

Creating an Effective Classroom Culture

Course Description

Participants will evaluate instructional strategies designed to promote learner engagement and classroom participation. This course offers strategies to ensure that student choice, roles, expectations, reflection, resources, technology, and differentiation are each considered in student grouping within an environment founded upon respect and rapport for each individual learner. Verbal and nonverbal communication with students and their families, a healthy school environment, and trust are emphasized throughout this course.

Course Alignments

This PLS 3rd Learning course is aligned to Charlotte Danielson's **Framework for Teaching**:

Domain 1 – 1E

Domain 2 – 2A, 2B, and 2C

Domain 3 – 3C

Domain 4 – n/a

Course Outcomes

Upon completion of this class, the learner will be able to:

1. Identify the importance of rigor and relevance as it transfers/applies to a practical classroom setting.
2. Plan instructional strategies that actively engage students in the learning process.
3. Explain how instructional grouping can enhance student learning while providing student choice.
4. Discuss appropriate uses of technology that further improve the quality of lesson activities and check for understanding.
5. Apply research-based and evidence-based practices that engage instructional groups.
6. Design lesson and unit structures that employ instructional groups.
7. Identify activities focusing on student-managed groupings.
8. Develop lesson activities that foster an environment of respect and rapport.
9. Provide evidence of establishing a positive culture for learning in the classroom.

10. Develop questioning and discussion strategies that encourage student participation within instructional groups.
11. Apply, assess, and reflect on learning group procedures in order to achieve desired results for all students in grouping activities.
12. Discuss the qualities that promote a supportive and positive teacher-student relationship.
13. Describe how to create a learning environment that promotes a culture of respect and rapport designed to enhance student learning.
14. Identify effective verbal and nonverbal strategies that develop relationships with students.
15. Describe ways to prevent and reduce teacher and student frustration and stress.
16. Explain the importance of positive student-to-student relationships.
17. Identify how team building can foster a caring classroom culture.

Topical Outline

List of Concepts

Sparking Student Engagement

Implement and evaluate instructional strategies; promote engagement in the classroom

Student Grouping and Supportive Resources

Examine appropriate uses of technology; enhance student learning; emphasize the need for student choice

Engaging Instructional Groups

Forming and adjust engaging; productive instructional groups; assume responsibility for productivity; introduce grouping methods; assign roles and responsibilities; create expectations for group work

Productive Student Grouping

Student choice in grouping; student reflection; productive grouping methods; foster respect and rapport

Advanced Grouping Strategies

Alternative resources for grouping; focus on differentiation; explore advanced use of materials; support outcomes; engage students in meaningful learning

Creating a Culture of Respect and Rapport

Create mutual respect, care, and trust; explore qualities of caring teachers; identify beliefs and expectations; inform and sustain leadership abilities

Teacher-to-Student Interactions

Interact with students; practice respect and rapport; explore effective verbal and nonverbal skills; enhance family relationships

Student-to-Student Interaction

Benefits of a healthy school environment; teach respectful verbal and nonverbal behavior; promote team building strategies

Course Assessments and Links to Institutional Outcomes and Course Outcomes

Throughout the course, the learner will be assessed and evaluated on the completion of the following assessments. Participants will complete a course project designed to strengthen professional practice and extend knowledge related to the specific content of the course. This project is divided into multiple graded activities to be completed throughout the term.

Modules	Topics of Modules	Points
Module 1:	Sparking Student Engagement	39
Module 2:	Student Grouping and Supportive Resources	25
Module 3:	Engaging Instructional Groups	23
Module 4:	Productive Student Grouping	45
Module 5:	Advanced Grouping Strategies	31
Module 6:	Creating a Culture of Respect and Rapport	26
Module 7:	Teacher-to-Student Interactions	34
Module 8:	Student-to-Student Interactions	25
All	Final Paper	50
All	Course Project	50
Total		348

Hours by Module

Module 1: Sparking Student Engagement	
Readings	7 hours
Assignments	5 hours
Final Paper	1 hours
Contribution to Course Capstone	2 hours

Module 2: Student Grouping and Supportive Resources	
Readings	7 hours
Assignments	5 hours
Final Paper	2 hours
Contribution to Course Capstone	3 hours

Module 3: Engaging Instructional Groups	
Readings	7 hours
Assignments	5 hours
Final Paper	2 hours
Contribution to Course Capstone	3 hours

Module 4: Productive Student Grouping	
Readings	7 hours
Assignments	5 hours
Final Paper	3 hours
Contribution to Course Capstone	3 hours

Module 5: Advanced Grouping Strategies	
Readings	7 hours
Assignments	5 hours

Final Paper	2 hours
Contribution to Course Capstone	3 hours

Module 6: Creating a Culture of Respect and Rapport	
Readings	7 hours
Assignments	5 hours
Final Paper	2 hours
Contribution to Course Capstone	3 hours

Module 7: Teacher-to-Student Interactions	
Readings	7 hours
Assignments	5 hours
Final Paper	2 hours
Contribution to Course Capstone	3 hours

Module 8: Student-to-Student Interactions	
Readings	7 hours
Assignments	5 hours
Final Paper	3 hours
Contribution to Course Capstone	2 hours

Instructional Methodology

The instructional methodology of this course focuses on developing, enhancing, and improving the instructional expertise and pedagogical knowledge base of practicing educators. Strategies include presentation of new content through online readings, active construction of knowledge through practice and problem solving, collaborative group work, personal reflection, structured small-group or whole-class discussion, analysis of assigned reading, and the application of course content and skills to participant's individual grade level, subject area(s), and classroom.

Grading Scale

The course facilitator will post the college-specific grading scale.

PLS 3rd Learning's Late Policy

There will be a 10% deduction of points per day for all posts and submitted assignments that are late. Replies posted after the due date will earn no points. In rare cases, partially or poorly completed assignments may be resubmitted for partial credit at the discretion of the instructor. The following exceptions apply:

- If a participant is sick/hospitalized or has a death in the family, the timing of makeup work may be arranged with the course facilitator. No points will be deducted if the work is completed according to the agreement.
- If a participant is on vacation/traveling/etc., the participant must contact the course facilitator ahead of time to avoid a penalty. This type of absence may occur only once during a course. All posts should be submitted for the missed module before leaving.
- If a participant has difficulty completing everything in a week, an extension can be granted if the participant contacts the facilitator during the week (not at the last minute).

PLS 3rd Learning's Participant Drop Policy

- Participants are eligible to receive a refund if they attend class for one week or less. This means participants must withdraw by the end of Module 1 to receive a refund.
- Refunds of the balance of tuition paid will be given, minus the \$50 deposit.

PLS 3rd Learning's Academic Integrity Policy

PLS 3rd Learning expects absolute academic honesty and integrity from every course participant. The specific Academic Integrity and Honor Code Policies of our partner colleges and universities are embraced and enforced by PLS 3rd Learning instructors. The following are considered to be serious violations:

- Plagiarism: the use of another's ideas, data, or words without proper acknowledgement.
- Fabrication: the use of invented information or the falsification of research or other findings with the intent to deceive.
- Collusion: improper collaboration with another in preparing assignments or projects.

- Cheating: an act of deception by which a student misrepresents that he or she has mastered information on an academic exercise that he or she has not mastered.
- Academic Misconduct: tampering with grades, or taking part in obtaining or distributing any part of student work that is not his or her own.

Violation or suspected violation will be investigated and pursued according to specific college/university procedures.

Identity Authentication

The college/university, PLS 3rd Learning, and students share a joint responsibility to ensure that each student's contribution in an online course activity comes from that student alone. For the student, this responsibility has two parts:

1. Students are responsible for positively ensuring that every contribution to an online course created with the student's computer account is made by the student alone. Contributions covered under this policy include: written assignments; quiz and exam submissions; discussion forum postings; live participation in text-based chat sessions, phone conferences, and videoconferences. If a student allows another person to write or make any kind of submission to an online activity in the student's name, then this constitutes cheating and will be treated as a violation of academic honesty.
2. Students are responsible for ensuring the integrity of their computer account security by following the actions required of them by the PLS 3rd Learning Acceptable Use Policy. These actions include keeping passcodes private, updating passcodes when required by PLS 3rd Learning, and reporting breaches of the security policy to the IT Helpdesk.

Course Evaluation

The evaluation of learner work will be based on the defined criteria for learner assessments. The criteria for learner assessments will be outlined for students prior to instructional activities and engagement with student learning targets (outcomes). Grading is based solely on the evaluation of student learning targets and defined criteria for learner assessments.

Formative assessment of learning outcomes is conducted throughout the course, using a variety of means that include the following: completion of assessments; constructive contributions to class discussions (whole-class as well as small-group); sharing of valuable, pertinent, and/or applicable ideas and experiences; and active participation in online interactions. It is expected that each participant will contribute to the academic quality of the course.

Summative assessment includes the completion of weekly learning activities and assignments for which the participant will need to synthesize class content, apply it to his or her own practice, and complete a plan for implementing the major components of content and skill acquired during the course.

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