

**STONE CHILD COLLEGE**  
**Guiding Social Development and Classroom Management**  
**EDU 309**

**COURSE INFORMATION**

- A. Number: EDU 309
- B. Title: Guiding Social Development and Classroom Management
- C. Credits: 3
- D. Semester: Fall
- E. Pre-requisite: Admission to TEP

**INSTRUCTOR INFORMATION**

TBA

**REQUIRED MATERIALS**

Whole Brain Teaching for Challenging Kids, by Chris Biffle  
Handouts from the instructor

**COURSE DESCRIPTION**

**Guiding Social Development and Classroom Management** Guiding Social Development and Classroom Management explores methods for guiding the development of social competence in K-8 students. Topics include the development of self-esteem, self-discipline, and prosocial behavior resulting in meaningful learning. Strategies in classroom management will be examined including handling children's aggression and stress, and methods of working with parents on children's behavioral issues in order to allow all children to experience engaging classroom instruction. This course will explore the ways in which students' trauma impacts student learning and behavior and interventions for remediating these impacts.

**RELATIONSHIP TO THE CONCEPTUAL FRAMEWORK**

Building a community of engaged and motivated learners is one of the most important aspects of being an effective classroom teacher. From your first interaction with the children and their families you are setting the foundation of your relationship. In this course you will develop skills of building a trusting relationship around the tenets of planning, instruction, discipline as a tool, organization, individual and group motivation, and cooperative learning.

**INSTRUCTIONAL METHODOLOGIES**

The methodologies of instruction in this course will follow a constructivist format and use techniques of inquiry, development of knowledge, discussions, lecture, individual and group project work, and independent practice. Guest speakers, videos, film clips, email, internet, hands-on devices, Smartboards, and other resources may be utilized. The instructor will employ aspects of active learning principles wherever and whenever possible.

**INTASC AND PEPP STANDARDS MET IN THIS COURSE**

10.58.532 (n) Candidates will be able to demonstrate knowledge and understanding of individual and group motivation and behavior and apply this knowledge and understanding to foster active engagement in learning, self-motivation, and positive interaction and to create supportive learning environments;
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10.58.532 (o) Candidates will be able to use knowledge and understanding of effective verbal, non-verbal, and media communication techniques in elementary learning environments to foster active inquiry, collaboration, and supportive interaction among students;
10,58.501 (c) Candidates will be able to work with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation;

InTASC Principle 3: Learning Environ- ments	The candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	10.58.501 (c) 10.58.532 (n), (o)	1.3 Develop and main- tain a positive learning environment that en- gages all learners
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### **COURSE OBJECTIVES**

**Assessment indicators:** *Classroom Management Plan (CMP), Cooperative Learning Lesson Plan (CLLP), Innovative Practice Paper/Presentation (IP), Reflective Essay (RE), Course Notebook (CN)*

#### ***[Guiding Social Development]***

Candidates will be able to:

1. Demonstrate an understanding of the interrelationships among self-esteem, sense of security, and school achievement and the necessity for elementary school children to develop a realistic sense of self; *assessed by CMP, CLLP.*
2. Observe behavior of elementary school children, discriminate among behaviors manifested, and identify patterns of growth and development; *assessed by CMP, CLLP, IP, RE, CN.*
3. Demonstrate an understanding of guidance principles as they relate to patterns of development and behavior among elementary school children; *assessed by CMP, CLLP, RE.*
4. Demonstrate an awareness of and sensitivity to children from diverse backgrounds (e.g., race, gender, socioeconomic status, cultural heritage, special needs, disabling conditions); *assessed by CMP, CLLP, RE, CN.*

#### ***[Managing the Classroom]***

Candidates will be able to:

1. Implement effective classroom and behavior management techniques to meet the learning needs of students; *assessed by CMP, CLLP, IP, RE, CN.*
2. Identify traditional and alternative instructional management systems; *assessed by CMP, CN.*
3. Identify various techniques for student behavior management; *assessed by CMP, CLLP, IP, RE, CN.*
4. Establish collaborative group structures appropriate to pupil learning needs and objectives. *assessed by CMP, CLLP, IP, RE.*
5. Understand the importance of the teacher as a role model; *assessed by CMP.*
6. Identify the importance of fostering respectful and beneficial relationships between families and profession-  
also; *assessed by CMP, RE, CN.*

## COURSE CONTENT

1. Building Community
  - a. Ways to Get Learner Attention
  - b. Being Proactive / Making personal connections with kids
  - c. Sensing the “forest”, not just the “trees”: The classroom as a system
2. Classroom organization
  - a. Creating Positive Learning Environments
  - b. Strategies for teaching
3. Planning as a Tool of Management
  - a. Organization
  - b. Giving Directions
  - c. Laws and Legislation
  - d. Requirements
4. Pro-Social Development
  - a. Proactive
  - b. Giving Children Choices
5. Behavior
  - a. Mistaken vs. Misbehavior
  - b. Discipline vs. Punishment
  - c. Consequences and Rewards
6. Managing Conflicts and School-wide Behavior Systems
  - a. Expectations
  - b. Bullying
  - c. Conflict Resolution
  - d. Problem Solving
7. Professionalism
  - a. Professional organizations
  - b. Confident Managing

## ASSIGNMENTS AND GRADING

### 1. Classroom Management Plan

**150 points**

Each candidate will develop a formal plan for managing their future classroom. Complete details regarding this assignment and its assessment will be provided. The CMP addresses several important ideas, including:

- a. **Management Philosophy:** What do you believe about how students learn best? What kind of classroom atmosphere do you want? Refer to researchers and practitioners (those you have read, observed, or interviewed) who have helped shape your philosophy. What should your role as teacher be? What core ideas will drive your classroom?
- b. **Classroom Arrangement:** How will you arrange your physical resources in a way that is consistent with your philosophy and management plan? Include a diagram.
- c. **Rules/Procedures:** How will you reward and reinforce good behavior? What will you do if students don't do what you expect? What will be the consequences? How will you solve problems? What kinds of core activities and routines will promote the best learning environment for your students?
- d. **Encouragement and Positive Action:** How will you help build and maintain a positive, productive classroom environment? How will you strive to acknowledge each child's unique contributions and abilities?

### 2. Cooperative Learning Lesson Plan

**50 points**

You will create a cooperative learning lesson plan according to the SCC TEP Lesson Plan Format. Details and requirements regarding this assignment will be provided in class.

3. **Innovative Practice** **25 points**  
*You will write up a creative management practice that you have researched, observed or practiced (i.e. star of the day, specialized bulletin boards, devices, physical layout, etc.). This should be about 1 page long, and will include a short class presentation*
  
4. **Attendance / Participation** **100 points**
  
5. **Reflective Essay for Principle #5** **25 points**  
*One of the assignments for EDU 309 will be to construct a 1 to 2 page reflective paper on Motivation and Classroom Management, for inclusion in your Reflective Growth Plan.*
  
9. **EDU 309 Notebook** **50 points**  
 For this course you will keep an organized notebook (binder) that includes your course documents, personal notes, handouts and other information. You will be graded on the completeness, organization and professionalism of the notebook. The instructor will provide a scoring rubric for this requirement, which is ongoing but turned in and evaluated at the end of the course.

**GRADING**

Classroom Management Plan	= 150 pts	400-360 = A 359-320 = B 319-280 = C 279-240 = D Below 240 = F
Cooperative Learning Lesson Plan	= 50 pts	
Innovative Classroom Practice	= 25 pts	
Attendance	= 100 pts	
RE for Principle 5	= 25 pts	
Course Notebook	= 50 pts	

**Total points:            400**

**RUBRICS FOR REFLECTIVE ESSAY AND EVIDENCE DOCUMENTATION FORM**

**RUBRIC FOR REFLECTIVE ESSAY: InTASC Principle 3: Learning Environments**

The essential elements assessed in the Reflective Essay are: 1) The writing of the essay must be clear and articulate and reflect the 6 traits of writing (Ideas—the main message; Organization—the internal structure of the piece; Voice—the personal tone and flavor of the author's message; Word Choice—the vocabulary a writer chooses to convey meaning; Sentence Fluency—the rhythm and flow of the language; Conventions—the mechanical correctness; 2) the essay must include an explanation of how the Principle applies to the candidate's teaching and student learning; 3) the essay must describe examples of evidence related to the candidate's experiences and artifacts or evidence being submitted; 4) the essay must include a summary statement on the candidate's goals for continued growth and the candidate's continued commitment to implementing the principle in future work.

**Stone Child College's Education Department  
Reflective Essay Rubric**

**Domain:** \_\_\_\_\_ **InTASC Principle:** \_\_\_\_\_  
**Candidate:** \_\_\_\_\_

Reviewed by: \_\_\_\_\_ /Date/s: \_\_\_\_\_

Essential Elements for the Reflective Essay	0 Unacceptable	1 Developing	2 Proficient	3 Exemplary
<p><b>In a thoughtful, articulate, and clearly written essay:</b></p> <p><b>(1) Explain how the principle is relevant or meaningful to your teaching and student learning;</b></p> <p><b>(2) Describe ways you have implemented the principle or examples of evidence that support your strengths;</b></p> <p><b>(3) Summarize your commitment to the principle and highlight your goals related to the principle.</b></p>	<p>Unacceptable (0) is defined to be a level of work lacking clear demonstration of more than one essential elements being assessed.</p>	<p>Developing (1) is defined to be a level of work that indicates all essential elements have been demonstrated, but one of those critical elements are underdeveloped to the degree it would be prudent for the candidate to receive additional preparation in the underdeveloped area.</p>	<p>Proficient (2) is defined to be a level of performance that indicates all assessed elements have been developed to the degree that it is reasonable to conclude the candidate has succeeded in meeting the stated expectations of the assessment.</p>	<p>Exemplary (3) is defined to be a proficient candidate who has developed beyond expectations in 50% or more of the essential elements being assessed.</p>

Score: \_\_\_\_\_ **Comments and suggestions:**

## EVIDENCE DOCUMENTATION RUBRIC AND GUIDELINES

The essential elements: The artifact must demonstrate the candidate’s ability to **develop and maintain a positive learning environment that engages all learners (Assessment Indicator 1.3)** by using knowledge and understanding of effective verbal, nonverbal, and media communication techniques in elementary learning environments to foster active inquiry, collaboration, and supportive interaction among students.

Essential Elements	0 Unacceptable	1 Developing	2 Proficient	3 Exemplary
<p><b>The artifact must demonstrate the candidate’s ability to develop and maintain a positive learning environment that engages all learners by using knowledge and understanding of effective verbal, nonverbal, and media communication techniques in elementary learning environments to foster active inquiry, collaboration, and supportive interaction among students. The Evidence Documentation Form must reflect the 6 traits of writing.</b></p>	<p>Unacceptable (0) is defined to be a level of work lacking clear demonstration of more than one of the essential elements being assessed.</p>	<p>Developing (1) is defined to be a level of work that indicates all essential elements have been demonstrated, but one of those critical elements are underdeveloped to the degree it would be prudent for the candidate to receive additional preparation in the underdeveloped area.</p>	<p>Proficient (2) is defined to be a level of performance that indicates all assessed elements have been developed to the degree that it is reasonable to conclude the candidate has succeeded in meeting the stated expectations of the assessment.</p>	<p>Exemplary (3) is defined to be a proficient candidate who has developed beyond expectations in 50% or more of the essential elements being assessed.</p>

### Evidence Documentation Guidelines

This document is intended to provide teacher candidates with information and examples for writing and submitting the Evidence Documentation Forms for the Reflective Practice and Professional Growth Plan. Refer to the **Evidence Documentation Rubric** for detailed scoring information.

#### 1) Describe the artifact or piece of evidence that you are submitting for the InTASC Principle, PEPP Standard, or Assessment Indicator

##### Example:

*Domain 1: The Learner and Learning*

*InTASC Principle 1: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.*

I am submitting my philosophy of education as evidence of meeting the standard related to student learning. I believe that by having a well-developed philosophy statement about how I believe children develop and learn, I can be more aware of how I am able to meet students’ developing needs in my

teaching. I have learned much from educational theorists, such as Jean Piaget, and am able to describe in my philosophy statement how I apply his theory in my teaching.

**2) Describe how the artifact is related to the InTASC Principle, PEPP Standard, or Assessment Indicator**

**Example:**

*Domain 1: The Learner and Learning*

My philosophy essay relates to this standard as it is critical for teachers to understand how children develop and grow, and to be aware of the various theories that influence us as we support children's development and learning. I have used my philosophy essay to reflect on what I think is important to teach children, how to teach them, and how to improve on my teaching. I think a thoughtful teaching philosophy is an important place to begin to articulate what is important in one's teaching and why.

**3) Summarize the feedback that you received on this artifact and any revisions you made**

**Example:**

*Domain 1: The Learner and Learning*

I have revised my philosophy statement and beliefs about children's learning as I have taken courses and learned from my instructors and the experts in the field. I understand more clearly how children vary in their development from each other and how I can support each child's learning by first knowing about each child. I appreciated the feedback from my instructors so that I can describe not only what I think about how children develop, but I can also quote others who have done much research and contributed to our understanding about how people develop and learn. I still have much to learn but I'm proud of my philosophy statement as it shows what I know about learners and the process of learning.