

Use this customized approval request form to print and share with your district or state teaching licensure authority when seeking approval for a Professional Development Institute course.

About PDI

The Professional Development Institute (PDI) has been offering quality online courses to K-12 educators for decades and providing training to teachers across the globe. Every PDI course is approved for graduate-level credit through the prestigious University of California San Diego Division of Extended Studies, ranked in the top ten universities in the United States.

UC San Diego is part of the University of California system and is accredited by the Western Association of Schools and Colleges Senior College and University Commission (WSCUC).

Every PDI course is instructor-led and includes practical strategies for immediate implementation into the classroom, opportunities to interact with the instructor and other participants, rich content, and valuable assignments. Every PDI course is approved as 3 1/3 semester units (or 5 quarter units) of graduate-level credit, equivalent to 50 training hours. Teachers must spend a minimum of three weeks in each course (consecutively, when taking multiple courses) before a final grade is released.

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Last Name:	First Name:	ID#:
School Name:	Address:	
Email Address:	Grade Level:	Daytime Phone:
Course Number and Title: 172T02 / EDUCXXX Proactive Strategies for M	liddle and High School Rehavior Ma	anagement
I am taking this course:	nadic and riigh concor Benavior ind	nagement .
,	ate-level credit. Upon completion, I vision of Extended Studies.	l will receive a
as an in-service course. I may re-	quest a PDI Grade Report to docur	ment my completion.
*This course is approved as 50 traini	ing hours, whether taken for graduate o	credit or in-service.
Course Description:		
Have you ever wondered why managing student before? This online course for teachers equips me complex classroom behaviors. Grounded in reseable behavior, the course helps teachers understand wapproaches to setting clear expectations, fostering is placed on addressing disruptive behaviors such highlighting the importance of empathy, restorative of behavior, implement behavior intervention plan functioning. By the end of this continuing education increase student motivation, improve classroom convironment where every student feels valued, respectively.	iddle and high school educators with the arch on adolescent development, socially by students act out and how to respong strong relationships, and building stung as defiance, cell phone misuse, bully be practices, and open communication. Its (BIPs), and use proactive strategies on course, teachers will walk away with slimate, foster positive student-teacher	he knowledge and strategies to navigate today's al-emotional learning, and the science of nd effectively. Participants will explore practical udents' emotional intelligence. Special emphasis ring, and lack of engagement, while also. Teachers will learn how to identify the functions to support students' mental health and executive h a toolkit of evidence-based strategies to
Seeking approval for:		
recertification/relicensure		
personal and/or professional o	growth	