



The New York Center for Teacher Development, Inc.

In affiliation with the University of Massachusetts Global (Extended Education)

Course Syllabus

<u>Course:</u>	EDZU 9990 Effective Classroom Management for Today's Teachers K-12
<u>Credit Hours:</u>	3.0 credits / 45 hours
<u>Instructor:</u>	Katherine Welch

Course Description

This course equips teachers and administrators with practical strategies to establish clear routines, create positive learning environments, and respond to behavior challenges with confidence. Participants will explore core principles of effective classroom management, including developmentally appropriate expectations, relationship-centered and equity-focused practices, and behavior prevention through strong instruction. The course emphasizes immediately applicable strategies such as teaching and reinforcing routines, using technology to support engagement and consistency, implementing positive behavior supports, applying de-escalation and redirection techniques, and using data and collaboration to strengthen classroom and school-wide culture and support student success.

Course Goals

To Know

1. Identify foundational principles of effective classroom and school-wide management, including developmentally appropriate expectations, relationship-centered practices, and equity-focused approaches.
2. Recognize the role of instructional design, routines, technology, and positive behavior supports in preventing and addressing behavioral challenges.
3. Identify how data, collaboration, and family communication contribute to consistent and effective behavior systems across K–12 settings.

To Understand

1. Explain how proactive management practices support positive learning environments, instructional effectiveness, and student engagement at both the classroom and building levels.
2. Analyze the connection between instructional planning, classroom routines, and student behavior outcomes.
3. Interpret behavior patterns and root causes to inform responsive and supportive decision-making.

and To Be Able To

1. Design, implement, and support clear expectations and routines that promote consistency within classrooms and across school settings.
2. Apply positive behavior supports, de-escalation strategies, and appropriate technology tools to address behavioral needs and support staff and students.
3. Use data, collaboration, and communication with families and support personnel to evaluate and strengthen classroom and school-wide management practices.

Course Outline**1. Foundations of Classroom Management**

- Understanding the purpose of classroom management
- Building a positive classroom culture
- Aligning expectations with developmental needs
- Relationship-centered teaching principles
- Equity-focused and trauma-informed management practices

2. Establishing Clear Expectations & Routines

- Creating predictable daily procedures
- Co-constructing expectations with students
- Teaching, modeling, and reinforcing routines
- Visual supports, environmental cues and classroom setup
- Resetting expectations mid-year when needed

3. Instructional Practices that Prevent Behavior Challenges

- Designing engaging, student-centered lessons
- Strategies for active participation and student ownership
- Anticipating and removing barriers to learning
- Smooth transitions and effective pacing
- Checks for understanding to keep students on task

4. Positive Behavior Supports, Reinforcement & Community Building

- Reinforcement vs. punishment: what works
- Authentic praise and meaningful feedback
- Self-monitoring and goal-setting tools for students
- Peer-to-peer community building and collaborative problem solving

5. De-Escalation, Redirection & Responsive Behavior Management

- Identifying triggers and root causes of behavior
- Early intervention strategies (non-verbal cues, proximity, redirection)
- Language for calm, respectful correction
- De-escalation techniques for heightened behaviors
- Maintaining teacher composure, authority, and consistency

6. Technology, Data & Professional Collaboration for Classroom Management

- Leveraging technology to streamline routines and expectations
- Using digital tools to support engagement and reduce off-task behavior

- Digital citizenship and responsible technology use
- Tracking behavior patterns and using data to adjust strategies
- Partnering with families, support staff, and administrators
- Documentation, communication, and alignment with MTSS/RTI

Methods of Instruction

Moodle will be used as the learning management system for this course offering. Content will be delivered to students by providing lessons divided into categories in the outline above. This course is delivered through a combination of interactive, research-based instructional methods designed to model effective classroom management practices across grade levels. Participants will engage in guided readings, video-based learning, reflective writing, and discussion prompts that encourage connection between theory and real-world practice. Instruction emphasizes practical application through case studies, scenario analysis, and strategy-planning activities aligned to developmentally appropriate, equity-focused, and trauma-informed approaches. Opportunities for collaboration and self-reflection support participants in examining current practices, analyzing student behavior patterns, and designing proactive systems for expectations, routines, and instructional engagement. Throughout the course, participants are encouraged to apply strategies within their own educational contexts and reflect on outcomes to strengthen classroom culture, student behavior, and instructional effectiveness.

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

Participant learning is assessed through written reflections, discussion responses, and applied activities demonstrating understanding and application of course concepts. *To earn inservice credit*, students must satisfactorily complete all required course activities and assignments. *To earn a B for graduate credit*, students must complete all course requirements and an additional graduate-level behavior documentation tool and reflection. *To earn an A for graduate credit*, students must complete all requirements for a B and demonstrate advanced analysis, application, and professional insight in the graduate-level assignment.

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

Time Validation

Assignment	Time (Hours)
Compose a written synthesis explaining the purpose of classroom management as presented in the article. Include at least two research-aligned reasons why effective classroom management supports student learning and classroom culture.	1.5
Identify the most impactful strategy from the article for creating an inclusive learning environment and justify your selection. Reflect on one strategy you aim to strengthen in your own professional practice.	1.5
Reflect on how your classroom expectations align with students' developmental needs and discuss how your approach has evolved over time.	1.5
Provide a concrete example illustrating how relationship-centered practices increased student engagement, motivation, or success, or describe a future application grounded in the article's principles.	1.5
In a discussion post, explain why equity-focused and trauma-informed approaches are essential to effective classroom management.	1.5
Select one routine from the article that you could implement immediately and explain its anticipated impact on classroom efficiency and climate.	1.5
Describe a process for collaboratively developing classroom norms with students and explain how this process promotes accountability.	1.5
Summarize one instructional strategy for teaching routines and explain why explicit modeling supports long-term success.	1.5
Identify an opportunity to enhance classroom management through visual supports. Create the resource or provide a detailed implementation plan.	1.5
Reflect on the importance of re-teaching expectations after breaks and identify one key takeaway applicable to your teaching context.	1.5
Identify one student-centered instructional strategy not currently used in your practice and describe how you would implement it.	1.5
Explain how student ownership and active participation can improve academic and behavioral outcomes in your content area.	1.5
Analyze one inclusive leadership strategy and explain how it removes barriers for diverse learners.	1.5
Identify a transition strategy that would improve pacing and classroom flow and justify your selection.	1.5
Describe a formative assessment strategy you use and explain how it could be refined to increase effectiveness.	1.5

Explain why positive reinforcement is more effective than punitive approaches and provide one classroom example.	1.5
Develop an example of authentic, specific praise that supports student motivation and growth.	1.5
Create a self-monitoring or goal-setting tool aligned to your instructional context.	1.5
Reflect on a peer interaction that positively influenced student behavior or learning and analyze its impact.	1.5
Reflect on a challenging behavior, analyze potential triggers and root causes, and discuss how this knowledge informs intervention.	1.5
Evaluate early intervention strategies and identify one you currently use and one you plan to strengthen.	1.5
Analyze factors that influence your responses to student behavior and reflect on the role of calm, respectful language.	1.5
Reflect on a past escalation and identify de-escalation strategies that could have improved the outcome.	1.5
Explain why consistency is essential for effective classroom management and professional authority.	1.5
Analyze challenges related to classroom technology use and evaluate strategies you have attempted.	1.5
Describe how digital tools could improve engagement and behavior, including implementation and monitoring strategies.	1.5
Design or recommend a digital citizenship lesson aligned to course readings.	1.5
Explain how behavior data can inform instructional decisions and describe one behavior you would monitor.	1.5
Reflect on the role of authentic family engagement and identify one strategy applicable to your context.	1.5
Describe how consistent documentation supports MTSS/RTI and improves classroom management decisions.	1.5
Total Time	45.00