



Professional Development Institute

Flex Course Syllabus

Responsive Classroom Management in the Primary Grades (K-3)

PDI Course Number: 7T02

ACE Course Number: LE5730

UCSD Course Number: EDUC40138

If you would like information about receiving credit for completing this course, [please click here](#).

Course Timeline

Participants have one year to complete the course. Participants must spend a minimum of three weeks in this course.

Course Description

Does it sometimes seem like your students are running your classroom, instead of the other way around? Let's face it — we've all been there at one time or another. It doesn't matter if you are new to the profession or a seasoned veteran, there's no doubt about it — managing an entire classroom of students can be tough. This online course begins by introducing different management styles and helping you find just the right fit for your classroom. The course also addresses the importance of creating a trusting environment for students so they feel both engaged and motivated to learn. Some of the most daunting classroom management issues are addressed including how to keep your students motivated, working with diverse student populations, and response to intervention. Issues related to social-emotional learning will also be fully explored. Teachers will also learn about the importance of being organized, as well as how to create clear and concise rules and routines which have logical consequences. Suggestions for the best ways to connect character education to classroom management are explored. Rounding out the course is managing small groups, establishing a solid home-school connection, and how to prevent and address bullying issues. By the end of this course, teachers will have the tools they need to better engage, motivate, and manage their students.

Educational Outcomes

1. Teachers will understand the importance of classroom management and be introduced to the characteristics of a good manager.
2. Teachers will learn about the four different styles of management and will create their own classroom management profile.
3. Teachers will learn about the importance of the role that trust plays in teaching and learning and will be given specific suggestions of how to begin building a trusting relationship with students.
4. Teachers will understand the principles of a proactive approach to classroom management, including how growth mindset plays an active role.
5. Teachers will learn specific strategies for encouraging a growth mindset.
6. Teachers will learn the difference between intrinsic and extrinsic motivation, and be given specific strategies for motivating and building strong and positive relationships with students.
7. Teachers will understand the importance of organization and be given specific strategies for transforming their classroom.
8. Teachers will learn several time management tips to help them run their classroom more smoothly and efficiently, thus allowing for more engaged time with students.
9. Teachers will learn how to set boundaries and relate specific expectations to them.
10. Teachers will learn how to develop and reinforce classroom rules and norms.
11. Teachers will learn which procedures and routines to teach, and how to go about transforming their classrooms by doing so.
12. Teachers will learn how to use a variety of classroom tools to effectively manage procedures and routines.
13. Teachers will learn about the various components of an effective positive discipline plan, including how to create effective rules, logical consequences, and rewards.
14. Teachers will learn how to give effective warnings without interrupting the flow of teaching and will learn how logical consequences should naturally progress as part of their overall classroom discipline plan.
15. Teachers will learn about the three tiers of behavioral intervention (RtI), and be given specific methods for addressing problem scenarios and situations in their own classrooms.
16. Teachers will learn how to use classroom tools such as behavior checklists, behavior plans, and social skills groups to offset problem behaviors.
17. Teachers will understand the seven principles of the responsive classroom approach.
18. Teachers will learn about the guiding principles of social and emotional learning, as well as the five key competencies, and will be given an example of how to incorporate social and emotional learning into the classroom.
19. Teachers will learn about the six pillars of character education, and how they form the foundation of effective classroom management.
20. Teachers will understand the four common types of bullying behaviors, and what they can do to prevent and/or address bullying as part of their classroom management plan.
21. Teachers will learn specific strategies for effectively managing students during small groups.

22. Teachers will learn how to effectively manage working with a wide variety of students, including those of poverty, English language learners, and students with special needs.
23. Teachers will learn the necessary steps to address chronic misbehavior.
24. Teachers will understand the importance of the home-school connection, and will be given specific strategies for building rapport with parents so that they can be incorporated into their support system.

Instructional Media

- Online Discussions
- Online Engagement
- Online Collaboration
- Instructor Feedback
- Instructor Interaction
- Online Resources and Websites
- Supplemental Instructional Materials
- Printable Classroom Resources

Evaluation

- Test #1 (5% of final grade)
- Test #2 (5% of final grade)
- Test #3 (5% of final grade)
- Test #4 (5% of final grade)
- Test #5 (5% of final grade)
- Autobiography and Goals for the Course (10% of final grade)
- Article/Video Reflection (15% of final grade)
- Course Collaboration/Share Ideas with the Class (10% of final grade)
- Cumulative Assignment/Project: Classroom Management Scenarios with a Proactive Twist (20% of final grade)
- Culminating Practicum (20% of final grade)

Topical Outline

Unit One

- Classroom Management Defined
- Finding Your Management Style
- Establishing a Trusting Environment
- **Assignment #1**

Write an autobiography including information about yourself, your grade level and what you specifically hope to learn about managing your classroom in a more effective way. Your autobiography should be a minimum of three paragraphs.

- **Test #1**

Unit Two

- The Power of Proactive
- The Art of Motivation
- The Importance of Organization
- **Assignment #2**

As an educator, it is important to be aware of the research, studies, and professional work done in the field. In the course, you will find an article and video that are relevant to the specific course content. Read the article and then write an essay with your thoughts.

- **Test #2**

Unit Three

- Setting Boundaries and Teaching Expectations
- Classroom Rules and Procedures
- Using Classroom Tools to Manage Procedures and Routines
- **Assignment #3**

Online Discussion Board Participation/Engagement: Please post a tip, strategy, or idea that specifically relates to effectively improving classroom management and will make a difference to other teachers in their own classrooms. Your assignment should be a minimum of three paragraphs and detailed enough for another teacher to easily follow. This is a great opportunity to share and collaborate with other teachers at your grade level around the country. Take time to review and respond to other postings that are relevant to your classroom population in order to gain effective ideas to use immediately in your classroom

- **Test #3**

Unit Four

- The Issue of Discipline
- Response to Intervention
- School-Wide Management
- **Test #4**

Unit Five

- Social and Emotional Learning
- The Character Education Connection
- Preventing and Addressing Bullying

- Test #5

Unit Six

- Working with Small Groups
- Working with Diverse Student Populations
- Home-School Connection
- **Assignment #4**
Review the five scenarios presented in the assignment and then brainstorm ways in which they can be solved. For each scenario, list three possible solutions. Each solution should range from reactive to proactive, with the first solution being the most reactive and the last solution being the most proactive. Each scenario should be addressed in a minimum of at least six to eight sentences. Then, after you have responded to the given scenarios, consider management issues you have personally struggled with. Provide a very detailed description of two classroom management issues/situations you have had where you “reacted” to the situation. Think about how you can be more proactive the next time that issue/situation arises. For each classroom management issue/situation you shared, provide your detailed plan for being proactive the next time it happens.
- **Assignment #5**
The culminating practicum is a three-step process. (1) In the first assignment, you were asked what goals you had and what you hoped to learn from the course. Think back to your original goals for this course. Write a minimum two-paragraph reflection specifically describing how what you learned can be used to help you reach those goal(s). (2) Next, write a minimum three-paragraph plan that specifically describes the ways in which you intend to implement a particular strategy you learned in this course into your own teaching situation. (3) Last, write a minimum two-paragraph reflection describing a student you have or have had in the past. Then, discuss how the strategies you learned in this course will specifically benefit that student as you put your plan into action.

Bibliography

Allen, T.H. (1996). “Developing a Discipline Plan for You.” Retrieved 26 June 2017 from <http://www.kean.edu/~tpc/Classroom%20Management/DEVELOPING%20A%20DISCIPLINE%20PLAN%20FOR%20YOU.htm>

Alliance for Excellent Education (2014). “Press Release: Teacher Attrition Costs United States Up to \$2.2 Billion Annually, Says New Alliance Report.” Retrieved 12 June 2017 from <http://all4ed.org/press/teacher-attrition-costs-united-states-up-to-2-2-billion-annually-says-new-alliance-report/>

Ambrose, S. A., M.W. Bridges, M. DiPietro, M.C. Lovett, & M.K. Norman (2010). *How Learning Works: Seven Research-Based Principles for Smart Teaching*. San Francisco, CA: Jossey Bass.

American Psychological Association (n.d.). "Classroom Management." Retrieved 12 June 2017 from <http://www.apa.org/education/k12/classroom-mgmt.aspx>

Batsche, G., J. Elliott, J.L. Graden, J. Grimes, J.F. Kovaleski, D. Prasse, et al. (2005). *Response to Intervention: Policy considerations and implementation*. Alexandria, VA: National Association of State Directors of Special Education.

Battistich, V. & A. Hom (1998). "The Relationship Between Students' Sense of Their School as a Community and Their Involvement in Problem Behaviors." Retrieved 12 July 2017 from https://www.researchgate.net/publication/13799718_The_Relationship_Between_Students'_Sense_of_Their_School_as_a_Community_and_Their_Involvement_in_Problem_Behaviors

Becher, R.M. (1984). "Parent Involvement: A Review of Research and Principles of Successful Practice." Retrieved 19 July 2017 from <https://eric.ed.gov/?id=ED247032>

Bluestein, J. (2008) "The Art of Setting Boundaries." Retrieved 22 June 2017 from http://www.educationworld.com/a_curr/bluestein-setting-student-boundaries.shtml

Bohn, C.M., A.D. Roehrig, & M. Pressley (2004). "The First Days of School in the Classrooms of Two More Effective and Four Less Effective Primary-Grades Teachers." Retrieved 07 July 2017 from https://www.jstor.org/stable/3202942?seq=1#page_scan_tab_contents

Brophy, J. (1983). "Effective Classroom Management." *The School Administrator*, 40(7). 33-36.

Cahan, S. & D. Davis (1987). "A Between-Grade-Levels Approach to the Investigation of the Absolute Effects of Schooling on Achievement." Retrieved 12 June 2017 from <http://journals.sagepub.com/doi/abs/10.3102/00028312024001001?journalCode=agera>

Christenbury, L. (2011). "The Flexible Teacher." Retrieved 19 July 2017 from <http://www.ascd.org/publications/educational-leadership/dec10/vol68/num04/The-Flexible-Teacher.aspx>

Collaborative for Academic, Social, and Emotional Learning (n.d.). "What is SEL?" Retrieved 13 July 2017 from <http://www.casel.org/what-is-sel/>

Connell, J.P. & J.G. Wellborn (1991). "Competence, Autonomy, and Relatedness: A Motivational Analysis of Self-System Processes." Retrieved 07 July 2017 from https://www.researchgate.net/publication/232537994_Competence_Autonomy_and_Relatedness_A_motivational_analysis_of_self-system_processes

Coon, D. & J.O. Mitterer (2010). "What is Intrinsic Motivation?" Retrieved 05 July 2017 from <https://www.verywell.com/what-is-intrinsic-motivation-2795385>

Cotton, K. & K.R. Wiklund (1989). "Parent Involvement in Education." *School Improvement Research Series: Close-Up #6*. Retrieved 19 July 2017 from <http://educationnorthwest.org/sites/default/files/parent-involvement-in-education.pdf>

- Deci, E.L., R.J. Vallerand, L.G. Pelletier, & R.M. Ryan (1991). "Motivation and Education: The Self-Determination Perspective." Retrieved 07 July 2017 from <https://pdfs.semanticscholar.org/6277/de5e8d8d8f39474eb754ef9bb8c9c9b1c315.pdf>
- Dixon, G. (2017). "Random Acts of Kindness." Retrieved 17 July 2017 from <https://www.randomactsofkindness.org/become-a-aktivist>
- Durlak, J.A., R.P. Weissberg, & M. Pachan (2010). "A Meta-Analysis of After School Programs That Seek to Promote Personal and Social Skills in Children and Adolescents." Retrieved 13 July 2017 from http://www.flume.com.br/pdf/Durlak_A_meta-analysisof_after_school.pdf
- Epstein, J.L., L. Clark, K.C. Salinas, & M.G. Sanders (1997). "Scaling up school-family-community connections in Baltimore: Effects on student achievement and attendance." Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL. Retrieved 19 July 2017 from <https://www.sedl.org/connections/resources/citations/34.html>
- Emmer, E.T., C.M. Evertson, & M.E. Worsham (2003). *Classroom Management for Secondary Teachers* (6th ed). Boston, MA: Allyn & Bacon.
- Evertson, C.M., E.T. Emmer, & M.E. Worsham (2003). *Classroom management for elementary teachers* (6th ed.). Boston: Allyn & Bacon.
- Fredericks, A. (2005). *The Complete Idiot's Guide to Success as a Teacher*. New York, NY: Penguin Group.
- The George Washington University Center on Education Policy (n.d.). "Student Motivation — An Overlooked Piece of School Reform." Retrieved 05 July 2017 from <https://www.cep-dc.org/data/searchquery.cfm?search=Yes>
- Gewertz, C. (2006). "H.S. Dropouts Say Lack of Motivation Top Reason to Quit." Retrieved 05 July 2017 from <http://www.edweek.org/ew/articles/2006/03/08/26dropout.h25.html>
- Griggs, R.A. (2010). *Psychology: A Concise Introduction*. New York: NY: Worth Publishers.
- Hanscom, A. (2014). "Why so many kids can't sit still in school today." Retrieved 29 June from https://www.washingtonpost.com/news/answer-sheet/wp/2014/07/08/why-so-many-kids-cant-sit-still-in-school-today/?utm_term=.aeb407848761
- Hattie, J. (1992). "Measuring the Effects of Schooling." Retrieved 12 June 2017 from <http://journals.sagepub.com/doi/abs/10.1177/000494419203600102>
- Henderson, A.T. & K.L. Mapp (2002). "A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement." Retrieved 19 July 2017 from <http://www.sedl.org/pubs/catalog/items/fam33.html>
- Hill, N.E. & L. Taylor (2004). "Parental School Involvement and Children's Academic Achievement." Retrieved 19 July 2017 from

https://www.researchgate.net/publication/263331533_Parental_School_Involvement_and_Children's_Academic_Achievement_Pragmatics_and_Issues

Horner, R., S. Ross, & B. Stiller (2005). "Bully Prevention in Positive Behavior Support." Retrieved 14 July 2017 from <http://www.pbis.org/resource/712>

Indiana University, Department of Special Education (n.d.). "What is Your Classroom Management Profile?" Retrieved 30 Mar. 2017 from <http://www.pent.ca.gov/pos/cl/es/classroommanagementstyle.pdf>

Johnson, D.W. & R.T. Johnson (1989). "Cooperation and Competition: Theory and Research." Retrieved 10 July 2017 from https://www.researchgate.net/publication/232449981_Cooperation_and_Competition_Theory_and_Research

Johnson, D.W. & R.T. Johnson (2014). "Cooperative Learning: Improving university instruction by basing practice on validated theory." Retrieved 17 July 2017 from https://www.researchgate.net/publication/284471328_Cooperative_Learning_Improving_university_instruction_by_basing_practice_on_validated_theory

Kern, L. & N.H. Clemens (2006). "Antecedent Strategies to Promote Appropriate Classroom Behavior." Retrieved 07 July 2017 from <http://onlinelibrary.wiley.com/doi/10.1002/pits.20206/abstract;jsessionid=24FE0A541779981D106AE070769E7488.f03t02>

Koontz, H. & C. O'Donnell (1964). *Principles of Management: An Analysis of Managerial Functions*. New York, NY: McGraw-Hill.

Lickona, T. (1993) "The Return of Character Education." Retrieved 13 July 2017 from <http://www.ascd.org/publications/educational-leadership/nov93/vol51/num03/The-Return-of-Character-Education.aspx>

Linsin, M. (2012). "Classroom Management and the Power of Your Personality." Retrieved 15 June 2017 from <https://www.smartclassroommanagement.com/2012/04/21/classroom-management-and-the-power-of-your-personality/>

Lobel, A. (2003). *Frog and Toad Are Friends*. New York, NY: HarperCollins.

Malone, T.W. & M.R. Lepper (1987). "Making learning fun: A taxonomy of intrinsic motivations for learning." In R.E. Snow & M. J. Farr (Eds.), *Aptitude, learning, and instruction: III. Cognitive and affective process analysis*. Hillsdale, NJ: Erlbaum.

Marzano, R.J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, VA: ASCD.

Meehan, C. (2011). *The Right to be Safe: Putting an End to Bullying Behavior*. Minneapolis, MN: Search Institute Press.

Moyer, K. (2011). "The Impact on Student Achievement within Small Groups Based on Learning Styles, Interest, and Student Readiness." Retrieved 17 July 2017 from <http://files.eric.ed.gov/fulltext/ED523517.pdf>

Mueller, C.M. & C.S. Dweck (1998). "Praise for Intelligence Can Undermine Children's Motivation and Performance." Retrieved 10 July 2017 from https://www.researchgate.net/publication/13599633_Praise_for_Intelligence_Can_Undermine_Children's_Motivation_and_Performance

National Council on Teacher Quality (2014). "Training our Future Teachers: Classroom Management." Retrieved 12 June 2017 from http://www.nctq.org/dmsView/Future_Teachers_Classroom_Management_NCTQ_Report

National Scientific Council on the Developing Child (2007). "The Science of Early Childhood Development: Closing the Gap Between What We Know and What We Do." Retrieved 13 July 2017 from <http://developingchild.harvard.edu/resources/the-science-of-early-childhood-development-closing-the-gap-between-what-we-know-and-what-we-do/>

Nkomo, Dr. N.N. & E. Fakrogha (2016). "Teacher Personality and Effective Classroom Management." Retrieved 15 June 2017 from <http://www.ijird.com/index.php/ijird/article/viewFile/105904/75079>

Olweus, D. (1993). *Bullying at School: What we know and what we can do*. Malden, MA: Blackwell Publishing.

OSEP (2017). "Positive Behavioral Interventions & Supports." Retrieved 11 July 2017 from <https://www.pbis.org/school/tier1supports>

Pacer.org. (n.d.). "Bullying Facts." Retrieved 14 July 2017 from <http://www.pacer.org/bullying/resources/facts.asp>

Payne, R.K. (1996). *A Framework for Understanding Poverty*. Highlands, TX: aha! Process, Inc.

Peck, S. (2014). "The 4 Common Types of Bullying." Retrieved 14 July 2017 from <http://www.parents.com/kids/problems/bullying/common-types-of-bullying/>

The RAND Corporation (2012). "Teachers Matter: Understanding Teachers' Impact on Student Achievement." Retrieved 12 June 2017 from <http://www.rand.org/education/projects/measuring-teacher-effectiveness/teachers-matter.html>

Randall, V. (1999). "Cooperative Learning: Abused and Overused?" Retrieved 10 July 2017 from <http://journals.sagepub.com/doi/abs/10.1177/107621759902200205?journalCode=gctc>

- Resnick, M.D., P.S. Bearman, R.W. Blum, K.E. Bauman, K.M. Harris, J. Jones, J. Tabor, T. Beuhring, R.E. Sieving, M. Shew, M. Ireland, L.H. Bearinger, & J.R. Udry (1997). "Protecting adolescents from harm: Findings from the National Longitudinal Study on Adolescent Health" Retrieved 12 July 2017 from https://www.researchgate.net/publication/13927256_Protecting_adolescents_from_harm_Findings_from_the_National_Longitudinal_Study_on_Adolescent_Health
- Roorda, D.L., H.M.Y. Koomen, J.L. Split, & F.J. Oort (2011). "The Influence of Affective Teacher-Student Relationships on Students' School Engagement and Achievement." Retrieved 07 July 2017 from <http://journals.sagepub.com/doi/abs/10.3102/0034654311421793>
- Şahin, A. (2011). "Effects of Jigsaw III technique on achievement in written expression." Retrieved 26 June 2017 from https://www.researchgate.net/publication/226870803_Effects_of_Jigsaw_III_technique_on_achievement_in_written_expression
- Sattes, E.D. (1985). *Parent Involvement: A Review of the Literature*. Charleston, WV: Appalachia Educational Laboratory.
- Schaps, E., V. Battistich, & D. Solomon (1997). "School as a caring community: A key to character education." In A. Molnar (Ed.), *The Construction of Children's Character, Part II*, 96th Yearbook of the National Society for the Study of Education. Chicago: University of Chicago Press.
- Scheuermann, B., & Hall, J. (2012). *Positive behavioral supports for the classroom* (2nd ed.). Upper Saddle River, NJ: Pearson/Merrill Prentice Hall.
- Solomon, D., V. Battistich, M. Wason, & C. Lewis (2000). "A six-district study of educational change: Direct and mediated effects of the Child Development Project." Retrieved 12 July 2017 from https://www.researchgate.net/publication/226827084_A_six-district_study_of_educational_change_Direct_and_mediated_effects_of_the_Child_Development_Project
- Sprague, J. (2012). "RtI and Behavior: Strategies for K-12: Applying the RtI Logic to Implementing PBIS at Tiers 1, 2, and 3." Retrieved 02 May 2017 from <http://pages.uoregon.edu/ivdb/Presentations/RTI%20&%20Behavior%20Strategies%20for%20K-12%20--%20Progressive%20Conferences.pdf>
- Statistic Brain Research Institute (2015). "High School Dropout Statistics," Retrieved 05 July 2017 from <http://www.statisticbrain.com/high-school-dropout-statistics>
- Stronge, J.H., P.D. Tucker, & J.L. Hindman (2004). *Handbook for Qualities of Effective Teachers*. Alexandria, VA: Association for Supervision and Curriculum Development (ACSD).
- Swearer, S. M., D.L. Espelage, & S.A. Napolitano (2009). *Bullying Prevention & Intervention: Realistic Strategies for Schools*. New York, NY: The Guilford Press.

U.S. Department of Education (2015). "Public School Teacher Attrition and Mobility in the First Five Years." Retrieved 12 June 2017 from <https://nces.ed.gov/pubs2015/2015337.pdf>

Wannarka, R. & K. Ruhl (2008). "Seating arrangements that promote positive academic and behavioural outcomes: a review of empirical research." Retrieved 29 June 2017 from http://www.corelearn.com/files/Archer/Seating_Arrangements.pdf

White, R. & N. Warfa (2011). "Building Schools of Character: A Case-Study Investigation of Character Education's Impact on School Climate, Pupil Behavior, and Curriculum Delivery." Retrieved 13 July 2017 from https://www.researchgate.net/publication/227597783_Building_Schools_of_Character_A_Case-Study_Investigation_of_Character_Education's_Impact_on_School_Climate_Pupil_Behavior_and_Curriculum_Delivery

Wright, S.P., S.P. Horn, & W.L. Sanders (1997). "Teacher and Classroom Context Effects on Student Achievement: Implications for Teacher Evaluation." Retrieved 12 June 2017 from <https://pdfs.semanticscholar.org/1677/01cd3fba9fdf5ef850eaca75b1b101334ed2.pdf>

Yamarik, S. (2007). "Does Cooperative Learning Improve Student Learning Outcomes?" Retrieved 26 June 2017 from https://www.researchgate.net/publication/23978414_Does_Cooperative_Learning_Improve_Student_Learning_Outcomes