



Effective and Responsive Teaching and Assessment

Course Description

This course will examine interactive strategies designed to engage 21st century learners through effective and responsive teaching with assessments. Through the use of explaining, instructing, and assessing, students will be provided techniques to build a responsive collaborative classroom.

Course Outcomes

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

1. Examine student-centered learning and explore and analyze strategies for facilitating peer-to-peer learning and evaluate avenues/pathways for forming effective partnerships with educational community stakeholders.
2. Develop approaches that integrate 21st century skills into explanations of content and explain the use of alternative approaches or responses for students who are struggling.
3. Reflect upon current levels of responsiveness and flexibility, recognizing situations where additional modifications and/or adaptations should be made to increase student learning and engagement by exploring the basics of lesson adjustment and opportunities for teachable moments into classroom practice.
4. Investigate imaginative ways to present and explain content, including using web-based and other technology tools for engaging students in collaborative learning activities.
5. Design and develop strategies for making and building connections between new content and students' interests, spontaneous events, experiences, backgrounds, and prior knowledge.
6. Analyze, determine, and design appropriate various forms of authentic assessment tools including technology for scoring and evaluating that aligns with learning outcomes and the standards.
7. Analyze methods for monitoring and adjusting student progress toward intended instructional outcomes and explain how students can utilize assessment data and high quality formal and informal feedback in their learning.
8. Explore strategies and examine methods for differentiating assessments and providing student choice and integrating student-developed self/peer assessments aligned with learning outcomes.
9. Evaluate strategies for effectively and persistently responding to student misunderstandings that may arise within instructional activities.
10. Analyze the relationship between flexible and responsive teaching and self-directed student learning and explore the teacher's role as a collaborator and facilitator of learning.
11. Identify and differentiate between different types of assessments and determine ways to inform by effectively sharing and communicating assessment information.



Topical Outline

List of Concepts

Explaining Content: Student to Student

Strategies for facilitating student-centered and peer-to-peer learning; approaches that integrate 21st Century skills; tools that effectively engage students in the collaborative learning process

Explaining Content: Teacher to Student

Presenting, explaining, and designing activities related to content; strategies and activities to make connections to student interests, experiences, backgrounds, and prior knowledge

Fundamentals of Assessment

Planning and designing formative and summative assessments congruent with instructional outcomes; design new/improve existing assessments; rubrics and scoring tools

Instruction in Assessment

Monitoring and adjusting student learning; providing feedback to students; facilitating student self-assessment and progress monitoring; authentic and performance assessment

Advanced Assessment Strategies

Providing choice among assessments; sharing assignments, assessments, and rubrics with stakeholders; informing, improving, and acquiring meaningful feedback

Responsive Teaching: Basic

Foundations of student interests, explaining outcomes, creating activities, and designing instruction in a flexible and responsive classroom; basics of lesson adjustment and teachable moments; resources for students who need support

Responsive Teaching: Intermediate

Teacher's role in a classroom environment; supporting self-directed student learning and teacher-student collaboration; instructional flexibility; alternate activities and strategies

Responsive Teaching: Advanced

Making adjustments to a lesson/unit; opportunities for teachable moments; persistent approaches for students who need help; student feedback; advocating for students; educating families; forming effective partnerships with stakeholders

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. Participants will complete a course project designed to strengthen professional practice and extend knowledge related to the specific content of the course. This project is divided into multiple graded activities to be completed throughout the term.

Modules

Topics of Modules

Points

| | | |
|-----------|--|------------|
| Module 1: | Explaining Content: Student to Student | 30 |
| Module 2: | Explaining Content: Teacher to Student | 30 |
| Module 3: | Fundamentals of Assessment | 58 |
| Module 4: | Instruction in Assessment | 48 |
| Module 5: | Advanced Assessment Strategies | 48 |
| Module 6: | Responsive Teaching: Basic | 46 |
| Module 7: | Responsive Teaching: Intermediate | 46 |
| Module 8: | Responsive Teaching: Advanced | 46 |
| CP | Course Project | 118 |
| | Total | 470 |

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 presentation of new content through online readings, active construction of knowledge through practice and problem solving, collaborative group work, personal reflection, structured small-group or whole-class discussion, analysis of assigned reading, and the application of course content and skills to participant’s individual grade level, subject area(s), and classroom.

Grading Scale

The course facilitator will post the college-specific grading scale.

PLS 3rd Learning’s Late Policy

There will be a 10% deduction of points per day for all posts and submitted assignments that are late. Replies posted after the due date will earn no points. In rare cases, partially or poorly completed assignments may be resubmitted for partial credit at the discretion of the instructor. The following exceptions apply:

- If a participant is sick/hospitalized or has a death in the family, the timing of makeup work may be arranged with the course facilitator. No points will be deducted if the work is completed according to the agreement.
- If a participant is on vacation/traveling/etc., the participant must contact the course facilitator ahead of time to avoid a penalty. This type of absence may occur only once during a course. All posts should be submitted for the missed module before leaving.
- If a participant has difficulty completing everything in a week, an extension can be granted if the participant contacts the facilitator during the week (not at the last minute).

PLS 3rd Learning’s Participant Drop Policy

- Participants are eligible to receive a refund if they attend class for one week or less. This means participants must withdraw by the end of Module 1 to receive a refund.
- Refunds of the balance of tuition paid will be given, minus the \$50 deposit.

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 student's 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.

Course Evaluation

The evaluation of learner work will be based on the defined criteria for learner assessments. The criteria for learner assessments will be outlined for students prior to 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; and active participation in online interactions. It is expected that each participant will contribute to the academic quality of the course.

Summative assessment includes the completion of weekly learning activities and assignments for which the participant will need to synthesize class content, apply it to his or her own practice, and complete a plan for implementing the major components of content and skill acquired during the course.

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