

Week 1	Assignment	Assessment	NYS Learning Standards	Estimated Time to Complete Assignment (Seat Time)
Essential Question: What difference can learning while healing make to students surviving cancer? How would I cope with the death of a student?				
Outcome: Participants will receive an overview of common pediatric cancers, medical and psychosocial issues to be better prepared to interact with students, their families, and other caregivers to positively impact their learning. Participants will discover more about current research regarding cognitive late effects and physical disabilities that can occur for children treated for cancer, and the impact on learning, school performance and social interaction. Participants will develop a knowledge base of legislation that supports instruction for this community. Participants will find out about various organizations and resources to support local school re-entry.				
Objective 1: Participants will identify key strategies for differentiating instruction for these students.	<p>▼ ASYNCHRONOUS POST: Identify and share key strategies and research, including assistive technologies, to differentiate instruction.</p> <p>▼ SYNCHRONOUS CHAT: Discuss impact of legislation on opportunities for differentiation and case studies of students.</p>	<p>Your response to the KEY STRATEGIES FOR DIFFERENTIATING INSTRUCTION assignment will be based on the following criteria:</p> <p>Excellent: <input type="checkbox"/> Posting/participation was excellent and clearly covered all of the required material <input type="checkbox"/> Assignment(s)/post(s) submitted by deadline</p> <p>Good: <input type="checkbox"/> Posting/participation was average and clearly covered some of the required material <input type="checkbox"/> Assignment(s)/post(s) submitted by deadline</p> <p>Needs Improvement: <input type="checkbox"/> Posting/participation was average and was submitted after the deadline and/or <input type="checkbox"/> Assignment(s)/post(s) late or not submitted</p> <p>Incomplete: <input type="checkbox"/> No posting/participation and/or no assignment(s)/post(s)</p>	Mathematics, Science, and Technology Standard 7: Interdisciplinary Problem Solving Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions. Participants will research and share key strategies for differentiation and the impact of legislation.	2 hours
Objective 2: Participants will examine and create ways to help train and support other students, faculty and administration in sustaining strong relationships with students before, during and after school re-entry.	<p>▼ ASYNCHRONOUS POST: Research, share case studies and discuss key strategies in implementing local school re-entry, including interaction with students, faculty and administration.</p> <p>▼ SYNCHRONOUS CHAT: Discuss short- and long-term needs of a student who goes through cycles of hospitalization, home care and school reentry AND the impact within the classroom, and school.</p>	<p>Your response to the KEY STRATEGIES FOR SCHOOL RE-ENTRY assignment will be based on the following criteria:</p> <p>Excellent: <input type="checkbox"/> Posting/participation was excellent and clearly covered all of the required material <input type="checkbox"/> Assignment(s)/post(s) submitted by deadline</p> <p>Good: <input type="checkbox"/> Posting/participation was average and clearly covered some of the required material <input type="checkbox"/> Assignment(s)/post(s) submitted by deadline</p> <p>Needs Improvement: <input type="checkbox"/> Posting/participation was average and was submitted after the deadline and/or <input type="checkbox"/> Assignment(s)/post(s) late or not submitted</p> <p>Incomplete: <input type="checkbox"/> No posting/participation and/or no assignment(s)/post(s)</p>	Health, Physical Education, and Family and Consumer Sciences Standard 3: Resource Management Students will understand and be able to manage their personal and community resources. Participants will discuss key strategies and case studies in implementing school re-entry, including interaction with healthcare providers.	2 hours
Week 2				
Essential Question: How will re-entry of hospitalized and home-based students within their local classrooms and communities be facilitated by online instruction?				
Outcome: Participants will learn how to use an Internet-based videoconferencing tool called Elluminate to facilitate online learning.	Assignment	Assessment		
Objective 1: Participants will design lessons to effectively use this assistive technology (AT).	<p>▼ SYNCHRONOUS TASK: Successfully install video camera and headset; participate in synchronous training session (moderated by Elluminate staff member), and practice using during class sessions.</p> <p>▼ SYNCHRONOUS TASK/ASYNCHRONOUS POST: Review Elluminate archives for ideas; develop and post one lesson based on Assignment #1; review and respond to at least two other students' lessons.</p>	<p>Your response to the DESIGN LESSON TO EFFECTIVELY USE ELLUMINATE assignment will be based on the following criteria:</p> <p>Excellent: <input type="checkbox"/> Posting/participation was excellent and clearly covered all of the required material <input type="checkbox"/> Assignment(s)/post(s) submitted by deadline</p> <p>Good: <input type="checkbox"/> Posting/participation was average and clearly covered some of the required material <input type="checkbox"/> Assignment(s)/post(s) submitted by deadline</p> <p>Needs Improvement: <input type="checkbox"/> Posting/participation was average and was submitted after the deadline and/or <input type="checkbox"/> Assignment(s)/post(s) late or not submitted</p> <p>Incomplete: <input type="checkbox"/> No posting/participation and/or no assignment(s)/post(s)</p>	Mathematics, Science, and Technology Standard 5 - Technology Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs. Participants will learn to use synchronous conferencing via Elluminate, create a lesson, and share feedback with other educators.	2.5 hours
Week 3				

Essential Questions: What are the most meaningful learning experiences to these students, from their perspectives?				
Outcome: Participants will review and evaluate Web content to support curriculum needs, student interest, and ability.	Assignment	Assessment		
Objective 1: Participants will research Web sites to support the design of lessons online.	▼ ASYNCHRONOUS POST: Using rubric, research, assess and post at least five different Web sites that could be used during your lesson, or for further reference, with your evaluations.	Your response to the RESEARCH WEB SITES assignment will be based on the following criteria: <u>Excellent:</u> <input type="checkbox"/> Posting/participation was excellent and clearly covered all of the required material <input type="checkbox"/> Assignment(s)/post(s) submitted by deadline <u>Good:</u> <input type="checkbox"/> Posting/participation was average and clearly covered some of the required material <input type="checkbox"/> Assignment(s)/post(s) submitted by deadline <u>Needs Improvement:</u> <input type="checkbox"/> Posting/participation was average and was submitted after the deadline and/or <input type="checkbox"/> Assignment(s)/post(s) late or not submitted <u>Incomplete:</u> <input type="checkbox"/> No posting/participation and/or no assignment(s)/post(s)	Mathematics, Science, and Technology Standard 2 - Information Systems Students will access, generate, process, and transfer information using appropriate technologies. Participants will conduct Web research for effective multimedia resources to support lesson development.	1.5 hours
Week 4				
Essential Question: How will re-entry of hospitalized and home-based students within their local classrooms and communities be facilitated by online instruction?				
▼ Participants will each develop/apply a lesson using Elluminate. ▼ Participants will continue to share perspectives on using Elluminate, and ways to make the most of this tool. ▼ Participant will evaluate two additional fellow participant's lessons, and provide recommendations for improvement, focusing on strategy and differentiated instruction.	Assignment	Assessment		
Objective 1: Participants will continue to design lessons to effectively use this AT by sharing and adapting a second lesson with feedback from others.	▼ SYNCHRONOUS TASK: Using ideas of what works and what does not from previous assignment, develop and post another lesson; review and respond to at least two other students' lessons. (created and recorded via Elluminate). ▼ ASYNCHRONOUS POST: Using rubric, evaluate your own lesson, two other participant's, lessons, and share recommendations for improvement.	Your response to the CONTINUE TO DESIGN EFFECTIVE LESSONS assignment will be based on the following criteria: <u>Excellent:</u> <input type="checkbox"/> Posting/participation was excellent and clearly covered all of the required material <input type="checkbox"/> Assignment(s)/post(s) submitted by deadline <u>Good:</u> <input type="checkbox"/> Posting/participation was average and clearly covered some of the required material <input type="checkbox"/> Assignment(s)/post(s) submitted by deadline <u>Needs Improvement:</u> <input type="checkbox"/> Posting/participation was average and was submitted after the deadline and/or <input type="checkbox"/> Assignment(s)/post(s) late or not submitted <u>Incomplete:</u> <input type="checkbox"/> No posting/participation and/or no assignment(s)/post(s)	English Language Arts Standard 1 - Students will read, write, listen, and speak for information and understanding As listeners and readers, students will collect data, facts, and ideas, discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language to acquire, interpret, apply, and transmit information. Participants will continue to gather information from each other, develop and practice new lessons using Elluminate to facilitate communication.	1.5 hours
Week 5				
Essential Question: What are the most meaningful learning experiences to these students, from their perspectives?				
Participants will identify best practices in online learning and compare videoconferencing lesson dynamics with traditional classroom methods.	Assignment	Assessment		
Objective 1: Participants will identify best practices and develop processes for designing new lessons using Elluminate, and discuss integration with other AT.	▼ SYNCHRONOUS CHAT(S) AND ASYNCHRONOUS POST: In small groups, (using Elluminate), participants will create best practices critiques, create processes for designing new lessons, and discuss integration with other key AT, then work with the rest of the class to develop one combined perspective/document.	Your response to the IDENTIFY BEST PRACTICES assignment will be based on the following criteria: <u>Excellent:</u> <input type="checkbox"/> Posting/participation was excellent and clearly covered all of the required material <input type="checkbox"/> Assignment(s)/post(s) submitted by deadline <u>Good:</u> <input type="checkbox"/> Posting/participation was average and clearly covered some of the required material <input type="checkbox"/> Assignment(s)/post(s) submitted by deadline <u>Needs Improvement:</u> <input type="checkbox"/> Posting/participation was average and was submitted after the deadline and/or <input type="checkbox"/> Assignment(s)/post(s) late or not submitted <u>Incomplete:</u> <input type="checkbox"/> No posting/participation and/or no assignment(s)/post(s)	English Language Arts Standard 6 - Interconnectedness: Common Themes Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning. Participants will study best practices techniques using Elluminate, to create a foundation document to share with other educators regarding learning from the course, in the hopes that each generation of educators who participates will continue to streamline the process.	1.75 hours
Week 6				
Essential Question: What difference can learning while healing make to students surviving cancer?				
How would I cope with the death of a student?				

<p>Outcome: Participants will distinguish whether and how their schools/districts are prepared to educate hospitalized and home-based students.</p> <p>Participants will develop an actionable plan to outline how to reintegrate students within the local classroom and community.</p>	<p>Assignment</p>	<p>Assessment</p>		
<p>Objective 1: Participants will distinguish whether and how their schools/districts are prepared to educate hospitalized and home-based students.</p>	<p>▼ SYNCHRONOUS CHAT(S) AND ASYNCHRONOUS POST: Participants will work together to create a rubric "report card" to assess their schools and districts, then use it to assess their them, (interviewing families, staff and administration if necessary). ▼ ASYNCHRONOUS POST(S): Participants will share their report cards and respond to two others' perspectives.</p>	<p>Your response to the SCHOOL/DISTRICT REPORT CARD AND ACTIONABLE PLAN assignment will be based on the following criteria:</p> <p>Excellent: <input type="checkbox"/> Posting/participation was excellent and clearly covered all of the required material <input type="checkbox"/> Assignment(s)/post(s) submitted by deadline</p> <p>Good: <input type="checkbox"/> Posting/participation was average and clearly covered some of the required material <input type="checkbox"/> Assignment(s)/post(s) submitted by deadline</p> <p>Needs Improvement: <input type="checkbox"/> Posting/participation was average and was submitted after the deadline and/or <input type="checkbox"/> Assignment(s)/post(s) late or not submitted</p> <p>Incomplete: <input type="checkbox"/> No posting/participation and/or no assignment(s)/post(s)</p>	<p>Health, Physical Education, and Family and Consumer Sciences Standard 2: A Safe and Healthy Environment Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment. Participants will assess their local school districts to determine whether they are prepared to educate hospitalized and home-based students</p>	<p>1.5 hours</p>
<p>Objective 2: Participants will develop an actionable plan to outline how to reintegrate students within the local classroom and community.</p>	<p>▼ ASYNCHRONOUS POST: Participants will each develop an "actionable plan" to outline reintegration recommendations within their schools and districts, then post their plans and respond to two others' perspectives.</p>	<p>Your response to the KEY STRATEGIES FOR SCHOOL RE-ENTRY assignment will be based on the following criteria:</p> <p>Excellent: <input type="checkbox"/> Posting/participation was excellent and clearly covered all of the required material <input type="checkbox"/> Assignment(s)/post(s) submitted by deadline</p> <p>Good: <input type="checkbox"/> Posting/participation was average and clearly covered some of the required material <input type="checkbox"/> Assignment(s)/post(s) submitted by deadline</p> <p>Needs Improvement: <input type="checkbox"/> Posting/participation was average and was submitted after the deadline and/or <input type="checkbox"/> Assignment(s)/post(s) late or not submitted</p> <p>Incomplete: <input type="checkbox"/> No posting/participation and/or no assignment(s)/post(s)</p>	<p>Health, Physical Education, and Family and Consumer Sciences Standard 3: Resource Management Students will understand and be able to manage their personal and community resources. Participants will develop an action plan to outline reintegration recommendations and share their work with other classmates.</p>	<p>2 hours</p>
<p>EVALUATION</p>				<p>.25 hours</p>