



## LILIE, LLC Course Information

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**Title of Course (45 hours):** The Positive Classroom

**Course Description:** The educational community is constantly evaluating instructional formats, styles, and methods to try and find the most effective means to teach today's students. The positive classroom examines the one constant in all equations of educational excellence, the instructors. It evaluates the roles a classroom manager plays in delivering their content and considers what constitutes a classroom based on relationships of trust, affirmation, and discipline.

**Overall Course Objective and Expectation(s):** As a result of taking this course participants will better understand:

- how to structure their classes to create a more challenging, inquisitive, and joyful educational experience
- how students interpret our daily feedback and how to communicate with them more effectively
- how being an effective manager, coach, and or leader, can help us become even better teachers
- how to maintain a positive perspective throughout an entire career in education
- how to balance educational ideals with instructional limitations

### **Course Instructional Materials:**

All courses maintain a fully developed and dynamic webpage that houses all resources, reference material and various other required informational texts, videos and alike that is both active and relevant to course objectives and content. Course web pages are routinely updated to reflect most current research and available readings therefore instructional materials used to teach course objectives are subject to change.

### **Instructor Consultation and Interaction:**

Real time consultation and instruction is provided through the LILIE, LLC discussion boards for each course/classroom on a daily basis.

**Suggested Readings (*subject to change*):** This bibliography contains references used in the course.  
**Bibliography:**

- Bacon, R. Terry (2006), *What People Want*, California: Davis Black.
- Koval, R. & Thaler, K. Linda. (2009) *The Power of Small*, New York: Random House
- Clark, Ron (2004) *The Excellent Eleven*, New York: Hyperion Publishers
- Ben-Shahar, Tal (2007), *Happier*, New York, McGraw Hill

**Proof of Course Completion:**

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits contemplated by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructors. These enrollee postings must be made four times each week in separate sessions. Enrollees will be required to submit a detailed log documenting at least 45 hours of course work, including discussion board posts, and will be required to apply information and strategies acquired from the course content to weekly classroom instruction. Attempts to falsify logs or discussion board entries will result in denial of credit and a report to the enrollee's employer.



## Scope & Sequence/Weekly Topics and Objectives

### *Week 1*

**Topic(s):** Introductions: Mission Statements: Traits of a Positive Classroom: Joyful Learning: Effective Instruction: Classroom Mottos

#### **Objectives:**

- To gain an accurate perspective of the class, including types of educational experiences, and expertise.
- To identify and outline the most important aspects of a classroom mission statement.
- To describe in specific detail traits of a positive classroom.
- To classify features of a joyful learning experience based on today's research.
- To consider the purpose of a classroom motto and its effectiveness.
- To examine the pedagogical components of a positive classroom.

**Impact on Classroom Instruction:** Students will consider their specific classroom climates and possible modifications that could help promote a more positive learning experience. By researching the elements of successful instruction, students will be able to recognize which behavioral patterns help promote effective instruction and which ones take away from that experience.

#### **Learner Outcomes:**

- Educators will be able to formulate and evaluate their own personal mission statement.
- Educators will be able to understand the importance of having instructional direction.
- Educators will recognize that classrooms that promote positive learning experiences require a great deal of maintenance and management.
- Educators will determine which instructional techniques promote inquiry, excitement, and passion for learning, and consider how to promote such interactions throughout their experiences.
- Educators will be able to define specific elements of a positive classroom.

**Assessment of Understanding and Learning/ Weekly Assignments (including but not limited to posting requirements set forth by LILIE, LLC):**

- Post an interpretation of the classroom mission statement, considering how it may evolve, and what educational priorities should be included

- Compare the elements of joyful instruction to standard classroom procedure/protocol
- Identify two classroom mottos, one representing a positive classroom, and one from a less effective model
- Describe the elements of a positive classroom and compare them to an average classroom experience
- Consider which elements of a positive classroom are easiest to incorporate in daily instruction, and which require more resources



## *Week II*

**Topic(s):** Effective Classroom Feedback: Effective Praise: Educators Interpretations of Instructional Criticism: Investing in Educators: Developing Effective Managerial Relationships

### **Objectives:**

- List three areas where Educators look for feedback.
- Describe the difference between effective and ineffective written feedback.
- Compare the “perils” versus “promises” of praise.
- Identify areas where teacher feedback has a greater impact on student participation.
- Identify which interactions have the greatest impact between instructors and Educators.
- Analyze effective managerial skills we currently use, and which ones could be better employed.

**Impact on Classroom Instruction:** Participants will identify where they can more effectively communicate throughout their classes. Participants will be able to recognize how small interactions can create opportunities for exponentially positive returns with educators. Participants will take a realistic inventory of how many resources can be allocated to instructional experiences and identify ways to create those experiences more efficiently.

### **Learner Outcomes:**

- Educators will be able to recognize why some feedback doesn't help improve student performance and why some does.
- Educators will identify the effects and defects of student praise and determine how to most effectively commend good work.
- Educators will learn to better take advantage of, and create, teachable moments.
- Educators will be able to identify managerial skills that help create positive rapports and relationships.

**Assessment of Understanding and Learning/ Weekly Assignments (including but not limited to posting requirements set forth by LILIE, LLC):**

- Identify the main educational feedback loops
- Constructively criticize criticism and sarcasm
- Respond to the research which suggests that praise can have negative implications
- Post a reaction to the most highly identifiable “wants” throughout an organization
- Categorize which suggested methods for improving managerial relationships area easy to practice, and which are more difficult



### *Week III*

**Topic(s):** Educational Demands and Expectations: Self Fulfilling Prophecies: Coaching in The Classroom: Traits of Highly Effective Teachers: Characteristics of Outstanding Leadership:

**Objectives:**

- Identify the traits of a “Warm Demander”.
- Recognize how instructional expectations affect educational outcomes.
- Explain how effective coaching skills enhance classroom experiences.
- Identify characteristics of effective teachers.
- Categorize traits of effective leaders.
- Determine what elements of effective leadership parallel those of educational excellence.

**Impact on Classroom Instruction:** By balancing high expectations and demands with genuine concern and appreciation, participants will generate a true passion for learning among their colleagues. Participants will also create classroom environments where educators seek, and value, approval rather than indifference.

**Learner Outcomes:**

- Educators will understand the values of change and challenge throughout instruction.
- Educators will create, manage, and maintain a specific set of instructional expectations.
- Educators will be able to balance high demands with individual learner abilities.
- Educators will evaluate which effective managerial skills they currently practice versus which ones they should.
- Educators will construct a list of effective leadership skills that could help improve their classroom environment.

**Assessment of Understanding and Learning/ Weekly Assignments (including but not limited to posting requirements set forth by LILIE, LLC):**

- Determine which traits of “Warm Demanders” are most identifiable and by whom
- Describe a classroom with high instructional expectations
- Explain how coaching skills can translate into excellent instruction
- Create a post that examines two traits of highly effective teachers
- Compare and contrast the skills of effective leaders/managers and those of highly effective instructors
- Create a post that identifies which elements of effective leadership are easiest to develop and which require more experience and patience



### *Week IV*

**Topic(s):** Maintaining a Positive Perspective: Modifying Expectations: Balance Expectations and Limitations: Managing our Environment:

#### **Objectives:**

- Identify the symptoms of teacher burnout.
- Evaluate some of the most effective techniques available to manage burnout.
- Identify components of idealism in education.
- List three complaints of an educational pragmatist.
- Recognize the elements of the educational setting which challenge a positive work attitude/environment.
- Formulate a list of traits associated with a positive work environment.

**Impact on Classroom Instruction:** By understanding educational and life style limitations, educators will develop an educational plan that balances instructional enthusiasm with realistic expectations. Also, by realizing that the demands of today's educational system are virtually infinite, educators will learn to more efficiently manage their responsibilities and expectations.

#### **Learner Outcomes:**

- Educators will be able to recognize the symptoms of teacher burnout.
- Educators will identify work related stressors that create unnecessary anxiety and inefficiencies in their specific environment.
- Educators will analyze their most productive stress management techniques.
- Educators will learn to prioritize educational commitments without sacrificing investigation, joy, and enthusiasm.

#### **Assessment of Understanding and Learning/ Weekly Assignments (including but not limited to posting requirements set forth by LILIE, LLC):**

- Compose a characterization of a "burnt-out" teacher and list three causes of teacher burnout
- Identify two symptoms of teacher burnout as well as possible maintenance techniques
- Describe the possible negative effects of an extremely idealistic educational philosophy
- Examine the possible negative effects of instructors overly committed to pragmatic educational positions
- Post a brief analysis of a positive educational balance between idealism and pragmatism
- Recommend three research based methods you've found to be most useful in helping to promote a positive educational work environment.