SYLLABUS

ADVANCEMENT COURSES™
A Wiley Brand

Every Student Succeeds Act (ESSA)

15 Clock Hours
Why should teachers take our courses?

A Focus on Student Success
Fostering student success in both academics and social-emotional growth is the main focus of all of our courses. Our courses are filled with strategies, techniques, and activities that are directly tied to improving student achievement in the classroom.

Classroom Applicable
We believe that professional development should be directly related to the classroom, so our courses are designed to include valuable resources for the classroom, innovative strategies and perspectives, and activities aimed at developing content teachers can use in the classroom immediately.

Authentic Assessments
As every subject and grade range has its own needs, we have designed our courses to include authentic assessments that mirror the type of work teachers do in the classroom. With case studies, active reading exercises, and time for developing student-facing activities, our courses provide consistent opportunities to express learning in an authentic manner.

Reflective Practice
A key component of all of our courses is time dedicated to reflective practice. Each course includes a journaling component, which prompts the teacher to connect the reading to their practice, experiences, student population, and school community.

Connection to Special Populations
While many professional development courses may tack on a section on special populations at the end, we believe that knowledge of special populations is integral to all subjects and grade ranges. The majority of our courses include direct strategies for working with exceptional students (special needs, English Language learners, at-risk students, and gifted and talented students).

Professional Learning Community
A dedicated online community space allows teachers to interact with course instructors and their peers, sharing resources, exploring new ideas, and connecting with other educators from across the country.
Every Student Succeeds Act

Course Description

Education is always evolving and innovating. Although some changes are exciting, it can also be daunting for educators to keep up with all the trends, including new laws and regulations. The Every Student Succeeds Act (ESSA) is the newest law that is transforming the face of education with its new procedures and accountabilities.

In this course, you will explore the goals of ESSA as well as the important changes that affect all educators and students. You will evaluate the benefits and disadvantages of ESSA and develop strategies for implementing its guidelines without upending your entire curriculum. In addition, you'll create a plan to explain the new law to parents and families and support them through any changes.

Using the strategies from this course, you will be able to understand and incorporate any changes from ESSA that affect you, your students, and their families.

Connections to Practice

This course provides the following classroom connections:

- Strategies and resources to understand ESSA and its implications for your classroom
- Tools to plan and implement ESSA
- Techniques for supporting parents and colleagues with fulfilling ESSA

Course Objectives

In this course, participants will:

- Analyze the goals and regulations of ESSA.
- Compare and contrast No Child Left Behind (NCLB) and ESSA.
- Evaluate the advantages and disadvantages of ESSA in education.
- Assess your state’s plan for implementing ESSA and its impact in your classroom.
- Create strategies to successfully implement ESSA regulations with ALL students.

Charlotte Danielson Framework for Teaching Alignment

Domain 1: Planning and Preparation

1a Demonstrating Knowledge of Content and Pedagogy

1d Demonstrating Knowledge of Resources

Domain 4: Professional Responsibilities

4a Reflecting on Teaching
4c Communicating with Families

4e Growing and Developing Professionally

4f Showing Professionalism

Course Engagement and Resources

To complete this course, you will have the opportunity to choose between two options for engagement. You may participate in each online module within the learning management system (LMS; Moodle) by completing the readings, discussion forums, and activities. Or, if you prefer, you may download the activity packet(s) located within the course to complete on your own and submit to the assignment blocks throughout the course as directed.

The activities and engagement options for the course have been designed to align with guidelines and considerations of universal design for learning. This course aims to:

- Provide the learner with multiple means of representation.
- Provide the learner with multiple means of action and expression.
- Provide the learner with multiple means of engagement.

As part of both course engagement options, your course facilitator will be available to you to answer questions and provide written feedback on your final project. Additionally, within the Moodle LMS, you will have access to a collection of community resources through which you will be able to further explore course concepts through collaboration with facilitators and peers.

Materials

- Online reading, viewing, and listening resources will be provided in each module.

Method of Evaluating Student’s Performance

<table>
<thead>
<tr>
<th>Assignment Category</th>
<th>Assignment (Types)</th>
<th>Total Point Value</th>
<th>Percentage of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>Self-reflection and goal setting, concept practice questions, and discussion forums</td>
<td>5 points</td>
<td>30%</td>
</tr>
<tr>
<td>Final Project</td>
<td>10 points</td>
<td>70%</td>
<td></td>
</tr>
</tbody>
</table>

*Please note that you must receive a percentage of 80% or higher for successful completion of this course.

Completion of all activities is required to receive a grade.
Assessments

Self-Reflection and Goal Setting

This course will include a self-reflection and goal setting assignment in the first module, in which each learner will articulate what he or she hopes to learn and achieve by taking the course. Learners will be guided to reflect briefly upon their intentions for the course and to set one to two specific (SMART) goals for their learning.

Concept Practice

These automatically scored questions will appear in each module and will cover concepts discussed in the module. Immediate feedback will be provided for each question.

Discussions

Discussions will appear in each module and include questions about concepts that appear in the module.

Learners participating in the online engagement option will be expected to post one original response to the prompt and are highly encouraged to respond to two peers.

Learners participating in the course via the activity packet option are not required to participate in the online Moodle discussion forums but will complete the discussion for each module with an organized and comprehensive written response in the activity packet that corresponds with the module. Discussions will be evaluated on a pass–fail basis, per the following guidelines for completion:

- Participant satisfactorily shares thoughtful reflections and responds to colleagues in a respectful and engaging way.
- Participant provides an adequate level of detail in entries.
- Examples are satisfactorily helpful and informative and foster discussions or demonstrate substantial reflection.
- Participant’s responses are clear and well written and employ proper APA citation.

Final Project

The final project for each course will appear in the final module and include a prompt that aligns with each category (including the “evaluate” and “create” categories) of Bloom’s taxonomy, building on the concepts from each module.

Final projects will be designed for the learner to create an implementation plan that demonstrates application and understanding of concepts and skills learned through each module of the course.

The final project will be evaluated using the following rubric:
<table>
<thead>
<tr>
<th>Focus Areas</th>
<th>Does Not Meet Expectations (1 points)</th>
<th>Partially Meets Expectations (3 points)</th>
<th>Meets Expectations (4 points)</th>
<th>Exceeds Expectations (5 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of Course Content</td>
<td>Project relates incomplete or incorrect information about course concepts.</td>
<td>Project relates superficial information about course concepts.</td>
<td>Project relates clear information about course concepts.</td>
<td>Project relates detailed and thorough information about course concepts.</td>
</tr>
<tr>
<td></td>
<td>The learner provides an unclear reflection upon how they will evaluate personal progress toward established course goals.</td>
<td>The learner provides a superficial reflection upon how they will evaluate personal progress toward established course goals.</td>
<td>The learner provides a satisfactory reflection upon how they will evaluate personal progress toward established course goals.</td>
<td>The learner provides a detailed reflection upon how they will evaluate personal progress toward established course goals.</td>
</tr>
<tr>
<td>Alignment of Student Outcomes</td>
<td>Project’s alignment to course learning outcomes is unclear or absent.</td>
<td>Project aligns with 1–2 course learning outcomes.</td>
<td>Project aligns with 2–3 course learning outcomes.</td>
<td>Project aligns with 3–5 course learning outcomes.</td>
</tr>
</tbody>
</table>

**Course Outline**

**Module 1**

Review the resources provided in Module 1, and complete the:

- Self-Reflection and Goal Setting Activity
- Introductory Forum
- Module 1 Content Lesson
- Module 1 Online Resources
- Module 1 Concept Practice
- Module 1 Discussion

**Module 2**

Review the resources provided in Module 2, and complete the:
Technology Requirements

Please review the System Requirements for Moodle.

Compliance with the Americans with 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@advancementcourses.com at the beginning of the course. We will make reasonable academic and accessibility accommodations to the course.

Academic Integrity

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. Plagiarism and cheating of any kind will not be tolerated.

Plagiarize: “To steal and pass off (the ideas or words of another) as one’s own without crediting the source; presenting as new and original an idea or product derived from an existing source” (Webster’s New Collegiate Dictionary, Springfield: G. & C. Merriam Company, 1973, 870). 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.

Cheating: Submitting or presenting an assignment as your own when it was written or created by someone else is not permissible in this class.

References


The 74. (2016, December 29). The Every Student Succeeds Act: 5 things you need to know [Video file].


United States Department of Education. (n.d.). *Every Student Succeeds Act (ESSA)*.
Student achievement is at the core of everything we do.

Since 1988, Advancement Courses has been a leader in professional development, providing expertly-crafted, classroom-applicable courses to thousands of teachers across the country.

Our extensive online curriculum includes over 280 graduate-level, self-paced courses in 20 different subject areas covering both foundational topics and emerging trends in K-12 education.

Get help with...

<table>
<thead>
<tr>
<th>Online Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social &amp; Emotional Learning</td>
</tr>
<tr>
<td>Diversity, Equity, &amp; Inclusion</td>
</tr>
<tr>
<td>Special Needs &amp; ESL/ELL</td>
</tr>
<tr>
<td>District/School Improvement Plans</td>
</tr>
<tr>
<td>Core &amp; Specialized Content Areas</td>
</tr>
<tr>
<td>STEM &amp; Technology</td>
</tr>
<tr>
<td>Teacher Training &amp; Retention</td>
</tr>
</tbody>
</table>

Train your staff in as little as eight hours or delve deeper into complex topics in our longer courses.

Get PD tailored to your school's unique needs with our customizable content and flexible solutions.

Replace in-person PD days with 100% online, self-paced training teachers can complete virtually.

Increase buy-in and morale by providing teacher choice while maintaining school/district oversight and strategic alignment.

Offer higher education rigor and quality designed to give your teachers targeted, relevant training they can apply immediately.

www.advancementcourses.com/schools-districts • 800.762.0121