EDU-924: Instructional Strategies to Inspire Learning

Independent Study Online Course Syllabus

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Course Description

Instructional Strategies to Inspire Learning is written for teachers from all disciplines from grades K – 12 to better understand and prepare to implement instructional strategies. This course will focus on Robert Marzano's research based instructional strategies. The nine strategies have a high probability of enhancing student achievement at all grade levels. The application of research begins with the text Classroom Instruction that Works Research-Based Strategies for Increasing Student Achievement, 2001. The assignments are created to guide teachers in pairing the strategies with course content. The second component of this course will review the 2010 study of evidence-based strategies in the 2nd Edition of Classroom Instruction that Works Research-Based Strategies for Increasing Student Achievement, 2012. The 2nd Edition organizes and presents the strategies in a framework geared toward instructional planning. In our diverse and linguistically rich classrooms the strategies are effective tools for students to apply for learning. This course will engage the teacher with hands-on strategies and videos of classrooms applying the strategies.

This course aligns with the Common Core State Standards in English Language Arts and the National Board for Professional Teaching Standards (NBPTS). If you have special needs as addressed by the Americans with Disabilities Act (ADA), please notify your instructor. Reasonable efforts will be made to accommodate your special needs.

Note: Required books must be acquired separately.

Required Texts and Course Materials

Books:
- Marzano, Robert J., Pickering, Debra J., and Pollock, Jane E. (2001). *Classroom Instruction that Works Research-Based Strategies for Increasing Student Achievement.* Alexandria, VA., Association for Supervision and Curriculum Development and McREL. ISBN: 0-87120-504-1.
- Dean, Ceri B., Hubbell, Elizabeth Ross, Pitler, Howard, and Stone, BJ. (2012). *Classroom Instruction that Works, Research-Based Strategies for Increasing Student Achievement*, 2nd Edition. Alexandria, VA., Association for Supervision and Curriculum Development, and McREL. ISBN: 978-1-4166-1362-6.

Note: Students are responsible for purchasing their own textbook, analyzing the content, and applying what they learned to the course assignments. You are welcome to purchase used, e-book, or new versions to save money. You can order the book directly from the publisher or from one of several discount aggregators (for example): https://amazon.com

Online Resources: Relevant online resources that support the course content and encourage further investigation will be available throughout the course assignments. Active hyperlinks are utilized throughout the course and will link to the appropriate information when clicked. These include videos, podcasts, worksheets, online activities, journal articles and other resources.

Moodle: Moodle is a web-based learning management system used to support flexible teaching and learning in both face-to-face and distance courses (e-learning).
https://moodle.org // https://moodle.org/demo // https://docs.moodle.org

Course Dates

Self-paced; students may enroll at any time and take up to one year, from the date of registration, to complete assignments. Students may complete assignments in no less than three weeks for a 3-unit course (one week per unit).

National Standards Addressed in This Course

National Board for Professional Teaching Standards (NBPTS)
(http://www.nbpts.org/standards-five-core-propositions/)

First published in 1989 and updated in 2016, *What Teachers Should Know and Be Able to Do* articulates the National Board's Five Core Propositions for teaching. The Five Core Propositions - comparable to medicine's Hippocratic Oath — set forth the profession's vision for accomplished teaching. Together, the propositions form the basis of all National Board Standards and the foundation for National Board Certification. Course assignments have been designed so students can demonstrate excellence against these professional teaching standards whenever possible.
- Proposition 1: Teachers are committed to students and their learning
- Proposition 2: Teachers know the subject they teach and how to teach those subjects to students
- Proposition 3: Teachers are responsible for managing and monitoring student learning
- Proposition 4: Teachers think systematically about their practice and learn from experience
- Proposition 5: Teachers are members of learning communities

Common Core State Standards (CCSS) (www.corestandards.org)

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

College and Career Readiness Anchor Standards define what students should understand and be able to do by the end of each grade span.

Common Core Language Arts Standards addressed in this course include:
- Reading for Literature (RL): K-8, 9-10, and 11-12
- Reading for Information (RI): K-8, 9-10, and 11-12
- Writing (W): K-8, 9-10, and 11-12
- Speaking and Listening (SL): K-8, 9-10, and 11-12
- English Language Arts Standards (L): K-8, 9-10, and 11-12

Continuing Education Student Learning Outcomes (CE-SLO)

CE-SLO 1	Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
CE-SLO 2	Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE-SLO 3	Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE-SLO 4	Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE-SLO 5	Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
CE-SLO 6	Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

Course Student Learning Outcomes (C-SLO)

Student Learning Outcomes for This Course By the end of this course student will be able to:	National Standards Addressed*	CE-SLO Addressed**
1. The student will be able to identify the nine instructional strategies that can be implemented in the on-going classroom.	NBPTS Proposition 2 and 3	CE 1, 2
2. Demonstrate through written summaries and reflections an understanding of the categories of instructional strategies that can affect student achievement.	NBPTS Propositions 1 and 4	CE 1,2,4,5
3. The student will be able to propose how their students will be informed of and apply instructional strategies to improve student achievement.	NBPTS Proposition 4	CE 1,2,4,5,6

4. The student will be able to organize and enter classroom observations on the response journal	NBPTS Proposition 3 and 4	CE 1,2,4,6
5. The student will design and implement a classroom lesson by applying a chosen instructional strategy. The components include the planning process, teaching and reflection. The student will be able to apply the guidance from text, Chapter 10 to the categories for instructional planning	NBPTS Proposition 2 and 5	CE 1,2,3,4,5,6

* Please refer to the section on **National Standards Addressed in This Course**
** Please refer to the section on **Continuing Education Program Student Learning Outcomes**

Topics, Assignments, and Activities

Module Module Title	Module Assignments and Activities	Points Possible for Each Assignment
Welcome Module	• Introduction video • Course Syllabus • Introduce Yourself Forum	5 pts
Module 1 – Introduction, Texts, CCSS	• 1.1 Achievement Scores report • 1.2 Common Core State Standards • Video 4189: 1.2a Intro to the CCSS Framework, 6:32 min Video 4190:1.2b Walk Through the CCSS, 7:54 min	15 pts 15 pts
Module 2 – Instructional Strategies	• 2.1 1st/2nd Edition Text, Q/A Video What Makes a Great Teacher 3:25 min • 2.2 2nd Edition Text Reading • 2.3 Response Journal	15 pts 15 pts 20 pts
Module 3 – Similarities and Differences	• 3.1 1st/2nd Edition text, reading Q/A • Video 119: Identifying Similarities and Differences, Elementary 7:42 min • Video 131: Identifying Similarities and Differences, Secondary 6:03 min	30 pts
Module 4 – Summarizing and Note Taking	• 4.1 1st/2nd Edition text, Q/A • Video 113: Summarizing and Note Taking, Elementary 16:20 min • Video 125: Summarizing and Note Taking, Secondary 8:07 min	30 pts
Module 5 – Reinforcing Effort and Providing Recognition	• 5.1 1st/2nd Edition text, Q/A • Video 116: Reinforcing Effort and Providing Recognition, Elementary 2:50 min • Video 128: Reinforcing Effort and Providing Recognition, Secondary 2:30 min • 5.2 Response Journal /lesson • 5.3 Response Journal/lesson • 5.4 Discussion Forum, Post and Reply	30 pts 20 pts 20 pts 15 pts

Module Module Title	Module Assignments and Activities	Points Possible for Each Assignment
Module 6 – Homework and Practice	• 6.1 1st/2nd Edition text, reading, Q/A • Video 118: Increasing Value in Homework and Practice, Elementary 9:35 min • Video 130: Homework and Practice, Secondary 3:15 min	30 pts
Module 7 – Nonlinguistic Representations	• 7.1 1st/2nd Edition text, reading Q/A • Video 115: Nonlinguistic Representation, Elementary 10:09 min • Video 127: Nonlinguistic Representation, Secondary 7:43 min • Video: Draw It so you Know It, 1:19 min • Video Non-linguistic Representation in Science, 3:26 min	30 pts
Module 8 – Cooperative Learning	• 8.1 1st/2nd Edition, Q/A • Video 1988: Cooperative Learning, Secondary 14:17 min • Video 4019: Integrating Technology into the Lesson, 8:25 min • 8.2 Response Journal /lesson • 8.3 Response Journal/lesson • 8.4 Discussion Forum, Post & Reply	30 pts 20 pts 20 pts 15 pts
Module 9 – Setting Objectives and Providing Feedback	• 9.1 1st/2nd Edition, reading, Q/A • Video 111: Setting Objectives and Providing Feedback, Elementary 12:29 min • Video 123: Setting Objectives and Providing Feedback, Secondary 18:05 min • Video Marzano Instructional Strategies, 5:58 min	30 pts
Module 10- Generating and Testing Hypotheses	• 10.1 1st/2nd Edition, reading, Q/A • Video 120: Generating and Testing Hypotheses, Elementary 11:00 min • Video 132: Generating and Testing Hypotheses, Secondary 8:19 min Video The Real Coke Challenge, 1:42 min	30 pts
Module 11- Cues, Questions and Advance Organizers	• 11.1 1st/2nd Edition reading • Video 112: Utilizing Questions, Cues and Advance Organizers, Elementary 7:31 min • Video: 124: Utilizing Questions, Cues and Advance Organizers, Secondary 11:21 min • 11.2 Response Journal/lesson • 11.3 Response Journal/lesson • 11.4 Discussion Forum, Post & Reply	30 pts 20 pts 20 pts 15 pts
Module 12- Final Project	• Instructional Strategy Lesson 12.1 Lesson Plan with web 2.0	200 pts

Module Module Title	Module Assignments and Activities	Points Possible for Each Assignment
Course Wrap-up – Grading and Evaluation	• Final Reflection Forum • Course Evaluation • Course Completion Checklist • Grade Request / Transcript Request	
	TOTAL POINTS	**720 Points**

Grading Policies, Rubrics, and Requirements for Assignments

Grading Policies
- Assignments will be graded per criteria presented in the course rubrics.
- A = 90-100% and B = 80-89%, (anything below 80% will not receive credit.)
- The discernment between an A or a B letter grade is at the discretion of the instructor based on the quality of work submitted (see course rubrics).
- Coursework falling below a B grade will be returned with further instructions.
- All assignments must be completed to receive a grade and are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

Grading Rubrics

Grade	Percent	Description	Rubric
A	90-100%	Excellent	Meets all course / assignment requirements with significant evidence of subject mastery and demonstration of excellent graduate level professional development scholarship.
B	80-89%	Very Good	Adequately meets criteria for all course/assignment requirements - demonstrates subject competency with very good graduate level professional development scholarship.
NC	Below 80%	Unacceptable	Does not meet the minimum criteria for all course/assignment requirements and demonstrated little, if any, evidence of acceptable graduate level professional development scholarship.

Writing Requirements
- **Superior:** Writing is clear, succinct, and reflects graduate level expectations. Clearly addresses all parts of the writing task. Maintains a consistent point of view and organizational structure. Includes relevant facts, details, and explanations.
- **Standard:** Writing is acceptable with very few mistakes in grammar and spelling. Addresses most parts of the writing task. Maintains a mostly consistent point of view and organizational structure. Includes mostly relevant facts, details, and explanations.
- **Sub-standard:** Writing contains noticeable mistakes in grammar and spelling. Does not address all parts of the writing task. Lacks a consistent point of view and organizational structure. May include marginally relevant facts, details, and explanations.

Lesson Plan Requirements

- **Superior:** Instructional goals and objectives clearly stated. Instructional strategies appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is clearly delineated and authentic. All materials necessary for student and teacher to complete lesson clearly listed.
- **Standard:** Instructional goals and objectives are stated but are not easy to understand. Some instructional strategies are appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is present. Most materials necessary for student and teacher to complete lesson are listed.
- **Sub-standard:** Instructional goals and objectives are not stated. Learners cannot tell what is expected of them. Instructional strategies are missing or strategies used are inappropriate. Method for assessing student learning and evaluating instruction is missing. Materials necessary for student and teacher to complete lesson are missing.

Instructor/Student Contact Information

Throughout the course participants will be communicating with the instructor and their classmates on a regular basis using asynchronous posting forums. Students are provided with instructor contact information in the event they want to make email or phone contact. In addition, students are encouraged to email or phone the instructor at any time. Students will also receive feedback on the required assignments as they are submitted.

Forums

Participation is an important expectation of this course and all online courses. Online forums promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. Forum postings are open to be viewed by all students in the course, so do not post sensitive or personal information about your students. While students may not be engaging with the same students throughout this course, they will be expected to offer comments, questions, and replies to the forum questions whenever possible. The faculty role in the forums is that of an observer and facilitator.

Coursework Hours

Based on the Carnegie Unit standard, a unit of graduate credit measures academic credit based on the number of hours the student is engaged in learning. This includes all time spent on the course: reading the textbook, watching videos, listening to audio lessons, researching topics, writing papers, creating projects, developing lesson plans, posting to discussion boards, etc. Coursework offered for FPU Continuing Education graduate credit adheres to 45 hours per semester unit for the 900-level courses. Therefore, a student will spend approximately 135 hours on a typical 3-unit course.

Services for Students with Disabilities

Students with disabilities are eligible for reasonable accommodations in their academic work in all classes. In order to receive assistance, the student with a disability must provide the Academic Support Center with documentation, which describes the specific disability. The documentation must be from a qualified professional in the area of the disability (i.e. psychologist, physician or educational diagnostician). Students with disabilities should contact the Academic Support Center to discuss academic and other needs as soon as they are diagnosed with a disability. Once

documentation is on file, arrangements for reasonable accommodations can be made. For more information and for downloadable forms, please go to https://www.fresno.edu/students/academic-support/services-students-disabilities.

Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled per the procedures set forth in the Fresno Pacific University Catalogue and Handbook - https://handbook.fresno.edu/graduate/academic-policies

Technology Requirements

To successfully complete the course requirements, course participants will need Internet access, can send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet. Please remember that the instructor is not able to offer technical support. If you need technical support, please contact your Internet Service Provider.

Moodle: This course will be delivered totally online at https://ce-connect.fresno.edu. Moodle is a learning management system that provides students access to online resources, documents, assignments, knowledge checks, forums, etc. Moodle is easy to learn and has a friendly user interface. There are also some student tutorials on the Center for Online Learning website at Fresno Pacific University - https://col.fresno.edu/student.

Moodle Login and Passwords: Students will need to have internet access to log onto https://ce-connect.fresno.edu. The username and password for Moodle access will be sent to you by the university using the email address you submitted at the time of registration. The instructor will then contact you with a welcome communication. If you need help with your username and password recovery, please contact the Continuing Education office at (800) 372-5505 or (559) 453-2000 during regular office hours - Mon-Fri 8:00 am to 5:00 pm (pacific) or email them at prof.dev@fresno.edu.

Getting Help with Moodle: If you need help with Moodle, please contact the Center for Online Learning (COL), by telephone or the website. Help by phone (559) 453-3460 is available Mon-Fri 8:00 am to 5:00 pm (pacific) or by filling out a "Request Services" form at https://col.fresno.edu/contact/request-services. If asked, please identify that you are with the "School = Continuing Education".

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Continuing Education website (https://ce.fresno.edu/my-account) and "Request Final Grade". Once the instructor receives the requests and submits the grade online, students may log back in to view their Final Grade Report or order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information, see the Continuing Education Policies and Procedures at https://ce.fresno.edu/ce-policies-and-procedures.

University Policies and Procedures

Students are responsible for becoming familiar with the information presented in the Academic Catalog and for knowing and observing all policies and procedures related to their participation in the university community. A summary of university policies may be found on the university website at https://www.fresno.edu/students/registrars-office/academic-catalogs.

Fresno Pacific University Student Learning Outcomes (FPU-SLO)

FPU-SLO 1	**Student Learning Outcomes Oral Communication:** Students will *exhibit* clear, engaging, and confident oral communication – in both individual and group settings – and will critically *evaluate* content and delivery components.
FPU-SLO 2	**Written Communication:** Students will *demonstrate* proficient written communication by *articulating* a clear focus, *synthesizing* arguments, and utilizing standard formats in order to *inform* and *persuade* others.
FPU-SLO 3	**Content Knowledge:** Students will *demonstrate* comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
FPU-SLO 4	**Reflection**: Students will *reflect* on their personal and professional growth and *provide evidence* of how such reflection is utilized to manage personal and vocational improvement.
FPU-SLO 5	**Critical Thinking:** Students will *apply* critical thinking competencies by *generating* probing questions, *recognizing* underlying assumptions, *interpreting* and *evaluating* relevant information, and *applying* their understandings to new situations.
FPU-SLO 6	**Moral Reasoning:** Students will *identify* and *apply* moral reasoning and ethical decision-making skills, and *articulate* the norms and principles underlying a Christian worldview.
FPU-SLO 7	**Service**: Students will *demonstrate* service and reconciliation as a way of leadership.
FPU-SLO 8	**Cultural and Global Perspective:** Students will *identify* personal, cultural, and global perspectives and will employ these perspectives to *evaluate* complex systems.
FPU-SLO 9	**Quantitative Reasoning**: Students will accurately *compute* calculations and symbolic operations and *explain* their use in a field of study.
FPU-SLO 10	**Information Literacy:** Students will *identify* information needed in order to fully understand a topic or task, *explain* how that information is organized, *identify* the best sources of information for a given enquiry, *locate* and critically *evaluate* sources, and accurately and effectively *share* that information.