## Course Syllabus

**Course Number & Title:** EDUC 554 Classroom Management and Positive Behavioral Support  
**Term & Year:** Spring, 2018  
**Instructor:** Dr. Leah Wood  
**Office Location:** Education (02) Office 108 (Wood)  
**Phone:** (805) 756-2079 – Dr. Wood  
**Class Location & Time:** Mon. 5:10-8:00  
Education (02) Room 101  
**Office Hours:** Monday 3-4:30 and by appointment  
**Email:** awood17@calpoly.edu

**Course Description:** Assessment of students whose lack of appropriate behavioral repertoires, which negatively impacts their classroom performance. Basic strategies for facilitating social-emotional techniques which shift disruptive behavior to appropriate behavior. Evaluation of classroom modifications. 3 Seminars, 2 Activities. See Cal Poly Catalog for description of “Seminar” and “Activity”. Prerequisite: Candidate in good standing in the Integrated MA/Education Specialist, Mild Moderate, Level I Credential Program.

### COURSE LEARNING OUTCOMES. Candidates will know, understand, and be able to:

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>STANDARD</th>
<th>SOE LEARNING OUTCOME</th>
<th>SOE DISPOSITION (listed at end of document)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conduct behavioral assessments</td>
<td>PBS Project (Part II); PBS Project (Part I)</td>
<td>MM4, PS 5</td>
<td>1,2,6</td>
</tr>
<tr>
<td>Construct Multi-level behavioral support plans</td>
<td>PBS Project (Part II); PBS Project (Part I); PBS Project (Part III); Quizzes</td>
<td>MM 4, PS12,PS 14</td>
<td>1,2, 3, 5,6</td>
</tr>
<tr>
<td>Develop behavior plans</td>
<td>PBS Project (Part II); PBS Project (Part I); PBS Project (Part III); Quizzes</td>
<td>MM4, PS4, PS12, PS14</td>
<td>1, 2, 3,6</td>
</tr>
</tbody>
</table>

**Note:** For each learning outcome, the applicable standard, TPE and SOE learning outcome is listed by number (full text provided at the end of syllabus).
This course equips students with the knowledge and skills of applied behavior analysis (ABA) as an approach for programming effective interventions for children and youths with disabilities. It focuses specifically on “positive behavior support” (PBS), a research-validated approach to interventions designed to prevent problem behavior, encourage environmental management, and promote students’ positive and appropriate behavior. This course will also prepare students to conduct a functional behavioral assessment (FBA) in order to more efficiently and effectively identify the interventions to address the students’ behavioral needs. The desired outcomes of this course are for students to have a basic understanding of ABA, FBA, and PBS as well as to apply these principles in a classroom setting for students with disabilities. Additionally, students learn and practice strategies for managing behavior at the class and school-wide levels.

Course Rationale

Course Rationale

This course is intended to contribute to the preparation of knowledgeable, effective, reflective, responsive, and collaborative practitioners who can demonstrate leadership in their fields. The faculty, staff and leadership of the School of Education firmly believe that preparing excellent educational professionals must begin with foundational beliefs and values shared collectively by everyone within our community of scholars. This course embraces this endeavor to help students:

- Become knowledgeable about the principles of ABA, FBA, and PBS.
- Be effective in behavioral assessments as well as the development and implementation of PBS.
- Become reflective in evaluation and decision making throughout the behavioral assessment and intervention process.
- Be responsive to the diverse needs of P-12 exceptional children with regard to the behavioral assessment as well as the development of positive behavioral interventions and supports.
- Be collaborative with general educators, parents, and other paraprofessionals in the FBA and PBS process.
- Have a commitment to become a teacher-leader when communicating professional knowledge in the area of ABA, FBA, and PBS to others, as well as demonstrating the procedures effectively to peers.
The intent of this course is to introduce the special education candidate to various ways of looking at “challenging” behaviors exhibited by students in elementary and secondary school settings. The emphasis will be on how to assess a) student behaviors, b) teacher/paraprofessional behaviors, and c) classroom/school environments in order to proactively effect behavioral change. Special education candidates will be aware of their role in helping students (in inclusive, special day and resource settings) to demonstrate socially appropriate behavior that will allow them to learn in the least restrictive environment.

**Positive Behavioral Support:**
Each candidate demonstrates competence in establishing and maintaining an education that is free from coercion and punishment where interventions are positive, proactive, and respectful of students’ dignity. Each candidate demonstrates the ability to design and implement positive behavioral support plans and interventions based on the PBIS Model:
- S/he will screen universally and monitor student performance & progress continuously
- S/he will develop a continuum of scientifically based behavior and academic interventions and supports
- S/he will teach and encourage prosocial skills and behaviors
- S/he will implement evidence-based behavioral practices with fidelity and accountability

**Effective Communication and Collaborative Partnerships:**
Each candidate demonstrates the ability to collaborate and communicate effectively with individuals with disabilities and their parents, other family members and primary caregivers, school administrators, para educators and related service personnel.
- S/he will recognize the roles other collaborative team members can play in a comprehensive approach to behavior management.
- S/he will plan and conduct collaborative team meetings
- S/he will provide staff training and/or coaching around team needs

**Managing Learning Environments:**
Each candidate demonstrates knowledge and skills in managing positive environments for diverse learners that are safe and effective and that facilitate positive self-esteem and self-advocacy. The candidate demonstrates knowledge of behavior management strategies, varying communication styles that impact learning, and laws and regulations for promoting behavior that is positive and self-regulatory.
- S/he will describe strategies that promote self-advocacy, responsibility, and independence.
- S/he will plan programs to improve self-image and confidence of pupils with disabilities.
- Arrange the environment to prevent the development and occurrence of problem behavior
- S/he will plan a variety of proactive strategies designed to promote appropriate behavior patterns.

**Data-Based Decision Making:**
- S/he will demonstrate knowledge and skills taking and analyzing data to make decisions and solve problems

**TEXTS/MATERIALS**
- [http://www.pbis.org/](http://www.pbis.org/)
- Other assigned readings (PolyLearn)
EVALUATION CRITERIA
The course will consist of six quizzes, a positive behavior support plan, and a class-wide behavior management plan and student teaching behavior management reflection. Activities will be designed around the professional situations and needs of the candidate, to the extent that is practical.

QUizzes
Six quizzes throughout the quarter (see schedule). These quizzes will be worth approximately 30% of your course grade. You will not be able to access your readings or your notes for these quizzes and each quiz will be worth 20 points. The exception is quiz 6. This quiz will be given week 10 and is open note and CUMULATIVE. This quiz is OPTIONAL, if you choose to not take this quiz your lowest quiz grade will be counted twice. Quiz content will cover applied behavior analysis, positive behavior supports (at the individual, class, and school-wide level), and functional behavior assessments.

CLASS-WIDE BEHAVIOR MANAGEMENT PLAN (DUE WEEK 7)
This project will require you to develop a class-wide plan to support positive behaviors. This plan will require you to develop classroom expectations, outline environmental supports, conduct a preference assessment, and develop a reinforcement schedule. Additionally, you will develop a plan for creating materials and teaching your plan paraprofessionals and families in your classroom. You can choose to develop a plan for your current placement (if YOU were the teacher for this class, what would your plan include?) OR you can choose to develop a plan for your future classroom (I encourage this option). Use the annotated grading checklist on PolyLearn to guide the development of your plan. The plan is due Week 7 and is worth 50 points.

STUDENT TEACHING BEHAVIOR MANAGEMENT REFLECTION (DUE WEEK 11)
Use the questionnaire in the Project Rubric folder on PolyLearn to guide your reflection. This reflection will describe your experiences with class-wide behavior management during your full-time student teaching experience. Specifically, you will rate and describe your proficiency teaching appropriate social interactions, promoting peer interactions, planning and teaching routines and schedules, reviewing classroom expectations, teaching coping skills, and foster positive classroom environments. You'll also outline a plan for continued growth and to-do list for the summer.

POSITIVE BEHAVIOR SUPPORT PROJECT (DUE WEEKS 5, 7, 11)
This assignment will require you to select a student from your student teaching placement who is in need of a Tier II or Tier III intervention. You will design and implement an individualized, function based intervention based on the principles of positive behavior supports. This large assignment will be 60% of your course grade and will be due at the end of the quarter. This project will include the following components:

- Part I: This phase will have you defining target behaviors (through indirect observations and collaboration with others and direct observations of student behaviors) and developing hypotheses. 45 points
- Part II: This phase will have you recording and graphing behavioral data using Excel and writing behavioral objectives for target and replacement behaviors. 38 points
- Phase III: This phase will have you designing a positive behavioral intervention plan that clearly addresses the function of the target behavior and explicitly teaches a socially appropriate replacement behavior. You may include antecedent or environmental strategies, instructional strategies, and consequence strategies in your function-based intervention. 57 points
GRADING

An absolute curve will not be used for establishing the grades assigned to students in this class. It is expected that the following point system will be used to establish achievement of students. However, there may be adjustments as the quarter progresses and the value and quality of the assignments become more evident.

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>%</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>36</td>
<td>120</td>
</tr>
<tr>
<td>Class-wide Behavior Management Plan</td>
<td>15</td>
<td>50</td>
</tr>
<tr>
<td>Student Teaching Behavior Management Reflection</td>
<td>7</td>
<td>25</td>
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<tr>
<td>Positive Behavior Support Project</td>
<td>42</td>
<td>140</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>335</td>
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</table>

An absolute "curve" will not be used for establishing the grade assigned to candidates in this class. According to the 1998-99 Cal Poly Catalog, the following grading system is in effect:

A. Superior attainment of course objectives 94-100%
B. Good attainment of course objectives 84-89%
C. Acceptable attainment of course objectives 74-79%
D. Poor attainment of course objectives 64-69%
F. Non-attainment of course objectives

GENERAL GUIDELINES

1. All assignments submitted to the instructor must be the original work of the student and shall not have been submitted for credit in any other course. Unless otherwise indicated by the instructor, all assignments are to be completed by individual students, do not- "share", copy or plagiarize other student's work.
2. All assignments must be completed and submitted on or before the due date.
3. All written assignments must be completed using a word processor. If instructed to submit files to PolyLearn, save each file first as a Microsoft Word document.
4. Before submitting any assignments, reread your work to ensure that it reflects the professional quality expected of a teacher. Good sentence structure and grammar should be employed and all typing/spelling errors should be corrected. Papers with multiple grammatical and/or typing/spelling errors will be returned for a grade of "no credit."
5. It is University policy to provide, on a flexible and individual basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact their instructor to discuss their individual needs for accommodations.
### COURSE SCHEDULE, SPRING 2018

***Topics and Readings Subject to Change at the Instructor’s Discretion***

<table>
<thead>
<tr>
<th>Session / Date</th>
<th>Topic</th>
<th>Readings/ Podcasts DUE</th>
<th>Assignments DUE</th>
</tr>
</thead>
</table>
| Week 1: 4/2    | Discussion Thread:  
- The Theory of Fun  
- Class Preference Assessment  
Lecture:  
- Course overview  
- Applied Behavior Analysis (theories of behavior, ethical considerations, characteristics of ABA) | | |
| Week 2: 4/9    | Discussion Thread:  
- The fine line between frustration and anger  
- PBIS and Cultural Responsivity  
Lecture:  
- Positive Behavior Supports  
- Schoolwide Positive Behavior Supports  
- Review for Quiz 1 | Alberto & Troutman, Ch. 1 (skim)  
Gregor (2008) *The Building Blocks of Positive Behavior*  
Supplemental: Safety without Suspension | QUIZ 1 (covers weeks 1-2, take in class, no book/no notes) |
| Week 3: 4/16   | Discussion Thread:  
- Collaborative Teaching (working with colleagues and families to support student needs)  
- Locating resources on PBIS.org  
Lecture: Functional Behavior Assessment (Part II) | Alberto & Troutman, Ch. 7  
Functional Behavior Assessment Podcast (Part I) | |
| Week 4: 4/23   | Discussion Thread:  
- Key elements to an effective classroom (self-reflection and checklist of positive methods for promoting on-task and pro-social behaviors and addressing safety and health issues at the classwide and student specific level)  
- Working with paraprofessionals  
Lecture:  
- Data Collection for measuring student behaviors (target and replacement behaviors)  
- Writing Behavioral Objectives  
- Graphing and Data Analysis using Excel | Alberto & Troutman, Chs. 3, 4, & 5 | |
<table>
<thead>
<tr>
<th>Week</th>
<th>Discussion Thread:</th>
<th>Lecture:</th>
<th>Topic:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 5: 4/30</td>
<td>- Environmental Considerations including health and safety considerations</td>
<td>Heward &amp; Wood (2009) – Choral responding (on PolyLearn)</td>
<td>QUIZ 2 (covers week 3, take in class, no book/no notes)</td>
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<tr>
<td></td>
<td>- Schedules and routines</td>
<td>Heward (2009) – Response cards (on PolyLearn)</td>
<td>PBS Project Part 1 DUE by FRIDAY (5/4) at midnight, uploaded to PolyLearn</td>
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<td></td>
<td>- Classroom expectations and consequences</td>
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<td></td>
<td>- Promoting on-task behaviors through active student response</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td><strong>Lecture:</strong></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>- Academic Interventions</td>
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<td>Week 6: 5/7</td>
<td><strong>Discussion Thread:</strong></td>
<td>Alberto &amp; Troutman, Ch. 12</td>
<td>QUIZ 3 (covers weeks 4-5, take in class, no book/no notes)</td>
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<tr>
<td></td>
<td>- Finish up work on classroom environment, routines, and expectations</td>
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<td></td>
<td><strong>Lecture:</strong></td>
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<td>- Promoting self-determination through Self-Management Interventions</td>
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<td>Week 7: 5/14</td>
<td><strong>Discussion Thread:</strong></td>
<td>Alberto &amp; Troutman, Ch. 8</td>
<td>Class-wide Behavior Management Plan DUE by FRIDAY (5/18) by midnight, uploaded to PolyLearn</td>
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<tr>
<td></td>
<td>- Issues and experiences in students teaching</td>
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<td><strong>Lecture:</strong></td>
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<td></td>
<td>- Strategies for increasing pro-social and other appropriate behavior (reinforcers and reinforcement schedules)</td>
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<td>Week 8: 5/21</td>
<td><strong>Discussion Thread:</strong></td>
<td>Alberto &amp; Troutman, Ch. 9</td>
<td>QUIZ 4 (covers weeks 6-7, take in class, no book/no notes)</td>
</tr>
<tr>
<td></td>
<td>- Restraints and seclusion including legal and ethical practices and state and federal mandates</td>
<td></td>
<td>PBS Project Part 2 DUE by FRIDAY (5/25) at midnight, uploaded to PolyLearn</td>
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<td></td>
<td><strong>Lecture:</strong></td>
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<tr>
<td></td>
<td>- Strategies for decreasing problem behavior WITHOUT punishment</td>
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<td>Week 9: 5/28</td>
<td><strong>NO CLASS – Memorial Day</strong></td>
<td>Alberto &amp; Troutman, Ch. 10</td>
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<td></td>
<td><strong>Stimulus Control &amp; Shaping (podcast)</strong></td>
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<tr>
<td>Week 10: 6/4</td>
<td><strong>Discussion Thread:</strong></td>
<td></td>
<td>QUIZ 5 (covers week 8, take in class, no books/no notes)</td>
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<td></td>
<td>- Share PBIS projects and class wide plans</td>
<td></td>
<td>PBS Project Part 3 DUE by FRIDAY (6/8) at midnight, uploaded to PolyLearn</td>
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<td></td>
<td><strong>Lecture Topics:</strong></td>
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<tr>
<td></td>
<td>- Understanding Behavior Intervention Plans as a legal document and tool for changing behavior</td>
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</tbody>
</table>

Commented [VM8]: Introduction/Instruction and thoughtful Practice of strategies related to behavioral support, health and safety, and collaborative teams for supporting students: PS 14.2, 14.3, 14.7 and M/M 3.4, 4.1, 4.2

Commented [VM9]: Continued Practice of other strategies and standards in special education:
PS: 7.3, 11.4

Commented [VM10]: Introduction/Instruction and thoughtful Practice of strategies related to behavioral support, health and safety, and collaborative teams for supporting students: PS 12.1, 12.2 and M/M 3.4, 4.1, 4.2

Commented [VM11]: Introduction/Instruction and thoughtful Practice of strategies related to behavioral support, health and safety, and collaborative teams for supporting students: PS 14.2, 14.3, 14.7 and M/M 3.4, 4.1, 4.2

Commented [VM12]: Introduction/Instruction and thoughtful Practice of strategies related to behavioral support, health and safety, and collaborative teams for supporting students: PS 8, 12.1, 12.2 and M/M 3.4, 4.1, 4.2
Week 11: 6/11

**EXAM WEEK** – no in-class meeting; Optional Quiz 6

<table>
<thead>
<tr>
<th>EXAM WEEK – no in-class meeting; Optional Quiz 6</th>
<th>QUIZ 6 (OPTIONAL, online, cumulative, open book and untimed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Teaching Behavior Management Reflection DUE by Monday (6/11) at midnight, uploaded to PolyLearn</td>
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</table>

**STANDARDS FOR EDUCATION SPECIALIST MILD/MODERATE DISABILITIES CREDENTIAL**

- Program Standard 4: Effective Communication and Collaborative Partnerships
- Program Standard 5: Assessment of Students
- Program Standard 12: Behavioral, Social and Environmental Supports of Learning
- Program Standard 14: Creating Healthy Learning Environments
- Mild/Moderate Standard 4: Positive Behavioral Support

**TEACHER PERFORMANCE EXPECTATIONS (TPE’S)**

<table>
<thead>
<tr>
<th>Domain C: Engaging and Supporting Students in Learning</th>
<th>Signature Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>TPE 5: Student Engagement</td>
<td></td>
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<tr>
<td>27. Candidates ensure active student participation and, if students are struggling or off task, they examine why and use strategies to re-engage them.</td>
<td>PBS Intervention Plan</td>
</tr>
<tr>
<td>30. Candidates develop strategies that will allow students to foster their independence, practice self-determination and engage in pragmatic interaction skills.</td>
<td>PBS Intervention Plan</td>
</tr>
<tr>
<td>TPE 6: Developmentally Appropriate Teaching Practices</td>
<td></td>
</tr>
<tr>
<td>35. Candidates develop and implement behavior support plans and accommodations that promote successful inclusion for students with disabilities within the general education setting, as well as plans that are specific for age appropriateness and severity of the disability.</td>
<td>PBS Intervention Plan</td>
</tr>
</tbody>
</table>

| Domain E. Creating and Maintaining Effective Environments for Student Learning | | |
|-------------------------------------------------------------------------------|-----------------------|
| TPE 11. Social Development                                                   |                       |
| 50. Candidates demonstrate the ability to use a variety of effective strategies, including methods for promoting positive behavior and social skills for building constructive relationships between all students. | PBS Intervention Plan |
| 52. Candidates can write and implement a student discipline plan.             | PBS Intervention Plan |

| Domain F. Developing as a Professional Educator | | |
|-------------------------------------------------|-----------------------|
| TPE 12: Professional, Legal and Ethical Obligations |                       |
| 56. Candidates understand and implement school and district policies and state and federal law in responding to inappropriate student behavior. | PBS Intervention Plan |
SCHOOL OF EDUCATION

VISION

The School of Education develops and supports qualified, competent, and caring education professionals who prepare a diverse student population to become active and thoughtful participants in a democratic society.

The School of Education leads the campus in an all-university approach to preparing education professionals. These professionals create, assess, and modify environments, practices, and policies to foster the achievement of each and every learner; they strive for equity in schools and society; and they are committed to inquiry and professional growth for themselves and the advancement of P-20 education. School of Education faculty models leadership in its teaching, scholarship, and service through a grounded, reflexive, learn-by-doing approach and through sustained collaborations with its education partners: P-12 schools, families, community colleges, universities, and local, state, and national agencies.

MISSION

Inquiry

Institutes research and scholarship in educational knowledge, theory, and practice that lead to change and to improved educational equity and equal access to learning for all students.

Collaboration

Engages in interdisciplinary and collaborative practices: Understands the relationships of one discipline to another within their particular profession, and demonstrates the ability to collaborate and partnerships to enhance professional practices and support student success.

Responsibility and Accountability

Demonstrates authentic assessments designed for student success, individual growth, and program improvement. Develop and use assessments that are data-driven, involve multiple sources and opportunities, are linked to professional standards, and are used to modify programs and practices.

Effectiveness in a Multicultural Environment

Assumes leadership roles in schools, communities, and their professional associations to shape change, ensure tolerance and inclusion, and advance principles of social justice; promote comprehensive schooling to support education equity and access to college and career preparation.

SOE DISPOSITIONS

1. Professional...
2. Professional...
3. Professional...
4. Professional...
5. Professional...
6. Professional...
7. Professional...
8. Professional...
9. Professional...
10. Professional...

LEARNING OUTCOMES

1. Be qualified, competent, and caring professional educators. Demonstrate respect for each other, for diverse cultures and experiences, and for the rights of all persons. Demonstrate the ability to translate theory into practice and utilize knowledge-building technologies to foster learning, mentoring, and leadership.
2. Integrate principles and practices of professional fields to support student learning. Demonstrate the ability to translate theory into practice and utilize knowledge-building technologies to foster learning, mentoring, and leadership.
3. Engage in cross-disciplinary and collaborative practices. Understand the relationships of one discipline to another within their particular profession, and demonstrate the ability to collaborate and partnerships to enhance professional practices and support student success.
4. Demonstrate authentic assessments designed for student success, individual growth, and program improvement. Develop and use assessments that are data-driven, involve multiple sources and opportunities, are linked to professional standards, and are used to modify programs and practices.
5. Effect sustainable communities in a multicultural environment. Assume leadership roles in schools, communities, and their professional associations to shape change, ensure tolerance and inclusion, and advance principles of social justice; promote comprehensive schooling to support education equity and access to college and career preparation.
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5. Effect sustainable communities in a multicultural environment. Assume leadership roles in schools, communities, and their professional associations to shape change, ensure tolerance and inclusion, and advance principles of social justice; promote comprehensive schooling to support education equity and access to college and career preparation.
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