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.
Engaging Students in Online Learning

Course Description

Engaging students in the online classroom is tough. What’s the best way to communicate with students? How do you reach reluctant learners through a screen? How do you plan and make learning fun when everyone’s in a different room?

In this course, you’ll explore several strategies for promoting student engagement online. You’ll learn how to use both synchronous and asynchronous learning techniques to build relationships with students and create a strong classroom culture. You’ll also investigate what scaffolding looks like in an online setting, including how to use pre-assessments to gauge readiness levels and direct future instruction. Finally, you’ll learn how to create and use videos in your class, as well as how to conduct online activities such as discussion boards, reflection logs, project-based learning, e-portfolios, and more.

Using the tools from this course, you’ll be able to plan fun and interesting online instruction that meets a variety of learning needs.

Connections to Practice

This course provides the following classroom connections:

- Using pre-assessment to determine student readiness and plan for instruction.
- Using Bloom’s taxonomy to create learning outcomes that are relevant to students and will assist the teacher and the learning with focusing on the goals.
- Determining learner preferences and interests to assist in planning for instruction so as to maximize student engagement in the online classroom.
- Learning ways to tap into community resources to further enhance the learning connections outside the school community and into the larger community.
- Identifying learning strategies that will further extend and enhance the student experience in the digital classroom with strategies such as project-based learning.

Course Outcomes

In this course, participants will:

- Determine the necessary steps to put in place to create an engaging culture for learning in an online classroom where all students feel respected and safe.
- Develop lesson plans that are differentiated, intentional, and able to meet the needs of all learners.
- Incorporate teaching tools, strategies, and activities into lessons so that students get engaged, stay engaged, and are eager to participate in the online classroom.
Charlotte Danielson Framework for Teaching Alignment

Domain 1: Planning and Preparation
1a Demonstrating Knowledge of Content and Pedagogy
1b Demonstrating Knowledge of Students
1c Setting Instructional Outcomes
1e Designing Coherent Instruction
1f Designing Student Assessments

Domain 2: The Classroom Environment
2a Creating an Environment of Respect and Rapport
2b Establishing a Culture for Learning
2c Managing Classroom Procedures

Domain 3: Instruction
3a Communicating With Students
3b Using Questioning and Discussion Techniques
3c Engaging Students in Learning

Course Engagement and Resources

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.

Your course facilitator will be available to you to answer questions and provide written feedback on your submitted Checkpoint assignment and 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>Total Point Value</th>
<th>Percentage of total possible points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Checkpoint</td>
<td>10 points</td>
<td>30%</td>
</tr>
<tr>
<td>Assignment Category</td>
<td>Total Point Value</td>
<td>Percentage of total possible points</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------</td>
<td>-------------------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td>Participation</td>
<td>10 points</td>
<td>30%</td>
</tr>
<tr>
<td>Assignments: Self-reflection and goal setting, concept practice questions, discussion and reflection forums, and the Module 4 checkpoint activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Project</td>
<td>15 points</td>
<td>40%</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 credit.

**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 they hope to learn and achieve because of 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 will be expected to post one original response to the prompt and respond to two peers.

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.
**Project Checkpoint**

Each course will include one project checkpoint activity for submission in Module 2. The checkpoint serves as a framework that supports learners in planning for and managing the development of the final project. Thus, the checkpoint allows learners to create artifacts or components that will later serve in completing the final project.

Learners will receive feedback from the course facilitator on the checkpoint assignment in Module 2.

The checkpoint assignment in Module 2 will be evaluated using the following rubric:

<table>
<thead>
<tr>
<th>Focus Areas</th>
<th>Does Not Meet Expectations (1 point)</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>Checkpoint relates incomplete or incorrect information about course concepts.</td>
<td>Checkpoint relates superficial information about course concepts.</td>
<td>Checkpoint relates clear information about course concepts.</td>
<td>Checkpoint relates detailed and thorough information about course concepts.</td>
</tr>
<tr>
<td></td>
<td>The learner provides an unclear reflection upon how he or she will evaluate personal progress toward established course goals.</td>
<td>The learner provides a superficial reflection upon how he or she will evaluate personal progress toward established course goals.</td>
<td>The learner provides a satisfactory reflection upon how he or she will evaluate personal progress toward established course goals.</td>
<td>The learner provides a detailed reflection upon how he or she will evaluate personal progress toward established course goals.</td>
</tr>
<tr>
<td>Alignment of Student Outcomes</td>
<td>Checkpoint activity’s alignment to course learning outcomes is unclear or absent.</td>
<td>Checkpoint activity aligns with 1–2 course learning outcomes.</td>
<td>Checkpoint activity aligns with 2–3 course learning outcomes.</td>
<td>Checkpoint activity aligns with 3–5 course learning outcomes.</td>
</tr>
</tbody>
</table>

**Final Project**

The final project for each course will appear in the final module and will 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 artifact 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:
Focus Areas

<table>
<thead>
<tr>
<th>Does Not Meet Expectations (1 point)</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. The learner provides an unclear reflection upon how they will evaluate personal progress toward established course goals.</td>
<td>Project relates superficial information about course concepts. The learner provides a superficial reflection upon how they will evaluate personal progress toward established course goals.</td>
<td>Project relates detailed and thorough information about course concepts. The learner provides a detailed reflection upon how they will evaluate personal progress toward established course goals.</td>
</tr>
<tr>
<td>Application of Course Content</td>
<td>The project is not clearly aligned with the chosen audience; learner demonstrates no or faulty awareness of the audience’s needs.</td>
<td>Learner makes choices regarding content and methods of presentation that may be unclear or inappropriate in some ways; learner demonstrates some awareness of the chosen audience’s needs.</td>
<td>Learner chooses and adapts project content and presentation in multiple ways to ensure complete appropriateness for the chosen audience; learner demonstrates exceptional awareness of the audience’s needs.</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 3–5 course learning outcomes.</td>
</tr>
</tbody>
</table>

Course Outline

Module 1

It is said that students don’t care how much you know until they know how much you care. This is true in live learning, but even more so when conducting online instruction. When you are not teaching students in person, you need to make sure that you create a community and culture to support relationships so that they want to be engaged with you, with their peers, and with their learning.

Learning Outcomes

By the conclusion of this module, you will be able to do the following:
• Create strategies for building and maintaining relationships with students in online learning settings.
• Plan ways to create community with students in online educational settings.
• Construct a plan for encouraging risk taking and how to communicate that with students.
• Design instruction that includes both synchronous and asynchronous learning.
• Produce objectives that will align with Bloom’s taxonomy in order to meet the needs of learners.
• Incorporate pre-assessment practices into online instruction planning so that the data can be used for planning further instruction.

**Agenda**

Review the reading, viewing, and listening resources provided in Module 1, and complete the:

- **Self-Reflection and Goal Setting Activity**: in this discussion forum, you will articulate what you hope to learn/achieve because of the course. Please reflect briefly upon their intentions for the course and to set 1-2 specific (SMART) goals for your learning.
- **Introductory Forum**: in this discussion forum, you will have an opportunity to introduce yourself and meet other learners in the course.
- **Module 1 Content Lesson**: The content lesson serves to introduce and explain the topics and concepts for the module, and their applications in the classroom setting.
- **Module 1 Discussion Forum**: in this discussion forum, you will provide an original response to a question posed about topics in the Module 1 Content Lesson and respond to the original postings of your peers.

**Module 2**

Setting up your online community, using pre-assessment to understand where your learners are, and creating appropriate objectives for learning is just the beginning of what needs to be done in order to create engaging online content. In this module we will discuss how to add features to your online lessons to address the variety of learning needs and interests that will be represented in your online classroom, as well as basic tools to create highly engaging lessons.

**Learning Outcomes**

By the conclusion of this module, you will be able to do the following:

- Individualize instruction by identifying readiness levels, student interest, and learning profiles.
- Create lesson plans using scaffolding in order to meet the needs of individual learners.
- Integrate engagement strategies into the online classroom.
- Develop a plan for implementing student collaboration in the online classroom.

**Agenda**

Review the reading, viewing, and listening resources provided in Module 2, and complete the:
• **Module 2 Content Lesson**: The content lesson serves to introduce and explain the topics and concepts for the module, and their applications in the classroom setting.

• **Module 2 Discussion Forum**: in this discussion forum, you will provide an original response to a question posed about topics in the Module 2 Content Lesson and respond to the original postings of your peers.

• **Module 2 Project Checkpoint**: This checkpoint serves to help you generate ideas for assessing not only learners’ understanding of the course content (after interacting with your artifact) but also the effectiveness and suitability of your final artifact. For this checkpoint assignment, outline an evaluation plan and design at least one formative or summative assessment.

**Module 3**

When planning for online instruction, don’t be afraid to have fun. Consider ways you can encourage school-based fun in the online environment you have created for your students and with your colleagues. Coordinate with your school administration and fellow teachers to host a virtual spirit week, send out or share silly videos that you find or make, or drive by students’ homes to wave hello if they are local to you. This module will give you some ideas in addition to these for making your learning so fun and engaging that your students will look forward to your class!

**Learning Outcomes**

By the conclusion of this module, you will be able to do the following:

• Develop a plan for implementing discussion boards in your online classroom.
• Incorporate the use of reflection logs into your online classroom.
• Evaluate whether project-based learning is appropriate for your online classroom.
• Compose a plan for integrating ePortfolios into your online classroom.
• Incorporate video usage and video creation into your plans for your online classroom.
• Create strategies for connecting with community members when delivering instruction in online settings.
• Evaluate additional ideas to increase student engagement.

**Agenda**

Review the reading, viewing, and listening resources provided in Module 3, and complete the:

• **Module 3 Content Lesson**: The content lesson serves to introduce and explain the topics and concepts for the module, and their applications in the classroom setting.

• **Module 3 Discussion Forum**: in this discussion forum, you will provide an original response to a question posed about topics in the Module 3 Content Lesson and respond to the original postings of your peers.

• **Final Project**: For your final project, you will create an artifact that would support you in teaching the concepts you have learned in this course to an audience of your choosing.
The artifact and audience that you choose should be designed to suit your professional role.

- **Course Evaluation Survey**

**Technology Requirements**

Please review the [System Requirements for Moodle](#).

**Netiquette Policy**

Anyone enrolled in online courses has the right to learn in an environment where all individuals are treated equitably and with respect. Behaviors in the course that interfere with the learning experience are not permitted. Disruptive or disrespectful behaviors may result in dismissal from the course.

To maintain a positive, professional, and supportive online environment for this class, learners should adhere to the following standard guidelines. Everyone is expected to:

- Show respect for the facilitator and for other learners in the class, including use of polite, professional tone, respecting and valuing the privacy of other learners, and expressing differences of opinion in a polite and rational way.
- Maintain an environment of constructive criticism when commenting on the work of other learners by offering feedback that is supportive and helpful in nature.
- Contribute relevant topics and ideas when involved in group discussions or other collaborative activities.
- Use appropriate grammar and structure in online communication and refrain from use of all capital letters, as this equates to and can be interpreted as shouting in the online environment.

**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](#), 1973, p. 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


Educators of America. (n.d.). What is project based learning?


Howton, R. (2019, September 28). Turn your classroom into a personalized learning environment. ISTE.


Martin, A. (2014). Interpersonal relationships and students’ academic and non-academic development. In D. Zandvliet et al. (Eds.), *Interpersonal relationships in education: From theory to practice* (pp. 8–30).


TeachThought Staff. (2020, May 25). *The difference between projects and project-based learning*. TeachThought.


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<td>District/School Improvement Plans</td>
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