

Learning Objective	Activity	NYS Standards	Assessment	Time
<ul style="list-style-type: none"> ➤ Introduction of participants ➤ Learning to use Caucus site 	<ul style="list-style-type: none"> ➤ Tutorial on Caucus ➤ Introduce yourself to the group by creating an electronic name badge. 	<ul style="list-style-type: none"> ➤ Standard 2 <u>Information Systems</u> Technology is used to communicate information. 	<ul style="list-style-type: none"> ➤ Name badge is posted in appropriate place ➤ Response to tutorial is posted 	.5 hr week 1
<ul style="list-style-type: none"> ➤ All participants know the rules ➤ Identification of key components for successful Project Based Learning. ➤ Participants will compare different types of text, experiencing what is important vs. interesting. This is a difficult task for our students. This is critical to students being successful in locating important information. 	<ul style="list-style-type: none"> ➤ Read the rules of the road document and post a response. ➤ Identify key components of Project Based Learning after reading an article on the topic. ➤ Critique an article on different types of text. Given several examples of text, participants will be asked to identify the structure of the text 	<ul style="list-style-type: none"> ➤ Standard 1 <u>E.L.Arts</u> ➤ Reading for information and understanding. ➤ Standard 3 <u>E.L.Arts</u> ➤ Read and write for critical analysis and evaluation. 	<ul style="list-style-type: none"> ➤ In agreement with rules ➤ Description of the articles are clear and completely supported by article data. ➤ Good analysis of text. 	1.5 hrs week1
<ul style="list-style-type: none"> ➤ Participants will examine an exemplary power point book review. ➤ Then use power point to present a book review. 	<ul style="list-style-type: none"> ➤ Participants will construct an eight slide power point book review that follows the outline of the exemplary power point. ➤ Participants will identify and explain why using power point to motivate students to produce their own book review is a contribution to meaning and comprehension of the literary text. ➤ Describe the activity in a post. 	<ul style="list-style-type: none"> ➤ Standard 5 <u>Computer Technology</u> ➤ Computers as tools for design, modeling and information Standard 1 <u>Science</u> (Inquiry) The central purpose of scientific inquiry is to develop explanations of natural phenomena in a continuing, creative process. 	<ul style="list-style-type: none"> ➤ Design is posted in the appropriate area. ➤ Power point is complete and contains many details on each slide. Power point is creative and clearly expresses the required data. ➤ Key components are listed and expanded upon. 	2 hrs week 2
<ul style="list-style-type: none"> ➤ Participants will go to the Elluminate website and take the self help guided tour. ➤ Participants will analyze and compare websites for use as good reading lessons, they will also classify the activities using the NYS standards. 	<ul style="list-style-type: none"> ➤ They will meet in a synchronous session on Elluminate and together will analyze several reading websites, then choose three activities from the websites and describe what NYS ELA standards are met by the three activities. ➤ Post response. 	<ul style="list-style-type: none"> ➤ Standard 2 <u>Information Systems</u> Access needed information from media, and electronic databases. 	<ul style="list-style-type: none"> ➤ Response is posted and is detailed in description about the 3 <u>reading activities</u>, including all of the NYS standards that apply to the activities. 	1.5 hrs week 3

<ul style="list-style-type: none"> ➤ Participants will use video streaming technology to target specific reading objectives and motivate students. 	<ul style="list-style-type: none"> ➤ Participants will go to the United Streaming Video website, watch the assigned video stream on reading strategies, and then demonstrate the use of graphic organizers to target specific reading objectives in the development of a lesson. 	<ul style="list-style-type: none"> ➤ Standard 1 <u>E.L.Arts</u> Reading for information and understanding. 	<ul style="list-style-type: none"> ➤ Response to the websites are posted 	<p>1.5 hr week 3</p>
<ul style="list-style-type: none"> ➤ Participants will work in collaboration on a project then write creatively about the product. 	<ul style="list-style-type: none"> ➤ Participants will use the Elluminate program in synchronous session and produce a creative writing activity. ➤ They will add to a drawing that I start on the Elluminate whiteboard then describe the drawing in a “creative writing” posted response. 	<ul style="list-style-type: none"> ➤ Standard 5 <u>Computer Technology</u> Application of technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs. 	<ul style="list-style-type: none"> ➤ Participation is synchronous session. ➤ Response is posted in the correct forum. 	<p>1.5 hrs week 4</p>
<ul style="list-style-type: none"> ➤ Participants will use interpretation of the text, drawing conclusions and sharing personal reactions as important parts of teaching authentic reading skills. ➤ Rubrics are useful tools to grade performance. 	<ul style="list-style-type: none"> ➤ Participants will demonstrate the use of 2 cooperative learning structures in the development of a lesson to target a specific reading objective. ➤ Given one of the 2 activities, they will produce a rubric to grade student performance and use in data collection. 	<ul style="list-style-type: none"> ➤ ELA Standard #1 and #2 – Reading, writing, listening, speaking for information and understanding and in response to literature. Competencies addressed: 1) Writing in response to literature 2) Interpretation of the text 3) Drawing conclusions 4) Sharing personal reactions 	<ul style="list-style-type: none"> ➤ All questions are answered and are supported by details linked to the websites. ➤ A completed rubric is posted. 	<p>1.5 hrs week 4</p>
<ul style="list-style-type: none"> ➤ Participants will construct a faculty presentation about how cooperative learning structures can be used to target a specific reading objective in a reading lesson. 	<ul style="list-style-type: none"> ➤ Participants will then plan and share in a post, an example of their work from the previous activity, and describe how they would present it at a fictional, faculty in-service session. 	<ul style="list-style-type: none"> ➤ Standard 1 <u>E.L.Arts</u> Reading for information and understanding. ➤ Standard 2 <u>Information Systems</u> Technology is used to communicate information. 	<ul style="list-style-type: none"> ➤ A motivating lesson plan that will be shared at a faculty meeting is given and it contains details and is supported by the NYS standards. 	<p>1.5 hrs week 5</p>
<ul style="list-style-type: none"> ➤ Participants will identify reading activities and align them with the NYS standards. ➤ Preplanning a reading lesson is critical to the success of the lesson. 	<ul style="list-style-type: none"> ➤ Participants will identify 5 reading activities that they will use in their classrooms and will show how the activities are aligned to the NYS ELA Standards. ➤ Participants will explain how they will actually present and use the activities in the classroom. 	<ul style="list-style-type: none"> ➤ Standard 1 <u>E.L.Arts</u> Reading for information and understanding. 	<ul style="list-style-type: none"> ➤ 5 reading activities are clearly identified and aligned to the NYS Standards. ➤ Explanation is given as to how the activities will be presented and used in the class room. 	<p>1 hr week 5</p>

<ul style="list-style-type: none"> ➤ Participants will produce story starters as a motivational tool to encourage students to write. 	<ul style="list-style-type: none"> ➤ Participants will read a story starter about camping in the Catskill Mountains, then write a conclusion to this fictional story about camping. This story should be short, no more than 1 screen 	<ul style="list-style-type: none"> ➤ Standard 2 <u>Information Systems</u> ➤ Technology is used to communicate information. ➤ Writing for literary expression and artistic creation. 	<ul style="list-style-type: none"> ➤ Story is posted and contains all the key elements. Story is elaborate, creative and interesting. 	<p>1 hr week 6</p>
<ul style="list-style-type: none"> ➤ Participants will express sensitivity to diversity 	<ul style="list-style-type: none"> ➤ What modifications and accommodations could you make on the debate assignment for special education students? ...also view the attached power point on Special Education created by Jim McAndrew, then write your response. 	<ul style="list-style-type: none"> ➤ Standard 1 <u>E.L.Arts</u> Reading for information and understanding. ➤ Essential Elements of Standards Focused Middle Level Schools and Programs Essential Element 5: <u>Educational Leadership</u> <u>Match instruction to student's varied learning styles and different intelligences.</u> 	<ul style="list-style-type: none"> ➤ Modifications to the power point assignment are made and posted ➤ Response to the power point on Special Education is posted 	<p>1 hr week 6</p>
<ul style="list-style-type: none"> ➤ Course is evaluated 	<ul style="list-style-type: none"> ➤ Complete the evaluation form and post 	<ul style="list-style-type: none"> ➤ Standard 3 <u>E.L.Arts</u> Read and write for critical analysis and evaluation. 	<ul style="list-style-type: none"> ➤ Evaluation posted 	<p>.5 hr week 6</p>