Dear Administrator or Professional Development Coordinator,

Since 1988, Advancement Courses has been a leader in professional development, providing expertly-crafted, classroom-applicable courses to thousands of teachers. Our extensive curriculum includes over 200 online, self-paced courses in a broad range of subjects covering both foundational topics and emerging trends in K-12 education. Created by expert teachers with extensive classroom experience and a deep understanding of national standards, courses are reviewed and offered in partnership with regionally-accredited universities for graduate level semester hours of credit and professional development hours (or their equivalent).

<table>
<thead>
<tr>
<th>Select</th>
<th>University</th>
<th>Accreditation</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ]</td>
<td>Andrews University</td>
<td>Andrews University is accredited by the Higher Learning Commission (HLC). Its teacher training and school services programs are further accredited by the Council for the Accreditation of Educator Preparation (CAEP, formerly NCATE), and by the Michigan Department of Education.</td>
<td>3 Graduate Credits</td>
</tr>
<tr>
<td>[ ]</td>
<td>Avila University</td>
<td>Avila University is accredited by the Higher Learning Commission (HLC). Avila’s School of Education is nationally accredited by the Council for the Accreditation of Educator Preparation (CAEP, formerly NCATE), and the Missouri Department of Elementary and Secondary Education.</td>
<td>3 Graduate Credits</td>
</tr>
<tr>
<td>[ ]</td>
<td>Greenville University</td>
<td>Greenville has been accredited since 1947 by the Higher Learning Commission (HLC). The School of Education at Greenville University is accredited through the Council for the Accreditation of Educator Preparation (CAEP, formerly NCATE), and the Illinois State Board of Education.</td>
<td>3 Graduate Credits</td>
</tr>
<tr>
<td>[ ]</td>
<td>William Jessup University</td>
<td>William Jessup University is accredited by the WASC Senior College and University Commission (WSCUC), and the California Commission on Teacher Credentialing (CCTC).</td>
<td>3 Graduate Credits</td>
</tr>
<tr>
<td>[ ]</td>
<td>Loyola Marymount University</td>
<td>Loyola Marymount University is regionally accredited by the Western Association of Schools and Colleges (WASC).</td>
<td>3 Graduate Level Professional Development Credits</td>
</tr>
<tr>
<td>[ ]</td>
<td>Medaille College</td>
<td>Medaille College is accredited by the Middle States Commission on Higher Education (MSCHE), and the Teacher Education Accreditation Council (TEAC).</td>
<td>3 Graduate Credits</td>
</tr>
</tbody>
</table>

While we have helped thousands of educators across the country earn advancement on their district’s salary scale and meet their relicensing needs, please be sure to follow your district’s individual approval requirements.

“Student achievement is at the core of everything we do.”

support@advancementcourses.com • 800.762.0121
Why should teachers take our courses?

**A Focus on Student Success**
Fostering student success in both academics and social-emotional growth is the main focus of all of our courses. Our courses are filled with strategies, techniques, and activities that are directly tied to improving student achievement in the classroom.

**Classroom Applicable**
We believe that professional development should be directly related to the classroom, so our courses are designed to include valuable resources for the classroom, innovative strategies and perspectives, and activities aimed at developing content teachers can use in the classroom immediately.

**Feedback & Facilitation**
Experienced facilitators guide learners through every course, answering questions and offering detailed feedback on assignments. Feedback is rubric-driven, constructive, and positive.

**Authentic Assessments**
As every subject and grade range has its own needs, we have designed our courses to include authentic assessments that mirror the type of work teachers do in the classroom. With case studies, active reading exercises, and time for developing student-facing activities, our courses provide consistent opportunities to express learning in an authentic manner.

**Reflective Practice**
A key component of all of our courses is time dedicated to reflective practice. Each course includes a journaling component, which prompts the teacher to connect the reading to their practice, experiences, student population, and school community.

**Connection to Special Populations**
While many professional development courses may tack on a section on special populations at the end, we believe that knowledge of special populations is integral to all subjects and grade ranges. The majority of our courses include direct strategies for working with exceptional students (special needs, English Language learners, at-risk students, and gifted and talented students).

**Community Space**
A dedicated online community space allows teachers to interact with course instructors and their peers, sharing resources, exploring new ideas, and connecting with other educators from across the country.
Motivating Unmotivated Students (Research and Practice)

Course Description

This course examines all aspects of student motivation. Students come to a classroom with varying levels of motivation to learn; some individuals are ready and eager to learn, while others struggle with learning the content. Why do the levels of motivation that students bring to the classroom each day differ so greatly? Why are some students motivated and other students not motivated? To some extent, we can use theory and the principles of intrinsic and extrinsic motivation to explain the complexity of student motivation. Motivation impacts student learning, and educators have the unique opportunity to positively impact every student regardless of his or her level of motivation when entering the classroom.

We have designed this course to give teachers a thorough understanding of the major theories of motivation, explain their role in encouraging and promoting student motivation, and provide strategies that they can implement to assist their students in developing a motivational mindset toward learning. This course will also examine learning approaches, discuss the concepts of growth mindset and grit, explain how to create a positive learning climate, and discuss the importance of encouraging academic risk.

Connections to Practice

This course provides the following classroom connections:

- Research on the impact of motivation on student success
- Ways to encourage and promote student motivation
- Tools to help teachers assist students in developing a motivational mindset toward learning
- Ways to encourage student motivation through environmental strategies
- Motivational techniques and strategies tailored to individual student needs

Course Objectives

In this course, participants will do the following:

- Explain theories of motivation, and describe the impact each theory has on student learning.
- Evaluate the role of the teacher in encouraging and promoting student motivation.
- Examine and apply learning approaches that will encourage students to view themselves as learners when approaching all tasks.
- Compare and contrast environmental strategies that will encourage student motivation in the classroom.
- Evaluate and apply motivational strategies that will encourage student learning.
Charlotte Danielson Framework for Teaching Alignment

Domain 1: Planning and Preparation
1b Demonstrating Knowledge of Students
1c Setting Instructional Outcomes
1d Demonstrating Knowledge of Resources

Domain 2: The Classroom Environment
2a Creating an Environment of Respect and Rapport
2b Establishing a Culture for Learning
2c Managing Classroom Procedures
2d Managing Student Behavior
2e Organizing Physical Space

Domain 3: Instruction
3a Communicating with Students
3b Using Questioning and Discussion Techniques
3c Engaging Students in Learning
3e Demonstrating Flexibility and Responsiveness

Domain 4: Professional Responsibilities
4a Reflecting on Teaching
4c Communicating with Families
4e Growing and Developing Professionally

Course Engagement and Resources

To complete this course, you will have the opportunity to choose between two options for engagement. You may participate in each online module within the LMS (Moodle) by completing the readings, discussion forums, and activities. Or, if you prefer, you may download the activity packet that is located within the course to complete on your own, and submit to the assignment blocks throughout the course as directed.

The activities and engagement options for the course have been designed to align with guidelines and considerations of Universal Design for Learning. This course aims to:
• Provide the learner with multiple means of representation.
• Provide the learner with multiple means of action and expression.
• Provide the learner with multiple means of engagement.

As part of both course engagement options, your course facilitator will be available to you to answer questions and provide written feedback on your submitted Checkpoint assignments and Final Project. Additionally, within the Moodle LMS, you will have access to a collection of community resources through which you will be able to further explore course concepts through collaboration with facilitators and peers.

Assessments

Self-Reflection and Goal Setting

Each course will include a Self-Reflection and Goal Setting assignment in the first module, in which each learner will articulate what they hope to learn/achieve because of the course. Learners will be guided to reflect briefly upon their intentions for taking the course, and to set 1-2 specific (SMART) goals for their learning.

Concept Practice

This automatically scored assessment will appear in each module and will include 10-15 questions about concepts in the module, which also include immediate feedback.

Discussions

Discussions will appear in each module, and will include questions about concepts that appear in the module. Learners participating in the online engagement option will be expected to post one original response to the prompt and respond to two peers.

Learners participating in the course via the Activity Packet option are not required to participate in the online Moodle discussion forums, but will complete the discussion for each module with an organized and comprehensive written response in the Activity Packet that corresponds with the module.

Discussions will be evaluated on a pass/fail basis, per the following guidelines for completion:

• Participant satisfactorily shares thoughtful reflections and/or responds to colleagues in a respectful and engaging way.
• Participant provides an adequate level of detail in entries.
• Examples are satisfactorily helpful and informative and foster discussions or demonstrate substantial reflection.
• Participant’s responses are clear and well written, and employ proper APA citation.

Project Checkpoint Activities

Each course will include 3 Project Checkpoint activities for submission, in Modules 1, 3, and 4. The first two checkpoints will be evaluated and will receive feedback from the course facilitator.
To receive feedback on the Checkpoint Activity in Module 4, students will be directed to share with peers in the community space on the LMS or with personal colleagues in their professional environment.

These activities will be designed to serve as artifacts/components that will serve the learner in completing the final project.

The checkpoint assignment in Module 1 will be evaluated using the following rubric:

<table>
<thead>
<tr>
<th>Focus Areas</th>
<th>Does Not Meet Expectations (1 point)</th>
<th>Partially Meets Expectations (3 points)</th>
<th>Meets Expectations (4 points)</th>
<th>Exceeds Expectations (5 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of Course Content</td>
<td>Checkpoint relates incomplete or incorrect information about course concepts. Alignment to course objectives is unclear or absent. The learner provides an unclear reflection upon how they will evaluate personal progress toward established course goals.</td>
<td>Checkpoint relates superficial information about course concepts that is clearly aligned with 1-2 course objectives. The learner provides a superficial reflection upon how they will evaluate personal progress toward established course goals.</td>
<td>Checkpoint relates clear information about course concepts that is clearly aligned with 2-3 course objectives. The learner provides a satisfactory reflection upon how they will evaluate personal progress toward established course goals.</td>
<td>Checkpoint relates detailed and thorough information about course concepts that is clearly aligned with 3-5 course objectives. The learner provides a detailed reflection upon how they will evaluate personal progress toward established course goals.</td>
</tr>
</tbody>
</table>
The checkpoint assignment in Module 3 will be evaluated using the following rubric:

<table>
<thead>
<tr>
<th>Focus Areas</th>
<th>Does Not Meet Expectations (1 point)</th>
<th>Partially Meets Expectations (3 points)</th>
<th>Meets Expectations (4 points)</th>
<th>Exceeds Expectations (5 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of Course Content</td>
<td>Checkpoint relates incomplete or incorrect information about course concepts. Alignment to course objectives is unclear or absent. The learner provides an unclear reflection upon how they will evaluate personal progress toward established course goals.</td>
<td>Checkpoint relates superficial information about course concepts that is clearly aligned with 1-2 course objectives. The learner provides a superficial reflection upon how they will evaluate personal progress toward established course goals.</td>
<td>Checkpoint relates clear information about course concepts that is clearly aligned with 2-3 course objectives. The learner provides a satisfactory reflection upon how they will evaluate personal progress toward established course goals.</td>
<td>Checkpoint relates detailed and thorough information about course concepts that is clearly aligned with 3-5 course objectives. The learner provides a detailed reflection upon how they will evaluate personal progress toward established course goals.</td>
</tr>
<tr>
<td>Application of Course Content</td>
<td>The created artifact is not clearly aligned with chosen audience; learner demonstrates no or faulty awareness of the audience’s needs.</td>
<td>Learner makes choices regarding content and methods of presentation that may be unclear or inappropriate in some ways; demonstrates some awareness of the chosen audience’s needs.</td>
<td>Learner makes appropriate choices regarding content and methods of presentation; demonstrates clear awareness of the chosen audience’s needs.</td>
<td>Learner chooses and adapts artifact content and presentation in multiple ways to ensure complete appropriateness for the chosen audience; demonstrates exceptional awareness of the audience’s needs.</td>
</tr>
</tbody>
</table>

**Final Project**

The final project for each course will appear in the final module, and will include a prompt that aligns with each category (including the *evaluate* and *create* categories) of Bloom’s Taxonomy, building on the concepts from each module.
Final projects will be designed for the learner to create an artifact that demonstrates application and understanding of concepts and skills learned through each module of the course. Learner will have a choice of structure regarding the kind of the artifact that best suits their professional role (e.g. lesson plan, individualized education plan, self-action plan).

Final projects will include integration of project milestone activities that have been completed throughout the course.

Final projects will include a self-reflection component, in which the learner will evaluate the (SMART) goals they articulated at the beginning of their course work and articulate how they feel they have met their goals and/or how those goals can be met in the future.

The final project for each course will include a customized evaluation rubric. Final project evaluation Rubrics for each course will be written to account for the following criteria:

- The final project reflects the learner’s knowledge of the course concepts.
- The final project includes application of the course concepts.
- The final project includes implementation of the course concepts into the role-specific environment.
- The final project includes the learner’s evaluation of, or plan for evaluation of, the implementation of the course concepts in the role-specific environment.

Materials

- Online reading, viewing, and listening resources will be provided in each course module.

Course Outline

Module 1

Review the resources provided in Module 1, and complete the:

- Self-Reflection and Goal Setting Activity
- Introductory Forum
- Module 1 Foundations
- Module 1 Concept Practice
- Module 1 Discussion Forum
- Module 1 Project Checkpoint

Module 2

Review the resources provided in Module 2, and complete the:

- Module 2 Foundations
- Module 2 Concept Practice
- Module 2 Discussion
Module 3

Review the resources provided in Module 3, and complete the:

• Module 3 Foundations
• Module 3 Concept Practice
• Module 3 Discussion
• Module 3 Project Checkpoint

Module 4

Review the resources provided in Module 4, and complete the:

• Module 4 Foundations
• Module 4 Concept Practice
• Module 4 Discussion
• Module 4 Project Checkpoint

Module 5

Review the resources provided in Module 5, and complete the:

• Module 5 Foundations
• Module 5 Concept Practice
• Module 5 Discussion
• Course Evaluation Survey
• Final Project

Method of Evaluating Student’s Performance

<table>
<thead>
<tr>
<th>Assignment(s)</th>
<th>Percentage of total possible points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Checkpoint Activities</td>
<td>35%</td>
</tr>
<tr>
<td>Discussions</td>
<td>25%</td>
</tr>
<tr>
<td>Final project</td>
<td>40%</td>
</tr>
</tbody>
</table>

*Please note that you must receive a percentage of 80% or higher for successful completion of this course.

Completion of all activities is required to receive credit.

Technology Requirements

Please review the System Requirements for Moodle.

Compliance with the American Disabilities Act

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 complete this course, are encouraged to reach out to
support@advancementcourses.com at the beginning of the course. We will make reasonable academic and accessibility accommodations to the course.

**Academic Integrity**

Honesty is an essential aspect of academic integrity. Individual students are responsible for doing their own work and submitting original assignments as per the course directions. Plagiarism and cheating of any kind will not be tolerated.

*Plagiarize:* “To steal and pass off (the ideas or words of another) as one’s own without crediting the source; presenting as new and original an idea or product derived from an existing source” (Webster’s New Collegiate Dictionary, Springfield: G. & C. Merriam Company, 1973, 870). This includes using information from the Internet without citing the website. Avoid plagiarism by appropriately acknowledging the source of the author’s words and ideas.

*Cheating:* Submitting or presenting an assignment as your own when it was written or created by someone else is not permissible in this class.

**References**


Georgia Center for Assessment. (n.d.). Are your students taking risks in their learning?


TEDx Talks. (2016, May 10). *Teachers create what they experience / Katie Martin / TEDxElCajonSalon* [Video file].


Find out why teachers love our PD courses

Professional development designed to be more engaging, meaningful, and enjoyable – with real feedback and application in today's K-12 classroom.

Enroll Today

advancementcourses.com/courses
or Contact Us: (800) 762-0121
8:00am – 4:30pm ET Mon-Fri
support@advancementcourses.com

200+ courses to choose from – up to 6 months to complete

- CAEP/Regionally-accredited
- Online & Self-paced
- Free Books & Shipping
- Graduate-level

Flexible & Convenient. Our online courses aren’t tied to a semester or physical classroom, so you can take them anywhere and anytime for up to 6 months after enrollment.

Applicable & Practical. Created by subject matter experts with extensive classroom experience, our courses are designed to provide you with more than just information – you’ll develop tangible tools and resources to use in your own classroom immediately.

Feedback & Facilitation. Experienced facilitators guide learners through every course, answering questions and offering detailed feedback on assignments. Feedback is research-based, positive, and constructive.