



Summer 2024 Semester

June 17, 2024 – August 30, 2024

Title of Course: Distance Learning - From Construction to Instruction	
Number of Sessions: 6	Grade Levels: K-12
Total Hours: 4	Total Number of Credits: 3
Course Start Date: June 17, 2024	Course End Date: August 30, 2024
Course Location: Online at CE Credits Online www.cecreditsonline.org	
Maximum Course Enrollment: 1000	
Instructor's Name: Dave Beyers	Instructor's Telephone: 425-788-7275
Instructor's Email: support@cecreditsonline.org	
Education Partner Fee: \$159	
Materials Fee if applicable: N/A	
Registration Deadline: July 22, 2024	

Course Information

Course Description

The goal of this course is to provide participants with a framework of the skills, strategies, and tools necessary for designing, building, and facilitating a fully online or blended learning experience with an equity stance for students of all levels, identities, backgrounds, and beliefs. The course begins with a focus on the shifting mindset, qualities, and skills required of teachers transitioning from a traditional classroom to an online or blended classroom, as well as an exploration of the Digital Divide and its implications and impact on students in this new learning environment.

Participants will take this foundation through the remainder of the course as they examine strategies and tools for designing the structure, content, assessment strategy, and interactions that make up an effective online or blended classroom. Throughout the course, participants will also be asked to reflect on their prior experience and apply the concepts and skills they learn to improve and adapt current practices for the online and blended learning environments.

In the two Authentic Tasks and Final Project, participants will build out critical components of what will become their online or blended classroom, justifying the tools and strategies they choose to employ. These tasks will demonstrate the participant's knowledge of the various strategies and resources explored throughout the course and leave them well on their way to the creation of an effective online or blended environment.

Target Grade Levels

Integration of Danielson Framework for Teaching Components**Primary Standards****Domain 1: Planning and Preparation**

1e - Designing Coherent Instruction

- At its core, this course is designed to walk participants through the creation of an effective online or blended learning classroom. Session topics include *Course Design, Assessment and Feedback, Course Content and Activities, and Facilitation and Interaction* - covering all of the major elements of coherent instruction. Throughout the course, participants are asked to reflect on current practices in their traditional classroom and discuss with their peers how (or if) those practices may translate to the online/blended environment.

Domain 2: Classroom Environment

2b Establishing a Culture for Learning

- As strategies, best practices, and tools are introduced, participants are required to examine the potential uses, benefits, and drawbacks of each in regards to their own instruction, student learning, and other potential professional uses. Throughout the course, participants are presented with opportunities to learn about, reflect on, and discuss how their own culture, bias, norm, and assumptions - as well as those of their students - impact teaching and learning. This holistic approach is intended to equip participants with the ability to implement key concepts in a way that improves the overall learning environment. More directly, participants examine the relationship between culture, socioeconomics, and technology in the context of the Digital Divide in order to be able to effectively address these issues in their own online and blended classrooms.

Domain 3: Instruction

3c - Engaging Students in Learning

- Through an exploration not only of the tools and strategies that can be used to engage students, but also an effort to understand the impact of personal experience, bias, culture, and racial identity on teaching and learning, participants will gain an understanding of how to ensure an engaging online/blended classroom. In the final module, specifically, participants will explore ways to build an engaging learning community through effective facilitation and interaction.

Domain 4: Professional Responsibilities

4a - Reflecting on Teaching

- From the first module (*Preparing to Teach Online*) to the last (*Facilitation and Interaction*), participants are asked to reflect on their current practices and, when necessary, adapt those practices to meet the needs of their students in the online and blended environments. The Final Project culminates in a reflection on what they have learned and how they were able to incorporate it into the online/blended classroom they create.

Additional Standards

Domain 1: Planning and Preparation

- 1a - Demonstrating Knowledge of Content and Pedagogy
- 1b - Demonstrating Knowledge of Students
- 1c - Setting Instructional Outcomes
- 1d - Demonstrating Knowledge of Resources

Domain 2: The Classroom Environment

- 2c - Managing Classroom Procedures

Domain 3: instruction

- 3a - Communicating With Students
- 3e - Demonstrating Flexibility and Responsiveness

Domain 4: Professional Responsibilities

- 4e - Growing and Developing Professionally

Integration of Standards

Standard 1: Designing Professional Development

- 1b - Professional development design is based on the learning styles of adult learners as well as the diverse cultural, linguistic, and experiential resources that they bring to the professional development activity.

Standard 2: Content Knowledge and Quality Teaching

- 2d - Professional development provides differentiated instructional strategies to meet the needs of diverse learners.
- 2e- Professional development ensures that educators have the knowledge and skills needed to develop and foster the critical thinking, problem solving, literacy, and technological skills that students need to be successful in the 21st century.

Standard 3: Research-based Professional Learning

- 3a - Professional development is based on current research in teaching, learning, and leadership.
- 3b - Effective professional development ensures that all educators have the knowledge, skill, and opportunity to apply research to instructional decision making.

Standard 4: Collaboration

- 4c - Professional development maximizes the use of technology to broaden the scope of collaboration.

Standard 5: Diverse Learning

- 5a - Professional development focuses on developing educators' knowledge of the learning styles, needs, and abilities of their students, as well as the diverse cultural, linguistic, and experiential resources that their students bring to the classroom.

Standard 6: Student Learning Environments

- 6a - Professional development provides opportunities for educators to create a safe, inclusive, equitable learning community where everyone participates in maintaining a climate of caring, respect, and high achievement.

Standard 9: Technology

- 9a - Professional development ensures ongoing educator and student technological literacy.
- 9c - Professional development facilitates the ability of educators to apply technologies to create optimal and equitable learning environments.
- 9f - Professional development provides educators with opportunities to learn and use technology for communication and collaboration.
- 9g - Professional development addresses the legal and ethical uses of technology.

Integration of A-Plus Instructional Priorities

Key Shift #1: Focus on Strengthening the Instructional Core

- Engaging Students in Learning

Key Shift #2: Knowing Your Students

- Instruction that Reflects Students
- Social and Emotional Learning
- Classroom Communities
- Using Assessment in Instruction

Pedagogical Approach

This course consists of six modules, each one developed around a variety of strategies to meet the diverse needs of adult learners in the NYC DOE. Each module contains relevant readings and video, reflection, and analysis questions, downloaded journals to encourage reflective practice and ongoing evaluation, and two discussion boards that require participants to apply the skills and concepts they've learned to a variety of scenarios and personal experiences. The course also includes two Authentic Tasks and a comprehensive Final Project.

Learning is scaffolded throughout the course and across each module. Participants interact with a variety of learning materials through which to explore and reflect on the ideas and strategies presented. That exploration is accompanied by a reflective journal activity and followed by an opportunity to apply what they've learned through a variety of discussions and activities. Participants begin with a foundational exploration of the evolving roles of teachers and the impact of the Digital Divide in the context of online and blended learning. Then, through an exploration of a variety of necessary skills, strategies, and tools, participants will apply the knowledge gained in the beginning of the course to design and build their own online or blended classroom.

All of the learning materials, reflective questions, discussion board prompts, and major assessments are designed to elicit genuine reflection on participant's current teaching practices and student population with the goal of implementing meaningful change through use of the strategies explored throughout the course.

Participants collaborate with colleagues at multiple times throughout the course: in the discussion board prompts in which they are asked to share ideas or strategies to address the question(s) they posted using the ideas and strategies being explored.

Application to Instruction and Student Learning

Course Objectives

As a result of this course, participants will:

- Define the roles of the teacher in creating and facilitating an online or blended classroom environment.
- Explore the impact of the Digital Divide on student learning and classroom instruction.
- Employ effective design models, concepts, strategies, and tools in the creation of an online/blended learning classroom.
- Outline a plan for the creation and facilitation of an engaging online/blended learning community.

Course Outcomes

By the end of this course, learners will:

- Develop a working journal of ideas for effectively implementing technology tools in ways that benefit online and blended teaching and learning.
- Outline a framework for evaluating tools and strategies in the context of online and blended learning.
- Build an online/blended unit in a learning management system that effectively incorporates several technology tools, in a variety of ways, and addresses instructional objectives, student engagement, and the potential impact of the Digital Divide, as well as other common strategies and objectives.

Assessment

Participants receive formative feedback throughout presentations and in discussion boards. Participants are summatively assessed on Discussion Board participation (Appendix A), two Authentic Tasks (Appendix B) and a Final Project (Appendix C) through rubric-based feedback from course facilitators. Authentic Tasks and Final Project feedback includes constructive feedback throughout the submission, a scored rubric, and a detailed summative comment.

Participants also complete both a pre- and post-assessment in the course. The pre-assessment enables participants to reflect on their prior knowledge, comfort level, and current level of competency, and the post-assessment allows them to determine what knowledge and skills they have gained by taking the course.

Connection to Culturally Responsive-Sustaining Dispositions & Practices (CR-SDP)

Online and blended education poses opportunities and challenges for all students - regardless of race, culture, experience, or other differentiating factor. Therefore, creating and facilitating an online or blended classroom requires a general acknowledgement of and reflection on the differences that exist among students. This is especially true in the context of technology, as the digital divide (covered in the second module of the course) overwhelming disadvantages and impacts students of minority identities and those experiencing poverty. Therefore, participants will reflect on both their own and their students' cultures, experiences, biases, and assumptions throughout the course.

This course requires participants to consistently reflect on both their own and their students' identities, cultures, experiences, biases, and assumptions throughout the course. It emphasizes reflective practice among participants in order for them to identify and question underlying personal and institutional beliefs and practices that may negatively impact their ability to serve their unique student population.

Major Assignment	Due Date
Authentic Task #1: Build Your Course, Part 1	Self-paced. Due by August 30, 2024
Authentic Task #2: Build Your Course, Part 2	Self-paced. Due by August 30, 2024
Classroom Practice Analysis	Self-paced. Due by August 30, 2024
Final Project: Course Plan and Reflection	Self-paced. Due by August 30, 2024

Feedback

Participants receive formative feedback throughout presentations and in discussion boards. Participants are summatively assessed on Discussion Board participation (Appendix A), two Authentic Tasks (Appendix B) and a Final Project (Appendix C) through rubric-based feedback from course facilitators. Authentic Tasks and Final Project feedback includes constructive feedback throughout the submission, a scored rubric, and a detailed summative comment.

Participants also complete both a pre- and post-assessment in the course. The pre-assessment enables participants to reflect on their prior knowledge, comfort level, and current level of competency, and the post-assessment allows them to determine what knowledge and skills they have gained by taking the course.

Formative Feedback:

Participants receive formative feedback throughout the course as part of the design of the interactive presentations (e.g., feedback on reflection/analysis questions, references to reflective journals, etc.). Participants also receive consistent and targeted formative feedback from Facilitators in the Discussion Boards, as facilitators provide public comments/responses/additional questions to drive thinking, collaboration, and connection to practice.

Summative Feedback:

Participants receive rubric-driven summative feedback on their 12 Discussion Boards within 1-3 days of submission. For the two Authentic Tasks and Final Project, participants receive rubric driven feedback within one week of submission. Facilitators work with participants to support their successful completion of all tasks/Discussion Boards by providing opportunities for participants to resubmit work, based on targeted feedback, that falls below standards outlined in the course's rubrics.

Grades

Assignment(s)	Percentage of final grade
Authentic Tasks	30%
Classroom Practice Analysis	15%
Discussion Board Participation	20%
Final Project	35%

Course Calendar

Module #1: Preparing to Teach Online	
Date: June 17, 2024 – August 30, 2024	Number of hours for this session: 7
Time: Self-paced	Assignments due today: August 30, 2024
Standards and Components Alignment:	
<p>Integration of <i>Danielson Framework for Teaching</i> Components</p> <p>Primary Standards Domain 2: Classroom Environment</p> <ul style="list-style-type: none"> ● 2b Establishing a Culture for Learning <p>Domain 4: Professional Responsibilities</p> <ul style="list-style-type: none"> ● 4a - Reflecting on Teaching <p>Additional Standards Domain 4: Professional Responsibilities</p> <ul style="list-style-type: none"> ● 4e - Growing and Developing Professionally 	<p>Integration of New York State Professional Development Standards and Indicators</p> <p>Standard 1: Designing Professional Development</p> <ul style="list-style-type: none"> ● 1b - Professional development design is based on the learning styles of adult learners as well as the diverse cultural, linguistic, and experiential resources that they bring to the professional development activity. <p>Standard 2: Content Knowledge and Quality Teaching</p> <ul style="list-style-type: none"> ● 2e- Professional development ensures that educators have the knowledge and skills needed to develop and foster the critical thinking, problem solving, literacy, and technological skills that students need to be successful in the 21st century. <p>Standard 3: Research-based Professional Learning</p> <ul style="list-style-type: none"> ● 3a - Professional development is based on current research in teaching, learning, and leadership. ● 3b - Effective professional development ensures that all educators have the knowledge, skill, and opportunity to apply research to instructional decision making. <p>Standard 4: Collaboration</p> <ul style="list-style-type: none"> ● 4c - Professional development maximizes the use of technology to broaden the scope of collaboration. <p>Standard 5: Diverse Learning</p> <ul style="list-style-type: none"> ● 5a - Professional development focuses on developing educators’ knowledge of the learning styles, needs, and abilities of their students, as well as the diverse cultural,
<p>Integration of A-Plus Instructional Priorities</p> <p>Key Shift #2: Knowing Your Students</p> <ul style="list-style-type: none"> ● Classroom Communities 	<p>Standard 3: Research-based Professional Learning</p> <ul style="list-style-type: none"> ● 3a - Professional development is based on current research in teaching, learning, and leadership. ● 3b - Effective professional development ensures that all educators have the knowledge, skill, and opportunity to apply research to instructional decision making. <p>Standard 4: Collaboration</p> <ul style="list-style-type: none"> ● 4c - Professional development maximizes the use of technology to broaden the scope of collaboration. <p>Standard 5: Diverse Learning</p> <ul style="list-style-type: none"> ● 5a - Professional development focuses on developing educators’ knowledge of the learning styles, needs, and abilities of their students, as well as the diverse cultural,

	<p>linguistic, and experiential resources that their students bring to the classroom.</p> <p>Standard 9: Technology</p> <ul style="list-style-type: none"> 9a - Professional development ensures ongoing educator and student technological literacy.
<p>Objectives:</p>	
<p>In this Module, learners will:</p> <ul style="list-style-type: none"> Identify the necessary mindsets, qualities, and skills for teaching in online and blended learning environments. Reflect on their current mindsets, qualities, and skills as a traditional classroom teacher. Explore the impact of bias, race, norms, beliefs, and assumptions on effective course design and facilitation. 	
<p>Topics and Agenda:</p>	
<p>The following activities will take place during this Module:</p> <ul style="list-style-type: none"> Downloadable Resource: Mindsets, Qualities, and Skills Interactive Presentation: Shifting Mindsets for Online Instruction Creating a Brave Learning Space <ul style="list-style-type: none"> Reading: Understanding Race and Privilege Interactive Presentation: Qualities of Effective Online Teachers Discussion Board: Shifting Roles Reflection: Historical Instructional Design Based on Beliefs, Norms, Practices, and Assumptions. Interactive Presentation: Necessary Skills for Online Teachers Discussion Board: Skills Assessment 	
<p>Connection to Critical Consciousness/CRSE:</p>	
<p>Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):</p> <p>* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)</p> <p>* Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups</p> <p>* Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity</p> <p>□ Course provides participants with multiple opportunities to reflect on the complexities of their own and students' individual identities and cultures, including influences on teaching and learning</p>	<p>Activity:</p> <ul style="list-style-type: none"> Presentation: Shifting Mindsets for Online Instruction Video: A Student-Centered Model of Blended Learning Video: What Is Personalized Learning? Video: Why Education Needs Entrepreneurs - Mandela Schumacher-Hodge Creating a Brave Learning Space Reading: Understanding Race and Privilege Video: Inequality in Schools Resource: Critical Practices for Anti-Bias Education (pgs. 19-22) Resource: Creating a Brave Space for Dialogue

<ul style="list-style-type: none"> □ Course incorporates clear structures and expectations for participation in a brave learning community □ Course helps participants design and implement a learning environment that affirms students' racial and cultural identities □ Course helps participants design and implement a learning environment that cultivates critical inquiry 	<ul style="list-style-type: none"> ● Resource: NYSED Culturally Responsive-Sustaining Education Framework (pgs. 8-16) ● K-12 Disparity Facts and Statistics ● Equity v. Equality: Giving Students the Tools They Need to Succeed by Naomi Shelton ● Video: Grit: the power of passion and perseverance Angela Lee Duckworth ● Video: Data-driven Education Khurram Virani TEDxWestVancouverED ● Video: Behavior Management Strategies for Virtual Learning - That Special Educator, Braelan Martin ● Reflection: Historical Instructional Design Based on Beliefs, Norms, Practices, and Assumptions ● Discussion Board: Shifting Roles
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Application to Instruction and Student Learning:

In this introductory module, participants will begin to thoughtfully shift their focus from teaching in a traditional classroom to designing, building, and facilitating online and blended classrooms. Current beliefs, norms, biases, and assumptions will be explored in the context of teaching and learning. Participants will examine the mindsets, qualities, and skills required of effective online and blended teachers and, through self-assessment and reflection, prepare themselves to teach in an online/blended learning environment.

Assessment and Feedback:

For each Authentic Task, Discussion Board, and Classroom Practice Analysis description and rubric, click the links in the Topics and Agenda section. Participants will receive feedback on Discussion Board responses within 1-3 days of submission.

Module #2: Addressing the Digital Divide

Date: June 17, 2024 – August 30, 2024

Number of hours for this session: 7

Time: Self-paced

Assignments due today: August 30, 2024

Standards and Components Alignment:

Integration of *Danielson Framework for Teaching* Components

Primary Standards

Domain 2: Classroom Environment

- 2b Establishing a Culture for Learning

Domain 3: Instruction

- 3c - Engaging Students in Learning

Integration of New York State Professional Development Standards and Indicators

Standard 1: Designing Professional Development

- 1b - Professional development design is based on the learning styles of adult learners as well as the diverse cultural, linguistic, and experiential resources that

<p>Domain 4: Professional Responsibilities</p> <ul style="list-style-type: none"> ● 4a - Reflecting on Teaching <p>Additional Standards</p> <p>Domain 1: Planning and Preparation</p> <ul style="list-style-type: none"> ● 1b - Demonstrating Knowledge of Students <p>Domain 4: Professional Responsibilities</p> <ul style="list-style-type: none"> ● 4e - Growing and Developing Professionally 	<p>they bring to the professional development activity.</p> <p>Standard 2: Content Knowledge and Quality Teaching</p> <ul style="list-style-type: none"> ● 2d - Professional development provides differentiated instructional strategies to meet the needs of diverse learners. <p>Standard 3: Research-based Professional Learning</p> <ul style="list-style-type: none"> ● 3b - Effective professional development ensures that all educators have the knowledge, skill, and opportunity to apply research to instructional decision making.
<p>Integration of A-Plus Instructional Priorities</p> <p>Key Shift #1: Focus on Strengthening the Instructional Core</p> <ul style="list-style-type: none"> ● Engaging Students in Learning <p>Key Shift #2: Knowing Your Students</p> <ul style="list-style-type: none"> ● Instruction that Reflects Students ● Social and Emotional Learning ● Classroom Communities 	<p>Standard 5: Diverse Learning</p> <ul style="list-style-type: none"> ● 5a - Professional development focuses on developing educators' knowledge of the learning styles, needs, and abilities of their students, as well as the diverse cultural, linguistic, and experiential resources that their students bring to the classroom. <p>Standard 9: Technology</p> <ul style="list-style-type: none"> ● 9a - Professional development ensures ongoing educator and student technological literacy. ● 9c - Professional development facilitates the ability of educators to apply technologies to create optimal and equitable learning environments. ● 9g - Professional development addresses the legal and ethical uses of technology.
<p>Objectives:</p>	
<p>In this Module, learners will:</p> <ul style="list-style-type: none"> ● Define the Digital Divide. ● Identify the effects of the Digital Divide on learning. ● Diagnose the causes and symptoms of the Digital Divide among your students. 	
<p>Topics and Agenda:</p>	
<p>The following activities will take place during this Module:</p> <ul style="list-style-type: none"> ● Downloadable Resource: Digital Divide Journal ● Interactive Presentation: What is the Digital Divide? ● Discussion Board: Evidence of the Divide in Your Classroom ● Interactive Presentation: Impact on Learning ● Interactive Presentation: Impact on Teaching ● Discussion Board: Challenges and Opportunities 	

Connection to Critical Consciousness/CRSE:

Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):

* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)

* Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups

* Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity

Course provides participants with multiple opportunities to reflect on the complexities of their own and students' individual identities and cultures, including influences on teaching and learning

Course incorporates clear structures and expectations for participation in a brave learning community

Course helps participants design and implement a learning environment that affirms students' racial and cultural identities

Course helps participants design and implement a learning environment that cultivates critical inquiry

Activity:

- Video: [The reality of America's digital divide](#)
- Reading: [The Inequities of the Digital Divide: is e-learning a solution?](#)
- Reading: [10 Questions for Equity Advocates to Ask About Distance Learning](#)
- Reading: [Smartphones Help Blacks, Hispanics Bridge Some - But Not All - Digital Gaps with Whites](#) -by [Sara Atske](#) and [Andrew Perrin](#)
- Reading: [About a quarter of rural Americans say access to high-speed internet is a major problem](#) -By [Monica Anderson](#)
- Reading: [Nearly one-in-five teens can't always finish their homework because of the digital divide](#) -by [Monica Anderson](#) and [Andrew Perrin](#)
- Additional Resources:
 - [Harvard EdCast: Remote Learning and the Digital Divide](#)
 - [How Teachers Can Narrow the Digital Divide in Their Classrooms](#)
 - [Despite improved access, digital divide persists for minority, low-income students](#)
 - [Students of color most likely to be learning online: Districts must work even harder on race equity](#)
- Reading: [The Digital Divide and Educational Equity](#)
- Video: [Digital Divide and Education Inequality](#) -Interview of [Rose Stuckey Kirk](#)
- Discussion Board: [Evidence of the Divide in Your Classroom](#)
- Discussion Board: [Challenges and Opportunities](#)

Application to Instruction and Student Learning:

In this module, participants are introduced to the Digital Divide that exists between various groups in our society. After defining Digital Divide and its impact on society, participants will look at how it affects students and learning in particular. They will examine evidence of the Digital Divide and its effects in their own classrooms, as well as how incorporating technology into the classroom could close (or expand) the Digital Divide that exists among those students who have opportunities and skills enabling them to benefit from digital resources, especially the internet, vs. those who do not have these opportunities or skills.

Assessment and Feedback:

For each Authentic Task, Discussion Board, and Classroom Practice Analysis description and rubric, click the links in the Topics and Agenda section. Participants will receive feedback on Discussion Board responses within 1-3 days of submission.

Module #3: Course Design

Date: June 17, 2024 – August 30, 2024

Number of hours for this session: 7

Time: Self-paced

Assignments due today: August 30, 2024

Standards and Components Alignment:**Integration of *Danielson Framework for Teaching* Components****Primary Standards**

Domain 1: Planning and Preparation

- 1e - Designing Coherent Instruction

Domain 2: Classroom Environment

- 2b Establishing a Culture for Learning

Domain 4: Professional Responsibilities

- 4a - Reflecting on Teaching

Additional Standards

Domain 1: Planning and Preparation

- 1a - Demonstrating Knowledge of Content and Pedagogy
- 1d - Demonstrating Knowledge of Resources

Domain 4: Professional Responsibilities

- 4e - Growing and Developing Professionally

Integration of New York State Professional Development Standards and Indicators**Standard 1: Designing Professional Development**

- 1b - Professional development design is based on the learning styles of adult learners as well as the diverse cultural, linguistic, and experiential resources that they bring to the professional development activity.

Standard 2: Content Knowledge and Quality Teaching

- 2e- Professional development ensures that educators have the knowledge and skills needed to develop and foster the critical thinking, problem solving, literacy, and technological skills that students need to be successful in the 21st century.

Standard 3: Research-based Professional Learning

- 3a - Professional development is based on current research in teaching, learning, and leadership.

Standard 4: Collaboration

- 4c - Professional development maximizes the use of technology to broaden the scope of collaboration.

Standard 5: Diverse Learning

- 5a - Professional development focuses on developing educators' knowledge of the learning styles, needs, and abilities of their students, as well as the diverse cultural,

Integration of A-Plus Instructional Priorities**Key Shift #1: Focus on Strengthening the Instructional Core**

- Engaging Students in Learning

Key Shift #2: Knowing Your Students

- Instruction that Reflects Students

	<p>linguistic, and experiential resources that their students bring to the classroom.</p> <p>Standard 6: Student Learning Environments</p> <ul style="list-style-type: none"> 6a - Professional development provides opportunities for educators to create a safe, inclusive, equitable learning community where everyone participates in maintaining a climate of caring, respect, and high achievement. <p>Standard 9: Technology</p> <ul style="list-style-type: none"> 9a - Professional development ensures ongoing educator and student technological literacy. 9c - Professional development facilitates the ability of educators to apply technologies to create optimal and equitable learning environments. 9g - Professional development addresses the legal and ethical uses of technology.
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Objectives:

In this Module, learners will:

- Apply a variety of popular design models to the online and blended environments.
- Evaluate popular tools and strategies for building an online classroom.
- Design the structure for an online/blended classroom that incorporates effective tools and strategies.

Topics and Agenda:

The following activities will take place during this Module:

- Downloadable Resource: [Course Design Standards Checklist](#)
- Interactive Presentation: Design Models
- Article Review: [Technologies and Tools to Bridge the Minority Gap in the Classroom](#)
- Interactive Presentation: Evaluating Technology Tools
- Discussion Board: [Aligning Models and Tools](#)
- Interactive Presentation: Course Design and Layout
- Discussion Board: [Transitioning Environments](#)
- Authentic Task #1: [Build Your Course, Part 1](#)

Connection to Critical Consciousness/CRSE:

<p>Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):</p> <p>* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)</p>	<p>Activity:</p> <ul style="list-style-type: none"> Resource: NYSED Culturally Responsive-Sustaining Education Framework (pgs. 24-28) Download: Culturally Responsive Teaching Checklist
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<p>* Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups</p> <p>* Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity</p> <p>□ Course provides participants with multiple opportunities to reflect on the complexities of their own and students' individual identities and cultures, including influences on teaching and learning</p> <p>□ Course incorporates clear structures and expectations for participation in a brave learning community</p> <p>□ Course helps participants design and implement a learning environment that affirms students' racial and cultural identities</p> <p>□ Course helps participants design and implement a learning environment that cultivates critical inquiry</p>	<ul style="list-style-type: none"> ● Equity isn't just a slogan. It should transform the way we educate kids by Dr. Pedro Noguera ● Podcast: Equity for historically marginalized ● 6 Myths About Educational Inequity ● Readings: Equity in Education: Removing Barriers to Online Learning by Andrea Sator and Heather Williams. ● Applying an Equity Lens to Online Learning – Experiences and interviews by, Dena Simmons, Lulu Garcia-Navarro and others. ● 3 ways to design for equity in distance learning this fall ● Article Review: Technologies and Tools to Bridge the Minority Gap in the Classroom ● Resource: A Resource for Equitable Classroom Practices ● Reading: Why algorithms can be racist and sexist by Rebecca Heilweil ● Video: How I'm fighting bias in algorithms by Joy Buolamwini ● Reading: AI is coming to schools, and if we're not careful, so will its biases - by Andre M. Perry and Nicol Turner Lee ● Reading: How to identify, address bias in educational technology by Jenni Torres ● Discussion Board: Aligning Models and Tools ● Authentic Task #1: Build Your Course, Part 1
<p>Application to Instruction and Student Learning:</p>	
<p>Designing an online classroom requires more than just selecting a medium through which to deliver content. In this module, participants will examine a variety of tools and strategies for building the “bones” of an online or blended course. The necessary tools - including learning management systems, software applications, and hardware - will be examined. Strategies for evaluating technology from a variety of perspectives will also be discussed. At the conclusion of the module, participants will complete Authentic Task #1 - in which they will create the design and layout of their online/blended course.</p>	
<p>Assessment and Feedback:</p>	
<p>For each Authentic Task, Discussion Board, and Classroom Practice Analysis description and rubric, click the links in the Topics and Agenda section. Participants will receive feedback on Discussion Board responses within 1-3 days of submission.</p>	

Module #4: Assessment and Feedback	
Date: June 17, 2024 – August 30, 2024	Number of hours for this session: 7
Time: Self-paced	Assignments due today: August 30, 2024
Standards and Components Alignment:	
<p>Integration of <i>Danielson Framework for Teaching</i> Components</p> <p>Primary Standards</p> <p>Domain 1: Planning and Preparation</p> <ul style="list-style-type: none"> 1e - Designing Coherent Instruction <p>Domain 2: Classroom Environment</p> <ul style="list-style-type: none"> 2b Establishing a Culture for Learning <p>Domain 4: Professional Responsibilities</p> <ul style="list-style-type: none"> 4a - Reflecting on Teaching <p>Additional Standards</p> <p>Domain 1: Planning and Preparation</p> <ul style="list-style-type: none"> 1a - Demonstrating Knowledge of Content and Pedagogy 1c - Setting Instructional Outcomes <p>Domain 3: Instruction</p> <ul style="list-style-type: none"> 3a - Communicating with Students 3e - Demonstrating Flexibility and Responsiveness <p>Domain 4: Professional Responsibilities</p> <ul style="list-style-type: none"> 4e - Growing and Developing Professionally 	<p>Integration of New York State Professional Development Standards and Indicators</p> <p>Standard 1: Designing Professional Development</p> <ul style="list-style-type: none"> 1b - Professional development design is based on the learning styles of adult learners as well as the diverse cultural, linguistic, and experiential resources that they bring to the professional development activity. <p>Standard 2: Content Knowledge and Quality Teaching</p> <ul style="list-style-type: none"> 2d - Professional development provides differentiated instructional strategies to meet the needs of diverse learners. 2e- Professional development ensures that educators have the knowledge and skills needed to develop and foster the critical thinking, problem solving, literacy, and technological skills that students need to be successful in the 21st century. <p>Standard 3: Research-based Professional Learning</p> <ul style="list-style-type: none"> 3a - Professional development is based on current research in teaching, learning, and leadership. <p>Standard 4: Collaboration</p> <ul style="list-style-type: none"> 4c - Professional development maximizes the use of technology to broaden the scope of collaboration. <p>Standard 5: Diverse Learning</p> <ul style="list-style-type: none"> 5a - Professional development focuses on developing educators' knowledge of the learning styles, needs, and abilities of their students, as well as the diverse cultural, linguistic, and experiential resources that their students bring to the classroom. <p>Standard 6: Student Learning Environments</p>
<p>Integration of A-Plus Instructional Priorities</p> <p>Key Shift #1: Focus on Strengthening the Instructional Core</p> <ul style="list-style-type: none"> Engaging Students in Learning <p>Key Shift #2: Knowing Your Students</p> <ul style="list-style-type: none"> Instruction that Reflects Students Using Assessment in Instruction 	<p>Standard 5: Diverse Learning</p> <ul style="list-style-type: none"> 5a - Professional development focuses on developing educators' knowledge of the learning styles, needs, and abilities of their students, as well as the diverse cultural, linguistic, and experiential resources that their students bring to the classroom. <p>Standard 6: Student Learning Environments</p>

	<ul style="list-style-type: none"> 6a - Professional development provides opportunities for educators to create a safe, inclusive, equitable learning community where everyone participates in maintaining a climate of caring, respect, and high achievement. <p>Standard 9: Technology</p> <ul style="list-style-type: none"> 9a - Professional development ensures ongoing educator and student technological literacy. 9c - Professional development facilitates the ability of educators to apply technologies to create optimal and equitable learning environments. 9f - Professional development provides educators with opportunities to learn and use technology for communication and collaboration.
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Objectives:

<p>In this Module, learners will:</p> <ul style="list-style-type: none"> Examine Backwards Design in the context of online and blended course design. Determine an effective, equitable assessment strategy for their online/blended classroom. Identify effective feedback strategies for engaging students in an online/blended environment.

Topics and Agenda:

<p>The following activities will take place during this Module:</p> <ul style="list-style-type: none"> Downloadable Resource: Assessment and Feedback Standards Checklist Interactive Presentation: Aligning Objectives and Assessments Interactive Presentation: Assessment Strategy and Design Discussion Board: Assessment Plan Interactive Presentation: Providing Feedback Discussion Board: Feedback Plan

Connection to Critical Consciousness/CRSE:

<p><i>Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):</i></p> <p>* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)</p> <p>* Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups</p>	<p>Activity:</p> <ul style="list-style-type: none"> Reflection Question: Before we explore how to align assessments and objectives, reflect on the following questions: <ul style="list-style-type: none"> How do you currently design assessments to measure learning goals and objectives? How confident are you that your assessments provide an exact measurement of your students' progress toward those goals and objectives (no more and no less) and
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<p>* Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity</p> <p>□ Course provides participants with multiple opportunities to reflect on the complexities of their own and students' individual identities and cultures, including influences on teaching and learning</p> <p>□ Course incorporates clear structures and expectations for participation in a brave learning community</p> <p>□ Course helps participants design and implement a learning environment that affirms students' racial and cultural identities</p> <p>□ Course helps participants design and implement a learning environment that cultivates critical inquiry</p>	<p>that they are fair and equitable for all students?</p> <ul style="list-style-type: none"> ● Resource: NYSED Culturally Responsive-Sustaining Education Framework (pgs. 24-28) ● Resource: Examining Teachers' Practices with ELLs: Equity in Assessment Through Socially and Culturally Informed Practices -By Stephanie Cheung ● Reflection Question: Now that you've reviewed the standards for assessment strategy and design, reflect on the following questions: <ul style="list-style-type: none"> ○ Which of these standards apply to your current, traditional classroom? How are you meeting those standards? ○ Which standards are new to you? How will you address these standards in your online/blended classroom from a stance of equity? ● Reading: Grading Hacks: How to Cut Your Grading Time in Half - by Jade Caines Lee ● Reading: A New Decade for Assessment: Embedding Equity into Assessment Praxis (pgs. 6-15) - by Erick Montenegro & Natasha A. Jankowski ● Discussion Board: Feedback Plan
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Application to Instruction and Student Learning:

Assessment and feedback are crucial components of any classroom. Therefore, it is critical to thoughtfully consider how these components translate to the online and blended learning environments. In this module, participants will explore best practices for designing an effective assessment strategy for an online/blended classroom. Participants will also examine the characteristics of effective feedback and discuss strategies for providing quality feedback to their students from a distance.

Assessment and Feedback:

For each Authentic Task, Discussion Board, and Classroom Practice Analysis description and rubric, click the links in the Topics and Agenda section. Participants will receive feedback on Discussion Board responses within 1-3 days of submission.

Module #5: Course Content and Activities

Date: June 17, 2024 – August 30, 2024	Number of hours for this session: 7
Time: Self-paced	Assignments due today: August 30, 2024

Standards and Components Alignment:

<p>Integration of <i>Danielson Framework for Teaching</i> Components</p> <p>Primary Standards</p> <p>Domain 1: Planning and Preparation</p> <ul style="list-style-type: none"> • 1e - Designing Coherent Instruction <p>Domain 2: Classroom Environment</p> <ul style="list-style-type: none"> • 2b Establishing a Culture for Learning <p>Domain 3: Instruction</p> <ul style="list-style-type: none"> • 3c - Engaging Students in Learning <p>Domain 4: Professional Responsibilities</p> <ul style="list-style-type: none"> • 4a - Reflecting on Teaching <p>Additional Standards</p> <p>Domain 1: Planning and Preparation</p> <ul style="list-style-type: none"> • 1a - Demonstrating Knowledge of Content and Pedagogy • 1d - Demonstrating Knowledge of Resources <p>Domain 4: Professional Responsibilities</p> <ul style="list-style-type: none"> • 4e - Growing and Developing Professionally 	<p>Integration of New York State Professional Development Standards and Indicators</p> <p>Standard 1: Designing Professional Development</p> <ul style="list-style-type: none"> • 1b - Professional development design is based on the learning styles of adult learners as well as the diverse cultural, linguistic, and experiential resources that they bring to the professional development activity. <p>Standard 2: Content Knowledge and Quality Teaching</p> <ul style="list-style-type: none"> • 2d - Professional development provides differentiated instructional strategies to meet the needs of diverse learners. • 2e- Professional development ensures that educators have the knowledge and skills needed to develop and foster the critical thinking, problem solving, literacy, and technological skills that students need to be successful in the 21st century. <p>Standard 3: Research-based Professional Learning</p> <ul style="list-style-type: none"> • 3a - Professional development is based on current research in teaching, learning, and leadership. <p>Standard 4: Collaboration</p> <ul style="list-style-type: none"> • 4c - Professional development maximizes the use of technology to broaden the scope of collaboration. <p>Standard 5: Diverse Learning</p> <ul style="list-style-type: none"> • 5a - Professional development focuses on developing educators' knowledge of the learning styles, needs, and abilities of their students, as well as the diverse cultural, linguistic, and experiential resources that their students bring to the classroom. <p>Standard 9: Technology</p> <ul style="list-style-type: none"> • 9a - Professional development ensures ongoing educator and student technological literacy. • 9c - Professional development facilitates the ability of educators to apply technologies to create optimal and equitable learning environments. • 9f - Professional development provides educators with opportunities to learn and
<p>Integration of A-Plus Instructional Priorities</p> <p>Key Shift #1: Focus on Strengthening the Instructional Core</p> <ul style="list-style-type: none"> • Engaging Students in Learning <p>Key Shift #2: Knowing Your Students</p> <ul style="list-style-type: none"> • Instruction that Reflects Students • Classroom Communities 	

	<p>use technology for communication and collaboration.</p> <ul style="list-style-type: none"> ● 9g - Professional development addresses the legal and ethical uses of technology.
<p>Objectives:</p>	
<p>In this Module, learners will:</p> <ul style="list-style-type: none"> ● Identify the characteristics of quality learning materials and activities. ● Apply strategies for discovering and incorporating high-quality content. ● Evaluate learning materials and activities for potential issues with accessibility, copyright, privacy, bias, and other critical components. 	
<p>Topics and Agenda:</p>	
<p>The following activities will take place during this Module:</p> <ul style="list-style-type: none"> ● Downloadable Resource: Course Content Standards Checklist ● Interactive Presentation: Aligning Content ● Discussion Board: Objectives, Learning Objects, and Assessment ● Interactive Presentation: Finding Content ● Interactive Presentation: Evaluating Content ● Discussion Board: Learning Object Evaluation ● Authentic Task #2: Build Your Course, Part 2 	
<p>Connection to Critical Consciousness/CRSE:</p>	
<p><i>Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):</i></p> <p>* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)</p> <p>* Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups</p> <p>* Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity</p> <p>□ Course provides participants with multiple opportunities to reflect on the complexities of their own and students' individual identities and cultures, including influences on teaching and learning</p>	<p>Activity:</p> <ul style="list-style-type: none"> ● Resource: NYSED Culturally Responsive-Sustaining Education Framework (pgs. 19-23) ● Resource: NYSED Culturally Responsive-Sustaining Education Framework (pgs. 24-28) ● Learning to Recognize and Celebrate Students' Cultural Experiences ● ADL - Tools and Strategies ● Resource: Caring for Students Playbook (Section 2: Review and Revise Your Course Content) ● Resource: Seven Forms of Bias in Instructional Materials ● Resource: Forms of Bias in Textbooks and Instructional Materials ● Resource: Tools and Guidance for Evaluating Bias in Instructional Materials ● Resource: Critical Practices for Anti-Bias Education (pgs. 3-7) ● Reading: 7 Core Accessibility Skills

<ul style="list-style-type: none"> □ Course incorporates clear structures and expectations for participation in a brave learning community □ Course helps participants design and implement a learning environment that affirms students' racial and cultural identities □ Course helps participants design and implement a learning environment that cultivates critical inquiry 	<ul style="list-style-type: none"> ● Discussion Board: Learning Object Evaluation ● Authentic Task #2: Build Your Course, Part 2
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Application to Instruction and Student Learning:

The learning materials we ask students to read, watch, listen to, and interact with on their way to a deeper understanding of the material must meet a variety of criteria. They should be accurate, engaging to a diverse group of learners, and level appropriate. Providing these materials in an online classroom raises additional concerns with privacy, accessibility, copyright, and others that we may not normally consider when teaching traditionally. In this module, participants will examine how to find and evaluate course content and activities for inclusion in their online/blended classroom. The module concludes with the completion of Authentic Task #2 - in which participants will build out and reflect on the course they created in Authentic Task #1.

Assessment and Feedback:

For each Authentic Task, Discussion Board, and Classroom Practice Analysis description and rubric, click the links in the Topics and Agenda section. Participants will receive feedback on Discussion Board responses within 1-3 days of submission.

Module #6: Facilitation and Interaction

Date: June 17, 2024 – August 30, 2024

Number of hours for this session: 10 (including Final)

Time: Self-paced

Assignments due today: August 30, 2024

Standards and Components Alignment:

Integration of *Danielson Framework for Teaching* Components

Primary Standards

- Domain 2: Classroom Environment
 - 2b Establishing a Culture for Learning
- Domain 3: Instruction
 - 3c - Engaging Students in Learning
- Domain 4: Professional Responsibilities
 - 4a - Reflecting on Teaching

Additional Standards

Domain 2: The Classroom Environment

Integration of New York State Professional Development Standards and Indicators

Standard 1: Designing Professional Development

- 1b - Professional development design is based on the learning styles of adult learners as well as the diverse cultural, linguistic, and experiential resources that they bring to the professional development activity.

Standard 2: Content Knowledge and Quality Teaching

- 2d - Professional development provides differentiated instructional strategies to meet the needs of diverse learners.

<ul style="list-style-type: none"> ● 2c - Managing Classroom Procedures <p>Domain 3: instruction</p> <ul style="list-style-type: none"> ● 3a - Communicating with Students ● 3e - Demonstrating Flexibility and Responsiveness <p>Domain 4: Professional Responsibilities</p> <ul style="list-style-type: none"> ● 4e - Growing and Developing Professionally 	<ul style="list-style-type: none"> ● 2e- Professional development ensures that educators have the knowledge and skills needed to develop and foster the critical thinking, problem solving, literacy, and technological skills that students need to be successful in the 21st century. <p>Standard 3: Research-based Professional Learning</p> <ul style="list-style-type: none"> ● 3a - Professional development is based on current research in teaching, learning, and leadership. ● 3b - Effective professional development ensures that all educators have the knowledge, skill, and opportunity to apply research to instructional decision making.
<p>Integration of A-Plus Instructional Priorities</p> <p>Key Shift #1: Focus on Strengthening the Instructional Core</p> <ul style="list-style-type: none"> ● Engaging Students in Learning <p>Key Shift #2: Knowing Your Students</p> <ul style="list-style-type: none"> ● Instruction that Reflects Students ● Social and Emotional Learning ● Classroom Communities 	<p>Standard 4: Collaboration</p> <ul style="list-style-type: none"> ● 4c - Professional development maximizes the use of technology to broaden the scope of collaboration. <p>Standard 5: Diverse Learning</p> <ul style="list-style-type: none"> ● 5a - Professional development focuses on developing educators' knowledge of the learning styles, needs, and abilities of their students, as well as the diverse cultural, linguistic, and experiential resources that their students bring to the classroom. <p>Standard 6: Student Learning Environments</p> <ul style="list-style-type: none"> ● 6a - Professional development provides opportunities for educators to create a safe, inclusive, equitable learning community where everyone participates in maintaining a climate of caring, respect, and high achievement. <p>Standard 9: Technology</p> <ul style="list-style-type: none"> ● 9a - Professional development ensures ongoing educator and student technological literacy. ● 9c - Professional development facilitates the ability of educators to apply technologies to create optimal and equitable learning environments. ● 9f - Professional development provides educators with opportunities to learn and use technology for communication and collaboration.
<p>Objectives:</p>	

In this Module, learners will:

- Differentiate between the three major types of classroom communication: student-instructor, student-student, and student-content.
- Design policies and expectations for communication in the online and blended environments.
- Examine strategies for fostering a safe and engaging community of online learners.

Topics and Agenda:

The following activities will take place during this Module:

- Downloadable Resource: [Facilitation and Interaction Standards Checklist](#)
- Interactive Presentation: Setting Expectations (Student-Instructor Interaction)
- Discussion Board: [Expectations and Policies](#)
- Article Review: [Safety and Diversity in the Classroom](#)
- Interactive Presentation: Building Community (Student-Student Interaction)
- Interactive Presentation: Creating Engagement (Student-Content Interaction)
- [Classroom Practice Analysis](#)
- Discussion Board: [Building an Engaging Learning Community](#)
- Final Project: [Course Plan and Reflection](#)

Connection to Critical Consciousness/CRSE:

Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):

* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)

* Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups

* Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity

Course provides participants with multiple opportunities to reflect on the complexities of their own and students' individual identities and cultures, including influences on teaching and learning

Course incorporates clear structures and expectations for participation in a brave learning community

Course helps participants design and implement a learning environment that affirms students' racial and cultural identities

Course helps participants design and implement a learning environment that cultivates critical inquiry

Activity:

- Resource: [NYSED Culturally Responsive-Sustaining Education Framework](#) (pgs. 19-23)
- Resource: [Teacher Bias - The Elephant in the Classroom](#)
- Article Review: [Safety and Diversity in the Classroom](#)
- Resource: [Critical Practices for Anti-Bias Education](#) (pgs. 8-12)
- Reading: [20 Things I Will Do to Be an Equitable Educator](#)
- [Classroom Practice Analysis](#)
- Discussion Board: [Building an Engaging Learning Community](#)
- Resource: [Culturally Responsive Pedagogy Self Assessment](#)
- Resource: [Peralta Online Equity Rubric](#)
- Final Project: [Course Plan and Reflection](#)

Application to Instruction and Student Learning:

In this final module, participants will turn their attention from building an online/blended classroom, to facilitating one. An emphasis will be placed on identifying how students will safely and effectively interact with the content, their teacher, and their peers in ways that create a community of engaged students and, ultimately, fosters learning and growth. In the final project, participants will reflect on the online/blended classroom they created in Authentic Tasks #1 and #2 and outline a plan for how they will engage students in the environment they've built.

Assessment and Feedback:

For each Authentic Task, Discussion Board, and Classroom Practice Analysis description and rubric, click the links in the Topics and Agenda section. Participants will receive feedback on Discussion Board responses within 1-3 days of submission.

APPENDIX A: DISCUSSIONS

Discussion Boards

Module:	Discussion Board:	Text:
1	Shifting Roles	<p>Throughout this course you will be asked to reflect on the ways in which the practices you are learning might or might not support the tenets of Culturally Responsive-Sustaining Education Framework.</p> <p><i>At all points throughout these discussions, you are expected to follow the Norms for Facilitating Courageous Conversations.</i></p> <p>Reflect on what you've learned.</p> <ul style="list-style-type: none"> ● In what ways have the roles and responsibilities of a traditional classroom teacher changed because of technology? ● In what ways are the roles and responsibilities of an online/blended educator the same or different as the roles of a traditional classroom teacher? <p>Post to the discussion board.</p> <ul style="list-style-type: none"> ● Based on what you've learned about the mindsets and qualities of an effective online/blended classroom teacher, as well as the importance of creating a brave learning space, identify what you believe are the top three roles an educator must fulfill in the online/blended environment (i.e., Coach, IT Support, Communicator, etc.). ● Provide a brief explanation of each role and how it encompasses what you've learned in this module, as well as how this role might contribute to the creation of a brave learning space. ● In what ways have your own experiences, beliefs, culture, and assumptions contributed to the roles you identified above? What does an equity stance mean and what would it look like in distance learning? How have institutional norms, structures, and policies influenced how you see your role? How might you use this knowledge to improve your ability to address the needs of students in your classroom and support the tenets of CRSE? <p>Respond to at least one of your colleagues' postings.</p> <ul style="list-style-type: none"> ● Your response should extend the discussion (i.e., ask a question, provide a similar experience, make a suggestion).
1	Skills Assessment	<p>Reflect on what you've learned.</p> <ul style="list-style-type: none"> ● What is your current comfort/ability level with the technology tools required to teach in an online/blended environment?

		<ul style="list-style-type: none"> • What potential technical challenges/obstacles might you expect to face when transitioning from the traditional classroom to the online/blended environment? <p>Post to the discussion board.</p> <ul style="list-style-type: none"> • Briefly describe how technology has changed the skills necessary for effective teachers in recent years and, specifically, since the COVID-19 pandemic. • Of the technical skills presented in this module, which are you most comfortable with? Which do you think presents the opportunity for improvement? Explain. <p>Respond to at least one of your colleagues' postings.</p> <ul style="list-style-type: none"> • Your response should extend the discussion (i.e., ask a question, provide a similar experience, make a suggestion).
2	Evidence of the Digital Divide in your Classroom	<p>Reflect on what you've learned.</p> <ul style="list-style-type: none"> • What is the Digital Divide and how has it impacted students' ability to learn? • What, if any, evidence of the Digital Divide exists in your classroom? <p>Post to the discussion board.</p> <ul style="list-style-type: none"> • Provide a specific example of how the Digital Divide has impacted at least one student in your classroom. • What were the underlying causes of the issues the student experienced? Was it unique to that student, or is there a more pervasive issue affecting your student population/community? (i.e., historically marginalized, or underserved populations) Explain. • Explain how you worked with this student to address their challenges and how the strategy you employed supported the creation of a brave learning space. • How might your own experiences, beliefs, biases, assumptions, and practices - as well as those of your students - have impacted the Digital Divide in your classroom? How might you have initially reacted to the issue? How have institutional norms, structures, and policies worked to widen or narrow the divide? • Now evaluate the degree to which these norms, structures and policies may contribute to inequity. <p>Respond to at least one of your colleagues' postings.</p> <ul style="list-style-type: none"> • Your response should extend the discussion (i.e., ask a question, provide a similar experience, make a suggestion).

2	Challenges and Opportunities	<p>Reflect on what you've learned.</p> <ul style="list-style-type: none"> • What are the major challenges that your students may experience if you require the use of technology in your classroom? • Would an online/blended learning environment have any positive impact on the Digital Divide in your classroom? <p>Post to the discussion board.</p> <ul style="list-style-type: none"> • Describe at least two ways in which implementing technology could worsen the effects of the Digital Divide among your students. • Describe at least two ways in which implementing technology might improve the effects of the Digital Divide in your classroom and ensure support of the tenets of CRSE? • Are there underlying personal and institutional beliefs or practices that may worsen the impact of the digital divide in your classroom? How might you mitigate these? • What role might the experience, ability, cultural norms, and assumptions of your students and their families play on how you address the Digital Divide in your classroom? <p>Respond to at least one of your colleagues' postings.</p> <ul style="list-style-type: none"> • Your response should extend the discussion (i.e., ask a question, provide a similar experience, make a suggestion).
3	Aligning Models and Tools	<p>Reflect on what you've learned.</p> <ul style="list-style-type: none"> • How might transitioning to an online/blended learning environment impact your students (positively and/or negatively)? • How might this transition impact your current teaching philosophy and practice? <p>Post to the discussion board.</p> <ul style="list-style-type: none"> • Describe how your approach to designing instruction for an online/blended classroom might differ from the approach you use for your traditional classroom? In what ways will your approach be similar? • Explain how you will evaluate technology tools in the context of this new design approach. What qualities must technology possess in order to fit your needs? How might your own expectations and biases, as well as the “built-in” biases of these technologies impact how you assess and implement these tools? • Reflect on the differences between your own experiences, culture, and biases and those of your students. How might these differences influence or challenge the implementation of your chosen technology tools? <p>Respond to at least one of your colleagues' postings.</p> <ul style="list-style-type: none"> • Your response should extend the discussion (i.e., ask a question, provide a similar experience, make a suggestion).

3	Transitioning Environments	<p>Reflect on what you've learned.</p> <ul style="list-style-type: none"> • Think about the spaces that exist in your physical classroom. Which of these spaces translate easily to the online/blended environment? Which ones might be more difficult to recreate? <p>Post to the discussion board.</p> <ul style="list-style-type: none"> • Based on the course design and layout standards presented in this module, describe your plan to transition the spaces in your physical classroom to an online/blended classroom. • Describe how you plan to “build” these spaces in your online/blended classroom so that they are easily accessible to your students and you are supporting the tenets of CRSE. Are there underlying personal and institutional beliefs or practices that may negatively impact your ability to design equitable spaces? How might you mitigate these? • How could these spaces be used to promote more equitable access and practices in your classroom? Resource: A Resource for Equitable Practices • Will some spaces be easier to recreate than others? Explain. • How will you ensure that the spaces you create in the online environment will still be “brave” spaces? As you move from a traditional classroom to an online classroom, how can you also promote Moving from Safe Classrooms to Brave Classrooms? <p>Respond to at least one of your colleagues' postings.</p> <ul style="list-style-type: none"> • Your response should extend the discussion (i.e., ask a question, provide a similar experience, make a suggestion).
4	Assessment Plan	<p>Reflect on what you've learned.</p> <ul style="list-style-type: none"> • What strategies and tools do you currently use to design assessments? • How might these strategies and tools need to change in order to work in an online/blended classroom? <p>Post to the discussion board.</p> <ul style="list-style-type: none"> • Briefly describe an assessment you use in your current classroom and the specific content/professional standards that it aligns to. • What new strategies and tools will you have to employ in order to implement this assessment in an online/blended classroom? Think about how students will complete and submit the assignment online (as well as how you will grade it). • Is this assessment equitable? If so, explain. If not, how might you adapt it to make it more equitable? Are there underlying personal and institutional beliefs or practices that may negatively impact your assessment design? How might you mitigate these? • Using the tools and strategies discussed in this module, evaluate this assessment for any potential issues with

		<p>bias, accessibility, fair use, and privacy, as well as for its ability to accurately represent and support the unique needs, learning styles, and racial and cultural identities of your students.</p> <ul style="list-style-type: none"> • What broader implications do you think this exercise will have on your overall assessment plan for your online/blended course? <p>Respond to at least one of your colleagues' postings.</p> <ul style="list-style-type: none"> • Your response should extend the discussion (i.e., ask a question, provide a similar experience, make a suggestion).
4	Feedback Plan	<p>Reflect on what you've learned.</p> <ul style="list-style-type: none"> • Based on what you've learned so far, where do you feel your overall strengths and weaknesses lie in regards to providing effective (timely, specific, and personal) feedback? Remember to assess and give feedback with an equity stance. Review 10 Questions for Equity Advocates to Ask About Distance Learning • How might these strengths and weaknesses be enhanced or minimized in the online/blended learning environment? <p>Post to the discussion board.</p> <ul style="list-style-type: none"> • Identify at least three specific strategies and/or tools that you would consider using to provide feedback to your students in an online/blended learning environment. • Explain how the strategies and tools that you chose will allow you to efficiently provide effective feedback in this environment. • How will your feedback plan allow for the support of your students' unique needs, learning styles, and racial and cultural identities? <p>Respond to at least one of your colleagues' postings.</p> <ul style="list-style-type: none"> • Your response should extend the discussion (i.e., ask a question, provide a similar experience, make a suggestion).
5	Objectives, Learning Objects, and Assessment	<p>Reflect on what you've learned.</p> <ul style="list-style-type: none"> • What strategies and tools do you currently use to find/design learning materials and activities? • How might these strategies and tools need to change in order to work in an online/blended classroom? <p>Post to the discussion board.</p> <ul style="list-style-type: none"> • Briefly describe a learning object or activity you use in your current classroom and the specific content/professional standards that it aligns to. • Does the learning object or activity promote multiple perspectives, specifically those of historically marginalized or racialized groups? • Does the learning objective or activity support the tenets of CRSE?

		<ul style="list-style-type: none"> • What new strategies and tools will you have to employ in order to implement this material or activity in an online/blended classroom? • What broader implications do you think this exercise will have on your overall approach to finding and designing learning materials and activities for use in your online/blended course? How will your approach change to take your own experiences, culture, and bias - as well as those of your students - into consideration as you work to design lessons that support brave learning spaces in your classroom? <p>Respond to at least one of your colleagues' postings.</p> <ul style="list-style-type: none"> • Your response should extend the discussion (i.e. ask a question, provide a similar experience, make a suggestion).
5	Learning Object Evaluation	<p>Reflect on what you've learned.</p> <ul style="list-style-type: none"> • Think about the current learning materials and activities you use in your classroom and evaluate them against the concepts and criteria presented in this module. • Which of these materials and activities will easily translate to the online/blended environment? Which ones might you need to re-think? <p>Post to the discussion board.</p> <ul style="list-style-type: none"> • Choose an online resource or activity that you would consider implementing in your online/blended classroom. Provide a link to the resource you chose, and a brief overview of the context in which you would use it. • Using the tools and strategies discussed in this module, assess your chosen resource or activity for any potential issues with bias, accessibility, fair use, and privacy, as well as for its ability to accurately represent and support the unique needs, learning styles, and racial and cultural identities of your students. • How will your approach change to take your own experiences, culture, and bias - as well as those of your students - into consideration as you evaluate learning tools and materials for their ability to support the creation of brave learning spaces in your classroom? • Are there underlying personal and institutional beliefs or practices that may negatively impact your ability to effectively assess and implement equitable learning materials? How might you mitigate these? <p>Respond to at least one of your colleagues' postings.</p> <ul style="list-style-type: none"> • Your response should extend the discussion (i.e., ask a question, provide a similar experience, make a suggestion).
6	Expectations and Policies	<p>Reflect on what you've learned.</p> <ul style="list-style-type: none"> • In what ways do you interact with your students in your current, traditional classroom?

		<ul style="list-style-type: none"> • What are the expectations and policies surrounding these interactions, and how might those have to be adjusted in the online/blended learning environment? <p>Post to the discussion board.</p> <ul style="list-style-type: none"> • Identify a specific type of student-instructor interaction that will change significantly in the online/blended classroom (lecture, small group instruction, demonstration, etc.). Briefly describe how this looks in a traditional classroom and how the interaction will take place online. • Outline 3-5 expectations or rules specific to this interaction in the online/blended classroom. • Explain how these expectations or rules will foster effective student-instructor interaction. • Are there underlying personal and institutional beliefs or practices that may be negatively influencing the way your policies are worded or implemented? How might you mitigate these? • How do these expectations and policies support the tenets of CRSE? How do they account for the varied experiences, cultures, biases, and norms that you and your students bring to your classroom? <p>Respond to at least one of your colleagues' postings.</p> <ul style="list-style-type: none"> • Your response should extend the discussion (i.e., ask a question, provide a similar experience, make a suggestion).
6	Building an Engaging Learning Community	<p>Reflect on what you've learned.</p> <ul style="list-style-type: none"> • What strategies and tools do you currently use to engage students in your traditional classroom? • In what ways might these strategies and tools need to change in order to create an engaging learning community in the online/blended classroom? <p>Post to the discussion board.</p> <ul style="list-style-type: none"> • Briefly describe at least two strategies or tools you plan to use to build community through student-student interaction in your online/blended classroom. • Briefly describe at least two strategies or tools you plan to use to encourage engagement through student-content interaction in your online/blended classroom. • Explain how your chosen strategies or tools will foster an engaging and equitable learning environment that reduces bias, promotes safety and diversity in the classroom, and supports the unique needs, learning styles, and racial and cultural identities of your students. Reading: 20 Things I Will Do to Be an Equitable Educator <p>Respond to at least one of your colleagues' postings.</p> <ul style="list-style-type: none"> • Your response should extend the discussion (i.e., ask a question, provide a similar experience, make a suggestion).

Discussion Board Rubric

1: Does Not Meet Expectations	2: Partially Meets Expectations	3: Meets Expectations	4: Exceeds Expectations
<p>Participant rarely shares thoughtful reflections or responds to colleagues in a respectful and engaging way.</p> <p>Participant provides a low level of detail in entries.</p> <p>Participant typically does not include informative examples or foster discussions.</p> <p>Participant's responses are unclear or poorly written.</p> <p>Participant does not respond to colleague.</p> <p>Participant includes no self-reflection or consideration of issues related to critical consciousness.</p>	<p>Participant partially shares thoughtful reflections and responds to colleagues in a respectful and engaging way.</p> <p>Participant provides some level of detail in entries.</p> <p>Examples are somewhat helpful and informative and occasionally foster discussions.</p> <p>Participant's responses are somewhat clear and well written.</p> <p>Participant responds to a colleague providing basic information.</p> <p>Participant includes little self-reflection or consideration of issues related to critical consciousness.</p>	<p>Participant satisfactorily shares thoughtful reflections and responds to colleagues in a respectful and engaging way.</p> <p>Participant provides an adequate level of detail in entries.</p> <p>Examples are satisfactorily helpful and informative and foster discussions.</p> <p>Participant's responses are clear and well written.</p> <p>Participant responds to a colleague in a meaningful way and provides useful and relevant information.</p> <p>Participant engages in self-reflection and consideration of issues related to critical consciousness.</p>	<p>Participant frequently shares thoughtful reflections and responds to and collaborates with colleagues in a respectful and engaging way.</p> <p>Participant provides a high level of detail in entries.</p> <p>Examples are very helpful and informative and almost always foster discussions.</p> <p>Participant's responses are exceedingly clear and well written.</p> <p>Participant responds to colleagues in a meaningful way and provides useful and relevant information while demonstrating understanding of the topic being discussed.</p> <p>Participant engages in meaningful and extensive self-reflection and consideration of issues related to critical consciousness and advances the group discussion of these issues.</p>
<p>Participants will not be provided a grade within the discussion boards without having provided a comment to a fellow colleague.</p> <p>Participants will be informed when a fellow colleague has commented on their board post and encouraged to continue the conversation.</p> <p>Facilitators will offer comments and guidance on every discussion board submission.</p> <p>Facilitators will inform participants where and in what way their response was insufficient.</p>			

APPENDIX B: AUTHENTIC TASKS

Authentic Task #1: Build Your Course, Part 1

To this point in the course, you have examined the basic considerations, strategies, and tools necessary for designing an online or blended learning environment. Now, it's time to put that knowledge to work and create the basic structure of your online/blended classroom.

For this task, you must first choose a learning management system to host your online/blended classroom. You can choose from those discussed in this module or use a platform provided by your district. In either case, make sure that your classroom meets all of the following criteria:

- Incorporates at least three (3) “spaces” that also exist in your traditional classroom (bulletin board, calendar, stations, etc.)
- Provides a clear and engaging structure for how students will access content (i.e., by week, topic, unit, etc.) *
- Allows for guest access so that your instructor can evaluate your work

**Note that you are not creating any content (learning objects, assessments, etc.) at this point. You simply need to design the structure that will house this content later.*

Your online/blended classroom design should also thoughtfully incorporate the key concepts and ideas explored through the first three modules of this course. Feel free to explore the [ADL - Lesson Plan Search tool](#) for some ideas as you build out your plan.

Part 1: Course Access and Design

In the space below, please provide a link to your online classroom and, if necessary, any other directions for gaining access (i.e., course key, guest login, etc.).

Identify the learning management system you chose and why you chose it. Review the privacy and accessibility statements for this LMS and summarize any potential issues, obstacles, or questions.

Briefly describe the structure of your course and the “spaces” you incorporated within that structure. How will your course design address the Digital Divide, support a diverse student population, promote more equitable access and practices, and allow for the creation of a brave learning space?

Part 2: Reflection

What new mindsets, qualities, and skills did you employ to design and build your online/blended classroom? How was this process similar to designing a traditional classroom space? How was it different?

What do you foresee as the potential benefits and drawbacks to teaching in the classroom you created?

To this point in the course, you've learned about and reflected on how race, culture, bias, privilege, and assumptions have historically influenced the design of instruction and educational technology, and, oftentimes, prevent the types of culturally responsive approaches necessary to serve diverse populations and create a brave learning space. In the space below, describe how you adjusted your course design based on the complex identities of your students?

RUBRIC: Authentic Task #1

Criteria	Exceeds Expectations	Meets Expectations	Approaching Expectations	Does not Meet Expectations
Required Components	Includes at least three distinct classroom "spaces" and a clear and engaging structure that is easy to navigate and understand	Includes three classroom "spaces" and a usable structure.	Includes 1-2 classroom "spaces" AND/OR Course structure is often confusing or inefficient	No clear classroom spaces and/or structure
Course Access and Design (Step 1)	Clear directions are provided for accessing the course Thoughtfully evaluates the chosen learning management system and course design based on the provided criteria Demonstrates a clear understanding of key concepts and ideas	Clear directions are provided for accessing the course Fully addresses the prompts about chosen learning management system and course design	Course access directions were unclear or incomplete Generally, addresses the prompts about chosen learning management system and course design	Course access directions were missing Fails to address the prompts about chosen learning management system and course design

Reflection (Step 2)	Thoughtfully evaluates the mindsets, qualities, and skills employed to design and build the classroom Clearly addresses both benefits, drawbacks, and impact of culture on course design Demonstrates a clear understanding of key concepts and ideas	Identifies the mindsets, qualities, and skills employed to design and build the classroom Fully addresses both benefits, drawbacks, and impact of culture on course design	Mindsets, qualities, and skills employed to design and build the classroom are identified, but lack specificity Generally, addresses both benefits, drawbacks, and impact of culture on course design	Fails to identify the mindsets, qualities, and skills employed to design and build the classroom AND/OR Fails to address the benefits, drawbacks, and/or impact of culture on course design
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Authentic Task #2: Build Your Course, Part 2

In Authentic Task #1, you created the basic structure and layout for your online/blended classroom. For this assignment, you will build out a full lesson or unit in that classroom.

You may find it easiest to work with a shorter, simpler lesson or unit, but it must meet the following criteria:

- Include at least one formative and one summative assessment
- Provide the opportunity to deliver effective feedback
- Implement a variety of learning materials and/or activities (videos, articles, games, etc.)
- Clearly align to stated objectives, learning goals, or other standards

Feel free to explore the [ADL - Lesson Plan Search tool](#) for some ideas as you build out your plan.

When you have finished building out your lesson or unit, answer the questions that follow.

Part 1: Course Access

In the space below, please provide a link to your online classroom and, if necessary, any other directions for gaining access (i.e., course key, guest login, etc.).

Part 2: Assessment and Feedback

Describe your assessment strategy and feedback plan for the lesson or unit you built.

How will this strategy successfully promote and measure learning, address the Digital Divide, support a diverse student population, and allow for the creation of a brave learning space?

Part 3: Learning Materials and Activities

Describe the process you used to design, locate, and/or evaluate the learning materials and activities included in your lesson or unit.

How will these materials and activities successfully promote and measure learning, address the Digital Divide, be representative and supportive of a diverse student population, promote more equitable access and practices, and allow for the creation of a brave learning space?

Part 4: Reflection

Assess the “alignment” of your lesson or unit. Are your objectives, materials, and assessments clearly connected throughout the lesson or unit? Explain.

What role might your own culture, experience, and bias - as well as the cultures, experiences, and biases of your students and the district in which you teach - have played in the design of your lesson or unit? How have you designed your lesson to reduce bias, increase equity, and create a brave learning space?

RUBRIC: Authentic Task #2

Criteria	Exceeds Expectations	Meets Expectations	Approaching Expectations	Does not Meet Expectations
Course Access (Part 1)	Clear, simple directions are provided for accessing the course	Directions are provided for accessing the course	Course access directions were unclear or incomplete	Course access directions were missing *RESUBMIT
Assessment and Feedback (Part 2)	Includes at least one formative and one summative assessment that each clearly align to the stated objectives	Includes at least one formative and one summative assessment Outlines a feedback	Includes one formative OR one summative assessment Feedback plan is	Assessments are missing or incomplete; AND/OR Feedback plan is

	<p>Outlines a thoughtful and effective feedback plan</p> <p>Thoughtfully evaluates assessment strategy and feedback plan based on the provided criteria</p>	<p>plan</p> <p>Fully addresses the prompts about assessment strategy and feedback plan</p>	<p>unclear or incomplete</p> <p>Generally, addresses the prompts about assessment strategy and feedback plan</p>	<p>missing, AND/OR</p> <p>Fails to address the prompts about assessment strategy and feedback plan</p>
<p>Learning Materials and Activities (Part 3)</p>	<p>Clearly outlines the process used to design, locate, and/or evaluate chosen materials and activities - specifically addressing issues surrounding copyright, accessibility, and equity.</p> <p>Thoughtfully evaluates the selection of learning materials and activities based on the provided criteria</p>	<p>Clearly outlines the process used to design, locate, and/or evaluate chosen materials and activities</p> <p>Fully addresses the prompts about the selection of learning materials and activities</p>	<p>No clear process seems to have been used to design, locate, and/or evaluate chosen materials and activities</p> <p>Generally, addresses the prompts about the selection of learning materials and activities</p>	<p>Fails to outline the process used to design, locate, and/or evaluate chosen materials and activities; AND/OR</p> <p>Fails to address the prompts about the selection of learning materials and activities</p>
<p>Reflection (Part 4)</p>	<p>Thoughtfully evaluates lesson/unit alignment</p> <p>Clearly addresses both benefits, drawbacks, and impact of culture on course design</p> <p>Demonstrates a clear understanding of key concepts and ideas</p>	<p>Clearly identifies lesson/unit alignment</p> <p>Fully addresses both benefits, drawbacks, and impact of culture on course design</p>	<p>Lesson/unit alignment is identified, but lacks specificity</p> <p>Generally, addresses both benefits, drawbacks, and impact of culture on course design</p>	<p>Fails to identify lesson/unit alignment</p> <p>AND/OR</p> <p>Fails to address the benefits, drawbacks, and/or impact of culture on course design</p>

Classroom Practice Analysis

For this activity, you will choose one of the downloadable resources from the course to implement in your practice. If you are in the classroom currently, you will answer the first set of questions. If you are on break or not currently teaching, you will answer the second set of questions.

In the Classroom:

- What is the name of the resource?
- Why did you pick this resource to implement? Please be specific.
- Before implementing the resource, what were your expectations on how it would impact your practice?
- During implementation did you alter the resource in any way?
 - If so, how? And why?
 - If not, why?
- How did students/colleagues respond during/after the resource? Do you think it positively impacted your audience? Why or why not?
- How did the resource impact your practice? Please be specific.
- No resource is neutral, from a critical consciousness perspective. What is the viewpoint/background of the author/creator of this resource? How might that viewpoint/background affect the way you use this resource, or make it more or less effective at working with your students?
- How might the resource you chose impact, either positively or negatively, the disparities that exist among historically marginalized and underserved populations and/or the Digital Divide?
- How do you plan on improving the resource for the future?

Out of the classroom:

- What is the name of the resource?
- Why did you pick this resource? Please be specific.
- No resource is neutral, from a critical consciousness perspective. What is the viewpoint/background of the author/creator of this resource? How might that viewpoint/background affect the way you use this resource, or make it more or less effective at working with students from varying backgrounds?
- How might the resource you chose impact, either positively or negatively, the disparities that exist among historically marginalized and underserved populations and/or the Digital Divide?
- How do you plan on using this resource?
- What specific modifications will you make to the resource to ensure its effectiveness in the classroom/with peers?
- How do you think this resource will impact your classroom/peers?
- How will you measure the success of this resource (e.g., assessment, data collection, etc.)?

Classroom Practice Analysis Rubric

Criteria	4-Exceeds Expectations	3-Meets Expectations	2-Approaching Expectations	1-Does Not Meet Expectations
Resource Choice	Learner provides the name of a relevant downloadable resource with a clearly articulated rationale for why the resource was selected.	Learner provides the name of a downloadable resource with a rationale for why the resource was selected.	Learner provides the name of a resource with a vague rationale for why the resource was selected.	Learner does not define a downloadable resource and/or fails to provide a description of why the resource was selected.
Planning	Learner includes an explicit plan, outlining how the resource will be implemented with fidelity, including a thorough overview of the expected impact on peers and modifications to ensure effectiveness.	Learner includes a plan, outlining how the resource will be implemented with an overview of the expected impact on peers and modifications to ensure effectiveness.	Learner includes an underdeveloped plan, outlining vaguely how the resource will be implemented with an overview of some of the expected impacts on peers.	Learner does not provide a plan that outlines how the resource will be implemented or the expected impact on peers.

<p>Analysis</p>	<p>Learner provides a thoughtful reflection on how the resource did/will impact their classroom, peers, and/or practice, while indicating various expert ways to evaluate and modify the resource to ensure that it is effective.</p> <p>Learner deeply engages with the resource on issues related to author/creator perspective and critical consciousness.</p>	<p>Learner provides a reflection on how the resource did/will impact their classroom, peers, and/or practice, while indicating various ways to evaluate and modify the resource to ensure that it is effective.</p> <p>Learner engages with the resource on issues related to author/creator perspective and critical consciousness.</p>	<p>Learner provides a vague reflection on how the resource did/will impact their classroom, peers, and/or practice, while indicating one way to evaluate the resource to ensure that it is effective.</p> <p>Learner minimally engages with the resource on issues related to author/creator perspective and critical consciousness.</p>	<p>Learner provides no reflection on how the resource did/will impact their classroom, peers, and/or practice, while failing to outline how they will evaluate the resource to ensure that it is effective.</p> <p>Learner does not engage with the resource on issues related to author/creator perspective and critical consciousness.</p>
<p>Writing</p>	<p>Learner's writing is clear and concise with articulate language, thoughtful expression, and a careful attention to mechanics.</p>	<p>Learner's writing is clear with concise language, good expression, and a few mechanical errors.</p>	<p>Learner's writing is underdeveloped, contains few details, has little expression, and includes multiple mechanical errors.</p>	<p>Learner's writing is vague, lacks details, and contains multiple mechanical errors.</p>

APPENDIX C: FINAL PROJECT

Final Project: Course Plan and Reflection

Throughout this course, you've employed a variety of tools and strategies to design and build an online/blended learning environment. Hopefully, what you've built to this point will serve as the basis of a fully online or blended classroom that you can implement in your current role.

However, in addition to building out the rest of your required content, you will also need a plan for maintaining and facilitating your online/blended course. To that end, respond to the following prompts.

Part 1: Design

Reflect on the lesson or unit you created in your online/blended classroom (Authentic Tasks #1 and #2). How did you incorporate the strategies presented into this course into the overall design? Make sure to specifically address the selection and design of course structure/layout, course content, and assessment/feedback).

Part 2: Technology

How did what you've learned about the impact of technology on the Digital Divide, race and culture, accessibility, and student learning affect the selection and implementation of the tools you chose?

Explain the strategies you will implement to address the effects of the Digital Divide as they exist in your classroom. Justify your explanation based on what you know about your students and what you've learned in this course.

Part 3: Facilitation

Describe the new, additional, or expanded roles that you'll be required to take on in order to effectively deliver this instructional unit to students. From an instructional standpoint, what are the potential benefits and challenges you may encounter?

Explain the strategies you will implement to build a brave learning space with a diverse and engaged community of learners through various forms of interaction (student-student, student-instructor, and student-content).

Part 4: Reflection

Using either the [Culturally Responsive Pedagogy Self Assessment](#) or [Peralta Online Equity Rubric](#) as a reflective tool, assess your course plan for its effectiveness in reducing bias, improving equity, and creating a brave learning space for you and students.

Conclude with a one-paragraph general reflection. Based on what you've learned, what do you see as the biggest advantages and challenges for your students? How will what you've learned impact your current practices and philosophy, regardless of whether you're teaching online, blended, or traditional courses?

RUBRIC: Final Project

Criteria	Exceeds Expectations	Meets Expectations	Approaching Expectations	Does not Meet Expectations
Part 1: Design	Clearly addresses the required prompt. Demonstrates thoughtful consideration of the audience and course content	Generally, addresses the required prompt	Addresses required prompt, but lacks detail or focus	Fails to address the required prompt
Part 2: Technology	Clearly addresses all required prompts. Demonstrates thoughtful consideration of the audience and course content	Generally, addresses all required prompts	Addresses required prompts, but lacks detail or focus	Fails to address all required prompts
Part 3: Facilitation	Clearly addresses all required prompts. Demonstrates thoughtful consideration of the audience and course content	Generally, addresses all required prompts	Addresses required prompts, but lacks detail or focus	Fails to address all required prompts
Part 4: General Reflection	Clearly addresses the required prompt. Demonstrates thoughtful	Generally, addresses the required prompt	Addresses required prompt, but lacks detail or focus	Fails to address the required prompt

	consideration of the audience and course content			
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Downloadable Resources

- Downloadable Resource: Mindsets, Qualities, and Skills
- Downloadable Resource: Digital Divide Journal
- Downloadable Resource: Course Design Standards Checklist
- Downloadable Resource: Assessment and Feedback Standards Checklist
- Downloadable Resource: Course Content Standards Checklist
- Downloadable Resource: Facilitation and Interaction Standards Checklist