



**College of Education and Human Development
Division of Special Education and disAbility Research**

Fall 2024

EDSE 251 001: Classroom Management and Positive Behavior Supports

CRN: 76924, 3 – Credits

| | |
|---|---|
| Instructor: Dr. Alexandra Raines | Meeting Dates: 8/26/24 – 12/18/24 |
| Phone: 703-998-6555 | Meeting Day(s): Tuesday/Thursday |
| E-Mail: araines4@gmu.edu | Meeting Time(s): 3:00 pm – 4:15 pm |
| Office Hours: By Appointment | Meeting Location: Fairfax; HORIZN 1007 |
| Office Location: Finley 203B | Other Phone: N/A |

Note: This syllabus may change according to class needs. Teacher Candidates/Students will be advised of any changes immediately through George Mason e-mail and/or through their LMS (Learning Management System).

Prerequisite(s):

None

Co-requisite(s):

None

Course Description

Focuses on describing how school and classroom methods are used to establish effective learning environments for individuals with varying degrees of disabilities. Explores classroom and behavior management including technology, social skills, and effective teaching behaviors. Emphasizes developing school and classroom behavior management plans. Field experience required.

Course Overview

EDSE 251 focuses on describing how school and classroom methods are used to establish effective learning environments for individuals with varying degrees of disabilities. In this course, classroom and behavior management including technology, social skills, and effective teaching behaviors are explored. The emphasis is on developing school and classroom behavior management plans. There is a field experience required with this course.

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or speced@gmu.edu for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

Advising Tip

Students pursuing teacher licensure can declare a teaching concentration once they've earned 45 credits and if they have a 2.5 or higher GPA. For the teacher licensure tracks, students must maintain at least a 2.50 GPA and earn a C or better in their program core and concentration coursework.

Course Delivery Method

This course will be delivered using a lecture format.

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via your LMS

Learner Outcomes

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

1. Describe components of the SchoolWide Positive Behavior Interventions and Supports (SW-PBIS) model as a research-based school and classroom behavior management structure/technique inclusive of school and classroom community building and positive and proactive behavior supports that may lead to individual interventions.
2. Compare school plans for establishing and maintaining safe and orderly schoolwide and classroom environments with SW-PBIS, and provide recommendations to align the school plan with SW-PBIS.
3. Design age-appropriate, safe, diverse, and orderly learning environments (e.g., classroom organization and set-up) that support and enhance instruction within the context of culturally responsive behavioral, cognitive, affective, social, and ecological theory and practice.
4. Describe how to create an age-appropriate, safe, positive, and supportive environment which is culturally responsive, uses diverse approaches, incorporates technology, and values diversity, including the diversity of individuals with disabilities.
5. Demonstrate knowledge of modifying the learning environment (e.g., schedule, physical arrangement, and routines) to prevent and manage undesired behaviors based on research-based and professionally appropriate practices.

6. Describe research-based strategies for promoting self-management and self-discipline for individuals with disabilities.
7. Describe how a continuum of research-based techniques that are non-intrusive, positive, and proactive (e.g., positive redirection) should be implemented with fidelity and consistency prior to determining the need for more comprehensive classroom management methods.
8. Describe how to identify and teach social skills needed for educational and other environments.
9. Describe ethical and practical considerations when selecting behavior management methods, including a rationale for selecting positive reinforcement procedures over other procedures,
10. Describe how effective teaching influences individuals' behaviors.
11. Identify school crisis management and safety plans inclusive of plans for all educational environments (e.g., classroom, hallway).
12. Identify and describe the crisis cycle, methods for crisis prevention, and appropriate responses to individuals at different stages within the crisis cycle.
13. Identify qualifications of and training needed for school personnel obtaining certification for crisis intervention programs.

Professional Standards

(Council for Exceptional Children [CEC] and the Interstate Teacher Assessment and Support Consortium [InTASC]). Upon completion of this course, students will have met the following professional standards: CEC Standard 2: Learning environments (InTASC 3).

Required Texts

Simonsen, B., & Myers, D. (2015). *Classwide positive behavior interventions and supports: A guide to proactive classroom management*. The Guilford Press.

Recommended Texts

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Required Resources

Students will need access to a computer, Internet, and web-based resources (e.g., Blackboard, online readings). Computer use may be required in class for in-class activities.

Additional Readings

Additional readings will be posted on Blackboard and can be assigned throughout the semester at the instructor's discretion. Students are responsible for all assigned readings, on syllabus and otherwise announced and posted on Blackboard by the instructor.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., LMS, VIA, hard copy).

VIA Performance-Based Assessment Submission Requirement

For EDSE 251, the required performance-based assessment (PBA) is Classroom Management Plan (see description below). There is no required upload to VIA/SLL for the PBA in this course.

Assignments and/or Examinations

**Performance-based Assessment
(VIA submission required) N/A**

**College Wide Common Assessment
(VIA submission required) N/A**

Field Experience Requirement

A field experience is a part of this course. A field experience includes a variety of early and ongoing field-based opportunities in which candidates may observe, assist, and/or teach. Field experiences may occur in off-campus settings, such as schools (CAEP, 2016). Below are REQUIRED PROCEDURES FOR ALL STUDENTS ENROLLED IN THIS COURSE.

1. Complete the online EDSE Field Experience form. This online form will be sent to your GMU email from EDSEfld@gmu.edu on the first day of the semester. Click on the link and complete the form as soon as possible. ALL students should complete the form, regardless of whether you need assistance in locating a field experience placement or not. This information is required by the state. Please direct any questions about the form to Dr. Kristen O'Brien at EDSEfld@gmu.edu.

If you are a full-time contracted school system employee and will complete the field experience at your worksite with administrator and instructor approval, you will be asked to specify the school at which you will be completing the field experience.

If you request a field experience placement to be arranged, you will receive information via your GMU email about your assigned placement from the Clinical Practice Coordinator in the College's Office of Teacher Preparation. Check your GMU email regularly for important information regarding your field experience. Follow all instructions for the necessary Human Resource (HR) paperwork required to access the assigned field experience placement. Note that you may NOT arrange your own field experience placement.

2. View the EDSE Field Experience Introduction presentation. On the first week of classes and prior to representing George Mason in off-campus settings, your instructor will show a video presentation or provide a link to the presentation, which includes important information about

the registration process for EDSE field experiences and tips for a successful field experience. After the presentation, sign the document provided by your instructor to indicate that you have watched the presentation and are aware of the EDSE field experience professionalism expectations.

3. Document your field experience hours. Your instructor may provide you with access to field experience documentation forms to use in documenting the hours and activities completed in your field experience placement. Your instructor will provide more directions on how to use and submit the documentation form.

4. Complete the field experience end-of-semester survey. If you complete your field experience at a placement arranged by GMU, towards the end of the semester, you will receive an email from EDSEfld@gmu.edu with a link to an online survey. This brief survey asks you to report about important features of your field experience placement.

5. If you believe you need ADA accommodations during your field placement and/or internship experience, please contact Mason's Disability Services office (DS). Specific accommodations for fieldwork and internships may be different than academic accommodations; however, like academic accommodations, they are not retroactive. Connecting with DS is a student-initiated interactive process. DS will collaborate with the department and possibly the placement site to provide reasonable accommodations that are individualized and based on documentation, functional limitations, and a collaborative assessment of needs. For more information, please refer to the Disability Services website: <https://ds.gmu.edu/field-placement/>.

Other Assignments

1. Classroom Management Plan (80 points)

Note: The Field Experience component of EDSE 251 is required for this assignment.

The purpose of this project is to describe and analyze a comprehensive classroom management plan of a diverse K-12 classroom that includes students with disabilities. Students will observe their assigned field experience classroom at least twice and interview the special education teacher to gather information on the classroom management techniques used. Using the observational and interview data, students will complete a classroom management assessment to analyze the strengths and areas of need for the classroom. This analysis will include the physical arrangement, schedule, behavior management, and cultural responsiveness of the current classroom. After analysis, students will identify strengths, areas of need, and related suggestions for improvements for the classroom. Students will also develop a classroom rules matrix for the given classroom. Students will write an APA style paper to report on the current classroom management, effectiveness of the current classroom management, cultural responsiveness of current classroom management, and suggestions for growth. More information about this assignment (e.g., detailed directions, rubric) and assignment resources can be found on Blackboard and will be discussed in class.

2. Schoolwide Behavior Plan Analysis (50 points)

The purpose of this assignment is to determine similarities and differences between a target school's discipline plan and components of the Schoolwide Positive Behavior Intervention Supports (SW-PBIS) framework. In Part 1 of this assignment, students will work in small groups (formed by the instructor) during a designated class session to analyze a provided schoolwide behavior plan by comparing and contrasting it to the SW-PBIS framework. In Part 2 of this assignment, students will complete an independent analysis of a selected schoolwide behavior plan. Part 2 will be an APA style paper where students will compare and contrast their selected schoolwide behavior plan to the SW-PBIS framework and offer suggestions for growth. More information about this assignment (e.g., detailed directions, rubric) and assignment resources can be found on Blackboard and will be discussed in class.

3 & 4. Reading Checks (30 points each, for a total of 60 points)

The purpose of each Reading Check is to demonstrate knowledge of each of two major topics in this course. Reading Check 1 will focus on Schoolwide Positive Behavior Interventions and Supports (SW-PBIS). Reading Check 2 will focus on Classroom Management. Reading Check content includes multiple choice, true/false, and matching responses.

5. Behavior Management Infographic (30 points)

The purpose of this assignment is to demonstrate knowledge of how to implement a selected research-based behavior management practice or intervention. Students will select one research-based behavior management practice or intervention that can be implemented at Tier 1 or Tier 2. Students will gather information about this practice or intervention through websites, a practitioner-based journal article, the textbook, and other informational sources. Students will create an infographic using the Piktochart website to provide information about the selected practice or intervention. More information about this assignment (e.g., detailed directions, rubric) and assignment resources can be found on Blackboard and will be discussed in class.

6. Attendance and Participation (75 points)

Class attendance and professional participation at all sessions is very important because many of the activities in class are planned in such a way that they cannot necessarily be recreated outside of the class session. Students are expected to (a) attend all classes during the course, (b) arrive on time, (c) remain in class for the duration of each session, (d) actively participate and demonstrate professional behavior in the classroom, and (e) complete all assignments with professional quality and on time. All assigned readings should be completed prior to class (Note: assigned readings may be added or removed as the semester progresses).

Assignment Summary

| | |
|---|-----|
| Classroom Management Plan | 80 |
| Schoolwide Behavior Plan Analysis | 50 |
| Reading Check 1 (SW-PBIS) | 30 |
| Reading Check 2 (Classroom Management) | 30 |
| Behavior Management Infographic | 30 |
| Attendance & Participation (5 pts per week) | 75 |
| Total Points: | 295 |

Student Evaluations of Teaching:

The student evaluation of teaching, or SET, is an online course survey. You are strongly encouraged to complete this form for each course as this feedback helps instructors and administrators improve your class experiences. Towards the end of the course, you will receive email and LMS notifications when the evaluations open. Your anonymous and confidential feedback is only shared with instructors after final grades have been submitted. More information about the SET can be found on The Institute of Effectiveness and Planning website at <https://oiep.gmu.edu/set/>

Course Policies and Expectations

Attendance/Participation

Class attendance and professional participation at all sessions is very important because many of the activities in class are planned in such a way that they cannot necessarily be recreated outside of the class session. Students are expected to (a) attend all classes during the course, (b) arrive on time, (c) remain in class for the duration of each session, (d) actively participate and demonstrate professional behavior in the classroom, and (e) complete all assignments with professional quality and on time. All assigned readings should be completed prior to class (Note: assigned readings may be added or removed as the semester progresses).

Students earn attendance and participation points each class. These points can only be earned if the student is in attendance and actively participates in class activities. Please notify me in advance by email or phone if you will not be able to attend class. When absence from class is unavoidable, it is the student's responsibility to plan to obtain notes, handouts, and/or lecture details from another student prior to the class meeting that follows the absence.

Late Work

To successfully complete this course, students need to adhere to all due dates for readings and assignments. All assignments should be submitted on or before the assigned due date. To be considered on time, assignments must be submitted by the start of class on the due date, unless otherwise noted by the instructor. On all assignments, full credit is available for those submitted on time. For every 24-hour period that an assignment is late, a 5% point deduction will occur. After one week from the due date (or until the last class session per the syllabus, whichever comes first), assignments will not be accepted. Please contact the instructor in advance if there is a problem with submitting your work on time.

Grading

| Letter Grade | % of Points |
|--------------|-------------|
| A | 95-100% |
| A- | 90-94% |
| B+ | 87-89% |
| B | 83-86% |
| B- | 80-82% |
| C+ | 77-79% |
| C | 73-76% |
| C- | 70-72% |
| D | 60-69% |
| F | <60% |

***Note:** George Mason University Academic Standards will be strictly enforced *through an institutional sanctioning matrix that all colleges and departments will need to adhere to if they find there are students who are engaged in academic dishonesty.* See [Academic Standards \(http://academicstandards.gmu.edu/\)](http://academicstandards.gmu.edu/) and [GMU Catalog - Academic Standards \(https://catalog.gmu.edu/policies/academic-standards/\)](https://catalog.gmu.edu/policies/academic-standards/). Students are responsible for reading and understanding the Standards. The Office of Academic Integrity “works to promote authentic scholarship, support the institution’s goal of maintaining high standards of academic excellence, and encourages continued ethical behavior of faculty and students to cultivate an educational community which values integrity and produces graduates who carry this commitment forward into professional practice.” Work submitted must be your own new, original work for this course or with proper citations.

Professional Dispositions

Throughout study in the College of Education and Human Development, students are expected to demonstrate behaviors that reflect the positive dispositions of a professional. See [Student Guide \(https://cehd.gmu.edu/current-students/cehd-student-guide\)](https://cehd.gmu.edu/current-students/cehd-student-guide). Professional dispositions are an essential function of a special educator’s job, indicating that these dispositions are critical to develop and assess in special education licensure programs. In the College of Education and Human Development, dispositions are formally and separately evaluated in VIA/SLL at least three points in each student’s program – a self-evaluation at the start of their program, a self-evaluation at the mid-point of their program, and a university supervisor’s evaluation during internship. In special education undergraduate licensure programs, the initial self-evaluation is completed in designated courses (EDSE 241, EDSE 361, EDSE 311), the mid-point self-evaluation is completed in designated courses (EDSE 445, EDSE 465, and EDSE 419), and the internship evaluation is completed by instructors in EDSE 482, EDSE 483, and EDSE 484. In addition to these three designated evaluation times, students, instructors, and/or mentor teachers may complete program disposition assessments as part of other courses. Instructors and mentor teachers may complete observer-rated disposition assessments other times throughout the program, as needed. When dispositions are assessed, it is important that for

areas where a positive disposition is rated as “not proficient,” the student takes steps to grow as an educator.

Use of Generative AI

Generative AI tools should follow the principles of Mason’s Academic Standards. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative AI tools.

Class Schedule

*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

| Week | Date | Topics | Readings Due | Assignments Due (by 3 pm on due date) |
|------|---------|--|---|--|
| 1 | T 8/27 | Course Overview Syllabus review Field experience overview | None | Ensure you have access to Bb and the textbook Submit EDSE Field Experience Placement Form (in class) |
| | Th 8/29 | Introduction to behavior management and positive behavior supports | | Watch EDSE Field Experience Introduction video & sign form to indicate you've watched (linked on Bb) |
| 2 | T 9/3 | Theoretical models to explain behavior Foundations of behaviorism | Ch. 1 & 2 | |
| | Th 9/5 | Foundations of behaviorism (cont.) | | |
| 3 | T 9/10 | Introduction to SW-PBIS | Ch. 3 Explore the Pbis.org website. Read the PBIS pages on Getting Started , Tiered Framework , and Tier 1 | |
| | Th 9/12 | SW-PBIS (cont.) | | |
| 4 | T 9/17 | SW-PBIS and cultural responsiveness | SW-PBIS Cultural Responsiveness (p. 2-5 & 26-29) Flannery & Kato (2016) | Reading Check 1 (SW-PBIS) opens on Bb on 9/17 |
| | Th 9/19 | Schoolwide Behavior Plan Analysis: Part 1 | | Schoolwide Behavior Plan Analysis: Part 1 completed in class on 9/19 |
| 5 | T 9/24 | Classroom rules and procedures | Ch. 5 (p. 97-105 only) & Ch. 6 Time Management PDF | Reading Check 1 (SW-PBIS) due on 9/24 |

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|----|-------------------|---|--|--|
| | Th 9/26 | Classroom scheduling, climate, and organization | | Schoolwide Behavior Plan Analysis: Part 2 due on 9/26 |
| 6 | T 10/1 | Academic instruction and behavior | Ch. 5 (p. 105-112) HLP #7 video CAST UDL Tips for Learning Environments IRIS Center Cultural Influences on Behavior | |
| | Th 10/3 | Classroom environments Culturally responsive classroom management | | |
| 7 | T 10/8 | Responding to appropriate behaviors Ethical considerations for responding to behaviors | Ch. 7 CEC Professional Ethical Principles | |
| | Th 10/10 | Responding to appropriate behaviors (cont.) | | Midterm feedback in class on 10/10 |
| 8 | T 10/15 | NO CLASS | | |
| | Th 10/17 ASYNC | Responding to inappropriate behaviors Activity | Ch. 8 | |
| 9 | T 10/22 | GUEST LECTURE: Jr Majetic | | Reading Check 2 (Classroom Management) opens on Bb on 10/22 |
| | Th 10/24 | Responding to inappropriate behaviors application | Ch. 4 (p. 70-88 only) McIntosh, Sugai, & Simonsen (2020) | |
| 10 | T 10/29 | Pulling it all together: Classroom Management <i>(In class group activity)</i> | | Reading Check 2 (Classroom Management) due on 10/29 |
| | Th 10/31 | Pulling it all together: Classroom Management <i>(In class group activity)</i> | | Proposal for Behavior Management Infographic due on 10/31 |

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|----|---------------------|---|---|--|
| 11 | T 11/5 | Introduction to Tier 2 & Tier 3 | Ch. 9 & 10 | |
| | Th 11/7 | Tier 2 & 3 | | |
| 12 | T 11/12 | Social skills instruction | <u>HLP #9</u> (Read about “HLP9 Teach social behaviors” from p. 5-7) <u>Schoolwide Article</u> <u>PBIS World article</u> | |
| | Th 11/14 | Self-management | <u>IRIS Module on Self-Management</u> 1 of the following (to be assigned by instructor): Bruhn et al. (2017) Lastrapes & Mooney (2019) | Aim to have all field experience requirements/data collected by this week |
| 13 | T 11/19 | Self-management (cont.) | | Behavior Management Infographic due on 11/19 |
| | Th 11/21 | Classroom Management Plan Section 2 & 3 planning guide: In-class activity | | Classroom Management Plan: Section 2 & 3 planning guide due 11/21 |
| 14 | T 11/26 ASYNC | The crisis cycle Crisis management plans | <u>IRIS: Crisis Plan</u> Simonsen et al. (2019) Clarke et al. (2014) | Complete ASYNC activity to earn participation points! |
| | Th 11/28 | NO CLASS: THANKSGIVING BREAK | | |
| 15 | T 12/3 | Course wrap-up | | |
| | Th 12/5 NO CLASS | No Class: Classroom Management Plan due! | | Classroom Management Plan due on 12/6 |

CEHD Commitments

The College of Education and Human Development is committed to fostering collaboration and community, promoting justice and equity, and advancing research-informed practice. Students are expected to adhere to, and contribute to, these commitments, the CEHD Mission, and Core

Values of George Mason University. More information can be found here: [Culture](https://cehd.gmu.edu/about/culture/) (<https://cehd.gmu.edu/about/culture/>)

GMU Policies and Resources for Students

Policies

- Students must adhere to Mason's Academic Standards. See [Academic Standards](https://catalog.gmu.edu/policies/academic-standards/) (<https://catalog.gmu.edu/policies/academic-standards/>).
- Students must follow the university policy for Responsible Use of Computing. See [Responsible Use of Computing](http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/) (<http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. See [Disability Services](https://ds.gmu.edu/) (<https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>.
- Questions or concerns regarding use of your LMS should be directed to:
 - o [Blackboard Learn](https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/): <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>
 - o [Canvas](https://its.gmu.edu/service/canvas/): <https://its.gmu.edu/service/canvas/>
- For information about [student support resources](https://ctfe.gmu.edu/teaching/student-support-resources-on-campus) on campus, see: <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>
 - o [TimelyCare](https://caps.gmu.edu/timelycare-services/): <https://caps.gmu.edu/timelycare-services/>
 - o [Writing Center](https://writingcenter.gmu.edu/): <https://writingcenter.gmu.edu/>

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason’s Title IX Coordinator per [University Policy 1202](#). If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as the [Student Support and Advocacy Center \(SSAC\)](#) at 703-380-1434 or [Counseling and Psychological Services \(CAPS\)](#) at 703-993-2380. You may also seek assistance or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website [College of Education and Human Development \(http://cehd.gmu.edu/\)](http://cehd.gmu.edu/).

Student and Faculty Names and Pronouns

Name and pronoun use: If you wish, please share your name and gender pronouns with me and indicate how best to address you in class and via email. I use [faculty insert your specific pronouns here] for myself and you may address me as “[YOUR NAME]”, “Dr./Prof. [NAME]” or “Mr./Ms./Mx. [NAME]” in email and verbally. I encourage students to use tools Mason provides to change your name and pronouns on Mason records, if you so choose: <https://registrar.gmu.edu/updating-chosen-name-pronouns/>

Diversity and Inclusion Statement

The College of Education and Human Development, an intentionally inclusive community, promotes and maintains an equitable and just work and learning environment. We welcome and value individuals and their differences including race, economic/class status, gender expression and identity, sex, sexual orientation, ethnicity, national origin, first language, religion, age, and ability status, among other characteristics.

- We value our diverse student body and desire to increase the diversity of our faculty and staff.
- We commit to supporting students, faculty and staff who have been the victims of bias and discrimination.
- We promote continuous learning and improvement to create an environment that values diverse points of view and life experiences.
- We believe that faculty, staff, and students play a role in creating an environment that engages diverse points of view.
- We believe that by fostering their willingness to hear and learn from a variety of sources and viewpoints, our students will gain competence in communication, critical thinking and global understanding, and become aware of their biases and how they affect their interactions with others and the world.

Land Acknowledgement Statement

Land acknowledgment engages all present in an ongoing indigenous protocol to enact meaningful, reciprocal relationships with ancestors and contemporary tribal nations. As

a state university, we have a responsibility to include and support indigenous communities and sovereign tribes in our work.

At the place George Mason University occupies, we give greetings and thanksgivings to these Potomac River life sources, to the Doeg ancestors, who Virginia annihilated in violent campaigns while ripping their lands apart with the brutal system of African American enslavement, to the recognized Virginia tribes who have lovingly stewarded these lands for millennia, including the Rappahannock, Pamunkey, Upper Mattaponi, Chickahominy, Eastern Chickahominy, Nansemond, Monacan, Mattaponi, Patawomeck, and Nottaway, past, present, and future, and to the Piscataway tribes, who have lived on both sides of the river from time immemorial.

Appendix

Grading Rubric: Classroom Management Plan

| Criterion | No Points | Partial Points | Maximum Points |
|---|---|---|---|
| Section 1: Current Classroom Management – Physical Arrangement | <i>0 points</i> Student did not write a summary of the classroom’s physical arrangement OR wrote a summary that was unclear and/or incomplete throughout. | <i>1-7.9 points</i> Student wrote a summary of the classroom’s physical arrangement, but it was unclear and/or incomplete in parts. | <i>8 points</i> Student wrote a clear, descriptive summary of the current physical arrangement in the classroom, including (a) a detailed drawing that indicates where desks, centers, materials, etc. are located, (b) the corresponding type of instruction that occurs in the classroom (e.g., small group, large group), (c) the teacher’s capacity to circulate and see all students, (d) the likelihood of smooth transitions for students to/from areas, and (e) any other aspects significant to this specific classroom’s arrangement. |

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|--|--|---|---|
| <p>Section 1: Current Classroom Management – Schedule</p> | <p><i>0 points</i></p> <p>Student did not write a summary of the classroom’s schedule OR wrote a summary that was unclear and/or incomplete throughout.</p> | <p><i>1-3.9 points</i></p> <p>Student wrote a summary of the classroom’s schedule, but it was unclear and/or incomplete in parts.</p> | <p><i>4 points</i></p> <p>Student wrote a clear, descriptive summary of what happens across the day or across the session, including approximately how long specific activities last so it’s clear how much time has been set aside for each activity.</p> |
| <p>Section 1: Current Classroom Management – Behavior Management</p> | <p><i>0 points</i></p> <p>Student did not write a summary of the classroom’s behavior management OR wrote a summary that was unclear and/or incomplete throughout.</p> | <p><i>1-9.9 points</i></p> <p>Student wrote a summary of the classroom’s behavior management, but it was unclear and/or incomplete in parts.</p> | <p><i>10 points</i></p> <p>Student wrote a clear, descriptive summary of what the teacher uses for behavior management, including (a) classroom rules (what they are, if/how they connect to the schoolwide rules, how the rules are taught to students); (b) classroom rules matrix; (c) routines/procedures evident in the classroom; (d) how the teacher responds to appropriate behavior, and if there is a continuum of responses; and (e) how the teacher responds to inappropriate behavior, and if there is a continuum of responses.</p> |
| <p>Section 2: Effectiveness of Current Classroom Management – Strengths</p> | <p><i>0 points</i></p> <p>Student did not identify and describe any strengths of this classroom OR identified strengths that</p> | <p><i>1-11.9 points</i></p> <p>Student wrote summaries of current classroom management strengths, but the descriptions were unclear or inaccurate in parts, unconnected to data, and/or</p> | <p><i>12 points</i></p> <p>Student wrote clear, descriptive, and accurate summaries of at least 3 data-based current classroom management strengths for this classroom. Each strength was clearly</p> |

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|---|---|--|--|
| | were inaccurate, unclear, or incomplete throughout. | student described fewer than 3 strengths. | described, supported by data, and a rationale was provided for why it is an area of strength. |
| Section 2: Effectiveness of Current Classroom Management – Areas of Need | <i>0 points</i> Student did not identify and describe any areas of need of this classroom OR identified areas of need that were inaccurate, unclear, or incomplete throughout. | <i>1-11.9 points</i> Student wrote summaries of current classroom management areas of need, but the descriptions were unclear or inaccurate in parts, unconnected to data, and/or student described fewer than 3 areas of need. | <i>12 points</i> Student wrote clear, descriptive, and accurate summaries of at least 3 data-based current classroom management areas of need for this classroom. Each area of need was clearly described, supported by data, and a rationale was provided for why it is an area of need. |
| Section 2: Effectiveness of Current Classroom Management – Completed Self-Assessment | <i>0 points</i> Student did not submit the completed Lewis (2007) assessment adapted for EDSE 251. | <i>1-2.9 points</i> Student completed and submitted the Lewis (2007) self-assessment adapted for EDUC 505, but parts were inaccurate and/or incomplete. | <i>3 points</i> Student accurately completed and submitted the Lewis (2007) assessment adapted for EDSE 251. |
| Section 3: Cultural Responsiveness of Current Classroom Management | <i>0 points</i> Student did not summarize the culturally responsive classroom management elements in the classroom with one strength and one area of need identified OR wrote a summary that | <i>1-5.9 points</i> Student wrote summary of the culturally responsive classroom management elements in the classroom and identified one strength and one area of need, but it was unclear, inaccurate, and/or incomplete in parts. OR student wrote a clear summary but did not identify one strength and/or one area of need. | <i>6 points</i> Student wrote clear, descriptive summary of the culturally responsive classroom management elements present in the classroom, and identified one strength and one area of need for this classroom in terms of culturally responsive classroom management. |

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| | was unclear and/or incomplete throughout. | | |
| Section 4: Suggestions for Growth – Recommended Improvements | <i>0 points</i> Student did not identify suggestions for growth OR identified suggestions for growth that were inaccurate or inappropriate. | <i>1-8.9 points</i> Student identified limited suggestions for how this classroom could improve in classroom management and/or had suggestions that were unclear or inaccurate in parts. | <i>9 points</i> Student clearly described at least 3 substantive improvements (with at least one related to cultural responsiveness) that could be made to this classroom based on areas that have been identified as areas of need. |
| Section 4: Suggestions for Growth – Rules Matrix | <i>0 points</i> Student did not create a classroom rules matrix OR created a matrix that was inaccurate or inappropriate. | <i>1-5.9 points</i> Student created a classroom rules matrix for the class, but it was inaccurate and/or inappropriate in parts, or did not include at least 3 rules and 3 activities/routines. | <i>6 points</i> Student created an accurate and appropriate classroom rules matrix for the class, which included at least 3 rules and 3 activities/routines. |
| Accurate Spelling, grammar, etc. | <i>0 points</i> Many issues with grammar, spelling usage, citations, or punctuation. Five or more distracting or significant errors. | <i>1-3.9 points</i> Student showed some issues with grammar, spelling usage, citations, or punctuation. Less than 5 significant or distracting errors. | <i>4 points</i> Student demonstrated appropriate written skills. Any mistakes in grammar, spelling usage, citations, or punctuation, if present, are minor and not distracting. |
| Field Experience Log of Hours | <i>0 points</i> Student did not submit a completed | <i>1-5.9 points</i> Student submitted an EDSE 251 Log of Hours with some incomplete field experience | <i>6 points</i> Student submitted a completed EDSE 251 Log of Hours that documents |

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| | <p>EDSE 251 Log of Hours.</p> <p>OR</p> <p>Student submitted an EDSE 251 Log of Hours with multiple incomplete field experience requirements and/or evidence from Mentor Teacher ratings that the student engaged in consistently unprofessional or irresponsible behavior.</p> | <p>requirements and/or evidence from Mentor Teacher ratings that the student engaged in some unprofessional or irresponsible behavior during the field experience.</p> | <p>completed field experience tasks and is signed by the Mentor Teacher. The Mentor Teacher ratings provide evidence that the student engaged in professional and responsible behavior at all times.</p> |
| <p>Note about Field Experience Log of Hours</p> | <p>Given the importance of the field experience component to this assignment, if there is evidence that the student did not successfully complete the field experience (including one teacher interview and two classroom observations) at the field experience placement site assigned by GMU, 0 points will be awarded for the Classroom Management Plan assignment.</p> | | |