THE UNIVERSITY OF MISSISSIPPI
DEPARTMENT OF TEACHER EDUCATION

I. COURSE:
EDSP 327: Classroom Management and Behavioral Interventions. This course focuses on effective classroom management and behavioral principals including evidence-based models of classroom discipline, proactive strategies to prevent misbehavior, effective responses to problem behaviors, and ethically appropriate discipline procedures for students with disabilities.

INSTRUCTOR(S):

<table>
<thead>
<tr>
<th>Name</th>
<th>Office #</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Denise A. Soares</td>
<td>336 Guyton</td>
<td>915-5753</td>
<td><a href="mailto:dasoares@olemiss.edu">dasoares@olemiss.edu</a></td>
</tr>
<tr>
<td>Hall</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

II. SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK

A. Vision Statement
The vision of the School of Education at The University of Mississippi is to prepare reflective professional educators, create and disseminate new knowledge, and provide service to the state and nation to meet the educational challenges of the 21st century. Undergraduate and graduate programs in the unit are conceptualized to prepare candidates who can positively impact students to be productive and caring citizens who will exhibit the five qualities outlines in the conceptual framework.
B. Unit Major (M) and Minor (m) Themes/Outcomes

1. **Lifelong learners** who take responsibility for their own learning and continuously foster their professional renewal. (m)

2. **Problem solvers** who develop solutions to improve the educational environment for all students. (M)

3. **Effective communicators** who effectively use verbal, non-verbal, electronic, and print modes of communication to establish a positive school environment and promote student thinking and learning (m).

4. **Users of technology** who integrate multimedia in learning environments as instructional and management tools to enhance student learning. (m).

5. **Advocates for diverse learners** who appreciate diverse context and promote and model the values of diversity. (M)

III. **KNOWLEDGE BASE MAJOR (M) AND MINOR (m) THEMES**

- T - Thinking and problem solving (M)
- E - Equality and respect for diversity (M)
- A - Appropriate teaching strategies (M)
- C - Communication and cooperation (m)
- H - Human development and curriculum (M)
- E - Esteem, autonomy, and lifelong learning (m)
- R - Relevance: Social and global (m)
- S - Supervision, management, and guidance (M)

IV. **PROFESSIONAL DISPOSITION FOR CANDIDATES:**

<table>
<thead>
<tr>
<th>Teacher Ed Dispositions</th>
<th>InTASC</th>
<th>Imagine, Innovate, Inspire</th>
<th>CF</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>demonstrates an expectation that all students can learn and are a vital part of the learning community.</td>
<td>1, 2, 8</td>
<td>Caring, Equality, Authentic Assessment</td>
<td>Advocates for Diverse Learners Effective Communicators</td>
</tr>
<tr>
<td>displays sensitivity to students' needs.</td>
<td>2, 3, 6, 7</td>
<td>Professionalism Collaboration Excellence</td>
<td>Advocates for Diverse Learners Problem Solvers Effective Communicators</td>
</tr>
<tr>
<td>works with peers, clinical instructors, university supervisors, and relevant stakeholders to advance student learning.</td>
<td>10</td>
<td>Professionalism Leadership</td>
<td>Effective Communicators Problem Solvers Users of Technology</td>
</tr>
<tr>
<td>models poise, maturity, and sound judgment</td>
<td>9</td>
<td>Excellence Transformation</td>
<td>Life-Long Learners</td>
</tr>
<tr>
<td>Engages in continuous self-evaluation and improvement</td>
<td>9</td>
<td>Excellence Transformation</td>
<td>Life Long Learners Problem Solvers Effective Communicators</td>
</tr>
<tr>
<td>acts as a steward of the profession.</td>
<td>9, 10</td>
<td>Professionalism Collaboration Leadership</td>
<td>Effective Communicators Problem Solvers</td>
</tr>
</tbody>
</table>
V. REFERENCES

A. Primary Text:

B. Supplemental Text(s):

C. Assigned Readings:

VI. PURPOSES OF THE COURSE:
• The purpose of the course is to provide students with (a) an understanding of the basic theory, terms and behavioral principles of human behavior, (b) the skills to apply those principles to teaching and effective classroom management, and (c) an opportunity to reflect on how evidence-based practice in positive behavioral support and classroom management interfaces with cultural values, traditions, communication, learning styles, and relational patterns of culturally diverse students and their families.

VII. COURSE OBJECTIVES:

Upon completion of this course, successful students will be able to:

<table>
<thead>
<tr>
<th>Objective</th>
<th>CEC</th>
<th>InTASC</th>
<th>CF</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Help students understand the theoretical foundations of behavioral theory</td>
<td>2</td>
<td>2</td>
<td>LL, ADL</td>
</tr>
<tr>
<td>2. Describe and define the components of school-wide positive behavior support and its relationship with risk and protective factors and multicultural issues.</td>
<td>2</td>
<td>2,3</td>
<td>LL, PS</td>
</tr>
<tr>
<td>3. Describe how to assess and create a positive learning environment in schools.</td>
<td>2</td>
<td>3</td>
<td>PS</td>
</tr>
<tr>
<td>4. Describe how to use a positive teaching (discipline) approach.</td>
<td>2</td>
<td>3</td>
<td>PS, ADL</td>
</tr>
<tr>
<td>5. Describe how to assess and address the social needs of individuals and groups of students.</td>
<td>2,4</td>
<td>1,2,3,6</td>
<td>LL, PS, ADL</td>
</tr>
<tr>
<td>6. Describe how to organize an effective classroom management system for all students, particularly those with exceptional learning needs (e.g.,</td>
<td>2</td>
<td>1,2,3</td>
<td>LL, PS</td>
</tr>
</tbody>
</table>
schedules, procedures, routines, signals, physical set-up of room, rules and consequences, monitoring, transitions, etc.,).

7. Describe the elements of multi-level interventions (primary, secondary, and tertiary), including positive and reductive interventions.
   a. Token economy and response cost
   b. Group contingencies
   c. Behavioral contracts
   d. Home notes
   e. Precision commands
   f. Time-out
   g. Self management
   h. Administrative intervention
   i. Other procedures

|   | 2 | 1,3 | LL, PS |

VIII. COURSE OUTLINE: See appendix for course schedule

Topics include:
- Models of Classroom Discipline
- Foundation of Behavior Management and Positive Behavioral Supports
- Assessments and Monitoring
- Creating a Proactive Learning Environment
- Targeted and Tertiary Level Interventions and Supports
- Behavior Reductive Interventions

IX. COURSE REQUIREMENTS, POLICIES, AND EVALUATION PROCEDURES

A. Course Requirements

•
B. Assessment Procedure

Rubrics, evaluation checklists, and informal observation will be used to determine student achievement of the course objectives listed under section VII. The total number of points possible for each assignment will be communicated at the time the assignment is made. **Late assignments will not be accepted. It is your responsibility to turn in your work to the instructor before or on the date the assignment is due.** Because of the emphasis on class discussion, attendance is required in order to receive credit for class participation. Grades will be computed by dividing the total number of points into the total points earned by the candidate. Letter grades will be determined using the following scale:

- A = 92 - 100%
- B = 83 - 91%
- C = 74 - 82%
- D = 65 - 73%
- F = below 65%

C. Field Experience and Clinical Practice –

Field Experience Hours: 10 hours of teacher selected activities (RTI Teacher Interview, 5 hours; Children with Disabilities: Challenges, Strategies, and Resources Online Training, 5 hours)
D. Instructional Strategies
A variety of instructional methods, strategies, and student groupings will be used, including:
• Class discussion
• Instructor and student presentations
• Cooperative study
• Independent research
• Small-group problem solving
• Out of class applications

E. Attendance Policy
Attendance and participation in class are expected. Excessive absences (more than 2) will adversely affect the final grade for the course. Students are responsible for material covered when absent.

ADDENDUM to Attendance Policy:
After the third unexcused absence, your final grade will be dropped by one letter for every subsequent absence. “Excused” absences must be determined to be appropriate by the instructor.

F. Policies Related to Students (Candidates) with Disabilities
It is the responsibility of any student with a disability, who requests a reasonable accommodation, to contact the Office of Student Disability Services (915-7128). Contact will then be made by that office through the student to the instructor. The instructor will be happy to work with the student so that a reasonable accommodation of any disability can be made.

X. SPECIAL CONSIDERATIONS
A. Recommended Reading List

B. Required Reading List

C. Academic Integrity and Honesty
Students are expected to follow the honor code as outlined in The University of Mississippi Policy Directory, which can be found online at http://secure4.olemiss.edu/umpolicyopen/index.jsp. Plagiarism, as defined in the honor code, will not be tolerated.

D. Flexibility Clause
The aforementioned requirements, assignments, policies, evaluation procedures, etc., are subject to change. Students' experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus.
# Course Calendar

## Tentative Agenda

<table>
<thead>
<tr>
<th>Wk/Date</th>
<th>Readings²</th>
<th>Due</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ch 1</td>
<td></td>
<td>Course Introduction, Syllabus and Overview</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Introduction to Behavior Management</td>
</tr>
<tr>
<td>2</td>
<td>Ch 2</td>
<td></td>
<td>Theoretical Models to Explaining Behavior</td>
</tr>
<tr>
<td></td>
<td>Ch 2</td>
<td></td>
<td>Theoretical Models to Explaining Behavior</td>
</tr>
<tr>
<td>3</td>
<td>Ch 3</td>
<td></td>
<td>Functional Behavior Assessment</td>
</tr>
<tr>
<td>4</td>
<td>Ch 3</td>
<td></td>
<td>Functional Behavior Assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Test 1</td>
<td>[Test 1 covers course content through Feb 4]</td>
</tr>
<tr>
<td>5</td>
<td>Ch 4</td>
<td></td>
<td>Behavioral and Academic Monitoring</td>
</tr>
<tr>
<td>6</td>
<td>Ch 6</td>
<td></td>
<td>Establishing Rules and Procedures</td>
</tr>
<tr>
<td></td>
<td>Ch 6 &amp; Langland</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Ch 6 &amp; Colvin</td>
<td></td>
<td>Intro Assn 1: Teaching Behavior Expectations³</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Test 2</td>
<td>[Test 2 cumulative to date.]</td>
</tr>
<tr>
<td>8</td>
<td>Ch 9</td>
<td></td>
<td>Social Skills</td>
</tr>
<tr>
<td></td>
<td>Ch 9</td>
<td>Assn 1</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Have a Wonderful Break! ⊹ ⊹ ⊹</td>
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<tr>
<td>9</td>
<td>Ch 10</td>
<td></td>
<td>Preventing Challenging Bhvr through Reinforcement</td>
</tr>
<tr>
<td></td>
<td>Ch 10 &amp; 11</td>
<td></td>
<td>Specific Reinforcement Strategies</td>
</tr>
<tr>
<td>10</td>
<td>Ch 11</td>
<td></td>
<td>Intro Assn 2: Designing a Token Economy System³</td>
</tr>
<tr>
<td></td>
<td>Ch 11</td>
<td></td>
<td>Specific Reinforcement Strategies [group contingencies]</td>
</tr>
<tr>
<td>11</td>
<td>Ch 7</td>
<td></td>
<td>Prevention: Effective use of Scheduling</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Test 3</td>
<td>Test 3 [cumulative]</td>
</tr>
<tr>
<td>12</td>
<td>TBA</td>
<td>Assn 2</td>
<td>Intro Assn 3: Designing a Self-Monitoring Intervention³</td>
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<tr>
<td></td>
<td>Ch 12</td>
<td></td>
<td>Reducing Problem Behaviors</td>
</tr>
<tr>
<td>13</td>
<td>Ch 8</td>
<td></td>
<td>Preventing Problem Bhvr with High-Quality Instruction</td>
</tr>
<tr>
<td></td>
<td>Ch 12</td>
<td></td>
<td>Reducing Problem Behaviors</td>
</tr>
<tr>
<td>14</td>
<td>Ch 12</td>
<td>Assn 3</td>
<td>Reducing Problem Behaviors</td>
</tr>
<tr>
<td>15</td>
<td>TBA</td>
<td></td>
<td>Crisis Management: Managing Escalating Behavior</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>FINAL EXAM (Test 4) [Cumulative]</td>
</tr>
</tbody>
</table>
1 In response to the collective needs of the students, it is likely that modifications to this agenda may occur during the course of the semester. The instructor will announce any changes in class and provide students with updated copies of the agenda that reflect those changes.

2 Additional readings will be assigned.

3 Students may be required by the undergraduate program to post assignments 1, 2, and 3 to their electronic portfolios.
The University of Mississippi
Department of Teacher Education

COURSE EDCI 419: Classroom Assessment
This course is designed to explore how effective assessment practices inform instruction in the K-12 classroom. In this capstone course, candidates will articulate the importance of aspects of classroom assessment, high stakes tests (HST) and other standardized tests. Candidates will analyze and evaluate assessment data from their field placements and from high stakes tests to inform effective differentiated instructional strategies to insure student achievement in the diverse classroom. (3)

Restricted to teacher education candidates during the student teaching experience.

Instructor:
Office:
Phone:
Email:

II. SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK:

**Vision Statement:** We imagine the transformation of individuals and communities to advance educational equity and excellence through innovative practice by professionals who lead and inspire others.

**Mission Statement:** The mission of the School of Education is to prepare and engage reflective professionals who create, use and share knowledge in partnership with individuals and communities to serve Mississippi and beyond.
Unit Major (M) and Minor(m) Themes/outcomes

1. Lifelong Learners who take responsibility for their own learning and continuously foster their professional renewal. (M)
2. Problem Solvers who develop solutions to improve the educational environment for all students. (M)
3. Communicators who effectively use verbal, non-verbal, electronic, and print modes of communication to establish a positive classroom environment. (M)
4. Users of Technology who integrate multimedia in learning environments as instructional and management tools to enhance student learning. (M)
5. Professionals Committed to Diversity who appreciate diverse contexts and promote and model the values of diversity. (M)

III. KNOWLEDGE BASE MAJOR (M) AND MINOR (m) THEMES:

- T – Thinking and problem solving (M)
- E – Equality and respect for diversity (M)
- A – Appropriate teaching strategies (M)
- C – Communication and cooperation (M)
- H – Human development and curriculum (M)
- E – Esteem, autonomy, and lifelong learning (m)
- R – Relevance: Social and global (m)
- S – Supervision, management, and guidance (M)

IV. REFERENCES

A. Primary Text and Websites


http://www.aimsweb.com/ aimsweb information included RTI, CBM,

https://dibels.net/features.php Reading and understanding reports to enhance individual and class learning and how to communicate with parents


Common Core http://www.corestandards.org/

PARCC http://www.parcconline.org/

Assessment Primer http://www.flaguide.org/extra/download/start/primer.pdf
Assessment (Asia University) – good to distinguish terms

Types of Classroom Assessments (online)  http://fcit.usf.edu/assessment/

Assessment for the Culturally Diverse Classroom: A Handbook for Teachers

Mississippi Code of Ethics for Teachers
http://board.mde.k12.ms.us/February_2011/Tab_11_El_Approval%20of%20Code%20of%20Ethics%20backup%20A.pdf

Mississippi Interpretation Guide for MCT2 – Students

B. Supplemental Text(s)


C. Assigned Readings

Selected articles and handouts from instructors on specific topics may be assigned by instructor.


V. PURPOSE OF THE COURSE

The purpose of this course is to build teacher education students’ understanding of the importance of coordinating effective assessment practices with meaningful instruction to insure successful K-12 student achievement. Because this course is taught concurrently with the student teaching experience, the opportunity to bridge the gap between university coursework and practice in K-12 classrooms provides an excellent laboratory for learning. Through this course, candidates will:

1. gain perspective of the importance of effective assessment;
2. connect demographic/sociological and survey data about individual students to better understand the relationship to assessment and instruction;
3. explore the elements of assessment that are essential to effective teaching and learning in the K–12 classrooms. An overview of current assessment procedures in schools provides information on the construction of assessment instruments and evaluation techniques;

4. construct teacher-made tests and other assessment instruments and analyze assessment data to write differentiated instruction strategies for a diverse classroom;

5. describe and draw connections between high stakes tests (HST) and other norm referenced tests to differentiated instruction/assessment;

6. build on classroom management/behavior information in EDSP 327 and evaluate available behavioral data to inform instruction/assessment;

7. understand and apply the Mississippi Code of Ethics for Educators to classroom practices.

VI. COURSE OBJECTIVES:

Candidates will:

1. Articulate the importance of effective assessment in the classroom and the benefits to teacher, student, school, parent, and community. (INTASC 6, 7, 8, 9, 10)

2. Collect and analyze demographics/sociological and individual survey data to inform effective classroom practice. (INTASC 1, 2, 3, 5, 6, 7, 8, 9, 10)

3. Identify non-examples and examples of sound test items and evaluate test items based on established criteria. (INTASC 4, 6, 7, 8, 9)

4. Construct selected-and constructed-response test items and performance assessments, classroom to measure knowledge and skills of diverse learners. (INTASC 2, 3, 5, 6, 7, 8, 9)

5. Analyze K-12 student assessment data from field placement using skewedness, and items analysis (difficulty and discrimination indices). (6, 7, 8, 9, 10)

6. Evaluate K-12 student assessment data to justify instruction strategies and assessment for the diverse classroom. (INTASC 6, 7, 8, 9)

7. Distinguish between and identify normative and criterion referenced tests and evaluate information that can be gathered from each type of test. (INTASC 4, 6, 7, 8)

8. Define and evaluate tests for validity and reliability. (INTASC 6, 7, 8, 9)

9. Identify information that can be learned from analyzing the normal distribution curve (percentile, stanine, t-score, and z-score). (INTASC 6, 7, 8, 9, 10)

10. Evaluate data from the online Mississippi Assessment and Accountability Reporting System (MAARS) to inform teaching and assessment and to communicate findings to parents. (INTASC 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

11. Identify current high stakes tests (HST) and other norm-referenced tests such PARCC, NAEP etc. that are used in Mississippi. <If PARCC isn’t used, the new assessment instrument will be described> (INTASC
12. Identify current national issues in assessment and debate pros and cons of HST and other types of testing in relation to classroom instruction and assessment. (INTASC 6, 7, 8, 9, 10)

13. Analyze current high stakes and other norm-referenced tests and make recommendations for daily classroom instruction and assessment. (INTASC 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

14. Analyze behavioral data and make recommendations for daily classroom instruction and assessment. (INTASC 3, 9, 10)

15. Reflect on and evaluate his/her classroom practice in light of ethical considerations. (INTASC 9, 10)

VII. COURSE OUTLINE

I. Socio-cultural implications for assessment
   a. Ecological assessment – Uri Bronfenbrenner
   b. Using demographics for decision making in assessment
   c. Poverty, interview, observations – cultural-linguistic analysis and implications for instruction and assessment – Ruby Payne
   d. Vocabulary – academic and other

II. Student Work Samples
   a. Daily
   b. Diagnostic, formative, summative assessment and how it drives instruction

III. Normal curve and standardized instruments
   a. Stanines, percentiles
   b. How to share data with parents
   c. NAEP
   d. TIMSS
   e. PISA
   f. Professional testing ethics

IV. Response to Intervention (RTI)
   a. Curriculum-based measurements (CBM)
      i. DIBELS
      ii. Aimsweb
         1. Administration
         2. Interpreting sample reports
         3. Follow-up

V. Behavioral data
   a. Refresher on EDSP 308: Introduction to Special Education
   b. Which data do we have
   c. What data can we collect
d. How do these data drive instruction/assessment

VI. Teacher-made tests
   a. Basics
   b. Selected and Constructed Responses
   c. Rubrics and checklists for performance tasks
   d. Item analysis – difficulty, discrimination, skewedness of class data

VIII. COURSE REQUIREMENTS AND ASSESSMENT PROCEDURES

A. Course Requirements
   All assignments are due when class starts -- late assignments will not be accepted- this includes your coming to class and telling me that you have to go find a printer to print your assignment. All work must be computer processed and all information from websites, journals, books etc must be cited – failure to cite work that is not your own is considered plagiarism. (See IX B)

Assignments TBA

Field Experience and Clinical Practice
   Candidates will complete student teaching while being enrolled in this class.

B. Assessment Procedure
   The use of classroom management and assessment techniques will be modeled during the course. To determine candidate achievement of the course objectives listed under VI, all required assignments will be given a specific number of points. Final grades will be computed using the following scale.

   **Grading Scale**
   
   A = 275 - 253
   B = 252 - 230
   C = 229 - 207
   D = 206 - 184
   F = Below 184

C. Instructional Strategies
   Instructional strategies include lecture, small group activities/projects, hands-on applications of material, videos, guest speakers, inquiry, and discussion.

E. Attendance Policy
   Attendance is expected. Candidates are responsible for all material covered when absent. Participation is expected. Laptops, tables, and smart phones are not allowed in class unless I give permission (related to class). If you are expecting an urgent phone call – please just tell me in advance of class and you can of course use your phone in the hall.
F. Policies Related to Students (Candidates) with Disabilities

It is the responsibility of any candidate with a disability, who requests a reasonable accommodation, to contact the Office of Student Disability Services (OSD) (915-7128). The OSD will contact the candidate who is then responsible for communicating any required accommodation to the instructor of this class. The instructor will be happy to work with the candidate so that a reasonable accommodation of any disability can be made.

IX. SPECIAL CONSIDERATIONS

A. Recommended Reading List

B. Academic Integrity and Honesty
   Candidates are expected to follow the honor code as outlined in the current

C. Flexibility Clause
   The aforementioned requirements, assignments, policies, evaluation procedures, etc. are subject to change. Candidates' experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus.