

OTL502: Learning Theories and Models of Instruction

Credit Hours: 3

Contact Hours: This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 10-25 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

Faculty Information



Faculty contact information and office hours can be found on the faculty profile page.

Course Description and Outcomes



Course Description:

This course provides students with an introduction to learning theories. A variety of theoretical constructs are studied to address diverse learning styles and conceptual frameworks for engaging learners. Students will explore theoretical perspectives on learning, cognition, and cognitive development. By examining a range of principles, perspectives and tools, students will gain an understanding of learning and teaching in a variety of contexts. Students will use problem solving, application, and evaluation skills to analyze the theories and practices of educational organizations. Recommended Prior Course: None

Course Overview:

This course provides you with an introduction to the 12 touchstones of good teaching as presented by Goodwin and Hubbell (2013). Each week will focus on a different touchstones and specific ways to be demanding, supportive, and intentional in your classroom and school. Every student needs to be held to high standards, receive authentic and meaningful feedback, and be invested in. This course will give you specific strategies for how to do these things as more. The weekly assignments are also directly aligned with the licensure standards you will need to master and provide you with just-in-time application of the skills you are building. Not only are you learning in this course, but you are also *doing* – a hallmark of building strong teaching competencies.

Course Learning Outcomes:

1. Integrate basic assumptions, concepts, and principles of major learning theories.
2. Adapt learning theories for different instructional settings.
3. Integrate a range of theories for a variety of settings and age groups.
4. Create a personal theory of learning.

5. Explain and evaluate how learning theories impact all aspects of development.

Teach Quality Standards Addressed in this Course:

SB 191 Teacher Quality Standards (1 CCR 301-87 Section 3.02)	Observable Practices and Evidence, While Demonstrating the Knowledge and Skills aligned with the 8.0 Standards
<p>Standard I: Teachers Demonstrate Mastery of and Pedagogical Expertise in the Content They Teach The elementary Teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages).</p> <p>The secondary Teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).</p>	
<p>ELEMENT A: Teachers provide instruction that is aligned with the Colorado Academic Standards and their district's organized plan of instruction</p>	<ul style="list-style-type: none"> • Uses lesson plans that reflect: <ul style="list-style-type: none"> • Opportunities to review prior learning. • Instructional objectives appropriate for students. • Connections to specific learning objectives and approved curriculum. • Implements lesson plans based on: <ul style="list-style-type: none"> • Student needs. • Colorado Academic Standards. • District's plan of instruction.
<p>ELEMENT C: Teachers demonstrate knowledge of the content, central concepts, inquiry, appropriate evidence-based instructional practices, and specialized characteristics of the disciplines being taught.</p>	<ul style="list-style-type: none"> • Breaks down concepts into instructional parts and teaches each part using appropriate, effective strategies and/or tools. • Uses instructional materials that are accurate and appropriate for the lesson being taught. • Employs a variety of instructional strategies to address student needs. • Provides explanations of content that are: <ul style="list-style-type: none"> • Accurate. • Clear. • Concise. • Comprehensive. • Engages students in: <ul style="list-style-type: none"> • A variety of explanations and multiple representations of concepts and ideas. • A variety of inquiry methods to explore new ideas and theories.
<p>ELEMENT B: Teachers develop and implement lessons that connect to a variety of content areas/disciplines and emphasize literacy and mathematics.</p>	<ul style="list-style-type: none"> • Selects instructional materials and strategies based on their: <ul style="list-style-type: none"> • Relevance to students. • Central contexts. • Foundational evidence base. • Links lessons to students' prior knowledge. • Encourages and provides opportunities for students to make connections to prior learning. • Delivers lessons and units and uses instructional strategies that: <ul style="list-style-type: none"> • Help students connect to their learning by linking the current lesson with prior knowledge, experiences, and/or cultural contexts.

	<ul style="list-style-type: none"> • Provide supports that facilitate engagement. • Delivers lessons and uses materials to ensure that students' backgrounds and contextual knowledge are considered. • Provides opportunities for students to self-select tasks that accelerate their learning.
Standard II: Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.	
Element a: Teachers foster a predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers.	<ul style="list-style-type: none"> • Creates a classroom environment that facilitates: <ul style="list-style-type: none"> • Mutual respect. • Positive relationships between and among students. • Empathy for each student. • Creates a classroom environment conducive to learning. • Creates a classroom environment which values diverse perspectives. • Establishes a nurturing and caring relationship with each student.
ELEMENT C: Teachers engage students as individuals, including those with diverse needs and interests, across a range of ability levels by adapting their teaching for the benefit of all students.	<ul style="list-style-type: none"> • Implements lessons that reflect student interests. • Encourages students to expand and enhance their learning. • Acknowledges students for their accomplishments. • Asks appropriately challenging questions of all students. • Scaffolds questions. • Gives wait time equitably. • Ensures that all students participate in class activities
Standard III: Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.	<ul style="list-style-type: none"> •
ELEMENT A: Teachers demonstrate knowledge about the ways in which learning takes place, including the levels of intellectual, physical, social, and emotional development of their students.	<ul style="list-style-type: none"> • Listed the standard. • Unpacked the standard. • Write an essential question. • Develop and administer a formative assessment that you will use to assess the student's prior knowledge on the skill(s) • Graph the results of the pre-assessment data to use to prioritize instruction • Create a rubric around the skills being taught with the different levels of proficiency identified; include the rubric in your submission. • Have the students use the rubric to set personal learning goals based on their pre-assessment results. Include the goal setting worksheet and an example from at least one student in your submission. • Identify the components of the lesson that help students develop deep knowledge: curiosity, connection, coherence, concentration, coaching, and context

<p>Element c: Teachers demonstrate a rich knowledge of current research on effective instructional practices to meet the developmental and academic needs of their students.</p>	<ul style="list-style-type: none"> • Incorporates evidence-based strategies into lessons. • Individualizes instructional approach to meet unique needs of each student.
<p>ELEMENT D: Teachers establish and communicate high expectations and use processes to support the development of critical-thinking and problem-solving skills.</p>	<ul style="list-style-type: none"> • Identify the components of the lesson that help students develop deep knowledge: curiosity, connection, coherence, concentration, coaching, and context • Identify standards, key understandings, essential questions, complexity, relevance and life application when planning instruction
<p>ELEMENT B: Teachers use formal and informal methods to assess student learning, provide feedback, and use results to inform planning and instruction.</p>	<ul style="list-style-type: none"> • Identify the classroom/school/district/state data that is available and related to your content area and grade level. • Identify the data targets • Identify the location of the data • Identify possible time efficiency ideas for data analysis and use • Identify where there is a "data gap" or, in other words, missing data that is needed to improve performance • Create "possible collection methods" to collect the needed data • Analyze at least one type of data and provide a visual representation of the data results • Integrate the data findings into instruction to improve student learning.

Participation & Attendance



Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

Course Materials



Required:

Goodwin, B., & Hubbell, E. (2013). *The 12 touchstones of good teaching: A checklist for staying focused every day*. Alexandria, VA: Association for Supervision & Curriculum Development. ISBN-13: 978-1416616016

NOTE: All non-textbook required readings and materials necessary to complete assignments, discussions, and/or supplemental or required exercises will be provided within the course itself. Please read through each course module carefully.

Course Schedule



Due Dates

The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- Discussion Boards: The original post must be completed by Thursday at 11:59 p.m. MT and Peer Responses posted by Sunday 11:59 p.m. MT. Late posts may not be awarded points.
- Critical Thinking Activities: Assignments are due Sunday at 11:59 p.m. MT.
- Live Classroom: Although participation is not required, Live Classroom sessions are held during Week 2 and Week 5. There are two total sessions.

Week #	Readings	Assignments
1	<ul style="list-style-type: none">• Introduction in <i>The 12 Touchstones of Good Teaching</i>	<ul style="list-style-type: none">• Discussion (25 points)• Critical Thinking Reminder (0 points)
2	<ul style="list-style-type: none">• Items 1 & 2 in <i>The 12 Touchstones of Good Teaching</i>	<ul style="list-style-type: none">• Discussion (25 points)• Critical Thinking (90 points)• Live Classroom (0 points)
3	<ul style="list-style-type: none">• Items 3 & 4 in <i>The 12 Touchstones of Good Teaching</i>	<ul style="list-style-type: none">• Discussion (25 points)• Critical Thinking (90 points)
4	<ul style="list-style-type: none">• Items 5 & 6 in <i>The 12 Touchstones of Good Teaching</i>	<ul style="list-style-type: none">• Discussion (25 points)• Critical Thinking (90 points)
5	<ul style="list-style-type: none">• Items 7 & 8 in <i>The 12 Touchstones of Good Teaching</i>	<ul style="list-style-type: none">• Discussion (25 points)• Critical Thinking (90 points)• Live Classroom (0 points)
6	<ul style="list-style-type: none">• Items 9 & 10 in <i>The 12 Touchstones of Good Teaching</i>	<ul style="list-style-type: none">• Discussion (25 points)• Critical Thinking (90 points)
7	<ul style="list-style-type: none">• Items 11 & 12 in <i>The 12 Touchstones of Good Teaching</i>	<ul style="list-style-type: none">• Discussion (25 points)• Portfolio Milestone (0 points)
8	<ul style="list-style-type: none">• Conclusion & Appendix in <i>The 12 Touchstones of Good Teaching</i>	<ul style="list-style-type: none">• Discussion (25 points)• Portfolio (350 points)

Assignment Details



This course includes the following assignments/projects:

Module 1

Critical Thinking Reminder: Initial Project Check-in just to make sure that you have at least ONE student to work with during the course (0 points)

During each module you will be implementing the 12 touchstones of good teaching either in a lesson or unit that you will teach to your student(s), in coaching others on improving their professional practices by implementing the

touchstone(s), or in creating your own assignment relevant to your current situation where you implement the touchstone(s). Each Critical Thinking Assignment in this course will focus on various components of the 12 touchstones.

In Module 1 you will let your instructor know what student(s) you will be working with and what topic/skill you might be teaching. The purpose of this assignment is to make sure that everyone has at least one student to work with during this course. **There is no need to be in a classroom setting; you can teach your own children, relatives, neighbors, Sunday school class, tutoring students, or colleagues, either face-to-face, via Skype, etc.** There is no need to provide any additional information other than what is outlined below. You will finalize the topic/skill that you will be teaching in Module 2.

Below are three student examples of the entire Module 1 assignment. The curriculum and topic should be succinct, just a one phrase, as shown.

- Student Example 1: MYP English 9 Inquiry Unit 4: *Les Miserables* by Victor Hugo
- Student Example 2: 9th grade math - after school tutoring students
- Student Example 3: Financial literacy – 15-year-old relative over Skype

Differentiation Ideas:

- *Pre-service teacher:* If you are not currently teaching, here are some alternatives to pursue in order to complete each CT assignment and the final project: implement this lesson during instruction in an alternative settings (e.g., internship, tutoring, Sunday school class, your own children, neighbors, relatives, after school programs, etc. You can teach the lesson face-to-face or over Skype). Try to make this a *networking* opportunity for future employment possibilities!
- *Principal:* Coach a teacher or a group of teachers on implementing a lesson with all of the essentials of good teaching as outlined in the 12 Touchstones. Then, collaborate with one teacher for submission of the specific assignments, as documentation of your professional coaching. Complete all assignments and your final Portfolio Project based on this collaboration.
- *Create Your Own Assignment:* Create your own assignment, meeting the module assignment rubric criteria and demonstrating proficiency of the module outcomes regarding educator effectiveness/touchstones.

Review the full Portfolio Project description in the Module 8 folder. It would also be wise to explore all the Critical Thinking Assignment options as you have two options from which to choose each week. Because you will either be implementing your learning from this course into your *weekly* lesson planning or you will be building your knowledge and lesson materials for a lesson delivery in Week 7, you should look *now* at all your options so you can plan accordingly. Your Portfolio Project will be impacted by the options that you choose, though everyone will build a professional learning site to showcase work throughout these eight weeks. Be sure to reach out to your instructor early with any questions or concerns.

Module 2

CRITICAL THINKING: (90 points)

Choose one of the following two assignments to complete this week. Do *not* complete both assignments. Identify your assignment choice in the title of your submission. Note that while there are two options for this Critical Thinking Assignment, there is only one grading rubric. Review the rubric to confirm that you are meeting the assignment requirements. You may also want to preview every Critical Thinking assignment to determine which option is best for you.

OPTION 1: Start with the End in Mind

In this assignment you will be implementing components from Items 1 and 2 in *The 12 Touchstones of Good Teaching* for the lesson you plan to teach (or plan to instruct others to teach) in Week 7. You can use any format for these assignments that you want (e.g., your current lesson planning format, a new document, or the provided *12 Touchstones of Good Teaching lesson* template, linked in the assignment). Consider making it a reusable template that can be used in your future planning.

In the assignment format of your choosing, complete each of the steps below:

- Step 1: Write down the standard for a content area and grade level for something that you will be teaching in Week 7 of this course.
- Step 2: Unpack the standards by identifying the specific skills that students will need to master to be proficient on the standard. **Support your unpacking of the standard with research, citing at least two scholarly sources.**
- Step 3: Write an essential question that helps students find personal relevance in the unit or lesson.

Ensure your assignment is well written, organized, and adheres to CSU-Global APA and writing guidelines. Remember to add a title page and Reference page formatted per the *CSU-Global Guide to Writing and APA*.

OPTION 2: Personalized Implementation of the Touchstones from this Module

In this assignment you will be implementing the touchstones you learned from reading Items 1 and 2 in *The 12 Touchstones of Good Teaching*. The focus for Item 1 is “I use standards to guide every learning opportunity” and the focus for Item 2 is “I ensure students set personal learning objectives for each lesson.” You can choose what that implementation looks like based on your current professional situation or career goals. Perhaps you want to submit a lesson plan that demonstrates how you use the standard as a platform for creativity. Maybe you want to video your class during a time when your lesson has given students structure and autonomy over their learning. Maybe you want to submit evidence of how you used standards this week to guide lesson and unit planning. You can demonstrate your understanding of this week’s outcomes in any way that aligns with your professional practice this week, but you will need to review the Critical Thinking rubric to ensure your assignment addresses each of the rubric criteria with your implementation of the touchstone(s) in the evidence that you submit. **Be sure to also support your implementation of the touchstone(s) with research, citing at least two scholarly sources.**

Ensure your assignment is well written, organized, and adheres to CSU-Global APA and writing guidelines. Remember to add a title page and Reference page formatted per the *CSU-Global Guide to Writing and APA*.

Module 3

CRITICAL THINKING: (90 points)

Choose one of the following two assignments to complete this week. Do *not* complete both assignments. Identify your assignment choice in the title of your submission. Note that while there are two options for this Critical Thinking Assignment, there is only one grading rubric. Review the rubric to confirm that you are meeting the assignment requirements.

OPTION 1: Performance Expectations and Goals

In Module 2 you:

- Listed the standard.
- Unpacked the standard.
- Wrote an essential question.

In this assignment you will be implementing components from Items 3 and 4 in *The 12 Touchstones of Good Teaching*. This will help you in preparing your Week 7 lesson by giving you concrete student data. You should work on this assignment early in Week 3 as you will need to have implemented Steps 1-6 in advance of the assignment due date.

In an MS Word document, or some other format (e.g., your current lesson planning template, an Excel sheet, a newly created and reusable template that includes these essential elements that can be used in your future planning, etc.), thoroughly conduct Steps 1-6 below and then analyze your processes in Step 6:

- **Step 1:** Develop a formative (pre-) assessment that you will use to assess the students' prior knowledge on the skill(s)
- **Step 2:** Administer the formative assessment (pre-assessment) to students.
- **Step 3:** Graph the results of the pre-assessment data to use to prioritize instruction.
- **Step 4:** Create a rubric around the skills being taught with the different levels of proficiency identified.
- **Step 5:** Have the students use the rubric to set personal learning goals based on their pre-assessment results.
- **Step 6:** Describe the processes you took in Steps 1-5 and analyze the results. Include your graph from Step 3 in your analysis. Do you think students will experience success through these touchstones? Explain. **Support your analysis with research, citing at least two scholarly sources.**

NOTE: PRINCIPAL CANDIDATES: Your analysis must include an observation of the pre-assessment and rubric (that you designed) being delivered. So, even though you may not be delivering the pre-assessment itself, you must be present to observe your cooperating teacher's delivery of the pre-assessment as well as the student response to it, using the rubric, so you can assess the results and overall effectiveness of these components for this assignment.

Ensure your assignment is well written, organized, and adheres to CSU-Global APA and writing guidelines. Remember to add a title page and Reference page formatted per the *CSU-Global Guide to Writing and APA*.

OPTION 2: Personalized Implementation of the Touchstones from this Module

In this assignment you will be implementing the touchstones you learned from reading Items 3 and 4 in *The 12 Touchstones of Good Teaching*. The focus for Item 3 is "I peel back the curtain and make my performance expectations clear" and for Item 4, "I measure understanding against high expectations." You can choose what that implementation looks like based on your current professional situation or career goals. It will likely involve some type of rubric development or in student goal setting. Perhaps you video your students engaging in goal setting or you develop an innovative rubric using a digital tool. You will need to review the critical thinking rubric and address each of the rubric criteria with your implementation of the touchstone(s) in the evidence that you submit. **Be sure to also support your implementation of the touchstone(s) with research, citing at least two scholarly sources.**

Ensure your assignment is well-written, organized, and adheres to CSU-Global APA and writing guidelines. Remember to add a title page and Reference page formatted per the *CSU-Global Guide to Writing and APA*.

Module 4

CRITICAL THINKING: (90 points)

Choose one of the following two assignments to complete this week. Do *not* complete both assignments. Identify your assignment choice in the title of your submission. Note that while there are two options for this Critical Thinking Assignment, there is only one grading rubric. Review the rubric to confirm that you are meeting the assignment requirements.

OPTION 1: Engaging and Interacting with Students

In Module 2 you:

- Listed the standard.
- Unpacked the standard.
- Wrote an essential question.

In Module 3 you:

- Identified a formative (pre-) assessment procedure.
- Administered the pre-assessment to students.
- Graphed the results of the pre-assessment data.
- Created a rubric.
- Had students set personal learning goals.

In this assignment you will be implementing components from Items 5 and 6 in *The 12 Touchstones of Good Teaching* to the lesson you are preparing for Week 7. In an MS Word document, or some other format (e.g., your current lesson planning template, an Excel sheet, a newly created and reusable template that includes these essential elements that can be used in your future planning, etc.), complete the steps outlined below:

- Step 1: Add ways to re-engage students every 10 minutes.
- Step 2: Add at least one opportunity for students to have up to three to five choices to pick from. Adding elements of student choice to lessons is an important aspect of increasing relevance and student buy-in, which contributes to student success. Your text explains this in further detail.
- Step 3: Identify how you will explicitly align the skill(s) being taught with real-world relevancy.
- Step 4: Add opportunities to interact with students about progress on their personal goals, to engage them and to coach them.
- Step 5: Identify by labeling all of the culturally responsive strategies incorporated this week.

Support your strategies for these touchstones with research, citing at least two scholarly sources. Ensure your assignment is well written, organized, and adheres to CSU-Global APA and writing guidelines. Remember to add a title page and Reference page formatted per the *CSU-Global Guide to Writing and APA*.

OPTION 2: Personalized Implementation of the Touchstones from this Module

In this assignment you will be implementing components from Items 5 and 6 in *The 12 Touchstones of Good Teaching*. You can choose what that implementation looks like based on your current professional situation or career goals. It should be related to how you engage (or coach other to engage) student interest with every lesson and how you interact meaningfully with every student. Perhaps you demonstrate this by uploading a video of your interacting with students in your morning meeting. Perhaps you submit a lesson plan and self-reflection on how you gave students choices in how they demonstrated their learning this week. You should consider how you can specifically address cultural relevance in your implementation process. You will need to review the critical thinking rubric and address each of the rubric criteria with your implementation of the touchstone(s) in the evidence that you submit. **Be sure to also support your implementation of the touchstone(s) with research, citing at least two scholarly sources in your analysis.**

Ensure your assignment is well written, organized, and adheres to CSU-Global APA and writing guidelines. Remember to add a title page and Reference page formatted per the *CSU-Global Guide to Writing and APA*.

Module 5

CRITICAL THINKING: (90 points)

Choose one of the following two assignments to complete this week. Do *not* complete both assignments. Identify your assignment choice in the title of your submission. Note that while there are two options for this Critical Thinking Assignment, there is only one grading rubric. Review the rubric to confirm that you are meeting the assignment requirements.

OPTION 1: Providing Feedback for Learning and Behavior

In Module 2 you:

- Listed the standard
- Unpacked the standard
- Wrote an essential question

In Module 3 you:

- Identified a formative (pre-) assessment procedure
- Administered the pre-assessment to students
- Graphed the results of the pre-assessment data
- Created a rubric
- Had students set personal learning goals

In Module 4 you:

- Added ways to re-engage students
- Added student choice
- Added real-world relevancy
- Added opportunities to interact and engage with students

In this assignment, you will be implementing components from Items 7 and 8 of *The 12 Touchstones of Good Teaching* to your Week 7 lesson. In an MS Word document, or some other format (e.g., your current lesson planning template, an Excel sheet, a newly created and reusable template that includes these essential elements that can be used in your future planning, etc.), outline the following:

- Step 1: Identify the rules (e.g., respect others' opinions) and procedures (e.g., student groups identified on the board when students walk in and desks pre-arranged into groups) that will be used during the learning opportunities for students to interact and engage with the teacher and each other.
- Step 2: Identify ways that specific and timely feedback will be provided to students on their progress that is non-evaluative.
- Step 3: Identify how often and in what ways students will check their progress toward mastery of the standards and skills related to the standard (e.g., use rubric provided daily to check in on progress after in-class and homework practice opportunities).
- Step 4: Identify by labeling all of the culturally responsive strategies incorporated this week.

Support your strategies for these touchstones with research, citing at least two scholarly sources. Ensure your assignment is well written, organized, and adheres to *CSU-Global Guide to Writing and APA*. Remember to add a properly formatted title page and Reference page.

OPTION 2: Personalized Implementation of the Touchstones from this Module

In this assignment you will be implementing components from Items 7 and 8 in *The 12 Touchstones of Good Teaching*. You can choose what that implementation looks like based on your current professional situation or career goals. This week your demonstration of mastery should be about how you engage students through feedback, and how you create a safe and respectful learning environment. You will need to review the critical thinking rubric and address each of the rubric criteria with your implementation of the touchstone(s) in the evidence that you submit. **Be sure to also support your implementation of the touchstone(s) with research, citing at least two scholarly sources in your analysis.**

Ensure your assignment is well written, organized, and adheres to CSU-Global APA and writing guidelines. Remember to add a title page and Reference page formatted per the *CSU-Global Guide to Writing and APA*.

Module 6

CRITICAL THINKING: (90 points)

Choose one of the following two assignments to complete this week. Do *not* complete both assignments. Identify your assignment choice in the title of your submission. Note that while there are two options for this Critical Thinking Assignment, there is only one grading rubric. Review the rubric to confirm that you are meeting the assignment requirements.

OPTION 1: Ensuring Deep Knowledge

In Module 2 you:

- Listed the standard
- Unpacked the standard
- Wrote an essential question

In Module 3 you:

- Identified a formative (pre-) assessment procedure
- Graphed the results of the pre-assessment data
- Created a rubric
- Had students set personal learning goals

In Module 4 you:

- Added ways to re-engage students
- Added student choice
- Added real-world relevancy
- Added opportunities to interact and engage with students

In Module 5 you:

- Identified rules and procedures for active learning
- Identified ways to provide specific and timely feedback
- Identified ways students can check their progress

In this assignment, you will be implementing components from Items 9 and 10 of *The 12 Touchstones of Good Teaching* to your Week 7 lesson. In an MS Word document, or some other format (e.g., your current lesson planning template, an Excel sheet, a newly created and reusable template that includes these essential elements that can be used in your future planning, etc.), explain the following:

- Step 1: Add opportunities for students to process every 15 minutes.
- Step 2: Use the Six Essential C's to assess everything in the lesson or unit to ensure that it has a purpose. You will do that by labeling each of your activities with one of these essentials for helping students develop deeper knowledge (i.e., curiosity, connection, coherence, concentration, coaching, and context).
- Step 3: Add the amount of time devoted to every activity in the lesson or unit.
- Step 4: Label each of your culturally responsive strategies throughout the lesson plan. NOTE: You started this in Module 4 and in this Module you will review the entire plan, labeling the culturally responsive strategies used throughout the plan.

Be sure to also support your implementation of the touchstone(s) with scholarly research, citing at least two sources. Ensure your assignment is well written, organized, and adheres to CSU-Global APA and writing guidelines. Remember to add a title page and Reference page formatted per the *CSU-Global Guide to Writing and APA*.

OPTION 2: Personalized Implementation of the Touchstones from this Module

In this assignment you will be implementing components from Items 9 and 10 in *The 12 Touchstones of Good Teaching*. You can choose what that implementation looks like based on your current professional situation or career goals. It should center on how you use each minute of your class time and also how you help students develop deep knowledge. You should also address how you use the Six Essential C's to assess everything in the lesson before you teach it. Perhaps you submit a lesson with each of these elements labeled and evaluated. You will need to review the critical thinking rubric and address each of the rubric criteria with your implementation of the touchstone(s) in the evidence that you submit. **Be sure to also support your implementation of the touchstone(s) with research, citing at least two scholarly sources in your analysis.**

Ensure your assignment is well written, organized, and adheres to CSU-Global APA and writing guidelines. Remember to add a title page and Reference page formatted per the *CSU-Global Guide to Writing and APA*.

Module 7

PORTFOLIO PROJECT PREP WORK (0 points)

The assignment options you have been selecting so far will help you decide which of the following prep work you should do this week. There is nothing to submit this week, but there are things you must do to prepare to finish your Portfolio Project for Week 8. See the two options below.

OPTION 1: Portfolio Project Prep Assignment: Lesson Delivery (no submission)

This week you will implement the lesson that you began planning in Module 2 and pre-assessed in Module 3.

Make sure to collect data on the implementation of at least one of the touchstones. In your Portfolio Project you will be required to reflect on what worked well, what you would do differently, and what else you need to consider to ensure effective implementation of the touchstone(s).

There is nothing to submit this week; this is simply a reminder to be sure to deliver your lesson and collect the appropriate data so you can finish your Portfolio Project in Week 8.

NOTE: PRINCIPAL CANDIDATES: Your reflection must include an observation of the lesson being implemented around the 12 Touchstones, so even though you may not be delivering the lesson itself, you must be present to observe your cooperating teacher's delivery of the lesson as well as the student response to it.

Note that while you will not receive points specifically for this part of the Portfolio Project, it is critical that you implement the lesson you've been preparing at some point during Week 7 in order to successfully complete the Portfolio Project due at the end of Week 8. If you have a conflict or concern, please reach out to your instructor right away!

OPTION 2: Portfolio Project Prep Assignment: Personalized Implementation of the Touchstones from this Module (no submission)

Based on how you have been implementing the touchstones, consider if there is anything that needs to be completed or implemented this week that you want to use as evidence or resources in your portfolio toolkit. If there are, complete those this week.

There is nothing to submit this week; this is simply a reminder to be sure to have everything you need so you can finish your Portfolio Project in Week 8.

Module 8

PORTFOLIO PROJECT (350 points)

****NOTE:** You are **STRONGLY ENCOURAGED** to create **ONE PROFESSIONAL SITE** that will be under construction until you graduate or hopefully for the rest of your professional career as an educator.

Touchstone of Good Teaching Professional Resource Website

There is only one Portfolio Project option. You will complete this project regardless of the Critical Thinking Assignment options you completed throughout this course.

Develop a professional website to compile resources (**a minimum of 12 sources will be required—at least one source per touchstone**) around the 12 touchstones of good teaching that you and/or your colleagues can use to effectively implement the 12 Touchstones EVERY day. You must explicitly address each of the 12 touchstones; use the Portfolio Project rubric to guide your work as well as the following chart taken directly from the Appendix of the textbook. You must support your ideas with research; when you do, cite them per the *CSU-Global Guide to Writing and APA*. Include a reference page as well. Again, a minimum of 12 references is required, one for each touchstone.

Item	What It Looks Like
Use standards to guide every learning opportunity	Research-supported resources, ideas, and examples for unpacking standards and using them as an approach for creative lesson planning and self-directed student learning.
Ensure students set personal learning objectives for each lesson	Research-supported resources, ideas, and examples for helping students challenge themselves by setting ambitious long-term goals for learning and short-term learning objectives. Evident that you begin with the end in mind, using learning objectives to guide the planning of lessons and units.
Peel back the curtain and make my performance expectations clear	Research-supported resources, ideas, and examples for using performance rubrics and other methods to ensure students know how their performance will be judged.
Measure understanding against high expectations	Research-supported resources, ideas, and examples for ensuring that course grades reflect actual academic performance, including critical thinking and high expectations.
Engage students' interests with every lesson	Research-supported resources, ideas, and examples for hooking student interest at the start of the lessons and using a variety of techniques to motivate learning throughout lessons and units, including providing choices and framing lessons around novelty.
Interact meaningfully with every student	Research-supported resources, ideas, and examples for interacting with students, getting to know them, and demonstrating interest in them as individuals and as learners.
Use feedback to encourage effort	Research-supported resources, ideas, and examples for providing students with frequent and timely feedback that links to learning objectives. The feedback is also actionable and tailored to individual student needs.

Create an oasis of safety and respect in my classroom	Research-supported resources, ideas, and examples for establishing clear rules for behavior and consequences for misconduct, ensuring that all students feel safe to learn and contribute to classroom discussions.
Make the most of every minute	Research-supported resources, ideas, and examples for planning lessons to ensure bell-to-bell learning for students.
Help students develop deep knowledge	Research-supported resources, ideas, and examples for introducing new knowledge by helping students connect it to prior knowledge. Includes helping students connect information into coherent patterns to deepen knowledge.
Coach students to mastery	Research-supported resources, ideas, and examples for using frequent checks for understanding to know which concepts or skills students are struggling to master and ideas for ways to reteach as needed to help all students develop mastery.
Help students do something with their learning	Research-supported resources, ideas, and examples for structuring classroom discussion and writing assignments to help students extend their learning through the use of project-based learning and problem solving by applying new knowledge in novel situations.

In addition to addressing the 12 touchstones of good teaching, you will also need to add the following to this professional site:

- The final lesson/unit plan that you developed throughout this course and taught in Module 7 **OR** the incremental work you did on the touchstones in every Critical Thinking assignment, added to the site as product examples.
- A 500-word professional reflection, supported with a visual representation of student data (i.e., graph, table), on at least one of the 12 touchstones that was implemented in Module 7 **OR** that you developed materials for throughout the course. What worked well, what would you do differently, and what else do you need to consider in order to ensure effective implement of the touchstone(s)?

Ensure your assignment is well written, organized, and adheres to *CSU-Global Guide to Writing and APA*. Remember to add a properly formatted title page and Reference page (if sources are cited) to all of your Critical Thinking assignments.

To submit your site for review and grading, copy the URL to your site and paste it into a Word document. Submit that document to Module 8 folder. Your instructor will access your site through that link and will provide feedback via the grading rubric in the OTL502 course.

Course Policies



Course Grading

Grading Scale and Policies

20% Discussion Participation
45% Critical Thinking Assignments
35% Final Portfolio Project
0% Live Classroom

A	95.0 – 100
A-	90.0 – 94.9
B+	86.7 – 89.9
B	83.3 – 86.6
B-	80.0 – 83.2
C+	75.0 – 79.9
C	70.0 – 74.9
D	60.0 – 69.9
F	59.9 or below

In-Classroom Policies

For information on late work and incomplete grade policies, please refer to our [In-Classroom Student Policies and Guidelines](#) or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

Academic Integrity

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /re-purposing your own work (see *CSU-Global Guide to Writing and APA Requirements* for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and Internet resources.

Citing Sources with APA Style

All students are expected to follow the *CSU-Global Guide to Writing and APA Requirements* when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. For details on CSU-Global APA style, please review the APA resources within the CSU-Global Library under the “APA Guide & Resources” link. A link to this document should also be provided within most assignment descriptions in your course.

Disability Services Statement

CSU-Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email ada@CSUGlobal.edu for additional information to coordinate reasonable accommodations for students with documented disabilities.

Netiquette

Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom.

If you have concerns about something that has been said, please let your instructor know.