Classroom Management: Orchestrating a Community of Learners®

Course Description
Classroom Management: Orchestrating a Community of Learners® is a PLS 3rd Learning course that equips experienced and beginner 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 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 Alignments
This PLS 3rd Learning course is aligned to Charlotte Danielson’s Framework for Teaching:
Domain 1 – 1B, 1D, and 1E
Domain 2 – 2A, 2B, 2C, 2D, and 2E
Domain 3 – 3A, 3C, and 3E
Domain 4 – 4A, 4B, 4C, 4E, and 4F

Course Outcomes
Upon completion of this class, the learner will be able to:
1. Evaluate educational research relating to course theories and practices, making connections and applications to the classroom.
2. Construct a vision of an effective classroom and set goals for areas of focus.
3. Evaluate classroom climate and incorporate strategies to create an inviting learning environment.
4. Analyze the classroom setting and make improvements to structure a positive physical environment.
5. Write rules and procedures and then develop lessons to teach them to students.
6. Design a flow lesson to engage students and enhance learning.
7. Develop a plan for reinforcing and responding to student behaviors.
8. Incorporate strategies to encourage parental involvement.
9. Work collaboratively to share knowledge, skills, and experiences, refine understanding of content, give and receive feedback, and improve expertise.

**Institutional Outcomes**
(To be listed here)

**Required Text**

Selected research articles, research summaries, and topical articles drawn from educational literature and the course manual.

**Topical Outline**

<table>
<thead>
<tr>
<th>List of Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Overview</strong></td>
</tr>
<tr>
<td>Opening activities, differences between the terms <em>classroom management</em> and <em>discipline</em>, 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, class meetings, reflection and application journal</td>
</tr>
</tbody>
</table>

| **Creating an Inviting Classroom Climate** |
| Supportive research and an inductive activity on the topic of 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 a constructive learning environment; 3. Provide opportunities for students to learn and work together; 4. Empower students by sharing decisions and responsibilities; 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 have), positive reframes, reflection and application journal |
### Structuring a Positive Physical Environment
Supportive research and an inductive activity on the topic of the physical environment, the role of the environment in effective classroom management, connections between a teacher’s/student’s learning styles (kinesthetic, tactual, auditory, and 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/intellectual development), a checklist to evaluate the six functions of the classroom setting, 22 strategies for creating an effective and positive physical environment, ways in which aspects of the physical classroom arrangement can contribute to misbehavior, strategies for modifying the physical environment, reflection and application journal.

### Establishing Rules and Procedures
Supportive research and an inductive activity on the topic of 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 of rules short; 5. Keep classroom rules consistent with school rules; 6. Plan ahead for follow-through; 7. Involve students in creating rules), examples of effective classroom rules, strategies for teaching rules (1. Allow adequate time; 2. Define key words; 3. Explain the benefits of the rules; 4. Present the rules in 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-support, interaction), a four-step process for teaching procedures (Say-See-Do-Review), reflection and application journal.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td><strong>Maintaining Momentum and Flow</strong></td>
<td>Supportive research and an inductive activity on the topic of 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, reflection and application journal.</td>
</tr>
<tr>
<td><strong>Reinforcing Positive Behavior</strong></td>
<td>Supportive research and an inductive activity on the topic of 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/Activity, Inner–Intrinsic), examples of each type of reward, creating appropriate rewards to reinforce specific student behaviors, ten reinforcing strategies for promoting positive behaviors in the classroom (1. Assess students’ interests and choose rewards accordingly; 2. Consider students’ learning styles; 3. Give rewards immediately; 4. Gradually extinguish rewards; 5. Vary rewards; 6. Avoid extrinsic rewards for intrinsically rewarding activities; 7. Pair outer-circle rewards with middle-circle rewards; 8. Catch all students being good; 9. Use group rewards only when they reinforce, rather than punish; 10. Reward small successes as well as large ones), tools for effectively appraising students’ reward and reinforcer preferences, reflection and application journal.</td>
</tr>
</tbody>
</table>
Responding to Misbehavior

Supportive research and an inductive activity on the topic of 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 misbehavior (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, reflection and application journal

Encouraging Parental Involvement

Supportive research and an inductive activity on the topic of parental involvement, benefits of strong parent-teacher partnerships, ways to overcome barriers to parental involvement, communication strategies designed to involve parents in school (Inform, Include, Instruct, Innovate), Parent-Teacher Conference preconference decisions and preparations, nonverbal considerations, the five phases of a Parent-Teacher Conference, conference follow-up, strategies parents can use to support their student in completing his/her homework, reflection and application journal

Supporting Teacher Resilience

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. The seven mandatory assessments (in bold), total 90 points. Participants choose one additional assessment (from those not in bold) for 10 points, for a cumulative total of 100 points for the course.

<table>
<thead>
<tr>
<th>Assessment No.</th>
<th>Description</th>
<th>Points</th>
<th>Correlations With Institutional Outcomes</th>
<th>Correlations With Course Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment No. 1</td>
<td>Vision of an Effective Classroom</td>
<td>10</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Assessment No. 2</td>
<td>Reflection and Application Journal</td>
<td>10</td>
<td></td>
<td>1, 9</td>
</tr>
<tr>
<td>Assessment No. 3</td>
<td>Discipline and Learning Styles Review</td>
<td>10</td>
<td></td>
<td>1, 9</td>
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<tr>
<td>Assessment No. 4</td>
<td>Classroom Management Web Resources</td>
<td>10</td>
<td></td>
<td>1, 9</td>
</tr>
<tr>
<td>Assessment No. 5</td>
<td>Classroom Climate</td>
<td>10</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Assessment No. 6</td>
<td>Classroom Setting</td>
<td>10</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Assessment No. 7</td>
<td>Rules and Procedures</td>
<td>15</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Assessment No. 8</td>
<td>Flow Learning</td>
<td>20</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Assessment No. 9</td>
<td>Reinforcing and Responding to Student Behaviors</td>
<td>15</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Assessment No. 10</td>
<td>Parental Involvement</td>
<td>10</td>
<td></td>
<td>8</td>
</tr>
</tbody>
</table>

Total 100

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

Instructional Materials
Instructors and learners will use instructor-generated materials, learner-generated materials, print resources, and Web-based resources to facilitate learning.
**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 instructor presentation of new content through short lecturebursts, active construction of knowledge during hands-on practice and problem solving, collaborative group work, personal reflection, in-class presentations and demonstrations, ad hoc and structured small-group or whole class discussion, analysis of assigned reading, and application of course content and skills to each participant's individual grade level, subject area, and classroom.

**Evaluation**
The evaluation of learner work will be based on the defined criteria for learner assessments, which will be processed with learners prior to their instructional activities and engagement with the 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; involvement in the inductive process; interactive journal entries with written instructor feedback; critical or reflective responses to assigned readings; oral discussions in a whole-class or small-group setting; active participation and general attentiveness to the instructor and others. It is expected that each student will contribute to the academic quality of the course.

Summative assessment includes the completion of a culminating assignment that requires the participant to synthesize class content, apply it to his or her specific teaching situation, and complete a reflective action plan for implementing the major components of content and skill acquired during the course.

**Grading Policy**
(To be listed here)

**Absence and Tardy Policy**
(To be listed)

**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 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 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.

**Participant Professionalism Policy**

As a courtesy to other participants and to your instructor, please refrain from text messaging, checking e-mail, or answering your cell phone during class time. Breaks are provided throughout the course so you can attend to personal matters. Using your personal electronic devices during class time is distracting and disrupts instruction and participant communication and collaboration. If you have an emergency or justifiable reason to leave your cell phone turned on during class time, please make arrangements with the instructor prior to the beginning of class.
Alignments to Charlotte Danielson’s *Framework for Teaching*

Each PLS 3rd Learning course is aligned to the components in Charlotte Danielson’s *Framework for Teaching*. The alignments for this course are listed below.

**DOMAIN 1: PLANNING AND PREPARATION**
1B. Demonstrating Knowledge of Students
1D. Demonstrating Knowledge of Resources
1E. Designing Coherent Instruction

**DOMAIN 2: THE CLASSROOM ENVIRONMENT**
2A. Creating an Environment of Respect and Rapport
2B. Establishing a Culture for Learning
2C. Managing Classroom Procedures
2D. Managing Student Behavior
2E. Organizing Physical Space

**DOMAIN 3: INSTRUCTION**
3A. Communicating with Students
3C. Engaging Students in Learning
3E. Demonstrating Flexibility and Responsiveness

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**
4A. Reflecting on Teaching
4B. Maintaining Accurate Records
4C. Communicating with Families
4E. Growing and Developing Professionally
4F. Showing Professionalism
Course Outcome Correlations With INTASC Standards for Teachers

Standard 1: Learner Development
The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Standard 4: Content Knowledge
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5: Application of Content
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.
Standard 7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

1, 2, 6, 9

Standard 8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

1, 2, 6, 9

Standard 9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

1, 2, 3, 4, 5, 6, 7, 8, 9

Standard 10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

1, 8, 9

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/intasc.


# Course Outcome Correlations With National Board of Professional Teaching (NBPTS) Five Core Propositions

## Proposition 1: Teachers are Committed to Students and Their Learning.

Course Outcomes

<table>
<thead>
<tr>
<th>NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn.</th>
<th>1, 2, 3, 4, 5, 6, 7, 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>1, 2, 3, 4, 5, 6, 7, 9</td>
</tr>
<tr>
<td>NBCTs understand how students develop and learn.</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9</td>
</tr>
<tr>
<td>They respect the cultural and family differences students bring to their classroom.</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9</td>
</tr>
<tr>
<td>They are concerned with their students’ self-concept, their motivation and the effects of learning on peer relationships.</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9</td>
</tr>
<tr>
<td>NBCTs are also concerned with the development of character and civic responsibility.</td>
<td>1, 2, 3, 5, 8, 9</td>
</tr>
</tbody>
</table>

## Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.

Course Outcomes

<table>
<thead>
<tr>
<th>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.</th>
<th>1, 6, 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>1, 2, 3, 4, 5, 6, 7, 9</td>
</tr>
<tr>
<td>They are able to use diverse instructional strategies to teach for understanding.</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9</td>
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</table>

## Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.

Course Outcomes

| NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused. | 1, 2, 3, 4, 5, 6, 7, 8, 9 |
They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.

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.

**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.

They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.

They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.

**Proposition 5: Teachers are Members of Learning Communities.**

NBCTs collaborate with others to improve student learning.

They are leaders and actively know how to seek and build partnerships with community groups and businesses.

They work with other professionals on instructional policy, curriculum development and staff development.

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.

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Bibliography


Kraft, M. A. (2010). From ringmaster to conductor: 10 simple techniques can turn an unruly class into a productive one. *Phi Delta Kappan, 91*(7), 44–47.


