

# Essential Classroom Strategies

## Course Description

This course will develop skills in core classroom teacher competencies including: planning, communicating, managing, and assessing student learning. The key role of critical reflection as it relates to practice and the importance of developing a learning community will also be addressed.

## Course Outcomes

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

1. Investigate how to manage student-led routines and noninstructional duties and explore a variety of transition methods that efficiently and effectively connect activities.
2. Identify various causes of student misbehavior and analyze and explain strategies for developing, implementing, and revising appropriate standards for student conduct for learning.
3. Explore strategies for reinforcing established expectations and standards for behavior and evaluate verbal and nonverbal responses intended to redirect behavior as well as prompt and acknowledge appropriate behavior.
4. Determine and apply effective, preventative, and appropriate methods of monitoring student behavior and identify strategies for encouraging student self-monitoring of behavior and support for productive peer behavior.
5. Implement preventative strategies and identify appropriate external resources for responding to student misbehavior and develop responses to misbehavior that are sensitive to student's individual needs and may involve their family.
6. Define and develop student-friendly rules, directions, and procedures ensuring clarity for all students and practice and reinforce classroom procedures.
7. Reflect and explore different learning activities that emphasize depth over breadth and levels of student choice with instructional outcome that promote deep learning.
8. Evaluate your lessons to determine its effectiveness and describe strategies, alternative actions, and lesson modifications that promote reflection on teaching that lead to actionable ideas for improvement based on self and student reflections.

9. Analyze and explore how to create a safe physical classroom environment in which all students can experience classroom events and discover how physical resources can be used to support learning activities.
10. Explore how to design clear, goal-focused lessons and units and explore assessment choices that check for understanding of the goal.
11. Investigate how to connect learning goals with other content areas to facilitate the transfer of concept learning among other disciplines and appropriate for all students.
12. Investigate how to create learning activities that are aligned to instructional outcomes and examine ways to clearly communicate learning goals with students' interests.
13. Identify culturally responsive approaches and informational materials designed to engage families in the instructional program.
14. Investigate how clear and concise explanations behind a lesson's purpose connect to student interest through vivid language and deep understanding.
15. Analyze how effective classroom discussions deepen and extend understanding and devise strategies for supporting focused and engaging discussions in whole-class and small-group discussions.
16. Explore methods for teaching students to ask high-quality questions that incorporate their own ideas and provide opportunities for reflection, while focusing on deepening understanding and reflect upon approaches to fostering a culture of shared accountability for meaningful, respectful whole-class and small-group discussions.
17. Explore strategies to support student engagement and participation of all students throughout classroom discussions and analyze methods for focusing, redirecting, and encouraging student contributions.
18. Implement techniques that foster high-level questions and reasoning skills while simultaneously maintaining the momentum of student-led discussions.
19. Determine and explain key elements of appropriate instructional outcomes that are clear, rigorous, sequential, and analyze how different types of learning can be integrated into instructional outcomes.

### **Topical Outline**

#### **Classroom Management Procedures**

#### **Student Behavior: Part I**

### **List of Concepts**

Integration of transitions; routines for handling materials; performance of noninstructional duties; assume responsibility

Behavioral issues; expectations; standards of conduct

<b>Student Behavior: Part II</b>	Monitor behavior; offer respectful corrections; appropriate responses; appropriate behavior
<b>Student Behavior: Part III</b>	Intervention strategies; family involvement; use of external resources; respecting dignity; preventative responses
<b>Communicating Clear Directions and Procedures</b>	Define rules, directions, and procedures; effective communication; practice and reinforce classroom procedures; communicate directions
<b>Effective Instructional Outcomes</b>	Create and analyze instructional outcomes; high expectations and rigor; build on prior learning; connect to other disciplines; assessment methods; demonstrate achievement of outcomes; differentiate learning experiences
<b>Types of Learning Activities</b>	Types of learning activities; deep learning; exercise choice
<b>Evaluating Professional Performance</b>	Evaluate effectiveness; achieving outcomes; alternative actions; and student/teacher reflection
<b>Organizing the Physical Classroom</b>	Safe physical classroom environment; appropriate resources for use; conducive furniture arrangement; design physical layout; resources for student use
<b>Designing Lessons, Units, and Learning Activities</b>	Learning activities aligned to outcomes; clear lesson and unit structures; content that is connected to other disciplines; transfer of learning
<b>Learning Expectations</b>	Clear lessons and units; key concepts; link to student interests; communicate importance of student learning
<b>Classroom Communication</b>	Engagement; clarity of expectations; student choice; accurate communication
<b>Involving and Interacting with Families</b>	Student progress; encourage family engagement; cultural sensitivity; student contributions

<b>Effective Uses of Language</b>	Clear spoken and written language; appropriate vocabulary; influence of language; clear and concise directions;
<b>Facilitating Classroom Discussions</b>	Effective communication techniques; focused and engaging instructions; increased and sustained student participation
<b>Preparing to Participate: Student-Led Discussions</b>	High-quality questions; foundation of responsibility; meaningful discussions; shared accountability; respectful discussions
<b>Participating in Student-Led Discussions</b>	Contribution to classroom discussions; high-quality questions; student learning through discussion; meaningful student contributions

### Course Assessments and Links to Institutional Outcomes and Course 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 graded activities to be completed throughout the term.

<b>Modules</b>	<b>Topics of Modules</b>	<b>Points</b>
Module 1:	Classroom Management Procedures	34
Module 2:	Student Behavior: Part I	41
Module 3:	Student Behavior: Part II	44
Module 4:	Student Behavior: Part III	44
Module 5:	Communicating Clear Directions and Procedures	38
Module 6:	Effective Instructional Outcomes	49
Module 7:	Types of Learning Activities	30
Module 8:	Evaluating Professional Performance	28
Module 9:	Organizing the Physical Classroom	24
Module 10:	Designing Lessons, Units, and Learning Activities	30
Module 11:	Learning Expectations	34
Module 12:	Classroom Communication	25
Module 13:	Involving and Interacting with Families	28
Module 14:	Effective Uses of Language	25
Module 15:	Facilitating Classroom Discussions	35
Module 16:	Preparing to Participate: Student-Led Discussions	35

Module 17:	Participating in Student-Led Discussions	30
CP	Course Project	192
	<b>Total</b>	<b>766</b>

### **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 college-specific grading scale.

### **PLS 3rd Learning’s Late Policy**

There will be a 10% deduction of points per day for all posts and submitted assignments that 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.
- 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).

### **PLS 3rd Learning’s 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.

### **PLS 3rd Learning’s Academic Integrity Policy**

PLS 3rd Learning 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 3rd Learning instructors. The following are considered to be serious violations:

- Plagiarism: the use of another’s ideas, data, or words without proper acknowledgement.
- 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 or suspected violation will be investigated and pursued according to specific college/university procedures.

### **Identity Authentication**

The college/university, PLS 3rd Learning, 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 student’s 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 3rd Learning Acceptable Use Policy. These actions include keeping passcodes private, updating passcodes when required by PLS 3rd Learning, 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.

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