EDCI 5030: Maintaining Classroom Discipline  
Fall 2020 - Online Course

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Program Advisors: Maria Prada – Maria.Prada@unt.edu  
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Program Coordinator: Kelley.King@unt.edu

Required Texts:

*Psychology Applied to Teaching* was associated with EDCI 5010.  
*Instruction: A Models Approach* was associated with EDCI 5020.


*Pages 34-44 – within course*

Software and Hardware Required:

In addition to the software and hardware requirements listed by Canvas (http://courses.unt.edu/Canvas/studentguide/introduction.html) additional requirements are:

- Word processing program (i.e., MS Word®)
- Spreadsheet program (i.e., Excel®)
- All students should activate and regularly check their UNT e-mail account which is used for official communication from the University to students. For information about Eagle Mail, including how to activate an account visit <https://it.unt.edu/eagleconnect> and for information about how to forward EagleConnect to another e-mail address, visit <https://it.unt.edu/redirecting-email>

Field Observations

One requirement of the Texas Education Agency is that you complete a total of 30 observation hours. Due to the pandemic, we have received a waiver to replace 15 hours of face-to-face observations that are required for this course with 15 hours of virtual observations.

Students must also complete 15 hours of video observations in addition to 15 video observation hours from EDCI 5010, Everyone Can Learn or 15 observation hours from EDBE 5590, Pedagogy of English as a Second Language for EC-12 Classrooms.

We are using TEDx Talks videos to help students complete the field observations requirement. The observations should be complete by December 04 2020, so that you can be cleared in advance and not experience any delay – see Canvas for further details.

Catalog Description:

EDCI 5030 is an asynchronous web-extended course. There are no mandatory meetings for this course. Student must log on to the course at least twice each week and attend to instructor emails. The student should also become thoroughly acquainted with the course syllabus and course calendar.

Students must also take the computerized PPR test during this course. This test is offered M-F. Consult the
Educational Testing Service website for details about location and time. One may take the “practice exam” or TExES 160 to meet this requirement. Check the course announcements for the last day to take the computerized PPR.

Course Objectives:

1. Know, comprehend, apply, analyze, synthesize, and evaluate various principles of social learning theory at the EC-12 level.
2. Know, comprehend, apply, analyze, synthesize, and evaluate various classroom management theories and how they apply to classroom practice.
3. Apply constructivist learning theory to classroom management and instruction.
4. Knowledge of what motivation is composed of and how it affects learning can help students become self-motivated.
5. Recognize factors or situations likely to promote or diminish motivation.
6. Know characteristics and effects of intrinsic and extrinsic motivation.
7. Knowledge of the influence on learning of factors within and outside the classroom that influence students’ self-perception and self-esteem (grouping practices, parent/teacher expectations, academic history, etc.).
8. Use problem solving and transfer of learning to enhance the learning process.
9. Create and use instructional objectives to focus instructional activities.
10. Know, comprehend, apply, analyze, synthesize, and evaluate the behaviorist, humanist, and cognitive instructional approaches to teaching.
11. Explore and discuss various techniques that motivate students to learn.
12. Observe student behavior and view it from various theoretical lenses.
Skills related to TExES:

- The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students’ learning.
- The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessment.
- The teacher knows how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.
- The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.
- The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.
- The teacher provides appropriate instruction that actively engages students in the learning process.
- The teacher understands the importance of family involvement in children’s education and knows how to interact and communicate effectively with families.

Honesty and Integrity:

The UNT Code of Student Conduct and Discipline provides penalties for misconduct by students, including academic dishonesty. Academic dishonesty includes cheating and plagiarism. The term “cheating” includes, but is not limited to, (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; and (3) the acquisition, without permission, of tests or academic material belonging to a faculty or staff member of the university. The term “plagiarism” includes, but is not limited to, the use of the published or unpublished work of another person, by paraphrase or direct quotation, without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. If a student engages in academic dishonesty related to this class, the student will receive a failing grade on the test or assignment and a failing grade in the course. In addition, the case will be referred to the Dean of Students for appropriate disciplinary action.

Building a Portfolio:

Each course in the online certification program includes assignments that should be maintained in a working professional portfolio. For this reason, it is strongly recommended that the student maintain electronic copies of assignments that can be used to demonstrate continuing professional growth and reflection during the internship phase of your teacher preparation. In EDCI 5030, the Classroom Management Plan represents a critical piece that should be kept for inclusion in your portfolio. Artifacts such as the rationale, classroom rules, forms, implementation, and ways to involve parents and administrators in the process will represent a portfolio piece for EDCI 5030.
The portfolio can be used to demonstrate the quality of your preparation to future employers as well as a vehicle to demonstrate continuing professional growth and reflection.

**The Teaching Journal:**

The teaching journal is your electronic copy of all reflection assignments for the course. It is strongly recommended that the student maintain a cumulative journal for continuing professional growth and reflection.

**Instructor Communication Parameters:**

Students should contact the instructor via Canvas messages or by telephone. Instructors will respond to student emails/messages within three working days (72 hours). Working days do not include weekends, or holidays. Students are also encouraged to develop communication networks with other class members via electronic communication vehicles such as Canvas email, discussion, and/or chat. Students should consider the communication parameters with regard to assignment due dates. Please be aware that instructors may not be able to respond to, “last minute” requests for assignment clarification, and students may encounter unforeseen problems with their Internet provider, software, or hardware.

**Grading and Grade Reporting:**

Assignment grades are generally reported within one week of the due date on the Canvas announcements. Suggestions for improvement are provided to students receiving less than full credit for an assignment. Students can access their assignment grades within Canvas using the “Grades” link on the EDCI 5030 home page. Assignments posted less than one week AFTER the due date listed on the Canvas announcements are eligible for one-half of the assignment points indicated in the “Sequence of Tests, Papers, and Activities” section of this syllabus (excluding the final module). Students who have assignments that are more than two weeks behind may wish to drop the course.

Grading rubrics for assignments are included at the end of this syllabus and within the course. Students are encouraged to become thoroughly familiar with grading rubrics used to assess student learning in this course.

**Submitting Assignments:**

Assignments are submitted according to the due dates listed in Canvas Announcements. Please submit assignments to the “Assignment” link located on the Canvas home page. Assignments that are submitted within one week after the due date are eligible for up to half credit.
Sequence of Tests, Papers, and Activities (Maximum points awarded are shown in parentheses):

Module 1 (Beihler, McCown & Snowman chapter 7)
Assignment 1 - Studying’s Rewards (5)
Assignment 2 - The Token Economy (20)
Assignment 3 - Classroom Rules (10)

Module 2 (Beihler, McCown & Snowman chapter 8)
Assignment 4 - Short Term Memory Activity (5)
Assignment 5 - Chunking Activity 1 (5)
Assignment 6 - Chunking Activity 2 (5)
Assignment 7 - Chunking Assignment (10)
Assignment 8 - False Memories Activity (10)
Assignment 9 - Remembering Things that Never Were (5)
Assignment 10 - Mnemonics Assignment (5)
Assignment 11 - Learning Strategies Journal (5)
Assignment 12 - Learning Strategies Bulletin Board (5)

Module 3 (Beihler, McCown & Snowman chapter 9)
Assignment 13 - Constructivism and the Five E’s Assignment (10)
Assignment 14 - Spin Doctors (5)
Assignment 15 - A Comparison of Constructivism and Behaviorism Approaches to Learning (10)
Assignment 16 - Journey to Cedar Creek (10)

Module 4 (Dreikurs & Cassell; Wong & Wong; Canter & Canter; Beihler, McCown & Snowman chapter 10)
Assignment 17 - Stop Trouble before It Starts chat #1 (15)
Assignment 18 - Stop Trouble before It Starts chat #2 (15)
Assignment 19 - Beliefs on Discipline Inventory (5)
Assignment 20 - Provide examples of open questions. (5)
Assignment 21 - Games Students Play Refer to Discipline without Tears pp.34-44. (25).

Module 5 (Beihler, McCown & Snowman chapter 10)
Assignment 24 - Use the information to write five objectives for each of three domains (15).

Module 6 (Beihler, McCown & Snowman chapter 10)
Assignment 25 - Develop a lesson plan using the direct instruction model. Use the lesson plan template provided by the instructor (15 points).
Assignment 26 - Develop a lesson plan using a cognitive instruction model. Use the lesson plan template provided by the instructor (15 points).
Assignment 27 - List at least 2 ways each level of Maslow’s Hierarchy of Needs is address in public schools (5).
Assignment 28 - Develop a lesson plan using a humanist instruction model. Use the lesson plan template provided by the instructor (15 points).
Module 7 (Beihler, McCown & Snowman chapter 11)
Assignments 29 - 32:
- Assignment 29 - Record the answers to these questions in your reflective journal (15).
- Assignment 30 - Words that motivate students (5).
- Assignment 31 - View the attribution video (5).
- Assignment 32 - Efficacy case study (5).

Final Exam and TExES Competency Test
Assignments 33 - 34:
- Assignment 33 - Final Exam for modules 1-6*. This test is online. (100)
- Assignment 34 - The student must take the Computer Version of the TExES PPR test to receive 150 points. No partial credit is given. Students who do NOT take the TExES PPR test will receive 0/150 points. See the course announcements for deadline to take this exam (150).

Video Observations – In order to pass the course, 15 hours of observations must be completed during this course. The observation log must be signed by the instructor.

Grading Scale:

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>93% – 100%</td>
<td>A</td>
<td>558 - 600</td>
</tr>
<tr>
<td>82% – 92%</td>
<td>B</td>
<td>492 - 557</td>
</tr>
<tr>
<td>75% – 81%</td>
<td>C</td>
<td>450 - 491</td>
</tr>
<tr>
<td>70% – 74%</td>
<td>D</td>
<td>420 - 449</td>
</tr>
<tr>
<td>below 70%</td>
<td>F</td>
<td>below 420</td>
</tr>
</tbody>
</table>

Student Responsibilities for Distributed Learning Courses:

1. Be able to work independently on course objectives, given the format for interaction with faculty and students will be nontraditional.
2. Access course web page or initiate contact with instructor prior to 5th class day.
3. Verify appropriate hardware and software as described within the course.
4. Provide instructor with access to a working EagleConnect account.
5. Contact instructor or instructor assistant within two days if any problems develop with regard to accessing the course.
6. Adhere to communication parameters of course (i.e., messaging, discussion, chat).
7. Complete Canvas tutorial prior to taking the first Canvas course.
8. Comply with appropriate electronic etiquette and abbreviations.
9. Acquire all necessary software and books.
10. Complete all course requirements by posted deadlines.
11. Students should maintain electronic copies in chronological order of ALL journal entries, discussion board responses, lesson plans, and other assignments listed within the “Sequence of Tests, Papers, and Activities” section of this syllabus. It is the responsibility of the student to verify that all messages AND attachments sent within Canvas are in their personal Canvas outbox. All assignments must be sent through Canvas. Assignments sent through sources outside of Canvas WILL NOT be considered for credit. Assignments posted less than one week AFTER the due date listed on the Canvas
announcements are eligible for one-half of the assignment points indicated in the “Sequence of Tests, Papers, and Activities” section of this syllabus.

**Disabilities Accommodation:**

“The University of North Texas complies with Section 504 of the 1973 Rehabilitation Act and with the Americans with Disabilities Act of 1990. The University of North Texas provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please see the instructor and/or contact the Office of Disability Accommodation at 940.565.4323 during the first week of class.”

**Academic Integrity**

Students are encouraged to become familiar with UNT’s policy on academic integrity [https://policy.unt.edu/sites/default/files/06.003.AcadIntegrity.Final_.pdf]. Academic dishonesty, in the form of plagiarism, cheating or fabrication, will not be tolerated in this class. Any act of academic dishonesty will be reported, and a penalty determined, which may be probation, suspension, or expulsion from the university.

**Acceptable Student Behavior**

Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at [https://deanofstudents.unt.edu/conduct].

**Collection of Student Work:**

In order to monitor students’ achievement, improve instructional programs, and publish research findings, the Department of Teacher Education and Administration collects random, anonymous student work samples, student demographic information, test scores, and GPAs to be analyzed by internal and external reviewers.

**Eagle Connect**

All official correspondence between UNT and students is conducted via Eagle Connect and it is the student's responsibility to read their Eagle Connect Email regularly.
**SPOT**

The Student Perception of Teaching (SPOT) is expected for all organized classes at UNT. This brief online survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SPOT to be an important part of your participation in this class.

**Technology Integration**

The Curriculum and Instruction program supports technology integration to assist preservice and inservice teachers to design and implement curricular and instruction activities that infuse technology throughout the K-12 curriculum.

**TExES Test Preparation**

To meet state requirements for providing 6 hours of test preparation for teacher certification candidates, the UNT TExES Success Office (TSO) administers the College of Education TExES Practice Exams. Students who want to take a practice exam should contact the TAO (Matthews Hall 103). Students may take up to two exams per session that relate to their teaching track/field at UNT. Students should also plan accordingly, as they are required to stay for the entire testing period. Current students must meet the following criteria in order to sit for the TExES practice exams: Students must (1) be admitted to Teacher Education, (2) have a certification plan on file with the COE Student Advising Office, and (3) be enrolled in coursework for the current semester. For TExES practice exam registration, contact the online advisors (940-565-3319). If you need special testing accommodations, please contact the TAO at 940-369-8601 or e-mail the TSO at coe-tao@unt.edu. The TSO website is www.coe.unt.edu/texes. Additional test preparation materials (i.e. Study Guides for the TExES) are available at http://www.tx.nesinc.com/PageView.aspx?f=HTML_FRAG/GENRB_PrepManuals.html

**“Ready to Test” Criteria for Teacher Certification Candidates**

Teacher certification candidates should take the TExES exams relating to their respective certification tracks/teaching fields during their early-field-experience semester (i.e., the long semester or summer session immediately prior to student teaching).

**Six Student Success Messages**

The Department of Teacher Education & Administration supports the six student success messages on how to succeed at UNT: (1) Show up; (2) Find support; (3) Take control; (4) Be
prepared; (5) Get involved; and (6) Be persistent. Students are encouraged to access the following website: https://success.unt.edu. The site contains multiple student resource links and short videos with student messages.

Master’s Program:

Student’s seeking admission to the Master’s Program (Med.T) must secure acceptance into that program. A total of 30 hours of prescribed coursework is required to complete the master’s program. Please contact Dr. Kelley King for additional information about this program <Kelley.king@unt.edu>.

Important Notice for F-1 Students

International students taking online courses may be restricted to the number of online courses taken during a semester. Graduate students are restricted to one online course during a semester where a full load taken is 9 hours. With graduate school permission, it is possible to take one additional course on an overload where 12 hours is taken during a single semester (2 face-to-face classes and 2 online courses = 12 hours). Finally, if an instructor meets with the student a minimum of three times during the semester so that the course is taken as a blended course, then more than two courses may be taken. That is, in order to comply with immigration regulations, an F-1 visa holder within the United States may needs to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course. The form at the following link is used to gain permission for taking a blended course https://international.unt.edu/sites/default/files/files/Online%20Course%20Form.pdf

It is the student’s responsibility to do the following:
(1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
(2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Advising Office.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Advising Office (telephone 940-565-2195 or email <internationaladvising@unt.edu> to get clarification before the one-week deadline.

The Educator as Agent of Engaged Learning:

Improving the quality of education in Texas schools and elsewhere is the goal of programs for the education of educators at the University of North Texas. To achieve this goal, programs leading to teacher certification and advanced programs for educators at the University of North Texas 1) emphasize content, curricular, and pedagogical knowledge acquired through research and informed practice of the academic disciplines, 2) incorporate the Texas Teacher Proficiencies for learner
centered education, 3) feature collaboration across the university and with schools and other agencies in the design and delivery of programs, and 4) respond to the rapid demographic, social, and technological change in the United States and the world.

**The educator as agent of engaged learning** summarizes the conceptual framework for UNT's basic and advanced programs. This phrase reflects the directed action that arises from simultaneous commitment to academic knowledge bases and to learner centered practice. "Engaged learning" signifies the deep interaction with worthwhile and appropriate content that occurs for each student in the classrooms of caring and competent educators. "Engaged learning" features the on-going interchange between teacher and student about knowledge and between school and community about what is worth knowing. This conceptual framework recognizes the relationship between UNT and the larger community in promoting the commitment of a diverse citizenry to life-long learning. In our work of developing educators as agents of engaged learning, we value the contributions of professional development schools and other partners and seek collaborations which advance active, meaningful, and continuous learning.

Seeing the engaged learner at the heart of a community that includes educators in various roles, we have chosen to describe each program of educator preparation at UNT with reference to the following key concepts, which are briefly defined below.

1. **Content and curricular knowledge** refer to the grounding of the educator in content knowledge and knowledge construction and in making meaningful to learners the content of the PreK-16 curriculum.

2. **Knowledge of teaching and assessment** refers to the ability of the educator to plan, implement, and assess instruction in ways that consistently engage learners or, in advanced programs, to provide leadership for development of programs that promote engagement of learners.

3. **Promotion of equity for all learners** refers to the skills and attitudes that enable the educator to advocate for all students within the framework of the school program.

4. **Encouragement of diversity** refers to the ability of the educator to appreciate and affirm formally and informally the various cultural heritages, unique endowments, learning styles, interests, and needs of learners.

5. **Professional communication** refers to effective interpersonal and professional oral and written communication that includes appropriate applications of information technology.

6. **Engaged professional learning** refers to the educator's commitment to ethical practice and to continued learning and professional development.

Through the experiences required in each UNT program of study, we expect that basic and advanced students will acquire the knowledge, skills, and dispositions appropriate to the educational role for which they are preparing or in which they are developing expertise.

A broad community stands behind and accepts responsibility for every engaged learner. UNT supports the work of PreK-16 communities through basic and advanced programs for professional educators and by promoting public understanding of issues in education.

*This course syllabus is intended to be a guide and may be amended at any time.*
Timeline/Due Dates for Modules

- **August 24, 2020**

  Begin Module 1, Assignments 1-3:

  (1) Studying's Rewards (2) The Token Economy (3) Classroom Rules. Remember that all bulletin board assignments are to be submitted to the instructor with the other assignments AND also posted to the bulletin board.

  NOTE: Please refer to the Syllabus and/or the Orientation Script to make sure that you are submitting the Module correctly. All Modules and Bulletin Board postings not submitted correctly will not be reviewed or given full credit.

  - Register for the Computerized PPR Now

    All day

    Register for the Computerized PPR to assure space availability. This test must be taken before July 26, 2020. Taking the test is worth 150 points.

- **August 25, 2020**

  - Begin Module 4 (see explanation in description)

    Module 4 requires additional time for preparation and reflection. For that reason I am posting this portion of that assignment now. I suggest that you start on the Module early. You should note that these three assignments are only a part of Module 4. Note that assignment 22 has an individual rubric.

- **September 06, 2020**

  Module 1, Assignments 1-3 Due:

  (1) Studying's Rewards (2) The Token Economy (3) Classroom Rules. Remember that all bulletin board assignments are to be submitted to the instructor with the other assignments AND also posted to the bulletin board.

  NOTE: Please refer to the Syllabus and/or the Orientation Script to make sure that you are submitting the Module correctly. All Modules and Bulletin Board postings not submitted correctly will not be reviewed or given full credit.

- **September 07, 2020**

  Begin Module 2, Assignments 4 - 12:

  (4) Short-Term Memory Activity. (5) Chunking Activity 1. (6) Chunking Activity 2. (7) Chunking Assignment. (8) False Memories Activity. (9) Remembering Things that Never Were. (10) Mnemonics Assignment. (11) Learning Strategies Journal. (12) Learning Strategies. Last reminder to send all bulletin board assignments to your instructor with other assignments and also post to the bulletin board. You will expected to submit all future bulletin board assignments with each module and post them to the discussion/bulletin board, as well.
• **September 20, 2020**

Module 2, Assignments 4 - 12 Due:

(4) Short-Term Memory Activity. (5) Chunking Activity 1. (6) Chunking Activity 2. (7) Chunking Assignment. (8) False Memories Activity. (9) Remembering Things that Never Were. (10) Mnemonics Assignment. (11) Learning Strategies Journal. (12) Learning Strategies. Last reminder to send all bulletin board assignments to your instructor with other assignments and also post to the bulletin board. You will expected to submit all future bulletin board assignments with each module and post them to the discussions/bulletin board, as well.

• **September 21, 2020**

Begin Module 3, Assignments 13-16:


• **October 04, 2020**

Module 3 Due, Assignment 13-16:


• **October 05, 2020**

Begin module 4, Assignments 17-23:

(17) Stop Trouble before It Starts chat #1; (18) Stop Trouble before It Starts chat #2; (19) Beliefs on Discipline Inventory; (20) Provide examples of open questions; (21) Games Students Play Refer to Discipline without Tears pp.34-44; (22) Use the book, Assertive Discipline...; (23) Use the book, The first Days...

At the beginning of this course it was suggested that you review and begin your activities for Module 4. At this time you should have been developing those activities. It is now suggested that you post your comments in response to Assignment (17) “Stop Trouble before it Starts, Part I” and Assignment (18) “Stop Trouble before it Starts, Part 2” within one week. You should then revise your bulletin board comments for Assignments 17 and 18, submitting them with Assignments 19 – 23 to your instructor by the Module 4 due date.

• **October 14, 2020**

  o Responses Must be Posted on Canvas for Assignments 17 & 18.

Post your responses to the bulletin boards for Assignments 17 and 18. You responses do not need to be submitted to your professor at this time.
• **October 25, 2020**

Module 4, Assignments 17-23 Due; Your revised bulletin board posting (Assignments 17 and 18) along with Assignments 19 - 23 should be submitted.

(17) Stop Trouble before It Starts chat #1; (18) Stop Trouble before It Starts chat #2; (19) Beliefs on Discipline Inventory; (20) Provide examples of open questions; (21) Games Students Play Refer to Discipline without Tears pp.34-44; (22) Use the book, Assertive Discipline...; (23) Use the book, The first Days...

- Assignment 22 Must ALSO be Submitted to FolioTek

In order to receive credit for Assignment 22, it must be submitted to FolioTek.

• **October 26, 2020**

- Begin Module 5

Assignment (24), Write an objective for each domain. That is right, just one Assignment!

• **November 01, 2020**

Module 5, Assignment 24 Due: (24) Use the information to write five objectives for each of three domains.

• **November 02, 2020**

Begin Module 6 Assignments 25-28:

(25) Develop a lesson plan using the direct instruction model. Use the lesson plan template provided by the instructor (26) Develop a lesson plan using a cognitive instruction model. Use the lesson plan template provided by the instructor. (27) List at least 2 ways each level of Maslow's Hierarchy of Needs. (28) Develop a lesson plan using a humanist instruction model. Use the lesson plan templates provided in the course materials.

• **November 22, 2020**

Module 6, Assignments 25-28 Due:

(25) Develop a lesson plan using the direct instruction model. Use the lesson plan template provided by the instructor (26) Develop a lesson plan using a cognitive instruction model. Use the lesson plan template provided by the instructor. (27) List at least 2 ways each level of Maslow's Hierarchy of Needs. (28) Develop a lesson plan using a humanist instruction model. Use the lesson plan templates provided in the course materials
• **November 23, 2020**

  Begin Module 7, Assignment 29-32:

  (29) Record the answers to these questions in your reflective journal (30) Words that motivate students (31) View the attribution video... (32) Efficacy case study.

• **November 26, 2020**

  Take the Computerized PPR before this date. Taking the PPR is worth 150 points in this course.

• **December 03, 2020**

  o Begin Review for Final Exam

  A final exam review is available on the course content page.

  • Module 7 Assignments 29-32 Due:

    (29) Record the answers to these questions in your reflective journal (30) Words that motivate students (31) View the attribution video... (32) Efficacy case study.

• **December 05 to December 11, 2020**

  o **Multiple Choice Available**

    12:30 AM – 11.59pm

  • The multiple choice portion of the examination will be given as an online test. More information will be provided later in the course. This portion of the test will be worth 67 points.

  o **Essay Available**

    12:30 AM

  The essay portion of the examination will be given as an online test. More information will be provided later in the course. This portion of the test will be worth 33 points.
### Rubric for Five Point Assignments

<table>
<thead>
<tr>
<th>Organization</th>
<th>Sequence of information is difficult to follow.</th>
<th>Student presents information in logical sequence which reader can follow.</th>
<th>Information in logical, interesting sequence which reader can follow.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Knowledge</td>
<td>Student does not have grasp of information; student cannot answer questions about subject.</td>
<td>Student is at ease with content, but fails to elaborate.</td>
<td>Student demonstrates full knowledge (more than required).</td>
</tr>
<tr>
<td>Grammar and Spelling</td>
<td>Presentation has no misspellings or grammatical errors.</td>
<td>Presentation has no misspellings or grammatical errors.</td>
<td>Presentation has no misspellings or grammatical errors.</td>
</tr>
</tbody>
</table>

**Point Value**

| 1 | 3 | 5 |

[www.teach-nology.com](http://www.teach-nology.com) rubric generator

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### Rubric for Ten Point Assignments

<table>
<thead>
<tr>
<th>Organization</th>
<th>Sequence of information is difficult to follow.</th>
<th>Reader has difficulty following work because student jumps around.</th>
<th>Student presents information in logical sequence which reader can follow.</th>
<th>Information in logical, interesting sequence which reader can follow.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Knowledge</td>
<td>Student does not have grasp of information; student cannot answer questions about subject.</td>
<td>Student is uncomfortable with content and is able to demonstrate basic concepts.</td>
<td>Student is at ease with content, but fails to elaborate.</td>
<td>Student demonstrates full knowledge (more than required).</td>
</tr>
<tr>
<td>Grammar and Spelling</td>
<td>Presentation has no misspellings or grammatical errors.</td>
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<td>Presentation has no misspellings or grammatical errors.</td>
</tr>
</tbody>
</table>

**Point Value**

| 1-2-3 | 4-5-6 | 7-8 | 9-10 |

[www.teach-nology.com](http://www.teach-nology.com) rubric generator
## Direct Instruction Model

<table>
<thead>
<tr>
<th>Checklist</th>
<th>Topic</th>
<th>0-1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Motivational set</td>
<td>0-1</td>
</tr>
<tr>
<td></td>
<td>Instructional objectives (includes performance, condition, and standard) + TEKS/TAKS</td>
<td>0-3</td>
</tr>
<tr>
<td></td>
<td>Explanation for lesson (includes prior knowledge and detailed description)</td>
<td>0-5</td>
</tr>
<tr>
<td></td>
<td>Guided practice</td>
<td>0-1</td>
</tr>
<tr>
<td></td>
<td>Independent practice</td>
<td>0-1</td>
</tr>
<tr>
<td></td>
<td>Assessment (must relate to instructional objectives)</td>
<td>0-3</td>
</tr>
</tbody>
</table>

## Learning Goals

As a result of the project, students should acquire the following skills related to TExES:

1. The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.

2. The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.

3. The teacher provides appropriate instruction that actively engages students in the learning process.
<table>
<thead>
<tr>
<th>Constructivism Model</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Checklist</strong></td>
</tr>
<tr>
<td>Engage</td>
</tr>
<tr>
<td>Explore</td>
</tr>
<tr>
<td>Explain</td>
</tr>
<tr>
<td>Elaborate</td>
</tr>
<tr>
<td>Evaluate</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Learning Goals</th>
</tr>
</thead>
<tbody>
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<tr>
<td>3. The teacher provides appropriate instruction that actively engages students in the learning process.</td>
</tr>
<tr>
<td><strong>Mnemonics Model</strong></td>
</tr>
<tr>
<td>---------------------</td>
</tr>
<tr>
<td><strong>Checklist</strong></td>
</tr>
<tr>
<td>Teacher selects a concept to encode</td>
</tr>
<tr>
<td>Motivational set</td>
</tr>
<tr>
<td>Instructional objectives (includes performance, condition, and standard) + TEKS/TAKS</td>
</tr>
<tr>
<td>Explanation the technique (acronym, acrostic, Loci, keyword, rhyme)</td>
</tr>
<tr>
<td>Practice the technique</td>
</tr>
<tr>
<td>Students continue to independently practice the concept and teacher selected technique OR students personalize the technique use to encode the concept</td>
</tr>
<tr>
<td>Assessment</td>
</tr>
<tr>
<td><strong>Learning Goals</strong></td>
</tr>
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</tbody>
</table>
## Role playing Model

<table>
<thead>
<tr>
<th>Checklist</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose situation</td>
<td>0-1</td>
</tr>
<tr>
<td>Select teams</td>
<td>0-1</td>
</tr>
<tr>
<td>Assign problem, explain task</td>
<td>0-1</td>
</tr>
<tr>
<td>Teams prepare role-play</td>
<td>0-2</td>
</tr>
<tr>
<td>Assign observation task to rest of class</td>
<td>0-2</td>
</tr>
<tr>
<td>Present role play</td>
<td>0-1</td>
</tr>
<tr>
<td>Discuss role playing experience</td>
<td>0-3</td>
</tr>
<tr>
<td>Class discussion</td>
<td>0-3</td>
</tr>
<tr>
<td>Evaluate</td>
<td>0-1</td>
</tr>
</tbody>
</table>

## Learning Goals

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## Conflict Resolution Model

<table>
<thead>
<tr>
<th>Checklist</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>List pertinent facts</td>
<td>0-1</td>
</tr>
<tr>
<td>Identify reasons for actions</td>
<td>0-2</td>
</tr>
<tr>
<td>Propose solution review effect</td>
<td>0-2</td>
</tr>
<tr>
<td>Select solution, predict consequences</td>
<td>0-2</td>
</tr>
<tr>
<td>Discuss similar situations</td>
<td>0-2</td>
</tr>
<tr>
<td>Evaluate decision, look for alternative solutions</td>
<td>0-2</td>
</tr>
<tr>
<td>Make generalizations</td>
<td>0-2</td>
</tr>
<tr>
<td>Evaluate</td>
<td>0-2</td>
</tr>
</tbody>
</table>

### Learning Goals

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**EDCI 5030 Classroom Management Plan Assignment 22 Rubric - Rev. S11**

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Absent</th>
<th>Unsatisfactory</th>
<th>Developing</th>
<th>Target</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rationale and plans for revision</td>
<td>0 Rationale and guidelines for revision of the management plan are not included.</td>
<td>2.5 Rationale and guidelines for revision of the management plan are presented in a general way but not developed.</td>
<td>5 The management plan is presented in a context that partially or inconsistently attends to rationale, philosophical and psychological bases, and key principles of classroom management that are related to scholarship and best practice. Guidelines are included for review and modification of the plan, but may be weak.</td>
<td>7.5 The management plan is presented in a context that attends to rationale, philosophical and psychological bases, and key principles of classroom management that are related to scholarship and best practice. Guidelines are included for review and modification of the plan.</td>
<td>10 The management plan is presented in a context that attends in depth and coherently to rationale, philosophical and psychological bases, and key principles of classroom management for which scholarship and best practice are cited. Guidelines are included for review and modification of the plan based on student as well as teacher concerns.</td>
</tr>
<tr>
<td>Discipline hierarchy including classroom rules and discipline plan</td>
<td>0 A discipline hierarchy that includes classroom rules and a discipline plan that provides for supportive feedback and corrective action is not included.</td>
<td>2.5 A discipline hierarchy that includes classroom rules and a discipline plan that provides for supportive feedback and corrective action is presented in a general way but is not developed.</td>
<td>5 A discipline hierarchy that includes classroom rules and a discipline plan that provides for supportive feedback and corrective action is presented in way that partially or inconsistently attends to the rationale provided and to knowledge of literature in the field.</td>
<td>7.5 A discipline hierarchy that includes classroom rules and a discipline plan that provides for supportive feedback and corrective action is presented in way that attends to the rationale provided and to knowledge of literature in the field.</td>
<td>10 A discipline hierarchy that includes carefully developed classroom rules and a discipline plan that provides in detail for supportive feedback and corrective action is presented in a way that is consistent with the rationale provided and with extensive knowledge of literature in the field.</td>
</tr>
<tr>
<td>Documentation of student behavior</td>
<td>0 Plans for documentation of student behavior are not included.</td>
<td>2.5 Plans for documentation of student behavior are presented in a general way but not developed.</td>
<td>5 The plan provides for documentation of student behavior but includes less than two comprehensive forms to assist in systematic documentation.</td>
<td>7.5 The plan provides for documentation of student behavior and includes at least two comprehensive forms to assist in systematic documentation.</td>
<td>10 The plan provides for documentation of student behavior and includes at least two comprehensive forms to assist in systematic documentation and follow-up communication with students, administrations, and/or families.</td>
</tr>
<tr>
<td>Implementation of management plan</td>
<td>0 Plans for implementation of management plan are not presented.</td>
<td>2.5 Plans for implementation of management plan are presented in a general way but not developed.</td>
<td>5 Plans for implementation of the management plan include some appropriate activities and/or may not address plans to maintain its use in the classroom.</td>
<td>7.5 Plans for implementation of the management plan include appropriate teacher and student activities and procedures that may be used to introduce the plan and maintain its use in the classroom.</td>
<td>10 Plans for implementation of the management plan include extensive and appropriate teacher and student activities and procedures that may be used to introduce the plan and maintain its use in the classroom. Plans are consistent with rationale for the plan and are based on scholarship and best practice.</td>
</tr>
<tr>
<td>Communication with parents and families</td>
<td>0 Plans for communication with parents and families are not included.</td>
<td>2.5 Plans for communication with parents and families are presented in a general way but not developed.</td>
<td>5 Plans for communication only partially addresses the following: regular, two-way communication, supportive partnerships with parents, advocacy for students over time or the removal of barriers to engage families with education and the school community.</td>
<td>7.5 The plan attends to communication with families that is regular and two-way, establishes supportive partnerships with parents, and provides advocacy for students over time. Barriers are removed to engage families with education and the school community.</td>
<td>10 The plan attends in detail to communication with families that is regular and two-way, establishes supportive partnerships with parents, and provides advocacy for students over time. There is systematic attention to removal of barriers to engage families with education and the school community.</td>
</tr>
</tbody>
</table>