GENERAL INFORMATION

PROFESSOR INFORMATION

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Office:	ZEB 235 (MMC)	**Fax:**	(305) 348-2086
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Website:	N/A		

COURSE DESCRIPTION AND PURPOSE

EDF 5225
Classroom Management (3 credits)

DEPARTMENT OF TEACHING AND LEARNING

Provides teachers understanding, skills, and dispositions for successful classroom management. It is important for teachers to understand how classroom management is an integral component of every learning environment. By making appropriate instructional and educational decisions, teachers promote student learning and students acquire content as well as procedures and models of behavior, in a safe learning environment. This course is designed to provide teachers with the understanding, skills and dispositions for successful classroom management.

The classroom teacher of the 21st century will be required to create positive classroom environments with effective learning for diverse, multicultural students. Multicultural competence in the class will enhance classroom management and result in improved student learning outcomes. Definitions and expectations of appropriate behavior are culturally influenced, and conflicts can occur when teachers are not aware of the interrelatedness of culture, diversity, and classroom management. This course will assist the pre-service teacher in the recognition of one's own ethnocentrism; increase knowledge of students' cultural backgrounds in a global context; augment understanding of the broader social, economic, and

political contexts of student behavior; and develop the pre-service teacher's ability and willingness to use culturally appropriate management strategies to develop a caring classroom.

It has been widely documented (Gallup and Harris polls, feedback from practitioners and from student teachers) that classroom management skills are a major topic of concern for teachers. Because student learning is directly connected to effective classroom management procedures, no teacher of the twenty-first century should go into a classroom without the basic knowledge of how to create a safe and well-run environment. In addition to the emphasis on classroom management skills and concepts, this course will provide opportunities for students to reflect on their own skills as "educational decision-makers" and how they can use principles of teaching and learning to make sound instructional decisions.

The desired future of the School of Education (SOE) at *Florida International University is one in which candidates, faculty, and staff embrace the shared experiences of a diverse, international, professional learning community. (*Vision Statement of the Conceptual Framework of the College of Education – Revised 2007, p.1). The three major outcomes become the lens through which each program organizes learning experiences and contributes to the vision and aim of the College. The outcomes include: a) Unit Content Outcome: Stewards of the Discipline (Knowledge); b) Unit Process Outcome: Reflective Inquirer (Skills); and c) Unit Dispositions Outcome: Mindful Educator (Dispositions). The desired performance learning outcomes, or institutional standards, of teacher candidates at the initial level are aligned with state and professional standards (e.g., FEAPs, INTASC).

FEAP REQUIREMENTS

The Florida Department of Education requires that Classroom Management be part of each eductor's education. This course is designed to fulfill that requirement. The specific Florida Educator Accomplished Practices (FEAP) assessed in this course are:

- **Standard 1.a.2** – The Learning Environment: To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive and collaborative. The effective educator consistently:

  - **Indicator 1.a.2.a:** Organizes, allocates and manages the resources of time, space and attention

  - **Indicator 1.**a.2.b: Manages individual and class behaviors through a well-planned management system

  - **Indicator 1.**a.2.d: Respects students' cultural, linguistic and family background

  - **Indicator 1.**a.2.f: Maintains a climate of openness, inquiry, fairness and support

FEAP	FEAP Indicator	Title of Activity	Description
1.a.2 The Learning Environment	1.a.2.a Organizes, allocates and manages the resources of time, space and attention	TaskStream Artifact: Phase I: Learning	Students will design an effective learning environment plan which includes two phases. Phase I: requires a diagram with the physical layout of a classroom, including:

To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative	Evertson, C. & Emmer E. (2012), Classroom management for elementary teachers Week 2 Reading Requirement Chapter 1: Organizing Your Classroom and Supplies Video Requirement "Classroom Arrangements": A real-life example of a non-traditional classroom arrangement 1.a.2.b Manages individual and class behaviors through a well-planned management system Evertson, C. & Emmer E. Classroom management for elementary teachers Reading Requirement Chapter 2: Establishing Classroom Rules and Procedures Video Requirement ""Ten Proven Classroom Management Tips," Proven classroom management tips and strategies, "classroom routines," "What's happening today?: Using a Daily Schedule to manage time	Environment Phase II: Communicating Expectations	• A minimum of 20 students: • of these students, 3 are English Speakers of Other Languages (ESOL), 3 are Learning Disabled (LD) and 3 display more than typical behavior problems The diagram must graphically display: • Seating arrangement • Labels for desks of <u>each</u> of the special needs students described above • The teacher's desk • Small group teaching station • Center areas (such as library, math, listening, etc.) • Computer station • Classroom door(s) • Board(s) • Storage area(s) A narrative explaining the learning environment will be included with the diagram, describing how the learning environment was set up to maximize learning time in the classroom. The narrative will provide: • An introductory paragraph describing the importance of effective classroom setup • At least one reason why each environmental arrangement was made, justifying each based on course texts, video requirements and research • A conclusion paragraph Phase II: requires a detained plan for developing and using effective classroom rules and procedures. The plan must include a detailed description of: • Procedures for developing classroom rules, including specific recommendations for how to include students in the decision making process • How the plan will address possible linguistic and/or cultural differences among students • A list of 4-6 positive classroom rules • Procedures for teaching rule following • Possible rewards and punishments

TASKSTREAM ASSIGNMENT SCORING RUBRIC

Standards	Met (1)	Not Met (0)
(a).2.a. The Learning Environment Organizes, allocates, and manages the resources of time, space, and attention.	Candidate develops a classroom management plan that is satisfactory in its organization, allocation, and management of the resources of time, space, and attention.	Candidate fails to develop a classroom management plan that is complete in its organization, allocation, and management of the resources of time, space, and attention.
(a).2.b. The Learning Environment Manages individual and class behaviors through a	Candidate demonstrates proficiency by satisfactorily managing individual and class behaviors through a well-planned management system.	Candidate fails to or provides limited demonstration of managing individual and class behaviors through a well-planned management system.

well-planned management system.		
(a).2.d. The Learning Environment Respects students' cultural linguistic and family background.	Candidate in the management plan demonstrates respect for students' cultural linguistic and family background.	Candidate in the management plan fails to or demonstrates limited respect for students' cultural linguistic and family background.
(a).2.h. The Learning Environment Adapts the learning environment to accommodate the differing needs and diversity of students.	Candidate in the management plan adequately adapts the learning environment to accommodate the differing needs and diversity of students.	Candidate in the management plan fails to or provides limited adaptation of the learning environment to accommodate the differing needs and diversity of students.

TESOL Standards Addressed

- **Domain 1:** Culture (Cross-Cultural Communications)

    o **Standard 1:** Culture as a Factor in ELLs' Learning: Teachers will know and apply understanding of theories related to the effect of culture in language learning and school achievement for ELLs from diverse backgrounds. Teachers will identify and understand the nature and role of culture, cultural groups, and individual cultural identities.

        ▪ **Indicator 1.1.e:** Understand and apply knowledge about home/school connections to build partnerships with ELLs' families

ESOL Domain	ESOL Standard	ESOL Indicator
1 **Culture (Cross-Culture Communications)**	**1.1** **Culture as a Factor in ELLs' Learning: Teachers will know and apply understanding of theories related to the effect of culture in language learning and school achievement for ELLs from diverse backgrounds. Teachers will identify and understand the nature and role of culture, cultural groups, and individual cultural identities**	**1.1.e** **Understand and apply knowledge about home/school connections to build partnerships with ELLs' families** **Evertson, C. & Emmer E . (2012), Classroom management for elementary teachers** **Reading Requirement** **Chapter 8: Communication Skills for Teaching Managing Problem Behaviors** **Reading Requirement** **Chapter 10: Managing Special Groups** **Video Requirement** **"Culturally Relevant Teaching/Behavior Management Videos: Module #5** **Engaging bilingual students and parents with**

					Class Dojo

TESOL Standards Assessed

- **Domain 4:** Curriculum and Materials Development

  - **Standard 1:** Planning for Standards-Based Instruction of ELL's: Teacher will know, understand an apply concepts, research, best practices, and evidenced-based strategies to plan classroom instruction in a supportive learning environment for ELLs. The teacher will plan for multilevel classrooms with learners from diverse backgrounds using a standards-based ESOL curriculum.

    - **Indicator 4.1.b:** Create supportive, accepting, student-centered classroom environments

ESOL Domain	ESOL Standard	ESOL Indicator	Title of Activity	Description	Instrument Used to Assess FEAP	
4 **Curriculum and Materials Development**	4.1 **Planning for Standards-Based Instruction of ELL's: Teacher will know, understand an apply concepts, research, best practices, and evidenced-based strategies to plan classroom instruction in a supportive learning environment for ELLs. The teacher will plan for multilevel classrooms with learners from diverse backgrounds using a standards-based ESOL curriculum**	**4.1.b** **Creates supportive, accepting, student-centered classroom environments** **Evertson, C. & Emmer E (2012), Classroom management for elementary teachers** **Reading Requirement** **Chapter 1: Organizing Your Classroom and Supplies** **Video Requirement** **"Cracking the Code: Unconscious Bias and Olivia Araiza, Inequity in education"**	**TaskStream Artifact:** **Phase I: Learning Environment**	**Students will design an effective learning environment plan which includes two phases.** **Phase I: requires a diagram with the physical layout of a classroom, including:** • **A minimum of 20 students:** • **of these students, 3 are English Speakers of Other Languages (ESOL), 3 are Learning Disabled (LD) and 3 display more than typical behavior problems** **The diagram must graphically display:** • **Seating arrangement** • **Labels for desks of <u>each</u> of the special needs students described above** • **The teacher's desk** • **Small group**	**A scoring rubric will be utilized to assess FEAPs:**	
					Level 3	* Free of grammatical errors * Phase I includes all required components * Narrative includes an introduction, at least one appropriate justification statement explaining why each environmental arrangement was made, and a conclusion
					Level 2	* Some grammatical errors * Phase I is missing one or two of the required components * Phase I is missing justification

				teaching station • Center areas (such as library, math, listening, etc.) • Computer station • Classroom door(s) • Board(s) • Storage area(s) A narrative explaining the learning environment will be included with the diagram, describing how the learning environment was set up to maximize learning time in the classroom. The narrative will provide: • An introductory paragraph describing the importance of effective classroom setup • At least one reason why each environmental arrangement was made, justifying each based on course texts, video requirements and research • A conclusion paragraph		for one or two environmental arrangements
					Level 1	*Large amount of grammatical errors * Phase I is missing three or more of the required components * Phase I is missing justification for three or more environmental arrangements

COURSE OBJECTIVES

Through a variety of methods, students will:

- Use knowledge of how students learn (stages of reasoning, moral, cognitive and social concepts) to create a classroom management plan that is safe and fair and promotes equity in the instructional environment (INTASC 3.5, 5.3, 5.5)
- Use knowledge of how students differ in their learning to promote fairness yet maintain consistent behavior standards. (INTASC 5.1, 5.3, 5.5)
- Explain the relationship between good instructional planning and classroom management to support appropriate behavior (INTASC 5.5, 7.3)
- Explain how communication (verbal & non-verbal) can influence behavior, and value and promote many modes of communication. (INTASC 6.1, 6.3)
- Identify and plan the use of the basic elements of a organizing classrooms.(INTASC 3.5, 5.3, 5.5)
- Demonstrate the ability to organize a classroom environment and implement a variety of procedures to prevent classroom problems and use a range of various models of classroom management to encourage cooperation and purposeful learning. (INTASC 5.1, 5.3, 5.5)
- Believe ALL students can be motivated to learn regardless of ability, background, or attitudes (INTASC 5.3, 5.4, 6.3, 9.3)

- Believe parents have a vital role in the educational process and identify a variety of ways of involving parents in the growth and development of their child (INTASC 8.5, 8.6, 10.3)
- Believe significant changes can be made in student behavior (INTASC 5.1, 10.4)
- Believe in and explain the crucial role of teacher in creating a classroom structure and environment that promotes ALL students' learning (INTASC 5.3, 5.5, 9.3)

MAJOR & CURRICULUM OBJECTIVES TARGET

TEACHING METHODOLOGY

This is a fully online course in which all of the instructional materials and activities are delivered through Blackboard, and/or other internet-based media. Should you have any questions, please contact the professor.

ASSURANCE OF LEARNING

The University cares about the quality of your education. For more information please visit the **Assurance of Learning** website to learn more on the College's commitment to this initiative.

IMPORTANT INFORMATION

POLICIES

Please review **FIU's Policies webpage.** The policies webpage contains essential information regarding guidelines relevant to all courses at FIU, as well as additional information about acceptable netiquette for online courses.

TECHNICAL REQUIREMENTS/SKILLS

One of the greatest barriers to taking an online course is a lack of basic computer literacy. By computer literacy we mean being able to manage and organize computer files efficiently, and learning to use your computer's operating system and software quickly and easily. Keep in mind that this is not a computer literacy course; but students enrolled in online courses are expected to have moderate proficiency using a computer. Please go to the **What's Required** page to find out more information on this subject.

This course utilizes the following tools:

This course utilizes the following tools:

1. Videos
2. Discussion Boards
3. Journals

Please visit our **Technical Requirements** webpage for additional information.

ACCESSIBILITY AND ACCOMMODATION

Please visit our ADA Compliance webpage for information about accessibility involving the tools used in this course.
Please visit **Blackboard's Commitment to Accessibility** webpage for more information.

For additional assistance please contact FIU's **Disability Resource Center**.
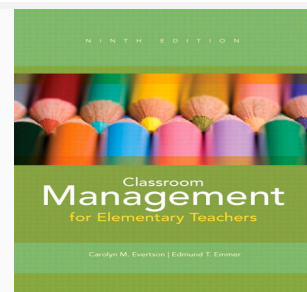
COURSE PREREQUISITES

None

TEXTBOOK

REQUIRED TEXT: *Classroom Management for Elementary Teachers*
Evertson, C. & Emmer, E.
Pearson, 9th Edition, 2012

ISBN: 0-132-69326-7

Click here to buy your textbook online at the FIU Bookstore

EXPECTATIONS OF THIS COURSE

This is an online course, which means most (if not all) of the course work will be conducted online. Expectations for performance in an online course are the same for a traditional course. In fact, online courses require a degree of self-motivation, self-discipline, and technology skills which can make these courses more demanding for some students.

You are responsible for making sure that your hardware/server is compatible with BlackBoard 9. Please review the following links to ensure that your technology meets the requirements of the course:

http://online.fiu.edu/futurestudents/whatsrequired

http://server.iad.liveperson.net/hc/s-63516465/cmd/kbresource/kb-8546798894722903779/view_question!PAGETYPE?sc=5&sf=101133&documentid=340770&action=view

In the event that you experience technical problems that are out of your control, then you MUST contact FIU Online Support for assistance. Failure to complete or submit any assignment, posting, journal, etc. due to technological problems and is considered the result of your failure to review the above policies and use appropriate hardware, software, etc. will not be accepted, re-opened, or graded.

ALL technical issues are to be referred to the online help desk; not your professor. Link provided: (http://online.fiu.edu/supportservices) DO NOT wait until last minute to complete assignments, quizzes, or exams. Online support may not be available and simply sending an email to the instructor at that time will not rectify the grade you will receive if your assignments are not submitted on time and in the proper location.

Students are expected to:
- **Review the how to get started information** located in the course content
- **Introduce yourself to the class** during the first week by posting a self-introduction in the appropriate discussion forum
- **Take the practice quiz** to ensure that your computer is compatible with Blackboard
- **Interact** online with instructor/s and peers
- **Review** and follow the course calendar
- Log in to the course **a minimum of three days** per week; at least one log in should be at the beginning of the week so that assignments can be reviewed and communication with the professor can be done well before the due date. More frequently, is recommended.
- Respond to discussion boards, blogs, and journal postings with **by due date.**
- Respond to messages in BlackBoard 9 messaging system within **two days.**
- Submit assignments by the corresponding deadline

The instructor will:
- Log in to the course **once daily Monday through Friday. Emails may not be responded to on the weekends.**
- Respond to discussion boards, blogs, and journal postings as needed and after due date.
- Respond to BlackBoard 9 email system within **three days.**
- Grade assignments within **within one week** of the assignment deadline.

COURSE DETAILS

COURSE COMMUNICATION

Communication in this course will take place via **Blackboard email.**

Blackboard email is the same email system as your FIU email. However, if initiating an email to the instructor, students must log on to Blackboard to send the email to me. This way, the subject line will identify the course. The Blackboard email is located on the Course Menu, on the left side of the course webpage. It is recommended that students check their FIU email routinely to ensure up-to-date communication.

Visit our **Writing Resources webpage** for more information on professional writing and technical communication skills.

DISCUSSION FORUMS

Keep in mind that your discussion forum postings will likely be seen by other members of the course. Care should be taken when determining what to post.

Please note that your initial discussion responses should be brief and should also be written with accepted conventions of standard American English. In other words, capitalize, punctuate and check spelling! Your follow-up discussion, or responses to your peers, may take on a more relaxed and conversational tone, but the initial response should reflect appropriate scholarship.

You must post an initial response to the posted question and respond to a minimum of <u>two</u> peer responses, if required.

Discussion posts are due on their designated week on Sunday at 11:59 pm. **LATE POSTS WILL NOT BE GRADED**. *The system literally disables grading* for late posting.

Discussion Board Grading Rubric

Category	1	2	3	4
Promptness and Initiative	Does not respond to most postings; rarely participates freely	Responds to most postings several days after initial discussion; limited initiative	Responds to most postings within a 24 hour period; requires occasional prompting to post	Consistently responds to postings in less than 24 hours; demonstrates good self-initiative
Delivery of Post	Utilizes poor spelling and grammar in most posts; posts appear "hasty"	Errors in spelling and grammar evidenced in several posts	Few grammatical or spelling errors are noted in posts	Consistently uses grammatically correct posts with rare misspellings
Relevance of Post	Posts topics which do not relate to the discussion content; makes short or irrelevant remarks	Occasionally posts off topic; most posts are short in length and offer no further insight into the topic	Frequently posts topics that are related to discussion content; prompts further discussion of topic	Consistently posts topics related to discussion topic; cites additional references related to topic
Expression within the post	Does not express opinions or ideas clearly; no connection to topic	Unclear connection to topic evidenced in minimal expression of opinions or ideas	Opinions and ideas are stately clearly with occasional lack of connection to topic	Expresses opinions and ideas in a clear and concise manner with obvious connection to topic
Contribution to the Learning	Does not make effort to participate in learning community as it	Occasionally makes meaningful reflection on group's efforts; marginal	Frequently attempts to direct the discussion and to present relevant	Aware of needs of community; frequently attempts to motivate the group discussion;

Community	develops; seems indifferent	effort to become involved with group	viewpoints for consideration by group; interacts freely	presents creative approaches to topic
Quantity of Postings	Does not reply to any peer postings	Responds to 1 peer posting days after initial discussion; limited initiative	Responds to 1 or 2 peer postings within a 24 hour period; requires occasional prompting to post	Responds to 2 or more peer postings in a timely manner

EXAMS

Three online exams (50 points each) will be given. You will have 100 minutes to complete 50 multiple choice and/or True and False questions pertaining to the textbook and video information. You are only allowed one attempt at each exam so do not enter the exams until you are ready to take them. Exam grades can be viewed after the due date and time.

Important information regarding exams:

- Exams are open the entire week when they are assigned and can be completed anytime during this period.
- Exams have time limits; all questions must be answered and submitted **before** the time expires. When the time has run out, the exam is submitted automatically with whatever answers have been filled in so far and will automatically receive a grade of zero
- Be aware of the availability window on exams
  - For example: if your exam is available from 7am - 7pm and you have 1 hour to complete the exam, you would need to start your quiz/exam at 6pm in order for you to have the full hour. If you start at 6:20 then you will only have 40 minutes to complete the exam

JOURNALS

Journals are private, and are only visible to the instructor. All journal entries are required and must be submitted on their designated week on Sunday at 11:59 pm. **LATE JOURNALS WILL NOT BE GRADED**. **The system literally disables grading** for late posting. Please respond to the journal directly through BlackBoard. Do not attach a document for grading.

Please note that your journal responses should be written with accepted conventions of standard American English. In other words, capitalize, punctuate and check spelling! Reflections should answer the posed question in depth, providing details and various examples from course content and other resources when applicable.

Journal Grading Rubric

Category	1	2	3	4
Demonstrates content knowledge, understanding and application gained from reading and videos	Reflections do not show evidence of understanding course content knowledge or application of content within course framework	Reflections show very little evidence of understanding course content knowledge or application of content within course framework	Reflections demonstrate understanding of course content knowledge and application of content within course framework using prior knowledge and 1-2 examples from course content when applicable. Reflections include critical thinking and synthesis	Reflections demonstrate understanding of course content knowledge and application of content within course framework using prior knowledge and 3 or more examples from course content when applicable. Reflections include critical thinking and synthesis Reflections connect course concepts with other concepts in the subject matter area
Spelling and Mechanics	Reflections are written using grammatically incorrect sentences and/or have several spelling errors	Reflections are written using grammatically incorrect sentences and/or have some spelling errors	Reflections have one or more grammatically incorrect sentences and/or two spelling errors	Reflections contain grammatically correct sentences without any spelling errors
Expression within the post	Does not express opinions or ideas clearly; no connection to topic	Unclear connection to topic evidenced in minimal expression of opinions or ideas	Opinions and ideas are stately clearly with occasional lack of connection to topic	Expresses opinions and ideas in a clear and concise manner with obvious connection to topic

ASSIGNMENTS

WORK SUBMISSION POLICY:

- **All weekly assignments are due Sundays no later than 11:59 pm (with the exception of Module 6, when they are due Friday at 11:59).**

- No make-ups will be permitted except in extenuating circumstances, with proper documentation.
- ASSIGNMENTS: (e.g., current event article, interview, etc.) are due on the date specified in the syllabus. EACH calendar day it is late, there will be 5 points deducted, including the day it was due.
    - For example, if you do not turn in your interview on time (by Sunday evening of Module 10 at 11:59 pm), you lose 5 points. If you turn it on Wednesday, after it was due, that is FOUR days late. Five points for each day late means the assignment will be worth zero points.
- PARTICIPATION ASSIGNMENTS: LATE journals, discussions, blogs, and wikis will not be graded and a point value of zero will be posted to the grade center.
- Assignments e-mailed or messaged through BlackBoard directly to your professor will NOT BE GRADED. All assignments, journals, discussions, blogs, and wikis must be submitted in the designated area within BlackBoard (i.e.: dropbox or module)
- If you do not complete exams and/or quizzes in the allotted timeframe, there will be no make up opportunities.
    - Exceptions to this policy will only be granted with VALID WRITTEN DOCUMENTATION (e.g. doctor, police report, etc.).
    - Documentation must be provided within two weeks of the emergency. You will have two weeks to complete the assignments missed during your approved emergency.

All papers must be typed, double-spaced with 1-inch margins (top, bottom, left, right). Each paper must have the course number, and your first and last name on the top left hand corner of each page as a header. Five points will be automatically deducted from papers that do not follow this format.

In the event that you experience technical problems that are out of your control, then you MUST contact FIU Online Support for assistance. Failure to complete or submit any assignment, posting, journal, etc. due to technological problems and is considered the result of your failure to review the above policies and use appropriate hardware, software, etc. will not be accepted, re-opened, or graded.

ALL technical issues are to be referred to the online help desk; not your professor. Link provided: (http://online.fiu.edu/supportservices) DO NOT wait until last minute to complete assignments, quizzes, or exams. Online support may not be available and simply sending an email to the instructor at that time will not rectify the grade you will receive if your assignments are not submitted on time and in the proper location.

Hours of Operation - http://online.fiu.edu/supportservices

Support Services hours of operation are:

E-mail & Live Chat Support
7 days a week 8am - midnight

Phone Support
7 days a week 8am - midnight
Telephone: 305-348-3630
Toll-Free: 1-877-3-ELEARN

Office Support (On Campus)
Monday - Friday from 8am - 10pm
Modesto A. Maidique Campus
Ryder Business Building, Room 358

Assignments (Brief Descriptions. See Blackboard Course Modules for Complete Assignment Descriptions (subject to change)

Module 1 Assignments/Exams/Discussions

1. **Module 1 Diversity Survey and Journal Response:** You will take a brief diversity scale survey. Then you will reflect on what you learned about yourself while taking the survey, as well as identify how your beliefs, experiences, etc. might influence your teaching
2. **Biopoem Introduction:** For this assignment, you will introduce yourself to the class via a blog through the use of a biopoem. A *biopoem is a* poem that describes a person in 9 lines. You will posting your biopoem and picture in the blog.
3. **Iris Module 1 Classroom Management Part 1:** Iris is a national center dedicated to improving education outcomes for all children, especially those with disabilities birth through age twenty-one. You will do 1 online Iris modules throughout the semester and answer and submit module questions. This module highlights the importance of establishing a comprehensive classroom behavior management system composed of a statement of purpose, rules, procedures, consequences, and an action plan. It also provides information own document.

Module 2 Assignments/Exams/Discussions

1. **Learning Environment Plan: Taskstream Assignment Phase I** *(FEAP 1.a.2.a; 1.a.2.f) (ESOL 4.1.b)* This is the first phase of a two-phase assignment and is the Taskstream artifact for this course. For this assignment (Phase 1), you will design and present (via a computer generated diagram) the physical classroom layout for a class of elementary students described to you. Then, following the guidelines provided, you will provide a narrative description of that layout and its rationale.
2. **Exam 1:** Exam 1 covers Chapters 1-4 in your text. It consists of 50 questions that are true/false or multiple choice. You will have a total of 100 minutes to take the exam. Each question will be presented one at a time.

Module 3 Assignments/Exams/Discussions

1. **Module 3 ClassDojo Journal Response:** In this assignment, you will learn how to use a great, FREE Web 2.0 tool for managing class behavior: ClassDojo. Then you need to go to the ClassDojo website, create an account as a teacher, and develop a class site with at least 5 students and classroom behaviors that you would like to monitor.
2. **Module 3: Unconscious Bias/Inequity in Education Journal Responses:** These are provocative videos about unconscious teacher bias and inequity in schools. You will watch the videos and make journal responses.

Module 4 Assignments/Exams/Discussions

1. **Module 4 Teachers of Culturally Diverse Children Journal Response:** In this assignment, you read a short handout that discusses misconceptions related to teaching

students who are culturally and linguistically diverse. You will respond to specific journal prompts.

2. **Module 4: Learning Environment Plan: Taskstream Assignment Phase II: Communication (FEAP 1.a.2.b; 1.a.2.d; 1.a.2.f):** This is the second phase of the two-phase Taskstream artifact assignment for this course. Phase II is about communicating rules and expectations to the students in your classroom and developing a plan to communicate effectively parents or caregivers. You will complete this assignment. Then you will merge it with your Taskstream I assignment and submit BOTH together. **Name the document Learning Environment Plan_Your Name**

3. **Exam 2:** Exam 2 covers Chapters 5-7 in your text. It consists of 50 questions that are true/false or multiple choice. You will have a total of 100 minutes to take the exam. Each question will be presented one at a time.

Module 5 Assignments/Exams/Discussions

1. **Module 5 Culturally Responsive Teaching and Management Journal:** For this assignment, you will watch 3 short videos and respond to guided questions in the blog.
2. **Module 5: Managing Disruptive Behavior in Inclusive Classrooms** You will read a brief online article and respond to journal prompts.
3. **Module 5: Dozen Common Mistakes (bonus point assignment).** You will read an article and answer provided questions.

Module 6 Assignments/Exams/Discussions

1. **Exam 3:** Exam 3 covers Chapters 8-11 in your text. It consists of 50 questions that are true/false or multiple choice. You will have a total of 100 minutes to take the exam. Each question will be presented one at a time.

Rubrics for Selected Assessments

VIDEOS (Posted and assigned in modules)

Videos are required as part of weekly assignments and can be accessed online under the corresponding week. Information presented in assigned videos directly relates to the current topic/chapter and are meant to supplement textual content. Furthermore, video information may be considered during quiz and exam creation.

Module #6: LEARNING ENVIRONMENT PLAN *Taskstream Assignment (Global SLO #3):

The state of Florida requires that you receive a score of 2 or better in Taskstream on this assignment to pass the class.

Learning Environment Plan: To better assist you, this assignment will be completed in portions prior in two phases. Phase I will be submitted in Module 2 as an assignment requirement and Phase II will be submitted in Module 4 as an assignment. When you submit Phase II, you will first merge phases I and II together (with phase I first). For the cover page, the document will be entitled **Learning Environment Plan. However, save the document as Learning Environment Plan_YOUR LAST NAME. This way when it is downloaded and reviewed by reviewers in Taskstream, all of the documents will not have the same name.**

You will submit this assignment in two locations: online via the Blackboard dropbox AND** directly **to taskstream.com.

- After reviewing and revising your journal assignments for Phase I and II, you should then create one file, which includes Phase I, II, and the classroom map.
- The protocol for naming your document should be LEP_YOURLAST NAME.docx (for example, LEP_Barbetta.docx)
- You MUST submit this entire document(s) to TWO LOCATIONS:
  - **Assignment Dropbox for the Learning Environment Plan** - This is where your grade will be recorded for the course. If you do not submit IN THE DROPBOX ON BLACKBOARD by the due date, then you WILL NOT RECEIVE A PASSING GRADE IN THE CLASS. Maximum points earned here is 50 points.

  - **AND**, **Directly uploaded to www.taskstream.com**
    - The self-enrollment code for this course can be found at https://www.taskstream.com/ts/chang28/COE_WEBSITE.

    - You must submit DIRECTLY TO TASKSTREAM by the due date, to receive a RECEIVE A PASSING GRADE IN THE CLASS. You also must receive a score of pass to successfully meet the requirements of this class.
    - If a section of your assignment earns a score of fail, then it may be necessary for you to re-do a section of your LEP in order to score a pass.Your grade in BlackBoard, however, will not change.

- All Taskstream assignments will automatically be reviewed by Turnitin, a plagiarism detection service. All submitted work will have an originality report automatically generated for your instructor's review. Additional information about plagiarism and Turnitin, can be found at this site: http://online.fiu.edu/faculty/resources/plagiarism

For More Help with TaskStream:

1-800-311-5656
help@taskstream.com
COE Taskstream Office, ZEB 211, 305-348-3655/6143, tstream@fiu.edu
IT Department, ZEB 269, 305-348-6305, coesupport@fiu.edu
COE Computer Lab Assistance, ZEB 165, 305-348-6134

SUBMITTING THE TASKSTREAM ASSIGNMENT:

The Learning Environment Plan must be submitted in BlackBoard to the Dropbox. Additionally, to receive credit for the TaskStream assignment, you must post it on TaskStream, the College of Education's (COE) new web-based electronic portfolio application.

All students enrolled in the COE are required to subscribe and maintain a TaskStream account throughout their FIU career so they can generate and maintain an electronic portfolio of their work in the college. You can purchase a TaskStream account online.

You have the option of selecting the terms of your subscription. However, you must maintain your TaskStream account throughout your professional preparation program. Costs and other TaskStream information can be found at this COE website:
http://www.taskstream.com/main/?/chang28/COE_WEBSITE.html and help can be provided in COE computer labs, by TaskStream at 1-800-311-5656, and at tstream@fiu.edu. You may also contact TaskStream assistants at: (305) 348-6156.

TASKSTREAM SCORING:

All Taskstream assignments will automatically be reviewed by Turnitin, a plagiarism detection service. All submitted work will have an originality report automatically generated for your instructor's review.   Additional information about plagiarism and Turnitin, can be found at this site: http://online.fiu.edu/faculty/resources/plagiarism

- **PANEL REVIEW:**

The artifacts you upload onto TaskStream may be reviewed by a panel of assessment raters in the college to ensure fairness and consistency in the scoring of the critical assignments. These reviews are required for accreditation purposes. The students' assignments reviewed will have no identifying information so the raters will not know whose student's work they are reviewing. All data aggregated will contain no personal identifying information to ensure confidentiality of students' work.

- **SCORING RUBRIC:**
  - **Pass:** The paper is typed and double-spaced but contains some grammatical errors. The paper also fails to include one or two of the following:
    - Arrangements A,B,C,D,E,F,G, or H in the diagram in Phase I
    - An introductory paragraph
    - Justification of each environmental arrangement
    - A conclusion statement
    - A detailed description of any component (A-G) in Phase II
  - **Fail:** The paper is typed and double-spaced but contains a large amount of grammatical errors. The paper also fails to include three or more of the following:
    - Arrangements A,B,C,D,E,F,G, or H in the diagram in Phase I
    - An introductory paragraph
    - Justification of each environmental arrangement
    - A conclusion statement
    - A detailed description of any component (A-G) in Phase II

ADOBE CONNECT PRO MEETING
Adobe Connect is an online meeting room where you can interact with your professor and fellow students by sharing screens, sharing files, chatting, broadcasting live audio, and taking part in other interactive online activities.

Requirements for using Adobe Connect:

- Disable any window pop-up blocker.
- Adobe Flash Player is required to successfully run your Adobe Connect meeting. You can test your computer to make sure your computer and network connections are properly configured to provide you with the best possible Adobe Connect meeting experience.
- Use of a combination headset and microphone with USB connection is recommended to ensure quality sound and reduce technical difficulties.

  Reference Adobe Connect (Tutorials & Help) to learn about the tool, how to access your meeting rooms and recordings.

COURSE CALENDAR

COURSE CALENDAR – DUE DATE FOR ALL SUBMISSIONS IS 11:59 PM SUNDAY EVENING, EXCEPT FOR WEEK 6. ON WEEK 6, YOUR SUBMISSIONS ARE DUE BY FRIDAY AT 11:59 PM. This is due to the end of the semester falls on a Friday. See each Blackboard modules for topics, readings and assignment due dates.

GRADING

COURSE REQUIREMENTS	POINTS
Module 1	
Module 1 Diversity Survey and Journal Response	5
Biopoem Introductory Activity	3
IRIS Module: Classroom Management Part #1	20
Module 2	
Taskstream Assignment Phase I: Classroom Layout and Rationale	25
Exam 1	50
Module 3	
ClassDojo Journal	8
Unconscious Bias/Inequity in Education	8
Module 4	
Journal Reflections from Teachers of Culturally Diverse Children	4
Learning Environment Plan Phase II	35
Exam 2	50
Module 5	
Culturally Responsive Video Journal	5
Managing Disruptive Beh in Inclusive Classrooms Journal	5
OPTIONAL A Dozen Common Teaching Mistakes and What to do Instead **(12 BONUS POINTS POSSIBLE)**	0*
Module 6	
Exam 3	50

Total	268

Letter Grade	Range	Letter Grade	Range	Letter Grade	Range
A	Above 93	B-	81-83	D+	67-70
A-	91-92	C+	77-80	D	64-66
B+	87-90	C	74-76	D-	61-63
B	84-86	C-	71-73	F	< 61

* You could earn up to 12 bonus points for this assignment. It is optional. The bonus points earned will be added to your total points. However, they are not included in the "total possible" which is what makes them bonus points.

ACADEMIC INTEGRITY STATEMENT:

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook. Students who plagiarize or cheat can be charged with academic misconduct. Penalties for academic misconduct can be as severe as dismissal from the University.

Be assured and forewarned that cheating will not be tolerated in this course. All cases of suspected cheating or plagiarism will be referred to the University's Committee on Academic Misconduct. This action is required by all instructors. Regarding the consequences of being found guilty of dishonest academic practice, the instructor shall make an academic judgment about the student's grade on that work and in that course and shall report incidents to the Primary Administrative Officer.

http://www2.fiu.edu/~jms/standards_of_conduct.htm

Misconduct includes:

Cheating – The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not.

Plagiarism – The use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is responsible for plagiarism.

All submitted assignments will automatically be reviewed by Turnitin, a plagiarism detection service. An originality report will be automatically generated for your instructor's review. Additional information about plagiarism and Turnitin, can be found at this site: http://online.fiu.edu/faculty/resources/plagiarism

All of the following are considered plagiarism:
- Turning in someone else's work as your own.
- Copying words or ideas from someone else without giving credit.
- Failing to put a quotation in quotation marks.
- Giving incorrect information about the source of a quotation.
- Changing words, but copying the sentence structure of a source without giving credit.
- Copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not.

Disability Resource Center (http://drc.fiu.edu/)

The Disability Resource Center's mission is to provide FIU students with disabilities the necessary supports to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and need assistance or instructional accommodations, please contact the Center at 305-348-3532 or visit them at the Graham Center (GC) 190.

Policy for Assigning an Incomplete "I" Grade

An incomplete grade is a temporary symbol given at the discretion of the instructor for work not completed because of serious and documented interruption not caused by the student's own negligence. An incomplete must be made up as quickly as possible, but no later than two (2) consecutive semesters after the initial taking of the course or it will automatically default to an "F" or the grade that the student earned in the course. There is no extension of the two (2) semester deadline. The student must not register again for the course to make up the incomplete. Students who have incomplete grades on their records must remove the incomplete by the end of the fourth week of the term in which they plan to graduate. Failure to do so will result in a cancellation of graduation.

In such cases where the course instructor determines that it is appropriate to award a student a grade of "I" (incomplete) the following steps must be followed. Using an Official University Form, the course instructor will report the following:

1. The grade earned by the student to date.
2. The missing work and the percentage of the final grade it represents (this requires the details of the specific missing assignment).
3. The date the instructor expects the missing work to be submitted or in the case of an examination made up.
4. The justification for awarding the grade of "I".
5. Have the student sign the form.
6. Submit the form to the Department Chair and Dean, and maintain a copy for instructor records and provide a copy for the student.
7. Upon satisfying the requirements for a grade, the instructor will sign off on the form and attach it to the change of grade form she or he will submit.

FIELD EXPERIENCE REQUIREMENT

No field hours are required for this course.

ACADEMIC CALENDAR

Please view the following website for important term deadlines:

http://calendar.fiu.edu/events/index/calendar:academic/