To whom it may concern:

University of Oregon Real Solutions provides online professional development courses to help teachers become and remain effective. Our courses are designed to meet national standards, but your district must determine if a course meets specific district or state standards.

Your teacher, __________________________________________________ requests that you please review the course “Classroom Management.” A syllabus is attached to help you determine if this course meets your requirements.

Real Solutions research-based courses are brought to you by University of Oregon, a Tier 1 institution you know and trust to provide the highest quality educational content. Our courses are fully online, self-paced curriculum that is anticipated to take 20 hours to complete.

Teachers complete weekly assignments at their own pace and take part in online discussions. A trained facilitator keeps the learners and discussions on track. Courses are available for teachers at every grade level—Pre-K to 12.

All courses:

• Are facilitated by highly qualified educators and experts in their field who currently teach at the University of Oregon. All facilitators hold doctorate degrees.
• Use best practices for integrating technology into the curriculum.
• Incorporate research-based instructional design.
• Contain standards-based content from recognized experts in the field.
• Demonstrate teaching practices modeled with classroom video segments.
• Feature authentic tasks with real-world applications.

For more information about Real Solutions—including group sales—please contact us at 541-600-5473 or visit https://realsolutions.uoregon.edu.

"Both the approach to learning and the delivery method are exactly what is needed by teachers today. This program is going to become the ‘go to’ for professional development in the state of Oregon." — Kim Finch, STEM Education Administrator, Eugene School District 4J
Course Title: Real Solutions in Classroom Management  
Location: Web- UO AE ObaVerse: https://uoae.obaverse.net

Instructor Contact Information
Dr. Jeffrey Sprague  
jeffs@uoregon.edu  
Academic Extension Contact: pde@uoregon.edu  
Email inquiries will be returned within 24 hours

Proposed cost
$49 per module  
$160 per subscription

Course Description
This asynchronous self-paced course is a 4-part program covering several different relevant and research-based topics concerning classroom management. Module topics include: Teacher Well-Being, Physical Environment and Design, Equity Issues, and Strategies and Methods for Efficacy. Each module is packed with readings, research, videos, learning activities and several tools for building an active learning community that can extend the reach of the online course.

Course Goals
This course is presented by the University of Oregon. The goal of this course is to provide students with the knowledge and skills necessary to develop and sustain a classroom culture that supports the success of all students, particularly those with challenging behaviors. Emphasis will be placed on understanding the philosophical framework underlying positive behavioral interventions and supports (PBIS), and developing positive, proactive policies and procedures for managing student behavior in their classroom.

The course is organized around four main areas of content:

• Teacher wellbeing  
• Disciplinary Equity  
• Culturally Responsive Teaching  
• Evidence-based classroom management practices  
  o Physical environment  
  o Preventive practices

Learning Objectives
At the completion of the course, participants will be able to:

1. Understand the environmental stressors that contribute to job related stress and identify ways to successfully combat stress and be more effective with classroom management strategies.

2. Survey their existing classrooms for good physical design and based on research evidence, make modifications for greater reach and contact with students.

3. Understand issues relating to equity and determine specific goals for managing equity in the classroom.

4. Implement evidence-based strategies and methods in classroom management that will lead to higher levels of student engagement and classroom harmony.
**Course Format**

ObaVerse

This course is delivered on a computer using ObaVerse. This learning management site will allow you to complete course work in a flexible manner on your computer. The syllabus, videos, readings, PowerPoint lectures, assignments, and discussion boards are all included on the course site.

**Getting Started**

This course is designed to be completely online. To familiarize yourself with your course, please explore the ObaVerse site, “My Courses” page provided for you and review the following:

A. Instructor Orientation Video with a brief bio of the instructor
B. Course Tour Video
C. Link to Syllabus
D. Downloadable syllabus (PDF)

This is a fully online self-paced series of modules. Participants will be assigned readings, videos, view narrated PPTS, and written assignments. They will take part in journaling and Professional Development portfolio building activities that can travel with the participant after completion of the course. Additional activities that engage learners in multiple layers of learning strategies include, online learning community building through blogs, participation in a “teacher lounge” and online forums for discussion with the instructor. In the completion of learning activities, participants will be exposed to several Web 2.0 tools that can be repurposed for exciting new classroom activities.

For technical issues related to ObaVerse, you'll find a helpful red “Help” button on the lower left hand corner of every page of the learning management site where you can leave a message and get a quick response to your issue.

For other issues related to registration, login information and how to submit assignments or work within the course site, email to pde@uoregon.edu

**Required reading**

Assorted articles and book chapters for each week have been posted to to each course module in ObaVerse. These readings have been selected to reinforce the lecture material and to provide fodder for the discussion board conversations. Furthermore, your module final exams will include questions focused on these readings to make sure that you have completed the assignments and have critically engaged with the literature.

**Discussion Board Posts for the Teacher Well-Being Module**

In each part of the Teacher Well-Being module participants will find a discussion prompt posted based on the content, videos and required readings. These discussions will provide an opportunity for you to demonstrate that you have completed the readings and critically engaged with the material. Moreover, the discussion board offers a forum for you to talk with your colleagues about course-related material.

These posts are mandatory and due upon the completion of each unit.

- Critical Response One must be completed at the end of part one. This post should be one to two paragraphs in length and needs to be a well-structured response that includes reactions to the readings. Please provide appropriate citations as needed using APA format. You are welcome to include one to two questions in your response that may reflect areas of confusion or additional areas of inquiry. These questions will provide an opportunity for your classmates to critically respond.

- Critical Response Two is due at the end of part two. This post should be one to two paragraphs in length and needs to be a well-structured response that includes reactions to the readings. Please provide appropriate citations as needed using APA format. You are welcome to include one to two questions in your response that may reflect areas of confusion or additional areas of inquiry. These questions will provide an opportunity for your classmates to critically respond.

- It is required that all participants post at least one response to another student on the discussion board. You are welcome to contribute a resource and extend the learning.

Please provide thoughtful and constructive comments for your fellow students and be respectful of their opinions. Poor behavior will reflect negatively on your grade.

**Evaluation**

Self Check Quizzes and Final Exams

Three out of the four modules will have self-check quizzes, all four modules culminate in a final exam at the very end of the module. The
self-check quizzes must have a grade of 80% to allow the participant to move forward and take the final exam. Successful grades of 80% will be required to receive a certificate of completion for the course.

**Course Attendance**
Due to the self-paced asynchronous nature of this course, students will have up to one year to complete the program.

**Participant Survey**
Each section will have a short participant learning survey to allow you an opportunity to share in the design and development of this program over time. We welcome your responses, thoughts and ideas and appreciate you taking just a few short minutes to fill out each survey.

**Conflict Resolution**
Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnessed bias, unfairness, or other improper treatment.

It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, contacting the Department Head, or within the College of Education you can contact: Joe Stevens, Associate Dean for Academic Affairs, at 346-2445 or stevensj@uoregon.edu or Surendra Subramani, Diversity Coordinator, at 346-1472 or surendra@uoregon.edu.

UO Bias Response Team: 346-1139 or http://bias.uoregon.edu/whatbrt.htm Conflict Resolution Services 346 -0617 or http://studentlife.uoregon.edu/programs/crs/ Affirmative Action and Equal Opportunity: 346-3123 or http://aaeo.uoregon.edu/

**Diversity**
It is the policy of the University of Oregon to support and value diversity. To do so requires that we:
- Respect the dignity and essential worth of all individuals.
- Promote a culture of respect throughout the university community.
- Respect the privacy, property, and freedom of others.
- Reject bigotry, discrimination, violence, or intimidation of any kind.
- Practice personal and academic integrity and expect it from others.
- Promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

**Documented Disability**
Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, notify the instructor immediately.

**Expected Online Classroom Behavior**
Classroom expectations include:
- Participating in class activities which include the discussion board forum
- Respecting the diversity of cultures, opinions, viewpoints in the public forums which include the discussion board and the Teacher’s Lounge
- Listening to fellow students, professors, and lecturers with respect
- Adhering to our published policy on netiquette which can be found in each module. Racist, homophobic, sexist, and other disrespectful comments will not be tolerated.
- Each participant will have the University of Oregon honor code statement on their home page that they will have to accept.

**Responsibility**
You have one year to complete the work in the module you have registered for.

If you have registered for the subscription (all 4 modules): you will also have one year to complete all four. One year from today, your login will expire. It is your responsibility to keep track of your login expiration date to ensure that you have completed the work by the end of one year.
Cancellation and Refunds

You may cancel with no penalty before logging into the ObaVerse learning management system, after logging in to ObaVerse and reviewing the “Orientation” section, but not after you open (click through) the “Content” section of the online module in ObaVerse. Once you have opened the “Content” area within the Real Solutions online module, you will no longer be eligible to receive a refund. If you need to cancel your registration prior to starting a module or opening the “Content” section, please send an e-mail to pde@uoregon.edu or call the Registration Office at 800-824-2714.

If you have any questions, please e-mail pde@uoregon.edu or call 800-824-2714.