EDCI 5030: Classroom Management and Instructional Strategies in Diverse Settings
Summer 2017 - Online Course

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Tech Support: Learn Helpdesk – bbsupport@unt.edu
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Program Administrator: Pamela Esprívalo Harrell – Pam.Harrell@unt.edu

Required Texts:


Purchase TK20:

Purchase TK20: This course requires an assignment that will be uploaded and graded in the UNT TK20 Assessment System (Assignment 22, Classroom Management Plan). If you do not submit assignment 22 to TK20, you will receive a zero for the assignment. All students in this course must purchase access to TK20. Please go to the following link for directions on how to purchase TK20. Announcements regarding training on use of the TK20 system will also be posted on this website. http://www.coe.unt.edu/tk20
Software and Hardware Required:

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

- Word processing program (i.e., MS Word®)
- Spreadsheet program (i.e., Excel®)
- Plugins (i.e., Authorware webplayer®, Shockwave®, Real One®, Adobe Acrobat Reader®)
- External email service outside of WebCT (e.g., Eaglemail®, hotmail®, yahoo®)
- All students should activate and regularly check their Eagle Mail (e-mail) account. Eagle Mail is used for official communication from the University to students. Many important announcements for the University and College are sent to students via Eagle Mail. For information about Eagle Mail, including how to activate an account and how to have Eagle Mail forwarded to another e-mail address, visit https://eaglemail.unt.edu

Catalog Description:

EDSE 5470 is an asynchronous web-extended course. There are no mandatory meetings for this course. Student must log on to the course at least twice each week and attend to instructor emails. The student should also become thoroughly acquainted with the course syllabus and course calendar.

Students must also take the computerized PPR test during this course. This test is offered M-F. Consult the Educational Testing Service website for details about location and time. Check the course calendar for the last day to take the computerized PPR.

Models and procedures for classroom management and discipline as well as techniques for motivating and instructing students are presented. Human relations strategies are discussed in great detail and methods for increasing parental involvement are also touched on. A broad array of topics are presented including what to do before the students arrive, creation of the learning environment, behavioral analysis, legal considerations, conferencing, learning contracts, incentives, planning, keeping organized, and managing time.

Course Objectives:

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

Skills related to TExES:

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

Honesty and Integrity:

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

Each course in the online certification program includes assignments that should be maintained in a working professional portfolio. For this reason, it is strongly recommended that the student maintain electronic copies of journal reflections, and assignments that can be used to demonstrate continuing professional growth and reflection during the internship phase of your teacher preparation. In EDSE 5470, the Discipline Plan represents a critical piece that should be kept for inclusion in your portfolio. Artifacts such as the rationale, classroom rules, forms, implementation, and ways to involve parents and administrators in the process will represent a portfolio piece for EDSE 5470. The portfolio can be used to demonstrate the quality of your preparation to future employers as well as a vehicle to demonstrate continuing professional growth and reflection.

**The Teaching Journal:**

The teaching journal is an electronic journal that contains assignments that are forwarded to the instructor one at a time as indicated with each Module. Refer to the WebCT calendar to determine when journal entries are to be forwarded to the instructor. It is strongly recommended that the student maintain a cumulative journal for continuing professional growth and reflection.

**Instructor Communication Parameters:**

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

**Grading and Grade Reporting:**

Assignment grades are generally reported within one week of the due date on the WebCT calendar. Suggestions for improvement are provided to students receiving less than full credit for an assignment. Students can access their assignment grades within WebCT using the “Progress Report” icon on the EDSE 5470 home page. Assignments posted less than one week AFTER the due date listed on the WebCT calendar are eligible for one-half of the assignment points indicated in the “Sequence of Tests, Papers, and Activities” section of this syllabus (excluding the final module). Students who have assignments that are more than two weeks behind will be administratively dropped from the course.

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

Instructions for assignments can be found on the course content pages. Assignments are submitted according to the due dates in Blackboard. There are two methods for submitting assignments: ASSIGNMENTS and DISCUSSIONS (Toolbar is located on the left side of the screen when logged on to the course).

Assignments Tool:

Click on the Assignments link to view assignments. Click on the assignment number and follow the instructions. Please submit shorter assignments (500 words or less) by using the submission box. Click on the Enable HTML Creator link to spell check and format your assignment. Longer assignments (Piaget and Picture Portfolio projects; more than 500 words) should be sent as attachments. Also, any tables should be sent as attachments since the submission box may not maintain the table format after sending. Assignments sent via Assignments Tool are private and will only be viewed by the instructor.

Discussion/Bulletin Board:

Click on the Discussions link to view and post bulletin board assignments. Discussion assignments are public and allow students to interact with classmates and view other students’ work. Discussion assignments are listed in order by title and chapter. Check calendar and announcements for due dates. Click on the discussion title and Create Thread link. Type the assignment #/title in the subject box and record information in the message box. For tables and lengthy assignments the attachment function may be used although most discussions are posted using only the message box. Click on Submit to add assignments to the bulletin board.

If Blackboard Learn experiences technical problems and you are unable to submit your assignments in Blackboard Learn by the assignment due dates on the course calendars, then the assignment due dates listed on the course calendar will be adjusted accordingly. If it is necessary to contact the instructor during this time, please use the phone, fax, or email outside of Blackboard to contact the instructor.
Sequence of Tests, Papers, and Activities (Maximum points awarded are shown in parentheses):

Module 1 (Beihler, McCown & Snowman chapter 7) (Total: 35 points)
Assignment 1 - Studying’s Rewards (5)
Assignment 2 - The Token Economy (20)
Assignment 3 - Classroom Rules (10)

Module 2 (Beihler, McCown & Snowman chapter 8) (Total: 55 points)
Assignment 4 - Short Term Memory Activity (5)
Assignment 5 - Chunking Activity 1 (5)
Assignment 6 - Chunking Activity 2 (5)
Assignment 7 - Chunking Assignment (10)
Assignment 8 - False Memories Activity (10)
Assignment 9 - Remembering Things that Never Were (5)
Assignment 10 - Mnemonics Assignment (5)
Assignment 11 - Learning Strategies Journal (5)
Assignment 12 - Learning Strategies Bulletin Board (5)

Module 3 (Beihler, McCown & Snowman chapter 9) (Total: 35 points)
Assignment 13 - Constructivism and the Five E’s Assignment (10)
Assignment 14 - Spin Doctors (5)
Assignment 15 - A Comparison of Constructivism and Behaviorism Approaches to Learning (10)
Assignment 16 - Journey to Cedar Creek (10)

Module 4 (Dreikurs & Cassell; Wong & Wong; Canter & Canter; Beihler, McCown & Snowman chapter 10) (Total: 130)
Assignment 17 - Stop Trouble before It Starts chat #1 (15)
Assignment 18 - Stop Trouble before It Starts chat #2 (15)
Assignment 19 - Beliefs on Discipline Inventory (5)
Assignment 20 - Provide examples of open questions. (5)
Assignment 21 - Games Students Play Refer to Discipline without Tears pp.34-44. (25).
Assignment 22 - Use the book, Assertive Discipline as a guide to develop a discipline plan. Include a discipline hierarchy, classroom management forms used for record keeping purposes, and a description of how you will implement the discipline hierarchy. Refer to rubric at the end of the syllabus (50).
Assignment 23 - Use the book, The First Days of School as a resource to describe how to: (a) introduce yourself to the class (b) arrange and assign seating (c) post assignments (d) determine when and how to take roll (e) maintain an effective grade record book (15).

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

Module 6 (Beihler, McCown & Snowman chapter 10) (Total: 50 points)
Assignment 25 - Develop a lesson plan using the direct instruction model. Use the lesson plan template provided by the instructor (15 points).
Assignment 26 - Develop a lesson plan using a cognitive instruction model. Use the lesson plan template provided by the instructor (15 points).
Assignment 27 - List at least 2 ways each level of Maslow’s Hierarchy of Needs is address in public schools (5).
Assignment 28 - Develop a lesson plan using a humanist instruction model. Use the lesson plan template provided by the instructor (15 points).

Module 7 (Beihler, McCown & Snowman chapter 11) (Total: 30 points)
Assignment 29 - Record the answers to these questions in your reflective journal (15).
Assignment 30 - Words that motivate students (5)
Assignment 31 - View the attribution video . . .(5)
Assignment 32 - Efficacy case study (5)

Final Exam and TExES Competency Test (Total: 250 points)
Assignment 33 - Final Exam for modules 1- 6  *This test is online. (100)
Assignment 34 - The student must take the Computer Version of the TExES PPR test to receive 150 points. No partial credit is given. Students who do NOT take the TExES PPR test will receive 0/150 points. See the course calendar for deadline to take this exam (150).

Grading Scale:

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

Student Responsibilities for Distributed Learning Courses:

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

**Disabilities Accommodation:**

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

**Academic Integrity**

Students are encouraged to become familiar with UNT’s policy on academic integrity: [http://www.unt.edu/policy/UNT_Policy/volume3/18_1_16.pdf](http://www.unt.edu/policy/UNT_Policy/volume3/18_1_16.pdf). Academic dishonesty, in the form of plagiarism, cheating, or fabrication, will not be tolerated in this class. Any act of academic dishonesty will be reported, and a penalty determined, which may be probation, suspension, or expulsion from the university.

**Acceptable Student Behavior**

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

**Collection of Student Work:**

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

**Eagle Connect**

All official correspondence between UNT and students is conducted via Eagle Connect and it is the student's responsibility to read their Eagle Connect Email regularly.
The Student Evaluation of Teaching Effectiveness (SETE) is expected for all organized classes at UNT. This brief online survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

Some undergraduate and graduate education courses require assignments that must be uploaded and assessed in the UNT TK20 Assessment System. This requires a one-time purchase of TK20, and student subscriptions are effective for seven years from the date of purchase. Please go to the following link for directions on how to purchase TK20: http://www.coe.unt.edu/tk20. Announcements regarding TK20 will also be posted on this website.

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

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

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

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

**Master’s Program:**

Student’s seeking admission to the Post Baccalaureate Master’s Program must secure acceptance into that program. Acceptance criteria for this program DIFFER from that of the Certification only Program. A total of 36 hours of prescribed coursework and acceptable Graduate Record Exam scores (GRE) are examples of additional requirements for admission the Post Baccalaureate Master’s Program. Please contact Dr. Pamela Esprívalo Harrell for additional information about the Post Baccalaureate Master’s Program.

**Important Notice for F-1 Students**

To read INS regulations for F-1 students taking online courses, please go to this website http://www.immigration.gov/graphics/services/visas.htm and select the link to "8 CFR 214.2(f)" in the table next to "F-1." Paragraph (f)(6)(i)(G)

A Final Rule with clarifications on the restriction can be found in a pdf file located at http://www.immigration.gov/graphics/lawsregs/fr121102.pdf

Within this document, refer to Section IX on page 9 with the subject header "Online and Distance Education Courses."

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student’s responsibility to do the following:
(1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course. (2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Advising Office. The UNT International Advising Office has a form available that you may use for this purpose.

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

**The Educator as Agent of Engaged Learning:**

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

The educator as agent of engaged learning summarizes the conceptual framework for UNT's basic and advanced programs. This phrase reflects the directed action that arises from simultaneous commitment to academic knowledge bases and to learner centered practice. "Engaged learning" signifies the deep interaction with worthwhile and appropriate content that occurs for each student in the classrooms of caring and competent educators. "Engaged learning" features the on-going interchange between teacher and student about knowledge and between school and community about what is worth knowing. This conceptual framework recognizes the relationship between UNT and the larger community in promoting the commitment of a diverse citizenry to life-long learning.

In our work of developing educators as agents of engaged learning, we value the contributions of professional development schools and other partners and seek collaborations which advance active, meaningful, and continuous learning.

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

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

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

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

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

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

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

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

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

This course syllabus is intended to be a guide and may be amended at any time.
### Rubric for Five Point Assignments

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

| Point Value | 1 | 3 | 5 |

### Rubric for Ten Point Assignments

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

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

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

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

## Learning Goals

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

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

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

3. The teacher provides appropriate instruction that actively engages students in the learning process.
### Constructivism Model

<table>
<thead>
<tr>
<th>Checklist</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage</td>
<td>0-2</td>
</tr>
<tr>
<td>Explore</td>
<td>0-5</td>
</tr>
<tr>
<td>Explain</td>
<td>0-3</td>
</tr>
<tr>
<td>Elaborate</td>
<td>0-2</td>
</tr>
<tr>
<td>Evaluate</td>
<td>0-3</td>
</tr>
</tbody>
</table>

### Learning Goals

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## Mnemonics Model

<table>
<thead>
<tr>
<th><strong>Checklist</strong></th>
<th><strong>Point Value</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher selects a concept to encode</td>
<td>0-2</td>
</tr>
<tr>
<td>Motivational set</td>
<td>0-2</td>
</tr>
<tr>
<td>Instructional objectives (includes performance, condition, and standard) + TEKS/TAKS</td>
<td>0-1</td>
</tr>
<tr>
<td>Explanation the technique (acronym, acrostic, Loci, keyword, rhyme)</td>
<td>0-2</td>
</tr>
<tr>
<td>Practice the technique</td>
<td>0-3</td>
</tr>
<tr>
<td>Students continue to independently practice the concept and teacher selected technique OR students personalize the technique use to encode the concept</td>
<td>0-3</td>
</tr>
<tr>
<td>Assessment</td>
<td>0-2</td>
</tr>
</tbody>
</table>

## Learning Goals

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

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

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3. The teacher provides appropriate instruction that actively engages students in the learning process.
## Role playing Model

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

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### Conflict Resolution Model

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

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