COURSE LOCATION: 128 Matthaei January 11th and April 19th
In the schools 45 other hours.

TIME: 9:30 – 10:30 January 11th- April 19th plus 4 hours/week in the schools

INSTRUCTOR: Anneatra Kaplan

WEB ADDRESS: aw2795@wayne.edu

COURSE ADDRESS: http://blackboard.wayne.edu

COURSE DESCRIPTION: Prerequisite: HE 3330. Principles and application of school health programming, which includes philosophy and foundations of health education, the ability to conduct a needs assessment and design instruction based on that assessment, the ability to implement and evaluate that instruction, the actual implementation of these skills in a secondary classroom and a thoughtful reflection on the process.

COURSE OBJECTIVES: This class is designed to put the learning that occurred in HE 3330 to practical application. Upon completion of this course the student will be competent in many of the standards required by the State of Michigan for entry level teachers. Individual assignments are designed to meet those standards and outlined in the assignment.

TEXT: No text is required; however, you ARE also required to download and read the material posted under this course on Blackboard (http://blackboard.wayne.edu). Your texts from previous classes (HE 3300 and HE 3330) will assist you with the assignments in this class.

ASSIGNMENTS: There is no classroom lecture portion of this class. You are expected to find a secondary health teacher to observe throughout the semester. You should spend at least 45 hours (4 hours per week) in the school with the teacher. Remember, the public schools are on a different schedule than WSU, so make sure you take that into account when planning your 45 hours. The assignments are designed to reflect that experience and prepare you to teach in your own health classroom. Successful completion of the performance indicators for this class will be demonstrated in the assignments. Many of these assignments can be slightly revised to go in your final portfolio at the end of student teaching.

The grade for this class is “S” (satisfactory) or “U” (unsatisfactory). All assignments must be successfully completed as described in the rubrics or checklists an “S”. This course requires you to manage your time without direct supervision from me. There are no acceptable excuses for late assignments and yes, sometimes Blackboard goes down so if you wait until the last minute and then encounter difficulties, your grade will suffer. When you check your grade in Blackboard, I will put a checkmark for every assignment that you have
successfully completed. Students who turn in 3 late or unacceptable assignments automatically receive a grade of "U". Keep this in mind when making choices about your time this semester. Each of these assignments needs to be delivered to me in one of the following ways: you can E-mail it as an attachment by the date marked (my computer only accepts files marked .doc or .rtf) preferably or drop it off in the folder marked “HE 6430” and place it in my mailbox in the Matthaei (located in Carol Salisbury’s office). If you decide to drop it off at Matthaei, it is imperative that you notify me via e-mail that you have done so (I am not on campus regularly, failure to do so will result in a missing assignment). Regardless of the method you choose, the cut off time for each assignment is 12 PM on the due date. Assignments received after that time will be marked as late and grade penalties will be enforced. **Pay attention to where the assignment goes. If you E-mail me an assignment that is supposed to be posted to Blackboard, it will count as not turned in.**

If you prefer, you may work in a school with a partner. This is your choice depending on your personal preference. If you choose to work with a partner, you may turn in the assignments marked with an *together (one assignment for you and your partner). If not, all assignments are due individually. My main method of communication with you will be through Blackboard and E-mail. Make sure your WSU E-mail account works. I will be sending out a mass E-mail through Blackboard this week. You are to click reply, type: “I got it” in the body of the E-mail and sign your name. If you need to forward your WSU E-mail to an account you read, the directions are on Blackboard under “External Links” Since this class is not meeting, I will set Monday aside as a day to respond to E-mails. All E-mails you send me need to have “HE 6430” in the subject heading. I will put them in the class mailbox and address them all every Monday. If I’m not swamped, I will address your concerns as they come in but I guarantee I will address them by Monday at the latest.

**CLASSROOM POLICIES:**
When you are in the school, you are required to dress and act like a professional. This includes: appropriate dress, respectful interactions with school personnel and students, following school and district policies, being on time and respecting the confidentiality of students. If you have any questions about what this means, please see me!! Failure to conduct yourself as a professional in the school setting will result in an automatic ‘U’ for this class, regardless of other work turned in. Expect me to contact your teacher at some point this semester and ask how things are going.

**Academic Dishonesty:** Academic dishonesty of any type will not be tolerated. (See WSU Student Code of Conduct). Students are responsible for knowing what constitutes academic dishonesty. If there is any question, it is better to ask me for an opinion in advance. Examples of academic dishonesty include, but are not limited to, giving or receiving aid during an exam (i.e. cheating), giving or receiving unauthorized information prior to an exam regarding the content of that exam, stealing a copy of the exam, having another student assist you during an on-line exam, deceiving the professor by representing the work of another as your own, plagiarizing the words or ideas of another person, submitting the same written work to fulfill the requirements of more than one course. Should cases of academic dishonesty be found, I reserve the right to impose the following sanctions:

Assign the student an “F” for the assignment, project, paper, or exam in question.
Assign the student an “F” for the entire course.
Recommend the student be placed on probation or suspended for a period of time.
Recommend that the student be expelled from the university (repeated offenses.)
Anyone with specific questions regarding academic misbehavior should consult the source document at http://www.doso.wayne.edu/codeofconduct.pdf or http://www.doso.wayne.edu/judicial/academic-integrity.htm

**Plagiarism:**
Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. If you're in doubt about the use of a source, cite it. Students caught plagiarizing information from other sources will receive a failing grade in the course. University policy states that students can be subject to multiple sanctions, from reprimand to expulsion as a consequence of academic dishonesty. To enforce this policy, all outside references must be submitted with assignments.

**Withdrawal Policy:**
Students must add classes no later than the end of the first week of classes. This includes online classes. Students may continue to drop classes (with full tuition cancellation) through the first two weeks of the term.

Students who withdraw from a course after the end of the 4th week of class will receive a grade of WP, WF, or WN.

- WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
- WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
- WN will be awarded if no materials have been submitted, and so there is no basis for a grade

Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved. Withdrawals can be requested at any point from the fifth week of class through the tenth week of classes (Saturday, March 22, 2014).

**Attention Students with Disabilities:**

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TDD only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.
**Religious Observance Policy:**

Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

**Resources for optional inclusion in course syllabi:**

Wayne State University Writing Center:

The Writing Center (2nd floor, UGL) provides individual tutoring consultations free of charge for students at Wayne State University. While the center serves both graduate and undergraduate students, undergraduate students in General Education courses, including composition courses, receive priority for tutoring appointments. The Writing Center serves as a resource for writers, providing tutoring sessions on the range of activities in the writing process – considering the audience, analyzing the assignment or genre, brainstorming, researching, writing drafts, revising, editing, and preparing documentation. The Writing Center is not an editing or proofreading service; rather, students are guided as they engage collaboratively in the process of academic writing, from developing an idea to correctly citing sources. To make an appointment, consult the Writing Center website: [http://www.clas.wayne.edu/writing/](http://www.clas.wayne.edu/writing/).

To submit material for online tutoring, consult the Writing Center HOOT website (Hypertext One-on-One Tutoring) [http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330](http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330).
Class Assignments Include: All of the following assignments are due by 12 Noon on the designated date (unless otherwise noted)

- 1/11 -Mandatory first class meeting- if missed will count as a missing assignment (refer to grading section of the syllabus).
- 1/15 -E-mail assignment
- 1/17 -Certification of school and teacher letter
- 1/24- Community Observation (submit in combined BB course)
- 1/31- Observation #1- Blackboard Posting
- 2/7-Teaching and Learning statement (submit in combined BB course)
- 2/14- District/School Curriculum Analysis (submit in combined BB course)
- 2/21- Observation #2- Blackboard posting
- 2/28-Classroom Organization and Management Plan (submit in combined BB course)
- 3/7 - Bulletin Board
- 3/10-3/15 Spring Break…….enjoy 😊
- 3/21- Program implementation Due (your teaching must be completed by 3/28)
- 3/28- Observation #3- Blackboard posting
- 4/4- Submit two lesson plans (submit in combined BB course)
- 4/11- Read and comment on a minimum of three peer blackboard postings
- 4/16- Reflective Journal (submit in combined BB course)
- 4/19 Mandatory last class meeting 9:30am (which will also graded as an assignment), bring a copy verification of observations.

Forward E-mail to your preferred server and respond to my E-mail. (DUE January 15th by 5pm)
I use Blackboard to communicate with the class. Blackboard uses your access ID to send out E-mails. If you use another E-mail address, you need to forward your access ID to that address. The instructions are listed on the course website under “external links”. On January 18th I will send an E-mail to everyone in the class using their access ID’s. You must click “reply” and type in: “I got it” and sign your name. If you do not sign your name, you will receive no credit for the assignment as I will not be looking you up to see who you are.

Certification of school and teacher January17th by 5p
Get a signed agreement from the teacher you will be observing that verifies you have permission to observe her/his class for the semester and teach 2-3 health lessons. It needs to be on the form I provide. Please be aware of the fact that I need the teacher's name, contact number, E-mail address and the school name, address and number to be legible on the form. I do not want personal information (phone number or E-mail) all of my contacts must go through the school. The teacher's signature and date also need to be included.
Community Observation (Due January 24th 5 pm)
This assignment is for Combined course only, do not submit in HE 6430 Blackboard:
The purpose of this assignment is to document and describe the community surrounding the school where you will be placed for your field experience. You will use an observational research tool, "windshield survey", to help you better understand the value of considering the community as a strong factor that affects student learning, motivation and curriculum choices. This assignment will contribute to your own professional growth as you prepare to be a responsive teacher. Refer to combined course directions and rubric for completing this assignment.

Observation 1 – Blackboard posting only by 5 PM January 31st
Go to the “Discussion Board” in Blackboard. Click “observation 1” Click “thread” –type your post in a word document so you can spell check it and then cut and paste it into the discussion board. Don’t forget to click “submit”. Your post should answer the following questions in paragraph form. Write 5-10 sentences regarding what you are observing in the classroom. In this posting I want you to pay special attention to “classroom management” details. How do they begin and end class? How do they get students’ attention? What do you observe the teacher doing with regards to routine classroom procedures such as taking attendance? Passing back papers? Passing out worksheets, etc. How does the teacher deal with behavior problems? How are groups formed and class work assigned?

Teaching and Learning Statement: (DUE February 7th by 5 pm) This assignment is for Combined course only, do not submit in HE 6430 Blackboard:
This statement should define who you are as a beginning teacher and include the following:
   Refer to combined course directions and rubric for completing this assignment.
   The following description can be used as a guide to “lay” the foundation of your statement but please adhere to the requirements/ rubric listed within the combined curse to complete the assignment.

A description of the theoretical framework (e.g. constructivist, behaviorist, cognitivist) upon which your philosophy is based. Use the questions below to guide your response but it should be in essay form – not question and answer format. What are the implications of this philosophy for you as a teacher and for the way you make curricular decisions? How do students learn under this framework? What does this mean for you regarding classroom management and organization? How do you assess learning?

A statement related to awareness and appreciation of diverse populations (e.g., physical and cognitive ability level, race, culture, age, socioeconomic status, religion). How do awareness, appreciation and respect of diverse populations permeate your teaching philosophy and its implementation across the curriculum?

A statement regarding you as a professional. How do you assess yourself as a teacher? What are your strengths? What areas have you identified for improvement and continues growth? Describe professional development experiences in which you have participated.
In summary, this statement is a profile of your beliefs as they relate to teaching and learning. Do not make it all mush – use the theories to write it. If you do not remember the theories, Google them, or check the external links on BB so you can present an intelligent philosophy.

**District/School Curriculum Analysis**  
_Due February 14<sup>th</sup> by 5 pm

Refer to combined course directions and rubric for completing this assignment.

The following description can be used as a guide to “lay” the foundation of your statement but please adhere to the requirements/ rubric listed within the combined curse to complete the assignment.

The purpose of this assignment is to examine curricular programs in the classroom. Specifically, this assignment should help you understand curricula as organized structures that 1) identify goals for student learning, 2) describe what is to be taught in a classroom, 3) provide various means of assessment, and 4) explain how school, district or classroom curricula connect to the Michigan Curriculum Framework. *This assignment is a partial fulfillment of the University Writing Intensive (WI) for all undergraduate students.*

**Observation 2 – Blackboard posting only by 5 PM on February 21<sup>st</sup>**

Post 5-10 sentences to Blackboard regarding what you are observing regarding program planning and implementation in the classroom you are observing. Are the classes fun, engaging and meaningful or are the students’ “reading and writing”? Are students being taught skills for changing behavior or simply required to memorize facts? If you think the teacher is boring or not doing a good job, what do you recommend for making the learning more exciting and relevant? If you think the teacher is exciting and wonderful, what qualities will you emulate in your own teaching?

**Classroom Organization and Management Plan (February 28<sup>th</sup> by 5 PM)**

Describe the classroom management plan that you will implement in your classroom. You will need to consider basic elements such as grade level, the learning environment you wish to create and standard classroom policies (attendance etc.). Include the following 5 categories in your plan: Please refer to the rubric given in live text for completion of this assignment.

Refer to combined course directions and rubric for completing this assignment.

The following description can be used as a guide to “lay” the foundation of your statement but please adhere to the requirements/rubric listed within the combined curse to complete the assignment.

**RULES**

Your rules should reflect your class policies. Describe how you will develop these rules with students. Keep in mind the ‘contract’ we did in HE 3330 when devising rules. You should design a “rule” poster on 8.5 x 11 inch paper. You need to include a letter that would be sent to parents describing your classroom management procedures: rules, procedures, rewards, consequences, etc. This letter should have a space for the students and parents to sign.

**GRADING SCALE**
What will your grading scale for this class be? What are you grading on? Tests? Homework? Participation? Projects? Other?

**GENERAL PROCEDURES**
Your procedures must explain how routine events will occur in your classroom such as: taking attendance, sharpening pencils, passing out or collecting materials, handling tardy students, make-up assignments for absent students, class dismissal and moving students in and out of class for special occasions.

**PHYSICAL LAYOUT**
In this section you should create the design of your ideal future classroom. Give some thought to what you would like in your room and how these items should be arranged. Some of the items you might consider are desks vs. tables, computers and how many; independent work centers, storage, bulletin and chalkboards, television, VCR, DVD, bookcases, etc. You will develop an actual drawing with an accompanying narrative description.

**MANAGEMENT PROGRAM FOR CHRONIC BEHAVIOR PROBLEMS**
Your text from HE 3300 (Health of the School Child) may provide you with ideas for development of this part of the plan. The Internet provides some useful sites for classroom management as well. I also have quite a bit of experience in this area and can share ideas with you. Develop procedures that agree with your philosophy and style of teaching. Describe the type of behavior problem that will be addressed with this plan. Discuss collaborations you may need (social worker, psychologist, counselor, administrator, other teacher, parents). Be sure to credit any sources you use.

**Bulletin Board due March 8th by 5 PM**
Plan an informational and attractive bulletin board (not a POSTER BOARD) to compliment the lessons you are teaching. Put the board up in the classroom and take a picture of it. E-mail me a copy of the picture for successful completion of this assignment. I accept files with the extension .jpeg, .tiff., .pdf, .rtf, and .doc only.

**Program Implementation due March 21st by 5 pm** - Teach 2-3 health lessons covering the standards below: *(You must complete your teaching assignment by March 28th)*. Send me an E-mail by 3/23 telling me what you are teaching, what plans you are using (Mi Model – the teacher you are working with, etc.), and how you are demonstrating competence in the standards below. See Checklist for Program Implementation for specifics.

**Standard III:** The competent school health teacher plans effective school-based health education programs based on a continuous learning cycle.

**Competency C:** Formulate developmentally appropriate performance indicators that are based on the Michigan Content Standards and Benchmarks in Health Education.

  Benchmark 1 Use the scope and sequence plan and the state standards to develop performance indicators that describe essential student skills and concepts.

**Competency D:** Design developmentally appropriate modules of study consistent with the identified performance indicators and the Michigan Teaching/Learning Standards

  Benchmark 2 Align proposed learning activities with the identified performance indicators
Benchmark 3: Develop learning activities that use research-based educational strategies, including those identified in the Michigan Teaching and Learning Standards.

Benchmark 4: Formulate and modify a variety of teaching and learning strategies to meet diverse learning styles and needs.

Benchmark 5: Select and adapt strategies best suited to instruction in a given setting, e.g., elementary, middle or high school; general, special or alternative education.

Benchmark 6: Plan a continuous cycle of learning opportunities that build upon and reinforce mastery of performance indicators.

**Standard IV:** The competent school health teacher implements health education programs based on a continuous learning cycle.

**Competency A:** Exhibit competence in implementing planned programs, using best practice that is aligned with Michigan Teaching and Learning Standards.

- **Benchmark 1:** Employ a wide range of developmentally appropriate educational strategies matched to diverse learning styles and needs aligned with the Michigan Teaching and Learning Standards, such as those found in the state developed Michigan Model for Comprehensive School Health Education.

- **Benchmark 2:** Apply individual and cooperative group learning strategies to given learning situations in the classroom, at home, and in the community.

- **Benchmark 3:** Select appropriate technology and media, using it in effective ways to enhance student learning.

- **Benchmark 4:** Use teaching strategies that are matched to student performance indicators, develop conceptual knowledge, and build skills.

**Observation 3 – Blackboard posting only – due by 5 PM March 28th**

For this post, briefly describe your experience of teaching, in paragraph form, using the following questions as guidelines:

- What were the “highlights” of the lesson? What were the “lowlights” of the lesson?
- How did your teaching experience extend your learning, confirm your practice, make you stop and think about the way you teach or define your practice as a beginning professional?
- Were there any classroom management problems? How did you handle them? If not, what did you do to make sure there weren’t any?
- What would you change to improve the lesson or your teaching of it?
- How will this teaching experience change your future teaching?

**Lesson Plan due by April 4th by 5 pm**

Please submit two lesson plans; these plans should include a copy of any resources that you are planning to use during the lesson (e.g. power point and/or worksheets). Lesson plan template is located in black board.

Refer to combined course directions and rubric for completing this assignment.
The following description can be used as a guide to “lay” the foundation of your statement but please adhere to the requirements/ rubric listed within the combined curse to complete the assignment.

**Peer Review and Response- April 11th by 5 PM**
You are to read and construct a response to your peer observations and experiences. Within these comments you can make suggestions, give constructive critiques, or share similar experiences. You are required to review and comment on a minimum of three postings. To add a comment click on “add a thread”, write a minimum of 3 sentences.

**Reflective Journal/ Program Evaluation –April 16th by 5 PM (Blackboard Combined Course Submission)**
During this class you are only required to complete three entries of your reflection journal (you will complete the other entries during your student teaching). Your reflective journal should be a comprehensive review of your semester in the school system. Below are some of the standards and benchmarks that can be used as a guiding reference to complete your entry responses. I recommend using standard 4 benchmarks 1-4 as one of your journal entry. The other two entries can be done by either using the remaining standards below or simply creative thoughts from your experience.

**STANDARD 4: The competent school health teacher implements health education programs based on a continuous learning cycle.**

**Competency D:** Monitor the program by using the continuous learning model to adjust educational strategies and activities as needed to help students achieve mastery.

- **Benchmark 1:** Compare actual program activities with stated performance indicators.

- **Benchmark 2:** Assess the relevance of existing performance indicators to current student needs.

- **Benchmark 3:** Revise instructional activities and performance indicators to meet changes in student needs.

- **Benchmark 4:** Periodically revise performance indicators to meet changing student needs, in accordance with district and state policies.

- **Benchmark 5:** Analyze how well the resources and materials used align with the given performance indicators.

**STANDARD 5: The competent school health teacher evaluates the effectiveness of school based education.**
Competency B: Carry out evaluation plans.

**Benchmark 1:** Administer assessment items and other evaluation activities in plan.

**Benchmark 2:** Use data collecting methods appropriate to the performance indicators, such as curriculum-embedded activities, tests, and the collection of naturally occurring data such as absenteeism, incidents of school violence, and incidents of tobacco use.

**Benchmark 3:** Analyze resulting data.

Competency C: Interpret results of student assessment.

**Benchmark 1:** Apply performance criteria to individual student work, using the tools designed.

**Benchmark 2:** Assist students and families with interpreting student performance.

**Benchmark 3:** Apply criteria of group performance to evaluate the effectiveness of the health education program.

**Benchmark 4:** Report effectiveness of the health education program, using aggregated data on student performance, and disaggregated data based on gender, race, language, socio-economic status, and/or other factors.

Competency D: Analyze findings for future program planning.

**Benchmark 1:** Explore possible explanations for important findings.

**Benchmark 2:** Identify, recommend and implement strategies for improving program effectiveness and student performance.

**Verification of Observations** (April 19th at 9:30 AM) Make up a form that meets your needs for the observations. Every time you observe or teach in the classroom, have the teacher sign and date this form. You need to have put in a minimum of 45 hours. Bring this form to the last class. Please know that I will be contacting these people so don’t risk expulsion by forging the form.

**LAST CLASS - Mandatory attendance – April 19th at 9:30 AM – Matthaei 128.**
Bring “Verification of Observations”.

**EVALUATION/GRADING**
Each assignment has a rubric or checklist (found at the end of the syllabus) indicating what you need to do in order to have the assignment complete. All of the assignments that do not have a “checklist” please follow the rubrics provided within live text.

Your final grade will be assigned as follows:
Grade of “S”:
Successful completion of all assignments (grade of 85 or better); no more than 2 turned in late.

Grade of “U”:
Any assignment scored below 85 and not corrected before the final grade is assigned OR 3 or more assignments turned in late.
**Bulletin Board Rubric Information**

_____ 5 Exemplary - information included provides functional knowledge and skill development
_____ 4 Adequate - information is accurate, descriptive, and in-depth; graphics are computer-generated or artistic
_____ 3 Satisfactory - graphics are computer-generated; includes words but little or no description
_____ 2 Inadequate - graphics are included but poorly hand-drawn; includes words but no descriptions or the information is inaccurate
_____ 1 Inadequate - includes graphics only; no verbiage or relevant information

**Organization & Aesthetics**
_____ 5 Exemplary – organization of board aids movement of reader through information
_____ 4 Adequate – text and graphics are logically placed; text is readable from appropriate distance; color used is aesthetically appealing and coordinated
_____ 3 Satisfactory - there is some logical to placement of text and graphics; text is not legible from viewing distance; color is used appropriately; space is used appropriately
_____ 2 Inadequate - does not use color or space appropriately; no background paper, board is not visually appealing or too much writing
_____ 1 Inadequate - random, illogical placement of text and graphics

**Relevance**
_____ 5 Exemplary – information is detailed appropriately to target group; additional resources are provided as part of information
_____ 4 Adequate – information is relevant and appropriate to needs of target group; resources are stated
_____ 3 Satisfactory - Satisfactory: information is relevant but little detail is provided; no resources are immediately available
_____ 2 Inadequate - information is irrelevant to target group and/or inappropriate to desired message
_____ 1 Inadequate - information does not relate to the topic taught

**Successful completion of this project requires a grade of 3 or better in each category.**
Program Implementation Checklist

E-mail contains a paragraph describing the following:

_____ Performance Indicators you are using

_____ Brief summary of the activities you are using to meet the performance indicators or Mi Model book and lesson plan number

_____ Summary of how your chosen variety of teaching and learning strategies meet diverse learning styles and needs

_____ Summary of individual and cooperative group learning strategies you plan to use

_____ Summary of technology and media you plan to use (if any).

_____ Summary of how your teaching strategies tech skills as well as knowledge

Keep this brief- I just want an idea of what you are going to be doing in the classroom. Attach a copy of the lesson plan to the e-mail.

Successful completion of this project requires a ‘checkmark’ in each area.
Classroom Organization and Management Project Checklist

RULES:
____ Positive Rules
____ Letter to parents with space for signatures
____ Consequences
____ Rewards

GRADING:
____ Expectations and standards for student learning
____ Type of grading scale (all elements comprising grade are included)
____ Points or percentages assigned for specific assignments

PROCEDURES:
____ Homework (in and out)
____ Distributing and collecting materials
____ Sharpening pencils
____ Moving in and around the classroom and the school
____ Emergency procedures (fire drills, disaster drills, intruder drills, etc.)
____ Lavatory procedures
____ Intercom and physical interruptions
____ Tardy students
____ Make up work due to absences
____ excused
____ unexcused

PHYSICAL LAYOUT OF THE CLASSROOM:
____ Type of furniture you hope to have in your room
____ Location of chalk and bulletin boards
____ Location of materials
____ Location and description of storage areas (file cabinets, closets, bookcases, etc)
____ Traffic flow considered (describe how)
____ Independent work areas
____ Location of computers and other technology

MANAGEMENT PROGRAM FOR CHRONIC BEHAVIOR PROBLEMS:
____ Description of the behavior that will require this plan
____ How the plan fits your teaching procedures and philosophy
____ How the plan will be implemented
____ Possible collaboration with other professionals

Successful completion of this project requires a ‘checkmark’ in each area.