**University of Alaska Anchorage**

**School of Education**

**3211 Providence Drive**

**Anchorage, Alaska 99508-8269**

**ED 555**

**Developing Driven Learners: Habits of Mind & Personalized Learning**

**1 Credit, Graded A-F**

**Fall 2018**

**Course Sponsor:** Kenai Peninsula Borough School District

**Grading Instructor:** Amanda Adams

**Instructor:** Amanda Adams

**Contact Information**

**Address:** KPBSD

148 N. Binkley St, Soldotna, AK 99669

**Telephone:** 907.254.1920

**Email address:** aadams@kpbsd.org

**Course Meeting Information**

**Location:** KPBSD School Sites and Online Forum (course may be offered synchronously, online, or blended)

**Start and End Date:** October 22nd – December 21st, 2018

**Class Day(s) & Time(s):** Weekly contributions and meeting during 10/22-12/21

**Final Proj/Paper Due:** December 23rd, 2018

**Course Description:** The Kenai Peninsula Borough School District’s mission is to empower all learners to positively shape their futures. This course is to create and prepare for teaching practice that will encourage participants to dive into the realm of personalized learning through utilizing backwards design and habits of mind. From a district perspective, the purpose of this course is to provide the Professional Development that will allow the educators in KPBSD to grow their practice and acquire new knowledge. The intention for this course is to provide Professional Development that helps a teacher to bridge the gap from current practice to personalization.

**Intended Audience:** KPBSD Educators

**Enrollment Restrictions:** None

**Course Prerequisite/Co-requisites:** None

**Alignment with School of Education Vision, Mission, and Conceptual Framework:**

We believe that the preparation and support of professional educators is the shared responsibility of the University of Alaska Anchorage and our partners, and that our programs must evolve dynamically in response to unique community needs, research, and continuous program assessment. This PACE course is designed to meet a professional development need in response to our partner school districts and professional organizations. The course fits within the mission of the UAA School of Education as we encourage lifelong learning to meet the challenges of a rapidly changing world.

**Link to Standards for Alaska Teachers:**

This professional development effort is rooted in the fundamentals of the standards for Alaska Teachers. It is offered to encourage and support practicing educators in attaining, maintaining, or surpassing the standards that, as stated in Standards for Alaska’s Teachers, “clearly define the skills and abilities our teachers and administrators need to possess to effectively prepare today’s students for successful lives and productive careers.” (Mike Hanley, <http://www.eed.state.ak.us/standards/pdf/teacher.pdf>)

**Learning Forward Standards for Professional Learning:**

This course is informed by the Learning Forward Standards for Professional Learning which outline the “characteristics of professional learning that leads to effective teaching practices, supportive leadership, and improved student results.” As explicit in the standards, “professional learning is for educators to develop the knowledge, skills, practices and dispositions they need to help student performance at a higher level.” (<https://learningforward.org/standards-for-professional-learning>)

**Course Design:**

a*.* Requires 15 contact hours and an average of approximately 30 hours of engaged learning outside of class for the average student.

b. Does not apply to any UAA certificate or degree program.

c. No UAA lab and/or materials fees beyond standard charges.

d. This course is based upon the collegial sharing, collaboration, and support of the participants and facilitator as a community of learners. Course activities will include discussions and sharing of practice.

**Instructional Goals and Defined Outcomes:**

**Goal 1:** Participants will gain a clear understanding of how cultivating the Habits of Mind in students creates a culture of Personalized Learning.

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| **Student Outcomes:** | **Assessment Measures:** | **Standards Addressed:** |
| The Students will be able to understand how the habits of mind influence a student’s ability drive their own learning. | Teachers will deepen their understanding of the habits of mind through discussion, self-assess their current practices for explicit instruction of the habits of mind, and identify their goals for expanding use of habits of mind in their practices | Domain 1 Planning and Preparation: 1d Demonstrating Knowledge of Resources & 1e Designing Coherent Instruction  Domain 2 The Classroom Environment: 2b Establishing a culture for learning  Domain 3 Instruction: 3a Communicating with Students |

**Goal 2:** Participants will build an awareness of the Habits of Mind and how they affect a learner.

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| **Student Outcomes:** | **Assessment Measures:** | **Standards Addressed:** |
| The Students will be able to utilize the habits of mind vocabulary and concepts in their teaching practice. | Teachers will familiarize themselves with the vocabulary and concrete examples of the habit of mind through discussion and reflecting on the way in with they communicate with students about their behavior and their learning particularly through feedback and questioning/discussion techniques. | Domain 2 The Classroom Environment: 2b Establishing a culture for learning  Domain 3 Instruction: 3a Communicating with Students and 3b Using Questioning and Discussion Techniques |

**Goal 3**: Participants will build their awareness of the larger conversation surrounding personalized learning.

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| **Student Outcomes:** | **Assessment Measures:** | **Standards Addressed:** |
| The students will be able to construct understanding of the relationships surrounding the different vocabulary used related to personalized learning in the global discussion. | Teachers will compare the terminology that is used in the KPBSD discussion on personalized learning to the wider discussion by building understanding of the different formats used for personalized learning and how they relate to each other. | Domain 1 Planning and Preparation: 1a Demonstrating Knowledge of Content and Pedagogy  Domain 4 Professional Responsibilities: 4d Participating in a Professional Community, 4e Growing and Developing Professionally |

**Goal 4:** Participants will apply their knowledge of Universal Backwards Design to the Personalized Learning and Habits of Mind.

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| **Student Outcomes:** | **Assessment Measures:** | **Standards Addressed:** |
| The students will be able to utilize backwards design planning in relation to building habits of mind in students through the format of personalized learning. | Teachers will apply backwards design planning to include elements of habits of mind development. | Domain 1 Planning and Preparation: 1b Demonstrating Knowledge of Students, 1c Setting Instructional Outcomes, 1e Designing Coherent Instruction |

These outcomes address the Danielson Framework for Teaching Evaluation Instrument, summarized below:

Domain 1 Demonstrating Knowledge of Content and Pedagogy

Domain 2 The Classroom Environment

Domain 3 Instruction

Domain 4 Professional Responsibilities

Assessment of Student Performance (beyond attendance):

1. The ultimate test of the students is to have a successful and sustainable implementation of incorporating Habits of Mind and, in turn, personalization for students in their educational practice. Students will demonstrate leadership and clear reflection in their participation during this class time and especially after the classwork to get a deep understanding of effective planning and preparation for Personalized Learning with an emphasis on building ownership and direction by students. Furthermore, creating systems that are sustainable is vital to true change. Students will be evaluated on their willingness and effort in growing their practice and their ability to adapt to changing expectations.

Student will also be required to share Backwards designed units that incorporate both habits of mind and personalized learning in their educational practice utilizing the content of this course as it applies to their educational practice. Unit plans should be in UBD format.

Products and Performances

1. The application of the course content ultimately comes in the form of changes in the educational practices of students. They will provide continual reflection on their practice as they move through the course content. Students will be expected to demonstrate action steps and changes in their practices as they move through the course.

Expected Integration of knowledge and Skills

1. The concept of personalized learning and the culture of learning can seem vague and unattainable when generally spoken of. The content of this course allows for concrete action steps and approach to created change that is sustainable. The students will also be able to return with the knowledge gained in the class to re-examine their own educational practice and gain the information from other practitioners in the course. This is something that is rarely possible during day-to-day educational practice without formal opportunities as afforded in this course.

**Writing Style Requirements:**

Participants’ writing will reflect the clarity, conciseness, and creativity expected of post-baccalaureate certificated educators.

**Attendance and Make-up Policy:**

Participants are expected to actively and collegially participate in all sessions as a contributing member of a learning community. Attendance at every session is, therefore, very important and make-up for missed sessions will be approved by the instructor on an exception basis only.

**Course Assignments, Assessment of Learning, and Grading System:**

Course grading will be A-F Grading Scale based upon the following. Models and rubrics will be provided for each assignment.

a. Participation and Collegial Support 30%

Participants will be expected to actively and collegially participate in discussions, activities, and other process experiences during the seminars and group sessions.

b. Group Activities 30%

Participants will participate actively in a variety of activities that are designed to deepen understanding of the concepts.

c. Final Project/Presentation 40%

Participants will present their final project on that demonstrates the application of the course content in their education practice.

**Quality of Work**

Assignments, projects, papers, presentations, etc. will be graded for quality as follows:

“A” work demonstrates originality, scholarship or critical thinking, clear grasp of the theories presented; excellent in all aspects.

“B” work is complete, comprehensive, and well prepared; clearly indicates that considerable time and intellectual effort was expended in preparing the assignment.

“C” work is completed as requested, on time, and in appropriate format, addressing the expectations fully.

“D” work is below average; incomplete or late; in inappropriate format; does not meet course standards, shows limited effort and understanding.

“F” indicates that the student has not met the guidelines for “A-D” work.

**Course Calendar/Schedule:** Weekly Assignments due Sundays at Midnight

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| Week | Due Date | Activity |
| 1 | 10/28 | * Overview of class / Complete Introduction * Introduce Canvas Platform |
| 2 | 11/4 | * Chapter 1: Empowering Students to find their own way |
| 3 | 11/11 | * Chapter 2: Toward a More Student-Driven Practice |
| 4 | 11/18 | * Chapter 3: Beginning with the End in Mind |
| 5 | 11/25 | * Chapter 4: How Students Can Show What they Know |
| 6 | 12/2 | * Chapter 5: What Personalized Learning Looks Like, Feels Like, and Sounds Like |
| 7 | 12/9 | * Chapter 6: Promoting Student Growth |
| 8 | 12/16 | * Chapter 7: Creating a Culture of Personalized Learning |
| 9 | 12/21\* | * Final adjustments to student work * Course Evaluation |

**\*Final paper/project due: December 21st, 2018**

Required Text/Materials:

Kallick, B., & Zmuda, A. (2017). *Students at the center: Personalized learning with habits of mind*. Alexandria, VA: ASCD.

Content References:

Adams, G., Danielson, C., Moilanen, G., & Association for Supervision and Curriculum Development. (2009). *Enhancing professional practice: A framework for teaching*. Alexandria, Va: ASCD.

Arney, Liz. (2015). *Go blended*. San Francisco, CA: Jossey-Bass.

Carrington, Allan. (N.D.) *The home of the pedagogy wheel.* The Designing Outcomes Website. Retrieved from <https://designingoutcomes.com/>.

Christiansen Institute. (2017). *Blended learning models*. Blended Learning Universe. Retrieved from <https://www.blendedlearning.org/models/#flip>.

Couros, G. (2015). *The innovator’s mindset: Empower learning, unleash talent, and leave a culture of creativity.* San Diego, CA: Dave Burgess Consulting, Inc.

Costa, A. L., & Kallick, B. (2000). *Discovering & exploring habits of mind*. Alexandria, VA: Association for Supervision and Curriculum Development.

Horn, Michael B., author. (2015). *Blended: using disruptive innovation to improve schools.* San Francisco, CA: Jossey-Bass.

Powell, A, Rabbitt, B, and Kennedy, K. (2014, October*). iNACOL blended learning teacher competency framework*. Retrieved from <http://learningaccelerator.org/media/e9a8d34d/iNACOL-Blended-Learning-Teacher-Competency-Framework%20(1).pdf>.

Redbird Advanced Learning. (2014). *Blended learning roadmap*. Retrieved from <http://redbirdlearning.com/wp-content/uploads/2015/02/Redbird-BL-Roadmap-2014.pdf>

The Learning Accelerator. (N.D.) *Real-Time data use.* Blended and Personalized Learning Practices at Work. Retrieved from <http://practices.learningaccelerator.org/topics/real-time-data-use>.

The Teachers Guild. (N.D.) *Daring to design*. Learning Studio & PLUSSED. Retrieved from <http://www.teachersguild.org/>.

Tucker, C. & Wycoff, T. (2017). *Blended learning in action: A practical guide toward sustainable change.* Thousand Oaks, CA: Corwin Press.

Wycoff, Tiffany. (2017, February 11). *Wired for blended learning success in science*. Teaching on the Edge. Retrieved from <http://www.teachontheedge.com/2017/02/wired-for-blended-learning-success-in.html>.

Standards References:

Alaska Comprehensive Center. (2012). *Guide to Implementing the Alaska Cultural Standards for Educators.* Juneau, AK: Alaska Department of Education and Early Development.

Alaska Native Knowledge Network. (1998). *Alaska standards for culturally responsive schools.* Fairbanks, AK: University of Alaska Press.

International Society for Technology in Education. (2008). ISTE Standards for technology in education Practitioners. Retrieved from <https://www.iste.org/docs/pdfs/20-14_ISTE_Standards-T_PDF.pdf>.

State of Alaska Department of Education and Early Development. (1997). *Standards for Alaska teachers*. Juneau, AK: Author.

State of Alaska Department of Education and Early Development. (2006). *Content standards for Alaska students.* Juneau, AK: Author.

State of Alaska Department of Education and Early Development. (1999). *Performance standards for Alaska students.* Juneau, AK: Author.

**Course Policies:**

**Incomplete Grades**

An “I” (Incomplete) is a temporary grade. It is used to indicate that a student has made satisfactory progress in the majority of the work in a course, but for unavoidable absences or other conditions beyond the control of the student, has not been able to complete the course. The Incomplete Grade Contract, a signed contract form between the student and the course instructor that stipulates the assignment(s) required to finish the course, is required and must be completed and filed with PACE before an “I” grade is assigned. Course work must be completed by a date specified in the contract, not to exceed one year. Upon completion of the required coursework, the course instructor must submit a change of grade form accompanied by a copy of the incomplete grade contract to the PACE Office. If coursework is not completed within one year or if the terms specified on the Incomplete Grade Contract are not met, the student may be assigned a failing grade (F or NP, depending on the grading basis of the course). If coursework is not completed within one year and the instructor does not submit a change of grade at that time, the “I” will become a permanent grade and it will be necessary for the student to re-register to obtain credit for the course.

**ADA Policy**

The provision of equal opportunities for students who experience disabilities is a campus-wide responsibility and commitment. Disabilities Support Services (DSS) is the designated UAA department responsible for coordinating academic support services for students who experience disabilities. To access support services, students must contact DSS (786-4530 or 786-4536 TTY) and provide current disability documentation that supports the requested services. Disability support services are mandated by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. Additional information may be accessed at the DSS Office in RH 105 or on-line at [www.uaa.alaska.edu/dss](http://www.uaa.alaska.edu/dss).

# Academic Dishonesty Policy

Academic integrity is a basic principle that requires all students to take credit only for the ideas and efforts that are their own. Cheating plagiarism, and other forms of academic dishonesty are defined as the submission of materials in assignments, exams, or other academic work that is based on sources prohibited by the faculty member. Academic dishonesty is defined further in the “student Code of Conduct.” In addition to any adverse academic action that may result from the academically dishonest behavior, the University specifically reserves the right to address and sanction the conduct involved through student judicial review procedures and the Academic Dispute Resolution Procedure specified in the University catalog.

# Professional and Ethical Behavior

University of Alaska Anchorage School of Education students are expected to abide by the State of Alaska Code of Ethics of the Education Profession and professional teaching standards as they concern students, the public, and the profession. The standards, adopted by the Professional Teaching Practices Commission, govern all members of the teaching profession. A violation of the code of ethics and professional teaching standards are grounds for revocation or suspension of teaching certification.

**Non-Discrimination Policy**

The University of Alaska is an affirmative action/equal opportunity employer and educational institution. The University of Alaska does not discriminate on the basis of race, religion, color, national origin, citizenship, age, sex, physical or mental disability, status as a protected veteran, marital status, changes in marital status, pregnancy, childbirth or related medical conditions, parenthood, sexual orientation, gender identity, political affiliation or belief, genetic information, or other legally protected status. The University's commitment to nondiscrimination, including against sex discrimination, applies to students, employees, and applicants for admission and employment. Contact information, applicable laws, and complaint procedures are included on UA's statement of nondiscrimination available at www.alaska.edu/nondiscrimination.

# Technology Integration

University of Alaska Anchorage School of Education students are expected to (a) demonstrate sound understanding of technology operations and concepts; (b) plan and design effective learning environments and experiences supported by technology; (c) implement curriculum plans that include technology applications in methods and strategies to maximize student learning; (d) facilitate a variety of effective assessment and evaluation strategies; (e) use technology to enhance productivity and professional practice; and (f) understand the social, ethical, and human issues surrounding use of technology in PreK-12 schools and apply those principles in practice.