

**Syllabus for eMINTS PD4ETS Participants**  
**2009-2010**  
***(Updated July 2009)***

**Instructor:** Instructors of Record include Monica M. Beglau, Ed.D. and Lorie Kaplan, M.Ed.

**Meeting Place:** Varies by Cohort (Columbia, Springfield)

**Meeting Times:** Vary by cohort. The course meets a total of 13 days throughout the year (6-7 hours per day). In addition, 16 practicum hours are required of each participant during the year. The total course time for all 6 credit hours is 100 hours beginning July 2009 through May 2010.

**Texts:**

Required: Lipton, Laura and Wellman, Bruce with Humbard, Carlette. (2003) *Mentoring Matters – A Practical Guide to Learning-Focused Relationships* (2<sup>nd</sup> edition). Mira Via, Sherman CT

Additional articles and course materials will be provided to participants.

The course materials help educators learn how to serve as professional development specialists to effectively integrate multimedia technology and inquiry-based teaching practice into eMINTS classrooms. The focus is on helping participants develop the knowledge and skills to support teaching and learning, rather than on the technical side. eMINTS professional development helps teachers develop classroom communities filled with the excitement of learning and discovery. Useful ideas are shared about how to best guide teachers as they work with students in their explorations of content and processes using technology and Internet resources.

**Purpose of the Course:** The purpose of the course is for educational technology specialists to gain knowledge, insight and experience in developing an eMINTS training and support program in their districts. They will become familiar with how to support classroom environments, enhanced with the latest technologies, where learners construct their own understandings and new knowledge about how the world works. Participants 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 adult learning and K-12 subject areas. Student assessment (both formal and informal) will be studied with emphasis on using assessment to inform instruction.

**Learning Objectives**

- Participants will be able to articulate the components of the eMINTS Comprehensive Professional Development System.
- Participants will be able to articulate the purpose for making regular classroom visits to support teachers' transfer of learning.

- Participants will be able to articulate characteristics of successful eMINTS classrooms and eMINTS teachers.
- Participants will be able to identify strategies they can use for supporting teachers, including coaching, modeling, lesson integration and providing assistance in obtaining technical support.
- Participants will be able to identify a variety of online resources, such as education websites, databases and WebQuests, available to support technology integration and inquiry-based learning.
- Participants will be able to list a wide variety of classroom applications for technology and how to create lessons that integrate multimedia and constructivist-based teaching strategies.
- Participants will be able to articulate methods of incorporating constructivist principles into the classroom, such as inquiry-based learning, collaborative learning and project-based learning. They also will develop strategies for assisting classroom teachers in integrating these methods into a technology-rich classroom.

### **Expectations/Responsibilities**

- **Attendance and Participation:** Attendance at eMINTS meetings and participation will be 25% of the total grade. Attendance will be calculated as follows:

***More than one missed meeting*** in a semester will account for a reduction in attendance points. Any meeting will be considered missed if it is not attended according to the eMINTS policy on attendance.

Participants will need to download and review all participant and facilitator materials prior to the session at which they will be discussed, unless otherwise specified by the PD4ETS facilitator.

- **Submitting Homework:** All written papers must be double-spaced in 12-point font with margins no greater than 1.00". Use the following protocol when giving documents file names: assignment#letter\_lastnamefirstinitial. For example: assignment1a\_smithm Do not use any capital letters or spaces in the filename.
- **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 must be obtained for special circumstances to receive credit for late work. These decisions will be made on an individual basis.

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

The total number of contact hours possible between instructor and student is 100 hours. The course could be taken for 3 credit hours or for 6 credit hours with the following breakdown:

- For 3 credit hours: Assignments 1-6 must be completed in the fall semester or assignments 7-12 in the spring semester.
- For 6 credit hours: All assignments for fall and spring semesters must be completed.

## **Grading**

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

### First semester: (October – December)

Attendance and participation in class	40 points	25%
Course Assignments	<u>120 points</u>	75%
Total	160 points	

### Second Semester: (January – May)

Attendance and participation in class	40 points	25%
Course Assignments	<u>120 points</u>	75%
Total	160 points	

All assignments must meet instructor satisfaction.

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

**PD4ETS Session Schedule – Fall 09 – Spring 10**

<b>Month</b>	<b>YEAR 1—2009-2010 (FY10) Topic and Modules</b>
<b>01 July</b>	Orientation/Overview
<b>02 August</b>	<p><b>Modules</b>            01—Getting Started            02—Transforming Learning            03—Constructivism</p> <p><b>Skill Building</b></p> <ul style="list-style-type: none"> <li>• Certification requirements review</li> <li>• Email discussion lists</li> </ul> <p><b>Grad Credit Assignment</b></p> <ul style="list-style-type: none"> <li>• Read Preface &amp; Section 1 – THE MENTOR’S ROLE</li> </ul>
<b>03 August /September</b>	<p><b>Modules</b>            04—Questioning Strategies            05— Cooperative Learning</p> <p><b>Skill Building</b></p> <ul style="list-style-type: none"> <li>• Skype as a communication tool</li> <li>• Building trust</li> <li>• Your visit to a training session</li> </ul>
<b>04 September</b>	<p><b>Modules</b>            06—Effective Uses of Productivity Tools (Tech4Learning)            07—Peer Visit            08— Interactive Whiteboards            09—Finding and Organizing Internet Resources</p> <p><b>Skill Building</b></p> <ul style="list-style-type: none"> <li>▪ Classroom visit case studies</li> <li>• Your first classroom visit</li> <li>• Your visit to a classroom</li> </ul> <p><b>Grad Credit Assignment</b></p> <ul style="list-style-type: none"> <li>• Read Section 2 – LEARNING-FOCUS INTERACTIONS: A CONTINUUM</li> </ul>
<b>05 October</b>	<p><b>Modules</b>            10—Evaluating and Using Internet Resources            11—Using Presentations in Inquiry-based Learning            12—Learning Communities and Technology</p> <p><b>Skill Building</b></p> <ul style="list-style-type: none"> <li>• Adult learner vs. child learner</li> <li>• Cases studies for AUP and CUP</li> </ul>

<p><b>06 November</b></p>	<p><b>Modules</b>  13—Planning a Classroom Website  14—Inquiry-based Lessons  <b>Skill Building</b></p> <ul style="list-style-type: none"> <li>• Dealing with difficult participants</li> <li>• Good websites vs. “so-so” websites</li> </ul> <p><b>Grad Credit Assignment</b></p> <ul style="list-style-type: none"> <li>• Read Section 3 – MAXIMIZING TIME AND ATTENTION</li> </ul>
<p><b>07 December</b></p>	<p><b>Modules</b>  15—Introduction to WebQuests  16—Visual Literacy  17—Creating and Editing Digital Images  <b>Skill Building</b></p> <ul style="list-style-type: none"> <li>• Develop concept for original WebQuest <ul style="list-style-type: none"> <li>○ Preplanning</li> <li>○ Task</li> </ul> </li> <li>• Score a WebQuest using eMINTS scoring guide</li> </ul>
<p><b>08 January</b></p>	<p><b>Modules</b>  18—Creating a Classroom Website  19—Tools for Thinking  20—Website Workday  <b>Skill Building</b></p> <ul style="list-style-type: none"> <li>• Editing images for the webpage</li> </ul> <p><b>Grad Credit Assignment</b></p> <ul style="list-style-type: none"> <li>• Read Section 4 – LEARNING-FOCUSED VERBAL TOOLS</li> </ul>
<p><b>09 February</b></p>	<p><b>Modules</b>  21—Modifying a WebQuest  22—Collaboration Session/Troubleshooting  23—Collaboration Session  24—Classroom Communication  <b>Skill Building</b></p> <ul style="list-style-type: none"> <li>• Mentoring teachers</li> </ul> <p><b>Grad Credit Assignment</b></p> <ul style="list-style-type: none"> <li>• Read Section 5 – FACILITATING PROFESSIONAL VISISON: FROM NOVICE TO EXPERT TEACHING</li> </ul>
<p><b>10 March</b></p>	<p>eMINTS Winter Conference for PD4ETS Participants  March 3—5, 2010 in Columbia, MO</p> <p><b>Grad Credit Assignment</b></p> <ul style="list-style-type: none"> <li>• Read Section 6 – STRATEGIES FOR SUCCESS</li> </ul>

<b>11 March</b>	Day 1 Cognitive Coaching <ul style="list-style-type: none"> <li>• St. Louis, March 10 or</li> <li>• Columbia March 31</li> </ul>
<b>12 March</b>	Day 2 Cognitive Coaching <ul style="list-style-type: none"> <li>• St. Louis, March 11 or</li> <li>• Columbia April 1</li> </ul>
<b>13 April</b>	<b>Modules</b> 25— Connections Between Inquiry-based Learning and State Assessment 26— File Management 27— Writing a WebQuest <b>Skill Building</b> <ul style="list-style-type: none"> <li>• Reviewing each other's WebQuests</li> </ul>

### Fall Semester Assignments

All assignments are due at midnight of the due date listed. Late assignments may be accepted for up to half credit if submitted within one week of the due date (with the exception of the final assignment of the semester).

<b>Assignment</b>	<b>Description</b>	<b>Points</b>	<b>Due Dates</b>
1: Introduction and Goals	<b>Grad Credit Assignment 1</b>  1) Edit the User Profile in the MOODLE GRAD Graduate Credit course. More directions will follow after your registration is complete. 2) Introduce yourself to the group by posting some information to the Assignment 1 discussion form, including: <ul style="list-style-type: none"> <li>• Basic information, including your name, school district and job responsibilities</li> <li>• Any personal information you would like to share (family, hobbies, other interesting facts, etc.)</li> <li>• Your goals or expectations for this year in the PD4ETS Program and for eMINTS in your school or district.</li> </ul> <b>Submit assignment into PD4ETS Graduate Credit Moodle Course at</b>	10 pts.	October 9, 2009
2: The Mentor's Role	<b>Grad Credit Assignment 2</b> <b>Read: Section 1 of Mentoring Matters</b>		October 16, 2009

	<p>Craft your own definition of a learning-focused relationship that you would share with others. Reflect on how you can use these ideas in training your teachers. (Recommended length, 1 page typed)</p> <p><b>Submit assignment into PD4ETS Graduate Credit Moodle Course at</b></p>	20 pts.	
3. Learning-Focused Interactions: A Continuum	<p><b>Grad Credit Assignment 3</b> <b>Read: Section 1 of Mentoring Matters</b></p> <p>Create three scenarios based on your experiences as a growth agent:</p> <ul style="list-style-type: none"> <li>• One in which you have (or would) consult:</li> <li>• One in which you have (or would) collaborate:</li> <li>• One in which you have (or would) coach</li> </ul> <p>(Recommended length, 1 full page typed)</p> <p><b>Submit assignment into PD4ETS Graduate Credit Moodle Course at</b></p>	20 pts.	October 30, 2009
4. Maximizing Time and Attention	<p><b>Grad Credit Assignment 4</b> <b>Read Section 3 of Mentoring Matters</b></p> <p>Select either <b>A Template for Planning and Problem Solving</b> or <b>A Template for Reflecting</b> and complete it for a training session or a project that you are involved with this school year. Reflect on each piece as you answer the questions.</p> <p>(Suggested length 2 to 3 pages).</p> <p><b>Submit assignment into PD4ETS Graduate Credit Moodle Course at</b></p>	20 pts.	November 13, 2009
5: Adult Learners vs. Child Learners	<p><b>Grad Credit Assignment 5</b></p> <p>Locate and find an article that addresses adult learners. Share the URL with the group and submit a reflection of how this relates to the book, Mentoring Matters. Use specific details to support your viewpoints.</p> <p>(Suggested length 2 to 3 pages)</p> <p><b>Submit assignment into PD4ETS Graduate</b></p>	20 pts.	November 20, 2009

	<b>Credit Moodle Course at</b>		
6: Practicum experience	<b>Grad Credit Assignment 6</b>  Practicum experience. Write a 2-page reflection about your classroom visit, job shadowing experience or experience visiting another trainer's training session. Use the guiding questions provided by your course instructor and/or add some of your own questions and observations.  <b>Submit assignment into PD4ETS Graduate Credit Moodle Course at</b>	20 pts.	December 3, 2009

### **Winter Semester Assignments**

All assignments are due at midnight of the due date listed. Late assignments may be accepted for up to half credit if submitted within one week of the due date (with the exception of the final assignment of the semester).

<b>Assignment</b>	<b>Description</b>	<b>Points</b>	<b>Due Dates</b>
7: District Website Plan	<b>Grad Credit Assignment 7</b>  Use the techniques outlined in the Planning a Classroom Website module to plan both the content and design of your district professional development website. In your plan identify the purpose of your website and the audience for the site. Make a list or concept map of the content to be included in your site. Develop a storyboard of the pages to be included in the site (Website Structure). Choose the type of navigation your site will utilize (Navigation). Design a layout for the pages in your site (Webpage Layout). If all your pages are consistent you will just need one layout. If your pages vary include a layout for each different page type. Remember as you plan you must submit your plan electronically, so choose the best software and format to represent your plan.  <b>Submit assignment into PD4ETS Graduate Credit Moodle Course at</b>	20 pts.	January 28, 2010
8. Learning-Focused Verbal Tools	<b>Grad Credit Assignment 8</b> <b>Read Section 4 of Mentoring Matters</b>	20 pts.	February 25, 2010

	<p>Complete the assignments on page 53</p> <ul style="list-style-type: none"> <li>• Embedding Positive Prepositions When Paraphrasing</li> <li>• Embedding Positive Presumppostions <b>Presuppositions?</b> When Asking Questions</li> </ul> <p><b>Submit assignment into PD4ETS Graduate Credit Moodle Course at</b></p>		
9. Winter Conference Reflection	<p><b>Grad Credit Assignment 9</b></p> <p>Write a reflection on your experience at the Winter Conference. Discuss ideas from each of the sessions you attended that you felt were especially helpful. Describe how you will incorporate two of these ideas into your own training.</p> <p><b>Submit assignment into PD4ETS Graduate Credit Moodle Course at</b></p>	20 pts.	March 10, 2010
10. Facilitating Professional Vision: From Novice to Expert Teaching	<p><b>Grad Credit Assignment 1</b> <b>Read Section 5 of Mentoring Matters</b></p> <p>Using eMINTS as an instructional initiative apply the four lenses of professional capacities. Write up a summary of how eMINTS fits into the whole scheme and how it fits with your viewpoints.</p> <p>Recommended length: 2 to 3 pages typed</p> <p><b>Submit assignment into PD4ETS Graduate Credit Moodle Course at</b></p>	20 pts.	March 31, 2010
11. Strategies for Success	<p><b>Grad Credit Assignment 11</b> <b>Read Section 6 of Mentoring Matters</b></p> <p>On page 81 there is a list of strategies that have been covered in this text. Choose five of the strategies that you have been able to apply and write up a short descriptive paragraph about how each one was helpful and explain how it was successful in your particular situation.</p> <p><b>Submit assignment into PD4ETS Graduate Credit Moodle Course at</b></p>	20 pts.	April 14, 2010
12. Planning for next year	<p><b>Grad Credit Assignment 12</b> <b>Planning for Next Year</b></p>	20 pts.	April 28, 2010

	<p>Reflect over your experiences with professional development and / or class visits in the past year. Consider what aspects went well that you would like to continue in the next year. What skills would you like to improve and what steps might you take to become more effective in these areas? Develop a one page paper summarizing your reflections.</p> <p><b>Submit assignment into PD4ETS Graduate Credit Moodle Course at</b></p>		
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