

The School of Education and Behavioral Science
Houston Baptist University

Course Syllabus

EDSP 4352: Classroom and Behavior Management
Spring, 2013

COURSE DESCRIPTION

Promoting positive behavior and effectively responding to misbehavior are critical skills necessary for all educators. This course helps educators create safe, supportive, and respectful learning environments that promote social-emotional development, self-responsibility, and character, in order to optimize learning for all students. The educator will learn how to foster a sense of community in the classroom and develop positive relationships with and among students. Age-appropriate skills and strategies for managing dynamic and flexible grouping structures and for teaching conflict resolution will be presented. Through this course, the educator will also learn the ABC's of behavior, function, and effective strategies for implementing a behavior intervention plan (BIP) for students that exhibit behavior deficits. The course also provides strategies for building positive relationships, fostering motivation, and engaging in effective communication and problem solving with parents and families. Ten hours of observation required.

COURSE SEQUENCE IN CURRICULUM AND PREREQUISITE INFORMATION

Prerequisites include EDSP 4302, 4311, 4319 or permission from the Dean of The School of Education.

DATE AND TIME OF CLASS MEETINGS:

To Be Determined

ROOM NUMBER

To Be Determined

INSTRUCTOR INFORMATION

Name/Title: Dr. Charlotte Fontenot

E-mail: cfontenot@hbu.edu

Office Phone: 281-649-3084

Office Location: Hinton 320

Office Hours: M-TH 2:00 – 4:00 PM; Friday 10:00 AM – 12:00 PM

LEARNING RESOURCES

Course Text(s):

Scott, T. M., Anderson, C. M., Alter, P. (2012). *Managing Classroom Behavior Using Positive Behavior Supports*. Upper Saddle River, NJ: Merrill. ISBN 13: 978-0-205-49834-5

RELATION TO THE MISSION OF THE UNIVERSITY

The mission of Houston Baptist University is to provide a learning experience that instills in students a passion for academic, spiritual, and professional excellence as a result of our central confession, "Jesus Christ is Lord."

In relation to the mission of the University, this course will endeavor to prepare the educational professional with evidence-based strategies that are conducive to creating and maintaining a learning environment that enhances behavior management with students that experience behavior difficulties in the school and/or home environment

RELATION TO THE GOALS AND PURPOSES OF THE SCHOOL OF EDUCATION

The mission of The School of Education is to prepare students to be effective professional educators who reflect Christ in their work and service.

To accomplish this mission we will provide students with the following:

- the courses and mentoring necessary for a **solid pedagogical grounding** in the art, science and practice of teaching;
- **essential learning experiences** that will provide a sure foundation of knowledge and wisdom; and,
- an understanding of their **Christian mission and calling** as educators to influence individual students and the larger society.

In relation to the stated goals and purpose of the School of Education, this course assists educational professions in developing a knowledge base, attitudes, and skills necessary for effective professional practice regarding classroom and behavior management. This includes addressing designated TExES competencies. This test must be successfully completed for certification to teach in Texas. The proficiencies are the abilities the state requires of all teachers; which the University must document in order to recommend a person for teacher certification.

COURSE LEARNING OBJECTIVES

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

1. Apply basic professional terminology associated with classroom behavior management.
2. Describe the role of classroom management in creating a positive learning community.
3. Describe and apply multitiered intervention strategies.
4. Describe functional perspective to behavior
5. Define, identify, and describe types of reinforcement and punishment.
6. Define, identify, describe, and conduct assessment from a functional perspective (FBA).
7. Identify and apply basic behavior management methods.
8. Explain the role of the teacher and the classroom environment in facilitating instruction.

9. Understand function and effective instruction of alternatives.
10. Describe critical intervention components to address skill or performance deficits
11. Design individualized instruction for students identified as nonresponsive to school and classwide systems.
12. Describe key components of a Behavior Support Plan
13. Describe the rationale for the use of Behavior Support Plans (BSPs) based on the results of a Functional Behavior Assessment (FBA).

Foundational learning objectives, knowledge and skills required for all students seeking **initial teacher certification** are included in this course.

SCHOOL OF EDUCATION REQUIREMENTS RELATED TO TExES AND IDA STANDARDS

- The course learning objectives acquired through the experiences in this course support both the TEA Standards for Pedagogy and Professional Responsibilities and Standards and the International Dyslexia Association (IDA) Standards for Reading.
- A matrix at the end of this document indicates the PPR topics and IDA standards addressed in this course.
- Appropriate grade level TEA guidelines and TEKS are included as part of this course.
- A list of specific TExES competencies for this course is presented below. A complete listing of SBEC Standards for all certifications including knowledge and skills statements may be found at: <http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlev1.asp>

TExES Standards.

The following TExES Pedagogy and Professional Responsibilities Standards are addressed in part or in full in this course:

- Domain I.** The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.
- Domain II.** The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.
- Domain III.** The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.
- Domain IV.** The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

The following TExES Special Education competencies represented in this course:

Professional Development – Elementary-Secondary

- Competency 010: The teacher uses processes of informal and formal assessment to understand individual learners. Monitor instructional effectiveness and shape instruction.

- Competency 015: The teacher understand requirements, expectations, and can apply this understanding in a variety of contexts.
- Competency 019: Child development as an integrated process. The early childhood teacher understands child development as an integrated process in which development in any one area may affect development in other areas and can use this understanding to provide learning opportunities that enhance development of the whole child.
- Competency 020: Factors affecting development. The early childhood teacher understands how specific factors may effect individuals in one or more developmental domains and can provide learning experiences and environments that respond to the individual needs of all children.
- Competency 024: School-home relationships. The early childhood teacher knows how to establish and maintain strong school-home relationships and can work effectively with primary care givers to address young children’s needs and promote their development in all domains.

Special Education Supplemental Certification – Field 163

- Competency 001: The special education teacher understands and applies knowledge of the characteristics and needs of students with disabilities.
- Competency 008: The special education teacher understands the philosophical, historical, and legal foundations of special education.
- Competency 009: The special education teacher applies knowledge of professional roles and responsibilities and adheres to legal and ethical requirements of the profession.
- Competency 010: The special education teacher knows how to communicate and collaborate effectively in a society of professional settings.

TEXES Competencies for Stand-Alone (EC-12) Certification in Special Education-Field 161

- Competency 001: The special education teacher understands and applies knowledge of the characteristics and needs of students with disabilities.
- Competency 010: The special education teacher understands the philosophical, historical, and legal foundations of special education.
- Competency 011: The special education teacher applies knowledge of professional roles and responsibilities and adheres to legal and ethical requirements of the profession.
- Competency 012: The special education teacher knows how to communicate and collaborate effectively in a society of professional settings.

Pedagogy and Professional Responsibilities

- EC-12 PPR Standard I, III 10.

Technology Objectives. SBEC Technology Standards are incorporated into this course. For a complete listing of the standards, please go to Following the completion of the course, the student will be able to: <http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp>

This site lists the standards for Technology Applications (All Beginning Teachers) NOTE: These Technology Application standards are expected of ALL beginning teachers and will be incorporated into the new TEXES for Pedagogy and Professional Responsibilities at each certification level. There is also a list for Technology Applications (EC-Grade 12) at this site.

Technology/computer skills.

1. The students will use the DVD's, websites, or other resources to access information.
2. The students will develop, present, and turn in CD of presentation assigned by instructor.

IDA Standards.

The following International Dyslexia Association (IDA) Reading Standards are addressed in part or in full in this course:

Other RTI

TOPICAL OUTLINE

A course agenda is included at the end of this syllabus. It includes the following topics:

1. The Introduction to a Preventive-Focused Model of Behavior Support
2. Understanding Behavior
3. Overview of a Functional Approach to Intervention
4. Measuring Behavior in the School
5. Using Data to Make Instructional decisions
6. A Function-based Perspective of Classroom Management
7. Effective Instruction for Behavior
8. Antecedent Interventions in the Classroom
9. Using Consequences to Encourage Student Behavior in the Classroom
10. Designing Individualized Instructional Strategies
11. Creating Environments That Predict Individual Student Success
12. Strategies for Responding to Individual Success: Reinforcement
13. Strategies for Responding to Individual Misbehavior: Punishment Issues
14. Behavior Support Plans

The content of this outline and the attached schedule are subject to change at the discretion of the professor.

TEACHING STRATEGIES

A variety of learning methods will be used including the following:

1. Lecture; reading
2. Discussion
3. Speakers
4. Group Activities
5. Practice Exercises
6. Individual/Group Conferences
7. Readings, research, and presentations

ASSESSMENT OF LEARNING

Foundational learning experiences required for all students seeking **initial teacher certification** are included in this course.

Course Requirements. See the agenda at the end of this syllabus for due dates.

Assignment ¹	Learning Objective(s)	Standards ²	Point Value
Exams	<i>1 -13</i>	PPR: I, II, III, IV	25%
Personal Classroom Management Plan ¹	<i>1, 2, 5, 8, 12</i>	PPR: I, II, III, IV	25%
Electronic Portfolio Showcasing Evidence-Based Strategies for Classroom and Behavior Management ¹	<i>1-13</i>	PPR: I, II, III, IV; IDA, RTI	25%
Content ³ <ul style="list-style-type: none"> • Blackboard Discussions • Homework Activities • Participation and Attendance 	<i>1-13</i>	PPR; I, II, III, IV; IDA, RTI	25%

¹ Descriptions and rubrics for assignments are included at the end of this document.

² These assignment/activities develop and/or assess state and national standards including TExES competencies, IDA reading standards, TEKS and/or ISTE standards (listed previously).

³ Each of these will result in a 1-100 score and an average of these scores will be determined. This average will count 25% of the final grade.

Grading Standards

School of Education Undergraduate Grading Scale:

92-100 (A); 84-91 (B); 76-83 (C); 70-75 (D); <70 (F)

Student Appraisal

Students will complete faculty appraisal forms as regularly administered by the University.

CLASS POLICIES

Absence and Tardy Policies . Regular attendance in class is important for student success, and it is university policy that students must attend class. Absences are recorded beginning from the first class session after the student has enrolled in the course. Professors are not obligated to allow students to make up work they miss due to unexcused absences. Any student who does not attend at least 75% of the scheduled class sessions will receive a grade of “F” for the course, regardless of his performance on other assessments such as tests, quizzes, papers, or projects. Professors may apply additional attendance policies as appropriate to individual courses. Likewise, the college or school may also apply additional attendance requirements as necessary. Please see the catalog currently in use for the university’s policy on classroom absences caused in the course of student representation of the university, such as athletics, chorale, and mock trial activities.

Late Work. All assignments submitted after the due date will be assessed a 10 point penalty. Please ensure that all assignments are submitted on time.

Missed Tests. Plan to take all exams at the scheduled time. If you must miss an exam, notify the instructor by telephone ***within 24 hours of the scheduled exam***. Acceptable reasons for making up an exam are as follows (documentation is required to verify the reason for your absence):

1. Serious illness (hospitalization).
2. A death in the family.

Acceptable reasons **do NOT** include the following:

1. Doctor's appointments for a non-emergency.
2. “I didn't have time to study.”

Use of Electronic Devices. *During class sessions, electronic devices are only to be used to support class activities. Other uses (texting, surfing the web, etc.) will result in the device not being allowed in the classroom.*

Students are required to read the University Classroom Policy addendum to this course syllabus

PERSON RESPONSIBLE FOR DEVELOPING SYLLABUS

Dr. Charlotte Fontenot

Dr. Charlotte Fontenot

Instructor’s Signature

EDSP 4352
TENTATIVE SCHEDULE

Date	Class topics and readings	Task(s)/Assignments
Week 1	Introduction Review Syllabus <ul style="list-style-type: none"> - Demonstration of how to submit Syllabus Acknowledgment Statement, Cheating/Plagiarism forms, and Turnitin activity on Blackboard - Discussion questions - Demonstrate how to access and respond to Blackboard Discussions Demonstrate Mini Bio Blackboard (Bb) activity Chapter 1 (The Introduction to a Preventive-Focused Model of Behavior Support) <ul style="list-style-type: none"> - Small group activity (each with a focus question) 	Respond to at least 2 classmates bio's by 5:00 pm on Monday Submit Syllabus Acknowledgement Statement, Cheating & Plagiarism Pages and Turnitin on Bb Mini Bio's due on Bb by 11:59 pm on Monday
Week 2	Continue Chapter 1 and Begin Chapter 2 (Understanding Behavior) <ul style="list-style-type: none"> - Discuss Field Projects/Presentations (due 10/8/12) 	
Week 3	Chapter 3 (Overview of a Functional Approach to Intervention)	
Week 4	Chapter 4 (Measuring Behavior in the School) Group Activity	
Week 5	Chapter 5 (Using Data to Make Instructional decisions) Practice data collection methods	Exam 1 (Chapters 1, 2, 3, 4, 5)
Week 6	Chapter 6 (A Function-based Perspective of Classroom Management) ABC's of Behavior	
Week 7	Chapter 7 (Effective Instruction for Behavior) <ul style="list-style-type: none"> - Externalizing behaviors vs. Internalizing behaviors - The Acting-Out-Cycle 	

Week 8	Chapter 8 (Antecedent Interventions in the Classroom)	
Week 9	Chapter 9 (Using Consequences to Encourage Student Behavior in the Classroom)	
Week 10	Chapter 10 (Designing Individualized Instructional Strategies)	Exam 2 (Chapters 6 , 7, 8, 9)
Week 11	Chapter 11 (Creating Environments That Predict Individual Student Success) & 12 (Strategies for Responding to Individual Success: Reinforcement)	
Week 12	Chapter 13 (Strategies for Responding to Individual Misbehavior: Punishment Issues) &14 (Behavior Support Plans)	All Personal Classroom Management Plans are due on BB
Week 13	Personal Classroom Management Plans Presentations (Last Names A-L)	
Week 14	Personal Classroom Management Plans Presentations (Last Names M-Z)	
Week 15	Electronic Portfolio Presentations Discuss Final Exam	
Week 16	READ DAY	
Week 17	Final Exam	

COURSE ACKNOWLEDGEMENTS

Syllabus Statement

I am aware of all topics listed and described in the course syllabus --by reading the syllabus on my own and through class discussions. Such topics include, but are not limited to the following:

- course description; course sequence in the curriculum and pr-requisite information;
- instructor information and learning resources;
- relation to the mission of the University and to the goals and purposes of School of Education;
- course learning objectives;
- state and national standards covered (TExES competencies, IDA standards, etc);
- topical outline and learning strategies;;
- assessment for learning: requirements & grading standards;;
- **HBU CLASS POLICIES – Please read the secondary document uploaded to Blackboard;**
- additional policies for this class: **attendance**, late work, missed tests and electronic devices; and
- the possibility of changes to the syllabus. [The content of this syllabus and the attached agenda are subject to change at the discretion of the professor.]

Professional Integrity Statement

To maintain and uphold the highest level of professional integrity and honesty, cheating and plagiarizing are not allowed.

Cheating is a catch-all term for not doing your own work. Within the broader view of cheating is the idea of using someone else's work in place of your own. This is called plagiarism and is not allowed in this class. If a student cheats and/or plagiarizes, then the student will receive a "0" for the assignment and/or fail the course. Any attempt during a test to consult with notes or another person or to look at another's test will constitute cheating. If you share answers in any way, both students will receive a "0" for the test and/or fail this course. Using stolen tests or "borrowed" tests (any test that is not readily available to all members of the class) to study for an exam is cheating and will result in a "0" and/or course failure. **DO NOT**:

- copy another person's paper/project/work or part of that and turn it in as your own;
- copy a paper/project from the Internet and turn them in as your own;
- copy another paper/project (or cut and paste parts of Internet articles), make changes to it, and submit it as your own;
- include the work of others without documentation/reference (If seven or more words are taken directly from another source it must be quoted and referenced.);
- submit a paper/project or large parts of a paper/project you have done for another class at HBU or another institution to this class. (Always get a professor's approval before using a prior work or topic from a different class.);
- have someone write parts or all of your paper/project/work
- share your work with others; and,
- change references or make up references.
- falsify fieldwork documentation

By signing this page, **I affirm** that I have read and understand the contents of this course **Syllabus Statement and the Professional Integrity Statement**. I understand that at any time during the course, I may request clarification, if needed.

Printed Name

Signature

Date

[After reading the course syllabus and this page, please **print and sign this** form then turn it in to the professor.]

Pedagogy and Professional Responsibilities Course Correlation to TAC §228.30*

*Source: TEA Audit Monitoring Handbook 2009

EC-12 PPR Standard	Curriculum Topic TAC §228.30	Essential Components	Learning Experiences/ Products
I, III	1. Reading Instruction <i>Programs are encouraged to select from a variety of theories and methods appropriate for teaching these five essential components of reading instruction.</i>	<ol style="list-style-type: none"> 1. Text Structure (organization) 2. Vocabulary teaching strategies 3. Identifying the word (root, prefix, suffix) 4. Fluency (words per minute correct) basic teaching strategies 5. Comprehension (finding main idea, summarizing, supporting details, synthesizing/making connections, inferences, making generalizations) 	
II, IV	2. Code of Ethics	Texas Educators' Code of Ethics TAC§ 247.2	
I, II, III	3. Child Development	Programs will teach a variety of theories for child development.	<i>Final, Discussions, Lecture</i>
I, II, III,	4. Motivation	Programs will select from a variety of theories and methods appropriate for teaching motivation.	<i>Exam</i>
I, II, III	5. Learning Theories	Programs will teach a variety of learning theories	<i>Exam I, Exam II, Final, Field Paper</i>
I, III	6. TEKS Organization,	http://ritter.tea.state.tx.us/teks/	
I, III	7. Content TEKS	http://ritter.tea.state.tx.us/teks/	
I, II, IV	8. TAKS Responsibilities	http://www.tea.state.tx.us/ click on Testing/ Accountability, click on Texas Essential Knowledge and Skills for much more information.	
I, II, III	9. Curriculum Development and Lesson Planning	Programs will select from a variety of theories and methods appropriate for teaching curriculum development and lesson planning.	<i>Lecture, Discussion</i>
I, III	10. Classroom Assessment and Diagnosing Learning Needs	Programs will select from a variety of theories & methods appropriate for teaching formative assessment to diagnose learning needs & other types of classroom assessment.	<i>Lecture, Discussion, Exams</i>
II, IV	11. Classroom Management	Programs will select from a variety of theories & methods appropriate for teaching classroom management.	<i>Lecture, Discussion, Blackboard, Exams, Personal Classroom Management Plan</i>
I, II, III, IV	12. Special Populations ELPS—English Language Proficiencies http://ritter.tea.state.tx.us/curriculum/biling/elps.html National Assoc. for Gifted Children Teacher Knowledge and Skills http://www.nagc.org/index2.aspx?id=1863 TEA website resources http://ritter.tea.state.tx.us/special.ed	A. ESL/ Bilingual ELPS <ol style="list-style-type: none"> 1. learning strategies 2. listening 3. speaking 4. reading 5. writing B. G/T <ol style="list-style-type: none"> 1. Learner characteristics and development 2. Instructional strategies 3. Socio-cultural influences 4. Identifying GT C. Special Education <ol style="list-style-type: none"> 1. Acronyms/Terms 2. Modifications/ Accommodations 3. Inclusion 4. Parent Involvement 5. Discipline 	<i>Exams, Classroom Management Plan</i>
III, IV	13. Parent Conferencing and Communication Skills	Programs will select from a variety of theories and methods appropriate for teaching communication skills and parent conferencing.	<i>Exams, Lecture, Discussion</i>
I, III	14. Instructional Technology http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldle vl.asp	SBEC Technology Standards for All Teachers <ol style="list-style-type: none"> 1. Tech terms, concepts, data input strategies and ethical practices to make informed decisions about tech app 2. Identify task requirements, apply search strategies, use tech to acquire, analyze, and evaluate a variety of information 3. Use technology to synthesize knowledge, create and modify solutions, and evaluate results 4. Communicate in different formats. 5. Plan, organize, deliver and evaluate instruction that uses technology, and technology TEKS for students. 	<i>Lecture, Discussion, Blackboard</i>
I, III, IV	15. Pedagogy/ Instructional Strategies http://olc.spsd.sk.ca/DE/PD/instr/index.html	Programs will teach a variety of instructional strategies suitable for all classrooms and also for specific subjects and content.	<i>Lecture, Discussion, Blackboard, Exams</i>
I, II, III, IV	16. Differentiated Instruction	Programs will teach a variety of instructional strategies suitable for differentiating instruction.	<i>Lecture, Discussion, Blackboard, Exams</i>
IV	17. Certification Test	Testing study guides, standards, frameworks, competencies	<i>Discussion</i>

Assignment Descriptions and Rubrics

MY CLASSROOM MANAGEMENT PLAN

For this course you are required to develop you own Personal Classroom Management Plan. Your plan should include all of the following points:

- Philosophy of Management
(In one or two sentences, what is my philosophy of classroom management?)
- Behavior Expectations
(What behavior do I expect from my students? How can I convey that to my students?)
- Pre-School Checklist
(What things will I need to do before school begins each year?)
- Classroom Slogan or Motto
(What will it be? Will I develop this or ask for student input?)
- Classroom Arrangement
(How can I arrange my classroom most effectively, including placement of desks for students and teachers; location of bulletin boards, chalkboard, whiteboard, and other permanent fixtures):
 - Instructional materials (centers, whiteboard, smart board, etc.)
 - Furniture
 - Classroom decor (decorations, posters, communication devices, etc.)
 - Personal and professional items (diplomas, hobbies, etc.)
 - Student recognition/class PR (news clippings, student awards, etc.)
 - Other items (rocking chair, pillows/cushions, etc).
- Class Rules
(What rules will I have to begin the school year? Will I ask for student input for all, some, or none of the rules?)
- Hierarchy or Consequences for Rule Infractions
(What will I do when a student breaks a rule? Will I have a hierarchy of consequences?)
- Motivational Strategies
(What strategies will I use to motivate my students? Will I rely on intrinsic or extrinsic motivation?)
- Management Procedures and Routines
(What procedures will I use in my classroom? How often will I change the assignments?)
- Instructional Planning
(What lesson-planning format will I use? What instructional strategies will I rely on? Which, if any, of the instructional techniques of Kounin will I use?)
- What Strategies Will I Use To:
 - Develop a positive classroom management culture and climate?
 - Build a community in my classroom?
 - Communicate with parents and guardians?
 - Teach self-discipline and cooperation?
 - Teach rules and procedures to my students?
 - Deal with individual students and their differences?
 - Prevent discipline problems?
 - Support my discipline program (e.g., physical proximity, withitness)?
 - Correct discipline problems (e.g., conflict resolution, zero tolerance)?
 - Work with students with special needs in my classroom?
 - Provide a safe classroom for my students and me?

Personal Classroom Management Rubric

Content and Development 80 points	Points Earned /80
<p>Your plan includes all of following components:</p> <ul style="list-style-type: none"> • Philosophy of Management • Behavior Expectations • Pre-School Checklist • Classroom Slogan or Motto • Classroom Arrangement • Class Rules • Hierarchy or Consequences for Rule Infractions • Motivational Strategies • Management Procedures and Routines • Instructional Planning • What Strategies Will I Use To: <ul style="list-style-type: none"> ○ Develop a positive classroom management culture and climate? ○ Build a community in my classroom? ○ Communicate with parents and guardians? ○ Teach self-discipline and cooperation? ○ Teach rules and procedures to my students? ○ Deal with individual students and their differences? ○ Prevent discipline problems? ○ Support my discipline program (e.g., physical proximity, withitness)? ○ Correct discipline problems (e.g., conflict resolution, zero tolerance)? ○ Work with students with special needs in my classroom? ○ Provide a safe classroom for my students and me? 	<p>Additional Comments:</p>

Mechanics 10 Points	Points Earned /10
<ul style="list-style-type: none"> • Appropriate tone is used. • Sentences are complete and clear. • Spelling is correct. • APA guidelines are followed: double spacing, Times New Roman style writing, font size 12, in-text citations, cover page, and reference page. 	
PowerPoint Presentation 10 Points	Points Earned /10
<ul style="list-style-type: none"> • Organized ideas in a logical way • Use of Visual Aids and Technology • Pictures and graphics improved the presentation or reinforced main points • Effective Delivery 	
Total 100 Points	Points Earned /100
Overall Comments:	

Electronic Portfolio

You are to develop a notebook/portfolio pertaining to evidence-based strategies for behavior and classroom management. This notebook/portfolio will be 25% of your total grade. The content of the notebook/portfolio will be shared with the class. **YOU are also to create a rubric**, which will be utilized to evaluate your product.