



**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	Positive Practices for the Art Classroom
Course Number	OL 5520
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:

Designed for art educators, this course teaches ways to effectively manage a creative classroom so all students can thrive. With the focus on establishing rules, routines, and relationship building, teachers will learn how to nurture students' imaginations in a classroom that provides structure and predictability. Explore the ways in which clear communication and culturally responsive practices can help to develop students' unique strengths and interests. Discover how the rich course resources include ideas for maintaining a positive classroom that champions students' artistic abilities. Learn how to establish healthy dynamics for a productive learning environment where all students can uncover and celebrate their creativity.

Course Objectives:

1. Use prompts about art classroom management, to describe assumptions and insights of practitioners, researchers and self, including how the information relates to professional education practice and growth.
2. Understand the impact of culturally responsive teaching practices while developing relationships with students that explore their unique strengths, interests, and challenges.
3. Develop strategies that foster creativity while maintaining a positive and productive learning environment.
4. Develop strategies for establishing consistent rules and routines that focus on learning.
5. Explore strategies designed to establish healthy communication dynamics.
6. Analyze practical art education strategies for successful classroom management routines.

Required Reading:

All articles and other resources are linked in the online environment, within their respective assignments.

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

Knowledge Base:

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

The Art of Education. Home - The Art of Education University. Retrieved May 11, 2023, from <https://theartofeducation.edu/>

Linsin, M. (2014). Classroom Management for Art, Music, and PE Teachers. JME Publishing.

McLaughlin, J. C. (2022). Leadership at Every Level: Five Qualities of Effective Classroom, School, and District Leaders. Solution Tree Press.

Onuscheck, M., Marzano, R. J., & Grice, J. (2019). The New Art and Science of Teaching Art & Music. Solution Tree Press.

Causton, J., & MacLeod, K. (2020). From Behaving to Belonging: The Inclusive Art of Supporting Students who Challenge Us. ASCD.

Ervin, S. (2022). The Classroom Behavior Manual: How to Build Relationships with Students, Share Control, and Teach Positive Behaviors. ASCD.

Edutopia - What Works in Education. Retrieved May 11, 2023, from <https://www.edutopia.org/>

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

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
<p>Connection to Statement of Intention and Awareness</p>	<p>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.</p>	<p>Coursework includes an evaluation of one of the learning goals articulated in the participant's Statement of Intention and Awareness from Module 1.</p>	<p>Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.</p>
<p>Summary of Learning</p>	<p>Coursework includes three or more detailed connections to specific assignments completed or course content viewed (assigned readings or videos).</p>	<p>Coursework includes two general connections to course content.</p>	
<p>Description of Positive Influence or Transformation</p>	<p>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.</p>	<p>Coursework includes one general idea for changes in one's professional practice. OR Coursework includes one action step for positively impacting other stakeholders.</p>	

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

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 Learners Edge, 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 art classroom management.
2. Summarize your previous knowledge or experience with classroom management in the art room.
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. Application: The Joys and Challenges of Being an Art (Specialist) Teacher

Art teachers can really make a difference in their students' lives! They play an important role in encouraging students' creativity by providing diverse activities and opportunities for self-expression throughout the day. However, being a specialist teacher has its challenges, one of which is the limited amount of time they spend with students.

Please review the following resources, then complete the assignment below.

1. Begin by watching this video from Vanderbilt University, which explores the importance of relationships between teachers and students.
2. Read "Relationship Building Through Culturally Responsive Classroom Management" by Todd Finley to learn more. As a specialist teacher, you may work with nearly all of the students at your school! Understanding the various populations that exist within your school community and how to create a culturally responsive classroom environment helps to build relationships with students individually, as well as, to support the broader community.

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3. Read "What Building Relationships With Students Really Means," by Michael Linsin gives a different perspective and offers tips on how building relationships with students is accessible even if you have limited time, "6 Ways to Build Great Relationships With Students in the Art Room," by Ishel Brimhall and "9 Strategies to Build Rapport With Your Students From the Start," by Jessica Madenford, both shared on The Art of Education website, each of which provide tangible tips for relationship building as an art teacher.
4. Listen to "The Art of SEL, episode 5 Relationship Skills" podcast where Lauren Suveges shares her views on some of the challenges of being an art teacher and the importance of relationship building including the following:
 - *"Building relationships in the art room is also about building a functioning workspace which is why teaching art is so complex. Because you're trying to inspire them, you're trying to offer them ways to self-express, but you're also teaching them."*
 - Taking the time to develop strong relationships with students allows art teachers to better understand each individual's unique strengths, interests, and challenges, which in turn allows them to provide personalized instruction and support.

For this application:

- Share your understanding of the importance of relationship building in the art classroom by identifying 2 quotes that resonated with you from the resources.
- Summarize your thoughts, insights, connections, questions, etc. in one paragraph or more for each of the quotes, and be sure to tell us which resource where you found the quote.
- Please submit both quotes and each of your summaries with your Module coursework. If sharing a link, be sure the share settings are set to, "anyone with the link can view."

4. Application: Fostering Creativity While Maintaining a Calm and Organized Classroom
Art educators understand the challenges of fostering creativity while maintaining boundaries, rules, and organization in the art classroom. The two appear counterintuitive, but there is research and information that explains how it can be done!

Please review the following resources, then complete the assignment below.

1. To understand the role that creativity plays in managing your art classroom read, "The Science of Creativity" which discusses the neuroscience of creativity, the creative process, and the benefits of engaging in creative activities as a group.

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

2. There are many challenges that influence art teachers' temperament, composure, and the tone of the art classroom. SchoolArtsRoom posed the question "What are your biggest challenges as an art teacher?" on their Facebook page and aggregated the answers in an article on their blog. Read "What Are Your Biggest Challenges as an Art Teacher?" to discover the most common responses.
 - The challenges are real and can contribute to classroom management issues if they create tension and nervous energy. Students can pick up on the stress level and mood of their teachers. An art teacher's calm state of mind is essential to creating a calm and productive classroom environment. It's important to have tools in your (art) toolbox to set you, and your students, up for success!
3. To learn more, read "Visualization: Imagining – and Achieving – Your Goals" from Mind Tools to learn an activity used by Olympic athletes to achieve their goals.
4. Once you are clear about your goals, you can bring the rest of the pieces together with specific strategies. Watch this video by Jessica Ballsley for some high level strategies for working in your classroom.

For this application:

- List 3 things that challenge you as an art educator. For example, what are the things that create stress for you—is it cleaning up after creating, restocking art supplies, getting to know students (due to little time with them)?
- For each of the 3 things that are challenging for you, along with each one, write a one paragraph (5-10 sentences) explanation about why they are challenging for you, and include any ideas you have for working through those challenges.
- Please submit your challenges and summaries with your Module coursework. If sharing a link, be sure the share settings are set to, "anyone with the link can view."

Module 2

1. Tell us about yourself!

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

2. Application: The Art of Consistency

Establishing consistent routines will ensure students know what to do, where to find what they need, where to put things when they are done, and how to be successful in the art classroom.

Please review the following resources, then complete the assignment below.

1. Read "8 Fundamental Routines That Will Transform Your Art Room" by Alecia Eggers Kaczmarek, "In the Art Room: Art Room Rules," by Cassie Stephens, and "Rules and Routines in the Classroom: An argument for Keeping Hard Rules to a Minimum" by Rebecca Alber to learn more about establishing and maintaining routines.
2. Transitions can be challenging in the art room and something you will need to facilitate several times a day. Read "Mastering Classroom Transitions" by Todd Finley to learn about the three types of transitions and how to masterfully manage them.
3. "Designing Your Art Room" posted on www.incredibleart.org gives tips and ideas for designing the space in your classroom in creative ways and how to direct the flow of the routines you've established.

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

- Now it is time to set some micro-goals based on establishing and maintaining an art classroom. Sometimes starting small can provide momentum when a large scale goal feels intimidating. A micro-goal is a simple and short goal that can ensure you make steps toward larger goals.

For this application:

- Please create 4 micro-goals, each focused on establishing and maintaining rules and routines in your classroom. To organize your goals, create a table like the one below.
- Keep these micro-goals manageable and realistic, and be prepared to celebrate their completion!
- Submit the completed table with your coursework. If sharing a link, be sure the share settings are set to, "anyone with the link can view."

Micro-goal and rationale	What you need to be successful	Target date for meeting your goal	How you will know if you met your goal
1.			
2.			
3.			
4.			

3. Application: Clear Communication

Rules and routines only work if students know what to expect and are invested in maintaining them. Clear communication and working collaboratively with students increases the potential for your classroom management plan to function and be successful.

Please review the following resources, then complete the assignment below.

- Begin by reading "[Create Your Classroom Rules WITH Your Students for a Powerful Start to the Year](#)" by Wynita Harmon.
- Next, listen to the podcast "[Communication and Collaboration \(Ep. 177\)](#)" where host Tim Bogatz interviews Amber Kane about the importance of communication and how it can affect collaboration in the classroom.
- Once expectations are established, it is important to remain consistent and to provide a pathway for success. Read "[Tools for Student Self-Management](#)" for educator tested tools.

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

4. Communication happens in many forms and visual reminders in your art classroom support consistency and reduce the time needed to reiterate rules and routines. Read "Why You Need to Post Consequences in Your Art Room" by Jennifer Borel for more tips and tricks for a well-functioning art classroom. One of the biggest challenges we've identified for art teachers is the limited time you have to interact and teach students. Consistency, clear communication, and collaboration all go a long way toward maintaining a learning laboratory that celebrates creativity and learning. Remember though, you do not have to do this all by yourself!
5. Communicating the expectations for the art room with classroom teachers and families will ensure they are allies and can support both you and your students. Read "3 Efficient Ways to Track Communication Home in the Art Room" by Jennie Drummond for ideas you can implement right away, then read "4 Reasons You Should Meet With Other Art Teachers in Your District" for more ideas about creating your own support team.

For this application:

- In the spirit of collaboration, share information/tools/resources from the course with a colleague or other educator. Create a list of 3 or more talking points, then gather with a colleague or educator and have a conversation about the things you have learned in the course.
- When submitting your work for this module, include:
 - Your list of 3 or more talking points
 - Your notes from the conversation or a one paragraph or longer summary of your conversation
 - Any "a-ha!" moments from your conversation that you would like to share
 - Any other information to ensure we understand how the conversation went
- Please submit your talking points, notes/summary with your submission for this module. If sharing a link, be sure the share settings are set to, "anyone with the link can view."

4. Application: The 4 P's - Prepare, Practice, Patience, Ponder

Implementing or refining your classroom management plan is an ongoing process. Remembering that it will take time to perfect is key to maintaining your sanity 😊 during challenging moments—and there will be days that challenge you! The 4 P's will set you up for success as you move through this process. Prepare what you can, practice what you have established, have patience with the process, and ponder how to continue evolving it as you go. So many P's!

In this application, you will review, analyze, and be inspired by practical strategies used by art teachers that you can apply as you build or refine your art classroom management plan.

Please review the following resources, then complete the assignment below.

1. Creating and establishing rules and routines, and building relationships are super important, however let's remember why we're in the art room to begin with—to make art! Read "5 Ways to Make Art on the First Day of School" by Abby Schukei for some ideas about how to incorporate all of this into some art-making activities.

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

2. Along with transitions, you will need to manage the learning time for each class, every day. Read "A High School Art Teacher's Guide to Time Management" by Amber Kane, "The Best Way to Start Work Time" by Sarah Krajewski, and watch the video below by Cassie Stephens for practical tips on time management. Beyond managing time, art educators are responsible for a massive inventory of supplies and their upkeep, too! Organization is key to success again here as is enlisting the help of your students.
3. To learn more, read "4 Tips to Help Your Students Develop Respect for Classroom Materials" by Abby Schukei, then watch the videos below by Laura Gardner and Jessica Ballsley showcasing how to help you organize and maintain your supplies.

For this application:

- Design a vision board or inspirational poster (your choice!) to serve as a reminder and to encourage the positive changes you seek. The articles, "How to Attract Anything Using a Digital Vision Board," and "How Vision Boards Work and How to Make a Powerful One for Yourself," both by Sarah Regan at Mind, Body, Green provide helpful guidance about creating vision boards that manifest your goals. This free vision board maker from Canva can help too, or get out your scissors, paper, glue, markers etc. We'd like you to get creative and have fun with this assignment!
- Please include the following on your vision board or inspirational poster:
 - Any information of your choice from the resources above (no need to include everything—choose what will inspire and support you—but please include 6 or more items/drawings/images on your board)
 - Attractive and inspiring colors, designs, images, etc. to reflect the mindset shifts you plan to make.
- Be sure to post your creation in a place where it can support the mindsets you are cultivating!
- Submit a link to view your digital vision board, or share a photo. Be sure the share settings are set to, "anyone with the link can view."

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

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

- 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: Synthesis

Professional learning is essential for teachers to continue growing and improving their practice. Now, it's time to put your learning into action with a culminating project. This project is an opportunity for you to utilize the knowledge and skills you've acquired throughout the course to create something practical for your classroom or school. Teaching Channel wants you to culminate this course through an assignment that's relevant, applicable, and useful. Please select and complete one of the following options:

Option A: Plan an Initiative

Develop a plan to incorporate a paradigm shift, a specific educational model or a growth initiative into your classroom, on your team, or in your building. You may use Google Slides, Google Docs (for a narrative)—whatever works best for you. Please include each of the following in your 2 page or more plan:

1. Goals – what will the end results be?
2. Allies and Resources – who and what could help you reach your goals?
3. Communication – how will you engage with all stakeholders
4. Roadblocks and possible solutions
5. Timeline for implementation

Please submit your plan with your coursework submission.

Examples:

- Detail implementation of a new plan for transition times in your classroom
- Create a plan to work with other specialist teachers in your school to create consistency within your overall school environment

Option B: Design a Presentation

Create a 30 min or more presentation for an audience of your choice, based on your learning in this course. Please include the following in your presentation:

1. One slide identifying your audience and how the presentation will benefit the group
2. Three or more concepts or ideas to be addressed in the presentation
3. Speaker notes embedded in the slides (or in a separate document)
4. One or more interactive activity (e.g. discussion prompt, jigsaw, gallery walk)
5. An explanation of next steps, such as additional trainings, resources, and/or collaborations

Please submit your presentation with your coursework submission.

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

Examples:

- Explain the rationale for including students in setting up classroom rules and routines
- Rally your colleagues to get excited about a new classroom management program
- Introduce your colleagues to the overall philosophies behind relationship building in the classroom

Option C: Develop a Unit of Study

This option presents you with the opportunity to significantly enhance an existing unit of study or create a brand new one, comprised of 5 or more lessons. For this option:

1. Describe the student goals/objectives of the unit
2. Using our template, please include enough detail to ensure full understanding of the program or unit of study. Could a colleague teach this from your explanation, without preparation from you?
3. Embed links to lesson resources (e.g. websites, videos, readings) within the template
4. If you are revising an existing unit, please describe the areas you've enhanced or extended the original lesson(s)

Please submit your template with your coursework submission.

Examples:

- Incorporate new-to-you art classroom management strategies into existing unit plans/curriculum
- Create a series of lessons that incorporate new art classroom management strategies

3. 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.

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