Professional Development Institute

Flex Course Syllabus

Best Practices for a Successful
High School Classroom (9-12)

PDI Course Number: 33T02

UCSD Course Number: EDUC41580

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

Are you a high school teacher interested in improving your instructional strategies and classroom management techniques? Do you struggle with student behavior and lack of motivation? This online course provides a variety of strategies for handling behavior issues in the classroom, including bullying, while finding successful ways to engage and motivate your students. To assist in this endeavor, strategies for improving differentiation by scaffolding for a variety of learning abilities including gifted students, English language learners, and students with special needs are explored. Additionally, the course provides solutions for common obstacles at the high school level, including engagement strategies, time management, and organizational skills. Throughout the course, teachers will find resources to use in the classroom, some for student management and others for instructional purposes to help meet the demanding high school learning standards. Teachers will also learn a variety of strategies for using technology to improve student learning and performance. Finally, teachers will gain ideas for making grading more manageable. By the end of this course, teachers will feel better prepared to successfully manage a high school classroom.

Educational Outcomes

1. Teachers will learn about some of the common struggles teachers face in the high school classroom, including such things as time management, planning lessons, keeping students engaged in learning, re-teaching, and coping with the pressures of teaching.
2. Teachers will learn about some of the "non-negotiables" of a "perfect" high school classroom, including such things as fostering a sense of community, creating a cohesive team, and Socratic seminars, among other things.
3. Teachers will understand the characteristics of learning targets and how those targets can be used to create S.M.A.R.T. learning goals.
4. Teachers will explore several ways to formatively assess their high school students.
5. Teachers will explore several strategies to keep their students engaged.
6. Teachers will learn several strategies to optimize their time, organize their priorities, and maximize their efforts.
7. Teachers will learn exciting ways to motivate students so that they gain additional participation and interest in their lessons.
8. Teachers will understand the different types of bullying and how to combat its effects as it relates to victims, bystanders, and the bullies themselves.
9. Teachers will learn about the different types of differentiation (by content, process, product, and learning environment), and they will learn specific strategies to differentiate instruction for students of all levels and abilities.
10. Teachers will explore several culturally responsive best practices to help their English language learners become more successful in the high school classroom.
11. Teachers will explore several best practices to help their special needs students succeed in the high school classroom, including those with specific learning disabilities, autism, ADHD, emotional/behavioral disturbances, and those who are gifted and talented.
12. Teachers will learn the history behind the Common Core State Standards and how they have served to inform essential standards and learning targets for the various states.
13. Teachers will learn how to create well-crafted learning targets that are measurable, specific, and focused.
14. Teachers will understand the different types of assessment, and they will explore several best practices for assessing their students using summative assessment.
15. Teachers will understand the role that professional learning communities (PLCs) play in formative assessment, and they will learn how to deploy data to determine whether students require instructional intervention.
16. Teachers will learn how to use resources, activities, and lesson plans that integrate the use of technology.
17. Teachers will learn how to make the most out of the resources they currently have, and how to find or create resources that cost little to nothing.
18. Teachers will learn strategies for maximizing feedback during the grading process, while curtailing the amount of grading time.
19. Teachers will learn how to effectively communicate with parents and encourage their involvement in their teenager's education.
20. Teachers will learn strategies to improve the transparency of expectations for both parents and students.

21. Teachers will explore a variety of technological resources to improve student achievement and instructional strategies while increasing collaboration with colleagues and administration.

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: Develop a Strategy Plan (20% of final grade)
- Culminating Practicum (20% of final grade)

Topical Outline

Unit One

- The Most Common Challenges in the High School Classrooms
- The Perfect High School Classroom
- Learning Goals for a Successful High School Classroom
- **Assignment #1**
  Write an autobiography including information about yourself, your grade level and what you specifically hope to learn about effective practices for high school classrooms. Your autobiography should be a minimum of three paragraphs.
- **Test #1**

Unit Two

- The Best Engagement Strategies for High School Students
- Time Management and Organizational Strategies
- Motivating Students for Success
- Anti-Bullying Strategies at the High School Level
- **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

- Differentiating Instruction for All Students
- Serving English Language Learners
- Serving Students with Special Needs
- **Assignment # 3**
  Online Discussion Board Participation/Engagement: Please post a tip, strategy, or idea that specifically relates to the most effective practices to use in high school classrooms 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

- Essential Standards and Learning Targets
- Strategies for Summative Assessment for Student Comprehension
- Using PLC Formative Assessment with Intervention to Support Learning
- **Test #4**

Unit Five

- Technology Resources for Teaching and Learning
- Making the Most of Classroom Resources
- **Test #5**

Unit Six

- Making Grading More Manageable

- Creating a Supportive Relationship with Parents
- Resources for a Successful High School Classroom
- **Assignment #4**
  Using at least two of the strategies provided in the course, begin by writing about your current classroom challenges, or past challenges that you have attempted to overcome. After learning many valuable strategies, you should be able to answer two of the questions below with a minimum two-paragraph response each to explain how you will use the strategies to make changes to your classroom or classroom practices. Your final assignment should include a total of five paragraphs once complete. Keep in mind that this assignment is a cumulative project and therefore, you are expected to demonstrate the knowledge you gained from the course and your ability to apply what you have learned in a practical setting.
- **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.

Bibliography

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