

Content Outline

This course will address the content areas listed below:

Module 1 – Visible Learning	Module 9 – Questioning
Module 2 – Revisiting Relationships	Module 10 – Rigor
Module 3 – Academic Background Knowledge	Module 11 – Prefrontal Cortex Executive Function
Module 4 – Mindsets	Module 12 – Prefrontal Cortex Memory Trace
Module 5 – Motivation Part 1	Module 13 – Homework (and Grading) Practices
Module 6 – Motivation Part 2	Module 14 – Assessment
Module 7 – Teach Like a Pirate	Module 15 – Other Topics
Module 8 – Unpacking and Planning	

Methods of Presentation

This hybrid course typically includes both face-to-face and virtual study. Each module includes a combination of content study, followed by field based practice using an action research model. A variety of teaching methods may be employed, including lectures, recorded videos, small and large group assignments, action research, sketch note journaling, and field assignments.

Teaching Strategies and Course Activities

- Lecture and presentations aligned with study topics
- Readings and discussion aligned with study topics
- Field applications of study topics
- Collaboration through small/large group activities that require thought about issues aligned with study topics
- Reflection on applications of study topics

Course Requirements

Dispositions are as important as academic work. Graduate students are expected to conduct themselves in a professional manner at all times. The graduate student in education will participate in each class discussion and related activity in a genuine and informed manner to exemplify preparation for class. Students are expected to activity cultivate positive peer and teacher relationships and participate in class appropriately. All students have the right to learn in a respectful environment and the instructor has the right to teach in a respectful environment. Engaging in personal conversations, preparing for other activities, and inattentive behavior distracts other class participants, including the professor, and will not be tolerated. Any failure to demonstrate appropriate professional dispositions may result in disciplinary actions that comply with FMU School of Education policies that may include withdrawal from the course.

Attendance and participation in every face-to-face or virtual class meeting is required unless otherwise noted. There are **NO EXCUSED** absences. **NOTE:** Final course grades are dropped one letter grade for every class absence and students are expected to be present for the full class period. Attendance is defined as presence through the entire class period, from starting time until conclusion.

Assignments and course responsibilities are outlined in the syllabus and posted in Blackboard. Assignments will be considered unacceptable past the due date, unless approved in advance by the professor, and late assignment grades may be dropped one letter grade for each day late even if a late submission is approved by the professor. **Note: Blackboard access to assignments may be closed after the due date.** ***Should students have questions about an assignment or its due date, the professor must be contacted WELL IN ADVANCE of the due date for clarification or other assistance.***

Course Assignment Overview

The graduate student in education will complete face-to-face and online activities that supplement the in-class or recorded class lectures. These assignments will require computer and internet access, and may include viewing YouTube videos, exploring websites, and participating in class-related discussion forums. The graduate student in education will participate in the lecture/discussion instructional component and complete the required activities and assignments. **All assignments must be submitted through the Blackboard platform---no email submissions can be accepted. Please do not use links to Google docs without opening proper permissions.**

#	General Activity Descriptions																
1	<p><u>Content Study and Sketch Notes:</u> The graduate student in education will study specific content areas, and create sketch notes to represent the learning, applications, and their personal reflections following the format provided.</p> <table border="0"> <tr> <td>Module 1 – Visible Learning</td> <td>Module 9 – Questioning</td> </tr> <tr> <td>Module 2 – Revisiting Relationships</td> <td>Module 10 – Rigor</td> </tr> <tr> <td>Module 3 – Academic Background Knowledge</td> <td>Module 11 – Prefrontal Cortex Executive Function</td> </tr> <tr> <td>Module 4 – Mindsets</td> <td>Module 12 – Prefrontal Cortex Memory Trace</td> </tr> <tr> <td>Module 5 – Motivation Part 1</td> <td>Module 13 – Homework (and Grading) Practices</td> </tr> <tr> <td>Module 6 – Motivation Part 2</td> <td>Module 14 – Assessment</td> </tr> <tr> <td>Module 7 – Teach Like a Pirate</td> <td>Module 15 – Other Topics</td> </tr> <tr> <td>Module 8 – Unpacking and Planning</td> <td></td> </tr> </table>	Module 1 – Visible Learning	Module 9 – Questioning	Module 2 – Revisiting Relationships	Module 10 – Rigor	Module 3 – Academic Background Knowledge	Module 11 – Prefrontal Cortex Executive Function	Module 4 – Mindsets	Module 12 – Prefrontal Cortex Memory Trace	Module 5 – Motivation Part 1	Module 13 – Homework (and Grading) Practices	Module 6 – Motivation Part 2	Module 14 – Assessment	Module 7 – Teach Like a Pirate	Module 15 – Other Topics	Module 8 – Unpacking and Planning	
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2	<p><u>Action Research Studies:</u> The graduate student in education use information from #1 above, Content Study and Sketch Notes, to plan, implement and reflect on a series of action research studies that are uniquely designed by the student to reflect personal strengths, areas for improvement, and attitudes, especially as they relate to work with children of poverty. Four <u>complete</u> Action Research Studies are required from the possible topics below:</p> <table border="0"> <tr> <td>Module 1 – Visible Learning**</td> <td>Module 9 – Questioning</td> </tr> <tr> <td>Module 2 – Revisiting Relationships**</td> <td>Module 10 – Rigor</td> </tr> <tr> <td>Module 3 – Academic Background Knowledge</td> <td>Module 11 – Prefrontal Cortex Executive Function</td> </tr> <tr> <td>Module 4 – Mindsets</td> <td>Module 12 – Prefrontal Cortex Memory Trace</td> </tr> <tr> <td>Module 5 – Motivation Part 1</td> <td>Module 13 – Homework (and Grading) Practices</td> </tr> <tr> <td>Module 6 – Motivation Part 2</td> <td>Module 14 – Assessment</td> </tr> <tr> <td>Module 7 – Teach Like a Pirate</td> <td>Module 15 – Other Topics</td> </tr> <tr> <td>Module 8 – Unpacking and Planning**</td> <td></td> </tr> </table> <p style="text-align: right;">** Alternate Assignments Required</p>	Module 1 – Visible Learning**	Module 9 – Questioning	Module 2 – Revisiting Relationships**	Module 10 – Rigor	Module 3 – Academic Background Knowledge	Module 11 – Prefrontal Cortex Executive Function	Module 4 – Mindsets	Module 12 – Prefrontal Cortex Memory Trace	Module 5 – Motivation Part 1	Module 13 – Homework (and Grading) Practices	Module 6 – Motivation Part 2	Module 14 – Assessment	Module 7 – Teach Like a Pirate	Module 15 – Other Topics	Module 8 – Unpacking and Planning**	
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3	<p><u>Learning from Observation and Reflection: Videotaped Instruction/Professional Study</u></p> <p>The graduate student in education will create a mini-professional learning module that 1) could be delivered in PLCs, faculty meetings, or at professional conferences, and that 2) illustrates the importance and application of a teaching and assessment content topic <u>specifically for under-resourced learners</u>. This activity must include these three elements:</p> <ol style="list-style-type: none"> <u>Presentation</u> (Narrated PowerPoint presentation or Zoom recording) that defines the key concepts related to the content study topic. Creativity and content count! Try to honor the rule of thumb of no more than 15 words per slide. Pictures and graphics are required. A minimum of 5 slides are required, but more are likely to be needed...think 15 minutes or less. Embedded <u>videotaped in-class illustration</u> of the content study topic in action that would be used with the presentation (above) to 'teach' about this important practice or to 'illustrate' it in action. The video could be of your instruction in practice or you may videotape a colleague, with their permission. <u>Handout</u> or other hard-copy take-away that would be provided to attendees. <p style="text-align: right;">Module 16</p>																
4	<p><u>I used to think...And now I think:</u> The graduate student in education will complete a final reflection that provides an opportunity to address ways in which thinking has changed as a result of the focused study and activities of this course.</p> <p style="text-align: right;">Module 17</p>																

Course Modules and Assignments

Module 1: Getting Started: Why Teachers Matter MORE when Learning is Visible CLASS 8/17- NOT ON EKED

In this module, the graduate student in education will explore John Hattie's work, specifically in terms of the "effect" of specific influences and the impact of this work on individual philosophy and practice. The graduate student in education will participate in the lecture/discussion instructional component and complete the activities and assignments:

Module 1 - Getting Started: Why Teachers Matter and Visible Learning	DUE	Points
Visible Learning –Sketch Notes	9/1	4
Visible Learning – What does this mean for me?	9/1	4

Module 2: Know the Audience: Revisiting Relationships

The purpose of this first assignment is to redirect our focus to the needs of students, particularly those with limited resources. Without high quality relationships, teaching and assessing strategies are likely to be unsuccessful. The graduate student in education will participate in the lecture/discussion instructional component and complete the activities and assignments:

Module 2 - Know the Audience: Revisiting Relationships (EKED Video #1)	DUE	Points
Relationships – Initial Work	9/1	4
Relationships –Where I Stand	9/15	4

Module 3: Know the Audience: Accessing Academic Background Knowledge

Background knowledge—what students know before instruction begins—must be authentically assessed and then used to inform instruction. The graduate student in education will participate in the lecture/discussion instructional component and complete the activities and assignments:

Module 3 - Know the Audience: Accessing Acad. Background Knowledge (EKED Video #13)	DUE	Points
Accessing Background Knowledge –Sketch Notes	9/15	4

Module 4: Change the Brain: Mindsets

The work of Carol Dweck informs this study of mindsets—how mindsets develop and why they matter for both short-term and long-term learning. The graduate student in education will participate in the lecture/discussion instructional component and complete the activities and assignments:

Module 4 - Change the Brain: Mindsets (EKED Video #12)	DUE	Points
Mindsets –Sketch Notes	9/15	4

Module 5: Engage the Audience: Motivation, Part 1

Motivation matters and many teachers struggle with finding ways to motivate students who have different interests and background experiences. The graduate student in education will participate in the lecture/discussion instructional component and complete the activities and assignments:

Module 5 - Engage the Audience: Motivation – Part 1 – Increase Value (EKED Video #11)	DUE	Points
Motivation Part 1 – Increase Value –Sketch Notes	10/1	4

Module 6: Engage the Audience: Motivation, Part 2

Motivation matters and many teachers struggle with finding ways to motivate students who have different interests and background experiences. The graduate student in education will participate in the lecture/discussion instructional component and complete the activities and assignments:

Module 6 - Engage the Audience: Motivation – Part 2 – Increase Expectancy of Success (EKED Video #11)	DUE	Points
Motivation Part 2 – Increase Expectancy of Success –Sketch Notes	10/1	4

Module 7: Teach Like a Pirate

This module explores the importance of building classroom community and growing relationships with students with a focus on decreasing stress. The graduate student in education will participate in the lecture/discussion instructional component and complete the required activities and assignments:

Module 7 - Teach Like a Pirate (EKED Video #11 & Dave Burgess in Summer Institute)	DUE	Points
Hooks –Sketch Notes	10/1	4

Module 8: Hitting the Target with Purpose: Unpacking and Planning

Standards are used to inform our practice, and teachers are expected to both understand the intent of the standard and implement them authentically. The Revised Bloom's Taxonomy and Webb's Depth of Knowledge can be used to unpack standards prior to planning. The graduate student in education will participate in the lecture/discussion instructional

component and complete the required activities and assignments:

Module 8 - Hitting the Target with Purpose: Unpacking and Planning (EKED Video #10)	DUE	Points
RBT/DOK –Sketch Notes	10/15	4
RBT/DOK – Practice Assignment	10/15	8

Module 9: Elevating Questioning

New research indicates that a teacher's questioning skills have an important impact on learning. The graduate student in education will participate in the lecture/discussion instructional component and complete the required activities and assignments:

Module 9 - Elevating Questions (EKED Video #19)	DUE	Points
Questioning –Sketch Notes	11/1	4

Module 10: Differentiation: Rigor for ALL

Teachers must understand diverse student experiences and needs and design appropriate learning opportunities that are rigorous for all learners. The graduate student in education will videotape an instructional lesson, participate in the lecture/discussion instructional component, and complete the required activities and assignments:

Module 10 - Differentiation: Rigor for ALL (EKED Video #17 & 18)	DUE	Points
Differentiation/Rigor –Sketch Notes	11/1	4

Module 11: Supporting Development of the Prefrontal Cortex Part 1: Executive Function

The prefrontal cortex, or the front third of the brain, is the source of functions critical for learning. Teachers who have a basic understanding are able to create brain-informed learning experiences. The graduate student in education will participate in the lecture/discussion instructional component and complete the required activities and assignments:

Module 11 - Supporting the Prefrontal Cortex: Executive Function/Memory Trace (EKED Video #14)	DUE	Points
Executive Function – Sketch Notes	11/15	4

Module 12: Supporting Development of the Prefrontal Cortex Part 2: Memory Trace

The prefrontal cortex, or the front third of the brain, is the source of functions critical for learning. Teachers who have a basic understanding are able to create brain-informed learning experiences. The graduate student in education will participate in the lecture/discussion instructional component and complete the required activities and assignments:

Module 12 - Supporting the Prefrontal Cortex: Executive Function/Memory Trace (EKED Video #15)	DUE	Points
Memory Trace – Sketch Notes	11/15	4

Module 13: Homework (and Grading Practices) CLASS 10/19

How important is homework? What constitutes 'good' homework? Why does homework matter? The graduate student in education will participate in the lecture/discussion instructional component and complete the required activities and assignments:

Module 13 - Homework (and Grading Practices) (Not yet available on EKED)	DUE	Points
Homework (and Grading Practices) –Sketch Notes	11/1	4
Homework (and Grading Practices) – Representation	11/1	4

Module 14: Using Assessment to Inform, Understand, and Drive the Process

This module explores the concept of growth vs. fixed mindsets. The graduate student in education will participate in the lecture/discussion instructional component and complete the required activities and assignments:

Module 14 - Using Assessment to Inform, Understand, & Drive the Process (EKED Video #20)	DUE	Points
Assessment –Sketch Notes	11/1	4
Assessment Project – Action Plan		8

Module 15: Other Topics: Your Selection (NOT REQUIRED – EXTRA CREDIT)

This module topics of individual interest. This module is not required. It is offered because there is so much other information that could not be formally covered in this course, but I wanted to offer you a way to study it on your own and to provide extra credit for that study. The graduate student in education will participate in the lecture/discussion instructional component and complete the required activities and assignments:

Module 15 - OTHER TOPICS: YOUR SELECTION	DUE	Points
Topic: – Foundations for Practice or Sketch Notes (NOT REQUIRED)		4

Module 16: Learning from Observation and Reflection: Professional Learning Project

The graduate student in education will create a mini-professional learning module that 1) could be delivered in PLCs,

faculty meetings, or at professional conferences, and that 2) illustrates the importance and application of a teaching and assessment content topic specifically for under-resourced learners.

This activity must include these three elements:

- PowerPoint presentation that defines the key concepts related to the content study topic. Creativity and content count! Try to honor the rule of thumb of no more than 15 words per slide. Pictures and graphics are required. A minimum of 5 slides are required, but more are likely needed.
- Embedded videotaped in-class illustration of the content study topic in action that would be used with the PPT presentation (above) to 'teach' about this important practice. The video could be of your instruction in practice or you may videotape a colleague in action.
- Handout or other hard-copy take-away that would be provided to attendees.

Module 16 - Learning from Observation & Reflection: Professional Learning Project	DUE	Points
Teaching and Assessing: PowerPoint Presentation	12/1	8
Teaching and Assessing: Best Practices Demonstration Video	12/1	4
Teaching and Assessing: Best Practices Handout	12/1	4

Module 17: Final Representation: "I used to think and now I think"

The graduate student in education will complete a final reflection that provides an opportunity to address ways in which thinking has changed as a result of the focused study and activities of this course.

Module 17 - I used to think... Final Reflection	DUE	Points
"I used to think and now I think" - Final Reflection	12/1	8

Action Research Study # 1

The student will select a content study and develop and implement an action research study focused on one of the content studies addressed in Modules 4-11. The student will submit the action plan, and then implement and reflect on implementation following the instructions for action research.

Action Research Study #1	DUE	Points
Action Plan #1	9/1	4
Action Implementation and Reflection #1	9/30	4

Action Research Study # 2

The student will select a content study and develop and implement an action research study focused on one of the content studies addressed in Modules 4- 11. The student will submit the action plan, and then implement and reflect on implementation following the instructions for action research.

Action Research Study #2	DUE	Points
Action Plan #2	10/1	4
Action Implementation and Reflection #2	10/31	4

Action Research Study # 3

The student will select a content study and develop and implement an action research study focused on one of the content studies addressed in Modules 4 -11. The student will submit the action plan, and then implement and reflect on implementation following the instructions for action research.

Action Research Study #3	DUE	Points
Action Plan #3	11/1	4
Action Implementation and Reflection #3	11/30	4

Action Research Study # 4

The student will select a content study and develop and implement an action research study focused on one of the content studies addressed in Modules 4 -11. The student will submit the action plan, and then implement and reflect on implementation following the instructions for action research.

Action Research Study #4	DUE	Points
Action Plan #4 OR SUBSTITUTE 3 Sketch Notes Entries from 2020 Virtual Summer Institute Series	11/1	4
Action Implementation and Reflection #4 OR SUBSTITUTE 3 Sketch Notes Entries from 2020 Virtual SI Series	11/30	4

GRADING SCALE:

****Must earn a score of 3 or higher on ALL assignments for credit.****

GRADING SCALE:

A = 140-116 B+ = 115-111 B = 110-106 C+ = 105-101 C = 100-95 NC= Below 95

SCORING RUBRIC:

**MUST EARN A SCORE OF 3 or 4 or assignments will be sent back for revision.
No scores of 1 or 2 will be accepted toward final grade.**

SCORE		DESCRIPTORS
<i>OK FOR CREDIT</i>	4	Exceeds Expectations. Completely thorough and thoughtful submission. Well organized throughout; followed all instructions fully. Details are clear and supportive of the topic under investigation. Reflection includes deep analysis, application, and plans for future.
	3	Meets Expectations. Mostly thorough and thoughtful submission. Generally well organized; followed most instructions. Details are mostly clear and supportive of the topic under investigation. Reflection includes basic analysis, application, and plans for future.
<i>MUST RESUBMIT FOR CREDIT</i>	2	Attempted to meet expectations. Rudimentary submission. Organization unclear; instructions frequently not followed. Details are not clear and supportive of the topic under investigation. Reflection does not include basic analysis, application, and/or plans for future.
	1-0	Little or no attempt to meet expectations. No evidence of organization; instructions not followed. Details are generally not included. Reflection is generally not evident.

EDUC 599 ASSIGNMENTS	Due	Points Value	Points Earned
Module 1 - Getting Started: Why Teachers Matter and Visible Learning			
Visible Learning –Sketch Notes	9/1	4	
Visible Learning – What does this mean for me?	9/1	4	
Module 2 - Know the Audience: Revisiting Relationships NOT REQUIRED FOR GWD			
Relationships – Initial Work	9/1	4	
Relationships – Where I Stand	9/15	4	
Module 3 - Know the Audience: Accessing Acad. Background Knowledge			
Accessing Background Knowledge –Sketch Notes	9/15	4	
Module 4 - Change the Brain: Mindsets			
Mindsets –Sketch Notes	9/15	4	
Module 5 - Engage the Audience: Motivation Part 1 – Increase Value			
Motivation –Sketch Notes	10/1	4	
Module 6 - Engage the Audience: Motivation Part 2 – Increase Expectancy of Success			
Motivation –Sketch Notes	10/1	4	
Module 7 - Teach Like a Pirate			
Hooks –Sketch Notes	10/1	4	
Module 8 - Hitting the Target with Purpose: Unpacking and Planning			
RBT/DOK – Sketch Notes	10/15	4	
RBT/DOK – Practice Assignment	10/15	8	
Module 9 - Elevating Questions			
Questioning – Foundations for Practice or Sketch Notes	11/1	4	
Module 10 - Differentiation: Rigor for ALL			
Differentiation/Rigor – Foundations for Practice or Sketch Notes	11/15	4	
Module 11 - Supporting the Prefrontal Cortex Part 1:: Executive Function			
Prefrontal Cortex – Executive Function Sketch Notes	11/15	4	
Module 12 - Supporting the Prefrontal Cortex Part 2: /Memory Trace			
Prefrontal Cortex – Memory Trace Sketch Notes	11/15	4	
Module 13 - Homework (and Grading Practices)			
Homework (and Grading Practices) – Foundations for Practice or Sketch Notes	11/1	4	
Homework (and Grading Practices) – Representation	11/1	4	
Module 14 - Using Assessment to Inform, Understand, & Drive the Process			
Assessment – Foundations for Practice or Sketch Notes	11/15	4	
Assessment Project	11/15	8	
Module 15 - OTHER TOPICS: YOUR SELECTION (NOT REQUIRED – EXTRA CREDIT ONLY)			
Topic: –Sketch Notes	11/15	4	
Module 16 - Learning from Observation and Reflection: Professional Learning Project			
Teaching and Assessing: PowerPoint Presentation	12/1	8	
Teaching and Assessing: Best Practices Demonstration Video	12/1	4	
Teaching and Assessing: Best Practices Handout	12/1	4	
Module 17 - I used to think... Final Reflection			
"I used to think and now I think" - Final Reflection	12/1	8	
Action Research Study #1			
Action Plan #1	9/1	4	
Action Implementation #1	9/30	4	
Action Research Study #2			
Action Plan #2	10/1	4	
Action Implementation #2	10/31	4	
Action Research Study #3			
Action Plan #3	11/1	4	
Action Implementation #3	11/30	4	
Action Research Study #4			
Action Plan #4 OR SUBSTITUTE 3 Sketch Notes Entries - 2020 Virtual SI Series	11/1	4	
Action Implementation #4 OR SUBSTITUTE 3 Sketch Notes Entries - 2020 Virtual SI Series	11/30	4	34

—All assignments marked **IN RED and with *** are required – Must Score 3 or higher on any assignment for credit. —

****Must successfully complete (plan and implementation) of at least 4 OPTIONAL (in BLACK) Action Research Studies – Must score 3 or higher for credit. ****

****Must earn a score of 3 or higher on ALL assignments for credit.****

GRADING SCALE:

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