



## LILIE, LLC Course Information

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*\*More detailed course curriculum can be provided upon request*

Title of Course: 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

The course is an asynchronous online course that is available for instructor and student participation 24/7. The four week duration of the class is broken down into four weekly sections each comprised of lecture in the form of instructor created articles and content, web links to academic and professionally reviewed articles in the discipline of general education, and instructor created discussion questions which are, in and of themselves, formative assessments to determine the extent to which the enrollees have comprehended and mastered the information and begun to apply it to their personal teaching practices. The answers to these questions are the basis for the class interaction, as enrollees are required to respond to each other within the classroom arena.

By providing a wide variety of professional articles, peer reviewed journal pieces and researched instructor created content that addresses the needs of all K-12 educators and by encouraging interactive dialogue among the enrollees, this course will encourage and require application, discussion and peer feedback of said strategies and understanding in teaching students within a teacher's own individual classroom practices. The discussion and feedback will give us our own meta-assessment of useful, research based and practiced strategies and techniques for addressing the needs of our varied students thus giving them more opportunity to truly excel.

#### **Proof of Course Completion:**

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits provided by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructor that reflect the content, skills/ strategies learned and assessments covered in course. These enrollee postings must be made six times each week, in separate sessions, and including a minimum of 4 academic posts and at least 2 peer-peer comments of others' postings and possible shared assignments. Enrollees are required to submit a detailed reflection in combination with the archived work. Attempts to falsify record 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 I

#### 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 practice



## 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



## 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)



## 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”.