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## ***T&L 2900 – Foundations for Teaching and Learning***

### **Course-at-a-Glance**

**Instructor/Presenter:** Susan Akre, Jean Lubke, PhD

**Instructor of Record:** Sarah Holder. *Note: A reader and Learning Coach may also be assigned to the learner to read and provide feedback on written assignments.*

**Length:** 15 hours for one PD credit

**Dates:** Enroll Anytime – Complete in 4 months

**Professional Development Credit Options:** 1

#### **Introduction**

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Tight alignment of curriculum, instruction, and assessment is essential for student learning. In this course, the various aspects of planning, preparation, and best practices for continuous improvement in student and teacher success are explored. Participants will learn how to use a “SMART” goal-setting framework, the history and implementation of project-based learning, and the crucial role played by educators in shaping a safe, positive, and encouraging learning environment

#### **Getting Started and Course Directions**

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**Directions for Completing UND Professional Development Courses Using Hoonuit Content** are available upon the student's receipt of the welcome email from Hoonuit 3-8 days after online course registration.

#### **Course Objectives**

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This course details the value of project-based learning, best practices for continuous teacher improvement, and the importance of cohesion between curriculum, instruction, and learning environment.

#### **Learning Objectives**

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The learner will address:

- The unique challenges presented by collaborative goal-setting.
- How to use assessment data to design coherent instruction that takes into consideration the individual needs of students.
- The myriad of influences on students' achievement, such as learning style, family factors, and academic history.
- How philosophy, outcomes, curriculum, and assessment must be aligned to maximize student learning.
- The importance and fundamental characteristics of authentic learning, such as student-centered autonomy and academic rigor.
- How self-monitoring, through revision and adaptation, supports student success even in times of academic struggle.

## Module Topics

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### Pathway to Success: Planning and Preparation Using SMART Goals

- A. Getting Started
  1. Introduction
  2. Federal and State Legislation
  3. “S” Specific and Strategic, “M” Measurable, “A” Attainable
  4. “R” Results-Oriented and Relevant, “T” Time and Selection
  5. Designing Coherent Instruction
  6. Preparing for Students’ Learning
  7. Assessing Student Learning

### Alignment of Standards-Based Curriculum, Instruction, Assessment and Learning

- A. Getting Started
  1. Justification of Alignment
  2. How Did We Get Here?
  3. Children and Standards
  4. Curriculum
  5. Instruction and Evaluation
  6. Learning Environment, Leadership and Structure: What is Your Role?

### Project-Based Learning

- A. Getting Started
  1. Introduction
  2. Sources of Innovation: Dewey and Minnesota
  3. What is Project-Based Learning? Four Cornerstones: Student Centered Autonomy
  4. Four Cornerstones: Authenticity and Academic Rigor
  5. Four Cornerstones: Learning Relationships: Credits and Resources

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### **Professional Development Reflection**

- What new ideas or concepts did you learn?
- What teaching practices or concepts were reinforced?
- When applying the strategies and concepts you learned in this course into your daily practice, what went well?
- What would you change?
- How will students benefit from this course?
- What resources or ideas do you want to explore further? What questions or concerns do you still have?

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### **Course Requirements**

- A. Complete all the components for the required learning modules and electives relevant to you.
  1. Read all contents included
  2. View the module
  3. Activity and Assessment – at the end of each module you'll find a Dolt and Provelt. You must complete each and upload your Dolt as a Sharelt and comment on at least one other Sharelt.
  4. Upon completion of all required modules included in the course, the student will write a reflection. The reflection is included on the syllabus.

### **Assignments & Grading Percentages toward Final Grade**

The Learner Will:

1. Review all content within each module. (10% of grade)
2. Complete each module Dolt activity and upload as a Sharelt. (40% of final grade)
3. Comment on at least one other Sharelt per module. (20% of final grade)
4. Complete module Provelt with a score of 80% or greater. (20% of final grade)
5. Complete an end of course survey/reflection that follows the specifications provided (10% of final grade)

### **Grading**

**This online course uses Letter Grading (A – F) or Satisfactory/Unsatisfactory (S/U). The grading option must be selected at the time of course registration.**

Hoonuit courses will be graded on an S/U basis unless a special request is made by a district or because of a learner's district of employment's requirements for a letter grade to earn a lane change for pay increases or other significant reasons.

If a letter grade is selected, the learner must complete work to earn a minimum grade of B. To earn a B, the learner must earn at least 13-15 points on the following rubric for one credit.

To earn an A, all Provelts must have a score higher than 90% and earn at least 16-20 points on the rubric for one credit.

<b>Rubric</b>					
<b>Indicators</b>	<b>Beginner 1</b>	<b>Developing 2</b>	<b>Accomplished 3</b>	<b>Exemplary 4</b>	<b>Point s</b>

Demonstration of topic knowledge.	The learner does not demonstrate adequate knowledge of the topic.	The learner is beginning to adequately understand the topic.	The learner shows topic competency.	The learner shows topic mastery.	
The project/text has been created at a professional level.	The final project/text has numerous errors, is unorganized, or has problems with clarity.	The final project/text needs attention to errors, organization, and clarity.	The final project/text is mostly error-free, clear, and organized.	The final project/text is error-free, clear, and organized.	
All elements of the Dolt instructions have been completed thoughtfully.	The learner does not meet the majority of the Dolt requirements.	The learner meets most of the Dolt requirements.	The learner meets all of the Dolt requirements.	The learner goes above and beyond Dolt requirements.	
Providing feedback to others: Demonstration of activity knowledge.	The commenter does not demonstrate knowledge of the project/text.	The commenter has demonstrated a basic understanding of the project/text.	The commenter has demonstrated they have read and evaluated the ShareIt.	The commenter demonstrates that they understand the purpose and scope of the project, and have read and evaluated the ShareIt.	
Providing feedback to others.	The commenter has provided unhelpful or unkind feedback.	The commenter has provided basic feedback.	The commenter has provided kind, authentic/genuine feedback, including a minimum of two positive comments, and one needs-improvement comment.	The commenter provides kind, authentic/genuine feedback, and provides more than three suggestions/statements of feedback with a balance between positive and needs-improvement.	

## Scholastic Dishonesty

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Students enrolled in this course are expected to be aware of the seriousness of scholastic dishonesty. Unacceptable behavior, such as submitting someone else's work as your own, cheating on exams, or plagiarizing can result in failure of the course or other sanctions. For a more detailed description of these

policies, please refer to the UND Code of Student Life; Appendix IIIa-3, at: <http://und.edu/student-affairs/code-of-student-life/>