Professional Development Institute

Flex Course Syllabus

Classroom Management Strategies for High School Teachers (9-12)

PDI Course Number: 102T02

UCSD Course Number: EDUC40140

If you would like information about receiving post-baccalaureate (graduate) credit for completing this course, please click here.

Course Timeline

Participants have one year to complete the course. Participants must spend a minimum of three weeks in this course.

Course Description

Does managing your high school classroom seem like an impossible task? Most of us routinely invest a lot of time, effort, and energy into our most challenging students, oftentimes with unsustainable results. This online course begins by exploring different management styles as they relate to the dynamic elements of teaching teenagers. The course content addresses some of the most daunting classroom management issues including how to set boundaries and establish rapport, respecting diversity and differences, how to keep students motivated as you work to build a sense of community within your high school classroom. Issues related to social and emotional learning, particularly during the teenage years are explored. Strategies for how to shift the ownership of learning from teacher to student are shared so that students can feel more empowered and engaged. Teachers also learn the importance of being organized and proactive, as well as how to create clear and concise rules and routines which have logical consequences. Rounding out the course is how to handle some typical high school problem areas, reaching across the aisle to work with parents and administration, making technology work in your favor, and how to prevent and address bullying issues. By the end of this course, teachers will feel much more confident managing their high school classrooms.

Educational Outcomes

1. Teachers will understand the importance of classroom management and be introduced to the characteristics of a good manager.
2. Teachers will learn about the stages of psychosocial development and how it relates to the adolescent brain.
3. Teachers will be introduced to various theories of brain research including the theory of multiple intelligences and right-left brain research.
4. Teachers will learn about the four different styles of management and will create their own classroom management profile.
5. Teachers will understand the importance of organization and routines and be given specific strategies for transforming their classroom so that it is more conducive to learning.
6. Teachers will learn several time management tips to help them run their classroom more smoothly and efficiently, thus allowing for more engaged time with students.
7. Teachers will learn how to set boundaries and relate specific expectations to them.
8. Teachers will understand the importance of positive relationships and how to build rapport with their students.
9. Teachers will learn how to develop and reinforce classroom rules and norms.
10. Teachers will learn how to promote differences in the classroom while respecting diversity and inclusion.
11. Teachers will learn specific team-building strategies for encouraging a supporting and caring high school classroom community.
12. Teachers will learn the ten "rules of engagement" for getting and keeping students' attention.
13. Teachers will learn several total participation techniques and how they enhance active learning.
14. Teachers will learn the difference between intrinsic and extrinsic motivation, and be given specific strategies for motivating and building strong and positive relationships with students.
15. Teachers will learn how voice and choice works to better intrinsically motivate students for active learning.
16. Teachers will learn about the guiding principles of social and emotional learning, as well as the five key competencies.
17. Teachers will learn how to shift the ownership of learning from teachers to students.
18. Teachers will understand the four common types of bullying behaviors, and what they can do to prevent and/or address bullying as part of their classroom management plan.
19. Teachers will understand the principles of a proactive approach to classroom management and discipline, including how growth mindset and mindfulness play an active role.
20. Teachers will learn how to address chronic misbehavior by using such strategies as noncontingent reinforcement, positive verbal feedback, and other proactive approaches.
21. Teachers will be given specific strategies for dealing with common high school problems such as inattention, lack of motivation, lack of responsibility, and homework issues.
22. Teachers will learn the best way to diffuse potentially volatile confrontations, whether they are covert or overt.

23. Teachers will learn specific strategies for strategically incorporating parents and administrators into their support system.
24. Teachers will learn specific strategies for effectively managing students during small cooperative groups.
25. Teachers will learn specific strategies for managing the incorporation of technology into their classrooms.

Instructional Media

- Online Discussions
- Online Engagement
- Online Collaboration
- Instructor Feedback
- Instructor Interaction
- Online Resources and Websites
- Supplemental Instructional Materials
- Printable Classroom Resources

Evaluation

- Test #1 (5% of final grade)
- Test #2 (5% of final grade)
- Test #3 (5% of final grade)
- Test #4 (5% of final grade)
- Test #5 (5% of final grade)
- Autobiography and Goals for the Course (10% of final grade)
- Article/Video Reflection (15% of final grade)
- Course Collaboration/Share Ideas with the Class (10% of final grade)
- Cumulative Assignment/Project: Respond to Classroom Management Scenarios (20% of final grade)
- Culminating Practicum (20% of final grade)

Topical Outline

Unit One

- Breaking Down Classroom Management
- The Dynamic Elements of the Teenage Experience
- Relating Control to Classroom Management Styles
- **Assignment #1**

Write an autobiography including information about yourself, your grade level and what you specifically hope to learn about managing your classroom in a more effective way. Your autobiography should be a minimum of three paragraphs.

- **Test #1**

Unit Two

- Starting the School Year Off Right
- Setting Boundaries and Establishing Rapport
- Classroom Rules and Procedures
- **Assignment #2**
  As an educator, it is important to be aware of the research, studies, and professional work done in the field. In the course, you will find an article and video that are relevant to the specific course content. Read the article and then write an essay with your thoughts.
- **Test #2**

Unit Three

- Respecting Diversity and Differences
- Building Community within a High School Classroom
- How to Involve and Engage Students
- **Assignment #3**
  Online Discussion Board Participation/Engagement: Please post a tip, strategy, or idea that specifically relates to effectively improving classroom management and will make a difference to other teachers in their own classrooms. Your assignment should be a minimum of three paragraphs and detailed enough for another teacher to easily follow. This is a great opportunity to share and collaborate with other teachers at your grade level around the country. Take time to review and respond to other postings that are relevant to your classroom population in order to gain effective ideas to use immediately in your classroom
- **Test #3**

Unit Four

- The Art of Motivation
- Social and Emotional Learning
- Active Learning
- **Test #4**

Unit Five

- Preventing and Addressing Bullying
- The Proactive Approach to Discipline
- Typical High School Problem Areas

- **Test #5**

Unit Six

- Making Allies, Not Enemies of Parents and Administration
- Managing Cooperative Learning Groups
- Making Technology Work For You
- **Assignment #4**
  Review the five scenarios presented in the assignment and then brainstorm ways in which they can be solved. For each scenario, list three possible solutions. Each solution should range from reactive to proactive, with the first solution being the most reactive and the last solution being the most proactive. Each scenario should be addressed in a minimum of at least six to eight sentences. Then, after you have responded to the given scenarios, consider management issues you have personally struggled with. Provide a very detailed description of two classroom management issues/situations you have had where you "reacted" to the situation. Think about how you can be more proactive the next time that issue/situation arises. For each classroom management issue/situation you shared, provide your detailed plan for being proactive the next time it happens.
- **Assignment #5**
  The culminating practicum is a three-step process. (1) In the first assignment, you were asked what goals you had and what you hoped to learn from the course. Think back to your original goals for this course. Write a minimum two-paragraph reflection specifically describing how what you learned can be used to help you reach those goal(s). (2) Next, write a minimum three-paragraph plan that specifically describes the ways in which you intend to implement a particular strategy you learned in this course into your own teaching situation. (3) Last, write a minimum two-paragraph reflection describing a student you have or have had in the past. Then, discuss how the strategies you learned in this course will specifically benefit that student as you put your plan into action.

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