

Syllabus

Campus Without Walls Community of Practice Syllabus

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About the COP

The Campus Without Walls Community of Practice (CoP) sessions will focus on supporting teachers in building their understanding of and skill at designing and facilitating online learning. Sometimes, people think that teaching online is just doing what we do in person and adding some tech tools, but online learning is more engaging and successful when we learn about and share best practices for designing for online learning. See the [Not So Distant Learning Course Curriculum](#) for the elements of online learning that we will explore.

Benefits

- ❖ The Community of Practice is designed for us to support one another in being ready for an amazing launch in the fall, so it will structure our preparation.
- ❖ By participating in the Campus Without Walls Community of Practice and completing the required work, teachers will earn 24 PDPs.
- ❖ OPTIONAL: 3 Graduate Credits are available for the cost of \$295 (paid for by the participating teacher). 36 hours of work is necessary for three graduate credits, which will be achieved by also completing the Not So Distant Learning modules (in addition to the assignments required of all CoP participants).

Expectations for Community of Practice Participation:

We created these expectations to align with the expectations we will have of students in the CWW community.

- Camera on during Zoom sessions to practice what we expect of students and to engage in the virtual community with colleagues
- Complete assignments by the due date
- Complete pre- and post-surveys about the Community of Practice
- Complete exit ticket feedback forms at the end of each session
- Sign up for required one required coaching call in May to discuss Online Learning Plan

Support:

- **Required coaching call:** Meet with Jess between May 14 - May 28 to discuss your draft of online learning course plan and any hopes you have not yet realized.
- **Optional coaching call:** anytime; contact Jess to set up
- **Optional office hours:** Jess can be available before or after team meetings.

Overview of Seven Whole Team Meetings - 3:30 - 5:00 p.m.

Dates	Focus	Assignments and Due
March 19, 2026 (Thursday)	Share goals of the Community of Practice Vision, approaches, and theories of online learning Elements of online course design Overview of project-based learning	Pre-survey Reading (annotate in Perusall): “9 Ways Online Learning Should Be Different from Face-to-Face”
April 9, 2026 (Thursday)	Culturally Responsive and Sustaining Pedagogy Relationship Building and Community Building Online	Readings (annotate in Perusall): “Promoting culturally responsive teaching in online learning” “9 Tips for Making Personal Connections with Students in a Digital Environment” “Creating Moments of Genuine Connection Online” “Informal Trust-Building in an Online Environment”
April 16, 2026 (Thursday)	Digital Curriculum Digital Tools	Readings (annotate in Perusall): “Marie Kondo The Curriculum” “A Handy Framework for Choosing EdTech” “How to Pick the Right Digital Tool: Start with your learning goal”
April 30, 2026 (Thursday)	Synchronous and Asynchronous Learning (e.g., on days of no classes including different schedules, snow day, PD, sick day, etc.)	Digital Tools Screen Recordings (3+)
May 14, 2026	Elements of the Online Learning Course Plan & Test Run	Add Digital Tools Screen Recordings to the Choice Board
May 28, 2026	Final Prep and Course Orientation Practice with CWW Team (Test Run - 1st two weeks in June)	Online Learning Course Plan Feedback plan for students Course orientation ready
June 17, 2026 (Wednesday)	Student LMS (Learning Management System) Student Communication (in class conferences, office hours, etc.) Family Communication Debrief of Test Run Lessons Learned for Full Launch	Teacher survey due June 15, 2026 about how test run went Student survey due June 15, 2026

Assignments

Assignments	Due Date
1. Digital Tools Screen Recordings (3+)	April 30, 2026
2. Online Learning Course Plan	May 28 2026
3. Feedback plan for students	May 28, 2026
4. Course Orientation Ready	May 28, 2026
5. Not So Distant Learning Modules	June 17, 2026 (all must be complete for grad credits)

Assignment Descriptions:

1. Digital Tools Screen Recordings (3 or more): Teachers learn best from other teachers and from seeing real examples. You will create 3 (or more) screen recordings that are 6 minutes or less in length to share your strategy with other teachers in the Campus Without Walls community. There are lots of options for what you share (plus your own ideas!):

- student-facing video about a tool you plan to use showing them how to access it and use it
- a strategy or tool or approach you plan to use in SY26-27, plus why and how you plan to use it
- how you plan to revise your curriculum to work better online

2. Online Learning Course Plan:

For each item, you can use whatever format you prefer or your school requires.

1. Explanation of how you will use classroom/Zoom synchronous time
2. Key digital tools and why you chose each one (short explanation is fine)
3. Syllabus
4. Curriculum map for first unit
5. Lesson plans for first week
6. Weekly plan for relationship-building and connecting activities with and among students
7. LMS ready for September

3. Feedback Plan for Students:

Regular feedback is one of the highest leverage ways we can both support students' learning and strengthen our connection with students during remote or hybrid learning. Using what you already know and what you learned in Teachable Lesson 10.2, what is your plan for giving students regular feedback? How does this meet the criteria for excellent feedback included in the Teachable module?

4. Course Orientation:

In June, we will hold Course Orientation sessions for students, so on May 28th, we will practice our orientation sessions with one another and give one another feedback. We will share more details

about the course orientation as soon as possible. Schools will schedule their Course Orientations and test runs between June 1 - 12.

5. [Not So Distant Learning Modules](#): You can complete the 11 modules in Teachable, and I will be able to see that you “watched” them. To get the most out of the modules, you should engage in the workbook activities and do the readings (attached to most but not all lessons). Module 1.1 includes the workbook.

Guide to Course Tools

Perusall

[Guide to accessing Perusall](#)

[How to annotate in Perusall](#)

Community of Practice Session Agendas

[March 19, 2026](#)

[April 9, 2026](#)

[April 16, 2026](#)

[April 30, 2026](#)

[May 14, 2026](#)

Lead Teacher Mailing List

Lead Teacher Mailing List

District	Subject	Course Title	Teacher Name	Teacher Email
Lead Instructor			Jess Madden-Fouco	leadwithlovelovetolead@gmail.com
Boston Public Schools - Dr. Albert D. Holland High School of Technology	English Language Arts	Resistance, Revolution, and Literature	Dorsey Glew	dglew2@bostonpublicschools.org
Boston Public Schools - Greater Egleston High School	Math	Power of Proof - Statistics	Daniel Chamberlain	dchamberlain@bostonpublicschools.org
Boston Public Schools - Greater Egleston High School	English Language Arts, History	Becoming Restorative: The Power of Restorative Practices in Our Schools, Our Society, and Our Lives	Jess Madden-Fuoco	jmaddenfuoco@bostonpublicschools.org
Boston Public Schools - TechBoston Academy	History	AP History	Bruce Pontbriand	bpontbriand@bostonpublicschools.org
Boston Public Schools- New Mission High School	English Language Arts	Coming of Age in America	Kate Gubata	kgubata@bostonpublicschools.org
Boston Public Schools- New Mission High School		Lead Contact and teacher support	Kathleen McGonigle	kmcgonigle@bostonpublicschools.org
Codman Academy	Math	AP statistics	Kelsey Felder	kfelder@codmanacademy.org
Frontier Regional School	Art/Technology	Creative Photography & Graphic Design	Jesse Merrick	jesse.merrick@frsu38.org
Hadley Public Schools - Hopkins Academy	History	Mythology and Indigenous People	Lyndsey Roberts	lroberts@hadleyschools.org
Independent School - N/A - Noble & Greenough School	History	Social Protest & Civil Liberties	Oris Bryant	oris_bryant@nobles.edu
Innovation Academy Charter School - Innovation Academy Charter School	Science	Exploring Environmental Injustice in the Beauty Industry Through Green Chemistry	Raksmey Derival	rderival@innovationcharter.org
Phoenix Charter Academy - Springfield	English Language	College Level English 101 with American	Diarmaid King	dking@phoenixcharteracademy.org

	Arts	International College		
Phoenix Charter Academy Network - Chelsea	English Language Arts	English Foundations for ELL students	Sam Yung	syung@phoenixcharteracademy.org