
COURSE INFORMATION

Earn two Graduate Level Professional Development Credits by completing a project based on the **Responsive Classroom Discipline Course**.

University of Massachusetts Global will award two semester hours of graduate level professional development credit based upon successful completion of course requirements. These credits are not part of a degree program but instead are used for professional advancement (such as salary increment steps and recertification). Students should seek approval of appropriate district or college officials before enrolling in these courses to satisfy any degree, state credential, or local school district requirements.

Course Requirements

1. Attend and participate in the Responsive Classroom course. You must register with Umass Global within two months of completing your course.
2. Complete coursework including a paper, 4 to 6 pages in length. Papers may be geared to K-6 students, staff, or others, based on your position.
3. Your paper must also include a title page which does not count towards the 4 to 6 pages of content. The title page must have:
 - Your name
 - Umass Global ID number (refer to confirmation letter)
 - Course number (refer to confirmation letter)
 - Title of the training and training date(s)
 - A brief (one paragraph) description of the training
 - The grade level, number of students, and any special information about the student population (e.g. at risk, ESL, etc.).
4. Complete your work individually; no group work is permitted.
5. Your paper should be typed and single-spaced, using 12-point font and one-inch margins.
6. Upon registration, you received a confirmation email with the name and email address of your grader. Send your coursework to that email address. **Do not** send your coursework to University of Massachusetts Global or Responsive Schools.
7. The final report is due six months from the date of your registration.

Grading

You will be graded on the overall quality of the paper, which includes the format, grammar, spelling, punctuation, required length, as well as inclusion of each of the components listed above. See the rubric below for specifics. Your report will not be returned to you. Grading may take up to four weeks from receipt of your paper. You will receive email confirmation when your grade is posted, with instructions on how to order a transcript. You will also receive a grade rubric by mail.

Requirements for the Response Paper

Below are the requirements for this two-credit response paper.

Activity 1

Teachers will plan and implement two Interactive Modeling opportunities that will teach two different routines, procedures, or transitions that students will need to know to experience success during the instructional day.

The Interactive Modeling lesson should include a connection to the classroom or school rules.

After creating and implementing the lessons, teachers should complete a reflection for each lesson which includes perceived impacts and outcomes. The reflections should also include how Interactive Modeling impacted the rules and the classroom or school discipline approach.

Each reflection should be 250-500 words, single-spaced, using 12-point font, with 1-inch margins.

Activity 2

Teachers will plan for and implement two lessons that directly teach prosocial skills and socially responsible behavior.

After creating and implementing the lessons teachers should complete a reflection for each to include perceived impacts and outcomes, including the impact on the discipline approach. Each reflection should be 250-500 words, single-spaced, using 12-point font, and 1-inch margins.

Activity 3

Use the assessment tools provided in the course Resource Book. The assessment tool used for each lesson should require teachers to self-assess, set a plan for improvement, and reflect on their progress toward the plan.

Teachers will need to select five of the following areas from the assessment tool in which to focus and complete the assessment and post-assessment reflection:

- Quiet Time
- Classroom Organization and Design
- Investing Students in the Rules
- Interactive Modeling
- Guided Discovery (elementary)
- Teacher Language
- Logical Consequences
- Problem Solving Conferences
- Individual Written Agreements
- Class Meeting
- Student-to-Student Conflict Resolution
- Role Play

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After completing the post-assessment reflection, teachers create a plan for improvement in one of the five selected areas.

Participants will:

- 1) Complete and submit 2 planned opportunities for Interactive Modeling for 2 different routines, procedures, or transitions, and a reflection for each after implementation,
- 2) Complete and submit 2 lesson plans that contain a focus on prosocial skills and socially responsible behavior and a reflection for each after implementation,
- 3) Complete the assessment tool and post-assessment in five areas, scan and submit a copy of their work,
- 4) Submit a video reflection with visuals describing how the coursework and independent project impacted their learning growth in the **Responsive Classroom Discipline** approach and the learning environment.

Grading

The following is a general rubric to guide grading:

You will be graded on the overall quality of the paper, which includes the format, grammar, spelling, punctuation, required length, and the inclusion of each of the components listed above. See the rubric given for your chosen assignment for specifics. Your report will not be returned to you. Grading may take up to four weeks from receipt of your paper. You will receive an email confirmation when your grade is posted, with instructions on how to order a transcript. You will also receive a grading rubric by mail.

RUBRIC: (180 points)

ACTIVITY 1. INTERACTIVE MODELING AND REFLECTION - 40 points

____ **10**– Creation and implementation of Interactive Modeling that supports the area for the plan of improvement.

____ **10**– Creation and implementation of Interactive Modeling of a routine, procedure, or transition, that supports social and behavioral competencies in a learning space.

____ **20**– Reflection for each Interactive Modeling experience describing the focus chosen and why, competencies addressed, and the outcome (**250-500 words each, single-spaced, 12-point font, 1-inch margins, etc.**)

ACTIVITY 2. PROSOCIAL SKILLS AND SOCIALLY RESPONSIBLE BEHAVIOR LESSON AND REFLECTION - 40 points

____ **10**– Creation and implementation of the two lessons that support the area for the plan of improvement.

____ **10**– Creation and implementation of a lesson that supports C.A.R.E.S. competencies in a learning space.

____ **20**– Reflection for each lesson including a description of the skill focus and describing the focus chosen and why the focus was chosen, competencies addressed, and the outcome (**250-500 words each, single-spaced, 12-point font, 1-inch margins, etc.**)

ACTIVITY 3. ASSESSMENT TOOL AND PLAN – 50 points

____ **20** – Completion of assessment tool and post-assessment reflection in five areas.

____ **25** – Creation of self-improvement plan in a priority area based on the results of the assessment tool to include a detailed explanation of the area of focus, specific *Responsive Classroom* resources that will be used to support growth, and a timeline outlining steps in the process and when the practice will be reassessed.

____ **5** – Correct format (**single-spaced, 12-point font, 1-inch margins, etc.**) grammar, spelling, and punctuation used

ACTIVITY 4. OVERALL VIDEO REFLECTION – 50 points

____ **50** – A 5 to 10 minute reflection video and visuals that describes the impact of the work of the independent student and provides a thorough response to each of the questions.