

Reaching Today's Students

Graduate Course

Syllabus

Teacher Education Institute ©

Course Description

Reaching Today's Students strives to fulfill the promise that all children and teachers can succeed.

In **Reaching Today's Students**, teachers begin by exploring the motives and dynamics surrounding misbehavior and the desire to learn. They learn how prevailing assumptions and practices within the four worlds of socialization - school, family, work, and friends - actually reinforce misbehavior while interfering with learning.

Before launching into strategies and techniques for dealing with conflict, teachers first learn how to create a Community Circle of Caring - a healthy and positive environment that meets children's four basic needs: connection, competence, self-control, and contribution. By building this foundation, teachers can reclaim youth and prevent conflict **before** it occurs. For example, teachers learn:

- How to build relationships with resistant students (connection);
- How to use instructional strategies that produce positive student behavior (competence and contribution); and
- How to instill a sense of responsibility in children (self-control).

Meanwhile, teachers and administrators briefly examine their beliefs, attitudes, and skills about instruction and behavior management, considering their traditional responses to discover various new alternatives to conflict situations. They also learn how to decode student behavior in light of the four basic needs model.

The course then describes specific interventions, strategies, and techniques to avoid and to defuse potential conflict situations. The course presents these strategies along a continuum of intensity. For example: "low-key" responses can prevent power struggles from escalating; "unconventional" interventions can be effective when "low-key" responses do not work; and "interventions of last resort" help to bring a situation under control safely. This part of the course concludes with promising strategies for resolving conflict and for drawing troubled students back into the Community Circle of Caring.

Required Text

Students will be sent a digital workbook.

Learner Outcomes

Students will:

- Examine and evaluate current beliefs and strategies that are implemented in building a community circle of caring within individual classrooms and schools
- Develop a personal vision statement that exemplifies a specific professional situation, and defines the purpose and goal of creating a successful learning environment

- Demonstrate enhanced professional knowledge of methodologies, materials, and theories to be used with students with academic and behavior needs within the area of classroom and behavioral management
- Identify effective classroom management techniques
- Evaluate knowledge of classroom organizational and management techniques by implementing planning, self-reporting, and observational procedures
- Select and incorporate one motivational strategy into his/her classroom routine
- Appraise his/her teaching success using the Effective Teaching Checklist
- Evaluate strategies and techniques for developing an effective, caring classroom community for all students
- Choose and implement at least one motivational strategy in the classroom
- Assess, model, and characterize implementation of effective research-based classroom management procedures for all students within a classroom or school that build on the four critical needs: connection, contribution, competence, and self-control
- Develop a classroom intervention and crisis strategy that provides for anticipated classroom incidents, challenges, and interruptions
- Assess interventions for student behaviors along the continuum of intensity - from low-key to crisis management responses - by avoiding, de-escalating, and resolving conflict
- Evaluate critical attributes of effective discipline within a classroom community that promote student responsibility and an internal locus of control
- Assess strategies and techniques that may enable his/her students to support each other within their classroom environment and meet individual needs for contribution
- Appraise strategies and techniques that might help his/her students to support each other within their classroom environment through the use of specific skills of mediation and problem solving, and that meet their need for contribution and self-control
- Characterize an internal locus of control, and identify strategies to promote such development through self-control
- Seek feedback on his/her teaching by having a peer evaluate his/her teaching effectiveness
- Characterize techniques and methods of problem-solving that can be used in a team setting to address an individual student's academic and/or behavior concern.
- Integrate into the practice of his/her profession effective problem-solving strategies to aid him/her in identifying appropriate plans of action for any given situation.
- Formulate a plan of action for implementing a solution for a specific classroom concern.
- Illustrate data collection approaches within a team setting to assess and understand student behavior
- Characterize various forms of data as a way to identify the antecedents to observable behaviors
- Assess behavior exhibited by a challenging student in his/her classroom
- Demonstrate the continuation of the community circle of caring on a school wide basis through the development of an individual, school wide discipline plan.
- Generate strategies for communicating a firm commitment to the vision throughout an organization.
- Identify any discrepancies between the vision statement and actual conditions.
- Complete a third self-evaluation checklist.
- Complete the final integration project

Course Requirements

Reaching Today's Students is a 45-hour, three-credit graduate-level course completed over 2 weekends.

Hardware & Computer Skills Requirements

Students may use either a Macintosh computer or a PC with Windows 2000 or higher. Students should possess basic word processing skills and have internet access as well as an active email account. Students are also expected to have a basic knowledge of how to use a Web browser such as Internet Explorer, Mozilla Firefox, Safari, etc.

Student Requirements

1. Participation: Actively participate in all discussions.
2. Reading assignments: Complete all readings and/or reflections.
3. Students are required to put classroom management strategies and concepts into action and will be required to create a Google Slide presentation as a culmination of what was learned throughout the course. This will serve as a final project at the end of the course.

Course Evaluation

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| 18 points | Formal Assessment of Knowledge |
| 18 points | One Final Integration Project |
| 32 points | Application of Knowledge |
| 16 points | Two Action Plans (8 points each) (Classroom/Schoolwide) |
| 16 points | Two Child Change Problem-Solving Projects (8 points each) |
| 50 points | Reflection Activities |
| 15 points | Classroom Self-Evaluation Checklists (Organization/Teaching/Schoolwide) |
| 15 points | Implementation Log/Reflections (Including Vision Statement) |
| 20 points | Participation |

Note: The 2012 Graduate Catalog (pp.20-21) and The College's online course grading system TEI instructors use does not make any provision for B-, C+ or D

Student Academic Integrity

Participants guarantee that all academic classwork is original. Any academic dishonesty or plagiarism (to take ideas, writings, etc., from another and offer them as one's own), is a violation of student academic behavior standards as outlined by our partnering colleges and universities and are subject to disciplinary action.