

# EDUCATION (EDUX)

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## **EDUX 500 Assessment Literacy 1 credit**

This asynchronous, online K-6 course expands on the 2020-2021 PLC/ Data Lead Learning Modules. It is designed to build a rich understanding of the power of assessment to drive instruction through the lens of cultural proficiency using modules in Schoology. Participants will examine how a balanced assessment system is foundational in developing a robust body of knowledge about students' needs and skills. This foundation supports a tiered decision making model leading to the creation of personalized instruction designed to directly target identified academic needs. Participants will examine how various forms of culturally proficient assessment drive instructional insights and decisions. In this 35 hour course we will culminate in a personal plan to effectively integrate a powerful cycle of assessment and instruction to best meet each student's needs.

## **EDUX 501 Collaborative Literacy: Using the Tools of Cultural Proficiency to Strengthen our Implementation 1 credit**

Participants in this K-6 course incorporate the Tools of Cultural Proficiency with Collaborative Literacy to plan for building a rich community of readers and writers that accelerates growth for each student through intentionally planned whole group lessons, targeted independent practice, and personalized conferring. The first seven weeks of this eight week, 35 hour course will consist of asynchronous learning. In the final weeks of the course participants will engage in a synchronous coaching session at their site in order to integrate new learning and plan for implementation during the upcoming school year.

## **EDUX 502 Understanding Techquity 1 credit**

Techquity describes technology use through the lens of equitable practices. This course will support participants by furthering understanding of how to apply technology and the five essential elements of Cultural Proficiency into instructional equity. Throughout this learning participants will have opportunities to synthesize the five essential elements and the 4C's as a means to enhance strong learning environments and technology use. In this course, participants will engage in seven asynchronous modules in Schoology over the course of eight weeks. This EC-12 course will be designed for participants to earn 1 semester credit through our partnership with Concordia University. Each of the learning modules will be designed to support the content, processing, and application of learning up to 35 hours.

## **EDUX 503 Activating the Tools of Cultural Proficiency into Practice 1 credit**

This EC-12 course is designed to build capacity with the Tools of Cultural Proficiency to create, manage, and sustain equitable change. Individuals will focus on understanding the beliefs, values, and assumptions we hold as educators and create Equity Action Plans that are designed to impact the setting where your work is most closely aligned. We will cover this content over the three phases in the course through a hybrid of 3 synchronous sessions along with 6 asynchronous modules that includes 35 hours of learning.

## **EDUX 504 Filling in the Gaps 1 credit**

The foundation of our current educational system has faced unprecedented challenges over the last year. Educators have an opportunity to be a beacon of change. We now have a new awareness of the deficits our students have experienced academically, and as equally important, socially/emotionally/behaviorally. This course provides an opportunity to create and implement change in the academic and social/emotional work we do with our students.

## **EDUX 505 Understanding Executive Function 1 credit**

Adolescence is a time of growth, as well as a time for much needed support in regards to academics and social/emotional health. Often, adolescent difficulties can be directly related to a lagging skill-set in executive functioning. Unfortunately, many parents and educators are not versed in the language of executive functions, and specifically how they relate to and impact ADHD. To implement growth, educators and parents need: access to executive function language and definitions; understanding the impact lagging executive function skills can have on a child's development; and specific, research-based strategies to support students by increasing their executive functioning skills. Educators and families working together can create opportunities to support all of our children with ADHD and executive functioning areas of need.

## **EDUX 506 Restorative Teacher 1 credit**

Participants in this course will learn how to build a tool kit for intentional ways to show up in their everyday lives. We will set intentions for restoring ourselves so that we can show up for those around us. We will begin our first meeting gathering as a community and creating vision boards to ground ourselves. We will use the text "12 Tiny Things" by Barr and Rosher to guide our circle discussions and our weekly reflections. Our two Zoom Circles will focus on the Circle process and lived experience of being in community. This class incorporates self-inquiry and healing. We know that in order to show up for others we first have to show up for ourselves.

## **EDUX 507 Differentiating for Advanced Learners 1 credit**

Participants in this course will learn to plan for how to extend the learning for students who are already proficient. Participants will learn quality differentiation strategies within their core instruction for advanced learners in their classroom. This course begins with examining current thinking about advanced learners and instruction for advanced students. Participants work through self-paced learning modules for leading a differentiated classroom, curriculum compacting, quality questioning, and higher level thinking. Participants plan, teach, and reflect upon a lesson that implements strategies from the course for their final project.

## **EDUX 508 Feedback to Promote Learning 1 credit**

Feedback is a rich source of information for both formative and summative purposes. K-12 educators' in this class will gain new insights on making decisions about the use of formative assessment to achieve curriculum and student achievement goals. There will be an emphasis on student self-assessment, giving feedback digitally, and grading for learning.

## **EDUX 509 Genius Hour: Fostering Passion and Inquiry in the Classroom 1 credit**

Are you interested in promoting creativity and finding more ways to inspire students in their learning? This course is designed to teach you ways to implement a "Genius Hour" (student selected inquiry project) into your classroom. This blended class format will focus on developing inquiry questions, teaching students how to find good information, and turning research into an action.

## **EDUX 510 Teaching from the Heart 1 credit**

Using the text, Heart!: Fully Forming Your Professional Life as Teacher and Life, plan to dive into the unique aspects of a professional life: happiness, engagement, alliances, risk and thought. Setting aside time to reflect on your professional practice is critical to student success. John Hattie, in his book, Visible Learning, advocates that teachers can make a difference despite other circumstance that may impede learning. Learn more about the degree of impact you have on student learning and how you can make a distinct, positive "heartprint" on students and colleagues.