ADVANCEMENT COURSES™
A Wiley Brand

Student Accountability in Online Learning

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.
Student Accountability in Online Learning

Course Description

With the abrupt shift to online learning in 2020, many teachers were left without their usual strategies for helping students stay motivated and take responsibility for their learning. To effectively hold students accountable, whether online or in person, we must first make them active participants in the learning process. This course shows you how.

In this course, you’ll learn to harness the power of authentic learning experiences to help students see how their learning is meaningful and connected to the real world. You’ll learn the importance of developing students’ executive functioning skills to foster independent learning and investigate ways to create classroom spaces and curricula that are inviting and engaging. In addition, you’ll explore ways to get families involved and build support systems that empower students to learn.

Finally, you’ll assess your school and classroom practices to ensure they are equitable for all learners, and that they motivate students to achieve their highest potential. Using the techniques from this course, you’ll be able to put students in the driver’s seat by teaching them to manage, measure, and be excited about their own learning.

Connections to Practice

This course provides the following classroom connections:

- Strategies to facilitate student ownership through instructional design that harnesses the power of meaningful tasks and authentic audiences
- Techniques for leveraging personalization and student voice to increase buy-in
- Practices for building inclusive communities in the digital space that nurture relationships between learners and peers and families and the school
- Opportunities to evaluate and critique your practices to improve equity and inclusivity

Course Outcomes

In this course, participants will:

- Facilitate student ownership by designing authentic learning experiences and engaging real-world skills and audiences.
- Analyze the impact of high but achievable expectations on student motivation and growth.
- Engage students in the learning process by leveraging executive functioning skills and 21st-century tools to encourage both independence and personalization.
- Develop relationships with students and partnerships between home and school to empower student success.
- Evaluate systematic practices and procedures in order to integrate equitable practices for student success.
Charlotte Danielson Framework for Teaching Alignment

Domain 1: Planning and Preparation
1c Setting Instructional Outcomes
1e Designing Coherent Instruction

Domain 2: The Classroom Environment
2b Establishing a Culture for Learning

Domain 3: Instruction
3e Demonstrating Flexibility and Responsiveness

Domain 4: Professional Responsibilities
4c Communicating With Families

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 Assignment: 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>
</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>Partly 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

Online instruction has the power to greatly improve learning outcomes through its ability to personalize learning and empower students. However, this great potential does not make building and facilitating learning in the online space an instant success. The physical distance between educators and their learners is a drastic change for both groups. Strategies for engagement and monitoring student progress that worked in the traditional classroom are less effective in the digital classroom. To make online learning as effective as full-time classroom learning—or ideally even more effective—educators must rethink their approach to instruction from the beginning. To improve learning outcomes and maintain accountability in the digital space, instruction must center on the students owning the learning process.

To help you understand how to develop student ownership in the digital classroom, we will synthesize motivational theory and research on learner autonomy and empowerment. This will help you develop an understanding of what the online classroom has to offer and how we must adapt it to maximize student growth. In this module, we will examine a wide array of instructional design practices, including the use of authentic learning experiences and real-world audiences to create meaningful instruction and assessment. We will look at how to empower students through the cultivation of key independent-learning skills and examine the impact of high expectations on motivation and equity of opportunity. Finally, we will explore how choice and personalization fuel learning journeys. All this will facilitate the creation of students who are empowered by online learning to own their learning experiences.
Learning Outcomes

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

- Evaluate the impact that facilitating student ownership can have on learning outcomes.
- Develop plans to foster the development of executive functioning skills to increase student independence.
- Assess strategies for creating student ownership through authentic learning experiences that engage real-world skills and audiences.
- Analyze the impact of high but achievable expectations on learner motivation and growth.
- Develop tools and practices to increase student ownership by making student voice a part of the learning process.
- Reframe expectations for displaying mastery of learning by engaging students in the process.

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

As educators, we can design the best instruction in the world, but sometimes other factors will impede students’ ability to fully lean in to the learning process. In such cases, these limitations and barriers ultimately limit our ability to hold students accountable.

In this module, we will explore impediments to student success in the digital classroom, from the need to develop self-management skills (and how educators can support this) to how building bridges to communities can lead to higher-level learning outcomes. Additionally, we will examine how establishing a safe, inclusive classroom culture can facilitate relationships that encourage accountability. Finally, we will pull out of the classroom space briefly and look at the system-level picture of online-learning design in order to enable long-term discussions on designing the strongest online learning possible.
Learning Outcomes

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

- Leverage 21st-century tech tools to improve accessibility and study skills to enable success.
- Develop partnerships between home and school to empower student success.
- Build relationships and classroom spaces that foster mutual respect and esteem.
- Evaluate systematic practices and procedures in order to integrate equitable practices for student success.

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.
- **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**


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


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.

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