



## **Improving Motivation & Behavior through Classroom Structures**

### **Brandman University: EDDU 9613 – 3 Semester Hours**

Thank you for registering for this course. Included are the following important documents:

1. Course Syllabus
2. Course Materials
3. Assignment Plan – Assignments to turn in & Grading Rubric
4. Course Hourly Breakdown
5. Participant Evaluation Form

**Assignment Deadline:** This course is a rolling course throughout the year, which means it does not have a specific deadline. However, you must submit all completed assignments by 6 months after the registration date with Credits for Teachers. Please allow 4 weeks from the date assignments are submitted for the grade to be added to your transcript.

**Registering with Brandman University:** Please register with the university prior to starting your coursework. *Students must register for the course through Brandman prior to the end of the semester in which they are enrolled with Credits for Teachers.* To register, visit their [website here](#). If you are registering with Brandman for the first time, create an account. If you are a returning student, enter your login information.

### **Upon Completion of the Course:**

1. Please submit all completed assignments in PDF format in one email to [grades@creditsforteachers.com](mailto:grades@creditsforteachers.com).
2. Complete a Course Evaluation (2 minutes) by clicking the link below - Course Evaluation Form

## Classroom Structures - Syllabus

EDDU 9613

3 credits

Course Description: This course provides strategies for structuring one's lessons and classroom in order to increase student motivation and engagement and prevent behavioral issues in the classroom. With a wide variety of strategies that work for a multitude of teaching styles, educators can feel confident in creating high quality lessons and classroom structures to be used regularly in any lesson. As a result, students become more motivated and engaged in the classroom and student behavioral problems are reduced.

### Learning Objectives:

- Students will learn a wide variety of strategies to develop high quality lessons and classroom structures.
- Students will be able to create effective, high quality lessons and classroom structures and routines to help improve their own students' motivation, engagement, and behavior.
- Students will develop skills to reflect on & improve their own teaching practices.

### Course Materials:

- Readings:
  - (Required) "9: Teaching Strategies and Classroom Setup" from the book *Discipline with Dignity, 3rd Edition: New Challenges, New Solutions* by Richard L. Curwin, Allen N. Mendler, and Brian D. Mendler.
  - (Additional) "Chapter 25: Teaching Techniques That Minimize Off-Task Behavior – Fifteen tips for keeping all kids actively engaged" from the book *The Cornerstone: Classroom Management That Makes Teaching More Effective, Efficient, and Enjoyable* by Angela Powell.
- Videos:
  - Using Proximity to Manage Classroom Discipline and Behavior
  - Using Think, Pair, Share-Primary
  - Math & Movement
  - Whole-Brain Teaching: High School Math
- Content Implementation: (You will choose one of the following options.)
  - OPTION 1: Implementation Plan & Implementation Plan Template
  - OPTION 2: Hour Log Template & Hour Log Example

\*NOTE: The example is meant to act as a reference for what different entries could look like in the hour log assignment. Although this example relates to the *Growth Mindset* course, the outline and example entries can still be used as a model for what to include in the hour log assignment.
- Course Evaluation Form

Assignments:

1. Read the packet entitled “9: Teaching Strategies and Classroom Setup” from the book *Discipline with Dignity, 3rd Edition: New Challenges, New Solutions* by Richard L. Curwin, Allen N. Mendler, and Brian D. Mendler.
2. In at least 1 page, describe a time when you were trying to learn a skill that was difficult for you either as a child or as an adult. Explain how you felt during the learning process. Who helped you learn the skill and why were they so helpful? How can remembering this personal experience help you with your teaching, especially while teaching struggling learners?
3. Choose a section from the reading that resonated with you the most. In at least 2 pages, explain what your current practices are in that “area” (e.g. Homework, Competition, Group Work). Is it similar or different to what was proposed in the reading? What changes are you excited to make in that “area” based on what was proposed in the reading? How do you think those changes will help improve your students’ motivation and behavior? What do you disagree with or still feel skeptical about?
4. Watch the following videos to see some other strategies (mentioned in the additional reading) in action:
  - Teacher Proximity: Utilizing Proximity to Manage Classroom Discipline and Behavior
  - Think/Pair/Share: Using Think, Pair, Share-Primary
  - Movement-Primary: Math & Movement
  - Movement-Secondary: Whole-Brain Teaching: High School Math
5. Content Implementation: **You only have to complete one of the following options.**

**OPTION 1:** This section typically applies to in class (or within the school day) implementation of strategies. For teachers that are in their summer break or do not have contact with students due to COVID-19, please refer to the Implementation plan for how to adjust this section accordingly. The Implementation Plan takes the place of the Hour Log, so you only have to do one or the other. Links to the Implementation Plan assignment and template can be found above in “Course Materials.”

Make sure to include the following in your 4 week plan. Use a minimum of 5 of the following strategies from the reading and videos while planning and implementing your lessons.

- Making Homework Relevant
- “4 Characteristics of Motivating Lessons”
- Changing Student Attitude
- Using Less (or no) Competition

- Strategies for Better Group Work
- Guidelines for Fostering Creativity
- Minimum of 1 of the strategies from the videos in #4
- Teaching Proximity
- Think/Pair/Share
- Incorporating Movement

**OPTION 2:** Complete an hour log that logs the hours when you implement strategies from the course. Choose some upcoming lessons to begin implementing the lesson planning and classroom structures strategies in your classroom with your students. Use a minimum of 5 of the following strategies from the reading and videos while planning and implementing your lessons.

- Making Homework Relevant
- “4 Characteristics of Motivating Lessons”
- Changing Student Attitude
- Using Less (or no) Competition
- Strategies for Better Group Work
- Guidelines for Fostering Creativity
- Minimum of 1 of the strategies from the videos in #4
- Teaching Proximity
- Think/Pair/Share
- Incorporating Movement

Spend a minimum of 60 hours (about 2 weeks) implementing the strategies from the course and log the 60 hours. Possible options to use for logging hours include but are not limited to:

- Planning lessons
- Teaching lessons
- Reflections on practice
- Research of course topics (This could include the additional reading(s) listed above in the “Course Materials.”)
- Planning with colleagues

For each day, briefly explain what you accomplished, the lesson you taught, the strategies from the course utilized, and their effectiveness on students’ learning. Make sure to include dates, the total hours spent each day or for each entry, and the total hours spent overall. Links to an Hour Log template and example can be found above in “Course Materials.”

\*NOTE: You will expand and elaborate on the strategies used and how it all went in your Final Reflection assignment. The hour log is meant to serve as a brief description of recorded evidence that 60 hours of course content implementation were completed.

Additionally, use this log as an opportunity to reflect on the successes of implementing various strategies and what modifications can be made to improve the success of these strategies in subsequent lessons.

6. Final Reflection: **You only have to complete one of the following options.**

**OPTION 1:** If you completed the course during the summer or during COVID-19 closures and completed the Implementation Plan, follow the guidelines below.

- a. Write a minimum two-page paper explaining how you plan to implement the strategies from the course. Make sure to answer the following questions in your reflection.
  - i. What strategies do you plan to implement, and what will they look like and/or sound like in your classroom? What will you be doing as the teacher? What will students be doing?
  - ii. What impact do you hope to see from using these strategies on your teaching and on student learning?
  - iii. How is this way of teaching the unit different from how you taught the unit in the past?
  - iv. What do you plan to do to support the effectiveness of the methods and strategies?
  - v. What modifications do you plan to make on any of the strategies and why? (If you are not planning on making any modifications, feel free to skip this question.)
  - vi. What challenges do you foresee arising from using any of these strategies?

**OPTION 2:** If you completed the course during the school year and completed the Hour Log assignment, follow the guidelines below.

- a. After consistently implementing a minimum of 5 of the classroom structures strategies listed above in #5 in your lessons for 2 weeks (60 hours), reflect on the effectiveness of using these strategies on your teaching and student learning.
- b. Write a minimum two-page paper explaining the impact of using the classroom structures strategies on your teaching and on student learning. Make sure to answer the following questions in your reflection.
  - i. What strategies did you implement, and what did they look like and/or sound like in your classroom? What were you doing as the teacher? What were students doing?
  - ii. Were the methods and strategies successful and did you notice a difference compared to how you used to teach those lessons in the past?
  - iii. What did you do to support the effectiveness of the methods and strategies used? Did you modify any of the strategies to help meet your needs or the needs of your students? If so,

describe the modifications and explain the reasoning behind them.

- iv. What was challenging or didn't work as well as you would have hoped?
- v. How would you modify any part of what you implemented to make it more effective in the future?

## Classroom Structures - Assignment Plan, Evaluation & Grading

Personal Reflection (Written Response Rubric)	X/15pts
Reading Reflection (Written Response Rubric)	X/15pts
*Hour Log Assignment OR Implementation Plan	-----
Final Reflection on Classroom Structures (Final Reflection Rubric)	X/40 pts
Final Grade	X/70 pts

(\*The assignment is required but is not graded)

### Final Grade Scale

63-70 - A  
 56-62 - B  
 49-55 - C  
 42-48 - D  
 41 & Below - F

Written Response Rubric (Used on Personal Reflection & Reading Reflection):

Grade	Description
A (14-15)	Student answers all questions thoroughly with detail. The responses are well thought out and in depth and show understanding of structuring lessons and a classroom. The examples given are detailed to the point that it is very clear what the outcome will look like in the classroom.
B (12-13)	Student answers all questions. Examples of new strategies are explained. More detail could have been given in one or more of the responses.
C (11)	Some questions are complete while others are not. Student may have left out examples or just failed to answer all parts of the question. Classroom structures strategies are mentioned but full understanding is missing.
D (9-10)	Student has attempted to answer all questions but answers are incomplete. Not all parts of the questions are addressed and/or the strategies mentioned do not reflect effective classroom structures.
F (0-8)	Answers are incomplete with a one or two sentence answer. There is no elaboration. Strategies are missing or do not reflect effective classroom structures.

Final Reflection Rubric:

Grade	Description
A (36-40)	Student has developed multiple lessons that include 5 or more strategies listed in the assignment (#5) geared towards lesson and classroom structures. Student has explained in detail how each strategy was incorporated into the lessons. If anything was modified, an explanation of how and why strategies were modified is included. Lastly, student has answered all of the reflection questions.
B (32-35)	Student has developed multiple lessons that include 4 strategies listed in the assignment (#5) geared towards lesson and classroom structures. Student has explained how each strategy was incorporated into the lessons. If anything was modified, an explanation of how and why strategies were modified is included. Lastly, student has answered all of the reflection questions.
C (28-31)	<p>Student has developed multiple lessons that include 3 strategies listed in the assignment (#5) geared towards lesson and classroom structures. Student has explained how each strategy was incorporated into the lessons. If anything was modified, an explanation of how and why strategies were modified is included. Lastly, student has answered the majority of the reflection questions, but some questions are not addressed.</p> <p style="text-align: center;">OR</p> <p>Student has completed the requirements listed to receive a “B”. However, the explanation of the strategies is incomplete and it is unclear how the strategies were implemented. Lastly, student has answered the majority of the reflection questions, but some questions are not addressed.</p>
D (24-27)	Student has developed multiple lessons that include 2 strategies listed in the assignment (#5) geared towards lesson and classroom structures. Student has somewhat explained how the strategies were incorporated into the lessons. However, the explanation is incomplete, and it is unclear how the strategies were implemented. If anything was modified, an explanation of how and why things were modified is incomplete. Student has answered some of the reflection questions, but some questions are not addressed.
F (0-23)	Student has developed 1 lesson that includes a total of 1 strategy listed in the assignment (#5) geared towards lesson and classroom structures. There is some explanation about how the strategy was incorporated but very little. If anything was modified, there is no explanation of how or why things were modified. Student has answered some of the reflection questions but responses are very incomplete, or none of the questions have been answered.



## Classroom Structures - Suggested Hourly Breakdown

Course Readings, Videos & Additional Materials	5
Planning strategies into lessons	10
Practicing (or planning) strategies/techniques in the classroom	*20
Reflecting on lessons and effectiveness of strategies	5
Brainstorming, researching and writing all assignments	5
Total Hours	45

\*Note: When utilizing the Hour Log option, the 20 course hours listed equates to 60 hours of course content implementation.

### Upon Completion of the Course:

1. Please submit all assignments in PDF format to [grades@creditsforteachers.com](mailto:grades@creditsforteachers.com).
2. Complete a Course Evaluation (2 minutes) by using the link below - Course Evaluation Form

### Bibliography

Biffle, Chris, director. *Whole Brain Teaching: High School Math. YouTube*, YouTube, 28 June 2009, [www.youtube.com/watch?v=h6WJdsb0dfM](http://www.youtube.com/watch?v=h6WJdsb0dfM).

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Curwin, Richard L., et al. *Discipline with Dignity, 3rd Edition: New Challenges, New Solutions*. Association for Supervision and Curriculum Development, 2008.

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SanBdoCitySchools, director. *Utilizing Proximity to Manage Classroom Discipline and Behavior. YouTube*, YouTube, 7 June 2017, [www.youtube.com/watch?v=9KPihoCVnvE](http://www.youtube.com/watch?v=9KPihoCVnvE).

### Credits for Teachers Policies

*Graduate-level professional development credits are not part of a degree program. These courses can be used for professional development, salary advancement, and recertification. Students should seek approval of appropriate district or college officials before enrolling in these courses to satisfy any degree, state credential, or local school district requirements. This credit may be applied toward a degree program at the discretion of the accepting institution. Courses are rolling throughout the year, which means it does not have a specific deadline to submit completed assignments. You must submit coursework by 6 months after the registration date with Credits for Teachers. Students have up to 30 days after the purchase of a course to request a refund.*

Thank You!

