Chapter 1 : Table of Contents: Measuring medical professionalism

Faculty observations of student professional behavior / John Norcini Using critical incident reports and longitudinal observations to assess professionalism / Maxine Papadakis and Helen Loeser Content and context of peer assessment / Louise Arnold and David Thomas Stern.

Teaching Observation What is a teaching observation? Our teaching observation service has two components. First, a CFT teaching consultant observes you teach during a class session of your choosing. Second, you meet with the teaching consultant a few days later and discuss the class session observed. This discussion is not intended to be judgmental. Instead, it is intended as a supportive way to help you analyze your teaching and identify your strengths as a teacher and areas for improvement. Who can request a teaching observation? Any faculty member, graduate student, or post-doc teaching at Vanderbilt can request a teaching observation. This is a free service the CFT provides to the Vanderbilt teaching community. I am particularly grateful that he offered his comments and advice in such a gentle way that I was very comfortable with. The purpose of a teaching observation and consultation is to help you become a more reflective and intentional teacher. By observing one of your class sessions, your consultant will be able to discuss your teaching with you in very concrete ways. Your consultant will help you reflect on the teaching choices you made during the class session and on your understanding of your students and their learning. Your consultant will also help you generate ideas for different teaching choices you might make in the future to help you more effectively meet your teaching objectives. Moreover, your consultant will be able to get a sense of your class as a student might see it and share that perspective with you. Who will my teaching consultant be? What will happen prior to the observation? Please respond to these questions so that the consultant will know what to focus on during the observation. I found this to be extremely valuable. On the day of the observation, your consultant will arrive a few minutes before class begins and introduce himself or herself to you. Your consultant will sit in the back or side of your class and be as unobtrusive as possible. During the observation, your consultant may be considering questions such as the following: What is the mood before class? At the end of class? How is the classroom physically arranged and how does this influence teaching and learning? How does the teacher use verbal and non-verbal communication? How is the class organized and paced? What types of questions does the teacher ask and when? How does the teacher use classroom media chalk boards, PowerPoint, etc. How does the teacher motivate students and how do they respond? What do the students do during class? In what ways to students participate in class discussions or ask or response to questions? What sorts of concerns do the students seem to have and how do they express them? What will happen after the observation? A few days after the observation, you will meet with your consultant to discuss the class session observed as well as other aspects of your teaching. The consultation is intended to help you become a more reflective and intentional teacher, using the particular class session observed to provide concrete examples of teaching and learning processes to discuss. To that end, your consultant will likely spend much of the time asking you questions about how you approach your teaching, what you find challenging, the decisions you made before and during the class session observed, and your thoughts on ways you can better meet your teaching goals. How can I arrange a teaching observation? To arrange a teaching observation, simply e-mail or call the CFT at with a choice of a few dates that you will be teaching during the semester. Observations are scheduled based on the availability of staff during the time that you request. Staff are not available for off-campus observations. We recommend contacting us as early in the semester as possible to get your most preferred choice of dates and times. Where can I direct further questions about teaching observations?

This book is a theory-to-practice text focused on ways to evaluate professional behavior written by leaders in the field of medical education and assessment.

As Administrative Assistant, Ms. Bedoll also provides support for the World Directory of Medical Schools, assists with standardizing and integrating FAIMER data resources, and manages outreach and communication regarding medical school data reports. Bedoll holds a B. As Vice President for Research and Data Resources, ECFMG, he conducts and supervises research projects related to the employment and migration of international medical graduates, and serves as a consultant in the administration, scoring, and validation of various performance-based assessments. He is an Adjunct Professor of Medicine at the F. Boulet holds a B. He is also a graduate of the University of Ottawa with an M. His current research activities include research on physician support systems for better prescribing and monitoring against actual practice outcomes and conducting practice outcomes studies of physicians in relation to their performance during pre-licensure assessment. He is also active in analyzing medical workforce policies and migration patterns. From to , Dr. Prior to joining MCC, Dr. Dauphinee held a number of positions at McGill University including professor in the Departments of Medicine and Epidemiology and Biostatistics. Dauphinee received his undergraduate and medical degrees from Dalhousie University. Drendall is responsible for creating and maintaining content about FAIMER and its programs for publication via print and web. Drendall holds a B. Dutka leads the efforts to secure funding for all FAIMER projects and programs through major gifts, annual fund initiatives, planned giving opportunities, and philanthropic events. Dutka holds a B. He is also responsible for ensuring smooth functioning of technology and learning management systems involved in FAIMER Education programs. Emery worked for The American College of Financial Services, where he led and managed e-learning solutions. Emery holds a B. Ralf Rundgren Graves, M. Graves received her B. Sarah Williams Leng, M. As Research Associate, Ms. Williams Leng provides analytical and research project management assistance related to the utilization, migration, and selection of graduates of international medical schools, and understanding and promoting international medical education. She also assists in the creation and maintenance of data resources, including support for the World Directory of Medical Schools. Williams Leng has brought with her several years of experience working in the public health field in both research and evaluation capacities. Williams Leng holds a B. In this role, she coordinated various projects and managed the operations of routine and special activities. Danette Waller McKinley, Ph. She determines research priorities, defines scope, and proposes methodology for studies focused on understanding and promoting international medical education. She conducted research on the licensure and certification of health professionals for more than 20 years, and her current research interests include assessment of professionals, trends in international medical education, and physician migration. Towards Unity for Health, for a number of years. She works with international health professions educators, providing guidance and analytic support for their research. McKinley holds a B. She has a consulting practice and conducts research in design, implementation, and evaluation of leadership development programs; strategic career planning; faculty affairs; and advancement of women. Her current research interests include expanding the definition of faculty scholarship, faculty career development, and leadership development. Morahan received her B. Mukherjee conceptualizes the evaluation framework, research design, and methodology and provides oversight for the implementation of evaluation studies for FAIMER Education. To this role, she brings strengths in conducting research and evaluation that is theory driven; intensive training and experience in research methodology, survey research, program evaluation theory and methods, questionnaire development, measurement and psychometrics, and advanced data analysis; as well as knowledge of the substantive area of HIV and other sexually transmitted infections, health services, health systems, mental illness, maternal and child health, and adolescent health behaviors in vulnerable populations. Mukherjee has extensive experience in conceptualizing, designing, and managing projects;

conducting data analysis; and dissemination in research and evaluation. Mukherjee has been principal investigator or co-investigator on numerous public health, health services research, and evaluation projects. President and Chief Executive Officer Dr. He earned his B. Current major research interests include methods for setting standards, assessing practice performance, and testing professional competence. His research also focuses on physician migration and workforce issues, as well as the impact of international medical graduates on the U. Norcini serves on the editorial boards of five peer-reviewed journals in measurement and medical education, has lectured and taught in dozens of countries, and has published extensively. Norcini can be reached at or jnorcini faimer. In her role as Information Scientist, Ms. Opalek applies her extensive experience with ECFMG and FAIMER data structures to identify important internal information sources and, where existing information is incomplete or inadequate, to plan and implement future data collection activities. Through her experience with database design and analysis, she not only provides much needed technical support for FAIMER research studies, but also manages the integration and standardization of all FAIMER data resources. Opalek holds a B. Interim Executive Director, The Network: She also works with the Board of Directors of The Network: TUFH to move the organization toward financial independence through enhancement of membership and annual meeting participation. TUFH is an international organization aiming to foster equitable community-oriented health services education, research, and policy. The organization brings together innovative health care organizations, universities, educational institutions, and individuals from all around the world, committed to contribute to the improvement of health in their communities. Prior to this role, Ms. Marta van Zanten, Ph. Research Scientist As Research Scientist for FAIMER, Marta van Zanten is involved in various research projects related to international medical graduate issues, including accreditation processes of international medical schools, impact of accreditation on student outcomes, doctor-patient relationships, and cross-cultural communication skills. She also holds an M. She served on the expert committee for development and implementation of basic and advanced courses in medical education for the Medical Council of India. Vyas received her medical degree M. Ray Wells has served as an Institute manager, leadership educator, facilitator, coach, and designer of high engagement learning processes. He is also president of Wellbeing Systems, Inc. Prior to beginning his consulting practice, Dr. Wells was the Dean of Students at a Temple University branch campus. Wells received his B. Williams held several positions at ECFMG, where she was employed for more than 20 years, including key roles in the administration of fellowship programs for health professions educators. Williams holds a B. She is responsible for coordinating schedules, materials preparation, communication, logistics, travel, budget, workflow, and timelines in support of the FAIMER fellowship programs. Yerkov worked for The Training and Education Fund in Philadelphia and SEIU Healthcare in Harrisburg, where she coordinated and facilitated educational programs; built partnerships; designed curriculum; and managed logistics, scheduling, travel, budget, and quality assurance. She also works as a consultant to help The Network: Towards Unity for Health TUFH develop dashboards, create and implement tools for market analysis, and analyze functionality of business systems such as its customer relations management platform. She holds a B.

Chapter 3 : - NLM Catalog Result

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Students have to wait in line to get their books checked out. Ken pinches the student next to him in line. Librarian sends him back to class. Vocabulary bingo game Teacher tells Ken he needs to wait his turn. Silva has him go back to his seat. Which Accommodations Should We Use? In suggesting accommodations, we want to reduce the triggering aspects of the environment as well as explicitly teach replacement behaviors and underdeveloped skills. For Ken, these accommodations might include An assigned line order. Lunch in the classroom with a couple of his peers instead of in the cafeteria. An adult should be present to remind Ken not to bully his peers or cheat at any games the students might play during this time. A 20â€"5 schedule 20 minutes of schoolwork followed by a 5-minute break to help him build tolerance to handle more work. A safe, calming corner in the classroom Ken can go to, with Ken receiving points for using it. A calming box a box of objects that calm the student down, such as a weighted ball, a stuffed animal, an action figure, a portable music player with music, and so on. Instruction in self-regulation strategies, such as labeling his emotions in the moment, and self-calming strategies, such as deep breathing or counting to An aide from another room to help Ken practice self-calming techniques once or twice a day in the calming corner. For example, it will take time for Ms. In the meantime, Ms. Silva would like him to be able to ask for a breakâ€"an acceptable way to get his needs metâ€"instead of throwing everything off his desk or walking out of the room. Silva gives Ken a "break card" to keep on his desk. But they may not be sure about the necessary skills to teach. Most students with challenging behavior lack the skill of self-regulation. Just as they would do with all skill deficits, teachers need to explicitly teach this skill. This begins with teaching students to identify their own feelings. With practice, students can learn to assign themselves a self-calming strategy in these moments and avoid an explosive incident. Which Interaction Strategies Work Best? Many students who have challenging behavior have a history of school anxiety, school failure, and difficult relationships with authority. Teachers need concrete, easy-to-implement strategies to nurture students and convey to them that they are liked, respected, and safe. Building such a relationship can enable students to take risks and move out of their comfort zone. Teachers are often skilled at positive reinforcement for example, saying "Good job! We call this "random acts of kindness": When students get stuck in a negative cycle with a teacher, if the teacher takes time to show she caresâ€"by bringing in their favorite snack, giving them a thumbs-up sign of recognition, or offering them a sticker "just because I like you"â€"these gestures can be crucial in helping students stop their challenging behavior. They learn that the teacher likes them for who they are, not just when they behave well. How a teacher gives initial directions and talks with students has a huge impact on their behavior. One strategy is to give students some choice in a direction. For example, for an oppositional child, instead of saying, "Line up! Rather than saying, "You need to clean your desk right now! Using declarative language whenever possible statements rather than questions or commands, such as "I see this is broken. We can fix it with some tape". Embedding choice in instruction. Offering extended time for compliance with requests. Offering positive and noncontingent reinforcement. Building on the relationship by having lunch together once each month. How a teacher responds to an agitated student can escalate, deescalate, or maintain his level of agitation. First of all, the teacher must avoid reinforcing the function of the behavior. If an attention-motivated student starts to argue and the teacher takes her into the hallway for a stern talk, the teacher has accidently reinforced the behavior. The student is likely to argue again the next day. If Ken starts to argue, instead of responding verbally and perpetuating the argument, the teacher might write him a note that says, "please start reading quietly" and then quickly walk away, busying herself in another conversation or task preferably with her back to him. Silva noticed it took him longer to get frustrated and that he was better able to tolerate not being first in line. After only three weeks of being on the plan, he stopped being aggressive with his peers. Moreover, his

mother reported he was better at doing his homework at home. Although teachers may feel at times that they cannot control challenging behavior, there are variables they can control. By understanding what the student is communicating, figuring out replacement behaviors, and building a strong relationship, teachers discover that seemingly intractable behavior can diminish and students can thrive. Strategies That Work The oppositional child typically has frequent tantrums and angry outbursts, excessively argues or questions rules, and often blames others for his or her mistakes. He or she often purposely annoys others and may appear resentful of others. Accommodations Modify the schedule, if possible, so the student can alternate between classes he likes and those he may not like as much. Arrange an alternative recess with fewer students that involves a quiet, highly structured activity. Embed choice, such as allowing the student to pick the order of assignments, the materials to use, or the place to sit to work. Give open-ended, flexible assignments. Encourage daily self-calming practice. Avoid yes-or-no questions or saying, "OK? Give a demand and move away, avoid making eye contact or hovering. Give indirect demands such as, "Oops! Some of you still need to put your names on your papers". If a student asks a challenging question such as, "Why do I have to do this stupid worksheet? Set limits that are enforceable, reasonable, and clear and simple. Use incremental rewards and consequences such as offering the student two free breaks per day. Strategies That Work The withdrawn child has low energy, interest, or motivation to do work. He or she is often irritable, rarely expresses joy, and may be depressed. Young children with depression may experience headaches or stomachaches, refuse to go to school, act clingy with a teacher, or feel something bad is going to happen. Older children may sulk, act bored, lose interest in friends and activities, and get into trouble at school. Accommodations Initiate a buddy system during recess, facilitated by an adult. Use pictures to help the student think of and maintain a topic. Teach multisensory, experiential lessons. Interaction Strategies Be cautious in using humor, because the student may misconstrue it as sarcasm. Photograph positive social interactions. Avoid overhelping or overprompting the student. Strategies That Work The anxious child may be easily frustrated, startled, or upset. He or she may have difficulty completing work; have somatic complaints, such as stomachaches or trouble breathing; and exhibit fear, irritability, or anger. He or she may engage in ritualistic or repetitive behavior, have inconsistent patterns in what triggers problem behavior, or frequently express worry. Accommodations Provide a safe space in or out of the classroom for the student to go to when feeling anxious. Arrange an alternative lunch with at least two peers. Consider offering untimed tests. For schoolwork, try to present only a few problems at a time. Encourage daily self-calming practices—such as taking a break, reading, deep breathing, or progressive muscle relaxation—in or out of the classroom. Have the student create a self-regulation chart: Use leadership-building and self-esteem-building activities. Work on explicit relationship building for example, bringing the student with you when you make copies. Response Strategies Avoid responses that reinforce escape-motivated behavior, such as time-outs or removal from class. Allow the student to earn breaks for exhibiting appropriate behavior. Assign rewards or points when the student demonstrates a self-regulation skill. Clearly state for the student his or her level of anxiety when the student shows signs of becoming anxious. A functional communication training approach. Nancy Rappaport is an assistant professor of psychiatry at Harvard Medical School and director of school mental health programs at Cambridge Health Alliance, Cambridge, Massachusetts. They are coauthors of The Behavior Code:

Chapter 4 : Integrating Academic and Behavior Supports: Overview | RTI Action Network

/ Louise Arnold and David Thomas Stern -- Ethics, law, and professionalism: what physicians need to know / Audiey Kao -- Using standardized clinical encounters to assess physician communication / Debra Klamen and Reed Williams -- The assessment of moral reasoning and professionalism in medical education and practice / DeWitt C. Baldwin Jr. and.

With each scientifically based response to these needs come separate data systems, treatment protocols, teams, and interventions. Because of this, a major consideration for schools is to ensure that teams work smarter, not just harder. The purpose of this article series is to provide a framework for the integration of academic and behavior supports for each tier of intervention in a Response to Intervention RtI model. In this first article in the series, we include a rationale for combined academic and behavior supports. The second article involves a discussion of the universal academic and behavioral reform that is needed to arrive at an integrated model. The third article provides a description of supports for groups of students who do not respond to the core curriculum based on the nature of their needs. The fourth and final article includes an overview of how to identify strategies for intervention and how to establish progress monitoring for students with the most intensive needs. The recent focus on RtI provides an opportunity to effectively and efficiently combine academic and behavior systems into an integrated school-wide system of supports for students. There are well-documented RtI systems for addressing both academics Simmons et al. Both types of systems are similar in their focus on universal teaching of all students, provision of a continuum of supports provided to students who do not respond, and reliance on action planning guided by a representative team. They also share an emphasis on the problem-solving process a decision-making system for identifying and addressing challenges; Tilly, and the use of data for program development, progress monitoring, and evaluation, and both rely on evidence-based practices. Figure 1 provides a brief illustration of the essential elements of both academic and behavior supports. Integrated Functions Across All Three Tiers of Support With these similarities in mind, there are several seemingly unanswered questions regarding the integration of these systems. What are the process and outcome components of a well-designed, integrated model of academic and behavior supports systems, practices, and data? What are the data and decision rules for determining which students need additional supports, and what is the nature of the supports needed based on function e. Also, how are the most effective treatment combinations selected, and what are the most efficient methods for progress monitoring that integrate academic and behavioral data when needed secondary supports? What are the most efficient and reliable ways to integrate intensive academic assessment and remediation, complex functional behavior assessment and behavioral intervention plans including person-centered planning , and progress monitoring tertiary supports? What are the current practices and future directions for integrating these models? In this article we address these questions by presenting research on the benefits of integrating academic and behavior RtI systems including a discussion of their similarities and differences and by discussing implications for universal supports. We also identify the critical components of secondary intervention and discuss the role of tertiary supports. Emerging Research Linking Academics and Behavior There are several reasons why integrating academic and behavior supports particularly in the area of reading could lead to improved student outcomes. Second, there is evidence that problems in one area reading and behavior can predict future problems in other areas. Students may engage in problem behaviors because the academic activity may be too difficult, too easy, or not relevant to student needs or interests. Fortunately, school personnel can use this interaction between academic skills and behavioral issues to prevent problems in one area by intervening in the other. For example, reducing the number of incidents of problem behavior allows quality instruction to occur more often and with fewer distractions. Lassen, Steele, and Sailor reported the effects of implementing a behavior RtI system on high stakes achievement test results. In their study, implementation of universal behavior supports in middle school led to significantly improved performance on state assessments in both math and reading. Though more time available for teaching is beneficial, it is important that instructors spend

the time wisely, implementing evidence-based academic practices geared toward student need. In sum, providing behavior supports may be effective in improving academic outcomes, and providing academic supports is related to improved social behavior functioning. Successful academic interventions may be even more effective with the addition of behavior supports to provide organized and motivating classrooms. Logic for an Integrated Approach There is increasing discussion about how best to integrate academic and behavior supports in a comprehensive model. Sugai b described how SWPBS shared common elements with academic RtI systems, including the effective use of teaming, accessing universal data components, progress monitoring, utilizing effective interventions, and relying on data decision rules. Additionally, Sugai b noted that both academic RtI and SWPBS systems share a three-tier, prevention focused model based on universal, secondary, and tertiary prevention. Finally, he stated that RtI can be utilized as "a framework and logic for organizing and increasing the efficiency with which evidence-based practices are selected, organized, integrated, implemented, and adapted" Sugai, b, para. Both academic and behavior RtI systems share a common focus on the school and community contexts of implementation, such as size, location, and neighborhood protective and risk factors Simmons et al. Key components focus on the identification of a shared approach to intervention in reading and behavior, for example and creating a supportive environment where these elements can be embedded into the routines of the staff, school curriculum, and school policies. However, there may be unique characteristics of each model that must be addressed somewhat differently. This section provides a brief summary from two framework documents from both academic Simmons et al. For the purposes of this article, we will solidify these principles into a parsimonious framework advanced by Sugai and Horner , including three overlapping features—systems, practices, and data—all designed with the purpose of achieving valued outcomes. Both academic and behavior RtI systems inherently contain elements of these components. As Simmons and colleagues stated, "knowledge of effective, research-based practice is necessary but insufficient" p. The academic RtI process often begins with universal screening assessment of all students for skill deficits through the use of research-validated criteria or norms. As such, individual student data drive the implementation of interventions following this universal screening process. The behavior RtI process is more likely to start with assessment of the school-wide climate and providing universal supports, and then identification of students who do not respond to the core behavior curriculum. In some cases, it may be necessary to obtain the commitment of resources, administrative support, teams, and priorities prior to organizing data. However, a basic level of data reflection may be critical prior to establishing priorities and commitments, particularly in high school settings Bohanon et al. Both academic and behavior RtI systems involve a auditing current levels of implementation based on self-assessment, implementation, and student performance data, b using these data to develop action plans addressing system strengths and weaknesses, and c ultimately identifying the RtI system as one of the top three priorities within the building as identified by the school. Practices Academic and behavior RtI approaches focus on evidence-based practices. The selection of practices e. Academic RtI systems identify goals, a core academic curriculum, and organizational structures e. Behavior RtI systems identify core behavioral expectations, a process for behavioral instruction e. Behavior RtI systems also involve clarifying and communicating policies that support behavior expectations e. Both systems identify critical features and treatment components prior to implementation of practices. Data Data should be collected and compiled in an ongoing manner and reported to all stakeholders on a regular basis to guide improvement Horner et al. In academic RtI systems, specific goals and targets for improvement are set and effectiveness is reviewed three times per year at universal screening dates. The behavior RtI process collects school-wide data e. In terms of integration, it may be useful to combine the review of academic and behavior data into a regular cycle of analysis and action planning. For each, both types of data may be reviewed after the fall, winter, and spring academic assessments, or school marking periods. The use of data-based reflection supports the idea that the systems use different measures but in similar processes and with similar goals Stollar et al. Though consolidating multiple system efforts may seem like a threat to sustainability, integrating academic and behavior RtI systems represents a unique

opportunity to enhance the sustainability of both systems. Rather than viewing academic and behavior systems as separate entities, schools could look at their shared outcomes and combine efforts accordingly. Finding a balance between too few and too many systems is critical. Because academic and behavior RtI initiatives possess a shared vision Kotter, , there is an opportunity to address these outcomes together more effectively and efficiently than alone. A key activity for integrating and sustaining systems is the braiding of initiatives. The process involves identifying how parallel systems, data, and practices may be combined into a coherent, unified set of daily responsibilities with a common language. Braiding Academic and Behavior Supports One clear example of the opportunity for braiding involves examining the structures of school teams. Typically, each system will develop its own school teams for completing activities e. When considered individually, this approach seems to make sense. But when considering that many teams all have to function within the same school, it is easy to see how school personnel can be overloaded with too many meetings. To allow for a functioning work environment, it is our belief that school personnel should strongly consider combining academic and behavior RtI teams at each tier. However, if combined, it is critical that teams consist of personnel with content knowledge in both areas, as the potential gain in efficiency may be outweighed by a potential loss in effectiveness McIntosh et al. At the very least, it is wise to identify which teams at each level can best be integrated to maximize efforts. One suggestion for addressing the integration of teams and leadership is the use of team matrices Sugai, a. Using this process, school faculty identify current initiatives by their purpose, outcomes, intervention level, staff involvement, and connections with school improvement plans. If multiple teams serve the same function, administrators may consider combining teams. This process also allows staff to reflect on the distribution of their responsibilities and consider the amount of human capital any one person can commit. If the same people are on many teams, administrators should identify ways to distribute the leadership responsibilities across new staff members. Establishing Priority for Integrating Systems Kotter , in his seminal work on systems change, identified a critical role for those wishing to improve school systems: This urgency is required on many levels. Both academic and behavior RtI systems begin their implementation processes with assessment of current practices and identification of changes that are likely to improve outcomes. The information presented in this article is intended to provide a clear argument for why integrating academic and behavior RtI systems could improve student outcomes. Another critical method for establishing urgency is to use local data to illustrate the subsequent effect of integration on student performance Freeman et al. Establishing a compelling case from outcomes data may increase the probability of integrating practices for school teams. Moreover, successes, as demonstrated with academic and behavioral outcomes data, can provide the motivation to keep an integrated model in place. On sustainability of project innovations as systemic change. Journal of Educational and Psychological Consultation, 14, 1â€" Facilitating academic achievement through schoolwide positive behavior support. School-wide application of urban high school positive behavior support: Journal of Positive Behavior Interventions , 8, â€" Sustainability of positive behavior supports in schools. Unpublished doctoral dissertation, University of Oregon. Merging research and practice agendas to address reading and behavior school-wide. School Psychology Review, 35, â€" Function-based academic interventions for problem behavior. Education and Treatment of Children, 32 1 , 1â€" Developing the capacity for scaling up the effective use of evidence-based programs in state departments of education. Level and change in reading scores and attention problems during elementary school as predictors of problem behavior in middle school. Journal of Emotional and Behavioral Disorders, 12, â€" Building a statewide plan for embedding positive behavior support in human service organizations.

Chapter 5 : Cracking the Behavior Code - Educational Leadership

Bibliographic record and links to related information available from the Library of Congress catalog.. Note: Contents data are machine generated based on pre-publication provided by the publisher.

Office of the Dean of Student Affairs Cultural or generational issues can also play a role. The culture of the US classroom is not homogenous, and expectations for classroom conduct can vary greatly, but they are all informed by the same basic academic values. MORE on cross-cultural issues. Furthermore, the millennial generation brings to college a whole new set of values, sometimes quite at odds with the values of previous generations, which can create some friction. In particular, some sociologists point out that some students seem to watch a lecture the same way they watch TV. Structural to the course: Boice researched classroom incivilities across a range of courses and reported several findings. Professors disagree with students about what counts as uncivil behavior, apart from a few egregious situations. Moreover, there is significant disagreement among different professors, as there is among students. Two factors mainly predict classroom incivilities. The choice of motivators. Instructors who use negative motivators e. Instructors exhibiting few immediacy behaviors experience significantly more incivilities compared to instructors who exhibit several of those behaviors. In other words, if students perceive the instructor has disengaged from the course and from their learning experience, they disengage in turn, exhibiting the attendant problematic behaviors. Other factors correlate negatively with incivilities, including perceived worth of teaching, clarity and organization, and pacing. Possible Strategies Based on these findings and a comprehensive literature review, Sorcinelli suggests 4 principles to reduce incivilities. The principles are broad enough that each one can be used to generate several concrete strategies. Define expectations at the outset. Explicitly letting students know how you want them to behave in class avoids incivilities due to mismatched expectations. Define your policies on the syllabus. Clearly articulating your policies and their rationale in a respectful tone can curb undesirable behaviors. See the page on writing the syllabus for more considerations on tone. This link provides some language for policies such as cell-phone and laptop usage. Make good use of the first day of class. Use the first day to create the right climate for productive interaction. Follow this link for more on the first day of class. Allow student participation in setting ground rules. Having students participate in setting the rules for classroom behavior and interaction might not be feasible for every class but it has the benefit of making the students more invested in the rules. Use that list as a starting point for your ground rules. You, of course, retain final decision power. Especially in large classes, students can sometimes engage in thoughtless behaviors because the atmosphere feels very depersonalized. You can try several techniques to build connections with students: Learn and use names consistently. You can request a photo roster from the HUB, which will make it easier to associate names to faces. Learn a few more names every day, and let students know that you are trying to memorize their names in the first weeks. Use the time right before and after class to make small talk with students. Ask about the weekend, or the homework, or common interests. Some professors schedule lunches with small groups of students throughout the semester to get to know them and to present themselves as more approachable. Take advantage of office hours. The one-on-one nature of office hours greatly augments possibilities for interaction, even in larger classes. Some professors have a mandatory office hour during the first week, which they use to meet the students individually and to make themselves available for help when needed. Seek feedback from students. Seek feedback to double-check student perceptions of you. You can use early course evaluations, or quick in-class anonymous feedback with one â€"minute papers. You can also designate some students to be class representatives and meet with them periodically during the semester, when they can let you know of general student concerns. See more on assessing your teaching. Meaningful engagement has obvious benefits for student learning and performance, but it can also bring some side benefits with respect to student behavior in the classroom. In fact, Sorcinelli points out that in classes that use active learning effectively, students feel more responsible for coming to

class, and coming prepared perceive they pay more attention in class feel more responsible for their own learning. The section on instructional strategies has several suggestions on ways to incorporate active learning in your courses. Confessions of a professor. Retrieved July 6, , from http: Complaining, teasing, and other annoying behaviors. New Directions for Teaching and Learning, 47, Strategies and techniques for college faculty

Chapter 6 : Teaching Observation | Center for Teaching | Vanderbilt University

As a Staff Assistant, she administered the former Foreign Faculty Fellowship Program in the Basic Medical Sciences (FFFP) and the former International Medical Scholars Program (IMSP). In , she became Manager of the International Fellowship in Medical Education (IFME) and Short-Term Exchange Fellowships (STEF) programs.

Teacher observation is one model of professional learning that "is key to supporting a new vision for professional development," explained Stephanie Hirsh, executive director of Learning Forward. The new vision, according to Hirsh, involves teacher teams that meet daily to study standards, plan joint lessons, examine student work, and solve common problems. Team members then apply that learning in the classroom, watching each other teach and providing regular feedback. For example, she notes, a teacher struggling with classroom management can improve his or her skills by observing a peer in a safe and inclusive learning environment. Being observed by the same peer leads to suggestions about how to handle behavior problems, as well as opportunities to share successful teaching approaches with the observer. Teacher observation often has been built into familiar activities, such as mentoring, noted Trish Brasslow, a media specialist and mentor at Fred C. I learn a lot about teaching and what makes for a successful teacher. That culture is often absent when observation is associated with performance rather than professional growth. The emphasis needs to be on how things can be done differently in the classroom to ensure that students succeed academically, added Sparks. Souhegan High School is an environment where a teachers-observing-teachers strategy thrives. Both new and veteran teachers "value collegial relationships as a means to professional development," she said. One way in which peer observation can be very effective is when teachers acquire new skills or ideas at conferences and then model those new approaches for their colleagues. That is best done through observation, said Sparks, who advocates learning in the school, rather than through "pull-out" training, such as workshops. Professional development should be job-embedded, he emphasized. That is one of the greatest benefits of teachers observing other teachers. Observation brings actual practice to the forefront. If done well, it is carried out in a real, practical, immediately relevant situation. Compare that to attending workshops or conferences in which participants remain at a certain level of abstraction from their own classrooms. Sally Blake, professor of teacher education at the University of Texas at El Paso, teacher observation is most successful when the teacher and observer work together and reflect on the teaching behavior. Teacher observation is least successful when the observer spends hours watching without analysis or dialogue with the teacher. Blake suggested the following sequence of events for effective teachers-observing-teachers programs: A simple overview of the program with a focus on what the main point of observation will be. A short observation sequence. Immediate discussion concerning the observation. Reflection concerning how information from the sequence may be used by the observer. Application of the behavior by the observer in a classroom with feedback from the teacher. Teacher observation works best when expectations are clear and participants understand how to use and benefit from the process, she added. The following are several of those methods: Lesson Study -- In this three-pronged approach designed by Japanese educators, teachers collaboratively develop a lesson, observe it being taught to students, and then discuss and refine it. Cognitive Coaching -- Teachers are taught specific skills that involve asking questions so that the teacher observed is given the opportunity to process learning associated with teaching the lesson. Each CFG is composed of eight to 12 teachers and administrators, under the guidance of at least one coach, who meet regularly to develop collaborative skills, reflect on their teaching practices, and look at student work. Catalysts for School Change. Participants then review what they have learned in the classroom by making factual statements and posing questions about the observations. The end result is that teachers become more reflective about their teaching practices. Professional development is always linked to The Learning Walks.

Chapter 7 : The Professional Student | GradHacker

FAIMER President and CEO John Norcini, Ph.D., was honored to receive an Honorary Fellowship of the Royal College of General Practitioners (RCGP) on May 15, The RCGP is the professional membership body and guardian of standards for family doctors in the United Kingdom, which works to promote excellence in primary health care.

Katie Shives recently completed her PhD in Microbiology at the University of Colorado and now works in industry as a production scientist. Her writing can be found on her digital portfolio site, kdshives. This can be difficult to answer, as grad school is a sort of transitory zone between being a student undergrad and being a professional work. Are you a student, professional, or some sort of professional student? There are two camps when it comes to graduate school: Instead, many grad students cobble together erratic schedules that consist of teaching, research, and writing that often bleed over into our personal lives, further confusing the definition of our work. However, despite the individual confusion we can feel about our professional status, as a whole, graduate students are very much in professional roles. A recent court ruling decided that, in cases where grad students teach or conduct research for the university, they are indeed university employees and entitled to the same protections as employees, even if they do wear sweats into the lab on Saturdays. Treating graduate school as the professional experience it is requires development of your sense of professionalism. Professionalism matters for graduate students because it gives us a way to prioritize and organize our working lives and take pride in the work that we do. Having recently completed my PhD, I can clearly see in retrospect how cultivating professionalism was a key part of graduate school and was a major asset in transitioning into a non-academic position after graduation. You may not be getting paid much, but your time is incredibly valuable as a grad student and even more so an employee. This is not the case as an employee, as now I have to contend with standard hours of operation, fixed deadlines, and collaborative projects that require me to finish my part on time or the whole project stalls. Thankfully, as a grad student I was ruthless about maintaining strict deadlines for myself and limiting my hours to so the transition was not too difficult. Setting Your Standards for Independent Work: One of the great transitions graduate students undergo is becoming an independent professional and not a passive consumer of information. Part of that will be learning how you generate original work and how to set standards for yourself along the way. Set high but realistic standards for yourself so that when you do become more independent either as an employee or postdoc you know how to complete professional work with little to no input from those around you. Intellectual independence is the whole point of graduate school, so embrace the transition early on and learn to take control of and pride in the quality of work that you produce. Learning to stand up for your research or scholarship can be difficult when first starting out. Mastering the art of presenting and defending your ideas in a rational, reasoned matter is a useful skill wherever you go, so make the most of your committee members for this reason. They are excellent trainers for learning to take an independent stance on your work and learning how to deal with conflicting opinions in a professional setting. On the interpersonal side of things, remember that while professional criticism of your work is to be expected, you are entitled to all of the professional respect due to anyone working in a more traditional 9-to-5 setting. Report abuse and harassment , whether from peers, students, co-workers, or professors. Closing Thoughts Professional development is not just the sum of the skills that you have or your number of published papers. It includes how you approach your work, structure your time, and interact with your colleagues. Make the most of your graduate education by learning to approach your studies not just as an extension of school where you are a passive student, but as a professional student actively participating in your profession. What professional skills do you think benefit graduate students the most as students and in the workplace? Share your thoughts in the comments section below.

Chapter 8 : Student Classroom and Course-Related Behavior | University of Colorado Boulder

INTRODUCTION. Developing appropriate student professional behavior is a common goal in academic health sciences programs such as medicine, pharmacy, and nursing.

Chapter 9 : Problematic Student Behavior - Eberly Center - Carnegie Mellon University

Student Information/Behavior Observation Form Pupil Personnel Services Staff Concern for the following student has been brought to the attention of the Student Assistance Team.