



MODEL TEACHING®
Education for Better Educators

Providing Actionable Feedback to Students

COURSE SYLLABUS



MODEL TEACHING

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3 Semester Credits

Course Credit Provided Through Our Partner,
University of Alaska Anchorage

Course Offered in Partnership With University of Alaska Anchorage

UNIVERSITY PARTNER	CREDITS	REGIONAL ACCREDITATIONS	COURSE NUMBER
 UNIVERSITY of ALASKA ANCHORAGE.	3 Graduate-Level Semester Credits	Northwest Commission on Colleges and Universities (NWCCU)	TBD

Clear, Template-Based Course Format.

We know teachers are busy. That's why we make our course format as straightforward as possible.

- ✓ **Template-based assignments with no long essays** – we want you to focus on the learning content seamlessly and hassle-free. You'll get high-quality learning without wasting time on long, open-ended essays.
- ✓ **No busy work** – our template prompts are designed to give you an easy way to showcase your learning so you can focus more on the content and come away with a plan of action.
- ✓ **Streamlined & standardized course format** – from video lessons to built-in live chat with our instructors; once you complete one course with us, you will know exactly what's expected for the rest of your courses.



Fast & Convenient. Start Immediately & Work At Your Own Pace.

On a tight timeline? We can help! With ultra-fast credit/transcript processing and rolling credit processing, you can make your salary advancement deadline.



- ✓ **Pick your courses & get started** – start immediately or wait to begin in the semester of your choice.
- ✓ **Ultra-fast credit & transcript processing** – get your transcripts fast. We will help you meet your salary advancement deadline.
- ✓ **1 full year of course access** – you will have a full year to choose and work on your courses. Our course bundles allow you to control when you begin your learning and in which semester.
- ✓ **100% online** – with our video-based lessons and content, you will not have to wait for textbooks or specific start times. You can begin your learning as soon as you register!

COURSE TITLE:

PROVIDING ACTIONABLE FEEDBACK TO STUDENTS

Hours/ Credits: 3 credits

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Credit- hour equivalency: 3 graduate-level professional development credits are equivalent to 45 hours. The course includes reading content, watching course videos, reviewing resources, reading articles and studies, and participating in course activities. Please view the “Course Outline” below for a detailed look at the course structure and components.

COURSE DESCRIPTION

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This course teaches you the importance of providing students with clear and actionable feedback to help their growth and development in your classroom. You will learn about the importance of establishing strong criteria, collecting evidence, and finding ways to provide both positive and improved feedback. After developing an action plan to begin providing feedback to your students on a regular basis, you will delve further into ideas for implementation by analyzing and applying research and articles to the classroom and by designing a resource that supports the feedback you plan to implement. Through targeted activities, resources and templates, and reference guides and examples, you will build a strategic implementation plan to ensure that you have a successful plan of action.

COURSE OBJECTIVES

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- i. Evaluate the components of strong criteria, lesson evidence, and feedback
- ii. Analyze an effective feedback report that can be provided to students containing evidence, strategies, an action plan, and a reflection summary
- iii. Apply the rules for positive and improvement feedback to one or more students who need additional support
- iv. Plan for implementation by completing an action plan that provides a detailed student report of areas of strength and areas for improvement

- v. Critique, analyze, and summarize specific articles, resources, and studies related to positive communication and methods for offering critiques for improvement feedback
- vi. Build and describe the use of a resource that supports a strategy you plan to use in your upcoming lesson
- vii. Plan and build a Classroom Implementation Plan for immediate classroom use by planning for the concepts you learned in this course

COURSE OUTLINE

Section 1 Instructional Content

Lesson Delivery: The criteria. Completion of the content video, readings, and resources review.

Quiz: Questions to check for understanding of the section content. Quizzes are automatically scored and provide detailed feedback on answer choice rationale.

Discussion Board Reflection: Choose a behavioral, social-emotional, or academic area of need and design student expectations and aligned criteria that you will use to craft future feedback

Section 2 Instructional Content

Lesson Delivery: The evidence. Completion of the content video, readings, and resources review.

Discussion Board Reflection: Record objective and low-inference evidence aligned with your chosen criteria in preparation to provide feedback to one or a group of students.

Section 3 Instructional Content

Lesson Delivery: Providing positive feedback. Completion of the content video, readings, and resources review.

Discussion Board Reflection: Build a positive feedback statement that contains the selection criterion, evidence, and a summary inferring the benefits of what you see in student behavior.

Section 4 Instructional Content

Lesson Delivery: Providing improvement feedback. Completion of the content video, readings, and resources review.

Discussion Board Reflection: Build an improvement feedback statement aligned with one criterion and details for a plan of action, resources to access, and a goal for the student(s) to meet.

Section 5 Instructional Content

Lesson Delivery: Implementing feedback in your classroom. Completion of the content video, readings, and resources review.

Discussion Board Reflection: Build a plan for regular student conferencing and feedback and describe how this will be implemented for one or more students.

Putting it All Together

Action Plan: Complete a formal feedback form that follows the 70/30 rule for positive feedback and put into practice all the ideas you learned in this course.

Applying What You Have Learned

Resource Design: Create your own resource to help you implement this course's concepts. A resource design planning template will be provided to guide you in creating your resource, but you will upload your own original resource that supports the implementation of course concepts in the classroom. You will receive instructor feedback on your submission.

Research Connections Reflection: Reading and analysis of research articles, academic book excerpts, case studies, or educational articles aligned with the course concepts. You will read several required articles, then choose one to more deeply analyze and discuss. An analysis template will be provided to guide your thinking and analysis and can be used as an outline for your submitted essay. Instructor feedback is provided.

Implementation Tasks: Reflect upon the “try this task” to support you in implementation and review the provided implementation checklist and effectiveness rubric. Reflect upon how well you are able to implement the course concepts in your classroom.

Final Implementation Project Plan: Compile all content ideas from the course, plan a series of action steps to implement the action plans with fidelity, and complete the Classroom Implementation Plan for this course. A Final Implementation Planning Template will be provided to help you plan the critical components to consider for implementation and to aid you in your final response, which will also include a reflection and summary of the ideas in the course. Instructor feedback is provided.

REQUIRED EXTERNAL RESOURCES

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N/A. All articles, resources, and instructional content are provided within the course modules.

CREDIT HOUR CALCULATIONS

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	Estimated Contact Time/ Seat Time (hrs)
Instructional Content (Course lessons, quiz, discussion)	25
Action Plan Project & Feedback	4
Research Connections Writing & Feedback	7
Resource Design & Feedback	4
Final Implementation Project Plan & Feedback	5
Total Hours:	45

GRADING

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Grading Breakdown for this Course:

Module	Points
Quizzes (10 points each)	10
Discussion Board Reflections (10 points each)	50
Action Plan	100
Resource Design	50
Research Connections	50
Final Implementation Project Plan	100
Total	360

This course provides a letter grade using a ten-percentage point grading scale. A grade of A= 90%-100% You must earn 324 points or higher in this course to receive an A. A grade of B= 80%- 89%. You must earn 288 points to 323 points in this course to receive a B. A grade of B or higher is required for credit. A grade of unsatisfactory is any score below 80% or 288 points and does not provide credit. Grading rubrics can be downloaded in the introduction module of each course within your course dashboard or at the link here: <https://www.modelteaching.com/rubrics>

REFERENCES

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Bolton, Michele Kremen. "The role of coaching in student teams: A "just-in-time" approach to learning." *Journal of Management Education* 23.3 (1999): 233-250.

Cotton, Kathleen, and Karen Reed Wikelund. *Expectations and student outcomes*. Portland, OR: Northwest Regional Educational Laboratory, 1989.

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Fluckiger, Jarene, et al. "Formative feedback: Involving students as partners in assessment to enhance learning." *College teaching* 58.4 (2010): 136-140.

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Kearsley, Isabelle. "Build on the rock: Teacher feedback and reading competence." *Australian Journal of Language and Literacy, The* 25.1 (2002): 8-24.

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Poulos, Ann, and Mary Jane Mahony. "Effectiveness of feedback: The students' perspective." *Assessment & Evaluation in Higher Education* 33.2 (2008): 143-154.

Rakoczy, Katrin, et al. "The interplay between student evaluation and instruction: Grading and feedback in mathematics classrooms." *Zeitschrift für Psychologie/Journal of Psychology* 216.2 (2008): 111-124.

Shu, Tse-Mei, and Shui-fong Lam. "Is it always good to provide positive feedback to students? The moderating effects of culture and regulatory focus." *Learning and Individual Differences* 49 (2016): 171-177.

Sprouls, Katie, Sarup R. Mathur, and Gita Upreti. "Is positive feedback a forgotten classroom practice? Findings and implications for at-risk students." *Preventing School Failure: Alternative Education for Children and Youth* 59.3 (2015): 153-160.

COURSE SUBMISSIONS

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All submissions must be completed within the Model Teaching course platform. If you need assistance in submitting assignments, please contact us.

TECHNOLOGY REQUIREMENTS

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Courses are held 100% online. You should have access to a compatible web browser (such as Google Chrome, Microsoft Edge, Apple Safari, and/or Mozilla Firefox) and a word processing tool or reader (such as Microsoft Word and/or Google Docs). While our course platform does support mobile devices, for the best user experience, we recommend using a desktop or laptop computer to complete courses. You can review our technology requirements along with other frequently asked questions at our FAQ page here: <https://www.modelteaching.com/faq>

TECHNICAL QUESTIONS

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If you need personal assistance or have technical questions, you can contact us by accessing the support feature built into our course platform, email us at courses@modelteaching.com, or live chat with us at www.modelteaching.com.

COMPLIANCE WITH THE AMERICAN DISABILITIES ACT

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In compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, any participant who has a permanent or temporary condition that might affect their ability to complete the course should contact us at courses@modelteaching.com upon enrollment. We will make reasonable accommodations or modifications to the course.

ACADEMIC INTEGRITY

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Participants are responsible for fully interacting with the course content, modules, resources, readings, and assignments. All responses, projects, and other assignments are the sole responsibility of the course participant, and plagiarism or cheating is not tolerated. Submissions should be your own work and design, and all submissions and assignments should be completed independently. Any outside sources should be properly cited. If you have questions about what constitutes plagiarism or cheating, you should contact us at courses@modelteaching.com.

Why Model Teaching?

Courses Focused on Relevant Teaching Content That You Can Actually Use

We focus our professional development courses on what's important to you: relevant content focused on specific teaching strategies & evidence-based instructional best practices. Earn pre-approved PD hours and regionally accredited academic credit through our university partner, University of Alaska Anchorage.

Clear, Straightforward Lessons Designed by Experienced Educators

Our courses provide high-quality content in a format that makes it easy for developing teachers to learn new skills and methods for use in their own classroom. Our courses are designed to provide effective professional development for busy teachers in a format that makes learning easy.

Comprehensive, Ready-To-Use Resources, Tools, & Templates Provided With Every Course

Each course comes with a variety of resources, tools, graphic organizers, activities, student lesson content, and lesson templates you can use to immediately implement your new training in your own classroom. If not teaching, simply save your resources for future use.

Immediately Implement What You Have Learned

For teachers who are currently teaching, we provide step-by-step support and real-world examples that you can use immediately in your classroom or school, along with implementation resources. Not teaching? No problem! You do not have to be currently teaching to take our courses.

What are Model Teaching Courses Used For?

- ☑ Salary Advancement
- ☑ Teaching License Renewal
- ☑ Instructional Improvement
- ☑ Great for Current Teachers & Teachers Not Currently Teaching



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EDUCATION FOR BETTER EDUCATORS

THIS TRAINING COURSE WAS INCREDIBLE. MY LEADERSHIP TEAM LEARNED SO MUCH ABOUT THEMSELVES AND WHAT WE NEED TO DO ON OUR CAMPUS. I WANT MY ENTIRE STAFF TO HEAR THIS MESSAGE!

-PRINCIPAL

I AM FINDING ALL YOUR COURSES USEFUL, BUT THIS ONE IS CLEARLY MY FAVORITE SO FAR, MOSTLY FOR THE WAY I WAS ABLE TO PUT SO MANY OF MY OWN IDEAS INTO THE LESSON WHILE STILL FEELING I HAD ACCOMPLISHED ALL THAT WAS REQUIRED. WELL DONE!

-ELEMENTARY TEACHER

WHAT YOU PRESENTED IN [THIS COURSE] IS NOW PART OF MY GOALS AND ACTION PLANS FOR THE SCHOOL YEAR. I'M SO EXCITED TO PUT THESE TO USE!

-ELA TEACHER

WITH SUCH A BUSY SCHEDULE, IT'S HARD TO IMPLEMENT NEW STRATEGIES AND TECHNIQUES BUT THIS COURSE MADE IT SO EASY! THE COURSE GAVE ME GREAT IDEAS ON HOW TO USE COLLABORATIVE LEARNING GROUPS WITH MY STUDENTS AND THE RESOURCES AND PLANNING DOCUMENTS MADE IT EFFORTLESS TO GET STARTED!

-SCIENCE TEACHER

FOR A FULL LIST OF CURRENT REVIEWS, PLEASE VISIT:

www.modelteaching.com/latest-course-reviews

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