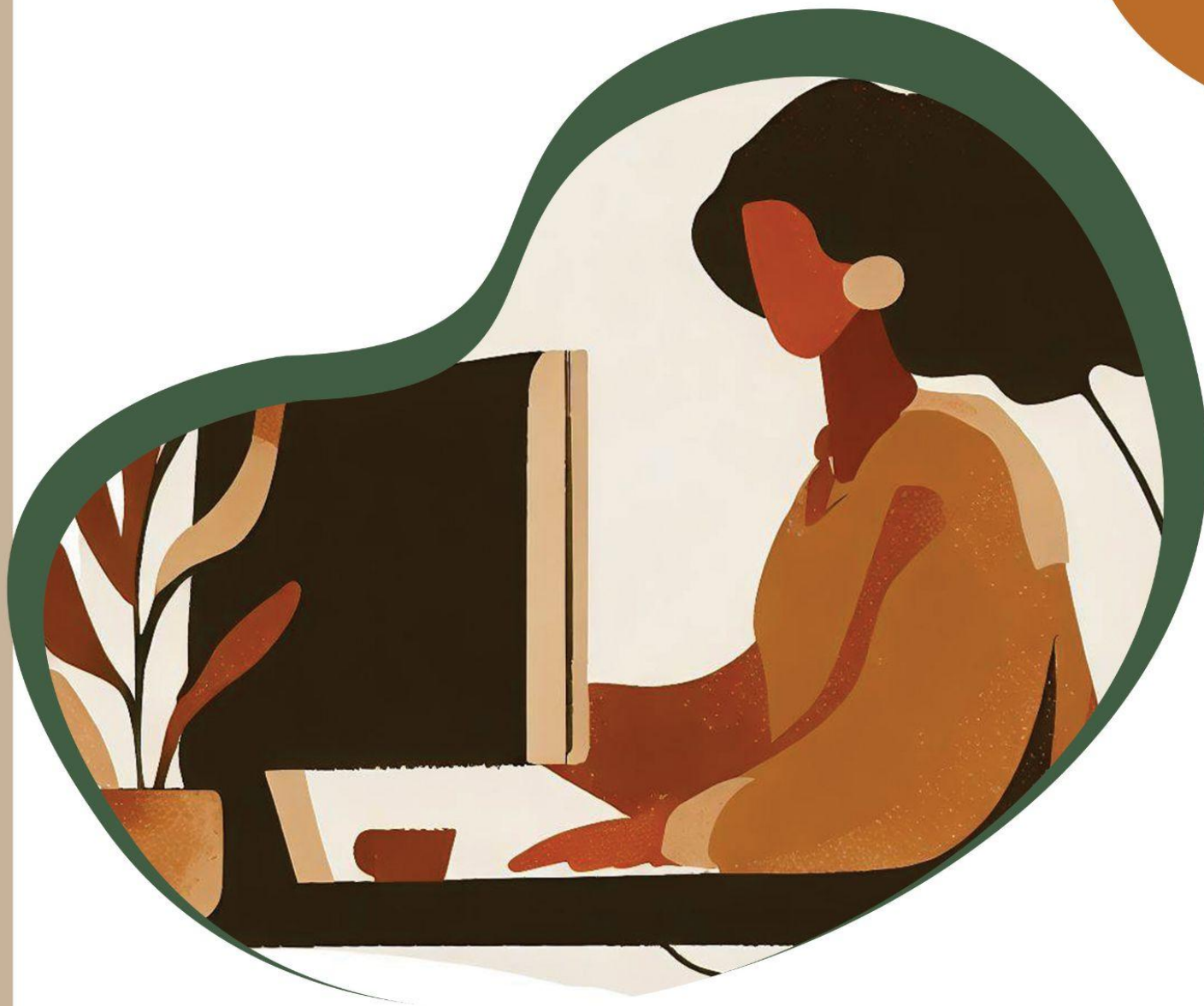




Course Syllabus

MAXIMIZING ENGAGEMENT OF ALL LEARNERS



Maximizing Engagement of All Learners

45 Hours or 3 Graduate Credits

Course Access: Upon enrollment, you have 180 days to complete your online course in our [Learning Management System](#). If you have any questions about course access, please email support@cecreditsonline.org, or call 425-788-7275 extension 104.

Course Description:

Teaching within the CCSS framework requires teachers to create equity of outcomes as well as equity of access to learning. For teachers to move deeper into teaching within the CCSS it is important that they develop a solid understanding of the principles of the CCSS.

This course has been designed with the goal of providing a framework which operationally defines engagement and promotes the value of maximizing engagement for all learners, providing research-based principles in which teachers can anchor their practices and, providing the characteristics of engagement-minded practices which both teachers and students will find motivating to implement.

Course Objectives: By the end of the course, participants will:

- Summarize the current need for personalization within a standards-based system
- Be able to define the difference between the “achievement gap” and the “engagement gap.”
- Articulate why what teachers do (“teaching”) and what students do (“learning”) are not equivalent.
- Understand the need for developing a gauge for engagement
- Recognize why maximizing engagement for all learners requires extensive interactions with learners
- Apply a number of potential pitfalls related to engagement (gaps, traps, wraps, and naps)
- Demonstrate understanding of the need to formulate an engagement hypothesis
- Review current research on the role of emotions in learning
- Develop awareness of elements of a brain-friendly learning environment
- Distinguishing between “good stress” and “bad stress” levels that impact learning
- Comprehend the role of fear for learners and strategies to help mitigate fear
- Understand the elements of and a rationale for a student engagement self-reflection tool
- Articulate the enduring questions for both teachers and learners and the pivotal nature of students’ enduring questions

- Identification of the features of a cycle of inquiry and the importance of using one to increase student engagement
- Conceptualize success in teaching as interdependent with success of learners
- Recognize the importance of connecting with students to develop strong teacher-student relationships
- List characteristics of learning environments that alter the odds against or in favor of learning
- Demonstrate understanding that a teacher's role is multi-faceted as an advocate, buffer and catalyst within the learning environment.
- Delineate the characteristics of a fixed ability mindset and an expandable ability mindset
- Recognize how a growth-minded approach is integral to maximizing engagement for all learners regardless of academic achievement levels
- Implement a teacher reflection strategy to determine whether student orientation is toward a fixed or expandable view of ability
- Prepare a lesson or unit of instruction on the growth mindset for an entire class
- Link the key teacher behavior of providing prescriptive feedback with the need for learners to receive informative communication during their learning process
- Learn steps to providing effective prescriptive feedback.
- Recognize the research base that suggests particular kinds of praise can actually decrease engagement
- Understand the benefits of providing prescriptive feedback
- Understand the significance of encouraging student ownership of data about their own performance
- Learn several methods for providing students opportunities to reflect on their own performance data over time
- Describe the statements that may be typical of myths associated with engagement
- Reflect on any overlap between current practice and engagement myths
- Understand the role of behavior as a language for learners trying to get unmet needs through their behavior
- Recognize the covert and overt aspects of behavior and the challenges each can present for teachers maximizing engagement
- Reflect on course content and applications to current teaching context
- Create an engagement map to guide future learning interests

Student Expectations:

This online course is experiential and interactive. Participants will engage in a variety of activities to learn, practice, and apply the skills outlined in the course. This will include workbook exercises, short answers that are reviewed by a moderator, quizzes, the development

of written lessons using differentiated strategies, classroom implementation of these strategies, and analysis of both the lesson and the students' response to the lesson. A final exam is also a part of the course. Participation in all of these areas is necessary for students to successfully complete the course with a passing grade.

Grading Policy

100%-90% = A

89%-80% = B

79% and below is Not Passing

Course Component	Percentage of Final Grade
Forum Post Exercises/ Reflective Journals	70%
Quizzes	10%
Final Exam	20%

You must have an 80% average in order to pass and obtain University credit for this course unless your district has specified otherwise.

Credit:

- For those taking this course for credit, upon completion, the necessary paperwork will be submitted to the university that was selected at the time of purchase. Please see [University Partners](#) on our homepage for more information.
- For those taking this course for a Certificate of Completion, one will be emailed upon successful completion that may kept for your records.

Content Outline/Topics

- Lesson 1: Maximizing Student Engagement
 - 1 Introduction
 - 1.a Framing Student Engagement
 - 1.b Understanding Personalization
 - 1.c Start Where Your Learners Are
- Lesson 2: There is an Engagement Gap to Bridge
 - 2.a There is an Engagement Gap to Bridge
 - 2.b Maxims or Myths?
 - 2.c How Engagement Helps Define Us

- 2.d Toward a Working Definition of Engagement
- Lesson 3: Formulating an Engagement Hypothesis
 - 3.a Formulating an Engagement Hypothesis
 - 3.b The Engagement Apps (Applications)
 - 3.c The Engagement Trap
 - 3.d Avoiding the Engagement Trap
 - 3.e Creating an Engagement Map
 - 3.f The Engagement Landscape
- Lesson 4: The Teacher's Role: Engaging the Learner to Self-Engage
 - 4.a The Teacher's Role: Engaging the Learner to Self-Engage
 - 4.b Emotions and Learning
 - 4.c What You Can Do To Drive Out Fear
 - 4.d The Enduring Questions About Engagement
- Lesson 5: The Importance of School Connectedness
 - 5.a The Importance of School Connectedness
 - 5.b Data Suggests That Relationships Matter
 - 5.c Why Strive to Maximize Engagement for All Learners?
- Lesson 6: Growth-minded Engagement
 - 6.a Growth-minded Engagement
 - 6.b Paying Attention to Intelligence
 - 6.c Paying Attention to Effort
 - 6.d Preparing to Teach Students to Maximize Their Own Growth
- Lesson 7: Providing Feedback to Maximize Engagement for All Learners
 - 7.a Providing Feedback to Maximize Engagement for All Learners
 - 7.b Midterm
- Lesson 8: Helping Students Own the Learning Process
 - 8.a Helping Students Own The Learning Process
 - 8.b Helping Students See the Learning Process
 - 8.c How Students Can Take Ownership of Their Learning Process
 - 8.d Road Map to Formative Assessment
- Lesson 9: Engagement Myths
 - 9.a Many Myths of Engagement
 - 9.b The BIG Myth of Disengagement
 - 9.c Reframing Behavior in Terms of Engagement
 - 9.d When Student Disengagement is Covert
- Lesson 10: MEAL: A Taste of Things to Come
 - 10.a MEAL: A Taste of Things to Come
 - 10.b Educational Neuroscience Will Help Inform Practice

- Final Exam

Compliance with and Commitment to the American Disabilities Act:

In compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, participants who have any condition, either permanent or temporary, which might affect their ability to complete this course, are encouraged to reach out to support@cecreditsonline.org at the beginning of the course. We will make reasonable academic and accessibility accommodations to the course.

Academic Integrity Policy:

Honesty is an essential aspect of academic integrity. Individual students are responsible for doing their own work and submitting original assignments as per the course directions. Individual students are responsible for doing their own work. Plagiarism and cheating of any kind will not be tolerated. This includes using information from the Internet without citing the website. Avoid plagiarism by appropriately acknowledging the source of the author's words and ideas.