



**MODEL TEACHING®**  
Education for Better Educators

# Student-Led Classroom Management

## COURSE SYLLABUS



**MODEL TEACHING**

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**2 Semester Credits**

Course Credit Provided Through Our Partner,  
University of Alaska Anchorage

# Course Offered in Partnership With University of Alaska Anchorage

| UNIVERSITY PARTNER                                                                                                | CREDITS                              | REGIONAL ACCREDITATIONS                                   | COURSE NUMBER |
|-------------------------------------------------------------------------------------------------------------------|--------------------------------------|-----------------------------------------------------------|---------------|
|  UNIVERSITY of ALASKA ANCHORAGE. | 2<br>Graduate-Level Semester Credits | Northwest Commission on Colleges and Universities (NWCCU) | TBD           |

## Clear, Template-Based Course Format.

We know teachers are busy. That's why we make our course format as straightforward as possible.

- ✓ **Template-based assignments with no long essays** – we want you to focus on the learning content seamlessly and hassle-free. You'll get high-quality learning without wasting time on long, open-ended essays.
- ✓ **No busy work** – our template prompts are designed to give you an easy way to showcase your learning so you can focus more on the content and come away with a plan of action.
- ✓ **Streamlined & standardized course format** – from video lessons to built-in live chat with our instructors; once you complete one course with us, you will know exactly what's expected for the rest of your courses.



## Fast & Convenient. Start Immediately & Work At Your Own Pace.

On a tight timeline? We can help! With ultra-fast credit/transcript processing and rolling credit processing, you can make your salary advancement deadline.



- ✓ **Pick your courses & get started** – start immediately or wait to begin in the semester of your choice.
- ✓ **Ultra-fast credit & transcript processing** – get your transcripts fast. We will help you meet your salary advancement deadline.
- ✓ **1 full year of course access** – you will have a full year to choose and work on your courses. Our course bundles allow you to control when you begin your learning and in which semester.
- ✓ **100% online** – with our video-based lessons and content, you will not have to wait for textbooks or specific start times. You can begin your learning as soon as you register!

## COURSE TITLE:

# STUDENT-LED CLASSROOM MANAGEMENT



### Credit/ Hours:

2 Graduate Level Semester Credits

Credit- hour equivalency. This course is a 2-credit hour course that consists of 30 hours of in-seat time. Model Teaching courses can be completed at your own pace, and your transcript will reflect the semester in which your credits are processed. Courses include reading content, watching content videos, reviewing resources, and participating in activities throughout the course. See the Course Outline later in this syllabus for a detailed look at the course structure and components.

Each Model Teaching-partnered University is regionally accredited and offers continuing education courses to educators. These courses are post-baccalaureate credit courses that are designed primarily for professional development, salary advancement, and license renewal purposes. All credit- granting online university partnered courses taken through Model Teaching will include access to graduate- level semester credits with an official transcript and letter grade.

## COURSE DESCRIPTION

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This course provides you with some simple methods to implement strategies in the classroom that foster student independence in managing behavior in the classroom. This course explores how to build a strong classroom culture, implement expectations, and design appropriate methods to manage misbehavior as part of your general classroom management plan. Learning strategies to help manage behaviors using a student- led approach will create a calm and efficient classroom culture that allows students to focus on lesson ideas and move more quickly toward their academic goals. You will design a plan of action for your classroom, develop a resource to support your students, and analyze implications of research and articles on classroom management for application to your classroom. The course ends with an implementation plan and reflection designed to ensure you are successful in implementing student- led classroom management procedures in a future classroom.

## COURSE OBJECTIVES

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Participants will be able to:

- i. Design steps to build appropriate classroom expectations
- ii. Choose methods for aligning consequences and action plans with expectations
- iii. Explore ideas for recording and tracking student behaviors
- iv. Design strategies to manage student behaviors and communicate that to parents
- v. Compose a targeted supplemental resource to ensure implementation of a strong management plan for your classroom
- vi. Analyze and defend an article on a component of student behaviors or classroom management and reflect on and apply the research's impact to the classroom.
- vii. Plan, reflect, and report on implementation progress using a Classroom Implementation Plan.

## COURSE OUTLINE

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### Section 1 Instructional Content

**Lesson Delivery:** Introduction to Student Led Classroom Management. Completion of the content video, readings, and resources review.

**Quiz:** Questions to check for understanding of the section content. Quizzes are automatically scored and provide detailed feedback on answer choice rationale.

**Discussion Board Reflection:** Design of consequences in a management plan based on tiered infraction levels, with feedback and dialogue from course participants and/ or instructor.

### Section 2 Instructional Content

**Part 1 Lesson Delivery:** Expectations and Accountability: Positive language. Completion of the content video, readings, and resources review.

**Discussion Board Reflection:** Design of classroom expectations and methods to communicate them, with feedback and dialogue from course participants and/ or instructor.

**Part 2 Lesson Delivery:** Design of natural consequences aligned to specific expectations. Completion of the content video, readings, and resources review.

**Discussion Board Reflection:** Selection of natural consequences specific to class expectations, with feedback and dialogue from course participants and/ or instructor.

**Quiz:** Questions to check for understanding of the section content. Quizzes are automatically scored and provide detailed feedback on answer choice rationale.

### Section 3 Instructional Content

**Part 1 Lesson Delivery:** Behavior Interventions: Managing misbehavior. Completion of the content video, readings, and resources review.

**Discussion Board Reflection:** Selection of verbal and nonverbal strategies aligned to specific expectations to help manage misbehavior, with feedback and dialogue from course participants and/ or instructor.

**Part 2 Lesson Delivery:** Behavior Interventions: Escalation techniques. Completion of the content video, readings, and resources review.

**Discussion Board Reflection:** Completion of the student escalation tracker and analysis of the root cause behavior trackers provided, with feedback and dialogue from course participants and/ or instructor.

**Quiz:** Questions to check for understanding of the section content. Quizzes are automatically scored and provide detailed feedback on answer choice rationale.

### Section 4 Instructional Content

**Lesson Delivery:** Communicating to Others. Understanding Bloom's and Webb's Levels in planning. Completion of the content video, readings, and resources review.

**Quiz:** Questions to check for understanding of the section content. Quizzes are automatically scored and provide detailed feedback on answer choice rationale.

**Discussion Board Reflection:** Planning for behavioral conferences, with feedback and dialogue from course participants and/ or instructor.

### Putting it All Together

**Action Plan:** Completion and submission of an SEL Activity Plan for the classroom, specific to a group of students and their areas of need. An action plan template and a sample will be provided to you to assist you in completing this module.

### Applying What You Have Learned

**Resource Design:** Creation of a specific resource that is needed to fully implement your plans from the course. After your action plan design, you will analyze the required components for implementation success and select areas for resource development critical for consistent implementation. After analysis of suggested resources and articles referencing components of your action plan, design and upload a resource specific to support your success in implementation, as well as success in student implementation of the product. A resource design planning template will be provided to guide in rigorous and applicable final resources. Instructor feedback provided. You will upload a self- created resource specific to support ideas for implementation of course

concepts. A resource design planning template will be provided to guide you in the resource design process.

**Research Connections Reflection:** Reading and analysis of peer- reviewed research, cited academic books, or cited educational articles aligned to course concepts. An analysis template will be provided to assist you in guiding your thinking and analysis and can be used as an outline for your submitted response.

**Implementation Tasks:** Review a recap of the course content and takeaways from the course, then plan for what implementation of course concepts in the classroom might look like. You can choose to implement your ideas, request a colleague to analyze your ideas, or self- reflect on your ideas for implementation.

**Implementation Project Plan:** Compile all content ideas from the course and plan a series of action steps to describe implementation. A Final Implementation Planning Template will be provided to help you plan the critical components to consider for implementation, and to aid you in your final response which will also include a reflection and summary of the ideas in the course.



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- The image displays a collection of eight educational materials from the Model Reading Project, arranged in a fan-like pattern. The materials include:
- Model Reading Project Strategy Guide:** A cover page with the title "EFFICIENT CLASSROOM PROCESSES STRATEGY GUIDE" and a subtitle "HOW TO GET THE MOST OUT OF YOUR COURSE".
  - Model Reading Project Reference Tool:** A table titled "GRADUAL RELEASE OF RESPONSIBILITY MODEL" with columns for "TYPE OF SUPPORT", "STUDENT'S RESPONSIBILITY", and "TEACHER'S RESPONSIBILITY".
  - Model Reading Project Core Components in Planning for Deep Teaching:** An infographic showing four interconnected puzzle pieces representing "Engaging Activities", "Assessing Learning", "Assessing Learning", and "Assessing Learning".
  - Model Reading Project Monitoring Planning Guide:** A form titled "Active Monitoring Planning Guide" with sections for "Monitoring Planning", "Monitoring", and "Monitoring".
  - Model Reading Project Reading Behavior to Notice:** A form titled "Reading Behavior to Notice" with a grid for tracking student behavior.
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## REQUIRED EXTERNAL RESOURCES

N/A. All articles, resources, and instructional content are provided within the course modules.

## CREDIT HOUR CALCULATIONS

|                                                                    | Estimated Contact Time/ Seat Time (hrs) |
|--------------------------------------------------------------------|-----------------------------------------|
| <b>Instructional Content</b><br>(Course lessons, quiz, discussion) | 6                                       |
| <b>Action Plan Project &amp; Feedback</b>                          | 1                                       |
| <b>Research Connections Writing &amp; Feedback</b>                 | 3                                       |
| <b>Resource Design &amp; Feedback</b>                              | 2                                       |
| <b>Final Implementation Project Plan &amp; Feedback</b>            | 3                                       |
| <b>Total Hours:</b>                                                | 30                                      |

## GRADING

Grading Breakdown for this Course:

| Module                                               | Points |
|------------------------------------------------------|--------|
| <b>Quizzes (10 points each)</b>                      | 40     |
| <b>Discussion Board Reflections (10 points each)</b> | 40     |
| <b>Action Plan</b>                                   | 100    |
| <b>Resource Design</b>                               | 50     |
| <b>Research Connections</b>                          | 50     |
| <b>Final Implementation Project Plan</b>             | 100    |
| <b>Total</b>                                         | 380    |

This course provides a letter grade using a ten-percentage point grading scale. A grade of A= 90%-100% You must earn 342 points or higher in this course to receive an A. A grade of B= 80%- 89%. You must earn 304 points to 341 points in this course to receive a B. A grade of B or higher is required for credit. A grade of unsatisfactory is any score below 80% or 304 points and does not provide credit. Grading rubrics can be downloaded in the introduction module of each course within your course dashboard or at the link here: <https://www.modelteaching.com/rubrics>

## REFERENCES

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- Rosen, Lee A., et al. "A survey of classroom management practices." *Journal of School Psychology* 28.3 (1990): 257-269.
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## **COURSE SUBMISSIONS**

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All submissions must be performed within the Model Teaching course platform. If you need assistance in submitting assignments, please contact us.

## **TECHNOLOGY REQUIREMENTS**

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Courses are held 100% online. You should have access to a compatible web browser (such as Google Chrome, Microsoft Edge, Apple Safari, and/or Mozilla Firefox) and a word processing tool or reader (such as Microsoft Word and/or Google Docs). While our course platform does support mobile devices, for the best user experience, we recommend using a desktop or laptop computer to complete courses. You can review our technology requirements along with other frequently asked questions at our FAQ page here: <https://www.modelteaching.com/faq>

## **TECHNICAL QUESTIONS**

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If you need personal assistance or have technical questions, please email [courses@modelteaching.com](mailto:courses@modelteaching.com) or call 888-828-7950 x 2.

## **COMPLIANCE WITH THE AMERICAN DISABILITIES ACT**

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In compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, any participant that has a permanent or temporary condition that might affect their ability to complete the course should contact us at [courses@modelteaching.com](mailto:courses@modelteaching.com) upon enrollment. We will make reasonable accommodations or modifications to the course.

## **ACADEMIC INTEGRITY**

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Participants are responsible for fully interacting with the course content, modules, resources, readings, and assignments. All responses, projects, and other assignments are the sole responsibility of the course participant, and plagiarism or cheating are not tolerated. Submissions should be your own work and design, and all submissions and assignments should be completed independently. Any outside sources should be properly cited. If you have questions about what constitutes plagiarism or cheating, you should contact us at [courses@modelteaching.com](mailto:courses@modelteaching.com).

# Why Model Teaching?

## **Courses Focused on Relevant Teaching Content That You Can Actually Use**

We focus our professional development courses on what's important to you: relevant content focused on specific teaching strategies & evidence-based instructional best practices. Earn pre-approved PD hours and regionally accredited academic credit through our university partner, University of Alaska Anchorage.

## **Clear, Straightforward Lessons Designed by Experienced Educators**

Our courses provide high-quality content in a format that makes it easy for developing teachers to learn new skills and methods for use in their own classroom. Our courses are designed to provide effective professional development for busy teachers in a format that makes learning easy.

## **Comprehensive, Ready-To-Use Resources, Tools, & Templates Provided With Every Course**

Each course comes with a variety of resources, tools, graphic organizers, activities, student lesson content, and lesson templates you can use to immediately implement your new training in your own classroom. If not teaching, simply save your resources for future use.

## **Immediately Implement What You Have Learned**

For teachers who are currently teaching, we provide step-by-step support and real-world examples that you can use immediately in your classroom or school, along with implementation resources. Not teaching? No problem! You do not have to be currently teaching to take our courses.

## **What are Model Teaching Courses Used For?**

- ☒ Salary Advancement
- ☒ Teaching License Renewal
- ☒ Instructional Improvement
- ☒ Great for Current Teachers & Teachers Not Currently Teaching



**MODEL TEACHING®**  
Education for Better Educators

# EDUCATION FOR BETTER EDUCATORS

*THIS TRAINING COURSE WAS INCREDIBLE. MY LEADERSHIP TEAM LEARNED SO MUCH ABOUT THEMSELVES AND WHAT WE NEED TO DO ON OUR CAMPUS. I WANT MY ENTIRE STAFF TO HEAR THIS MESSAGE!*

-PRINCIPAL

*I AM FINDING ALL YOUR COURSES USEFUL, BUT THIS ONE IS CLEARLY MY FAVORITE SO FAR, MOSTLY FOR THE WAY I WAS ABLE TO PUT SO MANY OF MY OWN IDEAS INTO THE LESSON WHILE STILL FEELING I HAD ACCOMPLISHED ALL THAT WAS REQUIRED. WELL DONE!*

-ELEMENTARY TEACHER

*WHAT YOU PRESENTED IN [THIS COURSE] IS NOW PART OF MY GOALS AND ACTION PLANS FOR THE SCHOOL YEAR. I'M SO EXCITED TO PUT THESE TO USE!*

-ELA TEACHER

*WITH SUCH A BUSY SCHEDULE, IT'S HARD TO IMPLEMENT NEW STRATEGIES AND TECHNIQUES BUT THIS COURSE MADE IT SO EASY! THE COURSE GAVE ME GREAT IDEAS ON HOW TO USE COLLABORATIVE LEARNING GROUPS WITH MY STUDENTS AND THE RESOURCES AND PLANNING DOCUMENTS MADE IT EFFORTLESS TO GET STARTED!*

-SCIENCE TEACHER

**FOR A FULL LIST OF CURRENT REVIEWS, PLEASE VISIT:**

[www.modelteaching.com/latest-course-reviews](http://www.modelteaching.com/latest-course-reviews)

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