### Course Description:
The student will learn how to plan and develop a positive and productive equitable learning environment in P-12 settings grounded in research-based character development models and learning theories. The student will learn to create an inclusive learning environment that encourages positive interactions, self-regulation, and social-emotional learning. Ten hours of clinical experience are required. (3-hour lecture)

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<th>Course Competency</th>
<th>Learning Outcomes</th>
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| **Competency 1:** The student will examine developmental learning theories and principles of effective character education and executives functions to plan behavior management interventions by: | • Communication  
• Information Literacy  
• Cultural / Global Perspective  
• Social Responsibility |
| 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.

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

- Communication
- Information Literacy
- Social Responsibility
- Environmental Responsibility

| 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 |  
| 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:

- Communication
- Information Literacy
- Ethical Issues
- Environmental Responsibility
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 conflicts.

- Communication
- Information Literacy
- Ethical Issues
- Environmental
  Responsibility

*Updated Spring 2021*
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.

- Communication
- Information Literacy
- Ethical Issues