**Course Assignments**

Participants will select assignments from the list below. For the grade of A, students will complete at a high quality level any five; for the grade of B, at a high quality level any four. A lower quality level will result in a lower grade.

The expectations for a reflection paper include content, quality, and length/format:

**Content:** A reflection paper should include but is not limited to (a) what you learned from this activity and (b) how this learning will influence your classroom practices and/or attitudes. For other assignments, additional questions would be appropriate, such as: What would I continue to do? What might I change? How might I plan to make such a change? What worked and why? What didn’t work and why?

**Quality:** The paper should be a well-organized body of thought, with detailed and specific statements (as opposed to general, broad statements). It should incorporate ideas and principles from the COMP manual.

**Length:** Required length/format is 2 to 4 pages, typed and double spaced, using a standard font (e.g., Times New Roman, Arial, Calibri, Georgia, Lucida Sans, etc.) at a 10 to 12 pitch. For assignments requiring data or other forms, these 2 to 4 pages are in addition to the data and forms.

**Heading:** Please head each assignment with the assignment number, as well as your name, telephone number, ID number, and e-mail address.

Please submit all 4 or 5 assignments (together) directly to Dr. Barbara Mullins at barbaramullins@hotmail.com. All assignments should be submitted as separate Word documents.

**Due Date:** All assignments should be submitted within 6 months of the University of the Pacific registration date.

**Course Assignment Breakdown**

1. **Opening Section** (pp. 0.08-0.09) To improve classroom climate and communication, using ideas and concepts both from the manual and those discussed in the COMP workshop, describe and reflect upon 5 specific strategies that you have utilized in order to create a more positive climate in your classroom. Submit a 2-4 page reflection paper.

1. **Module One** Activity 1-5 (p. 1.14) To analyze and improve your classroom arrangement, follow the steps listed on p. 1.14. Submit a 2-4 page reflection paper of your findings regarding VAD in your classroom.

1. **Module Two** To improve classroom rules and your students' understanding of them, analyze YOUR present classroom rules using the guidelines cited on p. 2.06. Follow the outline and procedures for analyzing found on p. 2.07: (A) State which guideline(s) the rule ignores, then (B) Rewrite it more appropriately, so as to not “violate” the guidelines. (If the original rule is in fact a procedure, note it accordingly.) Then, use the information found on p. 2.11 to teach the rules to your students. Submit the rules analysis page and a 2-4 page reflection paper. (Analyze *your* rules, not the ones found on p. 2.07.)

1. **Module Two** Activity 2-9 (p. 2.28) To improve student success in accomplishing classroom procedures, choose 5 classroom procedures to teach. (See Module 2, pp. 2.13 through 2.24 for suggested procedures.) Utilizing sequence chains (see p. 2.28), teach the procedures to your class using the steps outlined on p. 2.28. Submit the 5 sequence chains along with a 2-4 page reflection paper.
2. **Module Three** To help students understand the link between effort and outcome, using

pp. 3.17-3.18 for guidance, design a "Why Did I Get the Grade I Got?" form for your classroom. Use the form with your students over the course of a number of weeks, keeping records and plotting the results. Write a reflection of the process and the results. Submit a copy of your "Why..." form, the data, and a 2-4 page reflection paper.

1. **Module Three** To improve the effectiveness of feedback statements, using the guidelines on effective feedback (p. 3.06), develop and deliver to students (both to individuals and to the whole class, as appropriate) two "more effective feedback" statements per day for five consecutive days. Submit a copy of your 10 statements and a 2-4 page reflection paper on any differences you may have noticed either in students or yourself as a result of incorporating these feedback statements into your interactions with the students.

1. **Module Four** To practice following the "law of least intervention,” make a copy of the "Hierarchy of Intervention Strategies" (p. 4.22) and post it where you will see it as a visual reminder. For at least two weeks, deliberately refer to it each time you observe a potential misbehavior arising. Submit a 2-4 page reflection paper citing selected instances, the results, and your observations.

1. **Module Five** (See p. 5.16) To expand your teaching repertoire and to address the learning modalities of all students, design and teach a whole group lesson that incorporates student involvement in all three modalities: visual, auditory, and kinesthetic/tactile. Submit the lesson plan and a 2-4 page reflection paper.

1. **Module Five** To focus on achievement of lower-performing students, choose 7 specific strategies from page 5.22 that will help lower-performing students achieve in school. Incorporate these 7 principles purposefully into your daily lessons for at least 2-3 weeks. Choose 1-2 students to observe throughout this time frame and keep notes of any differences seen after these principles were incorporated. Write a 2-4 page reflection paper about how you have incorporated the 7 principles and what results you observed.

1. **Module Five** To develop/improve your skills in facilitating collaborative group work, plan and teach a lesson using the 10 suggestions for managing collaborative groups found on pp. 5.25-5.26. Highlight the 10 suggestions on the lesson plan and label each one accordingly. (e.g., 1. Assign groups carefully.) Write a reflection of how the 10 suggestions made a difference in the lesson. Submit both the lesson plan and a 2-4 page reflection paper.

1. **Module Six** To analyze and improve your lesson clarity, record yourself conducting a lesson (about 15 to 25 minutes). Watch and transcribe the recording. Analyze the transcription based upon the information on pp. 6.05-6.08. Submit the transcription along with a 2-4 page reflection paper of your analysis. (See Activity 6-4.)

1. **Module Six** To improve the quality of student response, develop the habit of using a 3-5 second wait time (p. 6.13-6.14). (You may wish to ask students to help you monitor and allow this time.) Each day for at least two weeks, make a conscious effort to allow three seconds of think time before randomly designating a student to respond. Submit a 2-4 page reflection paper.

1. **Module Six** To improve equity of teacher verbal attention, create and use a set of equity cards (p. 6.14) for your class. Teach students the expectations and procedure for participating. Use the cards for recitation at least once each day for at least two weeks. Submit a 2-4 page reflection paper focusing on your observations.

1. **Module Six** To become aware of the relationship of student behavior and teacher proximity, create a form similar to the one found on p. 6.17 (Activity 6-10) that reflects your own classroom arrangement. Substitute the student names found on p. 6.17 with your students’ first names. Have an observer record data from your classroom while you are teaching a lesson. (Check with your administration regarding an approved and appropriate person to observe.) Conference with the observer using the data collected by the observer and write a brief reflection based on the data and the process. Submit both the data and a 2-4 page reflection paper. (Please do not submit any student last names with this assignment.)

1. **Module Six** To increase your knowledge of students' understanding, design a lesson (in any subject area) incorporating a group check for understanding strategy as described in Activity 6-7 on p. 6.12. Record the lesson. Then, view the lesson and look for levels of student involvement as compared to lessons done without the use of this strategy. Submit the lesson plan along with a 2-4 page reflection paper of your analysis. Highlight in the lesson plan where and how this strategy is incorporated. (It is not necessary to submit the recording itself.)

1. **Module Six** To improve transitions in your classroom, write a description of 3 transition problems you are experiencing in your classroom. Identify which of the 4 transition factors (found on p. 6.19) need to be addressed in order to remedy the situation. (You may indicate more than 1 transition factor per scenario.) Then, suggest a solution for yourself and put it into action. Submit your descriptions using the format below with a 2-4 page reflection paper on how each solution affected the transition problem.

 A. Transition Problem:

 B. Troublesome Transition Factor(s):

 C. Possible Solution:

 D. Reflection: (after attempting solution)

1. **Module Seven** To get your school year off to a good start, using information found in Module 7, as well as from other information from COMP focusing on the beginning of the school year, plan the first day of school. Indicate how much time you plan to spend on each activity as well as the materials needed for the day. If it is possible, use the plan for your first day of school and write a 2-4 page reflection paper detailing how this day was different from other first days of school.
2. **Module Eight** To improve your skills in the prevention of a power struggle, utilize the strategies found on pp.8.19-8.20. Describe and reflect upon a situation where you were able to either prevent or de-escalate a potential power struggle. **OR** Describe and reflect upon a situation where you did not effectively prevent or de-escalate a power struggle, noting what you would do differently in the future by utilizing the strategies detailed in the COMP manual. Submit a 2-4 page reflection paper.

1. **Commitment Form** Reflect upon the information presented in Modules 1-8 and identify at least 2-3 specific commitments for each module from information found within that module. (Commitments should be specific things you plan to incorporate into your classroom, not concepts discussed in the manual.) Purposefully incorporate 1 or more of those commitments into your classroom. Write a brief reflection discussing what exactly was done in your classroom in order to fulfill that commitment, as well as the changes you noticed after fulfilling the commitment. Submit both the completed two-page commitment form and a 2-4 page reflection paper. (The two-page commitment form is found immediately following the "Welcome" page at the front of the manual.)