

Structure Project

EXAMPLE: Acceptable

Knowledge of the School

Educare is a program within Providence Public schools that is offered to students that have not succeeded in other school settings. Educare was originally a one year program where students can do credit recovery to graduate in one year. Now Educare has students in 9-12th grade. Educare is located within Classical High School, although it is not affiliated with Classical. Classical High School has 1200 students, less than one percent have IEPs and 504s. Classical lends two of their classrooms to the Educare program. Although Educare does not have it's own building it is an independent program. Educare will be moving to PCTA on November 9, 2009 and students will become part of that school.

Educare and Classical connect in no way. Educare students only leave those two rooms when going to the bathroom or going to lunch, which is held at a separate time than Classical student's lunch. All materials and resources used in the Educare program are located in one of the two classrooms. This includes small things like paper and pens to outside lines for phones, faxes, and copy machines. It is like their main office, conference room and classroom all rolled into one.

Educare has 31 students, two teachers, two teacher assistants, a social worker and a psychologist. There is one teacher and one teacher assistant in each of the two classrooms. One teacher teaches Mathematics and Science and the other teaches English and History. The social worker and psychologist come every Wednesday. Of the 31 students three are white, two are Asian, 16 are Hispanic and ten are African American. 19 students are female and 12 are male. This is a self-contained special education classroom; every student in the classroom has an IEP. The students that are enrolled in Educare must have IEPs to get into the program.

This school's entire population is located in two classrooms; there are 16 students in one classroom and 15 in the other. The students are age 14-20 and range from 9th grade to 12th grade. The teacher told me that nearly all of the students live below the poverty line. 25 of the students still live with their parents, two live in group homes and four live independently. Six students have children of their own, that is 20% of the student population at Educare. Last year 48% of Educare students graduated, 31% dropped out and 21% went on to another year at Educare.

are there any numbers reflecting the proficiency of the school population with regards to Reading, Writing, Math?

Although students with learning disabilities can be admitted into the program their academic performance must be near grade level otherwise they will struggle with the material. Students that continually present with problem behavior or have mental retardation are not accepted into the program. Educare, for the most part, will only take students that have learning disabilities, AD/HD, emotional disorders and other disability categories that do not affect intelligence. Also, students with poor attendance are not usually accepted.

The Educare program covers a lot of material over a short period of time, because of this students must be dedicated and work hard, if they are severely delayed they will not be able to complete the necessary work in the program. Educare does not make individual accommodations for student learning, they select students that they believe will learn well with the curriculum they have in place. Educare begins at 8:30 and ends at 12:15, this is convenient for many of the students who have young children or work to support their household. The program only offers academic subjects daily and Physical Education once a week. Students do not have a broad curriculum to pick from; they all take the same classes that are provided to them. There are no elective courses like most high schools.

Setting and Students

I spent majority of my time in the math classroom of one of the Educare classrooms. Educare is split up into two groups, group A and group B. Group A has 16 students and group B has 15 students. There are 2 freshman, 6 seniors, 4 juniors and 3 sophomores in Group A. There are 2 freshman, 4 sophomores, 3 juniors and 7 seniors in group B. There are 8 Hispanic students, 1 white students, 6 African Americans students and 1 Asian student for Group A. Group B's student composition is 8 Hispanic, 4 African American, 2 white and 1 Asian. Every two hours the groups switch classrooms. I usually would come for part of group A's math lesson and part of group B's lesson. Of the four specific students I observed there were two in group A and two in group B.

I spent most of my time in the Mathematics/Science classroom, but I observed each of the two groups in the English/History classroom as well. I would have liked to observe more in the English/History classroom more but the English teacher, Mr. Palumbo, preferred not to have visitors. The class Mr. Palumbo teaches in is a classical teacher's health class so he only gets to use it for part of the day. Because of this it is set up the way the Classical teacher wants it. Also, as a result of this, all of Educare's materials are in the math classroom. There are piles of empty boxes and books on the floor. There is a large television in the corner and a copy machine, fax machine and phone in the front of the classroom. This is incredibly distracting to the students. I observed four specific students for this project, Tom, Joe, Harry and Sally.

Tom is a seventeen year old male. His disability category is Emotional Disorder. He received an IEP in middle school when he was continually expelled from schools. He attended four schools Hopkins, Bridgham, Perry and Stuart and was kicked out of all of them for fighting. He never went to high school. When he was fifteen he was arrested for grand theft auto. He was arrested for grand theft auto again seven months later. He spent six months in juvenile hall and when he was released he was arrested for marijuana possession and was sent to training school in Cranston. Training school is part of the Rhode Island Corrections department whose goal is to rehabilitate troubled youth. After training school Tom was sent to a group home and attended Tides School. He was doing well at Tides so they recommended him to Educare. He hopes to move to independent living by next year.

Tom does well in school. He is always quiet and respectful. He does his class work and homework often and he rarely asks for help. He is performing on grade level in math and English. He is familiar with pre-algebra and can solve variable equations, substitute, find area and perimeter and graph.

Tom is quiet, kind and considerate. He gets along well and works well with everybody in the program and has a great ability to empathize with others. He has good communications skills and is very polite. He is remarkably intelligent, especially considering how much time he has spent out of school. He needs to work on not taking things from others or participating in taking things from others. He also needs to work on self-control and self-motivation. He likes Educare because he is able to make up credits so that he can graduate by the time he is 18. However the Educare program is not a challenge for him. I do not think it is not the most

appropriate place. His problem behaviors exist outside of the classroom and he is one grade level so I think he would benefit much more in a more inclusive environment.

Joe is an 18 year old male. He has a learning disability and behavior problems. His disability category is labeled as an Emotional Disorder. Joe was expelled from Mt. Pleasant and Feinstein and then he went to Central. He got kicked out of Feinstein for breaking into the principal's office. He was then sent to Mount Pleasant and he was expelled for throwing desks and breaking computers. He says he goes black and he cannot control himself. He felt like none of his teachers helped him when he did not understand something and then he would get frustrated. His guidance counselor at Central told him about Educare. He said he could control his behavior better because he wanted to stay in Educare because people care and help him if he tries. He volunteers at a non-violence center and has a job at an after school program. He wants to go to college for business.

Joe tries to do his work. He is passing his classes but often needs help from the teacher. He does well with teacher encouragement. He has struggles with math and if a teacher does not come to help him right away he will not do his work. When he does not understand something he will get up and move around the class and talk to other students. Occasionally, he may start a playful fight with a student. ^{Joe} Charles knows that if someone helps him with his work he won't do these things but does not see the point in not behaving this way if he does not understand and nobody is going to help them. Joe's math skills are at a 3rd grade level, he has significant difficulty in his math class but he feels he is adequately supported and does not feel discouraged. He has good reading comprehension when someone reads to him but he

has difficulty reading independently. He is not currently meeting assessment standards and will be referred for an alternate assessment.

Of the four students I am observing Joe appreciates this program the most. Before he came to Educare he was leaving class whenever he did not understand something and would have violent outbursts often. When he began at Central he decided he wanted to try harder to control his outbursts but he was still having trouble academically, which would lead to his behavior problems. Since he began at Educare he has not had any behavior problems. Although he still struggles academically he feels supported by his teachers and he wants to do whatever possible to make sure he stays in this program. He began taking medication this summer and he says it makes him feel a lot better. He believes that if it weren't for this program he would not graduate.

Joe is nice, friendly, he smiles a lot and he is open and honest. He wants to be well-behaved and he wants to get good grades in school. He is 18 and he does not have to be in school anymore but he is still trying. This is his fifth year and it shows a lot of self-motivation to apply to a new program and work on his behavior. He is easy to get along with when he is not exhibiting problem behavior. He also does a lot of extra work on himself outside of school. He volunteers at a non-violence center, where he gets counseling and helps others and he works in an after school program with children. I was surprised that Educare accepted him because his academic skills are not near grade level but the program is beneficial to him, he shows up every day and works to the best of his ability.

Sally is an 18 year old female. She has AD/HD and Oppositional Defiance Disorder. Her disability category is Emotional Disorder. She used to go to E-cubed but she left because she

was failing. She would get into a lot of fights and was disruptive in her classroom. She was often kicked out of class. She is extremely bright, she got a B+ in Algebra 2 but now she is doing pre algebra work and she does not feel challenged. Sally finishes all her work extremely quickly and then she has nothing to do. She walks around the classroom and talks with and distracts her classmates that are still working on their assignments. She has been told numerous times that she is the brightest student in Educare but that does not make her feel good. She has lots of friends and she talks well and is polite. Sally's reading, writing and math skills are all above a 12th grade level but her continual disruptive behavior has prohibited her from succeeding in regular education classrooms. Since she is not being challenged in Educare she is often out of her seat and distracting her classmates. She is never given work that would be more appropriate for her level of understanding. I think that Sally could have more interventions on the regular education level before sent to a program that is catered to students who have learning disabilities.

Harry is a 19 year old male. His disability category is a learning disability. He was in Mount Pleasant than he left and went to the Job Corp and then he enrolled in Educare. He does not have a job or do community service. He is kind and funny. He gets along and relates well to his peers. He feels that other schools were too hard for him but he loves Educare because they care and he gets to have a second chance. He does not think that there are opportunities like that anywhere else for a 19 year old student. Harry also gets to do credit recovery, so he is doing junior and senior year. He used to get in fights a lot but he doesn't anymore because he wants to stay in Educare and do well and graduate and go to college.

He struggles with basic math but comes to school everyday and puts forth effort. He is passing all of his classes but he struggles a lot with math, reading and writing. He struggles with do math calculations like addition and subtraction and multiplication and division. He is working on being able to represent numbers in a variety of forms, such as fractions and decimals, and being able to calculate area and perimeter with 80% accuracy. He is graded on effort as well as amount correct answers.

^{Harry}~~Victor~~ gets along with his peers and adults. He is polite and respectful. He is also very funny. He is respectful of the rules of the Educare program and he comes to school on time, every day. This program is ideal for ^{Harry}~~Victor~~ because he is able to achieve the goals of Educare but with some struggle. Although he struggles with computation he has good math concepts and he enjoys reading. Since he is 19 and needs to make up two years of school he probably would have had difficulty completing high school anywhere else.

Physical Arrangements

Since I spent most of my time in the math classroom I will focus on the physical arrangements of that class. This is also the classroom that the Educare team arranged for the students in the beginning of the year. For the most part students are able to behave appropriately in class. However, it does not seem that the physical arrangement helps them to do so.

The desks are located in the center of the classroom. They are scattered throughout, some are facing forward, some are facing the back wall and some are facing the door. There is no assigned seating. When students come in they sit at any desk and move it around to where they

want it. This may be up against a friend's desk or in the corner of the room by themselves. The teachers never indicate that they mind the desks being moved around. There is a narrow space between the teacher's desk and the student's desks.

For this particular group of students socializing is important. They have no breaks throughout the day and they are in a self-contained classroom. They need to be able to talk with one another, which is why they have ample group time. They show difficulty in being able to differentiate between group times and individual work time. Because of this the students should have assigned seats that are to face forward. Also, the classroom is very large and could easily hold a couple of tables where the students could go to do group work, instead of moving their desks which takes them much more time than is necessary.

Learning centers are important in a self-contained classroom. They are mixing a lot of student disabilities and sitting in one seat all day is unpleasant for all and impossible for many. In high school there are usually not learning centers within each classroom. This is because each class is dedicated to a specific subject. High school classrooms are also more minimally decorated and just have student desks in rows. Educare has two classrooms that are supposed to be dedicated to each of the teacher's subjects. One room is for science and math and the other is for English and History. However, within these classrooms there should be separate spaces for different activities because the students have difficulty staying in them for entire classes. Since the classroom is large there should be a separate area for group work with large tables, where the students can look at each other while working. They also do a lot of activities where they are writing on large paper that just will not fit on a small desk. There should also be a distinct area for books and materials that they can access easily. Right now

there are no clear areas for materials or to work other than the student's desks. There are also no study carrels. Since the students are supposed to spend most of their time involved in active engagement study carrels are not essential. However, it would be nice if the students could have access to a quiet place to study if they so choose. Often there are students who are done doing math work but have to work on an essay for English. They are unable to focus in the busy math class. If there was an area sectioned off they may not struggle as much with quiet studying. However, Educare is extremely limited on space and students are given ample time to do assignments so the absence of study carrels has not been detrimental so student success.

The students at Educare spend four days a week taking academic courses. They are able to take physical education on Friday's at another school's gym. This means that the students must take a bus to a school on the other side of town. Once they are there they are able to have a lot of physical activity for the entire day. The students really enjoy their time at the gym. It would be nice if there was something within Classical where they could have a little time for recreation on a daily basis. By the end of the day the students are tired and overworked, they have had an intense workload and they are much more prone to negative behaviors as a result. If they had just 20 minutes a day to do something recreational a lot of the end of the day behaviors would cease. This would mean that it would be essential for the teachers to develop an appropriate procedure and rules for out of class activities (Walker, 258)

There are no room dividers in the classrooms. Since there is so much in that classroom a room divider would be really helpful. They have piles of books and boxes that they do not

use. They take up unnecessary space and are distracting. There is also a copy machine in the front of the classroom that the students often migrate toward and play with when they are not working. The most distracting presence in the room is the telephone and fax machine area. This is also in the front of the classroom and since Educare is a school they receive many phone calls. The social worker comes in and makes phone calls to students who are out of school, whenever the phone rings or someone needs to make a phone call the students need to be redirected or cued back to their work. Ideally there should be a separate office but at the very least a room divider would be an excellent way to section off the distracting presences in that classroom, because they are necessary for the school to have but the classroom is not the appropriate place to have them. *yikes!*

This is the same for the storage areas. There are many empty boxes and resources for the teachers that are in a pile in the corners of the room. Things that will not be used or are used very infrequently should be stored in a closed off area. Ideally, the boxes should be thrown away and the old books and other materials that belong to classical should be taken out of Educare's classroom. There should also be clear bookcases and other storage areas so that they students can easily access the things they need (Walker, 257). At least once a visit I hear a student asking the teacher where he should find the materials he needs. If there was clearly labeled storage areas the students could just walk up to them and take what they need with disrupting the flow of the course. *good*

There are three doors and three windows in the Educare classroom. The three windows are very large and take up an entire wall. They go from the top of the radiator to the ceiling. The room has a lot of natural light. One of the blinds is broken so sometimes the sun is so

bright that it is difficult to see and distracting. All of the windows need shades so that the amount of light can be controlled. There is a door connecting the two Educare classroom but it is blocked by desks. There is also a door connecting the math classroom to an art teachers classroom. This is never used. Some other distinctive features of the classroom are the two teachers desks, there is one in the front of the class and one the side of the classroom. I think they should put tables at the side of the classroom and move both teacher's desks to the front. There is also the television and television stand that take up a lot of space in the classroom and distract the students from their work at times. This should be moved to an unused and unseen area, along with the copy machine, fax and phone.

One of the features of the classroom that is very well done is the walls and bulletin boards. The walls have limited signs, posters and art work on them. There is some information in the front of the class on community service and other resources for Educare students, along with a picture. Throughout the classroom there are posters that the students made about math rules and equations. They are minimally distracting and when a student forgets information they are usually able to get up and read it on the poster (Walker, 257). The amount of posters are limited to necessary information that is relevant to what the students are learning at the time.

The mobility pattern in the classroom is somewhat problematic. The students keep some of their work at school. They leave their math books and their math notebooks in piles titled Group A and Group B on top of the radiator, across the classroom from the door. The students have to walk through maze of desks to get their work. They also have to walk through the disorganized desks during the transition from math to English. The books and

notebooks should be kept at the front of the classroom by the door so students can gather their materials at the beginning of class and drop them off on their way out.

Temporal Arrangements

I was not able to get a concrete time schedule. Every time I went to observe it was different than the day before. The teachers said that it is constantly changing based on what the students need and the ability to go with the flow is essential to teaching Special Education. I think it is essential to have a clear daily schedule and procedure. When students know what they are going to be doing right away they are able to spend more of their time engaged in activities (Walker, 261). If the teacher's are spontaneously deciding which class they are going to teach and how they are going to design their lesson then students will have difficulty easing into the lesson.

After asking several different ways I got one teacher to tell me that he gets each group once each day, usually. Group A begins at around 8:30 and goes until around 10:15 and then group B goes from 10:15 until 12:15. The program begins at 8:15 with homeroom and ends at 12:30 Monday- Thursday. On Fridays the students go to another building for Physical Education. The math teacher begins his class with a problem of the day then he does a little lecture, then they do group work, then they go over group work and finally he wraps it up. Then group A goes to English/history, English is everyday, history is every other day or once of twice a week depending. When asked how they do this the teacher could not answer definitively, sometimes he will spend half his class teaching history and half teaching English and sometimes he teaches one subject for the entire lesson, depending on the rhythm of the day. They are also supposed to have science but when I asked when they have science the

teacher said "it doesn't matter anyway because I don't teach science because I don't have books."

The first thing these students need is a concrete schedule. Since the program is four hours long it should be broken into four hours. A more successful schedule might look like this:

Group A Schedule

8:15-8:30- Homeroom

8:35- 9:30- English

9:35-10:30- Math

10:35-11:30- History

11:35-12:30- Science

12:30- Dismissal

Group B's schedule would be the opposite. While Group A is in English Group B would be in math and while Group A is in History Group B would be in Science. If the program wants to dedicate more time to English and Math they can make a schedule with more time dedicated to these subjects, but it is inappropriate to indicate that they teach them and then completely ignore them. At the very least the teacher's should think about how they want to arrange the day and make a schedule for the students and stick to it. Lacking a decisive schedule makes transitions extremely difficult for the students because they never know what they are doing. They are unsure when class will end or what they will be doing next. They are abruptly told that they are moving to the next room and they are loud and disruptive when moving through the hallways. Even if they had a warning it might be smoother but also have the same daily expectations are essential in high school (Walker, 260).

No doubt student behavior impacts whether teachers impose transition at all

Good

During class the math teacher provides a structured lesson that is implemented consistently. The students can expect to spend 10 minutes working on the "do-now" problem on the board while they settle in. The "do-now" problem is usually something they went over at length the day before. This gives students time to settle into class at their own pace and answer the problem on the board. When the ten minutes are over he does a half hour of introducing a new concept or going over an old topic. If the students understand quickly he assigns them to group work, if they need more explanation he may stand up longer. The students know that every day when the teacher is done lecturing they will do group work so they are prepared for the transition. One difficulty that arrives with this is the desk arrangement which causes the students to spend too much time organizing their groups. They are allotted time to work in groups, usually a half hour and he periodically, throughout the lesson, lets them know how much time they have left for group work, The students also know that when they are done with group work they will go over their answers. The problem is that he does not prepare them for how long they have to go over the work they have done and sometimes they run out of time and the students do not get all the answers they need. This makes the transition even more difficult because the students are frustrated. A problem that is consistently presented in the class is that there is never anything for students who finish their work quickly to do. Sally is very smart and she finishes within minutes of the assignment. She also has AD/HD and does not know what to do with herself for the remainder of the time. She interrupts other students work to socialize and then they are unable to finish. A plan needs to be made for extending the lesson to students who understand easily and work quickly so that they can continue learning and leave others to their work.

- Any ideas?

Worse than when they run out of time is when they finish faster than expected and the teacher has not prepared another activity. This is where the behavior students are likely to engage in problem behaviors, such as being out of seats and fighting. - suggestions?

Rules

Walker states that rules are "the specification of a relation between two events and may take the form of instruction, direction or principle." It was also difficult to find out exactly what the rules of the program and the classroom were. It is important for students to be part of the rule making for the program and classroom (class discussion). They need to understand what is expected of them and what actions will be taken if rules are not followed. When I initially asked what the rules of the classroom were students and teachers answered with zero tolerance. Zero tolerance does not really teach students how they should behave and does not work for students with behavior problems (class discussion). Many of the students said they do not behave poorly because the program does not tolerate it and they will get kicked out. It seems like that may be a good motivator for the students because they want to stay in Educare, however, it puts a lot of pressure on them. I am concerned that a good student who really wants to be there might have one of those days where the exhibit inappropriate behavior. - exactly

Rules were not posted on the wall or gone over with the students until there were some behavior problems at the gym one day. The teachers, social workers, and teacher assistants decided to tell the students what their rules and expectations are. They reiterated that they are not a behavior program. They told the students that during physical education they must stay in the gym and practice safety. They also encouraged the students to make good choices and - Not collaboratively developed? Did they post the rules?

encourage their peers to make good choices. They told the students that if they cannot behave in PE that they would write reports every week instead of going to PE. The rules for the program were that they are not allowed to wander the halls. They expect students to meet them halfway, come to school everyday, do class work and homework and to remember that the teachers are there to help.

The problems at the gym could have been prevented if they had clearly stated rules. If the students knew how they were supposed to behave they would have been more likely to behave that way (class discussion). Some of the rules are not positively stated, ^{especially} ~~expect~~ the rule about no wandering the halls. The rule could be changed to stay in the classroom unless given a hallway pass. Otherwise the expectations are positive and realistic. They clearly tell students what they should be doing and they are things that they are capable of doing.

For the most part the program has good rules and expectations. They need to establish a set of reasonable consequences for behavior because not all behavior should get students expelled. They need to know what will happen if they do not do their homework or if they yell at someone. They have no guidelines on how to act and they think everything they do can potentially get them expelled. They need to know there is room for mistakes. They also need to be reminded of rules frequently not just after problem behavior and the rules should be posted on a classroom wall and/or given as a handout to the students.

? Recommendations for acknowledging rule following behavior

Group Composition

Students range from freshman to seniors; that's ages 14 to 20. There is an almost equal mix of male to female and most students have at least some learning difficulties as a result of

LD or ED. Some students have more severe learning disabilities than others but all are close to the same academic performance to qualify for Educare. I think the age grouping is too extreme. Teacher purposely groups students of extremely different levels and puts freshman with seniors. He usually does not place students with friends. Individuals are placed in groups without like sexed peers. All of Educare is a group composition of dramatically differently aged peers. Individuals that are not willing to do group activities are asked to work in groups anyway.

Many of these practices are inappropriate for a group setting. Students should not have such a significant age gap. The freshman and seniors do not get along and are forced to work with one another. The seniors often have conversations that are inappropriate for school but can influence young children. When they place freshman and seniors together, or students with drastically different learning levels, their intention is that students will learn from their peers. However, what ends up happening is that the student who understands the material does not want to be held up explaining information to someone who is struggling. Also when they place students who would prefer to work alone, they act out and the group easily becomes distracted and does not accomplish anything.

Despite some of the problems with the mixed age groups and with the smaller grouping, the group as a whole works well together most of the time. Most of them are friends and stand up for each other. There was an incident between Joe and one of the teacher assistants and all of the students were on Joe's side. They said she provoked him and that he did not do anything wrong. Since there is not a concrete schedule at Educare the students have a lot of say in how their day flows. Unfortunately, the constant reminder of the no tolerance rules

Stage of group?
Development 1, 2, 3 & Supporting observations?

reminds the students that they have a very limited control over what they do. Educare does often have class meeting where the students discuss how they are doing and talk about issues that arise in the program. This is an open forum where students have the opportunity to say what is on their mind and it also gives them the chance to give their input in a given situation

Summary

Educare is a program that is offered to students who have not succeeded in other high school settings. Although they originally only accepted students that would be graduating within one year, they now accept freshman as well. Educare is a school but it is located in Classical's building. They have a small student population of 31 students. Every student has an IEP.

The physical structure of the room is poor because it is so disorganized. It lacks separated work spaces and has too many distracting occurrences. In order for the room to be less distracting they need to move the materials they do not use somewhere else and find a new home for the fax machine, copy machine and telephone. The students are very responsive to their environment and when the teacher's instruction is interrupted the students have difficulty getting back on task. The classroom does not support the students. Educare as a program needs a more specific schedule. The teachers need to create a clear schedule so students are able to transition more easily and are more aware of what they are doing day to day as well as in class.

The rules and expectations for Educare were initially unclear but after they went over them with the students they seemed fair. The clearly stated what they wanted the students to

References

1. Walker, James E., Shea, Thomas M., Bauer, Anne M. (2007). *Behavior Management*. Ohio: Pearson.

do but they should also explain to students what will happen when they fail to do something. They say they will get kicked out for fighting but there are other behaviors that students engage in that may require a different consequence other than expulsion. Educare threatens a lot of punishment and should work on encouraging their students more. They are constantly reminded of what can be taken away.

The classrooms physical and temporal structure cannot encourage positive behavior because it is too chaotic. So many people are in and out and using the phone the there is no flow to instruction. There schedule is also subject to change on a daily basis. This dramatically increases the likelihood of problem behaviors. The teachers of Educare care about the students and want them to succeed they say they have a zero tolerance policy but they try to work with each of their students as much as possible. They ask that students try their best, come every day and do their work. Students appreciate that they are in an environment where their motivation counts. They all know that if they come and work hard they will be able to graduate and that the teachers will help them in anyway possible. Educare is a program set up on with student self motivation in mind and that is what keeps the students focused. They want to succeed and they want to graduate.

-in house phone

Research

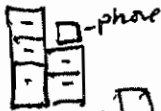
Chalk board

Copy machine

DOOR

Books

projector



Table

Teacher Desk

DOOR

WINDOW

Book Shelves

group tasks

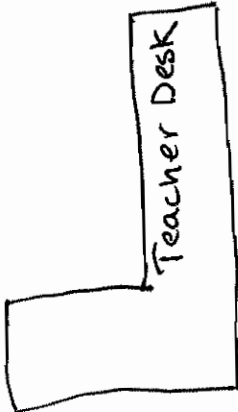
WINDOW

group B task



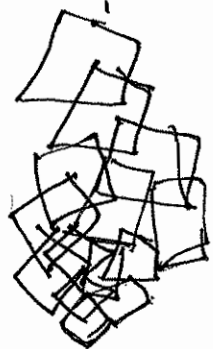
bulletin

35ft



Teacher Desk

-pile of boxes

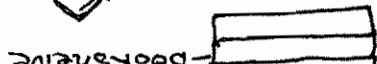


TV STAND

TV

posters

35ft



DOOR FRAME



DOOR

Special Education 310
 Rubric
 Structure Project
 Rhode Island Beginning Teacher Standard #6

Teachers create a learning environment that encourages appropriate standards of behavior, positive social interaction, and active engagement in learning and self-motivation.

Indicators:

- 6.1 Use principles of effective classroom management to establish classrooms in which clear rules and standards of behavior are maintained.
- 6.2 Establish a safe and secure environment.
- 6.3 Organize and allocate the resources and materials and physical space to support active engagement of students.
- 6.4 Provide and structure the time necessary to explore important concepts.
- 6.5 Help students establish a classroom environment characterized by mutual respect and intellectual risk taking.
- 6.6 Create learning groups in which students learn to work collaboratively and independently.
- 6.7 Communicate clear expectations for achievement that allow students to take responsibility for their own learning.

Each area of the report is evaluated in accordance with the following:

- 1 Does not meet standard
- 2 Emerging
- 3 Meets standard
- 4 Exceeds standard

	Exceeds Standard	Meets Standard	Emerging	Does Not Meet Standard	<i>thoughts</i>
Knowledge of School (4 points)	Describes in detail with full understanding of the school setting each of the following: 1. Number of students, 2. Make up of student population, 3. Number of teachers, 4. Academic performance of school, and 5. Number of students receiving special education services.	Describes in detail with adequate understanding of the school setting each of the following: 1. Number of students, 2. Make up of student population, 3. Number of teachers, 4. Academic performance of school, and 5. Number of students receiving special education services.	Describes in limited terms the school setting inclusive of minimally three of the following: 1. Number of students, 2. Make up of student population, 3. Number of teachers, 4. Academic performance of school, and 5. Number of students receiving special education services.	Describes in limited terms less than three of the following: 1. Number of students, 2. Make up of student population, 3. Number of teachers, 4. Academic performance of school, and 5. Number of students receiving special education services.	
Setting and Students (4 points)	The specific setting and four students are comprehensively described	The specific setting and four students are adequately described inclusive of:	The specific setting and four students are minimally described inclusive of:	The specific setting and four or less students are described in broad general	

	<p>inclusive of:</p> <ol style="list-style-type: none"> 1. Chronological age, 2. Gender, 3. Disability Label, 4. Level of academic functioning, 5. Personal and social skills, and 6. Unique individual characteristics. 	<ol style="list-style-type: none"> 1. Chronological age, 2. Gender, 3. Disability Label, 4. Level of academic functioning, 5. Personal and social skills, and 6. Unique individual characteristics. 	<ol style="list-style-type: none"> 1. Chronological age, 2. Gender, 3. Disability Label, 4. Level of academic functioning, 5. Personal and social skills, and 6. Unique individual characteristics. 	terms.	
<p>Spatial Arrangements (4 points)</p>	<p>The physical structure of the room is comprehensively described inclusive of each of the following:</p> <ol style="list-style-type: none"> 1. Location of desks and student assignment to desks, 2. Learning centers, 3. Recreation centers, 4. Room dividers, 5. Study carrels, 6. Storage areas, 7. Windows, 8. Other distinctive features, 9. Mobility patterns for students, and 10. Task cards and work completed folders if used. <p>A detailed floor plan is provided. The physical environment is thoughtfully reviewed in terms of influencing behavior with reference to Chapter nine as appropriate. Aspects of the environment to be maintained and aspects to be changed are noted and a thoughtful rationale for each provided.</p>	<p>The physical structure of the room is adequately described inclusive of each of the following:</p> <ol style="list-style-type: none"> 1. Location of desks and student assignment to desks, 2. Learning centers, 3. Recreation centers, 4. Room dividers, 5. Study carrels, 6. Storage areas, 7. Windows, 8. Other distinctive features, 9. Mobility patterns for students, and 10. Task cards and work completed folders if used. <p>A detailed floor plan is provided. The physical environment is reviewed in terms of influencing behavior with reference to Chapter nine as appropriate. Aspects of the environment to be maintained and aspects to be changed are noted and a rationale for each provided.</p>	<p>The physical structure of the room is minimally described inclusive of eight of the following:</p> <ol style="list-style-type: none"> 1. Location of desks and student assignment to desks, 2. Learning centers, 3. Recreation centers, 4. Room dividers, 5. Study carrels, 6. Storage areas, 7. Windows, 8. Other distinctive features, 9. Mobility patterns for students, and 10. Task cards and work completed folders if used. <p>A simple floor plan is provided. The physical environment is reviewed in terms of influencing behavior. Aspects of the environment to be maintained and aspects to be changed are noted and a limited rationale for each provided.</p>	<p>The physical structure of the room is minimally described inclusive of eight or less of the following:</p> <ol style="list-style-type: none"> 1. Location of desks and student assignment to desks, 2. Learning centers, 3. Recreation centers, 4. Room dividers, 5. Study carrels, 6. Storage areas, 7. Windows, 8. Other distinctive features, 9. Mobility patterns for students, and 10. Task cards and work completed folders if used. <p>The floor plan and reflection specific to the influence of the environment on behavior and suggested changes are superficial.</p>	
<p>Temporal Arrangements (4 points)</p>	<p>A detailed copy of the daily and weekly schedule is provided. A thoughtful reflection is included inclusive of aspects of the</p>	<p>A copy of the daily and weekly schedule is provided. An adequate reflection is included inclusive of aspects of the schedule, which are</p>	<p>A copy of the daily and weekly schedule is provided. A limited reflection is included inclusive of aspects of the schedule, which are</p>	<p>Daily and weekly schedules lack detail. Reflection section is minimal or not included.</p>	

	schedule, which are appropriate, and aspects, which require change, with reference to Chapter 8 as appropriate.	appropriate, and aspects, which require change, with reference to Chapter 8 as appropriate.	appropriate, and aspects, which require change.		
Rules (4 points)	<p>A list of classroom rules is provided and thoughtfully critiqued inclusive of consideration of each of the following:</p> <ol style="list-style-type: none"> 1. Are the rules developmentally appropriate? 2. Were the rules collaboratively developed? 3. Are the rules few in number? 4. Are the rules positively stated? 5. Are the rules appropriately posted? 6. Are the rules periodically reviewed? 7. Is rule following behavior positively reinforced? 8. What are the procedures when a rule is violated? <p>Thoughtful suggestions, demonstrating full understanding of the rule setting process and or the rules is included? Reference to Chapter 8 in the text is included.</p>	<p>A list of classroom rules is provided and adequately critiqued inclusive of consideration of each of the following:</p> <ol style="list-style-type: none"> 1. Are the rules developmentally appropriate? 2. Were the rules collaboratively developed? 3. Are the rules few in number? 4. Are the rules positively stated? 5. Are the rules appropriately posted? 6. Are the rules periodically reviewed? 7. Is rule following behavior positively reinforced? 8. What are the procedures when a rule is violated? <p>Appropriate suggestions, demonstrating full understanding of the rule setting process and or the rules is included? Reference to Chapter 8 in the text is included.</p>	<p>A list of classroom rules is provided with adequate consideration of at least six of the following:</p> <ol style="list-style-type: none"> 1. Are the rules developmentally appropriate? 2. Were the rules collaboratively developed? 3. Are the rules few in number? 4. Are the rules positively stated? 5. Are the rules appropriately posted? 6. Are the rules periodically reviewed? 7. Is rule following behavior positively reinforced? 8. What are the procedures when a rule is violated? <p>Suggestions for change are superficial or not provided.</p>	<p>A list of classroom rules is provided with adequate consideration of less than six of the following:</p> <ol style="list-style-type: none"> 1. Are the rules developmentally appropriate? 2. Were the rules collaboratively developed? 3. Are the rules few in number? 4. Are the rules positively stated? 5. Are the rules appropriately posted? 6. Are the rules periodically reviewed? 7. Is rule following behavior positively reinforced? 8. What are the procedures when a rule is violated? <p>Suggestions for change are superficial or not provided.</p>	
Group Composition Group Process (4 points)	<p>The composition of the group is comprehensively described with reference to the guidelines for group composition as included in Chapter 8. The stage of group development for the group and individual students is specified. Examples demonstrating full</p>	<p>The composition of the group is adequately described with reference to the guidelines for group composition as included in Chapter 8. The stage of group development for the group and individual students is specified. Examples demonstrating</p>	<p>The composition of the group is minimally described. Examples demonstrating understanding of group composition are provided. Group processes are minimally described inclusive of classroom examples when available.</p>	<p>Group composition and group process are superficially described. Examples are inappropriate or not provided.</p>	

	<p>understanding of group composition are provided. Group processes described in Chapter 9 are comprehensively described inclusive of classroom examples when available. Uses of group processes within the context of the current setting are thoughtfully discussed indicating usefulness in influencing behavior within the setting.</p>	<p>understanding of group composition are provided. Group processes described in Chapter 9 are adequately described inclusive of classroom examples when available. Uses of group processes within the context of the current setting are adequately discussed indicating usefulness in influencing behavior within the setting.</p>	<p>Uses of group processes within the context of the current setting are minimally discussed indicating usefulness in influencing behavior within this setting.</p>		
<p>Summary (4 points)</p>	<p>The summary section provides a comprehensive review of the physical environment, temporal arrangements, rules and group composition/process demonstrating critical thinking skills within the context of the Rhode Island Beginning Teacher Standard #6 and the related indicators; Teachers creates a learning environment that encourages appropriate standards of behavior, positive social interaction, and active engagement in learning and self-motivation.</p>	<p>The summary section provides an adequate review of the physical environment, temporal arrangements, rules and group composition/process demonstrating critical thinking skills within the context of the Rhode Island Beginning Teacher Standard #6 and the related indicators; Teachers creates a learning environment that encourages appropriate standards of behavior, positive social interaction, and active engagement in learning and self-motivation.</p>	<p>The summary section provides a limited review of the physical environment, temporal arrangements, rules and group composition/process within the context of the Rhode Island Beginning Teacher Standard #6 and the related indicators; Teachers creates a learning environment that encourages appropriate standards of behavior, positive social interaction, and active engagement in learning and self-motivation.</p>	<p>The summary section provides a superficial review of the physical environment, temporal arrangements, rules and group composition/process within the context of the Rhode Island Beginning Teacher Standard #6 and the related indicators; Teachers creates a learning environment that encourages appropriate standards of behavior, positive social interaction, and active engagement in learning and self-motivation.</p>	
<p>Writing Style (4 points)</p>	<p>The student's written communication effectively presents ideas in an organized fashion and free of mechanical errors (spelling, syntax, grammar, and usage).</p>	<p>The student's written communication effectively presents ideas in an organized fashion with a few minor mechanical errors (spelling, syntax, grammar, and usage).</p>	<p>The student's written communication effectively presents ideas in an organized fashion but with many mechanical errors (spelling, syntax, grammar, and usage).</p>	<p>The student's written communication does not present ideas in an organized fashion and demonstrates minimal competence in the proper mechanics of writing (spelling, syntax, grammar, and usage).</p>	

Structure Project

SPED 310-03 Fall 2009



	score
Knowledge of School (4 points)	4
Setting and Students (4 points)	4
Physical Arrangements <i>Good Critique</i> (4 points)	4
Temporal Arrangements <i>Excellent Viewpoint</i> (4 points)	4
Rules (4 points)	3
Group Composition Group Process (4 points)	2
Summary (4 points)	4
Writing Style (4 points)	3
Total	28/ 32

Summary: *Well done, you made a number of suggestions about how this program could be improved.*

Professor: *[Signature]*

Date: *11/2/09*