

Classroom Management: Orchestrating a Community of Learners™

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Overview

This document contains information specific to the course. For general information on PLS Classes including our academic integrity policy and more, please visit this URL: PLSClasses.com/our-courses/syllabi.

Course Description

Classroom Management: Orchestrating a Community of Learners is a 3-credit hour course that equips experienced and beginner educators with current, research-validated concepts and strategies for orchestrating classroom culture and learning so that instruction flows smoothly, student misbehavior is minimized, and learning is maximized. Participants learn strategies associated with seven key areas of expertise that collectively contribute to a teacher's classroom-management effectiveness: creating an inviting classroom climate, structuring a positive physical environment, establishing rules and procedures, maintaining momentum and flow, reinforcing positive behavior, responding to misbehavior, encouraging parental involvement, and maintaining personal resilience.

Course Materials

For on-site and remote learning courses, each participant will receive a folder of materials along with access to digital materials. Upon registration, participants may choose to receive a printed participant manual in addition to the digital version.

Participants will receive access to digital materials prior to the first day of class. For remote learning classes, printed materials will be sent to the participant's provided address. For on-site classes, printed materials will be distributed on the first day of class.

Online class materials will be accessible through the learning management system (LMS).

Course Outcomes

Upon completion of this class, the learner will be able to:

1. Discuss current, validated research regarding classroom management theory and best practices.
2. Discuss the ways in which an educator's beliefs and expectations about teaching and learning can inform and sustain his or her ability to be an effective classroom manager.
3. Identify and explain the qualities that characterize an effective classroom manager.
4. Implement strategies for creating an effective classroom climate, using reflective observation as an evaluation tool for continuous improvement.
5. Identify and explain six functions of the classroom setting (security and shelter, task completion, social contact, personal expression, pleasure, and intellectual growth) and their relationship to effective classroom management.
6. Evaluate his or her classroom using criteria from the six functions of the classroom setting and plan for improvements based on findings.
7. Identify and explain types of classroom rules (including classroom expectations, community agreements, guidelines for class meetings, and/or learning rules) as well as strategies for creating them.
8. Create and evaluate a lesson designed to teach three to five well-expressed, effective rules.
9. Distinguish among three types of classroom routines, develop those most important for his or her classroom, implement the routines, and evaluate their effectiveness.
10. Engage students in learning and prevent misbehaviors by designing, implementing, and evaluating lessons that incorporate the four stages of Flow Learning™.
11. Distinguish among three types of rewards, identify those preferred by his or her students, and plan how to incorporate them as strategies for positive reinforcement to increase desired student behaviors in his or her classroom.
12. Explain the strategies associated with the Hierarchy of Responses for responding to minor, moderate, and major misbehaviors.
13. Complete, implement, and evaluate a Plan for Responding to Misbehavior.
14. Complete, implement, and evaluate a Plan for Motivating Change in Behavior.

15. Explain the connections between sensory styles and specific types of misbehavior, learn how to use this information to clarify sources of conflict between teacher and students, and adjust class activities to correct these discrepancies.
16. Identify and explain strategies for establishing and maintaining a rapport with parents throughout the school year.
17. Plan, implement, and evaluate a parent-teacher conference using the five phases taught in this course.
18. Plan, implement, and evaluate strategies for stress reduction, personal renewal, and colleague support to avoid teacher burnout and maintain personal resilience.
19. Generalize course content to reflect how multicultural and diverse populations within classrooms have their needs met via the application of the skills, strategies, and knowledge of this course.
20. Reflect on the ways personal beliefs affect practice, adjust accordingly, and actively seek out opportunities to grow professionally using the knowledge and skills of this course.
21. Work collaboratively to share knowledge, skills, and experiences; refine understanding of content; give and receive feedback; and improve expertise.

Course Topical Outline

	List of Concepts
Setting the Stage	Opening activities; differences between the terms classroom management and discipline; three approaches to classroom management (proactive, responsive, supportive); visions for teaching (needs as a teacher, beliefs about children, guiding principles, and expectations); the teacher as a conductor; characteristic skills of effective classroom managers (proactive skills, responsive skills, supportive skills); the classroom as a community of learners; recognizing student needs.

<p>Creating an Inviting Classroom Climate</p>	<p>Creating an Inviting Classroom Climate Supportive research about classroom climate; classroom-management styles (authoritative, permissive, authoritarian, indifferent); relationships between caring and control in the classroom; the Caring Control Quadrants Model; verbal statements associated with the Caring Control Quadrants; eight strategies to implement harmonious classroom climates (1. establish positive relationships; 2. teach social skills conducive to creating a constructive learning environment; 3. provide opportunities for students to learn and work together; 4. empower students by sharing classroom responsibilities with them; 5. communicate high expectations; 6. create special traditions; 7. use celebrations to acknowledge large and small accomplishments; 8. model the behaviors you want students to demonstrate); inviting students to join the teacher in a supportive classroom; Positive Reframes</p>
<p>Structuring a Positive Physical Environment</p>	<p>Supportive research about the classroom environment; the role of the environment in effective classroom management; connections between a teacher’s/student’s learning styles (kinesthetic, tactual, auditory, or visual) and classroom environment (as workshop, home, forum, or gallery); messages communicated to students by the physical setting of the classroom; six functions of the classroom setting (security and shelter, task completion, social contact, personal expression, pleasure, growth); a checklist to evaluate the six functions of the classroom setting; 22 strategies for creating an effective and positive classroom setting; ways in which aspects of the physical classroom arrangement can contribute to misbehavior; ideas for modifying the classroom environment.</p>

<p>Establishing Rules and Procedures</p>	<p>Establishing Rules and Procedures Supportive research about establishing rules and procedures; differences between rules and procedures; anatomy of rules (definitions, principles, benefits); alternate terminology (norms, ground rules, agreements, expectations, boundaries); seven strategies for creating effective classroom rules (1. communicate values and expectations; 2. phrase rules positively; 3. relate rules to observable behaviors; 4. keep the list short; 5. keep classroom rules consistent with school rules; 6. plan ahead for follow-through; 7. involve students); examples of effective classroom rules; strategies for teaching rules (1. allow adequate time; 2. define keywords; 3. explain the benefits; 4. present to all sensory styles; 5. discuss ways the rules can be applied; 6. practice the rules thoroughly; 7. review the rules often); a lesson plan for teaching rules; three types of procedures necessary for the classroom (class-running, lesson-running, interaction); a four-step process for teaching procedures (Say-See-Do-Review).</p>
<p>Maintaining Momentum and Flow</p>	<p>Supportive research about maintaining momentum and flow; ways to use correct pacing within lessons to increase learning time and maintain instructional momentum; four stages of Flow Learning (Awaken Enthusiasm, Focus Attention, Direct Experience, Share Inspiration); designing Flow Learning lessons; orchestrating transitions to keep students focused and minimize discipline problems.</p>

<p>Reinforcing Positive Behavior</p>	<p>Supportive research about reinforcing positive behavior, personal reinforcers, types of rewards (extrinsic, intrinsic), and consequences (negative, positive); the risks of rewards; appropriate remedies to avoid those risks; the Circles of Rewards model (Outer-Tangible, Middle-Social, Inner-Intrinsic); examples of each type of reward; creating appropriate rewards to reinforce specific student behaviors; reinforcing strategies for promoting positive behaviors in the classroom (1. assess student’s interest and choose rewards accordingly; 2. give rewards immediately; 3. gradually extinguish rewards; 4. vary rewards; 5. avoid extrinsic rewards for intrinsically rewarding activities; 6. pair outer-circle rewards with middle-circle rewards; 7. catch all students being good; 8. use group rewards only when they reinforce, rather than punish; 9. reward small successes as well as large ones).</p>
<p>Responding to Misbehavior</p>	<p>Supportive research about responding to misbehavior; student behaviors that disrupt instruction; principles for responding to misbehavior; three steps for responding to misbehavior (Notice, Identify, Respond); three levels of student misbehaviors (minor, moderate, major); the Hierarchy of Responses; 24 strategies for responding to misbehavior (for minor misbehaviors: 1. ignore it; 2–4. the power of nonverbal cues; 5–12. the power of verbal interventions; for moderate misbehaviors: 13–15. the power of perspective; 16–18. the power of choice; 19–20. the power of solution seeking; for major misbehaviors: 21–24. the power of additional help); classroom-management approaches that simultaneously increase desired behaviors and decrease undesired behaviors.</p>

Benefitting from Support	Supportive research about parental involvement; benefits for strong parent-teacher partnerships; ways to overcome barriers to parental involvement; strategies to involve families in school; parent-teacher conference preconference decisions and preparations; nonverbal considerations; the five phases of a parent-teacher conference; conference follow-up; supportive research about teacher resilience; understanding stress; stress reduction and personal-renewal strategies (1. take charge of your time; 2. relax; 3. nurture your body; 4. let emotions flow; 5. examine your beliefs; 6. get support; 7. rejuvenate).
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Course Portfolio Assessments

Correlations to Course Outcomes and Institutional Outcomes

Throughout the course, the learner will be assessed and evaluated on the completion of the following assessments. Participants will complete a course project designed to strengthen professional practice and extend knowledge related to the specific content of the course. This project is divided into multiple grade activities to be completed throughout the term.

Additional learning activities include whole-group and small-group discussions and assessments for a total of 1063 points.

Course Portfolio	Pts.	Correlations to Course Outcomes
Module 1: Setting the Stage	69	1, 2, 3
Module 2: Creating an Inviting Classroom Climate	129	4, 20
Module 3: Structuring a Positive Physical Environment	122	5, 6, 20, 21
Module 4: Establishing Rules and Procedures	114	7, 8, 9, 15, 20, 21
Module 5: Maintaining Momentum and Flow	103	10, 20
Module 6: Reinforcing Positive Behavior	98	11, 20, 21
Module 7: Responding to Misbehavior	132	1, 12, 13, 20, 21
Module 8: Benefitting from Support	146	14, 16, 17, 18, 19, 20

Course Project	150	1, 2, 3, 19, 20, 21
Final Course Portfolio Total	1063	

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Additional Information

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