Managing the Post Pandemic Classroom
An Online Graduate Course
Syllabus

Course Description

This course is designed to provide teachers and administrators with an understanding of the negative impact of the pandemic on classroom management. Academic, social, and behavioral support to ensure students are successful in the school environment is differing from endeavors previous to the pandemic. It has brought to light the inequities for certain groups of students. Flexible learning experiences, instructional strategies, and establishing a strong understanding of assessing and managing behavioral issues are at the heart of establishing a classroom where all students are successful. The techniques and strategies examined in this course will allow teachers to build a new skill set to thrive in the post-pandemic classroom.

Objectives:

- Students will be able to understand current conditions in schools due to an in-depth exploration of the impact of the pandemic on students and teachers.
- Students will identify, analyze, and evaluate post pandemic trauma on their students.
- Students will analyze their current classroom and identify issues within their classroom that have arisen since the pandemic.
- Students will investigate current classroom management strategies and systems that will support the needs of their class.
- Students will understand the MTSS (Multi-Tiered System of Supports).
- Students will analyze the 3 Tiers of Support and how they apply to their classroom.
- Students will be able to identify common challenging behaviors in their classrooms and develop strategies to address challenging behaviors.
- Students will be able to identify disruptive behaviors in their classrooms and develop strategies to address disruptive behaviors.
- Students will examine appropriate systems of support within the educational setting to promote a positive relationship with students, parents, teachers, and administrators.
- Students will develop strategies within the 3 Tiers of Support to apply to situations for whole class issues, challenging, and disruptive behaviors in their classrooms.
- Students will compare and contrast a variety of behavior management strategies for the post-pandemic classroom.
- Students will identify and select instructional classroom strategies that engage students during instruction to effectively maintain a well-managed classroom.
- Students will develop an effective classroom management system to address the needs of their students and the impact of the pandemic.

Course Requirements

Managing the Post-Pandemic Classroom is a sixty-hour, three-credit graduate-level course completed over a thirteen-week period. Modules one through nine will be completed one per week. Module ten will be completed over a two-week so students will have time to revise and complete the final assignment. Each module includes a written lecture on the topic, numerous websites to visit and read, textbook pages to read, and an application assignment.

Hardware and Computer Skills Requirements

Students may use either a Macintosh computer or a PC with Windows 2000 or higher. Students should possess basic word processing skills and have internet access as well as an active email account. Students are also expected to have a basic knowledge of how to use a Web browser such as Internet Explorer, Mozilla Firefox, Safari, etc.

Course Materials

The required textbook for this course is *Reconnect: Building School Culture for Meaning, Purpose, and Belonging* by Lemov, Doug, Lewis, Harry, Williams, Darryl, Frazier, Denarius.

Student Requirements

1. Complete all reading assignments.
2. Visit suggested websites.
3. Complete application assignments.
4. Complete the final culminating assignment.

Course Evaluation and Grading Criteria

Assignments	Points
Module One	0
Module Two	5
Module Three	5
Module Four	10
Module Five	5
Module Six	15
Module Seven	15
Module Eight	10
Module Nine	15
Module Ten (final project)	20
Total	100

Grading Scale

100-93	A
92-85	B
84-77	C

Student Academic Integrity

Participants guarantee that all academic classwork is original. Any academic dishonesty or plagiarism (to take ideas, writings, etc. from another and offer them as one's own), is a violation of student academic behavior standards as outlined by our partnering colleges and universities and is subject to academic disciplinary action.

Course Schedule

Module One: Introductions and Overview

Contents:

1. Member introductions
2. Course sessions, requirements, and resources
3. An overview of the impact of the pandemic
4. Assignment: Student will review the textbooks, syllabus, and websites.
5. Application Assignment: Prepare a brief introduction (first, last name and preferred name, teaching experience, current educational placement, and "about me" information you would like to share), and an example of how has the pandemic impacted your professional life.

Module Two: The Impact of the Pandemic on Teachers

Content:

1. The Pandemic has made the teacher shortage worse.
2. Teacher Stress and Trauma
3. Help for Stress and Trauma
4. Mindfulness can be a strategy teachers can use to decrease stress.
5. Application Assignment: Review current studies and articles on trauma as related to the effects of the pandemic on teachers. Students will select the most significant issues and choose two/three solutions to address the identified needs. (5 points)

Analysis of Teacher Trauma 5 Points (Module 2)

5	3	0
Precise, thoughtful response. Cites well-chosen evidence to address the most significant issues. Selects at two/three solutions that effectively address the issues. Details are thoroughly analyzed, evidence of reflection. Few errors in writing that do not disrupt readability.	Reasonable response. Cites evidence to address the issues. Selects at two/three solutions that address the issues. There is some analysis of details and some evidence of reflection. Errors in writing may disrupt readability; may contain bullet points or incomplete sentences.	Missing response or inaccurate response. Issues are not identified and or the solutions are not effective. Missing analysis. Response is illegible

Module Three: The Impact of the Pandemic on Students

Content:

1. The pandemic has affected students in several ways.
2. Student behavior has deteriorated due to the pandemic.
3. How to address student misbehavior.
4. The screen time problem.
5. The sense of belonging.

6. Application Assignment: Review current studies and articles on trauma as related to the effects of the pandemic on students. Students will select two or more of the most significant issues and select two/three solutions to address the identified issues. (5 points)

Analysis of Student Trauma 5 Points (Module 3)

5	3	0
Precise, thoughtful response. Cites well-chosen evidence to address the most significant issues. Selects at two/three solutions that effectively address the issues. Details are thoroughly analyzed, evidence of reflection. Few errors in writing that do not disrupt readability.	Reasonable response. Cites evidence to address the issues. Selects at two/three solutions that address the issues. There is some analysis of details and some evidence of reflection. Errors in writing may disrupt readability; may contain bullet points or incomplete sentences.	Missing response or inaccurate response. Issues are not identified and or the solutions are not effective. Missing analysis. Response is illegible

Module Four: Classroom Management Strategies Whole Class (A New Look)

Content:

1. Comparing and contrasting a variety of behavior management strategies.
2. Analyzing classroom management strategies.
3. Selecting appropriate strategies
4. Application Assignment: Create a plan to implement new identified whole class strategies for a post pandemic classroom. (10 points)

Restructured Classroom Management Strategies 10 Points (Module 4)

10	5	0
Selected 2 or more effective strategies that address post pandemic classroom management issues. The plan prepares an effective restructured establishment of appliable and functional classroom management strategies in the classroom. Systems are developed to implement the new strategies effectively in the classroom.	Selected 2 or more strategies to address post pandemic classroom management issues. The plan prepares a somewhat effective restructured establishment of classroom management strategies in the classroom. Systems are somewhat developed to implement the new strategies in the classroom.	Selected strategies are ineffective and do not address post pandemic classroom management issues. The plan did not address the restructured establishment of strategies in the classroom. Systems are not developed to implement the new strategies in the classroom.

Module Five: Multi-Tiered System of Support

Content:

1. Understanding the Multi-Tiered System of Support.
2. Analyzing the 3 Tiers of Support.
3. Applying the 3 Tiers of Support to the classroom.
4. Application Assignment: Students will demonstrate their understanding of the Multi-Tiered Systems of Support (MTSS) by summarizing major components. (5 points)

MTSS Systems of Support 5 Points (Module 5)

5	3	0
Precise, thoughtful response. Effectively summarizes the three components of MTSS with examples to support summary. Details are thoroughly analyzed; evidence of reflection. Few errors in writing that do not disrupt readability.	Reasonable response. Somewhat summarizes the three components of MTSS with examples to support summary. There is some analysis of details and some evidence of reflection. Errors in writing may disrupt readability; may contain bullet points or incomplete sentences.	Missing response or inaccurate response. Summary is incomplete. Missing analysis. Response is illegible

Module Six: Addressing Challenging Behaviors-MTSS Management Strategies

Content:

1. Identifying common challenging behaviors.
2. Developing strategies to address challenging behaviors.
3. Application Assignment: Students will identify three or more challenging behaviors in their classroom and determine the appropriate strategies as identified by the 3 Tiers of Support. (15 points)

Challenging Behaviors 15 Points (Module 6)

15	8	0

Three or more challenging behaviors were identified and thoroughly analyzed. The student was able to effectively determine strategies from the 3 Tiers of Support to fully support each challenging behavior.	Three or more challenging behaviors were somewhat identified and analyzed. The student was able to determine strategies from the 3 Tiers of Support to somewhat support each challenging behavior.	Challenging behaviors were not identified or analyzed effectively and/or the strategies cited did not support the behavior.

Module Seven: Addressing Disruptive Behaviors-MTSS Management Strategies

Content:

    1. Identifying disruptive behaviors.
    2. Strategies to address disruptive behaviors.
    3. Application Assignment: Students will identify three or more disruptive behaviors in their classroom and determine the appropriate strategies as identified by the 3 Tiers of Support. (15 points)

Disruptive Behaviors 15 Points (Module 7)

15	8	1
Three or more disruptive behaviors were identified and thoroughly analyzed. The student was able to effectively determine strategies from the 3 Tiers of Support to fully support each challenging behavior.	Three or more disruptive behaviors were somewhat identified and analyzed. The student was able to determine strategies from the 3 Tiers of Support to somewhat support each challenging behavior.	Disruptive behaviors were not identified or analyzed effectively and/or the strategies cited did not support the behavior.

Module Eight: Developing a System of Support (Parents, Staff and Administration)

Content:

    1. Promoting positive relationships with students.
    2. Promoting a positive relationship with parents.
    3. Promoting positive relationships with teachers.
    4. Promoting positive relationships with administrators.
    5. Application assignment: Students will develop a System of Support Plan for their classroom. (10 points)

Systems of Support 10 Points (Module 8)

10	5	0
The plan prepares an effective system of support that includes students, parents, teachers, and administrators. The plan includes 1 or more strategies for each group (students, parents, teachers, and administrators) to facilitate effective communication and support.	The plan prepares a somewhat effective system of support that includes students, parents, teachers, and administrators. The plan includes some strategies for some group (students, parents, teachers, and administrators) to facilitate communication and support.	The plan did not address a system of support. Strategies were not identified for the various groups.

Module Nine: Engaging Students During instruction

Content:

      1. identifying instructional strategies.
      2. Selecting appropriate instructional strategies.
      3. Implementing instructional strategies.
      4. Engaging students during instruction.
      5. Application assignment: Students will analyze instructional strategies that facilitate a well-managed classroom and select five strategies to support their classroom. (15 points)

Instructional strategies 15 Points (Module 9)

15	8	0
Effective instructional strategies were identified and thoroughly analyzed. The student was able to effectively develop strategies that apply to their current teaching/educational assignment. At least 5 strategies were cited to fully support effective classroom management.	Instructional strategies were somewhat identified and analyzed. The student was able to develop strategies that apply to their current teaching/educational assignment. At least 5 strategies were cited to support effective classroom management.	Instructional strategies were not analyzed effectively and/or the strategies cited did not support effective classroom management.

Module Ten: An Effective Classroom Management System

Content:

      1. Putting it all together.

2. Developing an effective post-pandemic classroom management system.
3. Application assignment: Students will develop a comprehensive classroom management plan that addresses the needs of their students in the post-pandemic classroom. (20 points)

Post Pandemic Classroom Management Plan Structuring 20 Points (Module 10)

20	10	0
The plan prepares an effective structure and the establishment of appliable and functional systems in the classroom. The post pandemic classroom needs were effectively addressed. Evidence of analysis of the current classroom needs were addressed successfully. The plan follows the Classroom Management template.	The plan prepares a somewhat effective structure and the establishment of systems in the classroom. The post pandemic classroom needs were addressed. Evidence of analysis of the current classroom needs were addressed. The plan somewhat follows the Classroom Management template. One or more areas were not addressed correctly.	The plan did not address the structure and establishment of systems in the classroom and or the needs of a post pandemic classroom. The plan did not follow the Classroom Management Template.