Syllabus – A Prepared Classroom
Sep / 2018

Instructor Contact

Instructor	Steve Masyada
Virtual Office Hours	Tuesdays 7:30 am to 9:00 am (TZ) Wednesdays 3:30 pm to 5:00 pm (TZ)
Video Conference	Canvas Conference Tool
Phone	407 823 1146
E-mail	Stephen.masyada@ucf.edu

Course Information

| Course Name	**A Prepared Classroom**: Essential Tools for Civics Education in Florida
Continuing Education Hours	10
Semester/Year	September / 2018
Location	Online Canvas Course

Course Description

This program will provide civics educators with a supported professional learning experience while teaching middle school civics. They will learn, implement and reflect on educational best practices, engage with a cohort of other educators and network with experienced civic education professionals.

A Prepared Classroom will focus on understanding the role of course descriptions and the Civics End-of-Course Test Item Specifications, utilizing curriculum and pacing guide resources, strategically planning and preparing for instruction, as well as providing data informed instruction based on formative and summative data.

Course Objectives

- Module One Objective: Participants will be able to use the course description to identify the general expectations for student learning and use the *Civics End-of-Course Assessment Test Item Specifications* to identify the specifics of what a student should know and be able to do following completion of the course.
- Module Two Objective: Participants will be able to utilize a district curriculum and pacing guide resources to align classroom instruction with what is expected in state benchmarks and assessments.
- Module Three Objective: Participants will be able to plan and prepare for instruction by engaging with the content of the lessons, anticipating where students could struggle, and developing scaffolded supports to help students succeed.
- Module Four Objective: Participants will be able identify and utilize formative and summative assessments to modify instruction, meet the needs of learns, and to improve student achievement.
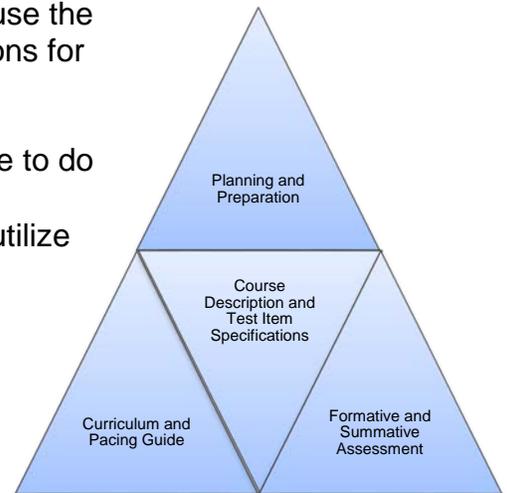
Required Materials

- [Civics End-of-Course Assessment Test Item Specifications](#)
- [Florida Department of Education Course Description](#)

Course Participation Requirements

Participants must be the instructor of record for at least one middle school civics course.

Register through the PAEC ePDC system by selecting the course title FJCC: The Civics Classroom (FJCC: A Prepared Classroom). You will then be emailed an invitation to join the Canvas course by the ePDC system.

- Students can also self-enroll in the course with this URL: https://canvas.instructure.com/enroll/FTM7HX
- Alternatively, at **https://canvas.instructure.com/register** and use the following join code: **FTM7HX**

Virtual Office Hours for Instructor

The instructor will be available via phone, email or a virtual Canvas conference to address questions, comments, or concerns.
Tuesdays 7:30 am to 9:00 am (TZ), Wednesdays 3:30 pm to 5:00 pm (TZ)
Email Address: stephen.masyada@ucf.edu
Phone Number: 407 823 1146

Evidence of Implementation (Follow-up)

Ten continuing education points for this course will be based on completion of the pre and post tests, submission of student data as well as active participation in the threaded discussions.

Pre and Post Test: Participants must complete the pre and post tests.

Student Data: To receive 10 re-certification points for this module, student data must be provided. You are asked to give a pre-test on a topic you plan to teach and then teach a concept using a strategy included in this course. After teaching the lesson, give a post-test (can be the same as the pre-test). Submit the required information in the google form (include a minimum of 10 students). This information will be put into a database to help determine student growth across the state. In order to receive the 10 points for this module, student data must be entered, in pre/post test format, at: http://bit.ly/CanvasPC.

Threaded Discussions: A threaded discussion is used to discuss and reflect upon the various topics as well as demonstrate implementation of the information presented in each module. Participants will access the threaded discussions through the **Courses** tab then **Modules** menu item. Discussion prompts with specific guidelines and due dates are provided for each module. Participants are expected to submit an original post (response to the discussion prompt) by the deadline and a substantive response (more than yes, no, or I agree) to at least three classmates by the end of the following week. Adhere to the Discussion Rubric for original posts and responses.

Threaded Discussion Rubric

CATEGORY	5	4	3	2	0-1
Demonstrates Implementation of the Module Content	Post makes 3 or more references to the module content	Post makes 2 references to the module content	Post makes 1 reference to the module content	Post makes 1 reference but it is not from the module content	Post does not reference or quote from the module content
Promotes discussion	Post includes original ideas. Post invites responses	Post poses questions, invites responses	Post is thoughtful enough to promote some discussion	Post does little to promote discussion	Post does not encourage discussion
Connections	Post makes 3 or more clear connections to classroom experiences	Post makes 2 clear connections to classroom experiences	Post makes 1 clear connections to classroom experiences	Post attempts to connect to classroom experiences	Post makes no connections to classroom experiences
Responds	Participant substantively responds to posts of 3 others	Participant substantively responds to posts of 2 others	Participant substantively responds to posts of 1 other	Participant responds to posts of others but are not substantive	Participant does not respond to posts of others

Module Topics and Assignments

Continuing education points for this course will be based on completion of the pre and post tests, submission of student data as well as active participation in the threaded discussions.

Orientation: Getting Started
- Threaded Discussion – Begin building your Professional Learning Environment by posting your introduction in the threaded discussion. The introduction should include information about your professional experiences in education, your hobbies and interests, and your motivation for participating in this course.
- Pre Test – Demonstrate your existing knowledge of The Prepared Classroom course content.
- Plan Ahead: You are asked to give a pre-test on a topic you plan to teach and then teach a concept using a strategy included in this course. After teaching the lesson, give a post-test (can be the same as the pre-test).

Module One: Course Description and Item Specifications
- Threaded Discussion – Explain how information learned from exploring the *Civics End-of-Course Assessment Test Item Specifications* was used as part of daily instruction.

Module Two: Curriculum and Pacing Guide Resources
- Threaded Discussion – How were the district curriculum and pacing guide resources utilized to align classroom instruction with what is expected in state standards and assessments?

Module Three: Planning and Preparation
- Threaded Discussion – Explain why preparing for instruction by engaging with the content of the lessons, anticipating where students could struggle, and developing scaffolded supports to help students succeed is considered a "Best Practice" in education.

Module Four: Formative and Summative Assessment
- Threaded Discussion (Part 1) – How should you use the information from the *Test Item Specifications* and curriculum resources to develop formative and summative assessments?
- Threaded Discussion (Part 2) – How can formative assessments be used to modify instruction to meet the needs of learners and to improve student achievement on the summative assessment?

Course Conclusion:
- Post Test: Demonstrate your acquired knowledge of The Prepared Classroom course content.
- Give a pre-test on a topic you plan to teach and then teach a concept using a strategy included in this course. After teaching the lesson, give a post-test (can be the same as the pre-test). Submit the required information in the google form (include a minimum of 10 students) at: http://bit.ly/CanvasPC.

Virtual Support and Collaboration Through Live Conference

Virtual Support and Collaborations Through Live Conference: Live conferences will be used to facilitate understanding of the various topics as a supplement to module content as well as provide interactive support for implementation of module content. Participants will access the live conference through the **Courses** tab then **Conference** menu item. Live conference events will be offered each week, recorded, and posted.

Due Dates and Missed Assignments

Modules will begin on Monday morning at 12:01 am and close on the following Sunday at 11:59 pm. Assignments for each module will be due no later than Sunday (before midnight), unless otherwise stated. Arrangements for missed assignments must be made with the instructor.

Evaluation and Grading

Completion of all modules is required. Satisfactory performance on the threaded discussions and completion of the pre/post tests is required to receive continuing education points for this course. Grading criteria for the Threaded Discussions will be based on the rubric and using the professional judgment of the instructor.

Graded Assignments	Possible Points	Percentage of Grade
Introduction	20	20%
Module One	20	20%
Module Two	20	20%
Module Three	20	20%
Module Four	20	20%
Total	100	100%

Performance	Points
Satisfactory	70-100
Unsatisfactory	69 or below

Required Assignments	Complete/Incomplete
Pre-Test	C/I
Post Test	C/I
Submit Student Data	C/I

Professional Integrity Statement

Participants will adhere to the highest standards of professionalism by engaging as a productive member of the learning community, submitting original work and respecting the thoughts and ideas of others.

Accessibility Statement

The Lou Frey Institute is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the instructor at the beginning of the course to discuss needed accommodations.

Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need **not** make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

Frequently Asked Questions

What is the ePDC (electronic professional development connections) from PAEC (Panhandle Area Educational Consortium)?
The *electronic* Professional Development Connections (ePDC) enables teachers to enhance skills while acquiring in-service points as they meet Florida's professional educator certification requirements. It allows every educator to participate in high-quality professional development, which meets or exceeds Florida's Professional Development System Protocol Standards, it is also a one-stop location where educators may view their professional learning transcript over time. Go to PAEC and click on ePDC to access information and resources http://my.paec.org/. Accounts are free:
https://www.paec.org/ePDC/epdc_Create_Account.asp?login=false
Please review the 'Enrolling and Registering in ePDC' section on the last page of this syllabus.

How are in-service points handled?
PAEC extracts in-service records from the ePDC and submits in-service data for member and participating districts to the Florida Department of Education as a service to districts. Teachers from outside of PAEC member or participating districts should print the Certificate of Completion for each course and submit the certificate to the appropriate district professional development office.

What is Canvas Free for Teachers?
Canvas Free for Teacher accounts are always free, but they do not contain all features available to institutional users of Canvas. For example, no client support beyond access to the Canvas Guides is offered to you as a Free for Teachers user. With a Canvas Free for Teachers account users can access and participate in courses as well as create (and host) their own online courses.
https://learn.canvas.net/courses/1233/pages/canvas-free-for-teachers-account-registration-and-login

Instruction Sheets

Enrolling & Registering in ePDC

ePDC TOOLBOX

ENROLLING & REGISTERING IN ePDC

Step #1 – Enrolling in ePDC
- Go to the PAEC website – www.paec.org
- Click on the ePDC tab and select 'Create an account'.
- Enter your name in the appropriate boxes. Boxes marked with an asterisk (*) are required information. You will not be added to the database unless these areas are complete.
- Enter your email and create a password of at least 8 characters. Good password protocol suggests a combination of upper and lower case letters and numbers
- Select desired state from the drop-down box.
- If you selected Florida, select your school district from the drop-down box.
- *If your district is a member of PAEC*, select your school from the drop-down box.
- *If your district is a member of PAEC*, select job class from the drop-down box.
- *If your district is a member of PAEC*, select job title from the drop-down box.
- Enter your first name, last name and email address.
- Click *submit*. (You will receive confirmation by e-mail within 24 hours. You must click the link provided in the confirmation email to activate your account.)

Step #2 – Registering for a Professional Development Activity
- Go to the PAEC website and log in. – www.paec.org.
- Click on the ePDC tab.
- From the box on the screen, select '**Course Offerings**.'
- A variety of search options will be made available for you. You may search by Start and End Date; Format; Audience Level; Reading Endorsement Competencies; Open Search.
- Click '**Register**' once you have found your course.
- Read the ePDC course policies and select the 'accept' button at the bottom of the page to proceed.