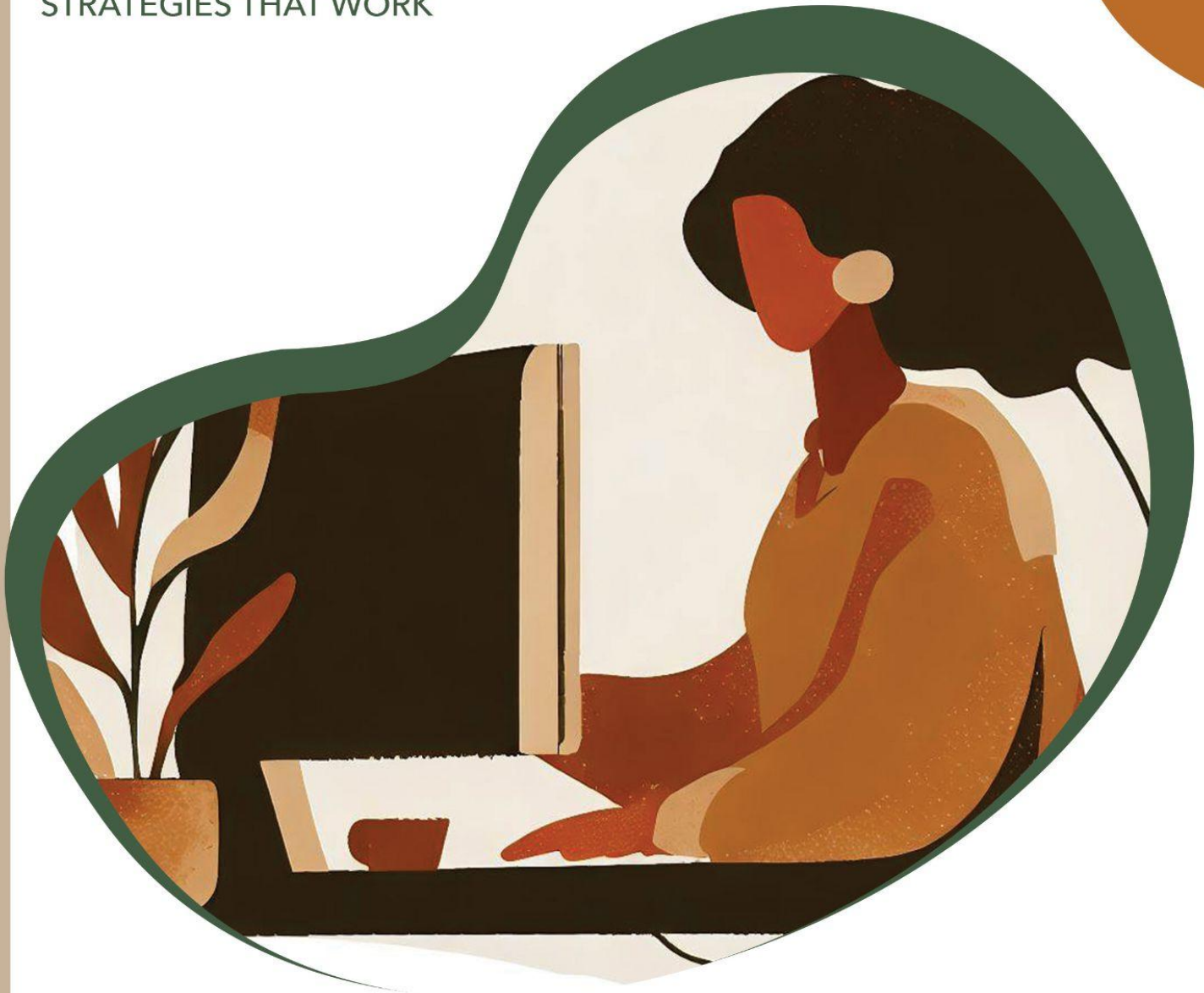




# Course Syllabus

CLASSROOM AND BEHAVIOR MANAGEMENT  
STRATEGIES THAT WORK



---

## Classroom and Behavior Management Strategies that Work

**112.5 Hours of Coursework**

**3 Salary Points**

### **Course Description**

This course is designed to walk 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. The foundation of this course is uncovering what motivates students in order to ensure that what is communicated to them is relevant, meaningful, and engaging. Strategies are also shared for developing positive and trusting peer-to-peer, teacher-to-student, and parent-teacher relationships.

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. The techniques are constructed to teach students about making choices, consequences and likely outcomes that result from their choices. Throughout this course, participants will learn strategies for teaching students how to monitor and regulate their own behavior.

This course also recognizes the importance of clear expectations and procedures 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 learn how to effectively teach procedures to students and establish rules in a manner that invests students in upholding them.

### **Course Objectives: By the end of the course, participants will:**

- 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.
- Explain how to effectively redirect students and implement logical consequences using firm yet respectful teacher language.

- Describe the most effective way to develop, introduce, and/or reinforce classroom rules and procedures.

### Alignment to the [Charlotte Danielson Framework for Teaching](#)

#### 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

### Course Components

This course is comprised of interactive presentations, videos, readings, discussion boards, authentic tasks, a Classroom Practice Analysis, and a final project. All elements of the course must be completed in order to obtain a letter of completion and/or credits.

#### Credit:

- For those taking this course for LAUSD Salary Points, this course has been approved by the JSPCC for that purpose. Upon successful completion, CE Credits Online will submit your paperwork to LAUSD for processing.
- For those taking this course for credit, upon completion, the necessary paperwork will be submitted to the university that was selected at the time of purchase. Please see [University Partners](#) on our homepage for more information.

### Course Outline

#### Module 1: Crafting Your Vision

- Why Management?
- Understanding Motivation
- Motivating Our Students

[Learning Management System Sign In](#)  
[support@cecreditsonline.org](mailto:support@cecreditsonline.org)  
[www.cecreditsonline.org](http://www.cecreditsonline.org)

- Discussion Board: Motivation in the Classroom
- How We Were Disciplined
- How We Discipline Today
  - Discussion Board: Reflecting on Childhood & Traditional Discipline
- Your Vision

#### Module 2: Approaching Behavior

- Theories & Models
- PBIS
  - Discussion Board: Refining Your Vision
- Engagement
  - Discussion Board: Adding In Engagement Strategies

#### Module 3: Consequences

- Current Consequences
  - Discussion Board: School/District Discipline Policy
- Logical Consequences
- Considering Special Populations
  - Discussion Board: Collaborating to Serve All Students
- Developing Your Consequences
  - Authentic Task: Collecting Data on Student Behavior
- Parents as Partners

#### Module 4: Responding to Misbehavior

- Behavior Management Basics
  - Discussion Board: Putting Our Heads Together
- Redirecting and Correcting Behavior
- Implementing Consequences
  - Discussion Board: The Right Strategy for the Right Situation
- The Power of Questions
  - Authentic Task: Response to Misbehavior

#### Module 5: Rituals & Routines

- The Importance of Procedures
- Procedures: It's All In The Details
  - Discussion Board: Sharing Best Practices: Rituals & Routines
- Teaching & Reinforcing Procedures
  - Discussion Board: Procedures: Reflecting and Looking Ahead

### Module 6: Classroom Rules

- Reflecting on Rules
- Establishing Your Rules
  - Discussion Board: Reviewing Your Classroom Culture Plan
- Putting It All Together
  - Discussion Board: Final Thoughts

### Final Project: Classroom Culture Plan

Learners will build their plan for creating a culture of learning as they move throughout this course. Each module will prompt learners once or twice to revisit their Classroom Culture Planning Document to add a new section based on their most recent learnings. Sections range from drafting a vision for a culture of learning, to brainstorming logical consequences or solutions, to making a plan for how to establish classroom rules or agreements with students.

### Grading Policy

Course Component	Percentage of Final Grade
Authentic Tasks (2)	30%
Classroom Practice Analysis	15%
Discussion Boards (12)	20%
Final Project	35%

You must have an 80% average in order to pass and obtain University credit for this course unless your district has specified otherwise.

### Course Access:

Upon enrollment, you have 180 days to complete your online course in our [eClassroom](#). If you have any questions about course access, please email [support@cecreditsonline.org](mailto:support@cecreditsonline.org), or call [425-788-7275](tel:425-788-7275) extension 104.

**Compliance with and Commitment to the American Disabilities Act:**

In compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, participants who have any condition, either permanent or temporary, which might affect their ability to complete this course, are encouraged to reach out to [support@cecreditsonline.org](mailto:support@cecreditsonline.org) at the beginning of the course. We will make reasonable academic and accessibility accommodations to the course.

**Academic Integrity Policy:**

Honesty is an essential aspect of academic integrity. Individual students are responsible for doing their own work and submitting original assignments as per the course directions. Individual students are responsible for doing their own work. Plagiarism and cheating of any kind will not be tolerated. This includes using information from the Internet without citing the website. Avoid plagiarism by appropriately acknowledging the source of the author's words and ideas.