



**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.

Course Name	What Great Teachers Do
Course Number	OL 855
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:

Explore the beliefs, behaviors, attitudes, and interactions that form the fabric of life in the best classrooms and schools and see what it means to be a great teacher! What Great Teachers Do Differently takes a look at a number of great teacher topics including classroom management, testing, decision making, and relationship building. Participants will examine their core beliefs, be asked to challenge the status quo and develop activities meant to inspire students.

Goals and Objectives:

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

- Use provided prompts specific to what great teachers do, describe assumptions and insights of practitioners, researchers and self, including how the information relates to professional educational practice.
- Design an activity to connect students to teacher interests, goals or past experiences.
- Prepare an activity to collaborate with colleagues or students that will encourage your own professional growth.
- Document opportunities for implement of new methods related to teacher accountability.
- Draft a written legacy or core beliefs statement.
- Develop an action plan to challenge the status quo related to concepts from course.

Required Text/Articles:

Whitaker, T. (2020). *What great teachers do differently: 19 things that matter most, 3rd Edition*. New York: Eye on Education.

All readings and resources are linked within their respective assignments.

Knowledge Base:

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

Biesta, G. (2017). *The rediscovery of teaching*. London, UK: Routledge.

Brandenburg, R. (2017). *Reflective education made real: Reflection, feedback, and teaching*. London, UK: Routledge.

Collins, A., Halverson, R. et.al. (2018). *Rethinking education in the age of technology: The digital revolution and schooling in America*. New York, NY. Teachers College Press.

Pariser, S. (2018). *Real talk about classroom management: 50 best practices that work and show you believe in your students*. Thousand Oaks, CA. Corwin.

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

Marzano, R. (2017). *The new art and science of teaching*. Bloomington, IN. Solution Tree.

Fisher, D., Frey, N. (2019). *PLC: Better decisions and greater impact by design*. Thousand Oaks, CA. Corwin.

Thich, N. H., Weare, K. (2018). *Happy teachers change the world: A guide for cultivating mindfulness in education*. Berkeley, CA. Parallax Press.

Whitaker, T. (2018). *Leading school change: How to overcome resistance, increase buy-in, and accomplish your goals*. New York, NY. Routledge.

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:

Example 1: I'm a 4th grade teacher and teach all subjects.

Example 2: I'm a middle school counselor.

Example 3: 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 impactful teaching and learning.
2. Summarize your previous knowledge or experience with impactful teaching and learning.
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

After reading 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. Summarize why the author believes "expectations" are more important than "rules."
- B. In Chapter 2, Whitaker makes some interesting points about programs such as Open Classrooms and Assertive Discipline: It isn't the program per se—but the teacher—that

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

determines the effectiveness of any particular program. Share your thoughts on that insight, based on your experience and learning.

- C. According to the author in Chapter 5, what is the main objective when dealing with student misbehavior?
- D. Chapter 8 focuses on high expectation for the teacher. Consider what expectations you have for yourself, and articulate what you could be doing better to meet those expectations.
- E. Review the way you praise students from Chapter 11 that don't meet the criteria for effective praise and explain how you could change them to meet the guidelines.
- F. After reading about filters in Chapter 12, share one change you could make to your filter in an effort to have a positive impact on students or others.
- G. Consider one recent instructional decision you have made and describe how the decision would have been different had you applied the information about 3 Questions for Decision Making from Chapter 16.
- H. Describe how teacher modeling is connected to behavior in the classroom.
- I. Summarize one idea you have that could make it "cool to care" in your 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: Innovate

Watch this video about Ryan Martinez, a French teacher who inspired his students through art, then complete the assignment below.

To complete this requirement, follow these steps:

- First, think about the ways you can use your background, passions, and life experience to connect with students.
- Next, using what you learned in the video, what you've read in Whitaker's textbook, and the ideas you came up with about connecting with students, design an activity you can use in your role to connect with learners around your interests, goals or past experiences. In one-page or more, outline your activity and include enough information so a colleague could lead the activity in your absence.

3. Application: Implement

In Chapter 8, Whitaker speaks powerfully to the idea that teachers need to take responsibility for what happens in their classrooms. Consider the following two statements:

"The students bombed the test because they didn't study."

"My lazy students just won't do their homework."

Todd Whitaker asserts, a truly great teacher would not make these comments. What would a great teacher do differently?

In one paragraph or more for each, describe what a great teacher might implement if:

- A. Many students fail a test
- B. A student is not doing their homework.

4. Application: Collaborate

Collaboration helps teachers (and students) learn and grow! For this application, complete one of the following options:

Option 1: Coffee, Conversation and Collaboration

Invite a colleague, or two, to have coffee to discuss concepts from this course for an assignment you must complete. Learners Edge knows most teachers love coffee, conversation, and collaboration. For this option, you get THREE favorites for the price of one! Read on!

Before your meeting, develop a list of 3 discussion prompts from the course text, and be sure to include one prompt about how you could work together (collaborate) to improve your practice, or to support each other as colleagues.

Next, meet with your colleague(s) to have a conversation about these prompts. You are welcome to meet in person or virtually for 15-minutes or longer. Be sure to enjoy a delicious treat while you chat!

Now, in two paragraphs or more, summarize your conversation including your ideas for working together to grow professionally.

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

Option 2: Student Feedback for Improvement

Students are a great resource for information about how we can improve our professional practice.

Check out this video about how one teacher collaborated with students to do just that:

For this option, consider all of things you have learned from the text and in Modules 1 and 2, then select an area where you want to improve as an educator. Draft a one-page outline that includes how you will request feedback from your students to improve your professional practice.

Here are ideas to get you started:

- Develop an inventory to be completed by students after you have taught a lesson
- Choose an activity and get student input BEFORE to see if they have recommendations for increasing engagement
- After working through an emotional or behavioral issue with a learner, talk to them about how you could have done things differently or what could be done to repair any damage to your student-teacher relationship

Students are full of ideas to help us become better educators. Ask them!

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, 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, i.e.: gaps in information or contradictions

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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: Technology, Entertainment and Design

If you have not heard of TEDTalks, here is your opportunity to explore some of the top TEDTalks about education. Our hope is, watching a TEDTalk will inspire you to be an even greater teacher!

To meet the requirements for this activity, please select and watch one of the TEDTalks linked below. While viewing the TEDTalk, please take notes and relate the following in your module submission:

- The speaker's main points
- Whether you agree or disagree with the speaker, and why.
- If the TEDTalk makes you hopeful or disenchanted, and why.
- How you would implement an idea from the TEDTalk into your life, school, or classroom
- How the information will make you a great teacher

TED Talk Videos:

- Kids Need A Champion
- How to Escape Education's Death Valley
- GRIT in NYC
- Teach Teachers How to Create Magic
- Schools Kill Creativity

Note: You are welcome to select a different TEDTalk from those listed above, but the talk must be related to teaching, learning, and/or education. If you choose a different TEDTalk, include the name and URL so we can view it. Thank you.

Beyond the TED video(s) you watched, there is another initiative called TEDEd. According to the site:

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

"TEDEd" is a free educational website for teachers and learners. We are a global and interdisciplinary initiative with a commitment to creating lessons worth sharing. Our approach to education is an extension of TED's mission of spreading great ideas."

Check it out: TedEd (There is nothing to submit for TedEd, this is for your information only. Enjoy!)

3. Application: Legacy and Core Beliefs

The final chapters in *What Great Teachers Do Differently* discusses teacher legends and calls the reader to clarify one's core beliefs about teaching. To meet this requirement, please complete one of the following options:

Option 1: Write your Legacy

In one page or more, define the teaching legacy you want to leave behind. In other words, what do you hope students, colleagues, and families will say about you as a human and as a teacher?

Option 2. Write your Core Beliefs

In one page or more, clarify your core beliefs about teaching.

Option 3. Write your Legacy and Core Beliefs

In one page or more, tell us what you want to be your legacy, and define your core beliefs about teaching.

4. Application: Challenge the Status Quo

As educators, it is always wise to take time to reflect on our pedagogy and practices, and even to consider challenging the status quo! To meet this requirement, complete one of the options, below.

Option 1: Intrinsic Motivation

Whether you want to teach for 30 years or just a few more, you need to continue to learn and grow! Time to take an intrinsic look at how you can continue to critically reflect and challenge your own status quo. For this option, you will be referring to "19 Things That Matter Most" from the Whitaker text.

- A. Pick three "Things that Matter Most" from the list in the textbook you do especially well. In a paragraph each, list the three things you chose and summarize why you chose each one.

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B. Now, from the list of 19, pick two you would like to personally improve on. For each, please complete the following:

- Summarize why did you chose it
- Create an action plan for improvement for each one you selected from the list, including three or more different, specific steps you will take to improve in this area (see the example below).
- Include your Action Plan when submitting your work for this module

Action Plan Example:

Great teachers work hard to keep their relationships in good repair, to avoid personal hurt, and to repair any possible damage." I chose this item because I tend not to think much about my relationships with students. I primarily concern myself with my content area and whether each lesson is prepared. I plan on taking the following steps to improve in this area:

- *I will create an introductory questionnaire to give to all students in my classes. This questionnaire will ask students about the following items: interests outside of school, school activities and clubs, birthday, impressions of science, favorite TV show, etc. I will periodically read through these surveys in order to better know my students and chat with them about topics of interest.*
- *I will do a better job of recognizing student accomplishment. For example, if I read in the announcements that "Susie Smith" scored the winning basket in last night's big game, I will actually recognize Susie for that when I see her. Did "Jamar Jones" go 3-0 in the debate tournament? Then I should certainly recognize them for that. I have almost never done this before, to the detriment of my relationship with students.*
- *I will commit to going to at least 1 student activity (football game, play, mock trial, etc.) per quarter. Biology might not be many students' best subject, and I might not get to see them shine in class. But on the sports fields, they may be in their element. I'm sure it would certainly make their day to see a teacher in the stands cheering them on. And it can't help but improve my relationships with my students.*

Option 2: Extrinsic Influence

One way to challenge the status quo in your school or district is to share your new learning. For this application, develop a 15-minute or longer presentation with 5 or more slides (Power Point, Google Slides, or other presentation tool) to share with colleagues on the topic of what great teachers do differently.

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Include the following:

- An introduction to the topic
- Reasons to examine professional practice and/or pay attention to what great teachers do differently
- Examples of great teaching taking place in your building or district
- At least three applicable ideas for participants to try in their classroom/roles
- An opportunity to interact with colleagues on the topic

Include your presentation when submitting your work for this module.

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.

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.