🍎 New York Center for Teacher Development, Inc.

In affiliation with University of Massachusetts Global

COURSE SYLLABUS

Course:	**EDZU 9808 Generating Student Choice and Autonomy with Engaging Technology Instruction**
Credit Hours:	3.0 credits / 45 hours
Instructor:	Laura Kazmierski

Course Description

Through formative assessment and gradual release of control, students can participate in the development of their own pace, place, and path for their own learning. This course will focus on having a student centric model in your classroom that allows for students to be the decision makers and allow for more choice in every day lessons. This practice allows for increased differentiation, immediate intervention, and personalized learning. Phases and models of blended learning will be provided at both the K-5 and 6-12 levels. Student planners, checklists, trackers, and choice boards with grade level consideration for each participant.

Course Goals

Teachers Enrolled in This Class Will…

Know
- Meaningful Assessments and Data Use: How to select the type and format of informal assessments within a lesson or unit to determine student's readiness level.
- Blended Learning Models: What are the blended learning models out there, what is blended learning and why is it being used in classrooms.
- Student Choice and Autonomy: The research and motivation supporting instructional planning where students are the decision makers in a classroom.
- Technology Resources: Engaging programs, tools, and resources to support a student centric model of teaching. Some themes include virtual field trips, gamifying your classroom, and technology to support classroom management, each having resources for K-12.

Understand
- How to use meaningful and intentional pre and post assessments in order to increase differentiation and provide immediate intervention to each student.
- Blended Learning phases and examples of models that can be used in K-12 classrooms.
- Viewing of models and examples of choice boards, planners, checklists, and how to differentiate them based on grade level and content area. Reflect on how they can be set up and differentiated from class to class or teacher to teacher.
- How resources selected can be differentiated to best fit individual student needs and help engage

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and/or motivate students to learn.

and To Be Able To
- Reflect on your own assessment practices and what is being and what is not being used from that data. Share examples and how this can be used to drive a more student centric classroom.
- Discuss what blended learning model and phase(s) can be implemented into your classroom and what that would look like by creating practical blended learning resources for your current position.
- Participants will create their own models and choice boards to utilize in their classroom(s).
- Exploration of resources that apply to each participant's student population. Decide what can be used or modified for practical use. Discuss feedback and make modifications.

Course Outline

Week 1: Meaningful Assessments and Data Use
Week 2: Blended Learning Models
Week 3: Student Choice and Autonomy
Week 4: Technology Resources
Week 5: Culminating Task

Methods of Instruction

Moodle will be used as the learning management system for this course offering. Content will be delivered to students by providing lessons divided into each of the categories in the outline above. There will be a combination of videos, website resources and blogs, as well as written commentary from the instructor to the students for each lesson. Students will be given assignments including submitting their work samples, participating in discussion forums with the instructor and peers, and responding to feedback from the instructor. The instructor will present open forums and ongoing feedback to each participant throughout the duration of the course. There will also be a check for understanding in the form of a quiz at the end of each of the first four weeks and one culminating task that students will have the final week to complete. Instructor will ask for surveys to be completed throughout the course for more immediate feedback and suggestions on the course content and materials being used.

Students will connect with each other throughout the course within forums and various other types of online feedback options built into each class.

Methods of Assessment

Students will be assessed based on the completion of weekly assignments and discussion forums. Additionally, students will be asked to take one quiz, or check for understanding, for each week of new content, totaling 4 quizzes for the course. These will simply cover the content and main points in the content delivery materials provided. Students will be able to take these multiple times and receive higher

scores. Students will have one culminating task the last week of the course that will combine the content they have done and the work they have completed up until that point. Successful completion of all assignments, discussion forums, quizzes, and the culminating task will result in passing credit. In order to receive an A, students need to score at least an average of a 90 or above on all weekly quizzes and participate in every discussion and assignment, as well as successful completion of the culminating project. In order to receive a B, students need to score at least an average of an 80 or above on all combined weekly quizzes and participate in most discussions and assignments, as well as a successful submission of the culminating project.

Instructors are online each day of the course and correspond with students through the course itself, feedback on assignments, and e-mail.

Time Validation

Topic for assignment	Student Input (LEARNING)	Student Output (TASK)	Total Time
Week 1: Meaningful Assessments and Data Use Topics covered: • **What is a student's readiness level?** • **What type of assessments are used and what purpose do they serve?** • **How to select the type and format of informal assessments within a lesson to determine readiness level.** • **Examples of pre and post-assessments to understand a student's readiness level.**	Assignment 1: Students access and read article(s) about student readiness level. Assignment 2: Students are provided with examples of assessments that can be used in the classroom for pre-assessments or informal assessments and checks for understanding. Assignment 3: Access provided examples of assessments, and chart of what makes a strong assessment vs. a weak assessment. View example(s) of data being used to identify necessary student supports – how it's interpreted in the models provided. Assignment 4: Check for understanding review (view supports provided)	Assignment 1: Students complete a discussion post after reading article. Assignment 2: Students share strengths and weaknesses of various assessment examples, reflect on their own practices and what they use/don't use from that data. Assignment 3: Teachers reflect on how they use data in their classrooms and what assessment data they look at. (Pre-assessments – are they even used to change how the unit is taught?) Reflect on what they can change in their classroom & share ideas for assessments they can make for practical use. Assignment 4: Week 1 check for understanding quiz	**1.5 hours** **1.5 hours** **2 hours** **2 hours**

Week 2: Blended Learning Models	Assignment 1: View resources (website links, articles, blogs) about blended learning.	Assignment 1: Share discussion post answering a series of questions about what you viewed.	**2 hours**
	Assignment 2 & 3 input: A step further – blended learning phases (1-3), examples of classroom set ups and videos of what it looks like in action.	Assignment 2: Discussion forum reflection and responding to peers comments. Assignment 3: Reflection assignment and submit to instructor.	**2 hours** **2 hours**
	Assignment 4: Check for understanding review (view supports provided)	Assignment 4: Week 2 check for understanding quiz	**2 hours**
Week 3: Student Choice and Autonomy	Assignment 1: Learning what the research says with provided articles and post from instructor surround students being the decision maker and driver in choice in the classroom.	Assignment 1: Students share their thoughts after viewing the resources and respond to a series of prompts.	**2 hours**
	Assignment 2: Viewing of models and examples of choice boards, planners, checklists for blended learning classrooms.	Assignment 2: Students submit how these can be set up and differentiated from class to class or teacher to teacher (how to use in their setting). Share with peers.	**2 hours**
	Assignment 3: How to differentiate by content, process, product article and examples of how to modify by grade level and content from submissions.	Assignment 3: Participants will create their own models and choice boards to utilize in their classrooms. Feedback provided by instructor to use for culminating project.	**4 hours**
	Assignment 4: Check for understanding review (view supports provided)	Assignment 4: Week 4 check for understanding quiz	**2 hours**
Week 4: Technology Resources	Assignment 1: Note and article reference from instructor regarding the use of technology programs,	Assignment 1: Exploration of resources that apply to each participants' student	**3 hours**

	tools, etc. Students view engaging programs, tools, resources to support a student centric model of teaching and learning. Some themes include: virtual field trips, technology to support classroom management, apps and programs for participant engagement.	population. Share in discussion forum responding to prompts and comment on peers posts.	
	Assignment 2: Students submit reflection of ideas of how these technology tools could be modified to differentiate learning for student needs (readiness, learner profile or interest being considered).	Assignment 2: Feedback provided from instructor, and students view instructor's ideas of how each technology tool/resource could be modified to meet individual student needs and differentiate according to student's readiness, learner profile and interest. Students complete a secondary reflection post in response.	**4 hours**
Week 5: Culminating Task	Assignment 1: Examples and directions provided, models of what is expected and range of what passing, A and B range would include. Optional early submissions for feedback to adjust if interested	Assignment 1: Create your own blended learning mini-unit plan including AT LEAST the following requirements: • 1 choice board, checklist or planner • 2 informal assessments or checks for understanding • 1 technology integration	**10 hours**
	Assignment 2: Summary sheet of all topics learned and cheat sheet based on course objectives for students to keep for themselves.	Assignment 2: Reflection and share based on feedback from instructor of Assignment 1 submission as well as how they utilized learning from this course to make instructional decisions to create their culminating task.	**3 hours**
Total Time			**45 hours**