

AEP 672, CLASSROOM MANAGEMENT (Undergraduate Version)

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Prerequisites: none

Course Hours: online

COURSE CREDIT: 3 undergraduate credits

COURSE DESCRIPTION:

The Classroom Management course is to provide classroom instructors with the information needed to focus on the core principles and practices of classroom management. This course blends a humanistic, competency-based approach with an applied, research-based, behavior management approach to provide instructors with the best current thinking on effective classroom management.

COURSE OBJECTIVES: Students will . . .

1. Describe major theories of human behavior and explain how they apply to classroom management practices
2. Implement strategies for anger management in the classroom
3. Describe the ethical and legal aspects of schoolwide discipline
4. Explain how to develop trusting relationships with students and families
5. Describe the four stages of group process relationships
6. Demonstrate how to use Glasser's 7-step problem-solving process
7. Conduct a simple behavioral assessment that will guide the selection of appropriate interventions
8. Investigate how to integrate behavior-based strategies into a comprehensive classroom management plan.
9. Implement various evidence-based techniques for behavior management
10. Develop and perform a plan for teaching classroom rules and consequences

COURSE REQUIREMENT

COURSE REQUIREMENTS: (2 PRODUCTS)

Welcome - The Welcome section provides instructions on how to use this course, materials needed for this course, and references used in developing this course.

Each lesson includes content sources, and in lieu of a textbook, material composed of narrative plus either links to articles, YouTube presentations, or graphics. You will find yourself being more of a researcher than simply referring to a depository of content as is sometimes common when reading a traditional textbook as a way to gain content knowledge. You will find some of the content redundant, but in education we like to call this repetition which can be an instructional strategy. You also will find that sometimes the sources are not in agreement. This is okay too. Some sources will require careful and thoughtful reading while others will invite you to a less formal perusal. You will probably find the YouTube presentations and the graphics particularly helpful for providing summaries of the content concepts. Feel free as a researcher to explore other websites to gather further information.

Explanation of Points

Product One: Evidence of completing the lessons is the submission of the certificate of completion/screenshot printing of your online EXAM Score. This score is strictly a pass option with scores of 70% or more required. Exam must be retaken for any score below 70%.

Product Two: Up to 900 points will be awarded based on the quality and thoroughness of the responses to writing assignment prompts. Final grade will be determined as a percentage of points earned calculated on total possible points.

Product One:

As you proceed through this course, you will initially be required to access and complete the appropriate topic identified online lesson package, earning a mandatory completion certificate for the subject matter content. You can access your topic by logging on and registering yourself at this web page: <https://www.leadershipcredit.info/dod-jrotc-certification/>. The lessons below are another review of the topics previously presented during online lesson package.

Once you complete the online effort with a successful score of 70% or better for this topic you will be provided a completion certificate; which in turn will be submitted along with **Product Two**, page 22 below, as a scanned attachment to your instructor.

Lesson 1- Discovering How Human Behavior Influences Classroom Management

This lesson summarizes the historical context of discipline and classroom management, describes major theories of human behavior and how they apply to classroom management practices, and compares the conceptual domains of classroom management and discipline. This lesson also explains Froyen's 3 C's Model of discipline.

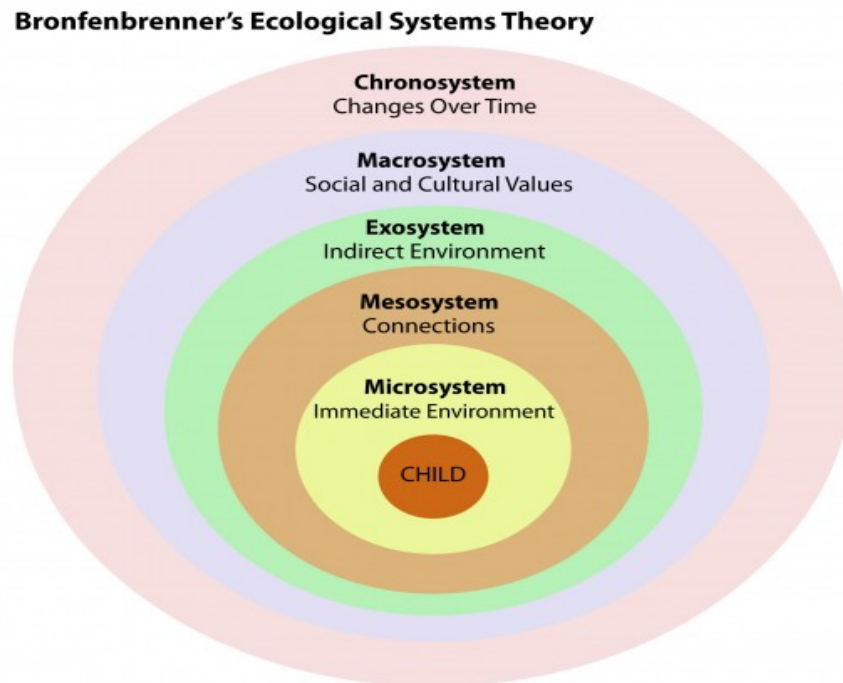
Objectives:

- Summarize the historical context of discipline and classroom management, including corporal punishment.
- Describe major theories of human behavior and how they apply to classroom management practices.
- Compare and contrast the conceptual domains of classroom management and discipline: relationships, specific behavioral concerns, instruction with models of discipline,
- Explain Froyen's 3 C's Model of discipline.

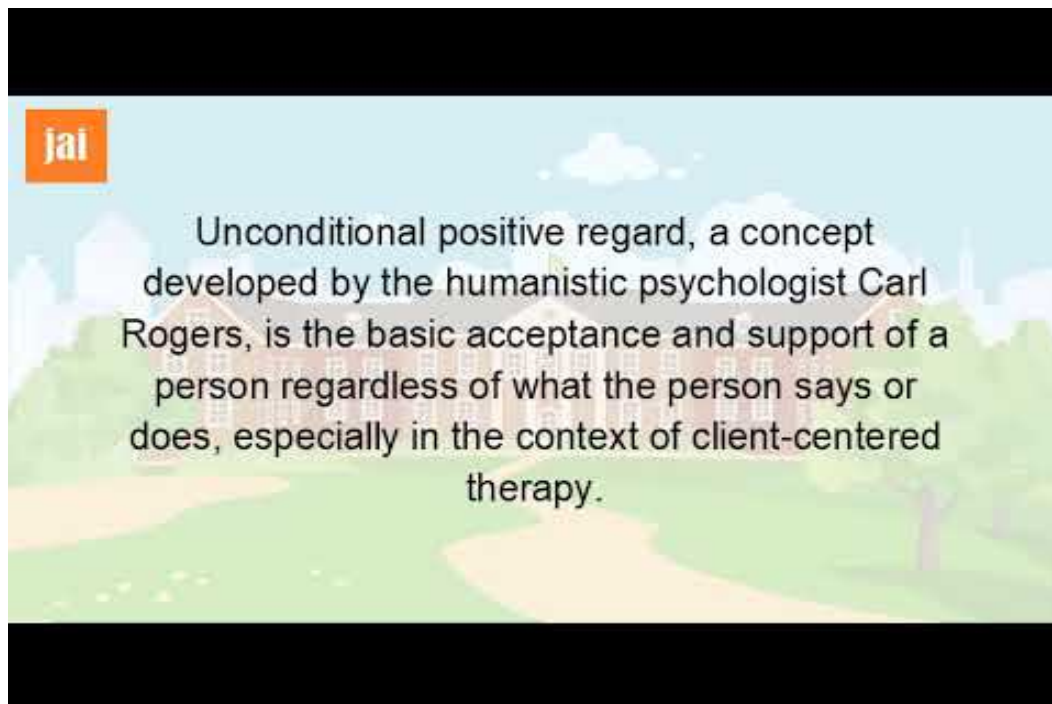
Reading Assignment:

What are the implications of a systems-ecological perspective for classroom management? Theories can be a foundation for building strategies for classroom management. Review the links below to gain an understanding of a systems-ecological perspective.

<https://www.psychologynoteshq.com/bronfenbrenner-ecological-theory/>



<https://www.youtube.com/watch?v=5htRhvm4iyI>



<https://www.youtube.com/watch?v=TLE8godkNeo>

Froyen's 3 C's model of discipline is another theory worth exploring. Open these links to learn more.

<https://www.scribd.com/presentation/106602722/The-3-C-s-of-Classroom-Management-2>

<https://prezi.com/mbnb1xyal37t/the-3-cs-of-classroom-management/>

Lesson 2 - Developing Competence in Communication

This lesson compares direct confrontation with problem-centered discussions and explains strategies for anger management.

Objectives:

- Compare and contrast direct confrontation with problem-centered discussions.
- Explain strategies for anger management.

Reading Assignment:

Our beliefs about ourselves, our personalities, strengths, weaknesses tell us much about our self-concept. How do you describe yourself? Are you a good teacher? Are you physically attractive? friendly? likable? moody? intelligent? empathetic? energetic? physically active? How do you think your students regard themselves? And how do you think this might influence their learning? How do self-concept and self-esteem affect the classroom performance of the students with whom you are working? The bottom line is self-concept and self-esteem do effect performance. Look at the content source links about Erikson's psychosocial stages, Kohlberg's studies, the value of self-concept and self-esteem and positive self-talk.

<https://www.psychologynotesHQ.com/erikerikson/>

<https://www.verywellmind.com/kohlbergs-theory-of-moral-developmet-2795071>

<https://www.thepathway2success.com/how-to-teach-positive-self-talk/>

<https://www.specialeducationguide.com/pre-k-12/what-is-special-education/legal-rights-to-services/>

<https://www.youtube.com/watch?v=w7YTGqkyD2o>

Lesson 3 - Competencies in Legal Aspects of School-wide Discipline

This lesson describes the ethical and legal aspects of communication and schoolwide discipline, explains the reasons why today's teachers need to be familiar with the legal context within which they work. This lesson also defines due process and the protections that students enjoy, explains the legal changes that have extended many constitutional rights of citizens to students and provides examples of teachers' basic legal obligations.

Objectives:

- Describe the ethical and legal aspects of communication and schoolwide discipline.
- Explain the reasons why today's teachers need to be familiar with the legal context within which they work.
- Define due process and the protections that students enjoy.
- Explain the legal changes that have extended many constitutional rights of citizens to students.
- Provide examples of teachers' basic legal obligations.

Reading Assignment:

Awareness of legal issues involving students and the education system can keep teachers out of trouble. There are some elements of the educational structure that are important to know in carrying out your instructional duties. Also, being aware of school district policies is wise. Review these links.

<http://www.centerforpubliceducation.org/research/law-and-its-influence-public-school-districts-religion-free-speech-and-due-process>

http://www.crlt.umich.edu/gsis/p1_6

<https://prezi.com/zgrvmtpgdzu/top-10-legal-issues-in-k-12-education/>

<https://www.masters-in-special-education.com/lists/5-important-special-education-laws/>

Lesson 4 - Using Problem-Solving to Resolve Behavior Problems

This lesson defines the concept of a covenant and covenant management, explains how to develop trusting relationships with students and families, and describe the four stages of group process relationships. This lesson also demonstrates how to use Glasser's 7-step problem-solving process and describes useful techniques for managing anger.

Objectives:

- Define the concept of a covenant and covenant management.
- Explain how to develop trusting relationships with students and families.
- Describe the four stages of group process relationships.
- Demonstrate how to use Glasser's 7-step problem-solving process.
- Describe useful techniques for managing your anger and the anger of others.

Reading Assignment:

A positive school climate and culture contributes to being a learning culture. Simply, school is a place to learn and anything teachers can do to facilitate and enhance student learning is movement toward the goal of student learning. Open the links below to get further insights into school climate and culture and specifically into your classroom climate and culture.

<https://thehighlyeffectiveteacher.com/6-ways-to-build-a-positive-classroom-culture/>

<https://www.cfchildren.org/blog/2012/08/key-factors-in-creating-a-positive-classroom-climate/>

<https://www.youtube.com/watch?v=QwH370O26ZM>

https://www.youtube.com/watch?v=Z-_NvhlcusQ

<https://www.youtube.com/watch?v=hvv-URrIVFs>

Creating a Positive Classroom Culture and Climate

Positive classrooms are essential for the following reasons:

- ▶ Increases students engagement.
- ▶ Creates a safe discursive environment.
- ▶ Encourages student collaboration and participation.

The old adage holds true: *Students won't care about what you know until they know that you care.*



Look closely at the concepts of conduct, covenant and content management.

<https://www.scribd.com/doc/292832124/covenant-management>

Classroom management focuses on three major components

- ***conduct management:*** *attempts to address and resolve discipline problems in the classroom.*
- ***covenant management:*** *classroom group as a social system that has its own features that teachers have to take into account when managing interpersonal relationships in the classroom.*
- ***content management:*** *space, materials, equipment, the movement of people, and lessons that are part of a curriculum or program of studies".*

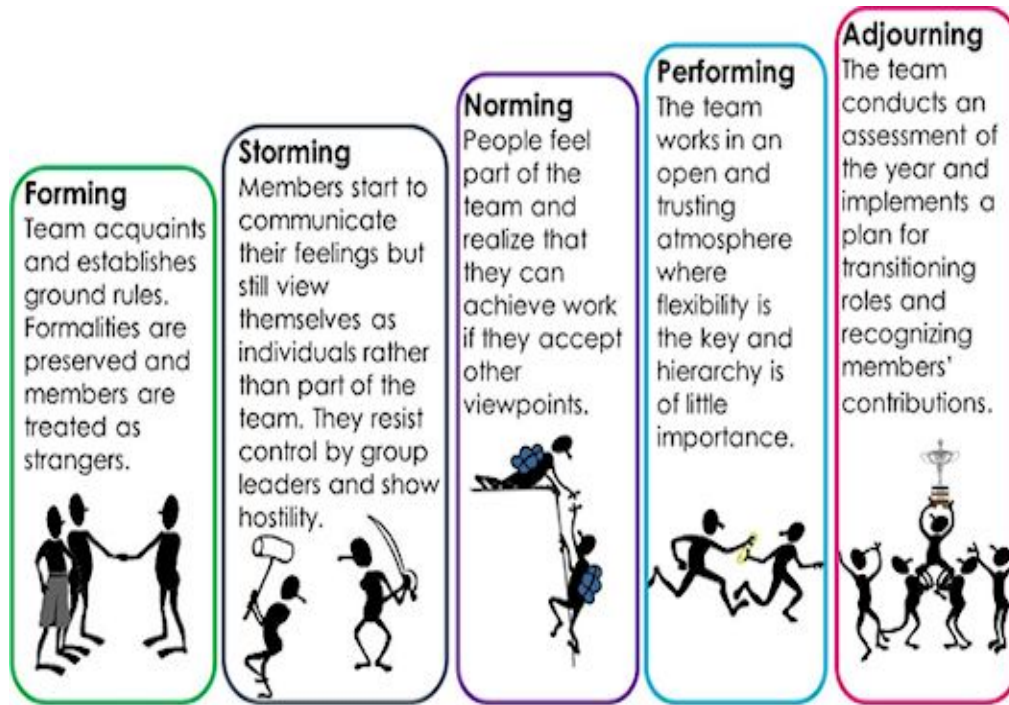
Group work can be a very useful learning tool and also a preparation for employment structures after school. But forming and managing groups can be challenging to ensure that they student efforts are productive and result in meeting learning goals. Open these links to discover more.

<https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/developing-assignments/group-work/group-work-classroom-types-small-groups>

<https://tomprof.stanford.edu/posting/1532>

https://www.youtube.com/watch?v=CIP_kFR5_jc

<https://www.youtube.com/watch?v=pzr5x2cLljg>



https://www.mindtools.com/pages/article/newLDR_86.htm

<https://www.teacherpowered.org/guide/about/stages>

Dr. William Glasser is known for his reality therapy and choice therapy concepts. These have application in classroom management. Check out these links to see what you think about these therapies as they might apply to classroom management.

https://en.wikibooks.org/wiki/Classroom_Management_Theorists_and_Theories/William_Glasser

<https://www.youtube.com/watch?v=FckeblMa8>

<https://www.youtube.com/watch?v=MLIOwYaTHxg>

<https://www.youtube.com/watch?v=yZA0zAgOl60>

Application of Reality Therapy: Students Behaviours

- STEP 1: Establish involvement with the students
- STEP 2: Focus on behaviour
- STEP 3: The student must accept responsibility for the behaviour
- STEP 4: The student should evaluate the behaviour
- STEP 5: Develop a plan
- STEP 6: The student must make a commitment to follow the plan
- STEP 7: Follow up and follow through

Can be found in Classroom Management for Elementary Teachers text on pages 182-183.

GLASSER'S CONTROL THEORY (1986) CLASSROOM MANAGEMENT

■ Seven Caring Habits:






- Supporting
- Encouraging
- Listening
- Accepting
- Respecting
- Negotiating Differences



■ Seven Deadly Habits:

- Criticizing
- Blaming
- Complaining
- Nagging
- Threatening
- Punishing
- Bribing or rewarding to control

Dr William Glasser's *Basic Needs*

				
Love & Belonging	Power	FUN	Survival	<i>Freedom</i>
<ul style="list-style-type: none"> ✓ belonging ✓ being loved ✓ being respected ✓ friendship ✓ sharing ✓ cooperation 	<ul style="list-style-type: none"> ✓ recognition ✓ success ✓ importance ✓ achievement ✓ skills 	<ul style="list-style-type: none"> ✓ enjoyment ✓ laughter ✓ learning ✓ change 	<ul style="list-style-type: none"> ✓ health ✓ relaxation ✓ sexual activity ✓ food ✓ warmth 	<ul style="list-style-type: none"> ✓ choices ✓ independence ✓ freedom from ✓ freedom to

William Glasser - Choice Theory

7 Caring Habits	7 Deadly Habits
Supporting	Criticising
Encouraging	Blaming
Listening	Complaining
Accepting	Nagging
Trusting	Threatening
Respecting	Punishing
Negotiating Differences	Bribing or Rewarding to Control

Glasser, W. (2013). *Take Charge of Your Life: How to Get What You Need with Choice-Theory Psychology*. Bloomington, USA: iUniverse.

Lesson 5 - Developing Competence in Conduct Management

This lesson identifies your ideas and feelings toward authority, and relate these attitudes to your classroom management style, defines positive behavioral support and identifies its four key elements. This lesson also conducts a simple behavioral assessment, distinguishes between minor and moderate-to-severe behavior concerns, and compares prevention and intervention classroom management strategies.

Objectives:

- Identify your ideas and feelings toward authority, and relate these attitudes to your classroom management style
- Define positive behavioral support and identify its four key elements.
- Conduct a simple behavioral assessment that will guide the selection of appropriate interventions.
- Distinguish between minor and moderate-to-severe behavior concerns and identify alternative strategies and appropriate interventions.
- Compare and contrast prevention and intervention classroom management strategies.

Reading Assignment:

Behaviorist approaches are useful in promoting greater academic success and more appropriate classroom behavior, particularly when combined with cognitive approaches. Theorists introduce classical conditioning and operant conditioning. Review the links below.

<https://www.slideshare.net/JamieRBouret/classical-conditioning-in-the-classroom-15195207>

<https://classroom.synonym.com/uses-classical-conditioning-classroom-7603215.html>

<http://www.psychologydiscussion.net/learning/learning-theory/operant-conditioning-definition-and-educational-implications/2507>

<https://www.learning-theories.com/operant-conditioning-skinner.html>

Students' fear or anxiety interfere with learning so teachers want to develop strategies to reduce them. Associated with these issues are strategies for eliminating nonproductive or counterproductive classroom behaviors. Open and review these links.

<https://www.psycom.net/classroom-help-anxious-child-at-school/>

<https://www.newtimes.co.rw/section/read/228669>

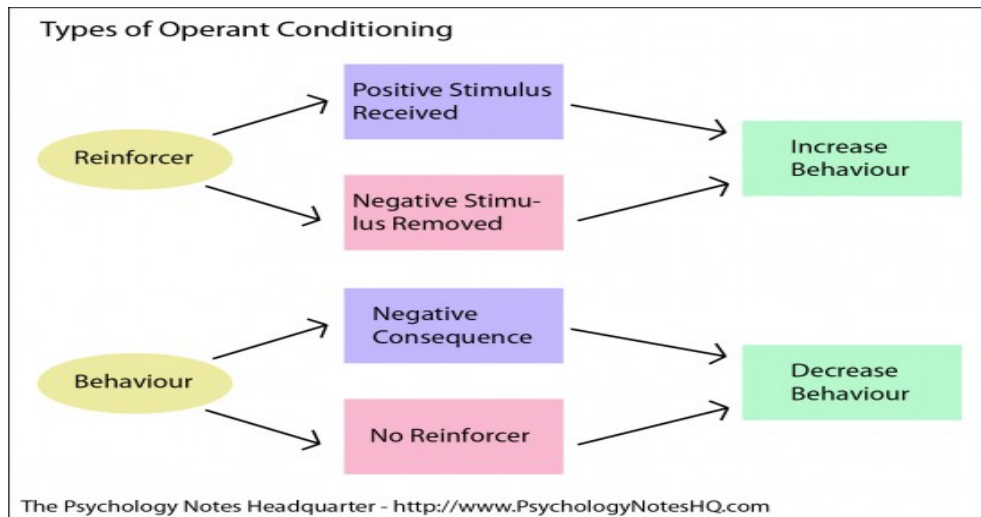
<https://1313lola.wordpress.com/2015/04/27/unproductive-student-behaviors-procrastination/>

CLASSROOM IMPLICATIONS

If the teacher is consistent and repetitive with these stimuli, eventually the students will come to learn to behave properly through classical conditioning.

	If the teacher...	Then the students...
Before conditioning	Instructs the class to quiet down	Will get quiet.
	Claps 3 times.	Will not get quiet.
During conditioning	Claps 3 times and instructs the class to quiet down.	Will get quiet.
After conditioning	Claps 3 times.	Will get quiet.

The students' behavior has been conditioned!



Reinforcement properly used is a valuable tool for achieving the classroom behaviors you desire. Check out these links.

<https://cehdvision2020.umn.edu/blog/positive-reinforcement-teacher-tips/>

<https://www.youtube.com/watch?v=xC4wSO3IDYg>

<https://www.youtube.com/watch?v=R1Cs3phICUA>

Lesson 6 - Classroom Management and Evidence-Based Practice

This lesson describes the utility of evidence-based practice and investigates how to integrate behavior-based strategies into a comprehensive classroom management plan. This lesson also demonstrates an understanding of how to use evidence-based techniques for behavior management and explains how empathy supports teachers in their efforts to develop competent learners.

Objectives:

- Describe the utility of evidence-based practice.
- Investigate how to integrate behavior-based strategies into a comprehensive classroom management plan.
- Explain how empathy supports teachers in their efforts to develop competent learners.
- Demonstrate an understanding of how to use the following evidence-based techniques for behavior management:
 - Task Engagement Program to track student engagement with assignments
 - Break Cards to reward students for being on task or completing assignments
 - Response Cards to check student understanding

Reading Assignment:

Good teachers are good listeners. Here are some links that may helpful in increasing listening skills.

<https://www.acs.edu.au/info/education/trends-opinions/listening-skills.aspx>

<https://www.youtube.com/watch?v=7gYxrRQffLE>

The Power of Listening

- **Listening is a skill that is important to many professions**
- **Listening is the most important quality for a support person**
- **Listening is hard work; it requires thought and can be improved with practice**
- **You have to *want* to listen**
- **You must listen *actively* so the other person knows that you are listening**

A Guide to Customer Service Skills for the Help Desk Professional, 2e

3

“Withitness” is a phrase that has been coined to describe knowing what is going on in your classroom.

<https://www.aateachers.org/index.php/blog/764-withitness-being-aware-of-whats-going-on-in-the-classroom>

<https://owlcation.com/academia/Classroom-Management-Strategies-With-It-Ness>

Withitness

- Awareness of what's going on in all parts of the classroom at all times.
- "Having eyes in the back of the head."
- Students know that your watching them like a hawk.
- Keeping your "back to the wall".
- Timing



Evidence base practice is simply classroom management strategies that have been proven to work.

<https://www.edutopia.org/article/11-research-based-classroom-management-strategies>

Evidence Based Practices in Classroom Management

- 1. Maximize structure in your classroom.**
- 2. Post, teach, review, monitor, and reinforce a small number of positively stated expectations.**
- 3. Actively engage students in observable ways.**
- 4. Establish a continuum of strategies to acknowledge appropriate behavior.**
- 5. Establish a continuum of strategies to respond to inappropriate behavior.**

(Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008)

Lesson 7 - Strategies for Reducing or Eliminating Disruptive and Rule-Violation Behavior

This lesson investigates how to integrate behavior-based strategies into a comprehensive classroom management plan and demonstrates how to use behavioral contracting and other evidence-based strategies for reducing disruptive and rule-violation behavior.

Objectives:

- Investigate how to integrate behavior-based strategies into a comprehensive classroom management plan.
- Demonstrate how to use behavioral contracting and other evidence-based strategies for reducing disruptive and rule-violation behavior:
 - o Strategy #1: Behavioral Contracting
 - o Strategy #2: Individual Disruptive Incident Barometer
 - o Strategy #3: Time-Out for Minor Disruptive Behavior
 - o Strategy #4: Removal Time-Out for Severe Disruptive and Aggressive Behavior

Reading Assignment:

Motivation has to do with movement. What will get people to act. In a classroom a teacher wants to student to act or move in a certain direction. There are two categories of motivators: intrinsic and extrinsic.

<https://www.weareteachers.com/understanding-intrinsic-vs-extrinsic-motivation-in-the-classroom/>

<https://www.youtube.com/watch?v=kUNE4RtZnbk>

<https://www.verywellmind.com/differences-between-extrinsic-and-intrinsic-motivation-2795384>

https://www.youtube.com/watch?v=v2eRnhBvI_I

<https://www.youtube.com/watch?v=m6YsDMS-bmw>

<https://www.alleydog.com/glossary/definition.php?term=Hot+Cognition>

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Extrinsic vs. Intrinsic Motivation

Extrinsically Motivated Students	Intrinsically Motivated Students
<ul style="list-style-type: none">• Do something to obtain something else.• Are influenced by rewards and punishments.	<ul style="list-style-type: none">• Demonstrate self-determination by doing something for its own sake.• Increase motivation when they are given some personal choice.

13.12

Reducing student anxiety helps create an atmosphere conducive to learning.

<https://childmind.org/article/classroom-anxiety-in-children/>

<https://www.psycom.net/classroom-help-anxious-child-at-school/>

Effective use of behavioral contracts can address specific behavior issues that are problematic with some students.

<https://www.interventioncentral.org/behavioral-interventions/challenging-students/behavior-contracts>

<https://www.youtube.com/watch?v=rmxGTv4PFES>

<https://www.youtube.com/watch?v=D8FI7ThhaiA>

<p style="text-align: center;">Student-Teacher-Parent Contract</p> <p>Each student should be helped to reach his/her highest potential for intellectual, emotional and physical growth. To achieve this, the home and school must work together by recognizing and agreeing upon the responsibilities of each party in the learning process.</p> <p>As a student, I will be responsible for:</p> <ol style="list-style-type: none">1. Showing respect and cooperating with all adults at the school.2. Coming to class on time, prepared to work.3. Completing all assignments to the best of my ability.4. Respecting the rights of others to learn without disruption.5. Showing respect for people and property by not using profanity, stealing or vandalizing.6. Practicing the rules in the Code of Student Conduct.7. Spending time at home on daily studying or reading. <p>Date: _____ Student Signature: _____</p> <p>As a teacher, I will be responsible for:</p> <ol style="list-style-type: none">1. Providing instruction in a way that will motivate and encourage my students.2. Providing a safe and positive atmosphere for learning.3. Explaining assignments so that my students have a clear understanding.4. Supplying clear evaluations of student progress to students and parents. <p>Date: _____ Teacher Signature: _____</p> <p>As a parent, I will be responsible for:</p> <ol style="list-style-type: none">1. Providing a caring environment, including adequate food and rest, so my child is ready to learn.2. Providing a time and place for quiet study and reading at home.3. Helping my child in any way possible to meet his/her responsibilities. <p>Date: _____ Parent Signature: _____</p>

Sometimes students self-handicap themselves in ways that hinder their learning.

<https://1313lola.wordpress.com/2015/04/27/unproductive-student-behaviors-procrastination/>

<https://www.verywellmind.com/self-handicapping-protecting-the-ego-at-a-cost-4125125>

Learning can also be influenced by students who underestimate or overestimate their abilities both run the risk of failure and disappointment.

<https://thewinninglane.com/are-you-overestimating-or-underestimating-your-abilities/>

Student-teacher relationships and connections are important to enhance student learning.

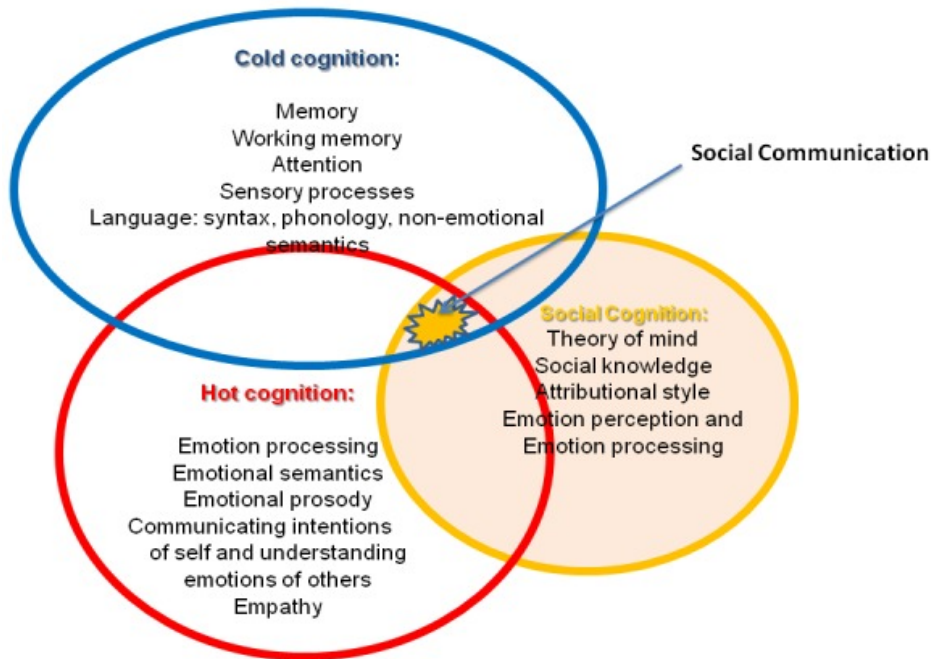
<https://www.edutopia.org/blog/make-meaningful-connections-with-students-nick-provenzano>

Table 4.1. Popular models and techniques for dealing with discipline referrals	
Model	Techniques emphasized
Focusing on Prevention	
Preventative classroom management	Effective teaching practices, frequent monitoring, clear rules and procedures, social praise, and so forth
Pro-social behavior	Systematic reinforcement, modeling of pro-social behavior, verbal instruction, role playing
Moral education	Classroom moral discussions of real-life dilemmas, hypothetical situations, and literature; role playing; student participation in school government
Social problem solving (SPS)	Direct teaching of SPS skills (e.g. alternative thinking, means-ends thinking), self- instruction training, dialoguing
Effective communication models	Values clarification activities, active listening, communication and interpersonal skills training for students and teachers
Focusing on Correction and Control of Misbehavior	
Behavior modification	Direct instruction; reinforcement techniques, including social praise, material reinforcers, and tokens; punishment-oriented techniques, including verbal reprimand, response cost, and time-out; group contingency techniques such as the Good Behavior Game; behavioral contracting
Assertive discipline	Teacher assertion, systematic use of behavior modification techniques, continuous monitoring
Reality therapy	Confrontation questioning, classroom meetings, classroom moral discussions, social problem solving, behavioral contracting, logical consequences, time-out, preventative techniques such as democratic governance
Focus on Treatment	
Social skills training	Direct instruction, modeling and rehearsal, coaching, self-instruction, manipulation of antecedents and consequences
Aggression replacement training	Social skills training techniques, self- instruction (e.g. anger control training), moral discussions
Parent management training	Parent training in application of behavioral techniques
Family therapy	Variety of therapeutic and educational techniques, depending on the particular model
Behavior therapy	Variety of cognitive, behavioral, and operant techniques
<small>From Bear, G.G. (1990). <i>Models and techniques that focus on prevention</i>. In A. Thomas & J. Grimes (Eds.), <i>Best practices in school psychology</i> (p. 652). Silver Spring, MD: National Association of School Psychologists; Copyright 1990 by the National Association of School Psychologists. Reprinted by permission of publisher.</small>	

What is hot cognition? Review the links below to discover what hot cognition is and you will understand its importance in classroom management.

<https://www.alleydog.com/glossary/definition.php?term=Hot+Cognition>

<https://www.youtube.com/watch?v=pOV1JUe5bEQ>



Lesson 8 - Surviving the First Weeks of School by Building a Discipline Plan

This lesson describes a teacher who effectively blends 5 forms of power into classroom management functions and explains how to develop a plan for teaching classroom rules and consequences. This lesson also teaches classroom rules, consequences, and instructional procedures.

Objectives:

- Describe a teacher who effectively blends 5 forms of power into classroom management functions.
- Develop a plan for teaching classroom rules and consequences, using the forms in Appendix A,.
- Teach students classroom rules, consequences, and instructional procedures.

Reading Assignment:

- Review the module on Sales Orientation/Leadership on the Emotional Intelligence Profile CD.

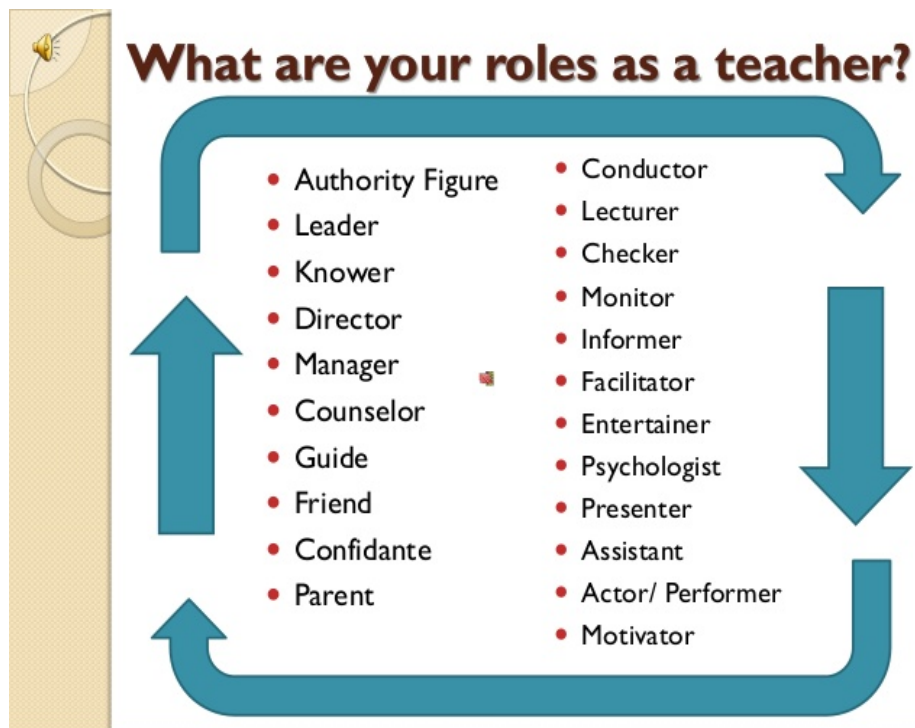
Remember that the teacher is the leader in the classroom and leaders must have power and authority. However, how to exercise that power and authority is an important element for success as an educator. Consider the thought and ideas in the following links.

<https://www.impactteachers.com/7-ways-stamp-authority-classroom/teacher-tips>

<https://cft.vanderbilt.edu/2016/09/claiming-your-authority-in-the-classroom/>

<https://www.wgu.edu/heyteach/Authority-in-the-Classroom-5-Tips-for-Striking-the-Right-Balance>

<https://www.youtube.com/watch?v=bzZ30TMB2BE>



<https://www.facultyfocus.com/articles/teaching-and-learning/different-sources-of-power-that-affect-the-teacher-student-relationship/>

The Power of the Teacher

I have come to a frightening conclusion,
I am the decisive element in the classroom.
It is my personal approach that creates the climate.
It is my daily mood that makes the weather.
As a teacher, I possess tremendous power to make a child's
life miserable or joyous.
I can be a tool of torture or
an instrument of inspiration.
I can humiliate or humor, hurt or heal.
In all situations, it is my response that determines whether a
crisis will be escalated or de-escalated; whether a child will
be humanized or dehumanized.

By Hein Ganot

The organizer- Five Classroom rules.

- Follow directions quickly.
- Raise your hand for permission to speak.
- Raise your hand for permission to leave your seat.
- Make smart choices.
- Keep your dear teacher
HAPPY!

12/09/09



Essential to order in the classroom which is critical to creating an effective learning environment is rules. Student buy-in the rules can be enhanced if they have some part in the origin of the rules. But remember the creation and maintenance of order is the teacher's responsibility. Open these links for further consideration.

<https://www.theartofed.com/2017/08/08/3-benefits-creating-classroom-expectations-students/>

<https://www.edutopia.org/blog/golden-rules-for-engaging-students-nicolas-pino-james>

<https://www.youtube.com/watch?v=-u8hTq3zh1o>

Involving Students in Rule Setting

- Hold a discussion of reasons for having certain rules.
- Share in the decision-making process for specific rules.
 - Remember that you might be teaching 5 different classes.
 - Policies essential to managing instruction should be set by the teacher.
- Permit student choice regarding particular behaviors (gum chewing, silence or talking allowed during seatwork).



Lesson 9 - Establishing Effective Home-School Collaboration

This lesson defines collaboration, describe barriers to collaboration, and establishes a plan for parent orientation and parent conferencing using aspects of Epstein's model.

Objectives:

- Define collaboration and describe barriers to collaboration.
- Establish a plan for parent orientation and parent conferencing using aspects of Epstein's model.

Reading Assignment:

Connections with the parents of your students can be very valuable both in acquiring useful information about the students and gaining parent support for both the student and you as an instructor. Open these links to explore suggestions for parental involvement. *Caution: Some of the suggestions will not be applicable to your situation.*

<https://www.responsiveclassroom.org/what-research-says-about-parent-involvement/>

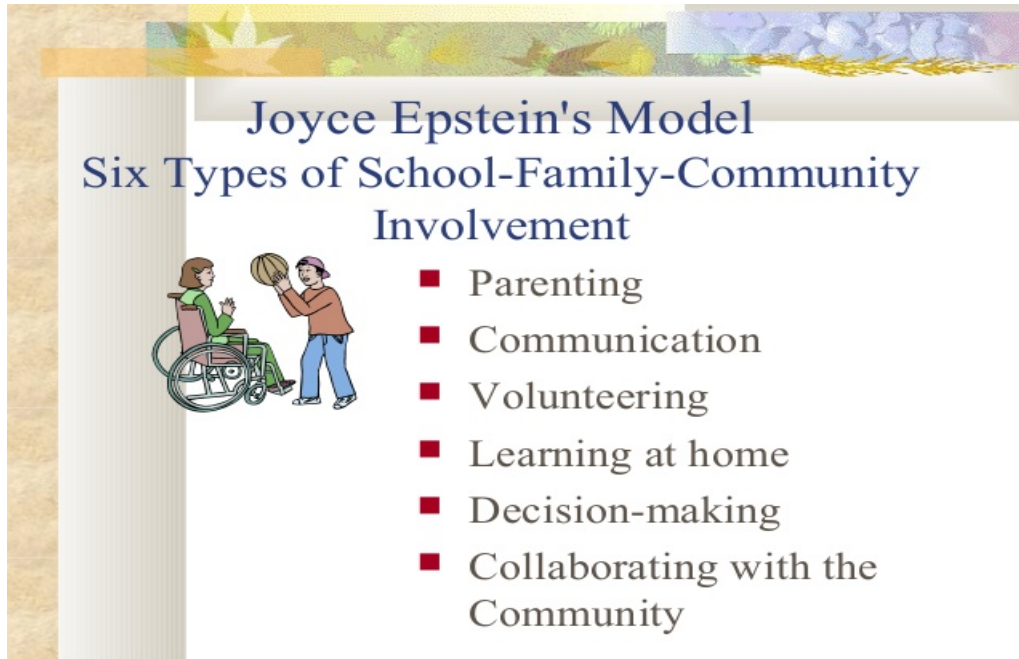
<https://choiceschools.com/10-simple-ways-get-parents-involved-classroom/>

<https://www.youtube.com/watch?v=0973bx1bA8Y>

Developing skill in conducting parent interviews (conference) is useful in developing rapport between the school and the home. Check out the Epstein model.

https://static1.squarespace.com/static/5ac285c04eddecf58e185097/t/5ade2bc403ce640a436e63fd/1524509637130/2018+CBW_E4+Leadership+Presentation.pdf

<https://www.turnitin.com/blog/the-do-s-and-don-ts-of-parent-teacher-conferences>



Product Two:

Culminating Activity – Writing assignment to provide a comprehensive summary of the course.

Objectives:

- Reflect knowledge from course lessons
- Demonstrate implementation and application to classroom and program
- Demonstrate writing skills and use of APA format

Submit Paper: To Dr. Elden Daniel, Instructor of Record

Student Writing Assignment:

Please respond to the following questions/statements in one paper. Please be thorough in your discussion. Each part should contain an introduction, main body and a conclusion/summary. Be sure to include a title page, number pages and include course title. Writing tip: Be sure to use spell check and grammar check and have someone proofread your paper before you submit it. (Your paper's combined responses should be between a minimum of ten to twelve pages in length.) Many students find that they need to write more pages to thoroughly cover the content of the writing assignment. That is okay! Use the links below as content sources. The content source links for the information required to answer the assignments is listed in each part. Feel free to research for additional sources on the topics.

Part 1. Choose one of the following topics about consideration in communication and write a summary on the topic. (1-2 pages) (150 points)

- A. Self-talk
- B. Body Language
- C. Listening and Speaking

- A. <https://www.mindful.org/4-common-types-self-talk/>
<https://www.healthline.com/health/mental-health/self-talk#takeaway>
<HTTPS://WWW.THEPATHWAY2SUCCESS.COM/HOW-TO-TEACH-POSITIVE-SELF-TALK/>
- B. https://www.mindtools.com/pages/article/Body_Language.htm
<https://www.smartclassroommanagement.com/2009/09/07/body-language-and-classroom-management/>
<https://www.youtube.com/watch?v=rVzfnm9uk-0>
<https://www.youtube.com/watch?v=W3P3rT0j2gQ>
<https://www.youtube.com/watch?v=cYEqaeVC4Y>
- C. <https://www.thoughtco.com/active-listening-for-the-classroom-6385>
<https://www.amle.org/BrowsebyTopic/WhatsNew/WNDet/TabId/270/ArtMID/888/ArticleID/607/3-Tips-for-Teaching-Speaking-and-Listening-Skills.aspx>
<https://www.youtube.com/watch?v=RatORMzBY4s>

Part 2. Discuss legal issues in regards to school discipline. (1-2 pages) (150 points)

<http://www.centerforpubliceducation.org/research/law-and-its-influence-public-school-districts-religion-free-speech-and-due-process>
<https://www.raceforward.org/research/reports/historical-timeline-public-education-us>
<https://constitutioncenter.org/blog/10-important-supreme-court-cases-about-education/>
<https://www.youtube.com/watch?v=kb5jDSucfXo>

Part 3. Choose two of the following topics, discuss each and reflect upon how the concept may have application in your instruction. (300 points)

- A. Covenant management (1-2 pages)
 - B. Conduct management (1-2 pages)
 - C. Reducing or eliminating disruptive and rule violation behaviors (1-2 pages)
- A. <https://www.scribd.com/doc/292832124/covenant-management>
<https://www.thoughtco.com/managing-student-conduct-7796>
<https://www.youtube.com/watch?v=km7X5kQYOg8>
 - B. <https://www.aft.org/periodical/american-educator/winter-2003-2004/heading-disruptive-behavior>
<https://www.youtube.com/watch?v=QqFABbNbN2Q>
<https://www.youtube.com/watch?v=eKQtgY-slhE>

Part 4. Describe a classroom management plan for the first few weeks of the school term applicable to your instructional setting. (2-3 pages) (300 points)

Return your student assignment and a copy of your online completion certificate by email to:

Email submission: drdaniel@gojade.org

Dr. Elden Daniel Telephone: 719-480-2089

Students have one full semester to complete the written assignment. All papers should be in APA format. You may learn more about APA style online at apastyle.org or in any grammar

handbook, such as: Diana Hacker's "Rules for Writers." A helpful guide to the APA 6th Edition manual can be found at <http://utsa.edu/trcss/docs/APA%206th%20Edition.pdf>

COURSE GRADING

Grading will be on an A – F scale based on the thoroughness and quality of the writing assignments.

Grade Distribution:

Online **EXAM** Score 70% or greater, resulting in your personal Completion Certificate a must!

EVALUATION PROCEDURES AND CRITERIA

Grading Scale

Grade	Percentage	Points
A	100-93	900-837
B	92-85	836-765
C	84-76	764-684
D	75-67	683-603
U	66 or below	602 or below
I		

Explanation of Points

Product One: Evidence of completing the lessons is the submission of your online completion certificate. This score is strictly a pass option with scores of 70% or more required. Exam must be retaken for any score below 70%.

Product Two: Up to 900 Points will be awarded based on the quality and thoroughness of the responses to writing assignment prompts. Final grade will be determined as a percentage of points earned calculated on total possible points.

EVALUATION CRITERIA:

A 100 - 93 = Demonstrates a thorough understanding of course concepts and principles and provides insight into the inter-relatedness of the information. There is clear, convincing, and consistent evidence that the candidate demonstrates achievement. The evidence is comprehensive, thoughtful, and integrated.

B 85 – 92 = Displays a complete and accurate understanding of course concepts and principles. There is clear evidence that the candidate knows what to do, and does it. The evidence is specific and reasonable. However, at times the evidence may be somewhat uneven, with specific features addressed more effectively than others.

C 76 – 84 = Displays an incomplete understanding of course concepts and principles and have some notable misconceptions. There is limited evidence that the candidate knows what to do, how to do it, or when to do it.

D 67 – 75 = Demonstrates severe misconceptions about course concepts and principles. Candidate does not have a grasp of information; student cannot answer questions about the subject matter presented. There is little or no evidence that the candidate has demonstrated achievement.

