South Atlantic Conference of Seventh-day Adventists
Office of Education
Developing and Supporting Instructional Effectiveness (PK-12)

Professional Development Syllabus for Summer 2020

Class Meetings

Class: July 13 - 16 (1:00 PM to 5:00 PM; Grades PK-12)

Instructors

Dr. Michael Jon Cookenmaster, EdD, Associate Superintendent of Schools

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What we will study?

Course Description

Learn applicable tips and techniques to engage a new generation of students, building student relationships, developing positive school and classroom culture, develop engagement-based learning and teaching, and using technology to engage all students. Additionally, Respond to Intervention early by implementing effective, research-based techniques with your students providing Multi-tiered Structural Supports with data to driving your instruction.

Textbooks

Richard D. Jones, *A Handbook for Teachers: Learner Engagement for Academic Success* (ISBN-13**:** 978-1935300755)

Gayle Greggory & Carolyn Chapman , *Differentiated Instructional Strategies: One Size Doesn't Fit All, Third Edition* (ISBN-10: 9781452260983)

Biblical Foundation for the Course

Professional development (PD) opportunities are nearly universal in the experiences of U.S. educators, both in public school settings and in Christian schools. The question of which PD strategies are most effective has become more critical in recent years, as schools face increasing internal and external pressures to improve student outcomes and optimize instructional expenditures. As a result, many school leaders are seeking to identify PD opportunities with high return on investment in terms of student learning and achievement.

Learning Outcomes

Upon successfully completing this course, the student will be able to:

1. Create a climate for learning and engagement.
2. Determine key factors to building relationships with learners.
3. Understand and implement data-driven instructional supports through MTSS
4. Adjust and compact student learning through differentiation.
5. Identify research-based strategies which maximize student success.
6. Applying MTSS in the Adventist classroom with little support in comparison with your public school counterpart.
7. Define how to engage 21st Century learners for academic success.
8. Determine key factors to building relationships with learners.
9. Understand and implement data-driven engagement.
10. Work with others in the school to develop a school culture of engagement.
11. Identify and implement the preconditions for engagement-based teaching and learning.
12. Understand and define the pedagogy for engagement-based teaching and learning.
13. Apply technology solutions to increase rigor and relevance in the classroom.

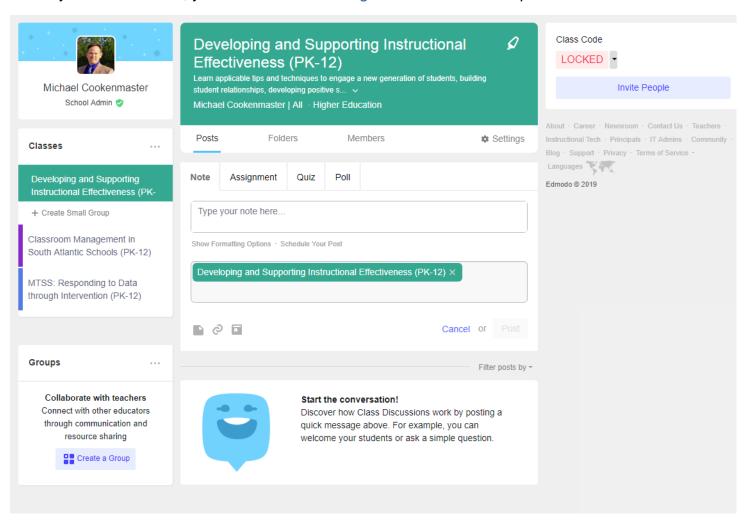| Day	Topic	Chapters	Individual Coursework Activity
June 24	*Learner Engagement…* Engaging Today's Learners; Building Learner Relationships; and Data-driven Engagement *Differentiated Instructional…* One Size Doesn't Fit All; Creating A Climate for Learning; and Knowing the Learner.	1 – 3 1 - 4	• Read chapters • Answer daily DQ • Respond to co-learner DQ
June 25	*Learner Engagement…* School Culture of Engagement; Preconditions for Engagement-based Learning and Teaching *Differentiated Instructional…* MTSS-RTI Forms and Compacting and Adjusting; Instructional Strategies for Students Success	4 & 5 5 & 6	• Read chapters • Answer daily DQ • Respond to co-learner DQ
June 26	*Learner Engagement…* Pedagogy for Engagement-based Learning and Teaching; and Technology Solutions Differentiated Instructional… Curriculum Approaches for Differentiated Classroom: Putting It All Together	6 & 7 7 & 8	• Read chapters • Answer daily DQ •
June 27	MTSS and Adventist Education		• Turn in Final Project on Edmodo Complete SU PD Form

How we will study

Instructions for accessing and using Edmodo

The website for course access is Edmodo.com. Here you will find an electronic version of the syllabus, descriptions of course activities, discussion questions (DQ), final project, and links to a variety of resources.   The official link to the class is https://new.edmodo.com/groups/developing-and-supporting-instructional-effectiveness-pk-12-29550677.

Course Header

In every Edmodo course, you will see the following header which has important links:

It is critical that when you post or respond DQ questions, you do so only under the "Posts" thread. Submit your final project as a PDF to the "Assignments" thread. The final assignment may be found on the main thread and under "What's Due" on the top header of the classroom forum page.

Academic Honesty

As Adventist educators we should each be committed to honesty in all things, including academics. Always give credit to any sources you use in your work. Presenting someone else's work as your own is dishonest.

Coursework Log

- Daily attendance
- Read assigned chapters and be ready to participate in class discussions and demonstrations.
- Answer the daily DQ post each day by 6:00 PM.
- Respond to one other individual's DQ answers each day by 7:00 PM.
- Complete the final project by 6:00 PM of the final day of class, July 3, 2019.
- Complete the Southern Union Conference Office of Education Application for Continuing Education Units, including one paragraph on how this course will alter your instructional practices this coming school year.

Final Project

Write a final essay in which you describe your plans for this coming school year to develop and support instructional effectiveness in your classroom, if you are a teacher, or at your school, if you are the principal. Your final essay should comprise the following sections: 1). Engaging a new generation of learners; 2) activities for building relationships with students; 3) key elements of positive classroom or school culture; 3). Teaching in Quadrant – D; 4) Using technology to engage rigor and relevance; 5) Key Components to Successfully Implementing MTSS.

There is no word limit. The content should be genuine, relevant, and show a desire for you to make a difference in the lives of your students based on the information you have learned in this course.

Absences and Make-Up Work

This course is for professional clock hours. The course has not been registered with Oakwood University nor Southern Adventist University for academic credit. A total of 18 clock hours or 1.8 CEUs will be available for teachers needing re-certification. Failure to be in attendance each day of the training for the full time and complete all the course requirements will result in no certificate of hours being provided to the learner.