

Classroom Management: Orchestrating a Community of Learners® Online

Classroom Management: Orchestrating a Community of Learners Online provides proactive strategies for empowering students to take responsibility for their own learning experiences. Educators become freed from constantly dealing with behavioral and organizational issues. By learning and practicing skills for orchestrating classroom life and learning so that instruction flows smoothly, student misbehavior is minimized, and learning potential is maximized. Participants will create an Action Plan of practical strategies to implement immediately in their classrooms.

To the right are the key areas of focus for the eight-week online asynchronous course. For more information, refer to the syllabus, which provides a detailed outline of the course material as well as a bibliography of research on which the course is based.

In this course, participants will

- ▶ Create an inviting classroom climate by balancing caring and control.
- ▶ Structure a positive physical environment through six functions.
- ▶ Establish clear, effective rules and routines in the classroom.
- ▶ Reinforce positive behavior with various types of rewards.
- ▶ Identify misbehaviors and choosing responses from a Hierarchy of Responses.
- ▶ Conduct an effective parent-teacher conference.

Classroom Management: Orchestrating a Community of Learners[®] Online

Course Description

Classroom Management: Orchestrating a Community of Learners is a Performance Learning Systems online course that equips experienced and beginning educators with current, research-validated concepts and strategies for orchestrating classroom life and learning so that instruction flows smoothly, student misbehavior is minimized, and learning potential is maximized. Participants will learn strategies associated with eight 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 Outcomes

Upon completion of this class, the learner is expected to 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.

Required Text

Instructors and learners will use instructor-generated materials, learner-generated materials, and Web-based resources to facilitate learning.

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

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

Structuring a Positive Physical Environment

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

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)

Maintaining Momentum and Flow

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

| | |
|--------------------------------------|---|
| Reinforcing Positive Behavior | 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 <i>all</i> students being good; 8. use group rewards only when they reinforce rather than punish; 9. reward small successes as well as large ones) |
| Responding to Misbehavior | 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 <i>minor misbehaviors</i> : 1. ignore it; 2–4. the power of nonverbal cues; 5–12. the power of verbal interventions; for <i>moderate misbehaviors</i> : 13–15. the power of perspective; 16–18. the power of choice; 19–20. the power of solution seeking; for <i>major misbehaviors</i> : 21–24. the power of additional help); classroom-management approaches that simultaneously increase desired behaviors and decrease undesired behaviors |
| 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) |

Course Assessments and Links to Course Outcomes

Throughout the course, the learner will be assessed and evaluated on the completion of the following assessments. Learning activities include large- and small-group discussions and assessments for a total of 919 points.

| Modules | Topics of Modules | Points | Correlation With 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 | 123 | 5, 6, 20, 21 |
| Module 4: | Establishing Rules and Procedures | 114 | 7, 8, 9, 15, 20, 21 |
| Module 5: | Maintaining Momentum and Flow | 107 | 10, 20 |
| Module 6: | Reinforcing Positive Behavior | 98 | 11, 20, 21 |
| Module 7: | Responding to Misbehavior | 132 | 1, 12, 13, 20, 21 |
| Module 8: | Benefiting From Support | 147 | 14, 16, 17, 18, 19, 20 |
| Total | | 919 | |

Criteria specific to each assessment will be explained in conjunction with the instructional activities.

Instructional Methodology

The instructional methodology of this course focuses on developing, enhancing, and improving the instructional expertise and pedagogical knowledge base of practicing educators. Strategies include presentation of new content through online readings, active construction of knowledge through practice and problem solving, collaborative group work, personal reflection, structured small-group or whole-class discussion, analysis of assigned reading, and the application of course content and skills to participant's individual grade level, subject area(s), and classroom.

Grading Scale

The course facilitator will post the grading scale.

Performance Learning Systems' Late Policy

There will be a 10% deduction of points per day for all posts and submitted assignments which are late. Replies posted after the due date will earn no points. In rare cases, partially or poorly completed assignments may be resubmitted for partial credit at the discretion of the instructor. The following exceptions apply:

- If a participant is sick/hospitalized or has a death in the family, the timing of makeup work may be arranged with the course facilitator. No points will be deducted if the work is completed according to the agreement.
- If a participant is on vacation/traveling/etc., the participant must contact the course facilitator ahead of time to avoid a penalty. This type of absence may occur only once during a course. All posts should be submitted for the missed module before leaving; replies may be completed according to agreed-upon timing when the participant returns.

- If a participant has difficulty completing everything in a week, an extension can be granted if the participant contacts the facilitator during the week (not at the last minute).

Performance Learning Systems' Participant Drop Policy

- Participants are eligible to receive a refund if they attend class for one week or less. This means participants must withdraw by the end of Module 1 to receive a refund.
- Refunds of the balance of tuition paid will be given, minus the \$50 deposit.

Performance Learning Systems' Academic Integrity Policy

Performance Learning Systems expects absolute academic honesty and integrity from every course participant. The specific Academic Integrity and Honor Code policies of our partner colleges and universities are embraced and enforced by PLS instructors. The following are considered to be serious violations:

- Plagiarism: the use of another's ideas, data, or words without proper acknowledgment.
- Fabrication: the use of invented information or the falsification of research or other findings with the intent to deceive.
- Collusion: improper collaboration with another in preparing assignments or projects.
- Cheating: an act of deception by which a student misrepresents that he or she has mastered information on an academic exercise that he or she has not mastered.
- Academic Misconduct: tampering with grades, or taking part in obtaining or distributing any part of student work that is not his or her own.

Violation(s) or suspected violation(s) will be investigated and pursued according to specific college/university procedures.

Identity Authentication

The college/university, Performance Learning Systems (PLS), and students share a joint responsibility to ensure that each student's contribution in an online course activity comes from that student alone. For the student, this responsibility has two parts:

1. Students are responsible for positively ensuring that every contribution to an online course created with the students' computer account is made by the student alone. Contributions covered under this policy include: written assignments; quiz and exam submissions; discussion forum postings; live participation in text-based chat sessions, phone conferences, and videoconferences. If a student allows another person to write or make any kind of submission to an online activity in the student's name, then this constitutes cheating and will be treated as a violation of academic honesty.
2. Students are responsible for ensuring the integrity of their computer account security by following the actions required of them by the PLS Acceptable Use Policy. These actions include keeping passcodes private, updating passcodes when required by Performance Learning Systems, and reporting breaches of the security policy to the IT Helpdesk.

Course Evaluation

The evaluation of learner work will be based on the defined criteria for learner assessments. The criteria for learner assessments will be outlined for students prior to instructional activities and engagement with student learning targets (outcomes). Grading

is based solely on the evaluation of student learning targets and defined criteria for learner assessments.

Formative assessment of learning outcomes is conducted throughout the course, using a variety of means that include the following: completion of assessments; constructive contributions to class discussions (whole-class as well as small-group); sharing of valuable, pertinent, and/or applicable ideas and experiences; and active participation in online interactions. It is expected that each participant will contribute to the academic quality of the course.

Summative assessment includes the completion of weekly learning activities and assignments for which the participant will need to synthesize class content, apply it to his or her own practice, and complete a plan for implementing the major components of content and skill acquired during the course.

Course Outcome Correlations With INTASC Standards for Teachers

| | Course Outcomes |
|---|--|
| <p>Standard 1: Subject Matter The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.</p> | 10 |
| <p>Standard 2: Student Learning The teacher understands how children and youth learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.</p> | 1, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 19, 21 |
| <p>Standard 3: Diverse Learners The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</p> | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 19, 21 |
| <p>Standard 4: Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.</p> | 7, 10 |
| <p>Standard 5: Learning Environment The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</p> | 1, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 19 |
| <p>Standard 6: Communication The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p> | 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15 |
| <p>Standard 7: Planning Instruction The teacher plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</p> | 8, 10, 13, 14, 17 |
| <p>Standard 8: Assessment The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.</p> | 4, 6, 8, 9, 10, 11, 12, 13, 14, 17 |
| <p>Standard 9: Reflection and Professional Development The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.</p> | 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21 |
| <p>Standard 10: Collaboration, Ethics, and Relationships The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.</p> | 16, 17, 18, 19, 21 |

The Interstate New Teacher Assessment and the Support for Consortium (INTASC) standards were developed by the Council of the Chief State School Officers and member states. Copies may be downloaded from the Council's website at <http://www.ccsso.org>.

© Council of Chief State School Officers. (1992) Model standards for beginning teacher licensing, assessment, and development: A resource for state dialogue. Washington, DC: Author. <http://www.ccsso.org/content/pdfs/corestrd.pdf>.

Course Outcome Correlations With National Board for Professional Teaching (NBPTS) Propositions and Standards

| Proposition 1: Teachers are Committed to Students and Their Learning. | Course Outcomes |
|--|---|
| NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn. | 19 |
| They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice. | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 19, 20, 21 |
| NBCTs understand how students develop and learn. | 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 19 |
| They respect the cultural and family differences students bring to their classroom. | 16, 17, 19 |
| They are concerned with their students' self-concept, their motivation and the effects of learning on peer relationships. | 5, 6, 11 |
| NBCTs are also concerned with the development of character and civic responsibility. | |
| | |
| Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students. | |
| NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject. | 20, 21 |
| They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject. | 1, 2, 4, 6, 8, 9, 10, 11, 13, 14, 15, 20, 21 |
| They are able to use diverse instructional strategies to teach for understanding. | 8, 10, 20, 21 |
| | |
| Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning. | |
| NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused. | 8, 10, 11, 20, 21 |
| They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals. | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 19, 20, 21 |
| NBCTs know how to assess the progress of individual students as well as the class as a whole. | |
| They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents. | 16, 17 |
| | |
| Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience. | |
| NBCTs model what it means to be an educated person – they read, they question, they create and they are willing to try new things. | 2, 20, 21 |
| They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education. | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 19, 20, 21 |
| They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice. | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 19, 20, 21 |

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| Proposition 5: Teachers are Members of Learning Communities. | |
| NBCTs collaborate with others to improve student learning. | 21 |
| They are leaders and actively know how to seek and build partnerships with community groups and businesses. | 20, 21 |
| They work with other professionals on instructional policy, curriculum development and staff development. | 20, 21 |
| They can evaluate school progress and the allocation of resources in order to meet state and local education objectives. | |
| They know how to work collaboratively with parents to engage them productively in the work of the school. | 16, 17 |

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