

Board Credit Course Proposal Application

PRESENTER	Fill in requested information in the boxes below. Thank you.
Today's Date:	Saturday, March 23, 2013
Title of Course:	Cognitive Coaching sm Conversations: Review, Refresh, and Rehearse
Applicant name and contact information:	Greg Kneller; knellegr@champaignschools.org ; 351-3709 Leslie Knicl; kniclle@champaignschools.org ; 351-3790 Polly Hill; hillpo@champaignschools.org
Presenter name and contact information: (If different than applicant)	Same as above
What are the qualifications of the presenter to teach the proposed board credit course?	The applicants/presenters are certified as Agency Trainers by The Center for Cognitive Coaching and have facilitated the Cognitive Coaching Foundation Seminar in Unit 4 for several years.

NEED	Fill in requested information in the boxes below. Thank you.
What specific district goals are supported by this course? (see other page)	The mission of Cognitive Coachingsm is to produce self-directed persons with the cognitive capacity for high performance both independently and as members of a community. This applies to teachers working with teachers and teachers working with students. This is accomplished by building capacity of certain beliefs, capabilities, skills, and tools. In turn, this course will support the following district goals: <ul style="list-style-type: none"> - Develop and implement a district-wide social curriculum based in PBIS, PBF, or Essential Social Skills Curriculum - Implement instructional practices that address needs of a culturally diverse student population - Frame decisions and initiatives from a social justice lens
What data/information supports the need for the proposed Board Credit course?	Over 150 Unit 4 teachers have taken the Cognitive Coaching Foundation Seminar. While this seminar impacts the professional growth and performance of each individual, their capacity develops most through practice. Research from the Center for Cognitive Coaching reveals that most participants intensify the impact of the seminar after repeating it. While we usually offer a class per year and encourage repeat participants, we've found that the commitment to a second round of the full 8 day seminar is just too much for most people. Over the years, many participants have asked for a refresher course to help them hone their skills.

PURPOSE	Fill in requested information in the boxes below. Thank you.
Purpose of course: (Include WHO the course is for and WHAT they will learn.)	This course targets teachers who have taken the Cognitive Coaching Foundation Seminar at least once. They will review the beliefs, capabilities, conversations, tools, and skills they learned in the foundation seminar.
Explain the research findings that support this Board Credit course addressing the needs identified in the NEED section above. (Please provide a citation if possible)	<p>“Effective professional development is...sustained, on-going, and intensive, supported by modeling, coaching, and collective problem solving around specific problems of practice” (Darling-Hammond and McLaughlin, NSDC)</p> <p>Coaching can be a catalyst for communication among educators that leads to effective and meaningful transformation in schools. (Lindsey, Martinez and Lindsey, <i>Culturally Proficient Coaching</i>, p. 24)</p> <p>“...continued technical assistance, whether provided by an outside expert or by peer experts, resulted in much greater classroom implementation than was achieved by teachers who shared initial training but did not have long-term support of coaching” (Greene, 2004, p. 85)</p> <p>Ultimately students benefit from their teachers' being coached. Studies have shown that</p>

	<p>student achievement, behavior, and decision-making have improved as a result of their teachers engaging in coaching (as cited in Greene, 2004). It makes sense that when teachers grow and improve their practice, students are better served. (Lindsey, Martinez and Lindsey, <i>Culturally Proficient Coaching</i>, p. 25)</p> <p><i>“Professional development of teachers that relies on one-shot workshop models, that is strictly provided outside of the context of the teachers’ work environment, and that nurtures an expectation of teacher isolation without support or pressure for implementation, is not supported by research (2009, Darling-Hammond and Richardson, p.49). Professional development cannot be an event or “training” as in the old paradigm. They further cite that professional development and learning is an ongoing, continuous, sustainable activity inside and outside of the school walls. Professional development lasting 14 or fewer hours showed no effect on teacher learning. The largest effects were for programs offering 30-100 hours spread out over 6-12 months (p.79).” (Tim Kanold, Solution Tree, in press)</i></p>
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OUTCOME	Fill in requested information in the boxes below. Thank you.
How will this course influence teacher instructional practice?	Teachers make thousands of decisions a day. Helping teachers develop as planners, reflectors, and problem-resolvers increase their capacity as decision makers and collaborators.
How will this course improve student learning?	The conversations, tools and skills learned in the class are equally applicable to the participants’ colleagues and students. Students learning will improve as teachers develop capacity as planners, reflectors, and problem-resolvers. Students will engage more deeply with learning as they are coached by the teachers to develop the same cognitive capacity for high performance the teacher has developed.

CONTENT	Fill in requested information in the boxes below. Thank you.
List the main content/topics for each session or provide a course syllabus (May send as separate attachment)	<p>Session 1: Review essential coaching patterns of Cognitive Coaching – Pausing , Paraphrasing and Asking Mediative Questions</p> <p>Session 2: Refresh and Rehearse Reflecting Conversations</p> <p>Session 3: Refresh and Rehearse Planning Conversations</p> <p>Session 4: Refresh and Rehearse Problem-Resolving Conversations</p>
Describe the opportunities for course participants to apply and reflect on course content during the Board Credit course.	Class participants will watch and rehearse all three cognitive coaching conversations. Intentional planning of coaching sessions with colleagues will be expected between class meeting times.

LOGISTICS	Fill in requested information in the boxes below. Thank you.
Estimated cost to the District (Salary, materials, etc.):	<p>Salary: \$32.50 per instructional hour and 2 hours of planning for each instructional hour $32.50 \times 3 = 97.50$ 97.50×24 (hours) = \$2340 x Three Presenters = Total \$7020</p> <p>Salaries paid by existing Cognitive Coaching Funds – not District PD funds</p> <p>Materials: no extra cost. Facilitators will use existing purchased materials</p>
Course will be offered: (Fall, Spring, and/or Summer)	Fall – Spring 4 - Friday-Saturday sessions
Day(s) of the week:	Friday, 4-6 pm, and Saturday 8-12
Times:	Friday, 4-6 pm, and Saturday 8-12
Number of hours: 8 hrs. = ½ BC 16 hrs. = 1 BC	24 hours (1 ½ BC)
Location:	Columbia Center

Technology needs: (Overhead, LCD projector, etc.)	LCD projector and smartboard
Additional services: (Copying, etc.)	All copying needs will be done by the facilitators.

Board Credit Course Proposal Application

Submit this form and attachments to Miriam Kauffman at kauffmmi@champaignschools.org. If approved, you will be asked to submit additional information for the posting of the course.

PRESENTER	Fill in requested information in the boxes below. Thank you.
Today's Date:	4.30.2013
Title of Course:	Mini-Lessons and Confering: Responsive Teaching in the Writing Workshop
Applicant name and contact information:	Brenda Giesler gieslebr@champaignschools.org Scott Filkins filkinsc@champaignschools.org
Presenter name and contact information: (If different than applicant)	Same as above
What are the qualifications of the presenter to teach the proposed board credit course?	Brenda Giesler has been a literacy specialist, Literacy Coach, Reading Recovery teacher, first grade and fourth grade teacher, and ELA Curriculum Coordinator. She has provided PD in the areas of reading and writing within the past 5 years for Unit 4. Her degree is BA Elem Ed with a masters in Curriculum and Instruction from U of I and 20 plus additional graduate hours in the areas of reading and writing from National Louis University. Scott Filkins , 6-12 ELA/SS Coordinator, EdD in CI (in progress) with concentration in Writing Studies; Co-director University of Illinois Writing Project; Participant in Teachers College Reading and Writing Project 19th Annual August Institute on the Teaching of Writing (2012)

NEED	Fill in requested information in the boxes below. Thank you.
What specific district goals are supported by this course? (see other page)	<ul style="list-style-type: none"> • Implement the Common Core curriculum • Prioritize strong foundational skills in literacy and math • Implement components of the district achievement framework
What data/information supports the need for the proposed Board Credit course?	Pursuant to the district's commitment to improving writing instruction, ELA 2 has been added to the Middle School schedule and there will be a need for a multi-faceted approach to professional development for those teachers, most of whom are new to the workshop approach. Elementary teachers who may be familiar with the Units of Study curriculum have not necessarily been offered sufficient professional development to move from a theoretical to applied understanding. This course is designed to serve both of these groups and will raise awareness of Common Core requirements and how to meet/exceed those with writers through workshop instruction.

PURPOSE	Fill in requested information in the boxes below. Thank you.
Purpose of course: (Include WHO the course is for and WHAT they will learn.)	This course is open to all K-5 teachers and any 6-8 ELA 2 teachers. They will learn the components of effective mini-lessons and conferences, focusing specifically on each as a site for learning about <i>and</i> responding to student needs, with the goal of elevating writing achievement for all students.
Explain the research findings that support this Board Credit course addressing the needs identified in the NEED section above. (Please provide a citation if possible)	The mini-lesson (explicit instruction of a teaching point with modeling and guided practice) and the individual conference are cornerstones of the Writing Workshop (Calkins, 1994; Kittle, 2008). They are the sites of full-class and differentiated instruction and the points of information gathering and response. Workshop instruction is highly congruent with the Gradual Release of Responsibility model (Pearson & Gallagher, 1983; Fisher and Frey, 2008), so teachers who increase their understanding of decision-making in Writers Workshop are developing capacity in that larger district-chosen instructional framework as well.

Board Credit Course Proposal Application

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PRESENTER	
Today's Date:	4/30/13
Title of Course:	Technology Tools for Teachers (TECH 1)
Applicant name and contact information:	Matt Sly slyma@champaignschools.org or 217-898-0317
Presenter name and contact information: (If different than applicant)	Same
What are the qualifications of the presenter to teach the proposed board credit course?	<ul style="list-style-type: none"> • Masters in Curriculum, Technology and Educational Reform • Instructional Technology Coach in Unit 4 • Pretty awesome with technology and helping teachers

NEED	
What specific district goals are supported by this course? (see other page)	<ul style="list-style-type: none"> • Support student achievement with technology for all buildings and all students • Implement the Common Core curriculum <p><u>Future:</u> In conversations with EIU (Brian Reid), this may have potential for a graduate credit course, based on meeting their guidelines. (hopefully by summer 2014)</p>
What data/information supports the need for the proposed Board Credit course?	<ul style="list-style-type: none"> • Staff response to professional development/board credit survey indicated technology offerings would be most desired. • Technology tools available to Unit 4 teachers are growing (including SMART Boards to Google Apps for Education, iPads, wireless access, and iPads), but time on the professional development calendar for technology is hard to find. • This course will begin the process of moving Unit 4 staff toward a standard level of technology expertise in the district and increase school capacity for technology leadership and decision making • The professional development calendar is so full, there is just not room at this time to include very many technology focused events, so offering board credit courses seems like a logical supplement to the school improvement process.

PURPOSE	
Purpose of course: (Include WHO the course is for and WHAT they will learn.)	<p>Audience: All teachers K-12</p> <p>Content: This course is designed as a thorough and sustained overview of technology tools that focus on enhancing student learning. This will include the basics for designing an online learning space, using technology tools that incorporate the common core, explore the development of lessons that ask students to climb Bloom's Taxonomy and incorporate Higher Order Thinking Skills.</p> <p>*NOTE: The Unit 4 Educational Technology department would like to have this course become the first in a series that allows teachers to have a common set of skills to effectively use technology to improve instruction. We hope to eventually see Tech 1 be a class that every teacher has taken in Unit 4 and to add a Tech 2 & Tech 3 course as well.</p>
Explain the research findings that support this Board Credit course addressing the needs identified in the NEED section above. (Please provide a citation if possible)	<p>On the importance of overcoming resistance to Open Educational Resources (OERs): http://bit.ly/13vZVV6</p> <p>On the use of LMS in K-12 schools: http://bit.ly/15XdISE</p>

OUTCOME	
How will this course influence teacher instructional practice?	<p>This course will address the way in which teachers use technology to teach the content goals that are essential to their classrooms in a way that engages students and makes quality use of class time. In addition to the skills outlined in the content section of this proposal, teachers will be asked to consider moving students from consumer to creator and then eventually to collaborator in terms of advancing technology use. This will require both reflection during the course (acting as a student) and reflection during application into their classrooms (acting as a teacher).</p> <p>Relevant, personalized, collaborative, and connected learning experiences enhance student engagement, which in turn drives student achievement. These learning experiences are not inherently new; technology gives teachers the ability to do them to an entirely new level.</p> <p>The course will focus on these National Educational Technology Standards for Teachers (NETS-T):</p> <ol style="list-style-type: none"> 1. Facilitate and Inspire Student Learning and Creativity 2. Design and Develop Digital Age Learning Experiences and Assessments 3. Model Digital Age Work and Learning 4. Promote and Model Digital Citizenship and Responsibility 5. Engage in Professional Growth and Leadership
How will this course improve student learning?	<p>Once completing this course, teachers will have a broad collection of tools to use with students to improve reading, writing, problems solving, higher order thinking, and digital expression. Students will then be able to attain content skills in these classes and develop the technology process skills they will need for college and career readiness. This course will also begin the process for helping staff identify components of technology curriculum from the National Educational Technology Standards for Students (NETS-S) as we adapt them into a cohesive Unit 4 Technology Plan.</p>

CONTENT	
List the main content/topics for each session or provide a course syllabus (May send as separate attachment)	<p>This course will be cover the following topics:</p> <ol style="list-style-type: none"> Expanding beyond the walls of your classroom Utilizing a learning management system to effectively develop a class site designed to enhance student learning. Unlocking student creativity and developing student voice Exploring digital storytelling and web-based video editing tools that can unleash students' imaginations. Developing a digital dialogue Writing practices in a variety of formats, including discussions/forums, chats, blog posts and presentation tools Addressing the Common Core with Open Educational Resources Exploring internet tools that can help students Using u4apps for collaboration and application Exploring Google apps to help student-student collaboration and assessing understanding Helping students understand digital citizenship Focusing on skills for internet safety, copyright, online behavior and social media Lesson design that increases student engagement Utilizing the SMART Board, student response systems for formative assessment, and instructional design that harnesses technology
Describe the opportunities for course participants to apply and reflect on course content during the Board Credit course.	<p>Teachers will experience using these tools from the student perspective, be asked to reflect on how they might be used in their classes through a collection of computer-based reflective responses, forum posts and the development of a blog.</p> <p>Teachers will be asked to create a course using a learning management system and begin applying understandings into their classroom. They will also test out at least one tool from each session with their students and share the experience with the other participants.</p>

LOGISTICS	
Estimated cost to the District (Salary, materials, etc.):	<p>Salary: \$32.50 per instructional hour and 2 hours of planning for each instructional hour $32.50 \times 3 = 97.50$ 97.50×16 (hours) = \$1560 Materials: ~\$30/participant for (Microphone/Headset for 25 participants) - \$750 Estimated Total = \$1560 + \$750 = \$2310</p>
Course will be offered: (Fall, Spring, and/or Summer)	Fall, Spring and Summer
Day(s) of the week:	Thursday (1 day a week model) or Tuesday & Thursday (2 days per week model)
Times:	4:00-6:00pm (1 day a week model) or 4:00-5:00 pm(2 days per week model)
Number of hours: 8 hrs. = ½ BC 16 hrs. = 1 BC	16 Hours (8 weeks, likely 3weeks – [break] – 3 weeks – [break] – 2 weeks)
Location:	Computer lab – Centennial
Technology needs: (Overhead, LCD projector, etc.)	LCD Projector, Computer for every participant
Additional services: (Copying, etc.)	Limited copying (<100 copies)

	<p>Calkins, L. (1994). <i>The art of teaching writing</i>. New ed. Portsmouth, NH: Heinemann.</p> <p>Fisher, D., & Frey, N. (2008). <i>Better learning through structured teaching: A framework for the gradual release of responsibility</i>. Alexandria, VA: Association for Supervision and Curriculum Development.</p> <p>Kittle, P. (2008). <i>Write beside them: Risk, voice, and clarity in high school writing</i>. Portsmouth, NH: Heinemann.</p> <p>Pearson, P. D., & Gallagher, M. C. (1983). The instruction of reading comprehension. <i>Contemporary Educational Psychology</i>, 8(3), 317–344.</p>
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OUTCOME	Fill in requested information in the boxes below. Thank you.
How will this course influence teacher instructional practice?	Teachers will gain an understanding of the structures of minilessons (connection, demonstration, active engagement, and link) and conferences (research, compliment, link) and will actively work toward implementing and refining these aspects of their workshop instruction in order to meet the needs of all students.
How will this course improve student learning?	As a result of teacher participation, students will receive intentional, responsive instruction. As teachers learn to gather data on students, they learn to form instructional opportunities and teaching points that meet the various needs of their students. Because students are being taught within their Zone of Proximal Development (Vygotsky, 1978; p. 86) the opportunity for growth and acceleration for each child is positively affected.
	Vygotsky, L. S. (1978). <i>Mind in society: The development of higher psychological processes</i> . M. Cole, V. John-Steiner, S. Scribner, and E. Souberman, eds. Cambridge, MA: Harvard UP.

CONTENT	Fill in requested information in the boxes below. Thank you.
List the main content/topics for each session or provide a course syllabus (May send as separate attachment)	<p>Session 1 (2 hours each): Minilesson and Conference Basic Structures; view and respond to video samples</p> <p>Session 2: Crafting Powerful Minilessons, including minilesson construction, practice, and response/critique</p> <p>Session 3: Basics of conferring</p> <p>Session 4: Going deeper with conferring</p> <p>Session 5: Videos of participant conferences + reflection</p> <p>Session 6: Using student work to guide minilessons and conferences</p> <p>Session 7: Connecting conferring and minilessons: Looking for whole-class patterns</p> <p>Session 8: Videos of participant mini-lessons + reflections</p>
Describe the opportunities for course participants to apply and reflect on course content during the Board Credit course.	Application and reflection are built in throughout the course, with the expectation that teachers will be implementing learning from one session before the next.

LOGISTICS	Fill in requested information in the boxes below. Thank you.
Estimated cost to the District (Salary, materials, etc.):	Salary: \$32.50 per instructional hour and 2 hours of planning for each instructional hour $32.50 \times 3 = 97.50$ 97.50×16 (hours) = \$1560 x Two Presenters = Total \$3120
Course will be offered: (Fall, Spring, and/or Summer)	Fall continuing into spring
Day(s) of the week:	Tues or Thurs
Times:	4-6

Number of hours: 8 hrs. = ½ BC 16 hrs. = 1 BC	16
Location:	FIC
Technology needs: (Overhead, LCD projector, etc.)	NA
Additional services: (Copying, etc.)	NA