

One Graduate Workshop Credit

Collaborating Online for Rigor and Relevance: Effective Methods for Building Relationships

This course provides teachers with ideas for setting up their classrooms for effective teaching and learning. Building strong relationships with students, parents and other teachers through effective communication plans emphasizing high expectations.

At the end of this course, participants will create a three year professional growth plan.

Student Outcomes

- I. Communication as a way to develop strategies to build strong relationships
Students will participate in each module (5) discussions to:
 - A. Understand how relationships are critical for working with the Rigor/Relevance Framework.
 - B. Understand the importance of communications with parents/guardians.
 - C. Understand the successful practices educators can use in implementing classroom design for rigor, relevance, and relationships.
- II. Students will:
 - D. Compare and contrast the different seating arrangements that lead to higher rigor, relevance, and relationships.
 - E. Work with others to explore resources to support home/school communications.
 - F. Examine current expectation of student learning and achievement in your classroom and develop a tool for communicating high expectations with your students.
 - G. Reflect on the importance of developing self-awareness and create a professional development plan.

Course Outline

The purpose of CORR is to have participants work together in an asynchronous mode to examine effective methods for building relationships. Because of so many significant time limitations, this experience allows teachers to work together at convenient times through the use of an online management system. Participants in CORR will develop the following skills:

- Apply high rigor, high relevance, high relationship strategies to their classroom settings and seating arrangements.
- Select and justify strategies to increase the level of rigor and relevance via relationships. Explore, develop, and reflect on their professional development plan.

Each module is designed to provide teachers with adequate background knowledge, increase collaboration and create a finished product. There are five activities in the CORR structure.

Connect stimulates interest and connects the teacher with the current topic.

Explore provides background information that teachers can read or listen to. The section includes articles, links to Web sites, video, and audio.

Share is a discussion section that starts with a question related to the topic. Teachers contribute to the online discussion and share ideas to shape each others perspective.

Apply is the section in which teachers will apply what they have learned. These are engaging activities that allow teachers to complete hands on activities and reinforce their knowledge.

Develop is the section in which teachers will create a product or project required in each respective topic. Each topic will end with something specific that teachers will develop.

The aforementioned components are included in each of the following five topics. The topics guide participants through developing a deeper understanding of building relationships. The topics are:

Course Module	Development Activity
1. Setting Up a Classroom	Create a video or photo tour of your classroom
2. Teacher-Home Communication	Create a year long communications plan
3. Beyond Management: Building Learning Relationships	Create a plan for building strong relations with students, parents/guardians, and colleagues
4. Setting High Expectations for Teaching and Learning	Adapt the "Success Contract" for your students
5. Sustaining Your Professional Learning	Create your professional growth plan

Course Activities:

There are 3 types of course activities. The discussion activities (Share) are forum questions that have been designed to align with the current topic. Each topic has at least one forum. The reflection activities (Journal), and the "Develop" activities (Apply) are product-based assignments where participants are developing and sharing materials for their use.

Pertinent Links:

- <http://rigor-relevance.com>

Please note: If you are registered for graduate credit via the University of Sioux Falls

1. A review of the student's online discussion participation will be conducted
2. "Develop Activity" assignments need to be received on a continuous basis

Please send Development assignments to:

Dale Eggebraaten
Successful Practices Network
1585 Route 146, Rexford, NY 12148
or
Dale@spnet.us | fax (518) 723-2140

Grading Rubric - Participation (Share)

There are opportunities for participants to interact with each other and to share content, experience, and observations about the course. Participation is graded based on the quality of the messages posted and correspondence with others.

	A	B	C	No Credit
Answered question posed	Initial response is of high quality. It includes reference of materials online and in printed materials.	Initial response answers question but does not reference any materials.	Initial response lacks clarity.	No response.
Feedback to others	Always provides feedback to others.	Sometimes provides feedback to others.	One or two times provided feedback to others.	Never provides feedback to others.
Feedback to others who respond to you	Always provides feedback to those who respond to me.	Sometimes provides feedback to others who respond to me.	One or two times provided feedback to others.	Never provides feedback to others who respond to me.

Grading Rubric - Assignments (Develop)

There are five opportunities for participants to submit assignments. Assignments are graded based on their quality and how they relate to the content of the course/module.

	A	B	C	No Credit
Meeting guidelines of assignment	Clearly addresses all parts of the task, demonstrates a clear understanding of purpose	Addresses all parts of the task, demonstrates a general understanding of purpose	Address only parts of the task, demonstrates little understanding of purpose	No response.
Referencing site materials	Provides effective support for judgments through specific references to site material and prior knowledge	Provides some support for judgments through specific references to site material and prior knowledge	Provides weak support for judgments	No reference.
Feedback to others	Provides feedback to more than half of the class	Provides feedback to about half of the class	Provides feedback to less than half of the class	Provides no feedback