Teaching Channel
With **Learners Edge**

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

Fast-Track
Course Syllabus

Name:

Date:

![Teaching Channel With Learners Edge logo]

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	**Summer Term**	**Fall Term**
Registrations Accepted	Registrations Accepted	Registrations Accepted
January 2 - May 15	May 16 - August 15	August 16 - November 25
Coursework Due*	Coursework Due*	Coursework Due*
May 30	August 30	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:

REFLECT

Activate
prior learning to inform your professional goals.

REFLECT

Investigate
research-based strategies to expand your knowledge base.

Growth & Impact

Innovate
your practice to positively impact student outcomes.

REFLECT

Integrate
new learning to broaden your repertoire of skills.

REFLECT

REFLECT
at every stage of the learning process.

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.

teachingchannel.com

Effective Strategies for Addressing Off-Task Behavior

Course Number: 5419 | 3 Credits

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

Course Description
In this time of elevated student mental health challenges and increased responsibilities for educators, fresh ideas for behavior management and relationship building are needed more than ever. This course features practical strategies to minimize off-task behavior through proactive and low-key intervention strategies, explicit instructions for behavior expectations, and ready-to-implement routines. Educators will also investigate strategies for executive function challenges to help students focus and stay on task, equitable behavior management practices, and Artificial Intelligence (AI) utilization to increase efficiency and formalize behavior intervention. As a result of completing this course, learners will have a refreshed toolbox to keep students engaged and on task.

Course Objectives
1. Analyze the antecedents, behaviors, and consequences (ABCs) of off-task behaviors to understand their underlying causes, and the four functions of behavior and their implications for effective intervention strategies.
2. Develop a repertoire of low-key interventions and explicit instructional techniques to address off-task behaviors proactively.
3. Design classroom routines and transitions that promote student engagement and minimize disruptions.
4. Explore culturally responsive classroom management strategies to create an equitable learning environment for all students.
5. Reflect on professional growth and articulate how learning from this course focused on behavior strategies 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 how behavior strategies work, how they impact teaching and learning, and ways in which they can be integrated into the classroom.

Outcomes:

Participants will be able to:
1. Analyze the antecedents, behaviors, and consequences associated with off-task behavior.
2. Implement low-key interventions to redirect off-task behavior in a respectful manner.
3. Design explicit instruction strategies for teaching and reinforcing positive behavior expectations.
4. Evaluate current classroom routines and transitions and identify areas for improvement.
5. 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 Low Key Interventions
1.4 Explicit Instructions
1.5 Transitions and Routine
1.6 Keep-Stop-Start

Module 2
This module examines the role of executive function in behavior management and explores culturally responsive classroom management strategies. Participants will learn how to support students with executive function deficits and examine the impact of implicit bias on disciplinary practices. The module also provides opportunities to explore a wide range of behavior management strategies and the potential of AI tools to support teachers.

Outcomes:
Participants will be able to:
1. Explain the impact of executive function on student behavior and learning.
2. Apply strategies to support students with executive function challenges.
3. Implement culturally responsive classroom management practices to promote equity and inclusion.
4. Explore and evaluate various behavior management strategies for diverse student needs.
5. Apply the Keep-Stop-Start framework to refine current teaching practices, and develop a plan for professional growth.

Assignments
2.1 Executive Function
2.2 Culturally Responsive Classroom Management
2.3 Strategies Exploration
2.4 Artificial Intelligence (AI)
2.5 Keep-Stop-Start
Optional Discussion

Module 3
This culminating module allows participants to synthesize their learning and apply it to their educational practice. Participants will choose between creating a guidebook or a presentation on High-Leverage Practices (HLPs) in behavior management, demonstrating their understanding and ability to share their knowledge with colleagues.

Outcomes:
Participants will be able to:
1. Synthesize knowledge of strategies and frameworks for behavior management.
2. Develop a practical resource (Strategy Guide or presentation) on behavior management for educators.
3. Share knowledge and resources with colleagues to promote effective behavior management practices.
4. Reflect on personal learning and growth throughout the course.
5. 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	A Grade: Above Target Expectations Coursework is above target expectations as defined in the Detailed Holistic Rubric, included in the course syllabus.	B Grade: At Target Expectations Coursework meets target expectations as defined in the Detailed Holistic Rubric, included in the course syllabus.	No Grade: Below Target Expectations Coursework is missing required components or does not meet target expectations. Coursework will be returned for resubmission with evaluator instructions.
Assignment 3.3	A Grade: Above Target Expectations Coursework is above target expectations as defined in the Detailed Holistic Rubric, included in the course syllabus.	B Grade: At Target Expectations Coursework meets target expectations as defined in the Detailed Holistic Rubric, included in the course syllabus.	No Grade: Below Target Expectations Coursework is missing required components or does not meet target expectations. Coursework will be returned for resubmission with evaluator instructions.
Assignment 3.4	A Grade: Above Target Expectations Coursework is above target expectations as defined in the Detailed Holistic Rubric, included in the course syllabus.	B Grade: At Target Expectations Coursework meets target expectations as defined in the Detailed Holistic Rubric, included in the course syllabus.	No Grade: Below Target Expectations Coursework is missing required components or does not meet target expectations. Coursework will be returned for resubmission with evaluator instructions.

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:

Chandler, A. (2022). The Flexible SEL Classroom: Practical Ways to Build Social Emotional Learning. Routledge.

Kay, M., & Orr, J. (2023). We're Gonna Keep on Talking: How to Lead Meaningful Race Conversations in the Elementary Classroom. Taylor & Francis Group.

Miltenberger, R. G. (2023). Behavior Modification: Principles and Procedures. Cengage Learning, Incorporated.

Pariser, S. (2024). Real Talk about Classroom Management: 57 Best Practices That Work and Show You Believe in Your Students. Corwin Press.

Schimmer, T. (2023). Redefining Student Accountability: A Proactive Approach to Teaching Behavior Outside the Gradebook. Solution Tree Press.

Sinarski, J. (2024). Light Up the Learning Brain. National Center For Youth Issues.

Walker, H. M. (2023). Solutions to Critical Behavioral Issues in the Classroom. Guilford Publications.

Zola, J., & Zola, J. (2024). Teaching As If Students Matter: A Guide to Creating Classrooms Based on Relationships and Engaged Learning. State University of New York Press.

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:
- <u>Grade release date</u> 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 <u>request your transcript</u> 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