

Graduate Course Description Form

Course Number: IGC 719

Course Name: Credibility & Control: Classroom Management for Secondary Educators

Instructor: Casey Rekowski

Credits Earned: 3 Graduate Credits, which equates to:

- 67.5 PDPs (courses taken prior to June 8, 2026)
- 22.5 PDPs (courses taken after June 8, 2026)

Credits Issued By: Gordon College

Course Fee: \$675 (\$625 with early registration discount)

Course Description:

This course addresses the distinctive classroom management challenges facing Massachusetts grades 6-12 educators, where adolescent development, content-area identity, and teacher credibility intersect. Participants develop management strategies grounded in adolescent brain research, examine the role of relationship and relevance in secondary engagement, and build a management toolkit specifically designed for the secondary context. n Framework. ; conversations that are both educationally essential and professionally challenging. This course builds the facilitation skills, discussion structures, and professional dispositions Massachusetts teachers need to lead these conversations well: preparing students to engage productively, maintaining psychological safety, handling moments when discussion breaks down, and navigating the relationship between classroom discussion and community context. This course is aligned to the Massachusetts Curriculum Frameworks.

Learning Outcomes:

1. Apply knowledge of adolescent brain development to design classroom structures that support self-regulation and engagement.
2. Establish teacher credibility and relational authority with adolescent learners through research-based practices.
3. Develop content-area-specific engagement strategies that reduce off-task behavior and increase academic motivation.
4. Address common secondary classroom management challenges -- including chronic tardiness, phone use, and academic avoidance -- with proactive strategies.
5. Create a secondary classroom management plan that reflects your content area, student population, and professional identity.