

Student Engagement and Standards-Based Learning™

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Overview

This document contains information specific to the course. For general information on PLS Classes including our academic integrity policy and more, please visit this URL:

PLSClasses.com/our-courses/syllabi.

Course Description

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

Course Materials

For on-site and remote learning courses, each participant will receive a folder of materials along with access to digital materials. Upon registration, participants may choose to receive a printed participant manual in addition to the digital version.

Participants will receive access to digital materials prior to the first day of class. For remote learning classes, printed materials will be sent to the participant's provided address. For on-site classes, printed materials will be distributed on the first day of class.

Online class materials will be accessible through the learning management system (LMS).

Course Outcomes

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

1. Evaluate course-related, research-based literature and resources, express opinions, and make correlations to the classroom and teacher practice.
2. Expand expertise and enhance teacher practice by researching, engaging in, and sharing methods, strategies, and activities related to student engagement and activity-based learning.
3. Apply course concepts by reflecting on teaching and making correlations to the classroom and teacher practice.
4. Evaluate and support the alignment of a standard, learning activity, assessment, and scoring guide.
5. Evaluate an existing standards-based learning activity in accordance with specific design and alignment criteria and make necessary revisions and improvements to enhance learning.
6. Design a standards-based learning activity in accordance with specific design and alignment criteria.
7. Modify or expand a standards-based learning activity to meet the needs of all learners and enhance student learning.

Course Topical Outline

	List of Concepts
<p>Welcome and Section 1: Engage Learners</p>	<p>Welcome and course overview; standards-based learning; QFL Process Skills: Perception, Induction, Analysis, Same/Different (Level One); Insight, Appraisal, Summary, Evaluation (Level Two); Idea, Prediction, Action (Level Three); standards-based community-building activity: bio poem, introductions; section quote, overview, objectives, section map, and research excerpts; domains of student engagement: academic, behavioral, emotional; strategies that motivate and engage learners; QFL Process Skill Perception: What’s My Function activity; make correlations to engagement strategies; QFL Process Skill Perception: ZOOM activity; POINT design criteria: Plan intent, Organize to engage, Integrate skills, Note adaptations, and Target connections; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; complete an assessment that requires reflective practice.</p>

<p>Section 2: Navigate Standards</p>	<p>Section overview, objectives, section map, and research excerpts; frame insights; pros and cons of Common Core State Standards; personal experiences with standards; reframe insights; compelling whys for standards-based learning for various stakeholders; discussion strategies; the process skills and QFL Skills in standards; QFL Process Skill Same/Different: Like Me/Not Like Me activity; QFL Process Skill Analysis: Classify the States and taxonomic keys activity; organizing activities to engage learners; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; complete an assessment that requires research and review of educational literature; complete an assessment that expands expertise by researching, implementing, and sharing methods, strategies, and activities related to, but not included in, the course curriculum.</p>
<p>Section 3: Generate Assessments</p>	<p>Section 3: Generate Assessments Section overview, objectives, section map, and research excerpts; pre-assessment; various forms of assessment; alignment of the standard, assessment, and scoring guide; evaluate alignment with consistent language and representative tasks; advantages and limitations of assessment methods and standards-based rubrics; various formative assessment strategies; assessment strategy: fish pond; QFL Process Skill Induction: Making a Generalization activity; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; complete an assessment that designs an assessment for a learning activity and evaluates the alignment among the standards, assessment, learning activity, and scoring guide.</p>

<p>Section 4.1: Align Activities- Session 1</p>	<p>Section overview, objectives, section map, and research excerpts; analysis of the essential, important, and interesting topics to determine high-impact learning activities; components of POINT: Integrate skills: 21st Century Skills; Note adaptations ways to adapt and modify learning; Target connections: briefing, debriefing, and formative assessments; QFL Process Skill Perception: Proprioception activity; POINT design model to evaluate standards-based learning activities; peer-feedback strategy: praise, question, polish; share a standards-based learning activity; make revisions based on POINT analysis and peer-feedback; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; complete an assessment that requires the analysis of a standards-based learning activity using the POINT and alignment criteria, describe areas of strength and improvement, and suggest revisions.</p>
<p>Section 4.2: Align Activities- Session 2</p>	<p>Section map; QFL Process Skill Same/Different: Personal Venn Profile anchor activity; QFL Process Skill Induction: How Many Toothpicks and Pass It Down activities; QFL Process Skill Analysis: Simple Machines and Media Literacy activities; QFL Process Skill Same/Different: Community Postcards and A Whale of a Task activities; evaluate POINT criteria, analyze the standards block, and make correlations to the classroom for each activity; energizer; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; complete a synthesis assessment that requires the design of a standards-based learning activity supported by a POINT analysis and alignment criteria to be presented to colleagues.</p>

<p>Section 4.3: Align Activities- Session 3</p>	<p>Section map; QFL Process Skill Appraisal: Rate the Level of Risk anchor activity; QFL Process Skill Insight: Character Inference and Discovering Relationships activities; QFL Process Skill Appraisal: Rock Hunters and Rank the Candidates activities; QFL Process Skill Summary: Ancient Olympic Game and Story Summary activities; evaluate the POINT criteria, analyze the standards block, and make correlations to the classroom for each activity; energizer; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice.</p>
<p>Section 4.4: Align Activities- Session 4</p>	<p>Section map; QFL Process Skill Idea: Brewing Ideas for Coffee Filters anchor activities; QFL Process Skill Evaluation: Speak Out and Unsolved Mysteries activities; QFL Process Skill Idea: Building a Brick Wall and Writing Extravaganza activities; QFL Process Skill Prediction: Jumping Frogs and Sumerian Creativity activities; evaluate the POINT criteria, analyze the standards block, and make correlations to the classroom for each activity; energizer; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice.</p>

<p>Section 5.1: Gain Mastery- Session 1</p>	<p>Section overview, objectives, section map, and research excerpts; QFL Process Skill Action: Roto-Copter and Windssock Mural activities; evaluate the POINT criteria, analyze the standards block, and make correlations to the classroom for each activity; teaching the QFL Process Skills to students, QFL Process Skills posters; expand expertise and enhance teacher practice in an exchange of methods, strategies, and activities; POINT criteria and presentation criteria for presenting a standards-based learning activity to colleagues; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; finalize the synthesis assessment.</p>
<p>Section 5.2: Gain Mastery- Session 2</p>	<p>Section map; methods and strategies for modifying a learning activity for gifted, ELL, and differentiated learner needs; methods and strategies for expanding a learning activity to address diverse learning profiles, interdisciplinary opportunities, and QFL combinations; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; complete an assessment that requires the modification or expansion of a standards-based learning activity to meet diverse learner needs and/or enhance learning; finalize the store-front presentation of a standards-based learning activity.</p>

Section 6: Educate	Section overview, objectives, section map, and research excerpts; Innovation: Looking Back, Looking Forward anchor activity; Innovation: Enlarge, Enhance, Improve activity; evaluate the POINT criteria, analyze the standards block, and make correlations to the classroom; demonstrate standards-based learning activities in a store-front format; peer-feedback: Wow! and Wonder?; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; review concepts and strategies learned in the course and set goals for implementation.
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Course Portfolio Assessments

Correlations to Course Outcomes and Institutional Outcomes

Throughout the course, participants complete a Course Portfolio which includes a multicomponent Action Research Project comprised of several Action Research Assessments, as well as multiple Application Assessments aligned to Course Outcomes. The Action Research Assessments comprise 50% of the final grade and the Application Assessments comprise the other 50% of the final grade in accordance with the Course Portfolio Assessments table shown here. Grades are assigned in accordance with the criteria for each corresponding rubric.

Course Portfolio	Pts.	Correlations to Course Outcomes
Assessment 1: Resource Reviews	30	Outcome 1
Assessment 2: Expanding Expertise	35	Outcome 2
Assessment 3: Stop and Link	20	Outcome 3
Assessment 4: Standards-Based Assessment	25	Outcome 4
Assessment 5: Enhance a Standards-Based Learning Activity	30	Outcome 5

Assessment 6: Design a Standards- Based Learning Activity	35	Outcome 6
Assessment 7: Modify/Expand a Standards-Based Learning Activity	25	Outcome 7
Action Research Assessments Total	100	
Application Assessments Total	100	
Course Portfolio Total	200	
Virtual Classroom and Reflection/Discussion Forum {REMOTE LEARNING ONLY}	TBD	
Supplemental Assessment 1: QFL Process Skills	[20]	Outcome 4
Supplemental Assessment 2: Content-Related Energizers	[20]	Outcome 6
Final Course Portfolio Total		

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Additional Information

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