PLS 3rd Learning
Educators elevated.®

Achieving Student Outcomes Through Cooperative Learning™

Course Description

Achieving Student Outcomes Through Cooperative Learning is a 3-credit hour course that provides educators with methods, strategies, and activities that support cooperative learning in the classroom. Participants learn to develop cooperative starters that align to curriculum, incorporate specific thinking processes, utilize appropriate logistics, and foster positive interdependence. Participants experience and learn to design cooperative learning activities that incorporate a cooperative starter, align to curriculum standards, foster positive interdependence, develop interpersonal skills, and debrief insights. Classroom-applicable strategies are learned to support each component of the cooperative learning experience; and teachers learn facilitation and interactionist techniques for working with groups.

Digital vs. Printed Course Materials

Please note:

- There is a **required** $10 material fee that provides access to digital course materials. The digital materials are identical to the printed materials.
- You have the **option** to purchase a printed manual, along with other corresponding materials for an additional $30.

Digital Course Materials: *Once your class is confirmed, you will receive a confirmation letter that delineates how to access the digital materials. In addition, you are required to print a small "Items to Print" packet to bring to each class session. You will need to access these digital materials during the course, so be prepared to bring your own personal electronic device to each class.* **Printed Materials:** *If you pre-ordered and paid for a printed manual, you will receive it on the first day of class.*

Required Text

Research-based designed materials, web-based resources, selected research articles, research synthesis, and topical articles drawn from educational literature.

Course Outcomes

Upon completion of this class, the learner will be able to:

1. Evaluate course-related, research-based literature and resources, express opinions, and make correlations to the classroom and teacher practice.

2. Expand expertise and enhance teacher practice by researching, engaging in, and sharing methods, strategies, and activities related to cooperative learning.

3. Apply course concepts by reflecting on teaching and making correlations to the classroom and teacher practice.

4. Design cooperative starters that are aligned to curriculum, develop a specific thinking process, utilize appropriate logistics, and foster positive interdependence.

5. Design a cooperative learning activity that delineates the *Direct* components of curriculum content, positive interdependence, and interpersonal skills.

6. Design a cooperative learning activity that delineates the *Do* and *Debrief* components of product, teacher observation, and the debriefing of content and skills.

7. Design a cooperative learning activity that incorporates a cooperative starter, aligns to curriculum standards, fosters positive interdependence, develops interpersonal skills, and debriefs content and skills learned.

8. Utilize interactionist techniques during cooperative learning experiences.

Institutional Outcomes

(To be listed here)

Course Topical Outline

	List of Concepts
Section 1: **Course Overview**	Welcome and course objectives; community of learners and introductions; the foundational components of cooperative learning; pros and cons of cooperative learning; cooperative learning and the learning tasks of individualization, competition, and cooperation; classroom management generalizations related to cooperative learning; compelling whys for cooperative learning; skills of the future; cooperative learning starters and cooperative learning experiences; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; complete an assessment that requires reflective practice.

Section 2.1: **Cooperative Starters**	Section overview, objectives, and research excerpts; experience a cooperative starter; compelling whys for utilizing cooperative starters: motivation and building schema; cooperative starters; content-oriented cooperative starter examples; instructional placement of cooperative starters; five components of a cooperative starter: process, content, group configuration, timing, and positive interdependence; 1) *Process: Questions for Life* framework, thinking processes, and corresponding cue words: perception, induction, analysis, compare/contrast, insight, appraisal, summary, evaluation, idea generation, and prediction; 2) *Content:* QFL thinking process and curriculum content; examples of cooperative starters that combine process and content; 3) *Group Configuration:* criteria for group configuration: instructional purpose, level of engagement, and logistics; variable grouping; pros and cons of various grouping formats; group configuration for various process and content combinations; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; complete an assessment that requires research and review of educational literature; complete an assessment that requires the research and sharing of cooperative learning strategies and activities that expand expertise.
Section 2.2: **Cooperative Starters**	Experience a cooperative starter; components of a cooperative starter; 4) *Timing:* timing of cooperative starters before, during, and after instruction and reasons for each timing; timing for various process, content, and configuration combinations; 5) *Positive Interdependence:* positive interdependence and the ROPE components: Resource, Obligation, Product, and Environment; "Power of One" (one product, one role, one material, and one space); examples of each; cooperative starters that require the power of one product, role, or material; examples of power of one space; add power of one space to cooperative starters; designing cooperative starters for the comprised of the five components; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; complete an assessment that requires the design of cooperative starters that are aligned to curriculum, develop a specific thinking process, utilize appropriate logistics, and foster positive interdependence.
Section 3.1: The Cooperative Learning 3-D Model	Section overview, objectives, and research excerpts; experience a cooperative starter; introduction to the major characteristics of cooperative learning experiences: DIRECT, DO, DEBRIEF; 3-D schematic, examples, and timing; compelling whys for positive interdependence; positive interdependence: ROPE; *R—Resource* interdependence, distribution of materials and people; 1) limit tasks by assigning defined roles, assigning roles for various classroom scenarios; 2) limit content materials, jigsaw strategy or multiple sources of content, limit content materials in a jigsaw activity; and 3) limit tools, limit supplies and equipment required; cooperative learning activity with resource

Section 3.1: The Cooperative Learning 3-D Model	interdependence; analyze a grade-level lesson; make suggestions for resource interdependence; *O—Obligation-to-Others* interdependence, responsibility to one another for mastering curriculum concepts: one product with multiple contributors, moving on only when everyone has experienced success; group rewards and group grades; obligation-to-others for various classroom activities; reflect on content learned and make correlations to the classroom and teacher practice.
Section 3.2: **The Cooperative Learning 3-D Model**	Experience a cooperative starter; Positive Interdependence: ROPE; *P—Product* interdependence, potential products; product interdependence activity; *E—Environmental* interdependence, physical arrangement options, potential group norms, group identity ideas, and positive group challenges; group identity activity; environmental interdependence correlations to one's classroom; choices of the ROPE positive interdependence; summary of points to remember; cooperative learning experience and positive interdependence analysis; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice.
Section 3.3: **The Cooperative Learning 3-D Model**	Experience a cooperative starter; 3-D model lesson overview: DIRECT Subject Matter: objectives, compelling why for the lesson, QFL process cue words, form groups, assign roles, materials, review directions, positive interdependence: ROPE "looks like–sounds like" T-chart, observation form used, and directions; DIRECT Interpersonal Skills: interpersonal skill objective and compelling why; PALS and teach PALS, teaching interpersonal skills: direct teaching of social guidelines; practice social guidelines; inviting PALS T-chart: "looks like–sounds like–feels like" T-charts; interpersonal skills teaching practice; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; complete an assessment that delineates the DIRECT components of a 3-D Cooperative Lesson for the classroom.
Section 3.4: **The Cooperative Learning 3-D Model**	Experience a cooperative starter; 3-D Model lesson: DO and DEBRIEF; DO: directions for implementing the lesson; teacher observation forms; DEBRIEF: process for asking debriefing questions, review the debriefing process and forms, compelling whys for interpersonal skills; interpersonal skills T-chart practice; interpersonal skills T-chart for one's classroom; DEBRIEF interpersonal skills; strategies for debriefing interpersonal skills; DEBRIEF subject matter; curriculum content; writing debriefing questions; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; complete an assessment that delineates the DO and DEBRIEF components of a 3-D Cooperative Lesson for the classroom; work in core cooperative groups to design a 3-D Cooperative Lesson for the classroom to present to colleagues; complete a synthesis assessment to design a 3-D cooperative lesson that incorporates a cooperative starter, aligns to curriculum standards, fosters positive interdependence, develops interpersonal skills, and debriefs content and skills learned.

Section 4.1: **Entering Groups**	Section overview, objectives, and research excerpts; experience a cooperative starter; negative student behaviors in cooperative groups; when behaviors are frequent and severe; criteria for acting now and later; strategies for acting later: 1) experience negative consequences and debrief, practice prescriptive debriefing; 2) strengthen positive interdependence: improve directions, practice strengthening positive interdependence for various classroom scenarios, practice clarifying directions; 3) teach an interpersonal skill: how to teach an interpersonal skill for various classroom scenarios; the power of choice; strategies for acting now: acting as an interventionist and acting as an interactionist; entering groups practice; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; work in core cooperative groups to finalize the 3-D Cooperative Lesson for the classroom to present to colleagues.
Section 4.2: **Entering Groups**	Experience a cooperative starter; interactionist behavior: MOLE; components of the interactionist behavior (MOLE): 1) *Move in:* prepare mentally, move in physically and verbally, practice the "move in" strategy; 2) *Observation sharing:* describe behavior, encourage conversation, , difference between behavior and inference, , moving in and observation sharing, moving in and observation sharing for classroom scenarios; 3) *Listen:* listen, confirmatory paraphrase, summarize the situation, confirmatory paraphrases of fact, feeling, and intention; confirmatory paraphrases for various classroom situations; 4) *Explore:* possible solutions using Idea and Prediction questions, permission to make suggestions, provide variety of possibilities, contingent action proposal (if—then), encourage positive behavior, exit; summary of MOLE; role-play activity; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; complete an assessment that describes interactionist techniques utilized during a cooperative learning experience and subsequent reactions.
Section 5: **Beliefs and Frame of Mind**	Section overview, objectives, and research excerpts; experience a cooperative starter; expand expertise and enhance teacher practice in an exchange of methods, strategies, and activities; presentations of core group 3-D Cooperative Lessons; peer-feedback of presentations; correlations among beliefs, behaviors, and outcomes; beliefs relating to intervening and interacting and consequences of each; beliefs about handling negative behaviors; beliefs about cooperative learning; goals and outcomes; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; course conclusion: frame of mind relating to cooperative learning and strategies learned.

Course Portfolio Assessments

Correlations to Course Outcomes and Institutional Outcomes

Throughout the course, participants complete a Course Portfolio which includes a multicomponent Action Research Project comprised of several Action Research Assessments, as well as multiple Application Assessments aligned to Course Outcomes. The Action Research Assessments comprise 50% of the final grade and the Application Assessments comprise the other 50% of the final grade in accordance with the Course Portfolio Assessments table shown here. Grades are assigned in accordance with the criteria for each corresponding rubric.

Course Portfolio	Pts.	Correlations to Course Outcomes	Correlations to Institutional Outcomes
Assessment 1: Resource Reviews	30	Outcome 1	
Assessment 2: Expanding Expertise	35	Outcome 2	
Assessment 3: Reflection Connection	20	Outcome 3	
Assessment 4: Cooperative Starters	20	Outcome 4	
Assessment 5: The 3-D Cooperative Lesson—DIRECT	20	Outcome 5	
Assessment 6: The 3-D Cooperative Lesson DO and DIRECT	20	Outcome 6	
Assessment 7: Designing a 3-D Cooperative Lesson	35	Outcome 7	
Assessment 8: Interactionist MOLE	20	Outcome 8	
Action Research Assessments Total	**100**		
Application Assessments Total	**100**		
Course Portfolio Total	**200**		
Virtual Classroom and Reflection/ Discussion Forum	TBD	Outcome 3	
Supplemental Assessment 1: Skills of the Future	[15]	Outcome 2	
Supplemental Assessment 2: Designing a 3-D Cooperative Lesson	[35]	Outcome 7	
Final Course Portfolio Total			

Course Hours—Hours by Module

Achieving Student Outcomes Through Cooperative Learning

Virtual Classroom	20 hrs.
Course Content	43 hrs.
Activity Assignments	50 hrs.
Course Portfolio	22 hrs.
Course Total	**135 hrs.**

Section 1: Course Overview		**Section 2.1: Cooperative Starters**	
Virtual Classroom: Synchronous Class Session Virtual Instruction	2 hrs.	**Virtual Classroom:** Synchronous Class Session Virtual Instruction	2 hrs.
Course Content: Readings, Videos, Customized Narrated PowerPoint Instruction	5 hrs.	**Course Content:** Readings, Videos, Customized Narrated PowerPoint Instruction	5 hrs.
Activity Assignments: Application and Discussion of Course Concepts (Individual and in Groups)	4 hrs.	**Activity Assignments:** Application and Discussion of Course Concepts (Individual and in Groups)	5 hrs.
Course Portfolio: Application Assessments and Synthesis Action Research Assessments	2 hrs.	**Course Portfolio:** Application Assessments and Synthesis Action Research Assessments	2 hrs.
Total Session Hours	**13**	**Total Session Hours**	**14**

Section 2.2: Cooperative Starters		**Section 3.1: The Cooperative Learning 3-D Model—Introduction**	
Virtual Classroom: Synchronous Class Session Virtual Instruction	2 hrs.	**Virtual Classroom:** Synchronous Class Session Virtual Instruction	2 hrs.
Course Content: Readings, Videos, Customized Narrated PowerPoint Instruction	4 hrs.	**Course Content:** Readings, Videos, Customized Narrated PowerPoint Instruction	5 hrs.
Activity Assignments: Application and Discussion of Course Concepts(Individual and in Groups)	5 hrs.	**Activity Assignments:** Application and Discussion of Course Concepts (Individual and in Groups)	5 hrs.
Course Portfolio: Application Assessments and Synthesis Action Research Assessments	2 hrs.	**Course Portfolio:** Application Assessments and Synthesis Action Research Assessments	2 hrs.
Total Session Hours	**13**	**Total Session Hours**	**14**

Section 3.2: The Cooperative Learning 3-D Model—Positive Interdependence		Section 3.3: The Cooperative Learning 3-D Model—DIRECT	
Virtual Classroom: Synchronous Class Session Virtual Instruction	2 hrs.	**Virtual Classroom:** Synchronous Class Session Virtual Instruction	2 hrs.
Course Content: Readings, Videos, Customized Narrated PowerPoint Instruction	5 hrs.	**Course Content:** Readings, Videos, Customized Narrated PowerPoint Instruction	4 hrs.
Activity Assignments: Application and Discussion of Course Concepts (Individual and in Groups)	5 hrs.	**Activity Assignments:** Application and Discussion of Course Concepts (Individual and in Groups)	5 hrs.
Course Portfolio: Application Assessments and Synthesis Action Research Assessments	2 hrs.	**Course Portfolio:** Application Assessments and Synthesis Action Research Assessments	2 hrs.
Total Session Hours	**14**	**Total Session Hours**	**13**

Section 3.4: The Cooperative Learning 3-D Model—DO and DEBRIEF		Section 4.1: Entering Groups	
Virtual Classroom: Synchronous Class Session Virtual Instruction	2 hrs.	**Virtual Classroom:** Synchronous Class Session Virtual Instruction	2 hrs.
Course Content: Readings, Videos, Customized Narrated PowerPoint Instruction	5 hrs.	**Course Content:** Readings, Videos, Customized Narrated PowerPoint Instruction	4 hrs.
Activity Assignments: Application and Discussion of Course Concepts (Individual and in Groups)	5 hrs.	**Activity Assignments:** Application and Discussion of Course Concepts (Individual and in Groups)	5 hrs.
Course Portfolio: Application Assessments and Synthesis Action Research Assessments	2 hrs.	**Course Portfolio:** Application Assessments and Synthesis Action Research Assessments	2 hrs.
Total Session Hours	**14**	**Total Session Hours**	**13**

Section 4.2: Entering Groups—Interactionist		Section 5: Beliefs and Frames of Mind	
Virtual Classroom: Synchronous Class Session Virtual Instruction	2 hrs.	**Virtual Classroom:** Synchronous Class Session Virtual Instruction	2 hrs.
Course Content: Readings, Videos, Customized Narrated PowerPoint Instruction	5 hrs.	**Course Content:** Readings, Videos, Customized Narrated PowerPoint Instruction	1 hr.
Activity Assignments: Application and Discussion of Course Concepts(Individual and in Groups)	5 hrs.	**Activity Assignments:** Application and Discussion of Course Concepts (Individual and in Groups)	6 hrs.
Course Portfolio: Application Assessments and Synthesis Action Research Assessments	2 hrs.	**Course Portfolio:** Application Assessments and Synthesis Action Research Assessments	4 hrs.
Total Session Hours	**14**	**Total Session Hours**	**13**

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 lecture bursts supported by PowerPoint presentations and applicable Web-based resources; active construction of knowledge and application of course concepts through hands-on practice; collaborative group work; in-class presentations and demonstrations; ad hoc and structured small-group or whole class discussion and debriefing; insight analysis of assigned readings; reflective practice; and application of course concepts and skills to each participant's specific content area, grade level, classroom, and student population.

Research-Based Andragogy. A professional researcher, who provides course-related research regarding the best practices in the field of education, is involved in the process of designing each PLS 3rd Learning course. The research is a combination of seminal research and the most relevant and applicable research currently found in literature, as it relates to both the course content and the manner in which the course is designed and delivered. The research that supports each course is provided in the *Research* section of the course manual that each participant receives. The research that supports each section of the course is extracted from the *Research* section and discussed during the overview to each section. The *Research* section for each course is updated on a rotating basis to ensure that the research stays current and relevant. Each participant completes a multicomponent Action Research Project, which includes a research review of educational literature relating to the corresponding synthesis project.

Critical Thinking. Critical thinking is a hallmark of PLS 3rd Learning courses and the courses are designed to spiral learning and utilize a variety of thinking processes such as perception, induction, analysis, compare/contrast, insight, appraisal, summary, evaluation, idea, prediction, and synthesis. Participants evaluate the "why" that supports best practices; express points of agreement and disagreement; apply knowledge through activities that require complex thinking processes; and utilize discussion and debriefing to make thinking visible, as they reflect on content learned and make correlations to the classroom and teacher practice. In addition, *Achieving Student Outcomes Through Cooperative Learning* specifically addresses critical thinking through the various thinking process skills that are incorporated into the design of cooperative starters and cooperative learning activities. The cooperative starters and cooperative learning activities experienced in the course require problem-solving and decision-making.

Synthesis. Since PLS 3rd Learning courses are designed to spiral learning, participants continually synthesize previous concepts with current concepts learned. Throughout the course participants practice synthesis, by designing lessons and activities for the classroom and conducting individual and team presentations that integrate concepts and strategies learned. Participants complete a synthesis Action Research Project specific to this course as part of the Course Portfolio, in which participants complete several Action Research Assessments that require a review of educational literature (Assessment 1: Resource Reviews), research of current practices (Assessment 2: Expanding Expertise), a networking exchange of ideas and information (Assessment 2: Expanding Expertise Exchange), and a synthesis assessment that involves the design of a complete cooperative learning experience (Assessment 7: Designing a 3-D Cooperative Lesson) for implementation in the classroom. The synthesis Action Research Project (Action Research Assessments) are 50% of the final grade.

Instructional Materials

Instructors and learners will use research-based designed materials, which include an Instructor Guide, Participant Course Manual, a Course Folder of materials, and PowerPoint presentations, as well as learner-generated materials, educational literature and resources, and Web-based resources to facilitate learning.

Evaluation

The evaluation of activities and assessments will be based on defined criteria which is communicated to the participants prior to their instructional activities and engagement with the student learning targets (outcomes). Grading is based solely on the evaluation of student learning targets and the specific criteria delineated in each assessment rubric.

Formative assessment of learning outcomes is conducted throughout the course, using a variety of means that include the following: section assessments; active engagement in activities that apply concepts learned; sharing of valuable, pertinent, and/or applicable ideas and experiences; involvement in the inductive process; interactive journal entries with subsequent instructor feedback; critical or reflective

responses to assigned readings; constructive contributions to class discussions in a whole-class or small-group setting; and 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 involves the completion of a synthesis Action Research Project that requires each participant to complete several Action Research Assessments, which require a review of educational literature, research of current practices, an exchange of ideas and information, and the design of a lesson for implementation in the classroom, incorporating course concepts.

Grading Policy

(To be listed here)

Absence and Tardy Policy

(To be listed)

PLS 3rd Learning's Academic Integrity Policy

PLS 3rd Learning 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 3rd Learning 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, PLS 3rd Learning, 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 3rd Learning Acceptable Use Policy. These actions include keeping passcodes private, updating passcodes when required by PLS 3rd Learning, 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.

Alignments to *The Framework for Teaching Evaluation Instrument*

Each PLS 3rd Learning course is aligned to the components in ***The Framework for Teaching Evaluation Instrument*** by The Danielson Group. The alignments for this course are:

DOMAIN 1: PLANNING AND PREPARATION
1a: Demonstrating Knowledge of Content and Pedagogy
1b: Demonstrating Knowledge of Students
1c: Setting Instructional Outcomes
1d: Demonstrating Knowledge of Resources
1e: Designing Coherent Instruction

DOMAIN 2: CLASSROOM ENVIRONMENT
2a: Creating an Environment of Respect and Rapport
2b: Establishing a Culture for Learning
2c: Managing Classroom Procedures
2d: Managing Student Behavior
2e: Organizing Physical Space

DOMAIN 3: INSTRUCTION
3a: Communicating with Students
3b: Using Questioning and Discussion Techniques
3c: Engaging Students in Learning
3e: Demonstrating Flexibility and Responsiveness

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
4a: Reflecting on Teaching
4e: Growing and Developing Professionally
4f: Showing Professionalism

Course Outcome Correlations with Model Core Teaching Standards (InTASC)

	Course Outcomes
Standard 1: Learner Development	
The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	**1, 2, 3, 4, 5, 6, 7, 8**
Standard 2: Learning Differences	
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	**1, 2, 3, 4, 5, 6, 7, 8**
Standard 3: Learning Environments	
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	**1, 2, 3, 4, 5, 6, 7, 8**
Standard 4: Content Knowledge	
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	**1, 2, 3, 4, 5, 6, 7, 8**
Standard 5: Application of Content	
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	**1, 2, 3, 4, 5, 6, 7, 8**
Standard 6: Assessment	
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	**1, 2, 3,8**

Standard 7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	**1, 2, 3, 4, 5, 6, 7, 8**

Standard 8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	**1, 2, 3, 4, 5, 6, 7, 8**

Standard 9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	**1, 2, 3, 4, 5, 6, 7, 8**

Standard 10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	**1, 2, 3, 4, 5, 6, 7, 8**

The Council of Chief State School Officers is a nonpartisan, nationwide, nonprofit organization of public officials who head departments of elementary and secondary education in the states, the District of Columbia, The Department of Defense Education Activity, and five U.S. extra-state jurisdictions.

Council of Chief State School Officers. (2013, April). Interstate Teacher Assessment and Support Consortium InTASC *Model Core Teaching Standards and Learning Progressions for Teachers 1.0: A Resource for Ongoing Teacher Development.* Washington, DC: Author.

https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.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**
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**
NBCTs understand how students develop and learn.	**1, 2, 3, 4, 5, 6, 7, 8**
They respect the cultural and family differences students bring to their classroom.	**1, 2, 3, 4, 5, 6, 7, 8**
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**
NBCTs are also concerned with the development of character and civic responsibility.	**1, 2, 3, 4, 5, 6, 7, 8**
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**
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**
They are able to use diverse instructional strategies to teach for understanding.	**1, 2, 3, 4, 5, 6, 7, 8**
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**
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**

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**
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**

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, 2, 3, 4, 5, 6, 7, 8**
They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.	**1, 2, 3, 4, 5, 6, 7, 8**
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, 2, 3, 4, 5, 6, 7, 8**

Proposition 5: Teachers are Members of Learning Communities.

NBCTs collaborate with others to improve student learning.	**1, 2, 3, 4, 5, 6, 7, 8**
They are leaders and actively know how to seek and build partnerships with community groups and businesses.	**—**
They work with other professionals on instructional policy, curriculum development and staff development.	**1, 2, 3, 4, 5, 6, 7, 8**
They can evaluate school progress and the allocation of resources in order to meet state and local education objectives.	**—**
They know how to work collaboratively with parents to engage them productively in the work of the school.	**—**

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