**Syllabus**

**Course Number**

**Course Title:** Power Up for MCAS 2.0 **Professor**: Dr. Katherine Scheidler

**Semester**: Spring, 2017 **Contact Information:** Cell: 617-634-9733

**Audience grade level:** Grades 3 – 12 [kayscheidler@hotmail.com](mailto:kayscheidler@hotmail.com)

**Text or Required Readings:** Mindset: The New Psychology of Success, by Carol Dweck

Standards Matter: The Why and How of Common Core Standards in Reading and Writing, Scheidler, 2015 NewSouth Books

Course materials posted at [www.kayscheidler.com](http://www.kayscheidler.com) Resources

2 hours a week is distance learning for course application of concepts

**Supplemental Materials**: Web site readings

**Course Description:**

Are you ready for the new MCAS 2.0 April ELA test?  We’ll review together the new this year MCAS 2.0 released sample tests and discuss strategies to help all students succeed on this test, including with the common long composition that’s given at each grade level, which is the same writing type for each grade. Learn short-term test prep for student success, plus new active student learning strategies that take the burden off teachers for students to learn the tested MA ELA Standards. This course provides the DESE required 10 PDP’s in literacy areas.

**Course Participants Learning Outcomes**

Course participants will learn:

1. New MCAS 2.0 test expectations, and how to help prepare students for the test
2. Effective means of learning to comply with state test expectations
3. In-depth understanding of national Common Core State Standards in reading and writing
4. Understanding of how to incorporate literacy Standards into course participants’ specific courses and course materials
5. How to differentiate instruction for effective learning for ELL and Special Education students and struggling students
6. Varied active learning strategies to engage all students in active learning, including

technology applications

**Course topics**

Week 1 Introduce released MCAS 2.0 sample tests and student skills and teacher practices needed for the test. Ongoing course discussions on effective test prep.

Week 2 March 9 Develop the two types of writing needed for MCAS 2.0 test: “Text-based essay” and Narrative Writing

Week 3 March 16 Discuss grade level Reading and Writing Standards for full comprehension and application to course materials.

Develop understanding of the writing process approach to develop writing ability.

Develop the importance of “Mindset” for teacher attitudes in creating student learning and developing student confidence in themselves as learners

Week 4 March 23 Develop understanding of active engagement in student learning via brain studies, and present active student learning strategies.

Develop understanding and means of incorporating learning in the two learning methods which research shows are most effective in developing student learning: Differentiated Instruction and Project Based Learning (PBL). Examine the Buck Institute Project Based Learning web site for varied projects and rubrics to ensure learning.

Week 5 Course participants will learn the features of the Understanding by Design curriculum model to plan to effectively develop student learning. Backwards Design, start with the end in mind for effective planning.

Week 6 Course participants present their own final projects of an Understanding by Design unit plan for their own classes that develop state Literacy Standards and develop understandings needed for MCAS 2.0 test.

**Assignments:**

Course participants will

* Read Mindset by Dweck and present the points most relevant to their own attitudes toward student learning and how they will create a positive mindset with students.
* Read Standards Matter chapters on the history of standards learning and assessment development and discuss the history of common national standards and assessments
* Review grade level sample of Understanding by Design learning and will learn how to effectively complete this planning model for their own course planning.
* Develop an effective Understanding by Design plan for their own courses and present these to the class for critique.

Understanding By Design Unit Student Learning Plan Rubric

March 2, 2017

Unit plan to focus on English Standards learning for MCAS 2.0 Proficient and Above

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Criteria | Excellent | Good | Needs Improvement | Let’s Talk |
| Learning plan focuses on ELA Standards teaching and student learning | No more than 4 ELA Standards are focused on, and developed well in the plan | Good development of no more than 4 Standards | Weak Standards development, too many Standards to master | Lacks Standards focus |
| Specific test-prep skills are taught | Incorporates test-prep, such as naming the skill in instruction, Aligns with test needs, such as Part A and Part B questions | Weak test-prep skills as reviewed in this MCAS 2.0 course | Lacks test-prep skills | No test-prep skills |
| Provides for differentiating learning | Includes high achiever activities and means of scaffolding | Needs more varied means of learning | Lacks varied learning strategies for varied students | No differenti-ation |
| Uses active student learning activities | Incorporates such best practice activities as Socratic Seminar, webquests, Project Based Learning | Needs more active learning strategies | Lacks active student learning strategies | No active student learning strategies |
| Develops student writing using the Writing Process | At least one Standards writing type is taught for Writing Process is incorporated | Can improve on writing type learning or Writing Process | More effective student writing development needed, improve Writing Process | Lacks writing development best practice |
| Rubric spells out mastery learning expectations | Unit focus Rubric delineates learning expectations well and varied | Not sufficiently strong rubric, expectations | Elaborate more specifically on student work expectations | Lacks Rubric to guide and assess work |

**Course policies**

Each assignment must be completed by date due, and completed effectively.

Students may not miss more than one class to pass the course.

Final course project must be effectively completed no later than the final course session.

**Grading policy**

Class participation: 35%

Completion of assignments: 30%

Final project: 35%

A grade of B is required for passing ( 86% - 83%)