



**Your
Education
Ally.**

By Teachers,
For Teachers.

Course Syllabus

Name:

Date:



Today is a Great Day to Learn Something New!

Professional learning to meet your needs.

Engaging and applicable, ELEVATE courses are the core of Teaching Channel. We offer a variety of courses that meet the continuing education needs of teachers from across the country. Teaching Channel courses work perfectly for license renewal needs, working to move up through salary schedules, or for professional learning to support improved student outcomes. Teaching Channel provides continuing education graduate credit courses that have been approved and endorsed by regionally accredited colleges and universities from across the United States.



Current University Partners (See a current list of academic partners on our website)

Continuing Education courses are approved by our regionally accredited (HLC, NECHE, WSCUC, NWCCU) partners by review of syllabi, content, and coursework expectations. (Indicate anticipated university/college partner below, if applicable.)

Course Creation and Evaluation:

Courses are created and evaluated by educators with a master's degree or higher in an education-related field and five or more years of classroom experience in PreK-12th grade education. Course evaluators provide personalized, specific feedback for assignments and rubric-based grading aligned with best practices in professional education.

Spring Term

Registrations Accepted
July 16-March 15
Coursework Due*
April 15

Summer Term

Registrations Accepted
December 16-July 15
Coursework Due*
August 15

Fall Term

Registrations Accepted
March 16-October 22
Coursework Due*
November 15

*Or first business day after the 15th if due date falls on a weekend.

Coursework Details

The Rigor of Teaching Channel Graduate-Level Continuing Education Courses.

Professional Learning Model

Our research-based Professional Learning Model is used to design ELEVATE continuing education courses. The model includes five elements used to guide professional learning and to positively impact student outcomes:



Course Content

ELEVATE Courses are self-paced, and per standard practice in the field, each credit carries the equivalent of fifteen hours of content and coursework. Participants explore resources that include a solid balance of research and applicability. All courses feature video clips, research-based articles, and interactive elements to enhance and support learning. To receive credit, participants must complete the following requirements according to expectations outlined in our course rubric:

Response Questions: Connect new learning from course resources to current pedagogy.

Resource Review: Find resources related to the course topic to extend learning and solve problems of practice.

Applications: Complete a variety of assignments encouraging participants to implement new learning in their classrooms or schools.

Reflection: Write a reflection paper that activates critical thinking and inspires the transformation of future professional practice.

All coursework is to be completed in the Teaching Channel online environment.

Course Name	The Keys to a Connected Google Classroom
Course Number	OL 5118
Course Credits	3 or Flex Credit

NOTE: This syllabus is an outline of the course requirements and is subject to change; the coursework will be completed and submitted in the online environment where you will have full access to a variety of media, links, and other online tools required to satisfactorily complete this course.

Course Description:

Learning the ins and outs of Google Classroom is no small feat! In this course, you will learn the basics of creating your first class to more intermediate level techniques for building and managing a streamlined Google Classroom. With helpful video tutorials from Google certified trainers and educators, you will explore various ways to post assignments, collect and grade student work, and learn about time-saving strategies to provide feedback. With your new digital skill set, you'll have what you need to keep your Google Classroom running smoothly and efficiently all year long!

Goals and Objectives:

As a result of participation in this course, students will be able to:

1. Use provided prompts specific to using Google Classroom to describe assumptions and insights of practitioners, researchers and self, including how the information relates to professional educational practice.
2. Build and customize your own Google Classroom.
3. Collaborate with students or colleagues on an artifact that supports students' success with Google Classroom.
4. Implement the design of various assignment posts to deliver instruction.
5. Demonstrate knowledge of grading and feedback features within Google Classroom.
6. Develop a list of resources to challenge the status quo related to extensions that enhance and extend the functionality of your Classroom.

Required Text/Reading

All readings and resources are linked within their respective assignments.

All coursework is to be completed in the Teaching Channel online environment.

Knowledge Base:

The knowledge base of this course, in part, is affirmed in the writing and research of these references:

- Clark, H., Avrith, T., & Keeler, A. (2019). The Google infused classroom: a guidebook to making thinking visible and amplifying student voice. ElevateBooksEdu.
- Couch, J. (2018). Rewiring education how technology can make every student successful. Dallas, TX: Benbella Books.
- Fisher, D., Frey, N., & Hattie, J. (2020). The Distance learning playbook, Grades K-12: teaching for engagement and impact in any setting. Corvin, A SAGE Company.
- Google. Getting started with Google Classroom. Google Classroom Training | Teacher Center | Google for Education. https://edu.google.com/teacher-center/products/classroom/?modal_active=none.
- The ISTE standards. (2016). Retrieved May 01, 2020, from <https://www.iste.org/standards>
- Keeler, A., & Mattina, K. (2020). Stepping Up to Google Classroom: 50 Steps for Beginners to Get Started. Dave Burgess Consulting, Inc.
- Petty, B. J. (2018). Illuminate: Technology enhanced learning. Irvine, CA: EdTechTeam Press.
- Serravallo, J. (2020). Connecting with students online: strategies for remote teaching & learning. Heinemann.

Teaching Channel Course Rubric

All course submissions must meet general graduate level standards through the use of correct grammar, spelling, and mechanics. Each paragraph should be clearly organized and include 5 sentences or more. If work does not meet the above criteria, it will be returned to the student for resubmission.

Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Statement of Intention and Awareness	The evaluator will only review the Statement of Intention and Awareness for a response to each prompt. If a student does not respond to each prompt, the Statement will be returned to the student for resubmission. The student's Statement of Intention and Awareness will be evaluated as part of the Reflection.		
Investigation: Read and Respond	Coursework thoroughly and accurately addresses all question components by summarizing key concepts from readings. In at least half of the responses, the participant also makes inferences related to professional practice or supports answers with professional experiences.	Coursework thoroughly and accurately addresses all question components by summarizing key concepts from readings.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.

All coursework is to be completed in the Teaching Channel online environment.

Investigation: Resource Review Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Summary of Resource	Coursework summarizes the main ideas presented in the resource and includes at least one instance of critical analysis (i.e. asks questions, looks for gaps in information, disputes contradictions, etc.)	Coursework summarizes the main ideas presented in the resource.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Relation to Personal Assumptions or Course Content	Coursework provides more than one detailed example of how the resource supports or challenges personal assumptions and/or course content.	Coursework provides one example of how the resource supports or challenges personal assumptions and/or course content.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Impact on Professional Practice	Coursework provides more than one clear explanation of how the information in the resource could impact professional practice.	Coursework provides one explanation of how the information in the resource could impact professional practice.	

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Application Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Planning, Development and Execution	Coursework shows complete planning, development and/or execution of application, clear articulation of details and inclusion of polished required artifacts.	Coursework shows complete planning, development and/or execution of application and inclusion of required artifacts.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
	Coursework includes creative or innovative application of new knowledge and skills from course content to professional practice.	Coursework includes application of new knowledge and skills from course content to professional practice.	
Written Requirements	Coursework provides clear, logical, and organized responses to any writing prompts in the application. It also includes at least one detailed connection to course objectives, student learning goals or transformation of professional practice.	Coursework provides clear, logical, and organized responses to any writing prompts in the application.	

All coursework is to be completed in the Teaching Channel online environment.

Reflection Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Connection to Statement of Intention and Awareness	Coursework includes an evaluation of both learning goals articulated in the participant's Statement of Intention and Awareness from Module 1. Participant includes one future learning goal related to course content.	Coursework includes an evaluation of one of the learning goals articulated in the participant's Statement of Intention and Awareness from Module 1.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Summary of Learning	Coursework includes three or more detailed connections to specific assignments completed or course content viewed (assigned readings or videos).	Coursework includes two general connections to course content.	
Description of Positive Influence or Transformation	Coursework includes two or more specific ideas for changes in one's professional practice with timelines. OR Coursework includes two or more detailed action steps with timelines for positively impacting other stakeholders.	Coursework includes one general idea for changes in one's professional practice. OR Coursework includes one action step for positively impacting other stakeholders.	

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Module 1

1. Tell us about yourself!

Before we begin with course content, write 1 sentence about yourself. You will be asked to include this background in each of the modules submitted for the course. This provides context for your responses and enables the course evaluator to respond with feedback tailored to your specific role in education. Here are three examples to guide you:

- I'm a 4th grade teacher and teach all subjects.
- I'm a middle school counselor.
- I'm out of the classroom on leave this year, but next year I'll be back teaching 9th grade science.

2. Statement of Intention and Awareness

At Teaching Channel, we want the time you spend learning to be purposeful and applicable to your professional practice. To get the most from professional learning, the research says we must first identify our goals and motivations. Next, we must assess our prior knowledge and previous experiences to create deeper connections to the course material.

Using the guidelines below, develop your Statement of Intention and Awareness. At the end of the course, you will be asked to reflect back on your Statement of Intention and Awareness and identify your growth and transformation from the beginning of the course to the end. Your evaluator will only review your Statement of Intention and Awareness for a response to each prompt. If you do not respond to each prompt, the Statement will be returned to you for resubmission. Your Statement of Intention and Awareness will be evaluated as part of the Reflection in Module 3.

Please be certain to address the following when developing your Statement of Intention and Awareness in a total of two paragraphs, or more:

- Describe your motivation for learning about Google Classroom.
- Summarize your previous knowledge about and/or experience with Google Classroom and other Google Apps.
- List two learning goals you have for the course.

3. Investigation: Read and Respond

What is Google Classroom?

Google Classroom is an amazing educational platform that can help teachers deliver lesson content to any grade level and in any subject. You can easily distribute and collect assignments, give personalized feedback and grades, and see students' work in one place. Classroom can help streamline your digital workflow and boost opportunities for collaboration and better communication. Ready to learn more about this must-have app? First, watch the video below:

Then, read through the Common Sense Media article, "Teachers' Essential Guide to Google Classroom," by Kate McGinnis for answers to some of the most commonly asked questions.

Next, take a quick Classroom Tour to get an overview of the features and layout of the platform.

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Now that you have a better understanding of how Classroom works, it's time to dive into creating and building your digital class! In the sections that follow, we'll walk you through the steps to:

- create your classroom
- customize the theme
- add students and invite guardians

*We recommend opening another browser tab in Chrome (or using a split screen with two windows open side-by-side) so that you have one to view this course and one to practice directly in Google Classroom. This makes it easy to go back and forth watching sections of the videos and pausing to practice the skills.

Create and Customize a Class

Before creating your class, think about how you can use consistent and descriptive naming conventions that will help you transition courses from term to term and year to year (ex: 7th Period U.S. History 20-21). Please watch the videos that follow for all the details and step-by-step directions. You'll need to hop over to classroom.google.com to create and customize your space. Then submit evidence of your classroom later in the module.

Sprinkled throughout this course you will find more advanced tips and tricks to help you master Google Classroom like a pro. Whether you're just starting out or have some experience under your belt, take a moment to learn these new skills!

Invite Students and Guardians

Ok, you've built your class, so let's add your students. Watch the videos to learn 2 different ways to invite students/guardians.

- Invite via Email

If you choose to invite guardians to receive a weekly summary, this guardian-specific help center article will answer your FAQs.

- Invite via Link

You know the drill! Hop back into your Google Classroom and try adding a co-teacher and/or students. You can even begin sending guardian email invites if you like. Again, you will submit evidence of your "people adding" skills later in the module.

Set Notifications

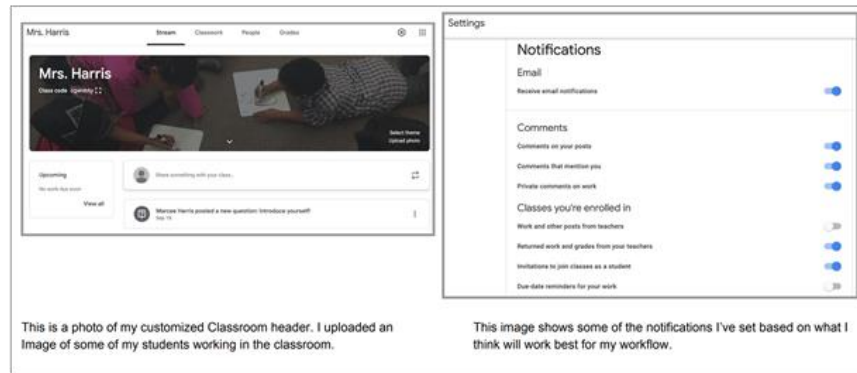
You can further customize your Classroom by turning on/off various features. Some of the settings will directly impact your view of the course and others will alter how Classroom looks and functions for your students. Learn more below, then take some time to adjust the settings in your newly created Classroom.

- Email Notifications and Alerts: Adjust the email notifications you receive for all courses you teach or are enrolled in as a learner.

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- Individual Classroom Settings: Enable students to add comments, adjust grading conventions and determine what is visible in the Stream.

Once you have built and customized some of the foundational components of your Google Classroom, we'd like you to put together a photo gallery showing off your space! See example below.



To do this, you will:

1. Take a screenshot demonstrating completion of the following:
 - A. Your customized Google Classroom header (with class title, chosen theme/header image)
 - B. An example of the settings/notifications you've set (either site wide or course specific settings)
 - C. *Optional*: Evidence that you have enrolled students, invited co-teachers or guardians. (Please be mindful of privacy if you choose to share)
2. Next, paste your screenshots onto your module document and label each of them.
3. Finally, reflect on the process of creating your Google Classroom by responding with one paragraph or more for *each* letter d-i. Please be sure that each paragraph meets our length requirement of 5 sentences, or more.
 - D. Describe how you intend to utilize your Google Classroom. What are your goals?
 - E. Identify which of the processes you have used or will use to invite students into your Google Classroom, and reflect on any successes or challenges.
 - F. Describe your ideas to build and sustain a partnership with families in the digital space.
 - G. After watching the "Pro Tip" on templates, explain how you might implement the use of course templates.
 - H. Summarize your plan for organizing your Google Classroom. Will you allow Classwork to post on your Stream? Why or why not?
 - I. Sharing is caring! Identify a colleague you could support and describe how you might help them get started or improve their Google Classroom.

Module 2

1. Tell us about yourself!

Provide a one sentence or longer explanation of your role in the field of education.

2. Application: Classwork

With some foundational knowledge and a well structured space, you are now equipped to take on the important task of delivering content to your students. This application will give you all the details including:

- Types of classwork and purposes of each,
- Options for differentiating assigned work,
- How to create and post materials, assignments and quizzes,
- How students will complete and submit work.

Ready to be empowered? This application is filled with info to help you level up your Classroom skills! To better manage the flow of all this great information and practice each skill, open a separate tab or window with your newly created Classroom or a "test" Classroom. There is nothing to submit here, however, you will be asked to demonstrate your skill at posting classwork in the applications that follow.

Create and Post Various Assignment Types

Investigate each of the Classwork assignment types and take some time to practice creating a sample of each one.

The 4 Main Assignment Types	
Materials	Assignments
Questions	Quiz Assignments
<p>★ Reuse Posts from Other Classrooms</p> <p>This is a great option for teacher teams to share assignment posts. You'll need to be added as a co-teacher to all classes you'd like to borrow from.</p>	

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Assignment Differentiation

The Google Classroom assignment tool also offers a great solution to help meet the varied needs of your diverse classroom. Do you have a student that needs a scaffolded assignment, or maybe a small group that needs enrichment? Use the assignment post to select the individual(s) you would like to receive the assignment. Differentiation in your Google Classroom doesn't have to be difficult!

- Learn how to Differentiate Assignments and Stream Announcements.
- This Twitter post illustrates how to create topics that are only visible to selected students-- Create a Student Specific Topic for Personalized Assignments

Organizing the Classwork Page

The topics you create for each assignment will determine the structure of your Classwork page, so choose wisely! Read through Matt Miller's article, "3 Easy Strategies to Organize Your Google Classroom (Topics)," to get you thinking about the best layout to deliver the content in your classroom. And this Google Classroom Organization tutorial will show you how to make it happen!

Student Assignment Submission

- Learn more about How Students Complete Assignments and the process for submitting completed work.
- The To Do List is a great feature for students to quickly view a list of assigned work, missing work, and assignments that have been graded by the teacher.

Remember, nothing to submit here. You will be asked to demonstrate posting classwork in the next application.

3. Application: Implement

There are so many possibilities to deliver engaging and relevant lesson content in Google Classroom... that I bet your head is swimming! There are collaborative activities, videos to post, opportunities to demonstrate learning with Google's foundational apps, lively discussions, and so much more! In the previous application, you learned the ins and outs.

Now you'll go ahead and create posts in your Classroom that demonstrate your skills with each assignment type. Once you've created the assignment, take a screenshot that you can submit as evidence of your expertise.

1. Please create one of each type of assignment:

- Material,
- Question,
- Assignment,
- Quiz Assignment.

2. For each assignment type, fill out all of the necessary fields in the assignment creation window, including any of the grading, due date and topic selections that apply. **Note: For the Quiz Assignment, you will need to create a Google Form Quiz.

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3. The content focus of each assignment type is totally up to you! Consider using this time to develop an assignment that you can use with your students either now or in the future (Remember you can save posts as a draft and reuse them at a later date!)
4. Once you've finished creating the post, take a screenshot of it on your Classwork page or click "View Assignment" at the bottom of the post to show the assignment instructions in full screen. Make sure your photo shows all of the elements of the assignment post you've adjusted (due date, points, attached links and docs, etc.).
5. Paste the screenshots of each assignment type onto the document you plan to submit for this Module. Be sure to label each one.
6. In addition to the 4 photos, please respond each of the following in one paragraph or more:
 - Reflect on the process of creating assignment posts and selecting topics. Explain how you have chosen to organize your topics and why you chose this method.
 - How do you anticipate using some of the assignment types with your curriculum?
 - What new strategies have you gained to assist with your Google Classroom workflow or to assist students in completing work?

4. Application: Innovate

Keeping up with grading is often reported as one of the biggest challenges for educators. Thankfully, with all of the built-in features that Google Classroom offers, your workflow can be more efficient AND more effective!

Watch the following tutorials to learn the ins and outs. As you watch, remember to pause the video intermittently and take the time to practice the skills and ideas presented. In the activity that follows, you'll be asked to identify your workflow/process for grading work.

- Find and Grade Work From Classwork Tab or From To Do List
- Find and Grade Work From Grades Tab
- Utilize Different Types of Feedback
- Use the Comment Bank to Give Feedback
- 3 Ways to Add Rubrics to Google Classroom

Another great feature mentioned above is the easy Rubric creation tool. Watch this video to understand how you can create, import and reuse rubrics to save time grading.

Now that you're well versed in the grading features of Classroom, we'd like you to share what you've learned and create something useful!

- A. There are several ways to access student work for grading. Describe your workflow plan in 2 paragraphs or more, including:
 - If/How you plan to use the grading features with your Classroom(s),
 - Which method of viewing student submission works best for you-- from To Do List, Grades or Classwork tab, and
 - Your preferred method for feedback.

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- B. Design a rubric, hopefully, one you can use with one of the assignments you created earlier (you can reuse or import from sheets) and take a screenshot of your creation. Then, describe how you intend to use this and other rubrics in your Classroom. **For help taking a screenshot, check out this Mac helpsheet and this PC guide.

5. Investigation: Resource Review

To complete the Resource Review, identify two resources related to (but not directly from) the course content that enhance your professional practice, and deepen your understanding of the concepts.

Resources may include blog posts, podcasts, websites, videos, documentaries, films, articles, books, or journals, published within the last five years. To find a resource, we suggest a web search (Google, Bing, etc.) using terms or ideas from the course you'd like to learn more about, or that relate to your specific professional learning needs.

Please provide the resource title, author, copyright or publishing date, and URL (if applicable). Then, in two paragraphs or more per resource, respond to one or more of the following:

- Share information about how the resource information could impact your professional practice
- Explain how each resource supports or challenges your professional assumptions
- Summarize any questions that remain, such as gaps in information or contradictions

To meet "A" criteria as outlined in the course rubric, for each resource, include two or more different examples of how the resource supports or challenges your beliefs, *and* explain two ways this resource will impact your professional practice.

Module 3

1. Tell us about yourself!

Provide a one sentence or longer explanation of your role in the field of education.

2. Application: Collaborate

Just as teachers need training and practice to learn how to use the Google Classroom platform, so do your students! We can't simply assume that just because they are tech savvy that they will intuitively have the skills they need to be successful.

For this application, we'd like you to think about the Classroom experience from a student perspective. First, ask yourself, "What supports are needed so that students can be successful?" Then get creative developing a supportive help doc or video that assists students in getting started or navigating the Classroom. You could even offer tips for managing the workflow or communicating with peers within posts. And because 2 heads are better than one, grab a colleague, teacher friend or even a willing student with whom you can collaborate.

- A. Gather input from your collaborator and together decide on a topic that you think will help support students' use of Google Classroom.

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- B. Determine the best platform to present the information. Of course, Google offers great tools that integrate well with Google Classroom like Docs, Slides, Forms and Sites. You can create your artifact with one of these apps or any other that you are familiar with (for example: Canva, Book Creator, Pear Deck, etc.). Alternatively, you could create a short screencast video to present your info. No need to learn a new tool for this application! We encourage you to use the tools with which you and your students are already familiar.
- C. Create! With the help of your collaborator, design a help doc, video or other artifact that includes the following:
- Your audience-- Who is this creation for? To which age/grade level will you present the information?
 - An objective-- What is the purpose of your creation? What problems are you hoping to solve?
 - Helpful Information-- Clear visuals and specific text (or narration) that orient students to the Classroom or walk them through a process related to working in Classroom.

Note: The length of your support piece may vary depending on the platform you've chosen. Either way, your final creation should show effort, creativity, and look polished.

When you're ready, either upload a PDF copy of your work, share an accessible link so the evaluator can view directly or take screenshots and paste them into the document you'll submit for the module. **If sharing a direct link, please be sure the share settings are set to "anyone can view."

3. Application: Challenge the Status Quo

Google Classroom is amazing on its own, but what if we told you you could make it even better? Yes, those extensions that you have added to enhance your Chrome web browser can also supercharge your Classroom!

If you need a quick refresher on extensions, watch this overview:

There are so many extensions available on the Chrome Web Store that you could spend all day searching! To save you time, we've curated a list of the most popular extensions that will help take your Classroom to the next level.

Extensions that work with GC

- 5 Chrome Extensions for Google Classroom
- 70+ Apps that Integrate with Google Classroom
- Mote Extension
- Screencastify for Feedback

First, review and explore any of the lists and videos above. When you've found 2-3 that you'd like to try, go to the Chrome Web Store and install them. Then, take some time to try them out in your Google Classroom space. You'll reflect on the experience below.

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Now that you've found 2-3 extensions you love, identify and describe, in two paragraphs or more, how each extension can help create efficiencies, improve productivity or increase the achievement of students.

4. Application: Access Google Classroom from Anywhere!

Did you know the Google Classroom app for mobile devices includes additional features not available on the web version? It's true! You can download the Google Classroom app to your smartphone, iPad or tablet right now. You'll be so glad you did.

Just go to the Apple App store or Google Play store to download the Google Classroom app to your preferred mobile device (links are for reference only). Open the app and try out the features presented in the resources below. Note: In order to enjoy the full functionality of the Classroom app, be sure to also download the full suite of Google apps (Slides, Sheets, Forms, Meet, etc). Here is an overview of what you can expect:

- Google Classroom on the iPad - Join, Add Assignments
- Uploading A Photo From the Google Classroom App Using Your Mobile Device
- Scan Multiple Pages and Send to Google Classroom (iPad or iPhone)
- Grading with the GC App

Finally, to demonstrate your new mobile discoveries, we'd like you to submit a photo, screenshot or quick screencast of one or more of the following:

- Creating an assignment,
- Posting on the stream,
- Using the student selector feature,
- Annotating student work in the app,
- Uploading a scanned image from device,
- Or another favorite feature!

Note: If you do not have access to a mobile device, as an alternative, you may submit a one paragraph response to the following: How might you or your students use the unique features available on the Classroom app?

5. Reflection

In 2 or more double-spaced pages (12pt font), synthesize your learning by summarizing how your learning in this course has evolved your professional practice. To meet "A" criteria as outlined in the course rubric, your reflection should include:

- A comparison of your learning goals from your Statement of Intention and Awareness in Module 1 with your new learning, to assess how you've grown.
- One key takeaway from your learning.
- One future learning goal related to course content.
- Three or more detailed connections to specific course applications, information from readings, and other completed course activities.

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And your choice of *one* of the following:

- Two or more specific ideas for changes to your professional practice with timelines for implementing changes.
- Two or more detailed action steps you'll take to positively influence others (students, parents, colleagues, administrators, community members, etc.), including implementation timelines.

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