



Ashford
UNIVERSITY

EDU503

CLASSROOM CULTURE: MANAGING THE CLASSROOM ENVIRONMENT

Course Guide

This course provides participants with opportunities to discover and implement a variety of classroom management strategies. With a focus on evidence-based practices, participants will explore and apply methods for creating positive classroom culture, engaging learning environments, and proactive behavior management. Through inquiry-based learning, participants will have ample opportunities for practical application in their own classroom settings.

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COURSE AT A GLANCE

COURSE DESCRIPTION

This course provides participants with opportunities to discover and implement a variety of classroom management strategies. With a focus on evidence-based practices, participants will explore and apply methods for creating positive classroom culture, engaging learning environments, and proactive behavior management. Through inquiry-based learning, participants will have ample opportunities for practical application in their own classroom settings.

COURSE DESIGN

This course is designed to provide practical strategies for building classroom culture by beginning with a review of classroom culture as a whole, and then transitioning into practical application in the classroom with a focus on classroom management. Students will explore current topics and issues in classroom culture, such as trust, respect, safety, motivation, tasking risks, and acceptance. With each module, students will analyze their classroom culture and classroom management based on the readings, videos, journals, and other digital resources. Students will demonstrate their knowledge by participating in discussion boards, reflective journals, and assignments.

This course is designed to accommodate flexible learning options where students can progress through each of the six modules at their own pace. All six modules are expected to be completed in approximately six weeks. If the student anticipates needing time beyond six weeks to complete the course, the instructor should be notified by Module 3. An extension of up to 30 days may be granted and an Incomplete Grade Request submitted on the student's behalf.

PACING GUIDE	
Approximate Time per Module	Estimated Completion
*1 week/module	6 weeks *average
2-3 days/module	3-4 weeks
2 weeks/module	12 weeks

COURSE LEARNING OUTCOMES

Upon successful completion of this course, students will be able to

1. Analyze a variety of systems and routines that promote an engaging learning environment.
2. Apply strategies that promote a positive and engaging classroom culture.
3. Evaluate the relationship between building student character and trust while maintaining behavior expectations in the classroom.

COURSE MATERIALS

REQUIRED RESOURCES

Articles

- Bim-Bad, B. M., & Egorova, L. I. (2016). Interaction between philosophy of education and teaching practice. *International Journal of Environmental and Science Education*, 11(10), 3385-3393. Retrieved from <http://www.ijese.net/>
- Cymerman, O. (2016, July 29). [Reimagine your learning space: Starbucks your classroom!](https://www.teachingchannel.org/blog/2016/07/29/starbucks-your-classroom/) [Blog post] Retrieved from <https://www.teachingchannel.org/blog/2016/07/29/starbucks-your-classroom/>
- Finley, T. (2017, March 13). [Mastering classroom transitions](https://www.edutopia.org/article/mastering-transitions-todd-finley) [Blog post]. Retrieved from: <https://www.edutopia.org/article/mastering-transitions-todd-finley>
- McCorskey, J. & McVetta, R. (1978) [Classroom seating arrangements instructional communication theory versus student preferences](http://www.jamesmccroskey.com/publications/082.pdf). *Communication Education* 27. Retrieved from <http://www.jamesmccroskey.com/publications/082.pdf>
- Morey, C. (2016, May 2). [#TeacherLove: My mother, my favorite teacher, my inspiration](https://www.teachingchannel.org/blog/2016/05/02/my-mother-my-favorite-teacher/) [Blog post]. Retrieved from <https://www.teachingchannel.org/blog/2016/05/02/my-mother-my-favorite-teacher/>
- Perich, M. (2010, November 23). [The classroom culture](http://www.montgomeryschoolsmd.org/info/baldrige/staff/classroomculture.shtm) [Blog post] Retrieved from <http://www.montgomeryschoolsmd.org/info/baldrige/staff/classroomculture.shtm>

Multimedia

- Apies, A. (n.d.). [Seating arrangements with work stations](https://www.teachingchannel.org/videos/seating-arrangements) [Video file]. Retrieved from <https://www.teachingchannel.org/videos/seating-arrangements>
- Covarrubias, M. (n.d.). [Student engagement: 7th grade language arts](https://www.teachingchannel.org/videos/student-engagement-language-arts) [Video File]. Retrieved from <https://www.teachingchannel.org/videos/student-engagement-language-arts>
- Cusick, J. (n.d.). [Freedom within form: How much is too much?](https://www.teachingchannel.org/videos/freedom-within-form) [Video File]. Retrieved from <https://www.teachingchannel.org/videos/freedom-within-form>
- McComb, S. (2014). [Sean McComb: Profile in practice](https://www.teachingchannel.org/videos/meet-sean-mccomb-2014-ntoy-finalist) [Video file]. Retrieved from <https://www.teachingchannel.org/videos/meet-sean-mccomb-2014-ntoy-finalist>
- Montoy-Wilson, M. (n.d.). [Persist through challenges](https://www.teachingchannel.org/videos/persist-through-challenges-perts) [Video file]. Retrieved from <https://www.teachingchannel.org/videos/persist-through-challenges-perts>

- Paraiso, J. (n.d.). [Using video to reflect on teaching and learning](https://www.teachingchannel.org/videos/use-video-to-improve-teaching-ousd) [Video File]. Retrieved from <https://www.teachingchannel.org/videos/use-video-to-improve-teaching-ousd>
- Pierson, R. (2013, May 13). [TED talks education](https://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion?referrer=playlist-talks_from_inspiring_teachers) [Video file] Retrieved from https://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion?referrer=playlist-talks_from_inspiring_teachers
- [“Positive reinforcement for class participation”](https://www.teachingchannel.org/videos/positive-reinforcement-class-participation). (n.d.). [Video file] Retrieved from <https://www.teachingchannel.org/videos/positive-reinforcement-class-participation>
- Ramos, O. (n.d.). [Using a number system to streamline classroom routines](https://www.teachingchannel.org/videos/streamline-class-routines) [Video file]. Retrieved from <https://www.teachingchannel.org/videos/streamline-class-routines>
- Romagnolo, N. (n.d.). [Seating with numbers](https://www.teachingchannel.org/videos/assign-classroom-seats) [Video file]. Retrieved from <https://www.teachingchannel.org/videos/assign-classroom-seats>
- Romagnolo, N. (n.d.). [Setting the tone from day one](https://www.teachingchannel.org/videos/setting-classroom-tone) [Video file]. Retrieved from <https://www.teachingchannel.org/videos/setting-classroom-tone>
- Saul, J. (n.d.). [Choreograph your classroom](https://www.teachingchannel.org/videos/smooth-transitions-in-classroom) [Video file]. Retrieved from <https://www.teachingchannel.org/videos/smooth-transitions-in-classroom>
- Saul, J. (n.d.). [Classroom economy: Earn, save, spend](https://www.teachingchannel.org/videos/classroom-rewards) [Video file]. Retrieved from <https://www.teachingchannel.org/videos/classroom-rewards>
- [“Setting Expectations with Libby’s ‘Little Tigers’”](https://www.teachingchannel.org/videos/establish-expectations-for-kindergarteners). (n.d.). [Video file]. Retrieved from <https://www.teachingchannel.org/videos/establish-expectations-for-kindergarteners>
- Sinclair, L. (n.d.). Teacher tales: [“Why I keep teaching...”](https://www.teachingchannel.org/videos/why-we-keep-teaching) [Video file]. Retrieved from <https://www.teachingchannel.org/videos/why-we-keep-teaching>
- Teaching Channel. (n.d.). [In Facebook](https://www.facebook.com/TeachingChannel/videos/1295087227205413/) [Teaching channel page]. Retrieved February 11, 2018, from <https://www.facebook.com/TeachingChannel/videos/1295087227205413/>
- Teaching Channel. (n.d.). [In Facebook](https://www.facebook.com/TeachingChannel/videos/1296079367106199/) [Teaching channel page]. Retrieved February 11, 2018, from <https://www.facebook.com/TeachingChannel/videos/1296079367106199/>
- Wessling, S.B. (n.d.). [Getting better together](https://www.teachingchannel.org/videos/why-we-teach-tch-laureate-emeritus-sarah-brown-wessling) [Video file]. Retrieved from <https://www.teachingchannel.org/videos/why-we-teach-tch-laureate-emeritus-sarah-brown-wessling>
- Wessling, S.B. (2014, August 14). [Back-to-school countdown](https://www.teachingchannel.org/blog/2014/08/14/back-to-school-countdown/) [Video File]. Retrieved from <https://www.teachingchannel.org/blog/2014/08/14/back-to-school-countdown/>
- Yim, S. (n.d.). [Ask 3 then me](https://www.teachingchannel.org/videos/ask-3-then-me) [Video file]. Retrieved from <https://www.teachingchannel.org/videos/ask-3-then-me>

Web Pages

Council of Chief State School Officers. (n.d). [National teacher of the year](https://www.ccsso.org/national-teacher-of-the-year). Retrieved from

<https://www.ccsso.org/national-teacher-of-the-year>

Cult of Pedagogy. (n.d). [Classroom design](https://www.cultofpedagogy.com/tag/classroom-design/). Retrieved from <https://www.cultofpedagogy.com/tag/classroom-design/>

National Education Association. (n.d.) [Establishing classroom rules](http://sciencenetlinks.com/lessons/creating-classroom-rules/). Retrieved from

<http://sciencenetlinks.com/lessons/creating-classroom-rules/>

Pintrest. (n.d.). [Teaching channel creative classroom setups](https://www.pinterest.com/teachingchannel/creative-classroom-setups/). Retrieved from

<https://www.pinterest.com/teachingchannel/creative-classroom-setups/>

Supplemental Material

Hunter, M. (n.d.) [Lesson plan](http://tadp.ucr.edu/wp-content/uploads/2017/08/Open_LessPI-ExTemplate.pdf). Retrieved from [http://tadp.ucr.edu/wp-content/uploads/2017/08/Open_LessPI-](http://tadp.ucr.edu/wp-content/uploads/2017/08/Open_LessPI-ExTemplate.pdf)

[ExTemplate.pdf](http://tadp.ucr.edu/wp-content/uploads/2017/08/Open_LessPI-ExTemplate.pdf)

COURSE GRADING

Multiple measures of assessment are used in the course, allowing students opportunities to demonstrate their learning in more than one way and giving consideration to individual learning styles. Course components that will be assessed are noted below.

DISCUSSIONS

In each module, students will participate in online discussions with their instructor. Discussions relate to assigned readings, videos, and other resources pertaining to the module topic. These discussions replace the interactive dialogue that occurs in the traditional classroom setting and provide valuable opportunities to exchange ideas, communicate understanding, and engage in critical thinking. Students are expected to post an initial response for the instructor to review and provide feedback. While a specific number of days interacting in the discussion is not required, it is expected that students check back in to the discussion before advancing to the next module to address instructor feedback. **Discussions represent 30% of the overall course grade.**

JOURNALS

There are journals due in Modules 1 and 3 of this course. These journal entries provide an opportunity for students to critically reflect on their own learning processes and their individual progress through the course. **Journals represent 25% of the overall course grade.**

ASSIGNMENTS

There are written assignment due in Modules 4 and 5 of this course. These assignments must reflect college-level writing. **Assignments represent 25% of the overall course grade.**

FINAL PAPER

The final assignment for this course is a Final Paper in Module 6. Completing the Final Paper is a requirement for passing the course. The purpose of the Classroom Culture Primer is for you to culminate the learning achieved in the course by developing a primer that reflects your understanding of classroom culture in practice. **The Final Paper represents 20% of the overall course grade.**

GRADING PERCENT BREAKDOWN

Activity	Grading Percent
Discussions	30
Journal Entries	25
Assignments	25
Final Paper	20
Total	100

MODULE 1

SETTING THE STAGE

Complete the module and receive feedback prior to advancing to the next module unless you have confirmed approval from the instructor to advance in the module sequence prior to receiving a score from completed modules.

Overview

Activity	Due Date	Format	Grading Percent
Post Your Introduction	Complete before advancing to Module 2	Discussion	2
Introduction to Your ePortfolio		Discussion	2
Classroom Culture Journal		Journal	13

Module Learning Outcomes

This module students will

1. Analyze current classroom culture using reflective practice.
2. Create ePortfolio using Portfolium.

Introduction

Inspirational teaching ignites the student imagination through mutual trust, high expectations, and a structured environment. This learning environment (trust, expectations, and structure) is intentionally created by the teacher. A teacher makes sure every student feels secure, respected, and wanted. Teachers constantly strive to improve and refine their practice. More specifically, class culture is the foundation of a successful classroom, setting the tone while communicating and maintaining clear expectations. It also sets students up to hold each other accountable in reaching classroom expectations and their shared goals.

We all want to build a positive classroom culture, but sometimes it can seem so elusive! This course is here to help you consider how you can build and maintain throughout the year a class culture that promotes academic achievement and social and emotional literacy. In Module 1 you will learn about classroom culture as a whole, and in each of the following

modules you will break down the different parts that make up a classroom culture. You will begin with your personal teaching philosophy in Module 2 and classroom arrangements in Module 3. Next, you will go over classroom rules in Module 4 and classroom procedures in Module 5. Finally, in Module 6 you will bring it all together with a review of classroom teaching videos and the creation of your classroom culture primer.

Final Paper Pre-Exposure:

This course is here to help you build a robust classroom culture. Throughout this course, you will create an ePortfolio that will serve as a repository for your work on selected discussions, journals, and assignments. Also, you will create a Classroom Culture Primer which in essence is a primer that you would share with colleagues. More specifically, throughout this course, you will use Portfolium to create an ePortfolio. You will select several reflective journals and assignments to keep in your ePortfolio that you can later share with colleagues and fine tune through your years in the classroom.

Required Resources

Article

Perich, M. (2010, November 23). [The classroom culture](#) [Blog post] Retrieved from

<http://www.montgomeryschoolsmd.org/info/baldrige/staff/classroomculture.shtm>

- This blog posting from Montgomery County Public Schools contains a brief overview of the what, why and how of classroom culture. This blog posting will help you with your Module 1 Journal Assignment.

[Accessibility Statement](#)

[Privacy Policy](#)

Multimedia

Wessling, S.B. (2014, August 14). [Back-to-school countdown](#) [Video File]. Retrieved from

<https://www.teachingchannel.org/blog/2014/08/14/back-to-school-countdown/>

- This series of Vlogs, 10 total at 5 minutes per Vlog (50 minutes total) provides a teacher's 10 day, counting down how she is planning for a year where classroom culture creates the space for learning that is engaging, inspiring and challenging... all while taking into account a standards-driven environment.

This series of Vlogs will help you with your Module 1 Introduction Discussion.

Accessibility Statement does not exist.

[Privacy Policy](#)

Discussions

Participate in the following discussions:

1. **Post Your Introduction [MLOs: 1] [CLOs: 2].** *Complete before advancing to Module 2.* Prior to beginning work on this discussion, watch the 10 vlogs (approx. 46 min. total) below by Sarah Brown Wessling, a high school English teacher in Johnston, Iowa. She was the 2010 National Teacher of the Year and is the Teacher Laureate for Teaching Channel.

- [*Back-to-school countdown: How to build classroom culture*](#)

There are two parts to this introductory discussion. Please take a few moments to introduce yourself by answering the following items:

- What is your name? Where do you live? What is your current work setting and position?
- Just for fun, if you could be any superhero who would it be and why?

Next, in one to two paragraphs answer the following questions:

- What are your takeaways from watching the vlogs?
- Which vlog spoke to you the most and why?
- What does the term *classroom culture* mean to you?

Response to Instructor: It is important that you check back into the discussion forum prior to moving on to the next module and address all feedback left by your instructor. Part of your learning includes an exchange of ideas and critical thinking on the topics of discussion. While a specific number of responses or days of interaction are not required, the opportunity to communicate one-on-one with your instructor offers different perspectives and experiences to consider. Additionally, interacting one-on-one with your instructor will increase your depth of understanding and greatly enhancing your online learning experience.

2. **Introduction to Your ePortfolio [MLOs: 2].** *Complete before advancing to Module 2.* This discussion introduces you to Portfolium, the electronic portfolio (ePortfolio) tool being used by Ashford University. As an Ashford student, you will not only have access to Portfolium during your time at Ashford, but you will retain lifetime unlimited access after leaving the university, without fees or capacity limit.

To access and set up your Portfolium account, follow the items below:

- View the multimedia ePortfolio [Portfolium Introduction](#) (2:19) developed for the university.
- Select the Portfolium link in the course room.
- Click anywhere to access your account.
- Set up your Profile located under "Me."

Complete the following:

- Avatar (may be a picture or other avatar to represent you)
- Cover image
- Tagline
- Introduction: Write a brief introduction. As an option, you may use what you composed for the Post Your Introduction discussion. This should be a representation of you that is appropriate to share with colleagues and other professionals.

Post an initial response in the discussion that includes

- A link to your ePortfolio.
- A brief description of
 - your early impressions and use with Portfolium, and
 - how you could use Portfolium as a means for capturing your work and sharing it with others.

It is important to set up your account early on as other activities require use of your Portfolium.

Respond to Instructor: It is important that you check back into the discussion forum prior to moving on to the next module and address all feedback left by your instructor. Part of your learning includes an exchange of ideas and critical thinking on the topics of discussion. While a specific number of responses or days of interaction are not required, the opportunity to communicate one-on-one with your instructor offers different perspectives and experiences to consider. Additionally, interacting one-on-one with your instructor will increase your depth of understanding and greatly enhancing your online learning experience.

Journal

1. **Classroom Culture Journal [MLOs: 1, 2] [CLOs: 2, 3].** *Complete prior to advancing to Module 2.*

Establishing your classroom culture is one of the most intentional tasks a teacher will do all year and reflect upon as the year progresses. Explore and read the webpage [The Classroom Culture](#) by Montgomery County Public Schools.

For this journal, critically reflect on

- How you, as the teacher, can create a classroom culture that
 - provides for authentic and engaging learning experiences;
 - creates a safe and accepting learning environment built on trust and respect; and
 - facilitates a learning community that includes the teacher as a learner?

Instructions for submitting your journal:

- First, write your journal reflection using Word or a similar program.
- Then, submit your journal for evaluation using the “Submit Assignment” button. Include the link to your ePortfolio in the comments box when uploading.
- Archive your assignment in your ePortfolio by uploading to your Portfolium account (Select “Add new project”). Follow the step-by-step instructions.
- Once uploaded, add a title (e.g., Module 1: Journal) and a one- to two-sentence description.

*Once assignments are uploaded to your ePortfolio, they are considered artifacts and will be referenced as such.

MODULE 2

CLASSROOM CULTURE

Complete the module and receive feedback prior to advancing to the next module unless you have confirmed approval from the instructor to advance in the module sequence prior to receiving a score from completed modules.

Overview

Activity	Due Date	Format	Grading Percent
Inspiration	Complete before advancing to Module 3	Discussion	5
Teaching Philosophy		Discussion	5

Module Learning Outcomes

This module students will

1. Evaluate the classroom culture practices of inspirational teachers.
2. Develop a personal teaching philosophy.
3. Apply personal teaching philosophy to classroom practice.

Introduction

There are many purposes for writing a teaching philosophy. It is an exercise in gathering together your beliefs about teaching and learning so you can easily articulate them to your students and their families as well as your colleagues and administrators. It is also beneficial to communicate your teaching philosophy in your professional portfolio, including a variety of examples of your teaching philosophy put to work through your instruction. Doing this and reflecting on it will help you develop your teaching practice over time. In this module you will develop and/or enhance an existing teaching philosophy that connects with your teaching practice and overarching classroom culture.

Required Resources

Articles

Bim-Bad, B. M., & Egorova, L. I. (2016). Interaction between philosophy of education and teaching practice. *International Journal of Environmental and Science Education*, 11(10), 3385-3393. Retrieved from <http://www.ijese.net/>

- This article is a review of how a teacher's philosophy of education statement is a direct link to their teaching practice, or should be a direct link. The article will assist you in the Module 2 Teaching Philosophy discussion.

Morey, C. (2016, May 2). [#TeacherLove: My mother, my favorite teacher, my inspiration](https://www.teachingchannel.org/blog/2016/05/02/my-mother-my-favorite-teacher/) [Blog post]. Retrieved from <https://www.teachingchannel.org/blog/2016/05/02/my-mother-my-favorite-teacher/>

- In this heartwarming blog post Crystal Morey utilizes her many life experiences to speak about the challenges and opportunities many educators face. This blog posting will help you with your Module 2 Inspiration discussion.

Accessibility Statement does not exist.

[Privacy Policy](#)

Multimedia

McComb, S. (2014). [Sean McComb: Profile in practice](https://www.teachingchannel.org/videos/meet-sean-mccomb-2014-ntoy-finalist) [Video file]. Retrieved from <https://www.teachingchannel.org/videos/meet-sean-mccomb-2014-ntoy-finalist>

- In this 6 minute video Sean McComb, 2014 National Teacher of the Year, a high school teacher in Baltimore, MD discusses how he empowers his students to become their best selves. This video will help you with your Module 2 Teaching Philosophy discussion.

Accessibility Statement does not exist.

[Privacy Policy](#)

Montoy-Wilson, M. (n.d.). [Persist through challenges](https://www.teachingchannel.org/videos/persist-through-challenges-perts) [Video file]. Retrieved from <https://www.teachingchannel.org/videos/persist-through-challenges-perts>

- In this 6 minute video, the teacher demonstrates how assigning challenging questions for all students helps with engagement in the lesson. This video will help you with your Module 1 Inspiration discussion.

Accessibility Statement does not exist.

[Privacy Policy](#)

Pierson, R. (2013, May 13). [TED talks education](https://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion?referrer=playlist-talks_from_inspiring_teachers) [Video file] Retrieved from https://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion?referrer=playlist-talks_from_inspiring_teachers

- In this 7 minute video, Rita Pierson, a teacher for 40 years discusses the rousing call to educators to believe in their students and actually connect with them on a real, human, personal level. This video will help you with your Module 1 Inspiration discussion.

Accessibility Statement does not exist.

[Privacy Policy](#)

Sinclair, L. (n.d.). Teacher tales: ["Why I keep teaching..."](https://www.teachingchannel.org/videos/why-we-keep-teaching) [Video file] Retrieved from <https://www.teachingchannel.org/videos/why-we-keep-teaching>

- In this 1 minute video, Lori Sinclair from Lawrence, KS discusses why she keeps teaching year after year. This video will help you with your Module 2 Teaching Philosophy discussion.

Accessibility Statement does not exist.

[Privacy Policy](#)

Wessling, S.B. (n.d.). [Getting better together](https://www.teachingchannel.org/videos/why-we-teach-tch-laureate-emeritus-sarah-brown-wessling) [Video file]. Retrieved from <https://www.teachingchannel.org/videos/why-we-teach-tch-laureate-emeritus-sarah-brown-wessling>

- In this 2 minute video Sarah Brown Wessling, Tch Laureate Emeritus, shares her story of how she decided to become a teacher. This video will help you with your Module 2 Teaching Philosophy discussion.

Accessibility Statement does not exist.

[Privacy Policy](#)

Web Page

Council of Chief State School Officers. (n.d). [National teacher of the year](https://www.ccsso.org/national-teacher-of-the-year). Retrieved from <https://www.ccsso.org/national-teacher-of-the-year>

- This website lists teachers who have received the distinguished title of teacher of the year and why they were selected. This website will help you with your Module 2 Teaching Philosophy discussion.

Accessibility Statement does not exist.

Privacy Policy does not exist.

Discussions

Participate in the following discussions:

1. **Inspiration [MLOs: 1] [CLOs: 1, 2].** *Complete before advancing to Module 3.* To get you started with this discussion first, watch the videos [Persist Through Challenges](#) (6 min.), [Every Kid Needs a Champion](#) (7 min.), then read the blog post [#TeacherLove: My Mother, My Favorite Teacher, My Inspiration](#). As you watch the videos and read the blog, think about this module's guiding questions below.

In two to three paragraphs discuss the following questions:

- How do you measure the intangible benefits of teaching?
- What do you personally think makes for an inspirational teacher?
- How does being an inspirational teacher reflect on your classroom's culture?

Response to Instructor: It is important that you check back into the discussion forum prior to moving on to the next module and address all feedback left by your instructor. Part of your learning includes an exchange of ideas and critical thinking on the topics of discussion. While a specific number of responses or days of interaction are not required, the opportunity to communicate one-on-one with your instructor offers different perspectives and experiences to consider. Additionally, interacting one-on-one with your instructor will increase your depth of understanding and greatly enhancing your online learning experience.

2. **Teaching Philosophy [MLOs: 1, 3] [CLOs: 1, 2].** *Complete before advancing to Module 3.* To start your thinking about how one's teaching philosophy connects with teaching practice watch the videos and peruse the website listed below. As you watch the videos, think about how the teachers inspire students and provide an environment of intellectual challenges, high expectations, and mutual trust. Take notes as you watch the videos on the connections between the teachers' philosophy and teaching practice.

First, watch the following videos:

- [Sean McComb: Profile in Practice](#) (5 min. 54 sec.)
- [Getting Better Together](#) (1 min. 25 sec.)
- ["Why I Keep Teaching"](#) (50 sec.)

Next, peruse the [National Teacher of the Year](#) website. As you look through the website and view how/why the teacher was selected as teacher of the year think about how this teacher inspires their students. How do they create an environment of trust that builds students' character and demonstrates their personal teaching philosophy?

Finally, review the “Interaction Between Philosophy of Education and Teaching Practice” by Bim-Bad & Egorova (2016) on how teaching philosophy connects with teaching practice.

Share your current teaching philosophy or create one that addresses the following items:

- Your ideas about the purpose of teaching.
- How you view the role of the teacher and the student.
- Describe your understanding of the teaching and learning process.
- Your description of your teaching methods and expectations for learning
- Provide a big picture discussion on how you evaluate and assess learning.

Remember your teaching philosophy statement should be no more than two pages in length and should be a narrative in which your teaching ideas are articulated to define what teaching means to you as an instructor. Overall, your teaching philosophy is meant to be both self-reflective and goal-oriented in nature. It should provide the reader with a clear picture of your teaching values and practices. Be sure to think about how teaching theories and beliefs spiral into direct application opportunities in the classroom. For an example of a teaching philosophy please see this module’s instructor announcements.

Response to Instructor: It is important that you check back into the discussion prior to moving on to the next module and address all feedback left by your instructor. Part of your learning includes an exchange of ideas and critical thinking on the topics of discussion. While a specific number of responses or days of interaction are not required, the opportunity to communicate one-on-one with your instructor offers different perspectives and experiences to consider. Additionally, interacting one-on-one with your instructor will increase your depth of understanding and greatly enhancing your online learning experience.

MODULE 3

THE LEARNING ENVIRONMENT

Complete the module and receive feedback prior to advancing to the next module unless you have confirmed approval from the instructor to advance in the module sequence prior to receiving a score from completed module.

Overview

Activity	Due Date	Format	Grading Percent
Learning Environment	Complete before advancing to Module 4	Discussion	4
Classroom Setup Reflection		Journal	12

Module Learning Outcomes

This module students will

1. Analyze the impact of the learning environment on learning.
2. Evaluate the connection between classroom seating arrangements and classroom culture.

Introduction

In Module 2 you connected your own teaching philosophy to classroom culture as well as your own instructional practice. For this module, you will dive a little deeper into classroom culture to look at room arrangement maps—maps for different types of activities including student seating arrangement, teacher desk, resources, displays, and so forth. This is a fun, action packed module, so let's get started!

Required Resources

Articles

Cymerman, O. (2016, July 29). [Reimagine your learning space: Starbucks your classroom!](https://www.teachingchannel.org/blog/2016/07/29/starbucks-your-classroom/) [Blog post] Retrieved from <https://www.teachingchannel.org/blog/2016/07/29/starbucks-your-classroom/>

- In this blog post Oskar Cymerman discusses how to create a classroom that is casual and yet promotes learning. This blog post will help you with your Module 3 Learning Environment discussion.

Accessibility Statement does not exist.

[Privacy Policy](#)

McCorskey, J. & McVetta, R. (1978) [Classroom seating arrangements instructional communication theory versus student preferences](#). *Communication Education* 27. Retrieved from

<http://www.jamescmcroskey.com/publications/082.pdf>

- This 13-page article discusses how the classroom setup is important to consider for maximum student engagement. This article will help you with your Module 3 Classroom Setup Reflection journal in examining the differences between 1978 philosophy on classroom setup versus today.

Accessibility Statement does not exist.

Privacy Policy does not exist.

Multimedia

Teaching Channel. (n.d.). [In Facebook](#) [Teaching channel page]. Retrieved February 11, 2018, from

<https://www.facebook.com/TeachingChannel/videos/1295087227205413/>

- This 6 minute Facebook video is a tour of a co-teaching space in an ELL classroom in Wisconsin. This video will help you with your Module 3 Learning Environment discussion.

[Accessibility Statement](#)

[Privacy Policy](#)

Teaching Channel. (n.d.). [In Facebook](#) [Teaching channel page]. Retrieved February 11, 2018, from

<https://www.facebook.com/TeachingChannel/videos/1296079367106199/>

- This 9 minute Facebook video is a tour of a creative dual language classroom space in Wisconsin. This video will help you with your Module 3 Learning Environment discussion.

[Accessibility Statement](#)

[Privacy Policy](#)

Web Pages

Cult of Pedagogy. (n.d.). [Classroom design](#). Retrieved from <https://www.cultofpedagogy.com/tag/classroom-design/>

- This website will provide you some ideas on classroom design. This website will assist you in your Module 3 Learning Environment discussion.

Accessibility Statement does not exist.

[Privacy Policy](#)

Pintrest. (n.d.). [Teaching channel creative classroom setups](#). Retrieved from

<https://www.pinterest.com/teachingchannel/creative-classroom-setups/>

- This website will provide you some ideas on creative ways to organize your classroom. This website will assist you in your Module 3 Learning Environment discussion.

Accessibility Statement does not exist.

[Privacy Policy](#)

Discussion

Participate in the following discussion:

1. **Learning Environment [MLOs: 1, 2] [CLOs: 1, 2].** *Complete before advancing to Module 4.* When your classroom setup is in harmony with your teaching style, the benefits can be endless. Take a few minutes to peruse the resources listed below as a way to get you thinking about classroom design before beginning this module's discussion.

First, watch the following videos on classroom setups:

- [Dual Language Classroom \(8 min. 30 sec.\)](#)
- [Co-Teaching Space \(6 min. 17 sec.\)](#)

As you read the following blog [Reimagine Your Learning Space: Starbucks Your Classroom](#), think about the message or tone of setting up a relaxing “coffee shop” feeling in a classroom. How does the intentional structuring of a classroom promote teamwork and the sharing of ideas while creating a relaxing yet productive energy in the classroom?

Finally, review the following webpages for ideas on [classroom design](#) and [creative classroom setup](#).

Initial Post:

Using the information from this module's learning share your teaching space. Upload a picture/video of your classroom (or if not your classroom create an ideal classroom on paper to share). Then provide a rationale for setting up your classroom as you have.

- Reflect on the videos and blog you read this module. How does your current classroom setup impact the learning environment?

- Identify at least one idea from the videos you watched and blog you read in this module that you could immediately implement into your classroom. Why did you choose this idea?
- How has your classroom configuration changed over the course of the year?

Respond to Instructor: It is important that you check back into the discussion prior to moving on to the next module and address all feedback left by your instructor. Part of your learning includes an exchange of ideas and critical thinking on the topics of discussion. While a specific number of responses or days of interaction are not required, the opportunity to communicate one-on-one with your instructor offers different perspectives and experiences to consider. Additionally, interacting one-on-one with your instructor will increase your depth of understanding and greatly enhancing your online learning experience.

Journal

1. **Classroom Setup Reflection** [MLOs: 1, 2] [CLOs: 1, 2]. *Complete prior to advancing to Module 4.*

First read the 1978 article [Classroom Seating Arrangements: Instructional Communication Theory Versus Student Preferences](#). Then watch the following videos: [Building a Comfortable Classroom](#) (2 min.), [Color in the Classroom](#) (1 min. 13 sec.), and [Setting a Positive Classroom Tone](#) (36 sec.).

As you read the article and watch the videos think about how our view of classroom arrangements has changed over the years. Do you think it truly has changed?

In one page, using support from the required readings and videos in this module, discuss the following items:

- Think back to when you were an elementary school student. What was the classroom environment like? How have your early experiences as a student (in elementary, middle, or high school), shaped your current classroom environment as the teacher? How does your classroom arrangement impact your classroom culture?
- How does your classroom arrangement reflect your teaching philosophy?

Instructions for journal your assignment:

- First, write your journal reflection using Word or similar program.
- Then, submit your journal for evaluation using the “Submit Assignment” button. Include the link to your ePortfolio in the comments box when uploading.

- Archive your assignment in your ePortfolio by uploading to your Portfolium account (Select “Add new project”). Follow the step-by-step instructions.
- Once uploaded, add a title (e.g., Module 3: Journal) and a one- to two-sentence description.

*Once assignments are uploaded to your ePortfolio, they are considered artifacts and will be referenced as such.

MODULE 4

CLASSROOM RULES

Complete the module and receive feedback prior to advancing to the next module unless you have confirmed approval from the instructor to advance in the module sequence prior to receiving a score from completed module.

Overview

Activity	Due Date	Format	Grading Percent
Classroom Rules and Outcomes	Complete before advancing to Module 5	Discussion	4
Communicating Classroom Norms		Assignment	13

Module Learning Outcomes

This module students will

1. Evaluate the effectiveness of classroom rules and the role they play in promoting a positive classroom culture.
2. Analyze how rewards motivate learners and affect classroom culture.
3. Analyze the impact of consistently enforced and communicated classroom norms/expectations on student learning.
4. Examine how classroom rules and procedures are uniquely different in the classroom.

Introduction

There is a myriad of classroom rules in any school. Just walk down the hallways and you will see posted in every teachers' classroom class rules. Some will be simple such as "No gum" and others will be elaborate "Raise your hand for permission to speak." Whatever rules you have created or will create in your classroom really depend on you, your school, and your student demographics. A set of classroom rules for kindergartners who are just learning about society and why we follow rules will be different than high school teachers.

All too often teachers lump together classroom rules and procedures. However, they are vastly different. Rules are responded to with consequences. Procedures need to be taught and are rarely connected with consequences. For this module you will be looking at your classroom rules.

Required Resources

Multimedia

["Positive reinforcement for class participation"](#). (n.d.). [Video file] Retrieved from

<https://www.teachingchannel.org/videos/positive-reinforcement-class-participation>

- In this 3 minute video a teacher uses simple rewards to recognize class participation. This video will help you with your Module 4 Classroom Rules and Outcomes discussion.

Accessibility Statement does not exist.

[Privacy Policy](#)

Saul, J. (n.d.). [Classroom economy: Earn, save, spend.](#) [Video file]. Retrieved from

<https://www.teachingchannel.org/videos/classroom-rewards>

- In this 2 minute video Jen Saul discusses how she has students earn coins to spend in the classroom store. This video will help you with your Module 4 Classroom Rules and Outcomes discussion.

Accessibility Statement does not exist.

[Privacy Policy](#)

["Setting Expectations with Libby's 'Little Tigers'"](#). (n.d.). [Video file] Retrieved from

<https://www.teachingchannel.org/videos/establish-expectations-for-kindergarteners>

- In this 3 minute video a teacher discusses how she establishes clear expectations and a safe learning environment. This video will help you with your Module 4 Classroom Rules and Outcomes discussion.

Accessibility Statement does not exist.

[Privacy Policy](#)

Web Page

National Education Association. (n.d.) [Establishing classroom rules.](#) Retrieved from

<http://sciencenetlinks.com/lessons/creating-classroom-rules/>

- This website contains lesson plans on classroom rules. This website will help you with your Module 4 Communicating Expectations assignment.

Accessibility Statement does not exist.

Privacy Policy does not exist.

Supplemental Material

Hunter, M. (n.d.) [Lesson plan](http://tadp.ucr.edu/wp-content/uploads/2017/08/Open_LessPI-ExTemplate.pdf). Retrieved from http://tadp.ucr.edu/wp-content/uploads/2017/08/Open_LessPI-ExTemplate.pdf

- This PDF file is a link to a lesson plan. This link will help you with your Module 4 Communicating Expectations assignment.

Accessibility Statement does not exist.

Privacy Policy does not exist.

Discussion

Participate in the following discussion:

1. **Classroom Rules and Outcomes [MLOs: 1, 2, 3] [CLOs: 1, 2, 3].** *Complete before advancing to Module 5.*

For this discussion, you will create a t-chart (this can be done directly in the discussion response area of the discussion). On one side of the t-chart at the top write “Classroom rules.” On the other side write “Outcomes.”

Next, watch the following videos. As you watch the videos think about how your rules may be similar or different than those presented in the video and make note of these on your chart.

- [Positive Reinforcement for Class Participation](#) (3 min. 25 sec.)
- [Establishing Expectations for Kindergartners](#) (3 min. 20 sec.)

Rules are one aspect of classroom management. Motivating your students to follow the classroom rules, learn, and participate can be very challenging. Many teachers use outcomes (i.e., rewards) to stimulate learning and to motivate good behavior.

The advantages of using a reward system:

- Appropriate behavior
- Increased motivation
- Boosted self-esteem
- Completed homework
- Improved results

On your t-chart write down the outcomes you use in your classroom. Then watch the following video on classroom outcomes and reflect on the outcomes you listed: [Classroom Rewards](#) (1 min. 40 sec.)

Initial Post:

Post your t-chart and discuss in a few paragraphs

- How your classroom rules reflect a positive classroom culture.
- How your classroom management plan motivates learners in your classroom.
- How you consistently enforce and communicate classroom rules and expectations to students.
- What rules would you like to change as a result of the videos you watched this module. If you do not what to change any of your rules, why?
- How your classroom outcomes reflect
 - tangible reinforcers that the student can see, touch, or hold;
 - social reinforcers that involve interpersonal interactions; and
 - activity reinforcers that involve the student engaging in a desired activity.

Respond to Instructor: It is important that you check back into the discussion prior to moving on to the next module and address all feedback left by your instructor. Part of your learning includes an exchange of ideas and critical thinking on the topics of discussion. While a specific number of responses or days of interaction are not required, the opportunity to communicate one-on-one with your instructor offers different perspectives and experiences to consider. Additionally, interacting one-on-one with your instructor will increase your depth of understanding and greatly enhancing your online learning experience.

Assignment

1. **Communicating Classroom Norms [MLOs: 1, 2, 3] [CLOs: 1, 2, 3].** *Complete prior to advancing to Module 5.*

As the school year starts being proactive and setting up the classroom rules early in the school year is important. However, determining appropriate rules and consequences is only the first step in helping your students meet your high behavioral expectations. At the start of the school year and as the school year progress, you must teach and reteach those expectations—as you would any academic objective—and reinforce them over time. The purpose of this assignment is to create a lesson plan for communicating your classroom rules.

First, choose one of the following lessons to review based on the current or anticipated grade level you teach:

- [Creating Classroom Rules \(Grades K-2\)](#)
 - In this lesson, students learn that classroom rules exist to help people get along and to keep people safe.
- [Exercise 6: Classroom Rules \(Grades K-2\)](#)
 - Lists key principles for establishing classroom rules and includes videos of teacher student interaction.
- [Teacher Tips: Creating Classroom Rules \(Grades 3-5\)](#)
 - Teacher tips (10) for creating classroom rules.
- [Making Classroom Rules \(Grades 5-8\)](#)
 - This lesson plan is based on the premise that inherently rebellious adolescents might respect rules they help create.
- [Establishing Classroom Rules \(Grade 6-12\)](#)
 - A 35-45 minute activity designed for higher education students but applicable for high school students

Next, write your own lesson plan (7 points) for teaching your classroom rules. You can use the lesson plan format you currently use in your school or the following one: [Madeline Hunter's Lesson Plan Format](#). Be sure your lesson plan includes the following:

- Anticipatory Set
- Objective/Purpose
- Instructional Input
- Modeling
- Checking for Understanding
- Guided Practice
- Independent Practice

Finally, at the end of the lesson plan provide a one- to two-paragraph reflection on your lesson plan (4 points).

- Discuss the rationale for a direct instruction lesson that proactively teaches classroom norms.
- Discuss the effectiveness of this lesson plan for teaching classroom norms.
- Describe how you would modify this lesson for students with diverse learning needs.
- Discuss how you will revisit or reteach this lesson on classroom norms throughout the school year.

The Communicating Classroom Norms writing assignment

- Must be three to four pages in length and formatted according to APA style, as outlined in the [Ashford Writing Center's APA Style](#) resource.
- Must include a separate title page with the following:
 - Title of paper
 - For further assistance with the formatting and the title page, refer to [APA Formatting for Word 2013](#).
 - Student's name
 - Course name and number
 - Instructor's name
 - Date submitted
- Must include an introduction and conclusion paragraph. Your introduction paragraph needs to end with a clear thesis statement that indicates the purpose of your paper. For assistance on writing [Introductions & Conclusions](#) as well as [Writing a Thesis Statement](#), refer to the Ashford Writing Center sources.
- Must use at least one scholarly source in addition to the Module recommended resources.
- Must apply APA style to document within your writing where you found information, quotes, and research as outlined in the Ashford Writing Center's resource on [Citing Within Your Paper](#).
- Must include a separate references page that is formatted according to APA style. See the [Formatting Your Reference List](#) resource in the Ashford Writing Center for specifications.

Instructions for submitting your assignment:

- Submit your assignment for evaluation using the "Submit Assignment" button. Include the link to your ePortfolio in the comments box when uploading.
- Archive your assignment in your ePortfolio by uploading to your Portfolium account (Select "Add new project"). Follow the step-by-step instructions.
- Once uploaded, add a title (e.g., Module 4: Lesson Plan) and a one- to two-sentence description.

*Once assignments are uploaded to your ePortfolio, they are considered artifacts and will be referenced as such.

MODULE 5

CLASSROOM PROCEDURES

Complete the module and receive feedback prior to advancing to the next module unless you have confirmed approval from the instructor to advance in the module sequence prior to receiving a score from completed module.

Overview

Activity	Due Date	Format	Grading Percent
Transitions	Complete before advancing to Module 6	Discussion	4
Classroom Procedures		Assignment	12

Module Learning Outcomes

This module students will

1. Evaluate the effectiveness of classroom procedures including transitions.
2. Discuss the importance of having clear classroom procedures in place in relationship to the impact on classroom culture.
3. Analyze how having clear procedures in place can prevent classroom management issues and discipline problems.

Introduction

Establishing predictable routines is a critical part of classroom management because routines form the framework for instruction. From the time students enter your classroom, they must know your expectations. Procedures dictate what students are to do and how they will work. A procedure explains how you want something done, and it is your job as the teacher to clearly explain it. Procedures are necessary for several reasons. First, they are needed to ensure your classroom functions effectively. Second, they reduce classroom interruptions and discipline problems because they tell students how things will work. It is important to set students up for success at the very beginning of the school year by providing direct instruction in both classroom rules and classroom procedures.

Required Resources

Article

Finley, T. (2017, March 13). [Mastering classroom transitions](#) [Blog post]. Retrieved from:

<https://www.edutopia.org/article/mastering-transitions-todd-finley>

- In this blog posting Finley discusses how moving students in and out of class and between activities smoothly saves valuable instructional time.

Accessibility Statement does not exist.

[Privacy Policy](#)

Multimedia

Apies, A. (n.d.). [Seating arrangements with work stations](#) [Video file]. Retrieved from

<https://www.teachingchannel.org/videos/seating-arrangements>

- In this 1 minute video teacher Amy Spies reflects on why she creates work stations for her students. This video will help you with your Module 5 Transitions discussion.

Accessibility Statement does not exist.

[Privacy Policy](#)

Ramos, O. (n.d.). [Using a number system to streamline classroom routines](#) [Video file]. Retrieved from

<https://www.teachingchannel.org/videos/streamline-class-routines>

- In this 2 minute video, Olga Ramos discusses how she uses a simple number system to manage classroom routines. This video will help you with your Module 5 Transitions discussion.

Accessibility Statement does not exist.

[Privacy Policy](#)

Romagnolo, N. (n.d.). [Seating with numbers](#) [Video file]. Retrieved from <https://www.teachingchannel.org/videos/assign-classroom-seats>

- In this 2 minute video Nick Romagnolo discusses how he creates a seating chart with number to help guide his classroom procedures and management. This video will help you with your Module 5 Transitions discussion.

Accessibility Statement does not exist.

[Privacy Policy](#)

Romagnolo, N. (n.d.). [Setting the tone from day one](#) [Video file]. Retrieved from

<https://www.teachingchannel.org/videos/setting-classroom-tone>

- In this 3 minute video Nick Romagnolo discusses how he communicates clear expectations to his students. This video will help you with your Module 5 Transitions discussion.

Accessibility Statement does not exist.

[Privacy Policy](#)

Saul, J. (n.d.). [Choreograph your classroom](#) [Video file]. Retrieved from

<https://www.teachingchannel.org/videos/smooth-transitions-in-classroom>

- In this 3 minute video teacher Jen Saul discusses how she helps create an environment to move quickly and efficiently around the classroom. This video will help you with your Module 5 Transitions discussion.

Accessibility Statement does not exist.

[Privacy Policy](#)

Yim, S. (n.d.). [Ask 3 then me](#) [Video file] Retrieved from <https://www.teachingchannel.org/videos/ask-3-then-me>

- In this 3 minute video, Susan Yim discusses how she creates a shared responsibility for learning with a simple rule. This video will help you with your Module 5 Transitions discussion.

Accessibility Statement does not exist.

[Privacy Policy](#)

Discussion

Participate in the following discussion:

1. **Transitions [MLOs: 1, 2, 3] [CLOs: 1, 2, 3].** *Complete before advancing to Module 6.* Knowing what to expect in the classroom helps students feel comfortable and also helps to ensure smooth transitions throughout the day. Think about your classroom and the transitions which you must plan for, such as beginning the day, entering and exiting the classroom, collection and distribution of papers, and so forth.

Brainstorm a quick list on a Word document about your daily transitions in the classroom. As you watch the following videos and read the blog think about the list you created and how you teach transitions to the students

- [Ask 3 Then Me \(1 min. 17 sec.\)](#)
- [Streamline Class Routines \(1 min. 31 sec.\)](#)
- [Setting Classroom Tone \(2 min. 20 sec.\)](#)
- [Assigning Classroom Seats \(1 min. 22 sec.\)](#)
- [Seating Arrangement \(1 min.\)](#)

- [Smooth Transitions in the Classroom \(2 min. 23 sec.\)](#)
- Blog: [Mastering Classroom Transitions](#).

Now, go back to the list that you created and determine if there are any new items to add to the list after watching the videos and reading the blog.

Share your list with the class.

- Provide an analysis on the effectiveness of at least three of your daily classroom transitions.
- How does having clear classroom procedures in place impact classroom culture?
- Discuss the ways in which your classroom transitions are impacting your classroom management (positively and/or negatively).
- Discuss what you changed based on the videos. If you did not change anything, why not?

Respond to Instructor: It is important that you check back into the discussion prior to moving on to the next module and address all feedback left by your instructor. Part of your learning includes an exchange of ideas and critical thinking on the topics of discussion. While a specific number of responses or days of interaction are not required, the opportunity to communicate one-on-one with your instructor offers different perspectives and experiences to consider. Additionally, interacting one-on-one with your instructor will increase your depth of understanding and greatly enhancing your online learning experience.

Assignment

1. **Classroom Procedures [MLOs: 1, 2, 3] [CLOs: 1, 2, 3].** *Complete before advancing to Module 6.* The purpose of this assignment is to critically evaluate and reflect upon the classroom transition practices in your own classroom. If you are not currently teaching, you are encouraged to interview/observe a current teacher or reflect on your practices from the previous school year.

Techniques (5 points) You will need to describe at least 10 strategies, policies, and/or procedures addressed in your classroom. Choose 10 or more from the following list:

- Absent students
- Tardy students
- Bathroom or hall passes

- Late work
- Make-up work
- Extra Credit
- Food/Drink in the classroom
- Procedures for handing in completed work
- Procedures for handing out resources, supplies, textbooks or other materials
- Group work
- Classroom seating
- Talking or disruptive behavior
- Announcements (from teacher or intercom)
- Electronic devices or toys (cell phones, toys from home, etc.)
- Fire drills or lock-down drills
- Time (in general)
- Taking attendance
- Other

Chart (3 points) Create a chart listing the classroom transition area addressed in the first column. In the second column, list the current technique, policy, and/or procedure. In the third column, state whether it is “effective” or if it “needs improvement.” If no improvements or modifications are necessary, explain why the current technique, policy, or procedure is effective.

Reflection (2 points) Explain the relationship between classroom management practices and effective teaching practices.

The Classroom Procedures writing assignment

- Must be seven to eight double-spaced pages in length (not including title and references pages) and formatted according to APA style as outlined in the [Ashford Writing Center](#)'s [APA Style](#) resource.
- Must include a separate title page with the following:
 - Title of paper
 - Student's name
 - Course name and number
 - Instructor's name

- Date submitted
 - For further assistance with the formatting and the title page, refer to [APA Formatting for Word 2013](#).
- Must utilize academic voice. See the [Academic Voice](#) resource for additional guidance.
- Must document any information used from sources in APA style as outlined in the Ashford Writing Center's [Citing Within Your Paper](#) guide.
- Must include a separate references page that is formatted according to APA style as outlined in the Ashford Writing Center. See the [Formatting Your References List](#) resource in the Ashford Writing Center for specifications.

Instructions for submitting your assignment:

- Submit your assignment for evaluation using the “Submit Assignment” button. Include the link to your ePortfolio in the comments box when uploading.
- Archive your assignment in your ePortfolio by uploading to your Portfolium account (Select “Add new project”). Follow the step-by-step instructions.
- Once uploaded, add a title (e.g., Module 5: Assignment) and a one- to two-sentence description.

*Once assignments are uploaded to your ePortfolio, they are considered artifacts and will be referenced as such.

MODULE 6

PUTTING IT ALL TOGETHER

To be completed during the sixth module which is the last module in this series.

Overview

Activity	Due Date	Format	Grading Percent
Culture in Practice	Day 3 (1 st post)	Discussion	4
Classroom Culture Primer	Day 7	Final Paper	20

Module Learning Outcomes

This module students will

1. Evaluate elements of classroom culture in practice.
2. Assess course learning using reflective practices.

Introduction

A fundamental objective for all teachers is to develop, improve, and evaluate their own teaching practice. Videotaping yourself in action provides an authentic insight into your teaching, allowing you to reflect upon your teaching noting successes and opportunities for improvement. In this module you will split into two groups for you to reflect on the videos for this module. You will provide a reflection on the video about what is being done correctly and what needs to be worked on by the teacher in relationship to classroom culture. You will also submit your final assignment which is the Classroom Culture Primer paper.

Required Resources

Multimedia

Covarrubias, M. (n.d.). [Student engagement: 7th grade language arts](https://www.teachingchannel.org/videos/student-engagement-language-arts) [Video File]. Retrieved from <https://www.teachingchannel.org/videos/student-engagement-language-arts>

- This video is an inside look at first year teacher's lesson. This 14 minute video will help you with your Module 6 Culture in Practice discussion.

Accessibility Statement does not exist.

[Privacy Policy](#)

Cusick, J. (n.d.). [Freedom within form: How much is too much?](https://www.teachingchannel.org/videos/freedom-within-form) [Video File]. Retrieved from <https://www.teachingchannel.org/videos/freedom-within-form>

- In this 13 minute video, John Cusick 5th grade language arts teacher discusses how you find a balance between students' enthusiasm and focused work. This video will help you with your Module 6 Culture in Practice discussion.

Accessibility Statement does not exist.

[Privacy Policy](#)

Paraiso, J. (n.d.). [Using video to reflect on teaching and learning](https://www.teachingchannel.org/videos/use-video-to-improve-teaching-ousd) [Video File]. Retrieved from <https://www.teachingchannel.org/videos/use-video-to-improve-teaching-ousd>

- In this 3 minute video Johanna Paraiso discusses on how recording yourself in action can help improve your teaching practice. This video will help you with your Module 6 Culture in Practice discussion.

Accessibility Statement does not exist.

[Privacy Policy](#)

Discussion

Participate in the following discussion:

1. **Culture in Practice [MLOs: 1] [CLOs: 1, 2, 3].** *Complete to conclude the course.* Videotaping yourself teaching helps you become a reflective practitioner. Additionally, watching a teacher in practice can help you determine what areas of your own practice you can improve or expand upon. For this discussion, you will observe (watch two videos) of classroom culture in action, then choose one observation to evaluate the classroom culture. First, watch the [Using Video to Reflect on Teaching & Learning](#) (2:36) on how videotaping yourself delivering instruction can help improve your practice.

Next, watch one of the two videos:

- [Freedom Within Form: How Much is Too Much \(13 min. 38 sec.\)](#)

or

- [Student Engagement in Language Arts \(14 min. 8 sec.\)](#)

In your discussion

- First, provide a link to the video you watched.
- Next, in two to three paragraphs discuss one of the following elements of classroom culture you viewed in the video. Be sure to include (a) the ways in which the teacher successfully integrated this element in his/her teaching and (b) opportunities for improving the integration of this element.
 - How respectful, positive student teacher relationships are evident
 - Students demonstrate mutual respect
 - Students are comfortable sharing ideas, questions, concerns, or needs
 - Evidence of celebrating student success
 - Evidence of developing leadership skills in students
- Finally, in one paragraph suggest next steps for the teacher in regard to building a classroom culture.

Respond to Instructor: It is important that you check back into the discussion prior to moving on to the next module and address all feedback left by your instructor. Part of your learning includes an exchange of ideas and critical thinking on the topics of discussion. While a specific number of responses or days of interaction are not required, the opportunity to communicate one-on-one with your instructor offers different perspectives and experiences to consider. Additionally, interacting one-on-one with your instructor will increase your depth of understanding and greatly enhancing your online learning experience.

Final Paper

1. **Classroom Culture Primer [WLOs: 2] [CLOs: 1, 2, 3].** *Complete to conclude the course.* There is certainly no one best way to create classroom culture. Your classroom culture evolves over time to reflect the changes in your student demographics, school wide initiatives, and years of teaching experiences.

This assignment consists of two parts.

- First, you will create a classroom culture primer identifying the critical points for a classroom culture that promote a positive learning environment. Think of the primer as something you would share with a first-year teacher, someone who is just starting out in the teaching profession and needs guidance on how to create and maintain a positive classroom culture. Imagine that you have been assigned a student teacher

for the year, someone is about to finish their teaching degree and become a classroom teacher. Part of your responsibility in guiding this new teacher is to help them understand the importance of creating a positive classroom culture. Taking into account your work from this course, you will create a classroom culture primer for your new protégé. The primer you create can be in an essay format, power point presentation, video format ... be creative and choose an option that works for you. Your primer should include support from your learning throughout the class.

- Second, you will create a reflection. Critical reflection is an extension of “critical thinking.” It asks us to think about our practice and ideas and then it challenges us to step-back and examine our thinking by asking probing questions. It asks us to not only delve into the past and look at the present but importantly it asks us to speculate about the future and act.

Part 1: Primer

The primer should include the following:

- Building a sense of community
 - establishing a respectful tone
 - establishing a bond with and among students
 - creating a community that values all students
- Valuing hard work, team effort and academic achievement
 - shared academic vision
- Creating and implementing effective rules and outcomes
 - determining rules
 - determining outcomes
 - teaching expectations
- Maximizing the efficiency and structure of your classroom
 - need for procedures and routines
 - teaching and reinforcing procedures

Part 2: Reflection:

- On a separate word document in one to two pages critically reflect on your learning throughout this course.
 - The “So, What?” of your learning.

The Classroom Culture Primer writing assignment

- Must be five to six double-spaced pages in length (not including title and references pages) and formatted according to APA style as outlined in the [Ashford Writing Center](#)'s [APA Style](#) resource.
- Must include a separate title page with the following:
 - Title of paper
 - Student's name
 - Course name and number
 - Instructor's name
 - Date submitted
 - For further assistance with the formatting and the title page, refer to [APA Formatting for Word 2013](#).
- Must utilize academic voice. See the [Academic Voice](#) resource for additional guidance.
- Must include an introduction and conclusion paragraph. Your introduction paragraph needs to end with a clear thesis statement that indicates the purpose of your paper.
- For assistance on writing [Introductions & Conclusions](#) as well as [Writing a Thesis Statement](#), refer to the Ashford Writing Center resources.

Instructions submitting your assignment:

- Submit your assignment for evaluation using the “Submit Assignment” button. Include the link to your ePortfolio in the comments box when uploading.
- Archive your assignment in your ePortfolio by uploading to your Portfolium account (Select “Add new project”). Follow the step-by-step instructions.
- Once uploaded, add a title (e.g., Module 6: Assignment) and a one- to two sentence description.

*Once assignments are uploaded to your ePortfolio, they are considered artifacts and will be referenced as such.

COURSE MAP

The course map illustrates the careful design of the course through which each learning outcome is supported by one or more specific learning activities in order to create integrity and pedagogical depth in the learning experience.

Learning Outcome	Week	Activity
1. Analyze a variety of systems and routines that promote an engaging learning environment.	2 2 3 3 4 4 5 5 6 6	<ul style="list-style-type: none"> ▪ Inspiration – Discussion ▪ Teaching Philosophy – Discussion ▪ Learning Environment – Discussion ▪ Classroom Setup Reflection – Journal ▪ Classroom Rules and Outcomes – Discussion ▪ Communicating Expectations – Assignment ▪ Transitions – Discussion ▪ Classroom Procedures – Assignment ▪ Culture in Practice – Discussion ▪ Classroom Culture Primer – Final Paper
2. Apply strategies that promote a positive and engaging classroom culture.	1 1 2 2 3 3	<ul style="list-style-type: none"> ▪ Post Your Introduction – Discussion ▪ Classroom Culture – Journal ▪ Inspiration – Discussion ▪ Teaching Philosophy – Discussion ▪ Learning Environment – Discussion ▪ Classroom Setup Reflection – Journal

	<p>4</p> <p>4</p> <p>5</p> <p>5</p> <p>6</p> <p>6</p>	<ul style="list-style-type: none"> ▪ Classroom Rules and Outcomes – Discussion ▪ Communicating Expectations – Assignment ▪ Transitions – Discussion ▪ Classroom Procedures – Assignment ▪ Culture in Practice – Discussion ▪ Classroom Culture Primer – Final Paper
<p>3. Evaluate the relationship between building student character and trust while maintaining behavior expectations in the classroom.</p>	<p>1</p> <p>3</p> <p>4</p> <p>5</p> <p>5</p> <p>6</p> <p>6</p>	<ul style="list-style-type: none"> ▪ Classroom Culture – Journal ▪ Classroom Rules and Outcomes – Discussion ▪ Communicating Expectations – Assignment ▪ Transitions – Discussion ▪ Classroom Procedures – Assignment ▪ Culture in Practice – Discussion ▪ Classroom Culture Primer – Final Paper