COURSE SYLLABUS

COURSE: SHIFTING INSTRUCTION WITH THE FIVE CORE PRACTICES
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CREDITS: 3 GRADUATE PROFESSIONAL DEVELOPMENT CREDITS

Course Overview

In this course, you will gain the knowledge and skills to implement the five Core Practices outlined in the Insight Core Framework in your classroom or school. The Core Practices represent an approach to instruction that promotes college and career readiness.

Each Core Practice has with it associated instructional strategies that teachers can use to make sure students master college and career ready standards as well as model the type of instruction students are likely to experience in the first year of college or rigorous career training.

Research has shown these specific practices to be very high impact, aligned to state standards, and linked to positive outcomes, specifically showing how high school students can be best prepared for college and career. The five Core Practices of the Insight Core Framework are:

Core Practice #1: Know the Discipline Well
Core Practice #2: Prioritize Evidence over Opinion
Core Practice #3: Grow and Improve Students' Knowledge Base
Core Practice #4: Assess Progress Towards Mastery
Core Practice #5: Promote Intellectual Risk Taking and Persistence

Through illustrations, teacher modeling, and interactive exercises, you will identify the areas of your practice that are strong, and those that need to be further developed. By the end of this course, you will have designed lesson plans that incorporate each of the five Core Practices in order to effectively integrate them into your own instruction.

Course Presenters

Dr. Michael Moody

Michael Moody is the founder and CEO of Insight Education Group, Inc. In this role, he oversees all company operations and drives the development and implementation of Insight's innovative products and services.

Dedicating his career to ensuring every student gets a great education, Dr. Moody has extensive experience throughout the field. His work as a classroom teacher, school and district administrator, and consultant has provided him with the foundation necessary to understand first-hand the needs of students, teachers, and educational leaders.

He has supported the development and implementation of numerous school- and district-wide initiatives aimed at enhancing instructional efficacy and increasing student achievement. While serving as the chief academic advisor for

DC Public Schools, Dr. Moody's work contributed to the significant student gains and instructional advances seen throughout several previously underachieving schools. Read the <u>case study</u> for more information on his efforts and the notable results.

Now widely regarded as a thought leader in instructional reform, Dr. Moody works closely with educational leaders and key organizations, such as the Aspen Institute and The Bill & Melinda Gates Foundation, on the design and implementation of instructional initiatives, including educator effectiveness, standards-based instruction, and strategic planning.

Dr. Moody also coauthored *Strategic Design for Student Achievement* (Teachers College Press, 2009), and is often called upon to contribute to industry publications and academic journals. In addition, he regularly serves as a keynote speaker and facilitator at major conferences and events, drawing upon his deep knowledge of teaching and learning.

With a bachelor's degree from Marquette University, a master's degree in education with an emphasis in teaching and curriculum from the Harvard Graduate School of Education, and a doctorate in Urban School Leadership from the University of Southern California, Dr. Moody's academic background is reflective of his dedication to the field.

Dr. Richard Nyankori

Richard Nyankori is the executive vice president of Insight Education Group. Dr. Nyankori is responsible for increasing Insight's national impact and leading its product development team. He led the development of myCore, an award winning curriculum platform to help educators implement the Common Core State Standards. Currently, his team is working on an innovative video feedback and evaluation platform for educators called ADVANCE.

Dr. Nyankori is a board member of Brightside Academies—a leading provider of private early care, early learning, and Head Start services for low-income families in Pennsylvania, New York, and Ohio. Additionally, he advises Goalbook, an exciting start-up in the special education and blended learning space. He serves as a national advisor for the SWIFT Center, a five-year, $24.5 million grant from the U.S. Department of Education Office of Special Education Programs awarded to the University of Kansas to eliminate the silos in education by bridging general and special education.

Dr. Nyankori began his work as a special educator with the Baltimore City Public Schools where he taught mathematics, science, and reading and later became a school leader. He is the former deputy chancellor of Special Education with the District of Columbia Public Schools. While deputy chancellor, Dr. Nyankori instituted a series of extensive reforms to reverse decades-long decline in the provision of special education services and led the District out of major class action lawsuits. He is called on frequently to provide advice and counsel concerning special education issues. He began designing educational products at Performance Learning Systems and then at TNTP where he designed, among other offerings, an alter-training program leading to certification whose participants showed higher levels of performance than candidates from both traditional and non-traditional prep programs in Louisiana.

Dr. Nyankori earned his PhD in Education Policy, Planning, and Leadership from the University of Maryland, College Park. He has a master's degree in Curriculum and Instruction from McDaniel College and a Bachelor's in Sociology from Emory University. He is a 1993 Teach for America corps member and 2011 Pahara-Aspen Fellow.

As you take this course, you will:

- Observe teachers use the Core Practices.
- Examine research and best practices related to the Core Practices.
- Review and apply instructional pratices linked to college and career readiness.
- Access an application toolkit that provides resources for implementation.

Course Objectives

In this course, you will learn about:

1) The Five Core Practices and some of their basic characteristics. You will also become familiar with the characteristics of a college- and career-ready student that will support the implementation of these practices.
2) The strategies teachers can use in order to effectively implement *Know the Discipline Well* into their classroom instruction.
3) The strategies teachers can use in order to effectively implement *Prioritize Evidence over Opinion* into their classroom instruction.
4) The strategies teachers can use in order to effectively implement *Grow and Improve Students' Knowledge Base* into their classroom instruction.
5) The strategies teachers can use in order to effectively implement *Assess Progress Towards Mastery* into their classroom instruction.
6) The strategies teachers can use in order to effectively implement *Promote Intellectual Risk Taking and Persistence* into their classroom instruction.
7) How all of the Core Practices work together to create a dynamic classroom.
8) The five Core Practices and the ways they can be integrated and connected in classroom instruction.

Course Outcomes

By the end of each unit, you will become familiar with each Core Practice and their connection to career and college readiness, reflect on the extent you currently use the Core Practices in the classroom and determine initial steps for increasing implementation of them in your classroom.

By the end of this course, you will be able to:

1) Self-assess and reflect on the extent to which you currently use the Core Practices in the classroom and determine steps for increasing your implementation of those practices you are not currently incorporating.
2) Develop a plan to implement instructional strategies related to each Core Practice.
3) Create a unit plan that incorporates the five Core Practices.

Course Resources

Included within each unit are readings, resources, and materials available to download, save, and print. Please make sure you access all materials for each unit by clicking on the "Resources" tab to the right of the screen. At the end of each unit, you will find a KDS Application Toolkit that includes resources that can be used for implementation the next day, e.g., graphic organizers, project ideas, suggested texts, and all onscreen graphics that are available to print or download.

Methods of Instruction and Evaluation

- Pre and Post surveys
- Videos (presentations consisting of interviews and classroom footage)
- Readings
- Reflection questions
- Checks for Understanding (selected-response quizzes to assess understanding)
- Discussion forums (prompts that engage participants in online dialogue with their cohorts)
- Mid-course Project and Final Capstone Project

Academic Honesty

KDS recognizes plagiarism as a serious academic offense. Plagiarism is the passing off of someone else's work as one's own, and includes failing to cite sources for others' ideas, copying material from books or the Internet (including lesson plans and rubrics), and handing in work written by someone other than the participant. Plagiarism will result in a failing grade and may have additional consequences. For more information about plagiarism and guidelines for appropriate citation, consult plagiarism.org.

Grading Policy (using rubric 1-4 scale system)		Percentage of Course Credit	
Total grade for the course is a culmination of performance grades.		Course grade is determined by the following:	
A:	3.4 – 4.0	Reflections	15%
B:	2.7 – 3.3	Checks for Understanding	25%
C:	2.0 – 2.6	Mid-course Project	25%
F:	<2.0	Final Capstone Project	35%

In order to complete the requirements of the course, you must complete all course work (e.g., reflections, checks for understanding), including watching all videos and participating in all discussion forums. We do not award partial credit.

Checks for Understanding and Reflection Rubric

Assessment	Underdeveloped (1)	Basic (2)	Proficient (3)	Distinguished (4)
Checks for Understanding	65% or below	66-79%	80-89%	90-100%
Reflection Question	Participant has included little to no content indicating consideration and comprehension of course content. Participant has not addressed the questions posed. Participant has copied from the course transcript without synthesis or analysis.	Participant has included little that indicates consideration and comprehension of course content. Participant has answered most questions directly but some too briefly.	Participant has included appropriate content from the course content and made connections to practice. Participant has made thoughtful comments in direct response to the prompts.	Participant has provided rich detail and supporting examples from the course content and made specific connections to his or her practice. OR Participant has made thoughtful comments in direct response to the prompts and created next steps to support his or her learning.

Course Calendar

Unit 1: Introduction to the Five Core Practices

Objectives: In this unit, you will identify the Five Core Practices and some of their basic characteristics. You will also become familiar with the characteristics of a college and career ready student that will support the implementation of these practices.

Outcomes: By the end of this unit, you will be able to discuss a few of your strengths and weaknesses around the five Core Practices.

Resource: KDS Application Toolkit related to the unit topic that provides project ideas, reading suggestions, and templates to support classroom planning and instruction.

Readings:
- http://www.careerreadynow.org/docs/CRPC_4pager.pdf
- http://www.aypf.org/documents/RedefiningCollegeReadiness.pdf (pp 12 - 19)

Assessments: Reflection questions, Checks for Understanding

Unit 2: Core Practice #1 - Know the Discipline Well

Objectives: In this unit, you will identify the strategies teachers can use in order to effectively implement *Know the Discipline Well* into their classroom instruction.

Outcomes: By the end of this unit, you will be able to develop a plan to implement *Know the Discipline Well* into your classroom instruction.

Resource: KDS Application Toolkit related to the unit topic that provides project ideas, reading suggestions, and templates to support classroom planning and instruction.

Readings:
- Baumann, J. F., & Graves, M. F. (2010). What is academic vocabulary? *Journal of Adolescent & Adult Literacy,* (54)1, 4-12. doi: 10.1598/JAAL.54.1.1
- Feldman, K., & Kinsella, K. (2005). Narrowing the language gap: The case for explicit vocabulary instruction. *ReadAbout: Scholastic Professional Paper.* Retrieved from *http://teacher.scholastic.com/products/authors/pdfs/narrowing_the_gap.pdf*

Assessments: Reflection questions, Checks for Understanding

Unit 3: Core Practice #2 - Prioritize Evidence over Opinion

Objectives: In this unit, you will identify the strategies teachers can use in order to effectively implement *Prioritize Evidence over Opinion* into their classroom instruction.

Outcomes: By the end of this unit, you will be able to develop a plan to implement *Prioritize Evidence over Opinion* into your classroom instruction.

Resource: KDS Application Toolkit related to the unit topic that provides project ideas.

Readings:
- Brown, S., & Kappes, L. (2012). Implementing the Common Core State Standards: A primer on "close reading of text". Retrieved from http://www.aspendrl.org/portal/browse/DocumentDetail?documentId=1396&download
- Fisher, D., & Frey, N. (2012). Text-dependent questions: Effective questions about literature and nonfiction texts require students to delve into a text to find answers. *Principal Leadership,* 71-73. Retrieved from http://standardstoolkit.dpsk12.org/files/Article_Text_Dependent_Questions.pdf
- The Aspen Institute. (2012). Text dependent questions and the CCSS. Retrieved from http://www.coloradoedinitiative.org/wp-content/uploads/2014/04/Text-Dependent-Questions.pdf

Assessments: Reflection questions, Checks for Understanding

Unit 4: Core Practice #3 - Grow and Improve Students' Knowledge Base

Objectives: In this unit, you will identify the strategies teachers can use in order to effectively implement *Grow and Improve Students' Knowledge Base* into their classroom instruction.

Outcomes: By the end of this unit, you will be able to develop a plan to implement *Grow and Improve Students' Knowledge* Base into your classroom instruction.

Resource: KDS Application Toolkit related to the unit topic that provides project ideas.

Readings:
- Kolk, M. (n.d.). Write a great authentic task. Retrieved from http://creativeeducator.tech4learning.com/Uploads/pdfs/v01/Writing_an_Authentic_Task.pdf

Assessments: Mid-Course Project

Unit 5: Core Practice #4- Assess Progress towards Mastery

Objectives: In this unit, you will identify the strategies teachers can use in order to effectively implement *Assess Progress Towards Mastery* into their classroom instruction.

Outcomes: By the end of this unit, you will be able to develop a plan to implement *Assess Progress Towards Mastery* into your classroom instruction.

Resource: KDS Application Toolkit related to the unit topic that provides project ideas.

Readings:
- Wiggins, Grant (December 2013/January 2014). How Good is Good Enough?, Educational Leadership, 71(4), 10-16. Retrieved from http://www.ascd.org/publications/educational-leadership/dec13/vol71/num04/How-Good-Is-Good-Enough%C2%A2.aspx
- Miller, Jeanetta Jones (2013). A Better Grading System: Standards-Based, Student-Centered Assessment, English Journal, 103(1), 111-118. Retrieved from http://www.ncte.org/library/NCTEFiles/Resources/Journals/EJ/1031-sep2013/EJ1031Better.pdf
- Assessment, It's Not Just for Experts Anymore. [Blog Post] http://bondessays.carnegiefoundation.org/; The Assessment of "Understanding". [Blog Post] Retrieved from http://bondessays.carnegiefoundation.org/?p=17; The Think-Aloud Protocol: A High Yield/Low Stakes Assessment. [Blog Post] http://bondessays.carnegiefoundation.org/?p=9

Assessments: Reflection questions, Checks for Understanding

Unit 6: Core Practice #5 - Promote Intellectual Risk Taking and Persistence

Objectives: In this unit, you will identify the strategies teachers can use in order to effectively implement *Promote Intellectual Risk Taking and Persistence* into their classroom instruction.

Outcomes: By the end of this unit, you will be able to develop a plan to implement *Promote Intellectual Risk Taking and Persistence* into your classroom instruction.

Resource: KDS Application Toolkit related to the unit topic that provides project ideas.

Readings:
- Dweck, C. S. (2007/8). The secret to raising smart kids. *Scientific American Mind*, *18*(6), 36-43. Retrieved from http://www.scientificamerican.com/article/the-secret-to-raising-smart-kids/
- Richard, M. G. (2007, April 15). Fixed mindset vs. growth mindset: Which one are you? [Blog post]. Retrieved from http://michaelgr.com/2007/04/15/fixed-mindset-vs-growth-mindset-which-one-areyou/
- Ruff, J. (2010). Collaboration, critique and classroom culture. *UnBoxed: A Journal of Adult Learning in Schools*, *6(Fall)*. Retrieved from http://www.hightechhigh.org/unboxed/issue6/collaboration/

Assessments: Reflection questions, Checks for Understanding

Unit 7: Core Practices in Action

Objectives: In this unit, you will observe how all of the Core Practices work together to create a dynamic classroom.

Outcomes: By the end of this unit, you will be able to develop a plan to fully incorporate the Core Practices into your classroom instruction.

Assessments: Reflection questions, Checks for Understanding

Unit 8: Course Closing

Objectives: In this unit, you will reflect on the five Core Practices and identify the ways they can be integrated and connected in classroom instruction.

Outcomes: By the end of this unit, you will be able to create a unit plan that incorporates the five Core Practices.

Assessments: Final Capstone Project