

Vanguard Academy
Creating and Managing a Learning Environment
SYLLABUS- 2023-2024

The instructor reserves the right to modify any aspect of the course syllabus or content. Any modifications will be communicated to students in advance.

Instructor Information

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Course Information

Required Textbooks:

Get Better Faster: A 90-Day Plan for Coaching New Teachers 1st Edition by Paul Bambrick-Santoyo

Course Description

This course provides APPEL candidates with the opportunity to develop skills to become successful in providing positive feedback to guide students learning while also establishing a consistent, organized, and respectful learning environment.

Course Outcomes

Upon successful completion of this course you should be able to:

1. Providing positive and constructive feedback to guide students' learning and behavior
2. Establishing a consistent, organized, and respectful learning environment, including:
 - a. Positive behavior interventions and supports within a multi-tiered system of support
 - b. Classroom procedures and routines
 - c. Trauma-informed practices
 - d. Restorative practices

Expectations & Instructional Approach

This is a face-to-face course that will meet once a week for a 30-minute session for 6 weeks. Each participant will have an individualized plan for their mastery of skills based off of classroom observations and feedback sessions.

Tentative Course Schedule:

Phase	Required Readings:	Class Activities and Discussion:
1 Management	Phase 1 Management – Routines and Procedures, Restorative Practices, and	<ul style="list-style-type: none">• Create Routines and Procedures• Create Social Bonds and a sense of belonging• Create a sense of community

	Strong Voice	<ul style="list-style-type: none"> • Plan and Practice the Rollout • Practice Strong Voice
Phase 1 Rigor	Phase 1 Rigor – Develop Effective Lesson Plans and Internalize Existing Lesson Plans	<ul style="list-style-type: none"> • Write precise learning objectives that are data driven, curriculum plan driven, and able to be accomplished in one lesson. • Script a basic “I Do” as a core part of the lesson • Design an exit ticket aligned to the objective • Internalize & rehearse key parts of the lesson • Build time stamps into the lesson plan and follow them
Phase 2 Management	Phase 2 Management – What to Do and Routines and Procedures	<ul style="list-style-type: none"> • Economy of Language – give crisp instructions with as few words as possible • Check for understanding on complex instructions • Revise any routine that needs more attention • Do It Again – rehearse routines that need practice • Cut it Short – know when to stop the Do It Again
Phase 2 Management	Phase 2 Management – Teacher Radar and Whole Class Reset	<ul style="list-style-type: none"> • Deliberately scan the room for on-task behavior • Choose 3-4 “hot spots” to scan constantly • “Be Seen Looking” • Circulate the room with purpose • Stand in the corners and move away from speaking student • Positive behavior interventions and supports within a multi-tiered system of supports – write a script for intervention, use it and submit reflection.
Phase 2 Rigor	Phase 2 Rigor – Write the Exemplar and Independent Practice	<ul style="list-style-type: none"> • Script out the ideal written response • Align independent practice to the rigor of the upcoming interim assessment • Students write first, talk second • Implement a daily entry prompt (Do Now) • Implement and review a longer independent practice and/or daily Exit Ticket to check for mastery
Phase 2 Rigor	Phase 2 Rigor - Monitor Aggressively and Trauma Informed Practices	<ul style="list-style-type: none"> • Create & implement a monitoring pathway • Monitor the quality of student work • Mark-up student work as you circulate • Communicating with families • Empowering students to voice their needs • Providing positive and constructive feedback