The Effective K-12 Hybrid Classroom: Part I
CEUs: 3

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Introduction

Welcome to *The Effective K-12 Hybrid Classroom – Part 1*, an online professional development course geared primarily for educators. This course requires educators to implement new or improve current strategies for hybrid classrooms. Online or virtual learning is inevitable in education. Many LEAs have implemented hybrid environments for students and teachers. The majority of educational resources are online. LEAs have invested much in the area of academic preparation resources. Many teachers may not be aware of the many resources afforded to them. So much information resides online. In the event that schools are not accessible for students due to student illnesses, natural disasters, building infrastructure or unforeseen issues, approved contingency plans are necessary for instruction to continue. LEAs are putting more professional development time in educating instructional leaders in using these resources.

This course will focus on the following areas:

Resources are currently available for your school or district

- Cloud base academic resources
- Cloud base interactive teaching tools
- Local school webpages for instructions
- Online screen share tools
- Teleconference tools

Setting up Your Online Classroom

- Creating engaging online communities
- The home classroom
- Online communication skills
- Online is not onsite instruction
- Tips for preparing to teach online

Creating Enthusiasm in Your Online Classroom

- Cooperative strategies
- Create interactive elements
- Making time with parents and students
- Keep the learning modules short but effective
- Use, but don't overuse, video

Classroom Management Strategies via Online

- Classroom expectations
- Extending the classroom
- Monitored small groups
- Reinforce due dates
- Using teleconference tools

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Academic Integrity Statement

The structure and format of most online courses presume a high level of personal and academic integrity in completion and submission of coursework. Individuals enrolled in an online professional development course are expected to adhere to the following standards of academic conduct.

Academic Work

Coursework submitted by the individual shall be the educator's own work or appropriately attributed, in part or in whole, to its correct source. Submission of commercially prepared (or group prepared) materials as if they are one's own work is unacceptable.

Aiding Honesty in Others

The individual will encourage honesty in others by refraining from providing materials or information to another person with knowledge that these materials or information will be used improperly.

Violations of these academic standards may result in loss of credit for the course.

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Level of Application

This course is designed to be an informational course with application to educational settings. The strategies are appropriate for the remediation of challenging behavior in students.

Course Expectations:

Upon completion of the Units in this online professional development course, educators should:

- ✓ See what resources are available with their school system
- ✓ Understand the importance of a Hybrid classroom
- ✓ Write a reflection response for *Effective K-12 Hybrid Classroom*
- ✓ Influence others to make improvements the K-12 Hybrid Classroom system

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Course Description

Some aspects of the traditional classroom content should be available online. This extends the reach of the classroom. There is a large percentage of schools that allow this from middle school and above. Elementary schools are far less capable for this type of integration for many reasons. It is a more complex student/teacher/parent model to implement but is very doable. This course is suited for all K-12 teachers. This course will help you begin the process of creating or enhancing hybrid classroom settings. Do you know what online resources are available by your LEA or school? Do you know where to begin to setup a hybrid classroom environment? How do you create the enthusiasm in the hybrid settings? What is classroom management like in hybrid settings? This course will help you explore these questions and spark ideas to share with your school leaders and peers. You can't do this implementation on your own. It requires the support from the LEA and school leaders for successful implementation. When implemented correctly, it will produce academic gains.

Course Units

Unit 1: Find Resources | School Resources

Upon completion of this unit, the educators are expected to:

- Provide understanding feedback through discussion forums on "**Finding Resources".**
- Score 90 to 100% on **"Finding Resources"** quiz.
- Share at least one technique implemented or enhanced.

Reading Assignments	Graded Activities and Deliverables		
	Grading Category	Activities/Deliverables	Grade Allocation (% of all graded work)
Various reading assignments are located in unit/week 1	Assignment	Complete the reading assignments	5%
	Discussion	Finding Resources	5%
	Assessment	Quiz from reading assignments	5%
	Assignment	Implementation Plan Snippet	5%
	Assignment	Critical Response|Self Peer Observation	5%

Unit 2: Setting up structure

Upon completion of this unit, the educators are expected to:

- Provide understanding feedback through discussion forums on **"Setting up Structure".**
- Score 90 to 100% on **"Setting up Structure"** quiz.
- Share at least one technique implemented or enhanced.

Reading Assignments	Graded Activities and Deliverables		
	Grading Category	Activities/Deliverables	Grade Allocation (% of all graded work)
Various reading assignments are located in unit/week 2	Assignment	Complete the reading assignments	5%
	Discussion	Setting up Structure	5%
	Assessment	Quiz from reading assignments	5%
	Assignment	Implementation Plan Snippet	5%
	Assignment	Critical Response|Self Peer Observation	5%

Unit 3: **Creating Enthusiasm in your online class**

Upon completion of this unit, the educators are expected to:

- Provide understanding feedback through discussion forums on **"Creating Enthusiasm"**.
- Score 90 to 100% on **"Creating Enthusiasm"** quiz.
- Share their ideas with other educators (workshop and school).

Reading Assignments	Graded Activities and Deliverables		
	Grading Category	Activities/Deliverables	Grade Allocation (% of all graded work)
Various reading assignments are located in unit/week 3	Assignment	Complete the reading assignments	5%
	Discussion	Creating Enthusiasm	5%
	Assessment	Quiz from reading assignments	5%
	Assignment	Implementation Plan Snippet	5%
	Assignment	Critical Response|Self Peer Observation	5%

Unit 4: Online Classroom Management Upon completion of this unit, the educators are expected to: • Provide understanding feedback through discussion forums on **"Online Classroom Management".** • Score 90 to 100% on **"Online Classroom Management"** quiz. Share their ideas with other educators (workshop and school).				

	Graded Activities and Deliverables		
	Grading Category	Activities/Deliverables	Grade Allocation (% of all graded work)
Reading, Assignments, Activities	Assignment	Complete the reading assignments	5%
	Discussion	Online Classroom Management	5%
	Assessment	Quiz from reading assignments	5%
	Assignment	Implementation Plan Snippet	5%
	Assignment	Critical Response|Self Peer Observation	5%

Earn It – Final Wrap-up

Upon completion, the educators are expected to have more depths of knowledge on the course objectives.

Assessment	Graded Activities and Deliverables		
	Grading Category	Activities/Deliverables	Grade Allocation (% of all graded work)
Writing guidelines for reflection is located within course	Assessment	Complete the Reflection Assessment	Required to Pass

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Partial Listed References:

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