



LILIE, LLC Course

Information

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Title of Course: (45 hours) Proactive Discipline Classroom Culture

Course Description:

New and experienced teachers can benefit from learning how to implement the proactive discipline philosophy and strategies to cultivate a learning centered, harmonious environment. Teachers will explore the various theories and techniques used by teachers in orchestrating the optimal learning environment through proactive discipline exploring the respectful discipline styles to promote ways in which they can incorporate effective rules and consequences that foster a high achievement environment.

Overall Course Objective and Expectation(s):

Ultimately teachers will discover which modes of discipline are useful in creating a positive learning environment for all students and in turn, improved student success both personally and academically through evaluating and synthesizing successful teacher traits, including reflection, skill in problem solving, skill in managing student behavior, and the ability to provide engaging instruction into their teaching repertoire. They will create: a social contract to fit their own styles/situations (mid-term) and a detailed Proactive Classroom Management Plan (final).

Course Instructional Materials:

All courses maintain a fully developed and dynamic webpage that houses all resources, reference material and various other required informational texts, videos and alike that is both active and relevant to course objectives and content. Course web pages are routinely updated to reflect most current research and available readings therefore instructional materials used to teach course objectives are subject to change.

Instructor Consultation and Interaction:

Real time consultation and instruction is provided through the LILIE, LLC discussion boards for each course/classroom on a daily basis.

Suggested Readings, Websites, Articles & Videos (*subject to change*):

Boynton Mark and Christine; The Educator's Guide to Preventing and Solving Discipline Problems; ASCD; 2005
Curwin/Mendler A./Mendler B.; Discipline with Dignity 3rd edition; ASCD; 2008
Denti, Louis G.; Proactive Classroom Management – A Practical Guide to Empower Students and Teacher; Corwin; 2012
Schwartz, Kyle; I Wish My Teacher Knew; DaCapo Press; 2016

Smith/Fisher/Frey; Better Than Carrots or Sticks – Restorative Practices for Positive Classroom Management; ASCD; 2015

Proof of Course Completion:

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits contemplated by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructors. These enrollee postings must be made four times each week in separate sessions. Enrollees will be required to submit a detailed log documenting at least 45 hours of course work, including discussion board posts, and will be required to apply information and strategies acquired from the course content to weekly classroom instruction. Attempts to falsify logs or discussion board entries will result in denial of credit and a report to the enrollee's employer.



Scope & Sequence/Weekly Topics and Objectives

Week 1

Topic(s):

Introductions, Philosophy/Theories/ Reasoning, Successful Teacher Traits Expectations of Teachers, Collegial Collaboration

Objectives:

Discuss career experience, professional philosophy and evaluate present level of classroom management skills

Explain how theories and models of human behavior influence teacher practice

Compare and contrast biophysical, psychodynamic, behaviorist, and developmental theory

Share information about adoption of traits and philosophies to help promote a proactive culture in their learning environments in order to increase student responsibility and achievement

Impact on Classroom Instruction:

By researching and discussing philosophy, theories, traits/expectations of teachers and interviewing/visiting other learning environments participants will be able to build a foundation for creating a successful proactive learning culture and environment. This foundation will guide future construction and implementation of proactive discipline culture and program allowing for an increase in student empowerment, achievement and success.

Learner Outcomes:

Students will be able to:

- Summarize information from multiple resources regarding Proactive Discipline
- Respectfully engage in dialogue with others sharing pertinent information about weekly topics
- Give examples of how educators can translate theory into practice and how a specific theory influences classroom management practices.

Assessment of Understanding and Learning/ Weekly Assignments (including but not limited to posting requirements set forth by LILIE, LLC):

- Introduce self to classmates including: position, years of experience, current classroom discipline plan overview/highlights – or share Google link of classroom contract/policy document
- Share 3 goals for course
- Reflect on how theories might influence approach to understanding students and the possible impact on your personal approach to discipline
- Brainstorm about the qualities of “best” teachers or “successful teacher traits”
- Visit classrooms/learning environments of at least 3 colleagues (and/or interview if physically unable to visit, and/or watch a video) observe classroom/learning environment by paying attention to their rules, procedures, teaching styles
- Read resources and articles, reflect, reference and post about readings
- Check for understanding and clarify misconceptions via daily postings and discussions

Week II



Topic(s):

Discipline Styles, Proactive strategies, Parent Communication, Social Contracts

Objectives:

Define discipline and explain different styles

Differentiate between Proactive and Reactive approaches including structure, instruction, and discipline

Explain ways and places to stay ahead of potential problems

Identify level of parent communication in helping create a proactive classroom culture

Develop appropriate rules for the classroom and social contract

Impact on Classroom Instruction:

Knowing the types of discipline style and identifying your personal style will help participants create an effective social contract. By having an effective social contract in place students where parents, teachers and students are on the “same page” it will boost student responsibility and improve the culture of the classroom to make it more learning centered and less discipline driven.

Learner Outcomes:

Students will be able to:

- Demonstrate understanding of a classroom environment that incorporates a positive learning environment that includes the philosophy of being proactive rather than reactive
- Identify informative, helpful resources that address “causes and cures” of behavior/discipline problems found in (your) learning environment(s)
- Modify current practices to include different discipline styles and focuses on consequences vs. punishment

Assessment of Understanding and Learning/ Weekly Assignments (including but not limited to posting requirements set forth by LILIE, LLC):

- Explain different discipline (system) styles and identify your personal style(s)
- Identify causes of discipline problems in school
- Explain the difference between proactive and reactive learning structure and instruction
- Answer the question: How does this impact the culture of the classroom, empower students and ultimately increase student achievement
- Read and reflect on statements from ASCD Discipline with Dignity -choose one statement you want to do more of and list 3 specific steps you can take to do more of it and choose one statement that you disagree with and explain why.
- Post follow up questions on forum to further professional sharing and learning
- Moderate professional conversations and professionally respond to peer postings

MID-TERM: Create a rough draft of a social contract (include the following features: classroom values/principles, specific rules based on values/principles (can be a range), student input in developing (if possible), test for student comprehension, and communication with parents).



Week III

Topic(s):

Classroom Environment, Instructional Strategies, Reinforcement of Key Social Skills, Use of Humor

Objectives:

Identify the critical features of proactive classroom management including maximizing physical structure (layout and décor) and instructional strategies that actively engage and empower students
Gain a deeper understanding of how to structure the physical environment and how to structure the emotional environment

Explain the role of assigning jobs and “choice architecture” in the classroom

Impact on Classroom Instruction:

Proactive classroom management comprises three interactive classroom features: structure, instruction, (and discipline – discussed in week 2). Participants will evaluate: the structure of their daily classroom program, the way they communicate with students, and the creativity they put into their lessons. These elements balanced effectively will have as much to do with improved student behavior and student success as do the characteristics of individual students. All of these elements combined will foster an environment that breeds higher achievement levels.

Learner Outcomes:

Students will be able to:

- Implement (and share results) of at least one evidence based instructional strategy into their practice while continuing to build a proactive classroom management culture
- Create a classroom environment that promotes a proactive learning culture (décor, jobs, “feeling”, student choice)

Assessment of Understanding and Learning/ Weekly Assignments (including but not limited to posting requirements set forth by LILIE, LLC):

- Describe what your classroom looks like (layout, clutter, décor)
- Discuss instructional strategies that foster engagement, offer student choice and empower students to take on more responsibility including but not limited to key social skills, self-control strategies and use of humor
- Brainstorm ways to make students feel capable, competent and helpful
- Explain how “choice architecture” and “nudging” can be applied to create a culture that empowers students and help them behave in more positive and endearing ways
- Post follow up questions on forum to further professional sharing and learning
- Moderate professional conversations



Week IV

Topic(s):

Proactive Classroom Discipline Plan, Benefits, Challenges, Goals Reflection

Objectives:

Review research and literature on effective classroom management and develop a written detailed, model proactive classroom discipline plan

Complete the final integration project coming from a “preventative mindset”

Apply knowledge gleaned in course to respond to scenarios

Analyze the learning experience in this course by reflecting on professional practices since the beginning of this course

Impact on Classroom Instruction:

Participants will provide a positive classroom culture by creating a well-planned and executed proactive classroom management plan. A solid background on the many facets of human behavior and discipline is invaluable to student empowerment and increased student success.

Learner Outcomes:

Students will be able to:

-Benefit from a management plan based on multiple avenues of influence, planning and a philosophy of “all students can learn in a positive classroom”.

Assessment of Understanding and Learning/ Weekly Assignments (including but not limited to posting requirements set forth by LILIE, LLC):

- Explore challenges teachers face when trying to create a proactive learning environment (special needs, attendance, mindset etc.)
- Read classroom culture scenarios and post responses/reactions in forum
- Reflect on course material, conversations, resources and experiences and Compare prior knowledge to acquired knowledge
- Review of your goals set during week 1 and post course reflection overview
- Provide feedback and evaluation of implemented ideas via course postings
- Discuss proactive ways for teachers to continue to build upon course information, reflect on learning and improve instruction

FINAL: Create a Proactive Classroom Management Plan for either one course/classroom/set of students as final integration assignment. Including: Personal theory, Classroom Environment, Behavior Management, Rules, Routines, Procedures, Instructional Strategies, Evaluation and Reflection