

Drake University, Extension Education
PD 360 Content Guide
3 Hours of Drake Extension Graduate Credit

Topic: Quality of Classroom Instruction

This document was developed as a sample to guide study groups/learning teams that wish to use PD 360 content. The PD 360 library has a multitude of content that can be retrieved and implemented. This guide will help you identify the key pieces of content you may want to include when choosing to study the topic: Quality of Classroom Instruction.

Please recognize that you must submit a study group/learning team proposal, and gain approval, in order to garner Drake Graduate credit.

Course Description

Quality of Classroom Instruction is a three-hour course, which combines the content of the PD 360 video interface, Learning Team meetings, and independent study. Participants will view and respond to on-line video presentations, meet with their study groups, read and reflect on a given text and complete activities reinforcing the content. This course offers participants the opportunity to tailor their learning to a specific interest area or one driven by local data from the building or district.

Study groups can choose content from the suggested five content areas:

- Classroom Instruction that Works
- Reading in the Content Areas
- Questioning to Stimulate Learning and Thinking
- Visual Tools: From Graphic Organizers to Thinking Maps
- Cooperative Learning and Multiple Intelligences.

These areas may contain the following editions: Elementary Level, Middle School Level, Secondary Level or Leadership. Study groups should choose the appropriate level for their needs and interests.

Course Competencies- Students will:

- develop and solidify the attitudes that instructional strategies should be based on and guided by research
- gain experience in implementing proven research-based strategies
- develop skills to plan learning in such a way to clearly target what is to be learned and select strategies that will reach those targets
- learn how effective questioning can engage students in powerful learning and higher level thinking
- better understand how visual tools can empower learners and encourage high-level cognitive thinking

The Successful completion of “Quality of Classroom Instruction” Requires:

- 80 to 90 hours of work, including reading, writing, viewing, and applying course content.
- A journal/notebook containing course requirements as specified by the Learning Team’s approved plan.
- Completing the activity choices listed in this outline.
- A final application assignment or project to demonstrate proficiency in the content.

Your study team should design a professional plan and evaluation method to demonstrate successful completion of the course “Quality of Classroom Instruction.” The plan may include the following suggested activities and should be geared to the team’s needs and interests. The team should also design a final application assignment or project to demonstrate proficiency in the content. Suggestions are listed below or the team can design its own. Each participant should complete the projects or assignments individually.

Optional Activities for Course

- 1) The facilitator, with group input, can select content from the five areas listed above. This can be done by viewing the introductory pieces for each area on-line or by reviewing the Facilitator’s Guide, also found on-line. This guidebook is only available after an area is selected under ‘Explore the Content’ and a video segment is also selected. This guidebook can offer activities to be used by participants in a reflection journal.
- 2) View Video Presentations. Each of the five areas has a varying number of video clips, which may be viewed together as a group, jig-sawed and shared with the group or viewed independently to deepen learning.
- 3) Group discussions can be regularly scheduled to discuss the video segments, reflection activities and texts. Study teams can also discuss the Share-a-Link options and related research to the topic. Teams can also take the time to share current practices that are successful within their classrooms as well as discuss new ideas gained from the course content.
- 4) Throughout the course, each participant can complete a journal as a way to use reflective practices. Suggestions for reflections, follow up questions and activities are offered in each Facilitator’s Guide following each video segment. Journals can be typed and dated and start with a brief summary of the activity, followed by a reflective response that shows an understanding of underlying concepts and application. These journals can also be a basis for group discussion and reflection.
- 5) Complete related closure activities. These are found at the end of the last segment for each area and are labeled: Making a Targets-for-Learning Plan, Discussion and Journal Entry, Discussion Questions or Activity for Implementation. These can be included in the Participant’s Journal or be typed up separately.

6) Each participant can design lesson plans relevant to their subject area for the research-based strategies presented. These plans could include the strategy focus, the purpose for the lesson, detailed points of the activity, the assessment tool and a reflection of the implementation.

7) Read the suggested texts or find additional research articles or texts that support the course content. Other content areas on the PD 360 website may also be viewed to support the team's focus. The following are PD 360 suggested texts for the five selected areas. Summaries and additional information about these resources can be found in the resources section of the PD 360 website.

- Classroom Instruction that Works by Marzano, Pickering and Pollock
- QUILT Teacher Manual by Walsh and Sattes
- Student Successes with Thinking Maps by Hyerle
- Cooperative Learning by Kagan

The team can discuss the strategies presented in the readings and relate them to the classroom. As part of a Participant's Journal or in a separate journal, participants could reflect on each chapter of the text, include a brief summary or write a review or opinion of the strategies presented. Participants may want to include how the strategies can be implemented into their classroom and predict the impact it can have on current classroom practices.

Optional Final Application Assignments

1) Create a professional portfolio of strategies, lesson plans and assessment tools to align with one or more of the teaching strategies presented.

2) Design a professional presentation to inform colleagues of your new knowledge.

3) Complete further research on additional strategies that align with those presented. Plan a way to share this information with colleagues, parents and/or students.

4) Construct a plan to inform and/or train parents about these strategies to increase success.

5) Create a collection of visual tools, graphic organizers, cooperative learning activities, etc., as a resource for colleagues. Organize it in a way that is useful and practical for immediate implementation.

6) Professional Paper. If a professional paper is chosen as an activity, it should be typed, double-spaced, and written according to the conventions of Standard English. It may include the following:

- A review of the quality instructional strategies discussed in the five video journals and text which promote higher-level thinking and increased success of students.
- An evaluation and reflection on the implementation of five or more of these strategies in your classroom. Discuss the positives and/or negatives of your experiences in utilizing these strategies and the impact on your students' learning. You may include the students' reactions, which strategies were the most/least

effective, etc. Include descriptions of your assessment tools and any changes you would make in future implementation.

- **Reflection on Learning:** How does your work for this course reflect learning related to one or more of the course competencies? What plans will you create in the future that further the implementation and success of these research-based strategies? Include specific examples from the video segments and text to support your ideas.