



MTI 546: Solving Behavior Issues to Create a Positive Classroom

FAST PASS DISTANCE COURSE FOR DOMINICAN UNIVERSITY

Instructor Information:	
Instructor Name:	Mike Foster, M. Ed
MTI Grading:	grades@midwestteachersinstitute.org
MTI Email:	info@midwestteachersinstitute.org
Instructor Background:	Mr. Foster started his education at Eastern Illinois University with a Bachelor of Science in Physical Education. To further his education he earned a Master of Science in Physical Education from Eastern Illinois University, where he was also a graduate assistant and served as an Intern to the Assistant Athletic Director of Compliance. He went on to complete his Type 75 endorsement and received a Master of Arts in School Leadership from Concordia University Chicago. With over 10 years of experience in education, Mr. Foster has gained valuable knowledge as an adjunct professor, speaker, high school teacher, assessment for learning committee member, at-risk reading program member, creator of the community coffee club (Special Services/L.I.F.E. Program), and road to reality committee member. His professional experiences as well as graduate level research provide him with extensive knowledge in education and leadership.

Course Information	
Course Format (distance learning, online, webinar, experiential onsite courses):	Distance Course Once you have registered for this course, you can immediately begin working. This is the syllabus for the course, and all materials needed can be found at the bottom of this syllabus under "Course Materials" or via

	your own research on the topic. Approximately 45 hours of instructional time is devoted to this course. Please see rubrics below for assessment and grading criteria. MTI Instructor will evaluate, grade, and process your final work within 7-10 business days of receiving it. Grades will be posted within 14 days and a grade report via email will be sent to the student. ALL questions, customer service, grades and transcript questions are to be directed to MTI, NOT Dominican University, for this course. All distance courses allow you to work at your own pace as your schedule permits. All coursework is due within one year of the registration date. If you need more time due to unforeseen circumstances, please contact MTI at the address provided above to request an extension.
Formatting Requirements	All assignments should be included in the same document. Please do not submit separate documents for each portion of the course. The first page of your submission should include the following information: • Name • Home address • Email address • School district name, address • Date of submission All following assignments must be submitted in the same order as they appear on the syllabus. Please name your document with your course number and full name (ex. 500JohnSmith). You may submit a Microsoft Word document or a Google document (if using Google, please make sure to allow the grader to comment on the assignments). Any missing assignment will be treated as a zero. Once you have completed all of your assignments, please submit them to grades@midwestteachersinstitute.org to be graded by your instructor.
Prerequisites and Credit Limits	All MTI courses are designed for educators who have a minimum of a bachelor's degree and professional educator license. Prior to beginning the course, check with your district office to ensure that credit will be accepted for salary increase and professional development. All courses are for 3 graduate semester hours (credits).
Course Materials	• Resources provided for this course can be found towards the bottom of this document in the section labeled Course Materials.
Learning Outcomes/Competencies: At the completion of this course, the learner will be able to: 1. Understand the root cause of behavioral issues. InTASC 1,2,6,9,10	

2. Develop a culture within their classroom that promotes a positive learning environment. InTASC 2,3,7
3. Identify areas within their own curriculum that can enhance interactions and behavioral issues. InTASC 1,3,5,7,8
4. Research strategies, activities, and techniques to manage behavior and reduce behavior problems. InTASC 1,5,6
5. Reflect on their own teaching and interaction to better manage behavior in the classroom. InTASC 6,8,9
6. Use strategies, activities, and techniques to make learning accessible to all students by reducing behavior problems. InTASC 2,3,4,5,7,8

Course Description: Educators enrolled in this course will examine the key elements that lead to behavior problems and techniques to reduce behavior issues. This course will provide educators with tips, strategies, activities, and techniques to improve interactions with students and manage behavior in the classroom. This course will help educators create a positive culture in their classroom to make learning accessible to all students.

Learning Strategies: Personal reflection, interviews, individual assignments (applications, research projects and evaluation essays).

Experiential Learning Opportunities: Educators will use this course to develop strategies and techniques to manage behavior in their classroom.

Assessments		Approximate contact hours for each assessment
Resource questions	90 points	10 hours
Applications- 2 @ 45 points each	90 points	10 hours
Action research project	100 points	12 hours
Study and reflection time		3 hours
Final evaluation essay	100 points	10 hours
Total points possible	380 points	45 hours

Grading Scale: A (90-100%); B (80-89%)

****Anything below a B will not receive graduate credit and result in a failing grade of F.***

If you do not receive a B or higher, your work will be returned to you for further correction and completion. You will be allowed one (1) re-submit to your instructor to achieve a grade of B or higher. If after your re-submit, you still do not achieve a B or higher you will receive a failing grade of F and therefore forfeit the 3 graduate credits.

Resource Question Rubric- 10 questions @ 9 points each			
Category	Superior (3 pts)	Sufficient (2 pts)	Minimal (1 pt)
Supporting Evidence in Practice ____/3	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
Accuracy ____/3	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.
Grammar and Spelling ____/3	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

Application Rubric-2 assignments @ 45 points each			
Category	Superior (15-13 pts)	Sufficient (12-10 pts)	Minimal(9-7pts)
Supporting Evidence in Practice ____/15	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
Accuracy ____/15	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.
Grammar and Spelling ____/15	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

Project Rubric- 100 points			
Category	Superior (20-18 pts)	Sufficient (17-16 pts)	Minimal (15-14pts)
Understanding of web tool ____/20	Shows strong understanding of activity, concept, or tool and maximize learning	Shows adequate understanding of activity, concept, or tool and benefit learning.	Shows little understanding of activity, concept, or tool and may not benefit learning.
Practical evidence ____/20	Shows strong evidence of ideas and insights gained from this course and how they are applied to classroom.	Shows evidence of ideas and insights from this course and how they are applied to classroom.	Shows little evidence of ideas and insights from this course or how they are applied to the classroom.
Completion ____/20	Completed in a thoughtful and meaningful manner.	Completed, but with minimal quality.	Not all projects are completed and of those that are, some are minimal quality.
Grammar and Spelling	Includes no mistakes in grammar or spelling.	Includes few grammar and spelling mistakes.	Includes numerous grammar and spelling mistakes.

___/20			
Sequencing ___/20	Sequenced, showing if-then thinking and the logical order required to complete skill, solve problem, or use tool.	Not always sequenced, showing incomplete if-then thinking and understanding of logical order required to complete skill.	Confusing making it difficult to replicate activities; little understanding of logic or if-then thinking evidenced.

Evaluation Rubric- 100 points				
Category	Superior (20-17 pts)	Sufficient (16-13 pts)	Minimal(12-9pts)	Below Standard (8 pts)
Supporting Evidence in Practice ___/20	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows little evidence of ideas and insights from this course and there is little evidence they are applied to the classroom.
Accuracy ___/20	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.	Many of the supporting facts and statistics are inaccurately represented.
Grammar and Spelling ___/20	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.	Response includes numerous grammar and spelling mistakes.
Logical Sequencing ___/20	Response is written in a clear, concise, and well organized manner. Thoughts are presented in a coherent and logical manner.	Response is mostly clear, concise, and well organized. Thoughts are presented in a coherent and logical manner.	Response is somewhat unclear and/or disorganized. Some thoughts are presented in a coherent and logical manner.	Response is mostly unclear and/or disorganized. Many thoughts are presented in an incoherent and illogical manner.
Reflection ___/20	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates some reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates no reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.

Course Assignments
Resource Questions: Read, view, and Reflect (90 points) Each question is designed to get you thinking about the concepts explored in the resources. As you engage with the resources, use the questions to help you reflect and determine how the information can be related to your current work. Each response is expected to be one paragraph or more. <i>(Note: some resources may provide information that impacts other resource groups as well. These are simply suggestions to help with resource questions).</i>

1. Teachers are teachers of norms and values as well as subjects and topics. What do you think of this statement? Do you agree or disagree? Why or why not? **Resource group 1**
2. What is the culture of your classroom? Does it mirror your school culture or is it different? Is it tied to your wishes and intentions? What set of norms and values are on display? **Resource group 1**
3. Visualize your ideal classroom and what it would look like. What are you students doing? What type of effort are they putting forward? How are you interacting with them? How are your students interacting? How is the atmosphere? **Resource group 1**
4. How do you go over your classroom rules? Do you engage students in rule creation? Why or why not? **Resource groups 1 and 2**
5. Reflect back on a class with frequent disruptions that made behavior management difficult. How did you handle that class? What did you do to minimize the disruptions? What could you have done differently? Could you have used the activities in the resources provided? **Resource group 3**
6. What types of praise do you use in your classroom? How effective is it? Will you apply any of the examples from the resource groups in your classroom? **Resource group 2**
7. How do you minimize low-level disruption in your class? Can you take any new strategies away from this resource group? Which ones? Why or why not? **Resource group 2**
8. How do you challenge all students in your classroom? Provide examples. Can you add any techniques, strategies, or activities from the resource group to incorporate into your class? **Resource group 4**
9. How is your rapport with students? How do you develop rapport? Do you connect with your students outside of your classroom? **Resource group 3**
10. How do you assess your own teaching? Viewing the resources provided, what are you doing well, what can you do better, and what are you interested in trying? **Resource group 4**

Application #1

Resource groups 1 and 2 discuss how you can build foundations, as well as be proactive, in preventing negative behaviors. Develop 2-3 building block foundations for your class to improve behavior management. Explain why you chose these options. How will it benefit your students? How will it help with behavior issues? How will it improve your classroom management? Explain in 2-3 pages.

Application #2

Think back to your most disruptive class that had behavior problems. Describe what made this class so disruptive and what behavior problems you experienced. What issues did you face? What was the biggest problem? How did you handle the disruption and behavior problems? How would you handle those disruptive behaviors now? What would you have done differently? How would you manage that class now? What information or activities could be taken away from resource group 3 to have been used in that class? 2-3 pages.

Research project

Research and find an article online, in newspapers, or from a magazine where behavior in the classroom is discussed. After reading, reflect on the article and relate the article to class. Does the article discuss behavior problems, behavior management, or another component of behavior problems in the classroom? What can you take away from the article? How does the article relate to this class? Did the article provide any techniques, skills, activities, or strategies to help with behavior problems in the classroom? What can you take away from this article about behavior problems in the classroom? Explain in depth in 2-3 pages.

Evaluation assignment

After viewing all the resources, how do you feel the content, techniques, strategies, and activities provided can help you manage behavior in your classroom? What will you take away from this course? What techniques, strategies, and activities will you incorporate to reduce behavior problems in your classroom? Explain in detail in 3-5 pages.

End of Course Survey

Now that you are finished with this class, please take the time to help us improve our product. In order to make sure that we are providing the best possible service, please take our [survey](#). We appreciate your help and your commitment to the profession.

Course Resources

The following is a list of resources that can help you facilitate this course. You may need to do some extra research on your own to complete all assignments for this course. Some content in the categories is general for the topic, some is specific for that category.

Resource Group 1: Foundations of Behavior Management

[Effective Solutions: Student Behavior in Today's Classrooms](#)

[8 Proactive Classroom Management Tips](#)

[Proactive Classroom Management](#)

Resource Group 2: Proactive Engagement Techniques

[Essential New Teacher Classroom Management Tips for Success](#)

[The Power of Effective Praise: A Guide for Teachers](#)

[How to Prevent and Reduce Off Task Behaviour and Low Level Disruption](#)

[20 Classroom Management Strategies and Techniques](#)

[Using Praise to Enhance Student Resilience and Learning Outcomes](#)

Resource Group 3: Intervention Strategies

[Anger Management Exercises: A Teacher's Guide to Calm](#)

[De-escalation Techniques for Student Behavior Problems](#)

[How Can Educators Recognize and Intervene When Student Behavior is Escalating?](#)

[Prevention and De-escalation of Intense Behavior Responses: What Adults Can Do](#)

[Examples of Evidence-Based Behavior Interventions](#)

[9 Examples of Positive Behavior Supports and Interventions](#)

[Building Rapport with Students on Positive Words and High Expectations](#)

Resource Group 4: Sustainable Systems Implementation

[Nine Strategies for Teaching Self-Management](#)

[Reflective Teaching: Boost Your Classroom Impact](#)

[Developing Students' Self Management Skills](#)

[Teaching Self-Management Skills: 5 Strategies to Create an Effective Plan](#)

[What is a Teacher Self-Assessment? Tools, Types, and Benefits](#)

[Evaluation of a Classroom Management Training Program for Middle School Teachers](#)

[Profiles of Teachers' Classroom Management Style: Differences in Perceived School](#)

[Climate and Professional Characteristics](#)

[Why Challenge Your Students More \(and Six Ways to Start\)](#)

The ten INTASC standards are listed below. Specific standards for knowledge, dispositions, and performances accompany each principle, but space does not permit listing them below. For a complete copy of the INTASC standards, contact Jean Miller, Director of INTASC, Suite 700, One Massachusetts Avenue NW, Washington DC 20001-1431.

The InTASC Model Core Teaching Standards (April 2011)

The Learner and Learning

Standard #1: Learner Development

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.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet

high standards.

Standard #3: Learning Environments

The teacher 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.

Content Knowledge

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the

profession.