

Week 1	Tools of the Trade			
Essential Questions	1. How did you know when you made the transition from novice to expert? 2. What is the difference between novice and expert thinking?			
Outcome	Activity	Assessment	NYS Standards	Time
Objective 1: Participants will understand the course objectives and expectations	Participants will read the roadmap, objectives and post their agreement to the requirements in the correct area.	Leave your electronic signature in the area called, " <u>I Agree</u> ".	N/A	15 Minutes
Objective 2: Participants will become more comfortable with their group and with navigating through caucus.	Participants will respond to questions concerning their background and teaching experiences.	Post your answers in the section called, " <u>Who Am I?</u> "	N/A	20 Minutes
Objective 2: Participants will think about the differences between novice and expert thinking.	Think of any real-life situation where you began as a novice and became an expert. (i.e. driving, riding a bike, cooking...) How did you become an expert? Describe completely the steps that had to be taken. When did you know you became an expert? How did you know?	Post your responses in the area called " <u>First Steps</u> ".	N/A	40 Minutes
Objective 3: Participants will use the internet links and downloading capabilities to read research on the strategy for the week (Cognitive Strategies)	Participants will read the link to the research reading on Cognitive Strategies. They will try to identify the strategies that they used in the real-life transition from novice to expert.	Post your responses to the reading in the section called, " <u>Novice to Expert</u> ". What strategies did you use to become an expert in the real-life activity described in activity #2?	ELA Standard #1 SS Standard #2	60 Minutes
				Weekly Total = 2 Hours 15 Minutes

Week 2				
Essential Questions	Which cognitive strategies will you use in designing your lessons for this week?			
Outcome	Activity	Assessment		Time
Objective 1: Students will prepare and discuss a lesson using cognitive strategies presented in the research.	Participants will design and post a lesson using 1 cognitive strategy or scaffold this week.	Post your reflections in the thread called " <u>Scaffolds Unlimited</u> ".	SS Standard #2 ELA Standard #3	60 Minutes
Objective 2: Participants will read research on the necessity of using cognitive strategies to increase students' problem solving abilities.	Participants will examine a problem described in the assignment portion of my course. You have been hired to begin a club for teen-agers in your community. The building is old and you have limited funds. How would you organize yourself and your helpers to solve the problem of painting, a leaking roof and other problems? What kinds of tools would you need? Research link - http://carbon.cudenver.edu/~bwilson/co gapp.html	Post your reactions to this situation and relate it to your readings on cognitive strategy use of in the classroom in designing lessons. (i.e.graphic organizers, concept maps, semantic maps, concept wheels, etc.)	ELA #1, #2 SS #2	60 Minutes
Objective 3: Participants will complete a survey designed by the instructor related to the cognitive strategy research read this week.	Completion of a survey comparing the cognitive strategies presented and their own use of one of these strategies in their lessons this week will help participants to reflect upon their own teaching style.	Attach your survey results in the thread called " <u>Cognitive Strategic Teaching</u> ".	MST #1 MST #7	60 Minutes
				Weekly Total= 3 Hours

Week 3				
Essential Questions	1. How would you incorporate the Cognitive Apprenticeship Model into your lessons? 2. How does this model of teaching differ from the guild model of apprenticeship used in the Middle Ages?			
Outcome	Activity	Assessment		Time
Objective 1: Participants will examine and discuss the research readings on the Cognitive Apprenticeship Model of teaching.	Participants will read the research on which this concept of teaching is based. (Rosenshine & Meister) Participants will join in a discussion of this model and how it can be used in their classrooms. Students will explore their own uses of coaching and modeling in the classroom. How do you plan your activities? How does the research help you?	Participants will post their findings in the thread called, " <u>To Coach or Not to Coach</u> ".	SS #1 ELA #3 MST #7	60 Minutes
Objective 2: Participants will recognize the importance of the steps of coaching and modeling in the Cognitive Apprenticeship Model.	Participants will design a lesson with coaching and modeling built into one lesson this week. They will then participate in a dialogue within a smaller group to discuss this model of teaching and how their lessons proceeded this week.	Participants will post their lesson and their experiences using the C.A.M. teaching model in the thread called, " <u>Transform Your Classroom</u> ".	SS #1 ELA #3 MST #7	60 Minutes
Objective 3: Participants will examine a table designed by researchers comparing the traditional apprenticeship model used in the Middle Ages' Guild System and the C.A.M. Model of Teaching from their research readings.	Participants will examine the comparison table and post their ideas and reflections about this model of teaching.	Participants will post their reactions in the thread called, " <u>Scaffolding for the Classroom</u> ".	All Critical Analysis Standards SS #1 ELA #3 MST #7	40 Minutes
				Weekly Total = 2 Hours 40 Minutes

Week 4				
Essential Questions	How would you use cognitive strategies and open-ended questions to design your lessons?			
Outcome	Activity	Assessment		Time
Objective 1: Participants will design a jigsaw lesson based on the research reading for this week.	Read the research on jigsaw lessons. Instructor's questions and suggestions will be added to the research discussion presented in the readings.	Post your reactions to this strategy and the readings in the section called, " Jigsaw ".	ELA #1 SS #2 MST #4 & #7	60 Minutes
Objective 2: Participants will design a jigsaw lesson with one type of technology for their classroom this week.	Design a lesson using the jigsaw method. Jumpstart your lesson with one type of technology. Post your lesson on the thread. A discussion will ensue about this type of strategy instruction and its practical use in the classroom.	Post your lesson, your reactions and what type of technology you used in the section called, " <u>Strategies That Sparkle</u> ".	ELA #1 SS #2 MST #4 & #7	40 Minutes
Objective 3: Participants will participate in a synchronous session describing their experiences using a jigsaw lesson.	Participate in a synchronous session to discuss their experiences using cognitive strategies and a jigsaw lesson. ** This discussion is essential since the research readings are difficult, but the strategies can be adapted with guidance.	Participate in a synchronous session called " <u>Scaffold or Not? That is the Question!</u> ".	N/A	60 Minutes
				Weekly Total = 3 Hours

Week 5				
Essential Questions	How did you organize your lessons and what scaffolds were needed to use the C.A. Model of Teaching or the Jigsaw?			
Outcome	Activity	Assessment		Time
Objective 1: Participants will write a short reflection piece about their experiences using cognitive strategies in their lessons citing appropriate research.	Students will read two other reflections posted by his/her colleagues and react to those reflections in the thread.	Post your reflections on your experiences using scaffolding and metacognitive teaching in your lesson designs. Post in " <u>Reflections.</u> "	N/A	85 Minutes
Objective 2: Participants will participate in a discussion of the validity of theory versus real-life.	Participants will discuss the practicality of using cognitive models in every day teaching. What modifications had to be made?	Post your ideas about the practical use of cognitive strategies introduced in this course.	N/A	60 Minutes
Objective 3: Participants will design several lessons using modeling, coaching and metacognition to use in their own classrooms.	Participants will post their lessons in their small group and react to their colleagues' postings.	Post your lessons in your group area called, " <u>Cognition Reigns!</u> "	N/A	60 Minutes
				Weekly Total = 3 Hours 25 Minutes

Week 6				
Essential Questions	How will you incorporate strategy teaching into your future lessons?			
Outcome	Activity	Assessment		Time
Objective 1: Participants will read research on metacognition and how it is the basis for strategy instruction.	Participants will discuss the implications in using strategic teaching to improve student performance as discussed in the research and online in this course.	Post your reactions to the research and to your colleagues discussions about using strategic teaching to improve student performance. Post these reactions in the area called, " <u>When Did the Light Bulb Come On?</u> "	N/A	25 Minutes
<i>Course Evaluation</i>				15
				Weekly Total = 40 Hour