

Welcome to Your Course!

Course 737: Effective Classroom Management: Discipline with Dignity

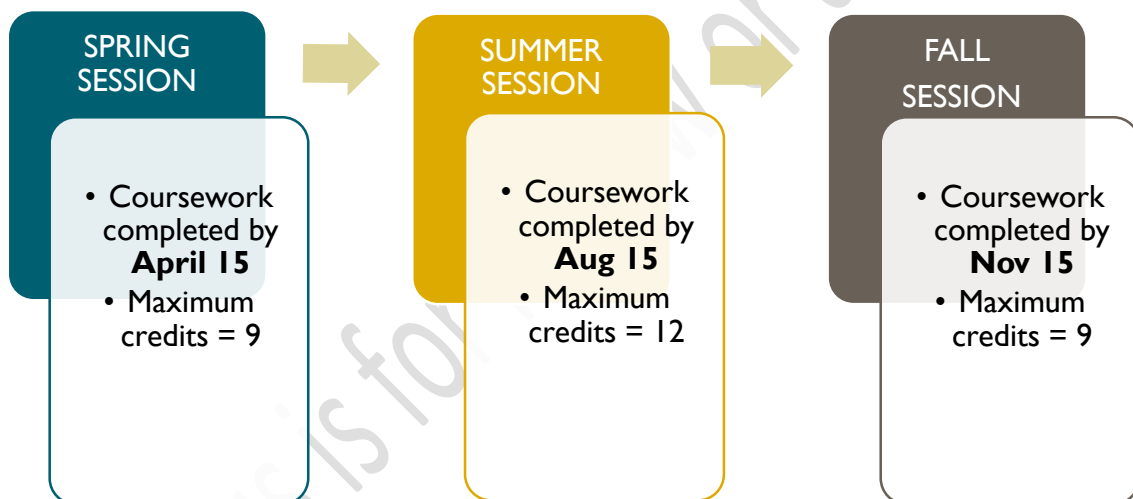
Thank you for choosing Learners Edge as your partner in professional development.

Our mission is to provide professional development opportunities that create remarkable experiences that inspire educators and ultimately improve the quality of teaching and learning.

We are confident this course will challenge your thinking and that you will find numerous practical strategies and insights you can immediately apply in your profession.

Your course textbook, if applicable, will be mailed to you. In the interim, we suggest you read through this syllabus to familiarize yourself with course requirements and assignments.

Important Dates



Questions? Contact Us:

Instructor@LearnersEdgeInc.com

877.394.4930

Or contact us on [Live Chat](#)

Course Syllabus

Course 737: Effective Classroom Management: Discipline with Dignity

Continuing Education Graduate Credit: 3 semester credit or Non-credit

Course Description:

This course addresses an issue that every educator faces: discipline. Specifically, this course will better prepare teachers to effectively manage students so that learning is maximized in the classroom. Explore specific ways to involve students in defining classroom procedures, rules, and consequences based on values and principles compatible with learning. Learn about strategies for working with children who are physically aggressive and explode without provocation. The basic strategies include prevention, action, and resolution; the authors expand on these ideas, sharing examples and practical applications. These strategies are as applicable to the problems faced in inner-city schools as they are to rural and suburban schools.

Goals and Objectives: Upon completion of this course, participants will be better prepared to:

- Develop a comprehensive classroom discipline plan.
- Learn how to successfully stop misbehavior without attacking the dignity of the student.
- Learn how to successfully resolve problems with students who chronically disrupt the learning process.
- Analyze competing views of classroom management.
- Reflect on assumptions and insights of practitioners, researchers and self.

Required Text/Articles:

Text(s): Curwin, R., Mendler, A., Mendler, B. (2008). *Discipline With Dignity*. Alexandria, VA: ASCD.

Knowledge Base: The knowledge base of this course, in part, is affirmed in the writing and research of these references:

Biffle, C. (2013) *Whole brain teaching for challenging kids: And the rest of the class too!*

www.WholeBrainTeaching.com: Whole Brain Teaching, LLC.

Charles, C.M. (2013). *Building classroom discipline*. Boston, MA: Pearson.

Lemov, D. (2014). *Teach like a champion 2.0, 2nd Edition*. San Francisco, CA: Jossey-Bass.

Linsin, M., (2013). *The Classroom Management Secret*. San Diego, CA: JME Publishing.

Mackenzie, R., Stanzone, L. (2013). *Setting limits in the classroom: A complete guide to effective classroom management with a school-wide discipline plan*. New York, NY: Random House.

Sullo, B. (2013). *The inspiring teacher: Making a positive difference in students' lives*. Alexandria, VA: ASCD.

Wong, H., Wong, R., Jondahl, S. and Ferguson, O. (2014). *The classroom management book*. Mountain View, CA: Harry Wong Publications, Inc.

Americans with Disabilities Act – Accommodations will be provided for individuals with documented disabilities or special learning needs. Please let us know at Instructor@LearnersEdgeInc.com how we can help!

This syllabus is for review or approval only

Rubric

Each component of your course has been designed by our team to help you learn new concepts/skills, stay up to date in the field, reflect on your professional practice and apply new ideas in your classroom.

	To earn a B, you will need to meet the following criteria:
General Coursework Expectations	Responses thoroughly address all questions Writing meets graduate level standards of grammar and mechanics
SECTION	Additional Section-Specific Requirements
Read and Respond:	Responses reflect thorough understanding of course concepts Elaborates on main points
Resources:	Selects resources relevant to course concepts Resources meet Learners Edge copyright and citation criteria including: Title, Author, Copyright or publishing date, URL if applicable
Reflect:	Openly examines experiences as they relate to the topic Analyzes and identifies growth opportunities
Application:	Responses demonstrate ability to apply course content Responses connect course content to future professional practice
OPTIONAL	To earn an A, you will need to meet the following additional criteria:
A Requirement	Meets all criteria indicated above Completes Additional "A" Requirement found at the end of the syllabus

Meets Expectations: If your coursework is a shining example of meeting and exceeding our expectations, we may ask your permission to showcase your work.

Does Not Meet Expectations: If your coursework does not meet the requirements, we will contact you to help ensure your revisions are on track. Course work that does not meet standards as described above will not be awarded credit until appropriate revisions are completed.

Coursework

The required assignments are designed to help you expand the depth and breadth of your understanding of course topics and to help you apply new skills and behaviors to enhance your professional practice.

Not a Classroom Teacher? We work with educators at all professional levels, and recognize that modification may be needed to meet your professional goals. If your role is something other than a classroom teacher (school psychologist, social worker, nurse, para-professional, counselor, etc.), some assignments may be challenging to complete. If this is the case, please contact us with your ideas for modifications at Instructor@LearnersEdgeInc.com. We will work with you to ensure the coursework is relevant and beneficial, while still meeting course objectives.

Collaboration & Plagiarism Policy

As an institution committed to professional development, Learners Edge believes each course participant will complete coursework with integrity, and will approach the course and all requirements in an honorable manner. At Learners Edge, we believe some of your best resources are your colleagues. As such, we'll ask you to connect with them to share ideas and best practices. Collegial brainstorming and idea sharing are always encouraged. Read the text together, share information, discuss concepts, etc. However, when it comes time to actually completing the requirements for the course, the following guidelines must be met.

Read and Respond:

For the few text questions that are general in nature, your responses may be similar (not identical), as the material might not be unique to an individual teacher's classroom. However, each person is still expected to craft his/her own responses to these questions following the group's brainstorming/idea sharing session. Most questions, though, are very classroom specific—and ask teachers to reflect on their personal experience, their own courses, and their own classroom. These questions do require a very individualized response.

Resources:

We ask teachers to explore current resources which enhance and individualize learning experiences. You will cite these resources as you consider how to use information obtained. We expect you to summarize the resources in your own words. While two or more teachers may use the same article, the written responses to that article must be unique to you.

Reflect:

Because we, along with our academic partners, believe that reflection is an essential part of learning, this section is designed with prompts that allow you to deepen your understanding of the course content. Specific prompts are provided for this requirement to focus your writing and reflect on how the coursework has deepened your practice and philosophy. This requirement should be written from the perspective of each educational professional, offering details, opinions, and examples that support contentions. Although we value quality over quantity, the Reflection Requirement should be a minimum of 2 double spaced, 1 inch margined pages.

Application:

The intent is to create usable lessons/activities that each teacher can integrate into his/her classroom. In almost every case, this will require a substantially individual design—since each teacher teaches different curriculum, different students, etc. In a rare case where, for example, two teachers team teach—teaching virtually the same students and same curriculum and can each truly implement the activity they have designed in their classrooms, we would accept work that is similar. However, these situations must have prior approval from Learners Edge. Of course, any evaluation/reflection on team-taught lessons must be individualized. Failure to uphold the collaboration/plagiarism policy may result in a loss of credit and an inability to register for future courses with Learners Edge. Please contact our office if you have any questions about this policy.

Let's Get Started!

Please submit work using the following formatting guidelines:



- 12 point font
- Single or double spaced

Clearly label each section of your coursework: Read and Respond, Resources, Reflect and Application (and “A” Requirement if applicable) and number your responses.

Read and Respond



Each of our courses is designed to expose you to current information related to course concepts. Review course resources and answer questions designed to get you thinking.

Please complete the assigned readings by responding in one paragraph or more for each question.

1. In Chapter 1, the author examines some of the underlying causes of discipline problems.
 - a. Describe the two “out-of-school” causes you find most important.
 - b. Tell us which two “in-school” causes seem most important, and why.
2. The author explores the 12 processes of an effective discipline policy. Pick two processes you would like to incorporate into your classroom and explain why you chose them.
3. In Chapter 2, the author explores rules and values, and two models of discipline: the “Obedience Model” and the “Responsibility Model”.
 - a. Compare and contrast the relationship between values and rules, and describe the roles the authors advocate each play.
 - b. Compare and contrast the Obedience Model and the Responsibility Model
4. Chapter 3 begins with an exploration of the “3 Cs.” Summarize the roles each of the “3 Cs” play in classroom management.
5. Chapter 3 explores the “prevention dimension” of discipline, and examines 7 stages of prevention. Pick one of these stages and explain how you will work toward improvement.
6. Chapter 4 discusses the “Social Contract” as a key component of a successful discipline plan.
 - a. List and describe the reasons why it is important to get student input when creating this classroom social contract.
 - b. The authors explore several suggested procedures for developing a successful social contract. From the suggestions, tell us which 2 procedures strike you as most critical, and why you will implement them in your own classroom.
7. In Chapter 5, the author describes how a teacher sometimes needs to be unequal in order to be fair. Provide an example of “fair isn’t always equal” from your own experience.

8. The author suggests that the 4 statements below are false. Pick 2 of the statements and explain *why* they are false.
 - a. “Consequences should be sequenced.”
 - b. “Detention is a preferred consequence.”
 - c. “Referring students to the office/principal is generally a preferred consequence.”
 - d. “Always deal with misbehavior right away.”
9. Chapter 6 explores 8 ideas for “taking action” effectively.
 - a. Describe two principles of “taking action” you would like to consistently implement in your classroom.
 - b. Describe a time when you found yourself in a power struggle and how you handled it. Then, incorporate your newfound knowledge from the text by summarizing how you would handle the situation if given a second chance.
10. Chapter 7 provides concrete suggestions for managing the stress we experience as education professionals. Tell us if there are any new ideas from the text you are willing to explore to help you manage your stress.
11. Chapter 8 is devoted to the student who chronically misbehaves. Choose one strategy you are eager to use in the future and explain how you would implement it in your classroom management plan.
12. Chapter 9 is packed with ideas for: assigning homework, writing motivating lessons, changing student attitudes towards learning, evaluation and grading, and group work. Select one strategy and explain how it will enhance your instruction or improve your student interactions.
13. Part of being a teacher means working with the parents of our students. The text includes ideas for effective interaction with parents. Synthesize how these strategies will help you be more effective the next time you meet with the parents of your students.

Resources



Here is your opportunity to explore additional aspects of course concepts and to further customize your learning experience.

To meet this requirement please:

- Find **two** resources related to the course content that will both enhance your professional practice and deepen your understanding of the course.
- Resources selected may be blogs, wikis, websites, articles, books journals or any combination.
- Resources selected should be **published within the last five years**.
- Summarize what you learn from each resource in **two-three paragraphs**. Include an explanation about how information in the resource will impact your professional practice and deepen your understanding of course concepts.
- For each resource, include the: author, title, URL (If applicable), and the date written or retrieved. OR you are welcome to cite your resources using the guidelines found at:
<https://owl.english.purdue.edu/owl/resource/560/01/>

Reflect



A key part of the learning process is reflection. This requirement is your opportunity to think deeply about course assumptions, insights and philosophies. Your reflection should be a minimum of two typed double-spaced pages.

The purpose of this assignment is to provide you the opportunity to dig deep and think critically about teaching.

Please reflect on the following prompts to guide your response.

- Summarize your professional discipline philosophy.
- Explain whether or not you agree with your school's discipline policies.
- If you have children, describe whether or not your discipline is different at home than it is in the classroom and why.

Application



Now that you've thought about course concepts, it's time to connect ideas to your professional practice. This requirement is your chance to apply and evaluate your new knowledge and skills.

Application Requirement 1: Classroom Management Plan

Incorporating several of the concepts from this course, design your own classroom management plan. This plan should include the following (though you may certainly include additional items):

1. Classroom Rules. *Though you will likely want to have many of the rules in your "social contract" decided on jointly with the students, perhaps there will be a few that you will already want posted. Remember to be neither too vague nor too specific (see text examples) when writing rules.*
2. Logical consequences for breaking the classroom rules.
3. Your plan for how to introduce students to your social contract or discipline policy.
4. Any plans you create to help students practice the behaviors you expect and the rules in your classroom.

Application Requirement 2: Discipline Journal

This application requirement is designed to help you reflect on your attitudes and actions regarding student discipline as you deal with these issues. You may design the format of this log, though you should have at least one entry per week (at least **5 entries total** when you turn in your course work).

Important items to include with each entry in the log are:

1. The discipline issue that occurred
2. How you dealt with the issue (what you said, what you did, the consequence imposed, etc.)
3. The resolution. For example, describe whether or not the behavior stopped, continued, and how you will respond.
4. Your assessment of how you handled the situation. For example, explain if you would do anything differently next time, given what you are learning in this course.

Example:

Monday, Sept 28

Event: Johnny kicked Bobby's desk. Bobby turned around and swore at Johnny. The class was working quietly at their desks on an assignment when this happened.

Action: I raised my voice and angrily told both students to go the principal's office. Before they left the room, I yelled that kicking and swearing had no place in this classroom.

Resolution: The principal gave them both after-school detentions for a week.

Assessment: I am not pleased with the way I handled this situation. Next time, I'd quietly ask both students to join me privately in the hallway. There, I would ask both students to explain their actions. At some point in the conversation, I would refer to two classroom rules that all class members agreed upon: no touching/kicking other people, their property, or their desks, and no using foul language. I would reinforce why those are good rules. Next, I would refer to the consequences that all class members had agreed upon for breaking those rules. (Having them call their parents to tell them which rule(s) they broke). I would impose that consequence (have them make the phone call) and move on.

Note: If you are taking this course during the summer, or otherwise don't have regular interactions with students, you may use past experiences with students as the basis for your journal entries.

Application Requirement 3: Complete 1 of the following 4 options:

Option 1. Self-analysis

- a. Videotape yourself teaching one lesson with your students.
- b. Watch the tape. Pay particular interest to the interaction of students with the material and each other—the emphasis of this activity is not on the content of the lesson itself.
- c. Write a brief reaction paper (approximately 1 page) containing your reflections on what you observed. Please include the following:
 - Note any student behaviors that frustrated you as you watched (side talk, not paying attention, doodling, interrupting the speaker, etc.)
 - Note any action that you took during the lesson to address these unwanted behaviors. Upon viewing the tape, tell us if you found your actions to be successful, or not.
 - List any changes you would make in the lesson or your actions to reduce the frequency of these unwanted behaviors.

- Compare your perception of student behavior/engagement during the lesson when you were actually teaching it, versus your perception now that you are watching it on videotape.

Option 2. Peer analysis

- Sit in on a lesson of another teacher.
- Pay particular interest to the interaction of students with the material and each other—the emphasis of this activity is not on the content of the lesson itself.
- Write a reaction paper containing your reflections on what you observed. Please include the following:
 - Note any student behaviors that frustrated you as you watched (side talk, not paying attention, doodling, interrupting the speaker, etc.)
 - Note any action that the teacher took during the lesson to address these unwanted behaviors and tell us whether or not the actions were successful.
 - List any changes you recommend making in the lesson or the teacher’s actions to reduce the frequency of these unwanted behaviors.

Option 3. Practice Scenarios

Read the practice scenarios in the course textbook. *Before reading ahead*, describe how you would respond to 2 scenarios based on your learning in this course. Each response should be at least one page in length.

Option 4. Top 3 Discipline Issues

- Describe your top 3 discipline concerns (the student behaviors that most irritate you on a regular basis.)
- Based on your learning in this course (and your teaching experience and any conversations you have with colleagues), describe what steps you’ll take to reduce these problem behaviors.

Example:

My top concern: Students interrupting another student (or teacher) who is speaking.

Steps to Take:

- At the beginning of the year, I will emphasize the importance of not interrupting.*
- I will show them an example of a class that continually interrupts and we will analyze how it hurts the learning process. (Show 4 minute clip of the movie, The Substitute)*
- I will then show them an example of a class that does not interrupt, but respectfully listens when others speak. (Show 3 minute clip of the movie, Dead Poets Society to illustrate this point.)*
- We will practice this behavior by trying the fishbowl strategy. (1/2 the class participates in a discussion, while the other 1/2 sits behind and observes the interaction. The observing students make notes about the quality of listening, the frequency of interruptions, etc.)*
- Throughout the year, when a student does interrupt me or another student, we will completely ignore that interruption and not respond. To respond would simply reinforce that interruption.*
- If a student continues to interrupt, I will work with that student to create some sort of incentive program to decrease that behavior. Perhaps by limiting their interruptions to “x” per week, he/she can earn a small reward (computer time, classroom responsibility, etc.)*

The Finish Line

Completing for a **B?**

Congratulations -
You're Done!

Complete steps
outlined on the
next pages to
submit your work

Completing for an **A?**

Complete **one** of the options below

Option One: Contribute to the Online Discussion Forum by completing **all three** of the following:

Describe a lesson/activity

Share an idea, post a question, or respond to an existing post

“Steal” one great idea from a peer’s post; explain how you would utilize it in your practice.

Option Two: Summarize the top three things you will “take-away” from this course. For each takeaway- explain why this concept was relevant to you and how it will impact your professional practice. Your response should include a minimum of at least one paragraph per take-away.

Complete steps outlined on the next pages to submit your work

Not sure how to access the online Discussion Forum?

Go to www.learnersedgeinc.com

- Click *Currently Enrolled* on the top navigation menu
- Click *Login to Online Environment* under Quick Enrollment Links
- Enter your log-in information
- Click the box with the course number at the top of your screen
- Click on the link to the *Discussion Forum* located on the left navigation menu
- Click on the *Class Discussions* link
- Click on the link to each of the topics. Click *Post Reply*

TWO Options for Submitting Coursework

The Choice is Yours!

This syllabus is for review or approval only

Submit Your Work Using our **Online Platform**

Submit @
<http://www.learnersedgeinc.com/upload-work>

OR follow these steps:
Go to www.learnersedgeinc.com
Click *Currently Enrolled*.
Click *Upload Here* under *Upload Your Print-Based Work*.
Follow the instructions outlined.

Submit Your Work via **Mail**

Attach your **completed Coursework Cover Page** (found on your *My Edge page*)– please complete all fields.

Staple or clip your coursework together. If you have completed more than one course and are submitting materials in the same envelope, please separate each course.

You will receive a confirmation email when your materials are received in our office

You may find it helpful to request delivery confirmation from the USPS.

We are happy to return coursework to you with evaluator comments - please be sure to enclose a self-addressed, stamped envelope with correct postage.

Mail your work to:
Learners Edge
Attn: Coursework
10523 165th Street West
Lakeville, MN 55044

Grades

Your course grades are posted **by session**. Grades will be reported to our Academic Partners and available to you during the date ranges listed below:

- **Spring** - Grades available January 2- May 15
- **Summer** - Grades available May 16- September 16
- **Fall**- Grades available September 2- December 31

If your coursework meets all criteria, a grade will be available on your My Edge page within 7 business days of your work being received.

NOTE: You may complete and submit coursework anytime, however, grades for your session can be released only during the availability dates as listed above.

Need a Transcript?

Learners Edge **does not** process transcripts but your Academic Partner does! Once you have received an email confirmation of course completion, request a transcript...

Go to: <http://www.learnersedgeinc.com/currently-enrolled#transcript>

- Click the image for your Academic Partner.
- Scroll down to find information related to requesting transcripts

You can also follow these steps:

- Go to www.learnersedgeinc.com
- Click *Partners* on the top navigation menu
- Click the image for your Academic Partner
- Scroll down to find information related to requesting transcripts

We Want to Hear From You!

Take our **Online Course Survey**

Go to: <https://courses.learnersedgeinc.com/survey/index>

You can also follow these steps:

- Go to www.learnersedgeinc.com
- click *Currently Enrolled* on the top navigation menu
- Scroll down and click *Take Survey*

Write a **Course Review**

- Go to: www.learnersedgeinc.com
- Click *Courses* from the top menu
- Click *Get Started* under Learners Edge Print-Based Courses
- Click *View All Courses*
- Find your course and click the link
- Click *Leave a Review* (orange button on the right). If this button is not visible click *Show/Hide* under Course Reviews

Check out **our blog**

Go to: <http://www.learnersedgeinc.com/blog>

You can also follow these steps:

- Go to www.learnersedgeinc.com
- Click *Teacher Resources* from the top menu
- Click on *Quick Links*
- Click visit blog under *Teaching Tips*

Join the conversation on **Facebook**



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Connect with us on **Twitter**



Go to: <https://www.twitter.com/TeachersRSmart>

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We appreciate your patronage and all you do every day!**