

The background of the entire page is a low-angle photograph of two skyscrapers, likely the Freedom Tower and another building in Lower Manhattan, reaching towards a blue sky with scattered white clouds. The image is overlaid with large, diagonal geometric shapes in bright yellow and white, creating a modern, dynamic aesthetic. A thin yellow horizontal line is positioned above the title, and another is positioned below it.

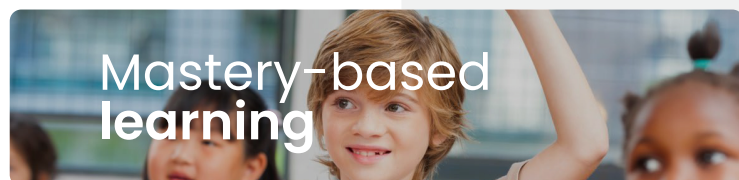
International Teachers Training Diploma

Explore **Topics**

Research and experience tell us that small changes make a big difference for students who have struggled in traditional schools or who may have fallen off-track. Each of our topics contain Foundation Sessions to introduce participants to research, and Practice Sessions to engage participants in activities that apply foundational knowledge.

Instructional Practice

Educators can incorporate student-centered learning approaches into their classrooms that help students master academic skills and become self-directed learners. Use sessions in this topic to explore and enhance these practices with your team.



When students graduate having mastered essential academic skills and understandings, they are better prepared to succeed in college and careers. Yet conventional grading systems can make it difficult to know whether students have actually mastered these skills since often students are graded on the quantity of tasks they have completed or their recall of information on multiple-choice tests. In contrast, instruction, assessment, and grading in a mastery-based learning system are designed to focus on how students are progressing toward mastery of essential skills and understandings. In effect, these systems are more equitable: teachers assess and give feedback to students in transparent ways, more accurately based on learning rather than perceptions of behavior or attendance.

The sessions in this series explore the principles and elements in a mastery-based learning system and small steps that teachers can take in their own grading, assessment, and instructional planning to implement these elements.

Mastery-based learning

1 | An introduction to Mastery-based learning foundation

In contrast to conventional grading systems, where instruction is organized around time-bound tasks, a mastery-based learning system places essential skills and understandings at the center.

2 | Creating learning goals that are Empowering and meaningful practice

When the learning goals that teachers set are meaningful, empowering, and cognitively demanding, they can form a foundation for assessment and instruction that lead to mastery of those goals.

3 | Grading policies that highlight Mastery foundation

Ideally grades should communicate to students what they have learned and what they need to work on.

4 | Planning assessments and instruction That support Mastery-based learning Practice

When teachers know exactly what students have learned so far, they can individualize support to help those students focus on learning the skills and understandings they need to move to the next level.



Assessment

The sessions in this series provide teachers with an understanding of authentic assessment and integration of higher-order thinking skills into assessments. Through exemplar reviews, readings, and opportunities to revise existing assessments, participants gain tools and skills for creating strong assessments in their own classrooms.

1 | Assessment and Authentic learning foundation

Develop an understanding of different kinds of authentic assessments through personal reflection, analysis of examples, and evaluation of current practice

2 | Assessment and Higher-order thinking foundation

Explore design of assessments that ask for increasingly deep levels of thinking and reasoning

3 | Create your own assessment checklist practice

Explore and analyze a variety of exemplars of authentic, higher-order thinking assessments, using this to create a checklist to use for your own work

4 | Revising sample assessments Practice

Practice revising assessments with support before moving toward independent assessment design and revision



Student centered Feedback

In his research on student achievement, John Hattie found that “the most powerful single influence enhancing achievement is feedback” (Visible Learning). When done well, feedback has the power to boost student’s academic success. However, not all feedback is effective for students.

The sessions in this series provide educators with background on what makes feedback effective and how to incorporate high-quality feedback practices into grading and conferences routines. Through a review of research and strategies developed in schools, as well as activities to arrange conferencing structures and practice written feedback, participants gain tools and skills for giving effective feedback to students.

1 | Characteristics of effective feedback foundation

Develop an understanding of effective feedback methods through academic research, personal reflection, analysis of examples, and self- evaluation of current feedback practices

2 | Integrating feedback with instruction foundation

Deepen understanding of three key questions underlying effective feedback: Where am I going? How am I progressing? What do I do next?

3 | Planning for meaningful feedback Conferencing practice

Explore a methods of incorporating feedback, from “in-the-moment” that occurs seamlessly within a lesson to “in-depth” that occurs through dedicated distinct feedback time

4 | Providing effective feedback to Students practice

Explore sample written and spoken feedback from a teacher to a student and practice improving upon that feedback

School Culture and Climate

Small changes to classroom and schoolwide practices can make a big difference for students who feel like school is a place where they don't belong to develop a positive view of themselves as learners. Use these sessions with your team to explore and enhance strategies for improving school culture and climate.



Learning Mindset

When students change their mindsets, they reorient the way they think about themselves as learners. A change in mindset is a high-leverage starting point for changing behaviors. Coupled with the right set of strategies and support in a learning environment, a mindset shift can lead to changes in the way students act, participate, engage, and learn in school. And this is why mindsets are so important—they are a starting point to helping students become more engaged at school and really hold onto the things they learn.

The sessions in this series explore three interrelated learning mindsets that have been shown to have the greatest effect on student motivation and success: the growth mindset (“my effort leads to growth”), value for learning (“this work has value for me”), and sense of belonging (“I belong here”).

1 | **An introduction to the mindsets behind Academic success foundation**

Explore the research behind three fundamental learning mindsets (growth, belonging, and value) that motivate students to attend, engage, participate, and persevere in school

2 | **Growth mindset: persisting in the face of Challenges foundation**

Explore the difference between a growth and fixed mindset and learn how the language educators use can help students foster a growth mindset

3 | **Sense of belonging: creating safe Learning environments foundation**

Learn about the role that sense of belonging plays in student’s academic success and identify practices that help students feel like they belong at school

4 | **Value for learning: finding meaning and Purpose at school foundation**

Explore cognitive psychology research on teenagers’ perception of value and how to help students connect learning to their own values, interests, and sense of purpose

5 | **Designing learning environments that Cultivate positive mindsets practice**

Reflect on ways that school practices and structures can support students in developing and applying these mindsets

School Improvement Methods

It can be a challenge to turn ideas into practice in any school improvement effort. These guides can help you build your skills to lead change in your school using the continuous improvement principles Eskolta has developed through years of work.



It can be a challenge to turn ideas into practice in any school improvement effort. These guides can help you build your skills to lead change in your school using the continuous improvement principles Eskolta has developed through years of work. At its core, school improvement is a learning process that requires making space for educators to come together, share their own expertise, reflect on research, and adapt and implement new ideas. Doing this effectively takes a skilled facilitator who ensures that great ideas become lasting, equitable practices that truly support all students. The guides and tools in this series explore principles, skills, and activities for effectively facilitating school teams engaged in improvement efforts.

1 | **Principles: facilitation for transformation Guide**

An introduction to the approach and research behind facilitating school improvement efforts in service of a just and equitable education system.

2 | **Skills: building capacity as a facilitator guide**

This guide provides an overview of five skills that are essential for effective facilitation of educators: listening, questioning, engaging, connecting, and sustaining.

Learning Outcome:

Mastery based learning -Course 1

1| Module

Understand that in a mastery-based learning system, learning goals are grounded in skills and knowledge; assessments and instruction are aligned to goals; and grades and feedback reflect students' progress toward goals

Explore how instructional and grading practices support mastery-based learning

2| Module

Understand that grading policies that focus on mastery of high-quality learning goals support deeper student learning than conventional grading policies

Consider how to bring elements of mastery-based grading practices into existing classroom policies

3| Module

Explore how learning goals can be authentic, rigorous, visible, and thematic

Practice analyzing and writing learning goals that empower students and promote meaningful learning experiences

4| Module

Explore how sequencing instructional tasks and assessments can help teachers plan by defining a student's journey toward mastery

Practice sequencing instructional tasks that lead to mastery of a specific goal

Mastery based learning - Course Learning Outcome

Learners will...

- Understand that in a mastery-based learning system, learning goals are grounded in skills and knowledge; assessments and instruction are aligned to goals; and grades and feedback reflect students' progress toward goals.
- Explore how instructional and grading practices support mastery-based learning.
- Understand that grading policies that focus on mastery of high-quality learning goals support deeper student learning than conventional grading policies.
- Consider how to bring elements of mastery-based grading practices into existing classroom policies.
- Explore how learning goals can be authentic, rigorous, visible, and thematic.
- Practice analyzing and writing learning goals that empower students and promote meaningful learning experiences
- Explore how sequencing instructional tasks and assessments can help teachers plan by defining a student's journey toward mastery.
- Practice sequencing instructional tasks that lead to mastery of a specific goal.

Mastery based learning -Course 1

Learners will...

- Build knowledge about the kinds of assessments that are truly meaningful to students and promote enduring learning.
- Reflect on how high-quality assessment design can impact student learning.
- Self-assess questions, assessments, and tasks to determine the level of thinking and reasoning students are being asked to engage in.
- Ensure that students are engaging in thinking and reasoning across a range of levels in response to prompts that are thoughtfully sequenced.
- Identify the characteristics of assessments that promote enduring learning.
- Develop an individualized resource to use when designing your own authentic assessments.
- Identify assessment adjustments to strengthen alignment with higher-order thinking.
- Implement revisions resulting in assessments that are truly meaningful to students and promote enduring learning.

Student centered Feedback - Course Learning Outcome

Learners will...

- Explore effective research-based approaches to student feedback.
- Understand the impact that different types of feedback can have on student learning.
- Understand the importance of providing students with manageable amounts of feedback on skills, strategies, and self-regulation.
- Explore approaches to providing students with feedback that is aligned with learning targets, grounded in student work, and conveyed through meaningful interaction.
- Understand the importance of providing students with manageable amounts of feedback on skills, strategies, and self-regulation.
- Enhance capacity to provide students with feedback on core areas of growth.
- Support students in monitoring and reflecting on their own learning.

Learning Mindset - Course Learning Outcome

Learners will...

- Explore the connection between student achievement and learning mindsets.
- Identify strengths and areas for growth for developing practices that support learning mindsets.
- Understand the difference between a growth mindset and a fixed mindset.
- Explore practical ways to support students to cultivate a growth mindset.
- Understand how a sense of belonging affects student engagement.
- Explore strategies to promote a sense of belonging in school.
- Understand the four types of value for learning: intrinsic, utility, attainment, and prosocial.
- Explore strategies and practices to promote value for learning in high school classrooms.
- Identify structures in a learning environment that can support students' mindsets.
- Develop a plan for using one targeted change in the learning environment to support student development of learning mindsets



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