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Office Hours: Monday 10-12  Wednesday 10-12  Also by Appointment

Course Description: This course focuses on models and methods for supporting students whose behavior interferes with their learning or the learning of others. Emphasis will be placed on contemporary preventative classroom management systems especially Response to Intervention and Positive Behavioral Supports. The influence of teacher behaviors and individual student diversity characteristics will also be explored as well as the requirements of the No Child Left Behind (NCLB) and Individuals with Disabilities Education Act (IDEA).

Required Text:

Additional Required Material:
http://www.maine.gov/education/speced/rules/07regs.rtf
For Canadian students a copy of your Provence Behaviour Guidelines

Supplemental Material:
Key Journals:
Behavioral Disorders
Education and Training in Mental Retardation and Developmental Disabilities
Exceptional Children
Learning Disabilities Research and Practice
Teaching Exceptional Children
The Gifted Child Quarterly

Websites:
/www.ed.gov/parents/needs/speced/resources.html
www.cec.sped.org
www.state.me.us
http://iris.peabody.vanderbilt.edu
www.umpi.maine.edu -- go to special education concentration
See text chapters for many good web addresses.
Course Objectives:
The curriculum and objectives of this course are structured to promote and advance the Teacher Education Conceptual Framework (CF) and the competencies articulated in the 10 Maine Teacher Standards (TS). Descriptions of the Conceptual Framework and the 10 Maine Teacher Standards are located in the University of Maine at Presque Isle Teacher Education Handbook.

In this course students will:
- Discuss contemporary influences on student and teacher behavior. (CF Knowledge, Instructional Strategies, Diversity, Dispositions, Reflection; TS 1,3,6,7,10)
- Identify individual values and experiences as an influence on personal behavior characteristics and reaction to the behavior of others. (CF Knowledge, Diversity, Dispositions, Reflection; TS 1,3,6,7,9)
- Identify causes of discipline problems in the classroom. (CF Knowledge, Instructional Strategies, Diversity, Dispositions, Reflection; TS 1,3,6,7,8)
- Characterize the basic principles and components of the four traditional models of human behavior (psychodynamic, biobehavioral, environmental, and behavioral). (CF Knowledge, Instructional Strategies; TS 1,3,6)
- Describe and evaluate contemporary approaches to classroom management and discipline. (CF Knowledge, Instructional Strategies, Diversity, Dispositions, Reflection; TS 1,3,4,5,6,8,9)
- Identify ethical issues regarding the use of various behavior management strategies. (CF Knowledge, Diversity; TS 1,3,8,9)
- Identify and implement strategies for increasing desirable behaviors and decreasing undesirable behaviors. (CF Knowledge, Instructional Strategies, Diversity; TS 1,3,4,5,6,7,8)
- Describe methods for working positively with families, support personnel, and community members. (CF Knowledge, Instructional Strategies, Diversity, Dispositions; TS 1,3,7,10)
- Describe the Individual Education Plan (IEP) as it relates to designing positive behavior supports. (CF Knowledge, Instructional Strategies, Diversity; TS 1,4,5,8,9)
- Understand and be able to conduct a Functional Behavioral Assessment (FBA) and Behavior Intervention Plan (BIP). (CF Knowledge, Instructional Strategies, Diversity, Reflection; TS 1,3,4,5,8,9)
- Describe the behavioral and disciplinary requirements of NCLB and IDEA. (CF Knowledge, Instructional Strategies, Diversity; TS 1,4,9)
- Describe strategies for preventing and managing student violence and bullying. (CF Knowledge, Instructional Strategies, Diversity, Dispositions; TS 1,3,4,5,6,8)
- Participate in a Cooperative Problem Solving Team to address a student behavior problem using the methods presented in class. (CF Knowledge, Instructional Strategies, Diversity, Dispositions, Reflection; TS 1,3,4,5,6,10)
- Articulate and reflect upon your personal theory for guiding positive student behavior and addressing behavior problems. (CF Knowledge, Instructional Strategies, Diversity, Dispositions, Reflection; TS 1,3,7,9,10)
- Construct a personal philosophy of classroom discipline/management. (CF Knowledge, Instructional Strategies, Diversity, Dispositions, Reflection; TS 1,3,4,7,8)
University of Maine at Presque Isle Teacher Education Conceptual Framework

Maine Teaching Standards

1. Demonstrate knowledge of the central concepts, tools of inquiry, and structures of the discipline(s) s/he teaches and can create learning experiences that make these aspects of subject matter meaningful to students.

2. Demonstrate the ability to integrate the concepts, tools of inquiry, and structures among the disciplines.

3. Demonstrate knowledge of the diverse ways in which students learn and develop by providing learning opportunities that support their intellectual, physical, emotional, and social development.

4. Plan instruction based upon knowledge of subject matter, students, and curriculum goals.

5. Understand and use a variety of instructional strategies and appropriate technologies.

6. Create and maintain a classroom environment which supports and encourages learning.

7. Demonstrate the ability to support students’ learning and well-being by engaging students, home, school, colleagues, and community.

8. Understand and use a variety of formal and informal assessment strategies to evaluate and support the development of the learner.

9. Demonstrate an awareness of and commitment to ethical and legal responsibilities of a teacher.

10. Demonstrate a strong professional ethic and a desire to contribute to the education profession.
Course Requirements

Binder: Your University of Maine at Presque Isle Teacher Education Binder requires a section regarding your education philosophy. The material covered in this course will partially satisfy components of that requirement. As part of this course you are encouraged to create a folder which would include the following:

- State of Maine or Provence rules pertaining to Behavior.
- Reflective Journals: Each student will be responsible for the establishment of a reflective journal. The reflective journal will be used by the student to record questions, thoughts, and concerns regarding student school behavior management.
- Classroom Observations
- Book Essays
- Article Reviews
- Personal system of classroom discipline/management.

Cohort: Each course participant will be assigned to a cohort group by session 2. The purpose of this activity is to provide participants with an opportunity to: 1) develop a network of peers for problem solving, analyzing cases or articles; 2) participate in cooperative learning experiences: and 3) develop professional communication skills. The premise of the cohort experience is that you bring with you a variety of background and experiences and that you are competent to assist one another in acquiring new knowledge and skills.

- Your cohort group must work together to achieve the group goal that cannot be mastered unless each individual in the group performs their individual task.
- Each cohort member will be held accountable for learning the required content.
- Cohort members must work together to make sure that all have mastered the assigned content.
- Each individual in the group must have differentiated tasks whose successful performance is critical to achieving group goals.
- Cohort experiences do not imply devaluation of individual contribution or lack of individual accountability.
- The intent is for you to discuss issues, engage in group problem solving, help one another understand the material, reflect, share, and modify ideas.

University Day Presentation Activity

Each cohort will be responsible for a 1 hour presentation at University day on April 11. As a professional educator you will expected to demonstrate knowledge of the diverse ways in which students develop and learn (Teacher Standard 3) and demonstrate a strong professional ethic and a desire to contribute to the education profession (Teacher Standard 10). This exercise will provide you with an opportunity to develop skills in topical research and collegial collaboration in problem solving. This is a major course activity. You cohort will be expected to work together in the a) development of a formal proposal for the presentation b) research the topic c) formulate a professional presentation using technology d) conduct a professional presentation at University Day. Topics include to be presented:

- Response to Intervention
- Positive Behavior Interventions
- Bullying in Schools: causes and preventative strategies
- Asperger’s: Behavior implications for the classroom
- ADD/ADHD: I can’t or I won’t, what is a teacher to do?
- How does a teacher’s behavior influence student actions?
- Behavior supports at the secondary level
Cohort Check in: February 8: Outline of Proposal including tasks needed to be done with individual cohort member assignments.

Cohort Check in: March 19, April 9. Findings of the Cohort, areas of challenge, list of activities and individual assignments needing to be done leading to the April 11 presentation. Written outline to Breton.

**Book Review**

During your schooling you have all experienced a student with significant behavioral challenges. You might have even been one of those students. The purpose of the exercise is to have you experience the nature of the challenges of the main character and to reflect emotionally on the effects of the problem has in their life and lives of others. This will give you a better understanding of the ‘why’s’ some students behave as they do. The books suggested are about children with behavioral or mental health challenges some of which you might encounter in your teaching career. Each member of your cohort will select a different book from the list provided (or any other book approved by the instructor) and develop a reflective expository essay describing the impact of the protagonist upon you as a future teacher. Within the essay discuss among other issues the individual’s behavior challenges, reaction of others relative to that behavior, strategies employed to modify the behavior, and insights you gained regarding the individual. Do not wait till the last minute to obtain your book.

**Suggested books found in Blackboard under course materials**

**Book Essay Scoring Rubric:** Total 400 Points for each Book Essay

- **50 Pts** Description of the Individual’s behavior challenge
- **75 Pts** Impact of the individual’s behavior upon others
- **75 Pts.** Strategies employed to modify the behavior
- **200 Pts** Impact and insights gained as a result of reading the book

400 Total

**Article Reviews**

Select and critique two (2) recent journal articles on classroom management strategies or approaches on teaching a student with behavior challenges. At the end of each chapter of the text the author lists journals and websites. Journals may be found in the UMPI library by linking on to e-journals. Articles may also be found by doing a Google search using ‘classroom behavior management strategies’ as key words. Cohort members may not select the same article(s) for review. The review should be no more than 5 pages.

Article 1 review due on March 19 Article 2 review due on April 27

These are the due dates. You may submit your review at any time. It is suggested that you do not wait until the last minute. Other courses may have requirements on these dates.
Article Review Scoring Rubric: Total 300 Points for each Article

25 Pts. Citation of article in APA format at head of your review.
75 Pts. Brief summary of the article in your own words.
200 Pts. Your reaction to the article. (Place emphasis here)
   a. What is important or interesting about the article?
   b. How does it relate to student behavior?
   c. What surprised or was new to you?
   d. What is it about the strategy do you agree or disagree?
   e. What is the relevance in your managing student behavior?

Classroom Observation:
Observing is the process of studying classroom activities to determine teaching strategies and student responsiveness. Through observation you will gain a familiarity with classroom organization and established rules and procedures which will give you insight into classroom functioning and help you establish your own personal behavior management style.

For this exercise you will be expected to make an arrangement to visit and observe two classes of your choosing. This may be done in conjunction with requirements of another course or as part of your SIFE requirement.

As you observe you must remember that you are a guest in the classroom. You must adhere to the Code of Conduct outlined in the Teacher Education Handbook. The purpose of the observations is not to critically evaluate the host teacher, but to identify effective strategies and techniques employed by that teacher.

What to look for:
1. Note the classroom organization, procedures and student characteristics
2. Observe how the lesson was organized.
3. Look to see how the teacher keeps the students focused during a lesson using appropriate feedback.
4. Key in on the words or actions used by the teacher to reinforce appropriate behavior and redirect inappropriate behavior.
5. Identify any modifications or accommodations for diverse needs of individual students
6. Pay particular attention to any preventative strategies.
7. Watch the teacher’s movement and how he/she circulates around the class.
8. Observe how the teacher responds to questions.
9. Observe the attentiveness of the students and determine how the teacher solicits participation of all students.
10. Note methods to motivate students and keep them focused on the instructional activity.

Observation 1 due February 27
Observation 2 due March 31
Class Observation Scoring Rubric: Total 300 Points for each observation

- 50 Pts Concrete description of the environment
- 50 Pts Description of student behaviors
- 100 Pts. Strategies employed by the teacher to manage behaviors
- 100 Pts Impact and insights gained as a result of the observation
- 300 Pts.

Classroom Observation Template found in Blackboard under course materials

**Personal System of Classroom Discipline**

The major trust of this course is to encourage and help you to develop a personal system of classroom discipline, one that meets the needs of your future students and is also compatible to your personality and work style. In this course you will gain knowledge, reflect upon your beliefs, and you will meet challenges and learn from them. You will be required to reconcile the “ideal” with the “real” approaches to discipline. As a result of these experiences your beliefs will change and “grow” over time. Hopefully you will continue to seek ways to advocate for your beliefs, based on theory and practice, in order to best support the needs, talents, and interests of the students you serve. Developing an initial *Personal System of Discipline* will be a good foundation as you continue to learn and teach.

You will be introduced to many systems of discipline and behavior management in this course and any of them can be a model for working productively with students. However, none of the models alone will likely address all of your particular needs. Students differ from place to place and from class to class. Their behavior is strongly affected by the realities of their personal situations. Additionally, you have your own distinct personality, philosophy, and preferred ways of interacting with others. This evolving system of discipline will be included in your Teacher Education Program Professional Portfolio.

**Draft April 30 for cohort discussion**
**Finished document submitted May 11**

Suggested template found in Blackboard under course materials

**System of Discipline Scoring Rubric:** 1000 Pts

- 200 Pts Purpose of classroom discipline
- 200 Pts Personal Philosophy of Discipline
- 200 Pts Theory of discipline referenced to relevant authors
- 200 Pts Prevention/reaction/helping students who misbehave
- 200 Pts Principles for practicing your system of discipline

**Reflective Journal:**

The writing of a reflective journal is associated with learning from experience, and is viewed as an important strategy for emerging educators who embrace lifelong learning. This is particularly important for special educators who will be engaged in interactions with adults and drawing
upon those experiences as they consult and collaborate with parents and other professionals. The act of reflection is seen as a way of promoting the development of autonomous, qualified and self-directed educational professionals. Engaging in the writing of a reflective journal is associated with the improvement of the quality of pedagogical practices, stimulating personal and professional growth, and closing the gap between theory and practice.

The most important aspect of engaging in the writing of a reflective journal is that your writing will enable you to demonstrate a changing conceptual perspective. The process of reflective writing leads to more than just a gain in your knowledge it should also lead you to challenge the concepts and theories by which you make sense of knowledge. When you reflect on a learning experience you do not simply see more, you see differently. Sharing your reflective writing with your instructor will assist you in the process of revealing new perspectives. You will share your reflective journal though weekly submission to your instructor through the course Blackboard network. Submission of your journal shall be made by submitting your reflection in the ‘Assignment’ window. Weekly reflective journals will be due by midnight Friday for the preceding week activities. Each reflective journal will be weighted on a scale from 0-50 pts. Submission of reflective journals will be date sensitive and will not be accepted after Friday midnight of the due week.

**Suggested Reflective Journal template found in Blackboard under “Course Materials”**

<table>
<thead>
<tr>
<th>Scoring Rubric: 50 pts each</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-10 pts = Reiteration of the week’s activities (This is what we did)</td>
</tr>
<tr>
<td>0-25 pts = Reflection of content of lectures and readings (This is what was said)</td>
</tr>
<tr>
<td>25-50 pts = Reflection of your thoughts and conclusions based on your experiences and readings as supportive evidence.</td>
</tr>
</tbody>
</table>

| Journal 1 | Due January 27 |
| Journal 2 | Due February 3 |
| Journal 3 | Due February 10 |
| Journal 4 | Due March 2 |
| Journal 5 | Due March 9 |
| Journal 6 | Due March 16 |
| Journal 7 | Due April 6 |
| Journal 8 | Due April 13 |
| Journal 9 | Due April 27 |
| Journal 10 | Due May 4 (Summary Journal) |

**CENSEO**

As you move through the UMPI education program you will document your professional growth and development by submitting artifacts that reflect the competencies required by the university. These artifacts will are kept CENSEO your individual web based depository. Many of the activities of this course may be entered as CENSEO artifacts.
Class Schedule

Lectures will be in support of the assigned text material

Session 1: January 18, Wednesday
Course Overview
Outline of Personal System of Discipline:
Assignment:
- Obtain a large three ring binder.
- CENSEO-Complete ‘Current Philosophy of Teaching Learning’
- Scheuermann Chapter 1
- Research a Web article Maslow’s Theories’ and Bloom’s Taxonomy for discussion on Wednesday, January 25.
- During Session 2 you will be introduced to IRIS. You will need your lap top. In order to interact with Iris you will need the updated versions of Adobe Reader, Quicktime, and Flash. To obtain these free of charge do the following:
  o Google Iris Center
  o On opening page click “Resources”
  o This will take you to the green resources page.
  o Click the ‘Help’ button in the top right hand corner.
  o Download the links as instructed.

Session 2: January 23, Monday
Lecture: Meet IRIS
  Introduction to Behavior
  Cohort Activity: Assignment of Cohort for presentation
Assignment:
- Start Scheuermann Chapter 2
- IRIS Under Behavior- Information Briefs
  - School Wide Positive Behavior Supports Primary Prevention
  - School Wide Positive Behavior Supports Secondary Prevention
  - School Wide Positive Behavior Supports Tertiary Prevention

Session 3: January 25, Wednesday
Lecture: Foundations of Behavior Management
Cohort Activity: Read about Ben. Discuss and list some of the factors that may impact the development of his behavior.
Assignment:
- Reflective Journal 1 Due Friday.
- Answer the 20 reflective questions on clarifying your ideas on discipline. Bring a draft copy to the next class. This should be placed in your binder and saved for a future activity. Your thoughts will change during this course and your reflections will evolve into your Personal System of Classroom Discipline. Send me a copy of your responses to the 20 reflective questions through Blackboard by midnight Saturday January 28.
  Employ stream of consciousness for this exercise. Your perceptions will change during the course. A formal paper is not required here, one to two paragraphs for each question will be sufficient.
Clarifying your Ideas: Twenty Reflective Questions:

1. How should students behave?
2. What are good behavior and misbehavior?
3. What is bad about misbehavior?
4. Why do students misbehave when they know they shouldn’t?
5. What do we need to know about student needs?
6. What do we mean by “positive” discipline?
7. What can teachers do to help students behave properly?
8. How does teaching method affect behavior?
9. How does the physical environment affect behavior?
10. How does the psychosocial environment affect behavior?
11. What role does communication play in discipline?
12. How can you help students work together productively?
13. What role can parents or guardians play in discipline?
14. How can teachers establish good relations with parents and guardians?
15. In what ways do trust, ethics, and teacher charisma affect student behavior?
16. What should you do when students misbehave?
17. How can you best deal with problems in your classroom?
18. How can you best deal with conflict?
19. How do you make your class energetic and lively when you want it that way?
20. Why is a structured approach to discipline desirable?

Session 4: January 30, Monday
Lecture: Foundations of Behavior Management Cont.
Cohort Activity: Discussion 20 Reflective Questions
Assignment:
   • Scheuermann Chapter 2

Session 5: February 1, Wednesday
Lecture: Models of Human Behavior
Cohort Activity:
   • Identify examples in your life which would demonstrate each of the seven basic principles of applied behavioral analysis found on pages 43-45.
Assignment:
   • Reflective Journal 2 due Friday Feb. 3.
   • Using Billy how could you apply each of the 7 ABA interventions described on pages 43-45 or 49-52 of your text: Be prepared to discuss this with your cohort on Monday.
      o Positive Reinforcement
      o Negative Reinforcement
      o Punishment
      o Extinction
      o Stimulus Control
      o Modeling
      o Shaping

Session 6: February 6, Monday
Lecture: Models of Human Behavior Cont.
Assignment:
   • Using the Billy case study describe Billy and Frankie’s behavior using the ABC model.
• Be prepared to discuss Billy and Frankie with your cohort.
• Prepare for a Quiz on lectures and Chap. 1-2
• Scheuermann: Start Chapter 3

Session 7: **February 8, Wednesday**
Quiz 1: Chapters 1-2/Lectures
Cohort Activity:
- Billy and Frankie discussion
- Discussion of Cohort Presentation
- Camden Middle School Discussion
Assignment:
- Scheuermann Start Chapter 3
- Reflective Journal 3 due Feb. 10.
- IRIS Module “Addressing Disruptive/ Non-Compliant Behavior Part 1”

Session 8: **February 13, Monday**
Lecture: Learned Behaviors and the Conflict Cycle

Session 9: **February 15, Wednesday**
Lecture: Conflict Cycle Cont.
Assignment: Observation 1 Due Feb. 27 (CENSEO)
Book Review Due Feb 27
*Be prepared for oral discussion Feb. 27*

Session 10: **February 27, Monday**
Class discussion of Book Review-Observations

Session 11: **February 29, Wednesday**
Lecture: Importance of Listening
Assignment: Reflective Journal 4 due March 2

Session 12: **March 5, Monday**
Lecture: Identifying and serving students with behavior problems
Assignment:
- Chapter 3

Session 13: **March 7, Wednesday**
Lecture: FBA, BIP and other alphabet soup.
Assignment:
- Bring your lap top to class if you have one
- Reflective Journal 5 due March 9
- Using yourself, a friend, or a relative to complete the first five of the six FBA steps: (CENSEO-SIFE)
  - Identify a problem behavior
  - Collect data using indirect and ABC methods (use template on page 87 or 92 as a model)
  - Analyze the data
  - Develop a hypothesis

Session 14: **March 12, Monday**
Lecture: FBA, BIP and other alphabet soup cont..
Cohort Activity: IRIS FBA Module
Assignment:
- Text Chapter 4
Session 15: **March 14, Wednesday**
Lecture: Collecting Data
Assignment:
- Reflective Journal 6 due March 16
- Cont. Chapter 4
- Article 1 review due March 19-Be prepared to make an oral presentation

Session 16: **March 19, Monday**
Article in class discussions
Cohort: University Day Preparation
Assignment:
Article 1 Due

Session 17: **March 21, Wednesday**
Lecture: Observation Strategies
Assignment:
- Quiz 2 Take Home due Wednesday March 28 on Blackboard
- Observation 2 Due Saturday March 31 on Blackboard (CENSEO)
- Chapter 6
Cohort: IRIS Case Study’ Measuring Behavior’

Session 18: **April 2, Monday**
Lecture: Rules
Cohort Activity: Developing Rules
Mrs. Preston’s class
Assignment:
- Select either Billy, Frankie, Ben, or a student from your past experience that had behavioral challenges in the classroom and develop a formal letter you will send to me as the parent. You have attempted to reach me by telephone but could not make contact. You are concerned that my child is having serious behavior problems. Describe the behavior you want to change, how the behavior was selected, the strategy you wish to employ how it will be evaluated, and invite me to come in and meet with you for a discussion. Remember that I am a very sensitive individual and have difficulty understanding jargon. **Send me the letter as an e-mail attachment on BlackBoard. Due by midnight Friday April 5. This will count as part 1 of Quiz 3.** Part 2 will include your response to the parent’s reaction which will be due on April 13.
- Start Chapter 10

Session 19: **April 4, Wednesday**
Lecture: Increasing Appropriate Behavior and Reducing Challenging Behavior
Assignment:
- Journal 7 due April 6

Session 20: **April 9, Monday**
Lecture:
Reaction to parent letter response
Working with parents
Cohort; University Day Presentation
Session 21:  April 11, Wednesday  University Day  (CENSEO)
Assignment:
- Quiz 3 due April 13
- Journal 8 due April 13 (Reflect on Parent and University Day Presentation)

Session 22:  April 16, Monday
Lecture: Building Social Skills

Session 23:  April 18, Wednesday
Lecture: Building Social Skills Cont.

Session 24:  April 23, Monday
Lecture: Formulating your System of Discipline
Assignment:
- Text Chapter 5
- IRIS Module “Who’s in Charge? Developing a Comprehensive Behavior Management System”
- Article 2 due April 27

Session 25:  April 25, Wednesday
Lecture: Teaching Dispositions, the Importance of Relationships
Assignment:
- Article 2 due April 27
- Draft System of Discipline for cohort discussion April 30
- Reflective Journal 9 due April 27

Session 26:  April 30, Monday
Lecture: You are not much-but you are all you got (Self Reflection)
Cohort: Review of Draft of Your System of Discipline
Assignment:
- System of Discipline due May 11 (Make a copy for your portfolio)
- Final Quiz discussion

Session 27:  May 2, Wednesday  Last Class
Lecture: - Don’t get your buttons pushed
Protecting Yourself (non-aversive protection techniques).
Course Summary
Final Thoughts
Assignment:
- Reflective Journal Summary due May 4 (CENSEO)
- System of Discipline due May 11 (CENSEO)
- Final Quiz 4 due May 10.

The schedule and activities in this course are subject to change in the event of extenuating circumstances.
**Teacher Dispositions**

Teaching involves more than effective planning, instructional knowledge, and teaching skills. It also extends to professional dispositions. Dispositions are modes of conduct and the ways in which beliefs and attitudes are displayed by teacher candidates. Prospective teachers should possess appropriate ethical, moral, and professional dispositions to become caring and effective teachers. Therefore, the following dispositions are expected to be demonstrated in this course by both the instructor and course participants: 1) dedication as demonstrated by class attendance, participation, and completion of assignments; 2) working collaboratively especially in cohort activities; 3) flexibility, responsibility, reliability and dependability; 5) articulate oral expression; 4) self-initiative and independence; 6) accurate and effective written communication; 7) critical thinking skills; 8) tactful judgment with peers and the instructor; 9) collegiality; 10) reflective response to feedback and supervision; 11) outgoing and respectful interaction with peers; 12) desire to improve own knowledge and performance; 13) commitment to the profession; 14) respect for diversity; and 15) professional ethics and demeanor of honesty, fairness, advocacy, and compassion.

**Blackboard**

Blackboard will be used extensively in this class. A copy of each PowerPoint lecture will be posted on Sunday. Reflective journals and assignments will be submitted through Blackboard. Student grades will be posted weekly. Submit material in Microsoft Word 12 pt. Times New Roman.

**Electronic Devices**

Cell phones, head sets, laptops or other electronic devices will not be allowed during lectures or presentations without instructor permission. Devices can be utilized during cohort activities.

**Instructional Approaches Used in Class:**

A. **Traditional Methods and Experiences**
   - Lecture and discussion, demonstrations, videos, guest speakers, library presentation

B. **Clinical Experiences**
   - Cohort/Cooperative groups, class observations, interviews, student presentations and demonstrations
**Grading**

Grades will be determined according to the following scale:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance/participation</td>
<td>600</td>
</tr>
<tr>
<td>Reflective Journal (10 reflective journals with a possible 50 Pts each)</td>
<td>500</td>
</tr>
<tr>
<td>20 questions</td>
<td>200</td>
</tr>
<tr>
<td>Quiz 1</td>
<td>300</td>
</tr>
<tr>
<td>Quiz 2</td>
<td>300</td>
</tr>
<tr>
<td>Quiz 3</td>
<td>300</td>
</tr>
<tr>
<td>Final Quiz</td>
<td>500</td>
</tr>
<tr>
<td>Classroom Observation 1</td>
<td>300</td>
</tr>
<tr>
<td>Classroom Observation 2</td>
<td>300</td>
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<tr>
<td>Book Essay 1</td>
<td>400</td>
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<tr>
<td>Article 1</td>
<td>300</td>
</tr>
<tr>
<td>Article 2</td>
<td>300</td>
</tr>
<tr>
<td>University Day Presentation</td>
<td>700</td>
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<tr>
<td>Personal System of Classroom Discipline</td>
<td>1000</td>
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<tr>
<td>Total</td>
<td>6000</td>
</tr>
</tbody>
</table>

A = 95-100%
A- = 90-94%
B+ = 86-89%
B = 83-85%
B- = 80-82%
C = 74-79%
D = 70-73 %
F = < 70%

In order to earn an A in this course you will have to produce beyond the ordinary. Higher order thinking skills of analysis and evaluation will be expected particularly for the reflective journals and the Personal System of Classroom Discipline (review what you know about Bloom’s taxonomy).

**Standards for Written Work (Spelling, Grammar, etc.)**

As teachers you will be expected to use exemplary written and spoken communication. Therefore all assignments in this course will be evaluated for grammar and spelling, as well as for content. Students are encouraged to seek proofreading from cohort members before submitting written products. Failure to correct errors (i.e., ”typos” or handwritten corrections) will be treated the same as grammatical errors. Assignments due on a class date are to be turned in on that date. Students absent from class should ensure that the assignment is turned in prior to class, unless other arrangements have been made in advance with the instructor’s approval.

**Other Course Standards**

Students are expected to demonstrate professional behaviors such as willingness to learn, reflective thinking and self-evaluation skills, and respect for fellow students, colleagues, faculty, and community members. Off task behaviors as conversations during lectures, text messaging, and unrelated laptop use are considered inappropriate. Participation in class and in your cohort group is a very important part of the course. During these
activities you will have opportunities to analyze critically, synthesize, and apply course information from class readings and activities.

**Incompletes/Extensions:**
Incompletes and extensions will only be given in the case of extenuating circumstances (such as extreme illness, a death in the family, etc.). This must be negotiated with the instructor. **There will be no opportunity to make up those activities that have an assigned point value. An alternative assignment for a maximum of 70% of the original activity’s point value may be negotiated with the instructor within one class session of the assigned due date.**

**Class attendance is expected.**
Do not take this course if you cannot attend class! Material will be presented in-class that is not covered in the textbook. This material is vital for successful completion of the course. Point(s) will be subtracted from your grade for each class missed. Attendance will be recorded by having participants log in. Students are responsible for logging in. Two classes missed will constitute the drop of ½ a letter grade. You may be dropped if you miss more than 3 - 4 sessions. Students are expected to remain for the entire class session and to arrive on time. The only excuse is medical or an emergency as determined by the instructor, or being excused from class for University excused functions. Make sure you contact the instructor by e-mail if you cannot attend a class.

**Course Assistance:**
If you need any assistance or extra help in this course please contact me during office hours or make an appointment. No concern of yours is trivial and I will do my best to provide you with assistance.

**UMPI Writing Center:**
Located on the first floor of South Hall, the writing center offers one-on-one consultations for writers at all levels of course work, at all stages of the writing process. All you have to do is bring your assignments and other relevant materials with you when

Additional information is also available on the writing center web page, [http://www.umpi.edu/programs/cas/english/writing-center](http://www.umpi.edu/programs/cas/english/writing-center).

**Students with a disability:** If you have a documented disability and need academic accommodations or modifications contact the Student Support Services office at 768-9615.

**ENJOY**