EDUCATION 362/704, Multiple Sections: CLASSROOM MANAGEMENT
TECHNIQUES AND STRATEGIES
3 credits

University of Wisconsin – Stevens Point
Fall 2018

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Office Hours: Tuesday 1:45 pm – 2:45 pm or by appointment (in person,
                   telephone, Facetime, or Zoom)
Lecture: Online, September 4 – December 21, 2018
Prerequisite: Educ 351/551 or Instructor Consent and Admission to Professional
                   Education

REQUIRED TEXT: Scheuermann, B. K. & Hall, J. A. (2016). Positive behavioral
                   supports for the classroom. 3rd Ed. Boston: Pearson. ISBN 978-0-13-
                   380481-2

Purpose and Description of Course:

This course is designed to prepare the future teacher with a background in management
procedures associated with an applied behavior analysis approach to teaching. Strategies
associated with both student-specific as well as classroom-level management issues will
be covered. Methods to evaluate the effectiveness of instructional procedures in the
classroom, using student performance data to make instructional decisions, will be
discussed. Throughout the semester, pre-service teachers will be required to examine their
own behavior and attitudes and the potential impact of these beliefs upon their students.
Finally, pre-service teachers will become knowledgeable about regulations and ethical
issues associated with responding to the challenging behavior exhibited by some students.
**This course requires a 15-hour practicum in a classroom setting with children with
exceptionalities.** There will be three practicum reflection papers due throughout the
semester. The intent of this practicum experience is for you to observe classroom
management in a live setting with real students. Please see the assignment directions and
rubric in D2L.

Course Objectives:
- The student will analyze research-based characteristics of student centered classroom management emphasizing behavioral, social/emotional, physical, and academic components.
- The students will examine characteristics of students with disabilities and students who exhibit at-risk behavior and the effects of these characteristics on learning and development.
- The student will compare and contrast primary, secondary, and tertiary tiers and applicability of each in effective classroom management and positive behavioral interventions.
- The student will develop skills in the functional behavioral assessment and behavior intervention process.

Due Date Matrix

#	Assignment	Points Possible	Due Date (all assignments are due by the date listed at 11:59 PM)
1	Discussion #1 – Management Style	5	Sept 9
2	Discussion #2 – What is behavior	5	Sept 9
3	Classroom Management Philosophy	10	Sept 16
4	Discussion #3 – SW PBIS	5	Sept 16
5	IRIS Classroom Management Module part 1	20	Sept 23
6	Discussion #4 –Rules/Procedures	5	Sept 23
7	Discussion #5 – Learning Environments	5	Sept 30
8	IRIS Classroom Management Module part 2	20	Sept 30
9	Statement of Purpose/Rules/Procedures assignment	10	Oct 7
10	Procedure Lesson plan	10	Oct 7
11	Discussion #6 – High Quality Instruction	5	Oct 7
12	Classroom Culture assignment	10	Oct 14
13	Discussion #7 - Reinforcements	5	Oct 14
14	Discussion #8– Social Skills	5	Oct 21
15	Reinforcement Plan Due	10	Oct 28
16	Social Skills Lesson plan	10	Nov 4
17	Discussion #9 – Behavior reductive strategies	5	Nov 4
18	EdTPA lesson analysis	20	Nov 11
19	Data and analysis activity	15	Nov 18
20	Data/FBA/BIP assignment	30	Dec 2

21	Crisis Plan	10	Dec 2
22	Discussion #10 - Mindfulness in the classroom	5	Dec 2
23	Action Plan	10	Dec 9
24	Classroom Management Action project	50	Dec 19
25	Classroom Management Plan Reflection	20	Dec 19
26	Practicum reflections	60	Dec 19
27	Practicum hours log/Evaluation/E-portfolio	15	Dec 19
28	Grad assignment	100	Dec 19
	Total	380	

Grading Scale

100% -94% = A	87%-89% = B+	77%-79% = C+	67%-69% = D+
	84%-86% = B	74%-76% = C	64%-66% = D
90%-93% = A-	80%-83% = B-	70%-73% = C-	63% & below = F

Tentative Schedule of Class Topics / Assignments and Required Readings:
Students will be accountable for reading and assignments listed below. The schedule is subject to change.

Weeks	Topic(s)	Required Readings	Assignments
Week 1: Sept 4 - 9	Syllabus Review Behavior Assumptions Management style	- Chapter 1 - Green (2008) - Classroom Management Style	☐ Management Style Quiz ☐ Discussion #1 ☐ Discussion #2
Week 2: Sept 10 - 16	Theoretical Models SW PBIS	- Chapter 2 - Chapter 3	☐ Discussion #3 ☐ Classroom Management Philosophy

Week 3: Sept 17 - 23	Rules and Procedures	• Chapter 4 • Classroom Management Articles	☐ Discussion #4 ☐ IRIS Module: Classroom Management Plan (part 1)
Week 4: Sept 24 - 30	Learning Environments	• Chapter 5	☐ Discussion #5 ☐ IRIS Module: Classroom Management Plan (part 2) ☐
Week 5: Oct 1 - 7	High quality Instruction	• Chapter 6	☐ Discussion #6 ☐ Statement of purpose/Rules/Procedure assignment ☐ Procedure Lesson Plan
Week 6: Oct 8 - 14	Reinforcement	• Chapter 10	☐ Discussion #7 – Reinforcement ☐ Classroom culture and layout assignment
Week 7: Oct 15 - 21	Classroom Management Plan Specific Reinforcements	• Chapter 11	☐ Discussion #8
Week 8: Oct 22 - 28	Social Skills	• Chapter 9	☐ Reinforcement Plan
Week 9: Oct 29 – Nov 4	Mindfulness/Social Emotional Learning	• Social and Emotional Learning: https://www.edutopi	☐ Discussion #9 ☐ Social Skills Lesson plan

		a.org/keys-social-emotional-learning-video	
Week 10: Nov 5 - 11	Behavior monitoring	• Chapter 7	☐ edTPA lesson analysis
Week 11: Nov 12 - 18	Behavior Monitoring Functional Behavior Analysis	• Chapter 8	☐ Behavior Data and Analysis Due ☐
Week 12: Nov 19 - 25	Data Graphing BIP	• Intervention Websites	☐
Week 13: Nov 26 – Dec 2	Behavior Reduction Strategies Acting out Cycle	• Chapter 12 •	☐ Data/FBA/BIP ☐ Discussion #10 ☐ Crisis Plan
Week 14: Dec 3 - 9	Classroom Management Action Project	•	☐ Action Plan
Week 15: Dec 10 - 16	Classroom Management Action Project	•	☐ Practicum hours log due ☐ Practicum Evaluation Due ☐ Practicum Reflections (3) due ☐ ePortfolio due
Final		•	☐ Action Project ☐ Classroom Management Plan Reflection

Course Requirements:

1. **Weekly Assignments:** There are three parts to Weekly Assignments: Readings/Videos, Written Assignments, and Flipgrid Discussions. These assignments provide an opportunity for students to develop a beginning understanding of new information. Weekly assignments should provide thoughtful summaries that answer the questions/prompts provided. Late submissions will not receive credit unless prior approval was granted by the instructor.

2. **Classroom Management Plan:** This assignment is broken into little assignments throughout the semester. The Classroom management plan consists of:
   a. Classroom Management Philosophy
   b. Statement of Purpose
   c. Rules/Procedures assignment
   d. Procedure Lesson Plan
   e. Classroom Culture/Layout
   f. Reinforcement Plan
   g. Social Skills Lesson Plan
   h. Crisis Plan
   i. Action Plan
   j. Plan Reflection

3. **IRIS Module Assessments**

4. **Data Analysis Activity** – You will practice taking 5 different types of data and write a brief analysis of your work.

5. **Data Analysis/FBA/BIP –** You will take data on a live person, video, or from a written case study, selecting the appropriate type of data collection. You take this data to write a Functional Behavior Analysis on the "student". Finally, you will create a Behavior Intervention Plan for the "student".

6. **edTPA lesson analysis –** using your social skills lesson plan – you will complete an analysis on the plans effectiveness and how it stands up to an edTPA rubric

7. **Classroom management action project –** You will take one aspect of your classroom management and create an action plan to learn more about the topic

or implement your new knowledge. This plan will be presented in a presentation format as though you were teaching to your peers so they can in turn implement this project.

8. **Practicum Assignment**
   a. Observe UWSP Practicum Experience Protocol (available in Canvas).
   b. Complete a minimum 15-hour practicum with students with exceptionalities under the direction of a special education teacher. The intent of this practicum experience is for you to gain further experience teaching students with special needs and assisting their teachers.
   c. Practicum hours must be spread over no less than an eight week period within the UWSP semester. Massed blocking of hours over the course of a few school days will not be accepted.
   d. **Practicum Time Log**, signed by the cooperating teacher at each visit to verify the clock hours you were at the placement, must be submitted with the Performance Evaluation.
   e. **Performance Evaluation** completed by cooperating teacher, signed by both the CT and you, must be submitted by the date established by professor.
   f. Practicum MUST be successfully completed in all aspects to pass the class. That determination will be made by the instructor based on the student's practicum time log and performance evaluation completed by the cooperating teacher.

9. **ePortfolio Assignment**
   a. Your ePortfolio is a professional representation of your work aligned with the InTASC Teaching Standards and must contain a copy of your Learning Map, description, analysis, a reflection, and your practicum evaluation form. Specific assignment descriptions are available on D2L.

Graduate Student Assignment:

A separate assignment will be assigned to students enrolled in the course for graduate credit (students enrolled in the course for undergraduate credit do not have to do this assignment). See D2L for a description.

Learner Expectations:

I. **Attendance:** Except for rare cases of serious illness or family emergencies, a teacher shows up at school every day, on time, fully prepared, with a strong sense

of personal responsibility. When a teacher can't meet his responsibilities due to unusual circumstances, he communicates with his colleagues and principal as soon as possible.

I expect you to honor your responsibilities. If this were a face-to-face course, I would expect you to attend every class meeting. This course is fully online, but I expect the equivalent level of communication and reliability. However, I understand that you have a life beyond this course. In general, the best way to avoid losing points is to contact me before an absence. When you contact me about an absence, please specifically suggest how you think we should handle the absence (e.g., turning in an assignment late without a penalty).

II.   **Late work**: I expect you to complete all assignments on time. An assignment completed on time can receive 100% of the points possible. An assignment completed no more than 48 hours late can receive no more than 80% of the points possible. An assignment completed no more than 1 week late can receive no more than 60% of the points possible. After 1 week, I usually refuse to accept a late assignment.

III.   **Learning Online:** This course is entirely online. While there are many advantages to this approach, there are some significant challenges. Online courses often require greater time commitment from students because no classes are scheduled, so students must schedule their own time to complete coursework. Students are encouraged to use the self-paced Online Student Orientation tool to prepare for online coursework.

Since I won't be lecturing or facilitating other face-to-face activities, it's very important that you complete all the readings carefully. By "carefully," I mean taking enough time to process the ideas and check your understanding.

Since we don't meet as a class, it's very important that you communicate with me as needed. Email is an excellent way to reach me. I'm also happy to make an appointment to meet by phone or in person. Please don't hesitate to contact me, with questions about the course or assignments, questions about the reading or other content, problems in your life, etc. Don't worry about looking foolish or wasting my time. I care about your success. I'd rather clear up your confusion today than deduct points on an assignment tomorrow.

IV. **Netiquette**: Netiquette is a set of rules for behaving properly online. Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual.

Working as a community of learners, we can build a polite and respectful course community.

The following netiquette tips will enhance the learning experience for everyone in the course:

    a. Do not dominate any discussion.
    b. Give other students the opportunity to join in the discussion.
    c. Do not use offensive language. Present ideas appropriately.
    d. Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
    e. Popular emoticons such as ☺ or / can be helpful to convey your tone but do not overdo or overuse them.
    f. Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.
    g. Never make fun of someone's ability to read or write.
    h. Share tips with other students.
    i. Keep an "open-mind" and be willing to express even your minority opinion. Minority opinions have to be respected.
    j. Think and edit before you push the "Send" button.
    k. Do not hesitate to ask for feedback.
    l. Using humor is acceptable.

Adapted from: Mintu-Wimsatt, A., Kernek, C., & Lozada, H. R. (2010). Netiquette: Make it part of your syllabus. Journal of Online Learning and Teaching, 6(1). Retrieved from http://jolt.merlot.org/vol6no1/mintu-wimsatt_0310.htm; Shea, V. (1994). Netiquette. Albion.com. Retrieved from: http://www.albion.com/netiquette/book/.

V. **Expected Instructor Response Times**
    a. I will attempt to respond to student emails within 24 hours. If you have not received a reply from me within 48 hours please resend your email.
        i. If you have a general course question (not confidential or personal in nature), please post it to the Flipgrid Open Discussion board. I will post answers to all general questions there so that all students

can view them. Students are encouraged to answer each other's questions too.
b. I will attempt to reply to and assess student discussion posts within 48 hours of discussions closing.
c. I will attempt to grade written work within 2 weeks, however longer written assignments may take me longer to read and assess.

VI. **Course Technology Requirements**
   a. Minimum recommended computer and internet configurations for online courses can be found here.
   b. You will also need access to the following tools to participate in this course.
      o   webcam
      o   microphone
      o   a stable internet connection (don't rely on cellular)

VII. **Technical Assistance**
   a. If you need technical assistance at any time during the course or to report a problem with Canvas you can:
      i.   Seek assistance from the IT Service Desk (Formerly HELP Desk)
         1.   IT Service Desk Phone: 715-346-4357 (HELP)
         2.   IT Service Desk Email: techhelp@uwsp.edu

VIII. **Student Expectations**
   a. Complete the assigned readings before participating in the activities corresponding to the chapters.
   b. Type and double-space all written assignments. Use proper spelling, punctuation, and grammar. Proofread work before submitting it for a grade.
   c. Email the professor if a life event arises that will cause you to not participate and/or submit assignments on time.
   d. Participate in class discussions and activities. Active participation in class is an important part of the learning process and development of educational professionalism.
   e. Conduct yourself as a professional educator should conduct him/herself.
   f. Use "people first" language in all interactions.
   g. Apply high levels of scholarship and ethics to explore matters in regard to educating students with special needs.

h. Make an appointment to discuss questions regarding grades/other concerns with me privately.
i. Understand and display growth and development of the UWSP "Teacher Dispositions."

IX. **Building Rapport**
If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution.

X. **Understand When You May Drop This Course**
It is the student's responsibility to understand when they need to consider unenrolling from a course. Refer to the UWSP Academic Calendar for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student's family.

XI. **Incomplete Policy**
Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned at instructor discretion. All incomplete course assignments must be completed within the timeframe outlined by a plan agreed upon by the student and instructor

XII. **Class Climate & Honoring Difference**
The School of Education strives to honor the uniqueness of all learners. I'm dedicated to creating safe, inclusive, welcoming experiences in which all students can succeed. I mindfully plan and teach this course in ways that promote pluralism: celebrating the coexistence of multiple identities, cultures, and belief systems.

This course is a Safe Zone for LGBTQ issues and more. I won't condone disrespectful or discriminatory language or behavior. I extend an open door invitation to all students. If you feel unwelcome or unsafe in this course, or you

have any concerns about your ability to succeed, please let me know. We can address the issue together, confidentially.

As a teacher, I align my policies and choices with my university's guidance, including the UWSP Community Bill of Rights and Responsibilities 🗗.

XIII.   **Americans with Disabilities Act**
   a. The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. UWSP is committed to providing reasonable and appropriate accommodations to students with disabilities and temporary impairments.
   b. If you have a documented disability and verification from the Disability and Assistive Technology Center and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to Disability Services and meet with a Disability Services counselor to request special accommodation *before* classes start.
   c. If you suspect you have a disability or acquire a condition during the semester where you need assistance, please contact the Disability and Assistive Technology Center on the 6th floor of Albertson Hall (library) as soon as possible. DATC can be reached at 715-346-3365 or DATC@uwsp.edu. For more information about UWSP's policies, visit: https://www.uwsp.edu/datc/Pages/default.aspx

XIV.   **Academic Integrity**
As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

Academic integrity is central to the mission of higher education in general and UWSP in particular. Academic dishonesty (cheating, plagiarism etc.) is taken very seriously. Don't do it! The minimum penalty for a violation of academic integrity is a failure (zero) for the assignment. For more information, see the UWSP "Student Academic Standards and Disciplinary Procedures" section of the *Rights and Responsibilities* document, Chapter 14, which can be accessed here: https://www.uwsp.edu/dos/Documents/CommunityRights.pdf#page=11

UWSP Academic Honesty Policy & Procedures

Student Academic Disciplinary Procedures

UWSP 14.01 Statement of principles. The board of regents, administrators, faculty, academic staff and students of the university of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the university of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.

UWSP 14.03 Academic misconduct subject to disciplinary action.
(1) Academic misconduct is an act in which a student:
- (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
- (b) Uses unauthorized materials or fabricated data in any academic exercise;
- (c) Forges or falsifies academic documents or records;
- (d) Intentionally impedes or damages the academic work of others;
- (e) Engages in conduct aimed at making false representation of a student's academic performance; or
- (f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

XV.   **Religious Observances**: Relief from any academic requirement due to religious beliefs will be accommodated according to UWS 22.03, with notification within the first three weeks of class. MOre information can be found at: https://www.uwsp.edu/dos/Documents/CommunityRights.pdf#page=41

XVI.   **School of Education Policies**: Students MUST achieve a grade of "C-" or higher for teacher certification. Any grade lower than a "C-" will require a repeat of the course. Practicum must be successfully completed to pass this class. Every SOE course requires an artifact to be placed in the student's ePortfolio.

Standards Addressed in this Course:

InTASC **(The Interstate Teacher Assessment and Support Consortium) Standards:**

Standard #1: LEARNER DEVELOPMENT
The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Performances
1(c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

Critical Dispositions
1(k) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

Standard #2: LEARNING ENVIRONMENTS
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, andself-motivation.

Performances

3(d) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.

Essential Knowledge
3(j) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.
3(k) The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routine, and organizational structures.

Critical Dispositions
3(o) The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.
3(r) The teacher is a thoughtful and responsive listener and observer.

Standard #5: APPLICATION OF CONTENT
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Critical Dispositions
5(s) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

Standard 9: PROFESSIONAL LEARNING AND ETHICAL PRACTICE
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Essential Knowledge

9(g) The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.

9(i) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.

Critical Dispositions
9(n) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

Standard #10: LEADERSHIP AND COLLABORATION
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Performances
10(a) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision-making and accountability for each student's learning.
10(b) The teacher works with other school professionals to plan and jointly facilitate learnig on how to meet diverse needs of students.
10(c) The teacher engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.

Essential Knowledge
10(f) The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.
10(n) The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.

Critical Dispositions
10(p) The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.
10(q) The teacher respects families' beliefs, norms, and expectation and seeks to work collaboratively with learners and families in setting and meeting challenging goals.
10(r) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.

Cross Categorical Certification Course Objectives:

Philosophical, historical, and legal foundations of special education including:

- ✓ The current legislation, regulations, policies, litigation, and ethical issues related to the provision of educational services (e. g. due process, continuum of services, assessment, discipline, inclusive education, supplemental services and supports, specialized health care needs, assistive technology) for students with disabilities.
- ✓ The rights and responsibilities of parents, students, teacher, and other professionals as related to student learning needs and educational programs.
- ✓ *The characteristics of learners including:*
- ✓ The various etiologies of medical, psychiatric, neurological and language disorders and how these impact the emotional/behavioral, physical sensory, cognitive, communication, learning, and social functioning of student with disabilities.
- ✓ The effects various impairments have on emotional/behavioral, physical, sensory, cognitive, communication, learning, and social functioning of students with disabilities.
- ✓ The effects of various medications on emotional/behavioral, physical, sensory, cognitive, communication, physical, learning, and social functioning of students with disabilities.

Assessment, diagnosis, and evaluation including:
- ✓ The appropriate application and interpretation of informal tests and other evaluation materials (e. g., teacher-made tests, curriculum-based surveys, inventories, observation, interviews).

Instructional content and practice including:
- ✓ Learning theory and effective research-based instructional strategy application.

- ✓ Evaluation of the effectiveness of instruction and making responsive adjustments of strategies based on continual observations.

Planning and managing the teacher and learning environment including:
- ✓ Research-based information on basic classroom management theories, methods, and strategies.

- ✓ Characteristics of environments (e. g. materials, equipment, spatial arrangements) that facilitate development, learning, and interaction between and among students.

Common environmental and personal barriers that hinder accessibility and acceptance of students with disabilities including:
- ✓ Designing, structuring, and managing daily routines including transition time for students, staff, and the instructional setting.

Managing student behavior and social skills/interactions including:

- ✓ Theories of behavior as they relate to students with disabilities.

Planning, implementing, and evaluation of group and individual behavior management strategies, that include:
- ✓ Rules, regulations, procedural safeguards including ethics, lease intensive intervention, and cultural issues.

- ✓ Problem solving and conflict resolution.

- ✓ Data collection.

- ✓ Classroom routines and rules, and environmental modifications.

- ✓ Generalization and maintenance of skills.

- ✓ Integrating behavior management into the curriculum

- ✓ Crisis prevention/intervention.

- ✓ Defining target behaviors.

- ✓ Teaching replacement behaviors.

- ✓ Identifying appropriate consequences on a continuum.

UW-Stevens Point
Professional Education Program
Dispositions Model
Adopted 11/29/10

Mastering

Integrating

Comprehending

Emerging

Dispositions
(With Wisconsin Teaching Standards)

Differentiates instruction; advocates for and supports teaching and learning of diversity; sustains democratic classroom climate; reflexivity in practice.

Allows multiple perspectives and accepts forms of diversity in non-threatening manner in actions, speaking and writing

Seeks wisdom and help when needed; mentors others wisely.

Demonstrates understanding of the complexity of multiple perspectives and forms of diversity

Recognizes democratic values and awareness of diversity

Inclusive in group work; demonstrates responsibility for success of the group; collaborates in respectful ways with others.

Inclusive Excellence (2,3,5,7,10)

Explores responsibility to self in relation to others

Explains and demonstrates collaborative, respectful behavior; articulates personal responsibility within a group setting

Ongoing integration of awareness and careful consideration to inform practice; accepts responsibility for self and others; demonstrates reflexivity and "withitness"

Responsibility for Self & the fostering of collaborative relationships. (5, 6, 10)

Acknowledges one's strengths and limitations; develops metacognition

Understands and articulates interrelationships across coursework, life experiences and their impact on one's learning

Actively listens to, accepts, considers, and appropriately responds to alternate perspectives and constructive criticism; sees oneself as a professional

Reflectivity about teaching, learning, and interactions (2,3,8,9)

Values creative approaches to problem-solving

Articulates and demonstrates creative multiple problem-solving strategies

Demonstrates critical thinking, flexibility and creativity in problem-solving; seeks and respects the perspectives of others

Models flexibility, creativity and critical thinking in all aspects of teaching and learning; inspires students and others to think critically and creatively when problem-solving

Creativity & critical thinking in learning, teaching, and problem solving (1,2,3,4,7)

Explores the meaning of excellence in the contexts of teaching and learning

Demonstrates a willingness to be challenged and persists in professional growth

Takes initiative to do what needs to be done and seeks input and resources to ensure greater success

Establishes and pursues an ongoing professional growth agenda that fosters success for self and others

Perseverance for Excellence (1-10)

Values respectful working relationships with others

Understands and articulates value of professional and personal relationships; engages in professional networking

Presents self, acts, and interacts in professional manner; demonstrates and facilitates ethical and professional behavior

Models professionalism in interactions with others; uses current and best practices in content and methods of the profession; committed to and engages in life-long learning

Professionalism in Teaching, Learning, and Interactions (6,9,10)