

Course Syllabus

ED 331 CLASSROOM AND BEHAVIOR MANAGEMENT

COURSE DESCRIPTION

This course presents best practices in classroom and behavior management - from organizing time, materials, and classroom space to strategies for managing individual and large group student behaviors, transitions, lab activities, and other arrangements for classrooms in general and special education. Basic federal and state laws as they pertain to the legal procedures for all teachers, including teachers of students with disabilities and ESL students, will be presented. This course will prepare the university student to feel confident, know and fulfill their professional and legal responsibilities not only on the first day of school, but for the entire school year.

Key Terms Used in this Context	Definitions
Classroom Management	The set of strategies that teachers and students use to ensure a productive, harmonious learning environment to prevent disruptions in the learning process. (Rothstein-Fisch, Trumbull, 2008)
Classroom Organization	The ways that teachers structure classroom interactions and activities to promote learning, including communication, relationships, time and the arrangement of the physical environment (Rothstein-Fisch, Trumbull, 2008)
Behavior Management	The application of specific strategies for the purposes of positively managing individual and group behaviors that encourage and support academic, behavioral, and social learning for all students.

REQUIRED TEXTBOOKS

- 1) Cipani, E. (Cipani, E. 2004. Classroom management for all teachers, (2nd ed). Upper Saddle River, New Jersey: Pearson Prentice Hall. ISBN # 0-13-111832
- 2) Evertson, C.M., Emmer, E.T. (2009). Classroom management for elementary teachers, 8th edition. New Jersey: Pearson. ISBN # 978-0-205-57862-7
- 3) Faber, A., Mazlish, E. (1995). How to talk so kids can learn at home and in school. New York: Simon & Schuster-A Fireside Book. ISBN #0-684-82472-8
- 4) Glasberg, B. (2005). Functional behavior assessment for people with autism. Bethesda, MD: Woodbine House. ISBN # 13 978-1-890627-58-4

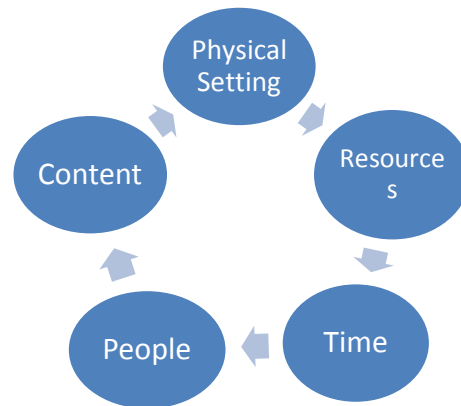
STUDENT LEARNER OUTCOMES

- 1) **Plan** the organization of a classroom illustrating optimum use of instructional resources (computers, books, writing materials, reference material, manipulatives, creative constructive materials, etc.) that facilitates efficiency and effectiveness of access, use, maintenance, and storage of such resources.
- 2) **Manage student progress data electronically** for visual representation of performance for individual students and whole class averages.
- 3) **Design** the organization of the physical aspects of a classroom (furniture, areas, etc) for ease of transition, use, safety and traffic flow based on effective designs presented in the literature.
- 4) **Establish** classroom procedures and expectation (rules) to promote a positive, effective and efficient learning environment.
- 5) **Construct** the organization of a classroom schedule/time management plan that includes various content areas, instructional strategies, grouping strategies, levels of energy use, etc. within large blocks of time or for an entire day school day.
- 6) **Demonstrate** knowledge and skill of affective domain-based theoretical models for (1) setting and managing the emotional tone of a classroom, (2) managing the psycho-social atmosphere of the classroom and individual students, and (3) managing motivation of students to succeed in learning academic content, social skills, self-responsibility skills, and inter-relationship skills with other class members.

- 7) **Analyze** a given classroom situation for legal, ethical and professional issues and concerns, by **applying** legal, ethical, and professional reactions to the situation and provide resolutions to align the classroom legally, ethically, and professionally. This will include all legal bases (state and federal) involving all students, including students with disabilities, ESL and at-risk students.
- 8) **Observe, analyze and document** student behavior to match an appropriate intervention strategy to change behavior in a desired direction. This will also include the successful implementation of behavior management strategies for entire classes, small groups, and individual students along with development and maintenance of electronic data collection graphing and analysis.

TOPICAL OUTLINE

This course is organized around five major themes: Physical setting, resources, time, people, and content. There is a dynamic interdependency of all variables within all classrooms.



The following topics will be covered:

1. Orchestration of the elements in the 21st Century classroom
 - a. The critical role of classroom management
 - b. Rules and procedures
 - c. Disciplinary interventions
 - d. Teacher-student relationships
 - e. Mental set
 - f. Student's responsibility for management
 - g. Getting off to a good start

- h. A new way of thinking about classroom management
 - i. Functional behavioral analysis and intervention planning
 - j. Basics of applied behavior analysis
 - k. Technology use for classroom and behavior management
- 2. Building an emotionally safe and engaging environment
 - a. How to deal with feelings that interfere with learning
 - b. Seven skills that invite kids to cooperate
 - c. The pitfalls of punishment: Alternatives that lead to self-discipline
 - d. Solving problems together: six steps that engage children's creativity and commitment
 - e. Praise that doesn't demean, criticism that doesn't wound
 - f. How to free a child who is locked in a role
 - g. The parent-teacher partnership
 - h. Reducing or eliminating disruptive and rule-violation behavior
 - i. Keeping students on-task and completing assignments
- 3. Legal and ethical practices for the benefit of all learners within the classroom
 - a. Basic responsibilities – the teacher, student, and parent
 - b. Positive expectations
 - c. Being a good manager
 - d. Designing lessons to help students reach mastery
 - e. Becoming a professional
 - f. Individuals with Disabilities Education Act and classroom management
 - g. No Child Left Behind and classroom management
 - h. Section 504 of the Rehabilitation Act of 1973 and classroom management

COURSE REQUIREMENTS

Students will be required to complete seven modules as outlined on the Blackboard content and learning modules links. Each module requires the completion of reading

assignments, authentic application projects, and quizzes. Additional activities/questions related to readings are provided for more in depth understanding and practice in application of content. The Course Module Content Outline provides a map of the content and assignments for each module. Find this document on the Blackboard content page. The following are the authentic application projects build into five of the modules:

- Project One: Establishing procedures, routines and rules
- Project Two: Establishing expectations and rules
- Project Three: How to Talk to Kids So They Will Listen & Learn
- Project Four: Electronic Data Collection of Academic Performance with Excel
- Project Five: Behavior Management Strategy
- Project Six: Behavior Management Strategy
- Project Seven: Token Economy
- Project Eight: Functional Behavioral Assessment and Intervention

METHODS OF EVALUATION

Evaluation Method of Student Learner Objectives	Point Value for Each	Possible Points
Classroom Management Projects	4x 25 points each	100 points
Behavior Management Project	2 x 50 points 2x 100 points	300 points
Quizzes based on reading assignments	One for each of the seven modules.	110 points
	TOTAL POSSIBLE POINTS	510 possible points

Grading Scale

Grades	What you will need for this grade.
A	90-100 % of 510 points
B	80-89% of 510 points
C	70-79% of 510 points
D	60-69% of 510 points
F	Below 60% of 510points

COURSE REQUIREMENTS (Continued)

- All assignments within each module are required.
- All projects must be implemented as outlined in the project guidelines.
- All written work for projects must be typed and organized using the project report guidelines and submitted by the due date.
- All written work projects must be submitted online to
 - **(1) Blackboard Assignment Drop Box and**
 - **(2) Turnitin.com. with less than 20% similarity rate/80% originality rate.**
- When corresponding with others through Blackboard, it is important that you do so with courtesy and respect. Avoid personal attacks, offensive remarks, and emotional appeals. It is a good rule of thumb to avoid using ALL CAPS, since people may not understand the meaning that you had in mind when you typed your words.
- **NOTE: For “Field-Based” students, the assignments in this class require a minimum of an additional 15 to 20 clock hours in a public school setting spread out over the semester that are in addition to other time requirements of your methods courses. Therefore, you may need to make arrangements to be in your field-based assignment additional days/hours.**

NOTE: For those individuals who work in public schools in an aide assignment, you must make arrangements to complete the projects at a time and place

approved by your supervisor. All course requirements and assignments are the same. Estimated time requirements for course activities are approximately 15-20 clock hours to be completed working with entire classrooms of students and individual students on positive behavior support and management strategies.

- **Students are advised to use caution in working with students with disabilities as subjects for their ED 331 projects unless it is approved by the mentor teacher and/or principal. In no way should university students present a conflict with a written Individual Educational Plan.**
- Strict confidentiality of all school, teacher, and student data/information must be maintained.

DISABILITY ACCOMMODATION

Students with disabilities may request reasonable accommodations through the A&M-Texarkana Disability Services Office by calling 903.223-3062. Accommodation requests are addressed on a case by case basis. The physical facilities of the university have been designed and modified to allow full access to disabled students.

UNIVERSITY EMAIL POLICY

Upon application to Texas A&M University- Texarkana an individual will be assigned an A&M -Texarkana email account. This email account will be used to deliver official university correspondence. Each individual is responsible for information sent and received via the university email account and is expected to check the official A&M -Texarkana email account on a frequent and consistent basis. Faculty and students are required to utilize the university email account when communicating about coursework. **This is not the same as your email in Blackboard for this course.**

ACADEMIC INTEGRITY

- Academic honesty is expected of students enrolled in this course. Cheating on examinations, unauthorized collaboration, falsification of research data, plagiarism, and undocumented use of materials from any source constitute academic dishonesty and

may be grounds for a grade of 'F' in the course and/or disciplinary actions. For additional information, see the university catalog.

- **Student work submitted to turnitin.com must be at or below a 20% similarity rate with no plagiarism from previous students' work in SPED 416 and/or ED 331 at A&M Texarkana within the allowable 20%. Grades will be reduced accordingly for work with higher than 20% similarity rate. The reduction rate will be the similarity rate.**

STUDENT TECHNICAL ASSISTANCE

- Solutions to common problems and FAQ's for your web-enhanced and online courses are found at this link: <http://www.tamut.edu/webcourses/index.php?pageid=37>
- If you cannot find your resolution there, you can send in a support request detailing your specific problem here: <http://www.tamut.edu/webcourses/gethelp2.php>
- Blackboard Helpdesk contacts:

Office hours are: Monday - Friday, 8:00a to 5:00p

Kevin Williams (main contact) 903-223-1356 kevin.williams@tamut.edu

Frank Miller (alternate) 903-223-3156 frank.miller@tamut.edu

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BIBLIOGRAPHY/READING LIST/SECONDARY RESOURCES

Cangelosi, J.S. (2004) *Classroom Management Strategies: Gaining and Maintaining Student's Cooperation* Hoboken, NJ: Wiley/Jossey-Bass Education

Nath, J.L., Cohen M.D. (2003) *Becoming an EC-4 Teacher in Texas* Belmont, CA: Wadsworth/Thomson Learning

Bosher, W.C., Kaminski, K.R., Vacca, R.S. (2004) *The School Law Handbook: What Every Leader Needs to Know* Alexandria, VA: Association for Supervision and Curriculum Development

Kelly, E.B. (1998) *Legal Basics: A Handbook for Educators* Bloomington, IN: Phi Delta Kappa

Haynes, C.C., Chaltain, S., Ferguson Jr., J.E., Hudson Jr., D.L., Thomas, O. (2003) *The First Amendment in Schools* Alexandria, VA: Association for Supervision and Curriculum Development

Kemerer, F., Walsh, J. (2000) *The Educator's Guide to Texas School Law* Austin, TX: University of Texas Press

Sprick, R.S., Howard, L.M. (1995-1997) *The Teacher's Encyclopedia of Behavior Management: 100 Problems/500 Plans* Longmont, CO. Sopris West

Faber, A., Mazlish, E., (1995) *How To Talk So Kids Can Learn* New York, NY: Rawson Associates

Sesno, A., (1998) *97 Savvy Secrets for Protecting Self and School: A Practical Guide for Today's Teachers and Administrators* Thousand Oaks, CA: Corwin Press, Inc. A Sage Publications Company

Survival Guide: An Indispensable Reference for Texas Teachers Texas Classroom Teachers Association www.tcta.org

State Board for Educator Certification <http://www.sbec.state.tx.us>

Texas Education Agency <http://www.tea.state.tx.us>

New Middle School Teacher Guide <http://www.middleweb.com/1stDResources.html>

Websites for Internet Legal Search:

www.law.cornell.edu/index.html (U.S. Supreme Court opinions)

www.ca5.uscourts.gov (Fifth Circuit Court of Appeals website and opinions)

www.courts.net (recent state court and appellate court decisions; federal court

opinions)

www.law.emory.edu/LA/refdesk/cournty/us/state/ (state court opinions, includes link to Law.Guru.com)

www.legaldigest.com (website for Texas School Association Legal Digest-current legal issues)

www.lexisnexis.com (general legal website)

www.findlaw.com (comprehensive legal site)

www.washlaw.edu (provides wide range of legal data bases)

www.nsba.org/cosa (National School Boards Association website for school attorneys)

www.edlaw.com (Swartz & Eichelbaum Law Firm)

www.tea.state.tx.us/juris/tec.html (Texas Education Code)

www.capitol.state.tx.us/statutes/edtoc.html (Texas Education Code)

www.tea.state.tx.us/rules/home (SBOE Rules, Texas Administrative Code)

www.tea.state.tx.us/opinopen/ogindex.shtml (Texas Attorney General Opinion)

www.tea.state.tx.us/speical.ed/hearings (special education hearings)

www.capitol.state.tx.us (state legislative news-when in session)

www.tasb.org (go to member services; then to policy services and legal services)

www.arkedu.state.ar.us (Arkansas State Department of Education)

www.arkedu.state.ar.us/rules_regs/index.html (Arkansas Dept. of Ed. Rules and Regulations)

BEGINNING TEACHER SURVEY (TO BE COMPLETED BY PRINCIPAL)

As a result of the 81st legislative session in Texas and the issuance of Senate Bill 174, the Texas Education Agency is required to collect data through the distribution of a survey to principals who employ first-year teachers. The follow questions are on that survey and pertain to “Students with Disabilities, and Classroom management.” Each question is rated “well-prepared,” “sufficiently prepared,” “not sufficiently prepared,” “not at all prepared.”

SB 174, BEGINNING TEACHER SURVEY QUESTIONS, SECTION 3 (Related to ED 331 Content)

6. To what extent was the beginning teacher prepared to effectively implement the discipline-management procedures approved by the campus?
7. To what extent was the beginning teacher prepared to communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning?
8. To what extent was the beginning teacher prepared to apply strategies that promote self-advocacy for all students?
9. To what extent was the beginning teacher prepared to provide support to achieve a positive, equitable, and engaging learning environment?
10. To what extent was the beginning teacher prepared to build and maintain positive rapport with students?
11. To what extent was the beginning teacher prepared to build and maintain positive rapport and two-way communication with students' families?

SB 174, Beginning Teacher Survey Questions, Section 4

13. To what extent was the beginning teacher prepared to use appropriate research-based instructional strategies and methods to meet the needs of students with disabilities?
14. To what extent was the beginning teacher prepared to provide appropriate ways for students with disabilities to demonstrate their learning?
15. To what extent was the beginning teacher prepared to differentiate instruction to meet the academic and behavioral needs of students with disabilities?
16. To what extent was the beginning teacher prepared to understand and adhere to the federal and state laws that govern special education services?
17. To what extent was the beginning teacher prepared to make appropriate decisions (e.g., when and how to make accommodations and/or modification to instruction, assessment, materials, delivery and classroom procedures) to meet the learning needs of students who have an IEP?

18. To what extent was the beginning teacher prepared to develop and/or implement formal and informal assessments that track students' progress toward IEP goals and objectives?

19. To what extent was the beginning teacher prepared to collaborate with others, such as para-educators and other teachers, in meeting the academic, developmental, and behavioral needs of students with disabilities?

RELATED CERTIFICATION STANDARDS TO ED 331

State Board of Education Standards Alignment with Course

Alignment of Student Learner Outcomes with Texas Educator Standards: Pedagogy & Professional Responsibilities EC-6 Standards (PPR)

	Resources The beginning teacher knows and understands:	Student Learner Outcome
1.16k	the use of appropriate materials and resources (e.g., appealing manipulative materials, information presented in a variety of formats and media for preparing instruction, presenting lessons, and assessing learning;	1 2, 3
1.17k	the importance of knowing when to integrate technology into instruction and assessment;	2,3
	Designing Coherent Instruction The beginning teacher knows and understands:	
1.20k	features of instruction that maximize students' thinking skills (e.g., observations and their expectations);	1, 2, 3
1.21k	the importance of planning lessons and structuring units so that activities progress in a logical sequence;	1,2,3
1.22k	how materials, technology, and other resources appropriate for students in early childhood through grade 6 may be used to support instructional goals and objectives and engage students in meaningful learning;	1,2
Standard II	The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.	Student Learner Outcomes
	Creating an Environment of Respect and Rapport	

	The beginning teacher knows and understands:	
2.1k	the importance of creating a learning environment in which diversity and individual differences are respected;	1, 3, 4,6
2.2k	the impact of teacher-student interactions among students on classroom climate and student learning and development;	4, 6
2.3k	ways to establish a positive classroom climate that fosters active engagement in learning among students;	4, 6
2.4k	the importance of communicating enthusiasm for learning and	4, 6
2.5k	the necessity of communicating teacher expectations for student learning.	4, 6
	Managing Classroom Procedures	
	The beginning teacher knows and understands:	
2.6k	how classroom routines and procedures affect student learning and achievement;	4
2.7k	how to organize student groups to facilitate cooperation and productivity in various settings (e.g. problem-solving teams, group projects, research groups, skits, student-created multimedia presentations);	5, 6
2.8k	the importance of time management for effective classroom function[including...];	5
2.9k	Procedures for managing transitions from one activity or lesson to another;	4
2.10k	Routines and procedures for managing and using materials, supplies, and technology...	4
2.11k	Noninstructional duties (e.g., taking attendance, scheduling parent-teacher conferences) and procedures for performing those duties effectively; and	3,4
2.12k	the classroom roles of paraprofessionals, volunteers, and other professionals, including substitute teachers, in accordance with district policies and procedures.	3,4
	Maintaining a Physical and Emotional Environment that is Safe and Productive	
	The beginning teacher knows and understands:	
2.19k	features and characteristics of physical spaces (e.g., learning centers, play areas) that are safe and productive for learning;	1, 3
2.20k	the benefits and limitations of various arrangements of furniture in the classroom;	1
2.21k	procedures for ensuring safety in the classroom;	3

2.22k	physical accessibility as a potential issue in student learning; and	3
2.23k	students' emotional needs and ways to address those needs.	6
Standard III	Engaging Students in Learning The beginning teacher knows and understands:	
3.5k	criteria for selecting appropriate instructional activities and assignments for students with varied characteristics and needs;	1
3.6k	how to present content to students in relevant and meaningful ways[including...];	2
3.7k	the use of instructional materials, resources, and technologies that are appropriate and engaging for students in varied learning situations;	2, 3, 4
3.8k	the importance of promoting students' intellectual involvement with content and their active development of understanding; and	6
3.9k	strategies and techniques for using instructional groupings to promote student learning;	5
3.10k	different types of motivation, factors affecting student motivation, and effective motivational strategies in varied learning contexts; and	5, 6, 7
3.11k	techniques for structuring and pacing lessons in ways that promote student engagement and learning.	5
	Providing Feedback to Students The beginning teacher knows and understands:	
3.12k	the role of timely feedback in the learning process;	2, 7
3.14k	how to use constructive feedback to guide each student's learning.	2, 7
	Demonstrating Flexibility and Responsiveness The beginning teacher knows and understands:	
3.15k	the significance of teacher flexibility and responsiveness in the teaching/learning process and	5
3.16k	situations in which teacher flexibility can enhance student learning (e.g., the importance of modifying instruction based on students' interests or energy levels...	5
Standard IV	The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.	Student Learner Outcomes
	Interacting and Communicating with Families The beginning teacher knows and understands:	

4.1k	the importance of families' involvement in their children's education and	5, 6
4.2k	appropriate ways for working and communicating effectively with families in varied contexts.	5, 6
	Interacting with Other Educators and Contributing to the School and District The beginning teacher knows and understands:	
4.3k	types of interactions among professionals in a school and the significance of those interactions;	5, 6, 7
4.4k	appropriate ways for working and communicating effectively with other professionals in varied educational contexts;	5, 6, 7
4.5k	the roles and responsibilities of specialists and other professionals at the building and district levels;	7
4.6k	available educator support systems (e.g., mentors, service centers, state initiatives, universities);	7
4.7k	the various ways in which teachers may contribute to their school and district; and	7
4.8k	The value of participating in school activities.	
	Legal and Ethical Requirements and the structure of Education in Texas The beginning teacher knows and understands:	
4.13k	legal requirements for educators (e.g., those related to special education, students' and families' rights, student discipline, equity, child abuse);	7
4.14k	ethical guidelines for educators in Texas (e.g., in relation to confidentiality, interactions with students and others in the school community);	7
4.15k	policies and procedures in compliance with the Code of Ethics and Standards Practices for Texas Educators as adopted by the State Board of Educator Certification;	7
4.16k	procedures and requirements for maintaining accurate students records;	7
4.17k	the importance of adhering to required procedures for administering state- and district-mandated assessments; and	7
4.18k	the structure of the education system in Texas, including relationships between campus, local, and state components.	7

***Alignment of Student Learner Outcomes
with Texas Educator Standards for English as a Second Language (ESL), EC-12***

STANDARD II	The ESL teacher has knowledge of the foundations of ESL education and factors that contribute to an effective multicultural and multilingual learning environment. Knowledge: The beginning ESL teacher knows and understands:	Student Learner Outcomes
2.3k	research findings related to ESL education, including effective instructional and management practices in ESL programs;	6, 7
2.4k	how to create an effective multicultural and multilingual learning environment, including knowledge of diversity; characteristics of effective learning environments for ESL students; and ways to address the affective, linguistic, and cognitive needs of ESL students.	6,6
3.5k	common difficulties (e.g., syntax, phonology, L1 interference) experienced by ESL students in learning English and strategies for overcoming these difficulties.	
STANDARD IV	The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction. Knowledge: The beginning ESL teacher knows and understands:	Student Learner Outcomes
4.2k	factors and procedures in planning ESL instruction, including consideration of students developmental characteristics and their individual needs;	1, 2, 3, 4
4.3k	a variety of methods and techniques appropriate for instruction in ESL classroom;	1, 2, 3, 4
4.4k	strategies for fostering ESL students' communicative competence;	6
4.6k	the use of technological tools and resources to facilitate and enhance ESL instruction; and	2

4.7k	classroom management strategies for a variety of ESL environments and situations.	1,2,3,4,5,6,7
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**Alignment of Course Student Learner Outcomes
with Texas Educator Standards for SPECIAL EDUCATION, EC-12**

STANDARD I	The special education teacher understands and applies knowledge of the philosophical, historical, and legal foundations of special education. Knowledge: The beginning special education teacher knows and understands:	Student Learner Outcomes
1.2k	major research, models, theories, and philosophies that provide the basis for special education practice;	6
1.6k	variations in beliefs, traditions, and values across cultures and their effects on the relationship among child, family, school, and community;	6
1.8k	assurances and due process rights related to assessment, eligibility, placement, and services;	6, 7
1.9k	rights and responsibilities of parents/guardians, students, teachers and other professionals, and schools as they relate to individual learning needs; and	6, 7
1.10k	the roles of and relationships among federal, state, and local entities with regard to the regulation and provision of special education and related services, including specialized health care services.	6
STANDARD II	The special education teacher applies knowledge of professional roles and responsibilities and adheres to legal and ethical requirements of the profession. Knowledge: The beginning special education teacher knows and understands:	Student Learner Outcomes
2.1k	standards and policies of the profession, including the Code of Ethics and Standard Practices for Texas Educators and the Council for Exceptional Children (CEC) Code of Ethics;	6

2.2k	personal cultural biases and differences that may affect one's teaching;	6
2.4k	liability issues related to working with individuals with disabilities; and	6
2.5k	how to maintain the confidentiality of medical and academic records and respect for the privacy of individuals with disabilities.	6
STANDARD III	The special education teacher knows how to communicate and collaborate effectively in a variety of professional settings. Knowledge: The beginning special education teacher knows and understands:	Student Learner Outcomes
3.1k	factors that promote effective communication and collaboration with individuals, parents/guardians, and school and community personnel;	5
3.2k	typical concerns of parents/guardians of individuals with disabilities and appropriate resources and strategies to help parents/guardians deal with these concerns;	5
3.3k	the collaborative roles of individuals with disabilities, parents/guardians, teachers, and other school and community personnel in planning an individualized program;	5
3.4k	the types of information generally available from parents/guardians, school officials, the legal system, and community service agencies;	5
3.5k	collaborative and/or consultative roles of special education teachers with administrators, paraprofessionals, related service providers, and other school and community personnel in the integration of individuals with disabilities into general education settings; and	5
3.6k	ethical practices for confidential communication about individuals with disabilities.	5, 6
STANDARD IV	The special education teacher understands and applies knowledge of the characteristics and needs of students with disabilities. Knowledge: The beginning special education teacher knows and understands:	Student Learner Outcomes

4.3k	cognitive, physical, cultural, social, environmental, psychological, and emotional needs of individuals with and without disabilities;	5
4.5k	physical development, physical disabilities, sensory disabilities, and health impairments as they relate to the development and behavior of individuals;	5
4.8k	the educational implications of various disabilities;	4,5
4.15k	laws, regulations and policies related to the provision of specialized health care in the education setting.	
STANDARD V	The special education teacher understands format and informal assessment procedures and knows how to evaluate student competencies to make instructional decisions. Knowledge: The beginning special education teacher knows and understands:	Student Learner Outcomes
5.1k	state and federal laws (e.g., IDEA, Title I) that require the assessment of progress of all students toward state standards;	6
5.3k	ethical concerns related to assessment, including legal provisions, regulations, and guidelines regarding unbiased assessment and the use of psychometric instruments and instructional assessment measures with individuals with disabilities;	6
5.8k	methods for monitoring the daily progress of individuals with disabilities; and	2, 7
5.9k	the reciprocal nature of assessment and instruction and how to evaluate assessment results to design, monitor, and modify instruction for individuals with disabilities.	2,3,4
STANDARD VI	The special education teacher understands and applies knowledge of procedures for planning instruction and managing teaching and learning environments. Knowledge: The beginning special education teacher knows and understands:	Student Learner Outcomes

6.1k	research-based basic classroom management theories, methods, and techniques for individuals with disabilities;	2,3,4,5,6
6.2k	research-based practices regarding how the classroom and other learning environments (e.g., job site, cafeteria, school bus, community) impact learning and behavior;	2,3,4,5,6
6.3k	research-based best practices for effective management of teaching and learning;	2,3,4,5
6.4k	ways in which technology can assist with planning instruction and managing the teaching and learning environment and meeting the needs of individual students;	2,3,4,5,6,7
STANDARD VII	The special education teacher understands and applies knowledge of issues and procedures for teaching appropriate student behavior and social skills. Knowledge: The beginning special education teacher knows and understands:	Student Learner Outcomes
7.1k	attitudes and behaviors of school and community personnel that positively or negatively influence the behavior of individuals with disabilities;	5
7.3k	theories underlying behavior management techniques (e.g., reinforcement, proactive strategies, strategies that decrease inappropriate behavior) and their applications for teaching individuals with disabilities;	5, 6, 7
7.4k	ethical considerations inherent in behavior management;	6
7.5k	applicable laws, rules and regulations, and procedural safeguards regarding the planning and implementation of behavior management and discipline for individuals with and without disabilities;	5,6,7
7.6k	rationales for selecting appropriate behavior management techniques for individuals with disabilities;	5,6,7
7.7k	the impact of multiple disabilities on an individual's behavior and learning;	5,6,7

7.8k	strategies for preparing individuals to live cooperatively and productively in society, including social skills needed for educational and functional living environments;	4, 5, 6, 7
7.9k	the range and variety of social skills and behavioral curricula;	4,5,6,7
7.10k	strategies for crisis prevention and intervention;	4,5,6,7
7.11k	how the communication skills of nonspeaking/nonverbal individuals affect their behavior; and	5,6
7.12k	the process of functional behavior assessments and their role in developing behavior intervention plans.	4,5,6,7
STANDARD VIII	The special education teacher understands assistive technology as defined by state and federal regulations. Knowledge: The beginning special education teacher knows and understands:	Student Learner Outcomes
8.1k	the range and variety of assistive technology, devices, services, and resources;	2,7
8.6k	the role of assistive technology, devices, and services in facilitating students' access to the general curriculum and active participation in educational activities and routines.	2, 5,7
STANDARD IX	The special education teacher understands and applies knowledge of transition issues and procedures across the life span. Knowledge: The beginning special education teacher knows and understands:	Student Learner Outcomes
9.7k	procedures and supports needed to facilitate transitions across programs and placements.	3
STANDARD X	The special education teacher promotes students academic performance in all content areas by facilitating their achievement in a variety of settings and situations. Knowledge: The beginning special education teacher knows and understands:	Student Learner Outcomes

10.1k	instructional, compensatory, and remedial methods, techniques and curriculum materials;	4,5,6
10.4k	techniques for motivating students, including the effects of high expectations on student motivation;	5,6
10.5k	varied cultural perspectives that affect the relationship among parents/guardians, schools, and communities with regard to effective instruction for individuals with disabilities;	5
10.10k	the benefits of comprehensive, longitudinal individualized programs.	

THE INSTRUCTOR RESERVES THE PEROGATIVE OF CHANGING THIS SYLLABUS AS NECESSARY DURING THE COURSE AND WILL NOTIFY STUDENTS ACCORDINGLY.