



LILIE, LLC Course Information

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**More detailed course curriculum can be provided upon request*

Title of Course: Effective Classroom Management

Course Description:

New and experienced teachers will benefit from the management strategies applied in the successful classroom. Teachers will explore the past and present theories and techniques used by teachers in orchestrating the optimal learning environment through organization and discipline. The goal of this course will be to enable teachers to transform their classrooms into learning communities, which would be defined as a classroom environment that promotes student responsibility, and ultimately leads to student achievement.

Overall Course Objective and Expectation(s):

- Analyze the various philosophies and theories of effective classroom management including those of Canter, Dreikur, Ginott, and Glasser
- Examine the concepts of rewards and punishments in relation to student choice and intrinsic motivation
- Explore the concept of building cognitive capacity in students for planning and controlling impulsivity
- Evaluate what behaviors children need in order to be successful, and determine how these behaviors can be taught
- Investigate research-based classroom management strategies

In addition to the required four postings per week and completion of the LILIE electronic log students will be required to:

- Discover and assess their own classroom management profile
- Write an essay based on analysis of their own classroom management style, and ways in which they can improve upon or change to increase student learning and success
- Formulate a plan for building a learning community within their own classrooms

Course Instructional Materials:

All courses maintain a fully developed and dynamic webpage that houses all resources, reference material and various other required informational texts, videos and alike that is both active and relevant to course objectives and content. Course web pages are routinely updated to reflect most current research and available readings therefore instructional materials used to teach course objectives are subject to change.

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 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 arena.

By providing a wide variety of professional articles, peer reviewed journal pieces and researched instructor created content that addresses the needs of all K-12 educators and by encouraging interactive dialogue among the enrollees, this course will encourage and require application, discussion and peer feedback of said strategies and understanding in teaching students within a teacher's own individual classroom practices. The discussion and feedback will give us our own meta-assessment of useful, research based and practiced strategies and techniques for addressing the needs of our varied students thus giving them more opportunity to truly excel.

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 reflection 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.



Week I & II

Topic(s):

Behavior management theories

Objectives:

- Define your classroom management profile
- Analyze the 3 ways humans can respond to conflict according to Canter's Assertive Discipline
- Examine the "four mistaken goals" discussed in Driekur's Democratic Classroom
- Argue which key ideas you agree and disagree with from Ginott's Model of Discipline
- Assess the pros and cons of Glasser's Approach to discipline

Impact on Classroom Instruction:

- Create a bill of rights to be utilized in the classroom
- Avoid reinforcing Driekur's "four mistaken goals"
- Apply key concepts from Ginott's "At Their best" list & avoid key ideas from Ginott's "At Their Worst" list
- Incorporate aspects of Glasser's 'quality school' within the classroom

Learner Outcomes:

- Discover and apply aspects of varying behavior management theories to your personal classroom style to ensure that effective learning can take place

Week II

Topic(s):

- Rewards and punishments
- Building Cognitive Strategies

Objectives:

- Formulate a personal philosophy to use reinforcement to improve the rate of learning
- Debate the pros and cons of intrinsic rewards versus extrinsic rewards
- Discuss how American society plays a role in teaching our students to want to learn
- Reflect on how much emphasis you place on teaching skills to improve student thinking
- Explore skill-based and performance-based social deficits

Impact on Classroom Instruction:

- Incorporate the use of reinforcement to improve the rate of learning of your students
- Apply intrinsic and extrinsic rewards to best suit your classroom
- Devise a plan to teach students to want to learn and how to improve their thinking
- Implement Osgood-Smiths's interventions into your own classroom

Learner Outcomes:

- Know when the utilization of rewards and punishments are deemed appropriate and can be most effective
- Build cognitive strategies that will increase student thinking



Week III

Topic(s):

AFT and NEA research-based effective classroom management

Objectives:

- Discover and implement new strategies into the classroom
- Reflect on planning time, effectiveness, and practicality
- Explore how classroom arrangement, rules, and procedures can impact student success

Impact on Classroom Instruction:

- Utilize 5 new strategies within your classroom and rate their effectiveness
- Determine what changes can be made to the classroom arrangement, rules, or procedures either in the current school year or for the start of next year

Learner Outcomes:

- Improve classroom management skills based on research by the AFT and NEA



Week IV

Topic(s):

Maintaining Classroom Discipline

Objectives:

- Familiarize yourself with your school guidelines
- Share your solutions to the “what will you do if” questions in the article
- Design a method for documenting and filing specific instances that may arise during your career as an educator
- Determine where you are on Harry and Rosemary Wong’s spectrum of preparedness
- Self-assess the time you spend teaching social skills
- Compare your ideas to the advice of other teachers after viewing the clips of scenarios that can arise within the classroom

Impact on Classroom Instruction:

- Enforce school guidelines
- Document all issues that arise within the classroom
- Better prepare yourself to deal with ‘unexpected’ circumstances
- Implement the teaching of social skills into your curriculum

Learner Outcomes:

- Maintain classroom discipline by familiarizing yourself with school guidelines, being prepared for an array of possible scenarios that may arise, having a method for documenting these scenarios, and incorporating the teaching of social skills into your planning