



LILIE, LLC Course Information

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Title of Course (45 hours): Instruction with Learner Outcomes in Mind

Course Description:

In Instruction with Learner Outcomes in Mind we will be using Essential Questions and Differentiated Instruction to Align Classroom Practice with the Common Core Standards. In this age of educational accountability and increasingly rigorous standards, accountability-based assessments, and high achievement levels for all students, we, as educators search for models and techniques to improve the delivery of our content and skills to our students. We aim to focus on desired learner outcomes and content and process related essential question promote, evaluate and improve standards design, curriculum development, assessment, metacognition, instructional processes, professional development and planning to guide and lead our students to the understanding of big ideas and concepts that connect into a working framework from which to deepen and enrich their learning of their world and themselves.

Overall Course Objective and Expectation(s):

The objectives of this course are to examine our teaching and facilitation of our students as it leads us all on the path of continuous learning and the valued application of those ‘big ideas’ in higher education, the work force and society. We will learn to identify “points of leverage” as we explore “Essential Questions” — to produce the most significant and positive results in our students as well as ourselves. We will use differentiated instruction, which respects the diversity of learners in our classrooms and provides the methodology or vehicle for communicating those essential questions to the students effectively to foster and support growth while fostering learning, transfer, meta cognition and growth.

Course Instructional Materials:

All courses maintain a fully developed and dynamic webpage that houses all resources, reference material and various other required informational texts, videos and alike that is both active and relevant to course objectives and content. Course web pages are routinely updated to reflect most current research and available readings therefore instructional materials used to teach course objectives are subject to change.

Instructor Consultation and Interaction:

Real time consultation and instruction is provided through the LILIE, LLC discussion boards for each course/classroom on a daily basis.

Suggested Readings, Websites, Articles & Videos *(subject to change):*

- A Summary of Underlying Theory and Research - Jay McTighe & Elliot Seif
- The Art and Science of Teaching/ Ask Yourself: Are Students Engaged? - Robert J. Marzano
- Closing in on Close Reading – Nancy Boyles
- Eight Things Skilled Teachers Think, Say and Do – Larry Ferlazzo
- Intro to UbD – Jay McTighe
- New Literacies and the Common Core – William Kist
- One to Grow On/ Teaching Like a Four Star Chef – Carol Tomlinson
- Seven Keys to Effective Feedback – Grant Wiggins
- Springing into Active Learning – Allison Zmuda
- Ten Roles for Teacher Leaders – Cindy Harrison and Joellen Killion
- The Basics of Blended Instruction – Caitlin R. Tucker
- .UbD Stem by Design – Jay McTighe
- Overview of UbD & The Design Template – Grant Wiggins
- Understanding by Design & Essential Questions – Dana Huff
- What is an Essential Question? - Grant Wiggins

Proof of Course Completion:

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits contemplated by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructors. These enrollee postings must be made four times each week in separate sessions. Enrollees will be required to submit a detailed log documenting at least 45 hours of course work, including discussion board posts, and will be required to apply information and strategies acquired from the course content to weekly classroom instruction. Attempts to falsify logs or discussion board entries will result in denial of credit and a report to the enrollee's employer.



Scope & Sequence/Weekly Topics and Objectives

Week 1

Topic(s):

During week 1, we will define and discuss essential questions, what they are, how are they different from other methods of posing questions and how to create them for your classroom practice. We will begin to discover the positive, transformative effects they will have on our curricula and our students' learning. Through the readings and videos, we will learn how other educators have implemented them into their own practice.

Objectives:

Teachers will become familiar with essential questions, learn to write excellent EQs, and begin to discover ways to implement them into their own classrooms.

Impact on Classroom Instruction:

EQs have the ability to get to the heart of what is important in each unit of instruction, increase student engagement and mastery of the content.

Learner Outcomes:

Once teachers are comfortable with the creation of EQs and how they can be used to increase student engagement, learning and content/ skill mastery, they will learn to implement them in their own classrooms with confidence and efficacy.

Assessment of Understanding and Learning/ Weekly Assignments *(including but not limited to posting requirements set forth by LILIE, LLC):*

Reading & Video Assignments, Plus Discussion Questions.

1. What is an Essential Question? How are EQs different from other questions we use in our classroom?
2. Why should we use Essential Questions in our classrooms and curriculum planning?
3. Describe the process of creating EQs for a unit of instruction. What questions (process and EQs) should we ask ourselves while considering the possibilities and our desired learner outcomes?
4. Create 5 EQs for your classroom practice that are content related and 5 EQs for your classroom that are metacognitive/ reflective.



Topic(s):

During week 2, we will define backwards planning and it can benefit your lesson/ unit planning and ultimately your classroom practice. We will begin to discover the positive, transformative effect it will have on our curricula and our students' learning. Through the readings and videos, we will learn how other educators have implemented backwards planning, EQs and open-ended discussion into their own practice.

Objectives:

Teachers will become familiar with backwards planning, the implementation of EQs and open-ended discussion and begin to discover ways to implement them into their own classrooms.

Impact on Classroom Instruction:

Planning units of instruction from the point of view of the desired learner outcomes focuses instruction on what is important for students to master; using EQs and open-ended discussion increases student engagement and mastery of the content and creates a climate of inquiry in our classrooms and increases student efficacy.

Learner Outcomes:

Once teachers are comfortable with backwards planning, EQs and open-ended discussions and how they can be used to increase student engagement, learning and content/ skill mastery, they will learn to implement them in their own classrooms with confidence and efficacy.

Assessment of Understanding and Learning/ Weekly Assignments *(including but not limited to posting requirements set forth by LILIE, LLC):*

Reading & Video Assignments, Plus Discussion Questions.

1. What is backward planning? Why is it valuable to begin unit and lesson planning with listing our desired learner outcomes?
2. How can implementing EQs in our instruction help our students meet/ master the desired learner outcomes?
3. What are open-ended discussions and how can they help us establish a culture of inquiry in our classrooms?
4. What changes will likely occur in our planning with the implementation of backward planning, the use of EQs and the fostering of open-ended discussion?



Week III

Topic(s):

During week 3, we will discuss Differentiated Instruction as a philosophy or teacher practice of teaching flexibly and responsively. Through the use of DI techniques, teachers get to know their individual students, their lives and interests outside the classroom as well as their learning styles and preferences. This allows the teachers to present the content in the manner that will best benefit the students. DI and Backwards Planning/ Teaching with EQs work well to create a responsive classroom where everyone feels heard and learns.

Objectives:

By presenting the basic ideas of DI as a teaching philosophy or practice and discussing how well it works with Backwards Planning/ Teaching with EQs, teachers will improve their understanding of their individual students and plan units of instruction that are responsive to students' needs.

Impact on Classroom Instruction:

As teachers increase their understanding of their individual students, use Backwards Planning/ Teaching with EQs and DI their planning units of instruction responsive to students' needs will become easier, more routine, less stressful and improve the dynamics of classroom instruction on all levels.

Learner Outcomes:

Once teachers are comfortable with Backwards Planning/ Teaching with EQs and DI, student engagement and student achievement will increase, as well as content retention and student (and teacher) self-efficacy.

Assessment of Understanding and Learning/ Weekly Assignments *(including but not limited to posting requirements set forth by LILIE, LLC):*

Reading & Video Assignments, Plus Discussion Questions.

1. Define Differentiated Instruction with respect to skillful and flexible instruction. Provide some real world examples of DI use in your classroom.
2. Describe how DI and Backwards Planning/ Teaching with EQs is a natural fit for developing teacher practice and student outcomes.
3. Choose one of the 7 pairs of Axioms and Corollaries excerpted from *Understanding by Design* and Differentiated Instruction and explain it and show how you have or plan to use it in your classroom practice.
4. How can students' lives influence their classroom experience? Why does it matter that we teach responsively and how do we start to teach responsively?



Week IV

Topic(s):

In week 4, we will discuss the Common Core State Standards in our content area and the increase rigor that is called for, how we decide how we are going to teach our content area curriculum, how Backwards Planning/ Teaching with EQs and DI can help our students, and ourselves, meet the course goals.

Objectives:

Teachers' knowledge of Backwards Planning/ Teaching with EQs and DI and of their content areas' CCSS will improve planning, classroom management and instruction and ultimately increase student engagement, learning, and attainment of required skills and knowledge resulting in increased performance and improved retention and mastery.

Impact on Classroom Instruction:

Teachers will become better planners, more responsive to student needs and preferences, more aware of the rigor of the CCSS and the skills requisite of each course. They will become better planners and will create unique, stimulating units of instruction that will engage students and motivate them to learn and get involved.

Learner Outcomes:

As teachers use these techniques to plan based on learner outcomes, use DI and EQs, and learn to become more responsive to students' needs, students' self-efficacy will increase, engagement and retention will increase as well as performance and mastery. Learners will benefit greatly from more responsive teacher facilitation and motivation.

Assessment of Understanding and Learning/ Weekly Assignments *(including but not limited to posting requirements set forth by LILIE, LLC):*

Reading & Video Assignments, Plus Discussion Questions.

1. How do we decide what to teach and align it with the Common Core State Standards?
2. How do we develop the "Big Ideas" that we want students to understand? How do we develop the accompanying essential questions? (Provide examples).
3. How do Backwards Planning/ Teaching with EQs and DI help teachers increase the rigor of the student work and student engagement as is called for by the Common Core State Standards?
4. Describe a unit of instruction that you pre-dates CCSS and how you taught it and now, how have aligned it with the CCSS and Backwards Planning/ Teaching with EQs and DI and the methods by which you will or are teaching it. (In other words, compare what you used to do with what you plan to do with respect to the same unit of instruction and Backwards Planning/ Teaching with EQs, DI and the CCSS.)