

GBC Class/Course Assessment Report

Course Prefix, Number, and Title: EDSP453 Behavior Management & Social-Emotional Learning in the Classroom
Section Number(s): 1001
Department: Education Department

Instructor: Mrs. Kimberly Noah
Academic Year: 2021-2022
Semester: Fall 2021
Is this a GenEd class? Yes ___ No X

Complete and submit your assessment report electronically to your department chair. As needed, please attach supporting documents and/or a narrative description of the assessment activities. You may use as many or as few outcomes as necessary.

Class/Course Outcomes	Assessment Measures	Assessment Results	Outcome Results Analysis
<p>In the boxes below, summarize the outcomes assessed in your class or course during the last year. If this is a GenEd class, include the appropriate GenEd objectives.</p>	<p>In the boxes below, summarize the methods used to assess course outcomes during the last year. Include the criterion you'll use to judge whether or not students have achieved the expected outcome.</p>	<p>In the boxes below, summarize the results of your assessment activities during the last year. Include your judgment as to whether or not the criterion for student achievement has been met.</p>	<p>In the boxes below, please reflect on this outcome's results and summarize how you plan to use the results to improve student learning.</p>
<p>Outcome #1:</p> <p>Objective One: Understand and identify a variety of models, methods, and approaches for recognizing and responding to behaviors in children and youth.</p> <p>IntASC Standards: Standard 1: Learner Development, Standard 2: Learning Differences</p>	<p>Assessment Measures:</p> <p>1. Discussions Understanding Behavior in Children and Youth-Vignette Discussions 1.1-1.3 (19.75/25=79%) Family/Professional Partnerships-Vignette Discussions 2.1-2.3 (21.4/25=86%) Ensuring Ethical Practices in the Delivery of PBIS-Vignette Discussion (22.08/25=88%)</p> <p>2. Weekly Assignments Case Studies: Establishing Classroom Norms and Expectations (41.93/50=84%) Case Study: Encouraging Appropriate Behaviors Level B (41.05/50=82%) Chapter 4: Prevention through Effective Instruction-Activities to Extend Your Learning pgs. 101-102 (44.35/50=89%) Case Study: Encouraging Appropriate Behaviors: Level C (39.4/50=79%)</p> <p>3. Mid-term IRIS: Addressing Disruptive and NonCompliant Behaviors (Part 1): Understanding the Acting-Out Cycle (40.35/50=81%) Mid-Term IRIS Post-Test score & Reflection (84.25/100=84%)</p> <p>4. Final project IRIS: Addressing Disruptive and Noncompliant Behaviors (Part 2): Behavioral Interventions 116.15/150 (77%)</p>	<p>Results:</p> <p>Discussions=84% Understanding Behavior in Children and Youth-Vignette Discussions 1.1-1.3 (19.75/25=79%) Family/Professional Partnerships-Vignette Discussions 2.1-2.3 (21.4/25=86%) Ensuring Ethical Practices in the Delivery of PBIS-Vignette Discussion (22.08/25=88%)</p> <p>2. Weekly Assignments=83.5% Case Studies: Establishing Classroom Norms and Expectations (41.93/50=84%) Case Study: Encouraging Appropriate Behaviors Level B (41.05/50=82%) Chapter 4: Prevention through Effective Instruction-Activities to Extend Your Learning pgs. 101-102 (44.35/50=89%) Case Study: Encouraging Appropriate Behaviors: Level C (39.4/50=79%)</p> <p>3. Mid-term=82.5 % IRIS: Addressing Disruptive and NonCompliant Behaviors (Part 1): Understanding the Acting-Out Cycle (40.35/50=81%) Mid-Term IRIS Post-Test score & Reflection (84.25/100=84%)</p> <p>4. Final project=77% IRIS: Addressing Disruptive and Noncompliant Behaviors (Part 2): Behavioral Interventions 116.15/150 (77%)</p>	<p>1. Results Analysis: In the measures that were used to assess this outcome students met the criterion under three of the four measures. The one measure that was not met was the Final Project. Note: The one measure that was not met (The Final Project) included the following: 1 test student score & 1 score of a student who did not complete the course. If these scores are taken out, then the criterion would have been met.</p> <p>2. Action Plan:</p> <ul style="list-style-type: none"> A. Make sure to excuse the test student from each assignment, so that this score is not factored in. B. Find a way to remove the test student from the class roster. C. Change some of the discussion posts or case study assignments to peer reviews, so that students are getting the opportunity to see and evaluate other class member's work and perception from the

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	<p>Criterion for achievement: Criterion for achievement: 80% of students will score 80% or higher on each measurement</p>	<p>Criterion Met: Yes/No YES-3 Criterion were met: Discussions, Weekly Assignments and Mid-Term NO-1 criterion was not met- test student score & a score of a student who did not complete the course was factored in. If these scores are taken out, then the criterion would have been met.</p>	<p>assignments. This also helps students practice using and scoring rubrics. D. Re-write the directions and update the rubric for the IRIS Final Project so that the directions are clearer. Students need to understand that supporting their answers with evidence from the Module and citing the evidence in their writing is an essential component of this assignment.</p>
<p>Outcome #2: Objective Two: Examine & use tools for collecting and analyzing behavior data in a classroom environment. InTASC Standards: Standard 6: Assessment</p>	<p>Assessment Measure: 1. Discussions Ensuring Ethical Practices in the Delivery of PBIS-Vignette Discussion (22.08/25=88%) Understanding Functional Behavior Assessment: Chapter 5 Vignette Discussions(22.68/25=91%) Building Habits of Effective Practice Webinar (18/20=90%) 2. Weekly Assignments Case Studies: Establishing Classroom Norms and Expectations 41.93/50 (84%) Case Study: Encouraging Appropriate Behaviors: Level B (41.05/50=82%) Case Study: Encouraging Appropriate Behaviors: Level C (39.4/50=79%) Building Habits of Effective Practice Webinar (18/20=90%) 3. Mid-term IRIS: Addressing Disruptive and NonCompliant Behaviors (Part 1): Understanding the Acting-Out Cycle (40.35/50=81%) Mid-Term IRIS Post-Test score & Reflection (84.25/100=84%) 4. Final project IRIS: Addressing Disruptive and Noncompliant Behaviors (Part 2): Behavioral Interventions 116.15/150 (77%) Criterion for achievement: Criterion for achievement: 80% of students will score 80% or higher on each measurement</p>	<p>Results: 1. Discussions=89.6% Ensuring Ethical Practices in the Delivery of PBIS-Vignette Discussion (22.08/25=88%) Understanding Functional Behavior Assessment: Chapter 5 Vignette Discussions(22.68/25=91%) Building Habits of Effective Practice Webinar (18/20=90%) 2. Weekly Assignments=83.75% Case Studies: Establishing Classroom Norms and Expectations 41.93/50 (84%) Case Study: Encouraging Appropriate Behaviors: Level B (41.05/50=82%) Case Study: Encouraging Appropriate Behaviors: Level C (39.4/50=79%) Building Habits of Effective Practice Webinar (18/20=90%) 3. Mid-term =82.5 % IRIS: Addressing Disruptive and NonCompliant Behaviors (Part 1): Understanding the Acting-Out Cycle (40.35/50=81%) Mid-Term IRIS Post-Test score & Reflection (84.25/100=84%) 4. Final project=77% IRIS: Addressing Disruptive and Noncompliant Behaviors (Part 2): Behavioral Interventions 116.15/150 (77%) Criterion Met: Yes/No YES-3 Criterion were met: Discussions, Weekly Assignments and Mid-Term NO-1 criterion was not met- test student score & a score of a student who did not complete the course was factored in. If these scores are</p>	<p>1. Results Analysis: In the measures that were used to assess this outcome students met the criterion under three of the four measures. The one measure that was not met was the Final Project. Note: The one measure that was not met (The Final Project) included the following: 1 test student score & 1 score of a student who did not complete the course. If these scores are taken out, then the criterion would have been met. 2. Action Plan: A. Include objective and purpose in discussion post directions.</p>

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		taken out, then the criterion would have been met.	
<p>Outcome #3: Objective Three: Evaluate and develop behavior interventions, supports, and goals for increasing positive and appropriate behaviors, social-emotional & academic development for general and special education classrooms.</p> <p>InTASC Standards: Standard 9: Professional Learning and Ethical Practice</p>	<p>Assessment Measures:</p> <p>1. Discussions Family/Professional Partnerships-Vignette Discussions 2.1-2.3 (21.4/25=86%) Ensuring Ethical Practices in the Delivery of PBIS-Vignette Discussion (22.08/25=88%) Understanding Functional Behavior Assessment: Chapter 5 Vignette Discussions(22.68/25=91%) Evaluating Positive Behavioral Interventions & Supports Vignettes 1-3 (10.95/25=76%)</p> <p>2. Weekly Assignments Chapter 8-Teaching Procedures-Practical Application & Reflection (21.68/25=87%) Building Habits of Effective Practice Webinar (18/20=90%)</p> <p>3. Mid-term IRIS: Addressing Disruptive and NonCompliant Behaviors (Part 1): Understanding the Acting-Out Cycle (40.35/50=81%) Mid-Term IRIS Post-Test score & Reflection (84.25/100=84%)</p> <p>4. Final project IRIS: Addressing Disruptive and Noncompliant Behaviors (Part 2): Behavioral Interventions 116.15/150 (77%)</p> <p>Criterion for achievement:Criterion for achievement:80% of students will score 80% or higher on each measurement</p>	<p>Results:</p> <p>1. Discussions=85.25% Family/Professional Partnerships-Vignette Discussions 2.1-2.3 (21.4/25=86%) Ensuring Ethical Practices in the Delivery of PBIS-Vignette Discussion (22.08/25=88%) Understanding Functional Behavior Assessment: Chapter 5 Vignette Discussions(22.68/25=91%) Evaluating Positive Behavioral Interventions & Supports Vignettes 1-3 (10.95/25=76%)</p> <p>2. Weekly Assignments=88.5% Chapter 8-Teaching Procedures-Practical Application & Reflection (21.68/25=87%) Building Habits of Effective Practice Webinar (18/20=90%)</p> <p>3. Mid-term=82.5% IRIS: Addressing Disruptive and NonCompliant Behaviors (Part 1): Understanding the Acting-Out Cycle (40.35/50=81%) Mid-Term IRIS Post-Test score & Reflection (84.25/100=84%)</p> <p>4. Final project=77% IRIS: Addressing Disruptive and Noncompliant Behaviors (Part 2): Behavioral Interventions (116.15/150 =77%)</p> <p>Criterion Met: Yes/No YES-3 Criterion were met: Discussions, Weekly Assignments and Mid-Term NO-1 criterion was not met-test student score & a score of a student who did not complete the course was factored in. If these scores are taken out, then the criterion would have been met.</p>	<p>1. Results Analysis: In the measures that were used to assess this outcome students met the criterion under three of the four measures. The one measure that was not met was the Final Project. Note: The one measure that was not met (The Final Project) included the following: 1 test student score & 1 score of a student who did not complete the course. If these scores are taken out, then the criterion would have been met.</p> <p>2. Action Plan: A. Re-examine assignments or add assignments that focus on course Objective 3 more in depth.</p>
<p>Outcome #4: Objective Four: Research, identify, and implement effective classroom management techniques that build and foster student-centered classroom environments.</p> <p>InTASC Standards: Standard 3: Learning Environments, Standard</p>	<p>Assessment Measures:</p> <p>1. Discussions Family/Professional Partnerships-Vignette Discussions 2.1-2.3 (21.4/25=86%) Extrinsic vs Intrinsic Motivation (18.33/20=92%) Chapter 13 Rules and Consequences (19.6/25=78%)</p> <p>2. Weekly Assignments Chapter 8-Teaching Procedures-Practical Application & Reflection (21.68/25=87%) Case Study:Encouraging Appropriate Behaviors: Level B (41.05/50=82%)</p>	<p>Results:</p> <p>Assessment Measures:</p> <p>1. Discussions=85.3% Family/Professional Partnerships-Vignette Discussions 2.1-2.3 (21.4/25=86%) Extrinsic vs Intrinsic Motivation (18.33/20=92%) Chapter 13 Rules and Consequences (19.6/25=78%)</p> <p>2. Weekly Assignments=87% Chapter 8-Teaching Procedures-Practical Application & Reflection (21.68/25=87%)</p>	<p>1. Results Analysis: In the measures that were used to assess this outcome students met the criterion under three of the four measures. The one measure that was not met was the Final Project. Note: The one measure that was not met (The Final Project) included the following: 1 test student score & 1 score of a student who did not complete</p>

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<p>8: Instructional Strategies</p>	<p>Chapter 4: Prevention through Effective Instruction-Activities to Extend Your Learning pgs. 101-102 (44.35/50=89%) Rules, Values, and Consequences Presentation (43.7/50=87%) Building Habits of Effective Practice Webinar (18/20=90%) 3. Mid-term IRIS: Addressing Disruptive and NonCompliant Behaviors (Part 1): Understanding the Acting-Out Cycle (40.35/50=81%) Mid-Term IRIS Post-Test score & Reflection (84.25/100=84%) 4. Final project IRIS: Addressing Disruptive and Noncompliant Behaviors (Part 2): Behavioral Interventions 116.15/150 (77%)</p> <p>Criterion for achievement:Criterion for achievement:80% of students will score 80% or higher on each measurement</p>	<p>Case Study:Encouraging Appropriate Behaviors: Level B (41.05/50=82%) Chapter 4: Prevention through Effective Instruction-Activities to Extend Your Learning pgs. 101-102 (44.35/50=89%) Rules, Values, and Consequences Presentation (43.7/50=87%) Building Habits of Effective Practice Webinar (18/20=90%) 3. Mid-term=82.5% IRIS: Addressing Disruptive and NonCompliant Behaviors (Part 1): Understanding the Acting-Out Cycle (40.35/50=81%) Mid-Term IRIS Post-Test score & Reflection (84.25/100=84%) 4. Final project=77% IRIS: Addressing Disruptive and Noncompliant Behaviors (Part 2): Behavioral Interventions 116.15/150 (77%)</p> <p>Criterion Met: Yes/No YES-3 Criterion were met: Discussions, Weekly Assignments and Mid-Term NO-1 criterion was not met-test student score & a score of a student who did not complete the course was factored in. If these scores are taken out, then the criterion would have been met.</p>	<p>the course. If these scores are taken out, then the criterion would have been met.</p> <p>2. Action Plan: A. Add course objective #4 to Case Study: Encouraging Appropriate Behaviors in Module 2.</p>
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Notes:

- 1.) The data results presented consist of a test student. Since this course has already happened I was unable to exempt the test student's 0 scores from the result data. I now know in the future to make sure that the text student is EX from all assignments. Is there a way to get the test student removed from the roster so that this doesn't impact data in the future?
- 2.) Students had the opportunity to attend extra credit sessions via Zoom to discuss the following topics: Methods for Preventing Challenging Behaviors & Rules and Consequences. These sessions went very well and will continue to be part of this course.
- 3.) After reviewing this course, I believe that the rebuilding of this course to meet the needs of all educators and state guidelines was a success. Using a new textbook, Behavior Management: Principles and Practices of Positive Behavior Supports, and combining it with the Conscious Classroom Management:Unlocking the Secrets of Great Teaching, provided extensive learning experience for students in this course and made a nice balance for meeting all course objectives.

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I have reviewed this report:

Department Chair

Date _____

Dean

Date _____

Vice President of Academic Affairs and Student Services

Date _____