Studies, In-Class Vignettes</i></p>

professional ethics, policies and legal codes of professional conduct.

Value-Added: Ethical/professional, Caring, Responsible, Valuing Others, Respecting diversity in other culturally & linguistically

8. CEC#10: Candidates are a resource to their colleagues in understanding the laws and policies relevant to individuals with ELN.

OSTP 3.4: Candidates collaborate and communicate student progress with students, parents and colleagues.

OSTP 6.2: Candidates share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.

OSTP 6.4: Candidates collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.

Value-Added: Ethical/professional, Caring, Responsible, Valuing Others, Respecting diversity in other culturally & linguistically

Classroom Design, Case Studies, PBS Assignment, FBA Assignment

CALENDAR

DATE	TOPICS	READINGS/ASSIGNMENTS
8/25/16 Meet	Introduction & Syllabus: Explanation of Course Assignments and Field Experience	Assign Theorists
9/1/16 Meet	Understanding Behavior Communicating Professionally	Theorists Fact Sheet: Email to Instructor
9/8/16 On-line	Rules and Procedures	Procedures Assignment Assigned Discussion Board Topic
9/15/16 Meet	Response to Intervention (RtI) Positive Behavior Supports (PBS)	Child Study Case PBS Assignment Assigned
9/22/16 Meet	Intervention Assistance Team (IAT) IEP VS 504	What Color Are You Activity
9/29/16 On-line	Classroom Organization	Procedures Activity Due (email) Discussion Board Topic Classroom Design Assignment Assigned
10/13/16 Meet	Functional Behavior Assessment (FBA) Behavior Plans vs Behavior Contracts	Behavior Defining Functional Behavior Assessment Assignment Assigned
10/20/16 On-line	Behavior and Classroom Management Strategies	Teaching/Intervention Style Questionnaire and Scenarios
10/27/16 On-line	Mid-Term Exam On-line	Class, lectures, class discussions/activities Classroom Design Assignment Due (email)
11/3/16 On-line	Substitute Teacher Information	Sub-Folder Assignment Assigned Discussion Board Topic
11/10/16 Meet	Culturally Responsive Classrooms	CRP Videos Privilege Walk
11/17/16 On-line	Classroom Management Scenarios	Sub-Folder Activity Due (email) Discussion Board Topic
11/24/16 NO CLASS	Thanksgiving Break	No Assignment
12/1/16 Meet	Bullying Prevention	Video PBS Project Due (hardcopy)
12/8/16 Meet	Presentation	Field Experience Documentation Due (hardcopy) FBA Project Due-(hardcopy) Field Experience Presentations
12/15/16 On-line	Final Exam (ONLINE)	class lectures, class discussions/activities

COURSE ASSIGNMENTS AND TESTS:

All work must comply with the Academic Honesty Policy stated in the Xavier University Catalog. Cheating or copying of another's work will not be tolerated in any way and will result in an automatic grade of F for the assignment/course. Please refer to the Academic Honesty Policy for further clarification (http://www.xavier.edu/library/help/academic_honesty.cfm). Assignments are due on posted calendar dates or dates adjusted during class time. Assignments are "on time" if they are turned in during class or posted online during course class time. Course assignments and requirements maybe changed to meet the needs of students and/or instructor.

MID-TERM (20 points) & FINAL EXAMS (25 points):

The final exam will be a child study case. Information and data will be similar to examples used in class. Students will review the information and determine a course of action to be implemented for the case. The mid-term exam will consist of multiple extended response questions around the Response to Intervention (RTI) model.

FIELD EXPERIENCE ASSIGNMENT (20 points)

Each student is required to complete 10 hours of observation for this course. This must be approved by the instructor with the student's submission of the field experience form. The field experience may be completed at a site where the student is already assigned or the student may obtain another site to complete this requirement. Your purpose is to observe teacher classroom management techniques and strategies. All 10 hours must be with the same teachers. Students may also use this time to collect data for the Functional Behavior Assessment Assignment.

The following documentation must be completed from the field site:

- 1) Completion of Conversation with Teacher form.
- 2) A dated and detailed journal summary must be completed for each of your visits to the field site. You are to state the lesson you are observing, giving most of the journal entry to the classroom management strategies used by the teacher.
- 3) Time sheet with signature of field experience cooperating teacher.
- 4) Fingerprints/FBI background documentation

FIELD EXPERIENCE PRESENTATION (5 points)

Each student will present and discuss the field experience. You will state where and what age/grade level you observed. State positive and if necessary, negative examples of classroom management practice that were observed. Share any practices that you observed that might be beneficial for your classmates. Your presentation should last 3 to 5 minutes.

POSITIVE BEHAVIOR SUPPORT (PBS) PROJECT (20 points)

Students will be given examples of school-wide behavioral expectations and matrixes in class as a guide. Students will then create a school-wide matrix form by identifying locations and 3-5 expectations. Once the matrix has been developed students will create 5 lesson plans for teaching expectations to students.

PBS Rubric:

Positive Behavior Support Rubric			
Component	Unacceptable 5-10	Acceptable 12.5-17	Exceeds Expectation 17.5-20
Stated Expectations for Matrix	Rules are basic; need more depth and explanation to understand required behavior. 3 or more negatively stated expectations	Rules and expectations are defined with minimal explanation. 1-2 negatively stated expectations	Rules and expectations are clearly defined and easy to understand All expectations are positively stated
Lesson Plan Introduction	Little or no attempt to gather students' attention and/or set the purpose for the lesson	Inadequate attempt to gather students' attention and/or set a purpose for the lesson	Introduces the lesson by sharing purpose, relevance, and eliciting schema in student friendly language; fully states what the teacher will say
Lesson Plan Procedures	Lesson plan has no modeling; no evidence for guided or independent practice; plan missing necessary details for teacher's actions	Lesson plan has limited teacher modeling or examples provided; few opportunities for guided and independent practice; plan missing necessary details for teacher's actions	Lesson plan has multiple teacher modeling or examples provided; with opportunities for guided and independent practice; thoroughly details the teacher's step by step actions
Lesson Plan Assessment (Formative & Summative)	No assessment provided for the lesson	Assessment provided for the lesson but does not include both formative and summative assessments	Formative and summative assessments are defined and used
Professional Writing	Poor quality of professional writing. 4 or more errors in clarity of writing, spelling, usage and/or grammar	Professional writing is evidenced by 2-3 errors in clarity of writing, spelling, usage and/or grammar	Professional attention to formal writing is evidenced by clarity in writing as well as absence of spelling, usage, and grammatical errors

FUNCTIONAL BEHAVIOR ASSESSMENT (PBS) PROJECT (20 points)

Students may use Observation/Field Experience hours to identify specific student behavior and collect data in relation to developing an FBA for a student. Resources and materials for this assignment will be distributed in class. The assignment consists of the following components:

- Indirect Data sheet-created
- Direct Observation-20 minutes
- MAS or FAST interview
- FBA Summary Report/with Proactive teaching strategies identified

Functional Behavioral Assessment Rubric

Component	Unacceptable 5-10	Acceptable 12.5-17.5	Exceeds Expectations 17.5-20
General Information provided about: student, grade, school, date, and context in which FBA was used.	Minimal to no information provided on student, and no information provided on context.	Good description of student, but minimal description of context.	Thorough description of student and context (classroom settings/activities) in which functional assessment was conducted.
Operational Definitions: provide clear definition of target behavior, including baseline data collected.	Provided definitions that were not operational. No baseline data available.	Provided operational definitions of target and replacement behavior. Provided baseline data for only one.	Provided operational definitions of target and replacement behaviors. Provided baseline data for each.
Indirect Data Collection form: developed for classroom teachers for frequency count aligned with operational definition of behavior(s).	Form does not support operational definition of behaviors and does not allow for frequency count or explanation of frequency.	Form supports operational definition of behavior and allows for frequency count, although unclear explanation of frequency.	Provided thorough analysis of when and where the operational defined behavior occurs along with clear explanation of frequency.
Direct Observation; Focus on direct observation of target and replacement behavior. Baseline data provided.	Provide minimal to no information on direct observation data. Observations were not done consistently. Failed to include completed data collection forms for each behavior with no hypothesized	Repeated direct observations across time observed. Direct data collection for target and replacement behavior. Completed observation, but data collection forms missing hypothesized	Repeated direct observations across time observed. Direct data collection for target and replacement behavior. Completed data collection forms and hypothesized function of operational

	function of hypothesized behavior.	function of operational behavior.	behavior function.
Interviews: Focus on gathering information related to either the MAS or FAST	Failed to interview significant others. Gathered minimal/no information on antecedents and consequences for problem and replacement behavior.	Interviewed significant others and gathered some information on antecedents and consequences for BOTH problem and replacement behavior.	Interviewed significant others and gathered thorough information on antecedents and consequences for BOTH problem and replacement behavior.
Functional Assessment Report Summary	Completion of Positive Functional Behavior Assessment form with no connection to data collected. May or may not include summary of baseline data results (all 3 data groups) for target behavior only. Lack of depth in analysis.	Completion of Positive Functional Behavior Assessment form on data collected. Include summary of baseline data results (all 3 data groups) for target and replacement behaviors. Lack of depth in analysis.	Thorough completion of Positive Functional Behavior Assessment form on data collected. Include thorough summary of baseline data results (all 3 data groups) for target and replacement behaviors. Results are exemplary and support findings.
Grammar and Content	Content failed to include appropriate professional term used in the field of education. Problems with grammar and punctuation.	Content included appropriate professional terms used in the field of education Minimal problems with grammar and punctuation.	Used proper grammar and punctuation. Content included appropriate professional terms used in the fields of education

Canvas ASSIGNMENT ACTIVITIES (20 points)

4 short assignments will be given as part of the online classes. Theorist fact sheet activity, classroom procedures activity, classroom design activity and sub-folder activity will be given. These will be graded and are worth 5 points each. The expectations and preparations for these activities will be explained during the preceding class time.

Rubric for Canvas Online Assignments				
Criterion	<i>Exceeds Expectations 5 points</i>	<i>Meets Expectations 3 points</i>	<i>Below Expectations 1.5 points</i>	<i>Not Acceptable 0 points</i>
<i>Demonstrated Knowledge</i>	<ul style="list-style-type: none"> Shows complete understanding of the exercises Demonstrates full knowledge of the subject with explanations and elaboration 	<ul style="list-style-type: none"> Shows substantial understanding of the exercises At ease with subject content Able to elaborate and explain to some degree 	<ul style="list-style-type: none"> Response shows some understanding of the exercises Uncomfortable with content Only basic concepts are demonstrated and interpreted 	<ul style="list-style-type: none"> Response shows a lack of understanding for the exercises No grasp of information No clear knowledge of subject matter
<i>Requirements</i>	<ul style="list-style-type: none"> Goes beyond the requirements of the exercise 	<ul style="list-style-type: none"> Meets the requirements of the exercise 	<ul style="list-style-type: none"> Does not meet the requirements of the exercise 	<ul style="list-style-type: none"> Fails to complete the exercise
<i>Report Format</i>	<ul style="list-style-type: none"> Format is consistent throughout, including heading styles and captions Grammar and punctuation. Content included appropriate professional terms used in the fields of education 	<ul style="list-style-type: none"> Format is generally consistent, including heading styles and captions Content included appropriate professional terms used in the field of education. Minimal problems with grammar and punctuation. 	<ul style="list-style-type: none"> Mostly consistent format Content failed to include appropriate professional term used in the field of education. Problems with grammar and punctuation. 	<ul style="list-style-type: none"> Work is illegible, format changes throughout, e.g., font type, size, etc. Handwritten

CANVAS ACTIVITIES/CASE STUDIES: Online nights (10 points)

Discussion questions/Case studies will be posted on Blackboard. The responses need to be of graduate level and will include information learned in class or from other resources. Students also will need to respond to at least one of your classmate's responses. The responses need to be brief (1-2 paragraphs), on topic, completely answer the topic/discussion/question, and contain no errors. These will be graded as part of your grade and be based on PATHWISE standards.

Rubric for Canvas Discussion Topics

<i>Criterion</i>	<i>Exceeds expectations 10</i>	<i>Meets expectations 6</i>	<i>Below expectations 3</i>	<i>Not acceptable 0</i>
<i>Integration of reading and exercises into classroom discussions</i>	<ul style="list-style-type: none"> • Often cites from reading or personal experience • Uses reading or experiences to support points 	<ul style="list-style-type: none"> • Occasionally cites from reading or personal experiences • Sometimes uses reading or experiences to support points 	<ul style="list-style-type: none"> • Rarely able to cite from reading or personal experience • Rarely uses readings or personal experience to support points 	<ul style="list-style-type: none"> • Unable to cite from readings • Unable to use reading or personal experience to support points
<i>Interaction and participation in classroom discussions</i>	<ul style="list-style-type: none"> • Always a willing participant • Responds frequently to initial thread and peer responses • Routinely volunteers point of view 	<ul style="list-style-type: none"> • Often a willing participant • Responds occasionally initial thread and/or peer responses • Occasionally volunteers point of view 	<ul style="list-style-type: none"> • Rarely a willing participant • Rarely able to respond to initial thread questions • Rarely volunteers point of view • Only responds to peers threads 	<ul style="list-style-type: none"> • Never a willing participant • Never able to respond to questions • Never volunteers point of view
<i>Demonstration of professional attitude and demeanor</i>	<ul style="list-style-type: none"> • Always demonstrates commitment through thorough preparation • Always posts on time 	<ul style="list-style-type: none"> • Rarely unprepared • Occasionally posts on time 	<ul style="list-style-type: none"> • Often unprepared • Consistently late to respond 	<ul style="list-style-type: none"> • Rarely prepared • Always responds late or not at all

CLASS PARTICIPATION AND ATTENDANCE EXPECTATIONS: (10 points)

Attendance and Participation

Unprofessional Quality <i>2.5 Points</i>	Needs Improvement <i>5Points</i>	Acceptable Quality <i>10 Points</i>	Professional Quality <i>Points</i>	Your Score <i>0 Points</i>
Absent more than two times (results in withdrawal from class); absent 1-2 times; more than 3 tardies; sleeping and/or inattentive in class; obvious lack of participation in group activities.	Two absences or three tardies; frequently disengaged in group discussions, rarely asks questions or volunteers information	One absence or two tardies; Mostly attentive with some hesitation, occasionally asks questions or volunteers information	No absences or 1 tardy; attentive and participatory in group discussions, frequently asks questions or volunteers information	

It is expected that all students will read all assigned materials and professionally contribute/participate in class discussions. The instructor will not lecture from the assigned readings. The purpose of these readings is to assist the students in their process of becoming a teacher to discuss professionally the issues and areas of classroom management and instructional planning/implementation involved with general and special education. Distracting behaviors such as texting, talking and unrelated computer use during class are not acceptable and will reduce your participation grade.

Class attendance is required and an essential part of the course. Failing to attend, to be tardy, to leave early, and/or not participating in class discussions will affect your grade.

EVALUATION:

Mid-term Exam.....	20
Final Exam.....	25
Field Experience Documentation/Presentation...	20
Positive Behavior Support Project.....	20
Functional Behavior Assessment Project.....	20
Canvas Assignment Activities.....	20
Attendance/Class Participation (Blackboard).....	10
BB Discussion Board.....	10
Total Points.....	150 points

Undergraduate Grading Scale

A	92% and above
A-	90-91%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	72-70%
D+	67-69%
D	63-66
D-	60-62
F	61 and lower

