



## **Providing Student Choice Opportunities**

### **Brandman University: EDDU 9629 – 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](mailto:grades@creditsforteachers.com).
2. Complete a Course Evaluation (2 minutes) by clicking the link below - Course Evaluation Form

## Student Choice - Syllabus

EDDU 9629

3 credits

Course Description: This course provides ways to incorporate more opportunities for student choice in the classroom in a controlled setting in the form of choice boards. Within the course, a variety of choice boards are offered as a way to not only increase student choice opportunities in the classroom, but also to differentiate for students in the classroom. As a result, this course helps increase student motivation as it allows students to get more involved in their own learning.

### Learning Objectives:

- Students will be able to implement more student choice opportunities to give students more choices in their own learning.
- Students will learn a variety of choice boards and how to create one.
- Students will be able to develop a choice board and implement it with their own students.
- Students will be able to use choice boards to increase student motivation.
- Students will develop skills to reflect on & improve their own teaching practices.

### Course Materials:

- Readings:
  - (Required) "Chapter 5: Motivating Learning Through Choice Opportunities" from the book *Making Differentiation a Habit: How to Ensure Success in Academically Diverse Classrooms* by Diane Heacox.
  - (Additional) *To engage students, give them meaningful choices in the classroom* by Frieda Parker, Jodie Novak, and Tonya Bartell.
- Videos:
  - How to Set Up a Choice Board
  - How to Use a Think Tac Toe Assessment - TeachLikeThis
- 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 “Chapter 5: Motivating Learning Through Choice Opportunities” from the book *Making Differentiation a Habit: How to Ensure Success in Academically Diverse Classrooms* by Diane Heacox.
2. In at least 1 page, explain how you currently provide student choice opportunities in your classroom. How often do students get to choose what they do or how they learn? What does it look like when they get to choose? Give specific examples if possible. What do you like about providing student choice and what are some challenges you have faced in the past?
3. In at least 2 pages, describe your response to the choice boards in the reading. Have you ever done anything like this in the past? If so, explain how it went. What were the successes and challenges? If you have not done a choice board, explain why you haven’t tried it yet. Which format(s) do you think would work best for you and your students? Explain.
4. Watch the following videos:
  - How to Set Up a Choice Board
  - How to Use a Think Tac Toe Assessment - TeachLikeThis
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. Incorporate a minimum of 3 choice boards. Of the 3 choice boards implemented, use a minimum of 2 different formats. The different formats from the reading to choose from are listed below.

- Tic-Tac-Toe
- Two by Two
- Show & Tell
- RAFT
- Your own version

Make sure to use the strategies from the reading as well as the “Checklist of Six Essential Features of Differentiated Choice Boards” to help you.

**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 student choice strategies, including choice boards, in your classroom with your students. Incorporate a minimum of 3 choice boards with your students. Of the 3 choice boards implemented, use a minimum of 2 different formats. The different formats from the reading to choose from are listed below.

- Tic-Tac-Toe
- Two by Two
- Show & Tell
- RAFT
- Your own version

Make sure to use the strategies from the reading as well as the “Checklist of Six Essential Features of Differentiated Choice Boards” to help you.

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 choice boards do you plan to implement, and what will they look like and/or sound like in your classroom? What will you be doing as the teacher? What will students be doing?
- ii. For each of your choice boards...
  1. Did you use one board for all of your students or multiple versions of the board for different groups of students?
  2. What was the combination of basic vs. advanced level of activities?
  3. What different learning styles or types of multiple intelligence did you include?
  4. What was the purpose of the board (ex: review, prep for discussion, assessment, etc.)?
- iii. What impact do you hope to see from using these choice boards and strategies on your teaching and on student learning?
- iv. How is this way of teaching the unit different from how you taught the unit in the past?
- v. What do you plan to do to support the effectiveness of the choice boards and strategies?
- vi. What modifications do you plan to make on any of the choice boards or strategies and why? (If you are not planning on making any modifications, feel free to skip this question.)
- vii. What challenges do you foresee arising from using any of these choice boards or 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 implementing the student choice strategies as well as a minimum of 3 choice boards in your lessons for 2 weeks (60 hours), reflect on the effectiveness of using these strategies on your teaching and student learning.
- b. Write a minimum two-page paper explaining the impact of using student choice strategies, including choice boards, on your teaching and on student learning. Make sure to answer the following questions in your reflection.
  - i. What choice boards did you implement and what did they look like and/or sound like in your classroom? What were you doing as the teacher? What were students doing?
  - ii. For each of your choice boards...
    1. Did you use one board for all of your students or multiple versions of the board for different groups of students?
    2. What was the combination of basic vs. advanced level of activities?

3. What different learning styles or types of multiple intelligence did you include?
  4. What was the purpose of the board (ex: review, prep for discussion, assessment, etc.)?
- iii. Were the choice boards and strategies successful and did you notice a difference compared to when you taught that topic in the past?
  - iv. What did you do to support the effectiveness of the choice boards 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.
  - v. What was challenging or didn't work as well as you would have hoped?
  - vi. How would you modify any part of what you implemented to make it more effective in the future?

## Student Choice - Assignment Plan, Evaluation & Grading

Current Practices Reflection (Written response rubric)	X/15 pts
Choice Boards Reflection (Written response rubric)	X/15 pts
*Hour Log Assignment OR Implementation Plan	-----
Final Reflection on Student Choice (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 Current Practices Reflection & Choice Boards Reflection):

Grade	Description
A (14-15)	Student answers all questions thoroughly with detail. The responses are well thought out and in depth and show understanding of what it means to provide student choice. The examples given are detailed to the point that it is very clear what the outcome will look like in the classroom.
B (12-13)	Student answers all questions. Examples of new strategies are explained. More detail could have been given in one or more of the responses.
C (11)	Some questions are complete while others are not. Student may have left out examples or just failed to answer all parts of the question. Providing student choice and choice boards are mentioned but full understanding 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/or the strategies mentioned do not reflect student choice or choice boards.
F (0-8)	Answers are incomplete with a one or two sentence answer. There is no elaboration. Strategies are missing or do not reflect student choice or choice boards.

Final Reflection Rubric:

Grade	Description
A (36-40)	Student has developed 3 or more choice boards for multiple lessons and there are at least 2 different formats implemented. Each choice board is complete with detail and meets all the listed criteria mentioned in the reading. Student has explained in detail how they used each choice board within the lesson(s) and any modifications made. Lastly, student has answered all of the reflection questions.
B (32-35)	Student has developed 2 choice boards for multiple lessons and there are at least 2 different formats implemented. OR, student has developed 3 choice boards for multiple lessons, but only 1 format is implemented. Each choice board meets all the listed criteria mentioned in the reading. Student has explained how they used each choice board within the lesson(s) and any modifications made. Lastly, student has answered all of the reflection questions.
C (28-31)	<p>Student has developed 1 choice board for one or more lessons and therefore only 1 format is implemented. The choice board meets all the listed criteria mentioned in the reading. Student has explained how they used the choice board within the lesson(s) and any modifications made. Lastly, student has answered the majority of the reflection questions, but some questions are not addressed.</p> <p style="text-align: center;">OR</p> <p>Student has completed the requirements listed to receive a “B”. However, the explanation of the choice board is incomplete and it is unclear how it was implemented. Lastly, student has answered the majority of the reflection questions, but some questions are not addressed.</p>
D (24-27)	Student has developed 1 choice board for one or more lessons and therefore only 1 format is implemented. The choice board is incomplete or does not meet all the listed criteria mentioned in the reading. The explanation of how the student used the choice board within the lesson is incomplete. Lastly, student has answered the majority of the reflection questions, but some questions are not addressed.
F (0-23)	Student has developed 1 choice board for one or more lessons and therefore only 1 format is implemented. The choice board is incomplete and does not meet all the listed criteria mentioned in the reading. There is some explanation of how the student used the choice board within the lesson but very little. Student has answered some of the reflection questions but responses are very incomplete, or none of the questions have been answered.



## Student Choice - 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](mailto:grades@creditsforteachers.com).
2. Complete a Course Evaluation (2 minutes) by using the link below - Course Evaluation Form

### Bibliography

Amsterdam, Tara, director. *How To Set Up a Choice Board*. YouTube, YouTube, 6 Jan. 2018, [www.youtube.com/watch?v=eFeR5RXKRmo](http://www.youtube.com/watch?v=eFeR5RXKRmo).

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Parker, Frieda, et al. "To Engage Students, Give Them Meaningful Choices in the Classroom." *Kappanonline.org*, 6 Nov. 2017, [kappanonline.org/engage-students-give-meaningful-choices-classroom/](http://kappanonline.org/engage-students-give-meaningful-choices-classroom/).

TeachLikeThis, director. *How to Use a Think Tac Toe Assessment - TeachLikeThis*. YouTube, YouTube, 4 June 2014, [www.youtube.com/watch?v=EWMo4WbVSPQ](http://www.youtube.com/watch?v=EWMo4WbVSPQ).

### 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!

