EDEE 407-Creating Effective Learning Communities, Fall 2010

Instructor: Laura L Brock, Ph.D
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Office: 86 Wentworth St., Rm #220
Class location and time: Ed. Bldg. Rm #213, Tuesday 4:00pm-6:45pm
Office Hours: Tues 2-4pm, Thurs 10-2pm & 2-4pm

Course Description
Course Prerequisites: Semester 2 courses
This course focuses on how teachers create collaborative and inclusive communities of learners. Supportive, preventative, and corrective teaching practices and management strategies are emphasized.

Course Text
Classroom management: Creating a Successful K-12 Learning Community
Author: Paul Burden
Additional readings will be assigned and provided throughout the semester and can be located at EDEE407Fall10.pbworks.com

Course Outcomes
After taking this course, you will be able to:
1. Make decisions regarding the learning community based on:
   • A research-based philosophy of management,
   • Knowledge of students’ basic psychological needs,
   • Developmentally appropriate practice,
   • An understanding of strategies for developing collaborative learning communities,
   • Thoughtful development of classroom organization and routines, and
   • Research-based strategies for evaluating and correcting unproductive behavior.
   (SOE I, III, V, VII; NCATE 1, 3B, 3C, 3D, 3E; NMSA 8.D5, D6; NAEYC 1,4,4A; ACEI)
2. Design physical environments that support curriculum and individual needs and interests of children. (SOE I, II, III, VI; NCATE 1,3A, 3B, 3C, 3D, 3E; NMSA 1.K3, 1.P3, 1.P8; NAEYC 1, 3, 4, 4A, 4b, 4C; ACEI
3. Describe and plan for learning environments that promote:
   • Diversity,
   • Communication,
   • Mutual respect,
   • Collaboration and cooperation, and
   • Family and community involvement.
   (SOE I, II, V, VII; NCATE 1,2I, 3A, 3B, 3E, 5C; NMSA 8.P2, 1.P10; NAEYC 1, 2, 4, 4A, 4B; ACEI)
4. Develop a research-based classroom management approach that is preventative, supportive, and corrective. (SOE I, II, V; NCATE 1, 3B, 3D,
5. Develop an effective filing and record keeping system. (SOE I, VI; NCATE 1, 3B, 3E, 4, 5B, 5C, 5D; NMSA 2.P3; NAEYC 1, 2, 3, 4, 5)

Course Requirements
Textbook (Burden) and supplementary readings found at EDEE407FALL10.pbworks.com
It is expected that you stay current with all readings and assignments. Class preparation and project checks will be used to evaluate learning goals.

Classroom Management Plan = 60 Points

1. Statement of Teaching Philosophy (3)
   i. My Beliefs about Teaching
   ii. My Beliefs about Children
   iii. Classrooms as a Context for Children’s Development
   iv. My Priorities as a Teacher

2. Self-Awareness Reflection (3)
   i. My Temperament Informs my Approach to Teaching in the Following Ways:
   ii. My Experiences Inform my Approach to Teaching in the Following Ways:
   iii. My Attributes Help Me Relate to XXX Children.
   iv. My Attributes make it Difficult for me to Relate to XXX Children.

3. Building Relationships with Children (6)
   i. Define and Reflect on the Importance of Relationships with Children
   ii. Research about Relationships and Children’s Development
   iii. My Plans for Building Positive Relationships with Children
   a. Case Study: Describe the characteristics of a conflictual relationship you have with a child. Think about how your attributes and behavior contribute to the conflict. Take the child’s perspective and think about how he or she feels about your relationship. What can you do differently?

4. Emotional Support in the Classroom (6)
   i. Define and Reflect on the Importance of Emotional Support in the Classroom
   ii. Research about Emotional Support and Children’s Development
   iii. My Plans for an Emotionally Supportive Classroom
   a. Lesson Plan: Teaching Emotions. Create a developmentally appropriate lesson plan that explicitly models Emotional Support, Emotion Knowledge, or Emotion Understanding.

5. Classroom Organization (6)
   i. Define and Reflect on the Importance of Classroom Organization
   ii. Research about Emotional Support and Children’s Development
   iii. My Plans for an Emotionally Supportive Classroom
a. Lesson Plan Analysis: Any plan with emphasis on Productivity, how being explicit helped, whether implementation improved productivity, and whether off-task behavior was minimized.

6. **Managing Problem Behavior (6)**
   i. Define and Reflect on the Significance of Problem Behavior
   ii. Research about Problem Behavior and Children’s Trajectories
   iii. Toolkit of Behavior Management Strategies that Compliment my Teaching Style: Describe 5-7 Behavior Management Strategies and how they compliment your attributes and ways of interacting with children.
   iv. My Plans for Developing a Support System to Handle Problem Behaviors
   v. Behavior Documentation Sample from the field that charts both student behavior and your behavior (following, reflect on how your behavior could impact student behavior and whether you treat this student’s behavior differently than peer behavior)

7. **Instructional and Language Support (3)**
   i. Define and Reflect on the Importance of Instructional Support in the Classroom
   ii. Research about Instructional Support and Children’s Development
   iii. Reflect on language you use that might be confusing or ambiguous for children. Try using concise and direct communication in your field placement and reflect on children’s responses.

8. **Motivation and Engagement (3)**
   i. Define and Reflect on the Importance of Motivation and Engagement
   ii. Research about Motivation, Engagement, and Children’s Classroom Performance
   iii. My Plans for Diagnosing Apathy

9. **The First Six Weeks of School (6)**
   i. My Action Plan Before the First Day of School
   ii. My Action Plan for Creating Rules in the Classroom
   iii. My Action Plan for Creating Routines and Structure
   iv. My Action Plan for Explicitly Modeling Behavior
   v. Describe the Importance of Consistency for Children
   vi. Describe the Consequences of Inconsistency for Children

10. **Individual Differences (6)**
    i. Children can be unique in the following ways (name at least 20)
    ii. My experiences and attributes make it easy for me to be sensitive to the following individual differences:
    iii. My experiences and attributes have not contributed to my understanding of the following individual differences:
    iv. I plan to broaden my understanding of children’s individual differences in the following ways:
    a. Lesson Plan: Teaching Acceptance of Diversity. Make certain your plans are sensitive, inclusive, developmentally-appropriate, and include in your
plans a way to ensure that children accurately understood the goal of the lesson.

11. Parent Communication (6)
   i. My plans for proactive and sustained communication with a range of diverse families includes:
   ii. When I approach parents I will keep in mind their perspectives, experiences, and resources, for example (list 10 hypotheticals):
   iii. My personal boundaries are: XXX. The reason I have created personal boundaries is XXX.
   a. Create a sample introductory letter to parents that introduces you, ways of communicating with you, and your classroom management expectations – OR- create a sample Weekly Newsletter that facilitates family bonding to school.

12. My Strengths and Areas for Growth (6)
   i. The Areas of Classroom Management in which I am Highly Proficient (and why, e.g., attributes, experience)
   ii. The Areas of Classroom Management in which I am Moderately Proficient (and why, e.g., attributes, experience)
   iii. The Areas of Classroom Management in which I am Occasionally Proficient (and why, e.g., attributes, experience)
   iv. The Areas of Classroom Management that I have identified as Needing Improvement (and why, e.g., attributes, experience)
   v. The Areas of Classroom Management that cause me to feel insecure, concerned, or worried (and why, e.g., attributes, experience)
   vi. As a professional, I plan to take the following 5 steps to develop my skills as a teacher (and how these steps will address your concerns and areas for growth)

Midterm Project = 15 points

Banking Time Journal: Choose one child in your field placement for whom you have feelings of conflict. Conduct an STRS questionnaire for this child and describe both the child’s relationship with you and your relationship with the child. Ask your lead teacher permission to set-up a minimum of 3 (preferably 5) Banking Time sessions. Following each session: document what took place, how the child’s behavior differed from classroom behavior, what you learned about the child, and what you learned about your behavior toward the child. The week following the last session, complete the STRS and notice any changes. Overall, did Banking Time help you appreciate the child’s perspective? Did Banking Time improve your relationship? Did Banking Time improve the child’s classroom behavior or behavior towards you? What else could you do to improve your relationship with this child? (10 pages double-spaced + two STRS questionnaires)

-OR-
Video Observation and Self-Evaluation: With permission and help from your classroom teacher, videotape a 20 minute observation of you conducting a lesson with students. Watch your video several times. Using the dimensions and language introduced by the CLASS, describe areas of your teaching where you were effective and describe areas for growth, across all three domains (Emotional Support, Classroom Organization, Instructional Support). Describe other salient observations. For example, in thinking about your relationships with children and observing your interactions with children, do you notice whether you treat children differently? Did you have less frequent interactions with shy children? Did you fall into the novice teacher trap? Compare your feelings of emotional consistency, anger, frustration, stress, with observations of your behavior. (10 pages double-spaced + video clip)

Final Poster Presentation = 15 points

Posters are often presented at professional conferences as a way of quickly disseminating important information to practitioners. Your poster should do one of the following:

a. Translate research to practice  
b. Translate policy to practice  
c. Translate philosophy to practice  
d. Identify a problem in the field of education, describe the problem, and offer solutions.  
e. Offer new information about child development and how it impact classroom practices

Choose a topic either from class, your interest in a current trend in education or child development, either research or policy-based. The goal of your poster is to give information to teachers that they can apply to their classroom management practice. Remember, even if the topic doesn’t directly relate to classroom management, it should have implications for classroom management.

Suggestions for topics include: relational aggression, bullying, identifying childhood depression or anxiety, identifying abused or neglected children, autism, democratic classrooms, Socio-Emotional Learning, executive function, Montessori, Tools of the Mind, Reggio-Emilia, Waldorf, universal pre-k, gender differences, our changing society (e.g., increase in minority students and LEP learners), family dynamics, teacher quality, teacher compensation, school accountability, professional development. All ideas are invited and all topics must be approved. Please cite in APA format a minimum of either one book or three journal articles.

Attendance = 10 points

It is important to attend each class, especially since we only meet once a week. You are allowed one excused absence for the semester. Additional or unexcused absences may result in a 10 point deduction from your final grade. I must be notified, by e-mail or by
text message BEFORE any absence. You are responsible for making arrangements for any work you miss. Absences are not an excuse for a late assignment—all work is still due on the specified due date unless arrangements are made before the due date.

**Assignment Criteria and Evaluation Scale**

*Quality Criteria:*
Each task is explained in the syllabus and will be discussed in class well before any due dates. It is imperative that you look at the syllabus and use it as a guide for your completion of the task. It is also important for you to ask questions before the assignment is due to clarify any questions you may have. The syllabus and grading rubrics include key quality information that you will be held accountable for. You are expected to turn in original work. Plagiarism will result in a failure in the course and a report filed with the College of Charleston.

*Criteria for Turning in Assignments:*
Due dates are clearly indicated on the course calendar. All assignments are due on the scheduled day by the time class begins. All assignments will be turned in to the instructor at the beginning of class. There are no exceptions—do not send them through email as attachments. Always double-check to make sure you have uploaded the correct assignment. If you upload an assignment that will not open or that is not your final copy, you will be graded on what is turned in. If it won’t open, that will mean a zero. Always save back ups of your assignments, as computer problems are not an excuse for late assignments. Do not put off your assignments to the last minute. If you follow these suggestions, you will not be faced with a late assignment and a zero.

**Grading Scale**

Classroom Management Plan = 60%
Midterm Assignment = 15%
Final Project = 15%
Attendance = 10%
**Total = 100 %**

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<th>Letter Grades</th>
<th>Percentage Range</th>
<th>Grade Points</th>
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A grade of 76 or below is considered a failing grade for all graduate courses. No D’s are given in graduate classes.

**Attendance Policy**
Attendance is extremely important. You are responsible for all content and assignments for each class. This is a 3-hour class. When you miss one class, it is like missing a whole week of one-hour classes. As such, even one absence has a negative impact on your learning. It is not recommended that you miss class. More than 2 absences will result in a WA/F.

If you are tardy three times, (i.e. arrival 10 minutes after class starts) it will equal one absence.

1. Arrival more than 10 minutes after class starts equals one tardy.
2. **Arrival more than 10 minutes after break ends equals one tardy.**
3. Leaving before class ends equals an absence.

**Professional Dispositions**
Academic honesty and integrity are highly regarded in this class and are assessed on several levels. As a student of the College of Charleston, you have agreed to uphold the policies outlined in the Student Handbook: A Guide to Civil and Honorable Conduct (2003/2004). Violations to the Code of Conduct outlined on pages 10-11 in the Student Handbook will be reported to the Honor Board. Also, as a student in the School of Education, disposition characteristic of good teaching should guide your work and interaction with others. You must provide evidence that you:

- Believe that all students can learn.
- Value and respect individual differences.
- Value positive human interactions.
- Exhibit and encourage intellectual curiosity, enthusiasm about learning, and a willingness to learn new ideas.
- Are committed to inquiry, reflection, and self-assessment.
- Value collaborative and cooperative work.
- Are sensitive to community and cultural contexts.
- Engage in responsible and ethical practice.

Your will also be expected to be professional in other ways.

- You must turn off your cell phone before class starts and may not leave class to make or take a call.
- Breaks are provided each class. Unless it is an emergency, do not leave class before or after the break.
- You must be respectful of your peers and your instructor. Only polite responses and comments will be tolerated. Differences of opinions are appreciated but must be shared respectfully.

You are expected to get any notes and class materials if you miss class. You are held accountable for all information and assignments completed in any class you were unable to attend.
Teachers are held to a higher professional and personal code of conduct, simply because of their chosen career. As a member of this class and of the education profession, please keep this in mind and conduct yourself accordingly when on campus and in classrooms.

*A note on plagiarism*
Academic honesty is expected from all students. Please be careful to site any and all sources you use for any assignment, including web pages. If you have any questions about this, please see me before you turn in any assignment. Plagiarism is grounds for failure of this course.

**Technology Statement**
Enrollment in the course requires you utilize the following computer applications:
- Internet
- WebCT via Internet
- Word Processing

**Performance Data**
Performance data will be collected on candidates enrolled in the undergraduate program using rubrics. These data will be collected from assignments to demonstrate competence. These data will be reported to our accreditation organization in aggregate form only.

**POLICIES AND PROCEDURES FOR COURSES IN THE SCHOOL OF EDUCATION***

1. **PROFESSIONAL BEHAVIOR/DISPOSITIONS:** Students are responsible for all content and assignments for each class. They are expected to demonstrate professional behaviors consistent with the following dispositions:
   - The belief that all students can learn.
   - Value and respect for difference.
   - Value of positive human interaction.
   - Intellectual curiosity and willingness to learn new knowledge.
   - A commitment to inquiry, reflection, and self-assessment.
   - Value of responsible, collaborative, and cooperative work.
   - Sensitivity to community and cultural context.
   - Responsible and ethical practice.

2. **ATTENDANCE:** Class attendance and punctuality are expected professional behaviors. Students are responsible for meeting the specific attendance requirements as outlined in the syllabus for each course. A student may receive a “WA/F” for excessive absences, based on the class attendance requirements specified in the syllabus. If you are going to miss a class, you must let the professor know **before** the beginning of class. With the exception of emergencies, a telephone call, e-mail, or text, is expected before missing any class.

3. **MAKE-UP EXAMINATIONS AND QUIZZES:** If a quiz or examination (other than the final examination) was missed for a legitimate reason, as determined by the
professor, the professor has the discretion to administer a make-up examination. It is the responsibility of the student to make arrangements for the make-up.

4. DUE DATES: Due dates for course assignments, as well as scheduled quizzes and exams, are listed in the syllabus. Any changes will be announced in class. Consequences related to late materials are determined by the professor.

5. FINAL EXAMS: The final exam for each course (which may be in the form of an examination, performance, or project) will only take place during the period scheduled for the final exam for that course. (Undergraduate students who have more than two final exams scheduled on the same day may arrange for an alternate time for one final exam through the Office of the Undergraduate Dean.) Graduate students have their own schedule and they need to go through the Graduate Dean for changes.

* Applies to all EDEE and EDFS courses and all PEHD teacher education courses above the 200 level.

Revised and approved by SOE faculty 3/31/06

6. PAPERS: Papers will be word processed using the style of the Publication Manual of the American Psychological Association (most current edition). There are a number of websites that can help you with this. I also recommend Doing Honest Work in College: How to Prepare Citations, Avoid Plagiarism, and Achieve Real Academic Success by Charles Lipson. This is a relatively inexpensive book, available on-line and at bookstores, that is very helpful in navigating APA.

7. HONOR SYSTEM: All courses in the School of Education are conducted under the Honor Code of the College of Charleston. The Honor Code specifically forbids lying, cheating, attempted cheating, stealing, attempted stealing and plagiarism. Students at the College are bound by honor and by their acceptance of admission to the College to abide by the Code and to report violations. As members of the College community, students are expected to evidence a high standard of personal conduct and to respect the rights of other students, faculty, staff members, community neighbors, and visitors on campus. Students are also expected to adhere to all federal, state, and local laws. Faculty members are required to report violations of the Honor Code or Code of Conduct to the Office of Student Affairs. Conviction of an Honor Code violation in a class will result in the grade of “XF” for the course.

8. ADA ACCOMMODATIONS: In compliance with the Americans with Disabilities Act (ADA), all qualified students are entitled to “reasonable accommodations.” The instructor must be notified during the first week of class of any accommodations needed.

MISSION
The mission of the School of Education at the College of Charleston is the development of educators and health professionals to lead a diverse community of learners toward an understanding of and active participation in a highly complex world.
Our mission is to be a community of diverse teacher leaders who ensure exemplary learning and wellness opportunities for all individuals. These opportunities are created by professionals who can MAKE THE TEACHING - LEARNING CONNECTION through:

- Understanding and valuing the learner;
- Knowing what and how to teach and assess and how to create an environment in which learning occurs;
- Understanding ourselves as professionals.

MAKE THE TEACHING AND LEARNING CONNECTION

The mission is further defined through elements of teacher competency that organize standards of effective teaching.

Element of Teacher Competency 1: Understand and value the learner

Standard I: Evidence theoretical and practical understanding of the ways learners develop

Element of Teacher Competency 2: Know what and how to teach and assess and how to create an environment in which learning occurs.

Standard II: Demonstrate understanding and application of the critical attributes and pedagogy of the major content areas.
Standard III: Evidence a variety of strategies that optimize student learning
Standard VI: Demonstrate an understanding of the continuous nature of assessment and its role in facilitating learning

Element of Teacher Competency 3: Understand oneself as a professional

Standard IV: Participate in informed personal and shared decision making that has as its focus the enhancement of schooling and the profession
Standard V: Communicate effectively with students, parents, colleagues, and the community
Standard VII: Show an understanding of the culture and organization of schools and school systems and their connection to the larger society

College of Charleston
School of Education
Charleston, South Carolina 29424
http://www.cofc.edu/SchoolofEducation
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<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignments</th>
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<tr>
<td>Week 1</td>
<td>Introduction:</td>
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<tr>
<td>August 24</td>
<td>o  Syllabus</td>
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<td>Week 2</td>
<td>Teacher-Child Relationships:</td>
<td>Chapter 1: Understanding Management and Discipline in the Classroom</td>
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<td>August 31</td>
<td>o  Feelings of Conflict and Closeness</td>
<td>1.  Children Develop in an Environment of Relationships</td>
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<td>o  Banking Time</td>
<td>2.  Banking Time Manual</td>
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<td>Week 3</td>
<td>Emotional Support in the Classroom Part I:</td>
<td>Chapter 2: Models of Discipline</td>
<td>CMP Building Relationships with Children Section Due</td>
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<td>September 7</td>
<td>o  Teaching Style</td>
<td>1.  CLASS Policy Brief</td>
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<td>o  Positive Climate</td>
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<td>o  Negative Climate</td>
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<td>o  Emotional Consistency</td>
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<td>Week 4</td>
<td>Emotional Support in the Classroom Part II:</td>
<td>Chapter 5: Choosing Rules and Procedures</td>
<td>1 Paragraph Midterm Plan and Progress</td>
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<td>September 14</td>
<td>o  Teacher Sensitivity</td>
<td>1.  Classroom Management</td>
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<td>o  Regard for Student Perspectives</td>
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<td>o  Temperament</td>
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<td>o  Birth Order and Siblings</td>
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<td>Week 5</td>
<td>Classroom Organization:</td>
<td>Chapter 6: Maintaining Appropriate Student Behavior</td>
<td>CMP Self-Awareness and Emotional Support Sections Due</td>
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<td>September 21</td>
<td>o  Behavior Management</td>
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<td>Week 6</td>
<td>Managing Problem Behaviors:</td>
<td>Chapter 11: Responding to Inappropriate Behavior</td>
<td>CMP Classroom Organization Section Due</td>
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<td>September</td>
<td>o  Peer</td>
<td>Chapter 12: Dealing with</td>
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<td>Week 7</td>
<td>Instructional and Language Support:</td>
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| October 5 | o Concept Development  
|          | o Quality of Feedback  
|          | o Language Modeling  
|          | o Language as a tool to Support Positive Behavior |

<table>
<thead>
<tr>
<th>Week 8</th>
<th>Motivation and Engagement:</th>
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| October 19 | o Student Engagement  
|          | o Hidden Giftedness  
|          | o Hidden Deficits  
|          | o Diagnosing Apathy  
|          | o Learning Styles  
|          | o Differentiating Instruction |

| Chapter 7: Motivating Students to Learn |

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<th>Week 9</th>
<th>The First Six Weeks of School:</th>
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| Chapter 3: Preparing for the School Year |

| CMP Instructional |

<p>| CMP Managing Problem Behaviors Section Due |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapter/Section</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>October 26</td>
<td>The Physical Space, Practice Routines, Create Structure, Community Rules</td>
<td>Support Section Due</td>
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<tr>
<td>Week 10</td>
<td>Individual Differences Part I: Age, Gender, Religion, Culture, and Ethnicity, Family Structure, SES, Social Capital</td>
<td>Chapter 8: Addressing Issues of Diversity</td>
<td>CMP Motivation and Engagement Section Due</td>
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<td>November 2</td>
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<tr>
<td>Week 11</td>
<td>Individual Differences Part II: Internalizing and Externalizing Behavior, Executive Function and Fine Motor Deficits, ADHD, LEP, Autism</td>
<td>Chapter 9: Helping Students with Special Needs</td>
<td>CMP First Six Weeks of School Section Due</td>
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<td>Week 12</td>
<td>Family Communication: Proactive Communication, Understanding Family Perspectives, Fostering Collaboration, Appropriate Boundaries, Homework</td>
<td>Chapter 4: Planning to Work with Parents</td>
<td>CMP Individual Differences Section Due</td>
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<td>Week 13</td>
<td>Current Issues and Public Policy: Universal Pre-K, Head Start, SEL Curricula, Alternative</td>
<td>Chapter 5: Planning for School Success</td>
<td>CMP Individual Differences Section Due</td>
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<td>November 23</td>
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Housekeeping Issues

- Feel free to bring food or drink to class (within reason)
- You may leave your cell phones on during class time, but please do not answer calls!
- We will plan on a 15 minute break at approximately 5:30pm each class
- Read all required reading and bring assignments to class on dates due. Do not feel as though you need to print readings, PowerPoint presentations, or links to topics we will cover in class. You may take notes with a laptop if you like.
- Please e-mail me or visit my office you have any special accommodations you would like me to honor.