



**The Learning Tree Professional Development Network, LLC**  
Course Syllabus

**Course Title:** Engaging All Students

**Credits:** 3 credits

**Class Type:** Accelerated Fully Online

*Participants taking this course for PDPs are required to complete ONE discussion board post, ONE written response, and a modified (to a lesser degree) final assignment in order to earn a Massachusetts' Department of Elementary and Secondary Education approved certificate.*

*Participants taking this course for CEUs are required to complete ONE discussion board post, ONE written response, and a written reflection on an educator's professional accomplishment and growth resulting from participation in the course.*

**COURSE DESCRIPTION:**

One of the most challenging obstacles for educators is understanding and responding to our students' varying learning styles and needs. This course will introduce participants to best practical and applicable instructional strategies for all classroom settings to raise student achievement and motivation. Participants will learn to design a cognitive context for learning, including methods of differentiation and project-based learning design. In addition, the course will discuss best instructional practices for classroom management, productive classroom discussions, classroom probes to inform instruction, working effectively with families, and development of higher order thinking skills. Participants will review current research on the brain and student learning to support all students through appropriate challenges and supports, including technology, to promote success for all students.

**COURSE PREREQUISITES:** None

**LEARNING GOALS:**

GLOBAL GOALS OF THE COURSE:

1. Critique and synthesize current research and theories on the brain and student learning.
2. Critique and interpret current research and theories on best instructional classroom practices.
3. Synthesize and apply principles of best instructional classroom practices.

INSTRUCTIONAL OBJECTIVES:

1. Design a cognitive context for learning.
2. Evaluate, determine, and apply the techniques of best instructional planning to raise achievement and motivation.
3. Evaluate, select, and implement best instructional practices to raise achievement and motivation.
4. Implement classroom probes to inform instruction.

### **TEACHING/LEARNING ACTIVITIES:**

Video clips, PowerPoints, readings, graphic organizers, teaching tools, sample lessons, classroom discussion, lecture, etc. will all be implemented to demonstrate concepts.

### **REQUIRED READINGS:**

David-Lang, J. (2013). Summary of Visible Learning. The MAIN Idea.

Rosenshine, B. (2012). Principles of Instruction: Research-Based Strategies that all Teachers Should Know. American Educator, 12-19 & 39.

Voltz, D. L., Sims, M. J., & Nelson, B. P. (2010). Connecting teachers, students, and standards: Strategies for success in diverse and inclusive classrooms. "Gathering and Using the Best Methods for Instruction." Alexandria, VA: ASCD.

### **EVALUATION METHODS:**

1. **One Page Response Journals:** Some week participants will be given a required article to read. Participants should write a one page response to each article on particular weeks when journals are assigned. Participants should respond to the article, not summarize it. How does it affect you as an educator? How can you implement this in your own educational setting? Would you want to implement it?
2. **Online Discussions:** Participants are asked to discuss assignments. These discussions can include **meaningful** questions, stories, examples, concerns, ideas, etc. To get full credit for these discussions, a participant must post a response, question, story, etc. at least once during the assigned week.
3. **Final Assignment:** For the final assignment, participants will create a one-hour professional development workshop presentation to be used to train educators on best instructional practices to improve achievement and motivation. Participants' workshops should demonstrate an understanding of information gained from course content, materials, and discussion. The final assignment is due at the end of Week Six.

Final Assignment Required Elements:

- Workshop agenda stating workshop goals, topics to be presented, and time segments **(10 points)**
- PowerPoint presentation on best instructional practices to improve achievement and motivation to be presented as part of your workshop. The PowerPoint shall be a minimum of 15 slides, not counting the title, closing, and/or reference slides of the presentation. Sources can be cited directly on corresponding slides or on a reference slide at the end of the presentation. **(30 points)**
- Handout to be used for the presentation (e.g., fact sheet, brochure, FAQ, etc.) The handout should be no more than one page of print (i.e. one side or two sides of one piece of paper = one page of print) **(20 points)**
- Creation of one workshop audience activity designed to teach a topic of the workshop **(30 points)**
- Inclusion of course content. Sources can be cited directly on corresponding slides or on a reference slide at the end of the presentation **(10 points)**

### **TESTING AND GRADING:**

- 40% Written assignments (one page response journals)
- 20% Online discussions
- 40% Final Assignment

### **ADA Policy**

If you as a student qualify as a person with a disability as defined in Chapter 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), you are strongly encouraged to register through the accrediting affiliated college or university. \_As a

student, it is your responsibility to present your accommodation letter to your instructor at the beginning of each semester.

### **Academic Integrity Statement**

Students are required to abide by the *Academic Integrity Policy*.

### **Course Credit Guidelines**

For a graduate three credit course, students are expected to receive a minimum of 135 hours of instruction and work outside of the class by the conclusion of the course.

6 Week online course - This course is a 3-credit course, which means that students are expected to do at least 22.5 hours of course-related work each week of the 6-week term. This includes work done completing assigned readings, studying for test and examinations, preparing written assignments, and other course-related tasks.

Class attendance is expected of all students up to and including the last day of scheduled classes in the semester. Students must plan accordingly.

### **TOPICAL TIMELINE**

#### **Week One**

- Review Syllabus
- Topics Covered:
  - Current research and theories on the brain and student learning
  - Designing a cognitive context for learning
  - Classroom Management

#### **Required Readings**

David-Lang, J. (2013). Summary of Visible Learning. The MAIN Idea.

#### **Other Assignments**

One Page Written Response.

#### **Week Two**

- Topics Covered:
  - Current research and theories on best instructional classroom practices to raise achievement and motivation
  - Putting best instructional strategies into practice to raise achievement and motivation

#### **Required Readings**

Rosenshine, B. (2012). Principles of Instruction: Research-Based Strategies that all Teachers Should Know. American Educator, 12-19 & 39.

#### **Other Assignments**

One Page Written Response.

#### **Week Three**

- Topics Covered:
  - Collaboration for unit planning
  - Designing project-based learning

#### **Required Readings**

Voltz, D. L., Sims, M. J., & Nelson, B. P. (2010). Connecting teachers, students, and standards: Strategies for success in diverse and inclusive classrooms. "Gathering and Using the Best Methods for Instruction." Alexandria, VA: ASCD.

**Other Assignments**

One Page Written Response.

**Week Four**

- Topics Covered:
  - Developing higher-order thinking skills
  - Classroom discussions to inform instruction
    - Types of questions
    - How to question

**Other Assignments**

Discussion Post.

**Week Five**

- Topics Covered:
  - Methods of differentiation
  - Working effectively with parents

**Other Assignments**

Discussion Post.

**Week Six**

- Topics Covered:
  - Implementing classroom probes to inform instruction

**Other Assignments**

Discussion Post.

Final Assignment.

\* *Syllabus is subject to change.*

**TOPICAL OUTLINE**

| Instructional Activity  | Description of Activity   | Time Spent  |
|---|---|-------------|
| <p><b><u>Week One</u></b></p> <ul style="list-style-type: none"> <li>● Review Syllabus</li> <li>● Topics Covered:               <ul style="list-style-type: none"> <li>○ Current research and theories on the brain and student learning</li> <li>○ Designing a cognitive context for learning</li> <li>○ Classroom Management</li> </ul> </li> </ul> <p><b>Required Readings</b><br/>           David-Lang, J. (2013). Summary of Visible Learning. The MAIN Idea.</p> | <p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p> | <p>22.5</p> |

|   |   |             |
|---|---|-------------|
| <p><b>Other Assignments</b><br/>One Page Written Response.</p>  |   |             |
| <p><b>Week Two</b></p> <ul style="list-style-type: none"> <li>● Topics Covered: <ul style="list-style-type: none"> <li>○ Current research and theories on best instructional classroom practices to raise achievement and motivation</li> <li>○ Putting best instructional strategies into practice to raise achievement and motivation</li> </ul> </li> </ul> <p><b>Required Readings</b><br/>Rosenshine, B. (2012). Principles of Instruction: Research-Based Strategies that all Teachers Should Know. American Educator, 12-19 &amp; 39.</p> <p><b>Other Assignments</b><br/>One Page Written Response.</p> | <p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p> | <p>22.5</p> |
| <p><b>Week Three</b></p> <ul style="list-style-type: none"> <li>● Topics Covered: <ul style="list-style-type: none"> <li>○ Collaboration for unit planning</li> <li>○ Designing project-based learning</li> </ul> </li> </ul> <p><b>Required Readings</b><br/>Voltz, D. L., Sims, M. J., &amp; Nelson, B. P. (2010). Connecting teachers, students, and standards: Strategies for success in diverse and inclusive classrooms. “Gathering and Using the Best Methods for Instruction.” Alexandria, VA: ASCD.</p> <p><b>Other Assignments</b><br/>One Page Written Response.</p>                                 | <p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p> | <p>22.5</p> |
| <p><b>Week Four</b></p> <ul style="list-style-type: none"> <li>● Topics Covered: <ul style="list-style-type: none"> <li>○ Developing higher-order thinking skills</li> <li>○ Classroom discussions to inform instruction <ul style="list-style-type: none"> <li>▪ Types of questions</li> <li>▪ How to question</li> </ul> </li> </ul> </li> </ul> <p><b>Other Assignments</b><br/>Discussion Post.</p>   | <p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p> | <p>22.5</p> |
| <p><b>Week Five</b></p> <ul style="list-style-type: none"> <li>● Topics Covered: <ul style="list-style-type: none"> <li>○ Methods of differentiation</li> </ul> </li> </ul>   | <p>Posted Lecture Notes, Articles, PowerPoint, and Websites,</p>                                    | <p>22.5</p> |

|   |   |                            |
|---|---|----------------------------|
| <ul style="list-style-type: none"> <li>o Working effectively with parents</li> </ul> <p><b>Other Assignments</b><br/>Discussion Post.</p>   | <p>Discussion Board, Written Response</p>   |                            |
| <p><b><u>Week Six</u></b></p> <ul style="list-style-type: none"> <li>• Topics Covered: <ul style="list-style-type: none"> <li>o Implementing classroom probes to inform instruction</li> </ul> </li> </ul> <p><b>Other Assignments</b><br/>Discussion Post.<br/>Final Assignment.</p> | <p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p> | <p>22.5</p>                |
|   |   | <p>Total<br/>135 hours</p> |