

Student Engagement and Standards-Based Learning™

Course Description

Using a standards-based approach as its foundation, *Student Engagement and Standards-Based Learning* is a Performance Learning Systems® course that offers high-yield instructional strategies designed to help teachers optimize student learning. Participants will use standards as a basis for lesson and assessment design in order to foster maximum student engagement and achievement. After reviewing how to align standards, assessments, scoring guides, and activities, participants will evaluate existing instructional activities and prioritize learning based on curriculum. A variety of instructional activities aligned to national content and process standards which address students' learning needs and foster progress toward deeper retention and transfer of learning are featured in this course.

Course Outcomes

Upon completion of this course, the learner is expected to be able to:

1. Discuss and apply current, validated research underlying the theories, principles, and practices that lead to and support student engagement and standards-based learning.
2. Align standards, assessments, scoring guides, and activities.
3. Design assessments and scoring guides for a learning activity aligned to standards.
4. Design a high-yield learning activity aligned to standards.
5. Design a learning activity that differentiates or addresses the needs of special populations.
6. Reflect upon and continuously evaluate personal practice, and adjust accordingly.
7. Generalize course content to reflect how diverse populations within classrooms have their needs met by applying the skills, strategies, and knowledge taught in this course.

Supplemental Outcomes

Upon completion of this course, the learner is expected to be able to:

8. Evaluate an existing learning activity and assessment.
9. Adapt course activities to create grade-level or content area learning activities for the classroom.
10. Incorporate technology to enhance learning activities and to enable students to learn to use it effectively.
11. Work collaboratively to refine understanding of content, give and receive feedback, improve expertise, and share knowledge, skills, and experiences.

Required Text

Selected research articles, research summaries, and topical articles drawn from educational literature and the course manual.

Institutional Outcomes

(To be listed here)

Topical Outline

List of Concepts

Engage Learners

Overview of course concepts and introduction to standards-based learning; examine the three levels of understanding of the QFL Process Skills: perception, induction, analysis, same/different, insight, appraisal, summary, evaluation, idea, prediction, and action; experience a standards-based community building activity; examine the domains of student engagement: engaged academically, engaged behaviorally, and engaged emotionally; identify strategies that motivate and engage learners within each of the domains; experience a standards-based learning activity aligned to the QFL Process Skill, Perception and make connections to strategies that engage; identify the components of high-yield learning activities; examine the POINT design model: plan intent, organize to engage, integrate skills, note adaptations, and target connections; experience a team building activity and make connections to the POINT design model; internalize the ideas and concepts learned and make connections to the classroom

Navigate Standards

Discuss standards from inception through common core standards now emerging; identify compelling whys for standards-based learning for various stakeholders; explore literature and navigate common core, national, and state standards; examine content and process standards in specific disciplines; identify the process skills in standards and correlate to the QFL Process Skills; experience standards-based learning activities aligned to the QFL Process Skills, Same/Different and Analysis; explore the logistics of organizing learning activities to engage learners and make connections to learning activities; internalize the ideas and concepts learned and make connections to the classroom

Generate Assessments

Examine the alignment of standards, assessment, and scoring guide for learning activities; have structured conversations to evaluate alignment criteria; discuss the advantages and limitations of traditional assessments, performance-based assessments, and self-assessments and the effects of the continuum; identify and model various formative assessment strategies; experience a standards-based learning activity aligned to the QFL Process Skill, Induction and create a formative assessment for the learning activity; participate and evaluate the use of pre- and post-assessment strategies; internalize the ideas and concepts learned and make connections to the classroom

Align Activities Conduct a curriculum audit of essential, important, and interesting topics to select high-yield learning activities; identify and evaluate the remaining components of POINT: integrate skills, note adaptations, and target connections; identify strategies for fostering 21st century skills in students to be integrated into standards-based learning activities; identify strategies for targeting connections between standards-based learning activities and content; experience standards-based learning activities aligned to the QFL Process Skills: perception, induction, analysis, same/different, insight, appraisal, summary, evaluation, idea, prediction, and action and make connections to POINT; experience learning activities that differentiate for special populations: ELL, gifted, and LD; internalize the ideas and concepts learned and make connections to the classroom

Gain Mastery Collaboratively and individually design standards-based learning activities, assessments, and scoring guides for the classroom; explore strategies for adapting, enhancing, and improving learning activities for the classroom to meet the needs of all learners; internalize the ideas and concepts learned and make connections to the classroom

Educate Discuss acceptable evidence of learning; evaluate the impact of a learning activity on student achievement by establishing protocols for looking at student work; share standards-based learning activities, assessments, and scoring guides; experience summary, review, and closing activities; internalize the ideas and concepts learned and make connections to the classroom

Course Assessments and Links to Institutional Outcomes and Course Outcomes

Throughout the course, the learner will be assessed and evaluated on the completion of the following assessments. The three mandatory assessments, which are bolded below, total 75 points. Participants choose two additional assessments (one for 10 points and one for 15 points) totaling an additional 25 points for a cumulative total of 100 points for the course.

| | | Points | Correlations With Institutional Outcomes | Correlations With Course Outcomes |
|--------------------------|---|-----------|--|-----------------------------------|
| Assessment No. 1: | Stop and Link Journal | 10 | | 1, 6, 11 |
| Assessment No. 2: | Article Review | 10 | | 1, 6, 11 |
| Assessment No. 3: | Web Search | 10 | | 1, 6, 11 |
| Assessment No. 4: | Standards-Based Assessment and Scoring Guide | 25 | | 2, 3 |
| Assessment No. 5: | Standards-Based Learning | 25 | | 2, 4 |

| | Activity | | |
|--------------------------|--|------------|----------------|
| Assessment No. 6: | Evaluating a Standards-Based Learning Activity | 15 | 6, 8 |
| Assessment No. 7: | Adapting Standards-Based Learning Activities to the Classroom | 15 | 4, 6, 9 |
| Assessment No. 8: | Enhancing and Improving a Standards-Based Learning Activity | 15 | 6, 9, 10, 11 |
| Assessment No. 9: | Standards-Based Learning Activity for Special Populations | 25 | 2, 5, 7 |
| | Total | 100 | |

Criteria specific to each assessment will be explained in conjunction with the instructional activities.

Instructional Materials

Instructors and learners will use instructor-generated materials, learner-generated materials, print resources, and Web-based resources to facilitate learning.

Instructional Methodology

The instructional methodology of this course focuses on developing, enhancing, and improving the instructional expertise and pedagogical knowledge base of practicing educators. Strategies include instructor presentation of new content through short lecturebursts, active construction of knowledge during hands-on practice and problem solving, collaborative group work, personal reflection, in-class presentations and demonstrations, ad hoc and structured group or whole-class discussion, analysis of assigned reading, and application of course content and skills to each participant's individual grade level, subject area, and classroom.

Evaluation

The evaluation of learner work will be based on the defined criteria for learner assessments, which will be processed with learners prior to their instructional activities and engagement with student learning targets (outcomes). Grading is based solely on the evaluation of student learning targets and defined criteria for learner assessments.

Formative assessment of learning outcomes is conducted throughout the course, using a variety of means that include the following: completion of assessments; constructive contributions to class discussions (whole-class as well as small-group); sharing of valuable, pertinent, and/or applicable ideas and experiences; involvement in the inductive process; interactive journal entries with written instructor feedback; critical or reflective responses to assigned readings; oral discussions in a whole-class or small-group setting; active participation and general attentiveness to the instructor and others. It is expected that each student will contribute to the academic quality of the course.

Summative assessment includes the completion of a culminating assignment that requires the participant to synthesize class content, apply it to his or her specific teaching situation, and complete a reflective action plan for implementing the major components of content and skill acquired during the course.

Grading Policy

(To be listed here)

Absence and Tardy Policy

(To be listed here)

Performance Learning Systems' Academic Integrity Policy

Performance Learning Systems expects absolute academic honesty and integrity from every course participant. The specific Academic Integrity and Honor Code Policies of our partner colleges and universities are embraced and enforced by PLS instructors. The following are considered to be serious violations:

- Plagiarism: the use of another's ideas, data, or words without proper acknowledgement.
- Fabrication: the use of invented information or the falsification of research or other findings with the intent to deceive.
- Collusion: improper collaboration with another in preparing assignments or projects.
- Cheating: an act of deception by which a student misrepresents that he or she has mastered information on an academic exercise that he or she has not mastered.
- Academic Misconduct: tampering with grades, or taking part in obtaining or distributing any part of student work that is not his or her own.

Violation or suspected violation will be investigated and pursued according to specific college/university procedures.

Identity Authentication

The college/university, Performance Learning Systems (PLS), and students share a joint responsibility to ensure that each student's contribution in an online course activity comes from that student alone. For the student, this responsibility has two parts:

1. Students are responsible for positively ensuring that every contribution to an online course created with the students' computer account is made by the student alone. Contributions covered under this policy include: written assignments; quiz and exam submissions; discussion forum postings; live participation in text-based chat sessions, phone conferences, and videoconferences. If a student allows another person to write or make any kind of submission to an online activity in the student's name, then this constitutes cheating and will be treated as a violation of academic honesty.
2. Students are responsible for ensuring the integrity of their computer account security by following the actions required of them by the PLS Acceptable Use Policy. These actions include keeping passcodes private, updating passcodes when required by Performance Learning Systems, and reporting breaches of the security policy to the IT Helpdesk.

Participant Professionalism Policy

As a courtesy to other participants and to your instructor, please refrain from text messaging, checking e-mail, or answering your cell phone during class time. Breaks are provided throughout the course so you can attend to personal matters. Using your personal electronic devices during class time is distracting and disrupts instruction and

participant communication and collaboration. If you have an emergency or justifiable reason to leave your cell phone turned on during class time, please make arrangements with the instructor prior to the beginning of class.

Course Outcome Correlations With INTASC Standards for Teachers

| | Course Outcomes |
|---|-------------------------------|
| Standard 1: Subject Matter The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students. | 1, 2, 3, 4, 5, 6, 7, 8, 9 |
| Standard 2: Student Learning The teacher understands how children and youth learn and develop, and can provide learning opportunities that support their intellectual, social and personal development. | 2, 3, 4, 5, 7, 8, 9, 10 |
| Standard 3: Diverse Learners The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities. | 1, 5, 7, |
| Standard 4: Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 |
| Standard 5: Learning Environment The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. | 4, 5, 9 |
| Standard 6: Communication The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. | 1, 6, 10, 11 |
| Standard 7: Planning Instruction The teacher plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals. | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 |
| Standard 8: Assessment The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner. | 1, 2, 3, 8 |
| Standard 9: Reflection and Professional Development The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. | 1, 6, 11 |
| Standard 10: Collaboration, Ethics, and Relationships The teacher communicates and interacts with parents/guardians, families, school colleagues, and the community to support students' learning and well-being. | 7, 11 |

The Interstate New Teacher Assessment and the Support for Consortium (INTASC) standards were developed by the Council of the Chief State School Officers and member states. Copies may be downloaded from the Council's website at <http://www.ccsso.org>.

© Council of Chief State School Officers. (1992) Model standards for beginning teacher licensing, assessment, and development: A resource for state dialogue. Washington, DC: Author. <http://www.ccsso.org/content/pdfs/corestrd.pdf>.

Course Outcome Correlations With National Board for Professional Teaching (NBPTS) Five Core Propositions

| Proposition 1: Teachers are Committed to Students and Their Learning. | Course Outcomes |
|--|--------------------------------------|
| NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn. | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 |
| They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice. | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 |
| NBCTs understand how students develop and learn. | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 |
| They respect the cultural and family differences students bring to their classroom. | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 |
| They are concerned with their students' self-concept, their motivation and the effects of learning on peer relationships. | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 |
| NBCTs are also concerned with the development of character and civic responsibility. | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 |
| | |
| Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students. | |
| NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject. | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 |
| They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject. | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 |
| They are able to use diverse instructional strategies to teach for understanding. | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 |
| | |
| Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning. | |
| NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused. | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 |
| They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals. | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 |
| NBCTs know how to assess the progress of individual students as well as the class as a whole. | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 |
| They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents. | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 |
| | |
| Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience. | |
| NBCTs model what it means to be an educated person – they read, they question, they create and they are willing to try new things. | 1, 6, 11 |
| They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education. | 1, 6, 11 |
| They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice. | 1, 6, 11 |
| | |
| Proposition 5: Teachers are Members of Learning Communities. | |
| NBCTs collaborate with others to improve student learning. | 1, 6, 7, 11 |

| | |
|--|-----------------|
| They are leaders and actively know how to seek and build partnerships with community groups and businesses. | 1, 6, 11 |
| They work with other professionals on instructional policy, curriculum development and staff development. | 1, 6, 11 |
| They can evaluate school progress and the allocation of resources in order to meet state and local education objectives. | 1, 6, 11 |
| They know how to work collaboratively with parents to engage them productively in the work of the school. | 1, 6, 11 |

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