Course Syllabus Template
All Courses = 36 Hours; minimum 6 sessions
Summer Term – July 2, 2012 to August 17, 2012

Please complete a full course syllabus using this format. The number of sessions held will depend on how you allocate the 36 hours. This syllabus will be uploaded to the ASPDP web site. Please be sure it is in a word or PDF document format.

Title of Course: Managing A Successful Classroom
Course Code: #P13-87SS12
Course Location: Online, www.kdsi.org/NYC
Instructor’s Name: Dr. Diane Moroff / Presenter: Debbie Silver, Carolyn Coil, Mark Springer, Rick Wormeli, Jay McTighe
Instructor’s Telephone #: 1-800-728-0032 E-mail: NYC@kdsi.org
Course Begins: July 2, 2012 Course Ends: August 17, 2012 Total Hours: 36 hours

Course Description
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.

Midterms due within two weeks after the final registration date at the latest.

Calendar
<table>
<thead>
<tr>
<th>All units</th>
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<tbody>
<tr>
<td>Embedded reflections: every 7 - 12 minutes throughout units</td>
</tr>
<tr>
<td>Quiz: end of each unit</td>
</tr>
<tr>
<td>Discussion board: minimum of two entries per unit</td>
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</tbody>
</table>
Embedded Activities:
Every 7 - 12 minutes participants are required to engage in a relevant embedded activity (reflection prompts appear on the screen at the end of each 7 - 12 minute segment) that will help them assemble a dossier of their accruing knowledge and skills. These activities ask participants to engage in a range of tasks designed to assure they understand the course’s key concepts, to modify their practice, and to make specific plans to incorporate the fruits of their understanding into their teaching practice.

Discussion Board:
Participants test theories, assess comprehension, offer additional resources, ask questions, and share lesson plans and other ideas with their peers and the facilitator. They must participate twice per topic at the minimum, by posting threads and responding to existing threads. The discussion board environment is designed to foster a professional learning community where educators can share knowledge, ideas, strategies, and experiences that improve the teaching and learning process with the express purpose of improving student achievement.

### Calendar

<table>
<thead>
<tr>
<th>Session # 1</th>
<th>Date: self-paced</th>
<th>Time: self-paced</th>
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<td>Number of hours for this session: 1 hour</td>
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**Topics:** List session topic and material, e.g. handouts. Indicate midterm and final exam date.

**Setting Learning Goals**

KDS has implemented a topic at the beginning of the course, Setting Learning Goals, that instructs participants to read the syllabus that contains a course and unit descriptions and then to develop student learning goals related to the domains and components from Charlotte Danielson’s Framework for Teaching (at [http://charlottedanielson.com/theframeteach.htm](http://charlottedanielson.com/theframeteach.htm)). They may also consult the NYC Teacher Effectiveness site (at [http://schools.nyc.gov/Academics/CommonCoreLibrary/Toolkit/TeacherEffectiveness/default.htm](http://schools.nyc.gov/Academics/CommonCoreLibrary/Toolkit/TeacherEffectiveness/default.htm)), and the NYC CCSS (at [http://schools.nyc.gov/Academics/CommonCoreLibrary/Why/NYSStandards/default.htm](http://schools.nyc.gov/Academics/CommonCoreLibrary/Why/NYSStandards/default.htm)). (Participants may also draw from existing classroom data they have collected from pretests and assessments or know anecdotally.)

**Objectives:** Specify instructional goals and standards for each session.

**Goal:**
- To set student learning goals

**Method of Instruction:** List the method of presenting: Classroom video or interactive hands-on activity. Include strategies to meet diverse learning needs (differentiated instruction).
  - Participants consult standards

Revised 11.2011
- Participants create learning goals

**Classroom Practice:** Specify what skills and strategies the participant will bring back to his/her classroom.
- Participants bring their learning goals to their students

**Resources (readings, artifacts, internet sites, videos, etc):** Provide the title, author, edition, publisher, cost, and where it is available. If there is a guest speaker, include the presenter’s name and affiliation.
- [http://charlottedanielson.com/theframeteach.htm](http://charlottedanielson.com/theframeteach.htm)

**Guest Speakers:**

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**Calendar**

<table>
<thead>
<tr>
<th>Session # 2</th>
<th>Date: self-paced</th>
<th>Time: self-paced</th>
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**Number of hours for this session:** 3

**Topics:** List session topic and material, e.g. handouts. Indicate midterm and final exam date.

**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:** Specify instructional goals and standards for each session.

**Goals:**

After completing this session, educators will know:
- 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
Standards:

The Framework for Teaching:
2D Managing Student Behavior

Common Core State Standards: Not applicable, this unit is content-agnostic

Method of Instruction: List the method of presenting: Classroom video or interactive hands-on activity. Include strategies to meet diverse learning needs (differentiated instruction).

- Video presentation
- Reflection questions
- Discussion forum
- Quiz

Classroom Practice: Specify what skills and strategies the participant will bring back to his/her classroom.

After completing this session, educators will be able to apply the following skills:

- 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

Resources (readings, artifacts, internet sites, videos, etc): Provide the title, author, edition, publisher, cost, and where it is available. If there is a guest speaker, include the presenter’s name and affiliation.

Guest Speakers:

Calendar

<table>
<thead>
<tr>
<th>Session # 3</th>
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Topics: List session topic and material, e.g. handouts. Indicate midterm and final exam date.

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: Specify instructional goals and standards for each session.

Goals:
After completing this session, educators will know:

- 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

Standards:

*The Framework for Teaching:*

2D Managing Student Behavior

Common Core State Standards: Not applicable, this unit is content-agnostic

**Method of Instruction:** List the method of presenting: Classroom video or interactive hands-on activity. Include strategies to meet diverse learning needs (differentiated instruction).

- Video presentation
- Reflection questions
- Discussion forum
- Quiz

**Classroom Practice:** Specify what skills and strategies the participant will bring back to his/her classroom.

After completing this session, educators will be able to apply the following skills:

- 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

**Resources (readings, artifacts, internet sites, videos, etc):** Provide the title, author, edition, publisher, cost, and where it is available. If there is a guest speaker, include the presenter’s name and affiliation.

**Calendar**

Session # 4

Revised 11.2011 his
Date: self-paced  
Number of hours for this session: 3  
Time: self-paced  

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<thead>
<tr>
<th>Topics: List session topic and material, e.g. handouts. Indicate midterm and final exam date.</th>
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<tbody>
<tr>
<td>Unit 3: Effective Teacher: Great Teaching Tips, Part 1</td>
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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.

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<tr>
<th>Objectives: Specify instructional goals and standards for each session.</th>
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<td>Goals:</td>
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After completing this session, educators will know:

- 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

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<tr>
<th>Standards:</th>
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<tr>
<td>The Framework for Teaching:</td>
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<td>2D Managing Student Behavior</td>
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Common Core State Standards: Not applicable, this unit is content-agnostic

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<tr>
<th>Method of Instruction: List the method of presenting: Classroom video or interactive hands-on activity. Include strategies to meet diverse learning needs (differentiated instruction).</th>
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<tbody>
<tr>
<td>Video presentation</td>
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<tr>
<td>Reflection questions</td>
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<td>Discussion forum</td>
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<td>Quiz</td>
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<tr>
<th>Classroom Practice: Specify what skills and strategies the participant will bring back to his/her classroom.</th>
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<tbody>
<tr>
<td>After completing this session, educators will be able to apply the following skills:</td>
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<tr>
<td>Organize the classroom to optimize learning</td>
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Revised 11.2011
• Appropriately share personal history and interests with students

• Develop lessons and activities that engage students through different learning styles

**Resources (readings, artifacts, internet sites, videos, etc):** Provide the title, author, edition, publisher, cost, and where it is available. If there is a guest speaker, include the presenter’s name and affiliation.

**Guest Speakers:**

**Calendar**

<table>
<thead>
<tr>
<th>Session # 5</th>
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<th>Time: self-paced</th>
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<td>Number of hours for this session: 3</td>
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**Topics:** List session topic and material, e.g. handouts. Indicate midterm and final exam date.

**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:** Specify instructional goals and standards for each session.

**Goals:**

After completing this session, educators will know:

• Backwards design and process
  
  o Identify desired results
  
  o Determine acceptable evidence
  
  o 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

Standards:

*The Framework for Teaching:*
3C Engaging Students in Learning

Common Core State Standards:
- Provide appropriate and necessary scaffolding and supports (ELA Shift 3, Staircase of Complexity)
- Support students’ ability to access concepts from a number of perspectives (Mathematics Shift 4, Deep Understanding)
- Apply concepts in “real world” situations (Mathematics Shift 5, Application)

Method of Instruction: List the method of presenting: Classroom video or interactive hands-on activity. Include strategies to meet diverse learning needs (differentiated instruction).

- Video presentation
- Reflection questions
- Discussion forum
- Quiz

Classroom Practice: Specify what skills and strategies the participant will bring back to his/her classroom.

After completing this session, educators will be able to apply the following skills:
- 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

Resources (readings, artifacts, internet sites, videos, etc): Provide the title, author, edition, publisher, cost, and where it is available. If there is a guest speaker, include the presenter’s name and affiliation.
### Calendar

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<th>Session # 6</th>
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<tbody>
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<tr>
<td>Number of hours for this session: 1.5</td>
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**Topics:** List session topic and material, e.g. handouts. Indicate midterm and final exam date.

Reading: The Learning Cycle

Participants read a selection from Dr. Silver’s book, “Drumming to the Beat of Different Marchers” concerning the learning cycle.

**Objectives:** Specify instructional goals and standards for each session.

After completing this session, educators will know:

- The three phases of the Learning Cycle (Exploration, Concept Development, and Concept Application)

**Standards:**

*The Framework for Teaching:*

3C Engaging Students in Learning

- Common Core State Standards:
  - Provide appropriate and necessary scaffolding and supports (ELA Shift 3, Staircase of Complexity)
  - Support students’ ability to access concepts from a number of perspectives (Mathematics Shift 4, Deep Understanding)
  - Apply concepts in “real world” situations (Mathematics Shift 5, Application)

**Method of Instruction:** List the method of presenting: Classroom video or interactive hands-on activity. Include strategies to meet diverse learning needs (differentiated instruction).

- Text
- Reflection questions

**Classroom Practice:** Specify what skills and strategies the participant will bring back to his/her classroom.

After completing this session, educators will be able to apply the following skills:

- Plan a lesson using a three-phase Learning Cycle template

**Resources (readings, artifacts, internet sites, videos, etc):** Provide the title, author, edition, publisher, cost, and where it is available. If there is a guest speaker, include the presenter’s name and affiliation.


**Guest Speakers:**
### Midterm

For your course midterm, you will be asked to describe your thoughts on classroom management strategies as informed by Dr. Silver’s presentation, then observe a colleague to focus on one aspect of classroom management. Finally, you’ll interview your colleague for his/her perspective on what you saw. (Note: alternatively, you’ll videotape a lesson in your own classroom, then reflect on your observations.)

A. Please answer the following questions about classroom management strategies, based on Dr. Silver’s presentation and your thoughts regarding what has worked in the past (or will work) in your own classroom.

1. How will you arrange your classroom to support instruction and provide a welcoming environment for your students?
2. What routines and procedures will need to be taught?
3. How will you handle disruptive behavior?
4. How will you make meaningful connections with your students?

B. Choose one question (of those listed above) on which to focus. You may arrange to videotape a lesson in your own classroom, or arrange to observe a colleague in action. Your observation should be limited to a single lesson. Please include the following information. (To preserve confidentiality, please do not include students’ or educators’ names.)

1. Date
2. Grade level
3. Subject/lesson taught
4. Classroom management strategy on which you’re focusing

C. Review the videotape and take notes on your observation, or describe the management techniques observed in your colleague’s classroom.

D. Answer the following questions regarding your observation. (If you choose to observe a

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<th>Session # 7</th>
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<tbody>
<tr>
<td>Date: self-paced</td>
<td>Time: self-paced</td>
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<td>Number of hours for this session: 4.5</td>
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### Topics: List session topic and material, e.g. handouts. Indicate midterm and final exam date.
After School Professional Development Program
65 Court Street, Room 224, Brooklyn, NY 11201
Helaine Schwartz, Director aspdp@schools.nyc.gov

1. Describe the classroom strategy used during the lesson today.

2. What was the process that led you to adopt that strategy? (What did you try in the past, and was it successful? How did you introduce students to any procedures used during the course of the lesson? How are the procedures reinforced over time?)

3. What worked well?

4. What, if anything, is still a work in progress?

E. Summarize your thoughts regarding the facet of classroom management that you observed. What strategies will you incorporate into your classroom? What other ideas would you like to try?

**Objectives:** Specify instructional goals and standards for each session.

**Method of Instruction:** List the method of presenting: Classroom video or interactive hands-on activity. Include strategies to meet diverse learning needs (differentiated instruction).

**Classroom Practice:** Specify what skills and strategies the participant will bring back to his/her classroom.

**Resources (readings, artifacts, internet sites, videos, etc):** Provide the title, author, edition, publisher, cost, and where it is available. If there is a guest speaker, include the presenter’s name and affiliation.

**Guest Speakers:**

**Calendar**

Session # 8  
Date: self-paced  
Time: self-paced  
Number of hours for this session: 3  

**Topics:** List session topic and material, e.g. handouts. Indicate midterm and final exam date.

**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

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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:** Specify instructional goals and standards for each session.

**Goals:**

After completing this session, educators will know:

- 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

**Standards:**

*The Framework for Teaching:*

2D Managing Student Behavior

Common Core State Standards: Not applicable, this unit is content-agnostic

**Method of Instruction:** List the method of presenting: Classroom video or interactive hands-on activity. Include strategies to meet diverse learning needs (differentiated instruction).

- Video presentation
- Reflection questions
- Discussion forum
- Quiz

**Classroom Practice:** Specify what skills and strategies the participant will bring back to his/her classroom.

After completing this session, educators will be able to apply the following skills:

- 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
### Resources (readings, artifacts, internet sites, videos, etc):
Provide the title, author, edition, publisher, cost, and where it is available. If there is a guest speaker, include the presenter’s name and affiliation.

### Calendar

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<th>Session # 9</th>
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**Topics: List session topic and material, e.g. handouts. Indicate midterm and final exam date.**

### Reading: Cooperative Learning and Socialization Skills

Educators read a selection from Dr. Silver’s book, “Drumming to the Beat of Different Marchers,” and answer a Reflection Question about using cooperative learning groups to teach socialization skills.

### Objectives: Specify instructional goals and standards for each session.

**Goals:**

After completing this session, educators will know:

- How to use cooperative learning groups to reinforce socialization skills

**Standards:**

*The Framework for Teaching:*

2D Managing Student Behavior

Common Core State Standards: Not applicable, this unit is content-agnostic

### Method of Instruction: List the method of presenting: Classroom video or interactive hands-on activity. Include strategies to meet diverse learning needs (differentiated instruction).

- Text
- Reflection questions

### Classroom Practice: Specify what skills and strategies the participant will bring back to his/her classroom.

After completing this session, educators will be able to apply the following skills:

- Use cooperative learning groups to reinforce the following skills: rephrase what a teammate says, affirm and encourage one another, take turns, share materials, listen attentively, and
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:** Specify instructional goals and standards for each session.

**Goals:**

After completing this session, educators will know:

- 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

**Standards:**
**The Framework for Teaching:**
2D Managing Student Behavior

Common Core State Standards: Not applicable, this unit is content-agnostic

**Method of Instruction:** List the method of presenting: Classroom video or interactive hands-on activity. Include strategies to meet diverse learning needs (differentiated instruction).

- Video presentation
- Reflection questions
- Discussion forum
- Quiz

**Classroom Practice:** Specify what skills and strategies the participant will bring back to his/her classroom.

After completing this session, educators will be able to apply the following skills:

- 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

**Resources (readings, artifacts, internet sites, videos, etc):** Provide the title, author, edition, publisher, cost, and where it is available. If there is a guest speaker, include the presenter’s name and affiliation.

**Guest Speakers:**

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**Calendar**

<table>
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**Topics:** List session topic and material, e.g. handouts. Indicate midterm and final exam date.

**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:** Specify instructional goals and standards for each session.

**Goals:**

After completing this session, educators will know:

- 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

**Standards:**

*The Framework for Teaching:*
2D Managing Student Behavior

Common Core State Standards: Not applicable, this unit is content-agnostic

**Method of Instruction:** List the method of presenting: Classroom video or interactive hands-on activity. Include strategies to meet diverse learning needs (differentiated instruction).

- Video presentation
- Reflection questions
- Discussion forum
- Quiz

**Classroom Practice:** Specify what skills and strategies the participant will bring back to his/her classroom.

After completing this session, educators will be able to apply the following skills:

- 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

Resources (readings, artifacts, internet sites, videos, etc): Provide the title, author, edition, publisher, cost, and where it is available. If there is a guest speaker, include the presenter’s name and affiliation.

Guest Speakers:

Calendar

Session # 12
Date: self-paced Time: self-paced
Number of hours for this session: 3

Topics: List session topic and material, e.g. handouts. Indicate midterm and final exam date.

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: Specify instructional goals and standards for each session.
After completing this session, educators will know:
• 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

Standards:
The Framework for Teaching:
3C Engaging Students in Learning

Common Core State Standards:
- Provide appropriate and necessary scaffolding and supports (ELA Shift 3, Staircase of Complexity)
- Support students’ ability to access concepts from a number of perspectives (Mathematics Shift 4, Deep Understanding)
- Apply concepts in “real world” situations (Mathematics Shift 5, Application)

Method of Instruction: List the method of presenting: Classroom video or interactive hands-on activity. Include strategies to meet diverse learning needs (differentiated instruction).

- Video presentation
- Reflection questions
- Discussion forum
- Quiz

Classroom Practice: Specify what skills and strategies the participant will bring back to his/her classroom.

After completing this session, educators will be able to apply the following skills:
- 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

Resources (readings, artifacts, internet sites, videos, etc): Provide the title, author, edition, publisher, cost, and where it is available. If there is a guest speaker, include the presenter’s name and affiliation.

Guest Speakers:

Calendar
Session # 13
Date: self-paced Time: self-paced
Number of hours for this session: 1
Topics: List session topic and material, e.g. handouts. Indicate midterm and final exam date.
Reading: Howard Gardner’s Multiple Intelligences

Educators read a selection from Dr. Silver’s book, “Drumming to the Beat of Different Marchers,” and answer Reflection Questions about designing activities and assessments suitable for students with different intelligences.
Objectives: Specify instructional goals and standards for each session.

After completing this session, educators will know:

• Howard Gardner’s theory of multiple intelligences

Standards:

The Framework for Teaching:
3C Engaging Students in Learning

Common Core State Standards:

• Provide appropriate and necessary scaffolding and supports (ELA Shift 3, Staircase of Complexity)
• Support students’ ability to access concepts from a number of perspectives (Mathematics Shift 4, Deep Understanding)
• Apply concepts in “real world” situations (Mathematics Shift 5, Application)

Method of Instruction: List the method of presenting: Classroom video or interactive hands-on activity. Include strategies to meet diverse learning needs (differentiated instruction).

• Text
• Reflection questions

Classroom Practice: Specify what skills and strategies the participant will bring back to his/her classroom.

After completing this session, educators will be able to apply the following skills:

• Consider students’ skills and strengths when planning lessons

Resources (readings, artifacts, internet sites, videos, etc): Provide the title, author, edition, publisher, cost, and where it is available. If there is a guest speaker, include the presenter’s name and affiliation.

“Drumming to the Beat of Different Marchers” by Dr. Debbie Silver:

Guest Speakers:

Calendar

Session # 14
Date: self-paced                    Time: self-paced
Number of hours for this session: 4.5 hours

Topics: List session topic and material, e.g. handouts. Indicate midterm and final exam date.
Final

For your course final, you will be asked to divide a class of students into cooperative learning groups. You will design an activity or lesson suitable for cooperative learning, use it with your students, and reflect on the results.

A. Follow Dr. Silver’s recommendations to divide your class into cooperative learning groups of four. If the number of students does not equal a multiple of four, explain how you’ll handle the “extra” students.

B. Choose one group and describe the learners in detail. (To preserve privacy, please do not include students’ names.) Include information about gender, race, socioeconomic status, ability/learning styles, cliques, and any other factors you consider important. Explain what influenced your choice of group members. What might each student gain from working with other members of the group?

C. Design an activity or lesson suitable for cooperative learning groups. (See page 209, “Outline for a Learning Cycle Lesson” for instructions on constructing your lesson plan. This outline may be accessed via Dr. Silver’s publisher’s website: http://incentivepublications.com/products_detail.asp?product_id=251)

Using the criteria found in Unit 5, Segment 3, explain why this activity is appropriate for cooperative group work.

D. Describe how you will introduce your students to your expectations for cooperative group work. Include the use of the “Group Participation Number Line” for managing behavior.

E. Teach the lesson, then reflect on the results based on the criteria found on the “Effective Use of Cooperative Learning Can . . .” slide (Unit 5, Segment 3). Discuss what went well, and what you might do differently in the future. Include commentary concerning student roles, work process and product, and behavior management.

Objectives: Specify instructional goals and standards for each session.

Method of Instruction: List the method of presenting: Classroom video or interactive hands-on activity. Include strategies to meet diverse learning needs (differentiated instruction).

Classroom Practice: Specify what skills and strategies the participant will bring back to his/her classroom.

Resources (readings, artifacts, internet sites, videos, etc): Provide the title, author, edition, publisher, cost, and where it is available. If there is a guest speaker, include the presenter’s name and affiliation.
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