

Course Syllabus

- I. **Professional Learning Course Title:** Book Study on Bold School by Weston Kieschnick
- II. **Continuing Education Graduate Credit(s):** 1 credit hour
- III. **Dates and Times:**

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|-----------------------|----------------|--|
| 9/18/2020 | 3:00 – 4:00 PM | Book Study Meeting #1 |
| 9/18/2020-10/2/2020 | 2 hours | Post discussion questions and answers on padlet |
| 10/2/2020 | 2:00-4:00 PM | Book Study Meeting #2 |
| 10/2/2020-11/13/2020 | 3 hours | Small group conversation around instructional strategies (video and online discussion) |
| 11/13/2020 | 2:00 – 4:00 PM | Book Study Meeting #3 |
| 11/13/2020-12/17/2020 | 3 hours | Small group conversation around instructional strategies (video and online discussion) |
| 1/15/2020 | 1:00-4:00 | Book Study Meeting #4 |

- IV. **Instructor:** Laura Gore
- V. **Class Location:** West Grand School District, Kremmling, CO
- VI. **Contact Office:** Instructional Coach, West Grand School District Admin Office
- VII. **Office Hours:** 7:30-4:30 M-Th
- VIII. **Telephone/Email:** 970 –724–3217 ext: 2017 gorel@wgsd.us
- IX. **Course Description:**

Teachers will learn to merge the teaching pedagogy they are already experts at with strategic technology use. They will gain an understanding of why blended learning fails and why it works so that they may avoid the pitfalls of failure and plan for success. They will learn practical blended learning strategies that they can apply with ease and intention in their classrooms.

X. Course Objectives:

1. Participants will understand how to use Blended Learning to enhance effective instruction.
2. Participants will understand how the Bold School Framework can be implemented to improve instruction in the classroom.
3. Participants will self-assess and provide peer feedback from video to implement and improve instructional strategies.

Performance Indicators:

Participants will meet course objectives by

- participating in four book study meetings and three video chat sessions, developing a clear understanding of how to use blended learning to enhance instructional strategies.
- Using video for self – evaluation and peer feedback to implement and improve instructional strategies in the classroom
- Implementing lesson plans with new or improved instructional strategies and supporting technology embedded

XI. Alignment to Educator Effectiveness Rubric:

QUALITY STANDARD I: Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

QUALITY STANDARD III Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students. ELEMENT D: Teachers thoughtfully integrate and utilize appropriate available technology in their instruction to maximize student learning.

XII. Resources:

Kieschnick, W., & Casap, J. (2017). *Bold school: Old school wisdom + new school technologies = blended learning that works*. Rexford, NY: International Center for Leadership in Education.

XIII. Evaluation Criteria and Grading Policy:Course Requirements:

1. Preparation for and participation in course meetings (8 hours)

2. Creating, Evaluating, and providing feedback for videos around instructional practices (8 hours)
3. Completion of classroom implementation that demonstrates lesson planning with effective instructional strategies encompassing the blended learning framework.

Summary of Grading Points:

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|---|--|
| Book Study Meetings 50% | Distribution: 80-100% = pass <80% = fail |
| Video completion, discussion and feedback 25% | |
| Lesson Planning with Blended Learning framework 25% | |

Course Rubric

Each course requirement above will be assigned 1, 2, or 3 points based on the rubric below.

| | Proficient Performance | |
|--|--|--|
| 1. Book Study Meetings | Actively engages with colleagues and content. Contributes to discussions by making connections, reflecting on practice, and considering future applications. | |
| 2. Video completion, discussion, and feedback | Serves as a structure to foster personal reflection and growth by allowing opportunities to see practice, and share it with others, in a safe, supported way. | |
| 3 Lesson Planning | Classroom implementation shows evidence of knowledge and understanding of course content applicability to professional practice, and application of content into classroom practice. | |