This course supports the assessments for C572. The course covers 11 competencies and represents 4 competency units.

Introduction

Overview
The knowledge and skills you gain in this course will help you establish and maintain an effective classroom management system that reinforces positive behavior, builds self-awareness, and promotes self-control.

Getting Started

Welcome to Classroom Management, Engagement, and Motivation! As you begin, consider how you will establish respect and rapport in your classroom while facilitating learning tasks that actively engage students. In the Course of Study you will find a pacing guide, direct links to a VitalSource e-text, Educational Impact videos, external websites, self-reflection activities, and customized support from the WGU Library. You will also have the opportunity to discuss relevant topics within the Course Chatter and explore specific course competencies with a cohort of peers through asynchronous and synchronous events. Competency for this course will be demonstrated by the successful completion of a Performance Assessment requiring two written responses to classroom scenarios and documentation of a classroom management plan as well as through the completion of video observation hours and associated reflections related to classroom management.

Effectively managing your classroom is critical to ensure that your students learn important information and skills, and to establish and maintain a healthy classroom environment. As part of this course, you will be engaging 10 of your 30 hours of pre-clinical video classroom observations, a pre-demonstrating teaching requirement. As you watch and reflect on the videos in this section, you should think about your own classroom management plan. What will you do to make your classroom a place of learning and growth for your students?

Your responses to the reflections and the video observation form will be submitted to taskstream. You will use this same form for your video observations in Diverse and Exceptional Learners and Psychology for Educators.

Follow the task instructions and submit in Taskstream.

You can access the videos using the following link:

- ATLAS: Video Observation Program

Watch the following video on how to complete the form:

- How to Complete Video Observation Form
Elementary and Secondary Education Act

In the resources used within this course, you may read about No Child Left Behind (NCLB). Please be aware that as of December 2015, President Barack Obama replaced NCLB with the Every Student Succeeds Act (ESSA). This new act reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the nation's national education law and longstanding commitment to equal opportunity for all students. Although not required for this course, you are encouraged to familiarize yourself with the new act. For additional information, please visit the following links from the U.S. Department of Education:

- Webinar recording
- Read the ESEA now referred to as the ESSA
- Fact sheet on ESSA
- Transition Letter

Watch the following video for an introduction to this course:

*Note: To download this video, right-click the following link and choose "Save as...": download video.*

Teaching Dispositions Statement
Please review the Statement of Teaching Dispositions

Preparing for Success

The information in this section is provided to detail the resources available for you to use as you complete this course.

Learning Resources
The learning resources listed in this section are required to complete the activities in this course. For many resources, WGU has provided automatic access through the course. However, you may need to manually enroll in or independently acquire other resources. Read the full instructions provided to ensure that you have access to all of your resources in a timely manner.

Automatically Enrolled Resources

You will be automatically enrolled at the activity level for the following learning resources. Simply click on the links provided in the activities to access the learning materials.

VitalSource E-Texts

The following textbooks are available to you as e-texts within this course. You will be directly linked to the specific readings required within the activities that follow.

Educational Impact

Educational Impact is an online resource of video training. Educational Impact's videos provide you with an opportunity for learning about several important facets of modern education and observing classrooms where specific practices are implemented and problems are addressed. You will be linked to specific modules within the activities following the course. Note that PDF transcripts are available with each set of videos and can provide an ideal tool for citing and referencing content from the videos.

Competencies and Objectives

Competencies
This course provides guidance to help you demonstrate the following competencies and associated objectives:

Competency 642.1.1: Classroom Management Theories

The graduate analyzes major strategies of classroom management as they apply to specific areas of specialization.

Objectives:

- Identify common principles among various classroom management strategies.
- Recognize particular classroom management strategies and their associated characteristics and emphases.
- Compare various classroom management strategies.
- Explain the importance of a particular classroom management strategy for a specified area of specialization.
- Determine a specific instance where a classroom management strategy may be applicable.
- Analyze the advantages and disadvantages of a particular classroom management strategy for a specified area of specialization.

Competency 642.1.4: Evidence-Based Strategies

The graduate incorporates evidence-based strategies and materials in the design of classroom management plans.

Objectives:

- Recognize various evidence-based behavioral strategies and materials.
- Identify potential academic, professional, and research sources for evidence-based behavioral strategies and materials.
• Explain the importance and potential benefits of adopting evidence-based strategies.
• Understand the components of an effective classroom management plan.
• Identify common sources that provide requirements or recommendations for classroom procedures and policies.
• Identify various strategies for implementing common procedures and policies.
• Explain the importance of effectively implementing required policies and procedures in a classroom management plan.
• Differentiate between classroom management and classroom procedures and policies.
• Compare the benefits and challenges of common classroom procedures or policies.
• Deconstruct the evidence-based behavioral strategies and materials that provide the basis for a given classroom management plan.
• Evaluate the effectiveness of various components in a given classroom management plan.
• Create a potential classroom management plan for a given scenario.

Competency 642.1.7: Best Practices to Encourage Interaction, Motivation, & Engagement

The graduate evaluates best practices that encourage positive social interaction, self-motivation, and active engagement in learning environments.

Objectives:

• Identify key characteristics of students that relate to behavior, engagement, and motivation.
• Recognize characteristics of students related to exceptionalities, special education, and English language learning as they relate to engagement and motivation.
• Explain the importance of a learner analysis in planning strategies for group and peer interactions, engagement, and motivation in the classroom.
• Identify various instructional practices that encourage positive social interaction.
• Identify various instructional practices that encourage self-motivation in students.
• Identify various instructional practices that promote active engagement in the classroom.
• Compare the outcomes of implementing various instructional practices in given scenarios.
• Choose an appropriate strategy for a given scenario that promotes positive social interaction, self-motivation, and active engagement.
• Predict possible outcomes from implementing particular engagement and motivation strategies in a given scenario.
• Evaluate the effectiveness of various engagement and motivation strategies for a particular scenario and group of students.
• Recommend social interaction, engagement, and motivation strategies to improve the learning environment for a given group of students.

Competency 642.1.2: Self-Awareness, Self-Management, Self-Efficacy, and Self-Esteem

The graduate analyzes classroom management strategies and approaches that promote student self-awareness, self-management, self-efficacy, and self-esteem.
Objectives:

- Recognize strategies that promote student self-awareness, self-management, self-efficacy, and self-esteem.
- Explain the importance of employing strategies that promote student voice, student ownership, and student responsibility.
- Distinguish between student-centered approaches and teacher-centered approaches to classroom management.
- Analyze various theories that support student self-management and self-efficacy in classroom management.
- Analyze various classroom management strategies for potential integration into a personal approach to classroom management.

Competency 642.1.6: Technology for Classroom Engagement and Motivation

The graduate appropriately uses technology to enhance teaching, learning, engagement, and motivation.

Objectives:

- Recognize key theories of motivation that relate to educational technology.
- Explain the relationship between educational technology and classroom engagement, motivation, and behavior.
- Explain the potential benefits and drawbacks of using technology to increase engagement and motivation in the classroom.
- Identify various student-centered technology tools that encourage engagement and motivation in the classroom.
- Identify various technology tools for instruction that encourage engagement and motivation in the classroom.
- Compare the potential advantages and disadvantages of given technology tools.
- Choose an appropriate technology tool or set of tools to encourage engagement and motivation in a given scenario.

Competency 642.1.3: Managing Routine Misbehaviors

The graduate integrates strategies for managing routine misbehaviors into classroom management strategies and procedures.

Objectives:

- Identify various classroom management strategies and procedures.
- Explain the importance of having a classroom management plan.
- Explain how various aspects of classroom management are connected as a system.
- Explain the importance of proper prior planning in classroom management.
- Compare the effectiveness of various classroom management strategies and
procedures.
- Analyze the relationship among various aspects of classroom management.
- Identify examples of routine misbehaviors in the classroom.
- Identify different types of strategies for handling routine misbehaviors.
- Recognize how teacher strategies for misbehaviors and student responses are interrelated.
- Characterize student behavior in a given scenario.
- Identify the antecedent in a given situation.
- Determine potential consequences of student behavior in a given scenario.
- Analyze the outcomes of a particular classroom management strategy in a given scenario.
- Determine an appropriate strategy for managing a routine misbehavior in a given scenario.

Competency 642.1.8: Instructional Interventions

The graduate generates appropriate instructional interventions for a variety of students and learning contexts.

Objectives:

- Define instructional intervention strategies as a component of classroom management.
- Identify various examples of effective instructional interventions.
- Explain the importance of utilizing instructional interventions for a variety of students and learning contexts.
- Compare given examples of learning contexts to determine possible appropriate instructional interventions.
- Compare given examples of student characteristics to determine possible appropriate instructional interventions.
- Choose an appropriate instructional intervention for a given scenario.
- Predict potential outcomes of implementing an instructional intervention for a given scenario.
- Evaluate the effectiveness of an instructional intervention for various scenarios.
- Create an instructional intervention appropriate for a given scenario.

Competency 642.1.9: Creating an Emotionally Safe Classroom

The graduate designs emotionally safe classroom environments that foster learning and deal effectively with emotions, conflicts, and serious behavior problems.

Objectives:

- Identify key sources that provide information on the legal and ethical responsibilities of teachers.
- Explain the legal and ethical implications of discipline in the classroom.
- Explain the legal and ethical implications of common classroom procedures and policies.
- Explain the legal and ethical responsibility of a teacher to promote and maintain classroom safety.
- Identify potential resources to deal with serious conflict and misbehaviors in the classroom.
- Explain the teacher's role in dealing with serious misbehaviors.
- Analyze a given case of serious misbehavior to determine its cause.
- Analyze a given case of serious misbehavior to determine its effect on the classroom.
- Recommend possible improvements in response and prevention in a given case of serious misbehavior.
- Identify guiding principles in creating a safe classroom environment.
- Explain the importance of creating an emotionally safe classroom.
- Predict how an emotionally safe classroom impacts learning achievement and behavior.
- Recommend various strategies for facilitating an emotionally safe classroom for a particular scenario.
- Create a classroom management plan that promotes an emotionally safe classroom.

**Competency 642.1.10 Initial Pre-Clinical Experience**

The graduate analyzes the theoretical and practical implications of various instructional practices intended to support classroom management.

**Objectives:**

- Recognize key components of classroom management.
- Explain the importance of effective classroom management.
- Analyze a given scenario to determine the theoretical and practical implications of demonstrated classroom management strategies in terms of student engagement, motivation, and other relevant factors.
- Analyze the degree of student voice demonstrated in a given scenario.
- Recognize key strategies that assist in student engagement and motivation.

**Competency 643.1.3 Academic Language and Classroom Discourse**

The graduate analyzes the theoretical and practical implications of various instructional practices intended to support classroom management.

**Objectives:**

- Recognize various strategies that aid in the development of academic language for students.
- Recognize various strategies that support classroom discourse effectively.
- Analyze various strategies and applications intended to support the development of academic language and classroom discourse in educational settings in a given scenario.
- Determine the language demands of a given learning activity relative to a student’s level of academic language proficiency.
- Determine the problem-solving demands of a given learning activity.
Analyze various elements of classroom management, student engagement, and motivation within the context of a classroom discussion. Evaluate a given scenario to determine the quality of academic language use. Evaluate a specific student's ability to communicate clearly within a content area.

Competency 643.1.6 Ethics

The graduate analyzes the legal and ethical responsibilities of teachers in the classroom.

Objectives:

- Recognize the influence and importance of legal oversight in education.
- Recognize the importance of ethics in teaching and professional practice.
- Analyze the impact of teacher conduct and ethics on educational situations in a given scenario.
- Determine a teacher's ethical obligations to students in a given scenario.

Contact a Course Instructor

As you prepare to demonstrate competency in this subject, remember that course instructors stand ready to help you reach your educational goals. As subject matter experts, mentors enjoy and take pride in helping students become reflective learners, problem solvers, and critical thinkers. Course instructors are excited to hear from you and eager to work with you. Successful students report that working with a course instructor is the key to their success. Course instructors are able to share tips on approaches, tools, and skills that can help you apply the content you're studying. They also provide guidance in assessment preparation strategies and troubleshoot areas of deficiency. Even if things don't work out on your first try, course instructors act as a support system to guide you through the revision process. You should expect to work with course instructors for the duration of your coursework, so you are welcome to contact them as soon as you begin. Course instructors are fully committed to your success! Please use your course instructors' "book me" pages to find time to work with a course instructor, or just give them a call at their WGU extension. We have course instructors available 7 days a week.

- Course Instructor Contact Hours and Course Information

APA Information

For APA information review the following resources:

- APA Checklist

State Specific Requirements

Students seeking to earn licensure in specific states listed below are required to complete the activities listed for that state.

Texas State Students Only
Legal Requirements: A Texas Law Example

Watch the following Educational Impact clips:
These video clips explain some specific legal requirements to which teachers and students must adhere.

Course Work

Topics and Pacing

The pacing guide suggests a weekly structure to pace your completion of learning activities. It is provided as a suggestion and does not represent a mandatory schedule. Follow the pacing guide carefully to complete the course in the suggested timeframe.

As part of your pacing, refer to the video observations task, as it will be helpful to plan to watch various videos that align with the topics in the pacing guide. Remember you will be required to demonstrate 10 hours of video classroom observations, which includes the watching of 10 videos, reading the teacher commentary and responding to the reflection questions.

- **Week 1:**
  - Managing Routine Misbehaviors
  - Technology for Classroom Engagement and Motivation
- **Week 2:**
  - Instructional Interventions
  - Task 1
- **Week 3:**
  - Best Practices to Encourage Interaction, Motivation, and Engagement
  - Self-Awareness, Self-Management, Self-Efficacy, and Self-Esteem
  - Task 2
- **Week 4:**
  - Classroom Management Theories
  - Evidence Based Strategies
- **Week 5:**
  - Creating an Emotionally Safe Classroom
- **Week 6:**
  - Task 3

Managing Routine Misbehaviors

Students must be held accountable for their actions. Discipline and consistent parameters are required for your classroom to run smoothly. Students must know that they will face consequences for even minor misbehaviors. Plan, establish, and communicate a clear set of routines, expectations, and procedures.

Good classroom management includes prevention. Many discipline problems can be prevented before they happen. However, even the very best teacher will occasionally need to respond to inappropriate behavior.
Setting the Tone for Classroom Management
Teacher attitudes and motivation play an important role when responding to problems.

Read

Read the following chapter in *Successful Classroom Management and Discipline: Teaching Self-Control and Responsibility*.

- Chapter 6 ("When Misbehavior Occurs")

Observing Classroom Behaviors
Minor misbehaviors can often be avoided by good classroom management. Part of that management is establishing low-key responses to minor misbehaviors.

Watch, Complete

Watch the following Educational Impact clips:

- Module 2 Topic B ("Charlotte Danielson's Teaching Framework") Clips 9 and 10

Develop a range of alternative responses to minor misbehaviors consistent with your values and beliefs. Review the framework suggested in Chapter 6 ("When Misbehavior Occurs") of *Successful Classroom Management and Discipline: Teaching Self-Control and Responsibility*. Use this framework to organize your range of alternative responses, from low-profile to more intrusive.

Remember, long-term permanent change of a student’s misbehavior should be the goal. Review the following section of *Successful Classroom Management and Discipline: Teaching Self-Control and Responsibility* as a guide:

- Pages 130–145 "Basic Principles to Consider When Choosing a Response" in Chapter 6 ("When Misbehavior Occurs")

Managing Misbehaviors in the Classroom
While prevention is the first dimension of management, how you respond to routine misbehavior is also important.

Read, Watch, Complete

Read the following chapter in *Successful Classroom Management and Discipline: Teaching Self-Control and Responsibility*:

- Chapter 7 ("When Problems Are Minor")

Watch the following competency-specific video developed by your course instructor:

- "Managing Routine Misbehaviors"

Note: To download this video, right-click the following link and choose "Save as...": [download video](#)
Your behavior and reactions can calm or escalate problem situations. Use the following table from *Successful Classroom Management and Discipline: Teaching Self-Control and Responsibility* to assess how you exhibit respectful behaviors in your usual interactions and communications with people:

- Table 7.3 Checklist for Handling Minor Problems on page 165 in *Chapter 7 ("When Problems are Minor")*

Review the following section in *Successful Classroom Management and Discipline: Teaching Self-Control and Responsibility*:

- Pages 127–128 What Would You Do? from *Chapter 6 ("When Misbehavior Occurs")*

After you read the scenario, answer the following questions:

- What appears to be the primary motive of the teacher in this incident?
- What mistake(s) did the teacher make in his response?
- How could the incident have been kept from escalating?

Complete

The following interactive simulations provide you with an opportunity to experience teaching in the classroom, including some of the classroom management challenges you might face. You will be prompted to make some choices in the activity, and each choice you make will influence how students respond. Select the simulation that is appropriate for your degree program. You can choose to experience both the Elementary and Secondary scenarios, but you do not have to complete both.

**Elementary Classroom Management Simulation:**

- [Classroom Management at Afeni Davis Elementary, Part 1](#)
- [Classroom Management at Afeni Davis Elementary, Part 2](#)

**Secondary Classroom Management Simulation**

- [Secondary Classroom Management at Ellington Fitzgerald](#)
  
  Effective instruction and Classroom Management in a High School Science Classroom

**Technology for Classroom Engagement and Motivation**

Teachers have always had to adapt their teaching to incorporate new technologies as they became available. This course will focus on using student-facing technologies to improve engagement, motivation, and learning.

Students are motivated by what is meaningful to them. Many students own or have access to numerous technologies and may even be more "digitally aware" than their teachers.
The following activities will allow you to identify affordances and challenges that accompany the use of technology in the classroom.

**Technology and Management**

These resources provide information about how technology can be implemented in the classroom in ways that enhance teaching and learning. You will also learn about strategies and tools to manage technology use to ensure that it is used purposefully. Remember that teaching students how to use technologies properly will be a part of your classroom management plan.

**Read, Watch, Complete**

**Meaningful Technology Integration**

- [How to Use Technology to Improve Student Engagement](#)
  This article summarizes several of the ways that technology can be used to improve student engagement in learning.
- [SAMRfy Your Classroom: Evaluate Your Technology Integration](#)
  SAMR is an acronym for a model designed to help teachers learn how to effectively integrate technology into the classroom. SAMR stands for Substitution, Augmentation, Modification, and Redefinition. Read this article to learn more about the SAMR model and how to reflect on the effective use of technology integration.

**Evaluating Technology Usage**

Explore:

- [ISTE Standards for Educators](#)
  Explore theses standards and reflect on how you will use the indicators to ensure that your future students will be empowered learners ready for college and career success.
- [Evaluating Lesson Plans: SAMR](#)
  This quick tutorial helps you to practice using SAMR to evaluate a lesson plan.

As you learn about and explore various technology tools meant to enhance teaching and learning, reflect on the following:

- How does the technology help to accomplish your learning goals?
- Does the tool or application support higher order thinking skills?
- Is the tool accessible for all learners and students with disabilities?
- How long does it take to learn how to use the tool or application effectively?
- Does the technology or application allow you to monitor student use or progress?
- How does the technology protect user information and privacy?
- Does the tool or application support sharing and collaboration?

Read the following:

- Pages 112–116 “Technology and Management” in [Chapter 5 ("Managing Instruction") in Successful Classroom Management and Discipline: Teaching Self-Control and](#)
Responsibility

- **How to Manage a Digital Classroom**
  This brief article will provide you with practical tips to help you manage the use of technology in the classroom.

Watch the following from Lynda.com:

- Introduction - Welcome
- Introduction - What we will cover
- Section 1.1: Identifying your goals and making a plan
- Section 1.2: Including parents in your plan
- Section 1.3: Creating media-rich content
- Section 1.4: Keeping your content organized
- Section 1.5: Creating simple assessments using educational technology
- Section 1.6: Capturing and sharing learning events using digital tools
- Section 2.1: Sharing your library of links with students and parents
- Section 2.2: Having students take and annotate digital photos of curriculum
- Section 2.3: Having students take digital video in class
- Section 2.4: Turning PowerPoint slides into videos
- Section 2.5: Creating and using QR codes in your classroom
- Section 2.6: Incorporating interactives with Google Earth
- Section 2.7: Using Google Search and Scholar
- Section 2.8: Prototyping with Adobe Comp
- Section 2.9: Developing curriculum using the Explain Everything app
- Conclusion - Next steps

Watch a brief mentor video about using this resource, and explore different technology tools at Edudemic's [The Best Interactive Web Tools for Educators](https://www.edudemic.com/). These types of technologies are examples of appropriate choices to address in Task 2 Part D.

**Discussion Group Activity #2: Technology in the Classroom**

Interact with your fellow teacher candidates by posting your response to one of the following discussion questions in the course "chatter." Please make sure to label your post as Discussion Thread #2 in order to solicit discussion from your classmates and mentors.

Answer one of the following questions:

- How does the use of technology fit into a classroom management plan?
- What recommendations do you have for using the computer to enhance lessons?
- What are some pros and cons of using technology in the classroom?

**Instructional Interventions**

When misbehaviors or problems persist, adjustments need to be made in the instructional plan and regular classroom management. This section focuses on misbehaviors and potential...
Instructional Interventions

It is important for you to know who you are as an educator before you can think about how you will manage your classroom. You will also need to consider the personalities of your students. When you understand yourself and your students, you can better choose appropriate instructional and behavioral interventions.

Read, Watch, Complete

Read Preventing and Addressing Behavior Problems from the What Works Clearinghouse.

Intervention Strategies

The following video clip presents a brief summary of intervention strategies.

Watch the following Educational Impact clip:

- Module 2 Topic A ("Managing the Defiant Child at School"), Clip 19

List recommended interventions for managing student behavior presented in this video. Recall other interventions from the readings in this course that you could use in your classroom, add those strategies to your list.

How Personality Can Impact Behavior

Some personalities do not mesh well with others. Knowing yourself and how you generally behave will help you recognize and adjust to persistent misbehaviors.

Watch the following Educational Impact clips:

- Module 2 Topic A ("Managing the Defiant Child at School") Clips 8–13

These videos provide information on analyzing your personality style. They can also help you investigate the behavior of difficult students and see how personalities contribute to behavior. As you watch the videos, record ideas about how to manage student behavior based on personality.

Strategies for Persistent Behavior Problems

Watch the following Educational Impact clips:

- Module 2 Topic A ("Managing the Defiant Child at School") Clips 20–24

As you watch the videos, record strategies to use when challenged with difficult student behavior. Based on the video clips, what interventions do you plan to use in your future
classroom?

Reflect on video clip 22 ("Faculty Meeting for Chronic Student Misbehavior") by answering the following questions:

- What are your reactions to the "CLICK (Community Leadership Institute for Change Knowledge) faculty meeting" instructional intervention?
- What do you consider advantages and disadvantages of this technique?

Discussion Group Activity #3: Teachers Have Personality Too

Interact with your fellow teacher candidates by posting your response to the course "chatter." Record what you believe to be your personality type. Justify your response with information from the video clips in the previous "How Personality Can Impact Behavior" activity. Please make sure to label your post as Discussion Thread #3 in order to solicit discussion from your classmates and mentors.

Be sure to read other posts in order to explore and discuss different personality types.

Selecting Instructional Interventions

Review the instructions for Task 1 Part C. Consider the best approach for intervention in the scenario for Task 1 Part C. Will it require the student to acquire a new behavior? Build proficiency in a behavior? Manage a behavior more consistently? Would a student-targeted or classwide intervention be more appropriate in this case? Based on your answers, peruse interventions from RTI Applications, Volume I: Academic and Behavioral Interventions:

- Evidence-Based Class Wide/Small Group Behavioral Interventions
- Evidence-Based Individual Behavioral Acquisition Interventions
- Evidence-Based Individual Behavioral Proficiency-Building Interventions
- Evidence-Based Individual Behavior Maintenance and Generalization Interventions

Select at least two promising interventions and read about each carefully while considering which intervention to discuss in Task 1 Part C.

Task 1

Complete Performance Task 1

Complete the following task in Taskstream:

- Class Mgmt, Engmt, & Mot.: Task 1

Here is a visual outline to help guide you with Task 1: Task 1 Outline

For details about this performance assessment, see the "Assessment" tab in this course.

Classroom Management, Engagement, and Motivation Research Guide
The WGU Library has created a customized guide to help you succeed in locating and using sources for these Tasks, including a selection of potentially helpful resources and search strategies:

![Research Guide]

**Best Practices to Encourage Interaction, Motivation, and Engagement**

Effective instruction includes several best practices for promoting interaction, motivation, and engagement, such as differentiated instruction, to create an inclusive culture for learning.

It is important to note that students' interaction and participation in learning tasks is not proof of true engagement. Engaging students means using instructional and motivational strategies to promote students’ active involvement in learning tasks that increase their knowledge, skills, and abilities related to specific learning targets.

To design and implement learning tasks that effectively motivate and engage students and result in authentic and targeted learning, you must take the time to get to know your students, come to understand their unique assets, and plan accordingly.

**Interaction, Motivation, and Engagement**

When you take the time to get to know your students, it can motivate them by showing you care.

**Read, Watch, Complete**

Read the following chapter in *Successful Classroom Management and Discipline: Teaching Self-Control and Responsibility* to learn how motivation affects classroom behavior and learning:

- Chapter 3 ("Classroom Behavior and Motivation: The Essential Link")

**Know Your Students**

Who is your audience? Whenever you teach, consider the audience as you decide what to communicate.

Your knowledge of the following will help you design instruction that engages students and increases their knowledge, skills, and abilities related to specific learning targets.

- What your students know in respect to the central focus (the important understandings and core concepts you want students to learn during a group of lessons),
- Their prior academic learning and prerequisite skills (what they know, what they can do, and what they are still learning to do), and
- How their personal, cultural, and community assets are related to the central focus.
Understanding your students is an ongoing process, but you should have some general ideas from the beginning. Matching instruction to student interest, motivation, and readiness has been shown to have a positive impact on learning.

Watch the following Educational Impact clips:

- [Module 2 Topic B ("Principles of Differentiated Learning") Clip 2](#)
- [Module 2 Topic E ("Differentiating by Readiness") Clip 1](#)

A Culture for Learning

Student interests include much more than what happens at school. As the teacher, you will set the tone for the classroom environment as a place for learning.

To create an environment that is conducive to learning, consider how you can use what you know about your students to design and deliver learning experiences that align with their motivations and interests. There are four types of assets:

- **Personal Assets**: Specific background information that students bring to the learning environment. Students bring interests, knowledge, everyday experiences, and family backgrounds that a teacher can draw upon to support learning.
- **Cultural Assets**: Cultural backgrounds and practices that students bring to the learning environment, such as traditions, languages, world views, literature, and art that a teacher can draw upon to support learning.
- **Community Assets**: Common backgrounds and experiences that students bring from the community where they live, such as resources, local landmarks, community events and practices that a teacher can draw upon to support learning.
- **Developmental Assets**: Specific background information about cognitive, physical, and social and emotional development that a teacher can draw upon to support student learning.

These assets—what you know about your students—are the keys to student motivation and engagement.

Watch the following Educational Impact clip:

- [Module 2 Topic A ("22 Components of Great Teaching") Clip 3](#)

Characteristics of Students

Answer the following questions:

- What strategies can you use to create a culture of learning?
- What signs indicate that students are appropriately engaged in learning?
- What principles are most significant for you when planning instruction?
- What strategies work best for disaffected, resistant, or even apathetic students?
Classroom Configurations

Prior planning related to the physical arrangement of your classroom (e.g., space, equipment, materials) is important to consider. Deciding on physical classroom arrangement depends on the furniture you have, the amount of space in your classroom, and your teaching style.

Read the following chapter in Successful Classroom Management and Discipline: Teaching Self-Control and Responsibility:

- Chapter 4 ("Managing the Learning Environment")

Social Interaction, Engagement, and Motivation

Whether or not a classroom is well managed depends not only on relationships with students and a sound classroom management plan, but it also on effective instruction. Teachers who believe in child-centered learning and who plan and implement lessons in an effective manner tend to have well-managed classrooms.

- Tips for Configuring your Classroom for Differentiation

Lesson Plans that Match the Learners

How can teachers promote positive social interactions? Watch the video clips intended for the appropriate level of study below.

Elementary Education. Watch the following Educational Impact clips:

- Module 2 Topic B ("Charlotte Danielson's Teaching Framework") Clips 1 and 2

Secondary Education. Watch the following Educational Impact clips:

- Module 2 Topic C ("Charlotte Danielson's Teaching Framework") Clips 10 and 11

The video clips show examples of teachers' practice in classrooms. Identify specific behaviors that promote positive social interaction and encourage students to give their best. How might these strategies affect the retention of the lesson content for the students?

Review the following document for sample classroom arrangements and considerations for placement of your desk:

- Sample Classroom Arrangements and Considerations for Desk Placement

Design a room arrangement map for the first day of school that includes the following considerations:

- a student seating arrangement
You should include a written explanation of your choice of physical arrangement.

**Self-Awareness, Self-Management, Self-Efficacy, and Self-Esteem**

The following sections will cover setting expectations for students. In order to teach, you must have control of the classroom and the behaviors of the students within it. This section requires you to analyze classroom management strategies that not only promote student self-esteem, but allow students to self-govern their own actions and reactions in given situations. The principles of self-awareness and self-management are referred to by Savage and Savage (2010) as "self-control" and in some sources as "self-discipline." These are essential skills for student success both within school and in their lives post-graduation.

**Student-Centered Approaches to Classroom Management**

When classroom management and instructional focus is centered on the students and their needs, learning becomes more personalized and more meaningful to students.

**Read, Watch, Complete**

Read [Self-efficacy](#).

**Observing Classrooms**

Watch the following videos:

- [Exceptional Teaching in Action - Topic G: Ms. Dale's Interdisciplinary Space Station STEM class - Middle School](#)
- [Helping students interact with the knowledge - Mrs. Zanjani's guided reading](#)
- [Hot Tips for Classroom Management Section 1](#)
- [Hot Tips for Classroom Management Section 2](#)
- [Hot Tips for Classroom Management Section 3](#)

**Teaching Character and Values**

Watch the following Educational Impact clips:

- [Module 3 Topic C ("Teaching Character Education and Values") Clips 1 and 2](#)

Consider the following questions:

- What are some strategies you plan to include as a part of your personal approach to classroom management?
- How do you think your chosen strategies will affect student self-management?
From the videos you watched, which of the teachers do you feel did the best job managing her classroom? Why?

What are the pros and cons of using student-centered instruction in these situations?

Complete

- Student-Centered Approaches to Classroom Management and Instruction
  This activity will help ensure that you know and understand the various terms, descriptions and strategies associated with classroom management.

**Task 2**

Complete Performance Task 2

**Complete the following task in Taskstream:**

- Class Mgmt, Engmt, & Mot.: Task 2

Here is a visual outline to help guide you with Task 2: Task 2 Outline

For details about this performance assessment, see the "Assessment" tab in this course.

**Classroom Management, Engagement, and Motivation Research Guide**

The WGU Library has created a customized guide to help you succeed in locating and using sources for these Tasks, including a selection of potentially helpful resources and search strategies:

**Classroom Management Theories**

Teachers are expected to create and maintain an environment that is conducive to learning. As a teacher, you are expected to learn management principles and translate that knowledge into practice.

**Classroom Management Theories**

Many researchers, master teachers, and theorists have synthesized and organized classroom management strategies and presented them in organized plans. To begin this course, you will examine different strategies, consider which best fit your personality and style, and reflect on how this knowledge can be effectively implemented. When studying any topic, it’s helpful to clearly understand the meaning of the words you use. This section discusses the difference between management and discipline. Focus on defining and distinguishing the difference as they are applied in the classroom.

**Read, Watch, Complete**

Read the following chapters in Successful Classroom Management and Discipline: Teaching Self-Control and Responsibility:
Chapter 1 ("Managing the Contemporary Classroom")
Chapter 2 ("Learning to Be an Effective Classroom Manager")

Watch the following Educational Impact clips:

Module 4 Topic B ("Effective Teaching in Diverse Classrooms") Clips 11 and 12

One goal of classroom management is to increase positive behaviors. You can model positive behaviors when you are conscious of how and why you behave in particular ways.

At the beginning of the school year, Ms. Wagner's third-grade students appeared to be cooperative and well behaved. Ms. Wagner, in her first year of teaching, was pleased that the students already demonstrated good self-control. However, as the year has developed, they seem to have regressed. During lessons, students seldom appear to be paying attention and many of the students are engaged in socializing. Sometimes Ms. Wagner has to terminate the lesson before the conclusion in order to try to gain control. In one observation, while Ms. Wagner was working with a group of students, others wandered around the room and bothered others. A couple of students made several trips to the drinking fountain and a few spent time at the pencil sharpener.

Ms. Wagner is clearly getting frustrated and her demeanor is turning from smiling and friendly to angry.

- What do you think could account for the change in the behavior of the students?
- What are specific steps you would take to regain control of this classroom?

Consider how you will establish your leadership as a "warm demander" while performing the tasks from Table 2.2 ("Developing Teacher Leadership") (p. 36) from Chapter 2 ("Learning to be an Effective Classroom Manager") of Successful Classroom Management and Discipline: Teaching Self-Control and Responsibility. Complete the table in your notebook.

Group Discussion Activity #1: Fundamentals of Classroom Management

Read the following incident (Savage & Savage, 2010, p. 38) and suggest what you would do.

Consider the questions at the end of the passage and interact with your fellow teacher candidates by posting your responses to the course "chatter." Please make sure to label your post as Discussion Thread #1 in order to solicit discussion from your classmates and mentors.

Evidence-Based Strategies

There is a direct correlation between student behavior and student achievement. Students that behave well in school usually do well in school. Therefore, aspiring teachers must familiarize themselves with evidence-based best practices and design a management plan that incorporates those practices that have been shown to be effective. Evidence-based classroom management practices and interventions are those show by rigorous experimentation to have
above-average effectiveness. Incorporate strategies and interventions supported by scientific evidence in a comprehensive classroom management plan to provide the optimal student learning environment.

Evidence-Based Strategies
It is imperative that you have a comprehensive classroom management plan in place on the first day of school. In order to be effective, you must plan lessons that empower students to control their learning and behavior. Begin with classroom management policies and procedure.

Read, Watch, Complete

Read [The Relationship Balance](#) by Cindi Rigsbee.

**Anticipating Your Classroom Procedures**

There is no such thing as a perfect predesigned classroom management plan. Begin thinking about a plan of your own based on what you hope to accomplish with your students.

*The First Days of School* (Wong, 1998) highlights four characteristics of a well-managed classroom:

1. Students are deeply involved with their work, especially with academic, teacher-led instruction.
2. Students know what is expected of them and are generally successful.
3. There is relatively little wasted time, confusion, or disruption.
4. The climate of the classroom is work oriented, but relaxed and pleasant.

Techniques to help you implement the four characteristics of a well-managed classroom are also shared in the table below (Wong, 1998):
<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Effective Teacher</th>
<th>Ineffective Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are deeply involved with their work, especially with academic, teacher-led instruction.</td>
<td>Students are working.</td>
<td>Teacher is working.</td>
</tr>
<tr>
<td>Students know what is expected of them and are generally successful.</td>
<td>Students know that assignments are based on objectives.</td>
<td>Teacher says, &quot;Read Chapter 3 and know the material.&quot;</td>
</tr>
<tr>
<td>There is relatively little wasted time, confusion, or disruption.</td>
<td>Teacher has a discipline plan. Teacher starts class immediately. Teacher has assignments posted.</td>
<td>Teacher makes up rules and punishes according to his or her mood. Teacher takes roll and dailies. Students ask for assignments repeatedly.</td>
</tr>
<tr>
<td>The climate of the classroom is work oriented, but relaxed and pleasant.</td>
<td>Teacher has invested time in practicing procedures until they become routines.</td>
<td>Teacher tells but does not rehearse procedures.</td>
</tr>
<tr>
<td></td>
<td>Teacher knows how to bring class to attention.</td>
<td>Teacher yells and flicks light switch.</td>
</tr>
<tr>
<td></td>
<td>Teacher knows how to praise the deed and encourage the student.</td>
<td>Teacher uses generalized praise or none at all.</td>
</tr>
</tbody>
</table>

Watch Evidence Based Strategies for Highly Effective Classroom Management.

Watch the following Educational Impact clips:

- Module 1 Topic A ("Positive Behavior Support: In Action") Clips 1–3

Reflect on the following:

- How can principles of research and/or theory inform teaching practices that result in increased student learning and achievement?
Start developing the procedures you will rehearse with your students during the first week of school. Remember, a procedure is how you want something done, while a routine is what the student does automatically without prompting. Procedures are taught by the teacher and rehearsed by all until they become routine. Also begin thinking about the rules, rewards and consequences for your future classroom. It is important that you communicate your policies and expectations clearly at the beginning of the year with your students. You can only start right ONCE!

Creating an Emotionally Safe Classroom

Dealing with serious emotions, conflicts, and behaviors takes time and requires skill.

Creating a Safe Classroom

Teachers have an obligation to respect and enforce all students' legal rights, which are protected by federal law. In this section, you will investigate your legal and ethical responsibilities as a teacher. You will also learn the importance of communicating with students early on about their conduct. The key to success is to create an emotionally safe classroom where students know they matter, their needs are met, and learning can take place.

Read, Watch, Complete

Conflicts and Serious Behavior Problems

You must communicate early with students about the code of conduct. Students must be introduced from the beginning to a clear set of boundaries and the consequences for crossing those boundaries.

Read the following chapter in Successful Classroom Management and Discipline: Teaching Self-Control and Responsibility:

- Chapter 9 ("Violence and Serious Misbehavior")

As you read the chapter, pay attention to your emotions. How might you recognize and react to serious problems in your students' lives and behavior?

Conflict Resolution

Conflict resolution is a critical life skill. Conflicts can include minor differences as well as larger confrontations. As you engage the following conflict resolution skills, pay attention to how you implement them in your life and in your classroom.

Read the following chapter in Successful Classroom Management and Discipline: Teaching Self-Control and Responsibility:

- Chapter 11 ("Conflict Resolution")

Read the following on The Resolution Center website:
Legal Dimensions of Classroom Management and Discipline

Legal responsibilities cover some of the same territory as classroom management plans, but the issues have a broader impact.

Read the following chapter in Successful Classroom Management and Discipline: Teaching Self-Control and Responsibility:

- Chapter 12 ("Legal Dimensions of Classroom Management and Discipline")

Note: students seeking Texas licensure are required to complete an additional activity about legal dimensions, listed in the State Specific Requirements section of this course.

Watch the following competency specific video developed by your course instructor:

Creating and Emotionally Safe Classroom

Note: To download this video, right-click the following link and choose "Save as...": download video.

Teaching Conflict Resolution

Create a lesson plan for teaching principles of conflict resolution in your classroom. Consider how it can be done in small bits of time over the whole year instead of a stand-alone unit in social studies.

Answer the following questions:

- How does teaching conflict resolution belong in all subjects, not just social studies?
- How can implementing this lesson plan affect the emotional environment in your classroom and improve learning in general?

Your State Guide to Student and Teacher Behaviors

Each state has determined the legal requirements for classroom and school behaviors. These can usually be found on the website for your State Office of Education: links to state offices may be accessed in State Specific Information.

Obtain a copy of a code of conduct for a school in your state.

Task 3
Complete Performance Task 3
Complete the following task in Taskstream:
• Class Mgmt, Engmt, & Mot.: Task 3

Here is a visual outline to help guide you with Task 3: Task 3 Outline

Remember to submit your reflections and video observation form in Taskstream.

For details about this performance assessment, see the "Assessment" tab in this course.

Classroom Management, Engagement, and Motivation Research Guide

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