



Professional Development Institute

Flex Course Syllabus

Moving Beyond Remediation to Empower Sustainable Learning (K-12)

PDI Course Number: 154T02

UCSD Course Number: EDUC42546

If you would like information about receiving post-baccalaureate (graduate) credit for completing this course, [please click here](#).

Course Timeline

Participants have one year to complete the course. Participants must spend a minimum of three weeks in this course.

Course Description

Do you often find yourself feeling frustrated because despite your best efforts, students appear to be slipping backwards instead of steadily moving forward? Are you finding it difficult to move past remediation so that your teaching practices can become more sustainable? The pandemic turned the educational landscape upside down, with many teachers finding themselves reteaching skills and standards from prior years before launching into their grade-level content. This online course is designed to equip K-12 teachers with the tools they need to target students with varying academic needs who are at different readiness levels so that they can successfully take on their grade-level content. The course begins by outlining the steps to properly identify the essential standards and pre-requisite skills required to make learning more sustainable. From there, teachers will learn how to prioritize critical skills and adjust their year-long scope and sequence accordingly. Teachers will explore how to utilize pre-assessment, as well as formative and summative assessments to monitor student progress. Guided by an MTSS framework, teachers will learn to tailor their instruction of essential standards into Tiers 1, 2, and 3. Teachers will explore several strategies for involving students in the learning process thereby keeping them more engaged. Finally, teachers will learn how to switch their mindsets from one of a loss perspective to that which strives to make the teaching process more sustainable. By the end of

this course, teachers will feel more confident and successful in their quest to attack the unique barriers that exist in terms of learning and knowledge retention so that students can get on the road to recovery as quickly and as efficiently as possible.

Educational Outcomes

1. Teachers will partake in an in-depth analysis of the digital learning timeline since the beginning of the COVID-19 pandemic until present time to thoroughly understand how learning has shifted over time.
2. Teachers will understand the inequities of digital learning, including learning model disparities and the challenges faced by students and school staff during the COVID-19 pandemic.
3. Teachers will learn about the various effects that the COVID-19 pandemic had on students, including how it affected standardized state testing, the growing achievement gap, and the students' social-emotional states.
4. Teachers will learn how they can alter their responses to learning deficits, even if those deficits were expected.
5. Teachers will learn a variety of strategies for jettisoning their six different deficit mindsets in favor of more equitable mindsets so that sustainable learning can be achieved and supported.
6. Teachers will understand what sustainable teaching entails, and they will learn how "slowing down to speed up" can offset the negative effects of the COVID-19 pandemic.
7. Teachers will learn how to use best data-driven instructional practices to prioritize critical skills and standards so that the results can be used to create a strategic year-long scope and sequence plan.
8. Teachers will learn how to organize their priority standards and adjust their strategic year-long scope and sequence plan.
9. Teachers will learn how to identify students' learning deficits during the first few weeks of school so that this information can then be added to their strategic year-long scope and sequence plan.
10. Teachers will learn how to use data-driven instruction to create quality pre-assessments.
11. Teachers will explore several strategies for creating quality formative assessments, including such tools as a minute paper, the muddiest point, exit tickets, and progress monitoring.
12. Teachers will understand the criteria needed for creating quality summative assessments, including how to keep them aligned with essential standards.
13. Teachers will learn how to embrace the principles of a multi-tiered system of supports (MTSS) so that they can better "fit" their responsibilities into their daily schedules so that sustainable teaching can be achieved.
14. Teachers will explore several strategies for involving students in the learning process, including giving them voice and choice, employing various questioning strategies, providing effective feedback, and connecting lessons to students' experiences.
15. Teachers will take a deep dive into schoolwide supports as a way to provide Tier 3 intensive instruction.

16. Teachers will explore how a professional learning committee (PLC) can be used as a vehicle to make teaching more sustainable.
17. Teachers will learn about the MTSS framework, including how it can be used to address gaps in learning.
18. Teachers will understand how collaboration and communication form the foundation of the MTSS framework.
19. Teachers will explore the different components that make up a MTSS team.
20. Teachers will understand how the grade- or department-level representatives and the schoolwide MTSS team work together for the benefit of all students.

Instructional Media

- Online Discussions
- Online Engagement
- Online Collaboration
- Instructor Feedback
- Instructor Interaction
- Online Resources and Websites
- Supplemental Instructional Materials
- Printable Classroom Resources

Evaluation

- Test #1 (5% of final grade)
- Test #2 (5% of final grade)
- Test #3 (5% of final grade)
- Test #4 (5% of final grade)
- Test #5 (5% of final grade)
- Autobiography and Goals for the Course (10% of final grade)
- Article/Video Reflection (15% of final grade)
- Course Collaboration/Share Ideas with the Class (10% of final grade)
- Cumulative Assignment/Project: Identify an Essential Standard and Design Activities for Tier 1, 2, and 3 Instruction (20% of final grade)
- Culminating Practicum (20% of final grade)

Topical Outline

Unit One

- The Movement into Digital Learning
- The Inequities of Digital Learning
- The Effects of the Pandemic on Students
- **Assignment #1**

Write an autobiography including information about yourself, your grade level and what you specifically hope to learn about helping students move beyond remediation to achieve sustainable learning within the K-12 classroom. Your autobiography should be a minimum of three paragraphs.

- **Test #1**

Unit Two

- Altering Our Response to Learning Deficits
- Switching Mindsets
- Finding a Sustainable Path Forward
- **Assignment #2**

As an educator, it is important to be aware of the research, studies, and professional work done in the field. In the course, you will find an article and video that are relevant to the specific course content. Read the article and then write an essay with your thoughts.

- **Test #2**

Unit Three

- Prioritizing Critical Skills
- Adjusting Year-Long Scope and Sequence
- First Few Weeks of School
- **Assignment #3**

Online Discussion Board Participation/Engagement: Please post a tip, strategy, or idea that specifically relates to helping students move beyond remediation to achieve sustainable learning within the K-12 classroom. The tip, strategy, or idea that you share needs to make a difference to other teachers in their own classrooms. Your assignment should be a minimum of three paragraphs and detailed enough for another teacher to follow easily. This is a great opportunity to share and collaborate with other teachers at your grade level around the country. Take time to review and respond to other postings that are relevant to your classroom population in order to gain effective ideas to use immediately in your classroom.

- **Test #3**

Unit Four

- Creating Quality Pre-Assessments
- Creating Quality Formative Assessments
- Creating Quality Summative Assessments
- **Test #4**

Unit Five

- Sustained Learning Logistics

- Strategies to Involve Students in the Learning Process
- Schoolwide Supports
- **Test #5**

Unit Six

- Sustainable Teaching in Community: Utilizing PLCs
- Embracing MTSS to Address Learning Gaps
- Communicating and Collaborating within a MTSS Framework
- **Assignment #4**
***PART I:** Choose one standard at your grade level that you have identified as being essential. In one paragraph, explain how this standard meets the four guidelines, as set forth in “Prioritizing Critical Skills.” Your paragraph needs to detail specifically how your chosen essential standard answers the questions contained within Assignment 4.*
***PART II:** Use the essential standard defined in Part I above and design an activity for each of the three tiers of MTSS instruction. The first tier should be something that the whole class can do to support the learning of this essential standard. For those students who may still require re-teaching of this essential standard, design a Tier 2 activity that accomplishes this in a small group. Your Tier 3 activity should be much more intensive and should only apply to a few individual students, at most. To obtain full credit, your activities must meet all the requirements as set forth in Assignment 4.*
- **Assignment #5**
The culminating practicum is a three-step process. (1) In the first assignment, you were asked what goals you had and what you hoped to learn from the course. Think back to your original goals for this course. Write a minimum two-paragraph reflection specifically describing how what you learned can be used to help you reach those goal(s). (2) Next, write a minimum three-paragraph plan that specifically describes the ways in which you intend to implement a particular strategy you learned in this course into your own teaching situation. (3) Last, write a minimum two-paragraph reflection describing a student you have or have had in the past. Then, discuss how the strategies you learned in this course will specifically benefit that student as you put your plan into action.

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