Elementary Classroom Management: Setting the Environment | CEUs: 3

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Introduction

Welcome to *Elementary Classroom Management: Setting the Environment*, an online professional development course geared primarily for educators serving students in elementary school. This course focuses on (1) effective management of students and (2) to improve academics. Management in different grade levels vary because of age and experience. There are many ways to look at classroom management and many strategies to implement it. No one classroom is the same. So why should classroom management be the same in each classroom? Creativity in this area should be explored with proven concepts. This workshop requires educators to implement new or improve current strategies in their education setting. All teachers will participant in peer classroom observations or discussion for learning and improving current practices.

This course will focus on the following modules:
- **Establish classroom rules immediately and enforce them consistently**
- **Set logical rules and consequences**
- **Use positive language instead of negative language**
- **Make your students feel responsible for their own learning environment**
- **Praise efforts and achievements for their own sake, not for the sake of teacher approval**

Academic Integrity Statement

The structure and format of most online courses presume a high level of personal and academic integrity in completion and submission of coursework. Individuals enrolled in an online professional development course are expected to adhere to the following standards of academic conduct.

Academic Work

Coursework submitted by the individual shall be the educator's own work or appropriately attributed, in part or in whole, to its correct source. Submission of commercially prepared (or group prepared) materials as if they are one's own work is unacceptable.

Aiding Honesty in Others

The individual will encourage honesty in others by refraining from providing materials or information to another person with knowledge that these materials or information will be used improperly.

Violations of the aforementioned academic standards may result in loss of credit for the course.
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Level of Application

This course is designed to be an informational course with application to educational settings. The strategies are appropriate for the remediation of challenging behavior in students.
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Course Expectations:

Upon completion of the units in this online professional development course, educators should:

- ✓ Know the terminology in the areas of behavior management, self-management and cognitive-behavior modification
- ✓ Know the relative merits and limitations of the behavioral and social-cognitive approaches to behavior management
- ✓ Apply the classroom management strategies covered in the course to the behavior problems of their own students
- ✓ Diagnose behavior problems and assess the efficacy of classroom management interventions
- ✓ Increase the probability of students performing better academically

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Course Description

The *Elementary Classroom Management: Setting the Environment* was developed to provide educators with various approaches to managing student behavior. The course discusses and supports several classroom management and behavior modification techniques. These techniques allow educators to gain a knowledge and understanding of how to assist students in retraining their thinking so they may break thought patterns that lead to aberrant behaviors.

This course also gives educators useable strategies on how to teach self-motivation skills to classroom students. When students learn these self-motivation techniques, they begin altering behavior and responding to social situations and events more positively without parent or teacher intervention.

Essentially this course teaches educators how to recognize behavior triggers and utilize the correct strategy to limit the disruption of instruction due to behavior along with train students to recognize, evaluate, and respond to difficult interpersonal, classroom, school, and social situations with limited outside intervention. When students learn how to retrain their negative thought process and become better problem solvers, it takes the pressure of remediation off the teacher and places it on the student where it belongs. When this process is taught and used correctly, it will significantly reduce the number of conflicts a teacher needs to deal with during school days and free up more time for academic instruction

Course Units

Unit 1: (1)Establish classroom rules immediately and enforce them consistently
(2) Set logical rules and consequences

Upon completion of this unit, the educators are expected to:

- Provide understanding feedback through discussion forums on establishing **Rules and Consequences**
- Score 90 to 100% on establishing **Rules and Consequences** quiz
- Share their ideas with other educators (workshop and school)

Reading Assignments	Graded Activities and Deliverables		
	Grading Category	Activities/Deliverables	Grade Allocation (% of all graded work)
Various reading assignments are located in unit-week 1	Assignment	Complete the reading assignments	5%
	Discussion	Establish classroom rules | Set Logical Rules and Consequences	5%
	Assessment	Quiz from reading assignments	5%
	Assignment	Lesson Plan Snippet	5%
	Assignment	Peer Observation	5%

Reading Assignments	Graded Activities and Deliverables		
	Grading Category	Activities/Deliverables	Grade Allocation (% of all graded work)
Various reading assignments are located in unit-week 2	Assignment	Complete reading assignments	5%
	Discussion	Use Positive and Negative Language	5%
	Assessment	Quiz from reading assignments	5%
	Assignment	Lesson Plan Snippet	5%
	Assignment	Peer Observation	5%

Unit 2: Use positive language instead of negative language

Upon completion of this unit, the educators are expected to:
- Provide understanding feedback through discussion forums on Positive and Negative Language
- Score 90 to 100% on Positive and Negative Language quiz
- Share their ideas with other educators (workshop and school)

Unit 3: Make your students feel responsible for their own learning environment

Upon completion of this unit, the educators are expected to:
- Provide understanding feedback through discussion forums on Responsibility
- Score 90 to 100% on Responsibility quiz
- Share their ideas with other educators (workshop and school)

Reading Assignments	Graded Activities and Deliverables		
	Grading Category	Activities/Deliverables	Grade Allocation (% of all graded work)
Various reading assignments are located in unit-week 3	Assignment	Complete the reading assignments	5%
	Discussion	Responsibility	5%
	Assessment	Quiz from reading assignments	5%
	Assignment	Lesson Plan Snippet	5%
	Assignment	Peer Observation	5%

Unit 4: Praise efforts and achievements for their own sake, not for the sake of teacher approval

Upon completion of this unit, the educators are expected to:

- Provide understanding feedback through discussion forums on Efforts and Achievements
- Score 90 to 100% on Efforts and Achievements quiz
- Share their ideas with other educators (workshop and school)

Reading Assignments	Graded Activities and Deliverables		
	Grading Category	Activities/Deliverables	Grade Allocation (% of all graded work)
Various reading assignments are located in unit-week 4	Assignment	Complete the reading assignments	5%
	Discussion	Efforts and Achievements (selfdriven)	5%
	Assessment	Quiz from reading assignments	5%
	Assignment	Lesson Plan Snippet	5%
	Assignment	Peer Observation	5%

Earn It – Final Wrap-up

Upon completion, the educators are expected to have more depths of knowledge on the course objectives.

Assessment	Graded Activities and Deliverables		
	Grading Category	Activities/Deliverables	Grade Allocation (% of all graded work)
Writing guidelines for reflection is located within course	Assessment	Complete the Reflection Assessment	Required to Pass

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