

Eastern Mennonite University
ED 351 General Curriculum and Methods For Middle and Secondary Teaching
Fall 2012

Instructor: Cathy Smeltzer Erb, Ph.D.

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Class Time: Mondays, 7:00-7:50 p.m.

Location: CC 203

Semester Hours: 1 SH

Office Hours: as posted or by appointment

REQUIRED TEXT:

Kellough, R. D., & Carjuzaa, J. (2013). *Teaching in the middle and secondary schools* (10th ed.). Upper Saddle River, NJ: Pearson Education, Inc.

COURSE DESCRIPTION:

This course is designed for students preparing to teach in the middle and/or secondary school setting and builds upon skill development and experiences from previously completed education and special methods courses. Students within this course explore lesson design, individualized and interdisciplinary learning methods, the use of a variety of teaching and assessment strategies, classroom organization, and motivation and behavior strategies to meet the needs of a diverse student population.

TEACHER CANDIDATE PERFORMANCE OUTCOMES:

The successful teacher candidate is able:

Scholarship: to acquire knowledge through the liberal arts, Core General Education Curriculum and specialty area studies and to organize and integrate that knowledge across disciplines and cultures.

Inquiry: to generate questions and to use critical thinking to self-assess, to view problems collaboratively and from multiple perspectives, and to make informed, research-based decisions to enhance student learning.

Professional Knowledge: to demonstrate pedagogical and professional knowledge in order to create, manage, and assess diverse environments conducive to learning and setting high expectations.

Communication: to acquire and use knowledge of effective verbal, nonverbal, and technological communication strategies to support student learning, to solve problems, and to create peaceable climates.

Caring: to develop a nurturing spirit that honors diversity, advocates for students, integrates Christian faith and ethics, and promotes peacebuilding in diverse settings.

Leadership: demonstrate high aspirations for themselves and their profession and to influence positive change in educational settings.

COURSE OBJECTIVES:

Upon completion of this course the student will:

1. Identify characteristics of an effective teacher (S, I, PK, Ca)
2. Identify principles of learning that affect student achievement (S, I, PK, C, Ca)
3. Create clear, concise instructional objectives aligned with Virginia Standards of Learning and Specialty Professional Association standards (S, PK)
4. Create clear and complete developmentally appropriate lesson plans (S, PK)
5. Apply lesson planning skills in discipline-specific classroom contexts (PK)
6. Design and organize a field trip (S, PK, C, Ca)
7. Analyze a variety of instructional and technological strategies for differentiated instruction (S, I, PK, Ca)

8. Develop assessment plans consistent with learning objectives, instruction, and student performance (S, PK)
9. Design a developmentally appropriate classroom management plan including parent communication (S, I, PK, C, Ca, L)

ACADEMIC INTEGRITY POLICY (AIP):

EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy, doing justice, and walking humbly before God. EMU defines plagiarism as occurring when a person presents as one's own someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. (Adapted from the Council of Writing Program Administrators). [Taken from "Academic Integrity," 2012-13 Undergraduate Catalog.] This course will apply EMU's AIP (see catalog, pp. 16-19) to any events of academic dishonesty.

DISABILITY STATEMENT:

If you have received services in the past related to a learning disability or attention deficit disorder and/or feel you may have such a problem in this course, please make an appointment to speak with the instructor during office hours or with the Coordinator of Student Disability Support services in the Academic Support Center, 3rd floor of Sadie Hartzler Library, 432-4233.

WRITING TUTORS:

Please take advantage of the free individual tutoring from our writing tutors. Writing tutors are strong writers who hold scheduled one-on-one sessions with students and are an excellent resource for writers at any level or at any stage in the writing process. Please remember that writing tutors do not provide an editing or proofreading service. They will help you put what you learn into practice and will work with you to improve your own proofreading and editing skills. To make an appointment, please access ASC Tutoring (also accessible through myEMU).

COURSE INSTRUCTIONAL STRATEGIES:

Throughout the course students will be asked to suggest/demonstrate appropriate instructional strategies, or give an explanation for the professor's choice of strategies. This analysis is designed to raise awareness of the student-instructor-content-context match and how instructional decisions are made. Specific instructional strategies modeled in this class may include: lecture media presentations, SmartBoard, modeling, whole-class discussions, panels, debates, resource persons, student presented research, cooperative learning groups, jigsaw, summarization, peer critique, partnered inquiry/discussion, round table discussions, case studies, simulations, role-playing, micro-teaching, guided practice, independent practice, and problem-based learning.

COURSE EVALUATION:

Participation and Attendance (10%)	Grading Scale			
Design a 90-minute Lesson Plan (40%)	A	96 - 100%	C+	83 - 85%
Design and Organize a Field Trip (20%)	A-	94 - 95%	C	79 - 82%
Personal Classroom Behavior Model (20%)	B+	92 - 93%	C-	75 - 78%
Final Exam (10%)	B	89 - 91%	D+	71 - 74%
	B-	86 - 88%	D	67 - 70%

CLASS SCHEDULE (TENTATIVE):

Date	Topic	Reading Assignment
<u>September</u>		
Mon. 3	Introduction; Community Building Lesson Plan Format Part I: Components of Effective Lesson Plans, Writing Objectives, Review Bloom's Taxonomy of Educational Objectives, Task Analysis	Kellough & Carjuzaa: Read Chapter 5: pp. 106-110, 117-125 Read Chapter 7: pp. 163-221
Mon. 10	Lesson Plan Format Part II: Assessment, Anticipatory Set, Instruction, Independent Practice, Closure Lesson Plan #1, 3b, 3c: Intro Info, Task Analysis, & Instructional Objectives DUE	Review previous week's reading
Mon. 17	Bloodborne Pathogens—Margaret Upton, 7-7:25 p.m. Assessing Student Learning: Summarization Lesson Plan #3e, 3h: Anticipatory Set/Closure DUE	Read Chapter 11: pp. 293-300
Mon. 24	Assessing Student Learning	Review previous week's reading
<u>October</u>		
Mon. 1	Equitable Instruction; Culturally Responsive Curriculum Lesson Plan #2, 3d: Narrative Description, Assessment DUE	Read pp. 223-225, 262-263 Read articles on Moodle
Mon. 8	Student Centered Instructional Strategies: Simulation, Whole-Class Discussion, Learning Center/Learning Stations, Small Groups, Cooperative Learning, Teaching Thinking, Inquiry/Discovery Learning, Project-Centered, Field Trips	Read Chapter 8: pp. 222-245, 277-78
Mon. 15	Student Centered Instructional Strategies (cont.): Cooperative Learning: Designing Heterogeneous Groupings, Complex Instruction Field Trip Plan DUE	Review pp. 228, 230-232 Read articles on Moodle
Mon. 22	Fall Break--No Class	
Mon. 29	Teacher Centered Instructional Strategies: Teacher Talk, Demonstration, Questioning, SmartBoard Lesson Plan #3a, 3f: Materials, Instructional Strategies (except questions)	Read Chapter 9: 246-271
<u>November</u>		
Mon. 5	Support Learning/Differentiated Instruction	Read Chapter 3: 46-69
Mon. 12	Restorative Discipline—Guest Speaker: Judy Mullet Lesson Plan #3f cont., 3g: Questions, Differentiation, final revisions DUE	Read Chapter 4: pp. 70-105
Mon. 19	Classroom Behavior Models—TESA Developing a personal philosophy of classroom behavior	Review previous week's reading
Mon. 26	Classroom Behavior Models – Panel Discussions	Review previous week's reading
<u>December</u>		
Mon. 3	Parent/Caregiver Communication Parent Conferences Personal Classroom Behavior Model DUE What do I need to know before student teaching?	Read pp. 320-324
Mon. 10	Class @ Cathy's house	
Thurs. 13	Final Exam, 7:00-8:30 p.m., CC234	

COURSE REQUIREMENTS:

1. Professionalism: Attendance and Participation (10%).

- Class sessions provide an opportunity for interdependent, collaborative and reciprocal learning to occur. Each student is a valuable contributor to this process, thus attendance and active participation in each class is expected for optimal learning and is included in the final grade. Should a student be unable to attend class, it is the student's responsibility to communicate with the professor via email, phone or in-person, in advance when possible. When two consecutive absences from class occur, the instructor will contact the student and the dean's office.
- Students are expected to come to class prepared and ready to participate. Weekly readings are given and students are expected to read course readings. Every student is expected to purchase a textbook, or to arrange to share a textbook with no more than one other person.
- It is important to observe assignment due dates. Out-of-class assignments are due in word-processed format at the beginning of the class period of the due date listed. If the assignment is submitted after class, it will be considered late and will receive one point deduction from the total grade for each class period the assignment is late.
- Students are expected to read their EMU email account on a daily basis as email is the primary means of communication between the professor and students.
- Cell phones should be turned off during class except when course instruction includes their use as an instructional device.
- At the end of the course, students are strongly encouraged to complete the on-line course evaluation to inform the professor's professional development and program improvement.

2. Design a 90-minute Lesson Plan (40%)

DUE: Throughout the course (see Class Schedule); final due Monday, November 12, 2012

PURPOSE:

The ability to be an effective teacher in the classroom hinges upon the ability to teach new content in an interesting, relevant, meaningful way. For years we thought that it solely relied upon whether one had the gift of teaching; however, "classroom effects" research correlates organization with effective lesson plans. The ability to write an effective lesson plan hinges on the teacher's ability to organize, sequence, and disseminate information in the most efficient and effective manner. Associated primarily with direct instruction teaching, Madeline Hunter's five step lesson plan works to focus the novice teacher on the learning at hand. Therefore, for this course we will start with a five-step lesson design: instructional objectives, anticipatory set, instruction, independent practice, closure and assessment, while leaving room for constructivist theory and data-driven assessment to inform lesson planning. By the completion of this course and into your supervised teaching experience you will be expected to write formalized lesson plans. You will find out that many teachers have become so adept at their teaching that the process of constructing a lesson plan actually becomes an internalized process. While some teachers say they never write lesson plans, what you would find out through questioning them is that they are actually doing it in their planning/thinking process.

ASSIGNMENT (All course assignments are submitted in Moodle.):

1. Choose a grade level and content area from your PFE (Special Methods PFE, Secondary Methods course, etc.) and prepare a 90-minute lesson plan based on Virginia SOLs and your subject's SPA (Specialty Professional Association) standards. Complete the blanks at the top of the lesson plan. In

keeping with EMU's Academic Integrity policy, **this assignment may NOT duplicate an assignment submitted for any other course** if you wish to receive credit for this assignment.

2. Write a narrative description that provides the following background to your lesson (excerpts from ED 411 Documentation of Student Learning: Introduction):
 - a. Description of the students and school (use pseudonyms): number in the class, age, cultural profile, academic profile, and a brief description of the school. Contact your teacher for information about your school.
 - b. Learning environment: describe the room set up, length of class, and available resources.
 - c. Prior knowledge: task analysis, description of how you determined their prior knowledge.
 - d. Outcomes for the learning experience (unit outcomes) that relate directly to your assessment of student learning.
 - e. Describe your plan for support/differentiation of instruction to meet the diverse learning needs of your students.
3. Develop the lesson using the template: Middle/Secondary School Lesson Design, <http://www.emu.edu/education/6-12/>:
 - a. List all materials needed by the teacher and student for this lesson
 - b. Complete a Task Analysis on the material to determine the prerequisite, essential, and desired/enrichment learning
 - c. Write three developmentally-appropriate instructional objectives as per the ABCD format. Align outcomes to Virginia SOLs/IEPs/SPA Standards (recorded verbatim on the lesson plan).
 - d. Identify and provide examples of assessment strategies to measure student learning from instructional objectives.
 - e. Write out (verbatim) the anticipatory set for introducing your lesson.
 - f. Write out step-by-step procedures of the lesson. Include: teacher notes on content, teaching strategies, questioning written out verbatim, guided practice, independent practice activities, and time allotments for each procedure
 - Write Instruction section verbatim, including instructions you will give to students to proceed through various learning activities.
 - As one of the step-by-step procedures listed above, use SmartBoard/Notebook software to develop an interactive learning activity. Submit the Notebook document with the lesson plan. (note: interactive is defined as having the student engage with the SmartBoard in a learning activity)
 - Write out, verbatim, you will ask students and label each question according to type and level as per Kellough & Carjuzaa, 2013, pp. 252-261).
 - Insert ALL documents into the lesson plan needed to teach this lesson (eg. student handouts, SmartBoard/Notebook file, exit tickets, etc.)
 - g. Identify the strategies you will use for differentiation/support learning and adaptations to meet the diverse learning needs of ALL students. Align differentiated instruction plans in the right column with the corresponding instruction in the left column. Attach explanations or samples of strategies as necessary.
 - h. Write out (verbatim) your closure activity to facilitate student summarization of learning from this lesson.

ASSESSMENT:

See attached Lesson Plan Rubric.

NOTE: The goal of this assignment is mastery learning, therefore, all components of the lesson plan must receive a 'Competent' rating to pass the assignment and the course. If any one of more components of

the lesson plan receives a “Does not meet expectations’ rating, the student will be expected to re-submit the lesson plan until a ‘Competent’ rating is achieved in all categories. A re-submitted assignment can earn a maximum 2.0 rating in any category. The final assignment grade is based on the rubric score, the number of submissions to achieve mastery learning, and on-time submissions.

Re-submission should include: 1) revisions typed in bold text in the original assignment submission; and 2) the lesson plan rubric with the professor’s comments intact.

The lesson plan evaluation will be used for admission to student teaching decisions. A minimum score of 2.0 is required on four criteria (Lesson Outcome/Objectives, Aligned Assessment, Planning for Instruction, and Differentiation) at least once out of the two lesson plan evaluations that have been selected for review for admission to student teaching. If you score less than 2.0 on any of the criteria, you will be given opportunity to outline a plan for growth in the identified area through the creation of a Student Growth Plan. See the Entrance Requirements to Student Teaching in the Teacher Education Handbook for more information.

Eastern Mennonite University: Middle/Secondary School Lesson Design

Pre-Service Teacher: _____ Date: _____

Course/Subject: _____ Grade: _____

Title of Unit: _____ Title of Lesson: _____

VA SOL(s): (write out)

SPA Standard(s): (write out)

Materials:

For Teacher: include resources & appropriate citations, technology support, etc.

For Students: include resources & appropriate citations, technology support, manipulative materials, handouts, etc.

Instructional Objectives: Write 3 observable/measurable instructional objectives (one for every 30 minutes of instruction) using the ABCD format (audience, behavior, conditions & degree of expectation).

1.

2.

3.

Task Analysis:

Prerequisite	Essential	Desired/Enrichment

Assessment

1. Content and process skills to be assessed as identified in the instructional objectives.
2. Specific strategies or methods of assessment: (Describe & attach specific assessments)
3. Differentiation: How will you differentiate your assessment for the specific needs of diverse learners?

Lesson Body:

Anticipatory Set: Write out verbatim

Instruction:

(Step-by-step procedures include teacher notes on content, teaching strategies, questions written out verbatim, guided practice, independent practice activities, and time allotments for each procedure.)	Differentiation, Support Learning, & Adaptations What modifications, accommodations, and adaptations will you make to meet the needs of your students?

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Closure: Write out verbatim.

Self-Reflection: To be written once the lesson has been presented in your practicum.

Eastern Mennonite University Middle/Secondary Lesson Plan Rubric

	Exemplary - 3	Competent - 2	Does Not Meet Expectations- 1	Score (Weight)
Introductory Information/ Narrative Description (due Sept. 19)	Information of course, grade level, lesson/unit, SOLs, SPAs, materials, is thorough and accurate	Information of course, grade level, lesson/unit, SOL's, SPAs, materials, is complete and accurate	Information is missing, inaccurate or inappropriate	(__X 1 = __)
Instructional Objectives¹ (due Sept. 19)	Objectives are observable & measureable; ABCD format is thoroughly and accurately included in all objectives; aligned with SOLs and SPA standards	Objectives are observable & measureable; ABCD format is addressed in all objectives; linked to SOLs and SPA standards	Objectives are not observable & measureable; one or more components of the ABCD format is missing in one or more objective	(__X 2 = __)
Task Analysis (due Sept. 19)	Thorough and accurate statement of Prerequisite, Essential, and Desired content knowledge	Complete and accurate statement of Prerequisite, Essential, and Desired content knowledge	Incomplete statement of Prerequisite, Essential, and Desired content knowledge or missing category	(__X 2 = __)
Assessment¹ (due Oct. 10)	Clearly linked to learning outcomes and monitored throughout the lesson (formal and informal)	Assessment linked to learning outcomes or monitored somewhat throughout the lesson	Assessment not linked to learning outcomes or monitored throughout the lesson	(__X 2 = __)
Anticipatory Set/Closure (due Sept. 26)	Compelling introduction draws students into the lesson and closure focuses on student summary of learning; procedure is written out verbatim	Introduction draws students into the lesson; Closure focuses on student summary of learning; written out verbatim	Introduction or closure not included in lesson; not written out verbatim	(__X 1 = __)
*Instruction: Instructional Strategies/ Independent Practice¹ (due Oct. 17)	Detailed and purposeful teacher notes, instructional strategies, guided practice, independent practice. Reflects best practice; organized, sequential, varied strategies, timing optimizes student learning; practice extends student learning	Includes: teacher notes, instructional strategies, guided practice, independent practice. Reflects best practice; organized, sequential, varied strategies, timing optimizes student learning.	Does not include or is missing some required components. Does not reflect best practice; lacks one or more components: organized, sequential, varied strategies, timing; jeopardizes student learning	(__X 4 = __)
*Instruction: Support Learning/ Differentiation of Instruction¹ (due Nov. 7)	Extends and adjusts instruction appropriately for all students	Extends and adjusts instruction appropriately for most students	Instruction designed without consideration for individual student learning	(__X 2 = __)
*Instruction: Questions (due Oct. 17)	Types/levels of questions identified; extend and promote, and extrapolate higher level thinking from students	Types/levels of questions identified; extend or promote some higher level thinking	Questions do not extend or promote higher level thinking; types/levels not identified	(__X 1 = __)
Total				/45

*An interactive SmartBoard activity is required in one of these categories.

¹Criteria will be used for admission to student teaching decisions beginning July 2012.

Assignment is completed when a competent "2" rating is achieved in every category. Comments:

3. Design and Organize a Field Trip (20%)

DUE: Monday, October 15, 2012

PURPOSE:

Taking learning out of the classroom forces the student and the teacher to look at the content area differently. The use of field trips to reinforce learning has consistently proven to be an effective means of making learning meaningful and relevant. Taking a class on a field trip involves more than just deciding to go. It involves careful planning, organization, attention to detail, and meaningful assessment.

ASSIGNMENT (All course assignments are submitted in Moodle.):

Your task is to choose a particular place to visit for at least ½ day within a 50-mile radius of Harrisonburg that will enrich student learning in your course. Begin by consulting Kellough & Carjuzaa, 2013, pp. 277-278. You may wish to download the Field Trip Request Form from

<http://www.rockingham.k12.va.us/BHS/pages/forms/forms.htm> as a resource. Your write-up of the Field Trip assignment must include the following:

1. Locate this field trip within a course from the 6-12 school setting of ED 361 PFE, ARTED 397/ARTED 398, LING 460 TESL Practicum, MUED 341/MUED 342, or PE 402/HE 401.
2. Write an objective in ABCD format and identify the SOL that aligns with this field trip.
3. Write a paragraph explaining the alignment of the field trip with the course SOLs.
4. Create a chronologically ordered checklist (by date) outlining the steps/procedures necessary to complete the field trip (pre trip, field trip day, post trip).
5. Develop a schedule of the day's events, including emergency procedures.
6. Investigate and create a budget using real costs (i.e. transportation, admission, cost/student, etc.). Show budget calculations of total costs/student.
7. Create professional, business-like, ERROR-FREE communications in the form of letters, email or phone scripts to:
 - your building administrator to request permission to take the field trip.
 - the site(s) that you will be visiting.
 - parents giving the details and purpose of the trip, with a permission slip included.
 - chaperones stating expectations and important information.
 - colleagues (from whose classes you are taking students).The grade for the assignment will be lowered if letters are NOT error-free.
8. Design:
 - in-class instruction required to prepare students **prior to** the field trip
 - develop a worksheet, guide, or instructional activity for students to complete **during or after** the field trip to connect with SOL content/course objectives
 - class activities to reinforce student learning **upon return** to the classroom
9. Reflection on insights you gained by doing this assignment.

ASSESSMENT: Field Trip Rubric

	Exemplary 3	Competent 2	Does Not Meet Expectations 1	Score (Weight)
Objective, SOLs, and Rationale	---	Objective in ABCD format; aligns with SOLs; states rationale for field trip.	Objectives and SOLs not identified. Rationale is missing or incomplete.	/2
Checklist outlines steps/procedures of field trip (pre, during, post trip)	Thorough, chronological outline of pre, during, post procedures.	Chronologically ordered; pre, during, and post procedures outlined.	Incomplete or missing procedures.	/3
Schedule of day's events, including emergency procedures	Thorough schedule of day's events and emergency procedures.	Chronological schedule of day's events; emergency procedures outlined.	Incomplete or missing parts of schedule and procedures.	/3
Budget (transportation, admission, cost/student, etc.)	Compelling presentation of budget costs (transportation, admission, cost/student, etc.); reasonable cost for one field trip.	Budget identifies budget costs (transportation, admission, cost/student, etc.); reasonable cost for one field trip.	Incomplete/missing budget; some costs missing.	/3
Communications to building administrator, field trip site, caregivers, chaperones, colleagues	Well-written, professional, business-like, ERROR-FREE letters.	Professional, business-like, ERROR-FREE communications in letter form. Pertinent information included.	Letters contain errors, lack information.	/3
In-Class Instruction	Instructional plans provide meaningful student learning prior to, during, and upon return to the classroom.	Includes instructional plans to prepare students prior to, during, and upon return to the classroom.	Instructional plans are missing, incomplete, or weak.	/3
Reflection on assignment learning	Demonstrates critical thought and personal learning.	Describes some reflection and personal learning.	Reflection is superficial and/or missing.	/3
Total				/20

4. Personal Classroom Behavior Model (20%)

DUE: Monday, December 3, 2012

PURPOSE:

Regardless of how well your lesson plan is designed, or how important the material is you have to teach- if you do not have a well-managed classroom, learning will be lost. A well-defined classroom behavior model is posted in the room and is taught to the students at the beginning of the school year. Classroom behavior models may be unique to the teacher or structured by the entire school. Regardless, effective classroom behavior models are: positive and caring in their approach (avoiding the negative), developmentally appropriate, supportive of positive choices, clear about expectations, rewards and consequences, within the legal rights of students, easy to follow and understand, and do not include a long list of "do's and don'ts."

ASSIGNMENT (All course assignments are submitted in Moodle.):

Construct a classroom behavior model for your content area in a middle or secondary school environment that you will present to the students in the first days of a new school year.

1. Begin with a statement identifying the grade level and content area that is the intended group for your model.
2. Based on your philosophical beliefs, and after consulting the *Personal Classroom Behavior Model* rubric (attached), write a few sentences describing each of the following. Connect content to appropriate theorists to support statements & positions.
 - a. Provide a description of your beliefs between learning and positive behavior.
 - b. Provide a statement of the roles of schools, families, teachers and students in relation to classroom management.
 - c. List the needs of students in your classroom in relation to classroom behavior.
 - d. List the needs you have as a teacher in relation to classroom behavior.
 - e. Describe a process you might follow in the first days of a new school year for determining classroom rules/guidelines. List possible rules/guidelines that might be the outcome of this process in positive terms that are appropriate for and specific to the developmental level.
 - f. Identify specific teacher-initiated strategies for preventing misbehavior, promoting positive behavior choices, and creating a caring, peaceable climate focused on restorative practices.
 - g. Identify specific teacher-initiated strategies for responding to misbehavior while promoting a creating a caring, peaceable climate focused on restorative practices
 - h. Cite three or more scholarly references which may include the theorists presented in class.

5. Final Exam (10%)

Thursday, December 13, 2012, 6:30-8:30 p.m., CC234

Assessment Rubric for Personal Classroom Behavior Model

Project Components	Exemplary 3	Competent 2	Does Not Meet Expectations 1	Score (Weight)
Beliefs about the purpose(s) of behavior management in schools	Clearly articulated relationship between learning and positive behavior	Basic, but not comprehensive, relationship between learning and positive behavior	Incomplete relationship between learning and positive behavior	/3
Beliefs about the bases of classroom management	Comprehensive statement of the roles of schools, families, teachers and students	Basic, but not comprehensive, statement of roles of schools, families, teachers and students	Incomplete statement of the roles of schools, families, teachers and students	/3
Personal behavior management style or disposition	Perceptive articulation of needs/preferences of the student and the teacher related to student behavior	List of needs/perceptions of the student and the teacher related to student behavior	Incomplete description of needs/preferences related to student behavior	/3
Process for determining appropriate classroom rules/guidelines	Clear description of the process for determining class rules/guidelines; articulation of possible rules/guidelines stated in positive terms; appropriate for and specific to the developmental level	Description of a process for determining rules; list of possible rules in positive terms; appropriate for and specific to the developmental level	Inappropriate or incomplete descriptions of processes and rules for developmental level	/3
Analysis, prevention & support strategies	Comprehensive description of teacher initiated strategies for preventing misbehavior; promoting positive behavior choices; and creating a caring, peaceable, restorative climate	Some teacher initiated strategies for preventing misbehavior; promoting positive behavior choices; and creating a caring, peaceable, restorative climate	Incomplete or inappropriate strategies for preventing misbehavior; promoting positive behavior choices; and creating a caring, peaceable, restorative climate	/3
Responses to misbehavior	Comprehensive description of teacher initiated strategies for responding to misbehavior while promoting a caring, peaceable, restorative climate	Some teacher initiated strategies for responding to misbehavior while promoting a caring, peaceable, restorative climate	Incomplete or inappropriate strategies for responding to misbehavior while promoting a caring, peaceable, restorative climate	/3
Citations & format	4+ critically relevant, scholarly references made to theories and theorists whose work informs your philosophy & practice; APA format	Cites three scholarly references; some content connected to appropriate theorists to support statements & positions; APA format	Does not cite 3 or more relevant, scholarly references; little or no connection to appropriate theorists to support statements & positions; not written in APA format	/3
Writing Standards	Reflects "A" work according to EMU's undergraduate level writing standards	Reflects "B" or "C" work according to EMU's undergraduate level writing standards;	Reflects less than "C" work according to EMU's undergraduate level writing standards	/3

Total				/24
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