

Course Description**EPI0001 | Classroom Management | 3.00 credits**

The student will learn how to plan and develop a positive and productive learning environment in P-12 settings grounded in research-based character development models and learning theories. The student will learn to create a learning environment that encourages positive interactions and self-regulation. Ten hours of clinical experience is required for successful completion of this course.

Course Competencies

Competency 1: 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 (e.g., 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” involves thinking, feeling, and doing
4. Identifying core values commonly emphasized in educational settings, such as citizenship, cooperation, fairness, honesty, integrity, kindness, pursuit of excellence, respect, and responsibility
5. Summarizing the importance of developing character strengths that support responsible citizenship at home, school, and in the community
6. Promoting positive character development by establishing a classroom community that supports mutual respect and positive relationships
7. Modeling language and actions that reinforce shared democratic principles and encouraging students to express thoughts and emotions appropriately
8. Building positive, supportive relationships with students and families to promote learning and engagement
9. Explaining the relationship between educational neuroscience, self-regulation, and the development of character and executive functions

Competency 2: Demonstrate the ability to create a supportive learning environment by:

1. Summarizing the importance of supporting and valuing students and their families
2. Identifying a tiered approach for addressing student and family needs
3. Matching behavioral interventions and accommodations to meet individual learner needs, including students with exceptionalities
4. Facilitating a classroom environment by applying evidence-based behavioral and self-regulation practices
5. Discussing strategies for fostering a classroom climate of openness, inquiry, fairness, and support
6. Evaluating and adapting the physical environment to enhance student learning and safety
7. Explaining how a supportive environment promotes students’ self-regulation and learning needs

Competency 3: Plan research-based instructional practices that facilitate a positive learning environment by:

1. Organizing, allocating, and managing resources such as time, space, and attention
2. Designing a classroom management system that supports individual and group behavior
3. Communicating clear behavioral expectations to students and families
4. Building effective communication and collaboration with families
5. Identifying reinforcement strategies and their appropriate use in the classroom

6. Applying verbal and nonverbal communication strategies that encourage self-monitoring
7. Recognizing a range of positive behavior and self-regulation techniques that promote desirable behaviors
8. Examining emergency procedures as part of a comprehensive safety and crisis management plan
9. Designing plans to manage classroom resources effectively
10. Evaluating and adapting the physical environment to promote safety and maximize learning
11. Applying classroom-based strategies that support executive function development

Competency 4: Develop conflict resolution skills by:

1. Understanding and practicing key principles of conflict resolution in P–12 settings
2. Explaining the role of educational neuroscience and self-regulation in managing behavior and preventing bullying or harassment
3. Describing the impact of trauma and stress on the brain and their relationship to conflict
4. Managing conflicting needs constructively in a classroom setting
5. Differentiating between effective and ineffective conflict resolution strategies
6. Applying positive, respectful, and mutually beneficial methods to resolve conflict
7. Developing active listening skills for collaboration with peers and teachers
8. Applying problem-solving and conflict resolution strategies through direct instruction and modeling

Competency 5: Explain ethical and legal issues related to classroom and behavior management by:

1. Analyzing legal and ethical considerations related to the student code of conduct
2. Applying the Code of Ethics and Principles of Professional Conduct to professional situations
3. Identifying potential disciplinary actions administered by the Educational Practices Commission
4. Recognizing behaviors that may indicate emotional distress, substance abuse, neglect, or self-harm, and explaining appropriate reporting responsibilities and procedures
5. Identifying school, community, and collaborative resources that address students' intellectual and emotional needs
6. Analyzing laws and policies, including IDEA, that guide behavior management for students with disabilities