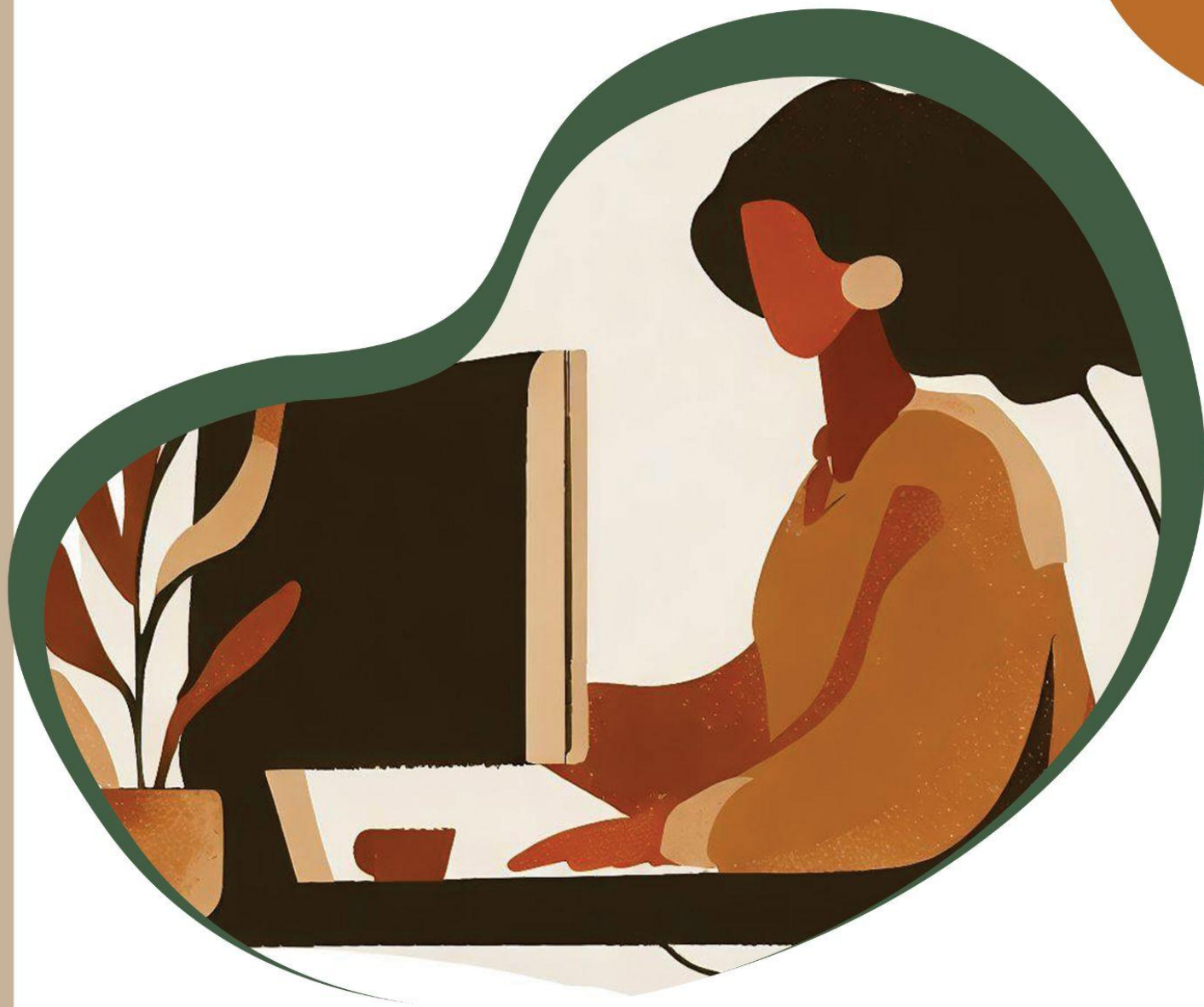




Course Syllabus

BUILDING CLASSROOM CULTURE



Building Classroom Culture

45 Hours or 3 Graduate Credits

Course Access: Upon enrollment, you have 180 days to complete your online course in our [eClassroom](#). If you have any questions about course access, please email support@cecreditsonline.org, or call 425-788-7275 extension 104.

Course Description

The goal of this course is to provide teachers with proven strategies and tools for creating and maintaining a healthy classroom culture. You will explore the key tenets of social emotional learning, culturally-responsive teaching, and equitable practices as a framework through which they can build and support a positive culture in their classrooms. They will explore how their experiences, teaching practices, the selection of learning materials, assessment strategies, and interactions with families, colleagues, and the community shape the culture of their classroom.

Course Objectives: By the end of the course, participants will:

As a result of this course, participants will:

- Identify the key tenets of social-emotional learning, culturally-responsive teaching, and equitable educational practices.
- Explore strategies for building community with and among their students, families, colleagues, and the community.
- Examine the impact of instructional practices, assessment strategies, material selection, and the Digital Divide on classroom culture.
- Devise actionable steps towards creating a more positive classroom culture.

Alignment to the [Charlotte Danielson Framework for Teaching](#)

Primary Standards

Domain 2: Classroom Environment

2a Creating an Environment of Respect and Rapport

- Part of creating a healthy classroom culture is establishing respect and rapport. This course focuses an entire module on Relationship Building, in which participants will explore the importance of being intentional about their interactions with students, as well as designing opportunities for students to interact with each other. An emphasis is placed on the use of inclusive language and strategies for building spaces where all students are welcome and encouraged to actively participate in their education.

2b Establishing a Culture for Learning

- The overarching goals of the course is to provide participants with the strategies and tools necessary to create a positive classroom culture. This exploration

centers on the key tenets of Social-Emotional Learning, Culturally-Responsive Teaching, and equity in education. Throughout the course, participants are presented with opportunities to learn about, reflect on, and discuss how their own culture, bias, norms, abilities, and assumptions - as well as those of their students - impact teaching and learning. This holistic approach is intended to equip participants with the ability to implement key concepts in a way that improves the overall learning environment.

Domain 4: Professional Responsibilities

4a - Reflecting on Teaching

- From the first module (*Self-Assessment*) to the last (*Engaging Stakeholders*), participants are asked to reflect on their current practices, evaluate their potential impact on classroom culture, and, when appropriate, adjust those practices to better meet the needs of students. The Final Project culminates in a reflection on what they have learned and requires participants to identify clear “next steps” in their professional practice.

Additional Standards

Domain 1: Planning and Preparation

- 1b - Demonstrating Knowledge of Students

Domain 3: instruction

- 3c - Engaging Students in Learning
- 3d - Using Assessment in Instruction

Domain 4: Professional Responsibilities

- 4c - Communicating with Families
- 4d - Participating in a Professional Community
- 4e - Growing and Developing Professionally

Course Components

This course consists of interactive presentations, videos, readings, discussion boards, authentic tasks, and a final project. All elements of the course must be completed in order to obtain a letter of completion and/or credits.

Credit:

- For those taking this course for credit, upon completion, the necessary paperwork will be submitted to the university that was selected at the time of purchase. Please see [University Partners](#) on our homepage for more information.
- For those taking this course for a Certificate of Completion, one will be emailed upon successful completion that may be kept for your records.

Course Outline

Module 1: A Thoughtful Approach to Culture-Building

- Interactive Presentation: Creating a Brave Learning Space
- Interactive Presentation: Social and Emotional Factors
- Discussion Board: Social-Emotional Self-Assessment
- Interactive Presentation: Cultural Factors
- Interactive Presentation: Equity vs. Equality
- Discussion Board: Reflecting on Culture and Equity
- Downloadable Resource: A Framework for Thinking About Culture Building

Module 2: The Teacher's Role in Building Culture (Self-Assessment)

- Interactive Presentation: Promoting Social Emotional Learning (SEL)
- Interactive Presentation: Culturally-Responsive Teaching (CRT)
- Discussion Board: EL & CRT Self-Assessment
- Interactive Presentation: Ensuring Equity
- Discussion Board: Ensuring Equity
- Authentic Task #1: Lesson Plan Evaluation
- Downloadable Resource: Reflective Practice Guide

Module 3: Establishing Culture Through Relationship Building

- Interactive Presentation: Student-Teacher Interactions
- Interactive Presentation: Effective Feedback Practices
- Discussion Board: Feedback
- Interactive Presentation: Student-Student Interactions
- Discussion Board: Building an Engaging Learning Community
- Downloadable Resource: Establishing Relationships

Module 4: Culture-Building Through Instruction

- Interactive Presentation: Finding Materials
- Interactive Presentation: Evaluating Materials
- Discussion Board: Learning Object Evaluation
- Interactive Presentation: Assessment
- Discussion Board: Assessment Plan
- Downloadable Resource: Learning Materials & Assessment

- Authentic Task #2: Lesson Plan

Module 5: Addressing the Digital Divide

- Interactive Presentation: What is the Digital Divide?
- Discussion Board: Evidence of the Divide in Your Classroom
- Interactive Presentation: Impact on Learning
- Interactive Presentation: Impact on Teaching
- Discussion Board: Impact on Teaching
- Downloadable Resource: Digital Divide Journal

Module 6: Engaging External Stakeholders

- Interactive Presentation: Families
- Discussion Board: Parent Meeting
- Interactive Presentation: School/District
- Interactive Presentation: Community
- Discussion Board: Reflective Practice Plan
- Downloadable Resource: Professional Growth Opportunities

Final Project: Reflection & Next Steps

Throughout this course, you've explored the key components of social-emotional learning, culturally-responsive teaching, and equity as ways to build a positive classroom culture. Understanding and implementing these strategies requires continual personal reflection and professional growth.

To that end, in this final project, you will reflect on your current knowledge and practices and identify next steps that you can take towards creating the classroom culture that you desire to build for your students.

Grading Policy:

100%-90% = A

89%-80% = B

79% and below is Not Passing

Course Component	Percentage of Final Grade
Authentic Tasks (2)	40%
Discussion Boards (12)	25%
Final Project	35%

You must have an 80% average in order to pass and obtain University credit for this course unless your district has specified otherwise.

Compliance with and Commitment to the American Disabilities Act:

In compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, participants who have any condition, either permanent or temporary, which might affect their ability to complete this course, are encouraged to reach out to support@cecreditsonline.org at the beginning of the course. We will make reasonable academic and accessibility accommodations to the course.

Academic Integrity Policy:

Honesty is an essential aspect of academic integrity. Individual students are responsible for doing their own work and submitting original assignments as per the course directions. Individual students are responsible for doing their own work. Plagiarism and cheating of any kind will not be tolerated. This includes using information from the Internet without citing the website. Avoid plagiarism by appropriately acknowledging the source of the author's words and ideas.