

Student Success	
All Students	All students will receive rigorous, high quality instruction, activities, assignments, dialogue, discussions, and assessments.
Some Students	Some students will be targeted for minor interventions, as course content may be challenging to them. In this case, students will be asked to schedule an office visit for individualized support.
Few Students	Few students will need additional interventions, as course content may be difficult for them. In this case, students will be mandated to schedule an office visit for intensive individualized support.

Dr. Bryant's Theory of Pedagogy (teaching)	
Behaviorism	<p>Behaviorism is a worldview that operates on a principle of "stimulus-response." All behavior is caused by external stimuli (operant condition). All behavior can be explained without the need to consider internal mental states or consciousness. Behaviorism is a worldview that assumes a learner is essentially passive, responding to environmental stimuli. The learner starts off as a clean slate (i.e. tabula rasa) and behavior is shaped through positive reinforcement increases the probability that the antecedent behavior will happen again. In contrast, punishment (both positive and negative) decreases the likelihood that the antecedent behavior will happen again. Positive indicates the application of a stimulus; Negative indicates the withholding of stimulus. Learning is therefore defined as a change in behavior in the learner. Lots of (early) behaviorist work was done with animals (e.g. Pavlov's dogs) and generalized to humans. Behaviorism precedes the cognitivist worldview. It rejects structuralism and is an extension of Logical Positivism.</p> <p><i>Theorist: John B. Watson, Ivan Pavlov, B.F. Skinner, E.L. Thorndike (connectionism), Bandura, Tolman (moving toward cognitivism)</i></p>
Constructivism	<p>Constructivism as a paradigm or worldview posits that learning is an active, constructive process. The learner is an information constructor. People actively construct or create their own subjective representation of objective reality. New information is linked to prior knowledge, thus mental representation are subjective. A reaction to didactic approaches such as behaviorism and programmed instruction, constructivism states that learning is an active, contextualized process of constructing knowledge rather than acquiring it. Knowledge is constructed based on personal experiences and hypothesis of the environment. Learners continuously test these hypotheses through social negotiation. Each person has a different interpretation and construction of knowledge process. The learner is not a blank slate (tabula rasa) but brings past experiences and cultural factors to a situation. Constructivism assumes that all knowledge is constructed from the learner's previous knowledge, regardless of how one is taught. Thus, even listening to a lecture involves active attempts to construct new knowledge.</p> <p><i>Theorist: Vygotsky, Piaget, Dewey, Vico, Rorty, Bruner</i></p>

Course Goals: Students will...

1. Foundations of Classroom Management and Positive Behavior Supports;
2. Creating a Proactive Learning Environment using Universal Level Supports and Interventions;
3. Using High Quality Instruction to Prevent Inappropriate Behavior;
4. Prevention through Cognitive and Social Monitoring;
5. Using Targeted Level Interventions and Supports;

Course Theoretical Concepts and Content Objectives: Students will:

1. To reduce prejudice.
2. To broaden perspectives.
3. To learn from the mistakes and successes of the past.
4. To become aware of the world interdependence.
5. To become aware of multiple causation. No event has happened for one reason.

Student Learning Outcomes/Course Outcomes: Students will be able to:

1. Recognize behavioral norms within the classroom setting.
2. Describe management skills as related to the classroom (the learner's development, differences, and environment).
3. Research and Give details regarding unique aspects of the classroom including special needs (other than SPED) and aggression (Bullying).
4. Research and Develop differentiated techniques and strategies to address student's academic and social-emotional behaviors and skill level.
5. Research and demonstrate an understanding of a variety of classroom management programs.

Course Portfolio Assessment

During this course you will demonstrate your knowledge by creating a student product portfolio. A student portfolio is a systematic collection of your work and related material(s) that depicts your activities, accomplishments, and achievements during this course. The collection should include evidence of your *reflection* and *self-evaluation*, guidelines for selecting the portfolio content, and criteria for judging the quality of your work (*see appendix*). The goal is to help you assemble portfolios that illustrate your talents, represent their writing capabilities, and tell your stories of school achievement.

You will develop a product portfolio, which will demonstrate your mastery of the learning task, the set of learning objectives, and contain only your best work. You will use your process portfolio to help you identify the learning goals, document your progress over time, and demonstrate your learning mastery. In general, I prefer to use process portfolios because they are ideal for documenting the stages that you will go through as you learn and progress.

Steps in the Portfolio Assessment Process – First, the following section will clearly identify the portfolio contents, which are samples of your work, reflections, teacher observations, and any conference records. Second, you will develop a calendar of procedures for keeping track of the portfolio contents and the grades of particular portfolio content. Third, you need to plan on participating in a portfolio conference, which is a formal or informal meeting, in which you review your work and discuss your progress. Because the conference encourages reflective teaching and learning, it is an essential part of the portfolio assessment process.

Advantages of Portfolio Assessment

- Promoting student self-evaluation, reflection, and critical thinking.
- Measuring performance based on genuine samples of student work.
- Providing flexibility in measuring how student accomplish their learning goals.
- Enabling teacher and student to share the responsibility for setting learning goals and for evaluating progress toward meeting those goals.
- Giving students the opportunity to have extensive input into the learning process.
- Facilitating cooperative learning activities, including peer evaluation and tutoring, cooperative learning groups, and peer conferencing.
- Providing a process for structuring learning in stages.
- Providing opportunities for students and teachers to discuss learning goals and the progress toward those goals in structured and unstructured conferences.
- Enabling measurement of multiple dimensions of student progress by including different types of data and materials.

List of Portfolio Content

**Each content activity must include a reflection (see appendix)

Whole Brain Notebook (100 points): The Whole Brain Notebook is based upon the research of hemispheric specialties. It aids the student with literacy, specifically vocabulary. It also allows use of multiple intelligences, as well as allows for the use of multiple learning channels; auditory, visual, and kinesthetic-tactile. In completing the hemispheric connector, please use the formula provided in the example.

Intro/Extro Activity (20 points): The Intro activity is a scavenger hunt of the syllabus. You will answer a number of questions about the syllabus. For the Extro activity, you will have to identify the Student Learning Outcomes (SLO) and state how you met each SLO. Each Outcome must be at least a paragraph in length and you can use any resources that were presented to you during the semester to identify how you met the SLO.

*TK20 – **Classroom Planning and Organization (25 points):** This assignment asks students to develop a comprehensive classroom organization and management plan that address the learner's environment. You are asked to think about and plan for the way you will set up the physical arrangement of your classroom; establish procedures and routines; and how you plan to address a variety of behavior management issues. This assignment also asks you to describe how you will take into account the learner's development and learner's differences. You must address the academic and social-emotional rationale for each aspect of your plan. See the appendix for more details.

Classroom Expectations (20 points): Create behavior expectations for your classroom. Create a behavior matrix. The matrix will include expected behaviors for each classroom area, playground, cafeteria, hallways, and classroom. Please make sure that this is in chart form. Make sure that the behaviors are observable, measurable, and teachable.

Social Skills Teaching Script (20 points): Evaluate five (5) commercial products, then develop and teach a social skills lesson to the class. Your product evaluation should consist of the name of the product, the manufacturer, where it can be found/purchased, how to use it, when to use it, and with whom to use it. Create a teaching script that instructs a student on how to perform pro-social or socially appropriate behaviors. This is where you will develop a lesson plan specifically to teach a particular behavior to students. Make copies of your evaluation and your teaching script to distribute to the class.

Behavior Management Program (20 points): In this section write a 2-4 page paper on your beliefs about how behavior should be shaped and reinforced in a school environment. Create a reinforcement system (reward system and activities) and explain your philosophy about reinforcement and reward. In addition, describe how will children be recognized for performing the expected behaviors, both academically and social-emotionally.

Parent/Peer Demonstration (25 points): Develop a PowerPoint© presentation for peers and parents introducing the foundations and details of your classroom management and the fundamental parts of the approach and program. You will need to develop a three-panel brochure to include the highlights of your presentation as well as additional resources, references, articles and support services in the state. You should have a maximum of 15 slides.

Literature Review Research Activity (50 points): Research ten (10) articles that are directly related to classroom or classroom/behavior management. Your articles must take into account aspects of *culture, age, gender, race, language, economic status, nationality and/or sexual orientation*. In addition, you must write a five (5) page paper, using conventional English writing styles. When documents are submitted, you need to ensure that they are in the format in which the instructor can read. For this course, that means *all word-process work will be in APA writing style ONLY*.

Earned	Learning Activity	Points
	Whole Brain Notebook	100
	Intro/Extro Activity	20
	Classroom Planning and Organization	25
	Classroom Expectations	20
	Social Skills Teaching Script	20
	Behavior Management Program	20
	Parent/Peer Demonstration	25
	Literature Review Research Activity	50
	Total	280

Grade Determination:

<u>GRADE</u>	<u>POINTS</u>
A.....	252-280 (90-100%)
B.....	224-251 (80-89%)
C.....	196-223 (70-79%)

Final Grade Computation: Points toward the final grade will be awarded accordingly: This is tentative and may be changed with prior notice.

****An Incomplete Grade is given ONLY under significant extenuating circumstances WITH supporting documentation and at the professor's discretion.**

Proficiency Measures

Objective	Assignment	INTASC	CEC
SLO 1	Whole Brain Notebook Classroom Expectations Behavior Management Program Classroom Planning & Organization	1, 2, 3	1, 2, 3, 4, 5, 6, 7
SLO 2	Classroom Planning & Organization Behavior Management Program	2, 3	2, 5, 7
SLO 3	Literature Review Research Activity Parent/Peer Demonstration Classroom Planning & Organization Classroom Expectations	1, 2, 3	3, 4, 5, 7
SLO 4	Social Skills Teaching Script Behavior Management Program	1, 2	5, 7
SLO 5	Literature Review Research Activity Parent/Peer Demonstration Behavior Management Program	1, 3	7, 9, 10

Tentative Course Schedule

Date	Content	Due
January 21	Introduction to the Course Introductions	Due: Intro Activity Organize Your Calendar Philosophy of Classroom Management
January 28	Intro to Behavior Management and PBIS Three-tier Model of Prevention and Nine Guiding Principles	Readings: Chapter 1
February 4	Theoretical Models	Readings: Chapter 2
February 11	Prevention through School-wide	Readings: Chapter 5 Due: Classroom Planning & Organization
February 18	Rules and Procedures	Readings: Chapter 6 Portfolio Conference
February 25	Scheduling, Organization and Climate of Classroom	Readings: Chapter 7 Due: Classroom Expectations
March 4	FBA – FBA & IDEA, Collecting Data, Types, Hypothesis, Competing Pathways	Readings: Chapter 3; pp 75-106 and pp 106-144
March 11	Social Skills	Readings: Chapter 9 Due: Behavior Management Program
March 18	**Spring Break**	No Class
March 25	Communicating with Parents	Readings: Chapter 8, Handouts
April 1	Social Skills Presentations	Readings: Chapter 9 Due: Social Skills Teaching Script
April 8	Positive and Negative Reinforcement	Readings: Chapter 10; pp 341- 356 <i>*see instructor for more details</i>
April 15	Helping Students with Special Needs	Readings: Chapter 11 Due: Parent/Peer Demonstration
April 22	Building Relationships; Our attitudes, Managing Teacher Stress; Encouragement	Readings: Chapter 12 Portfolio Conference
April 29	Portfolio's	Due: Extro Activity Due: Literature Review Due: Whole Brain Notebook
May 6	Finals Week	

Course Expectations

Instructional Activities	Respectful	Responsible	Professional (Safe)
General Class Routines and Procedures	<ul style="list-style-type: none"> • Arrive on time and remain for the entire class • Attend to current (assigned tasks) • Comply with email etiquette guidelines for the course 	<ul style="list-style-type: none"> • Bring necessary materials (lecture notes, text) • Complete assigned reading prior to class • Communicate with instructors about questions/concerns at the conclusion of class 	<ul style="list-style-type: none"> • Consult syllabus for class procedures, guidelines, and timelines • Provide instructors with advance notice of absences
Lectures	<ul style="list-style-type: none"> • Acknowledge others' opinions • Be attentive • Turn off cell phones • Use electronic technology for course related tasks only 	<ul style="list-style-type: none"> • Ask pertinent questions • Share relevant comments 	<ul style="list-style-type: none"> • Use person-first language • Accept diverse/different perspectives than your own
Group Activities	<ul style="list-style-type: none"> • Acknowledge others' opinions • Participate 	<ul style="list-style-type: none"> • Stay on task/finish on time • Contribute your fair share 	<ul style="list-style-type: none"> • Observe time limits for activities • Define roles and tasks to be accomplished • Work cooperatively
Assignments	<ul style="list-style-type: none"> • Keep communications courteous • Request assistance well in advance to due date • Follow procedures for turning in late work (refer to syllabus) 	<ul style="list-style-type: none"> • Read and follow directions • Allow adequate time to complete assignments • Turn in assignments on time • Follow procedures for turning in late work • Pick up scored work each week and review feedback 	<ul style="list-style-type: none"> • Do your own work • Review scoring rubric for requirements • Check work for spelling, grammar, clarity, and accuracy • Expand upon what you have learned – analyze and apply

**Borrowed from Martin & Copeland

COURSE POLICIES

Email Etiquette Guidelines:

1. Think three times; before you write, after you write, and before you send your message. Carefully compose all responses.
2. Always use correct grammar, spelling, punctuation, and paragraph structure. Careless spelling, grammar or punctuation conveys a poor impression on you. Use the spell check feature that accompanies your email program.
3. Do not capitalize whole words that are not titles. Capitalizing is generally interpreted as SHOUTING to your reader.
4. Get your most important points across quickly.
5. Use the descriptive subject line to identify the message content. Emails without a descriptive subject line may be deleted without reading.
6. Avoid flaming or the expression of extreme emotion or opinion in an email message. You will alienate your reader, possibly causing ill feelings. Remember email responses are permanent. To reduce email communication problems:
 - a. Resist the temptation to “fire off” a response.
 - b. Read the original message again. You may have misinterpreted the message.
 - c. Draft a response and let it cool off for a time before sending it.
 - d. Break the cycle of message and response. A telephone call or personal conversation can do wonders in resolving difficulties.

Use of Electronic Devices during Seminar:

Emailing, instant messaging or researching on the net are not relevant class related activities. Engaging in these activities is distracting to the instructor and peers.

Basic Assumptions: Several assumptions are made regarding the students in this class. The instructor assumes that as a student in this class you:

1. will respect an individual's diversity in the way in which you refer to people in class discussion and in written work. Please avoid phrases like “the handicapped.” or other statements that highlight the disability or diversity rather than the individual. Instead, speak and write in a way that puts “people first,” for example, “the student with a severe disability, the program for students with behavior disorders, students who are Hispanic”, etc. This small change emphasizes the humanity and individuality of the person and clarifies that the person's diversity is only one of many characteristics (and not necessarily the most important!) that people can possess.
2. are able and willing to edit written work according to rules of conventional English grammar and spelling. When in doubt, check a good, desk-version American English dictionary for both spelling and grammar rules. If in doubt, please see the writing tutors in the writing center.
3. will attend class regularly and will come to class prepared. “Prepared” means that you have read the readings sufficiently to verbally and in writing: (a) discuss definitions, ideas, notions, concepts, issues, and procedures from the readings; (b) relate this information to previous information presented in class, online or in previous readings; and (c) apply the information to problems. It will be your responsibility to ask the instructor questions when information from readings or class meetings is unclear.

4. will turn assignments in on time, and will prepare assignments in a professional manner (i.e., typed neatly and edited for spelling and grammar). Products which in the judgment of the instructor, are unreadable or unprofessionally prepared, will be returned ungraded or assigned a lower evaluation. Points may be deducted for late assignments. Late assignments will not be accepted without prior written approval from the instructor.
5. will be aware of and adhere to the University's polices on plagiarism. To plagiarize is "to steal and pass off as one's own the ideas or words of another" (Webster, 1967, p. 646), or to not acknowledge the author of an idea. If plagiarism is evident, the student will receive a "0" or "NP" on that activity AND may be given an "NP" grade for the course AND may be suspended or expelled from the university. See the Code of Student Conduct in the Time Schedule of Classes for these policies.
6. are aware that the assignment of INCOMPLETE OR "I" GRADES is discouraged and will be used only in cases of extreme emergencies where satisfactory progress has been demonstrated and a passing grade may be earned. Student must have completed at least two of the notebook sections (i.e. first assignment) and one half of the quizzes before the instructor will consider this option (barring extreme circumstances). Should an "I" grade be necessary, however, students should discuss this with the instructor at the time such circumstances exist to ensure that this grading option will be available. If approved, a written course completion agreement must be negotiated between the student and instructor. This agreement must be negotiated and in writing before the beginning of finals week.

COURSE EVALUATION METHODS

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course. Your grade in this course will be determined based on a point system. Each activity, assignment, and exam will be worth a specific number of points. It is advised that you keep track of your points throughout the semester so that you know your grade.

Professionalism, Punctuality, and Participation

Professionalism. Enhancing professionalism and ethical behavior is an underlying goal of all courses in UNT Dallas' Programs in Special Education, as well as a foundational topic of this course. Therefore, at all times, students are expected to conduct themselves in a highly responsible and respectful manner. In addition to those guidelines addressing student conduct established by the university and addressed in the undergraduate catalog and student notebook (e.g., cheating, plagiarism), professionalism includes the following:

- establishing and maintaining positive relationships an interactions with peers, colleagues, and instructors;
- attending respectfully to others who are sharing information (or asking questions) with the class;
- being flexible and understanding in response to unforeseen changes in the syllabus;
- maintaining attention and alertness, and refraining from engaging in any activity not directly related to this class during class hours;

- making only positive comments and gestures directed toward others in the class.

Note: please ensure that cell phones are turned off prior to entering the classroom, as phone calls during class time are disruptive to the instructional activities of the course.

The use of personal computers is encouraged for those students who prefer this medium for note taking. However, professionalism dictates that students use their computers for class-related activities only during class time.

All assignments, unless otherwise noted are expected to be completed individually. In addition, no work completed and turned in for this course should be turned in at a later time (without significant changes or additions) to fulfill requirements for other courses, or shared with other students for the purpose of completing course work in special education courses of this or other instructors.

Student Professional Dispositions: Professional dispositions refer to the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities can affect student learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. For example, they might include a belief that all students can learn a vision of high and challenging standards, or a commitment to a safe and supportive learning environment. Students will demonstrate professional dispositions by exhibiting the following professional behaviors:

1. Arriving to class at the designated class start time.
2. Preparing for class by reading the assigned materials.
3. Participating in class discussions in a variety of ways.
4. Turning in completed assignments on designated due dates.
5. Interacting in a professional manner (verbally and nonverbally) with other students and professor.
6. Taking responsibility for your professional learning.
7. Taking responsibility for contacting the professor via email or by phone prior to an absence and taking responsibility for getting class notes/material.
8. This is not an exhaustive list. Other professional behaviors may be taken into account by the professor when grading the student at the end of the semester.

Participation

You are expected to fully participate in all class activities, including lectures and discussion, demonstrations, role plays, presentation and discussions, small-group projects, collaborative learning activities, etc. Generally, it is expected that all students will make at least one contribution to the class discussion every class period.

UNIVERSITY POLICES AND PROCEDURES

STUDENTS WITH DISABILITIES (ADA COMPLIANCE): The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. For more information, you may visit the Office of Disability Accommodation/Student Development Office.

ASSIGNMENT POLICIES

- All assignments must be completed individually, unless stated otherwise by the instructor. The instructor reserves the right to request that a student redo an assignment that is not satisfactory.
- In such cases a response cost of up to 10% may be assessed. IF an assignment is accepted late, a 10% late cost will be assessed for submitting assignments late, unless the instructor has given prior approval and waived the 10% late cost.
- **No incompletes** will be given without documentation of extenuating circumstances.

****Use of Person-First Language:** You are expected to use "Person-First" language at all times when referring to individuals with a disability (e.g., "students with autism." or "a student with behavioral problems"). Please do not use labels like "Mentally Retarded student" or "Autistic kid" or "Emotionally Handicapped class" because of the associated negative connotations. This vocabulary will result in an automatic deduction of your assignment grade.

Written Assignments: All written assignments should follow APA format. Work must be typed, double-spaced and have a cover sheet that includes your name, date, and course number. Assignments must be stapled or bound. ALL assignments must be written in people-first language and have minimum errors in grammar to receive full credit.

EXAM POLICY: Make-up exams are NOT allowed unless prior permission was received. Such permission will be given at the discretion of the instructor. Make-ups are scheduled at the instructor's convenience and may contain different questions than the original exam.

BAD WEATHER POLICY: On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campus's main voicemail number 972.780.3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

ATTENDANCE AND PARTICIPATION POLICY: The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate

proficiency. Students are responsible for notifying the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.

Punctuality. Attendance and punctuality are salient indicators of one's personal commitment to professional behavior and learning. Despite challenges posed by highway gridlock and juggling personal schedules, all students are expected to attend every class meeting, and to arrive in class on time. In order for an absence or tardy to be considered excused, you must (in most cases) inform the instructor, in advance, of the reason for the expected absence.

Important: The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for you to make-up or to receive credit for missed classes.

For every two (2) class sessions missed your final grade for the course will be lowered one letter. Arriving late and leaving early is included in this policy so make the necessary adjustments to your schedule before the 2nd class meeting of this course. **Any student arriving 15 minutes late for class will not receive participation points for the day.**

DIVERSITY/TOLERANCE POLICY: Students are encouraged to contribute their perspectives and insights to class discussion. However, offensive and inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.

CHEATING AND PLAGIARISM POLICY: The UNT Code of Student Conduct and Discipline provides penalties for misconduct by students, including academic dishonesty. Academic dishonesty includes cheating and plagiarism. The term "cheating" includes, but is not limited to (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, carrying out other assignments; and (3) the acquisition, without permission, of tests or academic material belonging to a faculty or staff member of the university. The term "plagiarism" includes, but is not limited to, the use of the published or unpublished work of another person, by paraphrase or direct quotation, without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. If a student engages in academic dishonesty related to this class, the student will receive a failing grade on the test or assignment and a failing grade in the course. In addition, the case will be referred to the Dean of Students for appropriate disciplinary action.

COLLECTION OF STUDENT WORK SAMPLES POLICY: In order to monitor students' achievement and improve its instructional programs, the Department of Teacher Education collects random, anonymous student work samples to be analyzed by internal and external reviewers.

COMPREHENSIVE ARTS PROGRAM POLICY: The Elementary Education program area supports a comprehensive arts program to assist pre-service and in-service teachers to design and implement curricular and instructional activities, which infuse all areas of the arts (visual, music, theater, and movement) throughout the elementary and middle school curriculum.

JAGUARCONNECT MAIL: All students should activate and regularly check their JaguarConnect (e-mail) account. JaguarConnect is used for official communication from the University to students. Many important announcements for the University and College are sent to students via JaguarConnect Mail. For information about JaguarConnect Mail, including how to activate an account and how to have JaguarConnect Mail forwarded to another e-mail address, visit <http://jaguarconnect.unt.edu/>

ETHICAL BEHAVIOR AND CODE OF ETHICS: The Teacher Education & Administration Department expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators (Chapter 247 of the Texas Administrative Code www.sbec.state.tx.us) and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TEXES); and as also address in codes of ethics adopted by professionals in the education field such as the National Education Association (NEA) and the American Federation of Teachers (AFT).

NATIONAL COUNCIL FOR THE ACCREDITATION OF TEACHER EDUCATION (NCATE): UNT is an NCATE-accredited institution. The educator as an agent of engaged learning summarizes the conceptual framework of UNT's basic and advanced programs. The program of educator preparation at UNT is based on the following key concepts: (1) content and curricular knowledge, (2) knowledge of teaching and assessment, (3) promotion of equity for all learners, (4) encouragement of diversity, (5) professional communication, and (6) engaged professional learning.

TECHNOLOGY INTEGRATION POLICY: The Elementary Education program area supports technology integration to assist pre-service and in-service teachers to design and implement curricular and instruction activities, which infuse technology throughout the elementary and middle school curriculum.

APPENDIX

Portfolio Content Reflection Guidelines

It's Your Thing/Express Yourself – This reflection exercise gives you the opportunity to create your own version of your feelings toward the learning project. Examples could include a narrative, poetry, visual art (paintings, drawings, sculpture), music (rap is a rather popular choice for this exercise), individually created games or puzzles any form of creative outlet that gives you the chance to perform or explain how you are thinking about or thought about the assignment. This reflection must be some kind of individual work that you create. You must have a reflection for each specific content activity.

Portfolio Design

The requirements for your portfolio design are only limited by your creativity. Procedurally, you must include the following:

1. Must be housed in three-ring binder(s),
2. Must include an introduction to your portfolio,
3. Must include a Table of Contents,
4. Must include a comprehensive reflection regarding your portfolio process,
5. Must include all content, and
6. You may include a section of related materials that although are not an official part of the course, however played a role in your academic development during the course.

CHAPTER REVIEW ENTRY

The purpose of the Chapter Review:

- To encourage reflective practice and to critically consider your own learning;
- To integrate new ideas about how you understand how you learn and how others learn; and,
- To reflect on how this knowledge about behaviors influences how you and others may work in the field.

Chapter Reviews indicate to the professor that you:

- 1) Have read and understood the material;
- 2) Are able to compare and contrast the ideas of the multiple author's ideas;
- 3) Have reflected on class activities and their relationship to each reading; and,
- 4) Have reflected on your own assumptions and interpretations and are able to articulate how this may influence your teaching and learning.

ALL Chapter Reviews are done weekly and must be accompanied by a KWL...see the KWL form.

- There may be times where the chapter on the schedule does not correspond with the material presented in class. For these occasions, you will complete the review after class and on the materials covered on the class date.

Chapter Review

Name:	Chapter:
Most Important Concept or Idea:	Most Challenging Concept or Idea:
Concept or Idea I want to Discuss	Illustration/Sidebar/Graph most helpful to my Comprehension:

KWL Form – To be completed along with the Chapter Review

Topic: Search the syllabus, and type the topic of the week in this location		
K	W	L
What do you think you KNOW about the topic?	What do you WANT to know about the topic?	What did you LEARN about the topic?
With knowing the topic and possibly skimming over the chapter, answer the above question.	After stating what you think you know about the topic, share a few items on concerning what you want to know.	After class discussion and activities, in concert with your reading, share what you learned.

Whole Brain Notebook – Example

Chapter's Name: The American Law
Professional Language Vocabulary 1 of 14
Date: Dec 4, 2004

1. Vocabulary Concept or Term:

Social Justice

2. Definition:

Social Justice is based on the concept of human rights and equally among various social classes in a society.

3. Locate a visual graphic that represents the concept and it's definition (*see below*)



4. Evaluation: Describe how the visual graphic represents the vocabulary concept and it's definition:

The image symbolizes the binding of all cultures and ethnicities under a common cause; the folded hands represents harmony and equality and that every human has the right to equal and just treatment.

Literature Review Research

Criteria	Unsatisfactory	Acceptable	Advanced	Score
Title Page	Includes: 3 or fewer criteria	Includes: 4 out of 5 criteria	<ul style="list-style-type: none"> • Includes: • Page Header • Running Head • Title • Name • Institutional Affiliation 	
Literature Review	Includes: 1 or fewer criteria	Includes: 2 out of 3 criteria	<ul style="list-style-type: none"> • Includes: • 6 Paragraphs on what the author(s) did (e.g., purpose, how the study was conducted) • 2 Paragraphs on what was learned • Article attached 	
Analysis	Includes: 2 or fewer criteria	Includes: 3 out of 4 criteria	<ul style="list-style-type: none"> • Includes: • Compare and contrast of articles • Develop a matrix to illustrate key points • What question(s) were not addressed • What are the overall implications of the work? 	
Professional Application	Includes: Does not meet criteria	Includes: 1 out of 2 criteria	<ul style="list-style-type: none"> • Includes: • 4 Paragraphs of how you will apply what you learned to your current or future work • 1 Paragraph that serves as an overall conclusion 	
APA Writing Style for Literature Review and Professional Application	Includes: 5 or fewer criteria	Includes: 6 out of 8 criteria	<ul style="list-style-type: none"> • Includes: • APA (2011) writing conventions (this is not an exhaustive list) • Double-spaced • Punctuation • Paragraph Construction • Spelling • Active Voice • Parenthetical References • Use of “and” and “ampersand” • Direct Quotes (optional) • Level Three Headings 	
Reference Page	Includes: 6 or fewer criteria	Includes: 8 out of 10 criteria	<ul style="list-style-type: none"> • Includes: • “Reference” centered as a level 1 heading • APA (2011) writing conventions • Double-spaced • Hanging indent • Date • Article Title • Electronic Version • Volume Number • Page Numbers • Punctuation 	



Welcome to my class. Using the course syllabus, locate the following information to complete the Intro Activity!

1. What is your professor's name?
2. Where is your professor's office located?
3. List two ways you may contact your professor.
 - a.
 - b.
4. What are the course goals of this course?
5. What materials will you need to be successful in this course?
6. How will your final product be submitted?
7. What is the theory of pedagogy used in this course?
8. What are the essential theoretical concepts framing this course?
9. When citing resources, what writing styles **WILL** you use?

10. How will your final grade be determined in this course? (What are the assignments and how many points is each assignment worth)?

Assignments	Points

11. What is your professor’s opinion on cell phones and other electronic devices in the class?

12. Check any of the following items that are true concerning doing well in this class:

<input type="checkbox"/>	I must attend class every class session.
<input type="checkbox"/>	I can develop excuses for why MY work isn’t done.
<input type="checkbox"/>	I must complete all assignments on time and to MY best ability.
<input type="checkbox"/>	I have to study material with which I am not familiar.
<input type="checkbox"/>	I can spend class time texting and chatting on Facebook.
<input type="checkbox"/>	I must participate in class discussions.
<input type="checkbox"/>	I can doze off in class.
<input type="checkbox"/>	I should read all course material including the syllabus.
<input type="checkbox"/>	My professor is responsible for my learning.
<input type="checkbox"/>	I expect to be challenged; meaning this class should be different in every way from any other class I have already taken, including exposing me to a new way of learning.

13. Also, list two questions that you have about this course that are not answered on the syllabus.

a. _____

b. _____

Upon completion, please sign stating that you understand and agree to adhere to the document outlined.

Signature: _____ Date: _____

Extro Activity

Course Objective	Reflection and Rationale for how you achieved the course objective (Narrative, using "I" statements)
Recognized behavioral norms within the classroom setting.	I learned how to recognize behavior norms within the classroom setting by... (doing, reading, listening, performing, researching)
Describe management skills as related to the classroom (the learners' development, differences, and environment).	
Research and give details concerning unique aspects of the classroom including special needs (other than special education) and aggression (bullying).	
Research and develop differentiated techniques and strategies to address student's academic and social-emotional behaviors and skill level.	
Research and demonstrate an understanding of a variety of classroom management programs.	

CLASSROOM ORGANIZATION AND MANAGEMENT PLAN GUIDELINES

Assignment Overview:

The purpose of this assignment is to help you connect what you have learned about student development, differences, and environment in order to develop an effective plan for organizing and managing your classroom. Your plan should provide a framework for mediating student academic and social-emotional behaviors to create an environment in which all student can succeed. This assignment is your TK20 check-point 2 assignment for all students.

Directions:

Create a written plan of appropriate classroom organization and management techniques to ensure a safe and orderly learning environment. Your final product may contain a combination of descriptive prose, charts, lists, notes, and diagrams; and must address Section One (Standards I, II, and III) of the INSTASC Professional Standards. You will include the following components:

1. A map of your ideal classroom, with all key areas indicated; (e.g., academic centers, student desks, teacher's desk(s), overhead projector and careen, TV monitor(s), computer(s), door(s), windows, bookcases or supply cabinets, pencil sharpener, waste baskets, work areas, lap stations, safety equipment, and bulletin boards).
2. A written analysis of how this classroom organization supports a focus on student differences, establishes a productive learning environment, and demonstrates opportunities for appropriate academic and social-emotional development.
3. A written description of the routines and procedures that you intend to establish in your future classroom. Be sure to included procedures for the start and end of class, use of materials and equipment, collecting and returning student work, dealing with student absences and tardies, student participation, individual and group work, documenting absences and tardies, student participation, individual and group work, documenting disciplinary problems, and any other procedures that you feel appropriate.
4. A written analysis of how these routines and procedures will support a productive learning environment.
5. The behavior guidelines that you intend to establish in your future classroom.
6. A written analysis of how these guidelines will support a productive learning environment.

Requirements:

Your written plan should include the following component:

1. *Research and Theories:*
 - *Use aspects of learning theory or research to support the plan.*
 - *Explain how your plan supports your philosophy of behavior.*
2. *Elements of the Plan:*
 - *Describe strategies to build an environment where all learners demonstrate respect, responsibility, and safety.*
 - *Indicate methods provided to support learner's differences and diverse groups.*
 - *List developmental rules, consequences, routines, transitions and procedures that build academic and social-emotional competence.*
 - *Provide a diagram and description of your ideal classroom.*

3. *Roles:*

- *Describe the roles of the teacher, teacher aid(s), and students.*
- *Tell how you will communicate with and involve parents, caregivers, and/or guardians.*

4. *Writing Mechanics:*

- *The plan is clearly written using correct spelling, grammar, punctuation and usage – APA.*

*****While the classroom map may be hand-drawn, please use a word processing program for the rest of this assignment and organize it in a narrative form.***

CLASSROOM ORGANIZATION AND MANAGEMENT PLAN RUBRIC

Description of Scores

5	4	3	2	1
Exemplary	Proficient	Basic	Progressing	Underdeveloped
It is a rare candidate who scores at this level. The assignment contains all of the required elements and is of the highest quality.	This is the level expected upon completion of the course. The assignment contains all of the elements in a final, well-developed paper.	This is the level at which most students present. The basic elements of the assignment are there but the assignment needs development and depth.	The assignment is developing but not yet at a level that could be considered basic.	Multiple parts of the assignment are missing or incomplete.

If you score a 1 or 2 on any of the line items, you will be required to resubmit that particular aspect of the assignment.

I. General Requirements: Professional Presentation

1. Plan is well organized and comprehensive in scope.
2. Plan includes the following: rules, consequences, routines, transitions, and procedures; a diagram and description of an ideal classroom.
3. Writing is clear and free from errors in spelling, punctuation, grammar and usage.
4. Address INTASC Professional Teaching Standards I, II, & III.

II. Reflective: Organization and Management Plan

5. Includes application of learning theories and related research to support choices.
6. Illustrates [understanding] of student, teacher, and parental roles and responsibilities in creating and maintaining a successful plan.

III. Innovative: Organization and Management Plan

7. Illustrates attempts to strategically interpret and apply learning theories and research to classroom organization and management.
8. Illustrates attempts to adapt approaches to classroom organization and management in appropriate ways.
9. Demonstrates growing understanding of how to solve organization and management problems using a variety of approaches.

IV. Diversity: Organization and Management Plan

10. Accommodates needs of diverse populations.
 11. Describes strategies for building a community of learners.
- Addresses how teacher candidate will communicate with and involve parents from diverse populations.

*Criteria 1-12 are scored on a scale of 1 to 5.

Borrowed and Adapted from Wayne State University, College of Education

Practicum Requirements: Behavior and Classroom Management

During your 20 hours of observations you will document your experience in a portfolio. To complete the portfolio, you will need to do the following tasks and create the documents described below. Please keep all parts of the portfolio as part of your course portfolio.

1. Keep a journal where you write down observations and reflections and take notes that will enable you to complete the other items described below. **The journal is part of your 20 yours – you will need ta minimum of 10 entries.** Self-evaluation and reflective practice is a way of studying your own experiences to improve your own work. Throughout your observation experience you will maintain a self-evaluation /reflective practice journal. After each observation, you will evaluate and reflect upon your experience. Finally, as a part of being a reflective practitioner, you will use Gibb's (1988) reflective cycle to address the following questions:
 - a. Description – What happened?
 - b. Feelings – What did you think and feel about it?
 - c. Evaluation – What were the positives and negatives?
 - d. Analysis – What sense can you make of it?
 - e. Conclusion – What else could have been done?
 - f. Action Plan – What would you expect to see next time?
2. Keep a log showing the days and times you were in your practicum and for each day briefly describe what you did. This description should include mention of any specific activities you were involved in that meets practicum requirements described below.
3. Interview your cooperating teacher to obtain the following information. The answers to these questions should then be included in the portfolio in a final, typed version:
 - a. Obtain a demographic profile of the students in your class.
 - b. Ask about school building or district definitions of gifted and talented identification and assessment procedures, and delivery models used in the school building or district.
 - c. What ESL/bilingual programs or opportunities are available in the school building or district? How are referrals made?
 - d. What training is provided to staff for:
 - i. Diversity;
 - ii. Conflict resolution for disputes between students.
 - e. What policies and procedures are in place to deal with discipline within the school?
 - f. What are the policies and resources for crisis prevention; how is a referral done; to whom is the situation referred?
 - g. What policies and procedures are in place for student to deal with disputes with other students and staff?

[Obtain copies of policies and procedures if you can. If not, please put it in written form in your portfolio.]

4. During classroom observations, look for and document the following:
 - a. Give a brief description of how the teacher has created a safe and valuing classroom environment (seating, class meetings, conflict resolution, etc.)
 - b. Describe the daily routine and how it is managed. List classroom materials that are on hand and how they relate to the development of student differences.
 - c. List use of different groupings used in the classroom and the activity for which they are used.
 - d. Described how the teacher modifies the learning environment to manage behaviors and students' development.
5. List the behavioral techniques used and collect data on the frequency the teacher uses them to increase positive behavior and reduce negative behaviors. Provide in graph form.
6. Describe one instance of a group problem solving technique used in the classroom; describe one instance of a 1-to-1 student problem solving technique used.
7. Go over a unit plan and several lesson plans with your cooperating teachers. Write a brief outline of the unit. How were the objectives developed? What materials are needed? What modifications were given for the diverse, at-risk or IEP student?
8. How does your mentor teacher address self-advocacy and social skills? List the techniques and curriculum used.
9. Interview your cooperating teacher about behavior techniques used with a specific student. What strategies are used to maintain the student in the least restrictive environment? Evaluate the effectiveness of these strategies. List any modification the teacher has made to the learning environment to accommodate the student.