



Course #: TEC 1853 – Fall CUE 2018
Unit Cost: \$85 per unit (1 unit available)
\$95 per unit after 10/14/18
Instructor: Peggi Kriegbaum, MA
Phone: 559-453-2043
Email: peggi.kriegbaum@fresno.edu
Address: Fresno Pacific University
Box 2009
1717 S. Chestnut Avenue
Fresno, CA 93702

Register Online by 10/31/18:

<https://tinyurl.com/CUEFall2018>



Conference Syllabus

Conference Description

The **CUE 2018 Fall Conference** is an interactive two-day conference including concurrent sessions and panels, CUE Tip and Corporate Sessions, Spotlight speakers, Hands-on-workshops, professional development seminars and exhibit hall. Sessions and exhibits will be of special value to those involved in Title I, School Improvement Program, Eisenhower Program, Data and Assessment, Enhancing Education through Technology (EETT), English Language Development (ELD), Special Needs, and GATE.

Learning Outcomes

- Participants will reflect on and summarize the main ideas of the information gained at the conference.
- Participants will apply specific state and district content standards/frameworks to subject matter learned at the conference.
- Participants will design lesson plans and utilize district/school site/classroom materials for use in presenting teaching strategies, techniques, and content knowledge gained at the conference.
- Participants will list, analyze and support the application of content knowledge imparted at the conference.
- Participants will report on lesson outcomes measured by classroom/school site and/or district assessment and evaluation tools.

Course Materials

- Course Packet
- Conference Materials

Policy on Plagiarism

All participants in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalog.

Registration for credit

- Please contact Yvonne if you have any questions regarding registration or grades.
 - yvonne.vogt@fresno.edu
 - Office/559-453-3673

Register Online at <http://ce.fresno.edu/cpd/TEC1853>

Course Assignment

1 unit of credit:

- Attend 12.5 hours of Conference activities and sessions.
- Summarize and describe how the content of the Conference experiences apply to your teaching assignment. Use the attached Reflective Writing Report format to record your reflections.
- Choose one idea that you gleaned from one of the Conference/Webinar presentations.
 - Describe the idea.
 - Write a lesson plan incorporating the idea and implement the lesson with your students. The lesson needs to indicate three state or national Content Standards that can be addressed through your plan. A sample lesson plan is attached for your review. Provide 3 artifacts/examples of student work for the lesson. **(Digital scans or photos are acceptable. Please remove student identifying information.)**
- Attendance at the conference is required. The Reflective Writing will be worth 50%, and the Lesson Plan worth 50% of your grade. 80% is needed to earn credit which is equal to a "B". Credit will be issued; no letter grades will be issued. Any coursework falling short of 80% will not receive credit. See Lesson Plan Rubric attached.
- Coursework is to be submitted electronically, double-spaced in Word Format, RTF, or PDF.
- **Please send completed coursework via email and note *Fall CUE* in the Subject bar: peggi.kriegbaum@fresno.edu**

Due Dates for coursework:

1 Unit Assignment: Due Friday, November 30, 2018, by 5:00PM

- If assignments are not received by due date, a grade of No Credit will be issued.
- If assignments are completed early, return them to the instructor as soon as completed and your grade will be promptly posted.
- **Extensions:** Under certain circumstances or emergency situations, a student may need to request an extension beyond the time allotted to complete the assignment. If an extension is needed, login to the CPD website and click on Submit Extension Form
- Coursework is to be submitted electronically, double-spaced in Word Format or PDF.
- **Please send completed coursework via email and note *Fall CUE* in the Subject bar: Peggi.kriegbaum@fresno.edu**

REFLECTIVE WRITING GUIDELINES

TEC 1853 - CUE 2018 Fall Conference

1. Your name (header or footer of each page):

2. Summary

a. Summary of each session/activity that you attend

b. Describe the most applicable information you gained from the presentations/activities

Date & Time	Hours	Name of Session/Activity & Presenter	Summary of Session/Activity	Applicable Information

Register Online at <http://ce.fresno.edu/cpd/TEC1853>

Date & Time	Hours	Name of Session/Activity & Presenter	Summary of Session/Activity	Applicable Information
	Total hours:			

2. **Explain how this information connects to your state or district content or professional teaching standards.** (Be specific and name at least two standards for your grade level)

3. **If a presentation/activity was not applicable to your needs as an educator, describe what you expected to learn and what the presenter could have done differently to meet your needs.**

The instructor will review and evaluate assignments; if all requirements are met, a grade of Credit will be submitted to the university within 10 days of receipt of the assignments. The university will automatically send a grade report to each student within 10 days of receipt of the grade from the instructor.

Register Online at <http://ce.fresno.edu/cpd/TEC1853>

Sample Lesson Plan Format

***If your county office/school district/school site requires a certain lesson plan format, please use that format.
This assignment should add value to your work environment.**

National, State or District Standard to be addressed

Include the actual wording from your district, state or national document.

Set:

Describe your teaching style. Describe your students (high-level, average, at-risk) learning styles.

Describe the best implementation of lesson: whole class, cooperative groups, independent, etc.

Desired Results:

Established Goals: Students will learn (content) by (timeline), measured by (assessment, %, etc.)

Content: Topic, Context, Subject Area, Frame, etc.

Timeline: Week, testing period, semester, school year, date, etc.

Assessment: Criterion referenced, district, state, assessment, activity, etc.

Critical Thinking Skills: List three requirements for each area.

Knowledge:

Students will demonstrate knowledge of Who, What, Where, When, Why and How, facts, ideas, terms, basic concepts, etc.

Comprehension:

Students will be able to demonstrate understanding of content by summarizing, comparing, contrasting, interpreting, classifying, describing the main idea, etc.

Application:

Students will be able to implement knowledge gained by applying, developing, constructing, solving, identifying, organizing, building, planning, etc. in different situations.

Analysis:

Students will be able to examine and break information, make inferences, find evidence, support generalizations, conclude, analyze, etc. from content learned.

Synthesis:

Students will be able to compile information in new ways or solutions by predicting, designing, formulating, modifying, inventing, theorizing, etc.

Evaluation:

Students will be able to present, defend opinions, make judgments, etc. regarding content learned based on a set of criteria (curricular/school/district/county assessments). Describe what the assessment process will consist of and how it will be conducted.

Materials

List all materials needed to teach this lesson.

Procedure

- **Preview/Review:** What prior knowledge do the students already have or know?
What background information about the topic is needed (vocabulary, concepts, skills)?
- **Setting Context:** Present the students with a "picture" of what they are about to learn.
- **Lesson Delivery:** Process, procedures to be used, so students know what to expect.
- **Checking for Knowledge:** Scaffolded instruction (break down steps), describe formative assessments during lesson to insure student engagement (randomly calling on students, modeling, re-explaining, etc.)

Register Online at <http://ce.fresno.edu/cpd/TEC1853>

- **Assessment:** Evidence of learning through performance tasks, assessments, presentations, etc.
- **Reflection:**
 - How did the lesson progress?
 - What were the strengths?
 - What were the weaknesses?
 - Were the students engaged, if so how was that determined?
 - Were English Language Learners engaged?
 - Were Special Needs Students engaged (Special Education, Gate, 504, etc.)
 - How would you change the lesson if you were to use it again, to insure all students were engaged?
 - What data was reviewed/compared to determine the effectiveness of your lesson?
 - Did you share your lesson and findings with your colleagues/administrators?

See URL National Standards by Curriculum Area.

California State Content Standards

<http://www.cde.ca.gov/standards/>

Developing Educational Standards Resource for Individual State Standards in many areas of the curriculum.

<http://edStandards.org/Standards.html>

Didax Educational Standards

<http://www.didaxinc.com/standards.html>

Includes standards in the following areas: Math, English Language Arts, Visual and Performing Arts, Technology, Science, Social Studies, Health, National Standards for Civics and Government, National Educational Goals, State Standards for Math and Science, State Standards for Language Arts and others.

Educational World: National Education Standards

<http://www.education-world.com/standards/national/index.shtml>

Includes links to both National and State Standards in different curriculum areas.

Educational World: State Education Standards

<http://www.education-world.com/standards/state/index.shtml>

Includes links to state standards in different curriculum areas.

Lesson Planet – By State

<http://lessonplanet.teacherwebtools.com/login.htm?doc=%2F>

This site is a resource for both lesson plans and standards by state. You will need to join a membership for access, however it is fee.

McRel

<http://www.mcrel.org/standards-benchmarks/>

Mid-continent Research for Education and Learning. Includes links to National Standards for multiple curriculum areas.

StateStandards.com

<http://www.statestandards.com/>

Resource for curriculum standards by individual states.

FPU Lesson Plan Rubric – Differentiation

Teacher Name: Kriegbaum

Student: _____

CATEGORY	Exemplary (4)	Fluent (3)	Developing (2)	Beginning (1)
Content Standards	The lesson meets goals and criteria for specific content standard(s).	The lesson demonstrates fluency for specific content standard(s).	The lesson develops some of the criteria for the specific content standard(s).	The lesson does not address any of the criteria for the specific content standard(s).
Procedure	The procedures demonstrate an effective use of time, content and creativity.	The procedures demonstrate a consistent use of time, content and creativity.	The procedures demonstrate a developing use of time, content and creativity.	The procedures do not demonstrate an effective use of time, content and creativity.
Materials/ Resources	The lesson incorporates a variety of materials and resources available to students.	The lesson incorporates a few materials and resources available to students.	The lesson incorporates less than two materials and resources available to students.	The lesson does not incorporate a variety of materials and resources available to students.
Differentiation using Technology	The lesson incorporates a variety of technology to differentiate and engage all learners in the classroom.	The lesson incorporates some technology to differentiate and engage all learners in the classroom.	The lesson incorporates very little technology to differentiate and engage all learners in the classroom.	The lesson does not incorporate a variety of technology to differentiate and engage all learners in the classroom.
Assessment	Assessments are clear and concise, reflecting the lesson objectives. The criteria is made available to students.	Assessments are clear and concise, and reflect most of the lesson objectives. The criteria is made available to students.	Assessments are vague and reflect some of the lesson objectives. The criteria is not made available to students.	Assessments are vague and not consistent with the lesson objectives. The criteria is not made available to students.

Rubric made using Rubistar (rubistar4teachers.org)

Register Online at <http://ce.fresno.edu/cpd/TEC1853>

From: Registrar
Re: **Description of the Fresno Pacific University
Center for Professional Development Workshops**

The following statements describe the Center for Professional Development workshops. Further inquiries may be directed to the Center for Professional office at 1-800/372-5505, 559/453-2043, or 559/453-3673.

**FRESNO PACIFIC UNIVERSITY
CENTER FOR PROFESSIONAL DEVELOPMENT**

Fresno Pacific University is accredited by the Commission for Senior Colleges and Universities of the Western Association of Schools and colleges and authorized to offer course work through the Fresno Pacific University, Center for Professional Development. The Center for Professional Development courses serve a distinct audience consisting of practicing pre-school through twelfth grade teachers and administrators. The primary goal of the Center is to meet the needs of school districts and provide courses that will strengthen the teachers, the school district, and the students they serve.

POLICY STATEMENT

1000 Series – Professional Development Workshops and Summits

The Fresno Pacific University Center for Professional Development offers professional development workshops and summits that are primarily designed for students who have baccalaureate degrees and appropriate teaching credentials. These courses are post-baccalaureate, professional development units that are not part of a degree program, but are designed in collaboration with school districts to meet specific staff development needs. Students should seek approval of appropriate district or college officials before enrolling in these courses to satisfy any degree, state credential, or local school district requirements. The FPU transcript legend reads as follows for workshops:

Course Number	Course Category
1000 - 1999	Graduate-level university credit offered through the Center for Professional Development for workshops and conferences, and not part of a degree program

ENROLLMENT PROCEDURES

Enrollment: Enrollment in workshops for which Fresno Pacific University Center for Professional Development units are offered is possible during the first two class sessions. Students must complete a Registration Form and return it along with payment, to either the course instructor or directly to FPU/CPD, whichever is applicable.

Refunds: A full refund for tuition, less a \$30 handling fee, will be granted if a course is dropped before the course is 50% completed. After the halfway point, a 50% refund will be granted; after the course is completed, no tuition refund will be issued.

Grades: A grade of **Credit/No Credit (CR or NC)** will be issued for all coursework. Credit is equivalent to a B grade or better. Letter grades are not issued. Login/create an account on our CPD website at <https://ce.fresno.edu/CPD/login.aspx> to view your grade; click on View my Classes and Final Grade Report.

Transcripts: Official Transcripts may be obtained from the Registrar's Office of Fresno Pacific University. Login/create an account on our CPD website at <https://ce.fresno.edu/CPD/login.aspx> and click on Order Transcripts.