

Course Syllabus

Idaho State University - Albion Institute

AI Empowered Classroom Management (PD+)

EDUC 5598P - 0511

Description

Classroom management is fundamentally a relational practice. When learners feel seen, connected, and accountable to one another, behavior shifts not because rules demand it, but because community and agreements cultivate it. This course prepares K-12 educators and administrators to implement restorative, relationship-centered approaches to classroom and school culture: proactive practices that build belonging before conflict arises, and responsive practices that repair it when it does. Grounded in research on social-emotional learning, restorative practices, and belonging, the course addresses how artificial intelligence can become a partner in refining these practices to make more space for human connection. Knowledge acquisition is assessed through readings, reflective activities, and applied practices that prepare educators with both conceptual understanding and readiness for implementation.

Activities are designed to produce practical, context-specific resources educators can use immediately: community-building protocols, conflict response frameworks, restorative conversation guides, and AI-partnered planning tools calibrated to educational settings. Engagement and reflection are substantive through a learning portfolio curation on course learning experiences across modules. Learners have an optional opportunity to partake in social learning through a community platform where other educators share their insights. By completing this course, educators will have a concrete set of strategies for building community, repairing relationships, and responding to conflict in ways that are restorative and positive, along with a clearer understanding of how to cultivate environments where learners develop social-emotional skills, build agency, and experience a genuine sense of belonging.

Enrollment, Delivery, and Completion Information

- **EDUC 5598P** [Links to an external site.](#): **AI Empowered Classroom Management**
- **Credits:** 1 semester credit hour (letter grade A-F)
- **Enrollment Type:** Open enrollment with self-registration
- **Completion Timeframe:** 90 days from the date of enrollment
- **Delivery Format:** Fully online

- **Purpose:** K-12 professional development recertification requirements

Recertification and Professional Advancement Statement

Successful completion of this course results in a letter grade and semester credit hour from Idaho State University. As a graduate 5000-level course aligned to [Idaho State University's Graduate Catalog EDUC 5598P](#)

[Links to an external site.](#), the course includes engagement with a faculty member and a K-12 practitioner and is designed to support professional learning and implementation in educational settings. Learners enroll as non-matriculated students, and earned grades and semester credits are recorded on an ISU non-academic transcript endorsed by the university Registrar. Applicability of this course toward K-12 teacher license renewal, recertification, salary lane advancement, or other professional advancement is determined by the relevant state board of education, licensing authority, school district, human resources office, collective bargaining agreement, or other approving entity.

Student Expectations

To earn semester credit and a letter grade in this course, students must complete the course in full and engage at the level of rigor expected in a university course. The course includes academically engaged learning through readings, lectures, videos, discussions, applied activities, assignments, and assessments. Successful completion requires consistent participation and satisfactory performance on graded coursework.

Students must:

- Spend the time necessary to complete all assigned learning materials, activities, assignments, and assessments in support of the course learning outcomes
- Demonstrate thoughtful and substantive engagement by applying course knowledge through high-quality, timely work that produces practical strategies, tools, resources, or artifacts ready for use in educational settings
- Engage with instructor feedback, where applicable
- Successfully complete all graded requirements necessary to earn semester credit and a final letter grade

Required Materials and Technology

Students must have regular access to a reliable laptop or desktop computer capable of loading and running standard software.

The computer must support word processing, presentation tools, file downloads and uploads, data review, and multimedia tasks such as viewing videos, recording audio or video, and participating in web conferencing.

The learning management system supports mobile devices, but mobile access should be considered supplemental only. Mobile devices may limit a student's ability to complete assignments successfully, particularly those involving file handling, multimedia creation, lesson plan development, or other course activities.

An up-to-date browser on any computer or device is required, along with a reliable internet connection.

[General Technology Hardware for Online/Hybrid Courses - ISU Help Desk](#)
[Links to an external site.](#)

No textbook purchase is required for this course.

Learning Outcomes

Unit 1	Construct a classroom community framework that applies belonging-centered and restorative classroom-informed principles to design proactive structures for safety, support, and learner connection.
Unit 2	Design relationship-centered classroom management strategies that build trust and cooperation, and experiment with how to partner with AI to develop relational practices.
Unit 3	Design classroom environments that use AI to augment choices and simulate logical consequences, fostering positive behavior, learner engagement, and shared ownership of the learning space.
Unit 4	Implement restorative classroom practices by applying conflict resolution frameworks and utilizing AI tools to design context-specific responses that address harm, support emotional well-being, and restore relationships.
Unit 5	Apply positive and restorative language strategies to strengthen classroom culture, and team with AI to analyze, reflect on, and refine educator communication practices for specific classroom contexts.
Unit 6	Evaluate AI tools for SEL integration and use AI to design an SEL activity or resource calibrated to a specific learner population and classroom context.
Unit 7	Design a learner support program that integrates restorative practices, community-building structures, and brainstorming with AI to develop a plan that addresses trust, well-being, and belonging within the educational setting.
Unit 8	Construct a reflective practice system that uses AI tools to assess, iterate on, and document classroom management strategies, producing a portfolio artifact that demonstrates implementation readiness and adaptive planning.

Units

Time (hrs)	Unit Content
1.5 hrs	Unit 0: Preparing for AI Partnership
7 hrs	Unit 1: Cultivating a Positive Classroom Culture of Safety, Belonging, and Empathy with AI Behavior Scenario Planning Activity: Participants are presented with a series of common classroom behavior scenarios. For each scenario, they must develop a detailed, step-by-step game plan that outlines how they would approach the behavior in a positive, restorative manner.
7 hrs	Unit 2: Strengthening Learner-Teacher Bonds with AI-Powered Simulations Mind Mapping Activity: Create a digital mind map that visually organizes the various methods for building trust and rapport with learners. This mind map should connect these methods with specific outcomes, such as improved classroom behavior or increased learner engagement.
8.5 hrs	Unit 3: Proactively Designing Classrooms Using AI to Model Environments and Logical Consequences Design a Logical Consequences Simulator Activity: Use AI to design and test a simulator that explores the impact of logical consequences on classroom behavior and culture.
7.25 hrs	Unit 4: Fostering Restorative Classroom Models with AI-Supported Reflection Tools Design A Model Activity: Teachers will develop a model for a key element of restorative classroom practices - listening circles. The objective is to design a framework that embodies restorative principles, encouraging empathy, accountability, and cooperative problem-solving among students.
7 hrs	Unit 5: Harnessing the Power of Our Words and Using Large Language Models to Reflect on Practices Creating a Positive Language Poster Using AI Activity: Design a poster that highlights key phrases and language strategies to be used in the classroom.
7.25 hrs	

	Unit 6: Empowering SEL with AI: Building Positive Classroom Dynamics Daily Routine SEL Integration Exercise Activity: Teachers design daily classroom routines that incorporate SEL practices, demonstrating how these routines can support behavior interventions at different tiers.
6.75 hrs	Unit 7: Crafting Learner Support Programs with AI as a Design Partner Creating a Thematic Learner Support Plan Activity: Develop a structured plan for learner support sessions incorporating daily, weekly, or monthly themes to enhance learner engagement and personal development.
9 hrs	Unit 8: Reflecting and Refining Classroom Management with AI Capstone Activity: Develop a Classroom Management Plan

Assignments and Grading

As a credit-bearing course, grading emphasizes knowledge acquisition, meaningful engagement, and the development of practical tools and artifacts that can be implemented in real educational settings.

- **End Of Module Quizzes - 40%**

Quizzes assess your understanding of the key concepts, frameworks, and practices introduced in respective units.

- **Capstone Artifact- 60%**

Capstone activities assess your ability to apply course concepts in authentic educational contexts. Through a series of practical activities culminating in a comprehensive Classroom Management Plan, you will develop implementation-ready strategies and resources that integrate restorative practices, relationship-centered classroom management, and thoughtful AI partnership.

Grading Scale: [ISU grading policy](#) [Links to an external site.](#)

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = below 60%

Academic Integrity

Students are expected to follow [institutional policies on academic honesty](#) [Links to an external site.](#). Plagiarism, cheating, or misrepresentation of work undermines learning and will result in appropriate consequences as defined by university policy. If you are unsure whether something is acceptable, ask before submitting work.

Accessibility and Disability Services

The university is committed to providing an accessible learning environment. If you have a documented disability and need accommodations, contact the [Disability Services office](#) [Links to an external site.](#) as early as possible to ensure that reasonable accommodations can be arranged. Students without documentation who believe they may have a disability or learning difference are encouraged to consult Disability Services about evaluation options and campus resources.

Classroom Climate and Respect

This course addresses topics related to disability, learning differences, and personal experiences. Students are expected to maintain a respectful, supportive environment, keep classmates' stories confidential, and listen with openness and empathy. Disagreement is normal, but it should be expressed respectfully.