



LILIE, LLC Course Information

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**More detailed course curriculum can be provided upon request*

Title of Course: Learner Centered Instructional Design

Course Description: This course will allow all teachers, novice to expert, the opportunity to design or redesign a unit plan that will develop and deepen student understanding. During the course teachers will have the opportunity to apply the principles of backward design to create units that focus on big ideas and essential understandings. In building effective units, teachers will be supported, through resources and discussion, in properly identifying desired results of instruction, determining acceptable evidence of learning and designing learning experiences and instruction for students with varied abilities and interests.

Overall Course Objective and Expectation(s):

Through critical review of resources presented teachers will work through the three stages of instructional planning. During the first stage, teachers will utilize national, state and/or district standards to determine curricular goals and set instructional outcomes for all students. During the second stage, teachers will design student assessments that allow teachers and learners to determine if learners have met the goals and reached the outcomes set forth in stage 1. During the third stage, teachers will craft unit plans designed to engage students in learning. Throughout the course, teachers will have many opportunities to reflect on teaching practice, participate in a professional community that extends outside of their classrooms and districts and grow and develop professionally.

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

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 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 arena.

By providing a wide variety of professional articles, peer reviewed journal pieces and researched instructor created content that addresses the needs of all K-12 educators and by encouraging interactive dialogue among the enrollees, this course will encourage and require application, discussion and peer feedback of said strategies and understanding in teaching students within a teacher's own individual classroom practices. The discussion and feedback will give us our own meta-assessment of useful, research based and practiced strategies and techniques for addressing the needs of our varied students thus giving them more opportunity to truly excel.

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 reflection 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

Week 1

Topic(s):

1. Reflection of current planning techniques and experiences
2. Overview of backward planning/ UBD (Understanding By Design) model
3. Critical review and discussion of exemplar unit plans

Objectives:

Educators will:

- Identify goals for instructional design and share current planning strengths and/or weaknesses with regards to planning
- Explore the “twin sins” of design and contrast these with backward design and reflect on current practices
- Become aware of the key components of backward design and evaluate the possible efficacy of backward design with regards to achieving student understanding and transfer of skills
- Discuss criteria for successful unit planning based upon critical review of exemplar unit plans

Impact on Classroom Instruction:

- Through discussion and review of resources, educators will be better prepared to engage in unit planning that focuses on student understanding rather than coverage or activity.
- Educators will develop personal criteria, based on the study of exemplar unit plans, for the planning and creation of highly effective unit plans.

Learner Outcomes:

Teachers will develop their awareness of the potential efficacy of backward design; when teachers focus on the essential questions, big ideas and the use of authentic assessment all students have a greater opportunity for understanding and transfer by design.



Topic(s):

1. Knowledge versus understanding
2. Big Ideas and Essential Understandings
3. Essential Questions

Objectives:

Educators will:

- Define understanding and determine indicators of understanding versus knowledge
- Justify identifying enduring understandings in unit planning and identify the big ideas and enduring understandings for personal units
- Discuss the process of generating essential questions and the role of developing overarching and topical essential questions in effective unit planning
- Create effective and engaging essential questions

Impact on Classroom Instruction:

-Through discussion and review of resources, educators will be better prepared to develop units based on big ideas, enduring understandings and essential questions. Big ideas and enduring understandings allow teachers to prioritize content based on core concepts, principles, theories and/or processes. They provide a basis for setting curriculum priorities to focus on the most meaningful content. Essential questions allow teachers to plan for student inquiry and research.

Learner Outcomes:

-Focusing on big ideas and enduring understandings helps students to see the purpose and relevance of content. Essential questions promote student learning that involves the students drawing conclusions rather than recitation of facts. Student engagement is increased as they examine thought provoking questions.



Week III

Topic(s):

- Authentic assessments
- Six Facets of Understanding
- Effective performance tasks to gather evidence of student learning

Objectives:

Educators will:

- self-assess and identify potential areas of growth in the assessing student learning
- share current use and knowledge of authentic assessments
- summarize the six facets of understanding and determine usefulness in current classroom assessment practice
- discuss characteristics of effective performance tasks
- construct a performance task using GRASPS format

Impact on Classroom Instruction:

Through discussion and review of resources, teachers will be better prepared to craft authentic assessments. Authentic assessments ensure that teachers are able to collect appropriate evidence for the desired results of planned units. This ensures that all learning goals are assessed, not just those that are easiest to test and grade.

Learner Outcomes:

Authentic assessment tasks allow students to explore complex challenges that are similar to ones they may encounter in the real world. Performance tasks also allow students greater opportunity to personalize the task.



Week IV

Topic(s):

- WHERE TO instructional design elements
- Responsive Teaching
- High Yield Instructional Strategies

Objectives:

Educators will:

- Critically evaluate the components of WHERE TO (key elements of a learning plan) and share and discuss inherent strengths in planning
- Share lessons that promote responsive teaching and utilize high yield strategies
- Self-reflect on the use of backward planning to promote student learning and engagement
- Craft a unit plan considering the principles of WHERE TO to enhance learning for all students

Impact on Classroom Instruction:

Teachers will have the opportunity to explore design elements that will enable them to craft highly effective and engaging units. Teachers will have the opportunity to learn from both resources and fellow teachers' effective ways of promoting responsive teaching. Teachers will explore the use of high yield instructional strategies in promoting student understanding.

Learner Outcomes:

Students will benefit from learning plans that consider a variety of elements to promote understanding. Students also benefit from instructional planning that accounts for learner diversity with a strong focus on ensuring all students meet the standards and can understand and apply content in meaningful ways.