



## **The Flipped Classroom Professional Development Course**

### **Course Description**

Participants in the course will learn about what is a flipped classroom and how it differs from a traditional classroom. Pros and cons of the flipped classroom will be discussed. The videos and lessons will help you shape your view of a flipped classroom that works in your school setting. Participants will learn and gain effective lesson planning skills to flip their classroom, common pitfalls of flipped classroom planning, and resources on how to prepare students for the flipped classroom model will be examined and viewed. Techniques to motivate students and how to deal with unprepared students will be learned. Teachers will explore, examine and evaluate numerous platforms to flip their classrooms. Selection criteria for choosing a platform that fits their needs will be learned through exploring the various options each platform has. Teachers will learn about assessment strategies when using a flipped classroom and reflect on their own classroom. Interactive video platforms that allow for questioning to occur during the flipped lesson will be explored and reviewed. Upon completion of the course students will be able to create and effectively implement a flipped classroom lesson.

### **System Requirements**

- Internet access connection
- Online video viewing capabilities
- Software capable of reading PDF files

### **Global Goals of the Course**

To deepen the teacher's existing professional knowledge base by enhancing content understanding and skill acquisition in accordance with the following global goals:

1. To design and develop 21st century skills across curriculums (NBPTS 1; ISTE 1; InTASC 1, 3, 5, 7; DFFET 1abe, 2bc, 3cde, 4acef)
2. To appraise key technological tools (use of flipped classroom tools) and strategies for their impact on teaching and learning (NBPTS 1, 2, 3, 5; ISTE 2, 3; InTASC 1, 2, 4-8; DFFET 1de, 2bc, 3ce, 4af)
3. To employ emerging technology tools (Flipped Classroom programs/platforms to design, develop, and evaluate relevant experiences for students (NBPTS 1, 2, 3, 4, 5; InTASC 1-8; DFFET 1abde, 2c, 3bcde, 4acef )
4. To employ other educational professionals to improve student learning through the use of flipped classroom lessons(NBPTS 5; ISTE 5; InTASC 9,10; DFFET 2c, 3ce, 4acef )

### **Instructional Objectives:**

1. Examine current classroom beliefs and views on flipped classrooms
2. Examine and utilize virtual flipped classrooms to enhance delivery and improve student learning
3. Examine and Utilize the flipped classroom resources to create a variety of artifacts
4. Examine and utilize flipped classrooms in multiple mediums

### **Compliance with Interstate Teacher Assessment and Support Consortium (InTASC) Standards**

The Interstate Teacher Assessment and Support Consortium's work is guided by one basic premise: An effective teacher must be able to integrate content knowledge with the specific strengths and needs of students to assure that all students learn and perform at high levels. All teachers should meet the following standards: (1) learner development, (2) learning differences, (3) learning environments, (4) content knowledge, (5) application of content, (6) assessment, (7) planning for instruction, (8) instructional strategies, (9) professional learning and ethical practices, and (10) leadership and collaboration.

### **Teaching Methodology and Delivery Model**

Teaching methodologies used in this course are specifically designed to maximize learning in a self-paced, online distance-learning model.

- Online methodologies include presentations, skill practice, assessment completion, and the synthesis of new knowledge and skills.
- Course content and assignments are organized into modules that participants may complete at their own pace during a 4-week span of time.
- Online assignments are facilitated using a variety of research-based instructional approaches appropriate for adult learners in an online setting, which allow teachers to acquire, practice, apply, and evaluate course content and skills.
- Class participants actively construct their own learning and make it personally relevant by acquiring and applying course knowledge/skill to their own teaching situation.

### **Final Projects**

In keeping with best instructional and assessment practices, the course requires participants to demonstrate synthesis and application of course knowledge in a final Course Reflection Document to the instructional objectives of this course.

Final projects are due and will be submitted within the 4-weeks of allotted class time. Unless stated otherwise, all papers are expected to be properly formatted electronically. Proof of seat hours will be presented to the participants after completing the state required course evaluation located on the student portal.

Assessment of the work will not be limited to the quantity of work submitted but will carefully consider the quality and intellectual value of the work.

#### **Formative Assessments**

- Complete all readings and online video viewing within a 4-week time frame
- Complete Forum questions posted in each milestone

- Complete Course Reflection Document at a level of “Proficient”

## Grading

Points are assigned based on a rubric that can be further defined as follows:

**Proficient:** The assessment is well-organized and complete; is effectively and clearly presented; demonstrates clear understandings; applies what has been learned to the author’s own classroom situation; clearly shows connections; is detailed; and is thoughtful and supported with ideas. A thoroughly completed assessment demonstrates that the participant shows awareness of the tasks, gives explanations, and shows how the assessment applies to a teaching/learning situation. The assessment meets the specific criteria delineated in “Proficient” on the course rubric.

**Unsatisfactory:** The assessment is missing evidence or information; is sloppy and poorly organized; demonstrates only surface understandings; shows no evidence of application to the author’s own teaching situation; is poorly written; and does not meet minimum standards for academic performance in a graduate-level course. The assessment meets the specific criteria delineated in “Unsatisfactory” on the course rubric.

The assessments for this course are weighted as follows:

Participation and Reflection Document: 100%

To receive full credit for completion, all work must be completed at a level of “Proficient”, which is equivalent to 80% or higher out of 100% possible.

## Academic Honesty and Integrity

All participants are expected to maintain academic honesty and integrity by doing their own work to the best of their ability. Academic dishonesty (cheating, fabrication, plagiarism, etc.) will result in the participant being removed from the course; no partial credit will be granted.

## Americans with Disabilities Act Compliance

In compliance with Section 504 of the Rehabilitation Act and The Americans with Disabilities Act, participants who have any condition, either permanent or temporary, which might affect their ability to perform in this class, are encouraged to inform The Connecting Link prior to the start of the course. Reasonable academic accommodations, aids, and adjustments may be made as needed to provide for equitable participation.

## Attendance, Late Work, and Make-Up Policy

Participants will have 4 weeks from the time of their first date of login to complete the course requirements. Failure to complete all work in this time frame will result in an incomplete. Please contact The Connecting Link directly at (888) 550-5465 if seeking an extension for any reason.

### Course Reflection Assessment Rubric

	<i>Proficient</i>	<i>Unsatisfactory</i>
<b>Milestone 1 Quality of Response</b>	Provided complete responses that directly referenced milestone content	Unable to locate specific details to show connection to milestone content
<b>Organization</b>	Displayed logical and organized flow using appropriate writing conventions and standards	Information presented is not organized; no logical progression of ideas; or numerous writing errors
<b>Adherence to due dates</b>	Postings were submitted within the allotted time frame of the course	Postings were submitted outside the allotted time frame of the course (an extension was required)
<b>Milestone 2 Quality of Response</b>	Provided complete responses that directly referenced milestone content	Unable to locate specific details to show connection to milestone content
<b>Organization</b>	Displayed logical and organized flow using appropriate writing conventions and standards	Information presented is not organized; no logical progression of ideas; or numerous writing errors
<b>Adherence to due dates</b>	Postings were submitted within the allotted time frame of the course	Postings were submitted outside the allotted time frame of the course (an extension was required)
<b>Milestone 3 Quality of Response</b>	Provided complete responses that directly referenced milestone content	Unable to locate specific details to show connection to milestone content
<b>Organization</b>	Displayed logical and organized flow using appropriate writing conventions and standards	Information presented is not organized; no logical progression of ideas; or numerous writing errors
<b>Adherence to due dates</b>	Postings were submitted within the allotted time frame of the course	Postings were submitted outside the allotted time frame of the course (an extension was required)
<b>Milestone 4 Quality of Response</b>	Provided complete responses that directly referenced milestone content	Unable to locate specific details to show connection to milestone content
<b>Organization</b>	Displayed logical and organized flow using appropriate writing conventions and standards	Information presented is not organized; no logical progression of ideas; or numerous writing errors
<b>Adherence to due dates</b>	Postings were submitted within the allotted time frame of the course	Postings were submitted outside the allotted time frame of the course (an extension was required)