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.
Jumpstarting Online Assessments

Course Description

As the move to online learning becomes more prevalent, traditional elements of instruction must also find their way into the online space. Moving assessments online provides a wealth of opportunity to empower student learning, but it presents specific challenges as well.

In this course, you’ll examine how to effectively map out, design, and leverage a range of assessment types to maximize student learning over the course of a unit. Using educational technology tools, you can develop authentic formative and summative assessments, while tracking students’ progress to inform future instruction. Additionally, you’ll gain strategies for offering timely, meaningful feedback that fits the format and medium you’re working in. Finally, you’ll learn how to design online assessments that follow the best practices of accessibility to provide an equitable experience for all learners.

By incorporating dynamic, engaging online assessment into your class, you will be able to help your students navigate the online learning space and achieve the same standards as a face-to-face classroom.

Connections to Practice

This course provides the following classroom connections:

- Strategies for developing and implementing online assessments for students.
- Tools for developing authentic formative and summative assessments.
- Ways to provide regular and meaningful feedback to students online.
- Procedures for administering diagnostic tests to track student growth.
- Techniques for modifying assessments and providing accessibility to diverse learners.
- Approaches for aligning lesson objectives with formative and summative assessment.

Course Outcomes

In this course, participants will:

- Compose online assessments that align with learning objectives in order to measure student outcomes.
- Evaluate methods and strategies for designing effective online assessment for a variety of contexts.
- Adapt online assessments to meet the needs of all learners using accessibility resources that address visual, auditory, and physical access barriers.
- Devise a plan for incorporating regular and relevant feedback via online tools to support student learning.
Charlotte Danielson Framework for Teaching Alignment

Please select the applicable standards from the below for course.

Domain 1: Planning and Preparation

1c Setting Instructional Outcomes
1e Designing Coherent Instruction
1f Designing Student Assessments

Domain 3: Instruction

3d Using Assessment in Instruction

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 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>Participation</td>
<td>5 points</td>
<td>30%</td>
</tr>
<tr>
<td>Assignment: Self-reflection and goal setting, concept practice questions, and discussion forums</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Project</td>
<td>10 points</td>
<td>70%</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 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 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.
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 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 he or she 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 he or she will evaluate personal progress toward established course goals.</td>
<td>Project relates clear information about course concepts. The learner provides a satisfactory reflection upon how he or she 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 he or she 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

In traditional lesson planning, teachers begin by looking at what needs to be taught, plan their lessons, choose activities, teach the material, and then give the assessment. Unfortunately, many times teachers do not start with the end in mind. Many educators are left planning activities and lessons and will design the final assessment or project later down the road. The problem with this is that many teachers end up putting pieces together and may leave out key objectives and standards that students are required to meet. Before beginning with a unit of study, a teacher must align their assessments with measurable objectives so that they can adapt any assessments to meet the needs of all learners. It is also crucial to consider the barriers of transitioning to online learning and assessments, including validity and accessibility.
**Learning Outcomes**

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

- Compose online assessments that align with learning objectives in order to measure student outcomes.
- Evaluate methods and strategies for designing effective online summative assessment.
- Compare and contrast a wide variety of tools and platforms for supporting summative online assessment.
- Adapt online assessments to meet the needs of all learners using accessibility resources that address visual, auditory, and physical access barriers.
- Compare and contrast a wide variety of summative online assessment methods used to conduct evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course.
- Adapt online assessments to meet the needs of all learners using accessibility resources that address visual, auditory, and physical access barriers.

**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**

All learning is a cycle, and so the process of instruction that drives it must be a cycle as well. Summative assessment is an important piece of that cycle, but it is just one piece of the whole picture. There are many other relevant parts that drive instruction. Examining other important pieces of the process empowers you to be more effective in planning, adapting, and improving upon previous instruction, in order to meet student needs.

First, you will examine a framework for effectively breaking down unit objectives into usable and measurable daily objectives with the 4 Ms. Then you will examine two other important types of assessment—diagnostic and formative assessment. You will learn not only how to implement them effectively in an online setting, but how by using the online space for these forms of assessment, you can actually push learning further than ever before. Finally, you will examine how to close the instructional loop in a way that maximizes student improvement. All these parts together help bring your instructional practice to life and make you feel confident in how to make the most of online assessments.
Learning Outcomes

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

- Develop a framework for writing measurable daily objectives to track student learning.
- Plan diagnostics assessments to allow teachers to determine students’ individual strengths, weaknesses, knowledge, and skills prior to instruction.
- Evaluate methods and tools options for formative assessment of student learning in the online environment.
- Devise a plan for incorporating regular and relevant feedback via online tools to support student learning.

Agenda

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

**Final Project:** For your final project, you will construct a plan for how you will implement the course concepts with an audience of your choosing. The plan you create and the 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, that 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 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


The National Center on Disability and Access to Education. (n.d.). *Cheatsheets.*


NowComment. (2012, September 30). *NowComment: Educational uses of online discussion [Video file].*


Thomas, L. (2019, April 26). *7 Smart, fast ways to do formative assessment.*
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<td>Diversity, Equity, &amp; Inclusion</td>
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<td>Special Needs &amp; ESL/ELL</td>
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<td>District/School Improvement Plans</td>
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<td>Teacher Training &amp; Retention</td>
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