

COURSE SYLLABUS

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

Presenters: Debbie Silver

Hours: 45

Course Overview

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.

Presenters' Bios

Debbie Silver, Ph.D., has 30 years' experience as a classroom teacher, staff development instructor, and university professor. A Louisiana State Teacher of the Year, Dr. Silver has been an invited author for several educational journals and has given keynotes at state, national, and international conferences in 49 states, Canada, Europe, and Asia. A featured teacher for the PBS OnLine Teacher Chat, Silver has authored *Drumming to the Beat of Different Marchers: Finding the Rhythm for Teaching Differentiated Learning*, which has been updated and re-released by Incentive Publications. Songs she co-wrote with Monte Selby are featured on his CDs.

Objectives

After completing this course, educators will know:

- The importance of knowing each student's learning style and readiness
- The particular nature of the adolescent brain and how it implements memory and learning
- The value of creating a classroom which uses differentiated instruction and assessment techniques
- Strategies for evaluating grading systems and instructional design
- The authentic reasons for grading and assessment and the value of consistent feedback



Student Learning Outcomes

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

- Write a grading system philosophy that accommodates all students fairly
- Implement differentiated instructional models such as scaffolding, tiering, and flexible grouping
- Begin an ongoing dialogue with colleagues about assessments and grade book commonalities, revisions of standards, and flexibility in assessment techniques
- Be willing to courageously evaluate mindset to accommodate new techniques in teaching and grading practice in order to put each student's learning first

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.

Unit Objectives

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

Student Learning Outcomes

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

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.

Unit Objectives

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

Student Learning Outcomes

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

Unit 3: Effective Teacher: Great Teaching Tips, Part 1

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.

Unit Objectives

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



Student Learning Outcomes

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

- Organize the classroom to optimize learning
- Appropriately share personal history and interests with students
- Develop lessons and activities that engage students through different learning styles

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.

Unit Objectives

After completing this unit, educators will know:

- Backwards design and process:
 - Identify desired results
 - Determine acceptable evidence
 - 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

Student Learning Outcomes

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

Reading: The Learning Cycle

Educators read a selection from Dr. Silver's book, "Drumming to the Beat of Different Marchers," and answer Reflection Questions about the Learning Cycle.

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 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.

Unit Objectives

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

Student Learning Outcomes

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



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.

Unit 6: Time Management for Educators: Seeking a "Round Tuit"

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.

Unit Objectives

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

Student Learning Outcomes

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

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.

Unit Objectives

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 growth mindsets, and their impact on student success

Student Learning Outcomes

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

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.

Unit Objectives

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



Student Learning Outcomes

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

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.

Methods of Instruction

- Videos (presentations consisting of lecture, interviews, and classroom footage)
- Readings
- Reflection questions (open-ended questions at intervals throughout the video presentations where participants are asked to reflect on the course content, their own practice, and their intentions for their practice)
- Quizzes (selected-response quizzes to assess understanding of the video presentations)
- Discussion forum (prompts after each unit that engage participants in online dialogue with their cohorts)
- Midterm (a project intended to get teachers to begin to develop their practice by putting to work in the classroom what they have learned)
- Final (a project that enables educators to reflect on their practice and assess their students' work through the lens of what they have learned)

Plagiarism Policy

KDS recognizes plagiarism as a serious academic offense. Plagiarism is the 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 (including lesson plans and rubrics), 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.

Passing Requirements:

In order to complete the requirements of the course, the participant must complete all course work. We do not award partial credit.



- Quizzes 40% of total grade
- Reflection Questions 60% of total grade

KDS Self-Assessment Rubric:

	Distinguished	Proficient	Basic	Unsatisfactory
Quizzes	100% Correct	80% Correct	60% Correct	0-40% Correct

	Distinguished	Proficient	Basic	Unsatisfactory
Reflection Questions	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	Participant includes appropriate content from the course in his or her responses Participant makes thoughtful comments in direct response to the questions	Participant includes some content from the course, usually appropriate, in his or her responses Participant answers the questions directly, not always fully	Participant includes no content from the course in his or her responses Participant does not address the questions posed