

## ***T&L 2900— Understanding & Implementing Common Core Standards***

### **Course at a Glance**

**Instructor:** Dr. Michael Sedler

**Facilitator:** Professor Steve Dahl, your contact for course content or examination questions.

**Length:** Approximately 45 hours, complete in 4 months

**Dates:** Rolling admission

**Number of Graduate Professional Development Credits:** 3, from the University North Dakota

### **Introduction**

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Welcome to *Understanding & Implementing Common Core Standards*, an interactive computer-based instruction course designed to give you a deeper understanding of the rationale for and structure of this particular standards-based framework. In this course you will learn a number of factors that contributed to the overall design of the Common Core Standards as well as practical pedagogical approaches that will support practitioners working toward deeper implementation. We will reflect on the instructional “shifts” emphasized throughout the Common Core Standards and contextualize the shifts based on the diverse population of students course participants serve. *Understanding & Implementing Common Core Standards* will also provide connections to a variety of instructional considerations that will support implementation regardless of educational context. Practitioners will be provided opportunities to reflect on current practice and the degree to which they align with the Common Core Standards as well as with colleagues across a wide range of settings implementing these standards.

This course is designed for anyone working to implement the Common Core State Standards with a diverse learning population across the K-12 spectrum. While the information presented may have relevance to any student-centered educational setting, it will have the most relevance for K-12 mixed ability classrooms.

This online, self-paced program can be started and completed at the student’s own leisure **within four months from the UND assigned course start date after enrollment.**

### **Learning Objectives**

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As a result of this course, participants will demonstrate their ability to:

- 1) Understand the major shifts in English and Language Arts/Literacy (ELA) and Mathematics reflected in the Common Core State Standards (CCSS)
- 2) Learn about the design features of the CCSS (what to teach) and implications for professional practice (how to teach it)
- 3) Explore research-based pedagogical strategies that align with what is emphasized in the CCSS

- 4) Appreciate the importance of mapping any implementation gap that may exist between current personal practice and what research indicates aligns with the CCSS
- 5) Self-reflect on the degree to which a "CCSS mindset" has been developed that supports the "what" (CCSS), the "how" (instruction), and the "who" (ALL learners) required for implementation
- 6) Develop a plan of action with implementation strategies designed to deepen student learning as well as generate evidence of your actions
- 7) Recognize the connection between the creation of equitable learning conditions and developing a "Common Core Mindset" that integrates a number of dimensions
- 8) Distinguish between "rigor" and "difficulty" and understand the implications for teachers
- 9) Articulate the difference between a "fixed" and a "growth" orientation and implications of each view for students and teachers
- 10) Self-assess the priority level to teach students that ability is expandable
- 11) Learn a seven-step process for teaching students that ability is expandable
- 12) Learn a four-step process for articulating standards and increasing student ownership over learning outcomes
- 13) Recognize the ways that student and teacher self-efficacy are interconnected
- 14) Learn the purpose of and a process for providing effective prescriptive feedback
- 15) Understand the significance of the emergence of educational neuroscience as it relates to implanting the Common Core Standards
- 16) Understand the importance of explicitly teaching academic language and methods for increasing student ownership of learning
- 17) Delineate the difference between a teaching strategy and a learning strategy
- 18) Articulate the rationale for using the compare and contrast learning strategy when implementing
- 19) Use web-based tools designed to simultaneously engage students with primary source documents and in higher order thinking skills
- 20) Learn strategies to increase comprehension and problem-solving skills
- 21) Develop an understanding of the role of reasoning and argument in the CCSS
- 22) Recognize why writing in numerous formats is an essential cross-cutting strategy
- 23) Provide evidence of professional context and learning within a course using a reflection strategy for further planning implementation of the CCSS the Common Core Standards

## Session Topics

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This course, **Understanding & Implementing Common Core Standards**, has been divided into four chapters. The organization of the course covers the rationale for and design of the Common Core State Standards, the "Common Core Mindset" practitioners need for successful implementation, and what specific actions can be taken for deeper implementation across settings.

- Chapter 1: Introduction to the Shifts Resulting From CCSS Implementation
- Chapter 2: Developing a CCSS Mindset
- Chapter 3: Common Core Mindset in Action
- Chapter 4: Thinking Through the Core

## Course Materials

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This computer-based instruction course is a self-supporting program that provides instruction, structured practice, and evaluation all on your home or school computer. Technical support information can be found in the Help section of your course. There are NO required textbooks.

## Assignments & Examinations

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### Assignments-

This course has two required writing components. **ALL ASSIGNMENTS ARE REVIEWED.**

#### 1) *Essay Requirement: Critical Thinking Questions*

There are four Critical Thinking Questions that you must complete. You will do research on the questions and write brief essay responses relating it to the course content (and your personal experiences, when possible).

#### 2) *Essay Requirement: Journal Articles*

This task requires you to write a review of three peer-reviewed or scholarly journal articles (blogs and news articles are not acceptable) of your choice on a topic related to this course.

### Examinations-

At the end of each course section, you will be expected to complete an examination designed to assess your knowledge. There are a total of 4 exams in this course. You may take these exams a total of three times.

## Grading

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This online course uses **Letter Grading (A, B, C, or F).**

- **Writing assignments for this course comprise 50%** of the final grade.
- **The remaining 50% of the grade will be the average from the four (4) course examinations.**

Course Grading Scale for Letter Grades:

A = 90 - 100% of total score

B = 80 - 89%

C = 70 - 79%

F= below 70%

## 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/>