

## Course Syllabus

**Course Title:** Manage It All: Students, Curriculum, and Time

**Course Grader:** Sophia Thwaites

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**Grader Bio:** Sophia Thwaites earned her Master's degree in Education from Teacher's College at Columbia University, a postgraduate diploma in education from the University of the West Indies, and a Bachelor of Arts (with honors) from the University of Florida. Thwaites has been a teacher since 2002 and currently works as a course grader for KDS while she continues her studies at SUNY Purchase.

**Course Description:** Effective teachers successfully navigate their students' often-unpredictable classroom behavior; they establish a classroom environment that facilitates learning; they differentiate instruction and assessment; they facilitate learning through cooperative groups; and they find time to meet their personal goals. How do they do it all? Veteran teacher Dr. Debbie Silver shares her classroom management techniques and strategies as she explains how the teacher sets the tone and climate of the classroom. 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.

### Course Objective/Goals:

After completing this course, educators will know:

- The effect that educators have on creating the classroom climate
- How to use voice, body language, and words for managing student behavior
- Backwards design strategies
- How to use cooperative learning
- The difference between extrinsic and intrinsic rewards
- The definition of task-contingent, performance-contingent, and success-contingent rewards
- How to set up activities and assignments that give all students a reasonable chance to success
- How to categorize activities based on urgency and importance

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

- Create a discipline policy that holds students accountable
- Develop procedures for handling ongoing disruptive behavior
- Plan lessons using the backwards design principles, beginning with desired results
- Use differentiated instruction and assessment



- Develop cooperative learning activities and grading practices that hold all students accountable
- Promote self-efficacy skills and positive mindset in the classroom
- Avoid using inappropriate praise
- Develop activities and assignments giving all students a reasonable chance to succeed
- Become a reflective practitioner by evaluating teaching strategies and their impact on students
- Evaluate activities based on importance and say “no” to activities that don’t meet priorities

### **Course Outline:**

#### **Eight Sections Students Will Be Focusing On:**

1. Classroom Management: Lion Taming 101, Part 1
2. Classroom Management: Lion Taming 101, Part 2
3. Effective Teachers: Great Teaching Tips. Part 1
4. Effective Teachers: Great Teaching Tips. Part 2
5. Cooperative Learning: Groups that Really Work!
6. Using Rewards for Classroom Management: What Do I Get For Doing It?
7. How to Engage Disenfranchised Learners: Going Outside the Lines
8. Time Management for Educators: Desperately Seeking a "Round Tuit"

**All steps listed under each topic must be completed to receive credit for the course. No partial credit is given.**

### **Plagiarism Policy**

KDS recognizes plagiarism as a serious academic offense. Plagiarism is the dishonest passing off of someone else’s work as one’s own and includes failing to cite sources for others’ ideas, copying material from books or the Internet, and handing in work written by someone other than the participant. Plagiarism will result in a failing grade and may have additional consequences. For more information about plagiarism and guidelines for appropriate citation, consult [plagiarism.org](http://plagiarism.org).

### **KDS Rubric for Letter Grade Courses: 3 Credits**

#### Percentage of Course Credit

- Reflection questions 25%
- Quizzes 15%
- Midterm 25%
- Final 35%

A: 90 - 100 points

B: 80 - 89 points

C: 70 - 79 points

F: Fewer than 70 points

Rev. 01/08



Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>Quizzes</b>	(6 points)  <u>Quizzes:</u>  0-40% correct	(9 points)  <u>Quizzes:</u>  60% correct	(12 points)  <u>Quizzes:</u>  80% correct	(15 points)  <u>Quizzes:</u>  100% correct
<b>Reflection questions</b>	(10 points)  <u>Reflection questions:</u>  -Participant includes no content from the course in his or her responses -Participant does not address the questions posed	(15 points)  <u>Reflection questions:</u>  -Participant includes some content from the course, usually appropriate, in his or her responses -Participant answers the questions directly, not always fully	(20 points)  <u>Reflection questions:</u>  -Participant includes appropriate content from the course in his or her responses -Participant makes thoughtful comments in direct response to the questions	(25 points)  <u>Reflection questions:</u>  -Participant provides rich detail from the content of the course in his or her responses -Participant makes his or her responses to the questions personally meaningful
<b>Midterm</b>	(10 points)	(15 points)	(20 points)	(25 points)
<b>Final</b>	(20 points)	(25 points)	(30 points)	(35 points)



	<p><u>Requirements of Assignment:</u></p> <p>-The assignment is substantially incomplete</p>	<p><u>Requirements of Assignment :</u></p> <p>-Many requirements met, but a few pieces are missing, while others are underdeveloped—e.g., missing reflection or rubric or scant reflection and vague rubric</p>	<p><u>Requirements of Assignment:</u></p> <p>-Participant has fulfilled all the requirements of the assignment</p>	<p><u>Requirements of Assignment:</u></p> <p>-Participant has fulfilled all the requirements of the assignment with marked creativity, intelligence, and thoughtfulness</p>
	<p><u>Form:</u></p> <p>- Plentiful grammatical mistakes -Confusing content -Missing documentation of sources</p>	<p><u>Form:</u></p> <p>-Distracting grammatical errors -Confusing content -Inconsistent or missing documentation of sources</p>	<p><u>Form:</u></p> <p>-Participant has written a solid essay or lesson plan, including appropriate detail and in an interesting style</p>	<p><u>Form:</u></p> <p>-No grammatical errors -Eloquent expression -Proper citation of sources</p>
	<p><u>Content:</u></p> <p>-No main idea and/or main idea is irrelevant to the assignment -No apparent paragraph organization -No supporting evidence for supporting ideas -No evidence in the lesson plan—in objectives, activities, or</p>	<p><u>Content:</u></p> <p>-The main idea is not clear in the opening paragraph -Relevance to main idea of supporting paragraphs is not always clear -Supporting ideas are only minimally illustrated by examples or</p>	<p><u>Content:</u></p> <p>-Essay is organized around a thesis or main idea -Paragraphs are organized around ideas relevant to the main idea -Supporting ideas are evident, and usually include illustrating examples and/or quotes</p>	<p><u>Content:</u></p> <p>-Essay is organized around a thesis or main idea -Paragraphs are organized around ideas relevant to the main idea -Supporting points are illustrated with examples and/or quotes -Lesson plan</p>



	assessments—that the learner comprehends the course content	quotes -The lesson plan does not show enough evidence that the learner understands the course content. Objectives and/or activities and/or assessments only vaguely apply to the course content	-The lesson plan shows evidence of understanding of the course content in its objectives, activities, and/or assessments	shows evidence of a deep understanding of course content and participant uses that understanding to create opportunities for students to authentically show what they have learned
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**KDS Pass/Fail Option: 3 credits**

Passing Requirements

- Grade of “C” or higher

**Texts and/or Other Materials:**

PowerPoint presentations from resource tab and lecture transcriptions from the transcription tab:

1. Classroom Management: Lion Taming 101, Part 1
2. Classroom Management: Lion Taming 101, Part 2
3. Effective Teachers: Great Teaching Tips. Part 1
4. Effective Teachers: Great Teaching Tips. Part 2
5. Cooperative Learning: Groups that Really Work!
6. Using Rewards for Classroom Management: What Do I Get For Doing It?
7. How to Engage Disenfranchised Learners: Going Outside the Lines
8. Time Management for Educators: Desperately Seeking a "Round Tuit"

**Recommended Reading:**

**Bibliography:**

*(Minimum of 5 sources that reflect current research/thinking. Please use standard MLA or APA format.)*

Marzano, Robert, Janet Marzano, and Debra Pickering, *Classroom Management that Works: Research-Based Strategies for Every Teacher*, Texas: Association for Supervision and Curriculum Development, 2003.



Marzano, Robert, Debra Pickering, and Jane E. Pollock, *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement*, New Jersey: Prentice Hall, 2004.

Marzano, Robert, *What Works in Schools: Translating Research into Action*, Texas: Association for Supervision and Curriculum Development, 2003.

Marzano, Robert, *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction*, Texas: Association for Supervision and Curriculum Development, 2007.

Silver, Debbie, *Drumming to the Beat of Different Marchers: Finding the Rhythm for Differentiated Learning*, Tennessee: Incentive Publications, 2005.