This course supports the assessments for FCT4. The course covers 8 competencies and represents 3 competency units.

**Introduction**

**Overview**

Welcome to Classroom Management! This is the fourth subdomain in Foundations of Teaching.

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

This foundational course will guide you as you learn about 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 Foundations of Teaching 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 foundation knowledge and skills you gain in the courses of study help you establish and maintain an effective classroom management system that reinforces positive behavior, encourages engagement in learning, and weakens undesirable behaviors.

Watch the following video for an introduction to this course:

**Competencies**

This course provides guidance to help you demonstrate the following 8 competencies:

- **Competency 601.5.1 : Classroom Organization**
  The graduate arranges physical classroom space, equipment, and materials to optimize students' learning.

- **Competency 601.5.2 : 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 601.5.5 : Dispositions**
  The graduate expresses the belief that learning is important, that all students can learn, and assumes responsibility for student learning.

- **Competency 601.5.6 : Setting Expectations**
  The graduate sets high expectations for responsible student behavior and academic
performance.

- Competency 601.5.7 : Classroom Management Systems
  The graduate establishes and manages systems to manage classroom behavior.
- Competency 601.5.8 : Communicating Expectations
  The graduate communicates high, realistic standards for student behavior that includes classroom rules, routines, and academic performance.
- Competency 601.5.9 : Routines
  The graduate teaches procedures for carrying out reoccurring activities with individuals and whole groups.
- Competency 601.5.10 : Strengthening Desirable Behavior
  The graduate understands the principles of strengthening and maintaining appropriate behavior and provides feedback and positive reinforcement to students.

Teaching Dispositions Statement
Please review the WGU Statement of Teaching Dispositions.

Course Instructor Assistance
As you prepare to successfully 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!

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 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 Foundations of Teaching.

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. **Manually Enrolled Resources**

Take a moment to enroll in the learning resources listed in this section. To enroll, navigate to the “Learning Resources” tab, click the “Sections” button, and then click the “Enroll Now” button for each resource. Once your mentor approves your enrollment in the resource, you will receive an e-mail with further access instructions. Contact your mentor if you have questions.

**MyLabSchool**

Check your subscription for CourseCompass MyLabSchool. If your subscription has expired, please contact Learning Resources at learning@wgu.edu to obtain a MyLabSchool Renewal access code.

*Note: The Teachscape video clips used for pre-clinical experience (PCE) tasks are found in the Teachscape Resource Library under "Pre-Clinical Experiences."

**Automatically Enrolled Resources**

You can access the learning resources listed in this section by clicking on the links provided throughout the course. You may be prompted to log in to the WGU student portal to access the resources.

**VitalSource E-Texts**

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


**Teachscape**

You will access video modules from Teachscape at the activity level within this course of study. The Teachscape modules include video lectures, exercises, and interactive elements.

**Classroom Organization and Classroom Management Systems, Part 1**
As a teacher, you 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.

You can achieve an orderly classroom through having a 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, the student desks and workspaces, displays, media resources, and other learning aids—so important? These activities will help you learn how classroom organization impacts student learning.

This topic addresses the following competencies:

- **Competency 601.5.1: Classroom Organization**
  The graduate arranges physical classroom space, equipment, and materials to optimize students' learning.

- **Competency 601.5.6: Setting Expectations**
  The graduate sets high expectations for responsible student behavior and academic performance.

- **Competency 601.5.8: Communicating Expectations**
  The graduate communicates high, realistic standards for student behavior that includes classroom rules, routines, and academic performance.

**Classroom Management**

**Elementary Teacher Candidates**

Read the following chapter in *Classroom Management for Elementary Teachers*:

- chapter 1 ("Organizing Your Classroom and Supplies") in *Classroom Management for Elementary Teachers*.

**Secondary Teacher Candidates**

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

- chapter 1 ("Organizing Your Classroom and Materials") in *Classroom Management for Middle and High School Teachers*

Reflect on 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**
If you are an elementary teacher candidate, access the following Teachscape module:

- Beginning of the Year Classroom Management

Read the "Overview" and "Review the Research Base" sections for each topic in the left side of the screen.

If you are a secondary teacher candidate, access the following Teachscape module:

- Secondary Classroom Management

Read the materials and watch the videos in the "Getting Off to a Good Start" and "Designing the Physical Environment" sections of the course.

**Task 601.5.1-01 Performance Task**

Complete the following task in TaskStream:

- FOT PCE: Classroom Mgt: Task 601.5.1-01

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

**Classroom Management Systems**

Classroom management systems include goals, rules, routines, procedures, behavior standards, behavior expectations, engagement, strategies for strengthening desirable behavior, and strategies for weakening undesirable behavior. Each of these individual parts works in concert 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.

This topic addresses the following competencies:

- Competency 601.5.1: Classroom Organization
  The graduate arranges physical classroom space, equipment, and materials to optimize students' learning.
- Competency 601.5.6: Setting Expectations
  The graduate sets high expectations for responsible student behavior and academic performance.
- Competency 601.5.8: Communicating Expectations
  The graduate communicates high, realistic standards for student behavior that includes classroom rules, routines, and academic performance.

**Classroom Management Systems Reading**

Read the following in *Effective Teaching Methods*:

- pages 158-174 in chapter 5 ("Classroom Management I: Establishing the Learning Climate")
Post your responses to the following questions to the "Social Environment" discussion thread:

- 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**

If your area of licensure is Elementary Education, access the following video from The Teaching Channel:

- Setting Expectations on the First Day of School

If your area of licensure is Secondary Education, access the following Teachscape module:

- Secondary Classroom Management

Select "Establishing Procedures & Rules." Then watch the "View Specialist Commentary" video and complete the "Complete the Activity: Rules" activity.

**Elements of a Classroom Management Plan**

In your notebook, construct a matrix like the one below to summarize elements of a classroom management system. Fill in the missing rows and columns.

<table>
<thead>
<tr>
<th>Goals</th>
<th>Rules</th>
<th>Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition</strong></td>
<td>Target</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Aspirations</td>
<td></td>
</tr>
<tr>
<td><strong>Example</strong></td>
<td></td>
<td>Steps for seeking help</td>
</tr>
<tr>
<td><strong>Guidelines</strong></td>
<td>Consider: Students Philosophy Curriculum</td>
<td>Be Consistent Provide Choice Non-Time Consuming</td>
</tr>
<tr>
<td><strong>Teaching Hints</strong></td>
<td>Publicize Provide Rationale Discuss and Demonstrate</td>
<td>Reinforce consistently</td>
</tr>
</tbody>
</table>

**Reflection on Classroom Management Systems**

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

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.

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? The following activities will focus on the elements of expectations.

This topic addresses the following competencies:

- Competency 601.5.7: Classroom Management Systems
  The graduate establishes and manages systems to manage classroom behavior.
- Competency 601.5.8: Communicating Expectations
  The graduate communicates high, realistic standards for student behavior that includes classroom rules, routines, and academic performance.
- Competency 601.5.9: Routines
  The graduate teaches procedures for carrying out reoccurring activities with individuals and whole groups.

Productive Participation

Consider the benefits of establishing and maintaining classroom routines.

Elementary Teacher Candidates

Read the following in Classroom Management for Elementary Teachers:

- pages 28-30 in chapter 2 (“Establishing Classroom Rules and Procedures”)

Secondary Teacher Candidates

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

- chapter 2 (“Choosing Rules and Procedures”)

Collaboration

Use the topic discussion thread “Routines” to engage in a discussion about how routines enhance the use of time and increase student engagement.
High Expectations

Read the following in *Comprehensive Classroom Management*:

- pages 80-86 of chapter 3 ("Establishing Positive Student-Teacher Relationships")

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

**Task 601.5.6-01, 03, 5.8-03 Performance Task**

Complete the following task in TaskStream:

- FOT PCE: Classroom Mgt: Task 601.5.6-01, 03, 5.8-03

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

**Classroom Management Systems, Routines, and Expectations**

How do routines and expectations combine to fit within a classroom management system? The following activities will focus on the elements of routines and expectations.

This topic addresses the following competencies:

- Competency 601.5.7: Classroom Management Systems
  The graduate establishes and manages systems to manage classroom behavior.
- Competency 601.5.8: Communicating Expectations
  The graduate communicates high, realistic standards for student behavior that includes classroom rules, routines, and academic performance.
- Competency 601.5.9: Routines
  The graduate teaches procedures for carrying out reoccurring activities with individuals and whole groups.

**Classroom Procedures**

Read the following in *Educational Psychology*:

pages 332, 338-341 of chapter 11 ("Effective Learning Environments")

Then choose the appropriate readings for either elementary or secondary education emphasis:

**Elementary Teacher Candidates**

Read the following in *Classroom Management for Elementary Teachers*:

- chapter 2 ("Establishing Classroom Rules and Procedures")
- chapter 4 ("Getting Off to a Good Start")

**Secondary Teacher Candidates:**
Read the following in *Classroom Management for Middle and High School Teachers*:

- chapter 2 ("Choosing Rules and Procedures")

Read the following in *Comprehensive Classroom Management*:

- chapter 6 ("Developing Standards for Classroom Behavior")

**Study Tip for Classroom Management Systems, Routines, and Expectations**

If you are an elementary teacher candidate, access the following Teachscape module:

- **Beginning of the Year Classroom Management**

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

If you are a secondary teacher candidate, access the following Teachscape module:

- **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.

**Task 601.5.9-02, 07 Performance Task**

Complete the following task in TaskStream:

- FOT PCE: Classroom Mgt: Task 601.5.9-02, 07

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

**Classroom Management Systems, Part 3**

In the implementation of a classroom management system, it is important to establish expectations and teach rules and consequences. 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? The following activities will focus on the elements of strengthening desirable behavior and weakening undesirable behavior.

This topic addresses the following competencies:

- Competency 601.5.7: Classroom Management Systems
  The graduate establishes and manages systems to manage classroom behavior.
- Competency 601.5.10: Strengthening Desirable Behavior
  The graduate understands the principles of strengthening and maintaining appropriate behavior and provides feedback and positive reinforcement to students.
- Competency 601.5.12: Weakening Undesirable Behavior
  The graduate understands the principles of weakening inappropriate behavior and provides appropriate corrective feedback to students.

Read Chapter 7 in Classroom Management Texts

Elementary Teacher Candidates

Read the following in *Classroom Management for Elementary Teachers*:

- chapter 7 ("Maintaining Appropriate Student Behavior")

Secondary Teacher Candidates

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

- chapter 7 ("Maintaining Appropriate Student Behavior")

**Reinforcement**

How can teachers use reinforcement to encourage positive student behavior? You will create individual and group reinforcement 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? The following activities will focus on the elements of strengthening desirable behavior and weakening undesirable behavior.

This topic addresses the following competencies:

- Competency 601.5.7: Classroom Management Systems
  The graduate establishes and manages systems to manage classroom behavior.
- Competency 601.5.10: Strengthening Desirable Behavior
  The graduate understands the principles of strengthening and maintaining appropriate behavior and provides feedback and positive reinforcement to students.
- Competency 601.5.12: Weakening Undesirable Behavior
  The graduate understands the principles of weakening inappropriate behavior and provides appropriate corrective feedback to students.

Read Pages in Educational Psychology

Read the following in *Educational Psychology*:

- pages 132-150 of chapter 5 ("Behavioral Theories of Learning")

Imagine that you want to reinforce students who are following the rules and procedures for
turning in homework. In your notebook, identify the kinds of reinforcers, reinforcement schedules, and reasons reinforcers might or might not work to increase desirable behavior.

In your notebook, create a reinforcement system appropriate to your areas of emphasis for each of the following situations:

- 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, book) every day

*Note: Possible reinforcement systems may include verbal praise, attention, public display of good work, activity reinforcement, tangible reinforcement, etc.*

**Dealing With Disruptive Behavior**

You will identify strategies for correcting disruptive classroom behavior.

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? The following activities will focus on the elements of strengthening desirable behavior and weakening undesirable behavior.

This topic addresses the following competencies:

- **Competency 601.5.7: Classroom Management Systems**
  The graduate establishes and manages systems to manage classroom behavior.

- **Competency 601.5.10: Strengthening Desirable Behavior**
  The graduate understands the principles of strengthening and maintaining appropriate behavior and provides feedback and positive reinforcement to students.

- **Competency 601.5.12: Weakening Undesirable Behavior**
  The graduate understands the principles of weakening inappropriate behavior and provides appropriate corrective feedback to students.

**Dealing With Disruptive Behavior Reading**

Read the following in *Effective Teaching Methods*:

- pages 203-210 of chapter 6 ("Classroom Management II: Promoting Student Engagement")

Read the following in *Comprehensive Classroom Management*:

- chapter 8 ("Responding to Violations of Rules and Procedures")

Read the following in *Educational Psychology*:

- pages 136-137 of chapter 5 ("Behavioral Theories of Learning")
• pages 341-361 of chapter 11 ("Effective Learning Environments")

Teachscape for Secondary Education: Managing Disruptive Behavior

Access the following Teachscape module:

• Secondary Classroom Management

Select "Managing Student Behavior." Then complete the following sections:

• Review the Research Base
• Visit the Classroom
• View Specialist Commentary

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

Teachscape for Elementary Candidates: Applying Consequences for Behavior

Access the following Teachscape module:

• Beginning of the Year Classroom Management

Select "Applying Consequences for Behavior." Read the "Overview" and "Review the Research Base" sections. Then watch the "View the Teaching Example" video and complete the "Complete the Activity" activity.

Task 601.5.7-02, 03, 5.10-07 Performance Task

Complete the following task in TaskStream:

• FOT PCE: Classroom Mgt: Task 601.5.7-02, 03, 5.10-07

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

Student Behavior

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

1. Go to CourseCompass.
2. Click on "Log in" on the right side of the screen.
3. Enter your log-in name and password, then click "Log In."
   Note: If you do not know your CourseCompass log-in information, contact your mentor.
4. In the left column, find the heading "Courses," then scroll down and click on "MyLabSchool."
   Note: It will be in bold letters.
5. In the new window that opens, find the blue navigation bar on the left and click on "MyLabSchool."
6. Select the group of videos for the Foundations of Teaching Domain.
7. Select the video title "The Conflict Resolution."
8. 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, access the following Teachscape module:

- **Secondary Classroom Management**

Select "Managing Student Behavior." Watch the "Visit the Classroom-Part 1: Monitoring Student Behavior" video.

Note: If the video does not appear, you may need to install QuickTime on your computer. Go to the [QuickTime](#) website to download this free media player.

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

After viewing the appropriate video, indicate which video was viewed-elementary or secondary-and write responses to the prompts *(one to two short paragraphs per prompt)* using this Guided Reflection Protocol (GRP):

1. **Observation and Description**
   a. Describe the observed classroom and student demographics. Include such observable aspects as class subject; grade level; instructor-to-student ratio; paraprofessionals; racial, socioeconomic, or gender descriptors of student population; etc.
   b. Describe the student behavior that the observed teacher corrects.
   c. Describe the observed teacher's technique for correcting the behavior.
   d. Describe the impact the teacher's correction of the student had on the behavior of the entire class.

2. **Analysis, Exploration, and Reasoning**
   a. Describe the tone used by the observed teacher to correct student behavior.
   b. Explore possible reasons for the observed teacher's choice of corrective technique.

3. **Connections to Other Effective Teaching Practices**
   a. Connect the observed teacher's tone of delivery to its effectiveness in eliciting the intended change in student behavior.

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

5. **Recommendations**
   a. Describe an alternative technique to correct observed student behavior.
b. Predict at least one possible positive outcome from the alternative corrective technique.
c. Justify your choices of recommendations.

Post your responses to the discussion thread "Weakening Problem Behavior." In addition, find other students' GRP responses and comment on their reflection.

Social Environment, Part 1 and Socialization, Part 1

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? You will learn how to establish a positive social climate in the classroom.

This topic addresses the following competency:

- Competency 601.5.2: 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 601.5.3: Positive Interaction
  The graduate interacts with students in a supportive and respectful manner and helps students interact with each other similarly.
- Competency 601.5.4: Socialization
  The graduate models appropriate social skills and teaches students how to work productively and cooperatively.

Study Tip for Positive 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? Record your answers in your notebook.

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, 2010). 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 inclusion on the list.

Read Chapter 3 in Comprehensive Classroom Management

Read the following in Comprehensive Classroom Management:
In your notebook, reflect on this question:

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

Use the matrix 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>

Positive Environment Reading Assignment

Review the following in *Comprehensive Classroom Management*:

- chapter 3 ("Establishing Positive Teacher-Student Relationships")

Elementary Teacher Candidates

Read the following in *Classroom Management for Elementary Teachers*:

- chapter 8 ("Communication Skills for Teaching")

Secondary Teacher Candidates

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

- chapter 8 ("Communication Skills for Teaching")

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. 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.

**Task 601.5.2-07 Performance Task**

Complete the following task in TaskStream:
Study Tip for Social Skills

In the topic discussion thread entitled "Social Skills," discuss 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".

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

**Appropriate Social Skills**

If you are an elementary teacher candidate, access the following Teachscape module:

- **Beginning of the Year Classroom Management**

Select "Introduction" and watch the "Video Introduction" video.

If you are a secondary teacher candidate, access the following Teachscape module:

- **Secondary Classroom Management**

Select "Managing Student Behavior." Watch the "Visit the Classroom-Part 2: Responding Promptly and Consistently" video.

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

After viewing the appropriate video, indicate which video was viewed-elementary or secondary-and write responses to the prompts (1-2 short paragraphs per prompt) using this Guided Reflection Protocol (GRP):

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

2. Analysis, Exploration, and Reasoning
   a. Explain a possible purpose of the observed instruction.

3. Connections to Other Effective Teaching Practices
   a. Explain how the observed instruction relates to the development of school-appropriate social skills.
4. Evaluation
   a. Evaluate the effectiveness of the observed instruction intended to promote
      school-appropriate social skills.
   b. Explain the thinking process you went through to complete this evaluation.

Post your responses to the discussion thread “Social Skills.” In addition, find other students’
GRP responses and comment on their reflection.

**Necessary Cooperative Learning Skills**

Read the following in *Comprehensive Classroom Management*:

- pages 390-394 in chapter 10 (“Developing Individual Behavior Change Plans”)

Read the following in *Educational Psychology*:

- pages 243-249 in chapter 8 (“Student-Centered and Constructivist Approaches to
  Education”)

**Elementary Teacher Candidates**

Read the following in *Classroom Management for Elementary Teachers*:

- chapter 6 (“Managing Cooperative Learning Groups”)

**Secondary Teacher Candidates**

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

- chapter 6 (“Managing Cooperative Learning Groups”)

In your notebook, develop a lesson to teach a specific social skill that students need in order to
work in cooperative learning groups.

**Conflict Resolution and Socialization, Part 2**

You will explore the uses of conflict resolution strategies for resolving classroom conflicts. You
will also learn limit setting and anger management strategies.

**Conflict Resolution**

What happens when there is a conflict between two students or between student and teacher in
the classroom? How does the teacher mediate toward a fair conflict resolution? What strategies
can be employed to avoid situations of conflict? You will learn strategies for resolving conflict
within the classroom.

This topic addresses the following competencies:

- Competency 601.5.4: Socialization
The graduate models appropriate social skills and teaches students how to work productively and cooperatively.

- Competency 601.5.13: Conflict Resolution
  The graduate uses persuasion, compromise, debate, negotiation, and coping as strategies for resolving conflicts and disagreements.

**Reflection on Conflict Resolution**

Reflect on the following in your notebook:

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

**Elementary Teacher Candidates**

Read the following in *Classroom Management for Elementary Teachers*:

- pages 190-194 of chapter 9 (“Managing Problem Behaviors”)

**Secondary Teacher Candidates**

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

- pages 199-205 of chapter 9 (“Managing Problem Behaviors”)

**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></th>
<th>Bullying</th>
<th>Fighting</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition/Characteristics</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Teacher Response</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Communication and Problem Solving**

**Elementary Teacher Candidates**

Read the following in *Classroom Management for Elementary Teachers*:
Secondary Teacher Candidates

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

- chapter 8 ("Communication Skills for Teaching")

**Conflict Resolution**

Access the Education World website and read "Conflict Resolution Education: Four Approaches." Work with another teacher candidate to develop a lesson plan to teach anger management. Record your plan in your notebook.

**Conflict Resolution: Teachscape and CaseNEX**

If you are an elementary teacher candidate, access the following Teachscape module:

- Beginning of the Year Classroom Management

Select "Applying Consequences for Behavior." Watch the "View a Teaching Example" video.

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

For those 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, you should ensure that you include reference to this student. In addition, you may also consider and include additional observations regarding other student behavior as you answer the prompts.

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

1. Go to CaseNEX.
2. View the "What's Happening Pledge" video.
3. Depending on your connection, the video may take several minutes to load. The video may not open in Internet Explorer 7, but you may right click the link and choose "Save Link As" and save the video to your computer and open it from where you saved it.

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

After viewing the appropriate video, indicate which video was viewed-elementary or secondary-and write responses to the prompts (1-2 short paragraphs per prompt) using this Guided Reflection Protocol (GRP):

1. Observation and Description
   a. Describe the observed conflict between the teacher and an individual student.
   b. Describe the teacher's method for resolving this observed conflict. Address the
2. Analysis, Exploration, and Reasoning
   a. Analyze the appropriateness of the level of discipline that you observed.
3. Connections to Other Effective Teaching Practices
   a. Connect the teacher's professional delivery of corrective action (e.g., presentation, appropriate language, tone, and interpersonal skills) to its effectiveness in resolving the observed conflict.
4. Evaluation
   a. Connect the level of the observed teacher's professional behaviors (e.g., presentation, appropriate language, tone, interpersonal skills) to their influence on the learning environment.
   b. Explain the thinking process you went through to complete this evaluation.
5. Recommendations
   a. Describe an alternative method to resolve the observed conflict.
   b. Predict possible positive outcomes from this alternative method of conflict resolution.
   c. Justify your choices of recommendations.

Post your responses to the discussion thread "Conflict Resolution." In addition, find other students' GRP responses and comment on their reflection.

**Student Engagement, Motivation, and Dispositions**

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 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.

**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? You will define motivation and the different types of motivation. You will also compare and contrast motivational theories and examine instructional influences on engagement.

This topic addresses the following competencies:

- Competency 601.5.5: Dispositions
  The graduate expresses the belief that learning is important, that all students can learn, and assumes responsibility for student learning.
- Competency 601.5.6: Setting Expectations
  The graduate sets high expectations for responsible student behavior and academic performance.
- Competency 601.5.8: Communicating Expectations
  The graduate communicates high, realistic standards for student behavior that includes
classroom rules, routines, and academic performance.

- Competency 601.5.11: 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.

**Motivation to Learn**

In your notebook, define the following terms:

- motivation
- intrinsic motivation
- extrinsic motivation
- motivation to learn

Read the following in *Educational Psychology*:

- chapter 10 ("Motivating Students to Learn")

Read the following in *Comprehensive Classroom Management*:

- chapter 7 ("Enhancing Students' Motivation to Learn")

**Elementary Teacher Candidates**

Read the following in *Classroom Management for Elementary Teachers*:

- pages 150-156 in chapter 7 ("Maintaining Appropriate Student Behavior")

**Secondary Teacher Candidates**

Read the following in *Classroom Management for Middle or High School Teachers*:

- pages 137-143 in chapter 7 ("Maintaining Appropriate Student Behavior")

**Motivation Video**

View the following video:

Then, in your notebook, develop a list of hints for using rewards effectively, and use the matrix below to compare and contrast several theories of motivation.

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

<table>
<thead>
<tr>
<th>Behavioral Theory</th>
<th>Maslow's Hierarchy</th>
<th>Expectancy Theory</th>
</tr>
</thead>
</table>
Learning Versus Performance Article

Access the "Learning vs. Performance PDF" and then read "Learning vs. Performance: Implications for the Adult Learner."

Also review the following in Educational Psychology:

- pages 306-307 in chapter 10 ("Motivating Students to Learn")

Expectations

Access the "Expectations for Students PDF" and read "Expectations for Students."

Instructional Influences on Engagement

Read the following in Educational Psychology:

- pages 3-8 in chapter 1 ("Educational Psychology: A Foundation for Teaching")
- chapter 7 ("The Effective Lesson")
- pages 329-340 of chapter 11 ("Effective Learning Environments")

Also read in Effective Teaching Methods:

pages 7-15 of chapter 1 ("The Effective Teacher")

Review the five "key behaviors contributing to effective teaching" in Effective Teaching Methods.

Presentation Skills

Read the following article:

- "Improving Presentation Style"

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.

Changeup Activities

A changeup activity is when a teacher starts with one strategy during an instructional lesson and then changes to another strategy to maintain attention, create excitement, or address another modality.
If you are an elementary teacher candidate, access the following Teachscape module:

- **Literacy Across the Curriculum: Integrating**

Select "Teaching Examples" and watch the "2: Descriptive Writing" video.

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

If you are a secondary teacher candidate, access the following Teachscape module:

- **English Language Development at Middle School**

Select "Working with Beginning ELD Level" and view the "View Ms. Morales's Lesson, Parts 1 and 2" video.

After viewing the appropriate video, indicate which video was viewed-elementary or secondary-and write responses to the prompts (1-2 short paragraphs per prompt) using this Guided Reflection Protocol (GRP):

1. **Observation and Description**
   a. Describe the observed teaching situation, including visual aids, classroom décor, seating arrangement, and any additional criteria necessary to present the learning environment.
   b. List the types of educational activities observed.
   c. Describe how a changeup activity from the observed lesson is used.

2. **Analysis, Exploration, and Reasoning**
   a. Explain one possible purpose of the observed lesson.
   b. Describe the level of student engagement with the observed lesson.

3. **Connections to Other Effective Teaching Practices**
   a. Connect an observed changeup activity to the instructional purpose identified in prompt 2a above.

4. **Evaluation**
   a. Assess the effectiveness of an observed changeup activity on student performance.
   b. Explain the thinking process you went through to complete this assessment.

5. **Recommendations**
   a. Describe an alternative classroom changeup procedure that could improve the observed learning environment.
   b. Justify your choices of recommendations.

Post your responses to the discussion thread "Motivating Students." In addition, find other students' GRP responses and comment on their reflection.

**Social Environment, Part 2**

You will compare teacher-centered classrooms with student-centered classrooms.

**Student- vs. 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 the teacher? You will compare teacher-centered and student-centered classrooms and define the different teaching strategies employed in each setting.

This topic addresses the following competency:

- Competency 601.5.2: 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.

**Student- Versus Teacher-Centered Classrooms Reading**

Read the following in *Educational Psychology*:
- chapter 8 ("Student-Centered and Constructivist Approaches to Education")

Read the following in *Comprehensive Classroom Management*:
- pages 233-284 in chapter 7 ("Enhancing Students' Motivation to Learn")

In your notebook, construct a matrix like the one below to compare a teacher-centered and student-centered classroom:

<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>

**Task 601.5.5-02, 5.6-05 Performance Task**

Complete one of the following task in TaskStream:
- FOT PCE: Classroom Mgt: Task 601.5.5-02, 5.6-05

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

**Reflection of Student- Versus Teacher-Centered Classrooms**
Reflect on the following in your notebook: Make a list of the ten most important concepts you have learned about classroom management. Reflect on ways you can improve your classroom management.

**Final Steps**

Congratulations on completing the activities in this course! This course has prepared you to complete the assessments associated with this course. If you have not already been directed to complete the assessments, schedule and complete them now.

**The WGU Library**

The [WGU Library](#) is available online to WGU students 24 hours a day.

For more information about using the WGU Library, view the following videos on [The WGU Channel](#):

- [WGU: Accessing the Library](#)
- [WGU Library: Finding Articles, Books, & E-Reserves](#)

**Center for Writing Excellence: The WGU Writing Center**

If you need help with any part of the writing or revision process, contact the Center for Writing Excellence (CWE). Whatever your needs—writing anxiety, grammar, general college writing concerns, or even ESL language-related writing issues—the CWE is available to help you. The CWE offers personalized individual sessions and weekly group webinars. For an appointment, please e-mail writingcenter@wgu.edu.

**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](#)