Wilkes University Curriculum Committee

PROPOSAL SUBMITTAL FORM

Directions:

• Use this set of forms for all proposals sent to the Curriculum Committee.
• Pages 1-3 of this document are required. Any unnecessary forms should be deleted from the packet before submissions. If multiple forms are needed (course addition, course deletion, etc), simply copy and paste additional forms into this packet.
• Note that all new programs (majors and minors), program eliminations, significant program revisions and all general education core revisions must be reviewed and approved by the Provost and Academic Planning Committee (APC) prior to submission to the Curriculum Committee. The Provost will make the decision if a program revision requires APC review.
• Completed and signed forms are due no later than the first Tuesday of every month. Submit one signed original hard copy and a scanned electronic copy with all signatures to the Chair of the Curriculum Committee.

1. Originator: Karena Brace
   Graduate Education
   Phone: 570-408-7841
   Email: karena.brace@wilkes.edu

2. Proposal Title: Permanent Course Numbers/ Course Deletions- PLS 3rd Learning Courses

3. Check only one type of proposal: (double click on the appropriate check box and change default value to “checked”).

☐ New Program. (Major or Minor Degree Programs). This requires prior review and approval by the Provost and APC.
☐ Elimination of Program. (Major or Minor Degree Programs). This requires prior review and approval by the Provost and APC.
☐ Program Revision. Significant revisions to a program require review and approval by the Provost. The Provost determines if review and approval by APC is necessary.
☐ General Education Revision. Submissions only accepted from the General Education Committee (GEC). Must be reviewed and approved by the Provost.
☐ Creation of new departments, elimination of existing department. This requires prior review and approval by the Provost and APC.
☒ Course additions or deletions not affecting programs (such as elective courses, transition of “topics” courses to permanent courses).
☐ Change in course credit or classroom hours.
☐ Incidental Changes. Includes changes in course/program title, course descriptions, and course prerequisites. (Although these changes do require approval by the Curriculum Committee, they do not go before the full faculty for approval).
☐ Other (Specify)
Indicate the number of course modification forms that apply to this proposal:

- 3 Course Addition Form (plus syllabi)
- 2 Course Deletion Form
- Course Change Form

4. Executive Summary of Proposal.

Briefly summarize this proposal. The breadth and depth of this executive summary should reflect the complexity and significance of the proposal. Include an overview of the proposal, background and reasoning behind the proposal and a description of how the proposal relates to the mission and strategic long-range plan of the unit and/or university. For incidental changes a one or two sentence explanation is adequate.

The purpose of this proposal is to establish permanent numbers for several PLS 3rd Learning topics courses found in the M.S. in Educational Development and Strategies program. These courses have been offered for several semesters and remain active courses on the PLS 3rd Learning schedule. In addition, several courses are no longer offered by PLS 3rd Learning and require removal from our Graduate Bulletin, Area V- Educational Development and Strategies. The proposed additions and deletions will reflect the School of Education’s continued effort to provide the most up to date course offering information to students and remain responsive to current topics in education.

Permanent numbers are being sought for the following courses:
- ED 558 Collaborative Inquiry for Students: Preparing Minds for the Future
- ED 558 Cultural Competence: A transformative Journey
- ED 558 Student Engagement and Standards-Based Learning

The following courses are no longer offered and require deletion:
- ED 549 Discovering the Power of Live Event Learning
- ED 550 Project T.E.A.C.H.

5. Other specific information. (Not applicable for incidental changes.)

What other programs, if any, will be affected by this proposal? Describe what resources are available for this proposal. Are they adequate? What would be the effect on the curriculum of all potentially affected programs if this proposal were adopted? Include any potential effects to the curriculum of current programs, departments and courses.

The M.S. in Educational Development and Strategies will be minimally impacted by the proposed additions and deletions. The courses requiring permanent numbers are already Area V options, functioning as topics courses, and those proposed for deletion have not been offered for several semesters. The change reflects an effort to ensure internal processes are followed for topics courses that are consistently offered and for those courses that are no longer available to students. There are no additional resources required for this proposal.

6. Program Outline. (Not applicable for incidental changes.)
A semester-by-semester program outline as it would appear in the bulletin for a new program or any modified program with all changes clearly indicated.

While the change does not directly impact the program’s curriculum, the verbiage in the Graduate Bulletin requires editing to reflect the range of courses available in Area V.

The general program listing for Educational Development and Strategies requires the following edits:

**Educational Development and Strategies (EDS)**

Ms. Grace Surdovel, Program Coordinator

A candidate for the Master of Science in Education may elect the program in Educational Development and Strategies (EDS). The requirements for this 30-credit degree are: two courses in Area I Foundations of Education (one of which must be ED 519 Issues, Laws and Trends and one of the following: ED 510 Psychological Foundations, ED 511 Philosophical Foundations, ED 512 Social Foundations, ED 513 Comparative Foundations, ED 515 Cognition) or ED 569 Teaching Diverse Learners; three courses (9 credits) in Area II Professional Skills: ED 520 Using Assessment to Guide Instruction, ED 522 Curriculum and Instruction, and ED 585 Integrating Technology into the Curriculum; four Performance Learning Systems (PLS) courses (12 credits) in Area V: Educational Development and Strategies (numbered ED 541-561 and ED 5400-5403); and three elective credits. Electives can be any graduate education course offered by Wilkes and listed in this bulletin that the student has not already taken, including topics courses listed as ED 598. Note: Additional PLS 3rd Learning (Area V) courses cannot be used for elective credits in this degree program, including those listed as 558 Topics courses.

Area V - Educational Development and Strategies of the Graduate Bulletin (online only) will require the following edits:

**Area V - Educational Development and Strategies**

NOTE: ED 541 through ED 561 and ED 5400 through ED 5403 were developed by educators at PLS 3rd Learning. The coursework is tightly structured, utilizing programmed learning with integrated audio-visual materials. Students conduct research in their own classrooms and report regularly on their success in employing strategies taught. Instructors for these courses receive special training prior to assignment. To register and pay tuition for these PLS 3rd Learning courses only, contact the PLS 3rd Learning office directly @ 1-866-757-2527 or visit www.plsclasses.com.

All courses listed with a "W" (for Wilkes credit) on the PLS course schedule may be used toward the required 12 credits of PLS 3rd Learning courses for the Wilkes EDS degree.

In this section:
ED 541 Designing Motivation for All Learners
ED 542 Meaningful Activities to Generate Interesting Classrooms (M.A.G.I.C.)
ED 543 Achieving Student Outcomes through Cooperative Learning
ED 548 Purposeful Learning through Multiple Intelligences
ED 549 Discovering the Power of Live Event Learning - Remove
ED 550 Project T.E.A.C.H.- Remove
ED 552 Teaching through Learning Channels
ED 553 Brain-Based Ways We Think and Learn
ED 554 Successful Teaching for Acceptance of Responsibility
ED 555 Classroom Management: Orchestrating a Community of Learners
ED 557 Differentiated Instruction for Today's Classroom
ED 559 Behavioral, Academic, and Social Interventions for the Classroom
ED 560 Building Communication and Teamwork in the Classroom
ED 561 Reading Across the Curriculum
ED 5401 Collaborative Inquiry for Students: Preparing Minds for the Future
ED 5402 Cultural Competence: A Transformative Journey
ED 5403 Student Engagement and Standards-Based Learning
7. Signatures and Recommendations. (please date)
   • Signatures of involved Department chair(s) and Dean(s) indicate agreement with the proposal
     and that adequate resources (library, faculty, technology) are available to support proposal.
   • If a potential signatory disagrees with a proposal he/she should write “I disagree with this
     proposal” and a signed statement should be attached to this submission.

   Print Name/Title: [Signature] Date: [1/25/2014]
   Department chair(s) of all potentially affected programs

   Print Name/Title: [Signature] Date: [1/25/2014]
   Dean(s) of any potentially affected College/School.

   Print Name: [Signature] Date: [1/25/14]
   Registrar

   Print Name: [Signature] Date: [Provost]
   Provost (For new programs, significant revisions and revisions to the General Education Program
   revisions only).
   Provost should check here ___ if this proposal is a program revision AND the significance of
   the revision requires review and approval by APC prior to Curriculum Committee.

   Print Name: [Signature] Date: [Chair, Academic Planning Committee]
   Chair, Academic Planning Committee. For new programs, program revisions sent via the provost.
   Signature indicates that the proposal has been reviewed and approved by APC.

   Print Name: [Signature] Date: [Chair, General Education Committee]
   Chair, General Education Committee. For revisions to General Education program only.
   (Signature indicates that the proposal has been approved by GEC).
1. Course Title: Collaborative Inquiry for Students: Preparing Minds for the Future

2. Course Number: ED 5401
   Coordinate with Registrar to insure course number is available

3. Course Credit Hours:
   Classroom Hours 3  Lab Hours Other

4. Course Prerequisites: None

5. Course Description (as proposed for the Bulletin):
   Course descriptions provide an overview of the topics covered. If the course is offered on a scheduled basis, i.e., every other year, or only during a set semester, note this in the description. Course descriptions should be no more than two to three sentences in length.

   This course provides educators with research-based strategies for designing and implementing collaborative inquiry for students. Collaborative inquiry fosters the skills students need now and in the future to develop a deeper understanding and mastery of content knowledge and skills. Participants will experience and evaluate the collaborative inquiry models of problem-based learning, hypothesis-based learning, project-based learning, Appreciative Inquiry, performance-based learning, and live-event learning. Participants will identify desired results and acceptable evidence by developing standards-based essential questions, topic questions, and assessments. Participants explore the role of the facilitative leader as they learn strategies for teaching collaboration and designing collaborative inquiry experiences.

6. Required Documentation:
   Proposed Syllabus Attach proposed syllabus immediately after this document. In some situations the official syllabus may contain information which is beyond the review needs of the Curriculum Committee (such as extensive rubrics, etc.). It is permissible to attach an abbreviated syllabus. In general, syllabi (whether full or abbreviated) should contain the following information: Course Title, Course Number, Credit hours, Faculty Information (name contact information, office hours), Course Description, Course Outcomes or Objectives, Assessment (grading) informations, required texts (or other things such as tools, software, etc), pertinent policies and a proposed schedule of topics.
1. Course Title: Cultural Competence: A Transformative Journey

2. Course Number: ED 5402
   Coordinate with Registrar to insure course number is available

3. Course Credit Hours:
   Classroom Hours 3  Lab Hours  Other

4. Course Prerequisites: None

5. Course Description (as proposed for the Bulletin):
   
   Course descriptions provide an overview of the topics covered. If the course is offered on a scheduled basis, i.e. every other year, or only during a set semester, note this in the description. Course descriptions should be no more than two to three sentences in length.

   This course equips experienced and beginning educators with the knowledge, awareness, and skills they need to work in today’s diverse classroom settings for the goal of student success. Participants will have opportunities to critically examine how privilege and power impact educational outcomes and to understand the role of educators as agents of change for social justice. Learners will use the framework “know yourself, your students, and your practice” to better understand their roles in student achievement. By exploring diversity through multiple perspectives, participants will gain insight into how their own cultural lenses impact their relationships with students and families.

6. Required Documentation:
   Attach proposed syllabus immediately after this document. In some situations the official syllabus may contain information which is beyond the review needs of the Curriculum Committee (such as extensive rubrics, etc). It is permissible to attach an abbreviated syllabus. In general, syllabi (whether full or abbreviated) should contain the following information: Course Title, Course Number, Credit hours, Faculty Information (name contact information, office hours), Course Description, Course Outcomes or Objectives, Assessment (grading) informations, required texts (or other things such as tools, software, etc), pertinent policies and a proposed schedule of topics.
Wilkes University Curriculum Committee
COURSE ADDITION FORM – page 1

1. Course Title:  Student Engagement and Standards-Based Learning

2. Course Number:  ED 5403  
Coordinate with Registrar to insure course number is available

3. Course Credit Hours:
Classroom Hours  3  
Lab Hours  
Other  

4. Course Prerequisites: None

5. Course Description (as proposed for the Bulletin):  Course descriptions provide an overview of the topics covered. If the course is offered on a scheduled basis, i.e. every other year, or only during a set semester, note this in the description. Course descriptions should be no more than two to three sentences in length.

This course 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.

6. Required Documentation:
Proposed Syllabus  Attach proposed syllabus immediately after this document. In some situations the official syllabus may contain information which is beyond the review needs of the Curriculum Committee (such as extensive rubrics, etc). It is permissible to attach an abbreviated syllabus. In general, syllabi (whether full or abbreviated) should contain the following information: Course Title, Course Number, Credit hours, Faculty Information (name contact information, office hours), Course Description, Course Outcomes or Objectives, Assessment (grading) informations, required texts (or other things such as tools, software, etc), pertinent policies and a proposed schedule of topics.
Wilkes University Curriculum Committee
COURSE DELETION FORM

1. Course Title:  
   Discovering the Power of Live Event Learning

2. Course Number:  
   ED 549

3. Course Credit Hours:
   Classroom Hours 3    Lab Hours    Other

4. Effective date of course deletion (semester/year)
   Summer 2014
Wilkes University Curriculum Committee
COURSE DELETION FORM

1. Course Title: Project T.E.A.C.H.

2. Course Number: ED 550

3. Course Credit Hours:
   Classroom Hours 3     Lab Hours      Other

4. Effective date of course deletion (semester/year)

   Summer 2014
Collaborative Inquiry for Students: Preparing Minds for the Future®

Course Description
Collaborative Inquiry for Students: Preparing Minds for the Future® provides educators with research-based strategies for designing and implementing collaborative inquiry for students. Collaborative inquiry fosters the skills students need now and in the future to develop a deeper understanding and mastery of content knowledge and skills. Participants will experience and evaluate the collaborative inquiry models of problem-based learning, hypothesis-based learning, project-based learning, Appreciative Inquiry, performance-based learning, and live-event learning. Participants will identify desired results and acceptable evidence by developing standards-based essential questions, topic questions, and assessments. Participants explore the role of the facilitative leader as they learn strategies for teaching collaboration and designing collaborative inquiry experiences.

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 (and other printed corresponding materials) for an additional $30.

*After you register and your class is confirmed, you will receive a confirmation letter outlining how to access digital materials. If you choose digital materials (no printed materials), there may be a small file of pages you will need to print and bring to class. You will also need to access these digital materials during the course, so be prepared to bring your own device (B.Y.O.D.) to each class. If you pre-ordered a printed manual, it will be provided to you on the first day of class.
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 – 2A and 2B
Domain 3 – 3A, 3B, 3C, 3D, and 3E
Domain 4 – 4A, 4B, 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 theory, principles, and practices of meaningful activities used to create interesting classrooms.
2. Explain the elements of the SCORE model (skills, curriculum, organization, results, evaluation) and the relevance of each element in creating meaningful classroom activities.
3. Demonstrate how and why creativity is an asset for educators faced with restrictive curricula, limited resources, and diverse student needs.
4. Identify and discuss the Skills of Life addressed in this course and how they help students become successful lifelong learners.
5. Apply the categories of the Questions for Life® model on a daily basis to help students develop critical-thinking skills that deepen learning.
6. Implement the various types of active-learning strategies (creativity building, simulations, games and races, brainteasers and logic problems, movement activities, skill-building activities, problem-solving, alternative assessments).
7. Identify and explain specific types of lessons in the instructional process (introductory, informational, practice, review, culminating).
8. Evaluate the appropriateness, effectiveness, and impact of activities in each of the lesson types (introductory, informational, practice, review, culminating).
9. Plan, implement, evaluate, and demonstrate an activity-oriented lesson using the SCORE criteria.
10. Adapt a game or race for increased effectiveness in a specific type of lesson by using the SCORE criteria to plan and evaluate it.
11. Plan, create, demonstrate, and evaluate a new activity for use in the classroom using the SCORE criteria.
12. Reflect on and continuously evaluate personal practice, and adjust accordingly.
13. Work collaboratively to share knowledge, skills, and experiences, refine understanding of content, give and receive feedback, and improve expertise.
14. Generalize this course content to reflect how diverse populations within classrooms have their needs met by the application of the skills, strategies, and knowledge gained in this course.
### 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

<table>
<thead>
<tr>
<th>Welcome and Discover—Collaborative Inquiry</th>
<th>List of Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explore an overview of course concepts based on the <em>Appreciative Inquiry</em> model of discover, dream, design, and deliver; develop strategies for modeling and teaching the Attitudes of Positive Intention to students; explore the shift from deficit-based thinking to asset-based thinking; examine the Spectrum of Collaborative Inquiry and the models of individual inquiry-based learning, problem-based learning, hypothesis-based learning, project-based learning, Appreciative Inquiry, performance-based learning, and live-event learning; explore the Collaborative Inquiry Design Components; experience the <em>Individual Inquiry-Based</em> model of collaborative inquiry; explore research and literature supporting the use of collaborative inquiry for students; internalize the ideas and concepts learned and make connections to the classroom</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Discover—Compelling Whys</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Examine the compelling whys for using collaborative inquiry in the classroom; examine how collaborative inquiry fosters the five minds of the future identified by Gardner; evaluate and discuss the issues and trends that impact education and support collaborative inquiry; experience the <em>Problem-Based Learning</em> model of collaborative inquiry; develop strategies for incorporating 21st century skills in collaborative inquiry experiences; experience the <em>Hypothesis-Based Learning</em> model of collaborative inquiry; analyze the design of collaborative inquiry by using Questions for Life—Levels of Understanding and the Collaborative Inquiry Design Components; collaboratively design a personal collaborative inquiry experience for students; internalize the ideas and concepts learned and make connections to the classroom</td>
<td></td>
</tr>
</tbody>
</table>
Discover—Collaboration

Develop strategies for forming and managing collaborative teams and teaching students collaboration and teamwork through the TEAM Model of Collaborative Inquiry; experience the Project-Based Learning model of collaborative inquiry; evaluate team member strengths through leadership styles as they relate to work and decision making; learn to establish team structure through roles and responsibilities; practice the aspects of active communication: active listening, active dialogue, and active attention to styles; use various tools for generating ideas and making collaborative decisions; experience the Appreciative Inquiry model of collaborative inquiry; collaboratively design a personal collaborative inquiry experience for students; internalize the ideas and concepts learned and make connections to the classroom.

Dream—Envision the End

Examine the concept of backward design and structuring collaborative inquiry experiences; experience the Performance-Based Learning model of collaborative inquiry; identify desired results by writing essential questions, topic questions, and goals and objectives; complete a self-assessment on knowledge and practices regarding assessment; evaluate the assessment strategies of summative assessment (including product and performance assessments), briefing, debriefing, diagnostic assessment, formative assessment (including feedback), reflective assessment, and rubrics; determine acceptable evidence by designing and using assessments and rubrics for a Hypothesis-Based collaborative inquiry experience; collaboratively design a personal collaborative inquiry experience for students; internalize the ideas and concepts learned and make connections to the classroom.
Design—
Collaborative Inquiry

Experience the *Live-Event Learning* model of collaborative inquiry and analyze the design components within the experience; experience either a *Problem-Based Learning* or *Appreciative Inquiry* model of collaborative inquiry and recommend adaptations and improvements; collaboratively finalize the design of a personal collaborative inquiry experience for students; internalize the ideas and concepts learned and make connections to the classroom.

Deliver—
Leadership and Implementation

Evaluate, apply, and set goals as they relate to facilitative leadership; explore the components of content facilitator, process facilitator, and emotions facilitator; present a personal collaborative inquiry experience to peers; participate in and deliver a feedback protocol for evaluating collaborative inquiry design; internalize the concepts learned and make connections to the classroom; set goals for future application of course content; review and synthesize course concepts.
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 six mandatory assessments, which are bolded below, total 80 points. Participants choose two additional assessments totaling 20 points for a cumulative total of 100 points for the course.

<table>
<thead>
<tr>
<th>Assessment No.</th>
<th>Description</th>
<th>Points</th>
<th>Correlations With Institutional Outcomes</th>
<th>Correlations With Course Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment No. 1:</td>
<td>Review and Envision—Belief to Practice</td>
<td>10</td>
<td></td>
<td>1, 14, 15, 16</td>
</tr>
<tr>
<td>Assessment No. 2:</td>
<td>Article Review</td>
<td>10</td>
<td></td>
<td>1, 2, 14, 15, 16</td>
</tr>
<tr>
<td>Assessment No. 3:</td>
<td>Web Search</td>
<td>10</td>
<td></td>
<td>1, 2, 3, 13, 14, 15, 16</td>
</tr>
<tr>
<td>Assessment No. 4:</td>
<td>21st Century Skills</td>
<td>10</td>
<td></td>
<td>1, 2, 12, 13, 14, 15, 16</td>
</tr>
<tr>
<td>Assessment No. 5:</td>
<td>Innovation with Appreciative Inquiry</td>
<td>10</td>
<td></td>
<td>1, 2, 3, 4, 12, 14, 15, 16</td>
</tr>
<tr>
<td>Assessment No. 6:</td>
<td>Collaboration in the Classroom</td>
<td>10</td>
<td></td>
<td>1, 8, 14, 15, 16</td>
</tr>
<tr>
<td>Assessment No. 7:</td>
<td>Adapting Ideas to the Classroom</td>
<td>10</td>
<td></td>
<td>1, 12, 14, 15, 16</td>
</tr>
<tr>
<td>Assessment No. 8:</td>
<td>Desired Results and Acceptable Evidence</td>
<td>15</td>
<td></td>
<td>1, 5, 6, 7, 14, 15, 16</td>
</tr>
<tr>
<td>Assessment No. 9:</td>
<td>Designing a Collaborative Inquiry Experience for Students</td>
<td>25</td>
<td></td>
<td>1, 2, 3, 5, 7, 8, 10, 11, 12, 14, 15, 16</td>
</tr>
<tr>
<td>Assessment No. 10:</td>
<td>The Facilitative Leader</td>
<td>10</td>
<td></td>
<td>1, 9, 10, 14, 15, 16</td>
</tr>
</tbody>
</table>

**Total 100**

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**
2A. Creating an Environment of Respect and Rapport
2B. Establishing a Culture for Learning

**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
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, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16

**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, 5, 8, 10, 11, 12, 13, 14, 15, 16

**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, 6, 8, 10, 11, 12, 13, 14, 15, 16

**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, 9, 10, 11, 12, 13, 14, 15, 16

**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, 9, 10, 11, 12, 13, 14, 15, 16

**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, 5, 6, 7, 9, 11, 12, 13, 14, 15, 16

**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, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16
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, 9, 10, 11, 12, 13, 14, 15, 16

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, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16

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. 2, 9, 10, 14, 15, 16

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. | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16 |
| 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, 9, 10, 11, 12, 13, 14, 15, 16 |
| NBCTs understand how students develop and learn. | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16 |
| They respect the cultural and family differences students bring to their classroom. | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16 |
| 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, 9, 10, 11, 12, 13, 14, 15, 16 |
| NBCTs are also concerned with the development of character and civic responsibility. | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16 |

### 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, 9, 10, 11, 12, 13, 14, 15, 16 |
| 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, 9, 10, 11, 12, 13, 14, 15, 16 |
| They are able to use diverse instructional strategies to teach for understanding. | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16 |

### 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, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 15, 16 |
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.

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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


Cultural Competence: A Transformative Journey™ Online

Course Description
*Cultural Competence: A Transformative Journey™* Online equips experienced and beginning educators with the knowledge, awareness, and skills they need to work in today’s diverse classroom settings for the goal of student success. Participants will have opportunities to critically examine how privilege and power impact educational outcomes and to understand the role of educators as agents of change for social justice. Learners will use the framework “know yourself, your students, and your practice” to better understand their roles in student achievement. By exploring diversity through multiple perspectives, participants will gain insight into how their own cultural lenses impact their relationships with students and families.

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

Course Outcomes
Upon completion of this class, the learner will be able to:
1. Identify effective practices in multicultural education.
2. Reflect on the ways personal life experiences shape expectations about teaching and learning in a diverse society.
3. Explain the components and levels of culture and how culture is addressed in current classrooms.
4. Assess his or her own personal cultural lens and how this lens influences student success in the classroom.
5. Develop an informed perspective on social and political influences on our education system.
6. Examine how student success is influenced by child development, including social, emotional, and identity development.
7. Apply critical-thinking skills to a variety of cultural competency concepts.
8. Examine the cycle of oppression and its historical implications for oppressed people.
9. Identify group memberships and target-agent relationships within the United States.
10. Develop an action plan to affect each individual’s sphere of influence.
11. Evaluate data relating to national, state, and local trends and how they impact personal teaching experiences.
12. Apply data, research, knowledge, experience, and available resources to teaching in a specific situation.
13. Examine diversity through multiple perspectives, including race, class, gender, sexual orientation, language, religion, ability, and age.
14. Use metacognitive and self-assessment skills to improve cultural competence.
15. Investigate and plan culturally responsive interactions with families and communities to support student success.

**Required Text**

Instructors and learners will also use instructor-generated materials, learner-generated materials, and Web-based resources to facilitate learning.

**Topical Outline**

**The Journey Begins**
Preparation for the journey: laying the foundation; why take the trip?; Achievement Triangle; personal diversity timeline; personal philosophy of education; community guidelines; comfort zones, learning edges, and triggers; define cultural competency; personal reflection

**Destination: USA**
What is an American?; analyze census data and trends; Hidalgo’s Levels of Culture; story of your name; Where I’m From poems; building relationships with families; Epstein’s Six Types of Parent Involvement

**Personal Preparation**
Self-fulfilling prophesy; cycle of oppression; personal lens; group memberships; target-agent relationships; ADRESSING model; privilege and the assumption of rightness; self-concept; psychosocial stages; stereotype threat; identity development models

**On the Road: Race, Culture, and Language**
White privilege; colorblind perspective; defining racism; race versus culture; immigrant culture; cultural values; transracial adoption debate; language statistics; needs of ELL students
On the Road: Gender, Sexual Orientation, and Religion

- Gender bias in education; gender identity; male privilege poem; connection of homophobia to sexism (Suzanne Pharr article); resources for reducing homophobia and heterosexism; creating a safe classroom environment; teaching about religion in schools; legal issues with religion in schools; religious dress debate; school policies; connections between gender and religion

On the Road: Social Class, Ability, and Age

- Determinants of social class; countering classism; People Like Us activities; debate Ruby Payne’s *Framework for Understanding Poverty*; understanding ability bias; classroom environment; cross-cultural perspectives on aging; teaching against ageism

Crossroads: Rigor, Relationship, and Responsiveness

- Rigor, Relationship, and Responsiveness: revisiting the Achievement Triangle; peer evaluation; allies and adversaries; create a vision board; culturally responsive classrooms (Gay, Oberg, & Shade model); Banks model for curriculum transformation; self-evaluation of cultural competence; goals for improvement

The Journey Continues

- Passion for equity; sphere of influence; speaking up; acting toward cultural competence; action plan; a year in the life of a culturally competent educator; transforming pedagogy
## 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. Learning activities include whole-group and small-group discussions and assessments for a total of 899 points.

<table>
<thead>
<tr>
<th>Modules</th>
<th>Topics of Modules</th>
<th>Points</th>
<th>Correlations With Course Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1:</td>
<td>The Journey Begins</td>
<td>99</td>
<td>1, 2, 5, 7</td>
</tr>
<tr>
<td>Module 2:</td>
<td>Destination: USA</td>
<td>119</td>
<td>2, 3, 4, 5, 11, 15</td>
</tr>
<tr>
<td>Module 3:</td>
<td>Personal Preparation</td>
<td>119</td>
<td>1, 2, 4, 6, 8, 9, 12, 14</td>
</tr>
<tr>
<td>Module 4:</td>
<td>On the Road: Race, Culture, and Language</td>
<td>108</td>
<td>1, 2, 4, 5, 7, 8, 9, 12, 13</td>
</tr>
<tr>
<td>Module 5:</td>
<td>On the Road: Gender, Sexual Orientation, and Religion</td>
<td>122</td>
<td>1, 5, 6, 7, 9, 12, 13</td>
</tr>
<tr>
<td>Module 6:</td>
<td>On the Road: Social Class, Ability, and Age</td>
<td>110</td>
<td>1, 2, 4, 5, 7, 12, 13, 14, 15</td>
</tr>
<tr>
<td>Module 7:</td>
<td>Crossroads: Rigor, Relationship, and Responsiveness</td>
<td>94</td>
<td>1, 2, 3, 4, 5, 7, 12, 13, 14</td>
</tr>
<tr>
<td>Module 8:</td>
<td>The Journey Continues</td>
<td>128</td>
<td>1, 2, 4, 7, 10, 12, 13, 14, 15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>899</strong></td>
<td></td>
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</tbody>
</table>

Criteria specific to each assessment will be explained in conjunction with the instructional activities.

## Instructional Methodology
The instructional methodology of this course focuses on developing, enhancing, and improving the instructional expertise and pedagogical knowledge base of practicing educators. Strategies include presentation of new content through online readings, active construction of knowledge through practice and problem solving, collaborative group work, personal reflection, structured small-group or whole-class discussion, analysis of assigned reading, and the application of course content and skills to participant’s individual grade level, subject area(s), and classroom.

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

### PLS 3rd Learning’s Late Policy
There will be a 10% deduction of points per day for all posts and submitted assignments that are late. Replies posted after the due date will earn no points. In rare cases, partially or poorly completed assignments may be resubmitted for partial credit at the discretion of the instructor. The following exceptions apply:

If a participant is sick/hospitalized or has a death in the family, the timing of makeup work may be arranged with the course facilitator. No points will be deducted if the work is completed according to the agreement.
If a participant is on vacation/traveling/etc., the participant must contact the course facilitator ahead of time to avoid a penalty. This type of absence may occur only once during a course. All posts should be submitted for the missed module before leaving.

If a participant has difficulty completing everything in a week, an extension can be granted if the participant contacts the facilitator during the week (not at the last minute).

**PLS 3rd Learning’s Participant Drop Policy**
Participants are eligible to receive a refund if they attend class for one week or less. This means participants must withdraw by the end of Module 1 to receive a refund.

Refunds of the balance of tuition paid will be given, minus the $50 deposit.

**PLS 3rd Learning’s Academic Integrity Policy**
PLS 3rd Learning expects absolute academic honesty and integrity from every course participant. The specific Academic Integrity and Honor Code Policies of our partner colleges and universities are embraced and enforced by PLS 3rd Learning instructors. The following are considered to be serious violations:

- **Plagiarism**: the use of another’s ideas, data, or words without proper acknowledgement.
- **Fabrication**: the use of invented information or the falsification of research or other findings with the intent to deceive.
- **Collusion**: improper collaboration with another in preparing assignments or projects.
- **Cheating**: an act of deception by which a student misrepresents that he or she has mastered information on an academic exercise that he or she has not mastered.
- **Academic Misconduct**: tampering with grades, or taking part in obtaining or distributing any part of student work that is not his or her own.

Violation or suspected violation will be investigated and pursued according to specific college/university procedures.

**Identity Authentication**
The college/university, PLS 3rd Learning, and students share a joint responsibility to ensure that each student’s contribution in an online course activity comes from that student alone. For the student, this responsibility has two parts:

1. Students are responsible for positively ensuring that every contribution to an online course created with the student’s computer account is made by the student alone. Contributions covered under this policy include: written assignments; quiz and exam submissions; discussion forum postings; live participation in text-based chat sessions, phone conferences, and videoconferences. If a student allows another person to write or make any kind of submission to an online activity in the student’s name, then this constitutes cheating and will be treated as a violation of academic honesty.
2. Students are responsible for ensuring the integrity of their computer account security by following the actions required of them by the PLS 3rd Learning
Acceptable Use Policy. These actions include keeping passcodes private, updating passcodes when required by PLS 3rd Learning, and reporting breaches of the security policy to the IT Helpdesk.

Course Evaluation
The evaluation of learner work will be based on the defined criteria for learner assessments. The criteria for learner assessments will be outlined for students prior to instructional activities and engagement with student learning targets (outcomes). Grading is based solely on the evaluation of student learning targets and defined criteria for learner assessments.

Formative assessment of learning outcomes is conducted throughout the course, using a variety of means that include the following: completion of assessments; constructive contributions to class discussions (whole-class as well as small-group); sharing of valuable, pertinent, and/or applicable ideas and experiences; and active participation in online interactions. It is expected that each participant will contribute to the academic quality of the course.

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

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**
1B. Demonstrating Knowledge of Students
1D. Demonstrating Knowledge of Resources

**DOMAIN 2: THE CLASSROOM ENVIRONMENT**
2A. Creating an Environment of Respect and Rapport
2B. Establishing a Culture for Learning

**DOMAIN 3: INSTRUCTION**
3A. Communicating with Students
3B. Using Questioning and Discussion Techniques
3C. Engaging Students in Learning
3E. Demonstrating Flexibility and Responsiveness

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**
4A. Reflecting on Teaching
4C. Communicating with Families
4D. Participating in a Professional Community
4E. Growing and Developing Professionally
4F. Showing Professionalism
### Course Outcome Correlations With INTASC Standards for Teachers

#### Course Outcomes

<table>
<thead>
<tr>
<th>Standard 1: Learner Development</th>
<th>1, 3, 4, 6, 8, 9, 14</th>
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<tbody>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Standard 2: Learning Differences</th>
<th>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15</th>
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<tbody>
<tr>
<td>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.</td>
<td></td>
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<th>Standard 3: Learning Environments</th>
<th>1, 3, 6, 10, 12, 13, 14, 15</th>
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<td>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.</td>
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<th>Standard 4: Content Knowledge</th>
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<td>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.</td>
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They know how to work collaboratively with parents to engage them productively in the work of the school.

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Bibliography


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.

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 (and other printed corresponding materials) for an additional $30.

*After you register and your class is confirmed, you will receive a confirmation letter outlining how to access digital materials. If you choose digital materials (no printed materials), there may be a small file of pages you will need to print and bring to class. You will also need to access these digital materials during the course, so be prepared to bring your own device (B.Y.O.D.) to each class. If you pre-ordered a printed manual, it will be provided to you on the first day of class.

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.
**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**

Discuss 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>1, 6, 10</td>
<td></td>
</tr>
<tr>
<td>Assessment No. 2: (Column A)</td>
<td>10</td>
<td>1, 6, 10</td>
<td></td>
</tr>
<tr>
<td>Article Review</td>
<td>10</td>
<td>1, 6, 10</td>
<td></td>
</tr>
<tr>
<td>Assessment No. 3: (Column A)</td>
<td>10</td>
<td>1, 6, 9, 10</td>
<td></td>
</tr>
<tr>
<td>Web Search</td>
<td>10</td>
<td>1, 6, 9, 10</td>
<td></td>
</tr>
<tr>
<td><strong>Assessment No. 4:</strong></td>
<td>20</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Standards-Based Assessment and Scoring Guide</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Assessment No. 5: (Column B)</td>
<td>25</td>
<td>3, 6, 8, 10</td>
<td></td>
</tr>
<tr>
<td>Evaluating an Existing Standards-Based Learning Activity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment No. 6: (Column B)</td>
<td>25</td>
<td>3, 6, 8, 10</td>
<td></td>
</tr>
<tr>
<td>Evaluating an Acquired Standards-Based Learning Activity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Assessment No. 7:</strong></td>
<td>25</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Designing a Standards-Based Learning Activity</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Assessment No. 8: (Column C)</td>
<td>20</td>
<td>5, 7, 9, 10</td>
<td></td>
</tr>
<tr>
<td>Modifying a Standards-Based Learning Activity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment No. 9: (Column C)</td>
<td>20</td>
<td>5, 7, 9, 10</td>
<td></td>
</tr>
<tr>
<td>Expanding a Standards-Based Learning Activity</td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Standard</th>
<th>Course Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 1: Learner Development</td>
<td>1, 2, 3, 4, 5, 7, 8, 9</td>
</tr>
<tr>
<td>Standard 2: Learning Differences</td>
<td>1, 5, 7, 9</td>
</tr>
<tr>
<td>Standard 3: Learning Environments</td>
<td>1, 3, 4, 5, 6, 7, 8, 9, 10</td>
</tr>
<tr>
<td>Standard 4: Content Knowledge</td>
<td>1, 2, 3, 4, 5, 7, 8, 9, 10</td>
</tr>
<tr>
<td>Standard 5: Application of Content</td>
<td>1, 3, 4, 5, 6, 7, 8, 9, 10</td>
</tr>
<tr>
<td>Standard 6: Assessment</td>
<td>1, 2, 3, 4, 5, 7, 10</td>
</tr>
</tbody>
</table>

**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.

**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.

**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.

**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.

**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.

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

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, 9, 10

NBCTs understand how students develop and learn. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

They respect the cultural and family differences students bring to their classroom. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

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, 9, 10

NBCTs are also concerned with the development of character and civic responsibility. 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. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

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, 9, 10

They are able to use diverse instructional strategies to teach for understanding. 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. 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. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

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, 9, 10

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, 9, 10

**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, 6, 10

They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education. 1, 6, 10

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, 6, 10

**Proposition 5: Teachers are Members of Learning Communities.**

NBCTs collaborate with others to improve student learning. 1, 6, 7, 10

They are leaders and actively know how to seek and build partnerships with community groups and businesses. 1, 6, 10

They work with other professionals on instructional policy, curriculum development and staff development. 1, 6, 10

They can evaluate school progress and the allocation of resources in order to meet state and local education objectives. 1, 6, 10

They know how to work collaboratively with parents to engage them productively in the work of the school. 1, 6, 10

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Bibliography


