

Courses4Teachers, LLC/ Center for Professional and Continuing Education
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Earn 3 Units of University Graduate-Level Professional Development Semester Credit for Reading, Research and/or Curriculum Development Work Inspired by PEG Courageous Conversation Seminars, Summits or Workshops.

Two simple steps:

Step 1

Get to know the policies of your school district regarding graduate-level professional growth courses, due dates, etc. Some districts require prior approval and some don't. Districts vary in policy regarding whether or not they require embossed transcripts, and districts have different turn-in dates for salary advancement. It is your responsibility to know your own district's policies regarding dates you must submit transcripts for salary advancement and regarding their policy in accepting Unofficial vs. Official Transcripts. Please contact your personnel department for information.

What information to provide your district should you need prior approval:

1. University of the Pacific is accredited with Western Association of Schools and Colleges
2. Graduate-Level Professional Development Semester Units/Credit (see section "General Information About Credit..." explaining the semantics regarding CEUs and PDUs among different states)
3. Course Title(s) and Course Number(s) you have selected – each course is available for 3 units

If additional information is requested by your school district, please do not hesitate to email us and we will provide you with any information you need to submit to your district.

Step 2

Register for University Credit.

A low-tech version of the registration form is attached on the last page of this packet. However...

For quick and easy registration, you may find our registration form and instructions online at:

<https://www.courses4teachers.net/self-designed-courses/>

Simply download the registration form to your desktop and type on the desktop version.

The registration process is quick and easy. You may register as much as 12 months after your PEG Courageous Conversation summit/seminar participation.

The cost is only \$279 for 3 graduate-level professional development semester units/credits.

We have many course titles from which you may choose.

You must register and complete your log of work within 12 months after your PEG summit/seminar experience.

We will need three things from you:

- 1) Registration form(s) completed - separate form per course
- 2) Payment – personal check or Visa, AMEX or MasterCard - separate payment per course
- 3) Certificate of Completion, or Invoice/Receipt from PEG

Explanation Regarding Log of Professional Curriculum Development Work Required:

When logging course work, the university will accept professional curriculum development work you have done. We know much of your logged work will be work inspired by PEG Courageous Conversation summits and workshops. However, for this particular course the logged hours of work do not need to be related to PEG; they just need to be professional activities, i.e., one hour reading literature for your classroom, three hours designing lessons that integrate technology into your curriculum, one hour developing a rubric, one hour previewing an educational video, etc.

We expect your documentation to be from the past 12 months, from the date you register.

What should my log of extra hours look like? Your log should note the specific activities you accomplished and with each log entry we need proof/documentation or explanation/samples of what you say you did for that log entry.

Begin your log with the appropriate statement:

I attended the National Summit for Courageous Conversation (NSCC) by Pacific Educational group on _____ (date). (My invoice or certificate of completion is attached).

-OR-

I attended _____ workshop/seminar located at _____ on _____ (date). (My invoice or certificate of completion is attached).

Sample log:

Log of 45 hours of work, as inspired by the conference as well as other professional development work. Your log should follow the sample format below:

11/12/17	Adapted Courageous Conversation curriculum to be incorporated to meet current teaching mandates <i>Elaboration: Tell us more about this activity or provide samples of work</i>	4 hours
11/14/17	Read _____, page numbers or chapter numbers read this day _____ <i>Elaboration: Tell us more about this reading or provide us with notes from readings</i>	3 hours
11/15/17	Researched _____, How: list website, article title, etc. <i>Elaboration: Tell us more about this activity or provide samples of work</i>	2 hours
11/19/17	Developed lessons incorporating technology into curriculum <i>Elaboration: Tell us more about this activity or provide us with samples</i>	4 hours
11/20/17	Developed rubrics for given lessons <i>Elaboration: Tell us more about this activity or provide us with samples</i>	1 hour

Etc. -- to equal a total of 45 hours

What activities count for my log? A comprehensive list of *What Counts and Doesn't Count* on your log is at the end of this packet.

- **Basically:** You may log curriculum development, reading or research that will enhance your classroom teaching.
- You may NOT log prep work or any work done at a school workshop or meeting, i.e., no correcting/grading papers, no photocopying, no conferencing with parents, no work done at required team meetings, no leveling books or organizing, no setting up classrooms; and you cannot count grading student work or doing report cards. Your activities don't have to relate to each other, but they have to be professional activities.
- Suggestions of excellent activities: read, researched, developed, created, previewed, revised.
- Examples of Words NOT to use in your log: collaborated, attended, sorted, leveled, organized, shared.

About Courses4Teachers and University of the Pacific

Courses4Teachers is an educational company, in affiliation with University of the Pacific, providing practical and motivating courses for teachers throughout the United States. Courses4Teachers has provided PreK-12 teachers with consistent, dependable, high-quality graduate-level professional development courses for over twenty-eight years. The company office is located in Danville, California. The Courses4Teachers staff takes great pride in the quality of education and service they provide and value highly their strong partnership with the prestigious University of the Pacific. The Pacific main campus, located in Stockton, CA, is one of the oldest institutions of higher learning in the state of California; it has a reputation of high prestige and is known for quality in education. The University of the Pacific is accredited with the Western Association of Schools and Colleges.

General Information regarding unit/credit with the University of the Pacific

States across the U.S. have different terminology to label this type of graduate-level professional development credit. It can be referred to as "professional growth," "post-bachelors credit" or "continuing education." Other terms are used, such as "graduate units," "graduate hours," or "graduate credits."

Regardless of the terminology, and in light of some confusion with semantics among different states, we want to make it clear that these graduate-level professional development courses are designed for professional growth and are available to teachers across the U.S. These courses will be listed on a University of the Pacific transcript. They are designed for salary advancement and credential renewal requirements. **The courses are not designed towards attainment of an advanced degree.** You are advised to check with your state board or attending university, prior to registering, if you wish to apply these credits towards attainment of specialty credentials. There are no refunds!

Grades and Transcripts

Important: Should you have any questions about your grade or transcripts, please contact our Courses4Teachers office directly. **Do NOT contact the University of the Pacific main campus** as these registrations and grades are handled from this office. Our email is: courses4teachers@courses4teachers.net

Procedure regarding processing and obtaining grades/transcripts:

After you have mailed in your registration and documentation, you will receive an email with grade confirmation on University letterhead, within 5 business days. This letter is verification that the processing of your grade has begun. ***Your grade will go through many channels before it is finally posted with the Registrar. This process typically takes 6-8 weeks. As soon as your grade is posted with the Registrar you will receive an unofficial transcript in the mail, directly from the University of the Pacific Registrar.*** Some school districts may accept the letter emailed from our office stating your grade is being processed for immediate professional growth and salary increment credit. However, most school districts request the unofficial transcript from the Registrar, and some may request an embossed, sealed Official Transcript.

Please note: For more Official Transcript information click here: courses4teachers.net/information-about-grades-and-transcripts

What DOES COUNT

The following are some examples of curriculum development activities that enhance knowledge, skills, and/or classroom curriculum and they have carry-over for years to come.

BEGIN YOUR LOG WITH THESE TERMS: Read, Researched, Developed, Created, Revised, Previewed, Analyzed.

You may only list work from the past 12 months from the date you completed your PEG Courageous Conversation Seminars, Summits or Workshops.

Your entries should be for no more than 4 or 5 hours on any one-day. The University will only give you credit for work you do outside your normal day in the classroom and work you do by yourself.

Wherever appropriate, you must list the subject matter of the rubric, study guide, lesson plan, etc.

Example: Created a PowerPoint on the entrance of the US into World War II.

Analyzed teaching effectiveness of a given lesson

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 set-up of learning centers does not count) as well as many other types of lesson plans.

Created PowerPoints to use as tools for teaching in the classroom

Created sample art project for lesson on _____

Created worksheets that coordinate with lessons for students

Developed rubrics and assessment standards

Developed objectives and strategies for teaching Common Core

Developed study guides

Educational guided tours if information presented is applicable to enhancing your curriculum

Previewed websites that focus on key subjects for teaching

Read books to enhance your curriculum

Example on how to log books:

Date Name of book How it pertains to your curriculum Page Numbers Hours

Date Continued to read _____ Page Numbers Hours

Read and reviewed mandated educational materials, teacher's guides and curriculum enhancements

Research to enhance your curriculum:

Example how to log Research:

Date Type of research How: i.e. website, article title etc. Hours

Researched the best way to use fidgets for students

Researched and designed anchor charts (the actual making of the chart does not count)

Researched and designed math games (again, the actual making of the game or game pieces does not count)

Researched apps in different subjects to enhance curriculum

Researched articles in key subjects for students to read

Researched assessment strategies online

Researched Google Classroom on how to use with students

Researched new ideas for lesson plans

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

What Does NOT Count

The following are examples of activities we know are important to teachers but are NOT ACCEPTABLE for this program. They are considered “prep work” and/or “not curriculum/professional development based”.

DO NOT begin your log with “Collaborated”, “Planned”, “Organized”, “Prepared”, “Sorted”, “Set-up”, “Classified”, “Met with...”, or “Attended”

You MAY NOT lump your dates together. i.e., no “4/12/15 – 4/19/15” entries.

You MAY NOT log the time at CONFERENCES & WORKSHOPS. You may use the things you learned, but please tell us how you incorporated the work into your curriculum. You MAY count specific reading/research or curriculum development. You will log the individual activities, lesson plan development, readings, research, etc. that you did as a result of the conference and you will need to show proof of what you have accomplished.

You CANNOT count:

Any activity that is non-curriculum development, i.e., “prep work” such as: Typing, Copying, Laminating, Printing, Sorting, Classifying, and Organizing
Any time spent with students
Any time spent with other teachers
Anything to do with parents (newsletters, field trip or Back to School notices, letters, email correspondences etc.)
Anything that sounds like shopping, such as online research of supplies or ordering supplies
Assembling Back to School packets
Attending any after-school district meetings/trainings/workshops/union meetings
Attending any after-school events such as performances, plays, drama performances, field trips with students
Attending meetings with the principal or any staff development
Cleaning out files or unneeded materials or labeling files
Creating and maintaining a blog
Creating calendars and or schedules
Creating or assembling bulletin boards or posters
Creating student folders
Creating labels/putting names on student materials/making nametags
General planning for the next day or week (however, lesson development DOES count)
General travel (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 for the beginning of the year
Preparing for or conducting student/parent conferences
Researching or collecting classroom donations
Setting up grade books/grading papers/doing report cards
Setting up learning centers (creating lesson plans for learning centers DOES count)
Sorting or organizing games or materials

