Why should teachers take our courses?

**A Focus on Student Success**
Fostering student success in both academics and social-emotional growth is the main focus of all of our courses. Our courses are filled with strategies, techniques, and activities that are directly tied to improving student achievement in the classroom.

**Classroom Applicable**
We believe that professional development should be directly related to the classroom, so our courses are designed to include valuable resources for the classroom, innovative strategies and perspectives, and activities aimed at developing content teachers can use in the classroom immediately.

**Authentic Assessments**
As every subject and grade range has its own needs, we have designed our courses to include authentic assessments that mirror the type of work teachers do in the classroom. With case studies, active reading exercises, and time for developing student-facing activities, our courses provide consistent opportunities to express learning in an authentic manner.

**Reflective Practice**
A key component of all of our courses is time dedicated to reflective practice. Each course includes a journaling component, which prompts the teacher to connect the reading to their practice, experiences, student population, and school community.

**Connection to Special Populations**
While many professional development courses may tack on a section on special populations at the end, we believe that knowledge of special populations is integral to all subjects and grade ranges. The majority of our courses include direct strategies for working with exceptional students (special needs, English Language learners, at-risk students, and gifted and talented students).

**Professional Learning Community**
A dedicated online community space allows teachers to interact with course instructors and their peers, sharing resources, exploring new ideas, and connecting with other educators from across the country.
Classroom Management for Online Learning

Course Description

The online classroom presents a unique and at times challenging environment for keeping students engaged and on task. How can you keep your students focused when you have no control over their surroundings? How can you help your students interact when they're not in the same room?

In this course, you'll get the tools you need to create a classroom management strategy specifically for online learning. You'll learn how to create an engaging classroom environment, build community, establish rules and procedures, and create student-centered structures in the online classroom. You'll also plan for different types of interactions (student to teacher, student to content, and student to student), ways to prevent off-task behaviors, and strategies for managing off-task behaviors when they do occur.

By the end of this course, you'll be able to confidently build and manage an online classroom to maximize learning for all students.

Connections to Practice

This course provides the following classroom connections:

- Tools and strategies designed to support classroom management in the online teaching environment.
- Supportive structures for teaching and learning, parent engagement, and student-centered learning to support classroom management in the online classroom.
- Proactive and reactive considerations related to off-task student behaviors.
- Discussion of characteristics unique to the online classroom that impact overall classroom management and how to navigate them.

Course Outcomes

In this course, participants will:

- Implement strategies for creating and maintaining an engaging online classroom that promotes student participation.
- Plan ways to create classroom community in the online teaching environment.
- Create norms and routines for online teaching and learning.
- Foster student-centered learning in the online learning environment.
- Implement strategies for reducing and managing off-task student behavior in the online classroom.
Charlotte Danielson Framework for Teaching Alignment

Domain 2: The Classroom Environment
2a Creating an Environment of Respect and Rapport
2b Establishing a Culture for Learning

Domain 3: Instruction
3c Engaging Students in Learning

Course Engagement and Resources

The activities and engagement options for the course have been designed to align with guidelines and considerations of Universal Design for Learning. This course aims to:

- Provide the learner with multiple means of representation.
- Provide the learner with multiple means of action and expression.
- Provide the learner with multiple means of engagement.

Your course facilitator will be available to you to answer questions and provide written feedback on your final project. Additionally, within the Moodle LMS, you will have access to a collection of community resources through which you will be able to further explore course concepts through collaboration with facilitators and peers.

Materials

- Online reading, viewing, and listening resources will be provided in each module.

Method of Evaluating Student’s Performance

<table>
<thead>
<tr>
<th>Assignment Category</th>
<th>Total Point Value</th>
<th>Percentage of total possible points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>5 points</td>
<td>30%</td>
</tr>
<tr>
<td>Assignment: Self-reflection and goal setting, concept practice questions, and discussion forums</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Project</td>
<td>10 points</td>
<td>70%</td>
</tr>
</tbody>
</table>

*Please note that you must receive a percentage of 80% or higher for successful completion of this course. Completion of all activities is required to receive credit.
Assessments

Self-Reflection and Goal Setting

This course will include a self-reflection and goal setting assignment in the first module, in which each learner will articulate what he or she hopes to learn and achieve by taking the course. Learners will be guided to reflect briefly upon their intentions for the course and to set one to two specific (SMART) goals for their learning.

Concept Practice

These automatically scored questions will appear in each module and will cover concepts discussed in the module. Immediate feedback will be provided for each question.

Discussions

Discussions will appear in each module and include questions about concepts that appear in the module.

Learners will be expected to post one original response to the prompt and respond to two peers.

Discussions will be evaluated on a pass–fail basis, per the following guidelines for completion:

- Participant satisfactorily shares thoughtful reflections and responds to colleagues in a respectful and engaging way.
- Participant provides an adequate level of detail in entries.
- Examples are satisfactorily helpful and informative and foster discussions or demonstrate substantial reflection.
- Participant’s responses are clear and well written and employ proper APA citation.

Final Project

The final project for each course will appear in the final module and include a prompt that aligns with each category (including the “evaluate” and “create” categories) of Bloom’s taxonomy, building on the concepts from each module.

Final projects will be designed for the learner to create an implementation plan that demonstrates application and understanding of concepts and skills learned through each module of the course.
The final project will be evaluated using the following rubric:

<table>
<thead>
<tr>
<th>Focus Areas</th>
<th>Does Not Meet Expectations (1 point)</th>
<th>Partially Meets Expectations (3 points)</th>
<th>Meets Expectations (4 points)</th>
<th>Exceeds Expectations (5 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of Course Content</td>
<td>Project relates incomplete or incorrect information about course concepts. The learner provides an unclear reflection upon how he or she will evaluate personal progress toward established course goals.</td>
<td>Project relates superficial information about course concepts. The learner provides a superficial reflection upon how he or she will evaluate personal progress toward established course goals.</td>
<td>Project relates clear information about course concepts. The learner provides a satisfactory reflection upon how he or she will evaluate personal progress toward established course goals.</td>
<td>Project relates detailed and thorough information about course concepts. The learner provides a detailed reflection upon how he or she will evaluate personal progress toward established course goals.</td>
</tr>
<tr>
<td>Alignment of Student Outcomes</td>
<td>Project’s alignment to course learning outcomes is unclear or absent.</td>
<td>Project aligns with 1–2 course learning outcomes.</td>
<td>Project aligns with 2–3 course learning outcomes.</td>
<td>Project aligns with 3–5 course learning outcomes.</td>
</tr>
</tbody>
</table>

Course Outline

Module 1

In this lesson we will discuss a critical component of classroom management: creating an engaging environment. When the learning environment is online, it is important to work intentionally to create a classroom community, norms, routines, procedures, and teaching structures that maximize learning in the online space.

Learning Outcomes

By the conclusion of this module, you will be able to do the following:

- Implement strategies for creating and maintaining an engaging online classroom.
- Plan ways to create classroom community in the online teaching environment.
- Create norms and routines for online teaching and learning.
- Foster student-centered learning in the online learning environment.

Agenda

Review the reading, viewing, and listening resources provided in Module 1, and complete the:
- **Self-Reflection and Goal Setting Activity**: in this discussion forum, you will articulate what you hope to learn/achieve because of the course. Please reflect briefly upon their intentions for the course and to set 1-2 specific (SMART) goals for your learning.

- **Introductory Forum**: in this discussion forum, you will have an opportunity to introduce yourself and meet other learners in the course.

- **Module 1 Content Lesson**: The content lesson serves to introduce and explain the topics and concepts for the module, and their applications in the classroom setting.

- **Module 1 Discussion Forum**: in this discussion forum, you will provide an original response to a question posed about topics in the Module 1 Content Lesson and respond to the original postings of your peers.

**Module 2**

This lesson will discuss practical strategies for managing student behavior in the online teaching environment, including ways to prevent and respond to off-task behaviors. The ways in which you interact with students and guide their participation in the online environment, implement proactive strategies for reducing off-task behaviors, and manage off-task behaviors when they do occur are all critical components of successful online teaching and learning.

**Learning Outcomes**

By the conclusion of this module, you will be able to do the following:

- Implement strategies for managing off-task student behavior in the online classroom.
- Implement proactive strategies to reduce off-task student behavior in the online classroom.
- Plan ways to promote student participation in the online classroom.

**Agenda**

Review the reading, viewing, and listening resources provided in Module 3, and complete the:

- **Module 2 Content Lesson**: The content lesson serves to introduce and explain the topics and concepts for the module, and their applications in the classroom setting.

- **Module 3 Discussion Forum**: in this discussion forum, you will provide an original response to a question posed about topics in the Module 2 Content Lesson and respond to the original postings of your peers.

- **Final Project**: For your final project, you will construct a plan for how you will implement the course concepts with an audience of your choosing. The plan you create and the audience that you choose should be designed to suit your professional role.

- **Course Evaluation Survey**

**Technology Requirements**

Please review the [System Requirements for Moodle](https://example.com).
**Netiquette Policy**

Anyone enrolled in online courses has the right to learn in an environment where all individuals are treated equitably and with respect. Behaviors in the course that interfere with the learning experience are not permitted. Disruptive or disrespectful behaviors may result in dismissal from the course.

To maintain a positive, professional, and supportive online environment for this class, learners should adhere to the following standard guidelines. Everyone is expected to:

- Show respect for the facilitator and for other learners in the class, including use of polite, professional tone, respecting and valuing the privacy of other learners, and expressing differences of opinion in a polite and rational way.
- Maintain an environment of constructive criticism when commenting on the work of other learners by offering feedback that is supportive and helpful in nature.
- Contribute relevant topics and ideas when involved in group discussions or other collaborative activities.
- Use appropriate grammar and structure in online communication and refrain from use of all capital letters, as this equates to and can be interpreted as shouting in the online environment.

**Compliance With the Americans With Disabilities Act**

In compliance with Section 504 of the Rehabilitation Act and the Americans With Disabilities Act, participants who have any condition, either permanent or temporary, that might affect their ability to complete this course are encouraged to reach out to support@advancementcourses.com at the beginning of the course. We will make reasonable academic and accessibility accommodations to the course.

**Academic Integrity**

Honesty is an essential aspect of academic integrity. Individual students are responsible for doing their own work and submitting original assignments per the course directions. Plagiarism and cheating of any kind will not be tolerated.

*Plagiarize:* “To steal and pass off (the ideas or words of another) as one’s own without crediting the source; presenting as new and original an idea or product derived from an existing source” (Webster’s new collegiate dictionary, 1973, p. 870). This includes using information from the Internet without citing the website. Avoid plagiarism by appropriately acknowledging the source of the author’s words and ideas.

*Cheating:* Submitting or presenting an assignment as your own when it was written or created by someone else is not permissible in this class.
References


Student achievement is at the core of everything we do.

Since 1988, Advancement Courses has been a leader in professional development, providing expertly-crafted, classroom-applicable courses to thousands of teachers across the country.

Our extensive online curriculum includes over 280 graduate-level, self-paced courses in 20 different subject areas covering both foundational topics and emerging trends in K-12 education.

Get help with...

- Online Instruction
- Social & Emotional Learning
- Diversity, Equity, & Inclusion
- Special Needs & ESL/ELL
- District/School Improvement Plans
- Core & Specialized Content Areas
- STEM & Technology
- Teacher Training & Retention

Train your staff in as little as eight hours or delve deeper into complex topics in our longer courses.

Get PD tailored to your school’s unique needs with our customizable content and flexible solutions.

Replace in-person PD days with 100% online, self-paced training teachers can complete virtually.

Increase buy-in and morale by providing teacher choice while maintaining school/district oversight and strategic alignment.

Offer higher education rigor and quality designed to give your teachers targeted, relevant training they can apply immediately.