ASPDP

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Summer 2024 Semester

June 17, 2024 – August 30, 2024

Title of Course: Classroom and Behavior Management Strategies that Work	
Number of Sessions: 6	**Grade Levels:** K-12
Total Hours: 45	**Total Number of Credits:** 3
Course Start Date: June 17, 2024	**Course End Date:** August 30, 2024
Course Location: Online at CE Credits Online www.cecreditsonline.org	
Maximum Course Enrollment: 1000	
Instructor's Name: Jeffrey G. Christo	**Instructor's Telephone:** 425-788-7275
Instructor's Email: support@cecreditsonline.org	
Education Partner Fee: $159	
Materials Fee if applicable: N/A	
Registration Deadline: July 22, 2024	

Course Information

Course Description

This course walks participants through the steps of creating a classroom culture plan that establishes an orderly, yet exciting classroom where students can and want to do the hard work that is required to learn and succeed.

Strategies are shared for developing positive and trusting peer-to-peer, teacher-to-student, and parent-teacher relationships in order to set the foundation for a productive, engaged, and respectful classroom. Participants utilize the powerful CR-SE Framework to develop a well-rounded and comprehensive Welcoming and Affirming Classroom plan which will help put all students in the best position to learn.

In addition to designing a classroom culture plan that emphasizes motivation and engagement, participants will learn two verbal techniques that help keep behaviors optimal and in line with the expectations in the classroom. Participants will understand the techniques to teach students about making choices, consequences and likely outcomes that result from their choices. With these techniques, and other strategies in the course, participants will learn strategies for teaching students how to monitor and regulate their own behavior, thereby building student skills needed for success. Outcomes include attainment of skills needed to de-escalate disruptive behavior and what questions to ask to help student's reflection – rather than relying on purely punitive disciplinary measures that fail to improve the classroom environment.

This course also recognizes the importance of clear expectations, procedures, and proactive strategies to effective classroom management. The Safety, Order and Rights value set is presented as one framework for clarifying and communicating the classroom expectations and is compatible with other value sets that simply and easily communicate the rationale for expectations and procedures. Participants will reflect on their actions and how this may contribute to negative disciplinary outcomes for special populations such as special needs students, students in poverty, ELL students, and historically discriminated against minority races. Overall, application of the course outcomes will create more efficient, effective, equitable, and engaged classrooms.

Target Grade Levels

K-12

Integration of *Danielson Framework for Teaching* Components

Primary Standards:

Domain 2: Classroom Environment
2b: Establishing a Culture for Learning

- The participants learn the psychology behind student motivation, and how to utilize motivational strategies to engage students in learning. These proactive skills reduce classroom management challenges and provide an exciting and productive environment for student success and teacher morale. The course connects the concepts of motivation, engaging tasks, and student behaviors, and learning outcomes.

2d Managing Student Behavior

- This course develops the participant's understanding of student misbehavior and consequences. The educators will compare traditional discipline practices with modern conceptions of positive classroom management. The learners are equipped with several strategies to address student misbehavior in a non-judgmental, caring, restorative, and effective manner in order to restore a focus on learning.

Additional Standards:

Domain 2: Classroom Environment
- 2a Creating an Environment of Respect and Rapport
- 2c Managing Classroom Procedures
- 2e Organizing Physical Space

Domain 3: Instruction
- 3a Communicating with Students
- 3c Engaging Students in Learning

Domain 4: Professional Responsibilities
- 4e Growing and Developing Professionally

Integration of Standards (Student standards should address Next Generation learning Standards)

NYS Professional Development Standards

6. Student Learning Environments: Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.

6a. Professional development provides opportunities for educators to create a safe, inclusive, equitable learning community where everyone participates in maintaining a climate of caring, respect, and high achievement.

6b. Professional development provides opportunities for educators to collaborate with school psychologists and social workers to develop effective strategies for student behavior and classroom management, and to seek creative solutions to conflicts.

6c. Professional development provides opportunities for educators to analyze and use data about student behavior (such as discipline referrals, suspension information, school climate surveys, and social-emotional data) to refine educational practices and promote optimal learning environments.

Key Shift #2: Knowing Your Students
Analyzing and improving instruction through a culturally responsive lens that highlights and supports teachers in knowing their students
- **Instruction that Reflects Students:** Developing a student-centered approach to rigorous content instruction that acknowledges and affirms students' cultural experiences, knowledge and expressions as assets for teaching and learning.
- **Using Assessment in Instruction:** Develop understanding, creation and implementation of formative and summative assessments and the use of a range of qualitative and quantitative information to inform instructional decisions.
- **Social and Emotional Learning:** Understanding socio-emotional learning and integrating within a culturally responsive and sustaining instructional context.
- **Using Data, Informed by Multiple Perspectives, to Understand Students:** Understanding how to effectively utilize a range of qualitative and quantitative data sources to inform and adapt instruction & assessments; Ensuring that multiple perspectives must shape not only which data teachers collect, but also how teachers analyze and interpret data.
- **Classroom Communities:** Developing a classroom culture that welcomes and affirms the individual identities and strengths of each student.
- **Welcoming Families:** Taking responsibility to learn about student cultures and communities while building and sustaining meaningful relationships with families.

Pedagogical Approach

This course consists of six Modules, each of which features andragogic strategies to meet the needs of diverse teacher learners in the NYC DOE. Each Module is comprised of research-based best practices, reading assignments, classroom and pedagogically focused video, reflection/analysis questions, discussion boards, 2 Authentic Tasks (in lieu of a midterm), downloadable resources (Appendix D), a Classroom Practice Analysis, and a comprehensive Final Project. All along, participants write in a metacognitive reflective journal where they think and record their thinking about important class concepts and their own learning.

The course contains interactive presentations covering student motivation, engagement, consequences, and strategies for communication. Additionally, some presentations describe specific strategies such as the Safety, Rights, Order Value Set and PBIS. Participants complete two authentic tasks which collect data on student misbehavior and plan effective ways to respond to misbehavior. Throughout the modules, the learners create small final project tasks, which are synthesized into a comprehensive final project, the Classroom Culture Planning Document, which leaves participants equipped with a plan to implement positive climate and culture strategies.

Application to Instruction and Student Learning

Course Objectives

In this course, learners will:

- Understand the parameters of participating a brave learning community
- Engage in a brave learning space
- Reflect on their own social identities and that of their students
- Understand the importance of classroom management and the relationship between engaging work, student behavior, and learning outcomes.
- Explore theories of motivation and behavior management and apply these theories to the creation of a classroom culture plan.
- Explain how to begin implementing PBIS and give examples of both preventative and responsive positive discipline techniques.
- Analyze how the CR-SE Framework helps to create a welcoming, caring, and affirming environment
- Explain how to effectively redirect students and implement a logical consequence using firm yet respectful teacher language.
- Describe the most effective way to develop, introduce, and/or reinforce classroom rules and procedures.
- Learn about ways to create a brave learning community.
- Analyze a study about disparate monitoring for off task behaviors.
- Reflect on their own childhood discipline experiences. They discuss ways that students from the non-dominant cultures may experience and perceive discipline from authorities in a different way.
- Learn about PBIS and Restorative Practices and compare them to traditional punitive systems.
- Consider how punitive methods can contribute to inequity.
- Compare traditional punishment to a logical and solution-oriented approach.
- Analyze ways that special populations may be disproportionately harmed by punishments and consider ways to have more logical consequences and restorative responses.
- Consider the role of implicit bias in disciplinary consequences.
- Analyze disciplinary disparity statistics.
- Analyze school policy to identify practices that either create barriers or offer support for students.
- Compare traditional punishment to a logical and solution-oriented approach.
- Analyze ways that special populations may be disproportionately harmed by punishments and consider ways to have more logical consequences and restorative responses.
- Consider the role of implicit bias in disciplinary consequences.
- Analyze disciplinary disparity statistics.
- Analyze school policy to identify practices that either create barriers or offer support for students.
- Learn to plan classroom procedures and routines that build student capacity for self-regulation.
- Analyze a variety of classroom rules and procedures to determine which may contribute to inequity.
- Reflect on their own practices and determine to what degree their own unique identity, experiences, and culture contribute to their classroom management philosophy.
- Create a classroom culture plan that utilizes proactive, positive, and restorative practices.
- Create a classroom culture plan that considers the unique identity and needs of non-dominant cultural groups and other special populations.

- Reflect on what they have learned about their own identity and underlying assumptions throughout the course and consider how their students have different identities and experiences.

Course Outcomes

By the end of the course, learners will:

- Understand how engaging in a brave learning community builds capacity for professional learning
- Utilize a variety of intrinsic and extrinsic motivation techniques in class
- Engage students with meaningful and interesting work
- Apply PBIS strategies for a positive and efficient classroom
- Implement a variety of appropriate consequences
- Utilize the CR-SE Framework to create a welcoming and affirming school environment
- Evaluate and use a variety of discipline approaches for special student populations
- Analyze the components of effective routines and rituals and refine their use in class
- Establish effective classroom rules that are continuously reinforced to students
- Implement and analyze one of the downloadable resources from this course to determine how the resource meets the needs of their students or colleagues.
- Lead an engaging and well managed classroom that increases student achievement

Assessment

Participants receive formative feedback throughout presentations and in discussion boards. Participants are summatively assessed on Discussion Board participation (Appendix A), two Authentic Tasks and a Classroom Practice Analysis (Appendix B); and a Final Project (Appendix C) through rubric-based feedback from course facilitators. Authentic Tasks, the Classroom Practice Analysis, and Final Project feedback includes constructive feedback throughout the submission, a scored rubric, and a detailed summative comment. Participants receive feedback in 1-7 days of submission (review the Feedback section for more details).

Participants also complete both a pre- and post-assessment in the course. The pre-assessment enables participants to reflect on their prior knowledge, comfort level, and current level of competency, and the post-assessment allows them to determine what knowledge and skills they have gained by taking the course.

Connection to Culturally Responsive-Sustaining Dispositions & Practices (CR-SDP)

Participants reflect on their own experiences and beliefs about classroom rules, student motivation, and student's behavior. Participants analyze and question traditional policies and practices that may lead to disparate disciplinary experiences - and compare these approaches to Restorative Practices, PBIS, and solutions-oriented thinking. Participants create a classroom culture plan that motivates and affirms all students by considering their unique identities, motivations, culture, and experience. The outcomes of the class include the development of an inclusive classroom culture plan that considers the needs of non-dominant and marginalized groups in order to support all students and break down barriers to equity.

Major Assignment	Due Date
Authentic Task #1: Collecting Data on Student Behavior	Self-paced. Due by August 30, 2024

Authentic Task #2: [Responding to Disruptions or Violations of Classroom Community Norms](#)	Self-paced. Due by August 30, 2024
[Classroom Practice Analysis](#)	Self-paced. Due by August 30, 2024
Final Project: [Classroom Culture Planning Document](#)	Self-paced. Due by August 30, 2024

Feedback

Participants receive formative feedback throughout presentations and in discussion boards. Participants are summatively assessed on Discussion Board participation ([Appendix A](#)), two Authentic Tasks and a Classroom Practice Analysis ([Appendix B](#)); and a Final Project ([Appendix C](#)) through rubric-based feedback from course facilitators. Authentic Tasks, the Classroom Practice Analysis, and Final Project feedback includes constructive feedback throughout the submission, a scored rubric, and a detailed summative comment.

Facilitators have received revised instructions and grading rubric and will respond to every comment in each discussion board. Facilitators will inform each participant who has had a comment added to their post to return to the discussion board to continue the conversation and reply to their colleague's comment to their post.

Formative Feedback:
Participants receive formative feedback throughout the course as part of the design of the interactive presentations (e.g., feedback on reflection/analysis questions, etc.). Participants also receive consistent and targeted formative feedback from Facilitators in the Discussion Boards, as facilitators provide public comments/responses/additional questions to drive thinking, collaboration, and connection to practice. This course makes a special effort to give formative feedback in the form of concept quizzes and final project components in every module.

Summative Feedback:
Participants receive rubric-driven summative feedback on their 12 Discussion Boards within 1-3 days of submission. For the two Authentic Tasks, Classroom Practice Analysis and Final Project, participants receive rubric driven feedback within one week of submission. Facilitators work with participants to support their successful completion of all tasks/Discussion Boards by providing opportunities for participants to resubmit work, based on targeted feedback, that falls below standards outlined in the course's rubrics.

Grades

Assignment(s)	Percentage of final grade
Authentic Tasks	30%
Classroom Practice Analysis	15%
Discussion Board Participation	20%
Final project	35%

Course Calendar

Module #1 Crafting Your Vision

Date: June 17, 2024 – August 30, 2024	Number of hours for this session: 7
Time: Self-paced	Assignments due today: August 30, 2024

Standards and Components Alignment:

Domain 2: Classroom Environment
- 2a Creating an Environment of Respect and Rapport
- 2b Establishing a Culture for Learning
- 2c Managing Classroom Procedures
- 2d Managing Student Behavior
- 2e Organizing Physical Space

Domain 3: Instruction
- 3a Communicating with Students
- 3c Engaging Students in Learning

Domain 4: Professional Responsibilities
- 4e Growing and Developing Professionally

NYS Professional Development Standards

6. Student Learning Environments: Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.

Key Shift #2: Knowing Your Students
Analyzing and improving instruction through a culturally responsive lens that highlights and supports teachers in knowing their students
- **Instruction that Reflects Students:** Developing a student-centered approach to rigorous content instruction that acknowledges and affirms students' cultural experiences, knowledge and expressions as assets for teaching and learning.
- **Social and Emotional Learning:** Understanding socio-emotional learning and integrating within a culturally responsive and sustaining instructional context.
- **Classroom Communities:** Developing a classroom culture that welcomes and affirms the individual identities and strengths of each student.

Objectives:

In this Module, learners will:

- Summarize the importance of classroom management to teaching and learning.
- Evaluate intrinsic and extrinsic motivation strategies and implement the most appropriate in the classroom.
- Compare traditional and current philosophies of student discipline.
- Create an energized and engaging environment for students.
- Author a vision for classroom management, discipline, and motivation to guide decision making, planning, and actions when interacting with students
- Learn about ways to create a brave learning community.
- Analyze a study about disparate monitoring for off task behaviors
- Reflect on how their own childhood discipline experiences. They discuss ways that students from the non-dominant cultures may experience and perceive discipline from authorities in a different way.

Topics and Agenda:

Module 1: Crafting Your Vision
- Creating a Brave Learning Space
- Course Introduction
  - Participants are provided with a link to the NYS's Next Generation Learning Standards and asked to align their work to these standards for their grade level where applicable.
- Presentation 1: Why Management?
- Discussion Board: Advocacy
- Presentation 2: Understanding Motivation
- Presentation 3: Motivating Our Students
- Presentation 4: How We Were Disciplined
- Presentation 5: How We Discipline Today
- Discussion Board: Reflecting on Childhood & Traditional Discipline
- Presentation 6: Your Vision
- Final Project Task: Task 1: Motivating Your Students
- Final Project Task: Task 2: Your Classroom Vision

Connection to Culturally Responsive-Sustaining Dispositions & Practices (CR-SDP):

Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):	*Activity (list the corresponding activities for each criteria below):*

* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)
 	
* Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups
 	
* Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity
 	
□ Course provides participants with multiple opportunities to reflect on the complexities of their own and students' individual identities and cultures, including influences on teaching and learning
 	
□ Course incorporates clear structures and expectations for participation in a brave learning community
 	
□ Course helps participants design and implement a learning environment that affirms students' racial and cultural identities
 	
□ Course helps participants design and implement a learning environment that cultivates critical inquiry
	● Presentation: A Brave Learning Community
	   ● Reading: Understanding Race and Privilege
	   ● Critical Consciousness Reflection: "Identities"
	   ● In New York city schools, both the teacher and student carry with them complex social identities that impact the way each individual experiences the school environment. As you begin the course, reflect on your own social identities and those of your students.
	   ● What social identities do you carry with you?
	   ● Do you identify as demographic groups that have traditionally been seen as the "standard" or dominant culture or as a traditionally marginalized group?
	   ● What identities are represented in your classroom?
	   ● How can you plan a class environment that considers these social identities?
	● Reading analysis:
	   ● Have traditional forms of classroom management and discipline been fair to all learners

	- Do teachers have underlying assumptions about students? How do differences in cultural upbringing, identities and lived experiences affect these assumptions? - Have traditional structures of schools created disparate impacts on students from minority ethnic, racial, religious, or other groups (LGBTQ2S+, Black, Indigenous, and People of Color including other racialized and marginalized groups)? Read the resources below to consider these questions. As you post on the discussion board and work on your classroom culture plan throughout this course, make sure to continually reflect on ways to make school equitable for all students, instead of continuing inequitable practices into the future. - Even Preschoolers Face Racial Bias - Misbehaviors or Misinterpretations? • Reading: Compliance is Not the End Goal of Education by George Couros While you read, ask yourself: - How is compliance both a good thing and a bad thing? - What can I do to empower my students? - What type of students do I want to develop in my classroom? • Discussion Question: Reflecting on Your Childhood Discipline • Readings: - What If Everything We Knew About Disciplining Kids Was Wrong? - When School Meets Trauma with Understanding, Not Discipline - How To Discipline Students Without Turning School Into Prison 5 Things Educators Can Do to Address Bias in Their School - Unconscious Biases Undermine Our Students' Success - Four Ways Teachers Can Reduce Implicit Bias **Reflection: Your Underlying Beliefs** Throughout the course you will have opportunities to reflect on your practice individually and with colleagues.

	This will be a good space to consider what impacts your vision and the role implicit biases may play, even unintentionally. It is important to consider the questions of who we are and how it impacts how we teach. So, we must engage in critical self-reflection. Our vision must be equitable and inclusive for students of all identities.
	For your first reflection, consider: - How have children of diverse identities experienced discipline measures in schools? - What were some of the ways you remember being disciplined in class or in your personal life? - Have things changed? How? - What are some of the ways you ensure classroom management and discipline in your classroom? - Do you think there needs to be any changes in your practices? - How do our own biases play a role in your practice, especially with classroom management? - How do you think students of different identities experience and see figures of authority? - How are their experiences shaped individually and systematically?

Application to Instruction and Student Learning:

Participants will understand the importance of classroom management to teaching and learning through investigation of management and motivation. The learners study and summarize theories of motivation and explain how they relate to creating a culture of learning. The participants compare the effectiveness of traditional discipline techniques to modern research and evaluate the best discipline procedures. Collaborative discussion boards examine the topics of advocacy and discipline techniques. The module culminates with the composition of a vision statement for a classroom culture of learning.

Assessment and Feedback:

For each Authentic Task, Discussion Board, and Classroom Practice Analysis description and rubric, click the links in the Topics and Agenda section.

Module #2 Approaching Behavior	
Date: June 17, 2024 – August 30, 2024	Number of hours for this session: 7
Time: Self-paced	Assignments due today: August 30, 2024

Standards and Components Alignment:

Domain 2: Classroom Environment
- 2a Creating an Environment of Respect and Rapport
- 2b Establishing a Culture for Learning
- 2c Managing Classroom Procedures
- 2d Managing Student Behavior
- 2e Organizing Physical Space

Domain 3: Instruction
- 3a Communicating with Students
- 3c Engaging Students in Learning

Domain 4: Professional Responsibilities
- 4e Growing and Developing Professionally

NYS Professional Development Standard

6. Student Learning Environments: Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.

Key Shift #2: Knowing Your Students
Analyzing and improving instruction through a culturally responsive lens that highlights and supports teachers in knowing their students
- **Instruction that Reflects Students:** Developing a student-centered approach to rigorous content instruction that acknowledges and affirms students' cultural experiences, knowledge and expressions as assets for teaching and learning.
- **Social and Emotional Learning:** Understanding socio-emotional learning and integrating within a culturally responsive and sustaining instructional context.
- **Classroom Communities:** Developing a classroom culture that welcomes and affirms the individual identities and strengths of each student.

Objectives:

Learners will:

- Evaluate the effectiveness of theories and models of classroom management.
- Understand the importance of praise and implement a specific plan for positive reinforcement.
- Explain what PBIS is and implement positive strategies in the classroom.
- Determine the necessary academic and motivational components needed for engaging instruction.
- Make connections between engagement and management.
- Revise classroom vision based on new learnings
- Learn about PBIS and Restorative Practices, and compare them to traditional punitive systems
- Consider how punitive methods can contribute to inequity.

Topics and Agenda:

- Presentation 1: Theories & Models
- Special Presentation: CR-SE Analysis
- Presentation 2: PBIS

- Discussion Board: [Refining Your Vision](#)
- Presentation 3: Engagement
- Discussion Board: [Adding In Engagement Strategies](#)
- Final Project Task: [Task 3: Praising Your Students](#)
- Final Project Task: [Task 4: Engaging Your Students](#)

Connection to Culturally Responsive-Sustaining Dispositions & Practices (CR-SDP):

Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):	*Activity (list the corresponding activities for each criteria below):*

* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)
 	
* Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups
 	
* Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity
 	
□ Course provides participants with multiple opportunities to reflect on the complexities of their own and students' individual identities and cultures, including influences on teaching and learning
 	
□ Course incorporates clear structures and expectations for participation in a brave learning community
 	
□ Course helps participants design and implement a learning environment that affirms students' racial and cultural identities
 	
□ Course helps participants design and implement a learning environment that cultivates critical inquiry
	● CR-SE Analysis: Analyze the Welcoming and Affirming Classroom component of the CR-SE. Analyze how the CR-SE helps create a positive classroom for students from diverse backgrounds and identities.
	  ○ Includes reflection:
	    ■ How do my social identities impact the way I feel in a classroom community as an educator?
	    ■ How do these identities differ from the students of NYC schools?
	    ■ How can educators welcome and affirm students from marginalized groups?
	    ■ Why is a welcoming and affirming classroom environment a key component of classroom behavior management?
	
	PBSIS Presentation
	● Reading Analysis:
	  ○ Restorative Practice [Video](#)
	  ○ [Restorative discipline in Schools](#)
	  ○ [Best practices in restorative discipline](#):
	  ○ Example: [Restorative Discipline Makes Huge Impact in Texas Elementary and Middle Schools](#)
	  ○ Analysis: How restoring community and repairing harm create a positive way to move forward after significant violations of school rules
	  ○ Dispelling a criticism of restorative practice: restorative practice is not lenient practices nor does it

	promote low expectations. Effective school and classroom behavior management includes high expectations, organized procedures, enforcement of a discipline code with natural consequences, AND a practice to restore relationships and repair harm.
	● Discussion Question: [Refining Your Vision](#)

Application to Instruction and Student Learning:

This module will give an overview of behavior management theories and current management trends, with an emphasis on positive approaches to behavior, the importance of uncovering the root cause of a behavior and using engagement to decrease behavior issues. It will also relate these elements back to the foundational theories of motivation discussed in the previous module. Participants will explore theories and models of classroom management and analyze the theory behind their components. Learners will understand the importance of praise, discover the foundations of PBIS, and learn positive management techniques. Additionally, participants list student engagement strategies, and explain the link between engagement and management. Collaborative discussion boards examine ways to refine the classroom vision. Final project tasks synthesize the module learning into plan components for praising and engaging students.

Assessment and Feedback:

For each Authentic Task, Discussion Board, and Classroom Practice Analysis description and rubric, click the links in the Topics and Agenda section.

Module #3 Consequences

Date: June 17, 2024 – August 30, 2024	Number of hours for this session: 7
Time: Self-paced	Assignments due today: August 30, 2024

Standards and Components Alignment:

Domain 2: Classroom Environment	NYS Professional Development Standards
● 2a Creating an Environment of Respect and Rapport ● 2b Establishing a Culture for Learning ● 2c Managing Classroom Procedures ● 2d Managing Student Behavior ● 2e Organizing Physical Space Domain 3: Instruction ● 3a Communicating with Students ● 3c Engaging Students in Learning Domain 4: Professional Responsibilities ● 4e Growing and Developing Professionally	6. Student Learning Environments: Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students . **Key Shift #2: Knowing Your Students** Analyzing and improving instruction through a culturally responsive lens that highlights and supports teachers in knowing their students ● **Instruction that Reflects Students:** Developing a student-centered approach to rigorous content instruction that acknowledges and affirms students' cultural experiences, knowledge and expressions as assets for teaching and learning.

	● **Using Assessment in Instruction:** Develop understanding, creation and implementation of formative and summative assessments and the use of a range of qualitative and quantitative information to inform instructional decisions. ● **Social and Emotional Learning:** Understanding socio-emotional learning and integrating within a culturally responsive and sustaining instructional context. ● **Using Data, Informed by Multiple Perspectives, to Understand Students:** Understanding how to effectively utilize a range of qualitative and quantitative data sources to inform and adapt instruction & assessments; Ensuring that multiple perspectives must shape not only which data teachers collect, but also how teachers analyze and interpret data. ● **Classroom Communities:** Developing a classroom culture that welcomes and affirms the individual identities and strengths of each student. ● **Welcoming Families:** Taking responsibility to learn about student cultures and communities while building and sustaining meaningful relationships with families.

Objectives:

Learners will:

- Define the school and/or district's discipline policy.
- Understand what natural and logical consequences are and why they are effective.
- Determine the appropriate course of action for addressing discipline issues among special student populations.
- Evaluate strategies to apply equitable discipline plans for special populations
- Apply new learnings to the creation of a classroom consequence plan.
- Describe strategies for tracking student behavior and working with parents to support student behavior.
- Develop strategies to monitor and track student behavior systematically.
- Create and implement plans for logical consequences, solutions, and special populations.
- Compare traditional punishment to a logical and solution-oriented approach.
- Analyze ways that special populations may be disproportionately harmed by punishments and consider ways to have more logical consequences and restorative responses.
- Consider the role of implicit bias in disciplinary consequences.
- Analyze disciplinary disparity statistics.
- Analyze school policy to identify practices that either create barriers or offer support for students.

Topics and Agenda:

- Presentation 1: Current Consequences
- Discussion Board: School/District Discipline Policy

- Presentation 2: Logical Consequences
- Presentation 3: Considering Special Populations
- Discussion Board: Collaborating to Serve All Students
- Presentation 4: Developing Your Consequences
- Authentic Task: Collecting Data on Student Behavior
- Presentation 5: Parents as Partners
- Final Project Task: Task 5: Considering Your Special Populations
- Final Project Task: Task 6: Your Logical Consequences / Solutions

Connection to Critical Consciousness/CRSE:

Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):	*Activity:*

* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)
 	
* Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups
 	
* Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity
 	
□ Course provides participants with multiple opportunities to reflect on the complexities of their own and students' individual identities and cultures, including influences on teaching and learning
 	
□ Course incorporates clear structures and expectations for participation in a brave learning community
 	
□ Course helps participants design and implement a learning environment that affirms students' racial and cultural identities
 	
□ Course helps participants design and implement a learning environment that cultivates critical inquiry
	● Presentation: Considering Special Populations
	● Reading Analysis:
	Sometimes the disciplinary problems of some special populations are exacerbated by bias, mistrust, or cultural disconnection. The students from special populations and historically marginalized groups are at risk of unfair disciplinary outcomes. Consider the research and statistics - and then continue to consider how to support students and break down barriers created through implicit biases.
	What are the connections between implicit bias and racial disproportionality in discipline? Read the selections below and consider the implications of the data. When you post on the discussion board and create your classroom culture plan, make sure to consider how a student's individual identity, culture, and lived experiences may affect how they experience school discipline when compared to the dominant culture.
	   ○ How Implicit Bias Impacts Our Children in Education
	   ○ Racial disproportionality
	   ○ Educator bias is associated with racial disparities in student achievement and discipline
	● Discussion Question: School/District Discipline Policy
	● Discussion Question: Collaborating to Serve All Students

Application to Instruction and Student Learning:

In this module, learners will discuss different types and systems of consequences, explain why logical consequences or "solutions" are most effective, and outline steps for establishing logical consequences. Participants will evaluate the best ways to differentiate consequences for special populations of students and work with parents to maximize success.   The module connects this study to policy, and educators research their school or district's discipline policies. Collaborative discussion boards examine discipline policies and ways to serve diverse students. The module's learning will be

synthesized to create final project components planning for special populations and implementing logical consequences.

Assessment and Feedback:
For each Authentic Task, Discussion Board, and Classroom Practice Analysis description and rubric, click the links in the Topics and Agenda section. Participants will receive feedback on Discussion Board responses within 1-3 days of submission.

Module #4 Responding to Misbehavior

Date: June 17, 2024 – August 30, 2024	Number of hours for this session: 7
Time: Self-paced	Assignments due today: August 30, 2024

Standards and Components Alignment:

Domain 2: Classroom Environment ● 2a Creating an Environment of Respect and Rapport ● 2b Establishing a Culture for Learning ● 2c Managing Classroom Procedures ● 2d Managing Student Behavior ● 2e Organizing Physical Space Domain 3: Instruction ● 3a Communicating with Students ● 3c Engaging Students in Learning Domain 4: Professional Responsibilities ● 4e Growing and Developing Professionally	NYS Professional Development Standards 6. Student Learning Environments: Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students. **Key Shift #2: Knowing Your Students** Analyzing and improving instruction through a culturally responsive lens that highlights and supports teachers in knowing their students ● **Instruction that Reflects Students:** Developing a student-centered approach to rigorous content instruction that acknowledges and affirms students' cultural experiences, knowledge and expressions as assets for teaching and learning. ● **Social and Emotional Learning:** Understanding socio-emotional learning and integrating within a culturally responsive and sustaining instructional context. ● **Classroom Communities:** Developing a classroom culture that welcomes and affirms the individual identities and strengths of each student.

Objectives:

Learners will:

- Describe characteristics of effective teacher language and utilize the language with students.
- Identify and explain 3-5 strategies for redirecting, correcting, or de-escalating problem behavior.
- Administer a logical consequence to a student using precise language.
- Demonstrate the appropriate mindset with which to approach student misbehavior and explain why that mindset is key to effective behavior management.
- Utilize questioning to address student behavior and focus on solutions.

- Apply strong classroom procedures.
- Create a plan for addressing misbehavior in the classroom utilizing the research-based information from the learning activities.
- Evaluate the proper time to use various strategies and implement them as needed for student success.
- Redirect or de-escalate student misbehavior to quickly reengage the class to the learning.
- Compare traditional punishment to a logical and solution-oriented approach.
- Analyze ways that special populations may be disproportionately harmed by punishments and consider ways to have more logical consequences and restorative responses.
- Consider the role of implicit bias in disciplinary consequences.
- Analyze disciplinary disparity statistics.
- Analyze school policy to identify practices that either create barriers or offer support for students.

Topics and Agenda:

- Presentation 1: Behavior Management Basics
- Discussion Board: Putting Our Heads Together
- Presentation 2: Redirecting and Correcting Behavior
- Presentation 3: Implementing Consequences
- Discussion Board: The Right Strategy for the Right Situation
- Presentation 4: The Power of Questions
- Authentic Task: Response to Misbehavior
- Final Project Task: Task 7: Your Response to Misbehavior
- Final Project Task: Task 8: Your Class Procedures

Connection to Critical Consciousness/CRSE:

Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):	Activity:

* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)
 	
* Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups
 	
* Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity
 	
□ Course provides participants with multiple opportunities to reflect on the complexities of their own and students' individual identities and cultures, including influences on teaching and learning
	● Presentation: Re-directing and Correcting Misbehavior
	● Presentation: The Power of Questions
	● Authentic Task: Response to Misbehavior
	● Discussion Question: The Right Strategy for the Right Situation
	● Reading Analysis: Verbal De-escalation Techniques to Use With Students
	
	    ○ Reflection and analysis: How can implicit bias contribute to escalation of a teacher-student interaction? And how does this contribute to unequal school disciplinary outcomes?
	
	    ○ How can proper de-escalations techniques help all students and specifically reduce negative school disciplinary interactions for marginalized students?

□ Course incorporates clear structures and expectations for participation in a brave learning community	
□ Course helps participants design and implement a learning environment that affirms students' racial and cultural identities	
□ Course helps participants design and implement a learning environment that cultivates critical inquiry	

Application to Instruction and Student Learning:

In this module, participants examine a variety of techniques for responding to misbehavior which occurs despite the strong proactive strategies discussed in previous learning. Participants learn how to redirect and correct misbehaviors when they happen and strengthen their ability to implement the consequences or solutions which were evaluated in the previous module. The learners evaluate several communication techniques when responding such as the 4-step technique, asking questions, focusing on solutions, and other restorative practices which preserve student dignity while redirecting the behavior. This module features highly interactive discussion boards where participants collaborate to share and evaluate management challenges, and the appropriate reaction to various misbehaviors. The participants synthesize their learning by creating final project components for classroom procedures and responses to frequent behavior challenges.

Assessment and Feedback:

For each Authentic Task, Discussion Board, and Classroom Practice Analysis description and rubric, click the links in the Topics and Agenda section. Participants will receive feedback on Discussion Board responses within 1-3 days of submission.

Module #5 Rituals & Routines

Date: June 17, 2024 – August 30, 2024	Number of hours for this session: 7
Time: Self-paced	Assignments due today: August 30, 2024

Standards and Components Alignment:

Domain 2: Classroom Environment ● 2a Creating an Environment of Respect and Rapport ● 2b Establishing a Culture for Learning ● 2c Managing Classroom Procedures ● 2d Managing Student Behavior ● 2e Organizing Physical Space Domain 3: Instruction ● 3a Communicating with Students ● 3c Engaging Students in Learning Domain 4: Professional Responsibilities ● 4e Growing and Developing Professionally	NYS Professional Development Standards 6. Student Learning Environments: Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students. **Key Shift #2: Knowing Your Students** Analyzing and improving instruction through a culturally responsive lens that highlights and supports teachers in knowing their students ● **Instruction that Reflects Students:** Developing a student-centered approach to rigorous content instruction that acknowledges and affirms students' cultural experiences, knowledge and expressions as assets for teaching and learning.

	● **Classroom Communities:** Developing a classroom culture that welcomes and affirms the individual identities and strengths of each student.

Objectives:

Learners will:

- Evaluate the importance of procedures and the role they play in preventing disruptive behaviors.
- Design classroom procedures that clearly define what students should do in any scenario.
- Examine the details of current procedures to determine any need for improvement.
- Determine whether room setup supports newly designed procedures and make alterations for more efficient procedures.
- Implement and analyze one of the downloadable resources from this course to determine how the resource meets the needs of his/her students or colleagues.
- Utilize various technology resources to help with classroom management
- Directly teach procedures to set students up for success in the classroom.
- Create a plan for teaching and reinforcing procedures to students.
- Determine effective and equitable classroom rules and determine how to implement the rules for the success of all students.
- Learn to plan classroom procedures and routines that build student capacity for self-regulation.
- Analyze a variety of classroom rules and procedures to determine which may contribute to inequity.
- Reflect on their own practices and determine to what degree their own unique identity, experiences, and culture contribute to their classroom management philosophy.

Topics and Agenda:

- Presentation 1: The Importance of Procedures
- Classroom Practice Analysis
- Presentation 2: Procedures: It's All In The Details
- Discussion Board: Sharing Best Practices: Rituals & Routines
- Presentation 3: Teaching & Reinforcing Procedures
- Discussion Board: Procedures: Reflecting and Looking Ahead
- Final Project Task: Task 9: Teaching & Reinforcing Your Procedures
- Final Project Task: Task 10: Your Classroom Rules

Connection to Culturally Responsive-Sustaining Dispositions & Practices (CR-SDP):

Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):	*Activity (list the corresponding activities for each criteria below):*

* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)
 	
* Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups
	● Reading/Video Reflection Questions: Hopes, Goals, and Classroom Rules
	Creating Classroom Rules
	As you read and watch, consider:
	   ○ What makes this method especially effective?
	   ○ How do you think the culture, identity and lived experiences of your students will impact the effectiveness of this method?

* Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity □ Course provides participants with multiple opportunities to reflect on the complexities of their own and students' individual identities and cultures, including influences on teaching and learning □ Course incorporates clear structures and expectations for participation in a brave learning community □ Course helps participants design and implement a learning environment that affirms students' racial and cultural identities □ Course helps participants design and implement a learning environment that cultivates critical inquiry	o How might you modify this method for your specific population of students? ● Classroom Practice Analysis ● Reading Analysis: Tear Down Your Behavior Chart! ● Discussion Question: Sharing Best Practices: Rituals and Routines **Analysis, Reflection, and Task: Logical Consequences and Restoring Classroom Community** Use your journal to Brainstorm and add your classroom consequences/solutions into your Classroom Culture Planning Document under Task 6. Vocabulary Reminder: Participants again learn about the difference of logical consequences, punishments, restorative compared to punitive. Rules vs. Norms or Community Guidelines: ● For example, classroom "rules" imply a legalistic view where teachers impose rules and might scan for rules broken and imply a potential punishment. Conversely, the course recommends norms or community guidelines developed with students in order to build a shared sense of responsibility. Punishment vs. Appropriate and Logical Consequences ● Module materials promote the use of logical, natural, and appropriate consequences, rather than punitive measures. Punishments rely on extrinsic negative actions that compel desired behavior through fear. Rather, the course promotes use of natural consequences so that those who violate community norms feel the consequence is fair, naturally related to the violation of community, and offers an opportunity to restore and repair.

	● To aid in your brainstorming process, participants can find lists of possible logical consequences via the links below which promote logical consequences consistent with a restorative approach.
	● Make sure to filter each consequence through what you have learned so far about what makes a consequence effective before adding them into your plan.
	● [Restitution, Restoration, Restriction, Reflection](#)"
	● "[Examples of Restorative Justice](#)"

Application to Instruction and Student Learning:

In this module, participants walk through the steps of designing purposeful and well-thought-out rituals and routines that maximize learning time by establishing clear expectations for student behavior. The learners consider different procedures for using technology to assist with management, and how to evaluate your room setup for how effectively it supports your classroom procedures. Finally, the participants create a plan for teaching procedures to students, including how to reinforce these procedures throughout the school year. Two discussion boards facilitate a collaboration where the best practices for rules, rituals, and routines are shared. The module culminates in the creation of two final project tasks where participants create equitable and effective rules and plan efficient classroom procedures.

Assessment and Feedback:

For each Authentic Task, Discussion Board, and Classroom Practice Analysis description and rubric, click the links in the Topics and Agenda section.

Module #6 Classroom Community Norms/Agreements

Date: June 17, 2024 – August 30, 2024	Number of hours for this session: 10 (including final)
Time: Self-paced	Assignments due today: August 30, 2024

Standards and Components Alignment:

Domain 2: Classroom Environment	NYS Professional Development Standards
● 2a Creating an Environment of Respect and Rapport	
● 2b Establishing a Culture for Learning	6. Student Learning Environments: Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.
● 2c Managing Classroom Procedures	
● 2d Managing Student Behavior	
● 2e Organizing Physical Space	**Key Shift #2: Knowing Your Students**

Domain 3: Instruction	Analyzing and improving instruction through a culturally responsive lens that highlights and supports teachers in knowing their students
● 3a Communicating with Students ● 3c Engaging Students in Learning Domain 4: Professional Responsibilities ● 4e Growing and Developing Professionally	● **Instruction that Reflects Students:** Developing a student-centered approach to rigorous content instruction that acknowledges and affirms students' cultural experiences, knowledge and expressions as assets for teaching and learning. ● **Classroom Communities:** Developing a classroom culture that welcomes and affirms the individual identities and strengths of each student.

Objectives:

Participants will:
- Create a classroom culture plan that utilizes proactive, positive, and restorative practices.
- Create a classroom culture plan that considers the unique identity and needs of non-dominant cultural groups and other special populations.
- Reflect on what they have learned about their own identity and underlying assumptions throughout the course and consider how their students have different identities and experiences.
- Understand the Safety, Order, & Rights value set and how it can support the creation of classroom rules.
- Reflect on the successes and failures of different classroom rules.
- Create a plan for establishing classroom rules that considers previously learned theories, models, and research.
- Create classroom rules in accordance to best practices and communicate the rules effectively to students.
- Apply preventative and responsive strategies for behavior management to realistic scenarios.
- Determine and justify what elements, strategies, and/or mindsets are most important to building a classroom culture of learning.
- Create and implement a comprehensive classroom culture plan for an engaging, equitable, and efficient learning environment.

Topics and Agenda:

- Presentation 1: Reflecting on Norms
- Presentation 2: Establishing Your Norms
- Discussion Board: Reviewing Your Classroom Culture Plan
- Presentation 3: Putting It All Together
- Discussion Board: Final Thoughts
- Final Project Task: Task 11: Implementing & Revisiting Your Plan
- Final Project: Classroom Culture Planning Document

Connection to Culturally Responsive-Sustaining Dispositions & Practices (CR-SDP):

Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):	*Activity:*
* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have	● Final Project: Classroom Culture Plan ● Discussion Question: Reviewing Your Classroom Culture Plan

been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)

* Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups

* Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity

□ Course provides participants with multiple opportunities to reflect on the complexities of their own and students' individual identities and cultures, including influences on teaching and learning

□ Course incorporates clear structures and expectations for participation in a brave learning community

□ Course helps participants design and implement a learning environment that affirms students' racial and cultural identities

□ Course helps participants design and implement a learning environment that cultivates critical inquiry

- Discussion Question: Final Thoughts
Final reflection: Helping marginalized Students

Now that you have completed the course, reflect on how you have gained new information or thought about things differently. Specifically, how can the course learning assist you in making a difference for students from traditionally marginalized and underserved demographic identities?

- Reflect on your own and your students' complex social identities. How can your identities and those of your students vary?
- How can you make connections with students with different experiences and cultures in order to create a positive classroom environment?
- How can you hold students to high expectations, without using punitive and harmful measures?
- What is something you learned that will help students from traditionally marginalized groups?

Application to Instruction and Student Learning:

In this module, participants evaluate several strategies for establishing and reviewing classroom rules. The learners apply the techniques learned to several different scenarios by considering both preventative and responsive strategies. The module introduces the Safety, Order, & Rights value set, and the participants examine how it can support the creation of classroom rules. The learners determine and justify what elements, strategies, and/or mindsets are most important to building a classroom culture of learning. The course culminates with the synthesis of all the final project tasks into a Classroom Culture Plan. Collaborative discussions review and evaluate the plan, leaving all participants with actionable strategies for a more effective, efficient, and engaging classroom.

Assessment and Feedback:

For each Authentic Task, Discussion Board, and Classroom Practice Analysis description and rubric, click the links in the Topics and Agenda section.

Discussion Boards:

Module	Title	Text
1	Motivation in Your Classroom	1. Introduce yourself to your colleagues. Include your name, title, location, number of years in education, and what you hope to learn or take away from this course. 2. Reflect on Daniel Pink's Ted Talk. What resonated with you? How did the research he cited compare to your own understanding of what motivates you? How might we apply this research to classroom management? 3. Finally, respond to one of your colleagues by sharing a connection or reaction to their thoughts on how Pink's research can be applied to classroom management. (Your response should be meaningful, with a goal to push each other's thinking rather than offering a superficial exchange. **Please see rubric**)
1	Reflecting on Your Childhood Discipline	1. Think about how your own family, school, and cultural experience may form your views about classroom management. How were you disciplined as a child -- both at school, and at home? Be specific about the strategies your parents and teachers employed. 2. Evaluate these strategies using at least one of the theories of motivation discussed previously (intrinsic vs. extrinsic, autonomy/mastery/purpose, the Six Cs of Motivation, growth mindset). Did the discipline strategies of your childhood speak to what motivates you? Why or why not? 3. How do you think the discipline strategies used in your childhood impact your classroom and behavior management tactics today? 4. Consider the experiences of families from non-dominant cultures. How do you think historical experiences of marginalized ethnic or cultural groups may result in a different experience in traditional school discipline than those from the majority culture? 5. Finally, respond to one of your colleagues by sharing a connection or reaction to their thoughts. (Your response should be meaningful, with a goal to push each other's thinking rather than offering a superficial exchange. **Please see rubric**)
2	Refining Your Vision	Reflect on the last two presentations (Theories & Models and PBIS), as well as your classroom vision. 1. How has your vision for a classroom culture of learning evolved throughout the last two presentations? Share at least three new strategies or ideas that you've added into your classroom vision. You may pose questions to your colleagues in your post regarding aspects of your vision that you're struggling with, or specific scenarios you still feel it needs to address. 2. Consider how PBSIS and Restorative Practices can contribute to a more equitable school environment. How can punitive and retributive methods contribute to inequity in school discipline? 3. Respond to one of your colleagues by sharing a connection, reaction, or suggestion to their discussion post. (Your response

		should be meaningful, with a goal to push each other's thinking rather than offering a superficial exchange. **Please see rubric**)
2	Adding in Engagement Strategies	Reflect on the various engagement strategies learned throughout this presentation, and the role that motivation and teacher-student relationships play. 1. What specific engagement strategies or structures will you add to your culture of learning plan? Discuss at least three and explain why you think that those three will give you the best return on investment. 2. Respond to one of your colleagues by sharing a connection, reaction, or suggestion to their discussion post. (Your response should be meaningful, with a goal to push each other's thinking rather than offering a superficial exchange. **Please see rubric**)
3	School/District Discipline Policy	Research your school and/or district discipline policy; you can search online if you don't already know where these policies are located. Make sure to check your school or district's: ● teacher/employee handbook ● student handbook ● parent handbook ● departmental guidelines ● anything else that may contain information about discipline policies Read through each document's discipline section in order to answer the following questions in a discussion board post: 1. What do these documents say about the overall approach to discipline? 2. What procedures are in place for responding to misbehavior? 3. What behaviors are you expected to address in your classroom, and at what point should they be elevated to an administrator? 4. What do these documents say about consequences? 5. What is the suspension policy (from class and from school), and what is the definition of "suspension?" Does sending a student to the office count as a class suspension? 6. Are there any guidelines about when and how parents should be contacted about misbehavior? 7. Consider all these policies. Are the structures restorative, punitive, or a combination? Can you identify any policies that may contribute to inequity in the school system? 8. Respond to at least one colleague with a connection, reflection, or answer to one of their questions. (Your response should be meaningful, with a goal to push each other's thinking rather than offering a superficial exchange. **Please see rubric)** Make a note of anything that will assist you in developing a list of appropriate consequences for your classroom. Remember that future modules will cover responding to misbehavior, rituals & routines, and classroom rules, so be sure to make a note of anything pertaining to those topics as well.
3	Collaborating to Serve All Students	Post to the discussion board answering the following questions: 1. What did you learn about implicit bias and how that phenomenon can affect historically marginalized students? What steps can a teacher take to reduce the effects of implicit bias? Why is it

		important to understand the complex social and cultural identities of your students? 2. Who can you call on for support with students from non-dominant cultural groups; have special needs, or both? Make a list of team members at your school that you can lean on. Your list might include fellow teachers, your teaching assistant, administrators, special ed team members, or support staff. 3. What students and families do you think may have been underserved by the schools in the past? What systems are in place to help these students today? Are there any practices you have put in place that help serve these special populations? 4. What other resources can you draw upon? (Curriculums, websites, professional development opportunities, etc.) 5. Respond to at least one colleague to collaborate on resources or strategies. (Your response should be meaningful, with a goal to push each other's thinking rather than offering a superficial exchange. **Please see rubric**)
4	Putting Our Heads Together	Reflect on your experiences in responding to student misbehavior. Post to the discussion board answering the following questions: 1. What aspect of classroom management do you find easiest, and what do you attribute this to? 2. What aspects do you find most challenging? Pose 1-2 questions to your colleagues asking for advice, ideas, or strategies related to these challenges. 3. Respond to at least one of your colleagues by offering advice, ideas, or strategies to the question(s) they posted. (Your response should be meaningful, with a goal to push each other's thinking rather than offering a superficial exchange. **Please see rubric**)
4	The Right Strategy for the Right Situation	Post to the discussion board answering the following questions: 1. In what types of situations could you see yourself using the 4-step technique? Why? 2. In what types of situations could you see yourself using restorative practices? Why? 3. Do you feel like you or your colleagues may have difficulty implementing a primarily restorative discipline system? Do you think that students "learn more from a consequence" or "deserve a punishment" more so than a restorative approach? If so,is that opinion based in research or in underlying traditional assumptions that may need to be questioned? 4. Respond to at least one of your colleagues with a question, connection, or suggestion. (Your response should be meaningful, with a goal to push each other's thinking rather than offering a superficial exchange. **Please see rubric**)
5	Sharing Best Practices: Rituals and Routines	Post to the discussion board answering the following questions: 1. What are the most effective rituals and routines that you have already implemented? Describe them in enough detail that someone reading your post could replicate in their own classroom. 2. What new procedures or room arrangements that you just added to your Classroom Culture Plan are you most excited about implementing? Again, describe them in enough detail that someone else could learn from them.

		3. What rituals or routines do you find most challenging? Pose a question to your colleagues asking for advice. 4. Respond to at least one of your colleagues by offering advice, ideas, or strategies to the question(s) they posted. (Your response should be meaningful, with a goal to push each other's thinking rather than offering a superficial exchange. **Please see rubric**)
5	Sharing Best Practices: Rituals and Routines	Post to the discussion board answering the following questions: 1. What have been your biggest challenges when it comes to teaching and reinforcing procedures in the past? (These might be specific procedures that have been challenging, or general aspects of procedures that have been tricky.) 2. Think deeply about the classroom management and discipline practices you have utilized. Are there any traditional practices that you have abandoned because they seem unfair, overly punitive, or counterproductive to a positive classroom environment? 3. What are you planning to change in the future about how you plan, teach, and/or reinforce procedures to make them more effective? Why do you think this will prove more successful? 4. Respond to at least one of your colleagues with a question, connection, or suggestion. (Your response should be meaningful, with a goal to push each other's thinking rather than offering a superficial exchange. **Please see rubric**)
6	Reviewing Your Classroom Culture Plan	Read through your Classroom Culture Plan and make any final adjustments. Remember that this is a living document that you can and should come back to throughout the school year to reflect on and revise. Post to the discussion board answering the following questions: 1. How has your classroom vision and plan for culture changed over the course of each module? What adjustments did you make after looking back at the first few sections with fresh eyes? What changes did you make based on concern for special populations and historically marginalized groups? 2. What questions do you still have, or challenges do you still foresee that you would like your colleagues' input or advice on? Specific questions will likely elicit more specific answers. 3. Respond to at least one of your colleagues by offering advice, ideas, or strategies to the question(s) they posted. (Your response should be meaningful, with a goal to push each other's thinking rather than offering a superficial exchange. **Please see rubric**)
6	Final Thoughts	Post to the discussion board answering the following questions: 1. Which ideas presented in the course did you find to be most valuable? How successful have the techniques worked for you, if you've had the opportunity to use them? 2. Write a summary or definition of what a classroom culture of learning means to you. 3. What elements, strategies, and/or mindsets do you feel are most important to successfully creating a classroom culture of learning? Write a justification for why each is so vital. 4. What did you learn about your own unique identity and experiences as it relates to attitudes and practices in classroom management philosophy? If you identify with the majority culture, challenge yourself to think of how others of minority groups (LGBTQ2S+,

| | | Black, Indigenous, and People of Color including other racialized and marginalized groups) may have developed different thoughts based on different experiences. If you are from a minority group, how do you think your experiences and attitudes about classroom management differed from the majority culture? |
| | | 5. Respond to at least one of your colleagues with a reflection on or connection to their post. (Your response should be meaningful, with a goal to push each other's thinking rather than offering a superficial exchange. **Please see rubric**) |

Discussion Board Rubric:

1: Does Not Meet Expectations	2: Partially Meets Expectations	3: Meets Expectations	4: Exceeds Expectations
Participants rarely shares thoughtful reflections or responds to colleagues in a respectful and engaging way.

Participant provides a low level of detail in entries.

Participant typically does not include informative examples or foster discussions.

Participant's responses are unclear or poorly written.

Participant does not respond to colleague.

Participant includes no self-reflection or consideration of issues related to critical consciousness. | Participant partially shares thoughtful reflections and responds to colleagues in a respectful and engaging way.

Participant provides some level of detail in entries.

Examples are somewhat helpful and informative and occasionally foster discussions.

Participant's responses are somewhat clear and well written.

Participant responds to a colleague providing basic information.

Participant includes little self-reflection or consideration of issues related to critical consciousness. | Participant satisfactorily shares thoughtful reflections and responds to colleagues in a respectful and engaging way.

Participant provides an adequate level of detail in entries.

Examples are satisfactorily helpful and informative and foster discussions.

Participant's responses are clear and well written.

Participant responds to a colleague in a meaningful way and provides useful and relevant information.

Participant engages in self-reflection and consideration of issues related to critical consciousness. | Participant frequently shares thoughtful reflections and responds to and collaborates with colleagues in a respectful and engaging way.

Participant provides a high level of detail in entries.

Examples are very helpful and informative and almost always foster discussions.

Participant's responses are exceedingly clear and well written.

Participant responds to colleagues in a meaningful way and provides useful and relevant information while demonstrating understanding of the topic being discussed.

Participant engages in meaningful and extensive self-reflection and consideration of issues related to critical consciousness and |

			advances the group discussion of these issues.
Participants will not be provided a grade within the discussion boards without having provided a comment to a fellow colleague. Participants will be informed when a fellow colleague has commented on their board post and encouraged to continue the conversation. Facilitators will offer comments and guidance on every discussion board submission. Facilitators will inform participants where and in what way their response was insufficient.			

Appendix B
Assignments and Rubrics

Authentic Task 1 COLLECTING DATA ON STUDENT BEHAVIOR

Develop a tracking system for monitoring student behavior. For this assignment, complete the following (Note: You will be graded based on the rubric in this document):

Step 1: Ensure There's a Purpose for the Data

Consider: What data is needed for report cards that isn't already being collected? Are there specific behaviors that you'd like to "nip in the bud?" What are your professional development goals around behavior, if any? Do you have an inquiry question such as, "Why do students seem to call out more often in the afternoon?" that data could help you answer?

Step 2: Choose One or More Data Points

It's okay to track just one behavior at a time if that feels more manageable and/or helpful.

Step 3: Decide When to Collect Data

During what class activities or what time of day will you collect data, and over what time period (e.g. six weeks)?

Step 4: Decide How to Collect Data

Make sure it's a system that you can maintain (e.g. do you prefer handwritten or electronic notes? How often is it realistic for you to collect the data?)

Step 5: Plan How to Analyze Data

Every Friday with a colleague, for example.

If you're feeling stuck, check out the data tracking tools on the PBIS World website or TeacherVision for ideas. There are also several apps (read this article before using) that help teachers track behavior: ClassDoJo, Otus, and Hero, to name a few.

AUTHENTIC TASK #1 RUBRIC: COLLECTING DATA ON STUDENT BEHAVIOR

Criteria	4-Exceeds Expectations	3-Meets Expectations	2-Approaching Expectations	1-Does not Meet Expectations
Step 1: Ensure There's a Purpose for the Data	Clear, logical explanation of why behavior(s) were chosen and what will be learned from/improved by tracking them.	Clear, logical explanation of why behavior(s) were chosen.	Vague or unclear explanation for why behavior(s) were chosen.	Brief or no explanation for why behavior(s) were chosen.
Step 2: Choose One or More Data Points	Clear description of behavior(s) to track that includes what the behavior(s) look/sound like, and what non-examples look/sound like.	Clear description of behavior(s) to track that includes what the behavior(s) look/sound like.	Vague or unclear description of behavior(s) to track.	Brief or no description of behavior(s) to track.
Step 3: Decide When to Collect Data	Specific time frame for when data will be collected throughout the day, over what time period in terms of weeks/months, and a rationale for each of	Specific time frame for when data will be collected throughout the day, and over what time period in terms of weeks/months.	Vague or unclear time frames for when data will be collected throughout the day, and/or over what time period in terms of weeks/months	Brief or no time frames specified.

	these decisions.			
Step 4: Decide How to Collect Data	Specific description of how data will be collected, including how behavior(s) will be recorded and with what frequency, and a rationale for each of these decisions.	Specific description of how data will be collected, including how behavior(s) will be recorded and with what frequency.	Vague or unclear description of how data will be collected.	Brief or no description of how data will be collected.
Step 5: Plan How to Analyze the Data	Specific description of how data will be analyzed, including who will be involved, when analysis will happen, and what method for analysis will be used, and a rationale for each of these decisions.	Specific description of how data will be analyzed, including who will be involved, when analysis will happen, and what method for analysis will be used.	Vague or unclear description of how data will be analyzed.	Brief or no description of how data will be analyzed.

Authentic Task 2

RESPONDING TO MISBEHAVIOR

Develop a flowchart, [mind map](#), series of "If… Then" statements, or other representation that clearly charts out your plan for responding to misbehavior. For this assignment, complete the following (Note: You will be graded based on the rubric in this document):

Step 1: Identify Problem Behaviors

Describe common problematic behaviors that you encounter with students. At least five behaviors are required.

Step 2: Identify Strategies for Responding to Misbehavior

Describe which strategies for responding to misbehavior will be used for each of the behaviors listed in Step 1.

- If you're feeling stuck, check out this Responsive Classroom article, the *Teach Like a Champion* strategy "What To Do," this PBIS document, or this *Special Education Guide*.

Step 3: Identify How Logical Consequences/Solutions will be Administered

Consider the 4-Step Verbal Technique, Restorative Justice Techniques, and the 5-Step Verbal Technique.

Step 4: Map Out Exactly How You Will Respond

Develop a flowchart, mind map, series of "If… Then" statements, or other representation that clearly charts out your plan for responding to each misbehavior.

- Consider: Which strategies will you use for each behavior, and in what order? How will your response and/or the administration of logical consequences/solutions change based on the specifics of the situation and/or the specific student?
- The more detailed your map/plan, the better. Walking through these various scenarios in your head now will make you more prepared and able to react confidently and calmly when they happen in real time. Choose whatever type of map, diagram, or format that makes the most sense to you and supports your thought process.
- Note: Though you may brainstorm possible logical consequences for different scenarios if you'd like, remember that consequences/solutions must be related, respectful, reasonable, and helpful, and therefore they must be tailored to the exact situation and student each time.

AUTHENTIC TASK # 2 RUBRIC: RESPONDING TO MISBEHAVIOR

Criteria	4-Exceeds Expectations	3-Meets Expectations	2-Approaching Expectations	1-Does not Meet Expectations
Step 1: Identify Problem Behaviors	A clear description of 8-10 common problem behaviors.	A clear description of 5-7 common problem behaviors.	A vague or unclear description of 5-7 common problem behaviors, or a clear description of 2-4 behaviors.	Brief or no description of common problem behaviors.

Step 2: Identify Strategies for Responding to Misbehavior	A clear description of what response strategies would be used in various scenarios, and a rationale for each of these decisions.	A clear description of what response strategies would be used in various scenarios.	A vague or unclear description of what response strategies would be used in various scenarios.	Brief or no description of what response strategies would be used in various scenarios.
Step 3: Identify How Logical Consequences/Solutions will be Administered	A clear description of how logical consequences or solutions would be administered in various scenarios, and a rationale for each of these decisions.	A clear description of how logical consequences or solutions would be administered in various scenarios.	A vague or unclear description of how logical consequences or solutions would be administered in various scenarios.	Brief or no description of how logical consequences or solutions would be administered in various scenarios.
Step 4: Map Out Exactly How You Will Respond	Extremely detailed map; someone else could follow these steps to respond to misbehavior in their own classroom.	Very detailed map; it is clear that the learner knows exactly what he or she would do in each scenario.	Somewhat detailed map; it is not clear whether the learner knows exactly what he or she would do in each scenario.	Map lacking detail; it is not clear what the learner's plan is.
Choice of Responses to Scenarios	The choices for how to respond to and administer consequences for each scenario are supported by the theories and	The choices for how to respond to and administer consequences for each scenario are supported by the theories and research presented in this	Some of the choices for how to respond to and administer consequences for each scenario are supported by the theories and research presented	Few or none of the choices for how to respond to and administer consequences for each scenario are supported by the

	research presented in this course. The learner's rationale for each choice reflects their understanding of the course content.	course.	in this course.	theories and research presented in this course, or the choices are too brief or unclear to tell.

Classroom Practice Analysis

For this activity, you will choose one of the downloadable resources from the course to implement in your practice. If you are in the classroom currently, you will answer the first set of questions. If you are on break or not currently teaching, you will answer the second set of questions.

In the Classroom:

- What is the name of the resource?
- Why did you pick this resource to implement? Please be specific.
- Before implementing the resource, what were your expectations on how it would impact your practice?
- During implementation did you alter the resource in any way?
    - If so, how? And why?
    - If not, why?
- How did students/colleagues respond during/after the resource? Do you think it positively impacted your audience? Why or why not?
- How did the resource impact your practice? Please be specific.
- No resource is neutral, from a critical consciousness perspective. What is the viewpoint/background of the author/creator of this resource? How might that viewpoint/background affect the way you use this resource, or make it more or less effective at working with your students?
- How do you plan on improving the resource for the future?

Out of the classroom:

- What is the name of the resource?
- Why did you pick this resource? Please be specific.
- No resource is neutral, from a critical consciousness perspective. What is the viewpoint/background of the author/creator of this resource? How might that viewpoint/background affect the way you use this resource, or make it more or less effective at working with students from varying backgrounds?
- How do you plan on using this resource?

- What specific modifications will you make to the resource to ensure its effectiveness in the classroom/with peers?
- How do you think this resource will impact your classroom/peers?
- How will you measure the success of this resource (e.g., assessment, data collection, etc.)?

Classroom Practice Analysis Rubric

Criteria	4-Exceeds Expectations	3-Meets Expectations	2-Approaching Expectations	1-Does Not Meet Expectations
Resource Choice	Learner provides the name of a relevant downloadable resource with a clearly articulated rationale for why the resource was selected.	Learner provides the name of a downloadable resource with a rationale for why the resource was selected.	Learner provides the name of a resource with a vague rationale for why the resource was selected.	Learner does not define a downloadable resource and/or fails to provide a description of why the resource was selected.
Planning	Learner includes an explicit plan, outlining how the resource will be implemented with fidelity, including a thorough overview of the expected impact on peers and modifications to ensure effectiveness.	Learner includes a plan, outlining how the resource will be implemented with an overview of the expected impact on peers and modifications to ensure effectiveness.	Learner includes an underdeveloped plan, outlining vaguely how the resource will be implemented with an overview of some of the expected impacts on peers.	Learner does not provide a plan that outlines how the resource will be implemented or the expected impact on peers.

Analysis	Learner provides a thoughtful reflection on how the resource did/will impact their classroom, peers, and/or practice, while indicating various expert ways to evaluate and modify the resource to ensure that it is effective. Learner deeply engages with the resource on issues related to author/creator perspective and critical consciousness.	Learner provides a reflection on how the resource did/will impact their classroom, peers, and/or practice, while indicating various ways to evaluate and modify the resource to ensure that it is effective. Learner engages with the resource on issues related to author/creator perspective and critical consciousness.	Learner provides a vague reflection on how the resource did/will impact their classroom, peers, and/or practice, while indicating one way to evaluate the resource to ensure that it is effective. Learner minimally engages with the resource on issues related to author/creator perspective and critical consciousness.	Learner provides no reflection on how the resource did/will impact their classroom, peers, and/or practice, while failing to outline how they will evaluate the resource to ensure that it is effective. Learner does not engage with the resource on issues related to author/creator perspective and critical consciousness.
Writing	Learner's writing is clear and concise with articulate language, thoughtful expression, and a careful attention to mechanics.	Learner's writing is clear with concise language, good expression, and a few mechanical errors.	Learner's writing is underdeveloped, contains few details, has little expression, and includes multiple mechanical errors.	Learner's writing is vague, lacks details, and contains multiple mechanical errors.

Appendix C
Final Project and Rubric

Classroom Culture Planning Document (Final Project)

For this assignment, complete the following (Note: You will be graded based on the rubric in this document):

Consideration of Diverse Students:

All aspects of the plan should consider the wide range of cultures, identities, lived experiences, and needs of the learners in your classroom.

Task 1: Motivating Your Students (Module 1)

What motivational strategies and/or strategies for cultivating a growth mindset will you utilize with your students? At least five strategies are required.

Task 2: Your Classroom Vision (Module 1)

What is your vision for a classroom culture of learning? Consider:

- What are students doing?
- What are you, the teacher, doing?
- What kind of thinking and learning is taking place, and how?
- How are students interacting with one another?
- How do you approach and interact with students, and what is your overall approach to discipline?

Task 3: Praising Your Students (Module 2)

How will you utilize praise/encouragement with your students? Include at least three common phrases that will support your plan.

Task 4: Engaging Your Students (Module 2)

How will you engage your students, and how will this support your vision for a culture of learning? Include:

- At least five engagement strategies.
- A time frame for implementation.

Task 5: Considering Your Special Populations (Module 3)

How will you differentiate consequences (what they are and how they are delivered) for special populations of students? Consider:

- How will you identify the function of a child's Tier 3 behavior?
- What preventative measures will you consider taking to support students in Tier 3?
- If you are currently working with a student who is exhibiting Tier 3 problem behaviors, what specific strategies will you try with that student moving forward?

Task 6: Your Logical Consequences / Solutions (Module 3)

What logical consequences or solutions will you utilize with students?

Note: It is strongly recommended that you make a general list of consequences or solutions to choose from, rather than pre-matching consequences/solutions to common behaviors or creating a hierarchy of

consequences.

Task 7: Your Response to Misbehavior (Module 4)

How will you respond to student misbehavior? Include:

- The specific strategies you will utilize.
- The tenets of effective teacher language will you uphold while responding.
- The mindset you want to maintain while responding.

Task 8: Your Class Procedures (Module 5)

Describe your class procedures using positive, step-by-step, student-friendly language. At least ten procedures are required. Include:

- Considerations for "what if" scenarios (e.g. What if their pencil breaks? What if they need to use the restroom? What if someone gets hurt? What if they need help?)
- A description of how the room arrangement will support each procedure.

Consider:

- volume level
- materials: which may be used, where they are stored, and how they may be obtained
- plan for early finishers
- where students are allowed/not allowed to be

Task 9: Teaching & Reinforcing Your Procedures (Module 5)

How will you teach and reinforce each procedure listed above? Consider:

- When will you introduce each procedure, and how? (The more detail, the better!)
- How will you know when it's time to reteach or reinforce a procedure?
- How do you want to react in the moment if you notice students not following a previously taught procedure?
- What method(s) will you use to reteach and/or reinforce procedures?

Task 10: Your Classroom Norms (Module 6, Presentation 2)

How will you develop your classroom norms or agreements with students? Consider:

- How will you revisit these norms or agreements halfway through the semester or school year?
- At what other points might you revisit your norms or agreements?
- How will you display your norms/agreements in a way that will both remind students of what they are and show that they actually contributed to their creation (e.g., having students sign the poster that they are written on.)?

Task 11: Implementing & Revisiting Your Plan (Module 6, Presentation 3)

Write an action plan with clear steps and target dates outlining when and how you will implement your Classroom Culture Plan. You may use the template provided below or create your own. Include answers to the following questions:

- What aspects of your plan are "must dos" (essential to implementation) and what aspects are "may dos" (not a top priority, but would be ideal to fulfill)?
- When would you ideally like to have each aspect implemented by? When do you feel each aspect must be implemented by?
- When and how will you revisit, reflect on, and revise your Classroom Culture Plan?
  - Consider dedicating a solid few hours of time at least once a month. Also consider who, if anyone, you will collaborate with when revisiting.

Action Step	Must Do or May Do	Ideal Due Date	Absolute Due Date

RUBRIC: CLASSROOM CULTURE PLANNING DOCUMENT (FINAL PROJECT)

Criteria	4-Exceeds Expectations	3-Meets Expectations	2-Approaching Expectations	1-Does Not Meet Expectations
Overall: The plan works of *ALL* Students	**Most strategies** consider the variety of identities, experiences, and needs of diverse learners	Some strategies consider the variety of identities, experiences, and needs of diverse learners -- and	Only Task 5 considers the variety of identities, experiences, and needs of	The plan uses punitive and retributive procedures that may create inequities

	- and incorporate proactive and restorative plans that can help reduce inequities.	incorporate proactive and restorative plans that can help reduce inequities.	diverse learners.	instead of reducing them.
Task 1: Motivating Your Students	A clear, thoughtful description of at least 5-7 motivational strategies and/or strategies for cultivating a growth mindset, and an explanation for why the learner expects each strategy to be effective with his or her student population.	A clear, thoughtful description of at least 5-7 motivational strategies and/or strategies for cultivating a growth mindset.	A vague or unclear description of at least 5-7 motivational strategies and/or strategies for cultivating a growth mindset, or a clear, thoughtful description of less than 5 strategies.	Few or no motivational strategies clearly and thoughtfully described.
Task 2: Your Classroom Vision	A clear description of what each member of the classroom is doing, how they are interacting with one another, and they type of learning and learning activities that are happening in the learner's dream classroom. A	A clear description of what each member of the classroom is doing, how they are interacting with one another, and they type of learning and learning activities that are happening in the learner's dream classroom.	A vague or unclear description of what each member of the classroom is doing, how they are interacting with one another, and they type of learning and learning activities that are happening in the learner's dream	Brief or no description of what each member of the classroom is doing, how they are interacting with one another, and they type of learning and learning activities that are happening in the learner's dream classroom.

	connection is drawn between effective classroom management and the ability to achieve this vision.		classroom.	
Task 3: Praising Your Students	A clear description of how the learner would like to utilize praise/encouragement, including at least 3 common phrases that would support this, plus a clear plan for monitoring the learner's praise ratio.	A clear description of how the learner would like to utilize praise/encouragement, including at least 3 common phrases that would support this.	A vague or unclear description of how the learner would like to utilize praise/encouragement, and/or less than 3 common phrases that would support this.	Brief or no description of how the learner would like to utilize praise/encouragement, and/or no common phrases that would support this.
Task 4: Engaging Your Students	A clear, thoughtful description of at least 5-7 engagement strategies, including an implementation plan with timeframe, and an explanation for why the learner expects each strategy to be effective with his or her student population. A connection is	A clear, thoughtful description of at least 5-7 engagement strategies, including an implementation plan with timeframe. A connection is drawn between effective student engagement and the ability to achieve the learner's classroom	A vague or unclear description of at least 5-7 engagement strategies, and/or no an implementation plan with timeframe, and/or no connection drawn between effective student engagement and the ability to achieve the learner's	Few or no engagement strategies clearly and thoughtfully described.

	drawn between effective student engagement and the ability to achieve the learner's classroom vision.	vision.	classroom vision.	
Task 5: Considering Your Special Populations	A clear description of how the learner will differentiate consequences for special populations of students that includes how the learner will determine the function of behavior and what preventative strategies will be tried. Includes a list of team members who can be called on for support and/or collaboration, and how each team member might be leveraged.	A clear description of how the learner will differentiate consequences for special populations of students that includes how the learner will determine the function of behavior and what preventative strategies will be tried.	A vague or unclear description of how the learner will differentiate consequences for special populations of students that may or may not include how the learner will determine the function of behavior and/or what preventative strategies will be tried.	Brief or no description of how the learner will differentiate consequences for special populations of students.
Task 6: Your Logical Consequences / Solutions	A clear description of each logical consequences or solutions that the learner can select from	A clear description of each logical consequences or solutions that the learner can select from	A vague or unclear description of each logical consequences or solution.	Brief or no description of each logical consequences or solution.

	depending on the given misbehavior that includes connections to the learner's school/district discipline policy.	depending on the given misbehavior.		
Task 7: Your Response to Misbehavior	A clear description of how the learner will respond to misbehavior that includes a list of specific strategies and an explanation for what language will be used, what mindset will be held, and why language and mindset are essential to success.	A clear description of how the learner will respond to misbehavior that includes a list of specific strategies and an explanation for what language will be used and what mindset will be held.	A vague or unclear description of how the learner will respond to misbehavior that includes a list of specific strategies and an explanation for what language will be used and what mindset will be held.	Brief or no description of how the learner will respond to misbehavior.
Task 8: Your Class Procedures	A clear and positively-worded description of 12 or more procedures that includes considerations for "what if" scenarios, and a description of how the room arrangement will support each procedure.	A clear and positively-worded description of at least 10 procedures that includes considerations for "what if" scenarios, and a description of how the room arrangement will support each procedure.	A vague, unclear, and/or negatively-worded description of procedures that may or may not include considerations for "what if" scenarios, and/or a description of how the room arrangement will support each procedure.	Brief or no description of procedures.

Task 9: Teaching & Reinforcing Your Procedures	A clear and thoughtful plan for how to teach and reinforce procedures that includes an explanation for why the learner expects their plan to be effective with his or her student population.	A clear and thoughtful plan for how to teach and reinforce procedures.	A vague or unclear plan for how to teach and reinforce procedures.	Brief or no plan for how to teach and reinforce procedures.
Task 10: Your Classroom Rules	A clear and thoughtful plan for how to establish and revisit rules/agreements with students that references theories of motivation to justify the plan.	A clear and thoughtful plan for how to establish and revisit rules/agreements with students.	A vague or unclear plan for how to establish and/or revisit rules/agreements with or without students.	Brief or no plan for how to establish and/or revisit rules/agreements.
Task 11: Implementing & Revisiting Your Plan	A clear and thoughtful action plan for how to implement and revisit the Classroom Culture Plan, including a plan for how to hold self-accountable to following through.	A clear and thoughtful action plan for how to implement and revisit the Classroom Culture Plan.	A vague or unclear plan for how to implement and/or revisit the Classroom Culture Plan.	Brief or no plan for how to implement and/or revisit the Classroom Culture Plan.
Overall Cohesiveness	Overall, the Classroom Culture Plan	Overall, the Classroom Culture Plan	Overall, the Classroom Culture Plan is	Overall, the Classroom Culture Plan

	paints a clear vision for a culture of learning and presents a cohesive and detailed plan for how to achieve that vision.	paints a clear vision for a culture of learning or presents a cohesive and detailed plan for how to achieve that vision.	vague or unclear.	does not explain what a culture of learning is how to achieve one.

Appendix D

Downloadable Resources

Behaviors That Violate the Safety, Order, & Rights Value Set

This tool acts as a quick reference sheet to determine when common student misbehaviors violate which of the Safety, Order, & Rights Value Set. This helps create a systematic approach to analyzing the severity of misbehavior and formulating an appropriate response.

Computer Password Cards

This tool helps students use technology independently. The password cards contain all needed student passwords and can be easily stored by the teacher in a recipe card box or by each student. Educators should be vigilant about lost cards, and make sure account passwords are changed if the account data is compromised or lost.

Differentiation Planning Template

This tool helps plan how to differentiate projects or activities for your students. This facilitates differentiated planning, which increases motivation and will allow students to work more efficiently.

Positive Behavior Chart

This tool is designed for students exhibiting Tier 2 or Tier 3 behaviors. It is ideal to use this tool in collaboration with a special education team member who can advise on what behavior to target and what reward to offer.

Student Motivation Questionnaire

This tool helps gather information to learn more about the students you serve. For younger grades, these questions could be asked whole-group and recorded via a checklist, tape recorder, or through handwritten or typed notes. They could also be asked in a one-on-one setting or during parent-teacher conferences. The data helps educators be responsive to students.

Appendix
Reflection Questions

Module	Title	Reflection Task
1	Identities	In New York city schools, both the teacher and student carry with them complex social identities that affect the way individuals experience the school environment. As you begin the course, reflect on your own social identities and those of your students. ● What social identities do you carry with you? ● Do you identify as demographic groups that have traditionally been seen as the "standard" or dominant culture or as a traditionally marginalized group? ● What identities are represented in your classroom? ● How can you plan a class environment that considers these social identities?
1	Your Underlying Beliefs	Throughout the course you will have opportunities to reflect on your practice individually and with colleagues. This will be a good space to consider what impacts your vision and the role implicit biases may play, even unintentionally. It is important to consider the questions of who we are and how it impacts how we teach. So, we must engage in critical self-reflection. Our vision must be equitable and inclusive for students of all identities. For your first reflection, consider: ● How have children of diverse identities experienced discipline measures in schools? ● What were some of the ways you remember being disciplined in class or in your personal life? ● Have things changed? How? ● What are some of the ways you ensure classroom management and discipline in your classroom? ● Do you think there needs to be any changes in your practices? ● How do our own biases play a role in your practice, especially with classroom management? ● How do you think students of different identities experience and see figures of authority? ● How are their experiences shaped individually and systematically?
2	Motivation	Take some time to reflect on Frederick Herzberg's list of motivators from the previous slide. Feel free to go back to the list when thinking through these questions: ● Considering your motivations in a workplace setting, what motivates you the most, and what motivates you the least? ● Why do you think you ranked the motivations as you did?
3		Use your journal to Brainstorm and add your classroom consequences/solutions into your Classroom Culture Planning Document under Task 6.

		Make sure that all your consequences are allowed under your school/district discipline policy. Be specific about exactly what the consequence will look and sound like (for example, if you are using a positive time-out, where will the child go, and what will they do once there?) Include some reminder notes to yourself about how consequences/solutions should be decided upon and delivered. ● It is strongly recommended that, as the last article suggests, you make a general list of consequences/solutions to choose from, rather than pre-matching consequences/solutions to common behaviors, or creating a hierarchy of consequences. ● To aid in your brainstorming process, you can find lists of possible logical consequences via the links below. Make sure to filter each consequence through what you have learned so far about what makes a consequence effective before adding them into your plan. ● [Restitution, Restoration, Restriction, Reflection]" ● "[Examples of Restorative Justice]"
5	Logical Consequences and Restoring Classroom Community	Imagine the classroom setting and how students will move around the room to accomplish the daily tasks associated with the activities on your list of procedures. Consider such questions as: ● How will the seating be arranged? ● How will students retrieve papers from the computer printer? ● Where does the science lab equipment get stored? ● Where will students line up to exit the classroom? Next to each activity in your Classroom Culture Plan, note how you want students to move within the classroom's setup. Be clear about where they can and cannot go.
	(Mis) Attribution of Underlying Cause	Think of a time when you've been frustrated at students for not following a previously-taught procedure. Maybe it was a turn-and-talk, or a clean-up, or a group work assignment. Reflect on the following: ● To what do you attribute their lack of success: incompetence, or defiance? How do you know? ● How did you respond at the time? Was it effective? ● Could you be making an attribution error? For example, could the lack of adherence to the procedure come from unclear routines? Use of vague vocabulary? Or lack of opportunity to practice the routine? ● How can an error on the teacher's part as to the underlying reason a student did not adhere to a routine or procedure cause harm?

6	Brave Learning Space	Reflect on the way that you have challenged yourself during this course. Describe two of the following: • Something you realized about your own identities or those of your students • Assumption you had about a student or a group of students • Confront a classroom management practice that was counterproductive
6	Making a Difference for Marginalized Students	Now that you have completed the course, reflect on how you have gained new information or thought about things differently. Specifically, how can the course learning assist you in making a difference for students from traditionally marginalized and underserved demographic identities? • Reflect on your own and your students' complex social identities. How can your identities and those of your students vary? • How can you make connections with students with different experiences and cultures in order to create a positive classroom environment? • How can you hold students to high expectations, without using punitive and harmful measures? • What is something you learned that will help students from traditionally marginalized groups?