Morehead State University,
Professional Education Unit
Department of Early Childhood, Elementary, and Special Education

CLASSR0OM MANAGEMENT AND ASSESSMENT
Course Syllabus EDUC 482-001 Face to Face
Spring 2009

Instructor: Kim Nettleton
k.nettleton@moreheadstate.edu
OFFICE HOURS:
Monday: 8:00-9:00; 2:45-3:45
Tuesday: 8:00-10:00, 1:30-:30
Wednesday: 8:00-9:00
And by Appointment!

Office: 401 E Ginger Hall/
Fax: 783-5044

COMMUNITY ENGAGEMENT: A LIGHT TO AND FROM THE MOUNTAINS

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by the best national and international scholarship, research, literature, and experiences specific to Appalachia-preparing professionals to improve schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides our activities.

Course Description

This course is designed to provide theoretical and practical assistance in organizing and managing a classroom P-9 and assessing students' learning. Candidates will gain an understanding of the relationship among assessment, classroom environment, classroom learning behavior, and learning. The candidate will view several discipline models and determine which model coincides with their philosophy of education. The candidates will create a management plan for their classroom. Candidates will research and analyze formal and informal assessments with an emphasis on the State of Kentucky assessments. The Candidates will become familiar with assessment terms and usage. Candidates will be doing observation in the classroom and will be asked to identify different discipline models and assessment methods.

Prerequisites: Admission to TEP. **Credit Hours:** 3

Field Experience Hours: 10 Hours Level: III

Conceptual Framework Outcomes (CFOs):

The Unit and the faculty within individual programs assess the degree to which its graduates:

1) Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to "whole" student learning in education settings.

2) Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.

3) Demonstrate professional dispositions

4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively "bridge the gaps" (economic, achievement, and geographic) ensuring optimal learning for all students.

5) Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

Student Learning Outcomes (SLOs):
The General goal of this course is to acquaint the candidate with methods and techniques for management and assessment of elementary and middle school classrooms. By the end of this course, the candidate will:

1. Study and research the principle concepts and implementation of seven models for positive classroom management.
2. Approach the discipline of students with a holistic approach that addresses student achievement, behavioral patterns, diversity, and the school as a community.
3. View the realism of the classroom through scheduled field experience and discuss common issues and classroom observations with practitioners.
4. Demonstrate knowledge of assessment and discipline models in relationship to their values, beliefs, and teaching methods.
5. Analyze teacher and student action observed in a classroom and reflect on the various components of the discipline models and assessment practices.
6. Analyze and evaluate the purpose of various assessment practices used in classroom settings.
7. Conduct an assessment analysis.
8. Read, discuss, and write about various aspects of diversity in the classroom: Socio-economic, ethnicity, ESL, Exceptionalities, and gender.
9. Understand the teacher's role in situations where student abuse is suspected.
10. Synthesize understanding of the importance of values and beliefs and their influence on classroom management , assessment, and discipline models.
11. Develop an assessment plan that demonstrates understanding of assessment principles.

Course Evaluations:

The candidate's course evaluation will be determined by in – class and out – of class assignments, to include: lesson plans / reflections, quizzes, projects, research, and exams The course evaluation is based upon 2,500 points. All assignments are due on the date assigned. Pop Quizzes will be given at the start of class and may not be made up. Please read and understand the attendance policy. Late assignments will receive a 10% reduction in score for ***each week*** it is late. Please do not email assignments. Hand in a hard copy at the beginning of class or post at the appropriate site on Blackboard.

*** Explanation of assignments and their point values are explained in the following two tables.

NCATE/ EPSB Accreditation Alignment of CFOs and SLOs:

Aligned with → **Assessment ↓ (point values)**	**Kentucky Teacher Standards (KYS)**	**Kentucky Education Reform Act (KERA)**	**Education Professional Standards Board (EPSB)**	**NCATE**
Classroom Participation/ Activities (800) CFO: 1, 3, 9, 10 SLO: 4, 5	III: Creates/Maintains Learning Environment; IV: Implements/Manages Instruction; VI: Technology; VIII: Collaborates with Colleagues/Parents/	Learning Goal 5: Students shall develop their abilities to think and solve problems in school situations and in a variety of situations they will	EPSB: Diversity, Closing the Achievement Gap, Technology	1,2,4

	Others; IX: Evaluates teaching and implements professional development	encounter in life. Academic Expectation 6.3: Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences		
Field Experience (200) CFO: 1 -5 SLO: 1-3, 5, 7, 8	I: Content Knowledge; II: Plans Instruction; III: Creates/Maintains Learning Environment; IV: Implements/Manages Instruction; V: Assess and Communicates results; VI: Technology; VII: Reflects and evaluates teaching ; VIII: Collaborates with Colleagues/Parents/ Others; IX: Evaluates teaching and implements professional development.	Candidates will use the current Kentucky program of studies to plan lessons. AE 6.1: Candidates will develop skills in integration of curriculum in order to help students make connections. AE 2.37: Students demonstrate skills and work habits that lead to success in future schooling and work. AE 3: Candidates will learn how classroom management can aid students to become self sufficient.	EPSB: Diversity, Assessment, Closing the Achievement Gap	1,2,4
Reading Reflection (200) CFO: 1,3, 4 SLO: 8, 9	I: Content Knowledge; III: Creates/Maintains Learning Environment; IX: Evaluates teaching and implements professional development	Learning Goal 5: Students shall develop their abilities to connect and integrate experiences and new knowledge from all subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media sources. AE 1.2: Students make sense of the variety of materials they read. AE 1.11: Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different	EPSB: Diversity, Closing the Achievement Gap	1,4

		purposes. AE 3: Candidates will learn how classroom management can aid students to become self sufficient.		
Presentation (100) Presentation Summaries (100) CFO: 1, 3 SLO: 1,4, 6	I: Content Knowledge; II: Plans Instruction; IV: Implements/Manages Instruction; VI: Technology; ; VIII: Collaborates with Colleagues/Parents/ Others; X: Leadership	Learning Goal 5: Students shall develop their abilities to connect and integrate experiences and new knowledge from all subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media sources. AE 2.37: Students demonstrate skills and work habits that lead to success in future schooling and work. AE 1.11: Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes	EPSB: Technology, Closing the Achievement Gap	1
First Day Brochure (100) CFO: 1, 3, 4 SLO: 4, 9, 10	I: Content Knowledge; VI: Technology;	Learning Goal 5: Students shall develop their abilities to connect and integrate experiences and new knowledge from all subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media sources. AE 1.11: Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.	EPSB: Diversity, Closing the Achievement gap	1,4
Classroom Resource Notebook (100)	I: Content Knowledge; VI: Technology; IX:	Learning Goal 5: Students shall develop their abilities to connect and	EPSB: Diversity; Closing the Achievement Gap,	1,4

CFO: 1, 3, 4 SLO: 1, 4	Evaluates teaching and implements professional development	integrate experiences and new knowledge from all subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media sources. AE 1.11: Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.	Technology	
Web of Values and Beliefs (50) and Summary (50) CFO: 2, 3, 4 SLO: 2, 4, 8, 9, 10	III: Creates/Maintains Learning Environment; IV: Implements/Manages Instruction; V: Assess and Communicates results; VII: Reflects and evaluates teaching	Learning Goal 5: Students shall develop their abilities to connect and integrate experiences and new knowledge from all subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media sources. AE 1.11: Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes. AE 3: Candidates will learn how classroom management can aid students to become self sufficient.	EPSB: Diversity; Closing the Achievement Gap	1,4
Annual Curriculum	Standard I: Content Knowledge; V: Assess and	Learning Goal 5: Students shall develop their	EPSB: Closing the Achievement Gap, Assessment	1,2

Guide (100) CFO: 1,2,3,4 SLO: 1, 2, 10	Communicates results	abilities to connect and integrate experiences and new knowledge from all subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media sources. AE 1.11: Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes. AE 6.3: Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.		
Assessment Plan (100) CFO: 1, 2, 3, 4 SLO: 4, 5, 6, 10, 11	IV: Implements/Manages Instruction; V: Assess and Communicates results; VI: Technology; VII: Reflects and evaluates teaching ; VIII: Collaborates with Colleagues/Parents/ Others; IX: Evaluates teaching and implements professional development.	Learning Goal 5: Students shall develop their abilities to connect and integrate experiences and new knowledge from all subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media sources.	EPSB: Closing the Achievement Gap, Assessment	1,2

		AE 1.11: Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes. AE 6.3: Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.		
Assessment Analysis (50) CFO: 1, 2, 3, 4 SLO: 4, 5, 6, 10, 11	IV: Implements/Manages Instruction; V: Assess and Communicates results; VII: Reflects and evaluates teaching ; VIII: Collaborates with Colleagues/Parents/ Others; IX: Evaluates teaching and implements professional development.	Learning Goal 5: Students shall develop their abilities to connect and integrate experiences and new knowledge from all subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media sources. AE 1.11: Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes. AE 6.3: Students expand their understanding of existing knowledge by making connections with new knowledge,	EPSB: Closing the Achievement Gap, Assessment	1,2

		skills, and experiences.		
Panel Summaries (100) CFO: 1, 3, 4 SLO: 2, 4, 6, 8, 9, 10	I: Content Knowledge; VI: Technology; IX: Evaluates teaching and implements professional development	Learning Goal 5: Students shall develop their abilities to connect and integrate experiences and new knowledge from all subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media sources. AE 1.11: Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes. AE 6.3: Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.	EPSB: Closing the Achievement Gap, Assessment, Diversity	1,2,4
Quizzes (50) CFO: 1, 2, 4 SLO: 1-11	I: Content Knowledge; II: Plans Instruction; III: Creates/Maintains Learning Environment; IV: Implements/Manages Instruction; V: Assess and Communicates results; VI: Technology; VII: Reflects and evaluates teaching ; VIII: Collaborates with	Learning Goal 5: Students shall develop their abilities to connect and integrate experiences and new knowledge from all subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various	EPSB: Diversity, Closing the Achievement Gap; Assessment	1,2,4

	Colleagues/Parents/ Others; IX: Evaluates teaching and implements professional development	media sources. AE 1.11: Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes. AE 6.3: Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.		
Exams (300) CFO: 1, 2, 4 SLO: 1-11	I: Content Knowledge; II: Plans Instruction; III: Creates/Maintains Learning Environment; IV: Implements/Manages Instruction; V: Assess and Communicates results; VI: Technology; VII: Reflects and evaluates teaching ; VIII: Collaborates with Colleagues/Parents/ Others; IX: Evaluates teaching and implements professional development	Learning Goal 5: Students shall develop their abilities to connect and integrate experiences and new knowledge from all subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media sources. AE 1.11: Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purpose. AE 6.3: Students expand their understanding of existing knowledge by making connections with	EPSB: Diversity, Closing the Achievement Gap; Assessment	1,2,4

		new knowledge, skills, and experiences.		
Final Exam (100) CFO: 1, 2, 4 SLO: 1-11	I: Content Knowledge; II: Plans Instruction; III: Creates/Maintains Learning Environment; IV: Implements/Manages Instruction; V: Assess and Communicates results; VI: Technology; VII: Reflects and evaluates teaching ; VIII: Collaborates with Colleagues/Parents/ Others; IX: Evaluates teaching and implements professional development	Learning Goal 5: Students shall develop their abilities to connect and integrate experiences and new knowledge from all subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media sources. AE 1.11: Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purpose. AE 6.3: Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.	EPSB: Diversity, Closing the Achievement Gap; Assessment	1,2,4

Assignment Descriptions:

Program: Foundational	**Education of Exceptional Children EDSP 230**
Assessment (point value)	**Description**
Class Participation (800 points)	Participation in class activities is an important part of learning. In class activities will be grades through the participation grade. ***Please read "Attendance Policy" below.
Field Experience (200)	The candidate will team with a teacher in a public or private school. During the field experience, the candidate will engage in several management activities. The field experience for this class has a minimum of 10 hours attached to it, although candidates may find that they will need to spend extra hours in or out of the classroom to complete their management activities. Candidates will gather contextual data on the school and classroom and complete an assessment analysis while at the school. Complete assignment details will be handed out or posted on blackboard and reviewed in class. *Field experience is an integral part of this course. Students are required to complete all hours and accurately enter the total into their Tk20 accounts. Failure to do so will result in an "I" for the course.*

Reading Reflections: (200)	Candidates will read *A Child Called It* and *Beautiful Child*.. They are intended to provide the candidate with insights into classroom management models, philosophical issues, diversity, and abuse. Complete assignment details will be handed out or posted on blackboard and reviewed in class.
Presentation (100) and Presentation Summaries (100)	Candidates will collaborate to present information concerning classroom management and/or assessment. While the use of technology is encouraged, the use of power point is not. Use your teaching skills to share information with the class. Complete assignment details will be handed out or posted on blackboard and reviewed in class. After each presentation, candidates will complete a short reflection summary to be placed in their resource notebook.
First Day Brochure (100)	Candidates will design a first day brochure that reflects their philosophy of education, values and beliefs, and discipline plan. Complete assignment details will be handed out or posted on blackboard and reviewed in class.
Classroom Resource Notebook (100)	Candidates will develop their discipline plan, and their classroom procedures, integrating both a discipline model and their values. Complete assignment details will be handed out or posted on blackboard and reviewed in class.
Web of Values and Beliefs (50) Summary (50)	Candidates will create a visual model of their beliefs and values that they wish to incorporate in their classroom. These will be presented orally in class. A written paper which summarizes the presentation will be completed. Complete assignment details will be handed out or posted on blackboard and reviewed in class.
Annual Curriculum Guide (100)	Candidates will work collaboratively to develop an annual curriculum guide. The guide should incorporate public school curriculum. Candidates will understand how the curriculum may be impacted by the calendar. Complete assignment details will be handed out or posted on blackboard and reviewed in class.
Assessment Analysis (50)	Candidates will collect and analyze data. Candidates will reflect on the date and develop an action plan for the teacher. Complete assignment details will be handed out or posted on blackboard and reviewed in class.
Assessment Plan (100)	Candidates will create an assessment plan to be used when they begin teaching. The plan should reflect a variety of data collection sources and integrate the candidates values. Complete assignment details will be handed out or posted on blackboard and reviewed in class.
Panel Reflection (100)	Candidates will reflect on information presented to the class by a principal's panel to discuss issues in schools and a panel composed of a social worker, police officer, and teacher to discuss abuse. Complete assignment details will be handed out or posted on blackboard and reviewed in class.
Quizzes (30)	Unannounced quizzes will be given throughout the semester. They will be given at the start of class and may not be made up if the candidate is tardy. They will apply to course lectures, readings, presentations, films, speakers, and activities.
Exams (300)	The exams will apply to course lectures, Field Experiences, readings, presentations, films, speakers, and activities. They will be cumulative.
Final Exam (100)	The final exam will apply to course lectures, Field Experiences, presentations, films, speakers, readings, and activities. It is comprehensive, cumulative final.

Required Text Books

Edwards, Clifford H. (2000). *Classroom Discipline and Management and Assessment.* Special Edition

Pelzer, David (1995). *A Child Called It*.

Hayden, Tory (1989). *Beautiful Child.* Bantam. New York

Grading Scale

A: 2500 - 2250 points

B: 2249 – 2000 points

C: 1999 - 1750 points

D: 1749 - 1500 points

E: 1499 - 0 points

Attendance:

Attendance at all class sessions is expected. Illness, death in the family, and participation in authorized university related trips (let me know as far in advance as possible) constitute excused absences. It is the responsibility of the student to contact the instructor as soon as possible when a student is going to be absent. Professional attitudes are expected in this class. It is the responsibility of the student to secure information presented in class and to make up any experiences missed. Absences on days scheduled for field experience or presentations must be made up. Every class is worth 50 points towards classroom participation. If the candidate is tardy or leaves early, no points will be given for the class. *Sleeping in class is considered non-attendance. Students who miss more than* ***one*** *class between exams will not be allowed to test with their study group and will need to take the test alone.* If you miss more than 2 class periods, you should consider dropping the class.

Resources:

- Teacher education program policies handbook: http://www.morehead-st.edu/colleges/education/esu/tephandbook2009.pdf
- Blackboard: http://online.moreheadstate.edu
- Conceptual Framework for Teacher Education at MSU: http://www.msucoe.org
- Kentucky Department of Education: http://www.kde.state.ky.us
- Education Resources Information Center-ERIC: http://eric.syr.edu

Bibliography

Campbell, L & B. & Dickinson, D. (2004). *Teaching and learning through multiple intelligences.* Boston: Pearson Education Inc.

Cangelosi, J.S. (1992). *Systemic teaching strategies.* White Plains: Longman.

Charles, C.M. (1996). *The Canter model: Discipline through assertively managing behavior, building classroom discipline* (5th ed.). White Plains: Longman.

Funk, D. & Fay J. (1995). *Teaching with love and logic.* Golden: The Love and Logic Press Inc.

Gordon, T. (1974). *T.E.T. Teacher effectiveness training: For the classroom and Home.* New York: Peter Wyden.

Holcomb, E.L. (1996). *Asking the right questions.* Thousand Oaks: Corwin Press Inc.

Hymes, D.L. (1993). *Making sense of testing and assessment.* Arlington: American Association of School Administrators.

Jensen, E. (1998). *Teaching with the brain in mind.* Alexandria: Association for Supervision and Curriculum Development.

Landau, B.M. (2004). *The art of classroom management.* Upper Saddle River: Pearson Education, Inc.

Leman, K. (1985). *The birth order book.* New York: Dell Publishing Co.

Martin, G. & Pear, J. (1996). *Behavior modification: What it is and how to do it.* New Jersey: Prentice Hall.

Academic Honesty

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html

Americans with Disabilities Act (ADA)

In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services

may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, www.moreheadstate.edu/acs/ Students should contact the instructor by the second week of class if accommodations are needed.

Campus Safety Statement:
Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at http://www.moreheadstate.edu/emergency

Field Experience

The Field Experience is one of the most important activities in this course. Students are required to complete a ***minimum*** of 10 hours of attendance. Satisfactory completion of the field experience is required to pass the class.

Field Experience Information

What to Wear:

Students are to wear nametags during all observations. Dress conservatively and professionally. Your appearance should not call attention to yourself or distract the students in the classroom.

How to Get There:

Students are expected to arrange their own transportation to and from observations. If a student cannot make such arrangements, he/she indicate such on the schedule card that is submitted to the office of clinical and field experiences.

Where to Park:

Do not take parking places close to school buildings that might be designated for staff or special guests. Park on the far side of the parking lot and walk.

Where to Check In:

Always check in at the school's central office before going to the classroom for observation

Who to Tell:

Any information or impression of the school or teacher you observe is confidential. While we may discuss your experiences in class, and you will be writing about them, please refrain from discussing them outside of class.

How to Act:

Students are to follow the routine established by the classroom teacher for the class. Also, students are expected to follow procedures established for other students at the school, i.e. fire drills, assemblies, etc. The teacher's first priority is to their students in their classrooms. While you will find most teachers very cooperative and willing to help, your presence is not their primary responsibility. Enter your activities as smoothly and inconspicuously as possible. Please keep the appointment that has been scheduled. Also, it is very important that you be on time for your scheduled observation. Be there at the designated time and do not leave before the scheduled time.

Where to Get Help:

Should you have a problem that cannot be worked out with your cooperating teacher, please contact me or the Office of Clinical and Field Experiences in Ginger Hall.

What to Remember:

You are a guest in the school. Our field experience program depends upon your success.

CLASS SCHEDULE EDUC 482 M/W: Students are expected to read the chapters listed before they come to class.

Date	Topic	Assignment	Done	Points
Jan. 11	Payment deadlines/ WONG 1			
Jan 13th	Introduction to Course, First Days of School Values/Beliefs/Diversity/ Payment Deadlines	**Begin Reading: *A Child Called It*** *A Child Called It Reflection Due:* Feb 1 Web Due: Jan 20		
Jan 20	Present Webs/ Field Experience Introduction/ Rubrics/ Assessment Terms: Chapter 6 Wong 2/Discussion	**Web Due** Summary of Values and Beliefs: Due: Jan 25 Field Experience Log Due: April 12		
Jan 25	Assessment Analysis/Wong 3 Assessment Analysis: Chapter 13	*Begin Field Experience* Assessment Analysis is assigned, Due March 22 **Summary of Values and Beliefs Due**		
Feb 1	Assessment Chapter: 9 Feedback/Discussion: A Child Called It	Assessment Plan Assigned: Due Feb 15 ***A Child Called It* Book Reflection Due**		
Feb 8	Cultural Differences/Poverty CHAMPS # 3 /Assign Project Topics	Classroom Management Plan Assigned Due: Feb 22		
Feb 15	**EXAM I:** Assessment, Poverty Managing a Classroom, CHAMPS, *A Child Called It,*	**Begin Reading: *Beautiful Child*** We will discuss/quiz chapter sections/topics weekly Reflection Due: March 29 **Due: Assessment Plan**		
Feb 22	Library Activity: Integration	**Due: Classroom Management Plan** *In Class Assignment Due today*		
Mar 1	Behavior Modification/ Assertive Discipline/ Discussion: *Beautiful Child* 1-6 First Day Brochure	First Day Brochure Assigned, Due: March 8		
Mar 8	Wong 4/ *Beautiful Child* 7-12 Reality Therapy/Choice Therapy	**Due: First Day Brochure and RUBRIC**		
Mar 22	Judicious Discipline/ Power Teaching/Wong 5 Beautiful Child 13-24	**Assessment Analysis Due**		
Mar 29	Jones Model/Logical Consequences Wong 6 Beautiful Child: End	**Book Reflection: *Beautiful Child* Due**		
April 5	**EXAM II**			
April 12	**PRINCIPAL PANEL**	Panel Summary Due: April 19 **Field Experience Log Due**		
April 19	**PRESENTATIONS** TET / Wong 7	Beautiful Child Book Project Due: April 26 **Panel Summary Due** **Presentation Summaries Due**		
April 26	*Beautiful Child* Book Activity Wong 8	**Book Project Due**		
May 6	***Final Exam, 10:15-12:15***			