



**ADVANCE ON THE SALARY SCALE WITH GRADUATE-
LEVEL
PROFESSIONAL DEVELOPMENT SEMESTER
UNITS/CREDITS FROM
COURSES4TEACHERS INC./UNIVERSITY OF THE
PACIFIC**

**No Classes to Attend!
Earn Graduate-Level Professional Development Semester Units/Credits
For the Professional Work You Have Done Recently
And for Work You Are Doing Right Now!**

Researching Digital Tools and Strategies for Effective In-Class and Distance Teaching
Developing Motivational Lesson Plans/Curriculum
Working on Common Core
Reading/Researching
Developing Curriculum
Adding Technology into Curriculum
Educational Webinars, Trainings, Summits, Workshops, Conferences (See below for which programs we work in partnership with, and how to record programs that we do not work in partnership with).

Educational Travel
Creating Rubrics
Revising/Enhancing Lessons
Aligning Curriculum to Standards

All of these count, and more!

STEP 1

Get to know the policies of your school district regarding post-baccalaureate graduate semester courses, due dates, etc. Districts also vary in policy on the following issues:

- Whether or not they require prior approval for courses.
- Whether they require an Official Transcript for grade submission.
- Deadline for submitting your grades towards salary advancement.

What information to provide your district should you need prior approval

Generally, these are key points districts may ask for:

- The name of the university (University of the Pacific).
- The course titles and course numbers you select.
- The number of graduate-level professional development semester credits per course you are taking.

- University of the Pacific courses are graduate-level, professional development semester courses. We do not provide CEUS --- see last page for semantics differentiation among states.
- The University of the Pacific is a non-profit organization, accredited with the Western Association of Schools and Colleges.

Need a course description for prior approval?

We have course descriptions available upon request for each course. However, given the fact that strategies for teaching are continuously changing, we encourage teachers to research the very latest techniques and materials to enhance their curriculum. We want these self-designed courses to be practical for your individual needs as well as in keeping with the current focus of your district.

STEP 2

Register:

- Register for the number of semester units/credits you'd like. (Just fifteen hours of professional development work earns you 1 graduate-level professional development semester unit!)
- Keep a log and samples/notes of the activities you do after school. Any curriculum development, reading and/or research that enhances your knowledge, curriculum, skills and/or classroom environment.

Important:

- When registering online, do NOT attach or mail in your log/documentation with your registration UNLESS your coursework is linked to an educational company we partner with.
- If you have any questions, now or in the future, regarding your registrations or grades, please contact us at Courses4Teachers Inc. directly. DO NOT contact the main campus.

All your registration and grade information are here at our Courses4Teachers Inc. office.

You may register for as many courses as you wish at one time.

Each course requires a separate registration form.

Registration is open all year long.

The cost is only \$99 per semester unit of credit.

There are no refunds.

You have one year to complete your coursework from the date your registered.

There will be no reminders of your due date.

It is your responsibility to get your coursework evaluated on time.

The registration process is quick and easy.

For fast processing, register online at: <https://www.courses4teachers.net/self-designed-courses/>

Or, if you prefer, register via email or regular mail. If registering via mail or email, download the registration form to your desktop, type on the desktop version, and email or mail it to:

Courses4Teachers Inc./University of the Pacific
Attn: Karin Alexander
1812 W. Burbank Blvd, #1031, Burbank, CA 91506
courses4teachers@courses4teachers.net

If paying by check, make checks payable to University of the Pacific. Note: Paying by check can make the registration process take longer. The University will not process your registration(s) until the check has cleared.

Course Title Selection:

A list of course numbers and titles from which you may choose is listed in this packet, pages 6-8.

In selecting a course title, keep in mind that the title does not have to directly relate to all the activities you are doing. We understand that teachers multi-task and no one title may correspond with all that you do.

Once you have selected a course title, you may not select that course again for subsequent courses.

We recommend you keep a list of the course titles you have already chosen, for your own records.

STEP 3

Prepare your documentation for review by Courses4Teachers Inc.

We highly recommend you meet virtually or in person with a Grader rather than emailing or mailing in your coursework directly to our office.

DO NOT submit your logs directly to Courses4Teachers if you are using a grader.

Four benefits of meeting with a Grader rather than sending in your coursework to our office:

- When meeting with a Grader you do not have to take time to prepare documentation for mailing.
- After your Grading appointment you take your samples back home with you whereas, when you mail in your coursework, your coursework will not be returned to you.
- Instant validation.
- On-the-spot advice regarding your coursework or revision of coursework, should you need it.

Not sure of what activities count? See List of What Counts and Doesn't Count.

Keep a log and samples of the work you are doing.

If you are reading books, make sure you keep a list the books and pages read with each entry.

If you are researching on the internet, make sure you keep a list of the website links you visited.

We accept Word Docs, PDFs, Excel and JPGs

If submitting via Google Docs, please send a Google Docs Link, and enable sharing and VIEW by anyone with the link.

Backdating Logs

You may backdate your log to receive credit for any professional work you've done in the past 12 months, as long as you have not previously received any university or district credit for that particular work. Provide us dates, to the best of your recollection.

Log Entries/Format

Each entry in your log should be succinct and specific.

The activities you list in your log can be unrelated professional activities (i.e., one-hour reading, one hour developing a rubric, one hour creating a lesson plan, etc.)

Each activity requires a separate entry.

You may not lump dates together in one entry (i.e. no "4/12- 4/19" entries.)

You may log different activities on the same date.

You will need to document 15 hours for 1 semester unit, 30 hours to earn 2 semester units, and 45 hours for 3 semester units.

What should my log look like?

See attached Log Guide for detailed information.

Credit for Participation and Attendance at An Educational Conference, Summit, Workshop, Training, Seminar, Webinar:

You may log activities at these educational events as long as you are not getting paid to attend by your district, or not getting credit in any other way from your district or from any other university. Mandatory district or school events are not applicable.

Please note: Some conferences/workshops are sponsored by companies in partnership with Courses4Teachers Inc. For these conferences/workshops, teachers do NOT meet with a Grader for review.

Teachers must submit work directly to our Courses4Teachers Inc. to be graded.

Examples of our top clients are: Social Thinking, Mindful Schools, Teach Your Heart On, & Breathe For Change.

For a complete list of our clients, please refer to our website under: Graduate-Level Professional Development Semester Unit Credit for Participation in Conferences, Workshops, Trainings, Webinars and Summits.

<https://courses4teachers.net/university-credits-linked-to-workshops-conferences-trainings-or-travel/>

If a teacher logs an educational program we do not partner with, a grader can grade it and receive credit. Teachers must log what conference it was as well as a detailed explanation/reflection of what they learned and how they will apply their research, activities, readings, etc. to their classroom curriculum.

Credit for Participation in Educational Tours/Travel

Log the time at educational tours -- guided tours, or self-guided tours. Include a reflection about and how the tour benefitted you in your teaching.

Do not include pictures with family as proof of participation.
Do not log transportation time, eating, walking around, etc.

Working with a Colleague(s) To Earn Credit?

You cannot count collaboration during school hours or collaboration done at team meetings that are organized or required by your school or district.

Suggestions of excellent words to begin your log entries: read, researched, developed, created, toured, previewed, revised

Please **DO NOT** begin your log with:Planned, Prepared, Organized, Sorted, Set-up, Classified, Presented, Met with

STEP 4

Submitting Coursework for Review and Grade

- You must wait until you receive our Registration Confirmation Email before you can mail or email coursework or meet with a Grader.
- Contact a Grader when your coursework is completed or email your coursework to our Courses4Teachers Inc. office.

For a list of Graders, please visit our website: [click here](#)

Note: You may select any Grader in any area, since grading can also be done via Skype, FaceTime, Zoom or other interactive apps.

Interested in Becoming A Grader? Contact us. You will earn extra money while you provide a wonderful service to teachers. (Our courses are accepted in districts across the U.S.)

OTHER INFORMATION

Grades and Transcripts

After you have mailed in your documentation and registration, a grade confirmation will be emailed to you, from our Courses4Teachers Inc. office, on University letterhead, within 5 business days. With that grade confirmation letter will be a courses evaluation form. We would appreciate you taking the time to fill that out.

You will also receive an Unofficial Transcript in the mail, directly from the University of the Pacific Registrar, in about 6 - 8 weeks.

As soon as you receive the Unofficial Transcript, you may go online and order your Official Transcript.

However, should you need an Official Transcript quickly for your district, and you have seen the payment has cleared your account, you may email us and ask us to post your grade(s) for you quickly.

Some school districts may accept the grade confirmation letter emailed from our office for immediate professional growth and salary increment credit. Most school districts

accept the Unofficial Transcript, but some may request an embossed, sealed Official Transcript.

PLEASE NOTE: If you choose to have your Official Transcript mailed Overnight, FedEx will not deliver to a PO Box!

For more Official Transcript information click [here](#).

COURSE NUMBERS AND TITLES AVAILABLE FOR SELF-DESIGNED COURSES

Organization/ Curriculum- Development Related:

The following titles are available for 1, 2, 3 or 4 units:

- E DUP 9311: Focusing on Student-Driven Inquiry
- E DUP 9312: Ethical Professional Standards and Activities for Curriculum Design
- P EDU 9015: Adding New Ideas to Your Curriculum
- P EDU 9031: Aligning Curriculum to Standards and Benchmarks
- P EDU 9034: Developing Effective Curriculum
- P EDU 9047: Effective Teaching Strategies and Motivational Lesson Plans
- P EDU 9054: Lesson Plans and Strategies for Success in Teaching
- P EDU 9058: Teaching More Creatively and Motivationally
- P EDU 9059: Establishing Meaningful Timelines and Effective Lesson Plans
- P EDU 9073: Student-Centered Project-Based Learning
- P EDU 9081: Assessing Student Learning
- P EDU 9240: Teaching Common Core Standards Effectively I
- P EDU 9253: Teaching Common Core Standards Effectively II
- P EDU 9254: Incorporating Game-Based Learning into Your Curriculum
- P EDU 9937: Preparation for Years of Effective Teaching
- P EDU 9938: Development of Classroom Curriculum I
- P EDU 9939: Development of Classroom Curriculum II
- P EDU 9950: Creating and Maintaining a Motivating Classroom Environment
- P EDU 9990: Teaching State Mandated Objectives More Creatively

Classroom Environment, Mindful Education/SEL related:

The following titles are available for 1, 2, 3 or 4 units:

- E DUP 9188: Promoting Social Emotional Learning and Growth
- E DUP 9189: Social Emotional Learning Practices
- E DUP 9191: Equity Teaching, Strategies and Curriculum
- E DUP 9192: Online Collaboration Teaching Tools
- E DUP 9193: The Mindful Classroom
- E DUP 9194: Peace and Productivity in the Classroom
- E DUP 9195: Mindful Teacher Consciousness and Practice
- E DUP 9300: Teaching Self-Compassion, Self-Care and Resilience
- E DUP 9303: Teaching Respect, Responsibility and Integrity
- E DUP 9305: Positive and Engaging Teacher Language
- P EDU 9331: Management Matters

P EDU 9040: Safe and Respectful Learning Environments
P EDU 9047: Effective Teaching Strategies and Motivational Lesson Plans
P EDU 9069: Classroom Management Strategies That Work
P EDU 9083: Developing Effective Teacher Language and Motivational Engagement Strategies
P EDU 9075: Positive Learning Environments: Fostering Social-Emotional Learning
P EDU 9079: Student-Driven Inquiry and Universal Design Learning
P EDU 9227: Establishing an Online Collaborative Classroom I
P EDU 9228: Establishing an Online Collaborative Classroom II
P EDU 9279: Incorporating Mindful Education into Curriculum
P EDU 9331: Management Matters
P EDU 9403: Overcoming Obstacles to Equity in Education
P EDU 9751: Stress Management Strategies to Enhance Student Learning
P EDU 9949: Teaching Character Development for Grades 6-12
P EDU 9950: Creating and Maintaining a Motivating Classroom Environment

Special Needs related:

The following titles are available for 1, 2, 3 or 4 units:

P EDU 9035: Enhancing Special Education Curriculum I
P EDU 9044: Strategies to Help Children with Learning Challenges
P EDU 9049: Strategies for Differentiated Instruction
P EDU 9052: Understanding and Supporting Children with Special Needs
P EDU 9053: Teaching to Different Personality Types and Learning Styles
P EDU 9077: Effective Teaching Strategies for Students with Dyslexia or Autism
P EDU 9231: Understanding and Supporting Children with Autism
P EDU 9264: ADHD Classroom, Teaching Strategies
P EDU 9940: Differentiated Instruction
P EDU 9994: Understanding and Meeting the Special Needs of Your Students

Technology related:

The following titles are available for 1, 2, 3 or 4 units:

E DUP 9190: Digital Learning Platforms for Effective Teaching
P EDU 9315: Multimedia Presentations 1
P EDU 9038: Technology Resources to Enhance Teaching
P EDU 9066: Enhancing Your Skills Using Technology
P EDU 9187: Connected Learning The 21st Century Classroom
P EDU 9235: Using Open Educational Resources to Create K-12 Curriculum I
P EDU 9236: Using Open Educational Resources to Create K-12 Curriculum II
P EDU 9265: Using Technology to Foster Collaborative Learning
P EDU 9316: Advanced Multimedia Presentations
P EDU 9319: Creating Editing and Enhancing Digital Images
P EDU 9868: Digital Imagery: A Technology Tool
P EDU 9869: Technology Tools for Effective Presentations

Math, Science related:

The following titles are available for 1, 2, 3 or 4 units:

E DUP 9196: Environmental Education Curriculum for Teachers I
P EDU 9016: Science Ideas for the Classroom

P EDU 9018: Math Ideas for the Classroom
P EDU 9041: Teaching Coastal and Marine Ecosystems
P EDU 9060: Evaluating and Enhancing Your Science Program
P EDU 9061: Evaluating and Enhancing Your Math Program
P EDU 9064: Focusing on Objectives for Teaching Science
P EDU 9065: Focusing on Objectives for Teaching Math
P EDU 9758: Science/Environmental Education; Ready to Use Hands-On Activities & Lessons
P EDU 9858: Incorporating Environmental Education Activities into Curriculum
P EDU 9964: Math/Art Projects For the K-12 Classroom

Reading/Literature/Writing/Spelling related:

The following titles are available for 1, 2, 3 or 4 units:

P EDU 9017: Literature Ideas for the Classroom
P EDU 9042: Enhancing Writing Skills in the Classroom
P EDU 9043: Effective Lessons in Grammar and Writing
P EDU 9046: Introducing More Literature into Your Reading
P EDU 9048: Evaluating and Enhancing Your Writing Program
P EDU 9051: Focusing on Objectives for Teaching Reading
P EDU 9055: Focusing on Objectives for Teaching Writing Skills
P EDU 9056: New Strategies for Teaching Spelling
P EDU 9368: Inspiring Students to Appreciate and Write Poetry
P EDU 9883: Creative Techniques for Teaching Writing
P EDU 9898: Teaching Reading, Writing, Listening and Speaking Standards Through Storytelling 1
P EDU 9952: Distinguished Literature and Content Area Reading 1
P EDU 9953: Strategies to Get Students Thinking, Reading and Writing
P EDU 9992: Evaluate and Strengthen Your Reading Program
P EDU 9961: Creative Techniques for Teaching Reading

Foreign Language related:

The following titles are available for 1,2, 3 or 4 units:

E DUP 9304: Focusing on Objectives for Teaching a Foreign Language
P EDU 9050: Focusing on Objectives for Teaching French
P EDU 9057: Focusing on Objectives for Teaching Spanish
P EDU 9959: Incorporating American Sign Language into Curriculum

P.E./ Health/ Nutrition related:

The following titles are available for 1, 2, 3 or 4 units:

P EDU 9032: Physical Education Activities for the Classroom
P EDU 9037: Health/Nutrition Lesson Plans for the Classroom
P EDU 9062: Focusing on Objectives for Teaching Physical Education
P EDU 9091: Nutrition Incorporated into Core Curriculum
P EDU 9092: Health/Nutrition Lesson Plans II
P EDU 9278: Yoga: Social/Emotional Learning Techniques to Enrich Core Curriculum
P EDU 9784: Nutrition Across the Curriculum I

History related:

The following titles are available for 1, 2, 3 or 4 units:

P EDU 9019: History Ideas for the Classroom

P EDU 9033: Developing History Curriculum

Art/ Music/Drama related:

The following titles are available for 1, 2, 3 or 4 units:

P EDU 9036: Art Projects and Lessons to Enhance Your Curriculum

P EDU 9045: Enhancing Your Music Program

P EDU 9063: Focusing on Objectives for Teaching Art

P EDU 9070: Music Across the Curriculum

P EDU 9071: Using Music in Teaching the Standards

P EDU 9093: Multicultural Art-History Projects

P EDU 9197: Integrating Drama Across Curriculum

P EDU 9198: Kinesthetic and Creative Teaching Techniques for Effective Classroom Management

P EDU 9226: Enhancing Literacy Using K-12 Drama Activities

P EDU 9757: Art Projects Across Curriculum 1

P EDU 9948: Basic Drawing Techniques

P EDU 9956: Artistic Pathways for Creative Expression I

P EDU 9322: Artistic Pathways for Creative Expression II

Field trips/ Travel related:

The following titles are available for 1,2, 3 or 4 units:

P EDU 9030: Develop New Curricula Through Travel

P EDU 9039: Local Resources/Field Trips to Enhance Curriculum

P EDU 9213: The History and Art of Italy

P EDU 9214: The History and Art of France 1

P EDU 9216: History, Art and Culture of the British Isles

P EDU 9217: The History, Art and Culture of Spain

P EDU 9218: History, Art and Culture of Europe

P EDU 9219: History and Art of America

P EDU 9220: Travel to Learn and Enhance your Teaching

P EDU 9221: Travel to Enrich Your Curriculum

P EDU 9222: Travel as a Form of Education

P EDU 9223: Educational Tours for Teachers

P EDU 9224: The History, Culture and Art of Italy

P EDU 9225: The History Art and Culture of France

P EDU 9299: Educational Travel for Music Teachers

P EDU 9321: Extraordinary Field Trips for K-12 Teachers 1

P EDU 9957: Field Trips to Enhance Curriculum I

P EDU 9958: Field Trips to Enhance Curriculum II

Early Childhood Education related:

Important: Note that these courses begin with P ECE rather than P EDU

The following ECE courses are available for 1, 2, 3 or 4 units:

P ECE 9000: Teaching Foundational Reading Skills to ECE Students

P ECE 9001: Teaching Foundational Math Skills to ECE Students

P ECE 9002: Supporting English Language Development in the ECE Classroom

P ECE 9003: Assessment of ECE Goals and Lesson Plan Effectiveness

P ECE 9004: Understanding Developmental Stages of Early Childhood
P ECE 9005: Promoting Social Emotional Growth in ECE Students
P ECE 9006: Teaching to Diversified Developmental Levels, Personality Types & Learning Styles in the ECE Classroom
P ECE 9007: Teaching Language and Literacy to ECE Students

GENERAL INFORMATION REGARDING UNITS/CREDITS WITH THE UNIVERSITY OF THE PACIFIC

The University of the Pacific is one of the oldest private institutions of higher learning in the state of California. The graduate-level credit provided by the University of the Pacific for these courses is graduate-level professional development semester units/credits. Our courses have been accepted by school districts within the United States.

The University of the Pacific is accredited with the Western Association of Schools and Colleges.

The graduate-level professional development semester unit/credit is designed for salary advancement and to renew credentials. It is not designed to be used towards attainment of an advanced degree.

Participants are advised to verify with their school district or state licensing bureau acceptance of such credit prior to registration for unit credit. There are no refunds.

REGARDING CEUS (CONTINUING EDUCATION UNITS) CREDIT SEMANTICS CLARIFICATION AMONG STATES IN THE US:

Different states use different terms for the type of credit teachers need for professional development courses that count for salary advancement and to renew credentials. Regardless of the terminology, teachers most often seek the graduate-level professional development semester credit we offer.

Semester Hours/Credits/Units:

In a few states, some districts ask for semester hours of graduate level credit rather than using the term “professional development semester units.” This is a semantics issue. The credit we award is graduate-level, professional-development semester units (which are also called “hours” or “credits” in some states). These self-designed courses are for academic professional growth and will be listed on a University transcript.

PDU and CEUs:

What California refers to as PDUs (Professional development credits) is often called CEUs (Continuing Education units) in school districts on the east coast.

In California and most other states, PDUs are accepted for salary advancement because they are known to be graded, graduate-level, and require 15 hours per semester unit of

credit. In California, CEUs do not always have the same strict requirements. Therefore, many school districts, especially in CA, do not accept CEUs for salary advancement. This is why we do not promote or advertise CEU credit.

Should you need CEUs, your school district will have a formula to covert our PDUs into CEU credit -- although it is rare that teachers in any states need CEUs for salary advancement. With CEUs, 45 hours of professional work will earn you 4.5 CEUs. Note: Educators in the behavioral sciences, i.e., Psychologists, may prefer ungraded CEUs (their requirements are different than those for teachers.)

If you have questions about this, please do not hesitate to contact our Courses4Teachers Inc. office.



LOG GUIDE



COURSES4TEACHERS INC. SELF-DESIGNED COURSES

You've registered, so what's next?

You have one year to complete your coursework from the date you registered. There will be no reminders of your due date, and it is your responsibility to get your coursework evaluated on time.

Work should be completed after school, during non-contract hours, with a maximum of 6 hours worked in a single day.

Complete your coursework, and prepare your documentation for review. Within your documentation, be sure to include samples/notes of the activities you've completed. Include documentation for any curriculum development, reading and/or research that enhances your knowledge, curriculum, skills and/or classroom environment.

If you're reading books, make sure you provide us with a list of the books, authors, and pages read with each entry. Also, include a summary of what you've read.

If you're researching online, make sure to keep a list of the websites you've visited.

CREATING YOUR LOG:

You will need to document 15 hours for 1 semester unit, 30 hours to earn 2 semester units, 45 hours for 3 semester units, and 60 hours for 4 semester units.

- You may not lump dates together in one entry (i.e. no "4/12- 4/19" entries.)
- Each activity requires a separate entry.
- You may log different activities on the same date.
- You may backdate your log to receive credit for any professional work you've done in the past 12 months, as long as you have not previously received any university or district credit for that particular work. Provide us dates, to the best of your recollection.

PLEASE CREATE YOUR LOG IN THE SAME FORMAT AS THE TEMPLATE BELOW. YOU CAN DOWNLOAD OUR TEMPLATE OR CREATE YOUR OWN.

1	EXAMPLE:			
2	COURSE NUMBER AND TITLE:			
3	NUMBER OF UNITS:			
4	TOTAL HOURS:			
5				
6	DATE	ACTIVITY TITLE	EXPLANATION & REFLECTION / IF APPLICABLE PROVIDE LINKS OF RESEARCH AND SAMPLES OF WORK	# OF HOURS OR HALF HOUR INCREMENTS
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8				
9				
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VARIOUS SAMPLE ACTIVITIES AND EXPLANATIONS/REFLECTIONS:

Activity:

Attended (name of conference, workshop webinar, seminar)

Explanation & Reflection:

Linked: A one-paragraph synopsis/reflection of how the conference was useful
 Include the names of the workshops/lectures/activities attended

Activity:

Developed a new rubric for math assessment, re: integers

Explanation & Reflection:

Attached: Photo of rubric 1 hour

Activity:

Read _____, pages 1-30

Explanation & Reflection:

Include a 2-3 sentence written synopsis.

Activity:

Continued to read the above book, pages 30-52

Explanation & Reflection:

Include a 2-3 sentence written synopsis.

Activity:

Created a math game on subtraction using technology

Explanation & Reflection:

Linked: Picture of game or sample

Activity:

Researched the life of Van Gogh online

Explanation & Reflection:

List websites/links visited

Include a 2-3 sentence written synopsis about how your research will benefit your curriculum in the classroom.

Activity:

Watched webinar on adding technology to curriculum

Explanation & Reflection:

Link to webinar

Include a 2-3 sentence written synopsis of what you learned from the webinar

Activity:

Revised a math lesson plan on subtraction

Explanation & Reflection:

Link to a copy of lesson plan that you created

WHAT COUNTS:

-Suggestions of excellent words to begin your log entries: Read, Researched, Developed, Created, Revised, Enhanced, Modified, Toured, Previewed.

-Your logged activities don't have to relate to each other, but they have to be professional activities that enhance your knowledge, skills and/or classroom curriculum.

-You may log activities at educational events, such as an educational conference, summit, workshop, training, seminar, or webinar; as long as you are not getting paid to attend or receiving credit from anywhere else.

-You can count time you spend developing curriculum with other teachers outside of contract work hours.

-You can receive credit for participation in educational tours/travel. Just be sure to only log the time at educational tours, guided tours, or self-guided tours. Include a reflection about and how the tour benefitted you in your teaching.

THE FOLLOWING ARE SOME EXAMPLES OF CURRICULUM DEVELOPMENT ACTIVITIES THAT ENHANCE KNOWLEDGE, SKILLS, AND/OR CLASSROOM CURRICULUM.

Read books to enhance your curriculum
Read and reviewed mandated educational materials, i.e. syllabus, teacher's guides
Researched digital tools, such as Google Classroom tools, to enhance your curriculum
Researched new ideas for lesson plans
Analyzed teaching effectiveness of a given lesson
Created online distance teaching curriculum
Created a classroom website
Created guidelines for student reflection
Created interactive notebooks that you'll use each year
Created lesson plans to enhance your curriculum
This includes lessons for learning technology, smart boards, mini lessons, how to use Google docs, lessons for learning centers for given subjects.
Note: Actual physical set-up of learning centers does not count
Created power points to use as tools for teaching in the classroom
Created sample art project for a lesson
Created worksheets that coordinate with lessons for students
Developed rubrics and assessment standards
Developed objectives and strategies for teaching Common Core
Developed study guides
Participated in educational guided tours applicable to enhancing your curriculum
Previewed websites that focus on key subjects for teaching
Researched the best way to use fidgets for students
Researched and designed anchor charts, instructional games
Researched articles in key subjects for students to read or for your own information
Researched assessment strategies online
Researched supplemental materials and websites to teach standards
Revised curriculum to add more technology and active learning activities
Revised new and existing curriculum to meet Standards and District mandates or Common Core
Interviewing a master teacher for new ideas

WHAT DOESN'T COUNT:

DO NOT begin your log with: Planned, Prepared, Organized, Sorted, Set-up, Classified, Presented, Met with; these phrases are related to prep work and **we do not count prep work for this program.**

**LISTED BELOW ARE EXAMPLES OF ACTIVITIES THAT
ARE IMPORTANT TO TEACHERS BUT ARE NOT
ACCEPTABLE FOR THIS PROGRAM.**

Collaboration during school hours or collaboration done at team meetings that are organized or required by your school or district.

Travel time going to an educational event

Time with family or friends, even if it is taking a guided tour for knowledge (the tour counts, but do not submit pics of family or friends)

Any activity that is considered “prep work” such as: Typing, Copying, Laminating, Printing, Sorting, Classifying, and Organizing

Time spent with students or with parents of students

Time spent with other teachers during contact hours.

Attending school-mandated after-school district or union meetings/trainings/workshops

Attending any after-school events, i.e., drama performances, field trips with students

Anything to do with parents (newsletters, meetings, field trip or Back to School notices, letters,

email correspondences etc.)

Preparing for, or conducting, student/parent conferences

Anything that sounds like shopping, such as online research of supplies or ordering supplies

Assembling Back to School packets

Attending meetings with the principal or any staff development

Doing work for your school or school district rather than for enhancing your own teaching program or skills (However, if doing this work for your school also enhances your own teaching skills, it counts).

Cleaning out, organizing or labeling files or materials

Creating and maintaining a blog

Creating calendars and or schedules

The physical set-up of bulletin boards (However, designing the bulletin boards DOES count)

Creating student folders

Creating labels/putting names on student materials/making name tags

General planning for the next day or week (however, lesson development DOES count)

General travel (however, specific educational guided tours count if applicable to enhancing classroom curriculum).

Grant writing or fundraising planning, or efforts in fundraising

Moving/setting-up a classroom/organizing desk layout/cleaning your classroom

Organizing books, leveling books, or organizing/setting up classroom library

Organizing cabinets/files or filing

Organizing/planning the classroom set-up/layout for the beginning of the year

Researching or collecting classroom donations

Setting up grade books/grading papers/doing report cards

The actual physical set-up of learning centers (however, designing learning centers DOES count)

MEET WITH A GRADER:

When your coursework and log are complete, we highly recommend you meet (virtually or in person) with a Grader rather than submitting your coursework directly to our office.

With a Grader, you'll receive on-the-spot advice regarding your coursework or revision of coursework, should you need it.

For a list of Graders, please go to: <https://courses4teachers.net/representatives-graders-in-your-area/>

Note: You may select any Grader in any area, since grading can also be done virtually.

SUBMITTING YOUR LOG:

If you used a Grader, your Grader will submit your log and final grade directly to us.

If you don't use a Grader and prefer to go directly through our offices, please submit your log with documentation via email to courses4teachers@courses4teachers.net.

We accept Word Docs, PDFs, Excel and JPGs. If submitting via Google Docs or include links to Google Docs, please enable access to anyone with the link.

As always, if you have any questions after reading through this guide, please don't hesitate to reach out to us via email at courses4teachers@courses4teachers.net.

