



**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	Priceless, Proactive Classroom Management Practices
Course Number	OL 5127
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:

Classroom management can be a challenge for educators, and there are as many schools of thought as there are behaviors! This course will introduce you to some of the main frameworks and philosophies of classroom management, and you'll learn how they work with one another to increase success for students. You'll explore fundamental strategies to proactively set the stage for learning and learn new-to-you strategies to help your students thrive in your classroom. Positive behavior is a learned skill, and you will leave this course with tools and frameworks to support student learning in your classroom the very next day.

Goals and Objectives:

Upon completion of this course, participants will be better prepared to:

1. Use provided prompts specific to positive classroom management, to describe assumptions and insights of practitioners, researchers and self, including how the information relates to professional educational practice.
2. Explain, in writing, how positive behavior frameworks fit and work together.
3. Summarize, in writing, how streamlining procedures and routines are foundational to classroom management.
4. Describe, in writing, how classroom management strategies are used in the general classroom.
5. Develop a recommendation plan for classroom management including a variety of new strategies and techniques from a variety of frameworks.

Required Text/Reading :

All readings and resources are linked within their respective assignments.

Knowledge Base:

Knowledge base, in part, is affirmed in the writing and research of these references:

Dunlap, G., et al. (2018). Prevent-teach-reinforce: The school-based model of individualized positive behavior support. Baltimore, MD: Brookes Publishing.

Fisher, D., Frey, N., Savitz, R. (2019). Teaching hope and resilience for students experiencing trauma: Creating safe and nurturing classrooms for learning. New York, NY: Teachers College Press.

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Heirck, T., Flsher, D., Frey, N. (2018). Managing unstoppable learning (Classroom behavior management strategies to support social and emotional learning). Bloomington, IN: Solution Tree.

Lentfer, V. (2018). Keep CALM and teach: Empowering K-12 learners with positive classroom management routines. Thousand Oaks, CA: Corwin.

Maynard, N. (2019). Hacking school discipline: 9 ways to create a culture of empathy and responsibility using restorative justice. South Euclid, OH: Times 10 Publishing.

Ryan, C., Baker, B. (2019). The PBIS team handbook: Setting expectations and building positive behavior. Minneapolis, MN: Free Spirit Press.

Winn, M. (2018). Justice on both sides: Transforming education through restorative justice. Cambridge, MA: Harvard Education Press.

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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.	

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

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 your learning to be purposeful and applicable to your professional practice. To do that, research says learners need to first identify their motivations and goals. Next, learners assess prior knowledge and previous experiences so they can create deeper connections to the course material.

Using the guidelines below, please address the following in your Statement of Intention and Awareness, in a total of two paragraphs, or more:

1. Share your motivation for learning about positive classroom management.
2. Summarize your previous knowledge or experience with positive classroom management.
3. List your own two learning goals for the course.

In Module 1, your evaluator will review your Statement of Intention and Awareness to ensure it is complete. It will be graded within your Reflection Requirement in Module 3, where you'll revisit your Statement of Intention and Awareness to identify your growth and learning from the beginning of the course to the end.

3. Investigation: Read and Respond

Positive classroom management has a variety of philosophies and frameworks. Three frameworks that work together are MTSS, PBIS, and RTI. Please read the following resources about these frameworks.

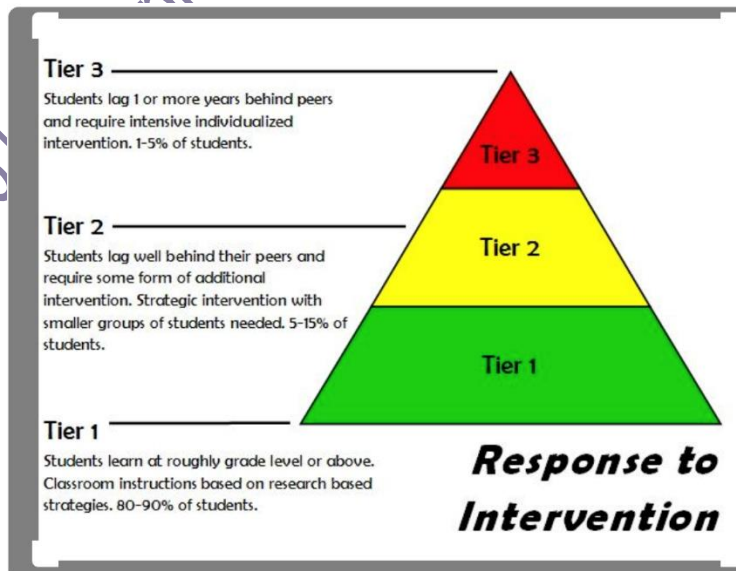
- "MTSS" (Multi-Tier System of Support) by Peg Rosen, from Understood.com
- "PBIS" (Positive Behavior Intervention and Support) from PBIS Rewards
- "Response to Intervention," (RTI) from the RTI Action Network
- "MTSS, RTI, PBIS, What is the Difference?" by Lynn Ehlers, to distinguish between the three frameworks
- Now, use the infographic below to compare and contrast the frameworks. It's a good visual to help you remember how MTSS, PBIS, and RTI work together:



After reading and reviewing the assigned resources, please respond in one paragraph or more for each prompt (unless otherwise noted). Please be sure that each paragraph meets our length requirement of 5 sentences, or more.

- A. Define each of the following in your own words:
 - RTI
 - PBIS
 - MTSS
- B. Describe what your current school, district, or a local school or district is doing with regards to any of these positive behavior support frameworks. Share what your school or district's current behavior management program does well for your learners.
- C. Explain any improvements to your school or district's behavior management framework you would recommend, in order to increase positive learning and teaching experiences for you and your students.

Next, learn about the different interventions within the tiers of RTI, along with companion resources and processes:



- "RTI Tier 2 Interventions" from StudySkills.com gives great information about targeted intervention in Tier 2

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

- "Considering Tier 3" by Ruth A. Ervin, PhD from RTI Action Network provides information about intensive intervention in Tier 3.
- "Tier 2" and "Tier 3" Interventions from PBIS World to learn ways you can accommodate students who fall into those category.
- "What is a Functional Behavior Assessment?" by Andrew M.I. Lee
- "Behavior Intervention Plan," from Understood.com
- Read "Teaching Replacement Behaviors" by Keely Keller from the Learners Edge blog about one way to use data from a Functional Behavior Assessment.

Please respond in one paragraph or more for each prompt (unless otherwise noted). Please be sure that each paragraph meets our length requirement of 5 sentences, or more.

- D. Explain how understanding the processes around Tiers 2 and 3 can help you assist students who need additional interventions.
- E. Describe one intervention strategy you could use with a student who needs a Tier 2 or Tier 3 intervention.
- F. Define each of the following in your own words:
 - Functional Behavior Assessment
 - Behavior Intervention Plan
 - Replacement Behavior

Continue to build your knowledge about the behavior frameworks by reviewing the basics of conflict resolution, below.

- Read through this detailed breakdown about conflict resolution from "The Community Toolbox," from Training for Conflict Resolution.
- Read, "A Teacher's Guide to Resolving School Conflict," by Lora McKillup from the TeachHub

Please respond in one paragraph or more for each prompt (unless otherwise noted). Please be sure that each paragraph meets our length requirement of 5 sentences, or more.

- G. According to "The Community Toolbox" article above, what is one thing you learned about the necessity for conflict resolution?
- H. After reading the article, "A Teacher's Guide to Resolving School Conflict," above, describe one strategy from the article you will try.
- I. Summarize a tool you use (or could use!) to assist students in regulating conflict in the classroom, like a stoplight, feelings pictures, or zones of regulation (pictured below).

Module 2

1. Tell us about yourself!

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

2. Application: Implement- Establishing Classroom Community

Education Blogger Rachel Lynette says each educator is, "the primary architect of classroom culture," and we agree! Because of this responsibility, we've provided information and ideas in the articles and videos below. Review or watch each resource, then complete the requirement that follows.

- Review "12 Ways to Build Strong Classroom Community," by Stacy Tornio from We Are Teachers
- "Why You Need Morning Meetings in Your Classroom," from Study.com explains the benefits
- Next, watch "Community Begins" from Edutopia, below.

Each of the resources can assist you in building a strong, supportive classroom community!

To complete this requirement, in a total of two-paragraphs or more, summarize:

- What you believe is the best strategy for establishing a strong, supportive classroom community
- One idea from the resources above that you will incorporate into your classroom (or will share with a colleague if you don't have a classroom)
- A memory about your own school experience and how you were supported in the classroom

3. Application: Collaborate-Procedures and Routines

When students have a sense of how to "be" in the classroom and how to advocate for themselves, they have a better chance of remaining calm and focused while lessons are presented.

- "Classroom Numbers: Numbering Students to Improve Classroom Management in 2022," by Jody Durgis
- "My Favorite End of Class Routine Ideas: Calming the Chaos," by Melissa Kruse
- "Boost Student Engagement with Learning Contests in the Classroom," by Amanda Dodge

We think these teachers are fabulous with their strategies! For this requirement, in a total of 1 page, or more:

- List 3 idea or strategies you learned from the articles
- Your rationale for selecting each idea or strategy resonated with you
- Specific examples of how you will use each idea/strategy with students
- How you could share these "new to you" strategies with colleagues!

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4. Application: Collaborate-Classroom Expectations

Marcus Stein of Kami does a great job showing ways to collaborate with students to set class rules and define expectations. Even if you aren't using Kami, there are some great ideas here. Take a look!

Next, watch, "Creating Classroom Norms: Management in the Active Classroom," to get a sense of creating classroom norms with your students.

Then, read "The First 5 Days," from Cheryl Abba of Edutopia explaining ideas for easing student anxiety and framing respectful behaviors.

Now, to complete this assignment, in 1 page or more, draft a plan for how you will work with your students to provide a framework of expectations. In your plan, please be sure to include:

- How you will introduce the plan to students on Day 1 to set classroom expectations
- A brief explanation for what you do now
- Description of how you can infuse 2 or more specific ideas from the resources into your plan, with rationale for your 2 or more choices
- How you will enlist students to help maintain the expectations for the class

5. Investigation: Resource Review

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

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) 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, i.e.: 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 assumptions, *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: Challenge the Status Quo

There are two other popular schools of thought within behavior management adopted by teachers and families: Conscious Discipline and the Nurtured Heart Approach. To complete this application, review the resources about each of the frameworks, then complete the requirement that follows.

Intrinsic Motivation-Conscious Discipline

- Begin this option by reading "What is Conscious Discipline?" from BeckyBailey.com
- Explore the "Conscious Discipline Free Resources," from Conscious Discipline to see examples of the philosophies
- In this video from Conscious Discipline, teacher Sara Chen explains how she was able to shift her classroom from control to connection

Extrinsic Influence-Nurtured Heart Approach

- Begin this option by reading "A Snapshot of the Nurtured Heart Approach" from The Children's Success Foundation
- In this video, Tanya Fraizer explains the basics of the Nurtured Heart Approach and why it can be effective at reducing bullying
- This video is about the Nurtured Heart Approach from the perspective of students and adults

To complete this requirement, summarize the following in a total of two-paragraphs or more.

- Compare and contrast the strengths of each program
- Any challenges you anticipate when considering implementation of either program
- How you see these programs working with other philosophies you have used or learned about in this course
- Anything within these two programs you will add to your behavior management philosophy

3. Application: Restorative Justice

Restorative Justice (or Restorative Circles) has emerged as a strategic alternative to suspensions or individual punishment. Complete this application by reading the articles, watching the video, then completing Option 1., or Option 2., below.

- Explore the "Restorative Practices Toolkit" from Restorative Resources
- Learn how restorative justice can drive equity in "Restorative Justice in PreK-12 Schools" from Medium.com
- Watch this video about restorative practices in an Oakland school. As you watch, look for ways students are empowered and vulnerable. Notice the types of investments the group members and facilitators make to support community.

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Please complete one of the following options:

Option 1: Review Your School's Restorative Justice Policy

For this option, determine if your school has a restorative justice policy. If not, using what you've learned in the course, create a one-page outline with ideas for implementation of a new policy. If your school or district does have a policy, summarize the policy in two-paragraphs or more or submit a copy of the policy with your notes in a different color font.

Option 2: Champion Restorative Justice

For this option, write a letter to your administration, colleagues, families or students in support of a restorative justice policy. In your one-page letter, include 3 benefits about restorative justice from the resources you've reviewed, above.

4. Application: Classroom Management Recommendation

Imagine you are a teacher leader at a school that is being audited by a group of families to determine the best framework for classroom management in classrooms. Because you have learned quite a bit about classroom management in this course, you are asked to develop a proposal that represents the best of all worlds - including ideas and strategies from sections in this course.

For this application requirement, complete one of the options, below.

Option 1: Meet with a Colleague

Organize a virtual or face-to-face conversation with a colleague to share what you have learned about classroom management in this course. To prepare for your conversation, write down 3 or more main points you want to make based on what you have learned. Include the 3 points, and one-page of notes from your 10-15 minute collegial conversation.

Option 2: Create a Presentation

Create a 10-15 minute presentation with 5-10 slides using PowerPoint, Google Slides or any other slide presentation tool. Include 3 or more main points you want to communicate to your audience, based on what you have learned in the course. Your audience can be administration, colleagues, families, or students. When submitting your presentation, include one-paragraph of notes for each of your slides.

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.

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- Three or more detailed connections to specific course applications, information from readings, and other completed course activities.

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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