

## **Syllabus for YEAR 1 eMINTS Teachers**

**2009-2010**

(Updated June 30, 2009)

***The same syllabus is used for all participants registered for graduate credit regardless of the institution from which the credit will be received.***

**Instructor:** Instructors of Record will include Monica Beglau, Ed.D and Lorie Kaplan, M.Ed.; Instructional Specialists will facilitate the course in various locations.

**Meeting Place:** Varies by cohort

**Meeting Times:** Vary by cohort – total meeting time is scheduled to be at least 100 hours beginning August 2009 through May 2010.

**Text:** All course materials will be provided to participants.

**Purpose of the Course:** The purpose of the course is for teachers to gain *advanced* knowledge, insight and experience in the integration of multimedia technology into curriculum. The focus is on teaching and learning, rather than on the technical side. Useful ideas are shared about how to best guide students in their explorations of content and processes using technology and Internet resources. Emphasis is on assisting teachers in the creation of classrooms where learners construct their own understandings and new knowledge about how the world works. In addition to learning how thinking is engaged by activity, teachers will develop an understanding of how to integrate multimedia technology into the curriculum in all subject areas. They will learn how technologies can stimulate and support activities that engage learners in thinking, which may result in learning. Teaching strategies consistent with best practice will be explored for all subject areas. Student assessment (both formal and informal) will be studied with emphasis on using assessment to inform instruction.

### **Expectations/Responsibilities**

- **Attendance:** Attendance at eMINTS meetings will be **10% of the total grade**.
  - More than 2 missed meetings in any one semester will result in a reduction in attendance points.
  - Any meeting will be considered missed if it is not attended according to the eMINTS policy on attendance. Missed meetings may be made up with eIS under the conditions outlined in eMINTS policy. eIS will make up only 2 sessions per individual per semester.
- **Participation:** Meaningful participation in the online group discussions will be **15% of the total grade**.
  - You will need to make substantive posts to the discussion board in response to questions or posts from peers **at least four times during each semester**.

- **Assignments:** Regular course assignments will be **75% of your grade**. All assignments must be submitted electronically through the online course environment.
  - **Late work:** Work must be turned in on time for full credit. Assignments will be accepted for 50% of their total credit if they are turned within one week of the due date. Assignments submitted more than one week late will not be accepted.
  - Prior permission from the online course instructor (NOT the eIS) must be obtained for special circumstances. These decisions will be made on an individual basis.
  - All written papers must be double-spaced in 12-point font with margins no greater than 1.25" saved as a Microsoft Word or .rtf file. Use the following protocol when giving documents file names: assignment#\_yourlastnameinitial For example: assignment1\_smithm Do not use any capital letters or spaces in the name.
  
- **Sessions Cancelled Due to Inclement Weather:** If a session is cancelled due to inclement weather, ask the eIS to contact the online course instructor by e-mail. The online instructor will provide an alternative assignment due date as soon as the makeup date for the missed session has been decided.

### **Number of Credit Hours Available**

The total number of contact hours possible between instructor and student is 100 hours. The course may be taken for 3 credit hours per semester (for a total of 6 credit hours for the year).

### **Grading**

Grades for each semester will be given by the instructor with emphasis on the following areas:

#### **First semester**

|  |                         |
|--|-------------------------|
| Attendance and participation in class sessions | 14 points (10%)         |
| Participation in online discussions            | 22 points (15%)         |
| Course Assignments 1 – 8                       | <u>120 points</u> (75%) |
| Total Possible Points:                         | 156 points              |

#### **Second semester**

|  |                         |
|--|-------------------------|
| Attendance and participation in class sessions | 14 points (10%)         |
| Participation in online discussions            | 22 points (15%)         |
| Course Assignments 9 –16                       | <u>125 points</u> (75%) |
| Total Possible Points:                         | 161 points              |

## Grading Scale

93 – 100% of all possible points = A

85 – 92% of all possible points = B

77 – 84% of all possible points = C

Below 77% of all possible points = F

Students are responsible for requesting grades of “incomplete” if circumstances require that they need additional time to complete assignments following the last day of class and for completing all necessary institutional forms to receive an “incomplete.”

If accommodations are needed because of a disability, if there is emergency medical information to share with the site facilitator or if special arrangements are needed in case the building must be evacuated, please inform the site facilitator immediately. Please see the site facilitator privately after class or at a mutually arranged time and place.

## Schedule and Topics

- All assignments are due by midnight on the date indicated.
- The due date is the last day that the assignment will be accepted for full credit.
- Assignments may be turned in earlier than the due date.
- **Late work:** Work must be turned in on time for full credit. Assignments will be accepted for 50% of their total credit if they are turned in within one week of the due date. **Assignments submitted more than one week late will not be accepted.**

|  |  |                         |
|--|--|-------------------------|
| <b>Assignment #1</b><br><b>Scoring:</b> 10 pts | <b>Session:</b> Getting Started (August/September)                       | <b>Due:</b> October 4   |
| <b>Assignment #2</b><br><b>Scoring:</b> 10 pts | <b>Session:</b> Transforming Learning with Technology (August/September) | <b>Due:</b> October 11  |
| <b>Assignment #3</b><br><b>Scoring:</b> 20 pts | <b>Session:</b> Constructivism (August/September)                        | <b>Due:</b> October 18  |
| <b>Assignment #4</b><br><b>Scoring:</b> 20 pts | <b>Session:</b> Questioning Strategies (August/September)                | <b>Due:</b> November 1  |
| <b>Assignment #5</b><br><b>Scoring:</b> 20 pts | <b>Session:</b> Cooperative Learning (August/September)                  | <b>Due:</b> November 8  |
| <b>Assignment #6</b><br><b>Scoring:</b> 10 pts | <b>Session:</b> Effective Uses of Productivity Tools (August/September)  | <b>Due:</b> November 15 |
| <b>Assignment #7</b><br><b>Scoring:</b> 10 pts | <b>Session:</b> Finding and Organizing Internet Resources (October)      | <b>Due:</b> November 22 |
| <b>Assignment #8</b><br><b>Scoring:</b> 20 pts | <b>Session:</b> Using Presentations in Inquiry-based Learning (November) | <b>Due:</b> November 29 |

(End of first semester)

| (End of first semester)                         |  |                         |
|---|--|-------------------------|
| <b>Assignment #9</b><br><b>Scoring:</b> 10 pts  | <b>Session:</b> Planning a Class Website (December)  | <b>Due:</b> January 31  |
| <b>Assignment #10</b><br><b>Scoring:</b> 20 pts | <b>Sessions:</b> Inquiry-based Lessons (December)    | <b>Due:</b> February 7  |
| <b>Assignment #11</b><br><b>Scoring:</b> 15 pts | <b>Session:</b> Introduction to WebQuests (December) | <b>Due:</b> February 21 |
| <b>Assignment #12</b><br><b>Scoring:</b> 20 pts | <b>Session:</b> Creating a Class Website (January)   | <b>Due:</b> March 7     |
| <b>Assignment #13</b><br><b>Scoring:</b> 15 pts | <b>Session:</b> Tools for Thinking (February)        | <b>Due:</b> March 21    |
| <b>Assignment #14</b><br><b>Scoring:</b> 10 pts | <b>Session:</b> Modifying a WebQuest (March)         | <b>Due:</b> April 4     |
| <b>Assignment #15</b><br><b>Scoring:</b> 10 pts | <b>Session:</b> Collaboration Session (April)        | <b>Due:</b> April 18    |
| <b>Assignment #16</b><br><b>Scoring:</b> 25 pts | <b>Session:</b> Culminating Assignment               | <b>Due:</b> May 2       |

## First Semester Assignment Descriptions and Scoring Guides

(Note: for assignment due dates, see the Schedule and Topics overview above.)

| Year 1 - Assignment #1   |                 |             |                 |  |   |                                   |   |  |   |              |           |
|--|-----------------|-------------|-----------------|--|---|-----------------------------------|---|--|---|--------------|-----------|
| <b>Professional Development Session</b>  | Getting Started |             |                 |  |   |                                   |   |  |   |              |           |
| <b>Total Points Possible</b>   | 10 Points       |             |                 |  |   |                                   |   |  |   |              |           |
| <b>Assignment Description</b>  |                 |             |                 |  |   |                                   |   |  |   |              |           |
| <p>1) Send a test e-mail message to the course instructor with the subject line “eMINTS Year 1 – test e-mail for <i>your name</i>.” Verify the primary e-mail address you want to use for communication throughout the semester.</p> <p>2) Introduce yourself to the group by posting a short biography to <b>Assignment #1 Forum</b>.</p> <p>3) During the training session “Getting Started” you experienced a variety of community building activities. Choose two activities to use in your classroom. After implementing the activities, write a one-page reflection about your experience including a brief description of each activity. Make sure to include the students’ level of participation and how the activities helped promote a sense of community in your classroom. Name the reflection “<b>assignment1_ yourlastnameinitial</b>” and submit as an attachment to <b>Assignment #1 Forum</b>.</p> |                 |             |                 |  |   |                                   |   |  |   |              |           |
| <b>Scoring Guidelines</b>  |                 |             |                 |  |   |                                   |   |  |   |              |           |
| Total = 10 points  |                 |             |                 |  |   |                                   |   |  |   |              |           |
| <table border="1"> <thead> <tr> <th>Description</th> <th>Points Possible</th> </tr> </thead> <tbody> <tr> <td>Reflection clearly describes activities, students’ level of participation, and how the activities promoted community within their classroom.</td> <td>5</td> </tr> <tr> <td>Biographical introduction posted.</td> <td>3</td> </tr> <tr> <td>Test message sent to and received by instructor.</td> <td>2</td> </tr> <tr> <td><b>Total</b></td> <td><b>10</b></td> </tr> </tbody> </table>  |                 | Description | Points Possible | Reflection clearly describes activities, students’ level of participation, and how the activities promoted community within their classroom. | 5 | Biographical introduction posted. | 3 | Test message sent to and received by instructor. | 2 | <b>Total</b> | <b>10</b> |
| Description  | Points Possible |             |                 |  |   |                                   |   |  |   |              |           |
| Reflection clearly describes activities, students’ level of participation, and how the activities promoted community within their classroom.   | 5               |             |                 |  |   |                                   |   |  |   |              |           |
| Biographical introduction posted.  | 3               |             |                 |  |   |                                   |   |  |   |              |           |
| Test message sent to and received by instructor.   | 2               |             |                 |  |   |                                   |   |  |   |              |           |
| <b>Total</b>   | <b>10</b>       |             |                 |  |   |                                   |   |  |   |              |           |

**Year 1 - Assignment #2**

|   |                                       |
|---|---------------------------------------|
| <b>Professional Development Session</b> | Transforming Learning with Technology |
| <b>Total Points Possible</b>            | 10 Points                             |

**Assignment Description**

In **Assignment #2 Forum** submit a description of how you think technology will impact your classroom. Download and complete the "Technology Use Goal Statement Form" found in **Assignment #2**. Save the form as "**assignment2\_yourlastnameinitial**." Upload the form as an attachment to the **Assignment #2 Forum**.

Grappling's Technology and Learning Spectrum  
<http://www.bjpconsulting.com/files/MAPPSpectrum.pdf>

**Scoring Guidelines**

Total = 10 points

| <b>Description</b>   | <b>Points Possible</b> |
|--|------------------------|
| Description includes how technology will impact the classroom.               | <b>4</b>               |
| Goal statement is well thought out and reflects technology use in classroom. | <b>4</b>               |
| Goal is measurable and attainable.   | <b>2</b>               |
| <b>Total</b>   | <b>10</b>              |

| <b>Year 1 - Assignment #3</b>  |                        |
|--|------------------------|
| <b>Professional Development Session</b>  | Constructivism         |
| <b>Total Points Possible</b>   | 20 Points              |
| <b>Assignment Description</b>  |                        |
| <p>Create a plan which:</p> <ol style="list-style-type: none"> <li>1) describes how and when you are going to introduce the principles of constructivism to your students and parents.</li> <li>2) clearly describes a standards-based lesson plan which incorporates the 6 constructivist principles. Make sure to address how the lesson will address each principle.</li> </ol> <p>Submit your plan to <b>Assignment #3</b> and name it “<b>assignment3_yourlastnameinitial.</b>”</p> |                        |
| <b>Scoring Guidelines</b>  |                        |
| Total = 20 points  |                        |
|  | <b>Points Possible</b> |
| Description of plan to introduce principles of constructivism to students and parents is well-planned and detailed.  | <b>10</b>              |
| Description of the lesson includes all 6 principles of constructivism and correctly reflects constructivist theory.  | <b>10</b>              |
| <b>Total</b>   | <b>20</b>              |

| Year 1 - Assignment #4   |                        |             |                 |   |   |   |   |   |   |   |   |              |           |
|--|------------------------|-------------|-----------------|---|---|---|---|---|---|---|---|--------------|-----------|
| Professional Development Session   | Questioning Strategies |             |                 |   |   |   |   |   |   |   |   |              |           |
| Total Points Possible  | 10 Points              |             |                 |   |   |   |   |   |   |   |   |              |           |
| <b>Assignment Description</b>  |                        |             |                 |   |   |   |   |   |   |   |   |              |           |
| <p>1) Create a plan that describes how you are going to introduce students to the different types/levels of questions and how the plan will help foster a community that values questions.</p> <p>2) Describe a lesson which includes a learning task that promotes student-generated questions. Make sure to include how the lesson will help students practice creating higher level thinking questions.</p> <p>Submit the document called <b>assignment4_yourlastnameinitial</b> to <b>Assignment #4</b>.</p>   |                        |             |                 |   |   |   |   |   |   |   |   |              |           |
| <b>Scoring Guidelines</b>  |                        |             |                 |   |   |   |   |   |   |   |   |              |           |
| Total = 20 points  |                        |             |                 |   |   |   |   |   |   |   |   |              |           |
| <table border="1"> <thead> <tr> <th>Description</th> <th>Points Possible</th> </tr> </thead> <tbody> <tr> <td>Plan provides a clear description of how questioning is going to be introduced to students.</td> <td>5</td> </tr> <tr> <td>Plan reflects how questioning will be valued and encouraged in the classroom.</td> <td>5</td> </tr> <tr> <td>Lesson provides opportunities for students to generate questions.</td> <td>5</td> </tr> <tr> <td>Lesson provides opportunity for students to create higher-level thinking questions.</td> <td>5</td> </tr> <tr> <td><b>Total</b></td> <td><b>20</b></td> </tr> </tbody> </table> |                        | Description | Points Possible | Plan provides a clear description of how questioning is going to be introduced to students. | 5 | Plan reflects how questioning will be valued and encouraged in the classroom. | 5 | Lesson provides opportunities for students to generate questions. | 5 | Lesson provides opportunity for students to create higher-level thinking questions. | 5 | <b>Total</b> | <b>20</b> |
| Description  | Points Possible        |             |                 |   |   |   |   |   |   |   |   |              |           |
| Plan provides a clear description of how questioning is going to be introduced to students.  | 5                      |             |                 |   |   |   |   |   |   |   |   |              |           |
| Plan reflects how questioning will be valued and encouraged in the classroom.  | 5                      |             |                 |   |   |   |   |   |   |   |   |              |           |
| Lesson provides opportunities for students to generate questions.  | 5                      |             |                 |   |   |   |   |   |   |   |   |              |           |
| Lesson provides opportunity for students to create higher-level thinking questions.  | 5                      |             |                 |   |   |   |   |   |   |   |   |              |           |
| <b>Total</b>   | <b>20</b>              |             |                 |   |   |   |   |   |   |   |   |              |           |

| Year 1 - Assignment #5  |                      |             |                 |  |   |   |   |   |   |  |   |  |   |   |   |              |           |
|---|----------------------|-------------|-----------------|--|---|---|---|---|---|--|---|--|---|---|---|--------------|-----------|
| <b>Professional Development Session</b>   | Cooperative Learning |             |                 |  |   |   |   |   |   |  |   |  |   |   |   |              |           |
| <b>Total Points Possible</b>  | 20 Points            |             |                 |  |   |   |   |   |   |  |   |  |   |   |   |              |           |
| <b>Assignment Description</b>   |                      |             |                 |  |   |   |   |   |   |  |   |  |   |   |   |              |           |
| <p>During the training session “Cooperative Learning” you were introduced to many different strategies for creating cooperative groups and for teaching cooperative learning skills. Choose one of these strategies and incorporate it into a lesson in your classroom. After implementing the lesson with your class, write a one-page reflection paper about your experience.</p> <p>In your reflection be sure to include, what strategy or strategies you chose to implement. What went well during the lesson? What you would do differently next time? Be very descriptive in your reflection and include all pertinent information. The scoring guide will guide you with elements to include. Submit your document to <b>Assignment #5</b> named “<b>assignment5_yourlastnameinitial.</b>”</p>  |                      |             |                 |  |   |   |   |   |   |  |   |  |   |   |   |              |           |
| <b>Scoring Guidelines</b>   |                      |             |                 |  |   |   |   |   |   |  |   |  |   |   |   |              |           |
| Total = 20 points   |                      |             |                 |  |   |   |   |   |   |  |   |  |   |   |   |              |           |
| <table border="1"> <thead> <tr> <th>Description</th> <th>Points Possible</th> </tr> </thead> <tbody> <tr> <td>Paper flows smoothly. Grammar and spelling errors do not detract from reading.</td> <td>2</td> </tr> <tr> <td>Description clearly states which cooperative grouping strategy or strategies were employed.</td> <td>2</td> </tr> <tr> <td>Description clearly states what the learning goals were for the students, both academically and socially. What cooperative learning skills were focused on?</td> <td>4</td> </tr> <tr> <td>Description gives a clear picture of how the cooperative grouping strategy was carried out in the classroom. It is evident what the requirements were for students and teachers.</td> <td>4</td> </tr> <tr> <td>Description includes an insightful reflection on what aspects of the project were successful in the classroom.</td> <td>4</td> </tr> <tr> <td>Description includes an insightful reflection on what aspects of the project could be improved.</td> <td>4</td> </tr> <tr> <td><b>Total</b></td> <td><b>20</b></td> </tr> </tbody> </table> |                      | Description | Points Possible | Paper flows smoothly. Grammar and spelling errors do not detract from reading. | 2 | Description clearly states which cooperative grouping strategy or strategies were employed. | 2 | Description clearly states what the learning goals were for the students, both academically and socially. What cooperative learning skills were focused on? | 4 | Description gives a clear picture of how the cooperative grouping strategy was carried out in the classroom. It is evident what the requirements were for students and teachers. | 4 | Description includes an insightful reflection on what aspects of the project were successful in the classroom. | 4 | Description includes an insightful reflection on what aspects of the project could be improved. | 4 | <b>Total</b> | <b>20</b> |
| Description   | Points Possible      |             |                 |  |   |   |   |   |   |  |   |  |   |   |   |              |           |
| Paper flows smoothly. Grammar and spelling errors do not detract from reading.  | 2                    |             |                 |  |   |   |   |   |   |  |   |  |   |   |   |              |           |
| Description clearly states which cooperative grouping strategy or strategies were employed.   | 2                    |             |                 |  |   |   |   |   |   |  |   |  |   |   |   |              |           |
| Description clearly states what the learning goals were for the students, both academically and socially. What cooperative learning skills were focused on?   | 4                    |             |                 |  |   |   |   |   |   |  |   |  |   |   |   |              |           |
| Description gives a clear picture of how the cooperative grouping strategy was carried out in the classroom. It is evident what the requirements were for students and teachers.  | 4                    |             |                 |  |   |   |   |   |   |  |   |  |   |   |   |              |           |
| Description includes an insightful reflection on what aspects of the project were successful in the classroom.  | 4                    |             |                 |  |   |   |   |   |   |  |   |  |   |   |   |              |           |
| Description includes an insightful reflection on what aspects of the project could be improved.   | 4                    |             |                 |  |   |   |   |   |   |  |   |  |   |   |   |              |           |
| <b>Total</b>  | <b>20</b>            |             |                 |  |   |   |   |   |   |  |   |  |   |   |   |              |           |

| Year 1 - Assignment #6   |                                      |
|--|--------------------------------------|
| <b>Professional Development Session</b>  | Effective Uses of Productivity Tools |
| <b>Total Points Possible</b>   | 10 Points                            |
| <b>Assignment Description</b>  |                                      |
| <p>Create a model for students of a template, brochure, scaffolding, flyer or other classroom communication or productivity tool of your choice. Include a brief description how this tool incorporates higher-level thinking for students. Use the scoring guide below to make sure you have included all the necessary elements. Save and upload the document to <b>Assignment #6</b>. Please name your assignment “<b>assignment6_yourlastnameinitial.</b>”</p> |                                      |
| <b>Scoring Guidelines</b>  |                                      |
| Total = 10 points  |                                      |

|                                  | <b>Exemplar<br/>2 Points</b>  | <b>Developed<br/>1 Point</b>  | <b>Limited<br/>0 Points</b>   |
|----------------------------------|---|---|---|
| <b>Use of Images</b>             | Images used are highly engaging for the audience and content. They extend the meaning and relevancy of the topic's message. | Images create interest. They are relevant to the topic but add little extended value or meaning.                                      | Images are not relevant to the topic and detract from the message.  |
| <b>Mechanical Errors</b>         | Minor or no mechanical errors.  | Few mechanical errors-somewhat distracting, but they do not interfere with the message.   | Many mechanical errors detract and interfere with the message.  |
| <b>Overall Design and Layout</b> | Overall design has an aesthetic appeal consistent with the purpose of the communication.                                    | Overall design has adequate appeal but inconsistencies with the purpose of the communication.   | Overall design is unappealing and inappropriate for the purpose of the communication.   |
| <b>Use of Training Skills</b>    | At least 4 features of the training (fonts, word art, clip art, images, textboxes, bullets, etc.) have been incorporated.   | 2 – 3 features of the training (fonts, word art, clip art, images, textboxes, bullets, etc.) have been incorporated into the product. | 0 – 1 features of the training (fonts, word art, clip art, images, textboxes, bullets, etc.) have been incorporated into the product. |
| <b>Level of Thinking</b>         | Students are required to use higher-level thinking skills to complete project.  | Some higher level thinking is required.   | No higher level thinking is required.   |

**Year 1 - Assignment #7**

|   |   |
|---|---|
| <b>Professional Development Session</b> | Finding and Organizing Internet Resources |
| <b>Total Points Possible</b>            | 10 Points                                 |

**Assignment Description**

In the **Assignment #7 Forum** identify what information-literacy skills your students need in order to effectively access information. Include a brief description of how you plan on teaching these skills and how you and your students will keep your Internet resources organized.

When posting to the **Assignment #7 Forum** make sure to name your post ("subject") "**assignment5\_yourlastnameinitial**"

**Scoring Guidelines**

Total = 10 points

| <b>Description</b>  | <b>Points Possible</b> |
|---|------------------------|
| Information-literacy skills are appropriate for specified grade level   | <b>5</b>               |
| Description of how to teach information-literacy skills are included including how resources will be organized. | <b>5</b>               |
| <b>Total</b>  | <b>10</b>              |

| Year 1 - Assignment #8  |   |             |                 |  |   |   |   |  |   |   |   |   |   |              |           |
|---|---|-------------|-----------------|--|---|---|---|--|---|---|---|---|---|--------------|-----------|
| Professional Development Session  | Using Presentations in Inquiry-based Learning |             |                 |  |   |   |   |  |   |   |   |   |   |              |           |
| Total Points Possible   | 20 Points                                     |             |                 |  |   |   |   |  |   |   |   |   |   |              |           |
| <b>Assignment Description</b>   |   |             |                 |  |   |   |   |  |   |   |   |   |   |              |           |
| <p>Create and submit a copy of a PowerPoint product that is the result of an authentic, real-world task that could be part of a lesson for your students. Include a complete description of the lesson and objectives. It should define how the task pushes students to use higher-order thinking skills and allows for student creativity. Include a description of what category of Bloom's Taxonomy the task and lesson would fall into and why. Submit the product to <b>Assignment #8</b> and name it "<b>assignment8_yourlastnameinitial.</b>"</p> <p>Bloom's Taxonomy Resources:<br/> <a href="http://education.ed.pacificu.edu/aacu/workshop/reconcept2B.html">http://education.ed.pacificu.edu/aacu/workshop/reconcept2B.html</a><br/> <a href="http://www.odu.edu/educ/roverbau/bloom/blooms_taxonomy.htm">http://www.odu.edu/educ/roverbau/bloom/blooms_taxonomy.htm</a></p> |   |             |                 |  |   |   |   |  |   |   |   |   |   |              |           |
| <b>Scoring Guidelines</b>   |   |             |                 |  |   |   |   |  |   |   |   |   |   |              |           |
| Total = 20 points   |   |             |                 |  |   |   |   |  |   |   |   |   |   |              |           |
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| Description   | Points Possible                               |             |                 |  |   |   |   |  |   |   |   |   |   |              |           |
| Multimedia product is the result of an authentic, real-world task.  | 4   |             |                 |  |   |   |   |  |   |   |   |   |   |              |           |
| Description gives a clear picture of the lesson and its objectives.   | 4   |             |                 |  |   |   |   |  |   |   |   |   |   |              |           |
| Use of the PowerPoint will enhance the instruction of the topic and is not just an add-on or an unessential feature of the lesson.  | 4   |             |                 |  |   |   |   |  |   |   |   |   |   |              |           |
| Accurately lists which level of Bloom's Taxonomy the lesson will require of students; rationale is provided to explain how the lesson reaches this level.   | 4   |             |                 |  |   |   |   |  |   |   |   |   |   |              |           |
| Description defines how the task allows for student creativity.   | 4   |             |                 |  |   |   |   |  |   |   |   |   |   |              |           |
| <b>Total</b>  | <b>20</b>                                     |             |                 |  |   |   |   |  |   |   |   |   |   |              |           |

## Second Semester Assignment Descriptions and Scoring Guides

(Note: for assignment due dates, see the Schedule and Topics overview above.)

| Year 1 - Assignment #9  |                          |             |                 |  |          |   |          |                     |           |
|---|--------------------------|-------------|-----------------|--|----------|---|----------|---------------------|-----------|
| <b>Professional Development Session</b>   | Planning a Class Website |             |                 |  |          |   |          |                     |           |
| <b>Total Points Possible</b>  | 10 Points                |             |                 |  |          |   |          |                     |           |
| <b>Assignment Description</b>   |                          |             |                 |  |          |   |          |                     |           |
| <p>View class websites created by eMINTS teachers and other classroom teachers. Choose one teacher website that you found to be well constructed and which provided some good ideas to aid in planning your own class website. Post the URL of the site to the <b>Assignment #10 Forum</b> and discuss four specific aspects of the site. Explain which ones you found particularly useful and those that you would want to improve. Some questions to consider: 1) What pages of the site would you want to include on your own classroom website? 2) Were the links pages well organized? 3) Was the navigation easy to follow? 4) Were the graphics used appropriate?</p> <p>Refer to your training materials for links to classroom websites.</p> |                          |             |                 |  |          |   |          |                     |           |
| <b>Scoring Guidelines</b>   |                          |             |                 |  |          |   |          |                     |           |
| Total = 10 points   |                          |             |                 |  |          |   |          |                     |           |
| <table border="1"> <thead> <tr> <th>Description</th> <th>Points Possible</th> </tr> </thead> <tbody> <tr> <td>Correct URL for the website is provided.</td> <td><b>2</b></td> </tr> <tr> <td>Description of the website includes a complete explanation of at least four aspects of the site. Includes your reasoning about how these features were useful or could be improved (2 points each).</td> <td><b>8</b></td> </tr> <tr> <td><b>Total Points</b></td> <td><b>10</b></td> </tr> </tbody> </table>  |                          | Description | Points Possible | Correct URL for the website is provided. | <b>2</b> | Description of the website includes a complete explanation of at least four aspects of the site. Includes your reasoning about how these features were useful or could be improved (2 points each). | <b>8</b> | <b>Total Points</b> | <b>10</b> |
| Description   | Points Possible          |             |                 |  |          |   |          |                     |           |
| Correct URL for the website is provided.  | <b>2</b>                 |             |                 |  |          |   |          |                     |           |
| Description of the website includes a complete explanation of at least four aspects of the site. Includes your reasoning about how these features were useful or could be improved (2 points each).   | <b>8</b>                 |             |                 |  |          |   |          |                     |           |
| <b>Total Points</b>   | <b>10</b>                |             |                 |  |          |   |          |                     |           |

**Year 1 - Assignment #10**

|   |                             |
|---|-----------------------------|
| <b>Professional Development Session</b> | Inquiry-Based Lessons       |
| <b>Due Date</b>                         | February 1, 2009 - midnight |
| <b>Total Points Possible</b>            | 20 Points                   |

**Assignment Description**

During the training session, you used a template to create an inquiry-based lesson. Complete and submit the constructivist lesson plan form. At the end of the lesson include a description that includes the following information:

1. How was the lesson developed and implemented in the classroom?
2. How did the lesson address state standards?
3. How did the lesson use technology to support learner-centered strategies and diverse learner needs?
4. What elements make the lesson inquiry-based or require students to use higher-order thinking skills?
5. How was student learning managed with technology?

Submit the completed lesson plan form and description to **Assignment #10 Forum** as an attachment titled "**assignment9\_yourlastnameinitial.**"

**Scoring Guidelines**

Total = 20 points

| <b>Description</b>  | <b>Points Possible</b> |
|---|------------------------|
| All areas of the template are completed completely and accurately.  | <b>10</b>              |
| Description includes information about lesson development and classroom implementation.                             | <b>3</b>               |
| Thorough and accurate explanation of how the lesson is inquiry-based or requires higher-level thinking is provided. | <b>3</b>               |
| Description includes explanation of how the lesson used technology to support learners and their needs.             | <b>2</b>               |
| Description includes information about how student learning was managed with technology.                            | <b>2</b>               |
| <b>Total Points</b>   | <b>20</b>              |

**Year 1 - Assignment #11**

**Professional Development Session** Introduction to WebQuests

**Total Points Possible** 15 Points

**Assignment Description**

Analyze a WebQuest using the eMINTS WebQuest Scoring Guide. Fill in the information as you score the WebQuest making sure to provide an adequate explanation for each section. Include comments for each section under your score. Post the name of the WebQuest and the URL to the **Assignment #11 Forum**. The WebQuest Scoring Guide can be found in **Assignment #11**. Download the WebQuest Scoring Guide and save it as "assignment11\_yourlastnameinitial." Attach the completed scoring guide to the **Assignment #11 Forum** including the WebQuest URL.

**Scoring Guidelines**

Total = 15 points

| <b>Description</b>   | <b>Points Possible</b> |
|--|------------------------|
| The name of the WebQuest and the URL for the site are provided.  | <b>1</b>               |
| Reasonable score is provided for each section of the WebQuest scoring guide.   | <b>7</b>               |
| Explanation of each score is given. Explanation is logical and describes how the WebQuest meets or does not meet the criteria identified in each category. | <b>7</b>               |
| <b>Total Points</b>  | <b>15</b>              |

| <b>Year 1 - Assignment #12</b>  |   |                    |                        |  |          |  |          |   |          |   |          |                 |          |   |          |  |          |   |          |  |          |                     |           |
|---|---|--------------------|------------------------|--|----------|--|----------|---|----------|---|----------|-----------------|----------|---|----------|--|----------|---|----------|--|----------|---------------------|-----------|
| <b>Professional Development Session</b>   | Creating a Class Website  |                    |                        |  |          |  |          |   |          |   |          |                 |          |   |          |  |          |   |          |  |          |                     |           |
| <b>Total Points Possible</b>  | 20 Points   |                    |                        |  |          |  |          |   |          |   |          |                 |          |   |          |  |          |   |          |  |          |                     |           |
| <b>Assignment Description</b>   |   |                    |                        |  |          |  |          |   |          |   |          |                 |          |   |          |  |          |   |          |  |          |                     |           |
| <p>Post the URL of your classroom website to the <b>Assignment #12 Forum</b>. If you are using a portal please include a guest user name and password. You should have a complete set of pages which corresponds to your navigation. The basic structure of the pages should be in place and at least beginning information for each page provided. You may not have every page as complete as you would like at this time and that is fine. A website is a constant work in progress. Look at the scoring guide for more specific information that should be included.</p> |   |                    |                        |  |          |  |          |   |          |   |          |                 |          |   |          |  |          |   |          |  |          |                     |           |
| <b>Scoring Guidelines</b>   |   |                    |                        |  |          |  |          |   |          |   |          |                 |          |   |          |  |          |   |          |  |          |                     |           |
| Total = 20 points   |   |                    |                        |  |          |  |          |   |          |   |          |                 |          |   |          |  |          |   |          |  |          |                     |           |
|   | <table border="1"> <thead> <tr> <th><b>Explanation</b></th> <th><b>Points Possible</b></th> </tr> </thead> <tbody> <tr> <td>Webpage text is easy to read. The background is appropriate and does not detract from reading of the text.</td> <td><b>2</b></td> </tr> <tr> <td>Graphics are appropriate for the page and do not distract or interfere with the content of the page. Graphics download fairly quickly.</td> <td><b>2</b></td> </tr> <tr> <td>Navigation is consistent through out the site. The user can easily navigate back and forth through the pages.</td> <td><b>2</b></td> </tr> <tr> <td>Useful content is not more than 3 clicks away from the home page.</td> <td><b>2</b></td> </tr> <tr> <td>All links work.</td> <td><b>2</b></td> </tr> <tr> <td>Information on the pages is well written and easy to read. Spelling and grammar errors do not detract from the sites readability.</td> <td><b>2</b></td> </tr> <tr> <td>Information is appropriate for the audience. The site is useful for students and will be an asset to instruction in an eMINTS classroom.</td> <td><b>4</b></td> </tr> <tr> <td>At least one links page is included with working links useful to students, parents or other teachers.</td> <td><b>2</b></td> </tr> <tr> <td>Name of the site developer and contact information for that person is listed on at least one page of the site.</td> <td><b>2</b></td> </tr> <tr> <td><b>Total Points</b></td> <td><b>20</b></td> </tr> </tbody> </table> | <b>Explanation</b> | <b>Points Possible</b> | Webpage text is easy to read. The background is appropriate and does not detract from reading of the text. | <b>2</b> | Graphics are appropriate for the page and do not distract or interfere with the content of the page. Graphics download fairly quickly. | <b>2</b> | Navigation is consistent through out the site. The user can easily navigate back and forth through the pages. | <b>2</b> | Useful content is not more than 3 clicks away from the home page. | <b>2</b> | All links work. | <b>2</b> | Information on the pages is well written and easy to read. Spelling and grammar errors do not detract from the sites readability. | <b>2</b> | Information is appropriate for the audience. The site is useful for students and will be an asset to instruction in an eMINTS classroom. | <b>4</b> | At least one links page is included with working links useful to students, parents or other teachers. | <b>2</b> | Name of the site developer and contact information for that person is listed on at least one page of the site. | <b>2</b> | <b>Total Points</b> | <b>20</b> |
| <b>Explanation</b>  | <b>Points Possible</b>  |                    |                        |  |          |  |          |   |          |   |          |                 |          |   |          |  |          |   |          |  |          |                     |           |
| Webpage text is easy to read. The background is appropriate and does not detract from reading of the text.  | <b>2</b>  |                    |                        |  |          |  |          |   |          |   |          |                 |          |   |          |  |          |   |          |  |          |                     |           |
| Graphics are appropriate for the page and do not distract or interfere with the content of the page. Graphics download fairly quickly.  | <b>2</b>  |                    |                        |  |          |  |          |   |          |   |          |                 |          |   |          |  |          |   |          |  |          |                     |           |
| Navigation is consistent through out the site. The user can easily navigate back and forth through the pages.   | <b>2</b>  |                    |                        |  |          |  |          |   |          |   |          |                 |          |   |          |  |          |   |          |  |          |                     |           |
| Useful content is not more than 3 clicks away from the home page.   | <b>2</b>  |                    |                        |  |          |  |          |   |          |   |          |                 |          |   |          |  |          |   |          |  |          |                     |           |
| All links work.   | <b>2</b>  |                    |                        |  |          |  |          |   |          |   |          |                 |          |   |          |  |          |   |          |  |          |                     |           |
| Information on the pages is well written and easy to read. Spelling and grammar errors do not detract from the sites readability.   | <b>2</b>  |                    |                        |  |          |  |          |   |          |   |          |                 |          |   |          |  |          |   |          |  |          |                     |           |
| Information is appropriate for the audience. The site is useful for students and will be an asset to instruction in an eMINTS classroom.  | <b>4</b>  |                    |                        |  |          |  |          |   |          |   |          |                 |          |   |          |  |          |   |          |  |          |                     |           |
| At least one links page is included with working links useful to students, parents or other teachers.   | <b>2</b>  |                    |                        |  |          |  |          |   |          |   |          |                 |          |   |          |  |          |   |          |  |          |                     |           |
| Name of the site developer and contact information for that person is listed on at least one page of the site.  | <b>2</b>  |                    |                        |  |          |  |          |   |          |   |          |                 |          |   |          |  |          |   |          |  |          |                     |           |
| <b>Total Points</b>   | <b>20</b>   |                    |                        |  |          |  |          |   |          |   |          |                 |          |   |          |  |          |   |          |  |          |                     |           |

**Year 1 - Assignment #13**

**Professional Development Session** Tools for Thinking

**Total Points Possible** 10 Points

**Assignment Description**

SMART Ideas™ or Inspiration™ can be referred to as “mind tools.” This type of software helps students to construct knowledge and think critically. When SMART Ideas or Inspiration are used as a mind tool, students should be performing tasks such as organizing information, prioritizing information, classifying objects into categories, comparing and contrasting, identifying main ideas, identifying relationships and predicting possible outcomes. The software is probably not used as a mind tool when teachers develop templates used as worksheets for students to fill in information they have read.

Use SMART Ideas or Inspiration as a mind tool and create a lesson for your class. Students might create timelines, concept maps, graphic organizers or another type of scaffolding. The mind tool may be student created or one that’s created as a whole group. In addition to the SMART Ideas or Inspiration document that is created *you must also submit a lesson description*. This description should include how the document was used in class and how this use exemplifies the use of SMART Ideas or Inspiration as a mind tool. It should include a reflection of how the activity worked in your classroom and any ideas of how the lesson might be improved or changed. Submit the assignment to **Assignment #13** and name it “**assignment13\_yourlastnameinitial.**”

**Scoring Guidelines:**

Total = 10 points

| <b>Description</b>   | <b>Points Possible</b> |
|--|------------------------|
| Colors and graphics used for text, arrows, backgrounds, etc. add to the appearance and meaning of the SMART Ideas or Inspiration document. | <b>2</b>               |
| Description outlines how the SMART Ideas or Inspiration document was used with the class to teach the identified concepts.                 | <b>2</b>               |
| Description clearly identifies how SMART Ideas or Inspiration was used by students as a mind tool.   | <b>2</b>               |
| Description is complete enough that another person could repeat the lesson.  | <b>2</b>               |
| Description includes a reflection which includes how the lesson may be improved or changed.  | <b>2</b>               |
| <b>Total Points</b>  | <b>10</b>              |

| <b>Year 1 - Assignment #14</b>  |                        |                    |                        |                                 |          |  |          |   |          |                     |           |
|---|------------------------|--------------------|------------------------|---------------------------------|----------|--|----------|---|----------|---------------------|-----------|
| <b>Professional Development Session</b>   | Modifying a WebQuest   |                    |                        |                                 |          |  |          |   |          |                     |           |
| <b>Total Points Possible</b>  | 10 Points              |                    |                        |                                 |          |  |          |   |          |                     |           |
| <b>Assignment Description</b>   |                        |                    |                        |                                 |          |  |          |   |          |                     |           |
| <p>Complete the “WebQuest Pre-evaluation Form” during the training session after choosing several WebQuests to consider implementing in your classroom. Fill out the “Reflection and Evaluation Form” after completing a WebQuest in the classroom. Digital forms may be found in <b>Assignment #14</b>. Post the URL of the WebQuest you chose to the <b>Assignment #14 Forum</b>. Upload the forms to <b>Assignment #14</b>. Title the documents, “<b>assignment14_pre_yourlastnamefirstinitial</b>” and “<b>assignment14_reflection_yourlastnamefirstinitial</b>.”</p> |                        |                    |                        |                                 |          |  |          |   |          |                     |           |
| <b>Scoring Guidelines</b>   |                        |                    |                        |                                 |          |  |          |   |          |                     |           |
| Total = 10 points   |                        |                    |                        |                                 |          |  |          |   |          |                     |           |
| <table border="1"> <thead> <tr> <th><b>Explanation</b></th> <th><b>Points Possible</b></th> </tr> </thead> <tbody> <tr> <td>Correct URL is posted to Forum.</td> <td><b>2</b></td> </tr> <tr> <td>Pre-evaluation form was submitted and filled out completely.</td> <td><b>4</b></td> </tr> <tr> <td>Reflection and Evaluation Form was submitted and filled out completely.</td> <td><b>4</b></td> </tr> <tr> <td><b>Total Points</b></td> <td><b>10</b></td> </tr> </tbody> </table>  |                        | <b>Explanation</b> | <b>Points Possible</b> | Correct URL is posted to Forum. | <b>2</b> | Pre-evaluation form was submitted and filled out completely. | <b>4</b> | Reflection and Evaluation Form was submitted and filled out completely. | <b>4</b> | <b>Total Points</b> | <b>10</b> |
| <b>Explanation</b>  | <b>Points Possible</b> |                    |                        |                                 |          |  |          |   |          |                     |           |
| Correct URL is posted to Forum.   | <b>2</b>               |                    |                        |                                 |          |  |          |   |          |                     |           |
| Pre-evaluation form was submitted and filled out completely.  | <b>4</b>               |                    |                        |                                 |          |  |          |   |          |                     |           |
| Reflection and Evaluation Form was submitted and filled out completely.   | <b>4</b>               |                    |                        |                                 |          |  |          |   |          |                     |           |
| <b>Total Points</b>   | <b>10</b>              |                    |                        |                                 |          |  |          |   |          |                     |           |

| <b>Year 1 - Assignment #15</b>   |                        |                    |                        |   |   |  |   |   |   |              |           |
|--|------------------------|--------------------|------------------------|---|---|--|---|---|---|--------------|-----------|
| <b>Professional Development Session</b>  | Collaboration Session  |                    |                        |   |   |  |   |   |   |              |           |
| <b>Total Points Possible</b>   | 10 Points              |                    |                        |   |   |  |   |   |   |              |           |
| <b>Assignment Description</b>  |                        |                    |                        |   |   |  |   |   |   |              |           |
| <p>Find and complete a digital copy of the "Technical Support Form" in <b>Assignment #15</b>. Download the form to your computer and make the appropriate modifications. Save it as "<b>assignment15_yourlastnameinitial</b>" and upload to <b>Assignment #15</b>.</p>   |                        |                    |                        |   |   |  |   |   |   |              |           |
| <b>Scoring Guidelines:</b>   |                        |                    |                        |   |   |  |   |   |   |              |           |
| Total = 10 points  |                        |                    |                        |   |   |  |   |   |   |              |           |
| <table border="1"> <thead> <tr> <th><b>Description</b></th> <th><b>Points Possible</b></th> </tr> </thead> <tbody> <tr> <td>Name of technical support contact(s) is included.</td> <td>2</td> </tr> <tr> <td>Procedures to obtain technical support are outlined clearly and completely and could be easily followed by other teachers.</td> <td>4</td> </tr> <tr> <td>URLs for each major piece of equipment is included.</td> <td>4</td> </tr> <tr> <td><b>Total</b></td> <td><b>10</b></td> </tr> </tbody> </table> |                        | <b>Description</b> | <b>Points Possible</b> | Name of technical support contact(s) is included. | 2 | Procedures to obtain technical support are outlined clearly and completely and could be easily followed by other teachers. | 4 | URLs for each major piece of equipment is included. | 4 | <b>Total</b> | <b>10</b> |
| <b>Description</b>   | <b>Points Possible</b> |                    |                        |   |   |  |   |   |   |              |           |
| Name of technical support contact(s) is included.  | 2                      |                    |                        |   |   |  |   |   |   |              |           |
| Procedures to obtain technical support are outlined clearly and completely and could be easily followed by other teachers.   | 4                      |                    |                        |   |   |  |   |   |   |              |           |
| URLs for each major piece of equipment is included.  | 4                      |                    |                        |   |   |  |   |   |   |              |           |
| <b>Total</b>   | <b>10</b>              |                    |                        |   |   |  |   |   |   |              |           |

| <b>Year 1 - Assignment #16</b>   |                              |                    |                        |  |   |   |   |  |   |   |   |  |   |              |           |
|--|------------------------------|--------------------|------------------------|--|---|---|---|--|---|---|---|--|---|--------------|-----------|
| <b>Professional Development Session</b>  | Final Culminating Assignment |                    |                        |  |   |   |   |  |   |   |   |  |   |              |           |
| <b>Total Points Possible</b>   | 25 Points                    |                    |                        |  |   |   |   |  |   |   |   |  |   |              |           |
| <b>Assignment Description</b>  |                              |                    |                        |  |   |   |   |  |   |   |   |  |   |              |           |
| <p>Write a detailed description of an inquiry-based lesson resulting in a student technology product that you have used in your classroom or that you are planning on using in the future. Classify this lesson as literacy, adapting or transforming and explain your reasons for the classification. Explain how this lesson might move higher on the scale toward transforming if certain aspects of the lesson were changed. This should not be a lesson that you previously submitted for grading. Also include a reflection about how this lesson demonstrates what you have learned and how your lessons have changed this year. Post your lesson, description and reflection as “assignment16_yourlastnameinitial” to <b>Assignment #16</b>.</p>   |                              |                    |                        |  |   |   |   |  |   |   |   |  |   |              |           |
| <b>Scoring Guidelines</b>  |                              |                    |                        |  |   |   |   |  |   |   |   |  |   |              |           |
| Total = 25 points  |                              |                    |                        |  |   |   |   |  |   |   |   |  |   |              |           |
| <table border="1"> <thead> <tr> <th><b>Description</b></th> <th><b>Points Possible</b></th> </tr> </thead> <tbody> <tr> <td>Description of the lesson is complete enough to give a clear picture of the lesson and its objectives.</td> <td>5</td> </tr> <tr> <td>Description of lesson includes a clear explanation of the technology product the students will produce as a result of the lesson.</td> <td>5</td> </tr> <tr> <td>Lesson is classified as literacy, adapting or transforming. Rationale for classification is clearly stated and well-supported.</td> <td>5</td> </tr> <tr> <td>Description clearly explains how lesson could move closer to transforming if certain aspects of the lesson are changed.</td> <td>5</td> </tr> <tr> <td>Reflection clearly states understanding of concepts discussed in course.</td> <td>5</td> </tr> <tr> <td><b>Total</b></td> <td><b>25</b></td> </tr> </tbody> </table> |                              | <b>Description</b> | <b>Points Possible</b> | Description of the lesson is complete enough to give a clear picture of the lesson and its objectives. | 5 | Description of lesson includes a clear explanation of the technology product the students will produce as a result of the lesson. | 5 | Lesson is classified as literacy, adapting or transforming. Rationale for classification is clearly stated and well-supported. | 5 | Description clearly explains how lesson could move closer to transforming if certain aspects of the lesson are changed. | 5 | Reflection clearly states understanding of concepts discussed in course. | 5 | <b>Total</b> | <b>25</b> |
| <b>Description</b>   | <b>Points Possible</b>       |                    |                        |  |   |   |   |  |   |   |   |  |   |              |           |
| Description of the lesson is complete enough to give a clear picture of the lesson and its objectives.   | 5                            |                    |                        |  |   |   |   |  |   |   |   |  |   |              |           |
| Description of lesson includes a clear explanation of the technology product the students will produce as a result of the lesson.  | 5                            |                    |                        |  |   |   |   |  |   |   |   |  |   |              |           |
| Lesson is classified as literacy, adapting or transforming. Rationale for classification is clearly stated and well-supported.   | 5                            |                    |                        |  |   |   |   |  |   |   |   |  |   |              |           |
| Description clearly explains how lesson could move closer to transforming if certain aspects of the lesson are changed.  | 5                            |                    |                        |  |   |   |   |  |   |   |   |  |   |              |           |
| Reflection clearly states understanding of concepts discussed in course.   | 5                            |                    |                        |  |   |   |   |  |   |   |   |  |   |              |           |
| <b>Total</b>   | <b>25</b>                    |                    |                        |  |   |   |   |  |   |   |   |  |   |              |           |