PLS CLASSES

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. Evaluate course-related, research-based literature and resources, express opinions, and make correlations to the classroom and teacher practice.
2. Expand expertise and enhance teacher practice by researching, engaging in, and sharing methods, strategies, and activities related to classroom management.
3. Apply course concepts by reflecting on teaching and making correlations to the classroom and teacher practice.
4. Create and structure an inviting, positive, and efficient classroom environment.
5. Establish and teach rules and procedures for the classroom.
6. Design a lesson that incorporates the strategies and stages of a flow lesson.
7. Utilize rewards and reinforcers for positive behavior.
8. Respond appropriately to minor, moderate, and major student misbehavior.
9. Construct a classroom management plan that incorporates proactive, responsive, and supportive classroom management strategies.

Course Topical Outline

	List of Concepts
Section 1: Course Overview	Welcome and participant introductions, section overview, objectives, section map, and research excerpts; differences between the terms *classroom management* and *discipline;* three approaches to classroom management: proactive, responsive, and supportive; visions for teaching: teacher needs, beliefs about children, guiding principles and expectations; the teacher as a conductor; characteristic skills of effective classroom managers: proactive skills, responsive skills, and supportive skills; the classroom as a community of learners; recognizing student needs; class meetings; relevant strategies for use in the classroom; reflect on content learned and make correlations to the classroom and teacher practice; complete an assessment that focuses on reflective practice.

Section 2: Creating an Inviting Classroom Climate	Section overview, objectives, section map, and research excerpts; classroom management styles: authoritative, permissive, authoritarian, and indifferent; balance of caring and control in the classroom; Caring/Control Quadrants; verbal statements for each Caring/Control Quadrant; classroom climate strategies: 1) positive relationships, 2) social guidelines and skills, 3) flexible and inclusive grouping, 4) responsibility, 5) high expectations, 6) traditions, 7) celebrations, 8) model the model; positive reframes; relevant strategies for use in the classroom; reflect on content learned and make correlations to the classroom and teacher practice; complete an assessment that requires a research and review of educational literature; complete an assessment that involves researching and sharing collaborative inquiry strategies that expand expertise; complete an assessment that evaluates the classroom climate and proposes strategies for improvement (Part A).
Section 3: Structuring a Positive Physical Environment	Section overview, objectives, section map, and research excerpts; visualize the classroom; teacher and student environmental needs: kinesthetic, tactual, auditory, and visual; peer-teaching the Six Functions of the Classroom Climate: corresponding environmental checklist, implications for classroom management, and strategies: 1) *Security and Shelter:* Strategy 1–Strategy 7; 2) *Task Completion:* Strategy 8–Strategy 14; 3) *Social Contact:* Strategy 15–Strategy 17; 4) *Community of Learners:* Strategy 18–Strategy 19; 5) *Enriched Environment:* Strategy 20–Strategy 21: 6) *Intellectual Development:* Strategy 22; evaluating classroom climate scenarios: issues, analysis, solutions; relevant strategies for use in the classroom; reflect on content learned and make correlations to the classroom and teacher practice; complete an assessment that evaluates the functions of classroom climate and proposes strategies for improvement (Part B).

Section 4: Establishing Rules and Procedures	Section overview, objectives, section map, and research excerpts; design a game and create rules; define, compare, and contrast rules and procedures; expert alternatives to rules and procedures; *Creating Rules* strategies: 1) communicate values and expectations; 2) phrase rules positively; 3) correlate rules to observable behaviors; 4) keep your list of rules brief, 5) keep classroom rules aligned to district rules; 6) hold students accountable; 7) involve students in creating rules; examples of effective classroom rules; developing classroom rules; *Teaching Rules* strategies: 1) allow adequate time, 2) define key words, 3) explain the compelling why, 4) teach rules in each sensory style; 5) transfer rules to new situations; 6) practice the rules; 7) review the rules often; develop a lesson for teaching rules; *Procedures and Routines:* class-running routines, lesson-support routines, lesson-support routines; and interaction routines; four-step process for teaching procedures: See, Say, Do, Review; develop a teaching procedures lesson; relevant strategies for use in the classroom; reflect on content learned and make correlations to the classroom and teacher practice; complete an assessment that establishes and teaches rules and procedures to address classroom management issues.

Section 5: Maintaining Momentum and Flow	Section overview, objectives, section map, and research excerpts; maintaining momentum and flow in instruction; four stages of flow learning: 1) Awaken Enthusiasm, 2) Focus Attention, 3) Direct Experience, and 4) Share Inspiration; identify activities that correspond to each stage of flow learning; design flow learning lessons; strategies for timely transitions: 1) alert students prior to transitions; 2) provide clear closure to activities; 3) provide clear directions and expectations for transitions; 4) engage students attention with each new activity; relevant strategies for use in the classroom; reflect on content learned and make correlations to the classroom and teacher practice; complete an assessment that requires the design of a flow lesson.
Section 6: Reinforcing Positive Behavior	Section overview, objectives, section map, and research excerpts; identifying personal and professional reinforcers; risk and remedies of rewards; Circles of Rewards model: outer circle—tangible, middle circle—social/activity, inner circle—intrinsic; identify specific rewards in each category; *Reward* strategies: 1) align rewards to students' interests; 2) align rewards to students' learning styles; 3) timely deliver rewards; 4) increase the timespan of rewards; 5) vary your rewards; 6) avoid using extrinsic rewards for intrinsic activities; 7) move students from extrinsic to intrinsic rewards; 8) notice students' positive behaviors; 9) use group rewards appropriately; 10) reward small successes; evaluate appropriate reinforcing strategies for classroom scenarios; relevant strategies for use in the classroom; reflect on content learned and make correlations to the classroom and teacher practice; complete an assessment that requires the identification of rewards one can use in the classroom.

Section 7.1: Responding to Misbehavior	Section overview, objectives, section map, and research excerpts; student behaviors that disrupt instruction; principles for responding to misbehavior: 1) continue instruction with minimal disruption; 2) consider the context to determine if the behavior needs your attention; 3) preserve each student's dignity; 4) match the response to the level of misbehavior; three steps for responding to misbehavior: 1) notice it: awareness and with-it-ness; 2) identify it: observable behaviors vs. teacher inferences, identifying student signals: green light, yellow light, and red light; 3) respond to it: hierarchy of misbehaviors and responses; minor, moderate, and major misbehaviors; levels of misbehavior; developing responding to misbehavior presentations; complete an assessment that requires the identification of minor and moderate misbehaviors and describes strategies for responding.
Section 7.2: Responding to Misbehavior	Responding to misbehavior presentations: *Minor misbehavior responses*: The Power of Nonverbal Cues Strategy 1–Strategy 4; The Power of Verbal Cues Strategy 5 –Strategy 12; *Moderate misbehavior responses:* The Power of Perspective Strategy 13 –Strategy 15; The Power of Choice Strategy 16 –Strategy 18; The Power of Solution Seeking Strategy 19 – Strategy 20; *Major misbehavior responses:* The Power of Additional Support Strategy 21 –Strategy 24; misbehavior and learning styles; revisiting student behaviors, revisiting issues and concerns; relevant strategies for use in the classroom; reflect on content learned and make correlations to the classroom and teacher practice; expand expertise and enhance teacher practice in an exchange of methods, strategies, and activities; complete a synthesis assessment that requires the application of classroom management strategies to design an effective classroom management plan for the classroom.

Section 8: Encouraging Parental Involvement	Section overview, objectives, section map, and research excerpts; parental involvement activity to communicate importance; overcoming barriers to parental involvement for parents and teachers; building trust in relationships, trust-building communication tips; strategies designed to involve parents in school: 1) Inform: welcome letters, newsletters, notes, email, and calls; 2) Include: special events at school, parent surveys, parent-teacher conferences—preconference decisions and preparations, nonverbal considerations, parent-teacher conference role-play, five phases of a parent-teacher conference, and conference follow-up; 3) Instruct: what teacher and parents can do, help with homework, homework guidelines for parents, parents supporting students; 4) Innovate: new and improved ideas for parent involvement; relevant strategies for use in the classroom; reflect on content learned and make correlations to the classroom and teacher practice.
Section 9: Supporting Teacher Resilience	Section overview, objectives, section map, and research excerpts; teacher resilience activity; understanding stress and stress self-assessment; resilience strategies: 1) manage your time, 2) relax, 3) nurture your body, 4) let emotions flow, 5) examine your mindset, 6) seek support, 7) rejuvenate; stressors checklist; relevant strategies for use in the classroom; reflect on content learned and make correlations to the classroom and teacher practice; course closing: baton impact statement and concluding story.

Course Portfolio Assessments

Correlations to Course Outcomes and Institutional Outcomes

Throughout the course, participants complete a Course Portfolio which includes a multicomponent Action Research Project comprised of several Action Research Assessments, as well as multiple Application Assessments aligned to Course Outcomes. The Action Research

Assessments comprise 50% of the final grade and the Application Assessments comprise the other 50% of the final grade in accordance with the Course Portfolio Assessments table shown here. Grades are assigned in accordance with the criteria for each corresponding rubric.

Course Portfolio	Pts.	Correlations to Course Outcomes
Assessment 1: Resource Reviews	30	Outcome 1
Assessment 2: Expanding Expertise	35	Outcome 2
Assessment 3: Final Chord Reflection	20	Outcome 3
Assessment 4: Classroom Climate and Setting	20	Outcome 4
Assessment 5: Rules and Procedures	20	Outcome 5
Assessment 6: Flow Learning	20	Outcome 6
Assessment 7: Reinforcing and Responding to Student Behaviors	20	Outcome 7 Outcome 8
Assessment 8: Vision of an Effective Classroom	35	Outcome 9
Action Research Assessments Total	**100**	
Application Assessments Total	**100**	
Course Portfolio Total	**200**	
Supplemental Assessment 1: Discipline and Learning Styles	[10]	Outcome 5
Supplemental Assessment 2: Parental Involvement	[10]	Outcome 9
Final Course Portfolio Total		

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Additional Information

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