Classroom Management: Secondary
CEUs: 3/ **Fee:** $80.00 or Free w/Annual Support Package

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Introduction
Welcome to *Classroom Management: Secondary*, an online or onsite professional development course geared for educators serving students in middle and high school. This course focuses on implementing effective management strategies to improve the classroom environment. Different grade-level management varies because of age, maturity, and experience. There are many ways to look at classroom management and many strategies to implement it. No one classroom is the same. So why should classroom management be the same in each classroom? Creativity in this area should be explored with proven concepts. This course will require educators to implement new and seek to improve current strategies in their education setting.

This course will focus on the following objectives:
  •   **Understanding your Students**
  •   **Responsibility vs. Obedience**
  •   **Building Relationship**
  •   **Motivation and Communication**

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Academic Integrity Statement
The structure and format of most online courses presume a high level of personal and academic integrity in completing and submitting coursework. Individuals enrolled in an online professional development course are expected to adhere to the following standards of academic conduct.

Academic Work
Coursework submitted by the individual shall be the educator's work or appropriately attributed, in part or in whole, to its correct source. Submission of commercially prepared (or group-prepared) materials as if they are one's work is unacceptable.

Aiding Honesty in Others
The individual will encourage honesty in others by refraining from providing materials or information to another person with the knowledge that these materials or information will be misused.

Violations of the aforementioned academic standards may result in loss of credit for the course.

Level of Application

This course is designed to be highly informational for educators to apply in educational settings. The strategies are appropriate for the remediation of challenging behavior in students.

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Course Expectations:

Upon completion of the units in this professional development course, educators should:

- ✓ Know the terminology in the areas of behavior management, self-management, and cognitive-behavior modification
- ✓ Know the relative merits and limitations of the behavioral and social-cognitive approaches to behavior management
- ✓ Apply the classroom management strategies covered in the course to the behavior problems of their students
- ✓ Diagnose behavior problems and assess the efficacy of classroom management interventions
- ✓ Increase the probability of students performing better academically

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Course Description

The *Classroom Management: Secondary* was developed to provide educators with various approaches to managing student behavior. The course discusses and supports several classroom management and behavior modification techniques. These techniques allow educators to gain knowledge and understanding of how to assist students in retraining their thinking so they may break thought patterns that lead to aberrant behaviors.

This course also gives educators useful strategies on how to teach self-motivation skills to classroom students. When students learn these self-motivation techniques, they begin altering behavior and responding to social situations and events more positively without parent or teacher intervention.

Essentially this course teaches educators how to recognize behavior triggers and utilize the correct strategy to limit the disruption of instruction due to behavior along with training students to recognize, evaluate, and respond to difficult interpersonal, classroom, school, and social situations with limited outside intervention. When students learn how to retrain their negative thought processes and become better problem solvers, it takes the pressure of remediation off the teacher and places it on the student to where it belongs. When taught and used correctly, this process will significantly reduce the number of conflicts a teacher needs to deal with during school days and free up more time for academic instruction.

Course Units

Unit 1: Understanding Your Students

Upon completion of this unit, the educators are expected to:

- Provide understanding feedback through discussion, activities, and assessments on **Understanding Students**. Teachers must score above 90% on all related items. Share strategies and techniques that were implemented or enhanced.
- (1) Do you understand your students? (2) How do you know that you understand? (3) Why do some teachers take this concept for granted? (4) What instrument or process do you use? (5) Does it work for you?

Graded Activities and Deliverables

Grading Category	Activities/Deliverables	Grade Allocation (% of all graded work)
Assignment	Review the reading or video materials correlated to the learning objective (s)	5%
Discussion	Understanding your students	5%
Assessment	Quiz from reading assignments or posted assignments	5%
Assignment	Lesson Plan Snippet and Create S.M.A.R.T Goals	5%
Assignment	Recorded reflection, peer observation, or posted assignment	5%

Unit 2: Responsibility vs. Obedience

Upon completion of this unit, the educators are expected to:

- Provide understanding feedback through discussion, activities, and assessments on **Responsibility vs. Obedience**. Teachers must score above 90% on all related items. Share strategies and techniques that were implemented or enhanced.
- (1) Describe how Responsibility and Obedience would look in your classroom. (2) Which is more of a priority? (3) Are both necessary?

	Graded Activities and Deliverables	
Grading Category	**Activities/Deliverables**	**Grade Allocation (% of all graded work)**
Assignment	Review the reading or video materials correlated to the learning objective (s)	5%
Discussion	Responsibility vs. Obedience	5%
Assessment	Quiz from reading assignments or posted assignments	5%
Assignment	Lesson Plan Snippet and Create S.M.A.R.T Goals	5%
Assignment	Recorded reflection, peer observation, or posted assignment	5%

Unit 3: Building Relationships

Upon completion of this unit, the educators are expected to:

- Provide understanding feedback through discussion, activities, and assessments on **Learning to Building Relationships**. Teachers must score above 90% on all related items. Share strategies and techniques that were implemented or enhanced.
- (1) How do you build relationships with your students? (2) Do you find it harder or easier to build relationships with (i) poor-performing students or (ii) average to high-performing students? (3) Have you ever considered the latency periods when questioning students? (4) Explain why building a relationship itself can potentially increase a student's overall behavior.

Graded Activities and Deliverables

Grading Category	Activities/Deliverables	Grade Allocation (% of all graded work)
Assignment	Review the reading or video materials correlated to the learning objective (s)	5%
Discussion	Building Relationships	5%
Assessment	Quiz from reading assignments or posted assignments	5%
Assignment	Lesson Plan Snippet and Create S.M.A.R.T Goals	5%
Assignment	Recorded reflection, peer observation, or posted assignment	5%

Module 4: Motivation & Communication

Upon completion of this unit, the educators are expected to:

- Provide understanding feedback through discussion, activities, and assessments on **Motivation and communication**. Teachers must score above 90% on all related items. Share strategies and techniques that were implemented or enhanced.
- (1) How are you motivating students? (2) Do you find it harder or easier to motivate and communicate with (i) poor-performing students or (ii) average to high-performing students? (3) Is motivating your students difficult for you?

Graded Activities and Deliverables

Grading Category	Activities/Deliverables	Grade Allocation (% of all graded work)
Assignment	Review the reading or video materials correlated to the learning objective (s)	5%
Discussion	How do you motivate and communicate?	5%
Assessment	Quiz from reading assignments or posted assignments	5%
Assignment	Lesson Plan Snippet and Create S.M.A.R.T Goals	5%
Assignment	Recorded reflection, peer observation, or posted assignment	5%

Earn It – Final Wrap-up

Upon completion, the educators are expected to have more knowledge of the course objectives.

	Graded Activities and Deliverables	
Grading Category	Activities/Deliverables	Grade Allocation (% of all graded work)
Assessment	Complete the Reflection Assessment	Required to Pass
Assessment	Complete the Final Reflection	Required to Pass
Survey	Submit the End-of-Workshop Survey	Optional
Certificate of Completion	Generate your Certificate within the course	Optional
CEUs	Apply for 3.0 CEUs	Optional

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