



2016/2017 Course Catalog

21st Century Literacies
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Standards-Based
Differentiated Instruction & Collaborative Learning
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ESOL: English as a Second Language
Exceptional Learners/Special Education
Gifted and Talented
Literacy in all Content Areas
Professional Learning Communities
Teacher Effectiveness: Planning, Preparation, Professionalism
Reading and Reading Intervention
Leadership and Administration

21st Century Literacies

All About Critical Literacy, Grades K-12

No. 152

Critical literacy isn't about reading critically. It is a process by which students read through and beyond text to analyze, integrate and become transformational. Participants in this e-course will learn the strategies that teach effective questioning as prior knowledge leverages with new information through written and spoken responses to literature. Participants will learn new strategies for teaching and facilitating critical literacies through reading, writing, questioning and researching with a new lens.

Upon completion of this course, the student will be able to:

- Restate and analyze the theory behind critical literacy, and its relevance to student learning.
- Generate new strategies for teaching and facilitating critical literacy in classrooms.
- Prepare and implement instructional strategies with critical literacy as a background objective.

1 credit

Digital Literacies, Grades K-12

No. 106

Participants will explore the hybrid world of digital technologies and what it has to offer in learning tools and curriculum design. Aspects of study will include communication, research, development, and social educational networking in furtherance of teacher-student abilities to harness critical information in multiple and user-friendly formats. Participants will be introduced to, and practice with, the 21st century tools and resources that lead to effective curriculum design and hybrid instructional approaches that further CCSS 21st century digital literacies.

Upon completion of this course, the student will be able to:

- Develop working familiarity with free electronic resources and other solutions such as social media, online lesson content and interactive organizers to plan a hybrid literacy curriculum with.
- Create and discuss lesson plans that integrate digital technologies with traditional classroom instruction for a differentiated and engaging, content-specific curriculum.

1 credit

Flip Your Classroom With Digital Technologies, Grades K-12

No. 266

Flipping a classroom takes commitment and time because is an inverted method of transforming a traditional classroom to one of responsiveness with a focus on delivery of instruction through active, student-centered learning, problem-based learning, group work, collaboration, and peer instruction. Participants will learn how to, and practice with, delivering flipped learning through digital technologies. They will view examples of flipped classrooms, vet lesson plans, transform and modify their own lessons to design new material that responds to several successful effective models of flipping classrooms.

Upon completion of this course, the student will be able to:

- Determine where flipping is needed, and where it makes the most sense, for individual classrooms in order to design effective flipped classroom plans through blended learning.
- Select resources for classroom activities that focus on skill, strategy, and concept

application to embed in larger lesson plans.

- Analyze, teach, and develop facility with, components of flipped classrooms that are most engaging for students.

1 credit

Motivating and Engaging 21st Century Adolescents, Grades 6-12

No. 115

What are the classroom conditions that motivate and engage our 21st century learners? What are the assignments that cultivate curiosity and foster collaborative peer relationships? This e-course examines the research that supports engaging classroom talk, questioning and self-expression through strategy, technology and effective teacher facilitation. Participants will leave this e-course with multiple resources to aid in motivating and engaging the 21st century adolescent learners in their classrooms.

Upon completion of this course, the student will be able to:

- Recognize and defend the classroom conditions necessary for 21st century learners to become motivated and engaged.
- Identify resources and modify them to collaborative assignments that incorporate hybrid methods of teaching and learning.
- Chose and implement strategies for effective facilitation of a motivating curriculum.

1 credit

Inquiry-Based Teaching and Learning, Grades K-12

No. 128

Inquiry-based teaching and learning begins with strategy, commences with inquiry and ends with deep understanding. Participants in this e-course will learn the role of the facilitator while practicing with approaches geared to moving students to and through inquiry-based learning. Models taught will embrace the potential to engage student learning while fostering deep knowledge and understanding through hands-on curriculum, research-based methods and reflection.

Upon completion of this course, the student will be able to:

- Develop working familiarity with research-based inquiry-based teaching and learning models.
- Discover and employ methods and strategies geared to student engagement and inquiry-based teaching and learning.
- Modify and adjust learned strategies into classrooms in order to reflect and make needed adjustments.

1 credit

Assessments and Use of Data

Assessment for Special Education Students, Grades K-12

ELL-ED-256

Participants will, through a scaffolded curriculum and culminating practicum, demonstrate knowledge of the components of reading, as well as assessments and data analysis, to implement a self-planned, comprehensive research-based reading plan of instruction for all students.

Participants will implement plans in their classrooms, discuss and reflect on instruction in

learning forums, make adjustments to plans, and return to classrooms for more implementation as they engage in the systematic problem solving process.

Upon completion of this course, the student will be able to:

- Design and develop a culminating curriculum for classroom implementation.
- Plan with and embed research-based reading concepts, assessments, strategies, and tools into plans to aid in implementation.
- Monitor student learning and make adjustments to curriculum as necessary to differentiate and individualize instruction.
- Use data to adjust planning and instruction.
- Select and articulate effective reading concepts and strategies that support student achievement to include the components of reading.

3 credits

Assessment for Special Education Students, Grades 6-12

No. 210

Evidence-driven and research-based practical and authentic assessments will be examined for application to the needs of exceptional and special education students. The use of research-based assessment practices will be used to inform instructional planning and differentiated classroom practices. Formal and informal assessments will include intelligence testing, examining IEP goals, SLOs, formative assessments to include observational and anecdotal data, performance tasks, learning style inventories, behavioral assessment, criterion-referenced assessments, and standardized assessments. Data will be used to differentiate with while aligning best practices with students' individual learning needs.

Upon completion of this course, the student will be able to:

- Evaluate the needs of students to align best instructional strategy to those needs.
- Through job-embedded participation, illustrate several research-based assessments in order to determine student needs, learning readiness, and needed instructional support.
- Select research-based strategy to plan for instruction and instructional intervention, or modify existing instructional plans, for the special needs and exceptional learners in classrooms.

Assessment that Drives Instructional Decision-Making, Grades K-12

No. 203

Using assessment criteria to drive instruction requires the use of reliable data. Teachers that are actively and systematically use this data can understand student performance and thus leverage it best for effective progress monitoring. Participants will be introduced to multiple assessments that include feedback models and other formative methods that feed instructional decisions. Participants will learn to find and use this data effectively to make informed instructional decisions with.

Upon completion of this course, the student will be able to:

- Determine and apply evaluating and monitoring work against assessment criteria.
- Plan with, and practice using, assessment criteria aligned with performance standards.
- Employ assessment and performance standards to reflect and improve upon practices.
- Utilize effective strategies to communicate learning and instructional goals to students, while demonstrating flexibility and responsiveness to student needs.

1 credit

Best Common Assessment Practices, Grades K-12

No. 173

Participants will be introduced to a number of common assessment practices (useful for all content areas) grounded in what the research says provides the best data for teaching to a common curriculum, as well as to the Common Core. Balancing summative and formative assessments demands a standards-aligned curriculum for effective instructional practices, all of which will be demonstrated, practiced with, and planned for in this course. Participants will understand how to effectively monitor student learning, structure assessment criteria, design effective assessments, and access them for future use and for a rapid turnaround of student results.

Upon completion of this course, the student will be able to:

- Research current assessments practices and analyze criteria against student work. Design effective assessments.
- Discover and apply the research skills needed to seek out assessment resources that build teaching capacity.
- Match grade-level assessment criteria to standards-aligned curriculum and instruction. Determine how to monitor student learning to increase individual student performance.

1 credit

Data-Driven Instructional Strategies, Grades K-12

No. 185

Instructional decision-making hinges on variables that can change by the minute, the hour, and the student. The many forms that data take can inform rich instruction. It's all about driving the right data to the right instructional strategy. This course will focus on deep data digs, gaps analysis, and meeting the needs of all learners.

Upon completion of this course, the student will be able to:

- Glean and use valuable information about student performance from data.
- Analyze and defend multiple data sets to inform instructional strategy to include curriculum surveys, inventories, standardized tests, benchmarks, anecdotal data.
- Interpret data to plan instruction.

1 credit

Formative Assessment for the Common Core, Grades K-5

No. 171A

Assessment of learning or *for* learning? Balanced, summative interim and formative assessments will be evaluated for CCSS application in this e-course. Participants will understand how to effectively monitor student learning, structure requisite assessment criteria, and teach to support a rapid turnaround of results.

Upon completion of this course, the student will be able to:

- Extend the research skills needed to seek out assessment resources that further teaching and learning.
- Match grade-level assessment criteria to standards-aligned curriculum and instruction.
- Use tools to monitor student learning to move up individual student performance.

1 credit

Formative Assessment for the Common Core, Grades 6-12

No. 171B

Assessment of learning or *for* learning? Balanced, summative interim and formative assessments will be evaluated for CCSS application in this e-course. Participants will understand how to effectively monitor student learning, structure requisite assessment criteria, and teach to support a rapid turnaround of results.

Upon completion of this course, the student will be able to:

- Extend the research skills needed to seek out assessment resources that further teaching and learning.
- Match grade-level assessment criteria to standards-aligned curriculum and instruction.
- Use tools to monitor student learning to move up individual student performance.

1 credit

Brain-Based Literacy/Cognition and Learning

Creating a Cognitive-Friendly Learning Environment, Grades K-12

No. 154

Neurons pass information along at speeds of up to 200 miles an hour. With this speed, there's no end to the brainpower students can harness, and the teacher has everything to do with it! Participants in this e-course will learn how to establish cognitive-friendly learning environments that aid in student retention while minimizing the stresses that pull them away from learning. Participants will leave this workshop with multiple takeaways for immediate, brain-friendly application.

Upon completion of this course, the student will be able to:

- Outline and support the practices and conditions needed to establish cognitive-friendly learning environments.
- Establish cognitive-friendly learning environments in K-12 classrooms.
- Produce and facilitate retention and cognition among students through motivation and engagement.

1 credit

Cultivating and Nurturing the Art Brain, Grades K-12

No. 129

Thanks to new advances in neuroscience, it is confirmed that changes in brain plasticity take place when art is introduced to a curriculum, resulting in higher student achievement. Leveraging art and cognitive science with teaching and learning is easily achieved as participants learn to cultivate and nurture the creative "art brain" in students through learning environment, strategy and effective scaffolding technique. Participants will explore and experiment with cognitive learning theory as it informs rich and creative planning strategy and the differentiated curriculum that results of it.

Upon completion of this course, the student will be able to:

- Interpret and evaluate the cognitive science behind teaching and learning as influenced by an arts-rich curriculum.
- Plan with new strategies to implement and facilitate a multisensory and content-rich curriculum that integrates the arts.

- Compose and scaffold student learning using creative strategy in a content-focused curriculum.

1 credit

Working the Brain Into Teaching and Learning, Grades K-12

No. 103

Using assessment criteria to drive instruction requires the use of reliable data. Teachers that are actively and systematically use this data can understand student performance and thus leverage it best for effective progress monitoring. Participants will be introduced to multiple assessments that include feedback models and other formative methods that feed instructional decisions. Participants will learn to find and use this data effectively to make informed instructional decisions with.

Upon completion of this course, the student will be able to:

- Evaluate and monitor work against student assessment criteria.
- Align student assessment criteria with performance standards.
- Analyze assessment and use performance criteria to improve teaching practices.
- Respond to students identified instructional needs with effective strategies that align to learning targets.
- Demonstrate flexibility and responsiveness to student needs.

1 credit

Classroom Management and Learning Environment

Building Student Grit, Grades K-12

No. 141

The building of student grit is counterpart to the rigor and academic success that results of it - particularly when preparing students for college and career readiness. This e-course will focus on approaches that build perseverance, character and grit through trial and error learning, reflection on failure, building of mental stamina and strategies for self-control. The catalysts to character development that build student capacity, and ultimately the grit needed to succeed in the classroom and beyond, will take front and center.

Upon completion of this course, the student will be able to:

- Appraise the theory and research behind strength and stamina building as it works into academic rigor and grit.
- Generate and employ new strategies for facilitating student stamina and academic rigor as it builds student capacity to become independent readers, writers and thinkers.

1 credit

Classroom Management That Motivates and Inspires, K-12

No. 158

The social-emotional learning that leads to academic success has strong links to character development. This e-course will analyze the research, theory and strategy behind effective classroom management as it feeds high student engagement and a motivated classroom.

Upon completion of this course, the student will be able to:

- Develop working knowledge of research-based theory and strategy for effective classroom management and high student engagement.

- Construct lesson plans that embed cognitive and developmentally appropriate strategy that nurtures social and emotional learning.

1 credit

Classroom Management That Motivates and Inspires, Grades 6-12

No. 108

The social-emotional learning that leads to academic success has strong links to character development. This e-course will analyze the research, theory and strategy behind effective classroom management as it feeds high student engagement and a motivated classroom.

Upon completion of this course, the student will be able to:

- Generate ideas and justify working knowledge of research-based theory and strategy for effective classroom management and high student engagement.
- Design and implement lesson plans with embedded cognitive and developmentally appropriate strategy that nurtures social and emotional learning.

1 credit

No Bullying Allowed: Creating Classrooms of Tolerance, Grades K-12

No. 137

The social and emotional dynamics that underlie bullying will be examined closely for solution and strategies that work into solutions. Specific to classrooms, participants will glean new strategies for dealing with bullying behavior and creating safe, nurturing classrooms in all content areas.

Upon completion of this course, the student will be able to:

- Investigate and explain the social and emotional dynamics that underlie bullying behaviors.
- Produce new strategies for bullying prevention in classrooms and schools.
- Import new anti-bullying strategies into lessons across all content areas.

1 credit

Organizing and Maintaining Successful Classroom Environments, Grades K-6

No. 202

Organizing and maintaining classroom environments of respect and rapport are the high priorities of this e-course. Teachers will learn strategy and examine practices that build environments of respect and rapport through caring, thoughtful strategy, while facilitating respectful peer review among students. Active participation will further learning about students' while aiding in the development of assignments and activities that build from high expectations for all students. Classroom management strategies will further group work, student engagement, and peaceful transitions between and among activities.

Upon completion of this course, the student will be able to:

- Take an active role in learning about students in order to establish a successful classroom environment.
- Illustrate working knowledge of behavior management strategies and organization of physical space that contributes to an effective classroom environment.
- Study and practice with successful attributes of student peer review that leads to organized priorities of this e-course. Teachers will apply strategy and examine practices that build environments of respect and rapport through caring, and peaceful transitions

and student collaboration.

1 credit

Organizing and Maintaining Successful Classroom Environments, Grades 6-12

No. 207

Aligned to: Danielson Domain 2, Marzano Domain 4. Organizing and maintaining classroom environments of respect and rapport are the high priorities of this course, alongside facilitating respectful peer review among students. Active participation will further learning about students' while aiding in the development of assignments and activities that build from high expectations for all students. Classroom management strategies will further group work, student engagement, and peaceful transitions between and among activities.

Upon completion of this course, the student will be able to:

- Take an active role in learning about students in order to establish a successful classroom environment.
- Demonstrate a working knowledge of behavior management strategies and organization of physical space that contributes to an effective classroom environment.
- Memorize and practice successful attributes of student peer review that leads to course organized priorities.
- Practice facilitating and building upon environments of respect and rapport through caring, and peaceful transitions and student collaboration.

1 credit

Research-Based Practices for Effective Classroom Behavior Management, Grades 6-8

No. 233

Research-based practices are those that have been legitimized by virtue of having been field-tested. Using sound and approaches that help us understand the learning styles of our students in order to better meet their needs in our classrooms, participants will learn to scaffold strategy with increased intensity using best classroom practices. Engaging our students is the beginning to opening up the gateway to learning. Participants will learn and practice with learning style theories, engaging 21st century approaches, and crafting activities around performance tasks that tap into students' interests. From maximizing structure, to development of predictable routines, learning in natural contexts, observing students and using anecdotal data to inform instruction with, participants will learn how to find, use, and fully develop research-based practices in order to effectively engage positive classroom behaviors that lead to high student engagement and academic achievement.

Upon completion of this course, the student will be able to:

- Apply age and grade-appropriate research-based strategy to evaluate students and use this data to plan and/or modify instruction with.
- Analyze various age and grade-appropriate behavior management theories as they align the needs of exceptional learners.
- Identify and align behavioral theory with learning theory to craft effective lessons that engage positive student behavior.
- Apply, through planning and job-embedded action, specific and measurable behavioral management goals and strategies as they align with identified student learning objectives.

1 credit

Standards-Based

Aligning Curriculum to the Common Core, Grades K-12

No. 169

Understanding the key concepts of the Common Core Standards will aid participants in developing facility with the curriculum it aligns to. Participants will become familiar with the key CCSS concepts specific to their content areas, and then link them to relevant aspects of discipline-specific curriculum. Participants will be introduced to a host of other resources to aid in future curriculum alignment.

Upon completion of this course, the student will be able to:

- Illustrate familiarity with content-specific key CCSS concepts through development of lessons for job-embedded classroom application.
- Locate the resources available to aid in alignment and how to access them.
- Match tools and resources to develop facility and skill with the process of CCSS curriculum alignment.

1 credit

Common Core Implementation: From Theory to Practice, Grades K-5

No. 143

After unpacking grade and discipline-specific state and national standards, participants will be guided through the analysis and implementation of CCSS strategy as it works to further college and career readiness across multiple content areas. Exemplars, implementation guides, online and print resources will be evaluated as aids to curriculum development and teaching strategy as they further CCSS initiatives. The course will be used for salary advancement and/or recertification.

Upon completion of this course, the student will be able to:

- Create instruction that meets the CCSS initiatives of college and career readiness.
- Explain how to apply CCSS initiatives to individual content areas.
- Plan for and perform teaching strategies in the classroom that further CCSS discipline-specific initiatives.

1 credit

Common Core Questioning Strategies, Grades K-12

No. 181

From key idea and details to integration of knowledge and understanding, there will be no shortage of questioning strategies or the thinking stuff behind them in teaching students how to learn for the Common Core across all content areas, including science, technology, ELA and history. Participants will learn and practice with metacognitive questioning through reading and writing strategies as they foster literacy growth in support of the Common Core State Standards.

Upon completion of this course, the student will be able to:

- Determine the reasoning for questioning approaches used to get students deeply into text.
- Explain and apply questioning approaches to evoke high-level response from students.
- Translate and practice questioning strategies in order to teach to the rigorous expectations of the Common Core State Standards.

1 credit

Modification Strategies for a Common Core-Aligned Curriculum in the Reading and Writing

Strands, Grades K-12

No. 243A

After an overall introduction to the an example of Common Core curriculum using the ELA curriculum, participants will understand which modification strategies are appropriate for maintaining CCSS integrity and fidelity, and which are not. Differentiated and cognitive-friendly scaffolding strategies for target skills in the modules will be proposed through examples offered in grades 3, 7 and 10. After being guided through a modification process using a self-selected skill within a module, participants will practice modifying self-selected module lessons using a Modification Template for Reading and Writing. A final comprehensive lesson will culminate all assignments. Instructor feedback will be provided for all practice and final assignments.

Upon completion of this course, the student will be able to:

- Locate which reading and writing modification strategies are appropriate for maintaining module integrity and fidelity with a focus on the targeted standards, and which are not.
- Manipulate resources and strategies that aid in modifying modules using research-based methods, materials, and strategies.
- Organize proposed changes in assessments and/or strategies with grade level standards to adjust for time and maintain focus on students' work toward mastery of the same standards.
- Organize proposed changes within challenging text.
- Analyze a replacement text for complexity, content and vocabulary in order to align another complex text to the standard a module is designed to address.
- Devise working familiarity with examples of high quality text-dependent questions for replacement texts in order to incorporate question design into module adaptations.

1 credit

Vocabulary and the Common Core, Grades 3-5

No. 250A

Acclimating adolescents into effective vocabulary understanding and use is one challenge of the Common Core. Using Module samples, participants will analyze the vocabulary components of the modules. In order to review aligned instructional and experiential practices, participants will discuss and practice with the vocabulary instructional components housed within the modules. Sound, research-based vocabulary practices will serve as catalysts to effective implementation of vocabulary module components to improve teaching and learning.

Upon completion of this course, the student will be able to:

- Demonstrate understanding and working knowledge of the vocabulary instructional challenges within the Common Core, and the application to the NYS modules.
- Prepare and apply vocabulary instructional components applied to module instructional units.
- Devise sound, research-based vocabulary practices to effectively implement modules while supporting relevant vocabulary components.
- Inspect and analyze the assessment features of the curriculum modules that support vocabulary in order to effectively support expectations of the Common Core.

1 credit

Vocabulary and the Common Core, Grades 6-12

No. 250B

Acclimating adolescents into effective vocabulary understanding and use is one challenge of the Common Core. Using Module samples, participants will analyze the vocabulary components of the modules. In order to review aligned instructional and experiential practices, participants will discuss and practice with the vocabulary instructional components housed within the modules. Sound, research-based vocabulary practices will serve as catalysts to effective implementation of vocabulary module components to improve teaching and learning.

Upon completion of this course, the student will be able to:

- Demonstrate understanding and working knowledge of the vocabulary instructional challenges within the Common Core, and the application to the NYS modules.
- Prepare and apply vocabulary instructional components applied to module instructional units.
- Devise sound, research-based vocabulary practices to effectively implement modules while supporting relevant vocabulary components.
- Inspect and analyze the assessment features of the curriculum modules that support vocabulary in order to effectively support expectations of the Common Core.

1 credit

Differentiated Instruction & Collaborative Learning

Best Practices for Differentiating in Inclusive Classrooms, Grades K-12

No. 254A

Teaching and differentiating in inclusive classrooms requires careful and flexible planning and creativity. Through design, re-design, and research-based, field tested strategy in inclusive classrooms, participants will invent and reinvent lessons using effective methods for differentiation. Learning profiles, interest survey cognitive-friendly learning environments, tiered questioning and student "hooks" for rigorous learning application are some of the takeaways of this e-course.

Upon completion of this course, the student will be able to:

- Design differentiated lessons for inclusive classrooms through design and strategy.
- Demonstrate the strategies that lead to effective and diverse learning environments through planning and classroom implementation.
- Produce thoughtfully and flexibly using tools, resources, and new strategy to address the needs of diverse learners.

1 credit

Differentiation as a Behavior Management Strategy for Special Needs Students, Grades 9-12

No. 224

Managing behavior balances with understanding our learners: their needs, preferences, and their learning styles. Differentiating for various student instructional needs is key to harnessing learning style and other data. While much of it is about student engagement, it is also about knowing them, and how they learn, enough to engage them in learning more. Whether they learn kinesthetically (using physical, hands-on), or inter-personally (social) for example, gives us the opportunity to craft activities and performance tasks geared to garnering better behavior that then allows us to help them academically. Participants in this course will learn how to use learning style information to develop effective behavior management strategies.

Upon completion of this course, the student will be able to:

- Apply age and grade appropriate research-based strategy to evaluate students and use this data to plan and/or modify using differentiation techniques.
- Analyze various age and grade appropriate behavior management theories as they align the needs of exceptional learners.
- Identify and align behavioral theory with learning theory to craft effective lessons that engage positive student behavior.
- Apply, through planning and job-embedded action, specific and measurable behavioral management goals and strategies as they align with identified student learning objectives.

1 credit

Differentiating Instruction and Assessments, Grades K-12

No. 112

Participants will understand and apply knowledge of the socio-cultural, socio-political, and psychological variables that constitute differentiated reading instruction for all students through all content areas. Through an understanding of the stages of language progression and proficiencies within the English language for ELLs, participants will learn how to apply leveled instruction to increase language proficiency among students. The factors that impede student reading, characteristics of language and cognitive development, and overall language proficiencies will be effectively differentiated using age and grade appropriate methods. Participants will select and use developmentally appropriate tools, materials, and resources to address sociocultural and linguistic differences as they import to planning and instruction. Participants will embed increased use of complex print and digital text sources into assessments, scaffolding techniques, and re-teaching opportunities for individual and small group instruction. Differentiation will include scaffolding reading instruction for struggling learners in all six of the reading components, as well as for English language learners at various levels of language proficiencies. Participants will be taught how to apply student progress monitoring and use of data to design, plan, and implement a differentiated curriculum that includes research-based approaches for comprehension, oral language, phonological awareness, phonics, fluency, vocabulary, higher order thinking to further critical reading among students.

Upon completion of this course, the student will be able to:

- Design and implement differentiated lessons with strategy reflective of an understanding and application of socio-cultural, socio-political, and psychological variables to differentiation.
- Apply design principles to grouping and classroom environment.
- Use online and print tools for differentiation such as learning profiles, interest surveys and tiered questioning.
- Use research-based strategy to differentiate for writing development and to reinforce text comprehension.
- Summarize allowable and appropriate instructional accommodations as specified in students' IEP or 504 Plans.
- Modify assessments for students with cognitive disabilities without interrupting rigor, high expectations, and opportunities for achievement as they reflect grade appropriate levels of access to general education.

3 credits

The Art of Differentiation, Grades K-12

No. 589

The art of differentiation happens through design, re-design, and new strategy. Participants in this e-course will reinvent lessons using research-based, effective methods for differentiation. They'll have opportunities to re-purpose lesson plans, understand readiness versus ability, and capitalize on brain plasticity to engage students through intellect and creativity. Learning profiles, interest surveys, cognitive-friendly learning environments, tiered questioning and student "hooks" for rigorous learning application are some of the takeaways to this e-course.

Upon completion of this course, the student will be able to:

- Produce and manage differentiated lessons using research-based strategies.
- Apply design strategy for grouping and classroom environment.
- Plan and revise online and print tools for differentiation such as learning profiles, interest surveys and tiered questioning.

1 credit

Early Literacy

Assessment of Reading in Emerging and Developing Readers, PK-3

No. 311

Participants will learn and understand how to select and administer appropriate assessments using data from multiple sources to include informal reading inventories, running records, writing samples, and performance tasks among others, to inform their planning of reading instruction to meet the needs of all students. Through high quality, differentiated and research-based instructional approaches, participants scaffold learning strategy carefully with increased intensity to meet students at their identified level of performance and rate of progress.

Upon completion of this course, the student will be able to:

- Understand the purposes of multiple informal assessment types to include reading inventories, informal assessments, benchmark assessments, and analyzing writing samples.
- Understand and apply various measurement concepts to the characteristics of reading assessments to include test reliability, validity, standard of error of measurement, and derived scores from standardized tests.
- Apply ongoing progress monitoring effectively in order to deliver effective and timely interventions.
- Use assessment data to plan and implement appropriate instructional strategy for early reading development.

1 credit

All About Balanced Literacy, Grades K-8

No. 125

Participants in this e-course will learn how the balanced literacy components - phonemic awareness, phonics, fluency, vocabulary and comprehension - work into a balanced reading, writing, listening and speaking curriculum. Research-based strategies that engage effective instruction, as guided by scaffolding techniques, work seamlessly into successful balanced literacy programs when applied intentionally - participants will learn all of this, and more. Ancillary materials for immediate implementation will include rubrics, checklists, lesson plans and strategy guides.

Upon completion of this course, the student will be able to:

- Plan with and apply in classrooms the balanced literacy components.
- Use reading, writing, listening and speaking strategies to effectively scaffold student learning.
- Develop the skill and ability to leverage online and off-site resources to teach using balanced literacy strategies and techniques.

1 credit

Building Reading Comprehension in Primary Grades, PK-3

No. 130

The building blocks to effective reading comprehension begin in the primary grades with explicit instruction, teacher modeling and lots of guided practice. Under this umbrella, participants will learn to teach reading comprehension effectively through strategy that builds student capacity. Story structure, graphic representation, reciprocal questioning, retelling and summarizing are some of the approaches under study. All strategies overviewed will include tools for implementation.

Upon completion of this course, the student will be able to:

- Acquire the skills needed to effectively teach reading comprehension in primary grades.
- Learn and practice with strategy that builds student capacity through teacher modeling, guided practice and explicit instructional approaches.
- Implement new strategies in classrooms, effect on the experience and make adjustments to lessons.

1 credit

Building Reading Muscle of Struggling Learners, PK-3

No. 133

Building reading muscle requires training, perseverance, and constant progress monitoring. Participants will review intervention strategies that include timely response to intervention focused on strength and strategy. Strategic and differentiated interventions reviewed and practiced with will include cognitive questioning, vocabulary development, peer and teacher feedback, use of graphic organizers and reflective self-monitoring.

Upon completion of this course, the student will be able to:

- Become familiar with, and further develop, intervention strategies focused on response to intervention.
- Use strategy to differentiate with for struggling learners.
- Plan for, and implement with, vocabulary and questioning strategies combined with consistent use of teacher and peer feedback to build reading muscle.

1 credit

Dialogic Reading, PK-3

No. 302

Dialogic reading is a research-based approach that applies an interactive technique to prompt children with questions while engaging them in the reading process. Based on the work of Grover J. Whitehurst, PhD., it was designed to expand and scaffold student responses as they retell stories. By reiterating names, objects, and events the dialogic approach helps emerging readers build and reinforce basic language and literacy skills as a backbone to future successful reading.

Upon completion of this course, the student will be able to:

- Use a research-based approach to design and engaging and interactive reading curriculum.
- Plan and embed the dialogic approach into existing literacy curriculum.
- Use the dialogic approach in the classroom.
- Practice with the dialogic approach and reflect on this practice to proficiently execute the approach.

1 credit

Early Literacy in the Home: Raising Readers, PK-3

No. 306

Through the work of promoting family literacy, participants will understand how to prepare readers to read, and to read with better fluency and understanding. What happens outside of the classroom through family literacy has everything to do with it. The research continues to support that children who have homes that support literacy become better readers with better academic performance than those who do not come from literature-rich environments. Simple and fun approaches such as picture books, songs, poetry, and storytelling can go a long way in promoting a literature-rich environment that nurtures reading in the home.

Upon completion of this course, the student will be able to:

- Promote literacy in the home through the use of books, writing, storytelling, note taking, and trips to the library.
- Plan homework that embeds home literacy strategies to invoke the participation of parents.
- Plan and conduct workshops that encourage parental participation in classroom and home literacy effort.
- Practice with parent communication through direct dialogue, electronic and print correspondence to nurture and support home literacy efforts.

1 credit

Early Writing: Writing in Preschool, PK-K

No. 309

Writing is as foundational as reading in literacy development and growth. Tracking the progress of preschooler's writing can be measured with age-appropriate observation, gathering of data, and progress monitoring throughout the preschool years. Using questions and tips for understanding the type of early writing skills that can be expected of, and are typical for, 3 and 4-year-old children will be examined before working ideas into larger lessons and units to support early writing skills throughout preschool.

Upon completion of this course, the student will be able to:

- Come to understand how writing works to connect to, and support, literacy in meaningful ways.
- Integrate early writing and drawing strategies with early reading principles.
- Analyze and track early writing development through ideas expressed in pictures and story telling.
- Plan and execute lessons that use writing and drawing to communicate ideas.

1 credit

Everyday Literacy, PK-2

No. 301

Literacy can be reinforced every day in the classroom or outside of it. Knowing how, when, and what opportunities include audio, video and multi-media, using computers for any learning, writing notes, and even responding to teacher questions on any subject. At home through sorting laundry, watching television, playing computer games, recounting a day's events, hearing parents read aloud, and reading independently in a designated spot consistently. Through name games, use of everyday words, field trips, rhyming games, social talk and more, this course will evaluate a number of resources with which to reinforce literacy, along with specific strategies for broad application. It will also include working with parents to reinforce important literacy skills at home as they reinforce what was learned in the classroom.

Upon completion of this course, the student will be able to:

- Analyze various research-based approaches with broad application for reinforcing daily literacy.
- Evaluate resources and select those best suited for specific classroom applications.
- Demonstrate through creative planning the ability to emphasize to parents how to reinforce literacy in the home.
- Design lesson plans that incorporate every day literacy strategies throughout all subject areas and school day instances for wide application.

1 credit

Primary Grade Students in Collaborative Learning Environments, PK-3

No. 109

Project based learning, scaffolding of activities, planning and drafting stages of the writing process, giving and receiving feedback, setting goals and benchmarks all teach students new concepts about collaboration and model citizenship. Teachers will learn the steps needed to teach responsibility and action within the scope of the collaborative, primary classroom in keeping with the five traits of good citizenship: respect, courage, responsibility, compassion and honesty in collaborative, social learning environments.

Upon completion of this course, the student will be able to:

- Examine case studies of project-based experiences in multiple subject areas to include science, social studies and English language arts.
- Structure and support project-based teaching and learning in classrooms.

1 credit

Research-Based Approaches to Early Literacy, PK-2

No. 304

With the exhaustive research behind 21st century approaches, reading failure is no longer an option. Successful literacy effort involves environment, intentional cognitive approaches, and tapping into students' neurobiological conditions that foster reading strength. Literature continues to suggest that with formal and careful instruction, close to 50 percent of students learn to read relatively easily with any type of instruction. What happens to the remainder? With an emphasis on all content areas - language arts, science, mathematics, social studies, children must learn to read, write, master vocabulary, and even spell with flexibility, and when transitioning among subject areas. Reading skills are foundational skill for academic and occupational success. With a strong base of research, participants will learn to master the art of incorporating research-based approaches to early literacy curriculum and instruction.

Upon completion of this course, the student will be able to:

- Design lessons with research-based approaches.
- Vet and analyze lessons that use research-based approaches.
- Align research-based strategy to existing lessons and units of instruction.
- Differentiate existing lessons and units using research-based strategy.

1 credit

Shared Reading, Writing, and Vocabulary, PK-3

No. 307

Reading and writing are perfect opportunities to teach vocabulary and reading comprehension. Participants will be introduced to a variety of research-based strategies geared to teaching, nurturing, and maximizing foundational reading skills through shared book reading and writing activities with an emphasis on vocabulary development. Along with this will be aligned teaching of vocabulary, high frequency words, Tiers 2 and 3 words, concepts of print, letters-sound relationships, prediction strategies and context. Course activities will build upon the skills and motivation needed to become successful teachers of reading as it supports fluency and comprehension.

Upon completion of this course, the student will be able to:

- Support students' reading and writing development through vocabulary instruction.
- Support vocabulary instruction through reading and writing activities.
- Teach and plan with strategy focused on vocabulary development, while differentiating for a variety of student needs, readiness, and learning styles.
- Practice planning with research-based strategies that nurture and maximize foundational reading, writing, and vocabulary skills.

1 credit

Teaching With Picture Books, PK-3

No. 303

Picture books offer opportunities to teach from a unique literary perspective while integrating a variety of literacy skills with art. Working from visual literacy and eye-popping illustrations, telling stories and reading stories from big books in shared reading can weave a story while engaging students through enhanced reading experiences. Having been introduced to a range of strategies and resources, participants will understand the value and the relevance behind the use of picture books and picture walk approaches as they flow into increased literacy skills among students.

Upon completion of this course, the student will be able to:

- Analyze and conduct real picture walks with fiction and non-fiction picture books.
- Vet and plan with a range of effective, research-based picture walk strategies.
- Reflect on student reaction to revised picture walk strategies.
- Analyze student work in response to picture book strategy for skills reinforcement.
- Hook students in through visual literacy and engaging picture book strategy.

1 credit

Teaching New Readers to Read, PK-3

No. 305

From alphabetic principle, to morphosyllabic systems of the English language as symbol

represents whole word, participants will understand the systematic approach needed to teach sounds, blends, phonemes, and the points at which meaning is realized. Children must learn connections between about 44 phoneme sounds of spoken English, and 26 alphabetic letters. Development of strong accurate and rapid word reading skills leads to comprehension. Participants will be introduced to methods and curriculum that support strong early reading, along with the critical environmental, cognitive, and instructional conditions that foster it. Apply syllabic and phonemic systems of teaching alphabetic principles of the English language to new readers.

Upon completion of this course, the student will be able to:

- Nurture reading and cognition as it flows into phonemic awareness, and it develops strong reading skills.
- Embed sound early reading strategies into lessons and existing curriculum.
- Practice using familiar stories to teach letter-sound associations, word parts, and context for identifying new words.
- Practice using familiar stories to teach reading fluency.
- Examine the strategies of rereading, predicting, questioning, and contextualizing for comprehension reinforcement.

1 credit

Teaching Phonological Awareness, PK-2

No. 308

Phonological awareness, the division of spoken language into individual parts, is among the strongest indicators of reading readiness and success. Strong foundational development of phonological awareness through explicit play-based strategies that include songs and rhymes in everyday instances, will be used to encourage understanding of print, and the print-sound principles for school and everyday use. From rhymes, syllable games and activities, print awareness and other engaging early literacy skills, participants will leave this course with a variety of approaches for teaching phonological awareness.

Upon completion of this course, the student will be able to:

- Develop students' phonological awareness skills.
- Embed effective phonological awareness instructional methods and strategies into lessons and units of instruction.
- Use effective instructional methods and strategies to teach phonological awareness.
- Regularly assess phonological awareness skills to effectively plan and scaffold instruction.

1 credit

Strategies for Struggling Early Readers and Writers, PK-3

No. 310

Participants in this course will learn what the warning signs are for early reading and writing struggles among children, as well as remedies and tips for preventing further decline. Whether the root of child struggles are lack of –preschool literacy experiences, home literacy experiences, or cognitive challenges, participants will practice with skillful delivery of intensive planned interventions.

Upon completion of this course, the student will be able to:

- Plan and teach critical early reading practices that help students become fluent and accurate readers by second and third grades.

- Deliver timely and immediate intensive interventions.
- Cull and use observational data and to support intensive intervention approaches, and align them with appropriate intervention measures.

1 credit

Exceptional Learners/Special Education

21st Century Strategies for Teaching Students with Behavior Challenges, Grades K-12 No. 209

The challenges faced by some of our neediest children can be easily remedied through a combination of strategy, ingenuity and 21st century technologies. Among the most challenging aspects of behavior occurs when learning becomes fraught with frustration. Harnessing strategies consistent with how students think, work, and use technologies can level the playing field in classrooms with diverse learners. E-readers, handheld devices, smartboard technology, Internet-based applications and other assistive technologies can assist in a range of ways from the highly gifted, to the struggling learners preventing or eradicating those behaviors that manifest into deeper learning challenges.

Upon completion of this course, the student will be able to:

- Develop working familiarity with strategies and technologies that assist in teaching exceptional children and young adults.
- Develop facility and utility with strategies, tools and technologies through planning and use in teaching exceptional children and young adults.
- Employ new strategy and resources into lessons and unit plans to begin implementation of a 21st century curriculum geared to teaching students challenged with behavioral issues.

1 credit

Diagnosing Learning Difficulties, Grades K-12 No. 216

Formative, criterion-referenced and normative assessment methods contribute to effective diagnose of the exceptional learner, using only the strongest base of research in utility and value. Effective diagnosis of student learning difficulties as determined through formative and summative assessments will be key to intervention and effective planning. Through the use of technology, research-based tools, formative assessments, summative data and differentiated classroom strategy, participants will learn to diagnose student needs in order to plan carefully and strategically for the multiple and unique learning needs among students.

Upon completion of this course, the student will be able to:

- Identify and properly align effective diagnostic tools and techniques to exceptional learner needs in classrooms.
- Evaluate the needs of exceptional learners within the mainstream educational setting in order to align best instructional strategy to those needs.
- Match sound research-based strategy to plan for instruction and instructional intervention, or modify existing instructional plans, for the unique and specific student needs.

1 credit

Diagnostic Tools and Techniques for the Exceptional Learner, Grades K-12

No. 215

Formative, criterion-referenced and normative assessment methods can work as a triage to diagnose the exceptional learner, with one as useful as the other depending on the goal. Those tools and techniques with the strongest base of research in utility and value will be the feature of this course. Through the use of technology, smart classroom strategy, and curricular design, formal and informal assessments will work to effectively diagnose student needs in order to prescribe a specific learning path. Formal and informal assessments will include intelligence testing, SLOs, formative assessments to include observational and anecdotal data, performance tasks, learning style inventories, behavioral assessment, criterion-referenced assessments, and standardized assessments. Data gleaned of these assessments will be used to differentiate with.

Upon completion of this course, the student will be able to:

- Identify and align proper, effective diagnostic tools and techniques for exceptional learners in classrooms.
- Explain how to evaluate the needs of students to align best instructional strategy to those needs.
- Through job-embedded participation, apply multiple research-based assessments to analyze student needs, learning readiness, and needed instructional support.
- Select sound research-based strategy to plan for instruction and instructional intervention, or modify existing instructional plans, for the special needs and exceptional learners in classrooms.

1 credit

Evidence-Based Teaching Practices for Exceptional Learners, Grades K-12

No. 217

Teaching to the exceptional learner requires careful and flexible planning with tools and resources that have a record of success. Beginning with various research-based tools and strategies, participants will develop their ability to analyze and plan with data to differentiate for multiple learner types and with varying degrees of support to teach to the needs of exceptional learners. Tools and 21st century resources will include strategy guides, electronic planning and scoring instruments, student-facing organizers and checklists among others.

Upon completion of this course, the student will be able to:

- Plan for and practice with the strategies that lead to effective and diverse learning in inclusive learning environments.
- Prepare flexible lessons using tools, resources, and new strategy to address the needs of exceptional learners.
- Discuss and defend the relevance of a properly structured learning environment coupled with the tools and resources for success in meeting the diverse needs of students.

1 credit

Research-Based Assessment Practices for Special Needs Students, Grades 3-8

No. 234

Practical and authentic assessment methods that have a strong research-base will be the central feature of this course in evaluating the needs of exceptional students. Informal and teacher-developed assessment technique will invoke best practices through the use of technology, smart classroom strategy, and through smart curriculum design. Formal, informal assessments and

other data will include observation and anecdotal note taking (kid-watching), SLOs, IEP goals, behavioral assessment, criterion-referenced assessments, standardized and performance based assessments, and learning style inventories. Data gleaned of these assessments will be used to differentiate with while aligning best practices with student needs.

Upon completion of this course, the student will be able to:

- Evaluate the needs of special needs students to align best instructional strategy to those needs.
- Through job-embedded participation, demonstrate with several research-based assessments in order to determine student needs, learning readiness, and needed instructional support.
- Apply sound research-based strategy to plan for instruction and instructional intervention, or modify existing instructional plans, for the language needs of the learners.

1 credit

Teaching to Autism, Grades K-5

No. 239

Interventions for increasing the academic engagement and progress of students with autism spectrum disorder in inclusive classrooms will be the focus of this course. Use of empirically supported, field-tested strategies for inclusive classrooms will detail strategies for successful implementation. Participants will develop familiarity and facility with strategy pertinent to their own classroom realities. From songs in transition times, to listening activities and visual engagement, participants will end this course with the creation of comprehensive lesson plans that incorporate course strategies as they align with standards, curriculum and instructional motivation for students with autism.

Upon completion of this course, the student will be able to:

- Report on, and prepare for, the diverse needs of students with autism by aligning research and standards-based instructional strategy to them.
- Apply implementation tools and strategies focused on the needs of students with autism spectrum disorder.
- Interpret information, tools and resources with student readiness and differentiated approaches to learning.

1 credit

Teaching to Exceptional Children Using Evidence-Based Practices, Grades K-5

No. 240

Teaching to exceptional children invokes careful planning, the use of data in the planning stages, and a teamed approach that involves parents and all educational stakeholders to work into a child's success. Beginning with individualized student plans, participants will develop their ability to analyze and plan with data to differentiate for multiple learner types and instructional support. Strategies for co-teaching using Common Core, traditional and 21st century curriculum will result in a multiple-pronged approach to instructional success.

Upon completion of this course, the student will be able to:

- Manipulate and apply data and resources for planning and implementation of a broad and scaffolded curriculum focused on the needs of exceptional learners.
- Investigate new information, tools and resources, student readiness and differentiated approaches to learning with evidence-based practices for a variety of learners, educational

programs and classroom settings.

1 credit

Teaching to Exceptional Adolescents and Young Adults, 6-12

No. 241

Teaching to exceptional adolescents and young adults invokes careful planning, the use of data in the planning stages, and a teamed approach that involves parents and all educational stakeholders to work into a child's success. Beginning with individualized student plans, participants will develop their ability to analyze and plan with data to differentiate for multiple learner types and instructional support. Strategies for co-teaching using Common Core, traditional and 21st century curriculum will result in a multiple-pronged approach to instructional success.

Upon completion of this course, the student will be able to:

- Research current assessments practices and analyze criteria against student work. Design effective assessments.
- Apply the research skills needed to seek out assessment resources that build teaching capacity.
- Distinguish among formative and summative assessment types specific to exceptional learners.
- Match grade-level assessment criteria to standards-aligned curriculum and instruction. Explain how to monitor student learning to move up individual student performance.

1 credit

Professional Learning Communities

Accountable Professional Learning Communities

No. 135

Participants in this e-course will learn the nuts and bolts behind successful professional learning communities by exploring the Dufour, Dufour & Eaker (2008) and Venables (2011, 2014) models. The teacher and administrative roles within them will be studied as they work toward on-going maintenance and the data analysis that leads to improved student achievement. From vision to PLC mission, each participant will build an action plan specific to grade-level and subject-area PLC needs.

Upon completion of this course, the student will be able to:

- Appraise and justify the rationale behind the successful formation of a school PLC.
- Plan for and practice with several models of cross-curricular, grade and departmental PLCs.
- Apply the Dufour & Dufour PLC model to PLC teams using assigned protocols, and then reflect on the experiences.

1 credit

Co-teaching and Professional Collaboration

No. TL-273

Strong co-teaching relationships are the underpinnings for a seamless and manageable instructional environment. Planned and orchestrated instruction, the result of team effort, combined with a sound learning environment leverages students as equal partners in a winning

educational pact. This course will prepare teachers to work collaboratively on mutual goals and student learning objectives in a team effort. The benefits of such effort are numerous and include: positive and scholarly collegial exchanges focused on student-centered goals and objectives, planned and orchestrated communication among each other and with students, analysis and use of data to plan effective instruction with.

Upon completion of this course, the student will be able to:

- Plan collaboratively using protocols specific to effective communication that results in higher understanding and action steps.
- Identify and analyze learning gaps to develop action steps.
- Select mutual student learning objectives and plan around those objectives with strategy.

1 credit

Literacy in all Content Areas

Best Practices in Literacy, K-12

No. 259

After analyzing lessons and units to determine the best embedded practices as they support diverse learners, participants will divide by grade bands to learn the best practices embedded within them. Looking at and analyzing samples will teach them how to identify specific best practices in action, and what makes them best as a strategy and an action, providing the foundations for differentiation and close reading strategies. Participants will identify best practices pertinent to the grade and discipline they teach, and work them into assignments that scaffold into a final project.

Upon completion of this course, the student will be able to:

- Analyze lessons to identify embedded best practices that support diverse learners.
- Collect and apply new best practices to unit and lesson plans, and through classroom implementation.
- Modify practices through reflection on best practice strategies to further refine them.
- Combine best practices with pertinent lesson components.

1 credit

Classroom Strategies for Reading, Writing, Speaking and Listening, Grades 6-12

No. 157

Participants will practice and become familiar with implementation tools and strategies that facilitate structured reading, writing, speaking, and listening in intermediary and secondary settings. Participants will understand how to teach citation skills, comparing, contrasting, analyzing, synthesizing and evaluating of textual evidence as it works into larger written products in multiple classroom settings. Participants will also acquire and practice with the strategies that teach students how to apply higher order thinking skills in order to cull ideas and build on those of others. 21st century digital technologies that facilitate speaking and listening will be included for additional practice and implementation.

Upon completion of this course, the student will be able to:

- Acquire and apply research-based strategies to teaching reading, writing, listening and speaking activities to further the skills needed to be college and career ready.
- Employ and scaffold the critical literacies within reading, writing, speaking and listening

across multiple subject areas.

- Give examples how to import reading, writing, listening and speaking skills into differentiated lesson plans, and embed them in planning for job-embedded application.

1 credit

Close Reading Strategies: What are they, how do we teach them? Grades 3-8

No. 177

While many students will develop their own methods to read complicated text, answer high-level questions and respond with written products, many do not. We now know there are numerous strategies to teach close reading with, all of them working in numerous ways to parcel through multiple layers of text complexity. From chunking to note-taking with purpose, participants will gain a repertoire of strategies with which to teach close reading.

Upon completion of this course, the student will be able to:

- Summarize and analyze what it means to read closely with strategy.
- Gain insight into the close reading requirements of the National Common Core Standards, and apply them to curriculum.
- Locate and employ new strategies for teaching close reading to students.

1 credit

ELA and Next Gen Science, Grades K-5

No. 198

The Next Gen Science Standards and expectations that align with the Common Core Standards for K-5 English Language Arts in reading, writing, listening and speaking are the fundamentals of expanded study. Through the development and use of the four disciplinary core ideas: physical sciences, life sciences, earth and space sciences, the use of applied thinking strategies, participants will demonstrate understanding of core scientific concepts to include pattern recognition and formulating questions to evoke answers about the world around them. Participants will develop, practice with, and plan to implement literacy teaching strategy into science curriculum that supports grade-appropriate proficiency in gathering evidence, writing with detail about, and reporting on, the natural and designed world. Scaffolds to the teaching of more complex phenomena later (in middle and high school) will also be provided to help students make the important leaps from curriculum and knowledge, to application through hands-on performance tasks.

Upon completion of this course, the student will be able to:

- Paraphrase and articulate the Next Gen Science Standards and their alignment to the Common Core by embedding into planning documents.
- Develop, practice with, and implement the teaching of literacy strategy into grade appropriate science curriculum as it supports the Common Core and Next Gen Standards.
- Devise the facility to help students make important leaps from curriculum and knowledge to hands-on performance tasks.

1 credit

ELA and Next Gen Science, Grades 6-8

No. 199

The Next Gen Science Standards and expectations that align with the Common Core Standards for English Language Arts in reading, writing, listening and speaking are the fundamentals of

expanded study. Through the use of applied thinking strategies, participants will learn how to build and scaffold on the middle level methods that allow learners to explain phenomena central to the physical, life, earth and space sciences. Participants will also demonstrate understanding of literacy applications within the core scientific concepts to include the use of knowledge and evidence to explain world phenomena. Through planning, development and practice, participants will be ready to implement literacy teaching strategy into science curriculum as it supports grade-appropriate proficiency in gathering evidence and writing with detail while enabling their students to make the important leaps from curriculum and knowledge, to hands-on application.

Upon completion of this course, the student will be able to:

- State and articulate the Next Gen Science Standards and their alignment to the Common Core by embedding into planning documents.
- Develop, practice with, and implement the teaching of literacy strategy into science curriculum as it supports the Common Core and Next Gen Standards.
- Devise the facility to help students make important leaps from curriculum and knowledge to hands-on performance tasks.

1 credit

ELA and Next Gen Science, Grades 9-12

No. 197

The Next Gen Science Standards and expectations that align with the Common Core Standards for English Language Arts in reading, writing, listening and speaking are the fundamentals of expanded study. Through the development and use of models, investigations, analysis, interpretation of data, and the use of applied thinking strategies to demonstrate understanding of core scientific concepts, participants will develop, practice with, and plan to implement literacy teaching strategy into science curriculum as they align to the expectations of Next Gen Science Standards and the Common Core. Through the citing of evidence, provision of support for ideas and text, gathering of information from multiple sources, transfer of visual information to the written, participants will understand how to help students make the important leaps from curriculum and knowledge, to application through hands-on performance tasks.

Upon completion of this course, the student will be able to:

- Explain the Next Gen Science Standards and their alignment to the Common Core.
- Develop, practice with, and implement the teaching of literacy strategy into grade appropriate science curriculum as it supports the Common Core and Next Gen Standards.
- Devise the facility to help students make important leaps from curriculum and knowledge to hands-on performance tasks.

1 credit

Essentials for Content Area Teachers, Grades K-12

No. ELL-ED-147

This course will take participants into deep realms of content area reading and writing to include literary and non-fiction across multiple genres, reading comprehension, critical literacy, questioning strategies, and leveling of resources to differentiate for standards and second language learners' needs. Participants will learn about, become familiar and practice with the resources that determine text complexity and level libraries. Participants will learn to use running records and anecdotal data to analyze, evaluate, and plan for student needs. With a focus on grade level writing differentiated for ELLs, participants will cull the CCSS writing and language standards for applicability to content-specific reading and writing in ELL instruction. In doing so,

participants will level strategy and expectation with assignments as they align with state and national standards. Assignments will include developing performance tasks and comprehensive lessons, unit planning and preparation and rigorous participation in discussion forums. Participants will learn to strategically scaffold in order to close grade-level achievement gaps while meeting the expectations for ELLs within the Common Core State Standards.

Upon completion of this course, the student will be able to:

- Apply new strategies to teaching ELLs while facilitating grade-level standards-based language standards in reading, writing, listening and speaking.
- Assess student strengths using standards-based formative and summative assessments while using assessment data to close achievement gaps among ELLs.
- Utilize methods to improve listening, speaking, reading, and writing skills for a variety of academic and social purposes.
- Apply standards-based instruction through design and implementation to develop the skills ELLs need for academic success.

3 credits

Growing Readers and Writers in all Content Areas, Grades 6-12

No. 105

Participants will explore the essential ingredients that grow and scaffold good reading and writing effort. These ingredients will serve as models of strategy that works into curriculum design and implementation as they review lesson exemplars to plan with, analyze and reflect on. Research-based and field-tested strategy will reinforce the impact across all subject areas.

Upon completion of this course, the student will be able to:

- Select and employ newly acquired strategies and methods to teach developing readers and writers across multiple content areas.
- Apply essential underpinnings of developmental reading and writing theory in order to plan and scaffold instruction effectively.

1 credit

Instructional Strategies: Teaching Students How to Use and Cite Evidence, Grades 3-12

No. 190

Students must find evidence before they can cite it, and the sooner they learn the easier it will be for them. Participants will learn strategies that work students *into* text in order to wrap them around it. All facets of these Common Core big shifts will be analyzed closely to understand the new K-5 applications for behind them.

Upon completion of this course, the student will be able to:

- Examine and apply new strategies that teach students how to read informational text with increased understanding.
- Develop a strategy to teach close reading and evidence finding.
- Summarize the nature and purpose of early literacy text-dependent questioning.

1 credit

Instructional Strategies: Citing Evidence, Grades 6-8

No. 168

Students must find evidence before they can cite it. Participants will learn strategies that work students *into* text in order to wrap them around it. Common Core Standards require students to have "discipline literacy" with close reading, answer text-dependent questions, and write arguably

within short, sustained research projects. All facets of these big shifts will be analyzed closely to understand the new pedagogies behind them.

Upon completion of this course, the student will be able to:

- Discuss the impact of informational text on reading comprehension.
- Outline and instruct students how to read informational text with increased rigor and understanding.
- Develop and modify strategies to teach close reading that leads to evidence finding. Interpret the nature and purpose of text-dependent questioning.

1 credit

Research-Based Literacy Strategy for All Content Areas, Grades K-12

No. 123

Participants will be introduced to sound and scientific research as it promotes literacy across all content areas to help students build foundational skills across reading, writing, speaking and listening. They'll learn the scaffolds behind them that aid students in the important transition process across all content areas. Intentional, consistent, and rigorous teaching of reading and writing strategy that improves student achievement will engage the 90/90/90 principled approach. Participants completing this course will take away implementation tools that include graphic organizers, semantic maps, thinking aids, checklists, rubrics and more.

Upon completion of this course, the student will be able to:

- Summarize in writing how to move scientific theory into classroom literacy strategy across specific content areas.
- Distinguish appropriate methods that scaffold student progress along a rigorous strategy continuum.
- Plan for scaffolding, implement lessons and reflect on them to modify as needed.
- Explain how to import research-based literacy strategy into lessons for rigorous application and implementation.

1 credit

Research-Based Literacy Strategy For All Content Areas, Grades K-12

No. RL-ED-123

Participants will be introduced to sound and scientific research as it promotes literacy across all content areas to help students build foundational skills across reading, writing, speaking and listening. Teachers will learn how to scaffold student learning through the application of research-based reading instruction to include and integrate the six components of reading: oral language, phonemic awareness, phonics, fluency, comprehension, and vocabulary. Participants will learn the scaffolds behind each approach that aid students in the important transition process across all content areas. Intentional, consistent, and rigorous teaching of reading and writing strategy that improves student achievement will engage the 90/90/90 principled approach to consistently streamline curriculum, curriculum resources, and assessment. Participants completing this course will embed field-tested implementation tools to into planning, preparation, and implementation.

Upon completion of this course, the student will be able to:

- Plan and practice with strategy and implementation across specific content areas.
- Acquire and use the skills needed to effectively teach reading comprehension in primary grades with an understanding of the oral and written language that facilitates it through phonology, syntax, semantics, and pragmatics as they relate to comprehending print.

- Restate and articulate the importance and function of research-based receptive and expressive vocabulary instruction to include semantics, domain specific vocabulary (academic vocabulary), and morphology as it relates to vocabulary development.
- Embed the research behind vocabulary instruction, and its role in students' overall understanding of word meanings, repeated practice, and comprehension of print in planning documents.

3 credits

Math and Literacy: Beyond the Right Answers, Grades K-12

No. 195

K through 12 math classrooms that support literacy development are those in which students and teachers demonstrate understanding of the learning and thinking process. Teachers can model metacognition skills and evaluate how students think through think-alouds, problem-solving, role-playing and hands-on exercises that teach students how to articulate their process verbally and in writing. The Common Core process shifts will be examined closely in this e-course to help participants fully understand the new K-12 applications behind them. Participants will finish the course with a repertoire of strategies with which to move forward in teaching students how to articulate the process that brought them to their end product.

Upon completion of this course, the student will be able to:

- Defend how the new K-12 Common Core shifts in math as they work into new teaching applications.
- Restate and illustrate through planning and implementation the steps and strategies involved in teaching students how to articulate mathematical processes.
- Learn and practice with grouping scenarios that lend themselves to real life skills applications and mathematical solutions.
- Enhance mathematical understanding of process and product in how students think about math through the close examination of the models used to effectively problem solve.

1 credit

Reading and Writing Strategies For All Content Areas, Grades 3-12

No. 104

Intentional, consistent and rigorous teaching of reading and writing strategy across all content areas has shown through research to increase student achievement. Using the 90/90/90 principled approach, participants will acquire a compendium of strategies and tools, both online and in print, to aid all learners across all content areas.

Upon completion of this course, the student will be able to:

- Acquire and illustrate implementation of new strategies for rigor in reading and writing across all subject areas.
- Learn, interpret and practice with methods, tools and strategies in print and digital formats to aid learners across all content areas.

1 credit

Research-Based Literacy Strategy for All Content Areas, Grades K-12

Participants will be introduced to sound and scientific research as it promotes literacy across all content areas to help students build foundational skills across reading, writing, speaking and listening. They'll learn the scaffolds behind them that aid students in the important transition process across all content areas. Intentional, consistent, and rigorous teaching of reading and

writing strategy that improves student achievement will engage the 90/90/90 principled approach. Participants completing this course will take away implementation tools that include graphic organizers, semantic maps, thinking aids, checklists, rubrics and more.

Upon completion of this course, the student will be able to:

- Summarize in writing how to move scientific theory into classroom literacy strategy across specific content areas.
- Distinguish appropriate methods that scaffold student progress along a rigorous strategy continuum.
- Plan for scaffolding, implement lessons and reflect on them to modify as needed.
- Explain how to import research-based literacy strategy into lessons for rigorous application and implementation.

1 credit

Six Analytical Writing Traits, K-5

No. 246A

Through the power of the six analytical writing traits - ideas and content, organization, word choice, voice, sentence fluency, and conventions - participants will learn how to identify the traits in student writing that work into polished written products. In addition, they'll glean knowledge to support the traits in the classroom, and how to make needed instructional adjustments to respond to any gaps in the writing traits. Through the student peer coaching method, participants will learn how to build student capacity to write using the traits independently.

Upon completion of this course, the student will be able to:

- Summarize what the Six Analytical Writing traits are and how to identify them in student writing.
- Paraphrase and employ effective teaching and facilitating of the Six Analytical Traits.
- Demonstrate the six traits through planned lessons and performance tasks.
- Use the Six Traits Writing Rubric to score for student writing proficiency.

1 credit

Six Analytical Writing Traits, 6-12

No. 246B

Through the power of the six analytical writing traits - ideas and content, organization, word choice, voice, sentence fluency, and conventions - participants will learn how to identify the traits in student writing that work into polished written products. In addition, they'll glean knowledge to support the traits in the classroom, and how to make needed instructional adjustments to respond to any gaps in the writing traits. Through the student peer coaching method, participants will learn how to build student capacity to write using the traits independently.

Upon completion of this course, the student will be able to:

- Outline the Six Analytical Writing traits are and how to identify them in grade/age-appropriate student writing.
- Restate and apply effective teaching and facilitating of the Six Analytical Traits.
- Apply the six trait strategies to lessons and performance tasks in preparation for classroom implementation.
- Apply the Six Traits Writing Rubric to score for student writing proficiency.

1 credit

Teaching With Tape Diagrams, Grades 6-8

No. 255

Tape Diagrams are found in many math modules on the EngageNY.org resource web site. What are they and why should they become an important part of your math teaching strategies in K-8 lessons? This course explores how tape diagrams can become an effective teaching strategy for teachers, as well as a powerful problem-solving tool for students. Participants will try several exercises in which they will draw a tape diagram to solve. They will also look at the best ways to implement this great instructional tool into lesson planning. Let's get this going!

Upon completion of this course, the student will be able to:

- Generate working understanding of how Tape Diagrams are used to construct visual models for students in problem solving.
- Perform effective strategies for using Tape Diagrams as a problem solving approach.
- Formulate weekly lesson plans that connect curriculum to lessons and modules, namely A Story of Ratios.
- Practice generating a complete daily lesson plan that involves Tape Diagrams in instruction.

1 credit

Tiering Tasks Not Text, Grades 3-8

No. 260

Participants will learn how and when to meet specific learners' needs without compromising NYS module curriculum fidelity or intent by tiering tasks not text. Tiered activities will involve use and development of challenging and engaging performance tasks and activities that maximize skills and understanding. Participants will learn and practice with scaffolding module lessons and tasks to for struggling and diverse learners through activities that work into a final project.

Upon completion of this course, the student will be able to:

- Support the needs of diverse learners through tiering and differentiating of tasks.
- Manipulate and modify the scaffolding of module lessons and tasks to meet the needs of diverse learners.
- Modify and differentiate curriculum by tiering tasks in existing lessons and units.

1 credit

Writing Strategy For All Content Areas, Grades K-12

No. 134

Focused exclusively on sound and research-based writing strategy, participants will be introduced to research as it promotes writing strategy across all content areas. They'll learn the scaffolds behind them that aid students in the important transition process across all other content areas. Intentional, consistent and rigorous teaching of reading and writing strategy as it continues to improve student achievement will engage the 90/90/90 principled approach.

Upon completion of this course, the student will be able to:

- Analyze genre as it applies to specific content areas and teaching objectives.
- Acquire and demonstrate the use of new resources to teach genre-specific fiction and non-fiction writing.
- Apply and defend the use of new strategies and resources to the teaching of writing across multiple subject areas.

1 credit

Teacher Effectiveness: Planning, Preparation, Professionalism

Effective Instructional Planning and Preparation

No. 201

Aligned to: Danielson Domains 1 and 2, Marzano Domains 2 and 3

Strong knowledge of content and pedagogy requires on-going research, reflection and classroom practices informed by what the data says about our students. This course offers working knowledge of current and best instructional planning and design processes. On-going preparation of coherent instruction includes reflection, alignment, high student outcomes, research and resources, and inter-disciplinary pedagogical strategies – all of which are examined and practiced with in this e-course. In addition to knowing when and how to communicate this knowledge to students and stakeholders, participants will gain familiarity with effective and discipline-specific pedagogical approaches that further understanding *of* and *for* students.

Upon completion of this course, the student will be able to:

- Give examples of age-appropriate and cultural understanding of students through research and reflection.
- Predict and prepare for setting high instructional outcomes for students by understanding their needs.
- Develop working familiarity and practice with resources that aid in the planning of coherent instruction.

1 credit

ESOL: English as a Second Language

Applied Linguistics, Grades K-12

No. ELL-ED-138

The concepts of applied linguistics will be explored, and include phonology, principles of English language in reading, writing, speaking and listening; sociolinguistics, language acquisition, and second language acquisition. Consistent use of reading and writing strategy across all content areas continues to turn around the language skills of English language learners, particularly those who struggle. Participants will finish this course with a compendium of strategies, resources, and tools to aid ELLs and struggling learners with, using researched and field-tested implementation materials. In addition, they will practice with application of these strategies in their classrooms, to return and reflect on them in learning forums. Planning and preparation will involve comprehensive lesson and unit development.

Upon completion of this course, the student will be able to:

- Demonstrate competency in language and understanding of language as a sequential and organized system of communication.
- Apply common, grade appropriate strategy ideas across all content areas to leverage ELL student success with.
- Collect and apply multiple strategies to aid in the successful literacy effort of struggling learners and ELLs.
- Collaborate among multiple disciplines in order to better accommodate the needs of struggling learners.
- Discuss the research behind effective strategies that teach language conventions.
- Prepare and practice with strategies that teach language conventions.

- Apply, through design and redesign of curriculum, knowledge of phonology, morphology, pragmatics, syntax in support of reading, writing, listening, and speaking.

3 credits

Best Practices for Inclusive Classrooms and ELLs, Grades K-5

No. ELL-211

Careful thought and planning can garner the best classroom management practices for inclusive classrooms. Participants in this course will learn how to create balanced classrooms, and evaluate their utility in various settings and scenarios to include co-teaching and collaboration. The use of appropriate supports for English language learners will be practiced with through various teaching approaches, to include co-teaching, interactive teaching, parallel teaching, and through lesson development. Participants will glean useful learning strategies as they align with teaching of core content for inclusive settings.

Upon completion of this course, the student will be able to:

- Give examples of how to plan for and apply research-based strategies to classroom management practices in inclusive classroom settings.
- Explain what balanced classrooms look like, and plan similarly using various teaching methods and models.
- Align management strategy with content goals based on industry best practices for inclusive K-5 settings focused on ELL growth.

1 credit

Best Practices in Literacy for ELLs, K-12

No. ELL-259

After analyzing modules to determine the best embedded practices that support diverse English language learners, participants will divide by grade bands to learn the best practices embedded within them. Looking at and analyzing module samples will teach them how to identify specific best practices in action, and what makes them best as a strategy and an action, providing the foundations for differentiation and close reading strategies. Participants will identify best practices pertinent to the grade and discipline they teach, and work them into assignments that scaffold into a final project.

Upon completion of this course, the student will be able to:

- Analyze lessons to identify embedded best practices that support the diverse language needs of ELL students.
- Collect and apply new best practices by working them into unit and lesson plans presently being taught. Demonstrate and appraise best practice strategies taught, giving and receiving peer feedback in discussion forums.
- Combine best practices with pertinent lesson components and Common Core Standards as they apply specifically to ELLs.

1 credit

Common Core Reading Standards and Strategies That Support Them for ELLs, Grades K-12

No. ELL-147

This course will take participants into deep realms of text analysis in fiction and non-fiction print. Participants will examine reading selection, questioning strategy, and leveling of strategy and resources for effective scaffolding and differentiation to meet the needs of ELLs. Participants will learn about, and become familiar with, resources that determine text complexity, level libraries,

take running records and use anecdotal data to analyze, evaluate, and plan for student needs.

Upon completion of this course, the student will be able to:

- Manipulate and differentiate with tools that determine text complexity.
- Collect and use resources that support text complexity, leveled libraries, the taking of running records, and formative assessment data to plan and differentiate for ESOLs.

1 credit

Cross-Cultural Communications and Understanding, Grades K-12

No. ELL-ED-260

Aligned to: Danielson Domain 2, Marzano Domain 4. Organizing and maintaining multi-cultural classroom environments are the high strategies, while facilitating collaboration, respect and rapport among students. Active participation will further learning about students' while aiding in the development of assignments and activities that are the outgrowth of high expectations for all students, with a focus on ELLs. Classroom management and effective language strategies will further group work, student engagement, and peaceful transitions between and among activities through culturally relevant practices and sensitivity training. Participants will use, share, research, plan and apply multiple methods of effective classroom design as they align to curriculum and ELL instructional needs. Looking at and analyzing exemplars will teach participants how to identify specific best practices in action, and what makes them best as a strategy, to include applied linguistics, accessing materials for applied linguistics, evaluating and analyzing materials and resources, technologies, and embedding effective practices in projects. Looking at the actions behind them will be catalysts to building a foundation with which to differentiate. After a broad introduction to multiple resources and the research behind their success, participants will research and identify the practices most pertinent to the grade and discipline they teach, and then work them into assignments that scaffold into a final project. Gaining knowledge and awareness of multiple cultures, cultural sensitivity, and language bias participants will develop the working knowledge to operate with awareness and sensitivity through best ELL practices grounded in research.

STUDENT LEARNING OUTCOMES:

Upon completion of this course, the student will be able to:

- Analyze lesson components to identify embedded best practices that support the diverse language needs of their ELL students.
- Apply best practices to unit and lesson plans.
- Communicate and summarize what best practice strategies are and how they are taught.
- Use best practices in combination with pertinent lesson components and Common Core Standards as they apply specifically to ELLs.
- Apply management strategy with content goals based on industry best practices for inclusive grade-level settings focused on ELL growth.
- Create, scaffold, and differentiate lessons and lesson supports for ELLs.
- Differentiate and scaffold for ELL struggling readers.
- Apply behavior management strategies and how to organize physical space that contributes to an effective classroom environment to real classroom settings, and report back on the experiences.
- Study and practice with successful attributes of student peer review that leads to organized

and peaceful transitions and student collaboration.

- Work directly with students to develop a successful multi-cultural classroom environment.
- Design culturally relevant curriculum, with access to culturally relevant resources and materials.
- Apply working knowledge of cultural competence, with an understanding of cultural identity that affects learning, student academic achievement, and overall K-12 pedagogy.
- Describe what racism, stereotyping, and cultural discrimination looks like in teaching, learning and assessment of learning.
- Communicate, summarize, and articulate the relationships among language, bias, and culture in students from diverse backgrounds and at various levels of English language proficiency.

3 credits

Culturally Responsive Teaching and Learning, Grades K-12

No. ELL-139

Through the examination of learners' cultural needs, along with developmental readiness, participants will become familiar with guidelines for appropriate textbook selection, web-based resources, and criteria for selection of responsive multicultural literature and related resources. Participants will expand their understanding of cultural responsiveness by examining models of research-based and differentiated literacy instruction with efficacy for moving up progress in second language learners. In preparation for designing their own differentiated and responsive curriculum, the stages of writing development and the research-based methods that guide them will be examined.

Upon completion of this course, the student will be able to:

- Teach using a responsive teaching and learning curriculum.
- Respond to students' cultural needs using a responsive curriculum that includes the stages of writing development.
- Employ new strategies to classroom inclusion in a culturally and developmentally responsive curriculum using the stages of writing development.
- Differentiate and scaffold lessons that respond to cultural and developmental readiness.

1 credit

Effective Instructional Environments for English Language Learners, Grades K-12

No. ELL-219

ELL children and young adults need special environments rife with visual engagement, differentiation, novelty and cognitive-friendly approaches to reinforce learning daily. From seating, to structuring learning centers, participants will learn the research-based essentials for setting classroom environments up for success with a focus on ELL students. Careful attention will be given to physical space, visuals, design, support systems and activities to accommodate the different and varied needs among exceptional learners.

Upon completion of this course, the student will be able to:

- Create and apply research-based instructional environments for ELL students and other language learners.
- Articulate and Communicate knowledge about the classrooms and classroom environments that lead to successfully teaching to English language learners to planning and instruction.

- Devise a classroom model and modify it as it aligns to new ideas, resources, and strategies gleaned from this course.

1 credit

ESOL Curriculum and Materials, Grades K-12

No. ELL-ED-131

Learning environments conducive to ELL growth is best achieved when the right standards-based materials are selected, resourced, and designed. Participants in this e-course will become knowledgeable about accessing research-based resources, while selecting and adapting standards-based curriculum, materials, and digital resources. Effective reading comprehension combined with teacher modeling, guided practice, independent application, chunking and other approaches will be used across grade and content areas as they apply. Under this umbrella, participants will learn to teach reading, writing, listening, and speaking geared specifically for the needs of ELLs, through effective and differentiated strategy that builds student capacity. Visual representation, vocabulary, questioning, note-taking, close reading and summarizing are some of the approaches that participants will use to develop units and lessons with. Field-tested, research-based and as appropriate evidence-based strategies with accompanying print and digital tools for implementation will be taught to scaffold and differentiate with. Participants will be introduced to sound and scientific research as it promotes literacy across all content areas to help ELL students build foundational skills across reading, writing, speaking and listening. They'll learn and work with the scaffolds behind them that aid students in the important transition process across all content areas. Intentional, consistent, and rigorous teaching of reading and writing strategy that improves student achievement will engage the 90/90/90 principled approach. Participants completing this course will take away field-tested implementation tools that include: graphic organizers, semantic maps, thinking aids, checklists, rubrics and more.

Upon completion of this course, the student will be able to:

- Acquire the skills needed to effectively teach reading comprehension in primary grades for ELLs.
- Design new strategy that builds student capacity through teacher modeling, guided practice.
- Use balanced literacy components and leverage them for ELLs.
- Use reading, writing, listening and speaking strategies to effectively scaffold ELL language learning.
- Develop the skill and ability to leverage online and off-site resources to teach using balanced literacy strategies and techniques.
- Develop working knowledge of intervention strategies focused on effective reading interventions (and writing as they support reading comprehension) for struggling ELLs.
- Design, differentiate and scaffold materials and curriculum for ELL struggling readers.
- Move scientific theory into classroom literacy strategy across specific content areas for ELL students.
- Design, differentiate and scaffold ELL curriculum focused specifically on, and informed by, student progress along a rigorous strategy continuum.

3 credits

ESOL for Administrators: Understanding Culture and Effective Communication – Category I, Grades K-12

No. ELL-296

Aligned to: Danielson Domain 2, Marzano Domain 4. Organizing and maintaining multi-cultural classroom environments are the high strategies, while facilitating collaboration, respect and rapport among students. Active participation will further learning about students' while aiding in the development of assignments and activities that are the outgrowth of high expectations for all students, with a focus on ELLs. Classroom management and effective language strategies will further group work, student engagement, and peaceful transitions between and among activities through culturally relevant practices and sensitivity training. Participants will use, share, research, plan and apply multiple methods of effective classroom design as they align to curriculum and ELL instructional needs. Looking at and analyzing exemplars will teach participants how to identify specific best practices in action, and what makes them best as a strategy, to include applied linguistics, accessing materials for applied linguistics, evaluating and analyzing materials and resources, technologies, and embedding effective practices in projects. Looking at the actions behind them will be catalysts to building a foundation with which to differentiate. After a broad introduction to multiple resources and the research behind their success, participants will research and identify the practices most pertinent to the grade and discipline they teach, and then work them into assignments that scaffold into a final project.

Upon completion of this course, the student will be able to:

- Analyze lesson components to identify embedded best practices that support the diverse language needs of their ELL students.
- Collect and apply new best practices to work them into unit and lesson plans presently being taught.
- Practice and justify best practice strategies taught, giving and receiving peer feedback in discussion forums.
- Align best practices with pertinent lesson components and Common Core Standards as they apply specifically to their ELLs.
- Align management strategy with content goals based on industry best practices for inclusive grade-level settings focused on ELL growth.
- Create, scaffold, and differentiate lessons and lesson supports for ELLs.
- Differentiate and scaffold for ELL struggling readers.

1 credit

ESOL for Guidance Counselors, Grades K-12

No. ELL-ED-214

Counseling gifted students to help them achieve their talents requires skillful coaching and motivational address of the students in their care. This course will teach the background and legal requirements of ESOL programs for both state and federal requirements in order to effectively support students' academic track toward college and career choices. Participants will examine multiple self-concept and motivational strategies, practice with motivational technique geared specifically for ESOL students to guide them throughout a responsible college and career track.

Upon completion of this course, the student will be able to:

- Counsel, advise, and support students in their development of language proficiencies.
- Use and apply enhanced counseling and communication skills to support students at home, in the classroom, and throughout their academic track.
- Recognize and paraphrase the differences among language proficiencies in native tongue and in English through the administration of aptitude testing, learning styles inventories, interest inventories, and application of multiple intelligences theories.

- Support student development as it flows into and out of district and school curriculum.
- Assist students and their families in support of academic achievement, social and emotional interferences to academic achievement and college and career readiness.
- Assist students in advanced placement, career exploration, development of LEP plans, LEP Student Plans, and academic readiness for higher education.
- Develop support strategies for all instructional and academic needs for LEP students.
- Develop strategies for LEP family outreach.
- Develop strategies for community outreach on behalf of LEP students.

3 credits

ESOL Strategies for Professionals, Grades K-12

No. ELL-ED-213

This course is for all professionals and working with ELL students to include parents, paraprofessionals, and all school stakeholders to include psychologists, special area teachers and all school personnel in fulfilling the requirement to complete required in-service training. Topics cover the roles and responsibilities of school professionals in Florida for ELL students, research-based ESOL strategies, methods, curriculum and curriculum design, linguistics, culture, and evaluation of ELL students.

Upon completion of this course, the student will be able to:

- Demonstrate the ability to teach classroom methods using materials specific to ELL students.
- Evaluate the needs of ELL students and design learning outcomes needed for language development and overall academic achievement.
- Develop strategies for working successfully with ELL students in all school settings.
- Articulate and paraphrase the various pedagogies behind the transfer of new skills and strategies to all content areas.

1 credit

ESOL Testing and Evaluation, Grades K-12

No. ELL-ED-172

Assessment of learning or *for* learning? Balanced, summative, interim and formative assessments will be used to evaluate for CCSS application to the needs of English language learners. Participants will understand how to effectively monitor and evaluate for ELL student learning and language needs, and use the data to plan for effective instruction with. After an introduction to multiple types of assessment and methods of using data, teachers will learn to teach to support a rapid turnaround of language results among their ELLs. Participants will identify the affects of assessment and assessment behaviors among ELL students, to include linguistic bias, assessment accommodations, data analysis, and federal and state assessment policies. The use of formative and summative assessment criteria to plan and prepare with also requires the use of reliable data. Teachers that are actively and systematically use this data can understand the academic performance of their students to include ELLs and other struggling learners, thus leverage for effective progress monitoring. Participants will be introduced to multiple assessment types that include formative, summative, microdata, macrodata, feedback and other assessment vehicles to produce data that lead to responsive instructional decisions. Participants will learn to find and use this data effectively to meet the unique needs of their English language learners.

Upon completion of this course, the student will be able to:

- Plan and practice with various assessment types, tools, and resources appropriate for ELLs with diverse backgrounds and levels of proficiency to further teaching and learning among English language learners.
- Match grade-level assessment criteria to standards-aligned curriculum and instruction.
- Monitor student learning to move up individual student performance, focusing primarily among ELLs.
- Apply valuable information about student performance from data, focusing on ELLs.

3 credits

Literacy Strategies for Struggling Learners and ELLs, Grades 3-12

No. ELL-138

Consistent use of reading and writing strategy across all content areas continues to turn around the language skills of English language learners, particularly those who struggle. Participants will finish this e-course with a compendium of strategies and tools to aid ELLs and struggling learners with, using researched and field-tested implementation ideas.

Upon completion of this course, the student will be able to:

- Transfer same strategy ideas across all content areas to leverage ELL student success.
- Collect and apply multiple strategies that aid in the successful literacy effort of struggling learners and ELLs.
- Practice collaboration among multiple disciplines to analyze student data to meet and accommodate the needs of struggling learners.

1 credit

Methods of Teaching ELLs, Grades K-12

No. ELL-ED-112

The core principles of instruction include differentiation through applied strategy, design, re-design, and flexible teaching that uses student data: content, process, and product. Participants in this e-course will reinvent lessons using research-based, effective methods for differentiation geared specifically for ELLs. They'll have opportunities to re-purpose lesson plans, understand readiness versus ability, and capitalize on brain plasticity to engage students through intellect and creativity. Learning profiles, interest surveys, cognitive-friendly learning environments, tiered questioning and student "hooks" for rigorous learning application are some of the takeaways to this e-course. In addition, this course will take participants into deep realms of content area literacy methods and strategies to include text analysis in literary, non-fiction and technical text, reading comprehension, critical literacy, questioning strategies, and leveling of resources to differentiate for standards and second language learners' needs. Participants will learn about, become familiar and practice with the resources that determine text complexity and level libraries. Participants will learn to use running records and anecdotal data to analyze, evaluate, and plan for student needs. With a focus on expository writing geared for ELLs, participants will cull the CCSS writing and language standards for applicability to content-specific reading and writing in ELL instruction.

Upon completion of this course, the student will be able to:

- Create differentiated lessons through design and strategy focused on the language needs of ELLs.
- Design strategy for mixed-ability grouping and classroom environment.
- Apply online and print tools for differentiation such as learning profiles, interest surveys and tiered questioning.

3 credits

Organizing and Maintaining Successful Classroom Environments for ELLs, Grades K-6 No. ELL-202

Organizing and maintaining multi-cultural classroom environments of respect and rapport are the high priorities of this e-course. Teachers will learn strategy and examine practices that build environments of respect and rapport through caring, thoughtful strategy, while facilitating respectful peer review among students. Active participation will further learning about students' while aiding in the development of assignments and activities for ELLs while building high expectations for all students. Classroom management strategies will further group work, student engagement, and peaceful transitions between and among activities.

Upon completion of this course, the student will be able to:

- Take an active role through planning and instruction in learning about students in order to establish a successful classroom environment that include the language needs of ELLs.
- Demonstrate working knowledge of engaging language strategies and the organization of physical space that contributes to an effective classroom environment.
- Implement new strategies and evaluate on-going practices that build multi-cultural environments of respect and rapport.

1 credit

Organizing and Maintaining Successful Classroom Environments for ELLs, Grades K-12 No. ELL-207

Organizing and maintaining multi-cultural classroom environments of respect and rapport are the high thoughtful strategy, while facilitating respect and rapport among students. Active participation will further learning about students' while aiding in the development of assignments and activities that build from high expectations for all students, with a focus on ELLs. Classroom management and effective language strategies will further group work, student engagement, and peaceful transitions between and among activities.

Upon completion of this course, the student will be able to:

- Demonstrate the ability to take an active role in learning about students in order to establish a successful classroom environment that include the language needs of ELLs.
- Demonstrate working knowledge of engaging language strategies and the organization of physical space that contributes to an effective classroom environment.
- Apply new strategies and appraise practices that build multi-cultural environments of respect and rapport through caring, and peaceful transitions and student collaboration.

1 credit

Purposeful Planning With Differentiation and ELLs in Mind, Grades K-12 No. ELL-205

Planning with purpose leads to effective instruction. This course takes learners through a variety of planning processes that align closely to pre-established learning goals, objectives, state and national standards. In addition, working knowledge of current and best instructional planning design specific to ELLs, along with the preparation that goes behind it, will highlight reflection and development. Participants will work new ideas into planning with specific purposes and ends in mind as they work out of and into the Marzano (2001) Nine Categories in Instructional Planning.

Upon completion of this course, the student will be able to:

- Develop and build upon understanding and knowledge of ELL students.
- Suggest high instructional outcomes that move ELL students toward specific ends and purposes.
- Demonstrate the ability to locate planning resources and resources to work into planning.
- Demonstrate utility with resources that aid in the planning of coherent instruction for English language learners.

1 credit

Research-Based Literacy Strategy for ELLs, Grades K-12

No. ELL-123

Participants will be introduced to sound and scientific research as it promotes literacy across all content areas to help ELL students build foundational skills across reading, writing, speaking and listening. They'll learn the scaffolds behind them that aid students in the important transition process across all content areas. Intentional, consistent, and rigorous teaching of reading and writing strategy that improves student achievement will engage the 90/90/90 principled approach. Participants completing this course will take away implementation tools that include graphic organizers, semantic maps, thinking aids, checklists, rubrics and more.

Upon completion of this course, the student will be able to:

- Relate scientific theory to classroom literacy theory and strategy across specific content areas for ELL students.
- Scaffold student progress along a rigorous strategy continuum.
- Assemble research-based literacy strategies into lessons for rigorous application and implementation.

1 credit

Teaching to Text Complexity for ELLs, Grades K-12

No. ELL-188

Reading strategies will focus on skill and readability as participants are introduced to leveling systems that scaffold. Participants will be introduced to the scaffolding mechanisms needed to appropriately move up text complexity in multiple genres across all subject areas for ELLs.

Upon completion of this course, the student will be able to:

- Scaffold for, and teach to, text complexity.
- Practice and develop the ability to plan strategically for teaching text complexity to ELLs.
- Align student learning objectives to strategy that teaches text complexity.

1 credit

The Art of Differentiating Instruction for ELLs, Grades K-12

No. ELL-112

The art of differentiation happens through design, re-design, and flexible teaching strategy. Participants in this e-course will reinvent lessons using research-based, effective methods for differentiation geared specifically for ELLs. They'll have opportunities to re-purpose lesson plans, understand readiness versus ability, and capitalize on brain plasticity to engage students through intellect and creativity. Learning profiles, interest surveys, cognitive-friendly learning environments, tiered questioning and student "hooks" for rigorous learning application are some of the takeaways to this e-course.

Upon completion of this course, the student will be able to:

- Reconstruct differentiated lessons through design and strategy focused on the language needs of ELLs.
- Apply design strategy for mixed-ability grouping and classroom environment.
- Demonstrate the use of online and print tools for differentiation such as learning profiles, interest surveys and tiered questioning.

1 credit

Reading and Reading Intervention

Building Reading Comprehension in Primary Grades, Grades PK-3

No. 130

The building blocks to effective reading comprehension begin in the primary grades with explicit instruction, teacher modeling and lots of guided practice. Under this umbrella, participants will learn to teach reading comprehension effectively through strategy that builds student capacity. Story structure, graphic representation, reciprocal questioning, retelling and summarizing are some of the approaches under study. All strategies overviewed will include tools for implementation.

Upon completion of this course, the student will be able to:

- Acquire and defend the skills needed to effectively teach reading comprehension in primary grades.
- Summarize in writing, and follow up with implementation of strategies that build student capacity through teacher modeling guided practice.
- Produce and apply new strategies in classrooms, reflect on the experience and modify lessons.

1 credit

Building Reading Comprehension: Foundations of Reading Instruction, Grades K-12

No. RL-ED-130

The building blocks to effective reading comprehension begin in the primary grades with explicit instruction, modeling, and practice. Fluency, word recognition, vocabulary, oral and receptive language, the role of phonics and phonological awareness will include strategic instruction with multiple opportunities for planning and practice. Reading as an ongoing strategic process will be taught through knowledge and practice with fluency approaches, teacher modeling, guided practice, writing, listening, and speaking activities. Under this umbrella, participants will learn to design, teach, scaffold, and differentiate reading lessons and activities effectively using applied strategy that builds student capacity up through grade 5. Story structure, graphic representation, reciprocal questioning, oral retelling, summarizing activities, writing strategies, vocabulary strategies, balanced literacy and critical literacy are just some of the approaches under study. Problem solving strategies geared toward building student reading stamina, coupled with ongoing formative assessment approaches, will serve as catalyst to instructional planning and decision-making. Participants will receive a treasure trove of field-tested tools and resources for effective implementation with multiple opportunities for classroom implementation throughout the course.

Upon completion of this course, the student will be able to:

- Acquire and use new skills needed to effectively teach reading comprehension in primary grades with an understanding of the oral and written language that facilitates it through phonology, syntax, semantics, and pragmatics as they relate to comprehending print.

- Summarize and articulate the importance and function of receptive and expressive vocabulary instruction, semantics, domain specific vocabulary (academic vocabulary), and morphology as it relates to vocabulary development.
- Communicate and articulate the role of vocabulary as it works into students' understanding of word meanings, repeated practice, and comprehension of print through the use of context clues, explicit teaching, and the use of assessment data to make ongoing decisions directed to individual student needs.
- Apply strategy that builds student capacity through teacher modeling, guided practice, particularly as it impacts text readability, complexity, coherence, structure, and overall comprehension by understanding the interdependence among reading components and their effect on the reading process for native speakers of English as well as English language learners.
- Plan and prepare to teach using scaffolded strategy to move their students along a continuum of reading success as it builds comprehension.
- Plan and practice with numerous formal and informal assessment approaches for comprehension, using data to make informed decisions with which to meet the individual needs of students.

3 credits

Building Reading Muscle of Struggling Learners, Grades K-5

No. 133

Building reading muscle requires training, perseverance, and constant progress monitoring. Participants will review intervention strategies that include timely response to intervention focused on strength and strategy. Strategic and differentiated interventions reviewed and practiced with will include cognitive questioning, vocabulary development, peer and teacher feedback, use of graphic organizers and reflective self-monitoring.

Upon completion of this course, the student will be able to:

- Become familiar with, and further develop, intervention strategies focused on response to intervention.
- Construct and apply individualized strategies to differentiate instruction for struggling learners.
- Identify, produce and implement vocabulary and questioning strategies combined with consistent use of teacher and peer feedback to build reading muscle.

1 credit

Building Reading Muscle of Struggling Learners, Grades 6-8

No. 133A

Building reading muscle requires training, perseverance, and constant progress monitoring. Participants will review intervention strategies that include timely response to intervention focused on strength and strategy. Strategic and differentiated interventions reviewed and practiced with will include cognitive questioning, vocabulary development, peer and teacher feedback, use of graphic organizers and reflective self-monitoring strategies as they apply to middle-level learners.

Upon completion of this course, the student will be able to:

- Investigate and construct intervention strategies focused on response to intervention.
- Apply strategies to differentiate instruction for struggling learners.
- Identify, produce and implement vocabulary and questioning strategies combined with

consistent use of teacher and peer feedback to build reading muscle.

1 credit

Building Reading Comprehension in Intermediate Grades

No. 132

In this e-course, participants will examine effective strategy for reading comprehension in intermediate grades, and how it scaffolds across content, grade-level, and reading/writing genre. Approaches include text structure, reciprocal teaching, use of graphic organizers, literature webbing, and building background knowledge through the use of questioning. All strategies under study will include tools for implementation.

Upon completion of this course, the student will be able to:

- Design, differentiate and experiment with strategies that teach effective reading comprehension in intermediate grades.
- Scaffold individualized instruction across multiple content area, grades and reading/writing genre.
- Evaluate and justify the explicit instruction and teacher modeling methods behind effective reading comprehension curriculum.
- Teach reading comprehension through scaffolding strategies across multiple reading and writing genres in core content areas.

1 credit

Differentiating Instruction and Assessments, Grades K-12

No. RL-ED-112

Participants will understand and apply knowledge of the socio-cultural, socio-political, and psychological variables that constitute differentiated reading instruction for all students through all content areas. Through an understanding of the stages of language progression and proficiencies within the English language for ELLs, participants will learn how to apply leveled instruction to increase language proficiency among students. The factors that impede student reading, characteristics of language and cognitive development, and overall language proficiencies will be effectively differentiated using age and grade appropriate methods. Participants will select and use developmentally appropriate tools, materials, and resources to address sociocultural and linguistic differences as they import to planning and instruction. Participants will embed increased use of complex print and digital text sources into assessments, scaffolding techniques, and re-teaching opportunities for individual and small group instruction. Differentiation will include scaffolding reading instruction for struggling learners in all six of the reading components, as well as for English language learners at various levels of language proficiencies. Participants will be taught how to apply student progress monitoring and use of data to design, plan, and implement a differentiated curriculum that includes research-based approaches for comprehension, oral language, phonological awareness, phonics, fluency, vocabulary, higher order thinking to further critical reading among students.

Upon completion of this course, the student will be able to:

- Design and implement differentiated lessons with strategy reflective of an understanding and application of socio-cultural, socio-political, and psychological variables to differentiation.
- Apply design principles to grouping and classroom environment.
- Use online and print tools for differentiation such as learning profiles, interest surveys and tiered questioning.

- Use research-based strategy to differentiate for writing development and to reinforce text comprehension.
- Summarize allowable and appropriate instructional accommodations as specified in students' IEP or 504 Plans.
- Modify assessments for students with cognitive disabilities without interrupting rigor, high expectations, and opportunities for achievement as they reflect grade appropriate levels of access to general education.

3 credits

Foundations of Reading Assessment for Teachers and Principals, Grades K-12

RL-ED-221

Participants will learn and understand how to select and administer appropriate assessments using data from multiple sources to include informal reading inventories, running records, writing samples, and performance tasks among others, to inform their planning of reading instruction to meet the needs of all students. Systemic problem solving will involve the use of a tiered instructional framework model for instructional assessment and ongoing student support to include screening, diagnosis, and progress monitoring. Participants will learn how to deliver sound, research-based instruction focused on identified student challenges. Through high quality, differentiated and research-based instructional approaches, participants scaffold learning strategy carefully with increased intensity to meet students at their identified level of performance and rate of progress as leveraged with SLOs, IEP goals, objectives and learning targets. Increased achievement and closing learning gaps are intervention priorities that will be used to intervene with strategy for Tiers II and III.

Upon completion of this course, the student will be able to:

- Practice and plan with tiered instructional models to close achievement gaps among Tiers II and III students.
- Communicate and paraphrase the purposes for multiple informal assessment types to include reading inventories, informal assessments, and analyzing writing samples.
- Match readers to text and use data to scaffold strategy for text complexity.
- Apply various measurement concepts to the characteristics of reading assessments to include test reliability, validity, standard of error of measurement, and derived scores from standardized tests.
- Apply ongoing progress monitoring effectively in order to deliver effective and timely interventions for MTSS students using effective assessment procedures.
- Use data as a systemic problem solving process to differentiate instruction, intensify instruction, and apply intervention methods to meet the needs of all students using scientifically based instructional strategies and techniques.
- Identify appropriate criteria for selection of materials to include in student portfolios for ongoing progress monitoring and implementation of curriculum with content geared toward meeting the instructional needs of Tiers II and III students using effective tiered intervention strategies.
- Use assessment data to plan and implement appropriate and allowable accommodations as determined by the student's IEP or 504 Plan.

3 credits

Implementing RtI: Tiered Intervention Strategies, Grades K-12

No. 221B

Using a tiered instructional framework model, participants will learn how to deliver sound, research-based instruction focused on specific student challenges. Through high quality, differentiated and scientifically based instruction, participants will learn how to scaffold learning strategy carefully with increased intensity to meet students at their identified level of performance and rate of progress as leveraged with SLOs, IEP goals, and standards criteria. Increased achievement and closing learning gaps are priorities when intervening strategically for Tiers II and III students.

Upon completion of this course, the student will be able to:

- Explain how to use tiered instructional models to close achievement gaps among Tiers II and III students.
- Know and operate with the assessment procedures needed to progress monitor effectively in order to deliver effective and timely interventions for RtI students.
- Practice with various differentiated, scientifically based instructional technique to address students needs.
- Outline plans using curriculum and content geared toward meeting the instructional needs of Tiers II and III students using tiered intervention strategies.

1 credit**Remediating Learning Difficulties, Grades K-12****No. 235**

Through a tiered instructional framework, participants will be introduced to tools and resources for effective diagnosis of learning and student progress monitoring. Through high quality, differentiated and scientifically based instructional strategy, participants will learn how to scaffold learning carefully and thoughtfully with increased intensity using the tools to meet students at their individual level of performance, level of ability and rate of progress as leveraged with SLOs, IEPs, and standards for learning.

Upon completion of this course, the student will be able to:

- Employ tiered instructional models to close achievement gaps among Tiers II and III students.
- Generalize and devise utility with the assessment procedures needed to progress monitor effectively in order to deliver effective and timely interventions for RtI students.
- Demonstrate with various differentiated, scientifically based instructional technique to address students needs with.
- Construct curriculum and content geared toward meeting the instructional needs of Tiers II and III students using tiered intervention strategies.

1 credit**Leadership and Administration****Administrative Accountability for ESOL Programs Communication – Category IV, Grades K-12****No. ELL-ED-297**

By developing sensitivity to diverse cultural and multicultural populations of students, participants will enhance their ability to support ELL student progress in the classrooms, and ESOL district-wide programs through an understanding of culture and effective means for communication. All district stakeholders invested in ESOL progress will benefit from this course

as it reaches across cross-cultural issues, accommodation needs, and how to enrich the larger ELL student population.

Upon completion of this course, the student will be able to:

- Demonstrate the sensitivity to multicultural and diverse student populations that supports the wider ELL community.
- Demonstrate awareness of issues facing ELL students and the wider ELL community.
- Demonstrate the skills for effective communication among all stakeholders in the ESOL program community at schools, homes, and in the wider community.
- Translate knowledge of effective community outreach approaches.
- Practice and give examples for screening for language deficits and indicators of learning disabilities, particularly among special education students, language impaired and understand the distinction among them.
- Paraphrase how to screen for effective programs that support the needs of ELL students.
- Explain how to identify and support effective professional development programs and methods for teachers in support of the ELL students that they teach through research and evidence-based curriculum.
- Apply research-based principles and pedagogy in support of ESOL programs.

1 credit

Coaching Teachers

No. TL-105

This course is appropriate for instructional coaches, department chairs, team leaders, curriculum specialists, and teacher mentors. Instructional coaching is an innovative and effective method for supporting teachers, especially successful when focused on student achievement. Using the Sweeney (2011) student-centered approach, participants will be taken through the steps and processes for effective coaching in both teaching and leadership. Through job-embedded projects, practice with and use of feedback protocols along with other strategies, participants will learn how to intentionally apply a host of coaching strategies as they work within their respective roles. All approaches taught and practiced with have a record of success in building self-esteem, moving up teacher effectiveness, and most important: improving student achievement.

Upon completion of this course, the student will be able to:

- Demonstrate and support teacher effectiveness.
- Interpret specific teacher strengths and gaps in order to help develop and support an intervention plan.
- Through job-embedded application, cultivate and sustain teacher professional growth using effective coaching models.

1 credit

ESOL for Administrators: Understanding of Culture and Effective Communication, Grades K-12

No. ELL-ED-296

By developing sensitivity to diverse cultural and multicultural populations of students, participants will enhance their ability to support ELL student progress in the classrooms, and ESOL district-wide programs through an understanding of culture and effective means for communication. All district stakeholders invested in ESOL progress will benefit from this course as it reaches across cross-cultural issues, accommodation needs, and how to enrich the larger ELL student population.

Upon completion of this course, the student will be able to:

- Develop sensitivity to diverse cultural and multicultural populations of students.
- Teach ELL students to further their progress in the classrooms, and ESOL district-wide programs through an understanding of culture and effective means for communication.
- Practice and plan with successful attributes of student peer review that leads to organized and peaceful transitions and student collaboration.
- Create the classroom conditions necessary for 21st century ELL learners to be motivated and engaged.
- Establish a successful multi-cultural classroom environment.
- Design culturally relevant curriculum, with access to culturally relevant resources and materials.
- Apply cultural competence to student academic achievement through a transformative overall K-12 pedagogy.
- Summarize and articulate how racism, stereotyping, and cultural discrimination in teaching, learning and assessment of learning can hinder student progress.
- Build and communicate pedagogical relationships among language, bias, and culture in students from diverse backgrounds and at various levels of English language proficiency.

3 credits

ESOL for Administration, Grades K-12

No. ELL-ED-298

Participants will understand how to fulfill leadership responsibilities behind ESOL program development and maintenance, to include federal and state program and legal requirements, the role of culture and the community, cross-cultural communications, strategies for parental involvement, and support for classroom teachers.

Upon completion of this course, the student will be able to:

- Summarize and articulate role of diversity and its role in, and affect on, the school community.
- Plan with, and apply, strategies for enlisting involvement of the home family.
- Develop utility with resources and materials that support student growth in language and overall academic achievement.
- Paraphrase and articulate the history and background of ESOL/ELL programs, the role of legislation behind them and what the mandates are in order to support them in the school community.
- Represent the legal interests of ELL students in the wider school community through hypothetical scenarios.
- Support the role government in ESOL programs through teacher professional development and parental support.
- Practice with strategies that aid paraprofessionals in supporting ESOL/ELL academic growth in all content areas.
- Outline and articulate second language acquisition (applied linguistics) theory and its applicability to the instructional process.
- Apply language acquisition and theory to instructional design.
- Design curriculum supports and use strategies that further language acquisition.

3 credits

ESOL Instructional Leadership – Category IV, Grades K-12

No. ELL-ED-299

Participants will develop clear understanding of the role of and responsibilities of leadership in ESOL instructional programs. A district and school-wide understanding of the programs through an understanding of culture and its impact on instructional pedagogy will engage all district stakeholders invested in ESOL programs and progress.

Upon completion of this course, the student will be able to:

- Report on multicultural instruction for diverse student populations.
- Describe how to support the integration of multicultural instruction in classrooms.
- Illustrate awareness of issues facing ELL students and the wider ELL community.
- Give examples of formal and informal assessment of ESOL programs and for ELLs in all capacities: language skills, language impairment, special education, giftedness.
- Extend these methods and strategies to all stakeholders in support of effective ESOL programs to garner support between the wider district and school communities.
- Explain how to screen for language deficits and indicators of learning disabilities, particularly among special education students, language impaired and understand the distinction among them.
- Explain how to screen for effective programs that support the needs of ELL students.
- Report how to identify and support effective professional development programs and methods for teachers in support of the ELL students that they teach through research and evidence-based curriculum.
- Apply research-based principles and pedagogy in support of ESOL programs.
- Locate digital and technical resources and materials in support of ESOL programs, and in support of teacher professional development as it flows into ELL language development and academic achievement.

3 credits

Gifted and Talented

Curriculum and Instruction for Teaching Gifted Students: Strategies and Methods, Grades K-12

No. GT-ED-267

Participants will learn the various theories behind the pedagogy of the gifted and talented, while acquiring the essential skills to design and implement sound curriculum with fidelity. After identifying student needs, participants will locate resources both in the course and outside of the course through action research that are pertinent to their students' needs. Several self-reflections and a comprehensive unit plan later, participants will have the wherewithal to competently and rigorously teach the gifted and talented students in their classrooms. **Competencies** include the nature and needs of gifted students, including student characteristics; cognitive, social and emotional needs; history and current research.

Upon completion of this course, the student will be able to:

- Develop sound understanding of history and theory for teaching to gifted and talented students.
- Locate resources geared to serving the needs of gifted students in their individual characteristics, cognitive, social, and emotional needs.
- Design projects that consider learning styles for grouping, peer-to-peer interaction, self-

reflection and assessment to develop a rigorous and comprehensive strategy-based curriculum that effectively teaches to gifted and talented students.

- Analyze several research-based sources, and add to the sources with their own action research.

3 credits

Educating Special Populations of Gifted Students, Grades K-12

No. GT-ED-271

After an introduction to theory of inclusion and giftedness, participants in this course will work diligently to examine and analyze the resources for mainstreaming and research-based approaches with strategies that work for inclusion of students with special needs in regular classrooms. Various programs from around the country will be analyzed and vetted for their movement of students in gifted programs, along with an introduction to multiple resources that include materials, strategy guides, implementation tools, and examples to be embedded into final projects. Rich discussion will inform larger sections of theory and sharing of best practices that interface with course approaches and what research says about teaching to students in inclusive settings, particularly for the gifted. **Competencies** include educating special populations of gifted students such as minorities, underachievers, handicapped, economically disadvantaged and highly gifted to include student characteristics and programmatic adaptations.

Upon completion of this course, the student will be able to:

- Apply theories of inclusion and giftedness to discussion and planning for implementation of strategies that work into a gifted and talented curriculum.
- Identify and adapt tools and resources to work into projects for implementation of a sound gifted and talented inclusive curriculum that considers multiple ethnicities, levels of achievement, physical advantages and disadvantages, and specific student characteristics.
- Plan, design, and implement a unit plan to include theoretical principles of sound pedagogical practices that work into comprehensive implementation.

3 credits

Gifted Education, Differentiation, and Learning Styles, K-12

No. GT-ED-269

Participants will develop sound understanding of what differentiation of instruction is, and how to apply it in planning and teaching to gifted and talented students. After an introduction to several definitions of giftedness, participants will understand how to design curriculum, and how to teach it with fidelity. This course will propose various research-based strategies and concepts with a sound efficacy in schools. Through multiple exposure and practice, participants will develop the ability to apply and implement a differentiated curriculum, one that considers learning styles, for the gifted and talented students in their classrooms. Several self-reflections and a comprehensive unit plan later, participants will have the wherewithal to competently and rigorously teach the gifted and talented students in their classrooms. **Competencies** include theory and development of creativity, including elements of creativity such as fluency, flexibility, originality and elaboration.

Upon completion of this course, the student will be able to:

- Apply theory to instructional plans, and embed strategies to differentiate for ability, readiness, learning style, and multiple intelligences.
- Design projects that consider learning styles for grouping, peer-to-peer interaction, self-reflection and assessment to develop a rigorous and comprehensive strategy-based

curriculum that effectively teaches to gifted and talented students.

- Analyze several research-based sources, and add to the sources with their own action research.

3 credits

Guidance Counseling of Gifted and Talented Students, K-12

No. GT-ED-270

Counseling gifted students to help them achieve their talents requires skillful coaching and motivational address of the students in their care. This course will examine the need for special guidance and counseling of the gifted and talented, and proposal multiple self-concept and motivational strategies focused on their specific needs for career and family counseling. Lots of discussion and self-reflection will work into a comprehensive action plan to apply to real students in live settings. **Competencies** include guidance and counseling of gifted students with a focus on motivation, self-image, interpersonal skills and career options.

Upon completion of this course, the student will be able to:

- Design and implement motivational technique geared specifically for gifted and talented students.
- Examine and practice with counseling concepts to move into a plan geared for the students in their guidance.
- Plan for and design a comprehensive action for implementation of motivational, self-image, interpersonal, and career guidance concepts in live settings.

3 credits

Nature and Needs of Gifted Students, Grades K-12

No. GT-ED-241

This course provides an overview of the nature and historical evolution of gifted education. Significant events, policies, and procedures affecting the delivery of gifted education will be reviewed, as well as the cognitive, social, and emotional characteristics specific to students identified as gifted. Teaching to gifted students involves careful planning, the use of data in the planning stages, and a teamed approach that involves parents and all educational stakeholders to work into a child's success. Beginning with individualized student plans, participants will develop their ability to analyze and plan with data to differentiate for multiple learner types and instructional support. Strategies for co-teaching using Common Core, traditional and 21st century curriculum will result in a multiple-pronged approach to instructional success.

Upon completion of this course, the student will be able to:

- Practice with and use data and resources for planning and implementation of a broad and scaffolded curriculum focused on the needs of exceptional learners.
- Leverage new information, tools and resources to student readiness and differentiated approaches.
- Use evidence-based practices for a variety of learners, educational programs and classroom settings.

3 hours

Research-based Practices and Methods for Gifted and Talented Education, Grades K-12

No. GT-ED-268

After an introduction of several definitions of giftedness, participants will understand how to

identify the gifted in their classrooms, and design curriculum essential and specific for their needs. This course will address the issues facing education of the gifted, and will propose various research-based strategies and concepts with a sound efficacy in schools. Through multiple exposure and practice, participants will develop the ability to apply and implement a gifted and talented curriculum with fidelity. Several self-reflections and a comprehensive unit plan later, participants will have the wherewithal to competently and rigorously teach the gifted and talented students in their classrooms. **Competencies** include curriculum and instructional strategies for teaching and gifted students: modification of curriculum content, instructional process, student products and learning environment.

Upon completion of this course, the student will be able to:

- Develop adaptation strategies for application to a gifted and talented curriculum.
- Design projects based on research-based strategies and practices for grouping, peer-to-peer interaction, self-reflection and assessment to develop a rigorous and comprehensive strategy-based curriculum that effectively teaches to gifted and talented students.
- Analyze several research-based sources, and add to the sources with their own action research.

3 credits

Theory and Development of Creativity: Practices that Nurture Creativity in the Gifted and Talented, Grades K-12

No. GT-ED-272

Valuing creativity, the knowledge and characteristics of creativity, planning for to teach to creativity using assessment and evaluation, and personalizing a committed to an action plan to teach to creativity will take the focus in this course. History and theory of gifted and talented education will interface with a number of activities geared toward introducing participants to multiple cognitive-based strategies with a strong research based and proven to work in gifted settings. Beginning with environment, participants will look at methods to nurture creativity by cultivating and employing “the art brain” in their students. Several theorists on creativity and education will be examined, along with those that speak specifically to cognition (Jensen, Immordino-Yang, Marzano, Martinez among others). **Competencies** include theory and development of creativity, including elements of creativity such as fluency, flexibility, originality and elaboration. In addition, the nature and needs of gifted students, including student characteristics; cognitive, social and emotional needs; history and current research.

Upon completion of this course, the student will be able to:

- Discuss and practice with multiple cognitive-based activities geared toward building and nurturing creativity of the gifted and talented.
- Examine multiple settings that nurture creativity and embed a plan for selected settings as they apply to gifted and talented students in their classrooms.
- Plan for, and apply, a self-designed gifted curriculum into their classrooms in consideration of the social, emotional needs of their students.

3 credits