

 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>COURSE CHANGE REQUEST</b> <b>Undergraduate Programs</b>	UUPC Approval <u>3-28-22</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department Curriculum and Instruction College Education	
<b>Current Course Prefix and Number</b> EEX 4616	<b>Current Course Title</b> Classroom Management for Inclusive Ele	
<i>Syllabus must be attached for ANY changes to current course details. See <u>Template</u>. Please consult and list departments that may be affected by the changes; attach documentation.</i>		
<b>Change title to:</b>  <b>Change prefix</b> From: _____ To: _____ <b>Change course number</b> From: _____ To: _____ <b>Change credits*</b> From: _____ To: _____ <b>Change grading</b> From: _____ To: _____ <b>Change WAC/Gordon Rule status**</b> Add <input type="checkbox"/> Remove <input type="checkbox"/> <b>Change General Education Requirements***</b> Add <input type="checkbox"/> Remove <input type="checkbox"/> <small>*Review Provost Memorandum</small> <small>**WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See <u>WAC Guidelines</u>.</small> <small>***General Education criteria must be indicated in syllabus and approval attached to this form. See <u>GE Guidelines</u>.</small>	<b>Change description to:</b>    <b>Change prerequisites/minimum grades to:</b> Remove EDG 3323 Effective Teaching Practices I as a prerequisite.  <b>Change corequisites to:</b> EDG 3324 Effective Teaching Practices  <b>Change registration controls to:</b>  Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).	
<b>Effective Term/Year for Changes:</b> Spring 2023	<b>Terminate course? Effective Term/Year for Termination:</b>	
<b>Faculty Contact/Email/Phone</b> Dr. Charles Dukes/cdukes@fau.edu/x76588		
<b>Approved by</b> Department Chair <u>Charles Dukes</u> College Curriculum Chair <u>Yash</u> College Dean <u>[Signature]</u> UUPC Chair <u>Thyn Williams</u> Undergraduate Studies Dean <u>Dan Meeroff</u> UFS President _____ Provost _____	<b>Date</b> <u>3/18/2022</u> _____ 03/18/2022 _____ 03/23/2022 _____ 3-28-22 _____ 3-28-22 _____ _____ _____	

Email this form and syllabus to [mjenning@fau.edu](mailto:mjenning@fau.edu) seven business days before the UUPC meeting.



Department of Exceptional Student Education  
College of Education  
Florida Atlantic University  
Spring 2023

**Instructor:**

**Office:**

**E-mail:**

**Office Hours:**

**Class Day/Time:**

**COURSE NUMBER**      EEX 4616 001      **CRN :21390**

**COURSE TITLE**      Classroom Management for Inclusive Elementary Schools  
(3 CR)

**CREDITS**      3 cr

### **COVID 19 STATEMENT**

*Due to the surge in COVID-19 cases and the omicron variant, all students regardless of vaccination status are expected to wear masks while indoors in any FAU facilities, including classrooms and laboratories. Students experiencing flu-like symptoms (fever, cough, shortness of breath) or students who have come in contact with confirmed positive cases of COVID-19 should immediately contact FAU Student Health Services (561-297-3512). Symptomatic students will be asked to leave the classroom to support the safety and protection of the university community. For additional information visit [www.fau.edu/coronavirus](http://www.fau.edu/coronavirus). In classes with face-to-face components, quarantined students should notify me immediately as you will not be able to attend class. I will not be able to offer an online version of the class but will make reasonable efforts to assist students in making up the work.*

### **CATALOG 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.

### **COURSE CONNECTION TO CONCEPTUAL FRAMEWORK**

As a reflective decision-maker, the student will make informed decisions through the preparation of a classroom management plan from a given case study, will exhibit ethical behavior when discussing observations of behaviors from their prior school settings, and will provide evidence of being a capable professional with the successful completion of literature reviews and case studies.

### **REQUIRED TEXTBOOKS:**

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.

### **TECHNOLOGY**

**E-mail:** 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: <http://www.fau.edu/canvas/>

### **LiveText:**

Students in this course are required to have an active LiveText account to track mastery of programs skills, competencies and critical assignments and to meet program and College accreditation requirements. Information regarding obtaining an account is provided on the College of Education website, <https://www.fau.edu/education/students/livetext/>.

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### **GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES**

- 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**

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)

## **COURSE CONTENT**

- Principles of classroom management
- Principles of effective instructional practices that promote positive classroom behavior
- Refining class rules, procedures, and routines (Tier 1)
- Managing cooperative groups/Social Emotional Learning
- Positive Behavioral Supports and Interventions (school-wide and classroom wide)
- Defining a behavior problem
- Use of verbal and nonverbal strategies to minimize behavior problems
- Responding to challenging behavior for individual students

- Supporting and promoting appropriate behavior
- Function-based assessments
- Addressing Bullying
- Evidence-based Practices

## **COURSE REQUIREMENTS**

### **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:

- Narrative summary of the hypothetical case
- Rationale supporting or rejecting current classroom management strategies (connecting back to research/theories)  
 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,
  - Description of how you will teach rules and consequences,
  - Procedures for:
    - Entering/leaving classroom
    - 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)
- Reflection including:
 

Discuss how your thinking has changed from when you first read the case study to creating a revised classroom management plan 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 not be allowed to resubmit the Critical Assignment. The student will need to repeat the course and the Critical Assignment.

## **2. STUDENT CASE STUDIES:**

(2 @ 15 points each)

Students will be responsible for completing two hypothetical case studies based on text and lecture material. The cases will be provided to the student in class and will represent a broad array of student diversity. The student will respond to the scenarios presented in the case with a combination of effective and culturally appropriate solutions from the text, class 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. The general response format for responding to the cases is as follows:

- a. Assess the problem including identifying the function of the behavior.
- b. Formulate objectives of intervention.
- c. Plan an effective intervention.
- d. Implement the intervention (hypothetical- how might the student react?)
- e. Evaluate the results (hypothetical- what could have been done differently?)

## **3. IRIS Modules & Module Assessment Pages**

(6 @ 10 pts each)

IRIS Modules enhance content of the course and provide additional application opportunities. The Assessment page for each module will be completed and brought to class for discussion. 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. RESOURCE BINDER**

(6 @ 5 pts each)

For each section below, the student will add at least 1 forms of evidence to document effective strategies/research in that area. For each evidence provide, the student will provide a brief summary of why this evidence is being added to his/her binder. Refer to evidence summary form in appendix.

*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

#### **5. PRACTICAL APPLICATION ACTIVITIES**

(5 @ 5 points each)

Classroom management is much more effective when practiced before implementing in a real classroom. Using role play and discussion of student practicum experiences, in-class 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.*

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

As reflective decision-makers, FAU students choose to practice ethical behavior during class, in the university community, and while participating in field experiences. FAU students in teacher preparation programs are expected to demonstrate 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.

#### **TEACHING METHODS**

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.

<b>Assignment</b>	<b>Points</b>	<b>% Course Grade</b>
Case Study of Classroom Discipline (CA)	35	32%
Student Case Studies (2 @ 15 pts)	30	20%
Resource Binder (6 @ 5 pts)	30	10%
Application Activities (5 @ 5 pts)	25	10%
IRIS Modules & Assessment Page (6 @ 10 pts)	60	28%
<b>TOTAL</b>	<b>180</b>	<b>100%</b>

### **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**

To avoid learner confusion or disappointment, the following are assumptions and expectations for this course:

#### **UNIVERSITY 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: <http://www.fau.edu/academic/registrar/FAUcatalog/academics.php>

#### **OTHER POLICIES:**

1. The course carries **two (2)** 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. Assignments submitted late will be dropped 1 letter grade per day late.

### **STUDENTS WITH DISABILITIES**

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 [www.fau.edu/sas/](http://www.fau.edu/sas/).

### **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 <http://www.fau.edu/counseling/>

### **CODE OF ACADEMIC INTEGRITY**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic 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 no student enjoys an unfair advantage over any other. Academic 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. Harsh penalties are associated with academic dishonesty. For more information, see [http://www.fau.edu/regulations/chapter4/Reg\\_4.001\\_5-26-10\\_FINAL.pdf](http://www.fau.edu/regulations/chapter4/Reg_4.001_5-26-10_FINAL.pdf)

### **BIBLIOGRAPHY**

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- Jones, F. H. (2000). *Tools for teaching: discipline, instruction, motivation*. Santa Cruz, CA: Fredric H. Jones & Associates, Inc.
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- Larrivee, B. (2005). *Authentic classroom management: creating a learning community and building reflective practice*. (2<sup>nd</sup> Ed.). Boston: Allyn & Bacon.
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- 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.), Interventions for academic and behavior problems II: Preventive and remedial approaches (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 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.**

### *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 B  
COURSE SCHEDULE**

<i>SESSION</i>	<i>CLASS DATE</i>	<i>TOPICS</i>	<i>ASSIGNMENTS TO BE COMPLETED PRIOR TO CLASS</i>
<i>1</i>		Course Introduction/Expectation Maslow’s Hierarchy of Needs and More and Building a Classroom Community Rapport by understanding student needs Who are our students that may have behavior challenges? <i>In-class Practical Activity #1 “Needs”            Jigsaw</i>	Review Maslow’s hierarchy of needs and complete an activity that builds on a deeper connection to the needs of students (Belonging, competence, acknowledgement, etc.) Connect to the CASEL SEL Framework Read Who is a tough kid?  <i>In-class Practical Activity #1</i>
<i>2</i>		<b>Chapter 1</b> <b>Intro to Positive Behavior</b> <b>Interventions and Supports including</b> <b>School-Wide PBIS</b>	<b>Read Riffel &amp; Mitchener: Chapter 1 to prepare for class</b> <b>Read &amp; View Learning for Justice: Authentic</b> <b>Relationships</b> <a href="https://www.learningforjustice.org/professional-development/authentic-relationships">https://www.learningforjustice.org/professional-            development/authentic-relationships</a>
<i>3</i>		<b>Chapter 2</b> <b>Classroom Rules, Procedures, and</b> <b>Routines</b>  <i>Video connections to HLPs</i> <a href="https://highleveragepractices.org/701-2-4-2-2/">https://highleveragepractices.org/701-            2-4-2-2/</a>  <i>Video connections to HLPs</i> <a href="https://highleveragepractices.org/701-2-3/">https://highleveragepractices.org/701-            2-3/</a>	<b>Read Riffel &amp; Mitchener: Chapter 2 Increasing Structure</b> <b>and Predictability in the Classroom through Behavior</b> <b>Management to prepare for class</b> <b>Read High Leverage Practices in Special Education</b> <b>Social/Emotional/Behavioral Practices</b> <b>Read Learning for Justice: A New Set of Rules</b> <a href="https://www.learningforjustice.org/professional-development/a-new-set-of-rules">https://www.learningforjustice.org/professional-            development/a-new-set-of-rules</a> <b>Read Learning for Justice: Social Justice Standards</b> <a href="https://www.learningforjustice.org/sites/default/files/2019-06/TT-Social-Justice-Standards-June-2019_0.pdf">https://www.learningforjustice.org/sites/default/files/2019-            06/TT-Social-Justice-Standards-June-2019_0.pdf</a>

			<p><b>Resource Binders/Digital Library summary form:</b>  <i>Section I. Classroom Rules/Consequences should be uploaded to Canvas</i> (Remember the summary is written in the “discussion post space” &amp; a copy of the article should be attached to this module’s Discussion post)</p>
4		<p><b>Building a solid foundation in Classroom Management (Tier 1)</b></p> <p><i>In-class Practical Activity #2  Classroom Expectations or Rules &amp; procedures(see template)</i></p>	<p><b>Complete IRIS module</b>  Classroom Management (Part 1): Key Concepts and Foundational Practices  <a href="https://iris.peabody.vanderbilt.edu/module/beh1/">https://iris.peabody.vanderbilt.edu/module/beh1/</a>  Complete the Assessment page at the end of the module and bring to class for discussion</p> <p><b><i>In-class Practical Activity #2</i></b></p> <p><b>Resource Binders/Digital Library summary form:</b>  <i>Section II. Classroom Procedures and Routines should be uploaded to Canvas</i> (Remember the summary is written in the “discussion post space” &amp; a copy of the article should be attached to this module’s Discussion post)</p>
5		<p><b>Chapter 3  Academic &amp; Behavior Teaching Strategies as a Prevention Strategy</b></p> <p><b><i>Tough Kid Toolbox: FBA &amp; FBI</i></b></p>	<p><b><i>Read Riffel &amp; Mitchener Chapter 3 Which Came First: The Behavior or the Academic Struggle?</i></b></p> <p><b><i>Read The Tough Kid Tool Box Book Ch 8 Functional Behavior Assessments &amp; Behavior Intervention Plans pg 201-213, &amp; 226 (FBA form)</i></b></p> <p>Complete IRIS <b>Functional Behavior Assessment</b> Module prior to class  <a href="https://iris.peabody.vanderbilt.edu/module/fba/">https://iris.peabody.vanderbilt.edu/module/fba/</a>  Complete Assessment page of the module</p>

6		<p><b>Chapter 4 Targeted Group Interventions</b> Beginning Tier II interventions with groups of students</p> <p>Determining which students fall outside of Tier I and taking the next steps to Identify the function of behavior to designing an FBA</p>	<p><i>Read Riffel &amp; Mitchener Chapter 4 Which students need booster shots?</i></p> <p>Complete <b>Universal Design for Learning IRIS</b> Module prior to coming to class <a href="https://iris.peabody.vanderbilt.edu/module/udl/">https://iris.peabody.vanderbilt.edu/module/udl/</a> Complete the Assessment page at the end of the module and bring to class for discussion</p> <p><b>IRIS Case Study 1 (small group activity)</b></p>
7		<p><b>Chapter 5 General Interventions for Individual Students</b></p>	<p><i>Read Riffel &amp; Mitchener Chapter 5 What do you do with the students swinging from the chandeliers?</i></p> <p><b>Read</b> Educational Leadership article by Jung &amp; Smith Tear Down Your Behavior Chart</p> <p><b>Read</b> Tough Kid Toolbox Book Section 3 Self-Monitoring p 43-62</p> <p><b>Resource Binders/Digital Library summary form: Sections III. Transition Strategies</b> should be uploaded to Canvas should be uploaded to Canvas (Remember the summary is written in the “discussion post space” &amp; a copy of the article should be attached to this module’s Discussion post)</p>
8		<p><b>Chapter 6 Planning and Preventive Strategies and Chapter 7 Preferring Appropriate Behavior</b></p> <p><b>Tough Kids Toolbox: Tracking Procedures &amp; Self-Monitoring</b></p>	<p><i>Read Riffle &amp; Mitchener Chapter 6 Fail to Plan, Plan to Fail: What are your lines of defense and Chapter 7 How do you get students to prefer good behavior?</i></p> <p><b>Read</b> Tough Kid Toolbox Book Section Section 5 Tracking Procedures p 85-96</p>



		<p><b>In-class Practical Activity #3:</b> Rick Lavoie’s “When the Chips are Down Video” and handout</p>	<p><b>In-class Practical Activity #3 (View video and bring completed handout to class to discuss)</b></p> <p><b>Resource Binders/Digital Library summary form:</b>  <b>Section IV. Grouping Strategies</b> should be uploaded to Canvas should be uploaded to Canvas (Remember the summary is written in the “discussion post space” &amp; a copy of the article should be attached to this module’s Discussion post)</p>
9		<p><b>Chapter 8 Engaging &amp; Connecting to Students</b>  <b>CICO, Check &amp; Connect</b></p> <p><b>Tough Kids Toolbox: Note Home, General Intervention</b></p>	<p><i>Read Riffle &amp; Mitchener Chapter 8 How do you engage and connect with students?</i>  <i>Read Tough kid Toolbox Section 2 The Note Home Program, Section and Section 7 General Interventions</i></p> <p><i>View: Check &amp; Connect video &amp; complete handout to bring to class</i>  <a href="https://www.youtube.com/watch?v=iGIRd_8G_Oc">https://www.youtube.com/watch?v=iGIRd_8G_Oc</a></p> <p><i>IRIS Case Study 2 due (partner activity)</i></p>
10		<p><b>Chapter 9 Room Environment &amp; Chapter 10 Managing Classroom Transitions</b></p> <p><i>In-class Practical Activity #4 View video BER Making Inclusion More Successful: Practical Behavior Management Strategies for the Classroom K-6 and complete graphic organizer for class discussion</i></p>	<p><i>Read Riffle &amp; Mitchener Chapter 9 How do you “funk sway” in the classroom and Chapter 10 Why is change so hard?</i></p> <p><i>In-class Practical Activity #4 View videos and complete handouts for class</i></p> <p><b>Resource Binders/Digital Library summary form:</b>  <b>Section V. Verbal and Nonverbal Strategies</b> should be uploaded to Canvas (Remember the summary is written in the “discussion post space” &amp; a copy of the article should be attached to this module’s Discussion post)</p>

11		<p><b>Ch. 11 Altering the cycle and addressing disruptive and noncompliant behavior</b></p>	<p><i>Read Riffle &amp; Mitchener Chapter 11 How do we change the consequences?</i></p> <p><b>Complete the two IRIS modules and the module assessment pages for the following modules:</b></p> <p>(1) Addressing Disruptive and Noncompliant Behaviors (Part 1) at <a href="https://iris.peabody.vanderbilt.edu/module/bi1/">https://iris.peabody.vanderbilt.edu/module/bi1/</a> and Addressing Disruptive and Noncompliant Behaviors (Part 2) at <a href="https://iris.peabody.vanderbilt.edu/module/bi2/">https://iris.peabody.vanderbilt.edu/module/bi2/</a></p> <p><b>Resource Binders/Digital Library summary form: Section VI. Individual Behavior Strategies</b> should be uploaded to Canvas (Remember article gets uploaded to this module's Discussion post and the summary form unloaded to Assignments)</p>
12		<p><b>Ch. 12 Function-based Interventions</b></p> <p>Tough Kind Tool Box Mystery Reinforcers and Unique Reinforcers</p>	<p><i>Read Riffle &amp; Mitchener Chapter 12 What are Function-based Interventions?</i></p> <p><b>Read Tough Kid Tool Box Section 1 Mystery Motivators pp 5-22 and Section 6 Unique Reinforcers pp 123-150</b></p> <p><b>Complete IRIS Evidence Based Practices Module</b> and the assessment page prior to class</p> <p><a href="https://iris.peabody.vanderbilt.edu/module/ebp_01/#content">https://iris.peabody.vanderbilt.edu/module/ebp_01/#content</a> and complete Assessment page for class discussion</p>
13		<p><b>Ch 13. Tracking behavior and following through</b></p> <p><b>Tough Kids Toolbox: Responding to Individual Behaviors</b></p>	<p><i>Read Riffle &amp; Mitchener Chapter 13 How do I follow the navigational map?</i></p> <p><i>Critical Assignment Case Study due</i></p> <p><b><i>In-class Practical Activity #5</i></b></p>

		<p>Complete examples of then you would use each of these strategies in your classroom- resource binder</p> <p><i>In-class Practical Activity #5</i>  <i>Give 2/Take 2 -- List Tier 2 strategies that you have learned and can use in your classroom to support students in an attempt to guide them back into your Tier 1 Classroom community and management. Connect to the behaviors you may see a student exhibit when you may use them.</i></p>	
14		<p><b>Understanding Bullying and how to prevent it</b></p> <p><b>(Burden textbook pages will be provided by instructor in Canvas)</b></p>	<p><b>Read</b> <i>uploaded pages from Burden textbook</i></p> <p><b>Complete</b> <i>an online training and Webquest to understand what bullying is and how to prevent it.</i>  <a href="https://www.stopbullying.gov/resources/training-center/bullying-prevention-training-course">https://www.stopbullying.gov/resources/training-center/bullying-prevention-training-course</a></p>
15		<p><b>Presentation of Personal Library resources if not presented during the week assigned</b></p>	<p><i>Sharing of resources that you posted in the Discussions that is a must have for your colleagues if not shared throughout the semester</i></p>



**APPENDIX C**  
**Resource Binder Evidence Form**

Entry Title & Author (APA):

Type of Evidence/Journal: Indicate if the resource is from Research Journal OR Practitioner Journal or Alternative Practitioner Source (Blog)

Description/Summary of the Resource:

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

**APPENDIX D**  
**Scoring Rubric for Resource Binder**

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

<b>Binder Sections</b>	<b>5</b>	<b>3</b>	<b>1</b>	<b>0</b>
Classroom Rules/Consequences	At least 1 forms of evidence that document effective strategies/research in that area. Student provide evidence form for each evidence added to the corresponding section. Evidence form provided thorough connection to research and in depth reflection.	1 forms of evidence to document effective strategies/research in that area. Student provide evidence form for each evidence added to the corresponding section. Evidence form provided adequate connection to research and reflection.	1 form of evidence that documented effective strategy/research in that area. Student provide evidence form that made connection to research and completed reflection.	No evidence
Classroom Procedures and Routines	At least 1 forms of evidence that document effective strategies/research in that area. Student provide evidence form for each evidence added to the corresponding section. Evidence form provided thorough connection to research and in depth reflection.	1 forms of evidence to document effective strategies/research in that area. Student provide evidence form for each evidence added to the corresponding section. Evidence form provided adequate connection to research and reflection.	1 form of evidence that documented effective strategy/research in that area. Student provide evidence form that made connection to research and completed reflection.	No evidence
Transition Strategies	At least 1 forms of evidence that document effective strategies/research in that area. Student provide evidence form for each evidence added to the corresponding section. Evidence form provided thorough connection to research and in depth reflection.	1 forms of evidence to document effective strategies/research in that area. Student provide evidence form for each evidence added to the corresponding section. Evidence form provided adequate connection to research and reflection.	1 form of evidence that documented effective strategy/research in that area. Student provide evidence form that made connection to research and completed reflection.	No evidence
Grouping Strategies	At least 1 forms of evidence that document effective strategies/research in that area. Student provide evidence form for each evidence added to the corresponding section. Evidence form provided thorough connection to research and in depth reflection.	1 forms of evidence to document effective strategies/research in that area. Student provide evidence form for each evidence added to the corresponding section. Evidence form provided adequate connection to research and reflection.	1 form of evidence that documented effective strategy/research in that area. Student provide evidence form that made connection to research and completed reflection.	No evidence
Verbal and Nonverbal Strategies	At least 1 forms of evidence that document effective strategies/research in that area. Student provide evidence form for each evidence added to the corresponding section. Evidence form provided thorough connection to research and in depth reflection.	1 forms of evidence to document effective strategies/research in that area. Student provide evidence form for each evidence added to the corresponding section. Evidence form provided adequate connection to research and reflection.	1 form of evidence that documented effective strategy/research in that area. Student provide evidence form that made connection to research and completed reflection.	No evidence
Individual Behavior Strategies	At least 1 forms of evidence that document effective strategies/research in that area. Student provide evidence form for each evidence added to the corresponding section. Evidence form provided thorough connection to research and in depth reflection.	1 forms of evidence to document effective strategies/research in that area. Student provide evidence form for each evidence added to the corresponding section. Evidence form provided adequate connection to research and reflection.	1 form of evidence that documented effective strategy/research in that area. Student provide evidence form that made connection to research and completed reflection.	No evidence

**Scoring Rubric for Critical Assignment EEX 4616**

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Overall Rating / Points Earned: \_\_\_\_\_ / 35 %

Results of this Critical Assignment:    Exceeds Expectation    Meets Expectation    Does not Meet Expectation

Course Name: *Classroom Management for Inclusive Elementary Schools* Critical Assignment Title: *Hypothetical Case Study Analysis*

**Florida Educator Accomplished Practice:** FL-FAU-3Cs.2a Content Knowledge, Analysis of Knowledge- Students connects knowledge across topics, situations or disciplines; FL-FAU-FEAP-2013.A.2.a Organizes, allocates, and manages the resources of time, space, and attention; FL-FAU-FEAP-2013.A.2.b Manages individual and class behaviors through a well-planned management system;

**Description of Critical Assignment:** The student will complete a hypothetical case study report describing effective classroom management strategies to be used in an inclusive K-5 classroom.

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

	Group Contingencies (identify and define 2) (d). Reflection including: Thought process throughout this assignment and making thorough connections back to text/research	(identify and defined 1) (d). Reflection including: Some connections back to text/research	(identified but not defined) Group Contingencies (identified but not defined) (d). Reflection including: Minimal or no connections back to text/research		
<b>Mechanics</b>  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
<b>Presentation</b>  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:**