



## **Developing Curriculum to Engage All Learners for 2016-2017**

### **EDUX 9930**

#### **Research, Think, Create, Prepare, Interact, Revise, Teach!**

***Being an effective teacher requires time!*** Teachers strive to create lessons that effectively engage students, which requires time beyond what is allotted during the traditional school day. With the support of a Dominican University instructor, teachers will have the time to research, process and delve deeper into their curriculum and start the year off fully prepared. This type of preparation allows educators to approach the school year well prepared, confident, and with enthusiasm. EDUX 9930 allows teachers to collaborate with other professionals, plan effective curriculum and create materials and resources to enhance teaching and learning. This course provides a great opportunity to work directly with your grade level or content area teams when you enroll together.

***Earn Graduate Level Semester Credits/Units as you prepare for the 2016-17 school year.*** Whether it is working with colleagues to create a blended learning course, integrating STEM related lessons into the curriculum, taking the time to research and learn new software for Chromebook or iPad or locating and reading student non-fiction books to meet CCSS, what we need as professionals is credit for the time we devote to fulfilling our goals of being the best we can be in the classroom.

This summer, spend extensive time improving your teaching while you plan your 2016-17 school year curricula AND earn 2, 3, 4, 5 or 6 Graduate Level Semester Credits/Units!

Our teacher friendly delivery system includes flexible time commitments, support from a regional instructor, opportunities for collaboration and supportive face-to-face exit interviews. You will interact with Dominican University instructors, coordinators and associates whose personal supervision guarantees the kind of accountability that your school district requires.

## Objectives

During this course, you will work independently or with colleagues to move toward a more fulfilling experience in the classroom for yourself and your students.

- Student engagement and motivation – both immediate and future
- Standards met – national, state and local
- Growth as a professional – readings, collaboration and observations

## Requirements

Enroll & pay for 2 credits (log 50 hours), 3 credits (log 75 hours), 4 credits (log 100 hours), 5 credits (log 125 hours) or 6 credits (log 150 hours).

Attend an Orientation through a face-to-face class or online/virtual meeting.

You may start logging hours outside of your contractual school hours beginning May 1, 2016.

Individually research and prepare curriculum as appropriate. Keep a running log and portfolio of the hours, activities and products.

Communicate with **your instructor**, colleagues and/or other educators regarding your work; helpful articles, websites, books, materials, field trips, etc.

Write a reflective narrative of your course experience using the summary form to guide your responses.

Exit Interview - '**Evidence Share**' prior to the beginning of the new school year. Meet face-to-face with your instructor in a small collaborative group or individually to show and discuss the work you have completed. You will turn in your plan, log and summary during this exit interview. Evidence that provides a sampling of the work you completed will be presented at the exit interview, but does not need to be turned in.

## GRADING RUBRIC

<b>A</b>	<b>A-</b>	<b>B</b>	<b>Resubmit</b>
All required course documents (Plan, Log, Summary) are complete, printed out, and submitted at the exit interview	Most required course documents (Plan, Log, Summary) are complete, printed out, and submitted at the exit interview.	Some required course documents (Plan, Log, and Summary) are complete, printed out, and submitted at the exit interview.	All required course documents (Plan, Log, Summary) are incomplete, not printed out, and not submitted at the exit interview.
Log of hours shows consistent and thoroughly detailed dated entries that demonstrate comprehensive curriculum planning.	Log of hours shows consistent and adequately detailed dated entries that demonstrate comprehensive curriculum planning.	Log of hours shows limited dated entries that do not adequately demonstrate comprehensive curriculum planning.	Log was not turned in or lacked sufficient detail or contained hours that did not meet the course requirements.
Summary is at least 2-3 pages in length, typed and thoroughly answers all guiding questions.	Summary is at least 2-3 pages in length, typed and adequately answers all guiding questions.	Summary is at least 2-3 pages in length, typed, and partially answers all guiding questions.	Summary is not 2-3 pages in length and/or typed and does not adequately answer all guiding questions.
Presentation of instructional design projects for the upcoming school year was well organized and clearly articulated.	Presentation of instructional design projects for the upcoming school year was adequately organized and articulated.	Presentation of instructional design projects for the upcoming school year was limited in organization and/or not clearly articulated.	Presentation of instructional design projects for the upcoming school year lacked organization and/or clear articulation.
Presented multiple and varied pieces of evidence that demonstrated comprehensive curriculum planning for number of hours logged.	Presented adequate evidence to demonstrate comprehensive curriculum planning for number of hours logged.	Presented limited evidence that did not demonstrate adequate curriculum planning for number of hours logged.	Did not provide enough evidence to meet course requirements.
Communication within the group during the exit interview demonstrated interest and constructive support.	Communication within the group during the exit interview was repetitive instead of additive to the group discussion.	Little or no interest or contributions were made during the exit interview meeting.	N/A
Writing assignments are well planned and organized and competently written at a graduate level.	Writing assignments are adequately planned and organized and adequately written at a graduate level.	Writing assignments are limited in planning and organization and/or not written at a graduate level.	Written assignments are not planned, organized and/or written at a graduate level.