Student Engagement and Standards-Based Learning™

Course Description
Using a standards-based approach as its foundation, Student Engagement and Standards-Based Learning™ is a PLS 3rd Learning course that explores high-impact learning activities designed to help teachers optimize student learning. Participants will use standards as a basis for designing learning activities, assessments, and scoring guides and will prioritize learning based on curriculum. Using alignment criteria and the POINT design components, participants will evaluate, modify, expand, and design standards-based learning activities in order to maximize student learning, engagement, and achievement. A variety of learning activities aligned to standards and the QFL Process Skills are featured in this course as participants learn to address the needs of 21st century learners and foster progress toward deeper retention and transfer of learning.

Course Alignments
This PLS 3rd Learning course is aligned to Charlotte Danielson’s Framework for Teaching:
- Domain 1 – 1A, 1B, 1C, 1E, and 1F
- Domain 2 – 2B
- Domain 3 – 3A, 3C, and 3D
- Domain 4 – 4A, 4E, and 4F

Course Outcomes
Upon completion of this class, the learner will be able to:
1. Discuss and apply current, validated research underlying the theories, principles, and practices that lead to and support student engagement and standards-based learning.
2. Design an assessment and a scoring guide that are based on specific alignment criteria and align to a standards-based learning activity.
3. Evaluate an existing or acquired standards-based learning activity and make necessary revisions to maximize student learning and engagement.
4. Design a standards-based learning activity and assessment that use specific design components and align to a chosen process skill.
5. Adapt a learning activity that includes modifications for gifted, ELL, or differentiated learner needs or provides expansions based on learning profile, interdisciplinary, or QFL combinations.
6. Reflect upon and continuously evaluate personal practice, and adjust accordingly.
7. Generalize course content to reflect how diverse populations within classrooms have their needs met by applying the skills, strategies, and knowledge taught in this course.

**Supplemental Outcomes**

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

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

**Institutional Outcomes**
(To be listed here)

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

**Topical Outline**

Engage Learners

Provide an overview of course concepts and define standards-based learning; examine the three levels of understanding of the QFL Process Skills: Perception, Induction, Analysis, and Same/Different (Level One); Insight, Appraisal, Summary, and Evaluation (Level Two); and Idea, Prediction, and Action (Level Three); experience a standards-based community-building activity; examine the domains of student engagement: academic, behavioral, and emotional; identify strategies that motivate and engage learners within each of the domains; experience a standards-based learning activity aligned to the QFL Process Skill of Perception, and make connections to strategies that engage; examine the POINT design model: plan intent, organize to engage, integrate skills, note adaptations, and target connections; experience a team-building activity and make connections to the POINT design model; internalize the ideas and concepts learned and make connections to the classroom.
Navigate Standards
Discussions standards from inception through Common Core State Standards; identify compelling whys for standards-based learning for various stakeholders; explore literature and navigate standards using discussion strategies; identify the process skills in standards and correlate them to the QFL Process Skills; experience standards-based learning activities aligned to the QFL Process Skills of Same/Different and Analysis; explore the logistics of organizing learning activities to engage learners and make connections to learning activities; internalize the ideas and concepts learned and make connections to the classroom.

Generate Assessments
Participate in and evaluate the use of pre- and post-assessment strategies; examine the alignment of the standard, assessment, and scoring guide for learning activities; use structured conversations to evaluate alignment using criteria that focuses on consistent language and representative tasks; discuss the advantages and limitations of the assessment methods continuum and standards-based rubrics; identify and model various formative assessment strategies; experience a standards-based learning activity aligned to the QFL Process Skill of Induction and discuss appropriate formative assessment strategies; internalize the ideas and concepts learned and make connections to the classroom.

Align Activities
Conduct an analysis of the essential, important, and interesting topics in one’s curriculum in order to select high-impact learning activities; identify and evaluate the remaining components of POINT: integrate skills, note adaptations, and target connections; identify strategies for integrating 21st Century Skills into standards-based learning activities; identify strategies for targeting connections between standards-based learning activities and content; use the POINT design model to evaluate an existing or acquired standards-based learning activity; provide and process collaborative feedback regarding a learning activity and make revisions based on the POINT analysis and feedback; experience standards-based anchor activities, learning activities, and energizers aligned to the QFL Process Skills: Perception, Induction, Analysis, Same/Different, Insight, Appraisal, Summary, Evaluation, Idea, and Prediction, and make connections to POINT; internalize the ideas and concepts learned and make connections to the classroom.
**Gain Mastery**  Experience standards-based learning activities aligned to the QFL Process Skill: Action; explore ways to teach the QFL Process Skills to students; use the alignment criteria and POINT to collaboratively design a standards-based learning activity and assessment for the classroom; explore various methods and strategies for modifying a learning activity for gifted, ELL, and differentiated learner needs; explore various methods and strategies for expanding a learning activity to address diverse learning profiles, interdisciplinary opportunities, and QFL combinations; work collaboratively to modify or expand a standards-based learning activity; internalize the ideas and concepts learned and make connections to the classroom

**Educate**  Experience standards-based learning activities that encourage innovation and foster 21st Century Skills; discuss research and literature that support standards-based learning activities; share standards-based learning activities, assessments, and adaptations designed collaboratively; practice methods for providing and processing collaborative feedback; review concepts and strategies learned in the course and set goals for implementation; internalize the ideas and concepts learned and make connections to the classroom
Course Assessments and Links to Institutional Outcomes and Course Outcomes
Throughout the course, the learner will be assessed and evaluated on the completion of the following assessments. The two mandatory assessments, which are bolded below, total 45 points. Participants also choose one assessment from Column A for 10 points, one assessment from Column B for 25 points, and one assessment from Column C for 20 points, for a total of 100 points.

<table>
<thead>
<tr>
<th>Assessment No. 1: (Column A)</th>
<th>Points</th>
<th>Correlations With Institutional Outcomes</th>
<th>Correlations With Course Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stop and Link Journal</td>
<td>10</td>
<td></td>
<td>1, 6, 10</td>
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<tr>
<td>Assessment No. 2: (Column A)</td>
<td>10</td>
<td></td>
<td>1, 6, 10</td>
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<tr>
<td>Article Review</td>
<td>10</td>
<td></td>
<td>1, 6, 10</td>
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<tr>
<td>Assessment No. 3: (Column A)</td>
<td>10</td>
<td></td>
<td>1, 6, 9, 10</td>
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<tr>
<td><strong>Assessment No. 4:</strong></td>
<td><strong>20</strong></td>
<td></td>
<td>2</td>
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<tr>
<td><strong>Standards-Based Assessment and Scoring Guide</strong></td>
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<tr>
<td>Assessment No. 5: (Column B)</td>
<td>25</td>
<td></td>
<td>3, 6, 8, 10</td>
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<tr>
<td>Evaluating an Existing Standards-Based Learning Activity</td>
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<td>Assessment No. 6: (Column B)</td>
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<td>3, 6, 8, 10</td>
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<tr>
<td>Evaluating an Acquired Standards-Based Learning Activity</td>
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<td><strong>Assessment No. 7:</strong></td>
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<td>4</td>
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<tr>
<td><strong>Designing a Standards-Based Learning Activity</strong></td>
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<tr>
<td>Assessment No. 8: (Column C)</td>
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<td></td>
<td>5, 7, 9, 10</td>
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<tr>
<td>Modifying a Standards-Based Learning Activity</td>
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<tr>
<td>Assessment No. 9: (Column C)</td>
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<td>5, 7, 9, 10</td>
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<tr>
<td>Expanding a Standards-Based Learning Activity</td>
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<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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Criteria specific to each assessment will be explained in conjunction with the instructional activities.
**Instructional Materials**
Instructors and learners will use instructor-generated materials, learner-generated materials, print resources, and Web-based resources to facilitate learning.

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

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

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

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

**Grading Policy**
(To be listed here)

**Absence and Tardy Policy**
(To be listed)

**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 Charlotte Danielson’s *Framework for Teaching*

Each PLS 3rd Learning course is aligned to the components in Charlotte Danielson’s *Framework for Teaching*. The alignments for this course are listed below.

**DOMAIN 1: PLANNING AND PREPARATION**

1A. Demonstrating Knowledge of Content and Pedagogy
1B. Demonstrating Knowledge of Students
1C. Setting Instructional Outcomes
1E. Designing Coherent Instruction
1F. Designing Student Assessments

**DOMAIN 2: THE CLASSROOM ENVIRONMENT**

2B. Establishing a Culture for Learning

**DOMAIN 3: INSTRUCTION**

3A. Communicating with Students
3C. Engaging Students in Learning
3D. Using Assessment in Instruction

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

4A. Reflecting on Teaching
4E. Growing and Developing Professionally
4F. Showing Professionalism
Course Outcome Correlations With INTASC Standards for Teachers

**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, 7, 8, 9

**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, 5, 7, 9

**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, 3, 4, 5, 6, 7, 8, 9, 10

**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, 7, 8, 9, 10

**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, 3, 4, 5, 6, 7, 8, 9, 10

**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, 7, 10
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.

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.

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.

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.

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


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

Proposition 1: Teachers are Committed to Students and Their Learning.

NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn.

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.

NBCTs understand how students develop and learn.

They respect the cultural and family differences students bring to their classroom.

They are concerned with their students’ self-concept, their motivation and the effects of learning on peer relationships.

NBCTs are also concerned with the development of character and civic responsibility.

Course Outcomes

1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.

NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject.

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.

They are able to use diverse instructional strategies to teach for understanding.

Course Outcomes

1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.

NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused.

Course Outcomes

1, 2, 3, 4, 5, 6, 7, 8, 9, 10
They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.

NBCTs know how to assess the progress of individual students as well as the class as a whole.

They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.

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.

They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.

They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.

Proposition 5: Teachers are Members of Learning Communities.

NBCTs collaborate with others to improve student learning.

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.

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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Bibliography


