Course Name:  EDPD 821 O “Digital Learning Cohorts: 1:1 Teaching Strategies”

Graduate Hours:  1 or 20 renewal credits

Semester:  Spring 2015

Purpose of the Course:  The Big Idea: Successful and purposeful implementation of 1:1 devices with instruction in classrooms. This course is designed for 1:1 classroom teachers and will support effective classroom teaching using devices with students. Upon completion of this course, participants will have a specific action plan for integrating the iPads or Chromebooks into their teaching and a strong foundation for developing new engaging lessons that do so.

Pre-requisite:  Participants of this course should either already feel comfortable using iPads or Chromebooks, and have completed either the “Getting Started iPad” course or the “Going Google” course.

Course Description:  This course is designed to teach participants how to meaningfully integrate the 1:1 devices into a classroom using the 21st century framework. A large portion of this course will be devoted to the following topics: digital citizenship, the SAMR model, (Substitution, Augmentation, Modification and Redefinition) digital workflow, creativity, collaboration, sharing and building capacity. This hands-on course promotes teacher confidence in a 1:1 student-directed environment through the design of authentic learning experiences and growth toward best practices in education which all relate to the C of C conceptual framework and theme of making the teaching and learning connection.

Materials and Textbook:  All materials for the class will be provided by the instructor of the course. Each participant will need to bring their own iPads to class each time.

Grading:  Pass/Fail  **As per the College of Charleston Graduate Catalog a pass/fail course carries zero credits and thus cannot be converted to a letter grade.

Learning Outcomes:

- Develop strong understanding of Digital Citizenship and the SAMR Model
- 1:1 devices (iPads or Chromebooks) to support the CCSD Mastery Teaching Model
- Utilize Digital Workflow solutions to transform paper and pencil lesson plans into electronic media centered lessons
- Explore and discuss effective instructional practices for 21st Century classrooms
- Plan for a transition from a traditional teacher-centered classroom to a more collaborative, student-directed environment with a focus on creativity and collaboration
- Learn strategies for incorporating 21st century skills into the 1:1 classroom
Standard and Performance Objectives:

Facilitate and Inspire Student Learning and Creativity
- Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.
  - Participants will demonstrate the ability to use Edmodo as an online learning tool to create and respond to posts and submit course assignments.
  - Participants will demonstrate ability to transform paper and pencil learning experiences to opportunities that are in line with the 21st century classroom.

Design and Develop Digital Age Learning Experiences and Assessments
- Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS-S.
  - Participants will demonstrate the ability to plan and design a 1:1 unit that incorporates create applications as a means of enhancing the Mastery Teaching Model, SAMR model and incorporates higher-order thinking, and relevance.
  - Participants will demonstrate the ability to create an example student product to support 21st century skills and ISTE standards.
  - Participants will demonstrate the ability to incorporate 1:1 devices instruction into the CCSD Mastery Teaching Model
  - Participants will demonstrate the ability to create a plan for transforming paper and pencil lessons to digital learning opportunities that incorporate the 21st Century framework.

Overall Course Goals: All goals and objectives are correlated to the C of C EHHP Teaching and Learning Standards. www.ehhp.cofc.edu/centersopdi www.iste.org

Upon completion of the course, participants will:
- plan and design effective lessons and learning experiences for students with the CCSD Mastery Teaching Model and SC Standards (EHHP I, III, II) (ISTE 1, 2, 3, 4, 5)
- plan and develop effective lessons and learning experiences for students using a 1:1 learning integration plan (EHHP I, II, III) (ISTE 1, 2, 3, 4, 5)
- plan and design effective lessons and learning experiences for students using available technology (SMART Board, iPads, Chromebooks and Web Tools.) (EHHP I, II, III) (2, 3, 4)
- use technology to share information with other teachers. (EHHP III) (ISTE 2, 3, 4)

Performance Objectives:
- The student will be able to discuss how thinking and reading strategies interact with perceptual memory and reasoning abilities. (EHHP III, IV, V) (ISTE 2, 3, 4)
- The student will develop an awareness of strategies, techniques and methods of instruction to use for potential success with all learning levels. (EHHP II, III, IV, V) (ISTE 2, 3, 4)
- The student will plan small group instruction and independent activities appropriate for building comprehension in all levels of learners. (EHHP II, III, IV, VI) (ISTE 1, 2, 3, 4, 5)
- The student will demonstrate an understanding of diagnostic strategies, planning remediation and enrichment and providing methods and materials to meet the individual needs of diverse learners. (EHHP II, III, IV, V, VI) (ISTE 2, 3, 4)
- Participants will demonstrate the ability to share effective lessons with other teachers through demonstration. (EHHP II, III, V) (ISTE 1, 5)
Each Participant Will:

- Participation 40 points
- Assignment 1 10 points
- Assignment 2 20 points
- Assignment 3 20 points
- Assignment 4 10 points

Total points: 100 points

Pass: 81 Points or Higher
Fail: 80 Points or Lower

Attendance: For credit to be awarded, participants must attend at least 90% of the class hours. Participants may be withdrawn by the instructor for absences that exceed this limit.

Professionalism and Ethics: As a member of the professional development community, participants are expected to evidence a high standard of personal conduct, respect and honorable professional characteristics in the presentation of their course assignments and interaction with class peers.

Disability Statement: If there are participants in this class who have a documented disability that allows him/her to receive accommodations they are asked to please speak privately with the course instructor.

Auditing Statement: Some students may have elected to audit this course. If you have selected to audit, no official record will appear that you have audited the course at the College of Charleston. Additionally you may not be added to the class roll after the class has been in session for more than two (2) weeks.

The Big Idea: Successful and purposeful implementation of 1:1 devices with instruction in classrooms

February 2015 Meeting – Digital Citizenship and SAMR

The Driving Question: How do Digital Citizenship and the SAMR model facilitate successful implementation of 1:1 devices in the classroom?

Meeting Agenda:

- Ice Breaker – Digital Life Bingo

- Digital Citizenship - Cornerstone for establishing successful implementation of 1:1 devices
  - Discuss - What is digital citizenship? Why should we teach it explicitly?
  - Resource: Common Sense Media: [https://www.commonsensemedia.org/educators/curriculum](https://www.commonsensemedia.org/educators/curriculum)

- The SAMR Model – “Substitution, Augmentation, Modification, and Redefinition” - A continuum that illustrates how technology impacts teaching and learning.
  - Discuss differences in the 4 levels of SAMR. Where are your students working most of the time? How can you move them up the continuum more often?
● Introduce the Digital Learning Cohort Blog - What is a blog? Why do we blog? [http://digitallearningcohortccsd.blogspot.com/]

● Join the CCSD Digital Learning Cohorts Edmodo group: Code will be posted by your cohort leader

● Explore these online educational technology resources:
  ● [www.ccsdedtech.com](http://www.ccsdedtech.com)
  ● [http://www.edtechmagazine.com/k12/](http://www.edtechmagazine.com/k12/)

● Search for an online educational technology resource (not including the ones listed above), join the site, and post the link in our Google form to share with other participants.

Assignments: All assignments are due prior to our next meeting (unless otherwise noted).

● Digital Citizenship Lesson - Choose a lesson from the Scope and Sequence section at the Common Sense Media website that is appropriate to your grade level. Plan and implement this lesson in your classroom prior to our next meeting.
  ○ Reflect on the lesson from both teacher and learner perspective.
  ○ In our Edmodo group, share the name and grade level of the lesson that you conducted with your class. Identify the CCSS and ISTE standards with which it aligned. Rate this lesson - let others know if it was beneficial for your students.
  ○ Additionally, create a plan outlining how you will continue to address Digital Citizenship in your classroom throughout the school year. This can be a bulleted list or a more detailed plan. Submit your Digital Citizenship Plan to the assignment posted to our Edmodo group wall.

● Digital Citizenship for Families - Examine the “Educate Families” tab at the Common Sense Media website. Share the Common Sense Media Blog and other resources with the families of your students.

● School-wide Digital Citizenship Implementation - Over the next four months, help shape digital citizenship implementation for your school.
  ○ Take action: Create a template/outline, have a conversation with your principal (meeting notes), form a committee, facilitate faculty meeting shares, create PSAs, etc. Document your activities. Share Evidence of Digital Citizenship in your school at our meeting in May.

● Reflect on SAMR - Over the next three weeks, use what you are learning about SAMR to create and implement a lesson that falls in the Substitution and/or Augmentation zone of SAMR. Compare this to a recent lesson that did not integrate the iPad as a learning tool. Reflect on these two lessons/activities. How engaged were your students? Was one lesson more effective at allowing for student-centered learning? What other insights can you share from these two lessons? Prior to our next meeting submit a brief description of these two lessons and your reflection to the “Reflect on SAMR” assignment in our Edmodo group.

● Search for an online educational technology resource (not including the ones listed above), join the site, and post the link in our Google form to share with other participants.

For our Next Class:

Bring one of your existing lessons to our next meeting. This would be a lesson that you already use with your students and does not involve the use of iPads. You will be modifying this lesson in our next class. (Email the lesson to yourself in PDF format so you can open it on your iPad or Chromebook and modify.)
**Meeting Activities / Instructor Notes –**

**Prior to first meeting, email cohort members and have them download the Common Sense Media Student Book appropriate for their grade level.**

**Digital Citizenship:** The cornerstone for establishing successful implementation of 1:1 devices
- Discuss - What is digital citizenship? Why should we teach it explicitly?
- Resource: Common Sense Media: [https://www.commonsensemedia.org/educators/curriculum](https://www.commonsensemedia.org/educators/curriculum)
- Videos - Example: Copyright and Fair Use Animation
- **Activity:** Download BEFORE class - On your iPad, download a student and a teacher textbook from the iBooks Store for your grade level - **Common Sense Media, Digital Literacy & Citizenship**
  - Choose a chapter from the student book, read, and take the quiz
  - Is this something you can use with your students?
- **Activity - Turn and Talk:** What is Digital Citizenship? How do the 8 components create a “good” digital citizen? Identify and define the components. Examine the Scope and Sequence - What topics/lessons are available? See assignment for Digital Citizenship Lesson.

**SAMR Model** - Substitution, Augmentation, Modification, and Redefinition - A continuum that illustrates how technology impacts teaching and learning.
- Video - **SAMR in 120 seconds**
- Explanation with Prezi showing examples of each area of SAMR - [http://www.educatorstechnology.com/2013/08/samr-model-explained-through-examples.html](http://www.educatorstechnology.com/2013/08/samr-model-explained-through-examples.html)
- Discuss differences in the 4 levels of SAMR. Where are your students working with technology most of the time? How can you move them up the continuum more often?
- See assignment resources for SAMR lesson and reflection.
  - Questions teachers should be asking themselves...

**Digital Learning Cohort Blog - Let’s blog about it!** - For the Ed Tech leading each cohort: Take pictures during the first cohort meeting and blog about the cohort and teachers participating. This is to get the DLC Blog up and going. Beginning next month, we will ask cohort members to provide pictures and a short description of what is happening in their classes with iPads. They will send to the Ed Techs and we will post on the blog. [http://digitallearningcohortccsd.blogspot.com/](http://digitallearningcohortccsd.blogspot.com/)

**Online Educational Technology Resources - Participants will search for, join, and submit to Google Forms - Create a Google Form for participants to submit links.**

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**March 2015 Meeting – Digital Workflow**

**The Driving Question:** How does the digital workflow solution shift roles of teachers and students in a 1:1 classroom?

**Meeting Agenda:**

**Digital Workflow** - A workflow solution is imperative to successful implementation
  - Discussion: What is digital workflow? How does the workflow shift roles of teachers and students in a 1:1 classroom? What are your questions and/or concerns? What solutions
have you identified?

- **Activity** - Demonstrate workflow activities using **Edmodo** and **Google Classroom**:
  - (Cohort leader demonstrate and then have cohort participants demonstrate)
  - o Create a class (create small groups in Edmodo)
  - o Posting to class/group including links and documents
  - o Creating assignments (and quizzes in Edmodo)
  - o Student assignment turn-in / grading
  - o Teacher-student feedback / communication
  - o Other features

- **Modify existing lesson using Mastery Teaching Model** - Use the lesson plan template (Mastery Teaching Model Template) to re-design your "traditional" lesson plan (no technology) as a 1:1 lesson plan.
  - o Review the Mastery Teaching Model and template: Lesson Set; Skill Development; Guided Practice; Closure; Independent Practice; Assessment; Differentiation
  - o Determine how you will incorporate 1:1 devices in your lesson. What changes will you make to your existing lesson? What activities will be added? Consider 21st skills including communication, collaboration, creativity, and critical thinking, and SAMR when incorporating technology in the learning activities.
  - o Begin modifying your existing lesson plan to incorporate 1:1 devices. You will submit your completed lesson plan in our Edmodo group prior to our next meeting.

**Assignments**: All assignments due prior to our next meeting (unless otherwise noted).

- **Digital Workflow Solution for your class** - Which digital workflow solution will work best for your classroom? Examine the options available and select one (or more) to try.
  - o Sign up and create a class. Practice creating assignments, attaching files, posting information/updates to the class, etc. Take a screenshot of your online classroom and share it on the wall in our Edmodo group.
  - o If the 1:1 devices are available to your students, use the digital workflow solution you’ve chosen with your students. Create an assignment, have students upload a finished product, and provide feedback to your students. Take a screenshot of your online classroom and share it on the wall in our Edmodo group.

- **MTM Lesson Plan** - Submit your 1:1 lesson plan to the assignment posted on our Edmodo group wall.

- **Find an online article or blog that addresses one of the topics from our March meeting: “Digital workflow in the classroom” or “Using 1:1 devices with instruction in the classroom”. Read the article/blog. Post a link to the article and a one paragraph summary/review to our Google Form.**

For Our Next Class:

- **Let’s blog about it!** - Prior to our next DLC meeting, send your cohort leader a short blurb about digital workflow solutions in your classroom. Please include a picture. Cohort leaders will be sharing your activities on the Digital Learning Cohorts Blog:
  - [http://digitallearningcohortccsd.blogspot.com/](http://digitallearningcohortccsd.blogspot.com/)

- Identify another one of your existing lessons that you can modify to incorporate 1:1 devices. Have a digital copy of your lesson plan available on your iPad for our next meeting.

**Meeting Activities / Instructor Notes** –

- **Digital Workflow** - A workflow solution is imperative to successful implementation
  - o Discussion: What is digital workflow? How does the workflow shift roles of teachers and students in a 1:1 classroom? What are your questions and/or concerns? What solutions
have you identified?
  o Collecting, sharing, communicating, disseminating, creating, collaborating
  o Workflow options: Edmodo and Google Classroom

- **Activity** - Demonstrate workflow activities using **Edmodo** and **Google Classroom**:
  (Cohort leader will demonstrate and then have cohort participants demonstrate)
  o Create a class (create small groups in Edmodo)
  o Posting to class/group including links and documents
  o Creating assignments (and quizzes in Edmodo)
  o Student assignment turn-in / grading
  o Teacher-student feedback/communication
  o Other features

- **Existing lesson plan** - Re-write an existing lesson plan using the lesson plan template provided. This activity can be started during the meeting and completed later. Participants can get clarification on parts of the MTM lesson plan template at this time if needed.
  o Teachers should identify another lesson that they can modify for our next meeting.

- For the Ed Techs - promote teachers from your cohort to the principals - email blog links, etc.

- **Online Ed Tech article or blog share** - Create a Google Form for participants to post the link and a one paragraph review of the article/blog.

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**March/April 2015  Independent Study - TEQ (Self-paced, online professional development)**

Members will research PBL, locate information and resources (High Tech High, BIE, etc.)

**TEQ - Ed Tech leaders will provide teacher logins. Participants will choose online learning opportunities about Project Based Learning**

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**April 2015 Meeting – Creativity and Collaboration**

**The Driving Question** – How do we use digital tools to develop students’ creativity and collaboration skills?

**Meeting Agenda:**

- **Creativity and Collaboration with 1:1 devices** - What is your definition of “creativity” and “collaboration”? Why is creativity important? How does this look in the classroom? How can 1:1 facilitate creativity and collaboration?
  o Show video on 21st Century Skills
  o [http://www.tieonline.com/view_article.cfm?ArticleID=100](http://www.tieonline.com/view_article.cfm?ArticleID=100)
  o Learning Domains

- **Activity** - Examine apps that facilitate creativity and collaboration in the classroom - iMovie, Book Creator, Explain Everything, Google Drive/Docs, Edmodo, Educreations, KidBlog, Twitter, Strip Design, Pic Collage, other apps?
  o Break into groups of 2-3 and explore an app. Each group will explore a different app for 15-20 minutes. Each group will present their app to the cohort and demonstrate how this app
facilitates creativity and collaboration in the classroom.

- **Activity** - Collaborate with a partner to modify another existing lesson that you will use with your students. Your objective is to identify and create opportunities to incorporate the 1:1 devices in creative and collaborative ways (Think SAMR). You will begin working on this today.
  - Prior to our next meeting upload your modified lesson to our Edmodo group in 2 places: 1) On our group wall; and 2) To the “Modified 1:1 Lesson Plan #2” assignment in our Edmodo group.
  - **Comment or give feedback on someone else’s modified lesson that is posted to our group wall**. Be prepared to share your lesson at our next meeting.

- Using online resources to further your professional development and growth

**Assignments**: All assignments due prior to our next meeting (unless otherwise noted).

- **Modified 1:1 Lesson Plan #2** - Modify your existing lesson to incorporate 1:1 devices. Your objective is to identify and create opportunities to incorporate the device in creative and collaborative ways (Think SAMR). You will begin working on this today.
  - Prior to our next meeting upload your modified lesson to our Edmodo group in 2 places: 1) On our group wall; and 2) To the “Modified 1:1 Lesson Plan #2” assignment in our Edmodo group.
  - **Comment or give feedback on someone else’s modified lesson that is posted to our group wall**. Be prepared to share your lesson at our next meeting.

- **Read online articles and view resources about Leadership, 21st Century Skills, and 1:1 devices in the Classroom for everyone to read**

**For Our Next Class:**

**Let’s blog about it!** - Prior to our next DLC meeting, send your cohort leader a short blurb about creativity and collaboration in your classroom. Please include a picture. Cohort leaders will be sharing your activities on the Digital Learning Cohorts Blog: [http://digitallearningcohortccsd.blogspot.com/](http://digitallearningcohortccsd.blogspot.com/)

**Meeting Activities / Instructor Notes –**

- **Creativity and Collaboration with 1:1 devices** - What is your definition of “creativity” and “collaboration”? How does this look in the classroom? How can 1:1 facilitate this? Whole group discussion on these questions. Have participants visit links below for more information/insight.
  - **Video to start conversation about creativity and collaboration**
  - **Find online blog or article about creativity and learning - all participants read and discuss**
    - [http://www.tieonline.com/view_article.cfm?ArticleID=100](http://www.tieonline.com/view_article.cfm?ArticleID=100)
    - [Learning Domains](http://www.tieonline.com/view_article.cfm?ArticleID=100)

- **Activity** - Examine apps that facilitate creativity and collaboration in the classroom - iMovie, Book Creator, Explain Everything, Google Drive/Docs, Edmodo, KidBlog, Twitter, Strip Design, Pic Collage, other apps?
  - This will be conducted similar to a jigsaw activity. Break into groups of 2-3 and explore an app. Each group will explore a different app for 15-20 minutes. The groups are responsible for presenting information to the cohort and demonstrating how that app facilitates creativity and collaboration in the classroom.
- **Activity** - Collaborate with a partner to modify an existing lesson that you will use with your students. During the meeting, encourage participants to look at each other’s lessons and provide feedback on ways to modify. The objective is to identify and create opportunities to incorporate the iPads in creative and collaborative ways (Think SAMR). Participants can begin working on this today during the meeting. Participants will upload their modified lesson to our Edmodo group prior to our next meeting. Additionally, participants will comment or give feedback on someone else’s modified lesson that has been uploaded to the wall in the Edmodo group. Tell them to be prepared to share in our next meeting.
- **Bring another “traditional” lesson plan** that has been re-written using the lesson plan template (MTM) to our next meeting. Participants will have modified at least two lessons each by the last meeting. All will be shared via our Edmodo group.
- For the Ed Techs - promote teachers from your cohort to the principals - email blog links, etc.
- **Assign an online resources to read/view - follow up activity**

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May 2015 Meeting - Sharing and Building Capacity

The Driving Question – How do we build capacity and share what is happening in 1:1 classrooms?

Meeting Agenda –

- Share school-wide digital citizenship implementation
  - Each participant will share evidence from school environment
- **SAMR Speed Dating Activity** - Participants will share how they modified a lesson to incorporate iPads. Similar to speed dating. Participants will share the best part of their lesson with someone else in 2 minutes.
  - Participants will be in groups of 4 or 6. They will each share their modified 1:1 lesson (2 minutes) with the other members of their group.
  - Participants will then find a person in their group that they want to “date”. The “couples” will spend 10-15 discussing their lessons in more detail: Original lesson plan vs. modified 1:1 lesson plan, level(s) of SAMR in modified 1:1 lesson, activities and apps incorporated, etc.
- Building capacity within your school and across the district - What’s next?
  - Your role as a teacher leader in your building
    - Hosting visitors, mentoring teachers, continue blogging

Assignment –

Share with your Digital Learning Cohort experience with faculty or at CES

**Let’s blog about it!** Guest bloggers from the DLC will post on the Digital Learning Cohorts Blog this month [http://digitallearningcohortccsd.blogspot.com/](http://digitallearningcohortccsd.blogspot.com/)
Class Participation (40 Points)

Students will receive 4 points for participation and completion of activities in each of the class sessions.

Class and online activities include:
- Digital Citizenship lesson implementation, review, and outline
- Reflect on SAMR
- Submitting information/reviews in Google forms
- Sharing 1:1 experiences for DLC Blog

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<thead>
<tr>
<th>10 points per class</th>
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</table>
| Participates actively in class session and online activities in Edmodo  
All activities are completed during the class session  
Attend full class /on time | Participates in 80-95% of the class session and online activities in Edmodo  
All activities are completed during the class session  
Late to Class/ Leave Early | Participates in less than 80% of the class session  
Does not complete activities during the class session or online activities in Edmodo |

Assignment # 1

School-Wide Digital Citizenship Plan (10 points)

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<th>10 points - Includes all of the following</th>
<th>5 points - Includes 3-5 of the following</th>
<th>0 points - Includes 2 or less of the following/not turned in</th>
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</thead>
</table>
| Documentation of action taken to initiate school-wide digital citizenship implementation. Can include but not limited to:  
- Template/Outline  
- Meeting notes  
- Committee formed  
- Faculty meeting presentation  
- School-wide PSAs  
- Additional documentation | Documentation of action taken to initiate school-wide digital citizenship implementation. Can include but not limited to:  
- Template/Outline  
- Meeting notes  
- Committee formed  
- Faculty meeting presentation  
- School-wide PSAs  
- Additional documentation | Documentation of action taken to initiate school-wide digital citizenship implementation. Can include but not limited to:  
- Template/Outline  
- Meeting notes  
- Committee formed  
- Faculty meeting presentation  
- School-wide PSAs  
- Additional documentation |
Assignment # 2

**Modified 1:1 Lesson Plan #1 (20 points)**

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<tbody>
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<td><strong>All components of the Mastery Teaching Model are included:</strong></td>
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<td>● Lesson Set</td>
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<td>● Independent Practice</td>
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<td>● Assessment</td>
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<td>● Differentiation</td>
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**At least 2 of the “4 Cs” are included in the lesson:**

| Creativity | Communication | Collaboration | Critical Thinking |

SAMR is explicitly addressed

Lesson plan submitted via Edmodo

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Assignment # 3

**Modified 1:1 Lesson Plan #2 (20 points)**

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<tr>
<th>20 points - Includes all of the following</th>
<th>10 points - Includes 3-5 of the following</th>
<th>0 points - Includes 2 or less of the following/not turned in</th>
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<td>● Differentiation</td>
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**At least 2 of the “4 Cs” are included in the lesson:**

| Creativity | Communication | Collaboration | Critical Thinking |

SAMR is explicitly addressed
Lesson plan submitted via Edmodo

Assignment # 4
Independent Study via online learning platform (TBD) (10 points)

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<td>Documented completion submitted/not submitted</td>
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**Section Schedule** – Note: Amy Winstead will be teacher of record for all, and “Instructors” will report to her. Secondary instructors will assist at each location.

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<th>PLMS #</th>
<th>Course Title</th>
<th>Location</th>
<th>Instructor</th>
<th>Secondary Instructor</th>
<th>Start Date</th>
<th>End Date</th>
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<td>DLC #1 Chromebooks</td>
<td>Wando HS</td>
<td>Emilie Woody</td>
<td>Beth Paul</td>
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<td>5/5/2014</td>
<td>Tuesdays</td>
<td>4:00 - 6:00</td>
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<td>CE Williams</td>
<td>Craig Bennett</td>
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<td>2/4/2015</td>
<td>5/20/2015</td>
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<td>4:30-6:30</td>
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<td>DLC #3 iPads</td>
<td>WAHS</td>
<td>Beth Lovett</td>
<td>Katie, Jason &amp; Terry</td>
<td>2/5/2014</td>
<td>5/7/2014</td>
<td>Thursdays</td>
<td>2:30 - 4:30</td>
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<td>54875</td>
<td>DLC #4 iPads</td>
<td>Harbor View Elem</td>
<td>Emily Elliott</td>
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<td>2/3/2015</td>
<td>5/19/2015</td>
<td>Tuesdays</td>
<td>4:00-6:00</td>
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<td>West Ashley ASM</td>
<td>Emily Elliott</td>
<td>EFP</td>
<td>2/12/2015</td>
<td>5/14/2015</td>
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<td>DLC #6 Chromebooks</td>
<td>Academic Magnet</td>
<td>Tim Tanner</td>
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<td>School of the Arts</td>
<td>Amy Winstead</td>
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<td>2/4/2015</td>
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<td>Amy Winstead</td>
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<td>St. James-Santee</td>
<td>Jennifer &amp; Tech IC</td>
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<td>Laurel Hill Primary</td>
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<td>Missy Carras</td>
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<td>54882</td>
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<td>North Charleston Elem</td>
<td>Ed Dougherty</td>
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<td>2/9/2015</td>
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***Beginning Nov. 1, 2013, all Transcript Requests received in the mail will be returned. Detailed instructions and information regarding Transcripts are available in the Transcripts section of the Registrar’s website at: Registrar.cofc.edu/transcripts/

The two options for requesting an Official Transcript are:
- ONLINE through Banner Self Service in MyCharleston with a non-Visa credit card or eCheck (NEW)

OR
- IN PERSON to pay at the Treasurer’s Office and submit the receipt and request at the Registrar’s Office.
  (Payment must be provided at the time of request. We do not accept requests or payment by fax, email, or telephone.)

Please see instructions for accessing MyCharleston, including:
- Requesting Official Transcripts,
- Viewing Unofficial Transcripts, and
- Checking the Status of Submitted Requests.
(For MyCharleston assistance call the Helpdesk at (843-953-3375) to access My Charleston.)