



**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	Building and Sustaining an Exceptional Teaching Team
Course Number	OL 5636
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:

In this course, you'll discover best practices for attracting, hiring, coaching, and nurturing excellent teachers. You'll learn how to find the best applicants for your positions and assess whether applicants are a good fit for a position. For your existing staff, you'll review strategies for making good teachers into great ones, including conducting effective observations, providing meaningful coaching, and helping teachers set and meet goals that are important to them. Finally, you'll take a deep dive into the issue of burnout, including how to prevent it and how to intervene when teachers show signs of wanting to quit. By investing your time in this course, you will be able to proactively build and keep a great staff for years to come, saving yourself time and headaches down the road.

Course Objectives:

1. Use prompts about recruitment, retention, and reengagement of educators to describe assumptions and insights of practitioners, researchers and self, including how the information relates to professional education practice and growth.
2. Draft a procedure for hiring a teacher or revise an existing procedure to include any new learning and interview questions.
3. Create a resource to inform your teachers about walkthroughs or observations.
4. Outline a system to allow for personalized, data-driven professional learning that include goal-setting and opportunities for collaboration.
5. Identify, in writing, changes to professional practice related to instructional coaching based on learning from the course.
6. Create a plan to increase staff resilience.

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:

Gabbadon, A. T. (2023). *Support and Retain Educators of Color: 6 Principles for Culturally Affirming Leadership*. ASCD.

Knight, J. (2021). *The Definitive Guide to Instructional Coaching: Seven Factors for Success*. ASCD.

Nyhus, J., & Culbertson, J. (2020). *Teacher Recruitment and Retention: Attract and Keep Your Most Effective Educators*. Insight Education Group.

Rains, C. L., Warrick, P. B., & Marzano, R. J. (2020). *Improving Teacher Development and Evaluation: A Guide for Leaders, Coaches, and Teachers (a Marzano Resources Guide to Increased Professional Growth Through Observation and Reflection)*. Marzano Resources.

Smith, B. J. (2023). *Teacher Shortages and the Challenge of Retention: Practices That Make School Systems and Cultures More Attractive and Empowering*. Rowman & Littlefield.

Thom, J. (2020). *Teacher Resilience: Managing Stress and Anxiety to Thrive in the Classroom*. John Catt Educational Limited.

Turner, N. S. (2022). *Simply Instructional Coaching: Questions Asked and Answered from the Field*. Solution Tree Press.

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 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 teacher recruitment, retention, and reengagement.
2. Summarize your previous knowledge or experience with teacher recruitment, retention, and reengagement.
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: Hiring Basics

After completing an educator preparation program, teachers are excited to obtain their first job. As a leader, hiring just the right candidate is crucial to the success of your students and school. Where do you begin this process? Once you have the applicants, how do you know which candidate is going to be the best fit? This application will answer these questions, plus give you some great strategies on all other aspects of the hiring process.

Please review the following resources, and complete the application that follows.

- How To Hire The Best Teachers
- "10 Strategies for Hiring a Teacher," by Derrick Meador
- "9 Strategies for Recruiting, Hiring, and Retaining Diverse Teachers," by REL Northwest
- "Interview Questions to Help You Hire the Right Person," by Jeff McHugh

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

To apply your learning, draft a procedure for hiring a teacher or revise your existing procedure. Include five or more components from the resources above as well as five or more interview questions you would pose to your candidates. If you revise an existing procedure, please highlight the changes you made based on your new learning. Submit your procedure with your Module 1 work.

4. Application: Evaluation for Growth

Once you have hired your new teachers, you will want to ensure they understand the district/buildings evaluation system. This is important for any educator. Additionally, you will want to consider how you can move the perception of observations and evaluation away from "gotcha" to growth. The evaluative feedback and then learning resources you provide after your feedback is crucial to professional growth.

Evaluations typical occurs using the following procedures (please click on the arrow to read more about each):

Walkthroughs:

Informally, instructional leaders stop by the classroom for a short time to observe what is happening in order to better inform professional development and/or teacher support. Leaders may have a specific goal for the walkthrough or they may simply take a moment to observe:

- What the teacher is doing and/or saying
- What students are doing and/or saying
- Whether or not students are able to share *what and why* they are learning.

Leaving a note for the teacher is a quick and easy way to encourage and support educators after completing a walkthrough. Highlight a positive, and then ask an open ended question to get them thinking about their practice.

Observations:

Leaders can schedule an agreed upon time with the teacher for a formal observation, which is part of the teacher evaluation process. The observations typically last between 30-45 minutes, or the length of an entire lesson. State and district guidelines determine how often a teacher is observed. An observation is often preceded by a pre-observation conference where the teacher can share information about the upcoming lesson. Leaders and teachers can discuss goals for the observation to ensure alignment on "look fors". The observer provides written feedback which is typically shared during a post-observation discussion. Leaders should consider providing resources for learning aligned to areas of challenge to close the observation loop.

Evaluations:

Building leaders complete teacher evaluations which can vary widely from state to state and district to district. Although states do require certain aspects be included in teacher evaluation systems, school districts still have some autonomy in the actual design and implementation of the system. Historically, teacher evaluations were used to give feedback to teachers, sometimes used to create a plan of improvement for teachers, and even less often, used to dismiss teachers. Teacher evaluations should be a supportive process that nurtures educator growth, leading to

teachers being the best versions of themselves thus positively impacting students. Evaluations can include:

- data from administrator observation(s)
- lesson plan reviews
- feedback from students
- student achievement scores

Please review the following resources, and complete the application that follows.

A Principal's Guide to Coaching Teachers

- "Seven Ways to Make Improving Teacher Evaluation Worth the Work," by Nicole Gerber
- "A School Administrator's Guide to Effective Teacher Evaluation," by Derrick Meador
- "Feedback Strategies for Coaches and Administrators," by Dr. Todd Blake Finley, PhD
- "From 'Gotcha' to Growth: Teacher Evaluation Systems That Work," by Dr. Michael Moody, Ed.D.

To apply your learning, draft a resource to inform your teachers about walkthroughs or observations (choose one). Your resource should include:

- A brief description of the practice including the process the teacher and you will follow,
- how the practice relates to the overall evaluation process,
- a description of how data obtained will inform growth-focused feedback, and
- your commitment to provide professional learning opportunities and/or resources to help your educators grow.

Please submit your completed resource with your Module coursework.

Module 2

1. Tell us about yourself!

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

2. Application: Strength-Based, Data-Driven Professional Learning

As you discovered in the resource, Feedback Strategies for Coaches and Administrators from Module 1, there are different types of and uses for feedback.

When to Use the Four Main Types of Feedback:

1. **Diagnostic Feedback:** describes why a lesson has not succeeded and clarifies the teaching principles that will support improvement. *Best for teachers lacking key concepts that would help them understand why a lesson hasn't worked.*
2. **Prescriptive Feedback:** provides specific directions about what to do differently. *Best for teachers who have just bungled part of their lesson and need a specific course correction.*
3. **Descriptive Feedback:** narrates the teaching performance in detail, including what did and didn't work. *Best for teachers who reflect effectively and deeply understand fundamental elements of instruction.*
4. **Micro-feedback:** adjusts or "tweaks" successful lessons. *Best for superb teachers who just aced a lesson.⁷*

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

While the feedback you give is important, linking your feedback to suggestions for improvement is imperative to their professional growth. You can do this by collaboratively using the data, feedback, and discussion points (including strengths) to inform a goal for the educator that takes into account both teacher strengths and challenges. Once you've agreed upon a goal, you can create a plan which includes provision of resources, opportunities, and a nod to how their strength can help them meet their goal.

Ensure opportunities for the teacher to learn about and see a new strategy in action, practice it with guidance (more feedback), practice it independently, and then, reflect. This process can be collaborative in nature completed between a coach and a teacher, in a professional learning community, or in grade level teams.

Please review the following resources, and complete the application that follows.

- "Thinking Critically About Goal Setting," by Taylor Hausburg, Zachary Herrmann
- Teaching Channel Talks 68: "Using an Asset Mapping Process to Inspire Professional Learning (w/Angela Byrd-Wright)," (podcast)
- "Opening the Door to Professional Learning," by Adrian Cargal
- Teacher Labs: Making Professional Development Collaborative

To apply your learning, outline a system allowing for personalized, data-driven professional learning. Your system should include opportunities for teachers to:

- Review information and/or data to inform goals,
- Set goals (individual or group),
- Create a plan to facilitate achievement of the goal,
- Learn new skills,
- And collaborate as needed.

Submit your outline with your Module 2 work.

3. Application: Coaching Best Practices

Coaches help athletes become a better version of themselves, and instructional coaching in education should be thought of in the same way. Teachers who are open to coaching consider it as an opportunity to grow and become better at their craft, with the ultimate result of better learning and growth for their students. Instructional coaches can make more of an impact when they use best practices in their work.

Please review the following resources, and complete the application that follows.

- "Guidance for Structuring Strength-Based Coaching," via National Institute for Excellence in Teaching
- "Coaching Classroom Instruction," by Dr. Robert Marzano
- "Simple Ways to Utilize Video to Improve Your Instructional Coaching," by Dr. Michael Moody
- Helping Teachers Grow Through Instructional Coaching

To apply your learning, in a table like the one below, demonstrate how your professional practice has shifted as a result of what you learned in this application and course related to instructional coaching.

Before I took this course, I used to ...	Now, after taking this course, I will ...	Specific to teacher retention, I hope my new practice will ...
<i>Example: only observe when required by district protocol</i>	<i>Example: create a schedule for weekly walkthroughs</i>	<i>Example: provide additional instructional support and consistency</i>

Please submit your completed table with your Module coursework. If sharing a link, be sure the share settings are set to, "anyone with the link can view."

4. Application: Educator Resilience

Teacher (and leader) burnout is a true epidemic these days. Teachers are being asked to do more and more with fewer resources, and it is taking a toll on both them and the profession. As a leader, your hands are often tied, but there are some tasks and expectations that we can reset to help teachers. In this lesson you will learn how to detect burnout, as well as the causes and the impact it can have on those that have chosen this noble profession. You will also discover how to build educator resilience to mitigate burnout.

Please review the following resources from the K12 Coalition Hub, and complete the application that follows.

- "Warning Signs of Teacher Burnout," from Teaching Channel
- "How Educational Leaders Can Decrease Teacher Burnout," by Keely Swartzter
- Self-Care for Summer (webinar)

To put your learning into action, create a plan, in one page or more, to help your staff increase their resilience in an effort to combat burnout, retain educators, and work toward a higher level of fulfillment and satisfaction. Your plan could be a one-time activity OR an ongoing effort. Be sure to include a variety of options and enough detail that a colleague could lead the initiative in your place. We encourage you to be creative and deeply consider the needs of your staff.

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.

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

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. 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

Examples:

- Develop an implementation plan for use of video coaching in your district to improve instruction and student learning
- Create a coaching academy to encourage teachers and leaders to learn more about the benefits and best practices of coaching

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)

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

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.

Examples:

- Share learning from the course specific to increasing teacher retention
- Rally your staff to focus on wellbeing in an effort to decrease burnout and increase resilience
- Introduce your hiring committee to new practices to ensure you are hiring the best recruits

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:

- Create a professional learning module on a topic covered in this course
- Plan a staff development activity focused on supporting newer teachers for retention

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.