Professional Development Institute

Flex Course Syllabus

Responsive Classroom Management in the Primary Grades (K-3)

PDI Course Number: 7T02

UCSD Course Number: EDUC40138

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 it sometimes seem like your students are running your classroom, instead of the other way around? 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 trusting 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 response to intervention. 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 connect character education to classroom management are 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 learn about the importance of the role that trust plays in teaching and learning and will be given specific suggestions of how to begin building a trusting relationship with students.
4. Teachers will understand the principles of a proactive approach to classroom management, including how growth mindset plays an active role.
5. Teachers will learn specific strategies for encouraging a growth mindset.
6. 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.
7. Teachers will understand the importance of organization and be given specific strategies for transforming their classroom.
8. 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.
9. Teachers will learn how to set boundaries and relate specific expectations to them.
10. Teachers will learn how to develop and reinforce classroom rules and norms.
11. Teachers will learn which procedures and routines to teach, and how to go about transforming their classrooms by doing so.
12. Teachers will learn how to use a variety of classroom tools to effectively manage procedures and routines.
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 learn about the three tiers of behavioral intervention (RtI), and be given specific methods for addressing problem scenarios and situations in their own classrooms.
16. Teachers will learn how to use classroom tools such as behavior checklists, behavior plans, and social skills groups to offset problem behaviors.
17. Teachers will understand the seven principles of the responsive classroom approach.
18. 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.
19. Teachers will learn about the six pillars of character education, and how they form the foundation of effective classroom management.
20. 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.
21. Teachers will learn specific strategies for effectively managing students during small groups.

22. 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.
23. Teachers will learn the necessary steps to address chronic misbehavior.
24. Teachers will understand the importance of the home-school connection, and will be given specific strategies for building rapport with parents so that they can be incorporated 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: Classroom Management Scenarios with a Proactive Twist (20% of final grade)
- Culminating Practicum (20% of final grade)

Topical Outline

Unit One

- Classroom Management Defined
- Finding Your Management Style
- Establishing a Trusting Environment
- **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

- The Power of Proactive
- The Art of Motivation
- The Importance of Organization
- **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

- Setting Boundaries and Teaching Expectations
- Classroom Rules and Procedures
- Using Classroom Tools to Manage Procedures and Routines
- **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 Issue of Discipline
- Response to Intervention
- School-Wide Management
- **Test #4**

Unit Five

- Social and Emotional Learning
- The Character Education Connection
- Preventing and Addressing Bullying

- **Test #5**

Unit Six

- Working with Small Groups
- Working with Diverse Student Populations
- Home-School Connection
- **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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