# Teaching Channel
With **Learners Edge**

**Your Education Ally.**

By Teachers,
*For Teachers.*

# Course Syllabus

**Name:**

**Date:**

# Teaching Channel
### With Learners Edge

## Today is a Great Day
## to Learn Something New!

### Professional learning to meet your needs.

Engaging and applicable, ELEVATE courses are the core of Teaching Channel. We offer a variety of courses that meet the continuing education needs of teachers from across the country. Teaching Channel courses work perfectly for license renewal needs, working to move up through salary schedules, or for professional learning to support improved student outcomes. Teaching Channel provides continuing education graduate credit courses that have been approved and endorsed by regionally accredited colleges and universities from across the United States.

**Current University Partners** (See a current list of academic partners on our website)
Continuing Education courses are approved by our regionally accredited (HLC, NECHE, WSCUC, NWCCU) partners by review of syllabi, content, and coursework expectations.
(Indicate anticipated university/college partner below, if applicable.)

### Course Creation and Evaluation:

Courses are created and evaluated by educators with a master's degree or higher in an education-related field and five or more years of classroom experience in PreK-12th grade education. Course evaluators provide personalized, specific feedback for assignments and rubric-based grading aligned with best practices in professional education.

| **Spring Term** | **Summer Term** | **Fall Term** |
|---|---|---|
| Registrations Accepted | Registrations Accepted | Registrations Accepted |
| July 16-March 15 | December 16-July 15 | March 16-October 22 |
| Coursework Due* | Coursework Due* | Coursework Due* |
| April 15 | August 15 | November 15 |

*Or first business day after the 15th if due date falls on a weekend.

# Coursework Details

The Rigor of Teaching Channel Graduate-Level, Continuing Education Courses.

## Professional Learning Model

Our research-based Professional Learning Model is used to design ELEVATE continuing education courses. The model includes five elements used to guide professional learning and to positively impact student outcomes:

| **Intention** Establish learning goals & explore motivations | **Awareness** Analyze prior knowledge & experience related to the topic | **Investigation** Examine relevant, research-based resources to build personal & professional connections to the topic | **Application** Apply new learning through practical design, implementation, & collaboration | **Reflection** Consider the impact of new learning to influence and transform future professional practice. |
| --- | --- | --- | --- | --- |

## Course Content

**ELEVATE Courses** are self-paced, and per standard practice in the field, each credit carries the equivalent of fifteen hours of content and coursework. Participants explore resources that include a solid balance of research and applicability. All courses feature video clips, research-based articles, and interactive elements to enhance and support learning. To receive credit, participants must complete the following requirements according to expectations outlined in our course rubric:

**Response Questions:** Connect new learning from course resources to current pedagogy.

**Resource Review:** Find resources related to the course topic to extend learning and solve problems of practice.

**Applications:** Complete a variety of assignments encouraging participants to implement new learning in their classrooms or schools.

**Reflection:** Write a reflection paper that activates critical thinking and inspires the transformation of future professional practice.

All coursework is to be completed in the Teaching Channel online environment.

| Course Name | Learning to Learn: Student Skills for School and for Life |
|---|---|
| Course Number | OL 5847 |
| Course Credits | 3 or Flex Credit |

*NOTE: This syllabus is an outline of the course requirements and is subject to change; the coursework will be completed and submitted in the online environment where you will have full access to a variety of media, links, and other online tools required to satisfactorily complete this course.*

## Course Description:

Executive skills are becoming a focal point for many educational professionals, as they are integral to lifelong success for ALL learners. This course seeks to define executive function skills and offers a variety of ways to teach, assess, intervene, and adapt to help all students be successful. Participants will come away with many teaching structures and activities to strengthen executive functioning in learners. Teachers will learn strategies their students can immediately put into action and methods for tying executive function skills to teaching and learning academic content.

## Goals and Objectives:

Upon completion of this course, participants will be better prepared to:

1. Use provided prompts specific to executive functioning to describe assumptions and insights of practitioners, researchers and self, including how the information relates to professional educational practice.
2. Design an innovative lesson that includes problem-based learning or the use of voice and/or choice.
3. Prepare an activity using discussion techniques to teach collaborative skills.
4. Develop a written plan to implement an activity designed to increase students' conscious control.
5. Summarize, in writing, the use of a new instructional strategy aimed to increase executive functioning that requires a challenge to the status quo.
6. Outline, in writing, a plan to assist learners with executive functioning challenges.
7. Brainstorm, in writing, strategies to increase executive functioning and life skills in learners.

## Required Text/Articles:

Text(s): Sulla, N. (2018). *Building executive function: the missing link to student achievement*. New York, NY: Routledge.

All readings and resources are linked within their respective assignments.

All coursework is to be completed in the Teaching Channel online environment.

**Knowledge Base:**

The knowledge base of this course, in part, is affirmed in the writing and research of these references:

Dawson, P., Guare, R. (2018). *Executive skills in children and adolescents, third edition: A practical guide to assessment and intervention.* New York, NY. Guilford Press.

Delman, M. (2018). *Your kid is going to be ok: Building the executive function skills your child needs in the days of attention.* Needham, MA. Beyond Booksmart Publishing, Inc.

Gallagher, R., Spira, E., Rosenblatt, J. (2018). *The organized child: An effective program to maximize your kid's potential–in school and in life.* New York, NY: Guilford Press.

Honos-Webb, L. (2018). *Brain hacks: Life changing stories to improve executive functioning.* Emeryville, CA. Althea Press.

Lynn, C., et al. (2018). *Unstuck and on target!: An executive function curriculum to improve flexibility, planning, and organization, 2nd edition.* Baltimore, MD: Brookes Publishing.

Meltzer, L. (2018). *Executive function in education, second edition: from theory to practice.* New York City, NY: Guilford Press.

Strosnider, R., Saxton Sharpe, V. (2019). *The executive function guidebook: Strategies to help all students achieve success.* Thousand Oaks, CA: Corwin.

All coursework is to be completed in the Teaching Channel online environment.

# Teaching Channel Course Rubric

All course submissions must meet general graduate level standards through the use of correct grammar, spelling, and mechanics. Each paragraph should be clearly organized and include 5 sentences or more. If work does not meet the above criteria, it will be returned to the student for resubmission.

| Rubric | A Grade = Outstanding Performance | B Grade = Target Performance | Below Target Performance |
|---|---|---|---|
| **Statement of Intention and Awareness** | The evaluator will only review the Statement of Intention and Awareness for a response to each prompt. If a student does not respond to each prompt, the Statement will be returned to the student for resubmission. The student's Statement of Intention and Awareness will be evaluated as part of the Reflection. | | |
| **Investigation: Read and Respond** | Coursework thoroughly and accurately addresses all question components by summarizing key concepts from readings. In at least half of the responses, the participant also makes inferences related to professional practice or supports answers with professional experiences. | Coursework thoroughly and accurately addresses all question components by summarizing key concepts from readings. | Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance. |

| Investigation: Resource Review Rubric | A Grade = Outstanding Performance | B Grade = Target Performance | Below Target Performance |
|---|---|---|---|
| **Summary of Resource** | Coursework summarizes the main ideas presented in the resource and includes at least one instance of critical analysis (i.e. asks questions, looks for gaps in information, disputes contradictions, etc.) | Coursework summarizes the main ideas presented in the resource. | Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance. |
| **Relation to Personal Assumptions or Course Content** | Coursework provides more than one detailed example of how the resource supports or challenges personal assumptions and/or course content. | Coursework provides one example of how the resource supports or challenges personal assumptions and/or course content. | Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance. |
| **Impact on Professional Practice** | Coursework provides more than one clear explanation of how the information in the resource could impact professional practice. | Coursework provides one explanation of how the information in the resource could impact professional practice. | |

All coursework is to be completed in the Teaching Channel online environment.

| Application Rubric | A Grade = Outstanding Performance | B Grade = Target Performance | Below Target Performance |
|---|---|---|---|
| **Planning, Development and Execution** | Coursework shows complete planning, development and/or execution of application, clear articulation of details and inclusion of polished required artifacts. | Coursework shows complete planning, development and/or execution of application and inclusion of required artifacts. | Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance. |
| | Coursework includes creative or innovative application of new knowledge and skills from course content to professional practice. | Coursework includes application of new knowledge and skills from course content to professional practice. | |
| **Written Requirements** | Coursework provides clear, logical, and organized responses to any writing prompts in the application. It also includes at least one detailed connection to course objectives, student learning goals or transformation of professional practice. | Coursework provides clear, logical, and organized responses to any writing prompts in the application. | |

All coursework is to be completed in the Teaching Channel online environment.

| Reflection Rubric | A Grade = Outstanding Performance | B Grade = Target Performance | Below Target Performance |
|---|---|---|---|
| **Connection to Statement of Intention and Awareness** | Coursework includes an evaluation of both learning goals articulated in the participant's Statement of Intention and Awareness from Module 1. Participant includes one future learning goal related to course content. | Coursework includes an evaluation of one of the learning goals articulated in the participant's Statement of Intention and Awareness from Module 1. | Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance. |
| **Summary of Learning** | Coursework includes three or more detailed connections to specific assignments completed or course content viewed (assigned readings or videos). | Coursework includes two general connections to course content. | |
| **Description of Positive Influence or Transformation** | Coursework includes two or more specific ideas for changes in one's professional practice with timelines.<br>OR<br>Coursework includes two or more detailed action steps with timelines for positively impacting other stakeholders. | Coursework includes one general idea for changes in one's professional practice.<br>OR<br>Coursework includes one action step for positively impacting other stakeholders. | |

All coursework is to be completed in the Teaching Channel online environment.

## Module 1

**1. Tell us about yourself!**
Before we begin with course content, write 1 sentence about yourself. You will be asked to include this background in each of the modules submitted for the course. This provides context for your responses and enables the course evaluator to respond with feedback tailored to your specific role in education. Here are three examples to guide you:

- I'm a 4th grade teacher and teach all subjects.
- I'm a middle school counselor.
- I'm out of the classroom on leave this year, but next year I'll be back teaching 9th grade science.

**2. Statement of Intention and Awareness**
At Teaching Channel, we want your learning to be purposeful and applicable to your professional practice. To do that, research says learners need to first identify their motivations and goals. Next, learners assess prior knowledge and previous experiences so they can create deeper connections to the course material.

Using the guidelines below, please address the following in your Statement of Intention and Awareness, in a total of two paragraphs, or more:

- Describe your motivation for learning about executive function.
- Summarize your previous knowledge or experience with executive function.
- List two learning goals you have for the course.

In Module 1, your evaluator will review your Statement of Intention and Awareness to ensure it is complete. It will be graded within your Reflection Requirement in Module 3, where you'll revisit your Statement of Intention and Awareness to identify your growth and learning from the beginning of the course to the end.

**3. Investigation: Read, View and Respond**
Watch the following videos from the author of our course text as she provides some important overarching ideas and introductions to executive function: (see online course)

*After reading the assigned resources, please respond in one paragraph or more for each prompt (unless otherwise noted). Please be sure that each paragraph meets our length requirement of 5 sentences, or more.*

From Chapters 1 - 4 in the course text:

A. Define executive functioning, in your own words.
B. Explain why you think the author calls executive functioning "the missing link to student achievement."
C. Chronic stress and/or trauma can affect both the brain and executive functioning. Describe the possible results of this change.

All coursework is to be completed in the Teaching Channel online environment.

D. Provide 2 examples of the positive impact student engagement has on learning.

E. React in writing to this quote on teaching your learners to collaborate,

"*Two heads may be better than one, but only when we can competently discuss our different perspectives."*

From Chapters 5-9 in the course text:

F. Articulate whether or not you think self-assessment, self-monitoring performance, and reflection increase empowerment in your learners.

G. Explain the importance of creating a classroom culture of efficacy.

H. The author states, "Given executive function skills are controlled by the prefrontal cortex of the brain, a key to improving executive function is to grow the brain!" Summarize two ideas for growing the brain of your learners.

I. As new research helps us to improve instruction, teachers find themselves transitioning from  "teacher" (supreme giver of knowledge) to facilitator. Express how you can make this shift, and how you feel about the change in role.

J. Share one concept you learned in the text that you feel you need to share with colleagues, and why others need to know about this concept.

## Module 2

1. Tell us about yourself!
Provide a one sentence or longer explanation of your role in the field of education.

2. Application: Building Life Skills
Executive function skills are not a content area to be mastered on its own. Instead, executive skills are life skills that can be built into other activities, including those taking place at school.

For this application, review the 6 categorizations in Chapter 1. Complete the chart in our template, noting either:

- Inclusion of these categories in your current practice OR
- Brainstorming ideas for implementation in your future teaching practice.

Please submit your completed template with your Module 2 coursework.

3. Application: Implement
Author Nancy Sulla writes, "Conscious control is the first step toward engaging with others and the outside world, and eventually, imagining and achieving a plan for one's life." That's pretty important to our and our students' overall health, happiness and well-being, right?

All coursework is to be completed in the Teaching Channel online environment.

For this application, review the activity and structure options in Chapter 2. Choose one to increase conscious control, and write a 1 page or more plan for implementation in your classroom, or your current role. Please include the following:

- Which activity or structure you chose
- Why you chose that particular activity or structure
- Who you will implement this with including grade levels and number of students
- A step-by-step plan for implementation
- The outcome you hope to achieve

If you can, implement this as planned and include student reactions/learning as a result of the activity or structure.

## 4. Application: Innovate

Do you wish your students would take ownership for their learning, or move from compliance (or non-compliance) to engagement? Watch these videos to learn about two ideas about transitioning through innovation to increase engagement!  (see online course)

Now, it's your turn! For this application, develop a 30-minute lesson that includes problem- or project-based learning, or the use of voice and/or choice. Include enough detail for a colleague to be able to teach it in your absence. This is where you get to be innovative, visionary, or creative! Go for it!

Please include the following in your lesson plan:

- Grade level and/or subject
- Lesson objectives
- Description of how voice/choice or problem based learning is embedded in the lesson
- Lesson steps (How will the lesson begin? What will students do? What will the teacher do?)
- Any formative and/or summative assessment activities
- Modifications or accommodations needed

## 5. Investigation: Resource Review

To complete the Resource Review, identify two resources related to (but not directly from) the course content to enhance your professional practice, and deepen your understanding of the course content.

Resources may include blog posts, podcasts, websites, videos, documentaries, films, articles, books, or journals, published within the last five years. To find a resource, we suggest a web search (Google, Bing, etc.) using terms or ideas from the course you'd like to learn more about, or that relate to your specific professional learning needs.

All coursework is to be completed in the Teaching Channel online environment.

Please provide the resource title, author, copyright or publishing date, and URL (if applicable). Then, in two paragraphs or more per resource, respond to one or more of the following:

- Share information about how the resource information could impact your professional practice
- Explain how each resource supports or challenges your professional assumptions
- Summarize any questions that remain, i.e.: gaps in information or contradictions

To meet "A" criteria as outlined in the course rubric, for each resource, include two or more different examples of how the resource supports or challenges assumptions, *and* explain two ways this resource will impact your professional practice.

**Module 3**

1. Tell us about yourself!
Provide a one sentence or longer explanation of your role in the field of education.

2. Application: Collaborate
Discussion skills are great tools to practice collaboration through executive skills. As the facilitator of classroom discussions, students must have clear expectations and guidelines in order to succeed. The author of the text introduces Accountable Talk® from the University of Pittsburgh as a way to build discussion skills.

For this Application, read the articles below, AND check out the video of Accountable Talk® in action.

- "Doing Accountable Talk in the ClassroomLinks to an external site.," by Resilient Educator
- "Using Accountable Talk to Empower StudentsLinks to an external site.," from Graduate Programs for Educators
- "Accountable Talk® Sourcebook: For Classroom Conversation That WorksLinks to an external site.," from the Institute of Learning - University of Pittsburgh

Now, choose a strategy that will help your learners (age appropriate, subject appropriate, etc.), and develop an overview of how you will incorporate Accountable Talk® in your classroom to improve students' collaboration skills.

You might develop discussion sentence starters, a student checklist for accountability, or another tool/activity. Be creative, and make sure you include any examples you create (i.e. anchor chart, checklists, etc.).

In one page or more, please submit the following with your Module 3 coursework:

- A description of and rationale for the strategy you selected
- Clear expectations and guidelines for students
- An explanation of how students will use Accountable Talk® to improve their executive skills, including measurements for success
- Any handouts or learning tools you developed to be used with Accountable Talk®

3. Application: Challenge the Status Quo

As we work with students to help them grow their executive skills, we must also challenge ourselves to try new strategies against our own status quo! This visual offers some ideas, but this assignment will encourage you to dig deeper!

Now, let's take a look at how you can make a change or two to your classroom instruction and challenge your own status quo. For this application, choose one of the following options:

Option 1: Empowerment

According to Sulla, "Empowerment is not something you teach, as much as something you foster through the classroom environment using a variety of structures." It might be a change to the status quo, but imagine the impact true empowerment would have for learners.

Choose one structure to increase empowerment from the list in Chapter 5. Consider how you could implement this structure into your classroom to further empower your learners. To complete this option, summarize in two paragraphs or more:

- What structure you will use from Ch. 5
- How you predict this will positively impact learners
- Why doing so effectively challenges your own status quo

Option 2: Creativity

Sulla indicates that creativity is an executive function skill, and it can be developed! To complete this option and challenge your own status quo, submit a five day overview outlining your ideas for varied experiences to honor creativity in your classroom.

Option 3: Genius Hour

Check out this awesome video on how Genius Hour impacts learners! (see online course)

Genius Hour or "20% Time" are two great ways to get your students' creative juices flowing. To complete this option, explore the webpage on Genius Hour and listen to the podcast! Then, submit two paragraphs or more explaining how you could implement Genius Hour in your virtual or face-to-face classroom and why this would challenge the status quo.

All coursework is to be completed in the Teaching Channel online environment.

Option 4: Leadership
The text includes a great visual (Figure 7.1) highlighting the super-skills needed to be a leader. They include:

- Vision
- Empathy
- Confidence
- Systems Thinking
- Integrity
- Intuition
- Courage

Building these super-skills will in turn strengthen executive functioning. Even students who lack some executive function skills can build leadership skills. Think about how you position leadership in your classroom, then answer the following questions in two paragraphs or more (total):

- Describe what you are currently doing to build the leadership skills of ALL learners
- Share one idea for how you can improve in in the area of making leadership accessible to all to challenge the status quo
- Detail one step you will take to "recast" students lacking some executive skills as leaders


4. Application: Executive Functioning Interventions
While we have covered skills, structures and activities that can be used with all students, there may be some students who need accommodations and/or intensive intervention to build their executive function skills. You now have the opportunity to research a skill to learn about interventions and accommodations to support students. For this application, please complete the following:

First, watch the video below. (see online course)

Then, review the following best practices for intervention implementation:

- Use of multiple data sources to inform decisions
- Identify specific skills in need of remediation
- Use of a goal to determine success
- Include environmental supports (accommodations) and skill instruction
- Evaluate the intervention to inform next steps

Next, read these articles on helpful accommodations for students struggling with executive function skills (you may use these for your research in the application that follows):

- "At a Glance: Classroom Accommodations for Executive Functioning Issues," by Amanda Morin
- Executive Function Fact Sheet, from LD Online
- "The Top 3 Accommodations for Students with EF Problems," by Joyce Cooper-Kahn

    All coursework is to be completed in the Teaching Channel online environment.

- "Executive Functioning Skills | IEP Goals, Objectives, Accommodations," from Lisa Lightning

Finally, please complete the following steps:

1. Using Appendix A in the text, choose one skill.

2. Research to find an intervention to use with a current, past, or future student to:

   - improve this skill
   - receive accommodations (environmental support)

   to help the learner reach target goals. (Remember, one size does not fit all, so take the student's strengths and challenges into account when choosing accommodations.)

3. In one page or more, summarize your research, with the skill, intervention(s), and accommodation(s) in mind. Be sure to include titles and URLs for your resources.

Submit a 1 page or more summary of your findings.


5. Reflection
In 2 or more double-spaced pages (12pt font), synthesize your learning by summarizing how your learning in this course has evolved your professional practice. To meet "A" criteria as outlined in the course rubric, your reflection should include:

- A comparison of your learning goals from your Statement of Intention and Awareness in Module 1 with your new learning, to assess how you've grown.
- One key takeaway from your learning.
- One future learning goal related to course content.
- Three or more detailed connections to specific course applications, information from readings, and other completed course activities.

And your choice of *one* of the following:

- Two or more specific ideas for changes to your professional practice with timelines for implementing changes.
- Two or more detailed action steps you'll take to positively influence others (students, parents, colleagues, administrators, community members, etc.), including implementation timelines.

All coursework is to be completed in the Teaching Channel online environment.