

Summer

2013

Course Offering Booklet

2013 TABLE OF CONTENTS of Summer Course Offerings

There are 3 course/session offerings for this upcoming summer. Carefully review the selection criteria listed on each summer workshop write-up. Apply only for courses for which you meet the selection criteria. Courses are right protected according to the selection criteria. (See timeline for application dates). For the CTE courses on page 6 and for Differentiated Instruction & Professional Learning Team on page 18.

	HQ Course Code	Pages
High School: Home Networking	CTE1302	7-10
High School: IT Essentials	CTE1301	11-13
Differentiated Instruction and Professional Learning Team Summer Workshop	PDES1302	15-19

VIRTUAL SCHOOL	POC
All Virtual School Educators	Terri Marshall
DDESS	POC
Georgia/Alabama	Teresa Moon
Kentucky	Peggy Fink (Ft. Knox) Steve Griffin (Ft. Campbell)
New York/Virginia/Puerto Rico	Jeff Duncan
North Carolina	Denise Hudson (Ft Bragg) and La Rhonda Ware (Lejeune)
South Carolina/Cuba	Cassandra Ashley
EUROPE	POC
Bavaria	Joan Islas
Heidelberg	Carol Kuzmick
Isles	Peter Grenier
Kaiserslautern	Peggy Hoffman-Schmidt
Mediterranean	Louisa Pruitt
PACIFIC	POC
Guam	Helen Bailey
Japan	George Man
Korea	Judy Allen
Okinawa	Mike Johnson
AREA	POC
DDESS	Uma Patel
EUROPE	CTE Faye Batey, PLTs Penny Defrates
PACIFIC	Krista Hurley
DoDEA	POC
Headquarters	Deborah Donnelly

**Career
and**

**Technical
Education**

Application Process

Carefully review the established selection criteria. **Apply only for those courses for which you meet the selection criteria.** The online application process will be “right protected” according to the selection criteria.

The Online Application Process

The online application process has been revised based upon feedback provided last year. To apply you will need to have your school’s or office’s DoDAAC access code. Please make sure that you use only the DoDAAC code designated for your work site. Use of another site’s password will register you as being located at that work site and will invalidate your application. Principals will provide the DoDAAC code for school based educators. Educators assigned to the DSO and Area office will receive their access codes from the District/Area Summer POC. You will need to use your actual login and password to access the system. Please see your supervisor about the “**Guidebook**” that is available at your work site to walk you through the application process.

Please see the timeline on page 3 above for all dates concerning the online summer application process.

CTE 4 Tiered Review Process before Selection

Reviews of all applications occur at four levels:

1. The Principal will review and recommend or not recommend applicants from the school level and prioritize recommendations.
2. The District Summer POCs will review and recommend or not recommend applicants from the school and district levels and prioritize recommendations.
3. The Area Summer POC will review and recommend or not recommend applicants from the school, district and area levels and prioritize recommendations.
4. The Headquarters Summer POCs will review all applicants who have been recommended from the school, district and area levels and will select the final list of applicants.

More Information

Supervisors will receive their passwords and online application website address from the District POCs. Supervisors will need to distribute the website address prior to the opening of the database on March 21, 2012.

This catalogue of summer offerings is being distributed via the District and Area Summer POCs.

CTE Summer Workshop Timeline2013
Summer Workshop Application Time

When?	What?	Who?
February 2013	Summer course offering released in the “Weekly Packet” for distribution to all constituents for review prior to the online application.	HQ releases course offerings
March 1, 2013 (0001 EST)	DoDEA educators may apply for courses for which they meet the selection criteria. <u>All applicants must meet selection criteria.</u>	Teachers, school administrators, DSO liaisons, area coordinators/liaisons will all apply during the same window of time.
March 8, 2013 (2359 EST)	Online application is closed. Do not wait until the last day as you may encounter technical problems.	Teachers, school administrators, DSO liaisons, and area coordinators/liaisons may no longer apply.
March 11, 2013 (0001 EST)	The database is open to school level principals to review all applicants from the school.	Principals or designated Assistant Principals
March 15, 2013 (2359 EST)	Database for school level administrators’ review is closed .	Principals or Assistant Principals
March 18, 2013 (0001 EST)	The database is open to the District Summer POCs to review all applicants from the school and district levels.	District Summer POCs
March 22, 2013 (2359 EST)	The database is closed to the District summer POCs	District Summer POCs
March 25, 2013 (0001 EST)	The database is open to the Area Summer POCs to review applicants from the school, district, and area levels.	Area Summer POCs
March 29, 2013 (2359 EST)	The database is closed to the Area Summer POCs.	Area Summer POCs
April 1, 2013 (0001 EST)	The database is open to the HQ Summer POCs to review and select the final list of recommended applicants.	HQ Summer POCs
April 5, 2013 (2359 EST)	The database is closed to the HQ Summer POCs	HQ Summer POCs
April 8, 2013 (0001 EST)	HQ Professional Development Reviews database.	HQ Professional Development
April 12, 2013 (2359 EST)	The database is closed to HQ Professional Development.	HQ Professional Development
April 17, 2013 (0001 EST)	List of approved summer participants open to Area and Districts for review.	Area and District Summer POCs
April 22, 2013 (0001 EST)	List of approved summer participants open to school administrators for notification to the faculty.	Principals/Assistant Principals must announce to all faculty members the names of those who have been approved to attend summer workshop.

*EST= Eastern Standard Time Zone in the United States

Course Code: CTE 1301

**For: High School
Home Networking**

Only applicants who meet the following criteria are eligible to apply for this workshop:

- Priority 1: Will be given to high schools that currently have a Home Networking Program, have required Cisco equipment, and need to train an instructor for SY 2013-2014.
- Priority 2: Will be given to high schools that plan to implement a Home Networking Program, have required Cisco equipment, and need to train an instructor for SY2013-2014.

Maximum Number of Participants:	Number of participants allocated to DoDDS Europe	Number of participants allocated to DoDDS Pacific and DDESS Guam	Number of participants allocated to DDESS and DoDDS Cuba
3	1	1	1

Location	Hotel Check-in Date	Session Begin Date	Session End Date	Hotel Check-Out Date
VTC/DCO/WebEx	None	TBD (June 23)	TBD (July 31)	None

Number of Workshop Days	Community Strategic Plan Goal (s):	Number of semester credit hours offered
10	1 and 3B	TBD
Connection of this course and the objectives as related to increasing student achievement: This course is directly related to increasing student knowledge, understanding and skills in working, planning, executing and remediating a Cisco system.		

Level of Training:

Level Three: Application of skills and transfer to classroom settings; implementation and modification of new practices

Level Four: Maintenance and refinement/Teaching others to use skills; refining and integrating practices with other successful practices for greater effectiveness.

Professional Development Knowledge and Targeted Competencies:

- Mastering Content and Curriculum;
- Presenting Organized Instruction;
- Monitoring and Assessing Student Achievement;
- Responding to Professional Responsibilities;
- Evaluating student progress and assesses student instructional needs;

Course Description:

This course prepares a teacher to teach the first and second of four courses in the Cisco Networking Academy series. Instruction includes an orientation to the Cisco Academy course management system and an in-depth exploration of computer networking for the home and small business. The course objectives covered in the workshop include the following:

- Set up a personal computer system, interface cards, and peripheral devices
- Plan and install a home or small business network and connect it to the Internet
- Verify and troubleshoot network and Internet connectivity
- Share resources (files and printers) among multiple computers
- Recognize and mitigate security threats to the home network
- Configure and verify common Internet applications
- Configure basic IP services through a GUI interface
- Describe the structure of the Internet and how communication occurs between hosts
- Install, configure, and troubleshoot Cisco IOS devices for Internet and server connectivity
- Plan a basic wired infrastructure to support network traffic
- Configure a server to share resources and provide common Web services
- Implement basic WAN connectivity using Telco services
- Demonstrate proper disaster recovery procedures and perform server backups
- Monitor network performance and isolate failures
- Troubleshoot problems using an organized, layered procedure
- Describe the OSI model and the process of encapsulation

Particular emphasis is given to the use of decision-making and problem-solving techniques in applying science, mathematics, communication, and social studies concepts to solve networking problems. In addition, instruction and training are provided in the proper care, maintenance, and use of networking software, tools, and equipment and federal safety, building, and environmental codes and regulations.

Selected participants will be required to download and read the entire course curriculum prior to attending this course. This is a very rigorous and fast-paced curriculum that requires participants to be familiar with the course material prior to the start of the course. Participants are expected to bring a laptop computer that can be connected to a network.

Objectives: Educators will be able:

1. To set up a personal computer system;
2. To plan and install a small network connecting to the internet;
3. To troubleshoot network and internet connectivity;
4. To share resources through a server;
5. To recognize and mitigate networking security;

6. To configure an integrated wireless access point and client;
7. To understand the structure of the internet and how communication occurs;
8. To install, configure, and troubleshoot Cisco IOS devices;
9. To implement basic WAN connectivity using Telco services;
10. To demonstrate proper disaster recovery procedures and perform server backups.

Description of how this course will apply Using Data to Differentiate Instruction as the framework for professional development focus:

Educators will learn and apply the results of data/assessment in terms of the Cisco system and use it as data to drive decision making. There is no differentiation of instruction as a model of instruction as this course revolves around the rigor of problem based learning and data driven decision making. Educators will be able to transfer the system's operational pedagogy to the differentiated model in the classroom on how to vary the content, process, or product based upon students' interest, level of functioning or learning profile.

Correlation of this course to:

- **Standards:** The standards that will be used in this course are the industry standards that regulate Cisco as a certificated course;
- **Curriculum:** The curriculum is an industry curriculum that revolves around the application of science, mathematics, decision making and problem solving;
- **Instruction:** This course involves a constructivist approach to teaching and learning;
- **Assessment:** Assessment is on-going in Cisco based upon projects, plans, and execution of operation of plans and projects. These ongoing assessments drive decision making and problem solving. Cisco is about revising and refining as an ongoing aspect of assessment of and for learning.

Expectations upon return to the teaching and learning environment:

Upon return to the work environment, participants will be required to submit a certificate of passing this course to Hoa Nguyen, DoDEA CTE ISS, within one week of the end of this course. **Teachers must pass this course and the final exam in order to teach this course in school year 2013-2014.**

Online evaluation:

Upon completion of this professional development, participants will be required to complete an online evaluation of this session.

Point of Contact:

Hoa Nguyen; DoDEA CTE ISS, DODEA HQ, Arlington, VA; Phone: 571-372-6019.

■ Applicants need to know that completing this form and submitting it does not constitute acceptance or clearance into this or any workshop. This is merely an application process and not an acceptance process. Applicants will be notified on April 29, 2013 by their supervisors if they have been accepted into a workshop by DoDEA Headquarters.

Course Code: CTE 1302

**For: High School
IT Essentials**

Only applicants who meet the following criteria are eligible to apply for this workshop:

- Priority 1: Will be given to high schools that currently have an IT Essentials Program, have required Cisco equipment, and need to train an instructor for SY 2013-2014.
- Priority 2: Will be given to high schools that plan to implement an IT Essentials Program, have required Cisco equipment, and need to train an instructor for SY2013-2014.

Maximum Number of Participants:	Number of participants allocated to DoDDS Europe	Number of participants allocated to DoDDS Pacific and DDESS Guam	Number of participants allocated to DDESS and DoDDS Cuba
3	1	1	1

Location	Hotel Check-in Date	Session Begin Date	Session End Date	Hotel Check-Out Date
VTC/DCO/WebEx	None	TBD (June 23)	TBD (July 31)	None

Number of Workshop Days	Community Strategic Plan Goal (s):	Number of semester credit hours offered
5	3B	TBD

Connection of this course and the objectives as related to increasing student achievement:
This course is directly related to increasing student knowledge, understanding and skills in working, planning, executing and remediating a Cisco system.

Level of Training:

Level Three: Application of skills and transfer to classroom settings; implementation and modification of new practices

Professional Development Knowledge and Targeted Competencies:

- Mastering Content and Curriculum;
- Presenting Organized Instruction;
- Monitoring and Assessing Student Achievement;
- Responding to Professional Responsibilities;
- Evaluating student progress and assesses student instructional needs;

Course Description:

This course prepares a teacher to teach a course on personal computer hardware and software. In this course, the participants will learn how to build a computer, install and manage Windows-based operating systems, add peripheral devices and multimedia capabilities, and connect the computer to a local area network and the Internet. Further study will cover local area network architecture, networking protocols, the OSI Model, TCP/IP utilities, wireless technologies, and new PDA/Smart Devices. The course will also include an orientation to the Cisco Academy course management system.

This is a hands-on, lab-oriented course that stresses laboratory safety and working effectively in a group environment. This course will help prepare participants for the CompTIA A+ certification.

Selected participants will be required to download and read the entire course curriculum prior to attending this course. This is a very rigorous and fast-paced curriculum that requires participants to be familiar with the course material prior to the start of the course. **Participants are expected to bring a laptop computer that can be connected to a network.**

Objectives: Educators will be able:

1. To set up a personal computer system;
2. To plan and install a small network connecting to the internet;
3. To troubleshoot network and internet connectivity;
4. To share resources through a server;
5. To recognize and mitigate networking security;
6. To configure an integrated wireless access point and client;
7. To understand the structure of the internet and how communication occurs;
8. To install, configure, and troubleshoot Cisco IOS devices;
9. To implement basic WAN connectivity using Telco services;
10. To demonstrate proper disaster recovery procedures and perform server backups.

Description of how this course will apply Using Data to Differentiate Instruction as the framework for professional development focus:

1. To define Information Technology;
2. To protect student against accident and injury;
3. To perform a step by step assembly of a personal computer;
4. To explain the purpose of preventive maintenance and identify the elements of the troubleshooting process;
5. To explain, install, navigate, perform preventive maintenance on, and begin troubleshooting an operating system, laptop, and printer/scanner;
6. To describe, install, perform preventive maintenance on, and begin troubleshooting a network;
7. To describe, install, perform preventive maintenance on, and begin troubleshooting security;
8. To describe and apply good communication skills and professional behavior while working with customers;
9. To upgrade hardware and software;

Description of how this course will apply Responsive and Inclusive Teaching and Learning as the framework for professional development focus:

This is an industry standard course that is a skill based intensive course for teachers as well as for their students. Teachers will be able to transfer the skills on building, maintaining a fully operational computer from this course into the classroom environment where they can differentiate the content, process, and product according to students' interests. This course is rich in project-based problem solving.

Correlation of this course to:

- Standards: IT Essential has industry developed standards which have been adopted nation-wide and by DoDEA.
- Curriculum: The curriculum for this course is founded in science and mathematics. The concepts and principles are based upon the development and maintenance of a computer system.
- Instruction: Pedagogy is not the focus of this course. Skill development is the focus.
- Assessment: Assessment is ongoing element of this course. Assessment is used to inform instruction and to exemplify assessment of learning.

Expectations upon return to the teaching and learning environment:

Within one week of the end of this course, participants will be required to submit a certificate of successful completion. **Passing this course and the final exam is a requirement to teach this course in DoDEA.**

Online evaluation:

Upon completion of this professional development, participants will be required to complete an online evaluation of this session.

Point of Contact:

Hoa Nguyen; DoDEA CTE ISS, DODEA HQ, Arlington, VA; Phone: 571-372-6019.

Applicants need to know that completing this form and submitting it does not constitute acceptance or clearance into this or any workshop. This is merely an application process and not an acceptance process. Applicants will be notified on April 29, 2013 by their supervisors if they have been accepted into a workshop by DoDEA Headquarters.

Professional Development

TEAM MEMBER EXPECTATIONS

- A. Completion of an online course (20 hours)** – Participation in the Summer Workshop will include awareness of Professional Learning Communities/Teams and the completion of an online course on Differentiated Instruction. A team facilitator will support and guide conversations and reflection throughout the Summer Workshop. Participants will be expected to complete a Plan of Action for applying their learning to their teaching practice in the SY 2013-14 SY (school-based: four Early Return days).
- B. Participation in a Professional Learning Team (PLT) over the course of SY 2013-14 --** Participants will be provided two professional learning days (four .5 days) provided by DoDEA to work collaboratively on a collective inquiry and action research to achieve better results for the students they serve.
- C. Participants will provide the HQ POC a review of their Summer Workshop/PLT at the end of the school year.** The review should include a reflection of the Action Plan goals, successes, challenges, evidence, and suggestions for the project’s replication. Teams may choose the format for this sharing. Exemplars will be shared DoDEA wide.

D. DI/PLT Summer Workshop Outcomes

- Develop understanding of key concepts of DI and curriculum planning
- Build in-depth Learning of DI for skill development
- Begin implementation into curriculum and instruction
- Refine/Enhance data analysis skills
- Develop the application of data analysis to instructional design and delivery
- Develop job-embedded collaboration of Professional Learning Teams) through Summer Workshop
- Develop collaborative and focused collective inquiry approach as PLT practice

COMPENSATIONS

- A. Participants will receive four early return days** to participate in a facilitator-led online course.
- B. Participation in a year-long PLT study of differentiated instruction led by a PLT Facilitator.** Participants will receive four .5 days of professional learning (equal 16 hours for PLC meetings) provided by DoDEA to apply the learning to their teacher practice.
- C. Participants may elect to receive one hour of college credit** at their expense upon course completion. An additional hour of course credit may be obtained upon completion of the PLT requirements during the school year.

Contingent on Funding Availability

APPLICATION PROCESS

- A. Educators will individually apply to participate as a team member through the current DoDEA summer workshop selection process. Selection will be based on a school-established selection process per Area MOU.
- B. A team is comprised of 3 to 7 participants and a team facilitator with a common profession development learning interest.
- C. Once chosen, the team will select the appropriate online course.

THE DEVELOPMENT OF PROFESSIONAL LEARNING TEAM FACILITATORS

The Summer Workshop/PLC Facilitators will be selected from the schools that develop a team of educators taking the four-day training Summer Workshop online course opportunity. The Facilitator will be an additional PLT member. PLT Facilitators must meet the criteria expectations listed below.

EXPECTATIONS FOR PLT FACILITATORS

The PLT Facilitator will:

- A. Complete the school team's selected course during the summer and prior to the commencement of the Summer Workshop.
- B. Complete professional development providing the skills of facilitating a Professional Learning Team (Area provided 2.5 days Early Return).
- C. Prepare/plan the facilitation of the summer online course and the SY PLT.

COMPENSATIONS FOR THE PLT FACILITATOR

The PLT Facilitator will be provided:

- A. A stipend for leading the SY PLT (\$1665.00).
- B. Professional learning time (1 Early Return day) to plan facilitation of the Summer Workshop/PLT course.

Contingent on Funding Availability

THE COURSE/PLT FACILITATOR APPLICATION PROCESS

- A. Those interested will apply through the current DoDEA summer workshop selection committee. Selection will be based on the criteria listed in the PLT Facilitator section.
- B. Facilitators will be selected from the schools that develop a team of educators committing to the online course and PLT participation during the school year.

THE COURSE/PLT FACILITATOR SELECTION CRITERIA

Facilitators will:

- A. Demonstrate a willingness to commit to a leadership/coaching role in the implementation of Responsive and Inclusive Teaching (Differentiated Instruction), including a willingness to model and share.
- B. Demonstrate leadership in implementing curriculum.
- C. Demonstrate skills in team work and collaboration.
- D. Provide evidence of leading meaningful professional dialogue within his/her school.

THE ONLINE APPLICATION PROCESS

To apply, educators will need their school's or office's DoDAAC access code. If an educator is moving, he/she is to use the DoDAAC access code for their new location. Use of another site's password will register the educator as being located at that work site and will invalidate the application. Principals will provide the DoDAAC code for school-based educators. Educators will need to use their actual login and password to access the system. Any typos will not let applicants enter the Summer Workshop/PLT Application.

Please see the timeline on [page two](#) for all dates concerning the online summer application process.

Contingent on Funding Availability

REVIEW PROCESS BEFORE SELECTION

DI/PLT review Process for applicant selection

Reviews of all applications occur as follows:

1. The Principal will develop a school-based selection process per Area MOU. The school process will review and recommend the members of the school-based Summer Workshop/PLT from the school level and prioritize recommendations for the DSO POC.
2. The District Office Summer POCs will review and recommend the school-based Summer Workshop/PLT from the school. The District Summer POC will confirm the school-based teams with the District Superintendent or designee and then forward the school-based Summer Workshop/PLT team lists to the Area and to HQ.
3. Once the school-based team lists are confirmed complete and accepted, all Summer Workshop/PLT team members and facilitators will be notified.

[More Information](#)

Supervisors will receive their passwords and online application website address from the District POCs.

Contingent on Funding Availability

Professional Development DI/PLT Summer Workshop Timeline
Summer 2013 Summer Workshop Application Time

When?	What?	Who?
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March 15, 2013 (2359 EST)	Database for school level administrators’ review is closed.	Principals or Assistant Principals
March 18, 2013 (0001 EST)	The database is open to the District Summer POCs to review all applicants from the school and district levels.	District Summer POCs
March 22, 2013 (2359 EST)	The database is closed to the District summer POCs	District Summer POCs
March 25, 2013 (0001 EST)	The Area Summer POCs and Assistant Principals POC to review applicants from the school and district and a final list is compiled.	Area Summer POCs
April 01, 2013 (0001 EST)	List of approved summer participants open to school administrators for notification to the faculty.	Principals/Assistant Principals must announce to all faculty members the names of those who have been approved to attend summer workshop.

***EST= Eastern Standard Time Zone in the United States**

Contingent on Funding Availability

Course Code: PDES1302

**Differentiated Instruction and
Professional Learning Team
Summer Workshop**

**For All Schools that do not have a trained DI/PLT
from Summer 2011 and Summer 2012**

**2013 Differentiated Instruction (Online Course) &
Professional Learning Teams
Summer Workshop**

DoDEA will offer all remaining school educators whose school did not have a Professional Learning Team (PLT) summer 2012 a two-part professional learning opportunity in the summer of 2013 and continuing during the SY 2013-14. There are two major components to the summer workshop and professional learning team workshop. Part A -- Educators may request participation in an on-line course focused on the key tenets of Carol Ann Tomlinson's Model of Responsive Teaching. They will select one of six courses based on their current knowledge and understanding of this model.

Each of the six Differentiated Instruction online courses provides a different perspective of the understanding of differentiated instruction, responsive teaching, and their connection to curriculum content. Part B -- Following the completion of the online course, participants will continue building their depth of knowledge and skills throughout the school year as part of a Professional Learning Team (PLT) led by a team facilitator. PLTs facilitators will be selected to lead site- or complex-based PLTs during the course of SY 2013-14. The summer workshop/PLT professional development will take place prior to school beginning and require a four-day early return to school for team participants.

The Summer Workshop/PLT will support all schools having a trained school-based PLT by the end of summer 2014. The trained team serves as a resource for PLT developments on campus.

Part 1	PLT Facilitator	All PLT members	SY	
	<ul style="list-style-type: none">• 2.5 days Training• 1 day ER Workshop Preparation	<ul style="list-style-type: none">• 4 ER days Summer Workshop		
Part 2			Four .5 days	

Contingent on Funding Availability