PERFORMANCE LEARNING SYSTEMS™

COURSE SYLLABUS

Excellent by training. Passionate by choice.

Teaching Through Learning Channels®

Teaching Through Learning Channels teaches educators to use brain-compatible strategies that apply to students' natural learning channels.

To the right are the key areas of focus for the 45-hour course. For more information, refer to the syllabus, which provides a detailed outline of the course material as well as a bibliography of research on which the course is based.

In this course, participants will

- Design and implement lessons that rotate sensory, perceptual, and organizational strategies to increase learning and support long-term memory functions.
- Build on the natural process the brain uses for learning—the 5Cs (Compare/Contrast, Conceptualize, Comprehend, Combine)—as a model for creating powerful lessons.
- Analyze the differences between perceptual and organizational teaching and learning styles.
- Examine five basic human needs generating student motivation for learning and identify strategies to effectively meet those needs in the classroom.
- Integrate effective, research-based strategies into daily lesson plans to motivate students to participate actively in their own learning.
- Thoughtfully plan activities and lessons that address the learning needs of different learning styles and personality types to engage all learners in the process of thinking and learning.

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Teaching Through Learning Channels®

Course Description

Teaching Through Learning Channels is a Performance Learning Systems® course that focuses on helping experienced and beginner educators understand how to increase student achievement by addressing the brain's natural learning channels, using five specific instructional approaches: responding to the five basic needs of all learners (survival/physiological and safety needs; belonging; empowerment and esteem; freedom and self-actualization; and fun); teaching to all of the senses (kinesthetic, tactual, auditory, visual, olfactory, and gustatory); reinforcing five specific cognitive processes that help the brain integrate information (comparing and contrasting new information to old, conceptualizing or formulating a name for things, comprehending or practicing the concept, and combining or incorporating it into everyday life); teaching to the perceptual- and organizational-learning styles (global, sequential, abstract, and concrete); and addressing certain personality or temperament styles (intuitive feelers, intuitive thinkers, sensing judgers, and sensing perceivers). Using an instructional process that allows participants to experience these five approaches from a learner's perspective, then applying them in their own classrooms from a teacher's perspective, class members will gain expertise in helping their students acquire, process, recall, and apply the skills and content that lead to academic success.

Course Outcomes

Upon completion of this class, the learner is expected to be able to:

1. Connect educational research to the concepts of this course.
2. Understand how to apply Glasser's five learning needs and Maslow's Hierarchy of Needs in the classroom so that, when met, they become the compelling whys of learning.
3. Identify and analyze which compelling whys can be applied in the classroom to improve instructional practice.
4. Identify and explain the characteristics of the six sensory KTAVOG preferences (kinesthetic, tactual, auditory, visual, olfactory, gustatory).
5. Design content-specific lessons that meet students' various needs and learning preferences in a multisensory way.
6. Use the elements of compelling whys and effective multisensory teaching as criteria to design, present, and evaluate a classroom lesson.
7. Identify and explain the cognitive processes in the 5Cs concept (Compare, Contrast, Conceptualize, Comprehend, Combine) that a teacher can use to help students process, recall, and internalize content and skills.
8. Use the 5Cs cognitive process to analyze and design effective lessons.
9. Identify and explain the characteristics of the two perceptual styles (global and sequential), the two organizational styles (concrete and abstract), and the four overarching teaching and learning styles that result when they are combined (concrete-global, concrete-sequential, abstract-global, abstract-sequential).
10. Identify, explain, and use specific instructional strategies addressing the needs of each of the four combined organizational and perceptual learning styles.

11. Adapt, implement, and evaluate a classroom lesson using concrete-sequential and abstract-sequential strategies.
12. Adapt, implement, and evaluate a classroom lesson using concrete-global and abstract-global strategies.
13. Identify and explain characteristics of the four temperament styles (intuitive feeling, intuitive thinking, sensing judging, sensing perceiving), implementing and evaluating lessons addressing each of those styles.
14. Synthesize research collected from the World Wide Web to support and extend knowledge of course concepts.
15. Identify one's own sensory, perceptual, organizational, and temperament styles, and address the needs of a variety of styles when designing effective lessons.
16. Generalize this course content to reflect how the diverse populations within classrooms have their needs met by the application of the skills, strategies, and knowledge gained in this course.
17. Reflect continuously upon personal expertise using the knowledge and skills associated with this course, and use those insights actively as the basis for ongoing professional growth.
18. Work collaboratively to share knowledge, skills, and experiences, refine understanding of content, give and receive feedback, and improve expertise.

Institutional Outcomes
(To be listed here)

Required Text
Selected research articles, research summaries, and topical articles drawn from educational literature

Topical Outline	List of Concepts
Student Compelling Whys	The five learning needs teachers can meet to create compelling whys for students to learn (survival/physiological and safety needs; belonging; empowerment and esteem; freedom and self-actualization; and fun); teacher control over compelling whys; what happens to students when compelling whys are present and when they are not addressed or are absent; research the five compelling whys; teacher compelling whys for taking the course; the research supporting compelling whys
The Brain's Pattern for Learning: 5Cs	Meaning of the Cs in the 5Cs model (compare, contrast, conceptualize, comprehend, combine); how 5Cs thought processes help the brain to integrate knowledge and skills which lead to concept mastery; analyzing and experiencing lessons using strategies addressing and demonstrating the 5Cs; using the 5Cs Lesson Planning Format to develop full-spectrum lessons; the research supporting 5Cs

Teacher Sensory Styles	Using KTAVOG sensory memory; participating in Live-Event Centers engaging KTAV senses; self-assessment using a KTAV Inventory; descriptions of the kinesthetic learner, the tactual learner, the auditory leaner, the visual learner; analyzing My Memories of Learning; identifying sensory styles addressed in a lesson; analyzing and describing one's own sensory preference; research supporting sensory styles
Stimulating the Senses (KTAVOG) to Enhance Memory	Using and identifying memory strategies; stimulating the kinesthetic sense using a hands-on activity; stimulating the tactual sense through reflection; stimulating the auditory sense by adding sensory words to presentations; stimulating the visual sense using graphic organizers; stimulating KTAV senses to enhance memory using visualization and the Method of Loci; defining how memory works; defining main sensory learning styles and their representation in the population; research supporting using sensory styles to enhance memory
Perceptual and Organizational Styles: GASC	Identifying and defining GASC processes and styles through inductive experiences; self assessment of perceptual preferences using an inventory; information about the brain's neurons, hemispheres, and lobes; self-assessment of GASC styles (concrete sequential, abstract sequential, abstract random/global, and concrete random/global) using an inventory; defining the two ways humans organize information (globally or sequentially); identifying the two ways humans perceive the world (concretely or abstractly); experiencing acts of induction versus deduction, and analysis versus synthesis, as examples of global or sequential organizational structures; participation in lessons and activities addressing GASC learning styles (concrete-global, concrete-sequential, abstract-global, abstract-sequential); defining teaching and learning characteristics associated with each style; identifying instructional strategies preferred by each style; determining processes of lesson planning and implementation typical of each instructional style; acting out GASC styles; bringing the Learning Channels together; observing a master teacher using Learning Channels to develop and implement a unit of study
Temperament Styles: NF, NT, SP, SJ	Defining temperament styles (intuitive feeling, intuitive thinking, sensing perceiving, sensing judging); identifying one's own temperament style preference using an inventory; comparing/contrasting styles; creating and demonstrating lessons that address each of the specific styles; using styles for problem solving; personal reflection on all Learning Channels; working in a collaborative group to review the Learning Channels

Course Assessments and Links to Institutional Outcomes and Course Outcomes
Throughout the course, the learner will be assessed and evaluated on the completion of the following assessments. There are ten assessments in this course, for a total of 100 points.

		Points	Correlations With Institutional Outcomes	Correlations With Course Outcomes
Assessment No. 1:	Student Compelling Whys	12		1, 2, 3, 6
Assessment No. 2:	Sensory Styles in My Lesson	5		4, 5, 6, 15, 16,
Assessment No. 3:	KTAVOG Minilesson	16		1, 2, 3, 4, 5, 15, 16, 17, 18
Assessment No. 4:	Sequential Learners	10		8, 9, 10, 11, 16
Assessment No. 5:	Global Learners	10		8, 9, 10, 12, 16
Assessment No. 6:	Web Search	10		1, 13, 14, 16, 17, 18
Assessment No. 7:	Research Review	10		1, 14, 17, 18
Assessment No. 8:	A 5Cs Lesson	12		5, 6, 7, 8, 13
Assessment No. 9:	Article Reflection	10		1, 14, 16, 17, 18
Assessment No. 10:	Reflection Journal	5		17
	Total	**100**		

Criteria specific to each assessment will be explained in conjunction with the instructional activities.

Instructional Materials
Instructors and learners will use instructor-generated materials, learner-generated materials, print resources, and Web-based resources to facilitate learning.

Instructional Methodology
The instructional methodology of this course focuses on developing, enhancing, and improving the instructional expertise and pedagogical knowledge base of practicing educators. Strategies include instructor presentation of new content through short lecturebursts, active construction of knowledge during hands-on practice and problem solving, collaborative group work, personal reflection, in-class presentations and demonstrations, ad hoc and structured small-group or whole-class discussion, analysis of assigned reading, and application of course content and skills to each participant's individual grade level, subject area, and classroom.

Evaluation
The evaluation of learner work will be based on the defined criteria for learner assessments, which will be processed with learners prior to their instructional activities and engagement with the student learning targets (outcomes). Grading is based solely on the evaluation of student learning targets and defined criteria for learner assessments.

Formative assessment of learning outcomes is conducted throughout the course, using a variety of means that include the following: completion of assessments; constructive contributions to class discussions (whole-class as well as small-group); sharing of valuable, pertinent, and/or applicable ideas and experiences; involvement in the inductive process; interactive journal entries with written instructor feedback; critical or reflective responses to assigned readings; oral discussions in a whole-class or small-group setting; active participation and general attentiveness to the instructor and others. It is expected that each student will contribute to the academic quality of the course.

Summative assessment includes the completion of a culminating assignment that requires the participant to synthesize class content, apply it to his or her specific teaching situation, and complete a reflective action plan for implementing the major components of content and skill acquired during the course.

Grading Policy
(To be listed here)

Absence and Tardy Policy
(To be listed here)

Performance Learning Systems' Academic Integrity Policy
Performance Learning Systems expects absolute academic honesty and integrity from every course participant. The specific Academic Integrity and Honor Code Policies of our partner colleges and universities are embraced and enforced by PLS instructors. The following are considered to be serious violations:

- Plagiarism: the use of another's ideas, data, or words without proper acknowledgement.
- Fabrication: the use of invented information or the falsification of research or other findings with the intent to deceive.
- Collusion: improper collaboration with another in preparing assignments or projects.
- Cheating: an act of deception by which a student misrepresents that he or she has mastered information on an academic exercise that he or she has not mastered.
- Academic Misconduct: tampering with grades, or taking part in obtaining or distributing any part of student work that is not his or her own.

Violation or suspected violation will be investigated and pursued according to specific college/university procedures.

Identity Authentication
The college/university, Performance Learning Systems (PLS), and students share a joint responsibility to ensure that each student's contribution in an online course activity comes from that student alone. For the student, this responsibility has two parts:

1. Students are responsible for positively ensuring that every contribution to an online course created with the students' computer account is made by the student alone. Contributions covered under this policy include: written assignments; quiz and exam submissions; discussion forum postings; live participation in text-based chat sessions, phone conferences, and videoconferences. If a student allows another person to write or make any kind of submission to an online activity in

the student's name, then this constitutes cheating and will be treated as a violation of academic honesty.

2. Students are responsible for ensuring the integrity of their computer account security by following the actions required of them by the PLS Acceptable Use Policy. These actions include keeping passcodes private, updating passcodes when required by Performance Learning Systems, and reporting breaches of the security policy to the IT Helpdesk.

Participant Professionalism Policy

As a courtesy to other participants and to your instructor, please refrain from text messaging, checking e-mail, or answering your cell phone during class time. Breaks are provided throughout the course so you can attend to personal matters. Using your personal electronic devices during class time is distracting and disrupts instruction and participant communication and collaboration. If you have an emergency or justifiable reason to leave your cell phone turned on during class time, please make arrangements with the instructor prior to the beginning of class.

Course Outcome Correlations With INTASC Standards for Teachers

	Course Outcomes
Standard 1: Subject Matter The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.	**2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16**
Standard 2: Student Learning The teacher understands how children and youth learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.	**1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 15, 16**
Standard 3: Diverse Learners The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.	**1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 15, 16**
Standard 4: Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.	**3, 5, 6, 7, 8, 10, 13, 15**
Standard 5: Learning Environment The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.	**1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16**
Standard 6: Communication The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	**1, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 17, 18**
Standard 7: Planning Instruction The teacher plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals.	**1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15. 16, 17, 18**
Standard 8: Assessment The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.	**3, 5, 6, 8, 9, 11, 12, 13, 16,**
Standard 9: Reflection and Professional Development The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.	**1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18**
Standard 10: Collaboration, Ethics, and Relationships The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.	**1, 14, 16, 17, 18**

The Interstate New Teacher Assessment and the Support for Consortium (INTASC) standards were developed by the Council of the Chief State School Officers and member states. Copies may be downloaded from the Council's website at http://www.ccsso.org.

Course Outcome Correlations With National Board of Professional Teaching (NBPTS) Five Core Propositions

Proposition 1: Teachers are Committed to Students and Their Learning.	**Course Outcomes**
NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn.	**1,2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 16, 18**
They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice.	**2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 16, 18**
NBCTs understand how students develop and learn.	**1,2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13**
They respect the cultural and family differences students bring to their classroom.	**2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 15, 16, 18**
They are concerned with their students' self-concept, their motivation and the effects of learning on peer relationships.	**2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 16, 18**
NBCTs are also concerned with the development of character and civic responsibility.	**2, 6, 7, 8**
Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.	
NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject.	**1, 5, 6, 7, 8, 11, 12, 13**
They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject.	**1, 5, 6, 7, 11, 12, 13, 16, 18**
They are able to use diverse instructional strategies to teach for understanding.	**1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 18**
Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.	
NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused.	**1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 16**
They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.	**1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16**
NBCTs know how to assess the progress of individual students as well as the class as a whole.	**1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 16**
They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.	**1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16**
Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.	
NBCTs model what it means to be an educated person – they read, they question, they create and they are willing to try new things.	**1, 2, 6, 8, 14, 15, 16, 17**
They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.	**1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17**
They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.	**1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18**

Proposition 5: Teachers are Members of Learning Communities.

NBCTs collaborate with others to improve student learning.	**2, 6, 7, 8, 11, 12, 13, 14, 16, 18**
They are leaders and actively know how to seek and build partnerships with community groups and businesses.	**14, 16, 18**
They work with other professionals on instructional policy, curriculum development and staff development.	**1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 18**
They can evaluate school progress and the allocation of resources in order to meet state and local education objectives.	**1, 6, 7, 14, 18**
They know how to work collaboratively with parents to engage them productively in the work of the school.	**14, 16, 18**

Proposition 6: ***Educators Use Technology to Facilitate Learning and Communication.***

6.1	Educators plan use of technology to promote student understanding, inquiry and problem solving.	**1, 14, 18**
6.2	Educators use technology to improve communication with students and parents.	**1, 14 18**
6.3	Educators incorporate technology in the management of student learning.	**1, 14, 18**

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