🍎 New York Center for Teacher Development, Inc.

In affiliation with University of Massachusetts Global

COURSE SYLLABUS

Course:	**Managing the 21st Century Classroom**
Credit Hours:	3.0 credits / 45 hours
Instructor:	Dawn Nachtigall

Course Description

The 21st century classroom is different than the classrooms of yesteryear. The students we teach, the lessons we use and the materials available to us are unique to the modern day classroom. This course is designed to address aspects of classroom management specific to today's classrooms. An exploration of both basic classroom management techniques for the novice and new and inventive strategies for the experienced classroom teacher will be provided. The skills and approaches to classroom management presented in this course are fresh, innovative, empowering, hassle-free and above all, practical.

Course Goals

To Know
1. What a classroom management plan is and how it differs from a behavior management plan
2. The difference between a rule and a procedure
3. The pros and cons of various classroom management approaches including: authoritarian, permissive and authoritative

To Understand
1. what type of classroom management they are currently employing in their classroom and identify any pitfalls
2. Why the two main keys to a solid classroom management plan are procedures and accountability
3. Why technology-driven classrooms require new and different management procedures

and To Be Able To
1. Utilize various strategies for dealing with technology and devices in the classroom
2. Develop a personalized list of classroom procedures that can be enacted from the first day
3. Modify current classroom management plans in a way that minimizes negative behaviors and maximizes instruction time

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Course Outline

1. How do you currently manage your classroom?
   a. What makes the 21st Century classroom different than those of yesteryear?
      i. Cell phones and other student devices for non-instructional purposes
      ii. Technology for instructional purposes
      iii. The pressures of mandatory testing
      iv. Kids are less active
      v. Kids are over-extended
      vi. Parents are more protective
      vii. New initiatives, curricula, requirements
   b. Defining classroom management
      i. What is it?
      ii. How long does it take to develop?
      iii. Why is it important?
      iv. The pros and cons of different styles
   c. Classroom management vs. behavior management
      i. Types of management plans
      ii. Managing behavior
      iii. Research based techniques
2. Rethinking Classroom Rules & Procedures
   a. Rules vs. Procedures
   b. Class rules
      i. Limits on class rules
      ii. Student-generated rules
   c. Classroom procedures
      i. Classroom specific procedures for
         1. Entering the classroom
         2. Handing in work (assignments, projects, HW)
         3. Getting missed work
         4. Obtaining materials for a class lesson or activity
         5. Leaving the room (for locker, bathroom, nurse)
      ii. Teaching procedures
         1. Introducing procedures to a new class
         2. Posting procedures
         3. "Big strategies" and "small things"
         4. Creative Classroom Procedures
3. 21st Century Classroom Concerns
   a. Managing Parents
      i. 5 difficult types of parents
      ii. Modern day parent concerns
   b. Managing Technology
      i. Types of tech in today's classrooms
      ii. Procedures for managing tech
   c. The STOIC framework
      i. Classroom variables
      ii. Positive classroom environment
   d. Proactive vs. Reactive
      i. Proactive management plans

4. Final Reflections
      a. Research implications on management
      b. Pull it all together management plan

Methods of Instruction

Teachers enrolled in this course will complete assignments based on readings, videos, blogs, presentations and studies. Research based studies will help teachers explore various classroom management strategies and evaluate their implications on the classroom. Various readings, blogs and videos will allow teachers to investigate management techniques successfully employed in modern day classrooms across the world. The participating teachers will also have a chance to communicate with other participants via forums to share success stories and gain insights into best practices. Throughout the course, teachers will complete assignments that challenge them to reflect on their current classroom management plan, suggest ways to refine it and share how well the changes worked out.

Students will connect with each other throughout the course within forums and various other types of online feedback options built into each class.

Methods of Assessment

In order to earn an A in this class, a student must complete all of the assigned readings and assignments, participate in all discussion forums, and compete the two following assignments:

1) Choose one of the scholarly research articles provided. Read the article and summarize what was learned from the article and how it applies to the actual classroom situation.
2) Submit a reaction paper to this course. Explain specific material that was learned in this course that will affect his/her current teaching situation.

In order to earn a B in this class, a student must complete all of the assigned readings and assignments, participate in all discussion forums, and compete one of the two assignments cited above.

Instructors are online each day of the course and correspond with students through the course itself, feedback on assignments, e-mail and by phone.

Time Validation

Assignment	Time (in hours)
Forum #1: Introductions- Teachers will complete an introductory forum. They are required to read and comment on each other's posts.	1.00
Assignment #1: The 21st Century Classroom - Teachers will consider a list of classroom management issues and then pick one to focus on. They will then answer specific questions on how this particular issue affects their current teaching situation and how they currently address it.	2.00
Assignment #2: Management Styles- Teachers will read an article about teaching style and classroom management. They will then consider the pros and cons of various styles. They will submit a paper reflecting on teaching style and their current classroom situation.	2.50
Forum #2: Classroom Management Techniques- In a forum setting, teachers will share a a classroom management technique they currently use in the classroom. They will reflect on the strategies shared and comment on one another's posts.	1.00
Assignment #3: Your Classroom Management Plan- Before delving too much into the literature, teachers will reflect on what their current management plan is. They will need to clearly delineate the plan they use and justify it. The submission must include rules and procedures implemented in the classroom, how these are introduced and how well the plan is working.	2.00
Assignment #4: Managing Behavior- Teachers will explore the difference between classroom management and behavior management. First they will be presented with a definition of each and then they will examine a graphic organizer that delineates the differences. Teachers will then have to think of two scenarios: one is a specific time in class where a classroom management plan comes into play and one is when behavior management is utilized. Teachers will submit a paper that describes each scenario and why that type of management is appropriate to the situation.	2.00
Assignment #5: What does the research say?- Teachers will read a education journal article about a recent study involving teacher-perception of classroom management research. This article is a true research journal article and will expose teachers to what is currently being studied in the field of education research. In the article, the authors state that there are many unanswered questions when it comes to how well prepared teacher prep programs and school leaders are to provide the necessary support to teachers when it comes to developing classroom and behavior management skills. The teachers will respond to those questions by submitting a paper.	3.00
Vote: YOUR Knowledge of Research-Based Management Strategies- After reading about how knowledgeable teachers perceive themselves regarding classroom management research, the teachers will participate in a poll to see if teachers in this course are similar to those in the study.	0.50
Assignment #6: Rules vs. Procedures- The idea of policies and procedures applies to the classroom as well. Policies (often called rules) and procedures (sometimes called routines) are an important part of any strong classroom management plan. Teachers will watch two videos and respond. The first video explains the difference between policies and procedures in the IT workplace. Video #2 below briefly describes the difference between classroom rules and procedures. Teachers will then submit a paper .	2.00
Forum #3: Posting Rules & Procedures- In a forum setting, teachers will share best practices for	1.00

establishing classroom rules and procedures. They will reflect on the strategies shared and comment on one another's posts.

Quiz #1: Class Rules vs. Procedures- Teachers will take a quiz to ensure they are clear on the differences between classroom rules and procedures.	1.00
Assignment #7: Designing Class Rules- Based on the readings, videos and discussions thus far, teachers will make a list of 5 rules for their classroom. Teachers will then watch a video delineating criteria for class rules to be effective. Teachers will then hold their class rules list up to the criteria listed in the video. They will submit a paper discussing each class rule and if it meets the 5 criteria shown in the video.	2.00
Forum #4: Class-generated Rules- In a forum setting, teachers will discuss if students be involved in establishing rules and procedures? If so, how? If not, why, not? They will then reflect on and comment on one another's posts.	1.00
Assignment #8: Designing Classroom Procedures- Teachers will consider everyday classroom situations like: entering the classroom, handing in work (assignments, projects, HW), getting missed work, obtaining materials for a class lesson or activity and leaving the room (for locker, bathroom, nurse). They will then design a series of classroom procedures to address each of these situations. They will submit a paper explaining each procedure, justifying its use and describing how it would be implemented in the classroom.	2.00
Assignment #9: Teaching Classroom Procedures- Teachers will listen to a podcast describing four techniques for teaching procedures at the beginning of the school year. They will then submit a paper discussing the four steps of the process described, explaining if this process would work in their classes.	2.50
Forum #5: Sharing Procedure Ideas- In a forum setting, teachers will share the new procedures thay have designed as a result of the previous assignments and discussions. They will then reflect on and comment on one another's posts.	1.00
Assignment #10: Classroom management suggestions- Teachers will read an article that divides classroom management strategies into what the author calls "big strategies" (those that are fundamental to classroom management) and "small things" (those that are quick and easy and help the general flow of a class). After reading the artcile, teachers will think about what "big strategies" and "small things" they use or would like to use with their students. They can use some from the article if they like, ideas gleaned from course material so far and/or add some of their own but they must submit a paper describing at least 3 "big strategies" and 3 "small things" for their personal classroom management plan.	2.00
Forum #6: Creative Classroom Procedures- Students will first read a blog article regarding ten creative classroom procedures. Then in a foirum setting, teachers will discuss the usefulness of those particular procedures. They will then reflect on and comment on one another's posts.	2.00
Quiz #2: Managing Parents- Teachers will read an article about the 5 most difficult types of parents to manage. They will then take a quiz based on the article.	2.00
Assignment #11: Managing Technology in the Classroom- Teacher will listen to a radio chat regarding managing technology in the classroom. They will write a paper considering classroom procedures specifically designed to manage classroom technology.	2.50

Choice: Tech in Schools- Based ont he last assignment, teachers will consider the differences betweek the availability of certain technology in various schools and districts. They will take th time to vote about how much technology is available to them personally.	0.50
Forum #7: Tech tips/ Tech concerns- In a forum setting, teacher will discuss managing tech in the classroom. They will pool their resources by either sharing a great management suggestion, posting a specific concern, or replying with advice for a concern that someone has posted.	1.00
Assignment #12: Controlling Classroom Variables- Teachers will read an article regarding the "STOIC" framework, a framework that describes four mechanisms (procedures) for creating a positive classroom environment. Teachers will submit a paper discussing the usefulness of this model.	2.50
Quiz #3: Being Proactive- Teachers will read an article about being proactive in managing classroom behavior. They will then take a quiz based on the article.	2.00
Assignment #13: Wrapping it up- Teachers will pull together all of the knowledge they gleaned from the course readings, discussions, videos, etc. to create a lesson or activity that students can participate in at the beginning of the year that either teaches them the class rules, trains them in the class procedures or both. They are to design an activity that is fun and engaging. teachers will then submit a paper describing the activity that they designed. They can create a student handout or a presentation that goes along with the activity and upload a copy of that if they like. They must create their own activity for this assignment, but can use online resources for inspiration as long as they modify the activity to put their own twist on it.	3.00
Extra Resources- Teachers will be provided with additional resources, articles, research studies, etc. that they can review at the end of the course.	1.00
Total Time	**45.00**