

			Seat Time Equivalent	
Week 1	Course Assignments	Assessment	Seat Time Equivalent	Standards
Essential Questions	How can a democratic society benefit from teaching citizens to think critically?			
Outcome/Goal	Participants will be introduced to the instructor, other participants, the technology needed for the course and the demands and goals of the course.		.5 hour	
Participants will read and identify the course outline and requirements.	Participants will navigate website, locate and read course outline and requirements. They will post a statement detailing their understanding of the course.	Paragraph on course outline and requirements successfully posted.	.5 hour	9. Technology: Professional development promotes technological literacy and facilitates the effective use of all appropriate technology. Indicators: 9a. Professional development ensures ongoing educator and student technological literacy. 9b. Professional development provides ongoing opportunities for educators to learn about new and emerging technologies useful in professional teaching practice. 9c. Professional development facilitates the ability of educators to apply technologies to create optimal and equitable learning environments. 9 9d. Professional development promotes technology as a tool to design learning opportunities, to evaluate the effectiveness of instruction, and to monitor student learning. 9e. Professional development encourages educators to engage with students in using available technology as it relates to curricular activities, and to assist students in using technology in
Participants will become familiar with course participants	Participants will write and post a paragraph introducing themselves and responding to the following questions: A. Why did you choose this course? B. What goals do you have for your student's thinking when they finish your course?	Introduction that addresses task successfully posted.	.5 hour	
Participants will be able to post and respond to posts in an electronic online forum.	Participants will respond to other participants introduction posts.	Response that addresses task successfully posted	1.5 hours	
Week 2	Defining Critical Thinking Part I			
Essential Questions	In what ways and to what extent is understanding your academic discipline important?			

Standards

Outcome/Goal	Participants will define and apply the Paul- Elder Elements of Thought within their academic discipline.		.5 hour	
Participants will read and define in their own words the Elements of Thought as defined by the Foundation.	Participants will download and view power point "Introduction to Critical Thinking" and explain the three part model in their own words.	Explanation that addresses task successfully posted.	.5 hour	
Participants will apply the Elements of Thought to their academic discipline.	Participants will consider and write a statement explaining how the elements of thought could be applied to their academic discipline and how using it could improve student learning.	Statement that addresses task successfully posted	.5 hour	
Participants will be able to post and respond to posts in an electronic online forum.	Participants will post and respond to another response.	Response that addresses task successfully posted	1.5 hours	
Week 3	Defining Critical Thinking Part II			
Essential Questions	In what ways and to what extent is understanding your academic discipline important?			
Outcome/Goal	Participants will define and apply Paul- Elder intellectual standards within their academic discipline.		.5 hours	
Participants will read and define in their own words the Intellectual Standards as defined by the Foundation for Critical Thinking.	Participants will download and read the Miniature Thinker's Guide. Participants will write in their own words the meaning of Intellectual Standards.	Response that addresses task successfully posted	1 hours	
Participants will be able apply the Intellectual Standards to lesson design within their academic discipline.	Participants will design and develop a lesson plan that demonstrates an understanding and applies the intellectual standards to their discipline.	Lesson plan that addresses task successfully posted	.5 hour	
Participants will be able to post and respond to posts in an electronic online forum.	Participants will post their lesson with an explanation of how it incorporates the Elements and Standards. They will respond to another post.	Response that addresses task successfully posted.	2 hours	

5. Diverse Learning: Professional development ensures that educators have the knowledge and skill to meet the diverse learning needs of all students. Indicators:
5a. Professional development focuses on developing educators' knowledge of the learning styles, needs, and abilities of their students, as well as the diverse cultural, linguistic, and experiential resources that their students bring to the classroom.
5b. Professional development provides opportunities for educators to develop the knowledge and skills necessary to design and implement differentiated instructional and assessment strategies that utilize diverse student, family and community resources, and that meet diverse student learning needs.
5c. Professional development provides opportunities for educators to examine their practice in setting and maintaining high expectations for all students to enable them to attain high levels of achievement.

1. Designing Professional Development: Professional development design is based on data; is derived from the experience, expertise and needs of the recipients; reflects best practices in sustained job-embedded learning; and incorporates knowledge of how adults learn. Indicators:

1a. Professional development design begins with a needs assessment that is grounded in the analysis of

multiple sources of disaggregated teaching and learning data.

1b. Professional development design is based on the learning styles of adult learners as well as the diverse

				cultural, linguistic, and experiential resources that they bring to the professional development activity.
				1c. Professional development design is grounded in the New York State Learning Standards and student learning goals.
Week 4	Acquiring and Assessing Information Using Critical Thinking Elements of Thought and Intellectual Standards.			
Essential Questions	How would a student best acquire information within your discipline? How would they best assess it?			
Outcome	Participants will develop instructional activities that teach students to listen, read and observe content using the Paul- Elder model of critical thinking skills.		1 hour	<p>ELA (English Language Arts)</p> <p>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.</p> <p>Standard 3 - Students will read, write, listen, and speak for critical analysis and evaluation As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will present, in oral and written language and from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.</p> <p>Standard 4 - Students will read, write, listen, and speak for social interaction Students will use oral and written language for effective social</p>
Participants will be able to assess the relevance of student use of critical thinking skills in listening, reading and/or observing within their discipline.	Participants will read the NYS Standards and excerpts of the Core Curriculum for their discipline assessing their validity of using critical thinking skills as per the Elements and Standards. Participants will post a response to demonstrate the relevance of using critical thinking in developing an understanding of their academic discipline.	Response that addresses task successfully posted	1 hour	

<p>Participants will be able to apply the Elements of Thought and the Intellectual Standards in developing an instructional activity that facilitates the development of Critical Listening, Reading and Observation Skills within their academic discipline.</p>	<p>Participants will design and develop a lesson that incorporates the critical thinking model of listening, reading and observing content.</p>	<p>Lesson that addresses task successfully posted</p>	<p>.5 hour</p>
<p>Participants will post instructional their activities and respond applying critical thinking skills to the online forum.</p>	<p>Participants will post their lesson with an explanation of how it incorporates the Elements and Standards. They will respond to another post.</p>	<p>Response that addresses task successfully posted</p>	<p>2.5 hours</p>
<p>Week 5</p>	<p>Processing and Presenting Information and Thinking Using Elements of Thought and Intellectual Standards.</p>		
<p>Essential Questions</p>	<p>How can is learning best demonstrated?</p>		
<p>Outcome</p>	<p>Participants will develop instructional activities that allow students to process and present information using Paul- Elder Elements of Thought and Intellectual Standards.</p>		<p>1 hour</p>

ELA (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.
Standard 3 - Students will read, write, listen, and speak for critical analysis and evaluation
As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will present, in oral and written language and from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.
Standard 4 - Students will read, write, listen, and speak for social interaction
Students will use oral and written language for effective social

Participants will apply the critical thinking models of lesson design and instruction.	Participants will read excerpt from "The state of critical thinking today: the need for a substantive concept of critical thinking" Dr. Richard Paul, 2004. Participants will utilize the SEEI model. (State, Elaborate, Exemplify and Illustrate) in explicating their understanding of the model.	Response that addresses task successfully posted	1 hour	<p>ELA (English Language Arts)</p> <p>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.</p> <p>Standard 3 - Students will read, write, listen, and speak for critical analysis and evaluation As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will present, in oral and written language and from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.</p> <p>Standard 4 - Students will read, write, listen, and speak for social interaction Students will use oral and written language for effective social</p>
Participants will plan an instructional activity that allows students to process and demonstrate critical thinking skills in a verbal and written manner.	Participants will design and develop a lesson that requires students to teach each other content in pairs/groups using the SEEI model.	Response that addresses task successfully posted	.5 hour	
Participants will post instructional activities and respond applying critical thinking skills to the online forum.	Participants will post their lesson with an explanation of how it incorporates the Elements and Standards. They will respond to another post.	Response that addresses task successfully posted	2.5 hours	
Week 6	Intellectual Traits or Virtues			
Essential Questions	What does it mean to think and act using critical thinking skills?			
Outcome	Participants will develop instructional activities that facilitate the development of intellectual traits/virtues of the Paul-Elder model of critical thinking.		1 hour	<p>6. Student Learning Environments: Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students. 6a. Professional development provides opportunities for educators to create a safe, inclusive, equitable learning community where everyone participates in maintaining a climate of caring, respect, and high achievement.</p>
Participants will justify the value of using intellectual traits/ virtue in the academic discipline.	Participants will download and view power point Intellectual Virtues. They will respond to the question: How would developing intellectual virtues impact their student's lives?	Response that addresses task successfully posted	1 hour	
Participants will demonstrate intellectual traits/virtues through their interaction in the online forum.	Participants will engage in an online discussion about intellectual virtues and their merit and value in education posting a response to the question: What is the purpose of education?	Response that addresses task successfully posted	2 hours	

Week 7	Assessing Critical Thinking		
Essential Questions	How do we judge our own thinking?		
Outcome	Participants will develop assessments of critical thinking that integrates the Elements, Standards and Virtues of the Paul- Elder critical thinking model.		1 hour
Participants will apply the elements of thought, intellectual standards and virtues in planning a student assessment.	Participants will design, develop and post a student assessment tool that integrates and assesses critical thinking elements of thoughts and intellectual standards.	Response that addresses task successfully posted	1 hour
Participants will apply the elements of thoughts and intellectual standards and virtues in planning a student self-assessment.	Participants will design, develop and post a student self assessment tool that integrates and assesses critical thinking elements of thoughts and intellectual standards.	Response that addresses task successfully posted	.75 hours
Participants will demonstrate and evaluate an intellectual virtue.	Participants will post a response that demonstrates one of the intellectual virtues and explain how developing these virtues can improve thinking.	Response that addresses task successfully posted	.25 hours
COURSE EVALUATION			3 hours

10. Evaluation: Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning. Indicators:
10a. Resources are provided to plan and conduct ongoing evaluation of professional development.
10b. Professional development evaluation uses multiple measures to assess effectiveness of the knowledge and skill acquired in improving professional practice and student learning (such as the use of new learning in instructional planning, the use of student data for the development and adaptation of teaching strategies, or the enhanced student performance following the application of a different teaching strategy).
10c. Professional development evaluation includes the use of multiple methods and techniques