*More detailed course curriculum, including graduate level, alignment with standards, culturally responsive practices, assessments and resources, can be provided upon request

Title of Course: Redefining Classroom Management for Distance Learning

Course Description: In this course, participants will learn the key role that classroom management has in overall student achievement and success. Participants will discuss and explore ways in which remote teaching has changed traditional classroom management and the strategies utilized to keep students engaged and successful within a virtual classroom setting. Some of the strategies to be shared and implemented throughout the course will be how to use various tools within the Google Classroom platform, conducting effective communication with parents and students, integrating a more student-centered instructional approach that provides multiple opportunities for student choice and how to guide students into adopting an independent learning mindset during hybrid / distance learning. Further, participants will discuss how to appropriately integrate critical consciousness along with culturally responsive practices with their students to develop dialogue within the classroom that supports a brave learning community and considers underserved social groups. Additionally, grouping students virtually and instructional practices regarding cultural responsiveness will be discussed as well.

Additionally, the aforementioned practices will also tie into instructional methods and delivery. For example, participants will learn how to give clear and concise instructions to students, use of non-verbal cues, and how to use whole group responsibility for the purpose of using teamwork. These methods will be specifically discussed in how to use these same strategies via platforms like Google Meet and Zoom. Participants will learn how to utilize appropriate time limits with classwork, the use of transitions and time management within the lesson to make for effective management and instruction. Participants will discuss the student-centered classroom and using a variation of delivery methods for instruction. Further, there will be an understanding of how to use and implement a student -centered approach to make students more successful during distance learning. Participants not working within a traditional classroom will focus on how small- group activities and methodologies can be employed outside of the classroom which will also lead to overall student success, a brave learning community and how they may contribute to effective management in any type of classroom.

Instructor Consultation and Interaction
The course is an asynchronous online course that is available for instructor and student participation 24/7. The four-week duration of the class is broken down into four weekly sections each comprised of lecture in the form of instructor created articles and content, web links to academic and professionally reviewed articles in the discipline of general education, and instructor created discussion questions which are, in and of themselves, formative assessments to determine the extent to which the enrollees have comprehended and mastered the skills and information and begun to apply it to their personal teaching practices. The answers to these questions are the basis for the class interaction, as enrollees are required to respond to each other within the classroom.

Proof of Course Completion
LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits provided by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructor that reflect the content, skills/ strategies learned and assessments covered in course. These enrollee postings must be made six times each week, in separate sessions, and including a minimum of 4 academic posts and at least 2 peer-peer comments of others' postings and possible shared assignments. Enrollees are required to submit a detailed reflective feedback n in combination with the archived work. Attempts to falsify record or discussion board entries will result in denial of credit and a report to the enrollee's employer.

Scope & Sequence/Weekly Topics and Objectives

Session I

Objectives	Participants will • introduce themselves to course participants and share backgrounds in order to engage in course discussions • reflect upon the specific struggles of classroom management during distance learning • share and reflect upon the needs of students in the virtual classroom • learn and share specific strategies to keep all students engaged during distance learning that reflect the needs of a diverse learning population • build knowledge of culturally responsive strategies and instruction • promote and encourage students to have multiple opportunities to share their voice, opinions, and perspectives as it pertains to instruction and their own needs as learners
Topics	• Personal introductions • Review of course objective – how it will be attained, methodology and philosophy of both instructor and participants
Application to Instruction & Student Learning	Educators will • learn how effective classroom management during distance can promote student success and overall engagement • reflect upon specific needs of diverse learners during distance learning • become aware of how they promote cultural diversity in interactions with students and lesson design • design and promote positive collaboration that aligns with cultural responsiveness in the virtual classroom amongst all students in both small and large groups • learn how to institute a routine in their virtual classrooms along that is flexible yet adheres to the needs of all students • promote and provide multiple opportunities for students to share their perspectives and consider needs of the historically underserved communities and their needs during distance learning.

Session II

Objectives	Participants will • learn strategies of how to build rapport during distance learning • examine the role and importance of equity in distance learning • use cultural relevancies and connections to create connections between student and teacher and student to student • foster a collaborative environment for students, parents and teachers during distance learning

	• practice effective communication skills with both students and parents during distance learning • learn how to involve families appropriately during distance learning and bridge the cultural gap • explore the vital role families play in the students' success during distance learning. • allow opportunities for cultural connections among students within the virtual classroom and to reflect upon personal bias and beliefs. • Examine inequity and how we can challenge these societal norms
Topics	· Equity in Education · Applying Culturally Responsive practices in communication · Importance and use of student praise/reinforcement and encouragement within the online classroom · How to build rapport with all students in the classroom · Giving clear and concise directions to students · Culturally responsive Practices · Equity in education · The Marginalized and Underrepresented
Application to Instruction & Student Learning	Educators will • Examine and learn the value in equity • learn specific ways to appropriately involve families in content instruction during distance learning • know how to build an environment of effective communication between students, parents and teachers • explore how the family and beliefs systems can help shape student success • allow opportunities for students to reflect on self and cultural connections through a brave learning community • practice using specific strategies in communicating with linguistically and culturally diverse students that reflect culturally responsive practices • know how to communicate effectively with parents to encourage involvement and participation during distance learning

Session III

Objectives	Participants will • learn about the resources available in regards to distance learning instruction • utilize and share various resources for online instruction and the virtual classroom. • learn about the Google Classroom tools and similar platforms to facilitate online instruction • consider modifications for culturally and linguistically diverse students and to help all students facilitate personal connections to the content and current instruction that values diverse cultures • modify classroom feedback to meet the needs of distance learning and to ensure feedback is actionable and appropriate · Midterm Project – lesson plan using technology platform like Google Classroom
Topics	· Implementation of culturally responsive strategies that implore student to reflect on self · Use of consistency as it applies to effective classroom management and instruction · Parental involvement strategies to facilitate effective classroom management and promote student success · Midterm Project – student-centered activity/lesson

Application to Instruction & Student Learning	Educators will • explore and learn about technology tools and online learning practices • learn and practice various instructional methods for online learning • employ a variety of virtual management strategies that appeal to and serve a diverse student population • continually educate themselves on varied cultural responses to situations within the virtual classroom • understand the importance and use of feedback with managing students as well as facilitating positive peer to peer feedback and interaction • support a brace learning community through supporting a highly interactive online platform • design activities and lessons via the Google Classroom or other online platforms

Session IV

Objectives	· Participants will how to encourage a student-centered mindset for both students and themselves · Participants will learn how to vary instruction and create "real life" connections for diverse learning populations and building upon strengths and resiliencies of various social groups. · Participants will design and implement student-centered activities and lessons that focus student needs, interests, cultural expectations and choices and as it relates to distance learning. · Participants will learn how to best optimize the student-centered classroom to be inclusive of a diverse population and how to encourage students to support and value various perspectives · Participants will craft and share a lesson on which is student-centered and share reflections on student achievement and classroom atmosphere (Final Project). · Participants will learn how to offer support strategies to students through distance learning · Participants will understand marginalized social groups and how to combat this in the classroom · Participants will discuss with students how to transition to remote learning and best manage time, tasks, and responsibilities without becoming overwhelmed. · Participants will offer and reflect upon wellness tips during distance learning and encourage them to share with each other
Topics	Participants will • examine student-centered instruction for distance learning, activity transitions, organizing responsibilities for effective instruction during distance learning. • explore learn about and implement student-centered lesson which lead to better classroom environment and student achievement. • discuss and implement strategies for optimal success during distance learning and share with peers
Application to Instruction & Student Learning	Educators will • understand the importance of encouraging student-centered learning and independence • learn how to vary lessons and delivery instruction based on the student-centered model while considering the needs of a diverse learning community • learn how to create tasks in the virtual classroom to promote student success and individual achievement • learn the difference between the teacher-centered and student-centered classrooms and how it affects student success • provide opportunities for students to share personal perspectives and implement a language of critique during distance learning that supports a brave learning community • know how to best optimize student grouping and lesson design to include all diverse student groups • know how to create a student-centered classroom and design lessons to be shared. • brainstorm and discuss strategies to support the social and emotional well-being of their students

	• provide an opportunity for students to share needs during remote instruction help students to understand marginalization of underserved social groups