PLS 3rd Learning
*Educators elevated.®*

# Professional Learning for Teacher Effectiveness™

## Course Description

*Professional Learning for Teacher Effectiveness* is a 3-credit hour course that provides educators with research-based theories and specific classroom strategies that support each of the 22 components in Danielson's *Framework for Teaching Evaluation Instrument*. Participants explore best practices in the domains of Planning and Preparation, The Classroom Environment, Instruction, and Professional Responsibilities. Participants analyze performance in each domain and create a synthesis action plan for enhancing expertise and teacher practice.

## 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.

In addition, on the first day of class you will need The Framework for Teaching Evaluation Instrument (2013 Edition) which you can obtain in one of the following ways:

- Access https://www.danielsongroup.org/framework/ and click the "Download" button. Once you register, you can download a **free** PDF of the *Framework for Teaching Evaluation Instrument* (2013 Edition), which you can then save and/or print.

**OR**

- Purchase a hard copy of *The Framework for Teaching Evaluation Instrument* (2013 Edition) at https://www.amazon.com. Prices vary depending on condition and availability.

## 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 teacher effectiveness.

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

4. Conduct an analysis of *Domain 1: Planning and Preparation* for the purpose of enhancing teacher practice and expertise.

5. Conduct an analysis of *Domain 2: The Classroom Environment* for the purpose of enhancing teacher practice and expertise.

6. Conduct an analysis of *Domain 3: Instruction* for the purpose of enhancing teacher practice and expertise.

7. Conduct an analysis of *Domain 4: Professional Responsibilities* for the purpose of enhancing teacher practice and expertise.

8. Design learning experiences that demonstrate the pedagogy of effective teaching.

## Institutional Outcomes

(To be listed here)

## Course Topical Outline

|  | **List of Concepts** |
|---|---|
| **Introduction** | Establish a positive community of learners; course overview and introduction; important elements and indicators of Domain 1 using Sentence-Phrase-Words thinking routine; important elements and indicators of Domain 2 using Explanation-Examples-Expression thinking routine; important elements and corresponding indicators of Domain 3; concept map of important elements and indicators for Domain 4; process to facilitate |

| Introduction | change to the higher levels of performance: The Change Reaction for Change; reflect on content learned and make correlations to the classroom and teacher practice; complete an assessment that requires reflective practice; complete an assessment that requires the research and review of educational literature; complete an assessment that requires research of methods, strategies, and activities that expand expertise. |
|---|---|
| **Domain 1: Planning and Preparation** | Examine the research that supports this domain. Examine the "Distinguished" and "Proficient" criteria for each component in this domain. |
| | **1a Topics:** Distinguish among content knowledge, content pedagogy, and educational pedagogy; discuss learning opportunities that address each; use a content and pedagogy lesson map to analyze lessons specific to one's content area and grade level for areas where knowledge and expertise need to be enhanced; investigate strategies that address student misconceptions; establish a network of mentors and experts; reflect on content learned and make correlations to the classroom and teacher practice. |
| | **1b Topics:** Discuss the theory of Universal Design for Learning and multiple pathways for learning; complete a sensory styles inventory and identify which sensory styles are evident and need more attention when designing lessons; explore strategies that provide multiple means of representation, action and expression, and engagement; evaluate one's cultural diversity in the classroom; examine cultural competence in one's classroom as it relates to the environment, learning activities, resources, media, assignments, and assessments; reflect on content learned and make correlations to the classroom and teacher practice. |
| | **1c Topics:** Compare and contrast instructional outcomes from the perspective of various stakeholders (administrators, teachers, students); establish instructional outcomes at differentiated levels of ability (foundational, developmental, mastery); utilize learning targets to identify learning outcomes; analyze and develop differentiated learning targets at various levels of thinking based on Bloom's Taxonomy; examine lessons with differentiated learning targets; design a lesson with differentiated learning targets; reflect on content learned and make correlations to the classroom and teacher practice. |

| Domain 1: Planning and Preparation | **1d Topics:** Identify the benefits of and barriers to utilizing instructional resources for both students and educators; categorize the types of educational resources; investigate Web resources based on resource categories using personal electronic devices; identify which categories need more attention in one's classroom; reflect on content learned and make correlations to the classroom and teacher practice. |
|---|---|
| | **1e Topics:** Discuss what makes learning meaningful; examine Webb's Depth of Knowledge as a way to design instruction at various levels of cognitive rigor and the leveled activities that support each level; utilize the flow zone learning model (Inspire Curiosity, Instruct Content, Involve Learners, and Instill Meaning) as a design structure for lessons; experience a flow zone learning lesson on maxims; design a flow zone learning lesson for one's classroom; reflect on content learned and make correlations to the classroom and teacher practice. |
| | **1f Topics:** Self-assess one's use of various forms of assessment; discuss the various types of assessment and the purpose of each (summative, formative, authentic, screening, diagnostic, progress monitoring, and benchmark); examine alignment criteria among outcomes, activities, assessments, and rubrics (consistent language, representative tasks, focused and tight, and appropriately weighted); evaluate scenarios to determine the alignment of learning outcomes, activities, assessments, and rubrics; discuss the pros and cons of student-created rubrics; design formative assessments used before, during, and after instruction to guide instruction; identify relevant strategies for use in the classroom; evaluate classroom scenarios for each component in Domain 1 to determine the level of performance. |
| | Complete an assessment that requires the analysis of the components in *Domain 1: Planning and Preparation,* makes comparisons between the higher levels of performance and one's own practices, identifies strengths and challenges, and describes ways to enhance or improve teacher effectiveness. |
| Domain 2: The Classroom Environment | Examine the research that supports this domain. Examine the "Distinguished" and "Proficient" criteria for each component in this domain. |
| | **2a Topics:** Illustrate one's attitude toward learning and working together, discuss what students need (significance; acceptance; belonging; and physical, emotional, and intellectual safety); discuss the benefits of building a community of learners; design a community building activity for the classroom, explore various social-emotional (SEL) programs and discuss their contribution to the classroom environment; discuss expectations for interactions between teacher and students (mutual respect, listen and |

| Domain 2: The Classroom Environment | observe, explore a deeper understanding, respond vs. react, and communicate in a positive, respectful manner); discuss expectations for interactions among students and practice strategies using case studies; reflect on content learned and make correlations to the classroom and teacher practice. |
|---|---|
| | **2b Topics:** Discuss memorable learning experiences; discuss beliefs in ability to learn, self-efficacy, self-esteem, fixed and growth mindset, and attribution of success or failure (ability, difficulty, luck, and effort); explore strategies that support self-directed learning (self-monitoring, self-managing, and self-modifying); discuss the use of the SUCCESS equation to develop positive beliefs in ability to learn; brainstorm classroom-applicable strategies that foster positive beliefs in ability to learn and establish a culture for learning; reflect on content learned and make correlations to the classroom and teacher practice. |
| | **2c Topics:** Evaluate one's current classroom routines and procedures; investigate guidelines for establishing procedures (make expectations clear, limit procedures, teach procedures, and hold students accountable); write a procedure for the classroom; utilize the Explain-Rehearse-Reinforce process for teaching procedures and develop a plan for teaching a procedure using this process; explore strategies for effective group transitions (focus attention, set expectations, give directions, signal movement, and observe and monitor); brainstorm ways to form various grouping structures and identify the purpose of each; reflect on content learned and make correlations to the classroom and teacher practice. |
| | **2d Topics:** Discuss disruptive student behaviors; compare and contrast behaviors vs. inferences; explore proactive strategies for managing student behavior (rules and cornerstone statements); explore responsive practices for managing student behavior (minor, moderate, and major levels of responding to misbehavior); evaluate the level of response and strategy to use for various classroom behavior scenarios; examine the red light/green light strategy for managing student behavior and make specific applications to the classroom by writing red light/green light statements; reflect on content learned and make correlations to the classroom and teacher practice. |
| | **2e Topics:** Discuss enriched learning environments; explore the components of an enriched classroom environment; explore strategies for organizing the physical environment; evaluate the most effective arrangement for various instructional methodologies; reflect on content learned and make correlations to the classroom and teacher practice; identify relevant strategies for use in the classroom; evaluate classroom scenarios for each component in Domain 2 to determine the level of performance. |

| | |
|---|---|
| **Domain 2: The Classroom Environment** | Complete an assessment that requires the analysis of the components in *Domain 2: The Classroom Environment,* makes comparisons between the higher levels of performance and one's own practices, identifies strengths and challenges, and describes ways to enhance or improve teacher effectiveness; complete an assessment that synthesizes the concepts and strategies of the course and design a series of learning experiences that demonstrate effective teaching in each domain. |
| **Domain 3: Instruction** | Examine the research that supports this domain. Examine the "Distinguished" and "Proficient" criteria for each component in this domain.

**3a Topics:** Evaluate one's current practice for communicating learning expectations; discuss strategies for communicating learning outcomes using learning targets and "I can" statements; examine and create a teacher concept map for clear and vivid delivery of lesson content; explore strategies for building background (schema) and communicating expectations with clear directions (focus attention, communicate grouping structure, review directions, and communicate resources and strategies); reflect on content learned and make correlations to the classroom and teacher practice.

**3b Topics:** Experience question storming and brainstorm questions about class discussions; examine the Questions for Life model for effective questioning; write discussion questions using the Questions for Life model and participate in a student-led discussion; explore strategies for encouraging discussion, limiting discussion, and debriefing; experience the Step Inside discussion technique that encourages discussion from multiple perspectives and makes thinking visible; reflect on content learned and make correlations to the classroom and teacher practice.

**3c Topics:** Evaluate the level of student engagement in classroom activities that have been successful and unsuccessful; discuss the level of student engagement based on engagement criteria (depth of knowledge, levels of thinking, perceptual style, learning preferences, choice, grouping, movement, readiness level, levels of support, pacing, and structure); discuss the importance of providing multiple pathways for learning to engage students using the Universal Design for Learning model; examine ways to provide multiple means of action, expression, and curriculum; experience a flow zone learning lesson (The Discovery) that is "minds-on" and "hands-on" and includes: a sharing of personal experiences; writing tips and strategies; the See-Think-Wonder and Headlines thinking routines; completing tasks and activities using a multiple intelligences choice board; |

| | |
|---|---|
| **Domain 3:<br>Instruction** | and discussing reflection questions; evaluate the level of engagement in The Discovery activity; reflect on content learned and make correlations to the classroom and teacher practice. |
| | **3d Topics:** Share one's most effective formative assessments; research and discuss the effectiveness of various rubrics in communicating clear expectations of quality; explore strategies for effective feedback, self-monitoring, self-assessment, and peer-assessment; develop a self-assessment or feedback activity; reflect on content learned and make correlations to the classroom and teacher practice. |
| | **3e Topics:** Discuss the use of teachable moments; explore strategies for both the teacher making major, minor, and mid-course instructional adjustments and the student choosing effective learning strategies; explore alternative strategies and supports: appropriately challenging work, tiered interventions, and scaffolding utilizing a choice board and peer-teaching; reflect on content learned and make correlations to the classroom and teacher practice; identify relevant strategies for use in the classroom; evaluate classroom scenarios for each component in Domain 3 to determine the level of performance. |
| | Complete an assessment that requires the analysis of the components in *Domain 3: Instruction,* makes comparisons between the higher levels of performance and one's own practices, identifies strengths and challenges, and describes ways to enhance or improve teacher effectiveness; complete an assessment that synthesizes the concepts and strategies of the course and design a series of learning experiences that demonstrate effective teaching in each domain; expand expertise and enhance teacher practice in an exchange of methods, strategies, and activities. |
| **Domain 4:<br>Professional<br>Responsibilities** | Examine the research that supports this domain. Examine the "Distinguished" and "Proficient" criteria for each component in this domain. |
| | **4a:** Self-assess one's methods for reflecting on teaching; explore journaling and other strategies for self-analysis, use question storming to brainstorm methods for lesson analysis; develop methods for  making adjustments and improvements to instruction; utilize strategies for student feedback to guide instruction; view a video on instructional/technology coaching and discuss ways to integrate technology into the classroom; access support systems through peer coaching; reflect on content learned and make correlations to the classroom and teacher practice. |

| Domain 4: Professional Responsibilities | **4b:** Discuss the benefits of maintaining accurate records; explore strategies for grading various instructional tasks; explore strategies for records maintained by students (progress monitoring, portfolios; planners, journals, and noninstructional recordkeeping); develop a plan for maintaining accurate instructional and noninstructional records; reflect on content learned and make correlations to the classroom and teacher practice. |
|---|---|
| | **4c:** Evaluating the various components of diversity in the classroom; explore and peer-teach Epstein's Six Types of Parent Involvement: parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community; reflect on content learned and make correlations to the classroom and teacher practice. |
| | **4d:** Evaluate one's current professional learning communities; explore professional meetings, professional development, projects, and professional learning communities (PLCs) as methods for participating in the professional community; contribute to and participate in a professional learning community simulation by sharing one's learning experiences designed to demonstrate the pedagogy of effective teaching; reflect on content learned and make correlations to the classroom and teacher practice. |
| | **4e:** Discuss one's visions of teaching and success; evaluate one's professional aspirations and identify ways to grow professionally; explore opportunities for peer coaching and peer observations to develop skills in accordance with Gordon's Skill Development Ladder; reflect on content learned and make correlations to the classroom and teacher practice. |
| | **4f:** Evaluate one's professionalism; discuss professional conduct expectations regarding conduct toward students, conduct toward practices and performance, conduct toward professional colleagues, and conduct toward parents and community; analyze and discuss examples of adherence to and infractions of conduct expectations; illustrate one's concept of professionalism; reflect on content learned and make correlations to the classroom and teacher practice; identify relevant strategies for use in the classroom; evaluate classroom scenarios for each component in Domain 4 to determine the level of performance. |
| | Complete an assessment that requires the analysis of the components in *Domain 4: Professional Responsibilities,* makes comparisons between the higher levels of performance and one's own practices, identifies strengths and challenges, and describes ways to enhance or improve teacher effectiveness; create a logo and tag line that captures the essence of a designated domain. |

## 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: Minds on Fire Reflection | 12 | Outcome 3 | |
| Assessment 4: Domain 1—Planning and Preparation | 24 | Outcome 4 | |
| Assessment 5: Domain 2—The Classroom Environment | 20 | Outcome 5 | |
| Assessment 6: Domain 3—Instruction | 20 | Outcome 6 | |
| Assessment 7: Domain 4—Professional Responsibilities | 24 | Outcome 7 | |
| Assessment 8: Designing Effective Teaching | 35 | 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: Building Background Activities | [10] | Outcome 6 | |
| Supplemental Assessment 2: Reflection and Debriefing Activities | [10] | Outcome 6 | |
| **Final Course Portfolio Total** | | | |

## Course Hours—Hours by Module

***Professional Learning for Teacher Effectiveness***

| | |
|---|---|
| Virtual Classroom | 20 hrs. |
| Course Content | 44 hrs. |
| Activity Assignments | 49 hrs. |
| Course Portfolio | 22 hrs. |
| **Course Total** | **135 hrs.** |

| Introduction and Domain 1: Planning and Preparation [1a] | | Domain 1: Planning and Preparation [1b-1c-1d] | |
|---|---|---|---|
| **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** |

| Domain 1: Planning and Preparation [1d-1e-1f] | | Domain 2: The Classroom Environment [2a-2b-2c] | |
|---|---|---|---|
| **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** |

| Domain 2: The Classroom Environment [2c-2d-2e] | | Domain 3: Instruction [3a-3b-3c] | |
|---|---|---|---|
| **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** |

| Domain 3: Instruction [3c-3d-3e] | | Domain 3: Instruction [3e] Domain 4: Professional Responsibilities [4a-4b] | |
|---|---|---|---|
| **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** |

| Domain 4: Professional Responsibilities [4b-4c-4d] | | Domain 4: Professional Responsibilities [4e-4f-Closing] | |
|---|---|---|---|
| **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 | 3 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) | 4 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, *Professional Learning for Teacher Effectiveness* specifically addresses critical thinking in Domain 1: Planning and Preparation/Component 1e: Designing Coherent Instruction and Component 1f: Designing Student Assessment; Domain 2: The Classroom Environment/Component 2c: Managing Classroom Procedures, Component 2d: Managing Student Behavior, and Component 2e: Organizing Physical Space; Domain 3: Instruction/Component 3b: Using Questioning and Discussion Techniques and Component 3e: Demonstrating Flexibility and Responsiveness; and Domain 4: Professional Responsibilities/Component 4a: Reflecting on Teaching.

**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 lesson design that incorporates course concepts (Assessment 8: Designing Effective Teaching) 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
1f: Designing Student Assessments

**DOMAIN 2: THE 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
3d: Using Assessment in Instruction
3e: Demonstrating Flexibility and Responsiveness

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**
4a: Reflecting on Teaching
4b: Maintaining Accurate Records
4c: Communicating with Families
4d: Participating in the Professional Community
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, 4, 5, 6, 7,8** |
|---|---|

### 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**

## 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, 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. | **1, 2, 3, 4, 5, 6, 7, 8** |
| 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. | **1, 2, 3, 4, 5, 6, 7, 8** |

# Bibliography

Armstrong, S., & Haskins, S. (2010). *A practical guide to tiering instruction in the differentiated classroom.* New York, NY: Scholastic, Inc.

Bandura, A. (1997). *Self-efficacy: The exercise of control.* New York, NY: W. H. Freeman.

Barkley, S. (2011). *Questions for life: Powerful strategies to guide critical thinking.* New York, NY: Worthy Shorts, Inc.

Bloom, B. (1984). *Taxonomy of educational objectives: Book 1. Cognitive domain.* New York, NY: Addison-Wesley.

Brookhart, S. (2008). *How to give effective feedback to your students.* Alexandria, VA: Association for Supervision and Curriculum Development.

Csikszentmihalyi, M. (2008). *Flow: The psychology of optimal experience.* New York, NY: HarperCollins Publishers.

Danielson, C. (2013). *The framework for teaching evaluation instrument*. Princeton, NJ: The Danielson Group.

Danielson, L. (2009). How teachers learn: Fostering reflection. *Educational Leadership, 66*(5). Retrieved from http://www.ascd.org/publications/educational-leadership/feb09/vol66/num05/Fostering-Reflection.aspx

Dean, C., Hubbell, E., Pitler, H., & Stone, B. (2012). *Classroom instruction that works: Research-based strategies for increasing student achievement.* Denver, CO: McREL.

DuFour, R. (2004). What is a professional learning community? *Educational Leadership, 61*(8), 6–11.

Dunn, R., & Dunn, K. (1987). Dispelling outmoded beliefs about student learning. *Educational Leadership, 44*(96), 55–61.

Dweck, C. (2006). *Mindset: The new psychology of success.* New York, NY: Random House.

Ferlazzo, L., & Hammond, L. (2009). *Building parent engagement in schools.* Santa Barbara, CA: Linworth.

Glasser, W. (1998). *Choice theory: A new psychology of personal freedom.* New York, NY: HarperCollins.

Howard, G. R. (2007). As diversity grows, so must we. *Educational Leadership, 64*(6), 16–22.

Kleickmann, T., Richter, D., Kunter, M., Elsner, J., Besser, M., Krauss, S., & Baumert, J. (2013). Teachers' content knowledge and pedagogical content knowledge: The role of structural differences in teacher education. *Journal of Teacher Education, 64*(1), 90–106.

Knowles, M. (1975). *Self-directed learning: A guide for learners and teachers.* Englewood Cliffs, NJ: Prentice Hall.

Marzano, R. (2007). *Art and science of teaching.* Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R., & Pickering, D. (2010). *The highly engaged classroom: The classroom strategies series.* Centennial, CO: Marzano Research Laboratory.

Maslow, A. (1968). *Toward a psychology of being.* New York, NY: Van Nostrand.

McCarthy, B. (2000). *About learning.* Wauconda, IL: About Learning, Inc.

Meyer, A., Rose, D., & Gordon, D. (2014). *Universal design for learning: Theory and practice.* Wakefield, MA: CAST Professional Publishing.

Moorman, C. (2012). *The teacher talk advantage: Five voices of effective teaching.* Merrill, MI: Personal Power Press.

Pitler, H., & Hubbell, E. (2012). *Using technology with classroom instruction that works.* Denver, CO: McREL.

Robbins, P. (2015). *Peer coaching to enrich professional practice, school culture, and student learning.* Alexandria: VA: Association for Supervision and Curriculum Development.

Silver, H., Strong, R., & Perini, M. (2000). *So each may learn: Integrating learning styles and multiple intelligences.* Alexandria, VA: Association for Supervision and Curriculum Development.

Stiggins, R., Arter, J., Chappuis, J., & Chappuis, S. (2006). *Classroom assessment for student learning: Doing it right—using it well.* Upper Saddle River, NJ: Pearson Education.

Stronge, J. H. (2007). *Qualities of effective teachers* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

Tomlinson, C. (2014). *The differentiated classroom: Responding to the needs of all learners.* Alexandria, VA: Association for Supervision and Curriculum Development.

Vygotsky, L. (1978). *Mind in society: The development of higher psychological processes.* Cambridge, MA: Harvard University Press.

Webb, N. L. (2005). *Webb's Depth of Knowledge: Alignment tool.* Madison, WI: Wisconsin Center of Educational Research.

Weiner, B. (1974). *Achievement motivation and attribution theory.* New York, NY: General Learning Press.

Weissbourd, R. (2003). Moral teachers, moral students. *Educational Leadership, 60*(6), 6–11.

Wiggins, G., McTighe, J. (2006). *Understanding by design: A framework for effecting curricular development and assessment.* Alexandria, VA. Association for Supervision and Curriculum Development.

Wong, H., & Wong, R. (2009). *The first days of school: How to be an effective teacher.* Mountain View, CA: Harry K. Wong Publications, Inc.

Wong, H., & Wong, R. (2014). *The classroom management book.* Mountain View, CA: Harry K. Wong Publications, Inc.