# CEA: Professional Development for Educators Syllabus

## Course Information

**Title:** *Most Likely to Succeed: Preparing our Kids for the Innovation Era*, T&L 2900

**Credits:** 1 Professional Development, S/U and LG

**Delivery:** Distance Based; enroll anytime, complete within 4 months

**Target Audience:** All K-12 educators

**Instructor:** Lisa Nordick, M.S.

[nordick@continuingeducationassociates.com](mailto:nordick@continuingeducationassociates.com)

**Technical Requirements:** Any up-to-date internet browser

**Course Material:** The following book is required for this course:

Wagner, Tony, and Ted Dintersmith. [Most Likely to Succeed: Preparing Our Kids for the Innovation Era](https://www.amazon.com/Most-Likely-Succeed-Preparing-Innovation/dp/1501104322/ref=sr_1_1?ie=UTF8&qid=1490289717&sr=8-1&keywords=most+likely+to+succeed). New York, NY: Scribner, 2016. Print.

## Description

Based on the book, *Most Likely to Succeed: Preparing Our Kids for the Innovation Era*, this course will explore the difference between what students must do to earn a degree (high school or college) versus what makes them most likely to succeed in work, citizenship, and lifelong learning. From the author's point of view, the course will also consider what can and must be done to transform education for the twenty-first century, along with examples of best practices in high schools and colleges around the Country.

The course is comprised of 8 **modules**. The modules offer information and ideas about student success (for today’s innovation landscape) that teachers may consider adopting to improve student learning experiences and their overall success.

## Course Purpose

The purpose of this course is to encourage educators to explore what makes students most likely to succeed (given innovation trends) as a strategy to enhance student achievement and their success overall.

## Course Objectives/Outcomes

1. Develop an awareness of “success concepts” as it relates to fulfilling ones’ potential in an innovation era
2. Develop an understanding of and apply success strategies and practices
3. Create a “success” activity geared toward improving student achievement
4. Final Reflection

## Preliminary comments for modules

As you read the material, bear in mind how the information might apply to you in your personal settings, to your students, and moreover, how it may benefit you as an educator. As you read the material or at the end of each chapter, note your reflections, as they will form the basis of a written summary that will accompany a final project due at the course end.

### Module 1: Chapter 1, *Our Education DNA*

1. **Read:** Millennial Interviews and Chapter 1
2. **Reflect:** After (or while) you have read the material, think about the following:
3. What do you agree with in the reading?
4. What might you oppose in the reading?
5. What did you learn from the reading?
6. Is there anything noted in the reading that you are already doing relative to “success” in the innovation era?
7. Is there anything compelling in the reading that you would take special note of?
8. How might you implement what you learned in the reading?
9. **Share with Instructor:** For each of the following reflections above, keep notes to include/summarize in a final reflection paper.

### Module 2: Chapter 2, *The Purpose of Education*

1. **Read:** Chapter 2
2. **Reflect:** After (or while) you have read the material, think about the following:
   1. What do you agree with in the reading?
   2. What might you oppose in the reading?
   3. What did you learn from the reading?
   4. Is there anything noted in the reading that you are already doing relative to “success” in the innovation era?
   5. Is there anything compelling in the reading that you would take special note of?
   6. How might you implement what you learned in the reading?
3. **Share with Instructor:** For each of the following reflections above, keep notes to include/summarize in a final reflection paper.

### Module 3: Chapter 3, *What’s at Stake?*

1. **Read:** Chapter 3
2. **Reflect:** After (or while) you have read the material, think about the following:
   1. What do you agree with in the reading?
   2. What might you oppose in the reading?
   3. What did you learn from the reading?
   4. Is there anything noted in the reading that you are already doing relative to “success” in the innovation era?
   5. Is there anything compelling in the reading that you would take special note of?
   6. How might you implement what you learned in the reading?
3. **Share with Instructor:** For each of the following reflections above, keep notes to include/summarize in a final reflection paper.

### Module 4: Chapter 4, *The Formative Years: K-12*

1. **Read:** Millennial Interviews and Chapter 4
2. **Reflect:** After (or while) you have read the material, think about the following:
   1. What do you agree with in the reading?
   2. What might you oppose in the reading?
   3. What did you learn from the reading?
   4. Is there anything noted in the reading that you are already doing relative to “success” in the innovation era?
   5. Is there anything compelling in the reading that you would take special note of?
   6. How might you implement what you learned in the reading?
3. **Share with Instructor:** For each of the following reflections above, keep notes to include/summarize in a final reflection paper.

### Module 5: Chapter 5, *The Gold Ring: The College Degree*

1. **Read:** Chapter 5
2. **Reflect:** After (or while) you have read the material, think about the following:
   1. What do you agree with in the reading?
   2. What might you oppose in the reading?
   3. What did you learn from the reading?
   4. Is there anything noted in the reading that you are already doing relative to “success” in the innovation era?
   5. Is there anything compelling in the reading that you would take special note of?
   6. How might you implement what you learned in the reading?
3. **Share with Instructor:** For each of the following reflections above, keep notes to include/summarize in a final reflection paper.

### Module 6: Chapter 6, *Teaching, Learning, and Assessing*

1. **Read:** Millennial Interviews and Chapter 6
2. **Reflect:** After (or while) you have read the material, think about the following:
   1. What do you agree with in the reading?
   2. What might you oppose in the reading?
   3. What did you learn from the reading?
   4. Is there anything noted in the reading that you are already doing relative to “success” in the innovation era?
   5. Is there anything compelling in the reading that you would take special note of?
   6. How might you implement what you learned in the reading?
3. **Share with Instructor:** For each of the following reflections above, keep notes to include/summarize in a final reflection paper.

### Module 7: Chapter 7, *A New Vision for Education*

1. **Read:** Chapter 7
2. **Reflect:** After (or while) you have read the material, think about the following:
   1. What do you agree with in the reading?
   2. What might you oppose in the reading?
   3. What did you learn from the reading?
   4. Is there anything noted in the reading that you are already doing relative to “success” in the innovation era?
   5. Is there anything compelling in the reading that you would take special note of?
   6. How might you implement what you learned in the reading?
3. **Share with Instructor:** For each of the following reflections above, keep notes to include/summarize in a final reflection paper.

### Module 8: Final Reflection and Activity

1. **Summary paper.** Summary papers, including the activity summary, should be 2 to 3 pages in length and double spaced. Be sure to include:
   1. Each of the specific reflections for each reading (items 1 to 6 under each module)
   2. How this information might help you in the classroom
   3. How this information might compare to school efforts, if such efforts exist
2. **Success Activity.** Relative to the readings, develop an activity that you believe will help improve student learning. Include a ½ page synopsis of the activity in the reflection paper. Be sure to note participant reaction (actual or anticipated) and explain how it will (or did) help improve student learning. Also note relevant state standards that must be considered in development and implementation plans.

## Grading Requirements

Students complete course assignments as described in the modules. The course is graded according to quality of the assignments completed. I respond to questions in one to three days, usually one. Please feel free to contact me at [nordick@continuingeducationassociates.com](mailto:lisa.nordick@continuingeducationassociates.com) should you have any questions about requirements or related information.

### Assignments and Projects

The following assignments are required for this course.

|  |  |  |  |
| --- | --- | --- | --- |
| Requirements | Title | Hours | Percent of time |
| Module One | Read/Reflect/Note | 2 | 10 |
| Module Two | Read/Reflect/Note | 1.5 | 7.5 |
| Module Three | Read/Reflect/Note | 1.5 | 7.5 |
| Module Four | Read/Reflect/Note | 2 | 10 |
| Module Five | Read/Reflect/Note | 1.5 | 7.5 |
| Module Six | Read/Reflect/Note | 2 | 10 |
| Module Seven | Read/Reflect/Note | 1.5 | 7.5 |
| Module Eight | Develop/Reflect/Write | 8 | 40 |
| Total Hours |  | 20 | 100% |

### Evaluation and Grading

The final reflection will be analyzed for quality of work and evidence of reading of the assigned materials. In particular; clarity of writing/presentation, organization of information and material, and accomplishment of the required activity and corresponding summary will be assessed.

* A/S = 94% or above
* B/S = 84% or above
* C/S = 74% or above
* F or U = less than 74%

Note: grades will be computed by taking the overall average across grading components in the rubrics below.

## Course Policies

The following policies will be used in this course.

### Instructor Feedback

The instructor will return all emails within 3 days and issue assignment grades within 5 days of submission.

### Scholastic Dishonesty

Students enrolled in this course are expected to be aware of the seriousness of scholastic dishonesty. Unacceptable behavior such as submitting someone else's work as your own, cheating on exams, or plagiarizing can result in failure of the course or other sanctions. For a more detailed description of these policies, please refer to the [UND Code of Student Life; Appendix IIIa-3](http://und.edu/student-affairs/code-of-student-life/).

## Grading Rubrics

This course will use the following rubrics for evaluation of completed work.

### A. Writing

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Levels of Quality | Minimal | Acceptable | New Mastery | Mastery |
| Focus | Writing does not address the assigned topic and is largely unresponsive. | Subject is clear although it misses some important elements of the assigned topic. | Writing addresses the assignment adequately. | Writing addresses the assignment exceptionally and is thorough. |
| Synthesis | Extremely limited use of examples from the readings and research. | Some use of examples and specifics from readings and research. | Substantial use of examples and specifics from readings and research. | Exceptional use of examples and specifics from readings and research. |
| Development of  Argument | Writing and  reflections not  coherent, showing little development of or relationship among ideas. | Sequence of ideas is traceable – although structure is faulty. | Ideas are well developed with transitions and a structured presentation. | Exceptionally well developed ideas with smooth transitions and sophisticated presentation. |
| Organization | Incomplete editing is evident as seen in prevalent unassimilated ideas, unnecessary information, idea repetition, and/or the absence of flow/transitions. | Some editing is evident and ideas are better expressed and backed up. Still somewhat disjointed with problems in flow and transitions. | Writing has been edited with only minor organizational flaws remaining. | Writing is exceptionally well edited. Sentences are clear and logical. The paper has almost no organizational flaws. |
| Mechanics and Language | Paper is seriously impacted by numerous errors in word choice, grammar and/or mechanics that limit effectiveness. | Paper has an accumulation of errors in word choice, grammar and/or mechanics that inhibit clarity. | Paper might have a few errors in word choice, grammar and/or mechanics. | Paper is generally free from errors in word choice and/or mechanics. |
| Percentage Values (overall average across levels = grade conversion) | **Less than 74%** | **74% or above** | **84% or above** | **94% or above** |

### B. Activity

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Levels of Quality | Minimal | Acceptable | New Mastery | Mastery |
| Strategy Implementation | Effectiveness of implemented strategy is unclear.  Relationship to need is not evident. | The strategies are clearly related to the demonstrated needs of the school/classroom.  The effectiveness of the strategies is evident.  The strategy is in line with the course goals and objectives. | The strategies are clearly related to the demonstrated needs of the school/classroom.  The effectiveness of the strategies is clearly stated detailing the points which were instrumental in the success.  An analysis is made of the success and includes recommendation for needed adjustments. | The strategies are clearly related to the demonstrated needs of the school/classroom and incorporate an explanation of the related reading.  The activity contains a synthesis of the reaction of the individuals involved in the implementation.  Examples of the components (activities, student reactions, etc.) are included. |
| Percentage Values (overall average across levels = grade conversion) | **Less than 74%** | **74% or above** | **84% or above** | **94% or above** |