Maximize Student Success Through Enhanced Instructional Design

EDUX 9940

Rationale:

"In describing the professional learning they envision, many teams position teachers as researchers or inquirers, collaboratively and intentionally identifying and addressing their most pressing student needs." -*Tracy Crow from Learning Forward*

Research has shown a direct correlation between an effective educator and depth of educator preparation. It is no secret that the demands put upon educators today often provide no additional time for this type of thoughtful self-reflection and curriculum development. Under the instruction of a Dominican University Professional Development Coordinator, educators will have the time to reflect upon their previous teaching and align research based instructional strategies to their practice through extensive curriculum planning and design. Allowing educators the time to reflect and improve their practice over the summer will result in educators starting the year off fully prepared to meet the needs of the students. As Tracy Crow states above, collaborating with professionals is an important piece of the teaching profession. EDUX 9940 gives educators the opportunity to collaborate with their grade level and/or subject and/or school team in order to address ways to close the achievement gap.

Objectives:

The participant will have the opportunity to:

➢ Utilize research based instructional strategies in order to plan effective curriculum
➢ Prepare units of study aligned to Common Core, district or state standards
➢ Reflect upon previous lessons and refine them to better meet students' needs
➢ Integrate 21st Century technology tools into lessons
➢ Participate in literature study in order to stay current on educational research aligned with state/district goals and/or personal professional growth plan
➢ Analyze student data in order to plan instruction or design interventions
➢ Implement research based classroom design in order to maximize student engagement in an instructional setting

Course Overview:

Being an effective educator requires time!   Educators strive to create lessons that effectively engage students; that requires time beyond what is allotted during the traditional school day. With the support of a Professional Development Coordinator, educators will have the time to research, process and delve deeper into their curriculum and start the year fully prepared. This type of preparation allows educators to approach the school year ready, confident, and enthusiastic. EDUX 9940 allows educators to collaborate with other professionals, plan effective curriculum and create materials and resources to enhance teaching and learning. This course provides a great opportunity to work directly with your grade level for content area teams when you enroll together.

Earn graduate level Semester Credits/Units as you learn, develop and prepare for the 2017-18 school year. Whether it is collaborating with colleagues to create a blended learning course, integrating STEM/STEAM related lessons into the curriculum, taking the time to research and learn new technology or locating and reading student non-fiction books to meet CCSS, what we need as professionals is credit for the time we devote to fulfilling our goals of being the best we can be in the classroom.

This summer, spend extensive time improving your teaching, working on your professional growth plan, planning your 2017-18 school curricula to meet district goals while earning 2, 3, 4, 5 or 6 graduate level Semester Credits/Units!

Our flexible course structure includes individualized time commitments, support from a regional Professional Development Coordinator, opportunities for collaboration and supportive face-to-face exit interviews. Throughout the course, participants will interact with Dominican University of CA Professional Development Coordinators and instructors whose personal supervision guarantees the kind of accountability that your school district requires.

Rubric: EDUX 9940

	Meets or Exceeds Standard (A)	Partially Meets Standards (B)	In Progress Does Not Meet Standards (INC)
Required Documents, Orientation, Communication	All (3 of 3) required course documents (Plan, Log, Summary) are submitted at the exit interview. Attended Orientation and communicated with Instructor each month during summer.	Most of the required course documents (2 of 3) are submitted at the exit interview. The missing document is submitted electronically within 24 hours. Attended Orientation and communicated with Instructor each month during summer.	Some required course documents (1 of 3) are submitted at the exit interview. Did not attend orientation and very little communication with instructor throughout the summer.
The Plan	The plan includes a detailed description of a specific, measurable course goal that is aligned with district standards or the individual's personal growth plan and the suggested evidence that will be used to demonstrate the completion of the goal.	The plan includes a description of a course goal that is aligned with district standards or the individual's personal growth plan and the suggested evidence that will be used to demonstrate completion of the goal.	The plan includes a description of the course goal that is aligned with district standards or the individual's personal growth plan.
The Log	Log of hours shows consistent and thoroughly detailed dated entries that demonstrate comprehensive curriculum planning and graduate level work.	Log of hours shows consistent and adequately detailed dated entries that demonstrate comprehensive curriculum planning and graduate level work.	Log of hours shows limited dated entries that do not adequately demonstrate comprehensive curriculum planning and graduate level work.
The Summary	Summary is at least 2-3 pages in length, typed, thoroughly answers all guiding questions, and is free of grammatical and spelling errors.	Summary is at least 2-3 pages in length, typed, adequately answers all guiding questions, and has minimal grammatical or spelling errors	Summary is at least 2-3 pages in length, typed, partially answers all guiding questions, or contains multiple grammatical or spelling errors.
The Presentation	The presentation of coursework is highly organized, clearly articulated, and includes detailed evidence to demonstrate completion of the course goal reflective of the hours logged.	The presentation of coursework is organized, clearly articulated, and includes evidence to demonstrate completion of the course goal reflective of the hours logged.	The presentation of coursework is limited in organization and clarity, or includes minimal evidence to demonstrate completion of the course goal reflective of the hours logged.
The Evidence	The evidence includes multiple and varied artifacts to demonstrate completion of a course goal that is aligned to district standards or the individual's personal growth plan and represents graduate level work.	The evidence includes adequate artifacts to demonstrate completion of a course goal that is aligned to district standards or the individual's personal growth plan and represents graduate level work.	The limited evidence does not demonstrate completion of a course goal that is aligned to district standards or the individual's personal growth plan and represents graduate level work.
The Exit Interview	Engages in professional dialogue during the exit interview to demonstrate interest that deepens individual and/or collective understanding of the group.	Engages in professional dialogue during the exit interview to demonstrate interest.	Engages in limited professional dialogue during the exit interview to demonstrate interest.