



Professional Development Institute

Flex Course Syllabus

Engaging, Motivating, and Managing Your Students (4-8)

PDI Course Number: 6T02

UCSD Course Number: EDUC40127

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 your classroom seem like a nightmare at times? Let's face it — we've all been there at one time or another. It doesn't matter if you are new to the profession or a seasoned veteran, there's no doubt about it — managing an entire classroom of students can be tough. This online course begins by introducing different management styles and helping you find just the right fit for your classroom. The course also addresses the importance of creating a positive environment for students so they feel both engaged and motivated to learn. Some of the most daunting classroom management issues are addressed including how to keep your students motivated, working with diverse student populations, and engaging students with limited resources. Issues related to social-emotional learning will also be fully explored. Teachers will also learn about the importance of being organized, as well as how to create clear and concise rules and routines which have logical consequences. Suggestions for the best ways to respect diversity and differences will also be explored. Rounding out the course is managing small groups, establishing a solid home-school connection, and how to prevent and address bullying issues. By the end of this course, teachers will have the tools they need to better engage, motivate, and manage their students.

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 four different styles of management and will create their own classroom management profile.
3. Teachers will be given several tips for a classroom management makeover which will help them “find the right fit.”
4. Teachers will learn about the three main components of a positive classroom climate, and be given specific strategies for creating the same.
5. Teachers will learn how to promote differences in the classroom while respecting diversity and inclusion.
6. Teachers will understand the principles of a proactive approach to classroom management, including how growth mindset plays an active role.
7. Teachers will learn about the six pillars of character education, and how they form the foundation of effective classroom management.
8. Teachers will learn about the three tiers of behavioral intervention (RtI), and be given specific methods for addressing problem scenarios and situations in their own classrooms.
9. Teachers will learn about the guiding principles of social and emotional learning, as well as the five key competencies, and will be given an example of how to incorporate social and emotional learning into the classroom.
10. Teachers will understand the importance of organization and routines and be given specific strategies for transforming their classroom.
11. 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.
12. Teachers will be given suggestions of important opening and closing routines in order to ensure effective classroom management.
13. Teachers will learn about the various components of an effective positive discipline plan, including how to create effective rules, logical consequences, and rewards.
14. Teachers will learn how to give effective warnings without interrupting the flow of teaching and will learn how logical consequences should naturally progress as part of their overall classroom discipline plan.
15. Teachers will understand the symbiotic relationship between individual classrooms and the school community.
16. Teachers will learn about how to apply positive behavior interventions and supports as part of a school-wide effort surrounding management.
17. Teachers will learn the root causes for misbehavior, and how to change their own behavior to respond to misbehavior.
18. Teachers will learn specific strategies for effectively managing students during small groups.
19. Teachers will learn specific strategies for motivating and building strong and positive relationships with students.
20. Teachers will learn the difference between praise and encouragement and how to give positive effective feedback.

21. Teachers will learn how to effectively manage working with a wide variety of students, including those of poverty, English language learners, and students with special needs.
22. Teachers will learn the necessary steps to address chronic misbehavior.
23. 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.
24. Teachers will learn how to effectively engage students with limited resources.
25. Teachers will understand the importance of the home-school connection, and will be given specific strategies for incorporating parents into their support system.

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

- The Importance of Classroom Management
- Introduction to Different Management Styles
- Finding the Right Fit
- **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

- Creating a Positive Classroom Climate
- Respecting Diversity and Differences
- The Power of Proactive
- **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

- The Character Education Connection
- Response to Intervention
- Social and Emotional Learning
- **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 Importance of Organization and Routines
- Developing a Discipline Plan
- School-Wide Management
- **Test #4**

Unit Five

- Working with Small Groups
- Motivation Matters
- Working with Diverse Student Populations

- Test #5

Unit Six

- Preventing and Addressing Bullying
- Engaging Students with Limited Resources
- Home-School Connection
- **Assignment #4**

Review the four 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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