

Classroom Management to Promote Student Learning

GRADES K–12

GRADUATE CREDIT: 3 SEMESTER HOURS

Today's students come with a range of learning needs in addition to social and emotional needs. As a result, there is no single formula for effective classroom management. In this course, educators explore several approaches to creating a supportive and respectful learning environment for all students. They build a personalized repertoire of research-based strategies to reclaim class time that had previously been lost to handling classroom disruptions, and they discover methods to increase parental support.

This course is designed for K–12 classroom teachers, lead teachers, curriculum coordinators, special education teachers, reading specialists, and subject teachers.

COURSE TOPICS

- A higher standard of classroom management
- Classroom goals, rules, and procedures
- Models of discipline
- Severe and chronic behavior problems
- Recognizing and managing bullying
- Conflict resolution and social skills
- Building community and cooperation
- The relationship between instruction and behavior
- Building positive relationships with students
- Responding to inappropriate behavior
- Limit setting, anger management, and problem-solving

COURSE OUTCOMES

By the end of the course, educators will:

- Analyze their current approach to classroom management and assess personal strengths and weaknesses related to classroom management.
- Create a plan of action for developing positive relationships with students, including how to effectively communicate and teach rules.
- Develop a general plan for increasing their competence in behavior management according to the four stages of the teacher development cycle.
- Identify actions they will take to help students harness and channel their anger constructively.
- Develop an intervention plan to reduce bullying and cyber-bullying, and provide recommendations for a school policy based on that plan.
- Analyze teacher behaviors that are most effective in addressing classroom disruptions and defiant student behavior, using the teacher behavior continuum.
- Identify students whose challenging behavior represents one of the four research-based categories.
- Apply guidelines for the effective use of praise and rewards to specific aspects of their teaching practice.
- Analyze how to utilize the escalation of interventions framework to reduce chronic, severe behavior problems.
- Examine the relationship between classroom instruction and behavior management by evaluating students' academic needs and explain how it will influence their approach to designing curriculum, instruction, and assessment.
- Devise a proactive plan for increasing parent support of student learning and behavior, including how to earn the cooperation of critical or angry parents.
- Examine the relationship between cooperation and conflict, and the need for both in creating a positive and cohesive learning community and climate in their classroom.
- Develop a strategy for how to integrate social skills and civic values that promote self-responsibility into their curriculum and instruction.
- Design a standards-based lesson that incorporates academic controversy to build students' constructive conflict skills and facilitate their learning of important content.
- Evaluate their approach to discipline in terms of the "three faces" of discipline and determine more effective responses to past student misbehavior.

CLASSROOM MANAGEMENT TO PROMOTE STUDENT LEARNING

METHODS OF ASSESSMENT

This course provides numerous opportunities to apply research-based concepts and theory to practical teaching situations. Assessment is conducted in the following ways:

- **Activities** are short assessments that help educators explore concepts and make connections between the content and their teaching practice. Some activities are ungraded but serve to prepare educators for other graded assignments. Any ungraded activities are clearly marked as such.
- **Study Team Discussions (print & DVD) or Dialogue Summaries (online)** allow educators to share ideas about the course content with other teachers, then ask them to analyze and summarize the discussion and then describe how their understanding of the topic has been enhanced or expanded.
- **Applications** assist educators in applying the theories, concepts, and strategies to their teaching practice.
- **Quizzes** provide educators with instant feedback (online only) on their understanding of the course material. There are three quizzes, each reviewing several sections of content.
- The **Final Reflection** requires educators to synthesize the content and reflect on their key learnings throughout the course.

COURSE MATERIALS AND FORMAT

Course texts, websites, and journal articles help facilitate learning and transfer theory into practice. Video programs feature interviews with nationally recognized education experts. Classroom scenes provide a view into the classrooms of master teachers who demonstrate the strategies taught in the course. This course is offered in two distance-learning formats: print & DVD and online. Educators select one format when they enroll.

PRINT & DVD FORMAT

Educators in the print & DVD version of the course receive printed materials to facilitate their learning. This version of the course requires educators to form a study team. The educator must have at least one study partner or peer coach, preferably another educator, to complete activities, engage in discussion, and seek feedback. It is not necessary that the study partner be enrolled in the course. Educators enrolled in the print & DVD version should have Internet access in order to connect with the many websites that are offered as learning resources. Assignments are submitted via email. The print & DVD course includes:

- The print study guide:
 - *Classroom Management to Promote Student Learning*
- The DVD:
 - Laureate Education, Inc. (Executive Producer). (2009). *Classroom management to promote student learning*. Baltimore: Executive Producer.
- The course textbook(s):
 - Jones, V. & Jones, L. (2009). *Comprehensive classroom management: Creating communities of support and solving problems* (9th ed.). Upper Saddle River, NJ: Prentice Hall.
- The other required readings

ONLINE FORMAT

Educators in the online version of the course access the course content via an online classroom. Educators are required to participate in virtual discussions with fellow educators via a discussion board. The course textbook is shipped to educators, but the video programs and other resources are available within the online classroom. Assignments are submitted through the online classroom. The online course includes:

- Access to online classroom for:
 - Classroom Management to Promote Student Learning
- Access to the video programs in the online classroom as well as a backup DVD:
 - Laureate Education, Inc. (Executive Producer). (2009). *Classroom management to promote student learning*. Baltimore: Executive Producer.
- The course textbook(s):
 - Jones, V. & Jones, L. (2007). *Comprehensive classroom management: Creating communities of support and solving problems* (8th ed.). Upper Saddle River, NJ: Prentice Hall.
- Access to the other required readings

SYSTEM REQUIREMENTS FOR ONLINE COURSE FORMAT:

- Operating system for PC: Windows® XP, Windows Vista®, or Windows® 7
- Operating system for Mac®: OS X or higher
- Processor: 1 GHz, 32/64 bit or higher
- Memory: Minimum 512 MB of RAM; 1 GB recommended
- Browser: Microsoft Internet Explorer® 6.0 or higher; Firefox® 3.6 (also for Mac®: Apple® Safari® 4 or higher)
- Internet connection: Broadband (DSL, cable modem, or similar) required
- Software: Microsoft Word®, Adobe® Flash® Player 7 or higher (free), Adobe® Acrobat® Reader® version 8 or higher (free)
- Monitor resolution: 1280 x 800 pixels or higher

Note: If you are using a Macintosh®, please be sure to download Mozilla® Firefox® 3.6. It's free, and the download should take only a few minutes at www.mozilla.org.

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- Adobe, Flash, and Acrobat Reader are registered trademarks of Adobe Systems Incorporated in the United States and/or other countries.

EDUCATION EXPERTS

Lee Canter, M.S.W.

Lee Canter is a nationally recognized expert in behavior management. His programs have helped over one million educators create more harmonious classroom and school environments, where teachers can teach and students can achieve greater success. He is the author of numerous books, including *Assertive Discipline®*, *The High-Performing Teacher®*, *Classroom Management for Academic Success*, and *Succeeding with Difficult Students®*.

Arthur L. Costa, Ed.D.

Dr. Arthur Costa is professor emeritus at the School of Education, California State University, Sacramento. He is also co-director of the Institute for Intelligent Behavior and former national president of the Association for Supervision and Curriculum Development. Dr. Costa has worked with educational associations around the globe and has authored more than 100 journal articles, books, and papers.

Carolyn M. Evertson, Ph.D.

Dr. Carolyn Evertson is professor of education emerita of Peabody College at Vanderbilt University. She initiated the Classroom Organization and Management Program (COMP), a teacher-training curriculum extensively implemented throughout the United States. Dr. Evertson has written and edited numerous books and articles.

David W. Johnson, Ed.D.

Dr. David W. Johnson, professor at the University of Minnesota, is internationally known for his extensive educational research, which has spanned the past 30 years. He is a fellow of the American Psychological Association and best known as a pioneer in cooperative learning. Dr. Johnson has authored more than 550 books and articles.

Deborah Stipek, Ph.D.

Dr. Deborah Stipek is a professor of education and formerly the I. James Quillen Dean at the School of Education at Stanford University. Dr. Stipek's extensive publications highlight various aspects of human development, including the book *Motivation to Learn: Integrating Theory and Practice*.

Patricia Wolfe, Ed.D.

Dr. Pat Wolfe, a veteran educational consultant and staff-development trainer, has developed expertise in the study of brain functions and their implications for teaching and learning. She has developed and published articles, books, and videos for educators.



ABOUT CANTER

Canter, a subsidiary of Laureate Education, Inc., is committed to serving the educational community with high-quality, graduate-level courses that blend research-based theory with practical strategies. Canter began with one groundbreaking guide on managing behavior in the classroom and, more than 35 years later, has helped more than 300,000 educators address the most critical issues in education while advancing their careers.

FOR MORE INFORMATION

For more information about Canter graduate-level courses, visit www.Canter.net or call 1-800-669-9011.

ABOUT OUR PARTNERSHIP

Canter offers its courses in partnership with Walden University, allowing you to benefit from Canter's quality curriculum in a self-paced format, while earning graduate credit from a leading accredited university.* The course curriculum is developed and designed by Canter in collaboration with national education experts, while graduate credit is granted through Walden University, which assesses student work. Credit may be applicable for certification renewal and/or salary advancement.[†] Course credit may be transferable with prior approval from the university providing your advanced degree or planned program.

Walden University

The Richard W. Riley College of Education and Leadership at Walden University is a **National Council for Accreditation of Teacher Education (NCATE)**–accredited college dedicated to enhancing educator effectiveness. As a recognized standard of excellence in professional education for the preparation of teachers, administrators, and other pre-K–12 school professionals, NCATE accreditation ensures the college has met rigorous national standards set by the profession and members of the public.

The college, named for the former Secretary of the U.S. Department of Education, was identified by *U.S. News & World Report* as having the largest online graduate program in education by enrollment (May 2010). Walden students were awarded the fourth most TEACH Grants to students nationwide in 2010–2011, according to the U.S. Department of Education. The choice of more than 53,000 students and alumni, including more than 80 state teachers of the year, the college is also a proud partner of the National Education Association (NEA) Academy and a year-round sponsor of the National Association for the Education of Young Children (NAEYC).

Walden University is accredited by The Higher Learning Commission and a member of the North Central Association, www.ncahlc.org. Canter and Walden University are both subsidiaries of Laureate Education, Inc.

*Prospective Washington state students are advised to contact the Office of the Superintendent of Public Instruction at 1-360-725-6275 or prof.educ@k12.wa.us to determine whether Walden's programs in the field of education are approved for teacher certification or endorsements in Washington state. Additionally, teachers are advised to contact their individual school district as to whether this program may qualify for salary advancement.

[†]It is each student's responsibility to check with his or her state/district and evaluate and understand any requirements related to the use of individual courses for any purpose.