



### **Course Description**

#### **EPI0001 | Classroom Management | 3.00 credits**

The student will learn how to plan, intervene, and evaluate behavior management strategies that create a positive P-12 learning environment that is requisite to increase student learning. The student will learn to apply the student code of conduct, as well as match disciplinary action to undesirable behaviors which impede the teaching and learning process. Ten hours of clinical experience are required.

### **Course Competencies**

**Competency 1:** The student will examine developmental learning theories and principles of effective character education and executive functions to plan behavior management interventions by:

1. Identifying developmental learning theories associated with recognized theorists, i.e., Kounin, Jones, Ginott, Dreikurs, Glasser, Canter
2. Relating learning theories to developmentally appropriate and effective classroom management principles and strategies for students in P-12 classrooms
3. Recognizing that “character” includes thinking, feeling, and doing
4. Identifying the core values that are widely held in our community which include: citizenship, cooperation, fairness, honesty, integrity, kindness, pursuit of excellence, respect, and responsibility
5. Summarizing the need for developing the values and strength of character needed for students to become caring, responsible citizens at home, school, and community
6. Promoting character development by establishing a democratic classroom that operates with agreements that support equity, respect, and being kind to others
7. Modeling the use of words and ideas that establish core democratic principles and encouraging children to express feelings and emotions
8. Building positive, supportive, caring relationships with students and families in order to support learning and engagement
9. Explaining the relationship between educational neuroscience, social-emotional learning, and the development of character and executive functions

**Competency 2:** The student will demonstrate the ability to create a supportive and nurturing learning environment that accepts and fosters diversity by:

1. Summarizing the significance and responsibility of supporting and valuing students and their families from diverse cultures and socioeconomic backgrounds
2. Identifying a tiered approach for addressing the cultural and socioeconomic behavioral needs of students and their families
3. Matching behavioral interventions and accommodations to the needs of students with exceptionalities
4. Facilitating a multicultural classroom environment by identifying researched-based behavioral interventions and self-regulation practices
5. Discussing the development of a classroom environment that promotes a climate of openness, inquiry, fairness, and support
6. Evaluating and adapting the appropriateness of the physical environment to facilitate increased student learning and promote safety
7. Explaining how a supportive environment addresses, students’ social-emotional learning needs.

**Competency 3:** The student will plan researched-based instructional practices that facilitate a positive learning environment by:

1. Organizing allocating and managing the resources of time space and attention
2. Designing the management of individual and class behaviors through a well-planned management system
3. Conveying high behavioral expectations to all students and their families

4. Identifying the theory of reinforcement techniques and their effective use in the classroom
5. Exploring verbal and non-verbal communication strategies that promote increasing student self-monitoring
6. Recognizing a variety of positive behavior techniques needed to replace undesirable behaviors with desirable behaviors
7. Examining emergency procedures in a safe-crisis management plan
8. Designing a plan to manage the resources of time, space, and attention
9. Evaluating and adapting the appropriateness of the physical environment to facilitate increased student learning and promote safety
10. Identifying classroom-friendly methods to support positive executive functions development

**Competency 4:** The student will develop skills in conflict resolution by:

1. Understanding and practicing the fundamentals of conflict resolution in the P-12 setting
2. Describing the role that educational neuroscience and social-emotional learning play in the classroom and their relationship to bullying and harassment
3. Explaining the impact of trauma and violence on the brain and its relationship to stress and conflict
4. Categorizing and managing conflicting needs in a classroom environment
5. Comparing and contrasting healthy and unhealthy ways of resolving conflicts
6. Identifying positive, respectful, and mutually beneficial ways to resolve conflict
7. Developing active listening skills to collaboratively work with peers and teachers
8. Examining the importance of the direct teaching skills in problem-solving skills and conflict resolution strategies

**Competency 5:** The student will explain the ethical and legal issues facing educators in the area of classroom and behavior management by:

1. Analyzing the legal and ethical issues pertaining to the student code of conduct
2. Applying the Code of Ethics and Principles of Professional Conduct to professional and personal situations
3. Identifying the penalties that can be imposed by the Educational Practices Commission against a certificate holder
4. Identifying student behaviors that indicate possible emotional distress, substance abuse, neglect, and suicidal tendencies and the rights, legal responsibilities, and procedures for reporting
5. Identifying school, community, and collaborative resources necessary to meet the intellectual, personal, and social needs to support students with emotional distress
6. Analyzing the laws and policies, including IDEA, which govern the behavior of students with disabilities

**Learning Outcomes:**

- Communicate effectively using listening, speaking, reading, and writing skills
- Solve problems using critical and creative thinking and scientific reasoning
- Create strategies that can be used to fulfill personal, civic, and social responsibilities