Teaching Channel
With **Learners Edge**

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.

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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

Innovate your practice to positively impact student outcomes.

Growth & Impact

Investigate research-based strategies to expand your knowledge base.

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.

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Summer School Strategies That Make Every Minute Count

Course Number: 5434 | 3 Credits

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

Course Description
Teaching summer school comes with unique challenges and opportunities. With a short instructional window educators must implement high-impact strategies that maximize student growth. In this course, you'll learn how to design summer learning experiences that are both effective and enjoyable. Explore evidence-based instructional strategies, creative engagement techniques, and classroom management tools tailored to the unique context of summer learning. Educators will learn how to quickly build strong classroom communities, implement high-impact instructional practices, and plan meaningful wrap-up activities that promote ongoing learning. Whether you're a new teacher or a seasoned educator, you'll walk away with a customized action plan and ready-to-use resources to ensure every moment of summer school counts!

Course Objectives
1. Analyze research-based strategies that contribute to effective summer learning programs, including their impact on student engagement and achievement.
2. Identify high-impact instructional practices and examine their application in short-term summer settings.
3. Design plans to quickly establish classroom community, norms, and behavior expectations tailored to summer school contexts.
4. Develop strategies to support student motivation, engagement, and social-emotional learning in a condensed timeframe.
5. Synthesize your learning through a culminating project that applies course concepts to your specific professional role and teaching context.
6. Reflect on professional growth and articulate how learning from this course 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

Explore the purpose and potential of summer learning programs, supported by research and real-world examples. You'll reflect on your current teaching practices, examine key strategies for effective summer instruction, and investigate how to quickly build a positive classroom community while keeping students engaged.

Outcomes:

Participants will be able to:
1. Explain the key elements of effective summer learning programs, including balancing remediation, acceleration, and enrichment.
2. Identify strategies for quickly establishing a strong classroom community and develop a first-day plan incorporating these strategies.
3. Describe techniques for maintaining student engagement, including gamification and theme-based learning.
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 Finding Your Summer Spark
1.4 Jumpstart Community and Connection
1.5 Behavior Management & Motivation
1.6 Keep-Stop-Start

Module 2
In Module 2, you'll gain a deeper understanding of instructional strategies that maximize summer learning, focusing on McREL's Best First Instruction framework. You'll analyze how to apply these high-impact strategies in a short-term setting, plan for implementation, and explore how to assess progress and maintain student motivation.

Outcomes:
Participants will be able to:
1. Analyze McREL's Best First Instruction strategies and their relevance to summer school classrooms.
2. Design a plan to implement at least three high-impact instructional strategies effectively.
3. Evaluate engagement techniques demonstrated in real classroom examples.
4. Outline strategies to promote continued learning and celebrate student growth at the end of summer school.
5. Apply the Keep-Stop-Start framework to refine current teaching practices, and develop a plan for professional growth.

Assignments
2.1 The Curriculum
2.2 High-Impact Instructional Strategies
2.3 Planning for Instructional Implementation
2.4 Summer Session Wrap-Up
2.5 Keep-Stop-Start
Optional Discussion

Module 3
Module 3 is your opportunity to synthesize all the knowledge and strategies you've gained throughout the course. You will reflect on your professional growth, finalize your Keep-Stop-Start reflections, and complete a culminating project—either an Implementation & Reflection Guide or a Professional Development Presentation—designed to apply your learning directly to your professional context.

Outcomes:
Participants will be able to:
1. Apply research-based instructional, engagement, and classroom management techniques to summer school planning or reflection on concluded summer teaching.
2. Create a personalized plan or presentation that can be used in your classroom or shared with colleagues.
3. Evaluate professional impact and articulate how course learning will influence students, colleagues, and school communities.
4. Examine 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:

Anderson, M., & Responsive Classroom. (2015). The First Six Weeks of School. Center for Responsive Schools Incorporated.

Creekmore, M., & Creekmore, N. (2024). Every Connection Matters: How to Build, Maintain, and Restore Relationships Inside the Classroom and Out. ASCD.

Ervin, S. (2022). The Classroom Behavior Manual: How to Build Relationships with Students, Share Control, and Teach Positive Behaviors. ASCD.

Fink, J. L. W. (2025). The Go-To-Guide for Classroom Management. Scholastic, Incorporated.

Fisher, D., Frey, N., Smith, D., & Hattie, J. (2021). Rebound, Grades K-12: Rebuilding Agency, Accelerating Learning Recovery, and Rethinking Schools-A Playbook. Corwin Press.

Hansford, N. (2024). The Scientific Principles of Teaching: Bridging the Divide Between Educational Practice and Research. Solution Tree.

Volrath, D. L. (2024). Purpose-Driven Classroom: Seven Productive Behaviors for Student Success (Strategies to Improve Student Behavior and Productivity). Solution Tree.

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