

LEARNERS
EDGE

+

Teaching
Channel

COURSE SYLLABUS

LEARNERS EDGE

Syllabus to be used for review or approval only.

TRUSTED AS A CONTINUING EDUCATION PARTNER
BY MORE THAN 100,000 TEACHERS.

FOUNDED BY TEACHERS. DEDICATED TO LEARNING.

Name:

Date:

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NEVER STOP LEARNING!

PROFESSIONAL LEARNING TO MEET YOUR NEEDS.

Engaging and applicable courses are the heart and soul of Learners Edge. We offer a variety of courses that meet the continuing education needs of teachers from across the country. Learners Edge courses work perfectly for teachers needing to relicense/recertify or working to move up through their salary schedule.

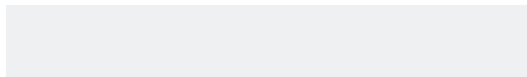
Learners Edge offers continuing education graduate credit courses that have been approved and endorsed by regionally accredited colleges and universities from across the United States.

Current Partner Universities:

(www.learnersedge.com/about-courses/university-partners)

Continuing Education courses are approved by our regionally accredited (HLC, NECHE, WSCUC, NWCCU) partners by review of syllabi, content, and coursework expectations.

(indicate anticipated university/college partner below, if applicable.)



Course Creation and Evaluation:

Courses are created and evaluated by educators with, at a minimum, a Master's Degree and professional experience and/or licensure in the content area. Evaluators offer specific feedback for submitted coursework. There is ongoing communication between the student and the evaluator.



SPRING SESSION

Registrations Accepted

July 16–March 15

Coursework Due*

April 15

SUMMER SESSION

Registrations Accepted

December 16–July 15

Coursework Due*

August 15

FALL SESSION

Registrations Accepted

March 16–October 22

Coursework Due*

November 15

*Or first business day after the 15th if due date falls on a weekend.

COURSEWORK DETAILS

THE RIGOR OF LEARNERS EDGE CONTINUING EDUCATION GRADUATE LEVEL COURSES.

Professional Learning Model:

The Learners Edge Professional Learning Model is research-based and is used to develop ALL content including continuing education courses. The model includes five elements to ensure adult learners experience quality personal and professional development and carry new knowledge into their classrooms and to their students:



Course Content:

Learners Edge courses are rigorous and based on the Learners Edge Professional Learning Model. Courses are self-paced, and per standard practice in the field, each credit carries the equivalent of fifteen hours of content and coursework. Course texts include a solid balance of research and applicability and are, typically, seminal in nature written by major authors in the field of education including Marzano, Danielson, Greene, DuFour, and Jensen. Many courses incorporate tutorial videos, multi-media clips and research-based articles to additionally supplement course texts. To receive credit, participants must complete the following requirements according to expectations outlined in our course rubric:

Required Reading(s) and Read and Respond Essay Questions: Participants are required to connect new learning from readings to professional practice.

Resource Requirement: Participants are expected to find resources related to the course content to enhance professional practice and deepen understanding of the course content.

Reflection Requirement: Because reflection is key to deepening one's learning, participants are required to complete a reflection paper by responding to a prompt to encourage critical thinking specific to course content and teaching and learning.

Applications: Participants are required to complete a variety of applications allowing them to implement new learning in their classrooms or schools.

Welcome to Your Course!

Syllabus

Course Name	KnowHow
Course Number	OS 5900
Course Credits	3

NOTE: This syllabus is an **outline** of the course requirements and is subject to change. The interactive elements of this course will take place during the KnowHow in-person program. Work will be submitted online where you will have full access to a variety of media, links, and other online tools required to satisfactorily complete this course.

Course Description:

You sharpen pencils, refresh browsers, upgrade seats, fertilize gardens, and boost rockets... but what are you doing for our educational practices? This program brings educators together – in person – to explore, collaborate, learn, critique, and evolve together. KnowHow has been carefully designed to renew, restore, and enhance your teaching through meaningful, interactive educator sessions. Whether you join us in pairs and teams or jump in individually, KnowHow takes you to the intersection of professional development, continuing education, retreat, field experience, and teacher networking. Educators who pair best practices with strong content can deliver powerful courses with incredible learning outcomes.

Goals and Objectives: Upon completion of this course:

- KnowHow participants will engage in active learning sessions designed to facilitate reflection, foster connection, and enhance teaching practices.
- KnowHow participants will gather tools, templates, and models that they can customize and incorporate into their instruction.
- KnowHow participants will capture instructional content through an interactive exploration and inquiry in a field-based learning activity.
- KnowHow participants will work on the following InTASC standards:
 - InTASC 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.
 - InTASC 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.
 - InTASC 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.

All coursework is to be completed in the Learners Edge online environment.

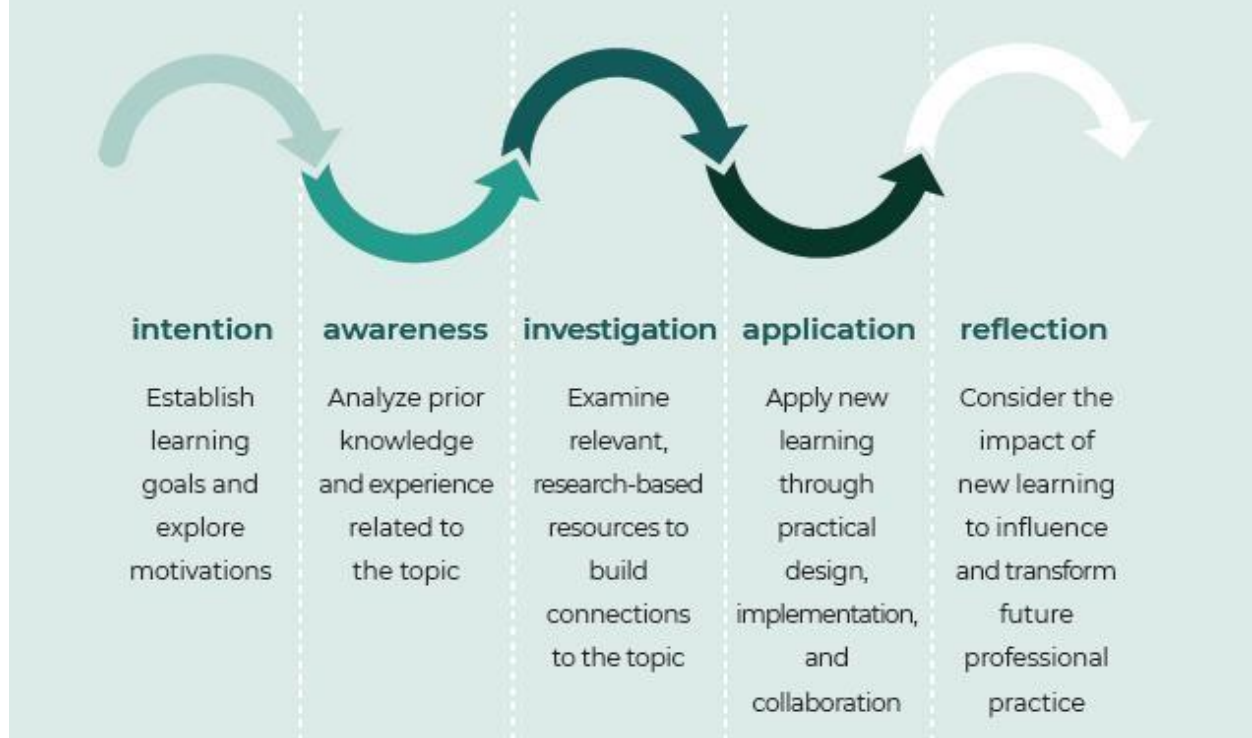
- InTASC Standard #7: Planning for Instruction The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- InTASC 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.
- KnowHow participants will work on the following ISTE standards:
 - ISTE 2.1 Learner: Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning
 - ISTE 2.4 Collaborator: Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.
 - ISTE 2.5 Designer: Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.

Required Articles and Other Resources:

All Required Readings are linked within their respective assignments and available during the onsite.

All coursework is to be completed in the Learners Edge online environment.

The Learners Edge Professional Learning Model



Learners Edge was founded for and by teachers, so we know our way around a K-12 classroom. However, as similar as they are in some ways, adults are different *learners* than K-12 students. We researched best practice models and arrived at our own framework for adult learning, which we use to write our continuing education courses. The model includes five elements to ensure adult learners experience quality personal and professional development and carry new knowledge into their classrooms. This will ultimately have positive impacts on their students. The Five Components are outlined in the visual above.

All coursework is to be completed in the Learners Edge online environment.

Course Rubrics

Intention and Awareness	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Statement of Intention and Awareness	The evaluator will only review the Statement of Intention and Awareness for a response to each prompt. If a student does not respond to each prompt, the Statement will be returned to the student for resubmission. The student's Statement of Intention and Awareness will be evaluated as part of the Reflection in Module 3.		

Applications	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Planning, Development and Execution	Coursework shows complete planning, development and/or execution of application, clear articulation of details and inclusion of polished required artifacts.	Coursework shows complete planning, development and/or execution of application and inclusion of required artifacts.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
	Coursework includes creative or innovative application of new knowledge and skills from course content to professional practice.	Coursework includes application of new knowledge and skills from course content to professional practice.	
Written Requirements	Coursework provides clear, logical, and organized responses to any writing prompts in the application. It also includes at least one detailed connection to course objectives, student learning goals or transformation of professional practice.	Coursework provides clear, logical, and organized responses to any writing prompts in the application.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.

All coursework is to be completed in the Learners Edge online environment.

Resource Review	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Summary of Resource	Coursework summarizes the main ideas presented in the resource and includes at least one instance of critical analysis (i.e. asks questions, looks for gaps in information, disputes contradictions, etc.)	Coursework summarizes the main ideas presented in the resource.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Relation to Personal Assumptions or Course Content	Coursework provides more than one detailed example of how the resource supports or challenges personal assumptions and/or course content.	Coursework provides one example of how the resource supports or challenges personal assumptions and/or course content.	
Impact on Professional Practice	Coursework provides more than one clear explanation of how the information in the resource could impact professional practice.	Coursework provides one explanation of how the information in the resource could impact professional practice.	

All coursework is to be completed in the Learners Edge online environment.

Reflection Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Connection to Statement of Intention and Awareness	Coursework includes an evaluation of both learning goals articulated in the participant's Statement of Intention and Awareness from Module 1. Participant includes one future learning goal related to course content.	Coursework includes an evaluation of one of the learning goals articulated in the participant's Statement of Intention and Awareness from Module 1.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Summary of Learning	Coursework includes three or more detailed connections to specific assignments completed or course content viewed (assigned readings or videos).	Coursework includes two general connections to course content.	
Description of Positive Influence or Transformation	Coursework includes two or more specific ideas for changes in one's professional practice with timelines. OR Coursework includes two or more detailed action steps with timelines for positively impacting other stakeholders.	Coursework includes one general idea for changes in one's professional practice. OR Coursework includes one action step for positively impacting other stakeholders.	

All coursework is to be completed in the Learners Edge online environment.

Module 1

1. Intention and Awareness Statement

At Learners Edge, we want the time you spend learning to be purposeful and applicable to your professional practice. To get the most from professional learning, the research says we must first identify our goals and motivations. Next, we must assess our prior knowledge and previous experiences to create deeper connections to the course material. Using the guidelines below, develop your Statement of Intention and Awareness. At the end of the course, you will be asked to reflect back on your Statement of Intention and Awareness and identify your growth and transformation from the beginning of the course to the end.

Please be certain to address the following when developing your Statement of Intention and Awareness in a total of two paragraphs, or more:

- Describe your motivation for participating in KnowHow.
- Summarize your previous experience improving instruction and learning outcomes
- List two learning goals you have for the program.

We are happy you are here! Thank you for taking this course with Learners Edge. As a reminder, all coursework must meet graduate level standards including grammar, spelling, and mechanics. Your responses should thoroughly and accurately address all questions/prompts by summarizing key concepts from the program sessions. You are welcome to include inferences related to your professional practice or experiences to support your answers. If coursework does not meet these standards, it will be returned, and you will be asked to revise and resubmit your work based on the evaluator's feedback.

Thank you and enjoy your course! -Learners Edge

2. Investigation Part I: Wait! What? Teaching is about learning!

Learner development and instructional differentiation are central to teaching and learning. This investigation looks at the stages of learner development so that we can identify needs, opportunities, challenges, and best practices for meeting learners' needs. In addressing students' various strengths and preferences, this investigation models how to incorporate affect, readiness, learning profile, interests, choice, and time.

Interactive discussion includes:

- How might you adjust content or product while maintaining the same process for all learners?
- What strategies can you incorporate to address the varying influences on affect in your classroom?
- What challenges do you face differentiating based on the students' interests in your classroom? And how can you begin to provide an entry point for your particular content area?
- What kind of data is helpful for informing differentiation?

Implementation plan includes:

- Using the guide and your notes from the interactive discussion, map out how you will implement what you have explored and discussed. Include enough detail so that another teacher would be able to reproduce your intended plan using this guide as their roadmap. Where appropriate, add examples.
- In your group, share the completed plan with colleagues for constructive feedback.

All coursework is to be completed in the Learners Edge online environment.

Implementation Plan	Immediate What can you implement immediately? Remember that you are starting with only ONE step. What small changes can you make that can make an impact right away?	Near Future (next unit, next month) What longer-term strategizing can you do to implement some of the webinar ideas into your classroom on a regular basis?	And Beyond How can you take some of the ideas from this webinar and weave them into your ongoing classroom practice? Are there ways you would like to share this knowledge with a wider audience (grade-, subject-, department-, school- or district-wide)? How might you go about doing that?
Product			
Process			
Content			
What kind of accountability can aid you in implementing what you've planned? Who can you talk to or partner within this effort?			

3. Tech Tools that help us love our work

Technology tools are often an educator's best friend or greatest enemy. Whether you're just beginning to dip your toes into the ed tech waters or ready to dive in headfirst, this session of KnowHow will give you a strong foundation in technology integration best practices to support increased engagement and academic outcomes in your diverse classroom.

Interactive discussion includes:

- How do we move beyond online skills practice and word processing?
- In what ways can meaningful technology be integrated into classroom routines?
- What models exist for building lessons that use tech tools to encourage creativity and critical thinking?

Tech Tools Inventory includes:

- Using the guide, identify the top 5 tools that relate to your content area and grade band. From the discussion and the examples generated by your group, indicate the key features and uses of the tool. Be sure to note any considerations that are specific to your particular learning environment, context, or student population.

All coursework is to be completed in the Learners Edge online environment.

TECH TOOLS INVENTORY			
TOOL	KEY FEATURES	USE	NOTES
	1. 2. 3.		
	1. 2. 3.		
	1. 2. 3.		
	1. 2. 3.		
	1. 2. 3.		

Module 2

1. Investigation: Instruction and Assessment

Educators look for ways to incorporate innovation into instruction. This session challenges the deeply established system that more-often-than-not drives teachers to present content knowledge in isolation, to reward students for correct answers rather than creative thinking, and to reinforce a myth that failure is bad.

Interactive discussion includes:

- How does history help us to think of futuristic solutions and how can we learn from looking back through time?

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- In what ways do we encourage students to think of multiple pathways for problem-solving versus seeking a standard “correct answer”?
- How many ways can we spark curiosity by re-naming “problems” as “challenges,” adventures,” or “mysteries” and what impact does that have on learning?
- What happens when we regularly ask “Could there be another way to think about this?” or “How can we use this information?”
- What take-away can we gain from “My Favorite No”?

2. Feedback for Inspiration

Some people joke about a “participation medal” generation in which all students are told they are winners, even when they technically are not. Do you worry about hurting your students’ feelings when they have not earned a perfect grade? Do you wonder whether feedback can be honest? This session explores specific strategies for keeping students interested and invested in their learning, even when they have a way to go towards achievement.

Interactive discussion includes:

- How do rubrics support a student’s ability to drive their own learning?
- What is the difference between feedback, grading, and assessment?
- In what ways can we consider habits, achievement, and growth as three aspects of feedback?
- What options for communication will help inspire students to re-engage with content?
- What kinds of assessments help students to feel inspired to improve?

Module 3

1. Investigation: Resource Exploration

The KnowHow exploration at the Chicago Art Institute provides each educator with access to curated resources, models, and examples that will provide real-world evidence for classroom instruction. Please identify two resources related to your professional role that will enhance your professional practice and deepen your students’ understanding of your content area, unit, or lesson. For example, consider resources that will:

- Allow you to extend your learning beyond the KnowHow event
- Challenge your beliefs or assumptions
- Provide an alternative viewpoint to course content
- Allow you to deepen your students’ understanding of the importance of your content area in the real world
- Challenge their beliefs or assumptions
- Expand their viewpoints or provide alternative perspectives

Resources selected may be any artifacts from the institute. In order to ensure for a range of instructional formats, each artifact should be paired with blogs, podcasts, websites, videos, documentaries, films, articles, books, journals or combination. Paired resources selected should be recent - published within the last five years.

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Summarize what you learn from critically analyzing each resource using the provided handout tool. (Examples of critical analysis include asking questions, looking for gaps in information, disputing contradictions, etc.) Please explain how the resource supports or challenges your assumptions and/or course content and how the information presented will impact your professional practice. Be prepared to share with your KnowHow group and receive critical feedback.

2. Reflection Requirement

In two or more double-spaced pages, synthesize your learning from the program by summarizing what you will do differently as a result of your learning in your professional role moving forward.

Your reflection should include:

- An evaluation of your learning goals from your Statement of Intention and Awareness in Module 1 (In other words, how have you grown?)
- **Three or more** detailed connections to **specific** course applications, information from readings and other activities completed
- **Two or more** specific ideas for changes to one's professional practice including timelines for implementation OR **two or more** detailed action steps for positively influencing others with timelines (students, parents, colleagues, administrators, community members, etc.)
- **One** future learning goal you have related to course content

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