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Introduction

Welcome to the Classroom Management Course of Study! This is the fourth of five subdomains in Foundations of Teaching.

Overview

How can you promote a classroom atmosphere that is conducive to learning? How do you handle a student who is constantly disrupting the class? What strategies can you employ to promote positive interaction and socialization among students? With these questions in mind, what can you expect to learn in the Classroom Management course of study, and why is it important?

The Classroom Management course of study is part of the Foundations of Teaching (FOT) Domain. This foundational course of study will guide you as you learn about the classroom organization, rules, consequences, and reinforcements that promote effective learning. Classroom Management will help you better understand how to structure a motivating classroom environment, promote positive interactions, set high expectations, develop routines, and promote the development of socialization skills.

In previous FOT courses of study, you learned about the history of education in the United States, student and teacher rights, how your students develop cognitive and learning skills, and the diversity of today's student population. The foundational knowledge and skills you gain in this course of study will help you establish and maintain an effective classroom management system that will reinforce positive behavior, encourage student engagement in learning, and weaken undesirable behaviors.

Competencies

There are many academic competencies associated with this course of study that will be addressed sequentially over the next several sections. The following list of competencies is a good overview of precisely what you will know and be able to do at the conclusion of this course of study and what you will demonstrate through assessment.

Competency: Classroom Organization
The graduate arranges physical classroom space, equipment, and materials to optimize students' learning.

Competency: Social Environment
The graduate learns about students and establishes a risk-free classroom environment where students are encouraged through equitable treatment and positive reinforcement/feedback to express interests, set goals, make choices, produce quality work, self-evaluate, and reflect.
**Competency: Positive Interaction**
The graduate interacts with students in a supportive and respectful manner and helps students interact with each other similarly.

**Competency: Socialization**
The graduate models appropriate social skills and teaches students how to work productively and cooperatively.

**Competency: Dispositions**
The graduate expresses the belief that learning is important, that all students can learn, and assumes responsibility for student learning.

**Competency: Setting Expectations**
The graduate sets high expectations for responsible student behavior and academic performance.

**Competency: Classroom Management Systems**
The graduate establishes and manages systems to manage classroom behavior.

**Competency: Communicating Expectations**
The graduate communicates high, realistic standards for student behavior that includes classroom rules, routines, and academic performance.

**Competency: Routines**
The graduate teaches procedures for carrying out reoccurring activities with individuals and whole groups.

**Competency: Strengthening Desirable Behavior**
The graduate understands the principles of strengthening and maintaining appropriate behavior and provides feedback and positive reinforcement to students.

**Competency: Student Engagement and Motivation**
The graduate elicits and maintains high levels of active engagement and motivation from all students during teacher-led and independent academic instruction.

**Competency: Weakening Undesirable Behavior**
The graduate understands the principles of weakening inappropriate behavior and provides appropriate corrective feedback to students.

**Competency: Conflict Resolution**
The graduate uses persuasion, compromise, debate, negotiation, and coping as strategies for resolving conflicts and disagreements.

**Teaching Dispositions Statement**
Please review the [WGU Statement of Teaching Dispositions](#)
Required Learning Resources

Pearson E-Textbook:

Online Resources:

- MyLabSchool: An online interactive learning resource from Pearson available in CourseCompass
- Teachscape: Online library of interactive modules
- *Classroom Management for New Teachers* and *Motivating Today's Learner*: DVDs and Workbook from Laureate Learning (Canter and Associates)

Additional Requirements

All students who enrolled in a Teachers College licensure program on or after November 1, 2005, must take and pass a basic skills exam as part of their WGU program, whether such an exam is required for certification or not. Students should reference the "TC Licensure and Certification" folder in the WGU Student Handbook to see whether they should take the Praxis 1 exam or a basic skills exam specific to their state in order to satisfy this requirement. Students need to take the basic skills test during the first six months of FOT.

Students who enrolled in a Teachers College licensure program before November 1, 2005, need to take a basic skills exam if the exam is a licensure requirement of the state in which they intend to license. Students need to check the WGU Student Handbook "TC Licensure and Certification" folder to see if their state has a basic skills requirement.

Preparing for Success

To successfully complete the Classroom Management Course of Study, you need the appropriate resources to help with your learning. You should also prepare a calendar to schedule times devoted to your studies. Share your calendar with family and friends so they are aware of your obligations.

Obtain Learning Resources

Arrange to obtain the learning resources listed in the "Required Learning Resources" section so there will be no delays in your studies. These items are essential for you, as this document will guide you in the use of these materials. Be sure to save your learning resources and your notes, as this is the fourth of five subdomains in Foundations of Teaching on which you will be assessed by an objective exam (FTC4/5).

Important Notice

Remember as you work through Foundations of Teaching that you are gaining competence in five subdomains: Schools and Society, Human Development and Learning, Diversity and Inclusion, Classroom Management, and Testing. It is imperative that you purchase the learning resources, read the assignments, enroll in and participate in the self-paced courses, participate in the learning community and message board, and complete the learning activities. You will
need all of the information gained in these activities to prepare for and pass the FTC4/5 objective exam as well as to complete the performance tasks. The FTC4/5 objective exam is a comprehensive test you will take that covers all of the Foundations of Teaching domain. You will take this exam after you have completed all of the work in Foundations of Teaching. That could be months after you started Classroom Management. Take effective notes, complete the study tips, etc., so you will have a body of information to study as you prepare for the FTC4/5.

Note: The resources you are using to master the competencies for this assessment will also be valuable as you prepare for future assessments and as you develop lesson plans to be used in your classroom in the future. Therefore, it is highly recommended that you complete each activity contained in this document.

Gather Your Materials

Listed below are the learning resource materials you will need to obtain.

- **Pearson** ([https://lrps.wgu.edu/provision/57131](https://lrps.wgu.edu/provision/57131))

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.

- **Pearson** ([https://lrps.wgu.edu/provision/57233](https://lrps.wgu.edu/provision/57233))

Note: If the preceding resources appear in your "Learning Resources" tab, DO NOT click "Show Sections" or "Enroll Now." If you have already done so, contact your course instructor.

Subscribe to or Renew MyLabSchool

**URL:** [http://www.coursecompass.com](http://www.coursecompass.com)

Check Enrollment in Teachscape

**URL:** [http://www.teachscape.com](http://www.teachscape.com)

To check if you are currently enrolled in Teachscape, follow these steps:

1. Open your AAP.
2. Click "View" on "FCA4" or "FCA5" under the "Course of Study" column.
3. Click "Learning Resources" to check if you are enrolled in the Teachscape Library. If not, complete the next two steps.
4. Click on the "Show Sections" link under the "Action" column.
5. Click the "Enroll Now" link.

The Teachscape video clips used for performance tasks are found in the "Teachscape Resource Library" > "Pre-Clinical Experiences."
Enroll in Classroom Management for New Teachers and Motivating Today's Learner

To enroll in Classroom Management for New Teachers and Motivating Today's Learner by Canter and Associates (Laureate Learning), follow these steps:

1. Open your AAP.
2. Click "View" on "FCA4" or "FCA5" under the "Course of Study" column.
3. Click on the "Learning Resources" tab.
4. "Classroom Management for New Teachers" and "Motivating Today's Learner" should appear as learning resources.
5. Click on the "Show Sections" link under the "Action" column.
6. Click the "Enroll Now" link.

**Take Study Notes**

As you engage in this course of study, you will be answering questions, completing exercises, and sketching out concepts. You have the ability to take these notes online through the web-enabled course of study. A notebook or study journal (either paper or electronic) makes your learning more active. It also provides an excellent source of important materials to review prior to demonstrating your competence through the assessment.

You will be completing many worthwhile learning activities as you work through this course of study. You will want to take notes on the chapters that you read. Use the notes feature of this course of study or purchase a notebook and organize it so you can record important information and use it as study material when you prepare for the FTC4/5 objective exam.

**Access the Learning Community and Message Board**

Learning communities are an integral part of the WGU learning experience. Learning communities provide opportunities to learn through communication with the course instructor and other students. Any time you have a question about the content you are learning in this course of study, contact the course instructor for assistance. Course instructors and other students will not provide answers but will engage you in discussion to help you clarify and extend your understanding of important concepts.

In the right-hand navigation portion of the course of study screen, there is a message board area. However, you should use the learning community discussion board for posting, as directed in specific course of study activities. If you have questions of your own, do not hesitate to use the course of study message board to get those answered as you develop your competence.

**Accessing WGU Library E-Reserves**

This course of study utilizes resources located in the WGU Library E-Reserves, with articles available for you to download. Follow these directions for accessing the WGU Library E-Reserves.

Enroll in Classroom Management for New Teachers and Motivating Today's Learner
To enroll in Classroom Management for New Teachers and Motivating Today's Learner by Canter and Associates (Laureate Learning), follow these steps:

1. Open your AAP.
2. Click “View” on "FCA4" or "FCA5" under the "Course of Study" column.
3. Click on the “Learning Resources” tab.
4. "Classroom Management for New Teachers" and "Motivating Today's Learner" should appear as learning resources.
5. Click on the "Show Sections" link under the "Action" column.
6. Click the "Enroll Now" link.

Classroom Organization and Classroom Management Systems, Part 1

As you work through this section, you will explore ways to organize classrooms to optimize learning. You will also learn how to set expectations through the use of goals, rules, routines, and procedures and how to communicate these expectations to students.

Organizing classroom space and equipment to optimize student learning is an important step for teachers. Teachers need to think about how classroom space will be used most effectively for different kinds of learning activities and for the maintenance of an orderly environment.

Orderly classrooms occur through the delicate interaction of an organized set of goals, rules, and procedures; positive and caring relationships with students; and effective instruction. In orderly classrooms, students know what is expected of them and how they are to proceed in meeting those expectations.

Classroom Organization

Why is classroom organization -- the location of the teacher's desk, students' desks and work spaces, displays, media resources, and other learning aids -- so important? As you work through this topic, you will learn how organization of the classroom impacts student learning.

Classroom Organization: Reading

Depending on your area of emphasis, read one of the following chapters.

Read the following chapter in Classroom Management for Middle and High School Teachers:

- chapter 1

OR

Read the following chapter in Classroom Management for Elementary Teachers:

- chapter 1

Reflect upon an elementary or secondary classroom you have experienced. Was the space
used effectively? Why or why not? Record your responses in your notebook.

**Beginning-of-the-Year Classroom Management**

**URL:** http://www.teachscape.com/

Access the Teachscape Resource Library for Foundations of Teaching and complete the following activity appropriate for your program emphasis:

**Elementary:**
- Access “Beginning of the Year Classroom Management” and read the “Overview” and “Review the Research Base” for each topic in the left side of the screen.

**Secondary:**
- Access “Secondary Classroom Management” and read and watch the videos in the “Getting Off to a Good Start” and “Designing the Physical Environment” sections of the course.

**TaskStream Task 601.5.1-01**

**URL:** http://www.taskstream.com/

Follow the directions in TaskStream to complete task 601.5.1-01 of the FCA4 (undergraduate) or FCA5 (graduate) performance assessment.

To request access for the performance assessment, follow these steps:

1. Log in to your MyWGU Student Portal.
2. Go to the "My AAP" tab.
3. In the list below "Course Details," find the assessment you are working on.
4. In the "Assessment Scheduled Date" column, click "Schedule Now."
5. A new window will come up. If there are other considerations you would like to inform the Assessment Delivery Team about, discuss them in the "Other Considerations" box that appears and then click "Continue." If not, simply click "Continue."
6. A request will be sent to your mentor for approval.
7. Once your mentor has approved your request, our Assessment Delivery Team will open the tasks required for the assessment in TaskStream. You will log in to TaskStream to receive the instructions, see the rubric, and submit your assessment for grading.

If you are completing this task for FCA4/5 v0305, make sure you do the following:

Be sure to describe the instructional setting for the classroom you will arrange. Include all pertinent information, such as grade level, subject, etc. Describe at least four factors that need to be considered when organizing a classroom space, such as equipment, materials, and so on.

Provide a rationale for having a classroom space that is well organized. Include an explanation
of how the organization of space has the potential to influence student learning.

Include a diagram of your classroom that shows the organization of all essential elements. Make sure you show on the diagram important features of the room such as doors, windows, bathrooms, etc. Be sure your diagram is consistent with your explanation.

**Classroom Management Systems**

What is a classroom management system? Why does having such a system help support quality instruction? Systems are a collection of parts that interact with each other to function as a whole. Classroom management systems include goals, rules, routines, procedures, behavior standards, behavior expectations, student engagement, strategies for strengthening desirable behavior, and strategies for weakening undesirable behavior. Each of these individual parts works in concert with the others to create an orderly and efficient classroom environment where quality instruction and learning can take place. The following activities will focus on the elements of goals, rules, and procedures.

**Social Environment: Reading**

Read the following pages in *Effective Teaching Methods*:

- pages 158-174

Interact with your fellow teacher candidates by posting your responses to the following questions to the discussion board thread "Social Environment":

- What kind of social environment do you want in your classroom?
- How does the established social climate reflect your personality?
- How does the established social climate influence instruction and student behavior?

**Goals and Rules, Part 1**

Access part 1 of *Classroom Management for New Teachers* from Laureate Learning (Canter and Associates). View the video presentations in program 1 ("Introduction") and in program 2 ("Goals and Rules").

*Note: These videos are referenced in section 1 of the manual you received with the videos.*

**Goals and Rules, Part 2**

URL: [http://www.teachscape.com/](http://www.teachscape.com/)

Access and view the "Teachscape Resource Library" > "Foundations of Teaching" > "Secondary Classroom Management" > "Establishing Procedures & Rules." Then visit "Specialist Commentary" and complete the activity "Rules."

**Elements of a Classroom Management Plan**

Access part 1 of *Classroom Management for New Teachers*. View video presentations in program 3 ("Classroom Procedures") and program 4 ("Elements of a Classroom Management Plan").
Note: These videos are referenced in sections 2 and 3 of the manual you received with the videos.

In your notebook, construct a matrix to summarize elements of a classroom management system. The following is an example of how your matrix could look:

<table>
<thead>
<tr>
<th>Goals</th>
<th>Rules</th>
<th>Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rules</td>
<td>Positive recognition</td>
</tr>
<tr>
<td>Definition</td>
<td>Target aspirations</td>
<td></td>
</tr>
<tr>
<td>Example</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guidelines</td>
<td>Consider: Students Philosophy Curriculum</td>
<td>Be consistent</td>
</tr>
<tr>
<td>Teaching Hints</td>
<td>Publicize</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Provide rationale</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discuss and demonstrate</td>
<td></td>
</tr>
</tbody>
</table>

**Reflection on Rules**

Reflect on the following in your notebook:

- How will you determine that the rules you establish are appropriate for students at a specific developmental level?
- What knowledge about cognitive and social development will you use to help you establish developmentally-appropriate rules?

**Classroom Management Systems, Part 2**

As you work through this section, you will learn the importance of setting high expectations for your students. You will also learn how to communicate these expectations to students through the use of procedures.

Orderly classrooms occur through the delicate interaction of an organized set of goals, rules, and procedures; positive and caring relationships with students; and effective instruction. In orderly classrooms, students know what is expected of them and how they are to proceed in meeting those expectations. Routines are systematic procedures that students follow to complete activities such as getting ready for the school day, transitioning, responding during
instruction, etc. It is important for teachers to think about and establish effective routines.

**Expectations**

How do expectations fit within a classroom management system? Systems are a collection of parts that interact with each other to function as a whole. Classroom management systems include goals, rules, routines, procedures, behavior standards, behavior expectations, student engagement, and strategies for strengthening desirable behavior and weakening undesirable behavior. Each of these individual parts works with the others to create an orderly and efficient classroom environment where quality instruction and learning can take place. The following activities will focus on the elements of expectations.

**Productive Participation**

Consider the benefits of establishing and maintaining classroom routines. Depending on your program emphasis, read one of the following sections.

Read the following pages in *Classroom Management for Elementary Teachers* (https://lrps.wgu.edu/provision/57131):

- pages 28-30

OR

Read the following chapter in *Classroom Management for Middle and High School Teachers* (https://lrps.wgu.edu/provision/57131):

- chapter 2

**Collaboration**

Interact with your fellow teacher candidates by engaging in a discussion to consider how routines enhance the use of time and increase student engagement. Use the discussion thread "Routines."

**High Expectations**

Read the following pages in *Comprehensive Classroom Management* (https://lrps.wgu.edu/provision/57131):

- pages 79-84

In your notebook, develop a list of guidelines you will use to help students participate effectively during classroom instruction.

**TaskStream Tasks 601.5.6-01 and 601.5.8-03**

**URL:**  [http://www.taskstream.com/](http://www.taskstream.com/)

Follow the directions in TaskStream to complete tasks 601.5.6-01 and 601.5.8-03 of the FCA4 (undergraduate) or FCA5 (graduate) performance assessment.
Clarification for task 601.5.6-01:

- Select two of the given in-class activities for your area of specialization.
- Describe two behavioral expectations for each of the activities you have selected.

**Organizer**

- In-class activity 1
  - Behavioral expectation 1
  - Behavioral expectation 2
- In-class activity 2
  - Behavioral expectation 1
  - Behavioral expectation 2

For your two selected activities, describe a procedure for implementing at least one of your behavioral expectations.

**Organizer:**

- In-class activity 1
  - Behavioral expectation: Procedure
- In-class activity 2
  - Behavioral expectation: Procedure

Use the same process as above to explain two behavioral expectations for each of the two out-of-class activities you select. Explain a procedure for implementing one of the behavioral expectations for each activity.

**Classroom Management Systems: Routines and Expectations**

How do routines and expectations combine to fit within a classroom management system? Systems are a collection of parts that interact with each other to function as a whole. Classroom management systems include goals, rules, routines, procedures, behavior standards, behavior expectations, student engagement, and strategies for strengthening desirable behavior and weakening undesirable behavior. Each of these individual parts works with the others to create an orderly and efficient classroom environment where quality instruction and learning can take place. The following activities will focus on the elements of routines and expectations.

**Classroom Procedures**

Depending on your program, read one of the following options.

Read the following chapters in *Classroom Management for Elementary Teachers* (https://lrps.wgu.edu/provision/57131):

- chapter 2
- chapter 4
OR

Read the following chapters in *Classroom Management for Middle and High School Teachers* (https://lrps.wgu.edu/provision/57131):

- chapter 2
- chapter 4

Then read the following chapter in *Comprehensive Classroom Management* (https://lrps.wgu.edu/provision/57131):

- chapter 6

Finally, read the following pages in *Educational Psychology* (https://lrps.wgu.edu/provision/57131):

- page 332
- pages 338-341

**Study Tip: Classroom Procedures**

**URL:** [http://www.teachscape.com/](http://www.teachscape.com/)

If you are an elementary teacher candidate, access "Teachscape Resource Library" > "Foundations of Teaching" and view the following portions of "Beginning of the Year Classroom Management."

- Select "The First Day of School" and watch everything contained under that section.
- Select "Classroom Procedures and Rules" and watch everything contained under that section.

If you are a secondary teacher candidate, access "Teachscape Resource Library" > "Foundations of Teaching" and view the following portions of "Secondary Classroom Management."

- Select "Establishing Procedures & Rules" and view "Visit the Classroom." You should view all of these video clips, which include parts 1-5.

**TaskStream Tasks 601.5.9-02 and 601.5.9-07**

**URL:** [http://www.taskstream.com/](http://www.taskstream.com/)

Follow the directions in TaskStream to complete performance tasks 601.5.9-02 and 601.5.9-07.

For task 601.5.9-02, be sure to refer to your reading assignments and the Given to distinguish between routines and procedures.

**Classroom Management Systems, Part 3**
As you work through this section, you will analyze the elements and implementation of a classroom management plan. You will also learn how to deal with disruptive behavior and the principles of strengthening and maintaining acceptable student behavior.

In the implementation of a classroom management system, it is important to establish expectations and teach rules and consequences. Goals, rules, procedures, and reinforcement systems come together to form comprehensive classroom management plans. In orderly classrooms, students know what is expected of them and how to proceed. Once the rules are taught, teachers must provide positive recognition (feedback) and enforce consequences.

Classroom Management Systems
How does a good classroom management system deal with unwelcome student behavior? What strategies can you employ to strengthen positive participation by students in the classroom? Systems are a collection of parts that interact with each other to function as a whole. Classroom management systems include goals, rules, routines, procedures, behavior standards, behavior expectations, student engagement, and strategies for strengthening desirable behavior and weakening undesirable behavior. Each of these individual parts works with the others to create an orderly and efficient classroom environment where quality instruction and learning can take place. The following activities will focus on the elements of strengthening desirable behavior and weakening undesirable behavior.

Implementing a Classroom Management Plan

Review your notes from Classroom Management for New Teachers program 4 (“Elements of a Classroom Management Plan”) and view program 5 (“Implementing a Classroom Management Plan”) and program 6 (“Implementing a Classroom Management Plan Part Two”).

Note: These videos are referenced in section 4 of the manual you received with the videos.

Classroom Management Plan: Reading

Read the following chapter in Classroom Management for Elementary Teachers (https://lrps.wgu.edu/provision/57131):

- chapter 7

OR

Read the following chapter in Classroom Management for Middle and High School Teachers (https://lrps.wgu.edu/provision/57131):

- chapter 7

Reinforcement
How can teachers use reinforcement to encourage positive student behavior? As you work through this topic, you will create individual and group reinforcement systems.

Reinforcement: Reading
Read the following pages in *Educational Psychology* (https://lrps.wgu.edu/provision/57131):

- pages 132-150

Imagine that you want to reinforce students who are following the rule and procedures for turning in homework.

In your notebook, identify the kinds of reinforcers and reinforcement schedules that are used to increase desirable behavior and the reasons reinforcers might or might not work to increase desirable behavior.

**Positive Reinforcement: Groups and Individuals**

Create a reinforcement system appropriate to your area of emphasis for each of the following situations (a short paragraph for each is sufficient). Possible reinforcement systems may include verbal praise, attention, public display of good work, activity reinforcer, tangible reinforcer, etc.

- Encouraging students to participate positively during large-group discussion
- Encouraging students to turn in assignments on time
- Encouraging students to be prepared with class materials (paper, pencil, books, etc.) every day
- Encouraging an individual student (one who has been struggling to complete and turn in assignments) to participate more consistently and positively in class

Select two of the situations above and post your reinforcement system ideas to the discussion board thread "Positive Reinforcement." Comment on the reinforcement systems posted by one other student.

**Dealing With Disruptive Behavior**

As you work through this topic, you will identify strategies for correcting disruptive classroom behavior.

**Dealing With Disruptive Behavior: Reading**

Read the following pages in *Effective Teaching Methods* (https://lrps.wgu.edu/provision/57131):

- pages 203-210

Read the following pages in *Comprehensive Classroom Management* (https://lrps.wgu.edu/provision/57131):

- pages 302-309

Review the following pages in *Educational Psychology* (https://lrps.wgu.edu/provision/57131):

- pages 136-137 and 341-361

In your notebook, create a list of strategies teachers can use to correct disruptive behaviors in the classroom. Explain why it is important to not overuse reprimands when misbehavior occurs.

**Applying Consequences for Behavior**

URL: http://www.teachscape.com

Access "Teachscape Resource Library" > "Foundations of Teaching" > "Beginning of the Year Classroom Management" > "Applying Consequences for Behavior." Read the "Overview" and review the "Research Base." View the "Teaching Example," and complete the activity.

**TaskStream Task 601.5.7-02**

URL: http://www.taskstream.com/

Follow the directions in TaskStream to complete performance task 601.5.7-02.

**TaskStream Task 601.5.7-03**

URL: http://www.taskstream.com/

*Note: This task is for students enrolled in FCA4 or FCA5 v0110 only.*

Students enrolled in FCA4 or FCA5 v0305 should proceed to the first activity under the topic "Positive Environment" without completing this task. All others should follow the directions in TaskStream to complete Task 601.5.7-03.

**Student Behavior**

**URLs:**

- **CourseCompass**
  http://www.coursecompass.com/

- **Teachscape**
  http://www.teachscape.com/

- **QuickTime 7**
  http://www.apple.com/quicktime/download

*Note: This activity is for students enrolled in FCA4 or FCA5 v0110 only.*

Students enrolled in FCA4 or FCA5 v0305 should proceed to the first activity under the topic "Positive Environment" without completing this activity.
For this activity, elementary teacher candidates will log in to CourseCompass and click on "Foundations of Teaching Pre-Clinical Experience (PCE) Videos." Secondary teacher candidates will log in to Teachscape and click on "Resource Library" and then "Foundations of Teaching."

If you are an elementary teacher candidate, follow these directions for the MyLabSchool video:

1. Go to URL for CourseCompass listed above.
2. Find the heading "Student" in the bottom right column and click on "Log in." Enter your log-in name and password, and then click "Log in." Note: If you do not know your CourseCompass log-in information, contact your mentor.
3. In the left column, find the heading "Courses" and then scroll down and click on "MyLabSchool." (It will be in bold letters.)
4. In the new window that opens, find the blue navigation bar on the left and click on "MyLabSchool."
5. Select the group of videos for this domain, Foundations of Teaching.
6. Select the video titled "The Conflict Resolution."
7. To start the video, click the "play" symbol (the triangle within a circle).

Note: Do not respond to any prompts or questions included in the video clips. If the video stops when a question appears, press the "play" symbol to resume the video.

If you are a secondary teacher candidate, follow these directions to access the video in Teachscape:

1. Go to the URL listed above for Teachscape.
2. Enter your log-in name and password. Note: If you do not know your Teachscape log-in information, contact your mentor.
3. Select "Resource Library" at the top of the web page.
4. Select the topic "Secondary Classroom Management."
5. Scroll the side bar to find the heading "Managing Student Behavior."
6. Select the video "Visit the Classroom-Part 1: Monitoring Student Behavior" under the "Managing Student Behavior" heading.
7. Click the triangle to begin the video.

Note: Do not respond to any prompts or questions included in the video clips.

Note: If the video does not appear, you may need to install QuickTime on your computer. Go to the third URL listed above to download this free media player.

After viewing the appropriate video, indicate which video you viewed (elementary or secondary) and write responses to the prompts (1-2 short paragraphs per prompt) using the guided reflection protocol (GRP) below:

Observation and Description
Describe the classroom and student demographics you observed. Include such observable aspects as class subject; grade level; instructor-to-student ratio; paraprofessionals; racial, socioeconomic, and gender descriptors of student population; etc.

Describe the student behavior that the teacher you observed corrects.
Describe the teacher's technique that you observed for correcting the behavior.
Describe the impact the teacher's correction of the student had on the behavior of the entire class.

Analysis, Exploration, and Reasoning

Describe the tone used by the teacher you observed to correct student behavior.
Explore possible reasons for the teacher's choice of corrective technique you observed.

Connections to Other Effective Teaching Practices

Connect the teacher's tone of delivery you observed to its effectiveness in eliciting the intended change in student behavior.

Evaluation

Assess the effectiveness of the teacher's classroom management style you observed.
Connect the teacher's presentation of lesson materials you observed to the behavior of the students.
Connect the teacher's interpersonal skills with the students that you observed to their resulting behavior. Address such aspects as language, tone, eye contact, etc.
Explain the thinking process you went through to complete this evaluation.

Recommendations

Describe an alternative technique to correct the student behavior you observed.
Predict at least one possible positive outcome from the alternative corrective technique.
Justify your choices of recommendations.

Post your GRP responses to the topic discussion thread "Weakening Problem Behavior." In addition, find another student's GRP responses and comment on the reflection.

Social Environment, Part 1; and Socialization, Part 1

As you work through this section, you will learn how to encourage positive social relationships in a risk-free classroom environment. You will also identify school-appropriate social and cooperative learning skills.

Positive Environment
What constitutes a positive social climate in the classroom? What strategies can be used to promote healthy socialization among students? As you work through this topic, you will learn how to establish a positive social climate in the classroom.
Positive Environment: Study Tip

Consider this quotation from Bowers and Flinders (1990): "Control and caring are not opposing terms; but the form of control is transformed by the presence of caring" (as cited in Jones & Jones, 2009). In your notebook, discuss what this means to you and how it could be applicable to your classroom.

In addition, develop a top-10 list of teacher behaviors and attitudes that promote a sense of caring in the classroom. Discuss each of the behaviors and attitudes to justify its inclusion on the list.

Positive Environment: Reading

Read the following in *Comprehensive Classroom Management* (https://lrps.wgu.edu/provision/57131):

- chapter 3
- pages 48-52

In your notebook, reflect on the following question:

- How will you connect personally with every student in the classroom?

Use the matrix below to brainstorm techniques teachers can use to get to know student traits, interests, and characteristics. Record your responses in your notebook.

<table>
<thead>
<tr>
<th>Student Traits</th>
<th>Student Interests</th>
<th>Student Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Read Chapters 3 and 8 in Textbooks

Review the following chapter in *Comprehensive Classroom Management* (https://lrps.wgu.edu/provision/57131):

- chapter 3

Read the following chapter in *Classroom Management for Elementary Teachers* (https://lrps.wgu.edu/provision/57131):

- chapter 8

OR

Read the following chapter in *Classroom Management for Middle and High School Teachers* (https://lrps.wgu.edu/provision/57131):
chapter 8
Communication Skills

Reflect on the following in your notebook. Most teachers are sensitive to, or self-conscious about, some aspect of their image or background. Height, weight, appearance, content knowledge, inexperience, marital status, acceptance, and respect are among the areas that may be a source of insecurity or concern for teachers. Because teaching is such a public event, and because students are astute observers of teachers' reactions, teachers often reveal much of themselves in their reactions when their students find the right "button" to "push." Think about an area that represents a source of insecurity to you. Consider how your communication with students may be affected if a student pushes that button (i.e., attacks your insecurity).

**TaskStream Task 601.5.2-07**

**URL:** [http://www.taskstream.com/](http://www.taskstream.com/)

Follow the directions in TaskStream to complete performance task 601.5.2-07.

**Discuss Important Social Skills**

**URL:** [http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/16/e3/2f.pdf](http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/16/e3/2f.pdf)

In the learning community discussion thread "Social Skills," interact with your fellow teacher candidates by posting and discussing a list of important social skills your students need to possess to be successful in the classroom. Discuss why the skills you have identified are important.

Access and read about the school-appropriate social skills identified in "Assessing Young Children's Social Competence" at the URL above.

Compare your list with the skills with the school-appropriate social skills identified in "Assessing Young Children's Social Competence."

**Social Skills**

Access *Classroom Management for New Teachers.* View program 9 ("Social Skills").

*Note: Watch only the first part of the video, which addresses social skills. This video is referenced in section 7 of the manual you received with the videos.*

**TaskStream Task 601.5.4-02**

**URL:** [http://www.taskstream.com/](http://www.taskstream.com/)

*Note: This task is for students enrolled in FCA4 or FCA5 v0305 only.*

Students enrolled in FCA4 or FCA5 v0110 should proceed to the next activity without completing this one. All others should follow the directions in TaskStream to complete Task
601.5.4-02. 

**Appropriate Social Skills**

**URLs:**

**Teachscape**
http://www.teachscape.com/

**QuickTime 7**
http://www.apple.com/quicktime/download

*Note: This activity is for students enrolled in FCA4 or FCA5 v0110 only.*

Students enrolled in FCA4 or FCA5 v0305 should proceed to the next activity. For all others, in this activity you will log in to Teachscape and click on "Resource Library" and then "Foundations of Teaching."

Follow these instructions to access Teachscape:

1. Go to the URL listed above for Teachscape.
2. Enter your log-in name and password. *Note: If you do not know your Teachscape log-in information, contact your mentor.*
3. Select "Resource Library" at the top of the web page.
4. Select the topic specified for your area of emphasis after these instructions.
5. Scroll the side bar to find the heading specified after these instructions. Select the appropriate video under the heading.
6. Click the triangle to begin the video.

*Note: If the video does not appear, you may need to install QuickTime on your computer. Go to second URL listed above to download this free media player.*

*Note: Do not respond to any prompts or questions included in the video clips.*

**Elementary**

**Topic:** Beginning-of-the-Year Classroom Management  
**Heading:** Introduction  
**Video:** "Introduction"

**Secondary**

**Topic:** Classroom Management  
**Heading:** Managing Student Behavior  
**Video:** "Visit the Classroom-Part 2: Responding Promptly and Consistently"

*Note: Click on "Visit the Classroom" and a new window will open. Then click on "Part 2: Responding Promptly and Consistently."*
After viewing the appropriate video, indicate which video you viewed (elementary or secondary) and write responses to the prompts (1-2 short paragraphs per prompt) using the guided reflection protocol (GRP) below:

Observation and Description

- Describe the teaching situation you observed, including group characteristics, seating arrangement, and any additional criteria necessary to present the setting of the learning environment.
- Describe the school-appropriate social skills exhibited by the students you observed.
- Describe the tone of the teacher's interactions with the students that you observed.

Analysis, Exploration, and Reasoning

- Explain a possible purpose of the instruction you observed.

Connections to Other Effective Teaching Practices

- Explain how the instruction you observed relates to the development of school-appropriate social skills.

Evaluation

- Evaluate the effectiveness of the instruction you observed, which was intended to promote school-appropriate social skills.
- Explain the thinking process you went through to complete this evaluation.

Post your GRP response to the topic discussion thread "Social Skills." In addition, find another student's GRP responses and comment on the reflection.

**Necessary Cooperative Learning Skills**

Read the following pages in *Comprehensive Classroom Management* (https://lrps.wgu.edu/provision/57131):

- pages 389-394

Read the following chapter in *Classroom Management for Elementary Teachers* (https://lrps.wgu.edu/provision/57131):

- chapter 6

OR

Read the following chapter in *Classroom Management for Middle and High School Teachers* (https://lrps.wgu.edu/provision/57131):
Conflict Resolution; and Socialization, Part 2

As you work through this section, you will explore the uses of conflict resolution strategies for resolving classroom conflicts. You will also learn about limit setting and anger management strategies.

Conflict Resolution

What happens when there is a conflict between two students or between a student and teacher in the classroom? How does the teacher mediate towards a fair conflict resolution? What strategies can be employed to avoid situations of conflict? As you work through this topic, you will learn strategies for resolving conflict within the classroom.

Conflict Resolution: Reflection

Reflect on the following in your notebook:

- What situations make you angry? What happened when you became angry?
- How did you respond? What was the outcome?
- How will you respond to students, parents, or other school personnel when you are angry?

Special Problems

In your notebook, develop a matrix like the one below to summarize problems and suggested teacher responses to these problems. A few cells of the matrix have been filled in to help you get started.
<table>
<thead>
<tr>
<th>Bullying</th>
<th>Fighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition / Characteristics</td>
<td></td>
</tr>
<tr>
<td>Teacher Response</td>
<td></td>
</tr>
</tbody>
</table>
Anger Management

Access *Classroom Management for New Teachers* and view program 11 ("Limit Setting and Anger Management") and program 12 ("Limit-Setting Techniques").

*Note: These videos are referenced in section 9 of the manual you received with the videos.*

Communication and Problem Solving

Review either chapter 8 in *Classroom Management for Elementary Teachers* or *Classroom Management for Middle and High School Teachers.*

Conflict Resolution

**URL:** [http://www.education-world.com/a_curr/curr171.shtml](http://www.education-world.com/a_curr/curr171.shtml)

Access *Classroom Management for New Teachers* and view program 8 ("Conflict Resolution").

*Note this video is referenced in section 6 of the manual you received with the videos.*

Read "Conflict Resolution Education: Four Approaches" at the link above.

Work with another student to develop a lesson plan to teach anger management. Record your plan in your notebook.

Conflict Resolution

**URLs:**

- Teachscape
- QuickTime 7
- CaseNEX: Video Download

*Note: This activity is for students enrolled in FCA4 or FCA5 v0110 only.*

Students enrolled in FCA4 or FCA5 v0305 should proceed to the next activity without completing this activity. For all others, in this activity, elementary teacher candidates will log in to Teachscape and click on "Resource Library" and then "Foundations of Teaching." Secondary teacher candidates will follow the CaseNEX link listed above.

If you are an elementary teacher candidate, follow these directions to access the Teachscape video:

1. Go to the Teachscape URL listed above.
Enter your log-in name and password. Note: If you do not know your Teachscape log-in information, contact your mentor.

2. Select "Resource Library" at the top of the web page.
3. Select the topic "Beginning of the Year Classroom Management."
4. Scroll the side bar to find the heading "Applying Consequences for Behavior." Select the video "View a Teaching Example" under the "Applying Consequences for Behavior" heading.
5. Click the triangle to begin the video.

*Note: If the video does not appear, you may need to install QuickTime on your computer. Go to second URL listed above to download this free media player.*

*Note: Do not respond to any prompts or questions included in the video clips.*

If you are responding to the elementary video, you will observe several situations where there is a conflict between students' behavior and the teacher. As you view the video, you will clearly see that one student is constantly being counseled by the teacher for behavior. When responding to the prompts in the guided reflection protocol (GRP) form, you should ensure that you reference this student. In addition, you may also consider and include additional observations regarding other students' behavior as you answer the prompts.

If you are a secondary teacher candidate, follow these directions to access the CaseNEX video:

1. Follow the link above for CaseNEX.
2. Choose a platform and view the "What's Happening Pledge" video. Depending on your connection, the video may take a few minutes to load.
3. The video may not open in Internet Explorer 7, but you may save the video to a disk and open it from there.

*Note: Do not respond to any prompts or questions included in the video clips.*

After viewing the appropriate video, indicate which video you viewed (elementary or secondary) and write responses to the prompts (1-2 short paragraphs per prompt) using the guided reflection protocol (GRP) below:

**Observation and Description**

- Describe the conflict you observed between the teacher and an individual student.
- Describe the teacher's method for resolving the conflict you observed. Address the teacher's tone of delivery, body language, and facial expressions.

**Analysis, Exploration, and Reasoning**

- Analyze the appropriateness of the level of discipline that you observed.

**Connections to Other Effective Teaching Practices**
Connect the teacher's professional delivery of corrective action that you observed (e.g., presentation, appropriate language, tone, and interpersonal skills) to the corrective action's effectiveness in resolving the conflict.

Evaluation

- Connect the level of the teacher's professional behaviors you observed (e.g., presentation, appropriate language, tone, and interpersonal skills) to the behaviors' influence on the learning environment.
- Explain the thinking process you went through to complete this evaluation.

Recommendations

- Describe an alternative method to resolve the conflict you observed.
- Predict possible positive outcomes from this alternative method of conflict resolution.
- Justify your choices of recommendations.

Post your GRP response to the topic discussion thread "Conflict Resolution." In addition, find another student's GRP responses and comment on the reflection.

Student Engagement and Motivation/Dispositions

As you work through this section, you will examine the role motivation plays in student mastery of subject matter. You will also review presentation skills and other instructional influences on student engagement.

Whether or not a classroom is well managed depends not only on a teacher's relationships with students and a sound classroom management system but also on effective instruction. Teachers who believe in learning and plan and implement lessons in an effective way tend to have well-managed classrooms. Teachers who expect students to give their best effort and who want students to be successful tend to have more productive classrooms than teachers who do not.

Motivation to Learn and Motivational Procedures

How does good classroom management create a motivational atmosphere in the classroom? How does a teacher encourage student engagement with the material? As you work through this topic, you will define motivation and the different types of motivation. You will also compare and contrast motivational theories and examine instructional influences on student engagement.

Motivation to Learn

In your notebook, define motivation, intrinsic motivation, extrinsic motivation, and motivation to learn.

Read the following chapter in Educational Psychology (https://lrps.wgu.edu/provision/57131):

- chapter 10
Read the following chapter in *Comprehensive Classroom Management* (https://lrps.wgu.edu/provision/57131):

- chapter 7

Also read the following pages in *Classroom Management for Elementary Teachers* (https://lrps.wgu.edu/provision/57131):

- pages 150-156

OR

Read the following pages in *Classroom Management for Middle or High School Teachers* (https://lrps.wgu.edu/provision/57131):

- pages 137-143

**Motivation**

Access *Motivating Today's Learner* from Laureate Learning (Canter and Associates). View program 1 ("Motivate Students Through Quality and Equity").

*Note this video is referenced in section 11 of the manual you received with the videos.*

In your notebook, develop a list of hints for using rewards effectively. Also in your notebook, develop a matrix to compare and contrast several theories of motivation. Below is an example of how your matrix might look.

*Note: You may select theories other than those listed below.*

<table>
<thead>
<tr>
<th></th>
<th>Behavioral Theory</th>
<th>Maslow's Hierarchy</th>
<th>Expectancy Theory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Premis of Motivation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elements</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strategies for</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motivating Students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Example</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Mastery Versus Performance**

**URL:** [http://eric.ed.gov](http://eric.ed.gov)

Read "Learning vs. Performance: Implications for the Adult Learner" ([http://eric.ed.gov](http://eric.ed.gov)).

To access this article, type "ED470915" in the "Search Term(s)" box at the top of the page,
select "ERIC #" in the "Search In" box, and perform the search.

Review the following pages in *Educational Psychology* (https://lrps.wgu.edu/provision/57131):

- pages 306-307

**Expectations**

**URL:** [http://eric.ed.gov](http://eric.ed.gov)

Read "Expectations for Students" available at the URL above. To access this article, type "ED409609" in the "Search Term(s)" box at the top of the page, select "ERIC #" in the "Search In" box, and perform the search.

**Instructional Influences on Student Engagement**

Read the following in *Educational Psychology* (https://lrps.wgu.edu/provision/57131):

- pages 3-8
- chapter 7
- pages 329-340

Read the following in *Effective Teaching Methods* (https://lrps.wgu.edu/provision/57131):

- pages 9-17

Review the five "Key Behaviors Contributing to Effective Teaching" from *Effective Teaching Methods*.

**Instructional Influences**

Access *Motivating Today's Learner* and view program 4 ("Engage All Learners: Anticipatory Set").

*Note: This video is referenced in section 13 of the manual you received with the videos.*

**Presentation Skills**

Access *Motivating Today's Learner* and view program 5 ("Engage All Learners: Presentation Skills").

*Note: This video is referenced in section 14 of the manual you received with the videos.*

In your notebook, write a top-10 list of presentation skills you will use as a teacher to help gain attention and maintain student engagement in the learning process.

**Setting Expectations for Academic Performance**

List at least five standards you feel would positively communicate your expectations for high academic performance to your students. Identify the grade level or subject area of the students for whom these standards are intended. These standards might address such areas of
classroom management related to academic performance as group work; completing and turning in assignments; homework; missed assignments, tests, and quizzes; incomplete class work; taking notes; project notebooks or presentations; participation in learning centers or labs; and materials required each day for class work.

Explain how each of the standards on your list would communicate your expectations for high academic performance.

Explain how you would implement one of these standards in the classroom. Post your explanation to the discussion thread "Setting Expectations." Comment on the posting of another student.

Social Environment, Part 2

As you work through this section, you will compare teacher-centered classrooms with student-centered classrooms.

Student- Versus Teacher-Centered Classrooms

Recent instructional approaches have called for a more student-centered classroom. What is the difference between a classroom that focuses on the student rather than on the teacher?

As you work through this topic, you will compare teacher-centered and student-centered classrooms and define the different teaching strategies employed in both settings.

Student- Versus Teacher-Centered Classrooms

Read the following chapter in *Educational Psychology* (https://lrps.wgu.edu/provision/57131):

- chapter 8

Read the following pages 255-279 in *Comprehensive Classroom Management* (https://lrps.wgu.edu/provision/57131):

- pages 255-279

In your notebook, construct a matrix to compare a teacher-centered and a student-centered classroom. Below is an example of how your matrix could look.

<table>
<thead>
<tr>
<th></th>
<th>Student Centered</th>
<th>Teacher Centered</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student Role</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Teacher Role</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Examples of Teaching Strategies</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TaskStream Task 601.5.5-02 or 601.5.5-03
Follow the directions in TaskStream to complete the appropriate performance assessment.

Clarification for task 601.5.5-02: If you are an elementary teacher candidate, you will be viewing a video, "See Writing in the Classroom," and responding to questions on the guided reflection protocol (GRP) form. Regardless of the singular references made by the questions on this form, you should reply to the questions as they relate to the two classrooms and two teachers in both parts 1 and 2 of the video.

Note: The Teachscape video used for this task is found in the Teachscape Resource Library under "Pre-Clinical Experiences."

Reflection on Classroom Management

Reflect on the following in your notebook:

- Make a list of the 10 most important concepts you have learned about classroom management.
- Reflect on ways you can improve your classroom management.

Conclusion

Congratulations on completing all of the sections for Classroom Management! As you know, classroom management includes a set of critical skills that teachers must possess in order to be effective in the classroom. You have studied classroom organization, rules, consequences, and reinforcements that promote effective learning. You have learned how to promote positive interactions, set high expectations, develop routines, and promote the development of socialization skills.

Transfer and Application

Your knowledge of these topics and how they relate will be beneficial as you continue in Foundations of Teaching (FOT) and the remainder of your program at WGU. As you work through the remaining subdomains in FOT, make connections between the subdomains that will help you retain your knowledge and understand the interrelatedness of the material. For example, think about how your classroom organization and layout will facilitate the needs of students from a variety of diverse backgrounds.

Now that you have completed the Classroom Management course of study, you are ready to move on to the final subdomain in Foundations of Teaching. Best wishes as you continue on to your next step in your educational journey, Testing (FT4 or FT5)!

Feedback

WGU values your input! If you have comments, concerns, or suggestions for improvement of
this course, please submit your feedback using the following form:

- [Course Feedback](#)

**ADA Policy**

Western Governors University recognizes and fulfills its obligations under the Americans with Disabilities Act of 1990 (ADA), the Rehabilitation Act of 1973 and similar state laws. Western Governors University is committed to provide reasonable accommodation(s) to qualified disabled learners in University programs and activities as is required by applicable law(s). ADA Support Services serves as the principal point of contact for students seeking accommodations and can be contacted at [ADASupport@wgu.edu](mailto:ADASupport@wgu.edu). Further information on WGU’s ADA policy and process can be viewed in the student handbook at the following link:

- [Policies and Procedures for Students with Disabilities](#)