Gateways to Learning
EDUO 9033 - Six Graduate Level Units/Credits
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Course Overview

Education reform is often based on the latest unproven fad and its implementation is not only impractical, but takes years. There is no need to wait for education reform to make needed changes. In this retreat-like workshop, educators will collaborate with colleagues to create curriculum that utilizes straightforward, research-based learning strategies. Teachers will experience what it’s like to be in a classroom where students feel capable and ready to learn. This powerful experience will teach educators how to open the gateways to student learning and will renew their enthusiasm for the teaching profession.

Course Objectives

In this course, participants will have the opportunity to:

- develop an understanding of how today’s students learn.
- investigate and learn practical strategies that utilize how students learn.
- participate in lessons, activities, and projects that are designed to demonstrate how to create curriculum and classrooms in which students feel capable of learning.
- demonstrate the ability to create curriculum and classroom environments that open the gateway for all students to learn.

Course Relation to CCS or other Professional Standards

While completing the class assignments, activities, lessons, and projects, educators enrolled in this course will work toward fulfilling the following professional teaching standards:

1. ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING

1.1 Connecting students’ prior knowledge, similar experiences, and interests with learning goals

1.2 Using a variety of instructional strategies and resources to respond to students’ diverse needs

1.3 Facilitating learning experiences that promote autonomy, interaction and choice

1.4 Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful

1.5 Promoting self-directed, reflective learning for all students
2. **CREATING & MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING**

2.1 Creating a physical environment that engages all students

2.2 Establishing a climate that promotes fairness and respect

2.3 Promoting social development and group responsibility

3. **UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING**

3.4 Developing student understanding through instructional strategies that are appropriate to the student

4. **PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS**

4.1 *Drawing* on and valuing students’ backgrounds, interests, and developmental learning needs

4.5 Modifying instructional plans to adjust for student needs

5. **ASSESSING STUDENT LEARNING**

5.1 Establishing and communicating learning goals for all students

6. **DEVELOPING AS A PROFESSIONAL EDUCATOR**

6.1 Reflecting on teaching practice and planning professional development

6.5 Working with colleagues to improve professional practice

**Course Outline**

Day 1: Introduction/Community Building/Requirements
Day 2: The Social Brain
Day 3: Group Work Done Right
Day 4: The Emotional Brain
Day 5: Fostering Resilient Learners
Day 6: Guided Fieldtrip Books
Day 7: Memory and Retention
Day 8: Learning Strategies Across The Curriculum
Day 9: Project Presentations / Review
Day 10: Process the experience and information learned
Course Requirements

1. Attend all ninety hours of class.
2. Read all assigned readings.
3. Participate in:
   - all class activities
   - all class discussions
   - all class projects
4. Write three papers in reaction to educational issues, methods, activities, or strategies introduced in either daily class time or nightly reading assignments.
5. Give a 30-minute hands-on presentation of a lesson you’ve taught in your classroom that you believe opens the gateways to student learning.
6. Gather books and resources to share in class.
7. Help make this a successful class by enthusiastically completing all of the above requirements and performing at least one special classroom job or responsibility.
8. Complete and present your self-reflection assignment.
9. Complete and turn in the class evaluation form.

Course Assessment Rubric

Class members will be assessed on participation in all discussions, activities, and projects as well as on attendance. Furthermore, participants will be evaluated on their presentations and written reaction papers.

<table>
<thead>
<tr>
<th>Area Assessed</th>
<th>Exemplary: A to A-</th>
<th>Acceptable: B+ to B-</th>
<th>Unacceptable: INC</th>
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</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>Attend all class sessions</td>
<td>One excused absence</td>
<td>More than one absence</td>
</tr>
<tr>
<td>Participation</td>
<td>Enthusiastically participates in all class activities, discussions, and projects</td>
<td>Reluctantly participates in all class activities, discussions, and projects</td>
<td>Does not participate in all class activities, discussions, and projects</td>
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<tr>
<td>Presentations</td>
<td>Class presentations are professional, demonstrate an understanding of concepts with real-world applications, and are well organized</td>
<td>Class presentations are professional, but somewhat disorganized and only demonstrate a partial understanding of concepts</td>
<td>Class presentations are unprofessional, disorganized and/or do not demonstrate an understanding of the topic or concepts</td>
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<tr>
<td>Written Assignments</td>
<td>All written assignments are on topic, well organized, provide adequate evidence, and are free of grammatical/spelling errors</td>
<td>Written assignments are on topic, but somewhat disorganized with little evidence and contain some grammatical/spelling errors</td>
<td>Written assignments are off topic, disorganized, lack evidence and contain many grammatical/spelling errors</td>
</tr>
</tbody>
</table>
Addendum:

Course Philosophy
This class operates by the notion that the best learning takes place when people feel they are part of a community that respects all learners. Since everybody perceives the world differently, information will be presented in a variety of ways. Numerous methods will be used to process presented information, as each person has a unique way of connecting new information to what they already know. Being that individuals demonstrate understanding in their own ways, there will be multiple procedures for assessing understanding. Another belief on which this class is based is that long-term learning only occurs when you actually do what you learn. Adhering to these tenets, the information provided throughout the ninety hours of class time is delivered through readings, videos, discussions, activities, reports, and lessons presented by the learner as well as the instructor.

Class Resources
The following resources and references were used in the development of this workshop. You will not be required to read all of the information below and will likely be asked to read other resources that are not yet listed. Participants are not required to purchase any of the books or articles below. The instructor will provide all required readings to participants during the workshop.

Books:


Articles:

Bigham, Brett. “Make the World Accessible to All” *NEA Today*, August, 2018

Desautels, Lori. “Teaching Self-Regulation in the Early Grades” *Edutopia*, September, 2018

Elias, Maurice. “SEL Skill Development During Recess and PE” *Edutopia*, September, 2018

Finley, Todd. “26 Research-Based Tips You Can Use in the Classroom Tomorrow” *Edutopia*, February, 2018

Goodwin, Bryan. “The Magic of Writing Stuff Down” Educational Leadership, April 2018

Herrmann, Zachary. “A Strategy for Effective Student Collaboration” Edutopia, September, 2018

Kohn, Alfie “It’s About More Than Just Behavior” Education Week, September, 2018

Pahamov, Larissa. “Inventories, Confessionals, and Contracts: Strategies for Effective Group Work” Educational Leadership, September, 2018

Parrish, Nina. “How to Teach Self-Regulation” Edutopia, August, 2018

Posnick-Goodwin, Sherry. “How to Motivate Your Students: Educators reveal their ways to keep kids interested in learning” California Educator, September, 2018

Tinley, Tracey “Finding Your Classroom’s Greatness” Educational Leadership, September, 2018

Trpin, Gregor “180 Days: A tone poem, and a solution to harnessing student awareness and energy.” California Educator, September, 2018

Turner, Bret. “Building Classroom Community Through Storytelling” Educational Leadership, September, 2018

Weber, Gabrielle “Ignoring Mental Health Sabotages Learning” Education Week, August, 2018

**Videos:**


Edutopia, July, 2018. “What is the Social Brain - The Research is in: Learning is a Social Endeavor”