

COURSE SYLLABUS

Course: Manage It All: Students, Curriculum, and Time

Presenter: Dr. Debbie Silver

Credits: 3 Graduate Credits

Course Overview

Good classroom management begins long before the first day of school, and in this course, veteran teacher Dr. Debbie Silver offers educators the strategies they'll need to succeed. From arranging the furniture to establishing rules, from modeling expected behavior to communicating privately with disruptive students, Dr. Silver provides classroom-tested tips for creating an environment conducive to learning for all students.

With strategies in place for managing the classroom, Dr. Silver shifts to designing high-quality curriculum using backwards design principles and activities developed to suit different learning styles. Dr. Silver explains how she uses "discrepant events" to challenge students' prior assumptions, a technique that improves learning and increases retention.

Finally, because teachers never have enough time in the day to do everything, they learn how to evaluate and prioritize their own activities, delegate, and make time to reach their personal and professional goals. Designed for new and veteran teachers, this course provides timesaving strategies, practical tips, and great ideas for all teachers to create an effective learning environment for their students.

Presenter Bio

Debbie Silver, Ph.D., has 30 years' experience as a classroom teacher, staff development instructor, and university professor. A Louisiana State Teacher of the Year, Dr. Silver has been an invited author for several educational journals and has given keynotes at state, national, and international conferences in 49 states, Canada, Europe, and Asia. A featured teacher for the PBS OnLine Teacher Chat, Silver has authored *Drumming to the Beat of Different Marchers: Finding the Rhythm for Teaching Differentiated Learning*, which has been updated and re-released by Incentive Publications. Songs she co-wrote with Monte Selby are featured on his CDs.

As you take this course, you will:

- Listen to experts.
- Watch real classroom learning.
- Read research and best practice.
- Access resources, lesson plans, and graphic organizers.

Unit Learning Objectives

In this course, you will learn:

- 1) How to create a positive, student-centered classroom climate
- 2) How to use voice, body language, key phrases, and private conversations to manage student behavior
- 3) Backwards design strategies

- 4) How to group for cooperative learning
- 5) Appropriate use of rewards and praise
- 6) How to design activities and assignments that give all students a reasonable chance to succeed

Unit Course Outcomes

By the end of this course, you will be able to:

- 1) Create a discipline policy that holds students accountable
- 2) Develop procedures for handling ongoing disruptive behavior
- 3) Plan lessons using the backwards design principles, beginning with desired results
- 4) Promote self-efficacy skills and positive mindsets in the classroom
- 5) Use appropriate praise
- 6) Become a reflective practitioner by evaluating teaching strategies and their impact on students
- 7) Evaluate tasks based on importance and say “no” to activities that don’t meet priorities

Course Resources

Included within each unit are readings, resources, and materials available to download, save, and print. Please make sure you access all materials for each unit by clicking on the “Resources” tab to the right of the screen.

Methods of Instruction and Evaluation

- Videos (presentations consisting of interviews and classroom footage)
- Readings
- Reflection questions (open-ended questions at intervals throughout the course which ask participants to reflect on the course content, their own practice, and next steps for their practice)
- Checks for Understanding (selected-response quizzes to assess understanding)
- Discussion forums (prompts that engage participants in online dialogue with their cohorts)
- Pre and Post surveys
- Mid-course Project and Final Capstone Project

Academic Honesty

KDS recognizes plagiarism as a serious academic offense. Plagiarism is the passing off of someone else’s work as one’s own, and includes failing to cite sources for others’ ideas, copying material from books or the Internet (including lesson plans and rubrics), and handing in work written by someone other than the participant. Plagiarism will result in a failing grade and may have additional consequences. For more information about plagiarism and guidelines for appropriate citation, consult plagiarism.org.

Grading Policy (using rubric 1-4 scale system)

Total grade for the course is a culmination of performance grades

A: 3.4 – 4.0

B: 2.7 – 3.3

C: 2.0 – 2.6

F: >2.0

Percentage of Course Credit

Course grade is determined by the following:

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|----------------------------|-----|
| ▪ Reflections | 15% |
| ▪ Checks for understanding | 25% |
| ▪ Mid-course Project | 25% |
| ▪ Final Capstone Project | 35% |

In order to complete the requirements of the course, you must complete all course work (e.g., reflections, checks for understanding), including watching all videos and participating in all discussion forums. We do not award partial credit.

Reflection Rubric

Assessment	Underdeveloped (1)	Basic (2)	Proficient (3)	Distinguished (4)
Checks for understanding	65% or below	66-79%	80-89%	90-100%
Reflection Question	<p>Participant has included little to no content indicating consideration and comprehension of course content.</p> <p>Participant has not addressed the questions posed. Participant has copied from the course transcript without synthesis or analysis.</p>	<p>Participant has included little that indicates consideration and comprehension of course content.</p> <p>Participant has answered most questions directly but some too briefly.</p>	<p>Participant has included appropriate content from the course content and made connections to practice.</p> <p>Participant has made thoughtful comments in direct response to the prompts.</p>	<p>Participant has provided rich detail and supporting examples from the course content and made specific connections to his/her practice.</p> <p>OR</p> <p>Participant has made thoughtful comments in direct response to the prompts and created next steps to support his/her learning.</p>

Course Calendar

Unit 1: Classroom Management: Lion Taming 101, Part 1

Dr. Debbie Silver examines the teacher's role in creating a classroom where children feel safe and the focus is on learning. Through stories drawn from 30 years of experience, educators learn simple, practical, and helpful tips on everything from how to begin the very first day of school to how to communicate with disruptive students. Included are strategies for student-centered discipline along with basic classroom routines and procedures. Teachers in this session laugh, think, and go back to their classrooms armed with scores of ideas for establishing a classroom environment that facilitates learning.

Objectives

In this unit, you will learn:

- An educator's role in creating classroom climate
- How to use proximity and eye contact to improve student behavior
- How to create workable classroom rules
- Ways to build positive relationships with students
- Key phrases designed to diffuse arguments
- What classroom management decisions to consider before the first day of school
- How to model expectations

Outcomes

By the end of this unit, you will be able to:

- Use Behavioral Journals to manage minor classroom disruptions
- Use Inventories to identify student interests, strengths, and weaknesses
- Use a Common Attributes activity to build cohesiveness among group members

Unit 2: Classroom Management: Lion Taming 101, Part 2

Dr. Debbie Silver continues her discussion of classroom management by illustrating the power of words and actions to hurt feelings. She demonstrates how to conduct a private conversation to calm a student who is falling apart. And she explores the benefits of writing letters to students that describe what the teacher values about them. Dr. Silver explains reasons for student misbehavior and suggests things to consider before reacting. Finally, she offers an Individualized Behavior Plan for consistently disruptive students who require a higher level of intervention.

Objectives

In this unit, you will learn:

- The impact of "killer" statements, and how to convey this to students
- How to use consistent voice, body language, and words
- How to communicate with a student who is falling apart
- How to practice active listening skills
- How to use humor to build relationships

Outcomes

By the end of this unit, you will be able to:

- Model high expectations for students

- Identify reasons for student misbehavior
- Use letters to build positive relationships with students
- Use an Individualized Behavior Plan to handle ongoing disruptive behavior

Unit 3: Effective Teacher: Great Teaching Tips, Part 1

Delivered with heart and humor, this presentation is a wonderful gift to those new to the teaching profession as well as those who wish to be renewed. Educators are introduced to twenty characteristics of effective teachers, and Dr. Debbie Silver describes strategies for creating a comfortable and engaging classroom. She also reflects on ways to appropriately share personal history and interests in ways that build connections to students. Finally, she introduces learning styles and instructional strategies suitable for each style. Upon completing this session, teachers will understand how students think and learn and how to plan activities that will reach all students.

Objectives

In this unit, you will learn:

- Characteristics of effective teachers
- Ways to enhance the classroom environment
- Ways to share personal history and interests with students
- Learning styles and educational strategies suited to each style

Outcomes

By the end of this unit, you will be able to:

- Organize the classroom to optimize learning
- Appropriately share personal history and interests with students
- Develop lessons and activities that engage students through different learning styles

Unit 4: Effective Teacher: Great Teaching Tips, Part 2

In this session, Dr. Silver focuses her attention on the characteristics of a high-quality curriculum, and the planning needed to achieve it. Educators are introduced to the concept of “backwards design” popularized by Wiggins and McTighe in the late 1990s – the idea that planning starts with what you want students to know and do by the end of the year, then proceeds backward to determine appropriate milestones to be reached at intervals along the way. Educators learn strategies to engage students through the exploration, concept development, and concept application phases of the learning cycle, which promote student-centered learning and greater retention of knowledge. Educators are introduced to the concept of teaching using “discrepant events,” which challenge students to assimilate new information counter to what they previously believed to be true.

Objectives

In this unit, you will learn:

- Backwards design and process:
 - Identify desired results
 - Determine acceptable evidence
 - Plan learning experiences and instruction

- Characteristics of a high-quality curriculum
- The learning cycle:
 - Exploration
 - Concept development
 - Content application
- How to establish curricular priorities:
 - Worth being familiar
 - Important to know and do
 - Enduring understanding

Outcomes

By the end of this unit, you will be able to:

- Plan lessons using the backwards design principles, beginning with desired results
- Develop activities appropriate to each phase of the learning cycle
- Apply filters to instructional decision-making

Unit 5: Cooperative Learning: Groups That Really Work

In the traditional, direct-instruction classroom, learners are passive, they often work alone, and silence is valued. In contrast, in the cooperative learning classroom, learners are active, they work in teams, noise is appropriate to the activity, and all students participate in learning. As an instructional strategy, cooperative learning leverages the group members' skills throughout the learning process. Dr. Silver shows educators how to form cohesive groups by using activities to break the ice and then assigning students to group roles so that all participate. Educators are introduced to the various roles and responsibilities for successful cooperative learning groups as well as to practical strategies for holding individual members and the group accountable for results. The role of the teacher shifts from direct instruction to facilitation; teachers are actively involved in the cooperative learning process as they reinforce concepts, clarify directions, encourage students, and affirm positive interactions. Teachers learn to structure activities that focus on developing students' interpersonal skills such as active listening, building consensus, sharing, or restating. Dr. Silver explains ten alternative ways to use cooperative learning, and offers practical tips for use with primary and secondary learners.

Objectives

In this unit, you will learn:

- The characteristics of cooperative learning
- Similarities and differences between direct instruction and cooperative learning
- Cooperative learning techniques for primary and secondary classrooms
- Roles and responsibilities of team members
- Role and responsibility of the teacher during cooperative learning
- Alternative ways to use cooperative learning

Outcomes

By the end of this unit, you will be able to:

- Develop activities using cooperative learning strategies
- Assign and rotate roles among group members
- Develop grading practices that hold all students accountable
- Use flexible grouping strategies as needed

Unit 6: Time Management for Educators: Seeking a “Round Tuit”

A common concern among new and veteran teachers is the challenge of never having enough time in the day to complete everything that needs to get done. In this course, educators will learn how to manage their time more effectively inside and outside the classroom. Using proven techniques and insightful anecdotes, Debbie Silver presents a step-by-step approach for identifying and attaining lifelong goals and dreams. This workshop tackles the serious business of time management with humor and fun.

Objectives

In this unit, you will learn:

- How to set positive goals in all facets of their lives
- How to identify activities that waste time
- How to categorize activities based on urgency and importance
- How to avoid the pitfalls of perfectionism and multi-tasking
- Strategies for delegating
- Ways to save time in the classroom
- Ways to get out the door quickly each morning

Outcomes

By the end of this unit, you will be able to:

- Write life goals that are realistic and challenging
- Evaluate how time is spent through a personal time survey
- Categorize activities based on urgency and importance
- Delegate activities when appropriate
- Say "no" to activities that don't meet priorities

Unit 7: Using Rewards for Classroom Management: What Do I Get For Doing It?

Do your students often ask the question, "What will you give me for doing this?" This session is a must for teachers and administrators struggling with the appropriate use of rewards. Educators learn the difference between extrinsic and intrinsic rewards for students, and they are introduced to practical, helpful strategies for moving towards a classroom based on intrinsic motivation. Educators will learn the difference between fixed and growth mindsets, and will recognize the importance of praising effort rather than talent or ability. Teachers will be inspired by Debbie Silver's ideas for promoting self-efficacy and a positive mindset in the classroom, both of which establish a framework for lifelong learning and success.

Objectives

In this unit, you will learn:

- The difference between extrinsic and intrinsic rewards, and their effects on learning
- The difference between task-contingent, performance-contingent, and success-contingent rewards, and their impact on student behavior
- The effects of various types of praise
- The definition of self-efficacy
- The characteristics of fixed and grown mindsets, and their impact on student success

Outcomes

By the end of this unit, you will be able to:

- Develop classroom activities and homework assignments that provide intrinsic rewards
- Reward only student behaviors that should be repeated
- Choose rewards with an understanding of the possible outcomes
- Praise students for effort, rather than ability
- Promote self-efficacy
- Promote a positive mindset in the classroom

Unit 8: Engaging Disenfranchised Learners: Going Outside the Lines

“With your effort, with your struggle, with your heart and soul, you can change things for yourselves.” That’s how Dr. Debbie Silver describes her message to previously disenfranchised learners. In this session, she models teaching strategies for reaching all students, because, she asserts, “all students should have a reasonable chance at success.” Researchers tell us that educators should no longer ask about students, “how smart are they?” but rather, “how are they smart?” Dr. Silver illustrates how coaches use zone of proximal development strategies to develop skills that are attainable but just beyond their students’ reach. Through an inspiring personal example, she shows what can happen when educators recognize and build on students’ strengths.

Objectives

In this unit, you will learn:

- The characteristics of teachers who are “with” their students
- The power that teachers have over students to “make” or “break” them
- The reasons that students give up or quit
- How to set up activities and assignments that give all students a reasonable chance to succeed
- How to be a reflective practitioner

Outcomes

By the end of this unit, you will be able to:

- Develop activities and assignments that engage all students
- Use scaffolding, level of support, and zone of proximal development strategies
- Recognize and build on student strengths
- Become a reflective practitioner by evaluating teaching strategies and their impact on students