



Your Education Ally.
By Teachers, *For Teachers.*

Fast-Track **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.



University Partners *(See a current list of academic partners on our website)*

Continuing Education courses are approved by our regionally accredited (HLC, NECHE, and WSCUC) partners. Many also hold CAEP accreditation. All partners review syllabi, content, and coursework expectations.

Spring Term

Registrations Accepted
January 2 - May 15
Coursework Due*
May 30

Summer Term

Registrations Accepted
May 16 - August 15
Coursework Due*
August 30

Fall Term

Registrations Accepted
August 16 - November 25
Coursework Due*
December 9

*Or first business day after the 15th if due date falls on a weekend.

Professional Learning Model

We design our courses to elevate professional growth and impact, which are the heart of our framework. Teaching Channel recognizes the learning process as an ongoing cycle characterized by the following key phases:



ELEVATE Your Impact

Embark on a transformative learning experience where reflection, exploration, and innovation intersect to shape your professional practice.

ELEVATE courses provide a dynamic balance of knowledge-building and skill-building opportunities, followed by practical application and integration into your professional practice. Each self-paced course features research-based materials, video clips, and interactive elements to enhance and support learning.

- Activate prior knowledge in order to establish new learning goals
- Access research-based resources and materials to deepen your understanding and broaden your skillset.
- Participate in a variety of assignments that encourage the implementation of new learning in your classroom or school setting.
- Research solutions to challenges, answer lingering questions, or explore additional topics that spark your curiosity.
- Assess professional growth, and consider the potential impact of newfound knowledge and skills.
- Engage in student-to-student interaction in a discussion forum as well as teacher-to-student individual feedback.

Continuous Improvement

Each course is reviewed annually, informed by participant feedback, current research available on the topic, insights from our University Partners, and new opportunities to show learning through implementation.

Course Development and Evaluation

ELEVATE 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-12 education. Course evaluators provide personalized, specific feedback for submitted assignments and rubric-based grading aligned with best practices in professional education.

****Per standard practice in the field, each course credit carries the equivalent of fifteen hours of content and coursework. To receive credit, participants must complete all requirements according to expectations outlined in the course rubrics.**



Unleash Your Teaching Greatness

Course Number: 5402 | 3 Credits

This document is an outline of the course requirements and is subject to change.

Course Description

"A school is only as good as its teachers." This principle is at the heart of the course Unleash Your Teaching Greatness. In this reflective and exploratory course, you will identify the characteristics and skills that define great teachers and explore what transforms a good teacher into a great one. Reflect on why you chose the teaching profession and recognize the power you have to shape the future. Learn how the relationships you build with students and families contribute to your success. Finally, discover why practice and reflection are essential for learning, growth, and mastering the art of teaching.

Course Objectives

1. Explain what being a great teacher means to you.
2. Summarize, in writing, the attributes, characteristics, and skills of great teachers.
3. Describe different methods and strategies that can be used for great teaching.
4. Develop a presentation, survey, book review or research paper outlining the attributes and skills of great teachers.
5. Reflect on professional growth and articulate how learning from this course focused on unleashing your teaching greatness will impact students and the broader educational community.

Course Materials

This course does not use a textbook. All required articles and resources are linked within the course modules.

Important! Courses are completed 100% online within the learning management system. You should have access to a compatible web browser (such as Google Chrome, Microsoft Edge, Apple Safari, and/or Mozilla Firefox) and a word processing tool (such as Microsoft Word and/or Google Docs). While our course platform does support mobile devices, for the best user experience, we recommend using a desktop or laptop computer to complete courses.

Course Delivery

All coursework will be completed and submitted online within the learning management system. Log-in to your account at www.teachingchannel.com to access your online course and view additional details of each assignment.

- Explore a variety of educational resources, videos, and additional tools necessary for successful course completion.
- Complete modules including journaling, progress check assessments, and written response, that facilitate opportunities to apply strategies and reflect on new learning.
- Participate in our discussion forum to share insights and learn from peers.
- All modules and activities within the courses are required. You will complete and submit (if applicable) each module separately for evaluation in the online course.
- Your course evaluator will review your work using the criteria outlined in the rubric.

Need help getting started with your online course? Watch this [Quick Start Tutorial](#) video.

Grading & Feedback

Fast Track courses include formative Progress Check Assessments at the conclusion of Modules 1 and 2. A passing grade of 80% or higher is required, however, you are provided multiple attempts, if needed.

For Module 3, you will submit comprehensive written responses. We use a rubric-based grading system to provide detailed feedback and ensure fair assessment. Once you've submitted your Module 3 coursework, your evaluator will review your work and provide personalized, written feedback within 7 days of submission. Each assignment within the module is evaluated based on the detailed holistic rubric criteria defined below. Your grade for the module is determined as follows:

- **A Grade:** If the majority of assignments within a module meet the "Above Target Expectations" criteria, demonstrating exceptional understanding and application of the concepts, you will earn an "A" for that module.

- **B Grade:** If the majority of assignments within a module meet the “At Target Expectations” criteria, showcasing a solid understanding and application of the concepts, you will earn a “B” for that module.
 - **Example:** If a module has 5 graded assignments, you would need at least 3 to meet the “Above Target Expectations” criteria to earn an 'A' for the module.
- **Resubmission:** If any assignment is missing required components or doesn't meet minimum expectations, it will be marked "Below Target Expectations." You'll receive detailed feedback and have the opportunity to revise and resubmit for full credit.
- **Re-grading:** Once a module grade has been issued, coursework will not be re-evaluated.
- **Final Course Grade:** Each module must be completed to enable a final grade to post. For Modules 1 and 2, a Progress Check grade of 80% or higher must be recorded. These grades are not factored into the final course grade. Your final course grade will be earned by your written submission for Module 3.

Detailed Holistic Rubric

Criteria for All Assignments	A Grade: Above Target Expectations	B Grade: At Target Expectations	Resubmission Required: Below Target Expectations
Understanding and Application	Demonstrates a thorough understanding of the content; integrates theory with practice seamlessly, using detailed examples or applications that extend beyond the course materials.	Shows a solid understanding of the material; provides appropriate examples or applications that link theory to practice.	Coursework is missing required components or does not meet target expectations. Coursework will be returned for resubmission with evaluator instructions.
Critical Thinking and Analysis	Exhibits a high level of critical thinking and innovative analysis; makes insightful connections and distinctions that reveal deep comprehension.	Demonstrates adequate critical thinking; analysis is correct but lacks depth, with few connections made that are not explicitly discussed in course materials.	
Clarity and Organization	Assignment is well-organized and clear; ideas are articulated clearly and logically, enhancing the reader's understanding.	Assignment is organized and clear; ideas are generally well-expressed but may lack occasional clarity or logical flow.	
Integration of Content and Reflection	Integrates multiple ideas from course resources and activities; incorporates reflective insights that demonstrate personal growth and professional application.	Integrates few ideas from course resources and activities; reflection is present but may be somewhat superficial or less detailed about personal and professional implications.	
Adherence to Assignment Guidelines	Fully adheres to all assignment instructions and format guidelines; exceeds basic requirements by enriching the assignment with additional relevant content or innovative ideas.	Meets basic assignment instructions and guidelines; fulfills the requirements satisfactorily without significant additional elements or creativity.	

Collaboration

Collaboration is a key component of the learning experience, designed to promote a supportive and inclusive learning environment where diverse perspectives are valued and respected. Teaching Channel asks learners to interact with their peers through discussions, participate with colleagues in collaborative assignments, and engage with embedded tech tools. Additionally, learners interact with the credentialed course evaluator who provides personalized feedback on assignments.

Academic Integrity

While collaboration is encouraged, each learner must complete their own assignments and assessments individually, ensuring the integrity and originality of their work. Any instances of academic dishonesty, including plagiarism or unauthorized sharing of work, will be addressed in accordance with Teaching Channel's [Collaboration and Plagiarism Policy](#).

Artificial Intelligence

We recognize that artificial intelligence (AI) is an emerging and evolving technology that is embedded into many aspects of our personal and professional lives. Just as with other emerging technologies, we embrace the benefits it can provide for teachers, such as enhancing efficiencies for teacher planning, designing differentiated materials, and assisting as a thought partner. However, we encourage the educator community to stay mindful that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic.

Please use the following guidelines if completing your work with the assistance of AI:

- Consider AI as a collaborator and use your preferred tool(s) to generate ideas that enhance your learning and creativity.
- Modify any AI generated output to make it your own (e.g. applicable to your audience, differentiated for unique student needs, relevant to your educational environment) and to meet course requirements.
- To the best of your ability, verify the AI generated coursework you are submitting is accurate and without bias.

Course Outline

Module 1

Identify your motivations and goals for the course, then assess prior knowledge and experiences you bring with you. Review foundational resources to better understand what it means to be a great teacher, how it impacts teaching and learning, and ways in which it can be integrated into the classroom.

Outcomes:

Participants will be able to:

1. Identify and analyze the various roles of a teacher (e.g., parent, intermediary, advocate, mentor, etc.) within different educational contexts and evaluate their impact on student learning and development.
2. Evaluate the qualities and practices that contribute to teacher effectiveness, drawing upon research, expert opinions, and personal reflections.
3. Compare and contrast different educational systems (e.g., Finland and the U.S.) with a focus on teacher preparation, support, and retention. They will analyze how these systemic factors influence teacher effectiveness and student outcomes.
4. Apply the Keep-Stop-Start framework to refine current teaching practices, and develop a plan for professional growth.

Assignments

- 1.1 Activate Your Learning
- 1.2 Investigate and Respond
- 1.3 Athletes & Champions
- 1.4 Role Models & Mentors
- 1.5 Powerful & Poignant
- 1.6 Education Here & Education There

Module 2

This module explores the multifaceted nature of great teaching, extending beyond subject matter expertise to encompass understanding diverse learners and building strong relationships with students and adults. It emphasizes the importance of trauma-informed practices, social-emotional learning (SEL), and culturally responsive teaching in creating a positive and supportive learning environment. The module also encourages continuous professional growth through self-reflection, instructional coaching, and the effective use of technology.

Outcomes:

Participants will be able to:

1. Define and apply trauma-informed practices and SEL principles to create a safe and supportive learning environment that promotes student well-being and academic success.
2. Implement effective communication and collaboration strategies with students, parents, colleagues, and administrators to foster strong relationships and support student learning.
3. Explore and integrate technology tools and reflective practices to enhance their teaching, promote professional growth, and create engaging learning experiences for students.
4. Apply the Keep-Stop-Start framework to refine current teaching practices, and develop a plan for professional growth

Assignments

2.1 Trauma and SEL
2.2 Great Teachers and Relationships
2.3 Great Teaching in Action
2.4 Magic and Impact
2.5 Keep-Stop-Start
Optional Discussion

Module 3

This culminating module asks participants to synthesize their learning by completing a chosen assignment that showcases their understanding of great teaching. It also prompts reflection on personal and professional growth throughout the course and encourages participants to consider the impact of their learning on their classroom practice and wider community.

Outcomes:

Participants will be able to:

1. Apply the knowledge and skills gained throughout the course to complete a culminating assignment that demonstrates their understanding of the qualities, practices, and impact of great teaching.
2. Reflect on their learning journey, identify key takeaways, and articulate how the course has impacted their confidence, passion for teaching, and overall professional identity.
3. Analyze how their learning will translate into positive changes in their classroom, considering the impact on teaching strategies, student engagement, and the wider school community.
4. Evaluate teaching strategies and routines by finalizing the Keep-Stop-Start document, justifying your choices with detailed explanations

Assignments

3.1 Tell Us About Yourself
3.2 Culminating Project
3.3 Keep-Stop-Start
3.4 Reflect on Your Growth and Impact
Optional Discussion

Module 3 Rubric

Criteria	Ratings		
Assignment 3.1	Prompt Addressed	Prompt Partially Addressed	Prompt Not Addressed
Assignment 3.2	<p>A Grade: Above Target Expectations</p> <p>Coursework is above target expectations as defined in the Detailed Holistic Rubric, included in the course syllabus.</p>	<p>B Grade: At Target Expectations</p> <p>Coursework meets target expectations as defined in the Detailed Holistic Rubric, included in the course syllabus.</p>	<p>No Grade: Below Target Expectations</p> <p>Coursework is missing required components or does not meet target expectations. Coursework will be returned for resubmission with evaluator instructions.</p>
Assignment 3.3	<p>A Grade: Above Target Expectations</p> <p>Coursework is above target expectations as defined in the Detailed Holistic Rubric, included in the course syllabus.</p>	<p>B Grade: At Target Expectations</p> <p>Coursework meets target expectations as defined in the Detailed Holistic Rubric, included in the course syllabus.</p>	<p>No Grade: Below Target Expectations</p> <p>Coursework is missing required components or does not meet target expectations. Coursework will be returned for resubmission with evaluator instructions.</p>
Assignment 3.4	<p>A Grade: Above Target Expectations</p> <p>Coursework is above target expectations as defined in the Detailed Holistic Rubric, included in the course syllabus.</p>	<p>B Grade: At Target Expectations</p> <p>Coursework meets target expectations as defined in the Detailed Holistic Rubric, included in the course syllabus.</p>	<p>No Grade: Below Target Expectations</p> <p>Coursework is missing required components or does not meet target expectations. Coursework will be returned for resubmission with evaluator instructions.</p>

Module grade is based on the level to which the participant meets rubric criteria. The Module 3 grade will also be recorded as the final course grade.

Knowledge Base:

This course draws on research from the following sources:

Boyle, J., Scanlon, D. (2018). *Methods and strategies for teaching students with high incidence disabilities*. Boston, MA. Cengage.

Boogren, T. (2018). *Take time for you: Self-care action plans for educators*. Bloomington, IN. Solution Tree.

Brock, A. & Huntley, H. (2017). *The growth mindset playbook. A teacher's guide to promoting student success*. Berkeley, CA. Ulysses Press.

Brown, B. (2018). *Dare to lead: Brave work, tough conversations, whole hearts*. New York, NY. Random House.

CASEL. (n.d.). Retrieved November 12, 2019, from <http://www.casel.org/>

Gladwell, M. (2019). *Talking to strangers: What we should know about the people we don't know*. New York, NY. Little, Brown and Company

Gross Cheilotes, L., Reilly, M. (2018). *Coaching conversations: Transforming your school one conversation at a time*. Thousand Oaks, CA. Corwin.

Hanh, T.N. (2018). *Happy teachers change the world. A guide for cultivating mindfulness in education*. Berkeley, CA. Parallax Press.

Harris, M. (2019). 7 secret google tools for teachers. [Blog post]. Retrieved from www.learnersedge.com

Leslie, S. (2019). 10 teaching channel videos to help you teach. [Blog post]. Retrieved from www.learnersedge.com

Marzano, R. (2017). *The new art and science of teaching. More than fifty new instructional strategies for student success*. Bloomington, IN. Solution Tree.

Partanen, A. (2017). *The nordic theory of everything: In search of a better life*. New York, NY. Harper Press.

Pope, R., Reynolds, A. (2019). *Multicultural competence in student affairs: Advancing social justice and inclusion*. San Francisco, CA. Jossey-Bass.

Robinson, K., Aronica, L. (2019). *You, your child and school. Navigate your way to the best education*. London, England. Penguin Books.

Romero, V., Robertson, R. et al. (2018). *Building resilience in students impacted by adverse childhood experiences: A whole-staff approach*. Thousand Oaks, CA. Corwin.

Whitaker, T. (2011). *What great teachers do differently: 17 things that matter most*. New York, NY. Routledge.

Course Wrap-Up

Final Course Grade

Each module must be completed to enable a final grade to post. For Modules 1 and 2, a Progress Check grade of 80% or higher must be recorded. These grades are not factored into the final course grade. Your final course grade will be earned by your written submission for Module 3. Participants may earn a final grade of either an "A" or "B".

Once your final grade has posted in the course, that grade will be visible in your Account within 24 hours only if:

- [Grade release date](#) has passed
- All payments are complete if you are a part of a group registration, or used a purchase order payment

Transcripts

Visit our website for more details on how to [request your transcript](#) from the university partner selected upon registration.

We Are Here to Help!

Our Customer Support Team
is available to help you with:

- Registration Information
- Textbooks
- Shipping Information
- User Login/Password Questions
- Coursework Extensions
- Final Grade Questions
- Updating Your Customer Records

Phone: 952-469-3454

Email: Support@teachingchannel.com

[Live Chat](#)

Our Course Instructor Team
is available to help you with:

- Completion of Course Requirements
(including content-specific questions,
accommodations, and modifications)
- Course Recommendations
- Module Grade Questions

Phone: 952-469-3454

Email: Instructor@teachingchannel.com

[Instructor Help Form](#)

