Rationale:

While it has been proven that there is a strong relationship between classroom effectiveness and depth of teacher preparation, it is also obvious that the demands of the teaching day leave little time for thoughtful, intensive development of a program of study. Other research has emphasized the efficacy of collaborating among teaching colleagues to enhance student learning, but has noted the difficulty of offering ongoing collaborative endeavors within the isolation of the school setting. Today’s teachers must also consider the additional work load of aligning lessons with the newly adopted common core standards which often means creating a whole new approach to teaching.

Especially in a budget crunch, it is incumbent upon districts to make sure the investment in salary units brings a strong, effective and efficient return. With new studies showing that the quick training workshop may not result in any instructional improvement, alternatives are needed. This summer long course provides such an alternative.

Objectives:

The teacher will have the opportunity to do any or all of the following:

• Allot extensive time to thoughtful, intensive curriculum planning.

• Study the research findings that inform current thinking on professional development and on collaboration among colleagues.

• Collaborate as needed online or face to face with other teachers and the course instructor regarding the grade level or subject areas taught

• Prepare aligned common core standards units of study
Phase One:
Attend an Orientation through a class meeting or Webinar. Enroll for 2 credits (log 50 hours), 3 credits (log 75 hours), 4 credits (log 100 hours) or 6 credits (log 150 hours). If desired, sign up for an online or face to face collaborating group consisting of from 3-5 students and an instructor. Whenever possible, students will be grouped by grade level, school or subject.

Phase Two:
Individually prepare curriculum as appropriate. Keep a running log and photo journal of the hours and activities engaged in.

Phase Three:
Communicate as desired with colleagues and instructor regularly regarding your work; helpful articles, websites, books, materials, field trips, etc.

Phase Four:
Write a reflective narrative of your course experience. Submit this assignment online or at your Evidence Share.

Phase Five:
Culminating Activity: ‘Evidence Share’ prior to beginning of school. Meet face to face with your instructor individually or with your group to show and discuss the work you have completed.
## GRADING RUBRIC

<table>
<thead>
<tr>
<th>Exemplary: A+ to A-</th>
<th>Unacceptable- resubmit</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Posts to the group through online collaboration were frequent, and constructive.</td>
<td>➢ Posts to the group through online collaboration were infrequent and lacking in content.</td>
</tr>
<tr>
<td>➢ Communication within the group during the evaluation meeting was stimulating and supportive.</td>
<td>➢ Little or no contributions were made during the evaluation meeting.</td>
</tr>
<tr>
<td>➢ Prepared lessons were aligned with the proper grade level common core standards.</td>
<td>➢ Prepared lessons did not reflect common core standards</td>
</tr>
<tr>
<td>➢ Presentation of the instructional design for the upcoming school year was well organized and effective.</td>
<td>➢ Instructional design was unorganized and confusing.</td>
</tr>
<tr>
<td>➢ Completed required hours</td>
<td>➢ Did not complete required hours.</td>
</tr>
<tr>
<td>➢ Writing assignments are thoughtful, detailed and written at a graduate level.</td>
<td>➢ Written assignments are unclear and include many errors in grammar, syntax and spelling.</td>
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