



Integrating Standards Effectively

Brandman University: EDDU 9615 – 3 Semester Hours

Thank you for registering for this course. Included are the following important documents:

1. Course Syllabus
2. Course Materials
3. Assignment Plan – Assignments to turn in & Grading Rubric
4. Course Hourly Breakdown
5. Participant Evaluation Form

Assignment Deadline: This course is a rolling course throughout the year, which means it does not have a specific deadline. However, you must submit all completed assignments by 6 months after the registration date with Credits for Teachers. Please allow 4 weeks from the date assignments are submitted for the grade to be added to your transcript.

Registering with Brandman University: Please register with the university prior to starting your coursework. *Students must register for the course through Brandman prior to the end of the semester in which they are enrolled with Credits for Teachers.* To register, visit their [website here](#). If you are registering with Brandman for the first time, create an account. If you are a returning student, enter your login information.

Upon Completion of the Course:

1. Please submit all completed assignments in PDF format in one email to grades@creditsforteachers.com.
2. Complete a Course Evaluation (2 minutes) by clicking the link below - Course Evaluation Form

Integrating Standards - Syllabus

EDDU 9615

3 credits

Course Description: This course provides strategies to help students effectively integrate their course standards into their lessons in order to ensure their own students are learning the required standards. Through the development of a Standards Wall, students will take time to analyze their standards, make their standards known within the classroom, and help their own students towards mastery of those standards.

Learning Objectives:

- Students will be able to create a concept map for a Standards Wall within their classroom.
- Students will be able to analyze their curriculum's standards and explain how to integrate those standards into their lessons.
- Students will make learners aware of the curriculum's standards through the use of a Standards Wall and therefore increase student mastery of those standards.
- Students will develop skills to reflect on & improve their own teaching practices.

Course Materials:

- Readings:
 - (Required) "2 – Standards Walls: Transforming Standards into Clear Learning Goals" from the book *Learning in the Fast Lane: 8 Ways to Put All Students on the Road to Academic Success* by Suzy Pepper Rollins.
 - (Additional) *9 Steps to Efficiently Rewrite Your Student Learning Expectations* by Cassidy Reinken.
 - Video: Creating Standards Walls
 - Content Implementation: (You will choose one of the following options.)
 - OPTION 1: Implementation Plan & Implementation Plan Template
 - OPTION 2: Hour Log Template & Hour Log Example
- *NOTE: The example is meant to act as a reference for what different entries could look like in the hour log assignment. Although this example relates to the *Growth Mindset* course, the outline and example entries can still be used as a model for what to include in the hour log assignment.
- Course Evaluation Form

Assignments:

1. Read the packet entitled “2 – Standards Walls: Transforming Standards into Clear Learning Goals” from the book *Learning in the Fast Lane: 8 Ways to Put All Students on the Road to Academic Success* by Suzy Pepper Rollins.
2. In at least 2 pages, write your reactions to the reading. What do you think of using a Standards Wall in your classroom? Do you already have a system for integrating standards? How is it similar and/or different? Do you foresee this being helpful for your teaching and for student learning? Explain.
3. Watch the following video: Creating Standards Walls
4. Create a concept map for a Standards Wall for one of your upcoming units. Include the title of your unit and the essential question for the unit. You can create it electronically, hand-write it, or take a picture of the one you create in your classroom. If you need to, you can modify a part of the concept map to make it fit better into your classroom and/or teaching style. Include an explanation of what you modified and why.
5. Content Implementation: **You only have to complete one of the following options.**

OPTION 1: This section typically applies to in class (or within the school day) implementation of strategies. For teachers that are in their summer break or do not have contact with students due to COVID-19, please refer to the Implementation plan for how to adjust this section accordingly. The Implementation Plan takes the place of the Hour Log, so you only have to do one or the other. Links to the Implementation Plan assignment and template can be found above in “Course Materials.”

Make sure to include the following in your 4 week plan. Consistently plan a Standards Wall and incorporate it into your classroom in your lessons within your unit. Feel free to use the concept map you created in question #4 as part of your Standards Wall.

OPTION 2: Complete an hour log that logs the hours when you implement strategies from the course. Choose some upcoming lessons to begin implementing the integrating standards strategies in your classroom with your students. Consistently plan a Standards Wall and incorporate it into your classroom in your lessons within your unit. Feel free to use the concept map you created in question #4 as part of your Standards Wall.

Spend a minimum of 60 hours (about 2 weeks) implementing the strategies from the course and log the 60 hours. Possible options to use for logging hours include but are not limited to:

- Planning lessons
- Teaching lessons
- Reflections on practice
- Research of course topics (This could include the additional reading(s) listed above in the “Course Materials.”)
- Planning with colleagues

For each day, briefly explain what you accomplished, the lesson you taught, the strategies from the course utilized, and their effectiveness on students’ learning. Make sure to include dates, the total hours spent each day or for each entry, and the total hours spent overall. Links to an Hour Log template and example can be found above in “Course Materials.”

*NOTE: You will expand and elaborate on the strategies used and how it all went in your Final Reflection assignment. The hour log is meant to serve as a brief description of recorded evidence that 60 hours of course content implementation were completed.

Additionally, use this log as an opportunity to reflect on the successes of implementing various strategies and what modifications can be made to improve the success of these strategies in subsequent lessons.

6. Final Reflection: ***You only have to complete one of the following options.***
- OPTION 1:** If you completed the course during the summer or during COVID-19 closures and completed the Implementation Plan, follow the guidelines below.
- a. Write a minimum two-page paper explaining how you plan to implement the strategies from the course. Make sure to answer the following questions in your reflection.
 - i. What will the strategies look like and/or sound like in your classroom? What will you be doing as the teacher? What will students be doing?
 - ii. What impact do you hope to see from using these strategies on your teaching and on student learning?
 - iii. How is this way of teaching the unit different from how you taught the unit in the past?
 - iv. What do you plan to do to support the effectiveness of the methods and strategies?
 - v. What modifications do you plan to make on any of the strategies and why? (If you are not planning on making any modifications, feel free to skip this question.)
 - vi. What challenges do you foresee arising from using any of these strategies?

OPTION 2: If you completed the course during the school year and completed the Hour Log assignment, follow the guidelines below.

- a. After consistently planning and implementing a Standards Wall into your classroom as well as other integrating standards strategies in your lessons for 2 weeks (60 hours), reflect on the effectiveness of using the integrating standards strategies on your teaching and student learning.
- b. Write a minimum two-page paper explaining the impact of using these strategies on your teaching and on student learning. Make sure to answer the following questions in your reflection.
 - i. What did the strategies look like and/or sound like in your classroom? What were you doing as the teacher? What were students doing?
 - ii. Were the methods and strategies successful and did you notice a difference compared to when you taught that topic in the past?
 - iii. What did you do to support the effectiveness of the methods and strategies used? Did you modify any of the strategies to help meet your needs or the needs of your students? If so, describe the modifications and explain the reasoning behind them.
 - iv. What was challenging or didn't work as well as you would have hoped?
 - v. How would you modify any part of what you implemented to make it more effective in the future?

Integrating Standards - Assignment Plan, Evaluation & Grading

Reading Reflection (Written Response Rubric)	X/15 pts
Concept Map (Written Response Rubric)	X/15 pts
*Hour Log Assignment OR Implementation Plan	-----
Final Reflection on Integrating Standards (Final Reflection Rubric)	X/40 pts
Final Grade	X/70 pts

(*The assignment is required but is not graded)

Final Grade Scale

- 63-70 - A
- 56-62 - B
- 49-55 - C
- 42-48 - D
- 41 & Below - F

Written Response Rubric (Used for Reading Reflection & Concept Map)

Grade	Description
A (14-15)	Student answers all questions thoroughly with detail. The concept map is done correctly with an essential question and multiple standards connected to that essential question. It is also neat and organized. The student has gone in depth with the written assignment and shows a deep level of understanding on how to use the Standards Wall.
B (12-13)	Student answers all questions. The concept map is done correctly with an essential question and multiple standards connected to that essential question. It is neat and easy to read. Student shows they understand how to use the Standards Wall.
C (11)	Some questions are complete while others are not. Student left out some parts of the concept map or it is hard to read. A correct description of the Standards Wall is used but full understanding on how to implement it is missing.
D (9-10)	Student has attempted to answer all questions but answers are incomplete. Not all parts of the questions are addressed and some or all questions are missing parts.
F (0-8)	Answers are incomplete with a one or two sentence answer. There is no elaboration and the concept map is done incorrectly.

Final Reflection Rubric:

Grade	Description
A (36-40)	Student has developed a complete Standards Wall that includes all the parts mentioned in the course. Student has also explained in detail each part of the Standards Wall and how it was integrated into the classroom and/or lesson. If any part was modified, the student has explained in detail what was modified and why it was modified to fit the needs of their classroom. Lastly, student has answered all of the reflection questions.
B (32-35)	Student has developed a complete Standards Wall that includes all the parts mentioned in the course. Student has also explained the majority of the parts of the Standards Wall and how they were integrated into the classroom and/or lesson, but one part is missing in the explanation. OR, all parts are mentioned in the explanation but it is incomplete and unclear how everything was integrated into the classroom. If any part was modified, the student has explained what was modified and why it was modified to fit the needs of their classroom. Lastly, student has answered all of the reflection questions.
C (28-31)	Student has developed a Standards Wall, but it is partially incomplete. Student has explained some of the parts of the Standards Wall and how they were integrated into the classroom and/or lesson. OR, almost all parts are mentioned in the explanation but it is incomplete and unclear how everything was integrated into the classroom. If any part was modified, the student has explained what was modified and why it was modified to fit the needs of their classroom. Lastly, student has answered the majority of the reflection questions, but some questions are not addressed.
D (24-27)	Student has developed a Standards Wall, but it is incomplete. Student has explained some of the parts of the Standards Wall and how they were integrated into the classroom and/or lesson, but the explanation is incomplete. It is unclear how everything was integrated into the classroom. If any part was modified, the student has not explained why it was modified to fit the needs of their classroom. Student has answered some of the reflection questions, but some questions are not addressed.
F (0-23)	Student has developed a Standards Wall, but it is very incomplete, and does not reflect the Standards Wall described in the course. Student has given little explanation of the Standards wall and how it was integrated into the classroom and/or lesson. It is unclear how everything was integrated into the classroom. If any part was modified, the student has not explained why it was modified to fit the needs of their classroom. Student has answered some of the reflection questions but responses are very incomplete, or none of the questions have been answered.

Integrating Standards - Suggested Hourly Breakdown

Course Readings, Videos & Additional Materials	5
Planning strategies into lessons	10
Practicing (or planning) strategies/techniques in the classroom	*20
Reflecting on lessons and effectiveness of strategies	5
Brainstorming, researching and writing all assignments	5
Total Hours	45

*Note: When utilizing the Hour Log option, the 20 course hours listed equates to 60 hours of course content implementation.

Upon Completion of the Course:

1. Please submit all assignments in PDF format to grades@creditsforteachers.com.
2. Complete a Course Evaluation (2 minutes) by using the link below - Course Evaluation Form

Bibliography

My Ed Expert, director. *Creating Standards Walls*. YouTube, YouTube, 11 Apr. 2019, www.youtube.com/watch?v=CVm72019XZE.

Reinken, Cassidy. "9 Steps to Efficiently Rewrite Your Student Learning Expectations." *The Art of Education University*, 4 Nov. 2018, theartofeducation.edu/2014/06/12/9-steps-to-efficiently-rewrite-your-student-learning-expectations/.

Rollins, Suzy Pepper. *Learning in the Fast Lane: 8 Ways to Put All Students on the Road to Academic Success*. ASCD, 2014.

Credits for Teachers Policies

Graduate-level professional development credits are not part of a degree program. These courses can be used for professional development, salary advancement, and recertification. Students should seek approval of appropriate district or college officials before enrolling in these courses to satisfy any degree, state credential, or local school district requirements. This credit may be applied toward a degree program at the discretion of the accepting institution. Courses are rolling throughout the year, which means it does not have a specific deadline to submit completed assignments. You must submit

coursework by 6 months after the registration date with Credits for Teachers. Students have up to 30 days after the purchase of a course to request a refund.

Thank You!

