COURSE SYLLABUS
Planning for Student Success
Spring 2013

Instructor: Jason Marcks
Course Schedule: This asynchronous, online course begins February 4 and ends April 22, 2013.
Prerequisite: Graduate Standing (Must have earned a bachelor’s degree)
Resources: Participants must have computer and Internet access throughout the semester.

ENROLLMENT OPTIONS

<table>
<thead>
<tr>
<th>One (1) Graduate Credit</th>
<th>Two (2) Graduate Credits</th>
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<tbody>
<tr>
<td>Course # ED &amp; HUD 795-2, 7800 (#0011D)</td>
<td>Course # ED &amp; HUD 795-2, 7801 (#0011DD)</td>
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Course Emphasis and Rationale:
This course will focus on the process of instructional planning for student success. Lesson planning is foundational to our role as educators. Although we engage in careful planning for the information we will present to students, including how it will be evaluated, we have all experienced the feeling of frustration when these efforts do not result in the level of student understanding that we expected.

This online course focuses on a better way to approach instructional design. According to author and teacher-educator Anne Reeves, “It begins with a simple mental shift from ‘planning for activities’ to ‘planning for learning outcomes’—and a critical concentration on learning objectives” (Reeves, 2011).

Participants in this online course will complete a series of online modules to understand the process for designing learning objectives, lessons, activities and assessments that lead to student understanding success!


Course Description:
This online course is designed to assist both new-to-the profession as well as veteran educators alike with how to plan for and achieve student success in the classroom. Learn an efficient process for developing student learning targets from standards, for using these learning targets as the basis for quality assessments, and for creating engaging instructional activities that provide students the opportunity to achieve your defined learning targets.
Required Text:

Objectives - Participants will:
1. Analyze how to create objective based lesson plans for student success.
2. Identify, define, and distinguish instructional strategies and methods.
3. Write performance objectives based upon proven instructional design technique.
4. Create effective educational goals.
5. Develop quality assessments.
6. Demonstrate the design of learning activities.
7. Create a personalized process for implementing new design skills.

Course Requirements and Evaluation:

One (1) Graduate Credit Students:
- Discussions: There will be 4 discussion grades each worth 5% for a total of 20% of the final grade.
- Implementation Plan: This will constitute 30% of the final grade.
- Exams: There will be a midterm exam and a final exam each worth 25% for a total of 50% of the final grade.

Two (2) Graduate Credit Students:
- Discussions: There will be 4 discussion grades each worth 5% for a total of 20% of the final grade.
- Review Paper: There will be a four-page review paper worth 20% of the final grade.
- Implementation Plan: This will constitute 20% of the final grade.
- Information Outlines: There will be 5 informational outlines each worth 2% for a total of 10% of the final grade.
- Exams: There will be a midterm exam and a final exam each worth 15% for a total of 30% of the final grade.
Description of Requirements:

1. **Online Discussion:** A targeted discussion will be held each two week period to coincide with the reading and slideshows. It can be expected that 2 hours will be spent each week reading and responding to discussion items.

2. **Implementation Plan:** Students will be required to write an implementation plan explaining how they will use the concepts learned in the course, in their classroom.

3. **Review Paper:** Students taking the course for two credits will be required to write a four page review paper summarizing a topic covered during the course.

4. **Information Outlines:** Students taking the course for two credits will be required to complete and turn in an outline of topics assigned by the instructor from online resources bi-weekly.

5. **Exams:** Students will complete both a midterm and a final exam based on information learned during the course.

Grading Scale:

100-93 A; 92-86 B; 85-79 C; 78-72 D; < 71 F

Wisconsin Standards for Teacher Development and Licensure:

3. **Teachers understand that children learn differently.**
The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.

4. **Teachers know how to teach.**
The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem solving, and performance skills.

5. **Teachers know how to manage a classroom.**
The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

6. **Teachers communicate well.**
The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. Teachers are able to plan different kinds of lessons.
The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.

8. Teachers know how to test for student progress.
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.

9. Teachers are able to evaluate themselves.
The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.

10. Teachers are connected with other teachers and the community.
The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner.

Tentative Course Schedule:

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<th>Week</th>
<th>Reading Chapters</th>
<th>Topic</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>Instructional design: Who and what is it For?</td>
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<tr>
<td>2</td>
<td>2</td>
<td>Learning Focused Instruction</td>
<td>I.O. #1</td>
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<td>3</td>
<td>3</td>
<td>The Language of Objectives</td>
<td>Discussion #1</td>
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<td>4</td>
<td>4</td>
<td>Two Special Cases when Creating Objectives</td>
<td>I.O. #2</td>
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<td>5</td>
<td>5</td>
<td>Checking the Validity of Objectives</td>
<td>Discussion #2 and Midterm</td>
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<td>6</td>
<td>6</td>
<td>Creating Objectives</td>
<td>I.O. #3</td>
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<tr>
<td>7</td>
<td>7</td>
<td>Developing Assessments</td>
<td>Discussion #3</td>
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<td>8</td>
<td>8</td>
<td>Checklists and Rubrics</td>
<td>I.O. #4,</td>
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<td>9</td>
<td>9</td>
<td>Designing Learning Activities</td>
<td>Discussion #4</td>
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<td>10</td>
<td>10</td>
<td>Creating Plans for Learning</td>
<td>I.O. #5, Research Paper</td>
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<td>11</td>
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<td>Final Exam, Implementation Plan</td>
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Updated November 6, 2012 -CL