|  |  |
| --- | --- |
| cid:C25C98F7-C5D4-409A-A529-48AEEE1326BF | **Department of Exceptional Student Education**  **College of Education**  **Florida Atlantic University** |

**Instructor:** **Office**:

**Phone:** **E-mail**:

**Office Hours**: **Class Day/Time:**

Course Number EEX 4616

**Course Title** **Classroom Management for Inclusive Elementary Schools**

**(2 CR)**

CREDITS 2 cr CRN:

**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.

**PREREQUISITE:**  EDG 3323

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. (2010). *The Tough Kid Toolbox*. (2nd 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, <http://coe.fau.edu/livetext>.

Guidelines Used in Developing Course Objectives

* CEC International Standards for Preparation and Certification of Special

Education Teachers (CEC)

* 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)

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)

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)

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)

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)

7. Identify and solve problems employing concrete strategies for dealing with chronic problems. (FEAP a.2.b, ESOL D1:S1.1.a)

Course Content

* Principles of classroom management
* Refining class rules, procedures, and routines
* Managing cooperative groups
* 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

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:

1. Narrative summary of the hypothetical case
2. Rationale supporting or rejecting current classroom management strategies (connecting back to research/theories)
3. Revised Classroom Management Plan 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)

1. 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.

*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:

1. Assess the problem including identifying the function of the behavior.
2. Formulate objectives of intervention.
3. Plan an effective intervention.
4. Implement the intervention (hypothetical- how might the student react?)
5. Evaluate the results (hypothetical- what could have been done differently?)
6. **Resource Binder**

(18 points)

For each section below, the student will add at least 2 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

**4. 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.

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Points** | **% Course Grade** |
| Case Study of Classroom Discipline (CA) | 35 | 32% |
| Student Case Studies (2 @ 15 pts) | 30 | 28% |
| Resource Binder | 18 | 17% |
| Application Activities (5 @ 5 pts) | 25 | 23% |
| **TOTAL** | 108 | 100% |

**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 (ADA) and FAU policy, students with disabilities who require special accommodations to properly execute course work must register with Student Accessibility Services (SAS) and provide the instructor of this course with a letter from SAS which indicates the reasonable accommodations that would be appropriate for this course. SAS offices are located on Boca, Davie and Jupiter campuses. Information regarding SAS services and locations can be found on the FAU website. http://fau.edu/sas/.

**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>

**BIBLIOGRAPHY**

Canter, L. & Canter, M. (1992). *Assertive discipline: positive behavior management for today’s classroom*. Santa Monica, CA: Lee Canter and Associates.

Evertson, C. M., Emmer, E. T. & Worsham, M.E. (2006). *Classroom management for elementary teachers (7th Ed.)*. Boston, MA: Pearson/ Allyn and Bacon.

Jones, F. H. (2000). *Tools for teaching: discipline, instruction, motivation*. Santa Cruz,

CA: Fredric H. Jones & Associates, Inc.

Kyle, P. B., & Rogien, L. R. (2004). *Opportunities and options in classroom management*.

Boston: Allyn & Bacon.

Larrivee, B. (2005). *Authentic classroom management: creating a learning community*

*and building reflective practice. (2nd Ed.).* Boston: Allyn & Bacon.

Long, J.D., & William, R. L. (2005). *Making it till Friday: Your guide to effective*

*classroom management (5th Ed.)*. Hightown, N.J.: Princeton Book Co.

MacKenzie, R. J., & Atanzione, M.A. (2010*). Setting limits in the classroom: A Complete*

*Guide to Effective Classroom Management with a School-wide Discipline Plan. (3rd 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. (2nd 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 (6th 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

1. ***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)***

* 1. 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**

|  |  |  |  |
| --- | --- | --- | --- |
| ***SESSION*** | ***DATE*** | ***TOPICS*** | ***ASSIGNMENTS*** |
| ***1*** |  | **Chapter 1**  **Intro to Positive Behavior Interventions and Supports including School-Wide PBIS and Bullying** | *In-class Practical Activity* |
| ***2*** |  | **Chapter 2**  **Classroom Rules, Procedures, Routines** | *In-class Practical Activity* |
| ***3*** |  | **Chapter 3**  **Academic & Behavior Teaching Strategies as a Prevention Strategy** | *In-class Practical Activity* |
| ***4*** |  | **Chapter 4**  **Targeted Group Interventions** |  |
| ***5*** |  | **Chapter 5**  **General Interventions for Individual Students** |  |
| ***6*** |  | **Chapter 6**  **Planning and Preventive Strategies** | *Case Study 1 due* |
| ***7*** |  | **Chapter 7**  **Behavior Rating Sheets** |  |
| ***8*** |  | **Chapter 10**  **Managing Classroom Transitions** |  |
| ***9*** |  | **Tough Kids Toolbox: Responding to Individual Behaviors**  Identifying the function of behavior to designing an FBA  Mystery Motivators  Behavior contracts  Tracking procedures | *CA due* |
| ***10*** |  | **Tough Kids Toolbox: Responding to Individual Behaviors**  Tracking procedures  Unique Reinforcers  Reinforcement menu  Chart moves | *In-class Practical Activity* |
| ***11*** |  | **Tough Kids Toolbox: Responding to Individual Behaviors**  Unique Reinforcers  Spinners  Lottery tickets  Yes/no program | *Case Study 2 due* |
| ***12*** |  | **Tough Kids Toolbox: Responding to Individual Behaviors**  Complete examples of then you would use each of these strategies in your classroom- resource binder | *In-class Practical Activity* |
| ***13*** |  | **Presentation of Resource Binders** | *Resource Binders due* |

APPENDIX C

Resource Binder Evidence Form

Entry Title:

Type of Evidence:

Description:

Connection to Research: How do you know this is a research based strategy or support?

Reflection: How could you apply this in your field placement classroom and how could you apply this in your own classroom?

**APPENDIX D**

**Scoring Rubric for Resource Binder**

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Binder Sections** | **3** | **2** | **1** | **0** |
| Classroom Rules/  Consequences | At least 2 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. | 2 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 2 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. | 2 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 2 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. | 2 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 2 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. | 2 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 2 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. | 2 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 2 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. | 2 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 |

**APPENDIX E**

**Scoring Rubric for Critical Assignment EEX 4616**

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

**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:** EAP (a) 2.b ; (a) 2.a

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Components of the Assignment** | **Exceeds Expectations**  **90-100%** | **Meets Expectations**  **89-73%** | **Does Not Meet Expectations**  **<73%** |
| Content  Value = 75% | 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  Grouping Strategies (identify and define 2)  Group Contingencies (identify and define 2)  (d). Reflection including:  Thought process throughout this assignment and making thorough connections back to text/research. | 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,  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  Grouping Strategies (identify and defined 1)  Group Contingencies (identify and defined 1)  (d). Reflection including:  Some connections back to text/research | Hypothetical Case Study does not include all of the elements specified |
| Mechanics  Value = 10% | Correct grammar, punctuation, and person-first language is **consistently** applied. | Correct grammar, punctuation, and person-first language is **mostly** used. | Correct grammar, punctuation, and person-first language is **inconsistently** applied. |
| Presentation  Value = 15% | * 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 is not typed, or * does not typify professional presentation |