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 14-20 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:

An evaluation of contemporary learning theories, with emphasis on major issues, research findings, and application of learning principles to online teaching and learning. Students will examine online instructional strategies and practice facilitation techniques that promote learning transfer.

Course Overview:

In this course, you will have the opportunity to evaluate student learning and teaching practices through the lens of visible learning. You will examine strategies that promote the most effective learning transfer and will research and record techniques, resources, strategies and ideas that promote learning transfer that you can use in your daily practices and share with other educators. You will explore practical application of concepts and knowledge through opportunities for self-reflection and analysis of actual teaching and learning situations.

Course Learning Outcomes:

1. Compile foundational knowledge on learning theory and transfer strategies to K-12 facilitation and learning.
2. Identify the barriers to learning transfer, as well as the various approaches and practices that ensure transfer of learning.
3. Demonstrate knowledge of learning transfer theories, the role of the individual, instructional design, and facilitation.
4. Design lessons learned with regard to learning transfer theory, research, and practice.

Teacher Leadership Standards Covered in This Course - http://www.teacherleaderstandards.org

Domain II: Accessing and Using Research to Improve Practice and Student Learning

a) Assists colleagues in accessing and using research in order to select appropriate strategies to improve student learning;
b) Facilitates the analysis of student learning data, collaborative interpretation of results, and application of findings to improve teaching and learning;
c) Supports colleagues in collaborating with the higher education institutions and other organizations engaged in researching critical educational issues; and

d) Teaches and supports colleagues to collect, analyze, and communicate data from their classrooms to improve teaching and learning.

Domain IV: Facilitating Improvements in Instruction and Student Learning
a) Facilitates the collection, analysis, and use of classroom- and school-based data to identify opportunities to improve curriculum, instruction, assessment, school organization, and school culture;
b) Engages in reflective dialog with colleagues based on observation of instruction, student work, and assessment data and helps make connections to research-based effective practices;
c) Supports colleagues' individual and collective reflection and professional growth by serving in roles such as mentor, coach, and content facilitator;
d) Serves as a team leader to harness the skills, expertise, and knowledge of colleagues to address curricular expectations and student learning needs;
e) Uses knowledge of existing and emerging technologies to guide colleagues in helping students skillfully and appropriately navigate the universe of knowledge available on the Internet, use social media to promote collaborative learning, and
f) Promotes instructional strategies that address issues of diversity and equity in the classroom and ensures that individual student learning needs remain the central focus of instruction.

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:
Hattie, J. (2012). Visible learning for teachers: Maximizing impact on learning. New York, NY: Routledge. ISBN-13: 9780415690157

NOTE: All non-textbook required readings and materials necessary to complete assignments, discussions, and/or supplemental or required exercises are 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:** Assignments are due Sunday at 11:59 p.m. MT.

Module 1

Readings

- Preface & Chapters 1 & 9 in *Visible Learning for Teachers*
- Cornwell, K. (Producer). (2014). *Elementary school* [Video file]. Association for Supervision and Curriculum Development. Retrieved from https://search-alexanderstreet-com.csuglobal.idm.oclc.org/cite/display/default/bibliographic_entity%7Cvideo_work%7C3292006
- Dewitz, P., & Graves, M. F. (2014). Teaching for transfer in the Common Core era. *Reading Teacher*, *68*(2), 149-158.
- Johnson Jr., J. F., Uline, C. L., & Perez, L. G. (2014). The quest for mastery. *Educational Leadership*, *72*(2), 48.

Discussion (25 points)

Portfolio Reminder

As part of your work in the MSTL Teacher Leadership Specialization, you are developing a Professional Instructional Leadership website. If you have taken other courses in this specialization so far, you should already have this website up and running. If this is your first course in the Teacher Leadership Specialization, then you will need to take some time this week to establish your website. You may choose any website creation tool you'd like, though some free and easy to work with options include Google Sites, Weebly, and PB Wiki. If you are just establishing this site now, remember that you will be adding to it throughout each of the specialization courses. Make sure that your site is structured so that it is expandable.

For this course, your additions to the site will center on the following Eight Mind Frames that have a major impact on student learning. We will be learning more about each of these throughout the course and you will be organizing resources, strategies, templates, and ideas in your website for each of them in each module.

> **Mind Frame 1:** Teachers and leaders believe that their fundamental task is to evaluate the effect of their teaching on students' learning and achievement.
> **Mind Frame 2:** Teachers and leaders believe that success and failure in student learning is about what they, as teachers or leaders, did or did not do. We are change agents!
> **Mind Frame 3:** Teachers and leaders want to talk more about the learning than the teaching.
> **Mind Frame 4:** Teachers and leaders see assessment as feedback about their impact.
> **Mind Frame 5:** Teachers and leaders engage in dialogue not monologue.
> **Mind Frame 6:** Teachers and leaders enjoy the challenge and never retreat to "doing their best".
> **Mind Frame 7:** Teachers and leaders believe that it is their role to develop positive relationships in classrooms/staffrooms.
> **Mind Frame 8:** Teachers and leaders inform all about the language of learning.

See the complete Portfolio Project description and grading rubric in the **Module 8 Folder**.

Although not graded, your Module 1 task is to establish your Professional Instructional Leadership website (if you don't already have one) and create a tab (or tabs) within the website where you will store the content related to the eight Mind Frames presented in this course. If this is not your first course in the Teacher Leadership Specialization and you already have a professional website

established, please add materials required in this course to that website. You need not create a new website for this class alone. Reach out to your instructor with any questions!

Though the content developed for this task is merely foundational and serves as a basic framework for future assignments in this course, ensure it is well-organized, detailed, and prepared for future development. This is a required component of the final project and will be accounted for on the Portfolio Project rubric.

Module 2

Readings

· Chapters 2 & 3 in *Visible Learning for Teachers*
· Cipriani, M. (Producer). (2015). *The reflective educator: A collaborative approach to building teachers' capacity* [Video file]. Association for Supervision and Curriculum Development. Retrieved from https://search-alexanderstreet-com.csuglobal.idm.oclc.org/view/work/3292032
· McAllum, R. (2014). Reciprocal teaching: Critical reflection on practice. *Kairaranga, 15*(1), 26-35.
· Ostovar-Nameghi, S. A., & Sheikhahmadi, M. (2016). From teacher isolation to teacher collaboration: Theoretical perspectives and empirical findings. *English Language Teaching*, *9*(5), 197-205.

Discussion (25 points)

Critical Thinking: Five Major Dimensions of Excellent Teachers (90 points)

For your first addition in this course to your leadership website, provide insight and resources for the key points from Chapters 1, 2, and 3 of the Hattie text and Module 2 around the five major dimensions of excellent teachers (*Supports Mind Frames 1, 2, 3, 4, 5, 6, 7 and 8*):

1. Expert teachers can identify the most important ways in which to represent the subject that they teach.
2. Expert teachers are proficient at creating an optimal classroom climate for learning.
3. Expert teachers monitor learning and provide feedback.
4. Expert teachers believe that all students can reach the success criteria.
5. Expert teachers influence surface and deep student outcomes.

Consider the following questions as you choose resources for your site and reflect on the course content:

● How do these resources and your shared insights align with your district, state, or national educator effectiveness rubrics?
● What research supports these as major dimensions of teaching that effectively increases student achievement?
● What are examples of effective daily practices that align with these dimensions?
● How can these resources benefit others within your organization?

Because this is to be a professional site, ensure your work is well-written and adheres to the CSU-Global Guide to Writing & APA. Also ensure the navigation, organization, and design of the site are thoughtful, engaging, and user friendly. When you are finished with your site-work, copy and paste the URL to your site into a Word document and upload it in the Module 2 Critical Thinking dropbox. This will let your instructor know that your site is ready for review and feedback.

Module 3

Readings

· Chapter 4 in *Visible Learning for Teachers*
· Cipriani, M. (Producer). (2015). FIT teaching in action: A framework for intentional and targeted teaching [Video file]. Association for Supervision and Curriculum Development. Retrieved from https://search-alexanderstreet-com.csuglobal.idm.oclc.org/view/work/3292026
· Tulis, M., Steuer, G., & Dresel, M. (2016). Learning from errors: A model of individual processes. *Frontline Learning Research, 4*(2), 12-26. Retrieved from http://search.ebscohost.com.csuglobal.idm.oclc.org/login.aspx?direct=true&db=eric&AN=EJ1108798&site=ehost-live
· Womack, S. T., Pepper, S., Hanna, S. L., & Bell, C. D. (2015). Most effective practices in lesson planning. Retrieved from http://search.ebscohost.com.csuglobal.idm.oclc.org/login.aspx?direct=true&db=eric&AN=ED553616&site=ehost-live

Discussion (25 points)

Critical Thinking: Teachers Talking to Others about the Impact of Teaching (90 points)

This week you learned about the five components of learning intentions and success criteria:

1. Challenge
2. Commitment
3. Confidence
4. Student Expectations
5. Conceptual Understanding

And about the Curriculum:

1. What Should Be Taught
2. Choice of Resources
3. Progression

If educators want to ensure that 100% of the students are successful, they cannot work in isolation. This week add resources, strategies, and time-efficient ways for teachers to collaborate with each other about the impact of their teaching on student learning as part of their regular practices, specifically aligned with learning intentions and success criteria. Consider providing templates, agendas, strategies, etc. Support the ideas added to the website with research. *(Supports Mind Frames 1, 3, 4 and 5)*

Because this is to be a professional site, ensure your work is well-written and adheres to the CSU-Global Guide to Writing & APA. Also ensure the navigation, organization, and design of the site are thoughtful, engaging and user friendly. When you are finished with your site-work, copy and paste the URL to your site into a Word document and upload it to the Module 3 Critical Thinking dropbox. This will let your instructor know that your site is ready for review and feedback.

Module 4

Readings

· Chapter 5 in *Visible Learning for Teachers*
· Arredondo, P. (2013, May). My story, from gangland daughter to star teacher [Video file]. Retrieved from

https://www.ted.com/talks/pearl_arredondo_my_story_from_gangland_daughter_to_star_teacher
Porath, S.l. (2014). Talk Less, Listen More. Reading Teacher, 67(8), 627-635.

· Gillies, A. (2017). Teaching pre-service teachers about belonging. *International Journal of Whole Schooling*, *13*(1), 17-25. Retrieved from http://search.ebscohost.com.csuglobal.idm.oclc.org/login.aspx?direct=true&db=eric&AN=EJ1142315&site=ehost-live

· Porath, S. l. (2014). Talk less, listen more. *Reading Teacher, 67*(8), 627-635. Retrieved from http://search.ebscohost.com.csuglobal.idm.oclc.org/login.aspx?direct=true&db=eric&AN=EJ1024746&site=ehost-live

· Taylor, J., & Society for Research on Educational Effectiveness. (2014). Evidence of deeper learning outcomes: Findings from the study of deeper learning. Retrieved from https://eric.ed.gov/?id=ED562705

Discussion (25 points)

Critical Thinking: Teacher Talk v. Student Talk (90 points)

This week, you need to record *yourself* teaching a lesson. Then, watch the recording for the following reflection. If you are unable to record yourself, you can observe, interview, or collaborate with a colleague. Collaboration with your colleague is not for evaluating his or her instruction specifically; rather it is for observing the students and their engagement with the presented materials. Be sure to set up the observation in advance so you have enough time to complete the assignment by the due date. Use the data collection criteria below to help you with your observation (either of yourself or of someone else). Remember this is less a critique of teaching style or of "do's" and "don'ts" and more an observation of what made *students* respond the most—or, conversely, what made them disengage. Focus your observations on *student* responses and not necessarily on the instructor.

Data Collection Criteria:

- How much time the teacher spent talking and how much time the students spent talking.
- Identify the types of questions that allowed less teacher talk and more student talk.
- Determine what encouraged the most student engagement.
- What adjustments could be made to foster greater student engagement?
- What data collection systems could teachers set up to better assess teacher and student talk?

As you watch the video or observe a colleague to collect data, record your observations and insights about the bullet point items above. Compile your findings in a Microsoft Word Document. Submit this document to the Week 4 Assignments page. Your observations should be 2- to 3-pages long, well-written, and formatted per the CSU-Global Guide to Writing & APA. *(Supports Mind Frames 1, 2 and 7)*

Portfolio Reminder

On your site page about Teacher Talk v. Student Talk, explain teacher talk vs. student talk as experienced in the activity you conducted this week. Articulate what the theory of *Visible Learning* has to say about the two. What Web-based research can you find that would benefit colleagues? What should users of your site know about this research? What data collection systems could be set up to assess teacher and student talk?

Because this is to be a professional site, ensure your work is well-written and adheres to the CSU-Global Guide to Writing & APA. Also ensure the navigation, organization, and design of the site are thoughtful, engaging, and user friendly. Submit this document in the Module 4 Critical Thinking dropbox. This will let your instructor know that your site is ready for review and feedback. This is a required component of the final project and will be accounted for on the Portfolio Project rubric.

Module 5

Readings

- Chapter 6 in *Visible Learning for Teachers*
- Morgan, H. (2014). Maximizing student success with differentiated learning. *Clearing House: A Journal of Educational Strategies, Issues and Ideas, 87*(1), 34-38. Retrieved from http://search.ebscohost.com.csuglobal.idm.oclc.org/login.aspx?direct=true&db=aph&AN=91930631&site=ehost-live
- Teaching Channel. (n.d.). Structured groups: Making group-work work [Video file]. Retrieved from https://www.teachingchannel.org/videos/structured-groups
- Wiese, J., Buehler, R., & Griffin, D. (2016). Backward planning: Effects of planning direction on predictions of task completion time. *Judgment & Decision Making, 11*(2), 147-167. Retrieved from http://search.ebscohost.com.csuglobal.idm.oclc.org/login.aspx?direct=true&db=aph&AN=114172128&site=ehost-live

Discussion (25 points)

Critical Thinking: Student Engagement (90 points)

This week we learned about the effectiveness of the various phases of thinking and learning, motivation, differentiated instruction, backward design, deliberate practice, and persistence.

Choose a minimum of two of these areas to research and brainstorm with your colleagues. Add resources, strategies, and ideas to your leadership website that best meet the needs of the students in your organization on your chosen topics. Make sure that the practices, processes, and programs you include are explicit enough that your colleagues could implement them in their classrooms. Support your choices with research. *(Supports Mind Frames 1, 2, 6 and 7)*

Because this is to be a professional site, ensure your work is well-written and adheres to the CSU-Global Guide to Writing & APA. Also ensure the navigation, organization, and design of the site are thoughtful, engaging, and user friendly. When you are finished with your site-work, copy and paste the URL to your site into a Word document and upload it in the Module 5 Critical Thinking dropbox. This will let your instructor know that your site is ready for review and feedback.

Module 6

Readings

- Chapter 7 in *Visible Learning for Teachers*
- Dweck, C. (2014, November). The power of believing that you can improve [Video file]. Retrieved from https://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve#t-189123
- Korinek, L., & deFur, S. H. (2016). Supporting student self-regulation to access the general education curriculum. *Teaching Exceptional Children, 48*(5), 232-242. doi:10.1177/0040059915626134
- Robinson, C., Finefter-Rosenblum, I., Benshoof, C., Gehlbach, H., & Society for Research on Educational Effectiveness. (2016). Getting teachers excited about student feedback: It's all in the ask. Retrieved from http://search.ebscohost.com.csuglobal.idm.oclc.org/login.aspx?direct=true&db=eric&AN=ED567735&site=ehost-live

Discussion (25 points)

Critical Thinking: Feedback Analysis (90 points)

According to Hattie (2012), there are three feedback questions:
- Where am I going?
- How am I going there?
- Where to next?

Additionally, there are four feedback levels:
1. Task and product level
2. Process level
3. Self-regulation or conditional level
4. Self-level

Effective teaching requires the right form of feedback at—or just above—the level at which the student is working. Most feedback is given to the whole class, and is poorly received.

This week add resources to your site on the topic of feedback. Consider how often feedback should be provided to students and include types of feedback that result in positive outcomes – including students providing feedback to each other. Support your choices with research. Make sure that the practices and processes are explicit enough (complete with checklists or handouts when possible) so your colleagues can easily implement them in their classrooms. *(Supports Mind Frames 1, 2, 3, 4, 5 and 7)*

Additionally, add a section to your site where colleagues can blog or chat about feedback strategies they have utilized.

Because this is to be a professional site, ensure your work is well-written and adheres to the CSU-Global Guide to Writing & APA. Also ensure the navigation, organization, and design of the site are thoughtful, engaging, and user friendly. When you are finished with your site-work, copy and paste the URL to your site into a Word document and upload it in the Module 6 Critical Thinking dropbox. This will let your instructor know that your site is ready for review and feedback.

Module 7

Readings

- Chapter 8 in *Visible Learning for Teachers*
- Fretz, J. R. (2015). Creating optimal learning environments through invitational education: An alternative to control oriented school reform. Journal of Invitational Theory & Practice, 21, 23-30. Retrieved from http://search.ebscohost.com.csuglobal.idm.oclc.org/login.aspx?direct=true&db=aph&AN=120090990&site=ehost-live
- Mercado, L. A., & Baecher, L. (2014). Video-based self-observation as a component of developmental teacher evaluation. *Global Education Review, 1*(3), 63-77. Retrieved from http://search.ebscohost.com.csuglobal.idm.oclc.org/login.aspx?direct=true&db=eric&AN=EJ1055171&site=ehost-live

Discussion (25 points)

Module 8

Readings

- Chapter 9 in *Visible Learning for Teachers* (Review)

· Duckworth, A. L. (2013, April). Grit: The power of passion and perseverance [Video file]. Retrieved from
https://www.ted.com/talks/angela_lee_duckworth_grit_the_power_of_passion_and_perseverance

· Kiefer, S. M., Ellerbrock, C., & Alley, K. (2014). The role of responsive teacher practices in supporting academic motivation at the middle level. *RMLE Online: Research in Middle Level Education, 38*(1). Retrieved from
http://search.ebscohost.com.csuglobal.idm.oclc.org/login.aspx?direct=true&db=eric&AN=EJ1039613&site=ehost-live

· Williams, C. B. (2014). Expecting the best: The essential lesson for teachers. *Odyssey: New Direction in Deaf Education, 15,* 30-34. Retrieved from
http://search.ebscohost.com.csuglobal.idm.oclc.org/login.aspx?direct=true&db=eric&AN=EJ1030785&site=ehost-live

Discussion (25 points)

Portfolio Project: Professional Instructional Leadership Site Implementation (350 points)

For this course, each Critical Thinking assignment has guided your additions to your Professional Instructional Leadership website and has centered on the Eight Mind Frames (as outlined in Modules 1 & 9). You are nearly ready to complete development on your site as far as this course is concerned. Nicely done! Here is what you have left to do:

Introduction and Purpose:

By now you have established your Professional Instructional Leadership Site. This week, then, develop content for an "Introduction" section/page of your site, introducing the site as an effective instructional practices site as well as articulating the purpose for the site and how your colleagues can use it to improve their own instructional practices. Remember your audience and the initiatives, vision, and mission of the organization and align your site to support and lead the organization.

Then, add the following items to your site:

● Resources, strategies, and ideas for ways to assess a lesson's effectiveness from various perspectives (e.g., students, teachers, curricular, formative, and summative).

Total Project: By the time it is finished, your Professional Instructional Leadership website should include the following content, reflecting your knowledge of not only Visible Learning but also the 8 Mind Frames:

● Introduction to the Site.
● Purpose of the Site.
● Linkage to the Eight Mind Frames.
● Five Major Dimensions Resources and Insights.
● Teacher Collaboration Resources and Strategies.
● Teacher Talk vs. Student Talk Data Collection Reflection.
● Student Engagement Resources for Colleagues.
● Feedback Resources and Blog/Chat Section.
● Resources, strategies, ideas for ways to assess a lesson's effectiveness from various perspectives (e.g., students, teachers, curricular, formative, and summative).

Use the Critical Thinking assignments from each week to help you with the content and context for these required sections. Utilize the instructor feedback you received on your work to help you

determine what content to include, edit or revise. Ensure your site is well-written, well-organized, contains all required components and adheres to the CSU-Global Guide to Writing & APA. Also ensure the navigation, organization and design of the site are thoughtful, engaging, and user friendly. Submit that document in the Module 8 Portfolio Project dropbox.

COURSE POLICIES

Grading Scale	
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

Course Grading

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

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.