

## Teacher Center Course Proposal Form (updated 5/8/18)

### Instructor Information:

Name(s):	
Email:	
Phone Extension:	
Outside Contact Phone #:	
Years of Service in District:	
Teaching Experience:	
Current Building Assignment:	
<b>You must include an updated resume with your application. Is your resume included? Highlight YES or NO</b>	

### Information for Instructors- Course Development and Instruction

- Any staff member may propose to create/teach a course for the Teacher Center. The Teacher Center Policy Board will review and approve all classes. Classes must provide 15 hours of work for each credit granted.
- Work for courses taught for the Teacher Center is to be completed outside of school hours. Working for the Teacher Center during school hours is prohibited and may result in dismissal as a course instructor.
- Instructors will be paid a rate of \$900 for each 15 hour course (\$1,800/ 2 credits, \$2,700/ 3 credit). When multiple instructors teach a course, the stipend will be divided between the instructors. All required paperwork and a completed timesheet must be submitted by the instructor. Once paperwork has been completed, payment will be made to the instructor.
- Our goal is to run high quality courses that are cost effective for our teachers. One way to insure we are meeting our goal is to provide course evaluations at the end of each session. The Policy Board will provide you with a final assignment that will be used to provide evidence of participant learning. There will be a final evaluation embedded in My Learning Plan that will provide feedback about the execution of the course. The collection of these items are required components for CTLE providers. If any concerns about a course you have run have been raised, the Teacher Center Policy Board may contact you to discuss them with you.
- If you have any questions or concerns while running a class. You are to contact Mary Siano, the director of the Teacher Center immediately so we can try and rectify your problems. Members of the Teacher Center Policy Board may visit any Teacher Center Course.

**Basic Course Information:**

Course Title:	
Course Description: (3-6 sentences)	
Hours/Credits:	
Format/ Delivery Method:	Choose ONE: Face to Face, Hybrid or Online
If online, do you need to be MOODLE trained?	Choose ONE: YES or NO
Course Population: List targeted departments and grade levels	

**How does your course align to the curriculum guidelines established by the district, the NYSED and the US Department of Education?**

Specifically, how does this course relate to Next Generation Learning Standards, 21<sup>st</sup> century learning skills, CTLE requirements (ex. addressing needs of ENL students, enhancing subject matter knowledge, teaching techniques, assessment methodologies, and differentiation) and other federal, state and local learning initiatives and guidelines?

**How will this course allow teachers to reflect on current teaching practice and develop tools/strategies they can use with students in the classroom?**

### **Course Participant Learning Objectives:**

By the end of this course, what will participants know, learn and be able to do?

- Participants will....
- Participants will....

### **Assessment:**

#### **Things to consider when designing assessment activities:**

You must identify the measures, tools and/or strategies that will be used to assess the outcomes of the activity offered. A participant's subjective reaction to an activity (Guskey level 1) is not considered a program outcome in this context. Whatever measures are used, be sure they include gathering fact-based information (ex. classroom data) and feedback.

Measures, tools or strategies include but are not limited to the following:

- Questionnaires administered following the completion of the session, after implementation of strategies or content learned or any time in between;
- Paper-and-pencil instruments measuring participant learning (what changed as a result of the PD);
- Simulations;
- Demonstrations;
- Participant reflections (oral and/or written) that include classroom data focused on how the participant's instruction changed and how this impacted student growth;
- Participant portfolios;
- District and/or school records;
- Minutes from follow-up meetings;
- Structured interviews with participants (may include supervisors or administrators);

- Direct observations;
- Video or audio recordings;
- Student records;
- Structured interviews with students, parents, teachers, and/or administrators; and/or
- Journals.

How will you know your participants have met your learning objectives? See list of options listed above.

List below the requirements participants will need to complete before credit is granted. This should include weekly assignments, reflections, a final project, or any other method used to reflect learning and demonstrate that course objectives have been met.

\*Please note- assessments must relate back to how the course has impacted instruction within the classroom and student growth.

**Resources:**

List books (with authors), professional articles, and other resources that will be used for this course.

## Instructional Schedule:

1. Outline the topics and objectives you will cover throughout the course.
2. Provide detailed descriptions of the tasks and assessments for each topic.
3. Include resource information, such as titles and authors, for reading materials, as well as direct hyperlinks to videos, websites, etc.

	Topic Name	Learning Objectives for Topic	Activities /Assignments to help participants achieve topic objectives	Resources used for Topic
Topic 1		•	•	•
Topic 2		•	•	•
Topic 3		•	•	•
Topic 4		•	•	•
Topic 5		•	•	•
Topic 6		•	•	•
Topic 7		•	•	•