**Classroom Management/School Counselors**

CNED 2000, 1 Professional Development Credit

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| **Position/Title:** | Elementary School Counselor |
| **Highest Degree:** | Master’s Degree, M. Ed, NCC |
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**Text:** None required

*Recommended resources and readings for continued professional growth:*

* Kagan Cooperative Learning Structures by Dr. Spencer Kagan
* *Teaching with Love and Logic* by Jim and Dr. Charles Fay and David Funk
* *ENVoY* by Michael Grinder
* *Lost at School* Collaborative Problem Solving CPS by Dr. Ross Green
* *Nurtured Heart Approach* – Dr. Howard Glasser
* How to be an effective teacher *The First Days of School* by Harry Wong
* *Tools for Teaching* by Dr. Fred Jones
* *The 5 Love Languages for Children* by Gary Chapman

**Description:**

This course will offer current teaching practices and classroom management techniques to aid in working with students in a variety of settings. The course will cover the topics of: Teaching with Love and Logic principles, ENVoY, CPS Collaborative Problem Solving, Positive Behavior Supports (PBIS), MTSS-B, and how to use a variety of techniques in small groups and classroom guidance to make your lessons memorable and keep students engaged. To be included, but not limited to: books, video clips, music, props, puppets, attention getters, movement, mindfulness, non -verbal signals, behavior correction, activities, games, yoga- body control, brain breaks, turn and talks, and Kagan cooperative strategies.

**National Board for Professional Teaching Standards:**

The National Board for Professional Teaching Standards seeks to identify and recognize teachers who effectively enhance student learning and demonstrate the high level of knowledge, skills, abilities and commitments. This course aligns with all #4 of those standards.

1. *Teachers think systematically about their practice and learn from experience.*

**Course Objectives**:

1. Basic speech skills will be covered to aid in guidance lesson presentations or to ease speaking in front of the staff or entire school at assemblies.
2. Increased student knowledge and practice in multiple classroom management techniques.
3. Students will have an opportunity to practice, role play, and learn from each other.
4. Students will create their own classroom management plan that best fits their style and personality to be put into action in a classroom guidance lesson plan.

**Topical Outline:** {Jefferson Elementary School}

**Day 1**: July 8, 2019 – 1:00 – 4:30 p.m. = **3½ hrs.**

*Classroom Management Basics:*

* Basic speech skills for presenting and lesson planning basics;

including **attention getter**, topics, objectives, standards, clear directions, transitions, voice levels, tone, student engagement and focus, student practice, room movement

Basic boundary setting, working with whole group, small group, partners, individuals, redirecting, teacher support

* ENVoY non-verbal techniques covered, Kagan cooperative strategies, counselor organization ideas; schedule, planning, curriculum (examples of boxed and standards based lesson creations shared).

Assignment 1: **{½ hr.}**

* Class Reflection
* Find 2 attention getters or strategies to refocus students’ attention back to you to share with the class day #2 (one for the entire class, one for an individual disruptive or off task student)

**Day 2**: July 10, 2019 – 1:00 – 4:30 p.m. = **3½ hrs.**

*Building Relationships:*

* Share your attention getters assignment
* “Who is the school counselor and what does she/he do?” referral process for students and staff
* 5 Love Languages
* Love and Logic Teaching techniques,
* Building relationships school wide, new student lunch bunches, assemblies, calming anger, meeting small group needs
* Implementing brain breaks or mindfulness in your lessons.

Assignment 2: **{½ hr.}**

* Class Reflection
* Find 2 movement or brain breaks to demo and try out on the class #3

**Day 3:** July 15, 2019 – 1:00 – 4:30 p.m. = **3½ hrs.**

*Dealing with Inappropriate and Challenging Behaviors/Trauma*:

* Impulsivity, shut down, non-compliance, tantrums, disruptive, mental health issues and strategies in the classroom, calm down strategies, problem solving strategies, aggressive or unsafe behaviors
* CPI / de – escalation techniques, behavior plans, movement/ brain breaks,
* CPS Collaborative Problem Solving technique
* *Lost at School* by Dr. Ross Greene = [www.livesintheblalance.org](http://www.livesintheblalance.org).
* MTSS- B for counselors
* PBIS basics, positives/ incentives – school wide climate

Assignment 3: **{½ hr.}**

* Class Reflection
* Create or find a positive behavior incentive or intervention you could try **with a student** (**as a counselor**), be ready to share in class day #4

**Day 4:** July 17, 2019 – 1:00 – 4:30 p.m. = **3½ hrs.**

*Adding Fun to your Job*:

* Role plays, games, activities, music, books, video clips, toys, props, puppets, yoga, mindfulness, non- verbal signals, jokes, Pinterest, Assessing – did they learn anything from your lesson?

Assignment 4:

* Final reflection + **Final project** = a lesson plan including all areas of management in your planning due July 24 with course completion **July 31, 2019**.

***Assignments: Can be handed in at next class or emailed by class time.***

**Class Reflection** = typed daily entry thoughtfully reflecting after each session (at least 1 pg.) Ideas to include:

1. What in the session was important or helpful to you and why?

2. What techniques from today’s session do you feel comfortable using and trying when given the opportunity and how will you apply them?

3. Do you have any feedback for the instructor: improvements to make? info that is unclear?, further questions?, different info you want to know about or have added to this course?

**Online Assignments** = searching sites for ideas to share each class on; classroom management strategies, attention getters, cooperative learning strategies, brain breaks, movement breaks, counseling classroom lesson ideas from the 3 domains (Academic, Personal/ Social, Career).

**Resource ideas** = Pinterest, Teachers Pay Teachers, You Tube, as well as websites like: [www.pbis.org](http://www.pbis.org) and [www.behaviordoctor.org](http://www.behaviordoctor.org) and others. Bring the idea(s) found to share or demonstrate for the next class session.

**Final Project** = Create a lesson plan covering one of the 3 counseling domain topics (academic, personal/social, or career), using several classroom management techniques learned, as well as describing your counseling and management style. Lesson plan will include: materials needed, attention getters, redirecting ideas, focused attention ideas, movement or brain breaks, transitions in the room or activities, clear directions, activity or plan for student engagement, as well as a plan for handling misbehavior and assessment of student understanding of your lesson.

**Requirements:**

* Attend all sessions
* Participate in all sessions
* Complete daily homework assignments (reflection + assignment to share next class)
* Create a final project: a personalized plan for management imbedded in a classroom guidance lesson

Grading Criteria: **Letter Grade**

1. Attendance and Class Participation = 40 points total
2. Homework completed = reflection and assignment to present = 140 points
3. Final Project Lesson Plan = 60 points

**Total # of points possible = 240**

**A** 90-100% = 216 - 240 Points

**B** 80-89% = 192- 215 Points

**C** 70-79% = 168 - 214 Points

**F** < 70% = 167- or less Points