SYLLABUS

ADVANCEMENT COURSES™
A Wiley Brand

Mission Possible: Organizing Your Digital Files, Forms, and Slides

15 Clock Hours
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.
Mission Possible: Organizing Your Digital Files, Forms and Slides

Course Description

Have you ever opened an email from a parent one morning, only to realize that you forgot to answer it several days later? Have you even saved something to your computer and then when you finally needed it, you couldn’t find it anywhere? For some teachers, it can be easy to start downloading documents onto your computer and before you know it, you are lost in a sea of digital clutter. Sorting and organizing digital teacher files, lesson plans, and student digital work is not an easy task for some, but luckily there is an array of teacher resources online and strategies that you can implement in your own classroom that can help you declutter your digital workspace.

In this course, you will learn about the tools, strategies, tips and tricks that you can use to create and maintain an organized digital workspace. Through this course, you will be able to plan and organize your digital files, forms and slides that best support your professional role. By creating a functioning digital filing system for storing important resources and materials, you will be able to take ownership of your digital space and will never struggle to look for a document again.

By the end of this course, you will be able to implement organizational strategies that increase instructional time and planning time, promote productivity, a sense of control and efficacy that will be life-changing for both you and your students!

Connections to Practice

This course provides the following classroom connections:

- Specific steps to eliminate clutter from your digital workspace and get rid of items no longer needed
- Tools for creating a digital filing and organization system for important resources, communication efforts, and curricular materials
- Practices for organizing your digital files, forms, and slides for a more effective workspace
- Motivation for maintaining organization methods based on your professional and personal benefits
- Best practices to help educate your students on the proper skills, tools, and information they need to successfully organize and navigate online
- Ways to maintain communication with students and families in order to tackle equity barriers to technology and educate everyone on digital knowledge

Course Outcomes

In this course, participants will:
• Evaluate your current digital workspace and make informed decisions about specific ways to improve organization.
• Create digital organizational systems that promote a productive learning environment for both teachers and students.
• Utilize technology tools in your professional settings to enhance your professional growth and student learning.
• Implement digital storage solutions for teacher materials, student files, and parent resources.
• Compose a plan to effectively organize student digital data in order to consistently communicate with parents and families.

Charlotte Danielson Framework for Teaching Alignment

Domain 1: Planning and Preparation
1d Demonstrating Knowledge of Resources

Domain 2: The Classroom Environment
2e Organizing Physical Space

Domain 3: Instruction
3a Communicating With Students
3e Demonstrating Flexibility and Responsiveness

Domain 4: Professional Responsibilities
4b Maintaining Accurate Records
4c Communicating With Families

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>5 points</td>
<td>30%</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 inconsistent 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 digital age in education, online planning, instruction, and learning are main aspects of teaching that can quickly become highly disorganized if you do not have a system already in place. It can be quite easy to start downloading documents or resources to your computer without paying much attention to where you save them. For example, you may be adding teacher resources to your Documents file, which can lead to an accumulation of hundreds of documents in one folder. Or you may be saving documents to the desktop of your computer so you can file it with ease later in a lesson. This strategy may be efficient at first, but you may end up with an infinite number of files cluttering your desktop which can be difficult when you try to quickly find the exact file at the last moment. In this module, we will examine strategies,
strategies that can help you get control of your digital clutter and tools and resources that can help you organize your teacher files efficiently. With this “digital curation,” you will be able to save time throughout the year and become the most organized teacher you can be!

**Learning Outcomes**

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

- Develop best practices for organizing digital materials in your virtual classroom.
- Generate SMART goals to achieve an organized digital workspace.
- Generate goals based on the three Ps of goal setting to support your journey to staying organized.
- Evaluate organizational systems you can implement to better organize your digital teacher workspace.

**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**

Just as it is important to have an organized teacher workspace in your classroom, it is also crucial to make sure you organize student files effectively so that consistent communication and learning can take place inside and outside the classroom. Once you have learned how to organize and maintain student files, it will be necessary for you to educate your students on the proper skills, tools, and information they need to successfully organize and navigate online themselves. As you start to make changes to your classroom through online or digital tools, students and their families may not be equipped to handle certain challenges, or they may not have the necessary 21st-century skills to adapt. Therefore, it’s necessary for educators to improve and maintain communication with students and families, tackle equity barriers to technology, and educate everyone on digital knowledge so that students can have a successful and organized school year.

**Learning Outcomes**

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

- Examine best practices for improving the organization of student digital files.
• Compose a plan for integrating and organizing ePortfolios into your classroom.
• Determine the benefits and challenges of using digital tools to organize student digital files.
• Analyze ways to effectively organize communication with students and their families throughout the school year.

**Agenda**

Review the reading, viewing, and listening resources provided in Module 2, 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 2 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](#).

**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


Boss, S. (2016, May 9). *Engage parents as partners to close the digital divide.* Edutopia. htt

Chalk & Apples. (n.d.). *Put Google Forms to work in your classroom.*

Cole, K. (2019, July 8). *6 tech tools for enhancing communication in the classroom (and out).* Schoolology.

Common Sense Education. (n.d.). *Great online gradebooks and grading tools.*

Cox, J. (2020, November 30). *Benefits of technology in the classroom.* TeachHUB.


Mud and Ink Teaching. (n.d.). *Behind the scenes: My classroom Google Site tour.*


Steele, J. (2020, August 18). *How to create your student’s digital filing cabinet.* Tidy Your Time.


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<td>District/School Improvement Plans</td>
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