More detailed course curriculum, including graduate level, alignment with standards, culturally responsive practices, assessments and resources, can be provided upon request

Title of Course: Elevating Learning Objectives and Instructional Planning

Course Description: This course is designed to help educators of all levels, from the new teacher to the experienced one, understand the nuances of crafting thoughtful and powerful lessons and in turn deliver powerful lessons that are engaging, meaningful and with measurable outcomes. Designing meaningful lessons is essential to both the teaching process and the learning process. Lesson planning needs to be thoughtful and strategic, as it encourages student responsibility for learning. Instructional planning is the blue print that addresses the specific learning needs of students and how best to structure learning to help students achieve and demonstrate their understanding in multiple ways. Through a cycle of learning, participants will be taught the theory and objective of instructional planning, the language to both provide and assess depths of knowledge and thinking, opportunities to craft and pilot such lessons in their own instructional practices or school and ways to better modify and deliver such powerful lessons. Further, participants will discuss how to appropriately integrate critical consciousness with their students and to have that dialogue within the classroom. Additionally, lesson objectives and instructional practices regarding cultural responsiveness will be discussed. Participants in this course will exit with the depth of understanding needed to actively create their own lessons that challenge, inspire and meets the various needs of all learners in their care.

Instructor Consultation and Interaction
The course is an asynchronous online course that is available for instructor and student participation 24/7. The four-week duration of the class is broken down into four weekly sections each comprised of lecture in the form of instructor created articles and content, web links to academic and professionally reviewed articles in the discipline of general education, and instructor created discussion questions which are, in and of themselves, formative assessments to determine the extent to which the enrollees have comprehended and mastered the skills and information and begun to apply it to their personal teaching practices. The answers to these questions are the basis for the class interaction, as enrollees are required to respond to each other within the classroom.

Proof of Course Completion
LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits provided by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructor that reflect the content, skills/ strategies learned and assessments covered in course. These enrollee postings must be made six times each week, in separate sessions, and including a minimum of 4 academic posts and at least 2 peer-peer comments of others' postings and possible shared assignments. Enrollees are required to submit a detailed reflective feedback n in combination with the archived work. Attempts to falsify record or discussion board entries will result in denial of credit and a report to the enrollee's employer.

Scope & Sequence/Weekly Topics and Objectives

Session I

Objectives	• Introduce themselves to the class, including teaching experience and thoughts regarding the elements to instructional planning. • Critique a lesson and evaluate student learning and strategies implemented to engage all learners in-person, in a blended model and learning remotely • Explain the stages of backward design instructional planning. • Discuss instructional approaches to develop a classroom that is responsive to diversity.
Topics	• Personal introductions • Review of course objective - how it will be attained, methodology and philosophy of both instructor and participants • Assess instructional planning • Discuss the importance of measurable learning objectives and its impact on student outcomes
Application to Instruction & Student Learning	• Evaluate student learning in a classroom setting and reflect upon approaches that were less effective. • Determine if instructional strategies implemented can be applied in a blended model and remote learning environment • Discuss different approaches when designing their instructional planning to meet the needs of students in all educational environments. • Create measurable learning objectives that enhances educational outcomes for all students whether in person or on distant learning. • Implement instructional approaches to develop a classroom that is responsive to diversity in all instructional settings.

Session II

Objectives	• Explore how students think and how to deepen their understanding • Reflect upon and evaluate the effectiveness of instructional planning to foster student engagement in the classroom setting and learning remotely. • Identify gaps where the current curriculum does not address multiple perspectives, cultures and backgrounds and incorporate in instructional planning. • Develop learning goals that provide opportunities for all students to develop cross-cultural competence. • Discover culturally responsive teaching strategies that engage diverse students, heighten student awareness of inequity and cultivate consciousness.
Topics	Designing and Teaching Learning Goals Inclusive Teaching

	CR Teaching
Application to Instruction & Student Learning	By understanding how students gain understanding, participants will be able to improve their instructional planning. Once teachers understand how to distinguish between students knowing something versus understanding something, they can create learning goals that will meet the needs of all students. Teachers can embed pro-active research based strategies within their lessons to improve achievement for all learners present in the classroom as well on virtual instruction. As teachers continue to self-reflect and self-assess, they can add the necessary learning opportunities to develop student understanding. Teachers will enrich their practice by setting high expectations and creating challenging and meaningful learning experiences for all students by setting measurable learning goals that allows students to demonstrate understanding in multiple formats.

Session III

Objectives	• Explore a variety of instructional strategies for delivering engaging instruction in academically diverse classrooms and remote learning environments. • Discover how to improve student performance by applying effective strategies to help all students become successful through active engagement and equitable access to appropriate learning. • Challenge students to reflect critically on their beliefs and the sources of these beliefs. • Develop a unit plan integrated with critical consciousness and/or cultural responsiveness enhancing the educators ability to engage in culturally relevant teaching. • Design a range of assessment tools and processes to measure student learning and growth.
Topics	• Read and reflect upon reading assignments for the week • Answer specific discussion prompts (see below) • Read and comment to peer and instructor posts • Explain reflections on specific weekly elements for instructional planning
Application to Instruction & Student Learning	Participants will be able to empower, motivate and challenge students in a learning environment that embraces diversity. Teachers will help students realize that there are more similarities amongst students in the classroom, creating a more comfortable environment where students feel safe and more willing to take educational risks. Teacher will create an environment that supports opportunities for students to work independently and cooperatively, embraces cultural diversity and consciousness and piques curiosity. Teachers will put structures into place that allows students to maximize their learning and thrive in all educational settings.

Session IV

Objectives	• Develop a unit plan integrated with critical consciousness and/or cultural responsiveness. • Expose students to multiple perspectives on a given topic. • Design activities that use a variety of instructional approaches, resources and technologies to meet diverse learning need that is good for students attending in-person as well as those attending virtually. • Foster students' critical consciousness by designing lessons that challenge students to reflect critically on their beliefs and the sources of their beliefs. • Design a range of assessment tools and processes to measure student learning and growth
Topics	• Read and reflect upon reading assignments for the week • Answer specific discussion prompts (see below) • Read and comment to peer and instructor posts • Explain reflections on specific weekly elements for instructional planning

Application to Instruction & Student Learning	As teachers improve upon their instructional planning for in class, blended and remote learning environments, it provides students a better opportunity to achieve and demonstrate their understanding in multiple ways. By implementing 21st century research-based practices, teachers will maximize their students' individual potential. As teachers create culturally responsive classrooms that differentiate instruction based on students' needs and make connections to "real life" experiences, they foster a deeper understanding and advance student learning. Teachers will equip students with the necessary skills to be successful through communication, collaboration and critical thinking