



2018-2019

COURSE CATALOG

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Literacy Solutions Course Catalog

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21st Century Literacies



Blended Learning: More Than a 21st Century Learning Trend

No. 265 Grades K-12

20 hours

Blended learning continues to show strong potential for increased student engagement that leads to higher outcomes. It has much to offer in 21st century classrooms, but it is far more than just a trend. Blended learning is about systemic change through its ability to engage students, facilitate differentiation, build research skills, and prepare students for 21st century lifelong learning with real world applications. Participants will be introduced to the research that confirms what the components are of effective blended learning. By viewing first-hand what other blended models look like in high performing schools, they'll develop the skills needed to design their own blended learning. With full lesson development and implementation practice, participants will leave this course with the skills to transform their own K-12 classrooms.

Course Outcomes:

- ❖ Transition from traditional learning to blended learning while acquiring knowledge of resources to support and sustain it as a viable teaching model in classrooms.
- ❖ Effectively support students in transition from traditional learning to blended learning.
- ❖ Gain new tools and strategies for effectively creating blended learning. Integrate blended learning into existing lessons.
- ❖ Practice teaching in blended learning environments through implementation and reflection.
- ❖ Use blended learning data to inform the planning of effective instructional practices while meeting the specific needs of students.

Digital Literacies

No. 106 Grades K-12

20 hours

Participants will explore the hybrid world of digital technologies and what it has to offer as learning tools for pedagogy and instructional 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.

Course Outcomes:

- ❖ 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.
- ❖ Develop lesson plans that integrate digital technologies with traditional classroom instruction for a differentiated and engaging, content-specific curriculum.

Flip Your Classroom With Digital Technologies

No. 266 Grades K-12

20 hours

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.

Course Outcomes:

- ❖ Determine where flipping is needed in, and where it makes the most sense for, individual classrooms in order to design effective flipped classroom plans through blended learning.
- ❖ Research and access resources for classroom activities that focus on skill, strategy, and concept application to embed in larger lesson plans.
- ❖ Understand, and develop facility with, components of flipped classrooms that are most engaging for students in order to identify the content to plan engaging student activities with.

Moodle for Everyone **for Instructional Designers and Staff Developers

No. 303 Grades K-12

20 hours

Let's face it: it's a Moodle world! This workshop will take participants through the nuances and inner workings of Moodle with a keen eye for instructional design. Included will be tips and tricks for effectively working in visuals, graphics, multi-media, and use of the newest Moodle features to include books, completion tracking, and reports among others. The use of Wikis and blogs will be used to facilitate discussion in both self-paced and instructor-led environments. A little bit of Moodle for everyone! Participants will practice in a sandbox environment, and come out with design skills that can transition immediately to practice in their own Moodle environments.

- ❖ Develop a keen eye for effective facets of instructional design.
- ❖ Import effective facets of instructional design into original products.
- ❖ Contribute to a compendium of best practices in blended learning using Moodle tools and Moodle-friendly applications.

Motivating and Engaging 21st Century Adolescents

No. 115 Grades 6-12

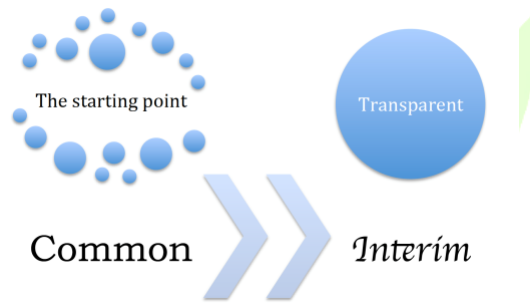
20 hours

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.

Course Outcomes:

- ❖ Understand the classroom conditions necessary for 21st century learners to become motivated and engaged.
- ❖ Resource and create collaborative assignments that incorporate hybrid methods of teaching and learning.
- ❖ Plan for and implement strategies for effective facilitation of a motivating curriculum.

Assessments and Use of Data

**All About Diagnostic Assessments**

No. 167 Grades K-12

20 hours

The role and relevance of diagnostic and formative assessments and their importance as scaffolding tools are discussed in this e-course, along with their diagnostic, prescriptive implications. Identification of students' strengths and weaknesses as they inform focused instructional strategy for improved teaching is the higher goal in this engaging workshop. Participants will use data to assist in decision-making as it works into improved student achievement.

Course Outcomes:

- ❖ Develop working knowledge about diagnostic assessments.
- ❖ Understand the role and relevance of prior knowledge and scaffolding in the diagnostic assessment process.
- ❖ Use diagnostic tools to inform instructional strategy for improved student performance.
- ❖ Understand how diagnostic assessments work into a differentiated curriculum.

Assessment that Drives Instructional Decision-Making

No. 203 Grades K-12

20 hours

Aligned to: Danielson Domain 3, Marzano Domain 1

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.

Course Outcomes:

- ❖ Use and practice with evaluating and monitoring work against assessment criteria.
- ❖ Plan with, and practice using, assessment criteria aligned with performance standards.
- ❖ Use assessment and performance standards to reflect and improve upon practices with.
- ❖ Practice with effective strategies to communicate learning and instructional goals to

students, while demonstrating flexibility and responsiveness to student needs.

Best Common Assessment Practices

No. 173 Grades K-12

20 hours

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. 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.

Course Outcomes:

- ❖ Research current assessments practices and analyze criteria against student work. Design effective assessments.
- ❖ Learn and practice with the research skills needed to seek out assessment resources that build teaching capacity.
- ❖ Match grade-level assessment criteria to standards-aligned curriculum and instruction. Learn how to monitor student learning to move up individual student performance.

Data-Driven Goal Setting

No. 187 Grades K-12

20 hours

Goals are the natural outgrowth to data. Participants will come to understand the value and appreciate multiple forms of data as they feed rich goal setting, to include student learning objectives.

Course Outcomes:

- ❖ Utilize and resource the multiple forms of data that feed into student-centered goals and learning objectives.
- ❖ Use and analyze data to set student-centered goals.

Data-Driven Instructional Strategies

No. 185 Grades K-12

20 hours

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.

Course Outcomes:

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

Evaluating Student Learning Objectives

No. 191 Grades K-12

20 hours

Developing student learning objectives is one skill. Evaluating their usefulness is another. Participants will learn to reflect on the quality of their student learning objectives. Once reflected on, they'll use various tools (checklists, rubrics, strategy guides) to evaluate usefulness and classroom application as it flows into student performance.

Course Outcomes:

- ❖ Develop capacity to evaluate the quality of student learning objectives.
- ❖ Use tools to evaluate SLOs with.
- ❖ Make adjustments to individual SLOs based on the outcomes of student evaluations.

Formative Assessment

No. 171A Grades K-5

20 hours

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.

Course Outcomes:

- ❖ Practice with 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.

Formative Assessment

No. 171B Grades 6-12

20 hours

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.

Course Outcomes:

- ❖ Practice with 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.

Progress Monitoring of Student Learning

No. 206 Grades K-5

20 hours

Aligned to: Marzano Domains 1 and 2

Based on the Marzano & Dufour (2011) practices that bridge professional learning communities and student achievement, participants will be taken through a number of assessment designs specifically geared to monitoring student learning and adjusting instructional practices for improved outcomes. Through the setting of SMART goals, common assessments, conversion of scale scores and New Report Cards, participants will understand the value of and effectiveness behind progress monitoring as it works into improved student performance and academic achievement.

Course Outcomes:

- ❖ Develop working knowledge of effective progress monitoring design.
- ❖ Understand the role and relevancy of progress monitoring within the professional learning community constructs.
- ❖ Develop working knowledge of the function of PLCs as a vehicle with which to progress monitor and make decisions that influence the acquisition and improvement of student skills.

Progress Monitoring of Student Learning

No. 208 Grades 6-12

20 hours

Aligned to: Marzano Domains 1 and 2

Based on the Marzano & Dufour (2011) practices that bridge professional learning communities and student achievement, participants will be taken through a number of assessment designs specifically geared to monitoring student learning and adjusting instructional practices for improved outcomes. Through the setting of SMART goals, common assessments, conversion of scale scores and New Report Cards, participants will understand the value of and effectiveness behind progress monitoring as it works into improved student performance and academic achievement.

Course Outcomes:

- ❖ Develop working knowledge of effective progress monitoring design.
- ❖ Understand the role and relevancy of progress monitoring within the professional learning community construct.
- ❖ Practice with virtual and real PLCs as a vehicle with which to progress monitor and make decisions that influence the acquisition and improvement of student skills.

Setting SLOs for Regents

No. 174 Grades 9-12

20 hours

Setting an academic goal for students as a baseline for performance is a benchmark that moves growth targets forward. Participants will become familiar with the process behind the careful development of student learning objectives. They'll learn how to set objectives that fall within a 20 percent growth component of goals attainment.

Course Outcomes:

- ❖ Set specific and measurable student learning objectives that further student achievement.
- ❖ Become familiar and develop utility with student learning objectives as both a reflective and evaluation tool.

Student Learning Objectives and Student Learning Targets

No. 176 Grades 3-12

20 hours

As of the all of 2013, teachers in many states will be evaluated with specific and measurable student learning objectives in order to measure 20 percent growth target. The expectations for and of SLO development will be outlined and discussed at length in this e-course, as well as how to set the important daily learning targets that feed them. State SLO resources will also be evaluated, with exploration and practice with research-based resources that lead to the successful development of effective, measurable student learning objectives and student learning targets.

Objectives:

- ❖ Develop specific and measurable student learning objectives that comport to state expectations.
- ❖ Understand the 20% growth components as they comport with SLO development.
- ❖ Practice and begin the development of own SLOs by embedding them in comprehensive lesson design.
- ❖ Practice the implementation of SLOs and student learning targets by embedding them in comprehensive lesson design and using the data to drive further instruction.

Brain-Based Literacy: Cognition and Learning



Brain Based Literacy Strategies

No. 122 Grades K-5

20 hours

Science has taken educational research to new levels as applied to teaching and learning. Culling cognitive science that links to higher-order cognition and multiple brain-based literacy approach, participants will acquire a repertoire of authentic assessment tools and scaffolding strategy to teach using brain-friendly instructional approaches. Other tools include strategy guides, scaffolding charts, rubrics and thinking maps for immediate application.

Course Outcomes:

- ❖ Learn and analyze the research behind new science and brain-based literacy strategy.
- ❖ Acquire and use classroom strategy and tools for teaching using a brain-friendly, multisensory curriculum.
- ❖ Plan and implement within a new understanding of and for a multisensory, brain-friendly literacy curriculum.

Brain-Based Literacy Strategies

No. 156 Grades 6-12

20 hours

Science has taken educational research to new levels as applied to teaching and learning. Culling cognitive science that links to higher-order cognition and multiple brain-based literacy approach, participants will acquire a repertoire of authentic assessment tools and scaffolding strategy to teach using brain-friendly instructional approaches. Other tools include strategy guides, scaffolding charts, rubrics and thinking maps for immediate application.

Course Outcomes:

- ❖ Learn and analyze the research behind new science and brain-based literacy strategy.
- ❖ Acquire and use classroom strategy and tools for teaching using a brain-friendly, multisensory curriculum.
- ❖ Plan and implement within a new understanding of and for a multisensory, brain-friendly literacy curriculum.

Creating a Cognitive-Friendly Learning Environment

No. 154 Grades K-12

20 hours

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.

Course Outcomes:

- ❖ Understand and identify the practices and conditions needed to establish cognitive-friendly learning environments.
- ❖ Establish cognitive-friendly learning environments.
- ❖ Plan and facilitate retention and cognition among students through motivation and engagement.

Cultivating and Nurturing the Art Brain

No. 129 Grades K-12

20 hours

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.

Course Outcomes:

- ❖ Learn and practice with 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.
- ❖ Plan and scaffold student learning using creative strategy in a content-focused curriculum.

Working the Brain Into Teaching and Learning

No. 103 Grades K-12

20 hours

Meeting old challenges with new ideas can be fraught with mind-boggling confusion if design principles aren't organized around cognition-friendly curriculum and pedagogy. Participants in this e-course will explore and experiment with learning theory that that embraces new design and cross-curricular strategy that engages brain plasticity. Wrapping learner minds around new knowledge through engaging lessons and strategy that builds capacity are some of the goals of this e-course.

Course Outcomes:

- ❖ Develop working knowledge of the elements that make cognitive-friendly instructional design.
- ❖ Experiment with learning theory that invokes hands-on, cross-curricular strategy for teaching and learning.
- ❖ Apply methods that capitalize on brain plasticity for higher retention and increased literacy skills.

Classroom Management and Learning Environment



Classroom Management That Motivates and Inspires

No. 108 Grades 6-12

20 hours

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.

Course Outcomes:

- ❖ Develop 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.

Classroom Management That Motivates and Inspires

No. 158 Grades K-12

20 hours

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.

Course Outcomes:

- ❖ Develop working knowledge of research-based theory and strategy for effective classroom management and high student engagement.
- ❖ Develop lesson plans that embed cognitive and developmentally appropriate strategy that nurtures social and emotional learning.

Classroom Management That Cultivates Respect and Rapport

No. 300 Grades K-12

20 hours

This e-course, based on Danielson's Domain 2a: Creating an environment of respect and rapport, will delve into the rules for appropriately handling delicate teacher-student situations in the classroom by understanding how to diffuse conflict through the six steps to problem solving. Participants will come to understand and appreciate the systemic nature of negotiation by examining common classroom scenarios, common teacher-student interactions, and practicing with appropriate teacher-to-student interaction protocols that lead to genuine respect and trust while building rapport in the classroom. As participants read and view examples of appropriate

interactions, they will integrate the rationale behind the art of negotiation reinforced through effective classroom management. Participants will learn how to teach students the same appropriate discussion protocols through the power of example, by using them with each other, and self-rating for effective use through a communications rubric in order to realize and understand the classroom potential in turning behavior around. Control of the classroom conditions, the use of communication protocols, viewing and reading classroom examples that facilitate student respect and further student accountability for learning without using force will be the critical drivers of this course.

Course Outcomes:

- ❖ Practice with appropriate teacher-student and student-student interactions that lead to genuine respect and trust, reinforced through classroom environment and recognition of cultural diversity.
- ❖ Plan for instruction by embedding newly learned strategies that facilitate classroom respect and rapport with awareness and consideration of cultural diversity.
- ❖ Demonstrate and communicate warmth, sensitivity, and caring for all students at all levels of their development, and reinforce these behaviors through a classroom environment that accommodates respect and rapport.
- ❖ Demonstrate mastery of appropriate discussion protocols, and embed these protocols and strategies into lessons to teach and reflect on their use in course discussion forums.
- ❖ Use appropriate discussion protocols with students to demonstrate their use among peers, and facilitate this use in appropriate learning instances.
- ❖ Embed relevant content into lessons that help students develop genuine respect, appreciation for content, and take ownership of their own learning.

Creating a Cognitive-Friendly Learning Environment

No. 154 Grades K-12

20 hours

Neurons pass information along at speeds of up to 200 miles an hour. With this speed, there's no end to the brain-power 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.

Course Outcomes:

- ❖ Understand and identify the practices and conditions needed to establish cognitive-friendly learning environments.
- ❖ Establish cognitive-friendly learning environments.
- ❖ Plan and facilitate retention and cognition among students through motivation and engagement.

Motivating and Engaging 21st Century Adolescents

No. 115 Grades 6-12

20 hours

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.

Course Outcomes:

- ❖ Understand the classroom conditions necessary for 21st century learners to become motivated and engaged.
- ❖ Resource and create collaborative assignments that incorporate hybrid methods of teaching and learning.
- ❖ Plan for and implement strategies for effective facilitation of a motivating curriculum.

No Bullying Allowed: Creating Classrooms of Tolerance

No. 137 Grades K-12

20 hours

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.

Course Outcomes:

- ❖ Develop and apply awareness of, and understanding for, the social and emotional dynamics that underlie bullying behaviors.
- ❖ Develop new strategies for bullying prevention in classrooms and schools.
- ❖ Import new anti-bullying strategies into lessons across all content areas.

Organizing and Maintaining Successful Classroom Environments

No. 202 Grades K-6

20 hours

Aligned to: Danielson Domain 2, Marzano Domain 4

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.

Course Outcomes:

- ❖ Take an active role in learning about students in order to establish a successful classroom environment.
- ❖ Develop 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 learn strategy and examine practices that build environments of respect and rapport through caring, and peaceful transitions and student collaboration.

Organizing and Maintaining Successful Classroom Environments

No. 207 Grades 6-12

20 hours

Aligned to: Danielson Domain 2, Marzano Domain 4. Organizing and maintaining classroom environments of respect and rapport are the high 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.

Course Outcomes:

- ❖ Take an active role in learning about students in order to establish a successful classroom environment.
- ❖ Develop 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 learn strategy and examine practices that build environments of respect and rapport through caring, and peaceful transitions and student collaboration.

College and Career Readiness



Building Student Grit

No. 141 Grades K-12

20 hours

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.

Course Outcomes:

- ❖ Understand the theory and research behind strength and stamina building as it works into academic rigor and grit.
- ❖ Learn and practice with new strategies for facilitating student stamina and academic rigor as it builds student capacity to become independent readers, writers and thinkers.

Inquiry-Based Teaching and Learning

No. 128 Grades 6-12

20 hours

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.

Course Outcomes:

- ❖ Develop working familiarity with research-based inquiry-based teaching and learning models.
- ❖ Practice with methods and strategies geared to student engagement and inquiry-based teaching and learning.
- ❖ Turnkey learned strategies into classrooms to reflect and make needed adjustments.

Service Based Teaching: Preparing Students to Learn and Serve

No. 136 Grades 6-12

20 hours

Service based learning prepares students to learn by making meaningful connections to their community, taking civic responsibility and in solving real-world problems from the classroom. Participants will be introduced to resources that further service learning goals and move students from passive to active citizens through the use of partnership schools, universities, faith-based organizations and non-profits.

Course Outcomes:

- ❖ Plan for, and integrate, community action with instruction and student reflection.
- ❖ Develop SMART goals for a service learning action plan.
- ❖ Integrate student goals with development of a service learning plan for immediate classroom implementation.

Teaching Strategy That Builds Capacity

No. 140 Grades K-12

20 hours

Project based learning, careful scaffolding, use of feedback (giving and receiving), coaching and effective facilitation of peer collaboration all work into the building of student capacity that makes building the teaching capacity that results in high student achievement. Participants will develop facility with the leadership and scholarship methods needed to develop both teacher and student capacity.

Course Outcomes:

- ❖ Investigate, plan and implement with resources and methods that build teacher and student capacity.
- ❖ Integrate new capacity-building strategies and resources into action plans to move forward with.

Classroom Literacy Strategies for Reading, Writing, Speaking and Listening

No. 149A Grades 9-12

20 hours

Participants will practice and become familiar with implementation tools and strategies that facilitate structured reading, writing, speaking, and listening in 9-12 settings. Participants will understand how to teach age and grade-appropriate citation skills, comparing, contrasting, analyzing, synthesizing and evaluating of non-fiction print 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 tools that facilitate speaking and listening will be included for additional practice and implementation.

Course Outcomes:

- ❖ Acquire and apply research-based strategies to teaching reading, writing, listening and speaking lessons to aid students in the skills needed to be college and career ready.
- ❖ Teach and scaffold the critical literacies within reading, writing, speaking and listening across multiple subject areas.

- ❖ Understand how to import reading, writing, listening and speaking skills into differentiated lesson plans.

Classroom Strategies for Speaking and Listening

No. 183 Grades 6-12

20 hours

Participants will learn strategies for teaching within planned flexible communication and collaboration models through formal presentations that employ a number of 21st century tools. Methods will also focus on oral communication and the interpersonal skills and tools that evaluate them.

Course Outcomes:

- ❖ Plan communication and collaboration activities that feed speaking and listening skills among students.
- ❖ Plan for instructional activities that evoke speaking and listening skills.

Close Reading Strategies: What are they, how do we teach them?

No. 188 Grades 3-8

20 hours

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.

Course Outcomes:

- ❖ Analyze and understand what it means to read closely with strategy.
- ❖ Gain insight into the close reading requirements state standards, and apply them to curriculum.
- ❖ Gain and practice with new strategies for teaching close reading to students.

State Reading Standards and Strategies That Support Them

No. 147 Grades 6-12

20 hours

This workshop 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. Participants will learn about, and become familiar with, resources that determine text complexity, level libraries, take running records and use anecdotal data. Resources for vocabulary and second language learner support will also be examined.

Course Objectives:

- ❖ Use and practice with the tools that determine text complexity.
- ❖ Become familiar with resources that support text complexity, leveled libraries, the taking of running records and anecdotal data for planning, instruction and differentiation.

Writing Strategies for History and Social Studies

No. 150 Grades 6-12

20 hours

College and career readiness begins with the transfer of literacy skills across all subject areas. This is easily achieved when instruction is strategy-driven, explicit and consistently applied across content areas. Participation in this e-course will focus on non-fiction writing strategy across multiple subject areas. Participants will analyze genre, content, standards and teaching objectives to prepare for implementation. Tools that support all strategies will include resources, organizers,

rubrics, checklists and more.

Course Outcomes:

- ❖ Apply research-based strategy to teaching to facilitate content-focused writing sessions in support of non-fiction text.
- ❖ Understand reading and writing genre as applied to specific science and technical disciplines.
- ❖ Facilitate comprehension and understanding through reading strategy and responsive writing.

Teaching Students Effective Questioning Strategies

No. 181 Grades K-12

20 hours

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 to be literate 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 state literacy standards.

Course Outcomes:

- ❖ Gain insight behind the questioning approaches used to get students deeply into text.
- ❖ Learn and apply questioning approaches to evoke high-level response from students.
- ❖ Learn and practice with questioning in order to teach to the rigorous expectations of the state standards.

Reading Standards and Strategies That Support Them

No. 113 Grades K-12

20 hours

Participants will learn to analyze and evaluate fiction and non-fiction print by looking at text complexity, effective reading selection and methods for readability. Supportive materials for scaffolding and differentiation will also be evaluated as they align with resources for determining grade-level appropriateness. Leveled libraries, anecdotal and assessment data (including running records) will be examined for planning and instructional purposes. Multiple resources will include vocabulary strategies, readability tools, scaffolding organizers and other tools that offer differentiated support for multiple reading levels, struggling learners and ELLs.

Course Outcomes:

- ❖ Analyze and evaluate text complexity in fiction and non-fiction print.
- ❖ Use tools to determine text readability to leverage student reading level with scaffolding techniques.
- ❖ Differentiate instruction for text complexity, scaffolding and reading readiness.

Writing Standards and Strategies That Support Them

No. 146 Grades 6-12

20 hours

With a focus on expository writing, participants will cull the CCSS writing standards for their application to content-specific writing genre. In doing so, participants will level strategy and expectation with assignments as they align with state and national standards. Planning of performance writing tasks will take central focus as participants learn to strategically scaffold in order to close grade-level achievement gaps.

Course Outcomes:

- ❖ Understand and develop working knowledge about genre and CCSS expectations as they apply to expository writing.

- ❖ Apply new strategies for teaching and facilitating the writing process as it applies to content area writing and CCSS expectations.
- ❖ Plan and scaffold differentiated performance writing tasks.

Instructional Strategies: Citing Evidence

No. 168 Grades 6-8

20 hours

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. New state 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.

Course Outcomes:

- ❖ Understand the impact of informational text on reading comprehension.
- ❖ Plan for and teach students how to read informational text with increased rigor and understanding.
- ❖ Develop strategy to teach close reading with that leads to evidence finding. Understand the nature and purpose of text-dependent questioning.

Literacy Strategies for Science and Technical Subjects

No.151B Grades 6-12

20 hours

Transferring literacy skills to subjects outside of English Language Arts is easily achieved when instruction is strategy-driven, explicit and consistently applied across subject areas. In this e-course, participants will focus on informational text and non-fiction essay writing across multiple subject areas. By analyzing non-fiction reading and writing in science and technical subjects, participants will understand and be able to resource supportive strategy for the consistent threading across content areas, genres, and learning styles. Tools for implementation and scaffolding will be abundant.

Course Outcomes:

- ❖ Learn research-based strategy for teaching and facilitating content-focused writing sessions in support of non-fiction text.
- ❖ Understanding of reading and writing genre as applied to specific science and technical disciplines.

ELA and Next Gen Science

No. 199 Grades 6-8

20 hours

The Next Gen Science Standards and expectations that align with the state 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.

Course Outcomes:

- ❖ Understand the Next Gen Science Standards.

- ❖ Develop, practice with, and implement the teaching of literacy strategy into science curriculum as it supports the Next Gen Standards.
- ❖ Develop the facility to help students make important leaps from curriculum and knowledge to hands-on performance tasks.

ELA and Next Gen Science

No. 197 Grades 9-12

20 hours

The Next Gen Science Standards and expectations as they align with 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 English Language Arts. 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.

Course Outcomes:

- ❖ Understand the Next Gen Science Standards.
- ❖ Develop, practice with, and implement the teaching of literacy strategy into grade appropriate science curriculum.
- ❖ Develop the facility to help students make important leaps from curriculum and knowledge to hands-on performance tasks.

Instructional Strategies: Citing Evidence

No. 170 Grades 9-12

20 hours

Participants will learn strategies that work students into text for close reading and deep analysis. Most state standards now require that students graduate with the literacy skills for college and career readiness to include the strategies that teach close reading, answering and asking text-dependent questions, writing arguments within short, sustained research projects. All facets of these big shifts will be analyzed closely to understand the new pedagogies behind them.

Objectives:

- ❖ Plan to, and teach, students how to read informational text with increased rigor and understanding.
- ❖ Develop strategy to teach the close reading that leads to evidence finding.
- ❖ Understand the nature and purpose of text-dependent questioning.

Setting SLOs for Regents

No. 174 Grades 9-12

20 hours

Setting an academic goal for students as a baseline for performance is a benchmark that moves growth targets forward. Participants will become familiar with the process behind the careful development of student learning objectives. They'll learn how to set objectives that fall within a 20 percent growth component of goals attainment.

Course Outcomes:

- ❖ Set specific and measurable student learning objectives that further student achievement.
- ❖ Become familiar and develop utility with student learning objectives as both a reflective and evaluation tool.

Student Learning Objectives and Student Learning Targets

No. 176 Grades 3-12

20 hours

Teachers in many states are evaluated with specific and measurable student learning objectives in order to measure 20 percent growth target. The expectations for and of SLO development will be outlined and discussed at length in this e-course, as well as how to set the important daily learning targets that feed them. State SLO resources will also be evaluated, with exploration and practice with research-based resources that lead to the successful development of effective, measurable student learning objectives and student learning targets.

Objectives:

- ❖ Develop specific and measurable student learning objectives that comport to state expectations.
- ❖ Understand the 20% growth components as they comport with SLO development.
- ❖ Practice and begin the development of own SLOs by embedding them in comprehensive lesson design.

Career Development for High School Students

No. 335 Grades 9-12

20 hours

Collaborative development of a career pathway, alongside the tools of career development and taking an active role in ownership of career opportunities will including effective writing of résumés, cover letters, and application of interviewing skills as they apply to potential career opportunities. Workforce leadership skills will be taught through case studies and group engagement for turnkey application through activities geared toward addressing business and civic leaders. Development of a global business acumen through study, internship, and working across borders will provide students with opportunities for career expansion and development.

- ❖ Develop tools to turnkey career pathway research strategies.
- ❖ Understand career development and ensuing action research.
- ❖ Practice with, and refine, workforce leadership skills for turnkey classroom application.

College Readiness Begins in Middle School

No. 336 Grades 6-8

20 hours

Middle school teachers will become familiar with tools for early preparation for college and career planning in middle school to include developing early-stage planning guides, planning of post-secondary education goals, researching various careers and majors, researching colleges/universities, exploring the college admissions process and applications, financial aid/scholarships, career guest speakers, campus tours, résumés and more.

- ❖ Become familiar with the tools for college and career planning appropriate for middle school.
- ❖ Practice with career planning tools for helping students to achieve secondary educational goals and research of career majors.
- ❖ Learn, research and practice with resume writing strategies and other career planning portfolio tools.

Reading for the SAT/ACT

No. 337 Grades 9-12

20 hours

Reading prompts for typical SAT/ACT will be accompanied by sample resources and how to best leverage them for turnkey application in classrooms in order to heighten student success and

readiness. Enhancing student confidence, developing speed and comprehension in reading, and learning how to respond effectively to multiple question types will take priority. Rhetorical strategies of reading skills will seek to improve student understanding of Standard English usage through evidence-based effective strategies for direct instruction and practice.

- ❖ Develop SAT/ACT essay and short paragraph writing success strategies.
- ❖ Practice with multiple choice turnkey assessment practice skills.
- ❖ Plan and practice with other turnkey, evidence-based test-taking strategies for immediate classroom application.

SAT/ACT Writing: Multiple Choice and Essay Skills

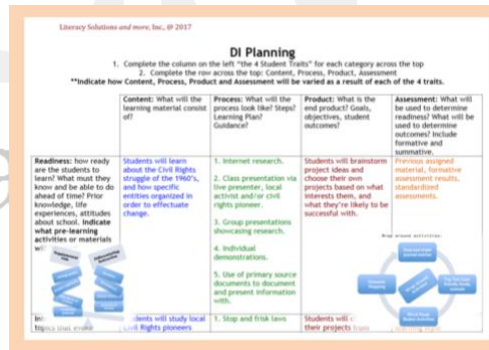
No. 338 Grades 9-12

20 hours

Participants will learn the best ways to teach writing test-taking skills by analyzing SAT/ACT essay prompts and sample responses. Application of logical thinking, coupled with enhanced awareness of the structure arguments and fallacies in reasoning will enhance teaching capacity in teaching students how to work through complex questioning and reading analysis. All strategies are geared to improving student success on the multiple choice and essay sections of both the SAT and ACT tests.

- ❖ Practice with best writing and test-taking strategies.
- ❖ Analyze SAT/ACT essay prompts and resources to glean applicable writing and test-taking strategies.
- ❖ Apply logical thinking strategies to enhance student awareness of writing conventions.
- ❖ Plan and practice with turnkey, evidence-based test-taking strategies to include multiple-choice and short answer.

Differentiated Instruction Collaborative Learning



Culturally Responsive Teaching and Learning

No. 139 Grades K-12

20 hours

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 to work for 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.

Course Outcomes:

- ❖ Teach using a responsive teaching and learning curriculum.
- ❖ Respond to students' cultural needs using a responsive curriculum that includes the stages of writing development.
- ❖ Apply 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.

Differentiating for ELLs

No. ELL-251C Grades K-12

20 hours

Participants will focus on module adaptation as it supports the diverse needs of English language learners, special needs students, and students with disabilities. The specific module entry points will serve as catalyst to discussion and application for implementation in differentiated settings. By identifying learning gaps and bridging them with strategy, participants will understand how to use the module curriculum to effectively meet the needs of all learners while maintaining alignment to the CCSS. Participants will become familiar, and practice with, strategy to include guided reading, accountable independent reading, formative assessment and on-going progress monitoring to adapt and support the diverse needs of struggling learners.

Course Outcomes:

- ❖ Scaffold instruction to meet the diverse needs of all learners through the NYS ELA modules.
- ❖ Adapt modules to support the needs of struggling learners, ELLs, and students with disabilities.
- ❖ Identify and apply specific module entry points to implement in differentiated learning environments.

Differentiation as a Behavior Management Strategy for Special Needs Students

No. 223A Grades K-5

20 hours

Managing behavior balances with understanding our learners readiness to learn, 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.

Course Outcomes:

- ❖ Practice with a variety of learning style theories and establish student learning preferences to differentiate.
- ❖ Understand various behavior management theories as they align with multiple learning styles.
- ❖ Align behavioral theory with the art of differentiation in order to successfully manage behavior and instruct students.
- ❖ Apply, through planning and job-embedded action steps, specific and measurable behavioral management goals and strategies as they align with identified learning styles.

Differentiation as a Behavior Management Strategy for Special Needs Students

No. 223B Grades 3-8

20 hours

Managing behavior balances with understanding our learners 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.

Course Outcomes:

- ❖ Practice with a variety of learning style theories and establish student learning preferences to differentiate.
- ❖ Understand various age and grade appropriate behavior management theories as they align with multiple learning styles.
- ❖ Align behavioral theory with the art of differentiation in order to successfully manage behavior and instruct students.
- ❖ Apply, through planning and job-embedded action steps, specific and measurable behavioral management goals and strategies as they align with identified learning styles.

Differentiation as a Behavior Management Strategy for Special Needs Students

No. 224 Grades 9-12

20 hours

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.

Course Outcomes:

- ❖ 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.

Intermediate Grade Students in Collaborative Learning Environments

No. 110 Grades 6-8

20 hours

Project based learning, scaffolding of activities, facilitating peer feedback, setting goals and benchmarks are all actions that teach students new concepts about model citizenship in collaborative learning environments. Teachers will learn the steps needed to teach social responsibility and civic action within the scope of the intermediate classroom, in keeping with the

five traits of good citizenship.

Course Outcomes:

- ❖ Scaffold activities that build into collaborative learning.
- ❖ Apply the five traits of good citizenship to planning curriculum and instruction for collaborative learning environments.
- ❖ Use the strategies that support effective language learning.

Literature Circles That Differentiate

No. 121 Grades K-8

20 hours

Literature circles, flexible grouping - a combination that works perfectly into a differentiated literacy curriculum. With a strong record of success, literature circles continue to meet the needs of all learners. Participants in this e-course will learn the strategies that make literature circles successful, and how to effectively differentiate them in small groups and learning centers. Tools for implementation and informal assessment include checklists, role rubrics and a host of multisensory differentiation ideas.

Course Outcomes:

- ❖ Locate, develop and use the tools needed to effectively differentiate instruction within literature circles.
- ❖ Use tools and resources to effectively plan for and facilitate literature circles that differentiate.

Multiple Intelligences, Multiple Learning Styles

No. 114 Grades 3-12

20 hours

Research continues to show that providing students with multiple entry-points to learning improves performance. Tools and resources used to measure learning styles and learning preferences will be included in this rich and informative e-course focused on identifying and cultivating multiple intelligences in order to effectively plan for, and teach to, multiple learning styles.

Course Outcomes:

- ❖ Acquire and use new tools to cultivate student intelligences with while teaching to multiple learning styles.
- ❖ Differentiate effectively for multiple learning styles.
- ❖ Plan and implement strategies that teach to multiple intelligences.

The Art of Differentiating Instruction

No. 112 Grades K-12

20 hours

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.

Course Outcomes:

- ❖ Design and implement differentiated lessons using research-based strategies.
- ❖ Apply design strategy for grouping and classroom environment.
- ❖ Plan for use and implement with online and print tools for differentiation such as learning profiles, interest surveys and tiered questioning.

Early Literacy



All About Balanced Literacy

No. 125 Grades K-8

20 hours

Participants in this course will learn how the balanced literacy components of 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.

Course Outcomes:

- ❖ 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.

Assessment of Reading in Emerging and Developing Readers

No. 311 Grades PK-3

20 hours

Selecting and administering appropriate assessments using data from multiple sources includes the triangulation of multiple data to include 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 and differentiated research-based instructional approaches, participants learn to scaffold learning strategy carefully with increased intensity to meet students at their identified level of performance and rate of progress.

Course Outcomes:

- ❖ 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.

Building Reading Comprehension in Primary Grades

No. 130 Grades PK-3

20 hours

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.

Course Outcomes:

- ❖ 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.

Building Reading Muscle of Struggling Learners

No. 133 Grades PK-3

20 hours

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.

Course Outcomes:

- ❖ 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.

Dialogic Reading

No. 302 Grades PK-3

20 hours

Dialogic reading is a research-based approach that applies an interactive technique to prompt children with questions while consistently engaging them throughout the reading process. Based on the work of Grover J. Whitehurst, PhD., this approach was designed to expand and scaffold student responses. 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.

Course Outcomes:

- ❖ 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.

Early Literacy in the Home: Raising Readers

No. 306 Grades PK-3

20 hours

Through the work of promoting family literacy, participants will understand how to prepare readers to read while building 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 from homes where literacy is supported have better academic outcomes, particularly in literacy, than those who do not come from literature-rich environments. Simple and fun approaches such as picture books, songs, poetry, social talk, and storytelling can go a long way in promoting a literature-rich environment that nurtures reading in the home.

Course Outcomes:

- ❖ 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.

Early Writing: Writing in Preschool

No. 309 Grades PK-K

20 hours

Writing is foundational to reading and literacy development. Tracking the progress of preschooler's writing can be measured with age-appropriate observation, gathering of data, and progress monitoring throughout the preschool years. Participants will examine a number of resources to help understand the type of early writing skills that can be expected of their students, and those that are typical for, 3 and 4-year-olds. Ideas will be worked into larger lessons and units to support early and developmental writing skills throughout preschool.

Course Outcomes:

- ❖ 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 storytelling.
- ❖ Plan and execute lessons that use writing and drawing to communicate ideas.

Everyday Literacy

No. 301 Grades PK-2

20 hours

Literacy can be reinforced every day, in the classroom or outside of it. Knowing how, when, and what opportunities to seize upon will be pivotal to new knowledge gained. Audio, video and multi-media, using computers for any learning, writing notes, and even responding to teacher questions on any subject are among the practices. Other practices may include 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 range

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.

Course Outcomes:

- ❖ 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.

K-2 Core Knowledge

No. 262 Grades K-2

20 hours

The Core Knowledge Language Arts, a widely field-tested program that scaffolds skills, knowledge, and vocabulary throughout core content areas, will serve as the catalyst to examining this successful pedagogy over Pre-K through grade two. The Core Knowledge curriculum will be used to aid participants in development of working knowledge about the theoretical principles that underlie its research and its success in classrooms throughout the country. As participants are introduced to, and experiment with, strategies and examples of strategies in action in support of the curriculum, they will apply their own pedagogy to new concepts about how students learn, why some students struggle to learn, and how to ameliorate these struggles in the classroom.

Course Outcomes:

- ❖ Develop working knowledge of, and facility with, the Core Knowledge theories as a K-2 curriculum.
- ❖ Explore and experiment with strategies that support Core Knowledge curriculum.
- ❖ Examine Core Knowledge strategies and best practices to make appropriate and sound pedagogical decisions that apply to individual classrooms.
- ❖ Select and embed the Core Knowledge strategies and essentials into units and comprehensive lessons.

Primary Grade Students in Collaborative Learning Environments

No. 109 Grades PK-3

20 hours

Project based learning, scaffolding of activities, planning and drafting within the stages of the writing will lend to giving and receiving feedback from teachers and peers. Setting goals and benchmarks will reinforce 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.

Course Outcomes:

- ❖ 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.

Research-Based Approaches to Early Literacy

No. 304 Grades PK-2

20 hours

With the exhaustive research behind 21s century approaches, reading failure is not an option.

Successful literacy effort involves environment, cognitive approaches and tapping into the 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 spell with flexibility 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.

Course Outcomes:

- ❖ 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.

Shared Reading, Writing, and Vocabulary

No. 307 Grades PK-3

20 hours

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 while supporting fluency and comprehension.

Course Outcomes:

- ❖ 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.

Strategies for Struggling Early Readers and Writers

No. 310 Grades PK-3

20 hours

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 early reading struggles are lack of preschool literacy experiences, home literacy experiences, or cognitive challenges, participants will practice with skillful delivery of intensive planned interventions.

- ❖ 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.

Taking Running Records

No. 302 Grades K-12

20 hours

This 5-hour course is designed to teach participants how to take and score running records for use as baseline, midline, and end-line assessments in grades K-5. By matching students' instructional and independent reading abilities, participants will understand how to use running records to effectively match, select, and scaffold readers throughout appropriate text.

Course Outcomes:

- ❖ Understand the value of benchmark assessments that incorporate qualitative judgments and quantitative analysis of student outcomes.
- ❖ Learn and practice with taking and scoring running records.
- ❖ Learn how to administer all facets of running records to assess all facets of oral reading, phonics, and fluency.
- ❖ Practice with scoring, analysis, and interpretation of running record data.
- ❖ Use data for planning and on-going instruction.
- ❖ Understand the distinction within Independent, Instructional, and Hard levels of reading in order to properly align and scaffold learners' needs to matching readers to appropriate text.

Teaching With Picture Books

No. 303 Grades PK-2

20 hours

Picture books offer wonderful 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.

Course Outcomes:

- ❖ 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.

Teaching New Readers to Read

No. 305 Grades PK-3

20 hours

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, and development of a sound early literacy base is key because 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.

Course Outcomes:

- ❖ 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.

Teaching Phonological Awareness

No. 308 Grades PK-2

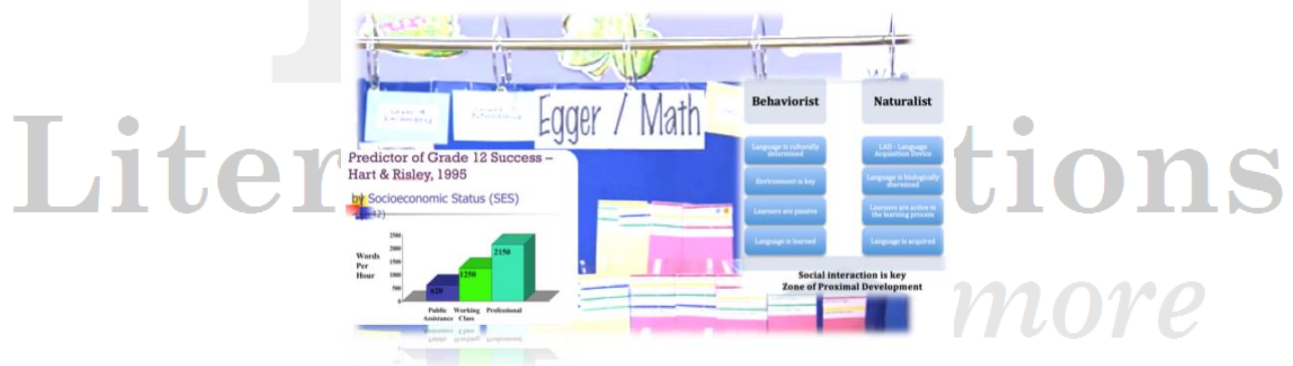
20 hours

Phonological awareness, the division of spoken language into individual and segmented parts, is a strong indicator of reading readiness and success. 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, along with the print-sound principles for school and regular, 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.

Course Outcomes:

- ❖ 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.

English Language Learners: ELL| ESOL| ENL|TESOL



All About Balanced Literacy and English Language Learners

No. ELL-125 Grades K-8

20 hours

Participants in this e-course will learn how the balanced literacy components of phonemic awareness, phonics, fluency, vocabulary and comprehension to work into a balanced reading, writing, listening and speaking curriculum geared specifically for ELLs. Research-based strategies that engage effective instruction, as guided by sound 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.

Course Outcomes:

- ❖ Plan and implement with the balanced literacy components as leveraged for ELLs.
- ❖ 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.

Assessment of, and for, English Language Learners

No. ELL Grades 6-12

20 hours

Evidence-driven and research-based practical and authentic assessments will be examined for application to the needs of ELLs. The use of research-based assessment practices will be used to inform 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 for ELL, while aligning best practices with students' individual learning needs.

Course Outcomes:

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

Assessment of ELLs and Progress Monitoring

No. ELL-203 Grades K-12

20 hours

Using assessment criteria to drive instruction requires the use of reliable data. Teachers that are actively and systematically use this data can understand the academic performance of their special needs students, ELLs and other struggling learners, thus leverage 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 meet the unique needs of their English language learners.

Course Outcomes:

- ❖ Evaluate and monitor student work against rigorous assessment criteria.
- ❖ Plan and practice with assessment criteria as aligned to performance standards.
- ❖ Use data to reflect on further refine practices to improve teaching focused primarily on ELLs. Apply effective communication strategy to articulate learning and instructional goals to ELL students, while demonstrating flexibility and responsiveness to their needs.

Best Practices in Literacy for ELLs, K-12

No. ELL-259A Grades K-12

20 hours

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.

Course Outcomes:

- ❖ Analyze lessons to identify embedded best practices that support the diverse language needs of ELL students.
- ❖ Glean and apply new best practices by working them into unit and lesson plans presently being taught.
- ❖ Implement and reflect upon best practice strategies taught, giving and receiving peer feedback in discussion forums.
- ❖ Align best practices with pertinent lesson components as they apply specifically to ELLs.

Best Practices in Literacy for ELLs, K-12

No. ELL-259B Grades K-5

20 hours

After analyzing modules to determine the best embedded practices that support diverse English language learners, participants will learn and practice with 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.

Course Outcomes:

- ❖ Analyze lessons to identify embedded best practices that support the diverse language needs of ELL students.
- ❖ Glean and apply new best practices by working them into unit and lesson plans presently being taught.
- ❖ Implement and reflect upon best practice strategies taught, giving and receiving peer feedback in discussion forums.
- ❖ Align best practices with pertinent lesson components as they apply specifically to ELLs.

Best Practices in Literacy for ELLs, K-12

No. ELL-259C Grades 6-12

20 hours

After analyzing modules to determine the best embedded practices that support diverse English language learners, participants will learn and practice with 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.

Course Outcomes:

- ❖ Analyze lessons to identify embedded best practices that support the diverse language needs of ELL students.
- ❖ Glean and apply new best practices by working them into unit and lesson plans presently being taught.
- ❖ Implement and reflect upon best practice strategies taught, giving and receiving peer feedback in discussion forums.
- ❖ Align best practices with pertinent lesson components as they apply specifically to ELLs.

Best Practices for Inclusive Classrooms and ELLs

No. ELL-211 Grades K-12

20 hours

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.

Course Outcomes:

- ❖ Understand how to plan for and apply research-based strategies to classroom management practices in inclusive classroom settings.
- ❖ Understand 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.

Best Practices for Differentiating in Bilingual Classrooms

No. ELL-254 Grades 6-8

20 hours

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, with a focus on ELL growth. Learning profiles, interest survey cognitive-friendly learning environments, SIOP strategies, tiered questioning and student "hooks" for rigorous learning application are some of the takeaways of this e-course.

Course Outcomes:

- ❖ Create differentiated lessons for inclusive classrooms through design and strategy.
- ❖ Practice with the strategies that lead to effective and diverse learning environments.
- ❖ Plan flexibly using tools, resources, and new strategy to address the needs of diverse learners.

Best Practices for Differentiating in Bilingual and Classrooms

No. ELL-254A Grades K-5

20 hours

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

Course Outcomes:

- ❖ Create differentiated lessons for inclusive classrooms through design and strategy.
- ❖ Practice with the strategies that lead to effective and diverse learning environments.
- ❖ Plan flexibly using tools, resources, and new strategy to address the needs of diverse learners.

Building Reading Comprehension in English Language Learners

No. ELL-130 Grades PK-5

20 hours

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, geared specifically for the needs of ELLs, through effective 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.

Course Outcomes:

- ❖ Acquire and apply the skills needed to effectively teach reading comprehension in primary grades for ELLs.
- ❖ Plan for and implement with strategy that builds student capacity through teacher modeling, guided practice.

Building Reading Comprehension in English Language Learners

No. ELL-132 Grades 6-9

20 hours

In this e-course, participants will examine effective strategy for reading comprehension of ELLs in intermediate grades, and these approaches scaffold across content for optimal effectiveness. Approaches will 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.

Course Outcomes:

- ❖ Design and practice with strategies that teach effective reading comprehension in intermediate grades.
- ❖ Scaffold across multiple content area, grades and reading/writing genre.
- ❖ Understand the explicit instruction and teacher modeling methods behind effective reading comprehension curriculum.
- ❖ Teach reading comprehension through strategy as it scaffolds student success across multiple reading and writing genres in core content areas.

Building Reading Muscle of Struggling ELLs

No. ELL-133 Grades K-5

20 hours

Building reading muscle requires training, perseverance, and constant progress monitoring. Participants will review intervention strategies that include timely response to intervention focused on building strength and strategy among ELLs. 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.

Course Outcomes:

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

Building Writing Muscle of English Language Learners

No. ELL-261 Grades 6-8

20 hours

Building writing muscle requires lots of practice, passion, on-going assessment. Participants will review intervention strategies to aid struggling ELL writers in developing their skills while becoming inspired to write and write more. A common-aligned, ELL writing focus will include narrative, information/explanatory, argument, and narrative genres. Activities will incorporate the ELA instructional shifts. Lesson and unit development will begin with a focus on building from students' writing strength with evidence-based strategies for success. Differentiation will include peer coaching, chunking with organizers, mapping, use of teacher feedback, and more.

Course Outcomes:

- ❖ Become familiar with, and further develop, intervention strategies focused on effective writing interventions for struggling writers.
- ❖ Acquire and use strategy to differentiate with for struggling writers.
- ❖ Differentiate and scaffold for struggling writers, along with the use of effective teacher and peer feedback that builds writing muscle.

Building Reading Muscle of Struggling Writers and ELLs

No. ELL-264 Grades K-5

20 hours

Building the writing muscle of struggling learners and ELLs requires lots of practice, passion, on-going assessment. Participants will review intervention strategies to aid struggling writers in developing their skills while becoming inspired to write, and to write more. An aligned writing focus will include fiction and non-fiction writing (narrative, information/explanatory, persuasive/making claims), writing conventions, and activities that incorporate implementation of the ELA instructional shifts. Lesson and unit development will begin with a focus on evidence-based strategies proven to work with ELLs that include differentiating, peer coaching, chunking with organizers, mapping, visual strategies, oral recitation, the use of teacher feedback, and more.

Course Outcomes:

- ❖ Become familiar with, and further develop, grade appropriate intervention strategies focused on effective writing interventions for struggling writers.
- ❖ Acquire and use grade appropriate strategy to differentiate with for struggling writers.
- ❖ Differentiate and scaffold for struggling writers, along with the use of effective teacher and peer feedback that builds writing muscle.

Building Reading and Writing Muscle of Struggling ELLs

No. ELL-155 Grades 6-8

20 hours

Building reading and writing 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, chunking, use of graphic organizers and reflective self-monitoring.

Course Outcomes:

- ❖ Develop intervention strategies focused on response to intervention.
- ❖ Acquire strategy to differentiate with for struggling learners and ELLs.
- ❖ Use vocabulary, questioning strategy and consistent use of teacher and peer feedback as it builds reading muscle.

Building Reading Muscle of ELLs and Struggling Learners

No. ELL-189 Grades 9-12

20 hours

Building reading muscle of ELLs 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 approaches that have proven efficacy in ELL populations.

Course Outcomes:

- ❖ Become familiar with, and further develop, grade appropriate intervention strategies focused on response to intervention.
- ❖ Acquire and use grade appropriate strategy to differentiate with for struggling learners.
- ❖ Use vocabulary and questioning strategies for consistent use of teacher and peer feedback as it builds reading muscle.

Close Reading Strategies for ELLs: How do we teach them?

No. ELL-177 Grades 3-8

20 hours

While many students will develop their own methods to read complicated text, answer high-level questions and respond with written products, many ELLs will struggle with reading complex text and the close reading strategies that support it. We now know there are numerous approaches to teach close reading with, all of them working in numerous ways to parcel through multiple layers of text complexity, even for ELLs. From chunking to note taking with purpose, to using visuals and other multi-sensory approaches, participants will gain a repertoire of strategies with which to teach close reading successfully to all students, including ELLs.

Course Outcomes:

- ❖ Understand what it means to “close read” with strategy for ELLs.
- ❖ Understand and gain insight into the close reading requirements of pertinent state standards.
- ❖ Apply new strategies to the teaching of close reading to English language learners.

State Writing Standards and Strategies That Support Them for English Language Learners

No. ELL-146 Grades 6-12

20 hours

With a focus on expository writing geared for ELLs, participants will cull the CCSS writing and language standards for their application to content-specific writing genre within ELL instruction. In doing so, participants will level strategy and expectation with assignments as they align with state and national standards. Planning of performance writing tasks (or other writing assignments) will take central focus as participants learn to strategically scaffold in order to close grade-level achievement gaps while meeting the expectations for ELLs.

Course Outcomes:

- ❖ Understand genre and CCSS expectations as they apply to expository writing and ELLs.
- ❖ Apply new strategies to teaching for ELLs while facilitating the writing process as it applies to content area writing and CCSS expectations.
- ❖ Plan and scaffold for differentiated writing tasks specific to ELLs.

Reading Standards and Strategies That Support Them for English Language Learners

No. ELL-147 Grades K-12

20 hours

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.

Course Outcomes:

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

Writing Standards and Strategies That Support Them for English Language Learners

No. ELL-146 Grades 6-12

20 hours

With a focus on expository writing geared for ELLs, participants will cull the CCSS writing and language standards for their application to content-specific writing genre within ELL instruction. In doing so, participants will level strategy and expectation with assignments as they align with state and national standards. Planning of performance writing tasks (or other writing assignments) will take central focus as participants learn to strategically scaffold in order to close grade-level achievement gaps while meeting the expectations for ELLs.

Course Outcomes:

- ❖ Understand genre and CCSS expectations as they apply to expository writing and ELLs.
- ❖ Use and plan with new strategies for teaching ELLs while facilitating the writing process as it applies to content area writing and CCSS expectations.
- ❖ Plan and scaffold differentiated writing tasks specific to ELLs with.

Content area Reading and Writing Strategies For English Language Learners

No. ELL-104 Grades 3-12

20 hours

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, with a specific focus on ELLs.

Course Outcomes:

- ❖ Gain and use new strategies for rigor in reading and writing across all subject areas when teaching and planning for ELLs.
- ❖ Practice with methods, tools and strategies in multiple forms to aid all learners across all content areas.

Creating a Cognitive-Friendly Learning Environments for ELLs

No. ELL-154 Grades 7-12

20 hours

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 for ELLs that aid language development while minimizing the cognitive and social stresses that pull them away from learning. Participants will leave this workshop with multiple takeaways for immediate, brain-friendly application.

Course Outcomes:

- ❖ Understand the practices and conditions needed to establish cognitive-friendly learning environments for ELLs.
- ❖ Establish cognitive-friendly learning environments conducive to all learners.
- ❖ Apply new strategies to facilitation and retention of cognition among students through motivation and engagement with a particular focus on ELLs.

Cross-Cultural Communications and Understanding

No. ELL-260 Grades K-12

20 hours

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.

Course Outcomes:

- ❖ Analyze lesson components to identify embedded best practices that support the diverse language needs of their ELL students.
- ❖ Apply new best practices into future and/or present unit and lesson plans.
- ❖ Practice and reflect upon best practice strategies taught, giving and receiving peer feedback in discussion forums.
- ❖ Align best practices with pertinent lesson components and 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.

Culturally Responsive Teaching and Learning

No. ELL-139 Grades K-12

20 hours

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.

Course Outcomes:

- ❖ Teach using a responsive teaching and learning curriculum.

- ❖ Respond to students' cultural needs using a responsive curriculum that includes the stages of writing development.
- ❖ Apply 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.

Data-Driven Decision-Making for ELLs

No. ELL-185 Grades K-12

20 hours

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 second language learners.

Course Outcomes:

- ❖ Glean and analyze valuable information about student performance from data, focusing on ELLs.
- ❖ Look at and analyze multiple data sets to plan instructional strategy with. Data will include formative and summative sources focused on drawing accurate information about the language performance of ELLs.
- ❖ Use data to plan instruction for ELLs.

Data-Driven Goal Setting for English Language Learners

No. ELL-187 Grades K-12

20 hours

Goals are the natural outgrowth to data. Participants will come to understand the value and appreciate multiple forms of data as they feed rich goal setting specific to ELL performance, along with development of student learning objectives.

Course Outcomes:

- ❖ Analyze and respond to the type of data that feeds into student-centered goals and learning objectives specific to ELL performance.
- ❖ Use data to set ELL student-centered goals with.

Differentiating for ELLs in the Florida State Standards

No. ELL-251B Grades 3-8

20 hours

Participants will focus on FSS implementation as it supports the diverse needs of English language learners, special needs students, and students with disabilities. The specific FSS-aligned curriculum entry points will serve as catalyst to discussion and application for implementation in differentiated settings. By identifying learning gaps and bridging them with strategy, participants will understand how to use the curriculum to effectively meet the needs of all learners while maintaining alignment to the FSS. Participants will become familiar, and practice with, strategy to include guided reading, accountable independent reading, formative assessment and on-going progress monitoring to adapt and support the diverse needs of struggling learners.

Course Outcomes:

- ❖ Scaffold instruction to meet the diverse needs of all learners through an FSS-aligned curriculum.
- ❖ Align and adapt curriculum to the FSS to support the needs of struggling learners, ELLs, and students with disabilities.
- ❖ Identify and apply specific module entry points to implement in differentiated learning environments.

Differentiating for ELLs in the NYS Modules

No. ELL-251 Grades 9-12

20 hours

Participants will focus on module adaptation as it supports the diverse needs of English language learners, special needs students, and students with disabilities. The specific module entry points will serve as catalyst to discussion and application for implementation in differentiated settings. By identifying learning gaps and bridging them with strategy, participants will understand how to use the module curriculum to effectively meet the needs of all learners while maintaining alignment to the CCSS. Participants will become familiar, and practice with, strategy to include guided reading, accountable independent reading, formative assessment and on-going progress monitoring to adapt and support the diverse needs of struggling learners.

Course Outcomes:

- ❖ Scaffold instruction to meet the diverse needs of all learners through the NYS ELA modules.
- ❖ Adapt modules to support the needs of struggling learners, ELLs, and students with disabilities.
- ❖ Identify and apply specific module entry points to implement in differentiated learning environments.

Differentiating for ELLs in the NYS Modules

No. ELL-251A Grades 3-8

20 hours

Participants will focus on module adaptation as it supports the diverse needs of struggling learners, ELLs, and students with disabilities. The specific module entry points will serve as catalyst to discussion and application for implementation in differentiated settings. By identifying learning gaps and bridging them with strategy, participants will understand how to use the module curriculum to effectively meet the needs of all learners while maintaining alignment to the CCSS. Participants will become familiar, and practice with, strategy to include guided reading, accountable independent reading, formative assessment and on-going progress monitoring to adapt and support the diverse needs of struggling learners.

Course Outcomes:

- ❖ Scaffold instruction to meet the diverse needs of all learners through the NYS ELA modules.
- ❖ Adapt modules to support the needs of struggling learners, ELLs, and students with disabilities.
- ❖ Identify and apply specific module entry points to implement in differentiated learning environments.

Effective Instructional Environments for English Language Learners

No. ELL-219 Grades K-12

20 hours

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.

Course Outcomes:

- ❖ Develop and apply working knowledge of the research-based instructional environments to success for ELL students and other language learners.
- ❖ Apply knowledge about the classrooms and classroom environments that lead to

successfully teaching to English language learners to planning and instruction.

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

ESOL Florida State Standards Reading and Writing in All Content Areas, Grades K-12

No. ELL-147 Grades 6-12

20 hours

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 FSS 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 Florida State Standards.

Course Outcomes:

- ❖ Understand the principles that underlie the Florida DOE ESOL Competencies.
- ❖ Apply the competencies and their principles to the design of language arts instruction for grade level and content area alignment to the LAFS.
- ❖ Apply research-based teaching strategies for the purpose of including student speakers of languages other than English in classroom activities, and improving the ability of ELL students to read, write, and speak English according to the standards of LAFS.

Formative Assessment Practices for English Language Learners

No. ELL-171C Grades K-5

20 hours

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 their ELL student learning, structure requisite assessment criteria, and teach to support a rapid turnaround of language results.

Course Outcomes:

- ❖ Seek out new assessment resources using effective research skills that further teaching and learning.
- ❖ Match grade-level assessment criteria to standards-aligned curriculum and instruction.
- ❖ Monitor student learning to move up individual student performance, focusing primarily on ELLs.

Formative Assessment Practices for English Language Learners

No. ELL-171B Grades 6-12

20 hours

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 their ELL student learning, structure requisite assessment criteria, and teach to support a rapid turnaround of language results.

Course Outcomes:

- ❖ Seek out new assessment resources using effective research skills that further teaching and learning.
- ❖ Match grade-level assessment criteria to standards-aligned curriculum and instruction.
- ❖ Monitor student learning to move up individual student performance, focusing primarily on ELLs.

Formative Assessment Practices for English Language Learners

No. ELL-171A Grades K-12

20 hours

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 their ELL student learning, structure requisite assessment criteria, and teach to support a rapid turnaround of language results.

Course Outcomes:

- ❖ Seek out new assessment resources using effective research skills that further teaching and learning.
- ❖ Match grade-level assessment criteria to standards-aligned curriculum and instruction.
- ❖ Monitor student learning to move up individual student performance, focusing primarily on ELLs.

Learning Style Approaches in Teaching English Language Learners

No. ELL-222 Grades K-5

20 hours

Managing learning begins with understanding of our students and their learning styles, especially when moving forward the language skills of our ELLs. It's about knowing them, and how they learn, and knowing enough to engage them in learning more. Whether they learn kinesthetically (using physical, hands-on), or inter-personally (social) for example, we'll have the opportunity via learning style analysis to craft activities and performance tasks geared to garnering higher student achievement. Participants in this course will learn how to use learning style information to develop, plan with, and use strategies that help ELLs.

Course Outcomes:

- ❖ Apply several learning style theories to determine learning styles.
- ❖ Develop working knowledge of, and utility with, various behavior management theories as they align with multiple learning styles.
- ❖ Align behavioral theory to identified learning styles in order to successfully manage behavior and instruct students.
- ❖ Apply, through planning and job-embedded action, specific and measurable behavioral management goals and strategies as they align with identified learning styles.

Literacy Strategies for Struggling Learners and ELLs

No. ELL-138A Grades K-12

20 hours

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.

Course Outcomes:

- ❖ Use same strategy ideas across all content areas to leverage ELL student success with.
- ❖ Glean and apply multiple strategies that aid in the successful literacy effort of struggling learners and ELLs.

- ❖ Apply collaboration among multiple disciplines and plan to accommodate the needs of struggling learners.

Literacy Strategies for Struggling Learners and ELLs

No. ELL-138B Grades 6-12

20 hours

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.

Course Outcomes:

- ❖ Use same strategy ideas across all content areas to leverage ELL student success with.
- ❖ Glean and apply multiple strategies that aid in the successful literacy effort of struggling learners and ELLs.
- ❖ Apply collaboration among multiple disciplines and plan to accommodate the needs of struggling learners.

Literature Circles That Differentiate for English Language Learners

No. ELL-121 Grades K-5

20 hours

Literature circles with flexible grouping are a combination that works perfectly into a differentiated literacy curriculum for ELLs. With a strong record of success, literature circles continue to meet the needs of all learners. Participants in this e-course will learn the strategies that make literature circles successful, and how to leverage them effectively for ELLs, small groups and learning centers. Tools for implementation and informal assessment include checklists, role rubrics and a host of multisensory differentiation ideas.

Course Outcomes:

- ❖ Locate, develop and use the tools needed to effectively differentiate instruction for ELLs within the Literature Circle framework.
- ❖ Use field-tested tools to successfully conduct literature circles that differentiate for ELLs.

Multiple Intelligences, Multiple Learning Styles: ELLs

No. ELL-114 Grades 3-12

20 hours

Research continues to show that providing students with multiple entry-points to learning improves performance. Tools and resources used to measure learning styles and learning preferences will be included in this rich and informative e-course focused on identifying and cultivating multiple intelligences in order to effectively plan for, and teach to our speakers of other languages.

Course Outcomes:

- ❖ Acquire new tools to cultivate student intelligences with while teaching to the multiple learning styles of ELLs.
- ❖ Differentiate for multiple learning styles per best practices for ELLs.
- ❖ Apply strategies specific to ELLs for teaching to multiple intelligences.

Motivating and Engaging 21st Century English Language Learners

No. ELL-115 Grades 6-12

20 hours

What are the classroom conditions that motivate and engage our 21st century learners, particularly moving forward the language progress of our ELLs? What are the assignments that cultivate curiosity and foster collaborative peer relationships? This e-course examines the

research that supports engaging classroom talk among ELLs, 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.

Course Outcomes:

- ❖ Create the classroom conditions that facilitate motivation and engagement for 21st century ELL learners.
- ❖ Resource and create collaborative assignments that incorporate hybrid methods of teaching and learning.
- ❖ Apply strategies for effective facilitation of a motivating curriculum as they work into better language skills among ELLs.

Motivating English Language Learners in Reading and Writing

No. ELL-107 Grades 2-12

20 hours

All learners need motivation, and they need to feel successful; this is why motivating readers and writers are so important. Participants in this e-course will explore methods that work to motivate successful literacy effort: reading and writing clubs, literature selection, grouping, digital and print media and more. Participants will become familiar with multiple learning platforms that work to motivate and engage 21st century readers and writers while preparing them for college and career success.

Course Outcomes:

- ❖ Apply new strategies for facilitating a motivating and successful classroom reading and writing curriculum.
- ❖ Develop working knowledge of multiple online and print resources that lead to reading and writing success.
- ❖ Plan with and use resources with efficacy in motivating readers and writers.

Organizing and Maintaining Successful Classroom Environments for ELLs

No. ELL-202 Grades K-6

20 hours

Aligned to: Danielson Domain 2, Marzano Domain 4

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.

Course Outcomes:

- ❖ 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.
- ❖ Develop working knowledge of engaging language strategies and the organization of physical space that contributes to an effective classroom environment.
- ❖ Apply new strategy and examine practices that build multi-cultural environments of respect and rapport through caring, and peaceful transitions and student collaboration.

Organizing and Maintaining Successful Classroom Environments for ELLs

No. ELL-207 Grades 6-12

20 hours

Aligned to: Danielson Domain 2, Marzano Domain 4. 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.

Course Outcomes:

- ❖ Take an active role through planning and instruction in learning about students in order to establish a successful classroom environment that includes the language needs of ELLs.
- ❖ Develop working knowledge of engaging language strategies and the organization of physical space that contributes to an effective classroom environment.
- ❖ Apply new strategy and examine practices that build multi-cultural environments of respect and rapport through caring, and peaceful transitions and student collaboration.

Participating in a Professional Learning Community Focused on English Language Learner Progress

No. ELL-135 Grades K-12

20 hours

Participants in this e-course will learn the nuts and bolts behind successful professional learning communities. 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 ELL action plan specific to grade-level and subject-area PLC and ELL student needs.

Course Outcomes:

- ❖ Understand the rationale behind the successful formation of a school PLC.
- ❖ Use and practice with several models of grade appropriate departmental PLCs focused on data and the development of action plans for ELL students.
- ❖ Apply the Dufour & Dufour PLC model to working PLCs.

Peer Coaching for Young English Language Learners

No. ELL-101 Grades 3-6

20 hours

Based on the Ruckdeschel (2010) peer coaching model, teachers learn to teach developing writers a modified and age appropriate method for giving and receiving peer feedback through goal-setting, problem-solving, and editing work as it feeds independent ELL writing capacity - and it's never too early to begin! Research-based practices that directly impact young writers will be reviewed and practiced with as they apply to specific developmental milestones. **This course includes a copy of the book *Conversations for Young Writers*, by Susan Ruckdeschel.

Course Outcomes:

- ❖ Apply the Ruckdeschel three-step protocol for ELL student peer review, focused on language capacity building among younger writers in grades 3-6.
- ❖ Develop working knowledge of, and facility with, the Ruckdeschel peer review model, protocol and ancillary tools used to implement them with for struggling learners: rubrics, checklists, learning guides and other thinking aids.

Planning and Preparation With English Language Learners in Mind

No. ELL-201 Grades K-12

20 hours

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 for ELL success. 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 ELL pedagogical approaches that further understanding *of* and *for* students.

Course Outcomes:

- ❖ Develop age-appropriate and cultural understanding of students through research and reflection.
- ❖ Predict and prepare for setting high instructional outcomes for ELL students by understanding their needs.
- ❖ Practice with resources that aid in the planning of coherent instruction focused on ELL students.

Purposeful Planning With Differentiation and ELLs in Mind

No. ELL-205 Grades K-12

20 hours

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

Course Outcomes:

- ❖ Develop understanding and knowledge of ELL students.
- ❖ Set high instructional outcomes that move ELL students toward specific ends and purposes.
- ❖ Practice with accessing planning resources and resources to work into planning with.
- ❖ Develop utility with resources that aid in the planning of coherent instruction for English language learners.

Research-Based Assessment Practices for ELLs

No. ELL-234 Grades 3-8

20 hours

Practical and authentic assessment methods that have a strong research-base will be the central feature of this course in evaluating the needs of second language students and English language learners. 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 plan and differentiate effectively for ELLs.

Course Outcomes:

- ❖ Evaluate the needs of ELL students to align best instructional strategy to those needs.
- ❖ Plan and practice with several research-based assessments in order to determine student needs, learning readiness, and needed instructional support.
- ❖ Use sound research-based strategy to plan for instruction and instructional intervention, or modify existing instructional plans, for the language needs of learners.

Research-Based Literacy Strategies For English Language Learners

No. ELL-123A Grades K-12

20 hours

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.

Course Outcomes:

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

Research-Based Literacy Strategies For English Language Learners

No. ELL-123B Grades K-5

20 hours

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.

Course Outcomes:

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

Research-Based Literacy Strategies For English Language Learners

No. ELL-123 Grades 6-12

20 hours

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.

Course Outcomes:

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

Teaching to Cultural and Linguistic Diversity

No. ELL-242 Grades K-12

20 hours

Teaching to cultural and linguistic diversity requires careful and flexible planning, creativity, and a teamed approach that involves parents and all educational stakeholders in order to develop students' language skills. Beginning with multiple, research-based strategies for multi-cultural environments, participants will develop their ability to analyze and plan with data to differentiate for multiple learner types and varying degrees of language support.

Course Outcomes:

- ❖ Practice and plan with the strategies that lead to effective and diverse learning environments in multi-cultural classrooms.
- ❖ Plan flexibly using tools, resources, and new strategy to address the needs of second language learners.
- ❖ Understand the relevance of a properly structured cultural environment in meeting the diverse linguistic needs of students.

Teaching to Text Complexity for ELLs

No. ELL-188 Grades 3-9

20 hours

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.

Course Outcomes:

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

The Art of Differentiating Instruction for ELLs

No. ELL-112 Grades K-12

20 hours

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.

Course Outcomes:

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

tiered questioning.

Tools and Practices for Effective Progress Monitoring of ELLs

No. ELL-231 Grades K-12

20 hours

Through a tiered instructional framework, participants will be introduced to tools and research-based practices of effective progress monitoring at Tiers II and III of the RtI framework with a focus on ELL students. By evaluating and becoming knowledgeable about high quality, differentiated and scientifically based instructional practices, participants will learn how to scaffold learning strategy carefully, and with increased intensity using the tools to meet their ELL students at an assessed level of performance and rate of progress. Increased achievement and closed learning gaps are among the priorities when intervening strategically.

Course Outcomes:

- ❖ Use the tools of tiered instructional models to close achievement gaps for Tiers II and III ELL students.
- ❖ Plan with and apply the assessment procedures needed to progress monitor effectively in order to deliver effective and timely interventions for RtI and ELL students.
- ❖ Plan and practice with various differentiated, scientifically based instructional technique to scaffold instruction.

Working the Brain Into Teaching and Learning: English Language Learners

No. ELL-103 Grades K-12

20 hours

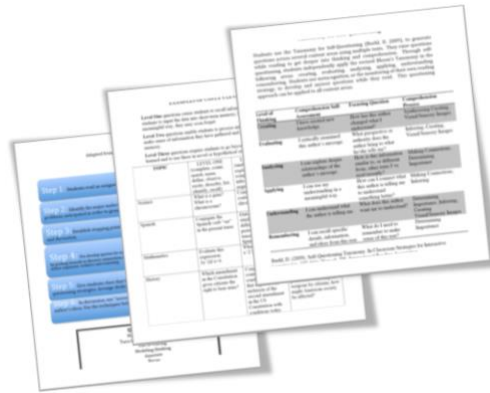
Meeting old challenges with new ideas can be fraught with mind-boggling confusion if design principles aren't organized around cognition-friendly curriculum and pedagogy. Participants in this e-course will explore and experiment with learning theory that embraces new design and cross-curricular strategy that engages brain plasticity. Wrapping learner minds around new knowledge through engaging lessons and strategy focused on strengthening the language abilities of ELLs as they build capacity are among the goals of this e-course.

Course Outcomes:

- ❖ Understand the elements that make cognitive-friendly instructional design geared specifically for English language learners.
- ❖ Experiment, refine, and plan with learning theory that invokes hands-on, cross-curricular strategy for effective teaching and learning in mixed ability learning environments.
- ❖ Apply methods that capitalize on brain plasticity for increased language and literacy skills.

Literacy Solutions
and more

Gifted and Talented



Diagnostic Tools and Techniques for the Exceptional Learner

No. 215 Grades K-12

20 hours

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.

Course Outcomes:

- ❖ Identify and align proper, effective diagnostic tools and techniques for exceptional learners in classrooms.
- ❖ Understand how to evaluate the needs of students to align best instructional strategy to those needs.
- ❖ Through job-embedded participation, practice with multiple research-based assessments to analyze student needs, learning readiness, and needed instructional support.
- ❖ Use 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.

Evidence-Based Teaching Practices for Exceptional Learners

No. 217 Grades K-12

20 hours

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.

Course Outcomes:

- ❖ Plan and practice with the strategies that lead to effective and diverse learning in inclusive

learning environments.

- ❖ Plan flexibly using tools, resources, and new strategy to address the needs of exceptional learners.
- ❖ Understand the relevance of a properly structured learning environment coupled with the tools and resources for success in meeting the diverse needs of students.

Gifted Education, Differentiation, and Learning Styles

No. GT-269-A Grades K-12

20 hours

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.

Course Outcomes:

- ❖ Develop theory to leverage with instructional plans that 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 action research.

Guidance Counseling of Gifted and Talented Students

No. GT-270 Grades K-12

20 hours

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.

Course Outcomes:

- ❖ Practice with, and apply, motivational technique geared specifically for gifted and talented students.
- ❖ Examine and apply counseling concepts to move into a plan geared for students.
- ❖ Reflect in order to plan and design a comprehensive action for implementation of motivational, self-image, interpersonal, and career guidance concepts in live settings.

Inclusion Classrooms and Mainstreaming of Students: Theory, Practices, and Strategies that Work

No. GT-271 Grades K-12

20 hours

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.

Course Outcomes:

- ❖ 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.

Learning and Cognition: Practices that Nurture Creativity in the Gifted and Talented

No. GT-272 Grades K-12

20 hours

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.

Course Outcomes:

- ❖ 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 classrooms.
- ❖ Plan for, and apply, a self-designed gifted curriculum into classrooms in consideration of the social, emotional needs of students.

Research-based Practices and Methods for Gifted and Talented Education

No. GT-268 Grades K-12

20 hours

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.

Course Outcomes:

- ❖ 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 action research.

Teaching to Exceptional Children Using Evidence-Based Practices

No. 240 Grades K-5

20 hours

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 traditional and 21st century and state-aligned curriculum will result in a multiple-pronged approach to instructional success.

Course Outcomes:

- ❖ 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, student readiness and differentiated approaches to learning with evidence-based practices for a variety of learners, educational programs and classroom settings.

Teaching to Exceptional Adolescents and Young Adults

No. 241 Grades 6-12

20 hours

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 traditional and 21st century curriculum will result in a multiple-pronged approach to instructional success.

Course Outcomes:

- ❖ Research current assessments practices and analyze criteria against student work. Design effective assessments.
- ❖ Learn and practice with the research skills needed to seek out assessment resources that build teaching capacity.
- ❖ Match grade-level assessment criteria to standards-aligned curriculum and instruction. Learn how to monitor student learning to move up individual student performance.

Theory of, Essential Practices for, Gifted and Talented Educational Professionals

No. GT-267 Grades K-12

20 hours

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.

Course Outcomes:

- ❖ Develop sound understanding of history and theory for teaching to gifted and talented students.
- ❖ Locate and use 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.

Instructional Design

Blended Learning: The Basics

No. 318 Grades K-Adult

10 hours

Participants in this course will learn the basics for creating effective blended learning professional development, and for creation of K-12 curriculum. All blended learning practices are based on research with a high efficacy in moving new learning to K-12 classrooms for both teachers and students. Participants will develop generic content as well as develop utility with multi-modal technologies, social networking, other third-party content access, and become familiar with open source applications best capable of meeting the needs of their students.

Course Outcomes:

- ❖ Develop familiarity and utility with open source technologies.
- ❖ Design highly contextualized effective blended learning using multi-modal technologies.
- ❖ Design instruction that incorporates best practices in blended learning.

Blended Learning with Word Press and Moodle

No. 317 Grades K-Adult

10 hours

Word Press and Moodle continue to be touted as among the best open source technologies for integrated, effective blended learning and web support. Participants in this course will explore these applications support effective and contextualized blended learning practices before designing their own template for further use in their own classrooms for both professional learning and for K-12 curriculum.

Course Outcomes:

- ❖ Develop a template and platform for immediate classroom implementation of blended learning using Word Press and Moodle applications.
- ❖ Design student-friendly instruction in a blended learning environment using Word Press and Moodle technologies.
- ❖ Incorporate highly contextualized networking capabilities to include live and asynchronous

discussion forums, blogging, chatting, flipped technologies and other multi-media as they work into blended learning design while supporting all student outcomes.

Instructional Design Using Edmodo

No. 316 Grades K-12

10 hours

Participants in this course will explore the Edmodo application in support of effective, highly contextualized blended learning practices for K-12 classrooms as well as for teacher professional learning. Afterward, participants will design a template and with peer and instructor support, will continue to design a blended learning platform fully capable of supporting social networking and other third party, open-source technologies.

Course Outcomes:

- ❖ Develop a template and platform for immediate classroom implementation of blended learning using Edmodo.
- ❖ Design student-friendly instruction in a blended learning environment with Edmodo as it integrates with other third party technologies.
- ❖ Incorporate highly contextualized networking capabilities to include live and asynchronous discussion forums, blogging, chatting, flipped technologies and other multi-media as they work into blended learning design while supporting all student outcomes.

Leveraging the Power of Blogs with K-12 Classrooms

No. 319 Grades K-12

10 hours

Blogging continues to be an effective and viable e-learning tool for teaching in K-12 classrooms. From incorporation of the writing process, to copyright, to becoming a responsible digital citizen. As a collaboration tool, teachers can also incorporate blogging to bring together lively and effective peer exchange with ample opportunity for writing practice. Participants will learn the best and most effective practices for blogging as they develop familiarity and utility with a range of blogging practices and technologies.

Course Outcomes:

- ❖ Become familiar with a number and range of open source blogging technologies.
- ❖ Incorporate best practices using open source blogging technologies.
- ❖ Design standards-friendly lessons and blended learning that incorporates blogging technologies, specific to stated student outcomes.

Moodle for Everyone **for Instructional Designers and Staff Developers

No. 313 Grades K-12

10 hours

Let's face it: it's a Moodle world! This workshop will take participants through the nuances and inner workings of Moodle with a keen eye for instructional design. Included will be tips and tricks for effectively working in visuals, graphics, multi-media, and use of the newest Moodle features to include books, completion tracking, and reports among others. The use of Wikis and blogs will be used to facilitate discussion in both self-paced and instructor-led environments. A little bit of Moodle for everyone! Participants will practice in a sandbox environment, and come out with design skills that can transition immediately to practice in their own Moodle environments.

- ❖ Develop a keen eye for effective facets of instructional design.
- ❖ Import effective facets of instructional design into original products.
- ❖ Contribute to a compendium of best practices in blended learning using Moodle tools and Moodle-friendly applications.

Responsive Instructional Design for K-12 Classrooms

No. 314 Grades K-12

10 hours

After learning the blended learning basics, participants in this course will escalate their skills by creating effective blended learning professional development, and for creation of K-12 curriculum using responsive flipped classroom design. All incorporated practices will be research-based with a high efficacy in moving new learning to K-12 classrooms for both teachers and students. Participants will use newly or formerly created generic content to leverage with multi-modal technologies, social networking, Internet research consistent with responsible digital citizenship, and become familiar with a number of open source applications from which to choose from.

Course Outcomes:

- ❖ Develop mastery with open source technologies as they leverage with blended learning design.
- ❖ Develop confidence and competence in effective blended learning that responds to the needs of students.
- ❖ Design highly contextualized effective blended learning using multi-modal, open source technologies.
- ❖ Design instruction that incorporates best practices in blended learning that responds fully to learner needs and stated student outcomes.

Languages Other Than English - LOTE

LOTE Classroom Strategies for Grammar and Writing

No. 315 Grades K-Adult

5 hours

This 5-hour course will introduce LOTE teachers to a wide variety of whole language ideas for incorporating grammar and writers' workshop in world languages. These techniques have been shown to improve language learning, and include news views, translations, scripts, mini-dialogues, acting, "tapescripts," the OAL approach (organic approach to language learning) among others. Participants will leave this course with ample strategies to increase student engagement and progress in acquiring a new language, along with demonstrated mastery necessary to pass state and local assessments.

Course Outcomes:

- ❖ Explore alternative ways to teach grammar to LOTE students.
- ❖ Become acquainted with alternative strategies to integrate the writing process for LOTE students using the target language.
- ❖ Adapt ideas to new or current lessons for classroom application.

Engaging LOTE Students Through Writing

No. 320 Grades K-Adult

5 hours

Working through a variety of writing strategies used in ELA classrooms, such as those recommended by the National Writing Project, participants will become understand them as LOTE

portable as they incorporate them into LOTE curriculum. The writing process, while encompassing research-based writing strategy, will be modified specifically for LOTE students. Using a generic approach to grammar and writing, participants will learn how to move up target language skills through the medium of writing.

Course Outcomes:

- ❖ Develop utility with research-based writing strategies across all content areas.
- ❖ Design lessons for turnkey classroom use embedding research-based LOTE writing strategies.
- ❖ Share, discuss, and give feedback on strategies adopted, adapted, and/or designed into lessons.

Peer Coaching for LOTE Students

No. 321 Grades K-Adult

5 hours

Based on the book *Peer Coaching for Adolescent Writers* (Ruckdeschel, 2011), participants will learn the nuts and bolts of student-centered peer coaching as it is appropriate for LOTE students in giving and receiving feedback on language and writing. In addition, they will learn how to facilitate student feedback that works into language mastery as it is reflected in their writing throughout the writing process. This research-based program has shown to build the capacity of student writers while improving performance on standardized assessments. All ancillary materials for immediate implementation are included.

Course Outcomes:

- ❖ Apply and facilitate a three-step feedback model of student peer review.
- ❖ Understand the roles of writing, listening, reading and responding and how to plan for instruction that builds students' language capacity.
- ❖ Acquire and use the tools necessary to foster effective peer coaching sessions as they work inside of language learning and the writing process.

Writers Workshop Approaches for LOTE Students

No. 322 Grades K-Adult

5 hours

Strategies for peer review, drafting, editing, and polishing final writing pieces for publication across all genres in fiction and non-fiction will be applied specifically for students learning languages other than English. Participants will review research-based strategies within the writing workshop approach that work to facilitate language learning and mastery.

Course Outcomes:

- ❖ Design lessons that employ strategies for peer review.
- ❖ Embed the full spectrum of the writing process in LOTE lessons geared toward language mastery through the medium of writing.
- ❖ Develop comfort and utility with strategies that work alongside language mastery and assessment readiness to engage and motivate students.

Organic Approaches to Language Development

No. 323 Grades K-Adult

5 hours

The OLA approach is non-traditional, and helps students develop language proficiency beyond textbooks and worksheets in an authentic and engaging atmosphere. Through strategies in language development that involve repetition, movement, paired and group conversational activities, participants will leave this course with a new set of tools for teaching organic approaches to language development. From setting up classrooms to hands-on interactivities, a

highly kinesthetic and immersive approach is used to engage and move student closer to target language mastery.

Course Outcomes:

- ❖ Develop comfort and utility with organic and alternative approaches to textbooks and worksheets.
- ❖ Design new lessons, or repurpose old lessons, to implement and accommodate the OAL strategies.
- ❖ Learn how to evaluate and differentiate within the OAL to meet the needs of all students.

Leadership and Professional Learning Communities



Accountable Professional Learning Communities: An Online PLC Model for Teachers

No. 135 Grades K-12

20 hours

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, 2013) 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.

Course Outcomes:

- ❖ Understand and apply the rationale behind the successful formation of a school PLC.
- ❖ Plan 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.

Coaching Teachers

No. TL-105

20 hours

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.

Course Outcomes:

- ❖ Cultivate and support teacher effectiveness.
- ❖ Identify 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.

Co-teaching and Professional Collaboration

No. TL-273

20 hours

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.

Course Outcomes:

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

Developing Teacher Leaders

No. TL-103

20 hours

Leading teacher professional development effort requires the building of their capacity to both teach and lead. This course will offer the tools and resources with which to aid teachers in movement toward the highest professional development they can achieve. Examples of successful approaches, research-based methods, and job-embedded process and tools will combine with systems for implementation that work leaders through a job-embedded process of effective teacher support and development. This train-the-trainer model will offer long term sustainable methods for identifying, nurturing, and cultivating leadership among teaching staff.

- ❖ Cultivate and nurture the role of teacher leader.
- ❖ Apply strategies and methods that identify, cultivate, and nurture teacher leaders.
- ❖ Cultivate and sustain teacher professional growth using effective models and through job-embedded application.

Progress Monitoring of Student Learning

No. 208 Grades 6-12

20 hours

Based on the Marzano & Dufour (2011) practices that bridge professional learning communities and student achievement, participants will be taken through a number of assessment designs specifically geared to monitoring student learning and adjusting instructional practices for improved outcomes. Through the setting of SMART goals, common assessments, conversion of scale scores and New Report Cards, participants will understand the value of and effectiveness behind progress monitoring as it works into improved student performance and academic achievement.

Course Outcomes:

- ❖ Develop working knowledge of effective progress monitoring design.
- ❖ Understand the role and relevancy of progress monitoring within the professional learning community constructs.
- ❖ Develop PLCs as a vehicle with which to progress monitor and make decisions that influence the acquisition and improvement of student skills.

Progress Monitoring of Student Learning

No. 206 Grades K-5

20 hours

Based on the Marzano & Dufour (2011) practices that bridge professional learning communities and student achievement, participants will be taken through a number of assessment designs specifically geared to monitoring student learning and adjusting instructional practices for improved outcomes. Through the setting of SMART goals, common assessments, conversion of scale scores and New Report Cards, participants will understand the value of and effectiveness behind progress monitoring as it works into improved student performance and academic achievement.

Course Outcomes:

- ❖ Develop working knowledge of effective progress monitoring design.
- ❖ Understand the role and relevancy of progress monitoring within the professional learning community construct.
- ❖ Practice with virtual and real PLCs as a vehicle with which to progress monitor and make decisions that influence the acquisition and improvement of student skills.

Teachers as Mentors

No. TL-107

20 hours

Listening, observing, coaching, and offering a combination of warm and cool high quality feedback are just some of the keys to effective teacher mentoring. This course is all about learning how to build fundamental teacher capacity through use and practice with the essential qualities that constitute effective mentoring. Good mentors are committed; they take on challenges, embrace formal training, maintain timely and accurate reflection logs, and are commitment to on-going professional growth. Moving teachers from good to great is the utmost objective in good mentoring, despite the challenges, achievement gaps, and socio-economic indicators many district mentors are faced with. The belief is that all students can succeed with equal opportunities for success, and mentor teachers are where these seeds for this growth may begin. This e-course is one important step in this continued growth process.

Course Outcomes:

- ❖ Design, plan for, and use high quality feedback as a method of intervention and support. Apply the keys to effective mentoring.
- ❖ Maintain reflective logs for on-going professional growth.
- ❖ Align best practices through action research and next-steps for turnkey teacher and mentor training.

Teacher Evaluation: Tools and Methods

No. TL-104

20 hours

This practical course offers a variety of strategies, methods, resources, and field-tested implementation tools with which to evaluate teachers effectively. Based on the Marzano Teacher Evaluation Model, and the Danielson domains of the framework for teaching, this course is an

outgrowth of a strong body of research correlated to student achievement. Participants will be introduced to, and practice with, a 5-point Likert scale used to measure and evaluation teacher effectiveness across the components within the four domains of the Danielson framework. Strategies and approaches within the Marzano framework will be analyzed for what they offer in individualized solutions for moving up teacher effectiveness that works into higher student achievement. Job-embedded practice will inform a lively set of discussion types, along with reflection that aids in ease of implementation for immediate district-wide application.

- ❖ Understand how to identify and apply effective classroom behaviors among teachers and students to analyze for strengths and gaps.
- ❖ Identify specific teacher strengths and gaps in order to help develop and support job-embedded growth plans.
- ❖ Apply a 5-point Likert scale to measure and evaluate teacher effectiveness across several Danielson and Marzano framework domains.

Teachers Leaders as Coaches

No. TL-106

20 hours

This course is appropriate for teacher leader roles to include instructional coaches, reading coaches, PLC team leaders, and teacher mentors. Teacher leaders will learn how to apply coaching models to build teaching capacity while supporting efforts toward the achievement of specific classroom objectives. Using protocols for student-centered coaching (Sweeney, 2011), and around the Danielson and Marzano framework domains, participants will be taken through the processes that work into effective support through the use of feedback and pro-actions. Practice with the use of feedback protocols will culminate multiple entry-points used to teach strategies and behaviors that support and reward teachers. Participants will learn how to intentionally apply a host of coaching strategies as they work appropriately within their respective roles.

Course Outcomes:

- ❖ Cultivate and support teacher effectiveness.
- ❖ Identify 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.

Theories of Teacher Evaluation

No. TL-101

20 hours

Based on the Marzano Teacher Evaluation Model and the Danielson domains of the framework for teaching, this theme and content of this course are an outgrowth of a strong body of research correlated to student achievement. The use of a 5-point Likert scale will be used as a measure and evaluation tool for teacher effectiveness across the components within the four domains of the Danielson framework, proven to be effective measures for teaching and learning. The Marzano framework will be analyzed for solutions in moving up teacher effectiveness, and improving academic performance among students. Theory of the strategies and practices for effectively evaluating classroom behavior, behavior management, planning, preparation, and teacher professionalism will occupy the majority of this course.

- ❖ Develop working knowledge of the Marzano and Danielson framework domains and how they apply to teacher professional growth.
- ❖ Identify specific teacher strengths and gaps in order to help develop and support job-embedded growth plans.

- ❖ Understand and use the fundamental theories behind teacher evaluation and support for professional and pedagogical growth.
- ❖ Apply a 5-point Likert scale to measure and evaluate teacher effectiveness across several Danielson and Marzano framework domains.

The Teacher Professional: Growth and Achievement

No. TL-102

20 hours

Supported by the Marzano Teacher Evaluation Model and the Danielson domains of the framework for teaching, a strong body of research correlated to student achievement will drive this course. The use of a 5-point Likert scale will be used as a tool to demonstrate how to measure and evaluate teacher effectiveness across the components within the four domains of the Danielson framework, proven to be effective measures for teaching and learning. The Marzano framework will be offered as a solution with strategies and methods for teacher effectiveness and student academic achievement. Coaching strategies and methods to help teachers effectively address classroom behavior, behavior management, planning, preparation, and teacher professionalism will occupy the majority of this course.

Course Outcomes:

- ❖ Apply the Marzano and Danielson framework domains and how they apply to teacher professional growth.
- ❖ Identify specific teacher strengths and gaps in order to help develop and support job-embedded growth plans.
- ❖ Apply strategies and methods that effectively address classroom behavior, management, planning, and professionalism.
- ❖ Apply a 5-point Likert scale to measure and evaluate teacher effectiveness across several Danielson and Marzano framework domains.

Standards-Based Instructional Activities that Differentiate and Engage

No. 324 All Grades

10 hours

Participants will be introduced to, and have opportunities to practice with design and evaluation, differentiated instructional strategies that engage students in rigorous and relevant curriculum. Such strategies, all research-based, will align with state and local educational standards, goals and initiatives. Participants will learn how to align and screen lesson plans for such activities, as well as observe the follow-through to the full spectrum of successful implementation.

Course Outcomes:

- ❖ Practice with design and evaluation of instructional activities that engage and differentiate.
- ❖ Understand how to screen lessons for standards-based activities that differentiate and engage.
- ❖ Observe a range of application methods to decipher various degrees of implementation to offer useful feedback.
- ❖ Design a model and plan of follow-through to observe and evaluate successful implementation.

Developing and Nurturing Meaningful Relationships Among Teachers, Students, and Parents

No. 325 All Grades

10 hours

The most meaningful relationships among teachers, students, and parents begin with communication. Participants in this course will learn how to initiate and follow-through with

communication geared toward engaging and nurturing parental participation, and strong teacher-student relationships that support academic achievement. Setting collaborative goals, outcomes, and designing projects that invoke active participation are beginning points. A range of models and exemplars will be presented, with opportunities to critique and modify for specific professional environments such as Title I workshops, parent-teacher conferences, and teacher-student conferences. Before school, after school, and lunch time events will also be explored.

Course Outcomes:

- ❖ Evaluate and screen for appropriate application to personal professional K-12 environments.
- ❖ Explore examples and design plans for parent engagement and communication.
- ❖ Explore models and design plans for better teacher-student communications.
- ❖ Become familiar with a range of successful communication methods for nurturing meaningful relationships among parents, teachers, and students in K-12 settings.

Intervention Techniques for Educational Professionals in Need of Support

No. 326 All Grades

10 hours

Offering consistent and on-going, and ample access to resources are the systemic basics to intervention that is scalable, and sustainable versus punitive. Participants will become familiar with intervention geared to improving knowledge, skills and performance among teachers in need of support by learning how to communicate effectively, offer support that is widely embraced, and cultivate specific resources differentiated for the individual intervention needs of teachers. This on-going support and provision of resources is key to positive intervention that works into long-term relationships and skillful teaching.

Course Outcomes:

- ❖ Access a wide range of resources differentiated for the individual needs of teachers.
- ❖ Intervene appropriately after analyzing data to determine areas in need of growth or support.
- ❖ Align intervention strategies with specific needs of teachers.

Analysis of Student Achievement Data: Next Steps

No. 327 All Grades

10 hours

By looking at multiple forms of reliable student achievement data, district and building leaders can actively and systematically use it to understand student performance and thus leverage it with customized professional development “next steps.” Participants will be introduced to multiple formative and summative assessments that feed instructional and administrative decisions. Participants will learn how to turnkey this use to teachers in order to in turn make their own informed and differentiated instructional decisions with.

Course Outcomes:

- ❖ Analyze multiple sources of student and teacher data.
- ❖ Become familiar with a range of options as a proactive response to data analysis.
- ❖ Design follow-up plans in response to data, anticipating teacher needs, expectations, and student performance.

Designing and Evaluating Responsive Classroom Management Plans

No. 328 All Grades

10 hours

Participants in this course will become familiar with a range of strategic approaches for design and evaluation of classroom management that responds to the needs of students. By looking at

various settings and scenarios to include co-teaching and collaboration, participants will draw conclusions, practice with feedback, and make recommendations. The use of various teaching methods will also include co-teaching, interactive teaching, and parallel teaching. After reviewing various and multiple forms of data, participants will design their own responsive management plans.

Course Outcomes:

- ❖ Understand how to evaluate, plan and apply research-based strategies for classroom management practices in inclusive classroom settings.
- ❖ Respond to various teaching methods and models through the lens of classroom management.
- ❖ Screen for best classroom management practices.
- ❖ Align management strategy with teacher goals and student outcomes based on best practices for all K-12 settings.

Setting Up School Safety

No. 329 All Grades

10 hours

Planning for emergencies, drills, and extraordinary emergency situations associated with hazards, biological disasters, natural disasters, technological emergencies and the like. It is all about effective preparation, putting systems in place, safety, and consistent pre-emergency operations. Facilitating coordination with local first responders to effectively mobilize all available resources are the high priority think-throughs for setting up school safety. Participants will brainstorm, look at a variety of examples, vet resources, and develop plans.

Course Outcomes:

- ❖ Develop working knowledge of procedures.
- ❖ Evaluate needs for training gaps.
- ❖ Design systems that align to necessary procedures and needed training to close identified training gaps.
- ❖ Give and receive feedback on plans to refine them into final products for a finished School Safety Plan, or a plan ready to bring to the School Safety Committee for final revisions.

Cultivating Parental Involvement

No. 330 All Grades

10 hours

Despite that we have them in our care for the majority of the week and of a day, parental involvement is crucial to student classroom success. After establishing outcomes for work with students and their parents, participants will explore a number of examples of how high parental involvement is cultivated. Other ideas will be brainstormed as a group, with peers, and individually as they intersect with needs for, and degrees of, parental involvement. Once participants have garnered and leveraged a wealth of information, they will select appropriate action steps and outline them into a working plan to begin immediately engaging parents in the education of their child.

Course Outcomes:

- ❖ Examine multiple models of successful parental involvement in K-12 settings.
- ❖ Leverage examples with individual needs to design plans.
- ❖ Brainstorm with peers, in groups, and as a whole learning community.
- ❖ Give and receive feedback to work ideas into a final working document.

In-Service Activities for Instructional Personnel

No. 331 All Grades

10 hours

In-service can take many forms, but there is one necessary ingredient that cannot be waived from: Transfer. Teachers need to transfer new learning to the classrooms, and the sooner it is the more likely it will be followed through upon. Whether it is live, online, through peer networking, conferences, or through blended learning, the key is to design in-service that has a high likelihood of transfer to the classroom. Participants in this course will be introduced to a number of in-service activities to include online, peer networking, peer exchanges, conferencing, presenting, and much more. All will leave with an individual repertoire of activities to return to their districts with.

Course Outcomes:

- ❖ Become familiar with a range of in-service types and formats.
- ❖ Vet resources and approaches to leverage them with individual needs and budgetary needs for in-service
- ❖ Brainstorm and strategize ideas.
- ❖ Take away a plan for in-service for immediate turnkey to the school district.

Designing and Evaluating Technology-Based PD

No. 332 All Grades

10 hours

This Marzano and Guskey-designed course will take participants through a range of design options for technology-based professional development. A number of strategies and application models for evaluating them will be proposed, from which participants will select as they apply to individual district needs. Technologies will include blended learning, Internet-based, application-based (for tablets and pads), Smartboards, open source, and third-party resources from which to design and draw upon for turnkey pedagogical practices. Participants will modify strategies as needed to be most effective for their staff. After reviewing a range of levels of PD implementation, participants will apply rubric criteria to evaluate, and then propose changes to revise or modify accordingly.

Course Outcomes:

- ❖ Vet a range of instructional design models.
- ❖ Familiarize with a range of instructional design evaluation models to include Guskey and Marzano.
- ❖ Select design and modify for specific district in-service needs.

Implementing In-Service Activities: From Theory to Practice

No. 333 All Grades

10 hours

In the in-service world, it is all about implementation. You can put the best curriculum in the hands of any teacher, and the success behind it is all about implementation and transfer. Participants will look at several models of in-service application, and what makes the difference in immediate classroom transfer, or “sitting on the shelf” for the year. Live, online, peer networking, conferences, and through blended learning will demonstrate the keys to immediate transfer, and how by design theory moves to high likelihood of application. All participants will leave with an individual repertoire of in-service implementation design approaches to return to their districts with.

Course Outcomes:

- ❖ Become familiar with a range of in-service types and designs that lead to immediate

classroom transfer.

- ❖ Vet resources and approaches to leverage them with individual needs and budgetary needs for in-service.
- ❖ Brainstorm and strategize ideas.
- ❖ Take away a plan for in-service implementation to turnkey to the school district.

Evaluating Professional Development Programs

No. 334 All Grades

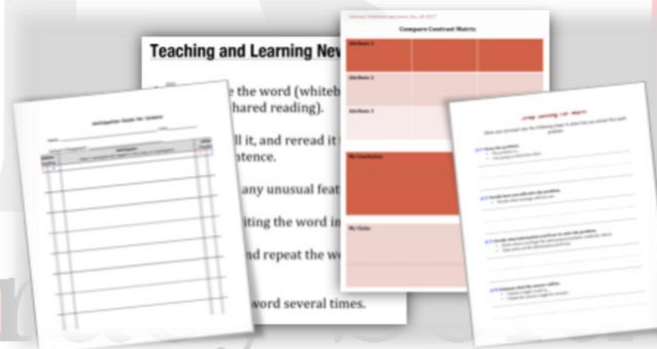
10 hours

This Marzano and Guskey-designed course will take participants through a number of strategies and application models for evaluating effective professional development programs. Participants will also vet a number of approaches to leverage with individual district needs, and come up with modification strategies for needed adjustments. After reviewing a range of levels of PD implementation, participants will apply rubric criteria to evaluate, and then propose changes to revise or modify accordingly.

Course Outcomes:

- ❖ Familiarize with a range of instructional design evaluation models to include Guskey and Marzano.
- ❖ Vet and evaluate range of instructional design models.
- ❖ Practice with evaluative feedback appropriate for, and pertinent to, adjustments in professional development programs.
- ❖ Make modification recommendations to a selected program to align with immediate in-service professional development needs.

Literacy in All Content Areas



All About Balanced Literacy

No. 125 Grades K-8

20 hours

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 sound 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.

Course Outcomes:

- ❖ 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.

All About Critical Literacy

No. 152 Grades K-12

20 hours

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.

Course Outcomes:

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

Building Reading Comprehension in Primary Grades

No. 130 Grades PK-3

20 hours

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.

Course Outcomes:

- ❖ 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.
- ❖ Implement new strategies in classrooms, reflect on the experience and make adjustments to lessons.

Building Math Comprehension in Primary Grades

No. 130A Grades PK-3

20 hours

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.

Course Outcomes:

- ❖ 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.
- ❖ Implement new strategies in classrooms, reflect on the experience and make adjustments

to lessons.

Building Reading Comprehension in Intermediate Grades

No. 132 Grades 6-9

20 hours

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.

Course Outcomes:

- ❖ Design and practice with strategies that teach effective reading comprehension in intermediate grades.
- ❖ Scaffold across multiple content area, grades and reading/writing genre.
- ❖ Understand the explicit instruction and teacher modeling methods behind effective reading comprehension curriculum.
- ❖ Teach reading comprehension through strategy as it scaffolds student success across multiple reading and writing genres in core content areas.

Building Math Comprehension in Intermediate Grades

No. 132A Grades 6-9

20 hours

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.

Course Outcomes:

- ❖ Design and practice with strategies that teach effective reading comprehension in intermediate grades.
- ❖ Scaffold across multiple content area, grades and reading/writing genre.
- ❖ Understand the explicit instruction and teacher modeling methods behind effective reading comprehension curriculum.
- ❖ Teach reading comprehension through strategy as it scaffolds student success across multiple reading and writing genres in core content areas.

Building Reading Muscle of Struggling Learners

No. 133 Grades K-5

20 hours

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.

Course Outcomes:

- ❖ 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.

Building Reading Muscle of Struggling Learners

No. 133A Grades 6-8

20 hours

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.

Course Outcomes:

- ❖ 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.

Building Reading Muscle of Struggling Writers

No. 263 Grades 9-12

20 hours

Building writing muscle requires lots of practice, passion, and on-going assessment. Participants will review intervention strategies to aid struggling writers in developing their skills while becoming inspired to write, and to write more. An aligned writing focus will include essay writing, research writing, narrative, information/explanatory, argument, and narrative genres. Activities will incorporate the ELA instructional shifts. Lesson and unit development will begin with a focus on building from students' writing strength with evidence-based strategies for success. Differentiation will include peer coaching, chunking with organizers, mapping, use of teacher feedback, and more.

Course Outcomes:

- ❖ Become familiar with, and further develop, intervention strategies focused on effective writing interventions for struggling writers.
- ❖ Acquire and use strategy to differentiate with for struggling writers.
- ❖ Differentiate and scaffold for struggling writers, along with the use of effective teacher and peer feedback that builds writing muscle.

Building Reading Muscle of Struggling Learners

No. 155 Grades 6-8

20 hours

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.

Course Outcomes:

- ❖ Become familiar with, and further develop, grade appropriate intervention strategies focused on response to intervention.
- ❖ Acquire and use grade appropriate strategy to differentiate with for struggling learners.
- ❖ Use vocabulary and questioning strategies for consistent use of teacher and peer feedback as it builds reading muscle.

Building Reading Muscle of Struggling Learners

No. 189 Grades 9-12

20 hours

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.

Course Outcomes:

- ❖ Become familiar with, and further develop, grade appropriate intervention strategies focused on response to intervention.
- ❖ Acquire and use grade appropriate strategy to differentiate with for struggling learners.
- ❖ Use vocabulary and questioning strategies for consistent use of teacher and peer feedback as it builds reading muscle.

Close Reading Strategies: What are they, how do we teach them?

No. 177 Grades 3-8

20 hours

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.

Course Outcomes:

- ❖ Understand what it means to “close read” with strategy.
- ❖ Gain and apply insight into the close reading process, using recommended FSS procedures and requirements.
- ❖ Gain and use new strategies for teaching close reading to students.
- ❖ Design and implement strategies for classroom application.

Florida Literacy Standards For All Content Areas

No. 123C Grades K-12

20 hours

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.

Course Outcomes:

- ❖ Plan instruction that meets the FSS initiatives of college and career readiness.
- ❖ Apply FSS initiatives to individual content areas.
- ❖ Apply effective teaching strategy that furthers FSS discipline-specific initiatives.

Growing Readers and Writers in all Content Areas

No. 105 Grades 6-12

20 hours

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.

Course Outcomes:

- ❖ Use newly acquired strategies and methods to teach developing readers and writers across multiple content areas.
- ❖ Acquire understanding of the essential underpinnings of developmental reading and writing theory in order to plan and scaffold instruction effectively.

Inquiry-Based Teaching and Learning

No. 128 Grades 6-12

20 hours

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.

Course Outcomes:

- ❖ Develop working familiarity with research-based inquiry-based teaching and learning models.
- ❖ Practice with methods and strategies geared to student engagement and inquiry-based teaching and learning.
- ❖ Turnkey learned strategies into classrooms to reflect and make needed adjustments.

Motivating Readers and Writers

No. 107 Grades 2-12

20 hours

All learners need motivation, and they need to feel successful; this is why motivating readers and writers are so important. Participants in this e-course will explore methods that work to motivate successful literacy effort: reading and writing clubs, literature selection, grouping, digital and print media and more. Participants will become familiar with multiple learning platforms that work to motivate and engage 21st century readers and writers while preparing them for college and career success.

Course Outcomes:

- ❖ Use newly acquired strategies to motivate successful reading and writing effort.
- ❖ Become familiar with multiple online and print resources that lead to reading and writing success.
- ❖ Plan with, and use, print and digital resources that motivating readers and writers.

Reading and Writing Strategies For All Content Areas

No. 104 Grades 3-12

20 hours

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.

Course Outcomes:

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

Research-Based Literacy Strategy For All Content Areas

No. 123A Grades K-5

20 hours

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.

Course Outcomes:

- ❖ Understand how to move scientific theory into classroom literacy strategy across specific content areas.
- ❖ Learn how to scaffold student progress along a rigorous strategy continuum.
- ❖ Plan for scaffolding, implement lessons and reflect on them to modify as needed.
- ❖ Understand how to import research-based literacy strategy into lessons for rigorous application and implementation.

Research-Based Literacy Strategy For All Content Areas

No. 123B Grades 6-12

20 hours

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.

Course Outcomes:

- ❖ Understand how to move scientific theory into classroom literacy strategy across specific content areas.
- ❖ Learn how to scaffold student progress along a rigorous strategy continuum.
- ❖ Plan for scaffolding, implement lessons and reflect on them to modify as needed.
- ❖ Understand how to import research-based literacy strategy into lessons for rigorous application and implementation.

Six Analytical Writing Traits

No. 246B Grades 6-12

20 hours

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.

Course Outcomes:

- ❖ Understand what the Six Analytical Writing traits are and how to identify them in student writing.
- ❖ Learn and practice with effective teaching and facilitating of the Six Analytical Traits.

- ❖ Embed the six traits in lessons and performance tasks.
- ❖ Use the Six Traits Writing Rubric to score for student writing proficiency.

Six Analytical Writing Traits

No. 246A Grades K-5

20 hours

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.

Course Outcomes:

- ❖ Understand what the Six Analytical Writing traits are and how to identify their grade-appropriate components in student writing.
- ❖ Learn and practice with effective teaching and facilitating of the Six Analytical Traits.
- ❖ Embed the six traits in lessons and performance tasks.
- ❖ Use the Six Traits Writing Rubric to score for student writing proficiency.

Teaching Academic Vocabulary

No. 301 Grades K-12

20 hours

A Marzano-aligned 20-hour online companion course, based on the publications *Building Academic Vocabulary* and *Building Background Knowledge for Academic Achievement: Research on What Works in Schools* (Marzano & Pickering). Teaching academic vocabulary is the best way to build comprehension, reading fluency, and fundamental academic knowledge. Such systemic approaches have been proven to increase student capacity by strengthening their own vocabulary and knowledge base. This comprehensive approach becomes particularly powerful when implemented district-wide. Participants will be introduced to effective and research-based design of comprehensive approaches to academic vocabulary for immediate classroom implementation.

Course Outcomes:

- ❖ Understand several models of vocabulary building, along with the research and rationale behind it.
- ❖ Design comprehensive lessons with embedded approaches to teaching academic vocabulary.
- ❖ Implement lessons and reflect on them to modify and differentiate effectively for individual classrooms.
- ❖ Utilize an on-going support system for implementation of district, school, and classroom approaches to effective academic vocabulary instruction.

Teaching to Text Complexity

No. 188 Grades 3-8

20 hours

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.

Course Outcomes:

- ❖ Understand how to scaffold for, and teach to, text complexity.
- ❖ Through practice and application, develop the ability to plan strategy that teaches to text complexity.

- ❖ Align student learning objectives to strategy that teaches text complexity.

Universal Design for Learning

No. 303 All Grades

20 hours

Course participants will first overview and become familiar with a variety of questioning approaches and the theories behind them. After developing an understanding of the success and research behind effective questioning, they will learn how to design essential questions. In designing essential questions of their own, participants will compare essential questions to traditional guided questions, analyze their differences, re-write guided questions into essential questions, and then move on to design effective essential questions of their own. effectively design essential questions.

Course Outcomes:

- ❖ Understand the questioning approaches that move students deeper into text.
- ❖ Understand the difference between essential questions and guiding questions.
- ❖ Design their own essential questions that move students deeper into text.
- ❖ Apply questioning approaches that evoke high-level response from students.

Writing Strategies For All Content Areas

No. 134 Grades 3-12

20 hours

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.

Course Outcomes:

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

New York State Common Core Modules

Liter **engage^{ny}** tions

Assessments Beyond the Modules

No. 253 Grades 3-8

20 hours

Participants will learn to align appropriate and CCSS-aligned assessments beyond what is offered within the modules while maintaining fidelity and integrity. By analyzing the design features, critical components of the modules, participants will understand how to design, embed, and align assessments that support and evaluate all learning targets. Participants will become familiar with, and eventually use in support of their own modifications, assessment tools that support assessments beyond the modules.

Course Outcomes:

- ❖ Dive deeply into the assessment features of the curriculum modules in order to seek out and embed other assessments beyond what is offered in the modules.
- ❖ Design and/or seek out other assessment tools for module adaptation.
- ❖ Practice embedding newly acquired assessment tools in module lessons.
- ❖ Analyze the assessment features of the curriculum modules in order to support expectations of NYS standardized assessments, progress monitoring, and other curriculum benchmarks.

Best Practices in Literacy

No. 259 Grades K-12

20 hours

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.

Course Outcomes:

- ❖ Analyze lessons to identify embedded best practices that support diverse learners.
- ❖ Glean and apply new best practices to work into unit and lesson plans.
- ❖ Apply the cycle of practice and reflection of best practice strategies to further refine them.
- ❖ Align best practices with pertinent lesson components.

Best Practices in the New York State Modules

No. 259A Grades K-12

20 hours

After analyzing modules 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 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.

Course Objectives:

- ❖ Analyze modules to identify embedded best practices that support diverse learners.
- ❖ Glean and apply new best practices to work into module unit and lesson plans.
- ❖ Apply the cycle of practice and reflection of best practice strategies to further refine them.
- ❖ Align best practices with pertinent module lesson components and Common Core Standards.

Best Practices in Literacy, K-5

No. 259B Grades K-5

20 hours

After analyzing lessons and units to determine the best embedded practices as they support diverse learners, look at and analyze samples to learn how to identify specific best practices in action, and what makes them best as a strategy and an action. This provides the foundations for differentiation and close reading in literacy. Participants will identify best practices pertinent to the grade and discipline they teach, and work them into assignments that scaffold into a final project.

Course Outcomes:

- ❖ Analyze lessons to identify embedded best practices that support diverse learners.
- ❖ Glean and apply new best practices to work into unit and lesson plans.
- ❖ Apply the cycle of practice and reflection of best practice strategies to further refine them.
- ❖ Align best practices with pertinent lesson components.

Best Practices in Literacy

No. 259C Grades 6-12

20 hours

After analyzing lessons and units to determine the best embedded practices as they support diverse learners, look at and analyze samples to learn how to identify specific best practices in action, and what makes them best as a strategy and an action. This provides the foundations for differentiation and close reading in literacy. Participants will identify best practices pertinent to the grade and discipline they teach, and work them into assignments that scaffold into a final project.

Course Outcomes:

- ❖ Analyze lessons to identify embedded best practices that support diverse learners.
- ❖ Glean and apply new best practices to work into unit and lesson plans.
- ❖ Apply the cycle of practice and reflection of best practice strategies to further refine them.
- ❖ Align best practices with pertinent lesson components.

Developing High Quality Text-Dependent Questions for Replacement Texts in NYS ELA Modules

No. 245 Grades K-12

20 hours

After an overall introduction to the NYS ELA modules, participants will understand which modification strategies for replacement texts and development of quality text-dependent questions are appropriate for maintaining module integrity and fidelity, and which are not. Strategies for question development with the same degree of reading and text analysis will be introduced. After reviewing examples, participants will practice writing their own questions that work toward the same instructional purpose and maintain the same level of rigor in the modules. After guidance and practice, participants will modify their own self-selected module lessons using a Modification Template for Reading and Writing, Listening and Learning, or Speaking and Listening. A final comprehensive lesson will culminate all assignments. Instructor feedback will be provided for all practice and final assignments.

Course Outcomes:

- ❖ Understand which modification strategies are appropriate for maintaining module integrity and fidelity with a focus on the targeted standards, and which are not.
- ❖ Develop, modify, and practice with resources and strategies that aid in question modification for modules.
- ❖ Properly align proposed changes in question development with grade level standards to adjust for time and maintain focus on students' work toward mastery of the same standards.
- ❖ Properly align proposed changes in challenging text with grade level standards to adjust for time and maintain focus on students' work toward mastery of the same standards.
- ❖ Analyze replacement text for complexity, content and vocabulary in order to align another complex text to the standard a module is designed to address. Incorporate question design into module adaptations.
- ❖ Replace module question tasks with those that include the same level of rigor and achieve

the same standards using multiple resources and research-based tools, materials and strategies.

Differentiating for Struggling Learners in NYS Modules

No. 251 Grades 9-12

20 hours

Participants will focus on module adaptation as it supports the diverse needs of struggling learners, ELLs, and students with disabilities. The specific module entry points will serve as catalyst to discussion and application for implementation in differentiated settings. By identifying learning gaps and bridging them with strategy, participants will understand how to use the module curriculum to effectively meet the needs of all learners while maintaining alignment to the CCSS. Participants will become familiar, and practice with, strategy to include guided reading, accountable independent reading, formative assessment and on-going progress monitoring to adapt and support the diverse needs of struggling learners.

Course Outcomes:

- ❖ Scaffold instruction to meet the diverse needs of all learners through the NYS ELA modules.
- ❖ Adapt modules to support the needs of struggling learners, ELLs, and students with disabilities.
- ❖ Identify and use specific module entry points to implement in differentiated learning environments.

Differentiating for Struggling Learners in NYS Modules

No. 251A Grades 3-8

20 hours

Participants will focus on module adaptation as it supports the diverse needs of struggling learners, ELLs, and students with disabilities. The specific module entry points will serve as a catalyst to discussion and application for implementation in differentiated settings. By identifying learning gaps and bridging them with strategy, participants will understand how to use the module curriculum to effectively meet the needs of all learners while maintaining alignment to the CCSS. Participants will become familiar, and practice with, strategy to include guided reading, accountable independent reading, formative assessment and on-going progress monitoring to adapt and support the diverse needs of struggling learners.

Course Outcomes:

- ❖ Scaffold instruction to meet the diverse needs of all learners through the NYS ELA modules.
- ❖ Adapt modules to support the needs of struggling learners, ELLs, and students with disabilities.
- ❖ Analyze, identify, and use specific module entry points to implement in differentiated learning environments.

Modification Strategies for NYS Module Adaptations for Reading and Writing Strands

No. 243 Grades K-12

20 hours

After an overall introduction to the NYS ELA modules, the layout and of the NYS Common Core reading and writing strands, participants will understand which modification strategies are appropriate for maintaining module 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 9. 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.

Course Outcomes:

- ❖ Align 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.
- ❖ Analyze examples of high quality text-dependent questions for replacement texts in order to incorporate question design into module adaptations.
- ❖ Replace module tasks with tasks that include the same level of rigor and achieve the same standards using multiple resources and research-based tools, materials and strategies.

Modification Strategies for NYS Module Adaptations for the Listening and Learning, Speaking and Listening Strands Within the K-12 Curriculum

No. 244 Grades K-12

20 hours

After an overall introduction to the NYS ELA modules, the layout, and of the NYS Common Core Listening and Learning, Speaking and Listening Strands, participants will understand which modification strategies are appropriate for maintaining module 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 9. 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 Listening and Learning and for Speaking and Listening (whichever is applicable). A final comprehensive lesson will culminate all assignments. Instructor feedback will be provided for all practice and final assignments.

Course Outcomes:

- ❖ Analyze grade applicable listening and learning, or speaking and listening modification strategies for appropriateness in maintaining module integrity and fidelity with a focus on the targeted standards.
- ❖ Develop familiarity and practice with resources and strategies that aid in modifying modules using research-based methods, materials, and strategies.
- ❖ Properly align 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.
- ❖ Align proposed changes within challenging text.
- ❖ Analyze replacement text for complexity, content and vocabulary in order to align another complex text to the standard a module is designed to address.

NYS ELA Module Orientation and Introduction

No. 252A Grades 3-8

20 hours

Participants will become familiar with, and orient themselves to, the specific design features of the NYS ELA curriculum modules. Highlighted module features will include the conceptual framework, module design, and embedded instructional supports. Participants will be also consider module adaptation and adoption through differentiated approaches that maintain module fidelity, purpose, and standards alignment as they delve deep into modules to analyze them within expectations of the Common Core State Standards.

Course Outcomes:

- ❖ Describe and develop utility with the structure and content of the NY instructional modules.

- ❖ Understand and orient to the specific design features of the NYS ELA curriculum modules
- ❖ Practice writing comprehensive lessons to adapt and adopt using differentiated approaches to maintain module fidelity and integrity.
- ❖ Dive deeply into the assessment features of the curriculum modules in order to analyze and support expectations of the Common Core State Standards.

NYS Module Orientation and Introduction

No. 247 Grades 9-12

20 hours

Participants will become familiar with, and orient themselves to, the specific design features of the NYS ELA curriculum modules. Highlighted module features will include the conceptual framework, module design, and embedded instructional supports. Participants will be also consider module adaptation and adoption through differentiated approaches that maintain module fidelity, purpose, and standards alignment as they delve deep into modules to analyze them within expectations of the NYS Regents exam.

Course Outcomes:

- ❖ Describe the structure and content of the NY instructional modules.
- ❖ Orient strategies and methods to the specific design features of the NYS ELA curriculum modules.
- ❖ Adapt and adopt lessons using differentiated approaches to maintain module fidelity and integrity.
- ❖ Dive deeply into the assessment features of the curriculum modules in order to support expectations of the Common Core State Standards.

Research and the NYS Modules

No. 249 Grades 9-12

20 hours

The skills and expectations behind the key research design principles of the NYS Curriculum Modules will be the primary focus of this course. By examining the structure and handling of research within the modules, participants will develop working knowledge of its application as a tool to deepen student understanding of content. Participants will learn to align survey questions, apply and embed research design principles into effective teaching and instruction by examining the instructional shifts and standards the research supports. Using inquiry-driven process, iterative and cyclical features among others, participants will know how to train and teach students to deepen skills and understanding in order to write from and with sources.

Course Outcomes:

- ❖ Apply key research design principles to curriculum and instruction.
- ❖ Plan for and apply the skills and expectations behind the key research design principles of the NYS curriculum modules.
- ❖ Teach and implement with effective teaching strategy as it supports module implementation.
- ❖ Analyze assessment features that support research within the NYS curriculum modules in order to support expectations of the NYS Regents exam.

Research and the NYS Modules

No. 249A Grades 3-8

20 hours

The skills and expectations behind the key research design principles of the NYS Curriculum Modules will be the primary focus of this course. By examining the structure and handling of research within the modules, participants will develop working knowledge of its application as a

tool to deepen student understanding of content. Participants will learn to align survey questions, apply and embed research design principles into effective teaching and instruction by examining the instructional shifts and standards the research supports. Using inquiry-driven process, iterative and cyclical features among others, participants will know how to train and teach students to deepen skills and understanding in order to write from and with sources.

Course Outcomes:

- ❖ Apply key research design principles into curriculum and instruction.
- ❖ Apply instructional design principles to grade and age appropriate skills and expectations within the key research design of the NYS curriculum modules.
- ❖ Practice with effective research strategy as it supports module implementation.
- ❖ Dive deeply into the assessment features that support research within the curriculum modules in order to support expectations of the Common Core State Standards.

Tiering Tasks Not Text, 3-8

No. 260 Grades 3-8

20 hours

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 for struggling and diverse learners through activities that work into a final project.

Course Outcomes:

- ❖ Meet the needs of diverse learners through tiering and differentiating of tasks.
- ❖ Practice with the scaffolding of module lessons and tasks to meet the needs of diverse learners.
- ❖ Modify curriculum by tiering tasks for existing lessons and units.

Vocabulary, the Common Core, and the NYS Modules

No. 25B Grades 9-12

20 hours

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.

Course Outcomes:

- ❖ Develop understanding and working knowledge of the vocabulary instructional challenges within the Common Core.
- ❖ Practice with vocabulary instructional components as they apply to instructional lessons and units.
- ❖ Develop working knowledge of, and practice with, sound, research-based vocabulary practices to effectively implement modules while supporting their vocabulary components.

Common Vocabulary Strategies

No. 250A Grades 3-8

20 hours

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.

Course Outcomes:

- ❖ Develop understanding and working knowledge of the vocabulary instructional challenges within the Common Core.
- ❖ Plan and implement with vocabulary instructional components applied to module instructional units.
- ❖ Develop working knowledge of, and practice with, sound, research-based vocabulary practices to effectively implement modules while supporting relevant vocabulary components.
- ❖ Analyze the assessment features of the curriculum modules that support vocabulary in order to effectively support expectations of the Common Core.

Writing and the NYS Curriculum Modules

No. 248B Grades 9-12

20 hours

Using Module samples, participants will analyze the writing instructional elements in the NYS ELA curriculum modules. Understanding the treatment of writing within them will invoke discussion and working knowledge of the alignment to reading and writing standards. Participants will develop understanding of the various types of writing instruction and materials housed within the NYS ELA curriculum modules and how these methods and materials help students become better writers.

Course Outcomes:

- ❖ Describe and design around the structure and content of the NY writing instructional methods within the modules.
- ❖ Effectively use and scaffold the writing methods within the modules with fidelity to meet expected curriculum rigor.
- ❖ Adapt the NYS curriculum modules to meet the readiness needs among students and differentiated classroom environments.
- ❖ Dive deeply into the assessment features of the curriculum modules for writing to analyze and support expectations of the NYS Regents exam.

Writing and the NY Curriculum Modules

No. 248A Grades 3-8

20 hours

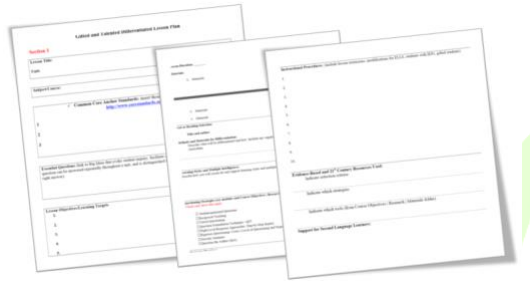
Using Module samples, participants will analyze the writing instructional elements in the NYS ELA curriculum modules. Understanding the treatment of writing within them will invoke discussion and working knowledge of the alignment to reading and writing standards. Participants will develop understanding of the various types of writing instruction and materials housed within the NYS ELA curriculum modules and how these methods and materials help students become better writers.

Course Outcomes:

- ❖ Describe the structure and content of the NY writing instructional methods within the modules.
- ❖ Effectively use and scaffold the writing methods within the modules with fidelity to meet expected curriculum rigor.
- ❖ Adapt the NYS curriculum modules to meet the readiness needs among students and differentiated classroom environments.

- ❖ Dive deeply into the assessment features of the curriculum modules for writing in order to support expectations of the Common Core State Standards.

Paraprofessionals



Business Writing and Communications 101

No. PP-101

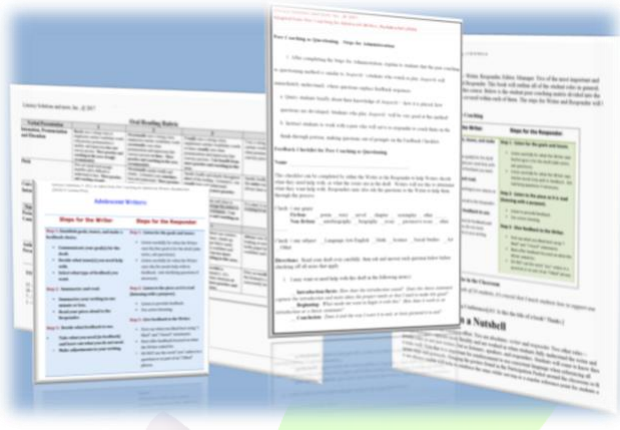
20 hours

Beginning with organizing thoughts, participants will practice the art of crafting communication with audience in mind. Understanding that the means is the message, they'll be shown a number of effective practices that work into the proper use of English that communicate clearly, effectively, and with impact as appropriate. Participants will view examples and non-examples of each document type to be produced: proposals, contracts, email correspondence, agenda, memoranda, minutes, reports, and formal business letters. In addition to numerous practice opportunities, they'll learn the rules for clear message formatting, proofreading, "netiquette", use of fonts and other features in Microsoft Word to avoid some of the common mistakes authors make with print and electronic communications. All participants will leave with multiple takeaways that include access to free resources for on-going support in English grammar conventions and writing technique, as well as tools and templates to continue to properly format specific written correspondence.

Course Objectives:

- ❖ Participants will identify, plan, and communicate key messages for business correspondence to include emails, agenda, memoranda, meeting minutes, proposals, reports, contracts, and formal business letters.
- ❖ Participants will determine the audience for each written correspondence and write appropriately and specifically for that audience by determining structure, language, and key points to be covered.
- ❖ Participants will refresh and refine overall usage skills for readability, grammar, spelling, punctuation, sentence, and paragraph construction.
- ❖ Participants will learn to properly structure proposals, basic contracts, emails, letters, reports, other written business correspondence.
- ❖ Participants will write letters and other pertinent business correspondence for impact through an introduction to, and practice with, a number of protocols for effective print and electronic communications to include netiquette.
- ❖ Participants will practice with and employ effective proofreading strategies.
- ❖ Participants will learn and practice with strategies to overcome writer's block
- ❖ Participants will be introduced to, and access, a range of resources for on-going support in writing, written expression, articulation, grammar and punctuation.

Peer Coaching and Cognitive Coaching



Coaching Young Writers: All Content Areas

No. 126 Grades 2-6

20 hours

Educators learn what research-based peer review sounds like and looks like in the K-5 classroom; how to engage in effective peer exchange to include giving and receiving feedback, conducting teacher-to-student conferences, goal-setting and trouble shooting to build student capacity. Ancillary materials include rubrics, teacher modeling scripts, graphic organizers, feedback checklists, speaking prompts, writing prompts, and more.

Course Outcomes:

- ❖ Plan for, and facilitate, effective peer feedback using protocols in peer review sessions.
- ❖ Understand the research behind effective teacher-to-student and peer-to-peer exchange.
- ❖ Use the protocols for effective peer review from the Ruckdeschel (2010) peer coaching methods.

Designing a Peer-Led, Standards-Based Instructional Coaching Plan

No. 145 Grades K-5

20 hours

Instructional coaching remains *the* most effective method for fostering and improving performance-based outcomes in schools. Through the power of data and peer accountability, participants will learn and practice with standards based educational coaching strategy before deeply entrenching it into practice. By understanding and practicing with the Ruckdeschel (2010) three-step cognitive coaching method, participants will learn how to design their own reflective coaching plan geared toward improved student achievement. Field-tested tools for data collection and on-going practice and implementation are included in this e-course.

Course Outcomes:

- ❖ Use data to plan for and implement standards-based instructional practices.
- ❖ Coach teachers using the Ruckdeschel (2010) method of peer coaching.
- ❖ Apply standards-based coaching strategy focused on reflection, accountability and self-improvement.

Peer Coaching for Adolescent Writers

No. 118 Grades 6-12

20 hours

Based on the book *Peer Coaching for Adolescent Writers*, participants will learn the nuts and bolts of student-centered peer coaching. In addition, they will learn how to facilitate student feedback

that works into productive and polished writing pieces. This research-based program has shown to build the capacity of student writers while improving performance on standardized assessments. All ancillary materials for immediate implementation are included.

Course Outcomes:

- ❖ Apply and facilitate the Ruckdeschel three-step method of student peer review.
- ❖ Understand the roles of student writers, listeners, readers and responders and how to plan for instruction that builds on learner capacity.
- ❖ Acquire and use the tools necessary to foster effective peer coaching sessions as they work inside of the writing process.

Peer Coaching for Intervention and Tiers II, III Students

No. 120 Grades 6-12

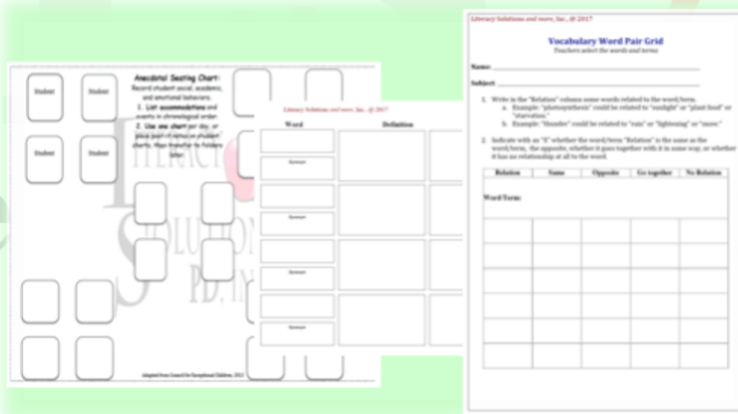
20 hours

Based on the Ruckdeschel (2010) peer coaching model, teachers learn to teach intervention students a modified method for giving and receiving peer feedback through goal-setting, problem-solving, and editing their own work as it feeds independent writing capacity. In addition, practices that directly impact struggling learners will be reviewed and practiced with as they apply to specific content areas. **This course includes a copy of the book *Peer Coaching for Adolescent Writers*, by Susan Ruckdeschel.

Course Outcomes:

- ❖ Effectively facilitate the Ruckdeschel three-step method of student peer review.
- ❖ Understand and develop utility with the roles of student writers, listeners, readers and responders in order to plan for instruction that builds on learner capacity.
- ❖ Acquire and use the tools necessary to foster effective peer coaching sessions as they work inside of the writing process.

Special Education | Exceptional Learners (ESE)



21st Century Strategies for Teaching Students with Behavior Challenges

No. 209 Grades K-12

20 hours

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.

Course Outcomes:

- ❖ 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.
- ❖ Work 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.

Assessment for Special Education Students

No. 210 Grades 6-12

20 hours

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.

Course Outcomes:

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

Best Practices for Inclusive Classrooms with Special Ed Students

No. 211 Grades K-5

20 hours

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 exceptional students and students with disabilities 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.

Course Outcomes:

- ❖ Understand how to plan and apply research-based strategies for classroom management practices in inclusive classroom settings.
- ❖ Understand 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.

Best Classroom Management Practices for Inclusive Classrooms with Special Ed Students

No. 212 Grades 6-8

20 hours

Research, careful thought and planning are some of the ingredients to effective classroom management practices with efficacy in inclusive classrooms. Participants in this course will learn how to create balanced classrooms with sound learning environments for inclusive settings. Examples of various settings will include co-teaching, peer coaching and collaboration, and the use of appropriate behavioral supports for struggling learners and students with disabilities. Various teaching approaches will include co-teaching, interactive teaching, parallel teaching, and the structuring of lessons and classrooms that lead to useful learning in optimal learning environments.

Course Outcomes:

- ❖ Develop working familiarity with research-based strategies for classroom management practices in inclusive classroom settings.
- ❖ Understand what differentiated 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 6-8 settings.

Best Classroom Management Practices for Inclusive Classrooms with Special Ed Students

No. 213 Grades 9-12

20 hours

Research, careful thought and planning are some of the ingredients to effective classroom management practices with efficacy in inclusive classrooms. Participants in this course will learn how to create balanced classrooms with sound learning environments for inclusive settings. Examples of various settings will include co-teaching, peer coaching and collaboration, and the use of appropriate high school and secondary behavioral supports for struggling learners, exceptional students and students with disabilities. Various structuring of lessons in secondary classroom environments that lead to useful learning in optimal learning environments will be learned, planned for and practiced with.

Course Outcomes:

- ❖ Understand what and how to vet research-based strategies for classroom management practices in inclusive classroom settings.
- ❖ Understand and develop working knowledge of what differentiated 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 9-12 settings.

Best Practices for Differentiating in Inclusive Classrooms

No. 254B Grades 6-8

20 hours

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.

Course Outcomes:

- ❖ Create differentiated lessons for inclusive classrooms through design and strategy.

- ❖ Practice with grade appropriate strategies that lead to effective and diverse learning environments.
- ❖ Plan thoughtfully and flexibly using tools, resources, and new strategy to address the needs of diverse learners.

Best Practices for Differentiating in Inclusive Classrooms

No. 254A Grades K-12

20 hours

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.

Course Outcomes:

- ❖ Create differentiated lessons for inclusive classrooms through design and strategy.
- ❖ Practice with the strategies that lead to effective and diverse learning environments.
- ❖ Plan thoughtfully and flexibly using tools, resources, and new strategy to address the needs of diverse learners.

Diagnosing Learning Difficulties

No. 216 Grades K-12

20 hours

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.

Course Outcomes:

- ❖ 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.
- ❖ Use sound research-based strategy to plan for instruction and instructional intervention, or modify existing instructional plans, for the unique and specific student needs.

Diagnosing Learning Difficulties

No. 216A Grades K-2

20 hours

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.

Course Outcomes:

- ❖ Identify and properly align effective and grade appropriate diagnostic tools and techniques

to exceptional learner needs in classrooms.

- ❖ Evaluate the needs of K-2 exceptional learners within the mainstream educational setting in order to align best instructional strategy to those needs.
- ❖ Use sound grade appropriate research-based strategy to plan for instruction and instructional intervention, or modify existing instructional plans, for the unique and specific student needs.

Diagnosing Learning Difficulties

No. 216B Grades 3-5

20 hours

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.

Course Outcomes:

- ❖ Identify and properly align effective and grade appropriate diagnostic tools and techniques to exceptional learner needs in classrooms.
- ❖ Evaluate the needs of grades 3-6 exceptional learners within the mainstream educational setting in order to align best instructional strategy to those needs.
- ❖ Use sound grade appropriate research-based strategy to plan for instruction and instructional intervention, or modify existing instructional plans, for the unique and specific student needs.

Diagnosing Learning Difficulties

No. 216C Grades 6-9

20 hours

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.

Course Outcomes:

- ❖ Identify and properly align effective and grade appropriate diagnostic tools and techniques to exceptional learner needs in classrooms.
- ❖ Evaluate the needs of grades 6-9 exceptional learners within the mainstream educational setting in order to align best instructional strategy to those needs.
- ❖ Use sound grade appropriate research-based strategy to plan for instruction and instructional intervention, or modify existing instructional plans, for the unique and specific needs of students.

Diagnosing Learning Difficulties

No. 216d Grades 9-12

20 hours

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.

Course Outcomes:

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

Differentiation as a Behavior Management Strategy for Special Needs Students

No. 223A Grades K-5

20 hours

Managing behavior balances with understanding our learners 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.

Course Outcomes:

- ❖ Practice with a variety of learning style theories to determine learning styles.
- ❖ Understand various behavior management theories as they align with multiple learning styles.
- ❖ Align behavioral theory to identified learning styles in order to successfully manage behavior and instruct students.
- ❖ Apply, through planning and job-embedded action steps, specific and measurable behavioral management goals and strategies as they align with identified learning styles.

Differentiation as a Behavior Management for Special Needs Students

No. 223B Grades 6-8

20 hours

Managing behavior balances with understanding our learners 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.

Course Outcomes:

- ❖ Practice with a variety of learning style theories to determine learning styles.
- ❖ Understand various age and grade appropriate behavior management theories as they align with multiple learning styles.

- ❖ Align behavioral theory to identified learning styles in order to successfully manage behavior and instruct students.
- ❖ Apply, through planning and job-embedded action steps, specific and measurable behavioral management goals and strategies as they align with identified learning styles.

Differentiation as a Behavior Management Strategy for Special Needs Students

No. 224 Grades 9-12

20 hours

Managing behavior balances with understanding our learners 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.

Course Outcomes:

- ❖ Apply age and grade appropriate research-based learning style theories to determine learning styles.
- ❖ Analyze various age and grade appropriate behavior management theories as they align with multiple learning styles.
- ❖ Identify and align behavioral theory to identified learning styles in order to successfully manage behavior and instruct students.
- ❖ Apply, through planning and job-embedded action, specific and measurable behavioral management goals and strategies as they align with identified learning styles.

Evidence-based Methods for Teaching Exceptional Learners in All Content Areas

No. ELL-312 Grades K-12

20 hours

Special and exception needs students benefit from tested, evidence-based methods used in similar environments. Methods and strategies that withstood the challenges and rigors of day-to-day teaching in ESE classrooms will be demonstrated in this e-course. Core content areas with high student engagement and academic success use differentiation, teach academic vocabulary, apply rigorous writing across all genres and manage students in motivating and predictable ways. Participants will plan using Universal Design for Learning templates to plan for differentiated instruction, and apply Marzano (2015) and Tomlinson (2013, 2015) design principles to serve as a framework for effective teaching and learning. From seating to structuring learning centers, participants will apply research-based essentials for organizing effective classroom environments that focus squarely on the special needs student while streamlining strategies across all multiple core content areas. Careful attention will be given to physical space, design, support systems and activities to accommodate the different and varied needs among exceptional learners.

Course Objectives:

- ❖ Develop working knowledge of the evidence-based instructional principles that work into success for special needs students and exceptional learners.
- ❖ Gain and apply working knowledge about the classrooms and classroom environments that lead to successfully teaching to exceptional learners and special education students.
- ❖ Use UDL principles to align student-centered learning goals, and design effective instructional delivery modules.
- ❖ Apply tiered assessment strategies and respond to tiered assessment with instruction that

increases levels of intensity and duration to meet the needs of all students throughout all content areas.

Functional Behavior Assessment for Students with Disabilities

No. 218 Grades K-12

20 hours

Functional behavioral assessment is an effective and proven problem-solving process for addressing student problem behavior where a variety of strategies are used to identify the roots of specific behavioral issues. It is also an effective tool used to aid IEP teams in specific interventions that focus directly on the problematic behavior. Participants will learn how to analyze a student's behavior and develop intervention approaches that go beyond the behavior to focus on social, affective, cognitive and environment factors that may be associated with the occurrence through application of a Functional Behavioral assessment, or FBA.

Course Outcomes:

- ❖ Analyze student behavior to identify significant student social, affective, cognitive and environmental factors that affect their actions through the FBA approach.
- ❖ Apply the FBA approach to develop action plans directed at specific root causes of student behaviors by understand the "why".
- ❖ Gain the resources needed to understand the usefulness of the FBA approach to develop associated behavioral intervention plans for students.

Instructional Environments for Special Education Students

No. 219 Grades K-12

20 hours

Special and exception needs children and young adults need special environments rife with engagement, differentiation, novelty and cognitive-friendly approaches that 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 the special needs student. Careful attention will be given to physical space, design, support systems and activities to accommodate the different and varied needs among exceptional learners.

Course Outcomes:

- ❖ Develop working knowledge of the research-based instructional environments that work into success for special needs students and exceptional learners.
- ❖ Glean and apply working knowledge about the classrooms and classroom environments that lead to successfully teaching to exceptional learners and special education students.
- ❖ Develop a classroom model and modify it as it aligns to new ideas, resources, and strategies gleaned from this course.

Intervention Strategies for Tiers II and III Students

No. 220 Grades 6-12

20 hours

Using a tiered instructional framework model, participants will learn how to deliver multi-dimensional instruction focused on exactly where student challenges lie. Through high quality, differentiated and scientifically based instructional practices, participants will learn how to scaffold learning strategy with increased intensity to meet students at their established levels of performance and learning readiness as they leverage with SLOs, IEP goals, and standards for achievement. Increased achievement and closing learning gaps is the highest priority strategic intervention for Tiers II and III students.

Course Outcomes:

- ❖ Identify, analyze, use and apply tiered instructional models to close achievement gaps

among Tiers II and III students.

- ❖ Learn and practice 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 with.
- ❖ Plan with, and implement, curriculum and content geared toward meeting the instructional needs of Tiers II and III students using tiered intervention strategies.

Implementing RtI: Tiered Intervention Strategies

No. 221B Grades K-12

20 hours

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.

Course Outcomes:

- ❖ Understand how to use tiered instructional models to close achievement gaps among Tiers II and III students.
- ❖ Learn and practice 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 with.
- ❖ Plan with curriculum and content geared toward meeting the instructional needs of Tiers II and III students using tiered intervention strategies.

Implementing the Florida MTSS – Multi-tiered System of Support

No. 221A Grades K-12

20 hours

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 student learning targets, IEP goals, and the State of Florida MTSS criteria. Increased achievement and closing learning gaps are priorities when intervening strategically for Tiers II and III students.

Course Objectives:

- ❖ Participants will understand how to use tiered instructional models to close achievement gaps among Tiers II and III students.
- ❖ Participants will learn the assessment procedures needed to progress monitor effectively in order to deliver effective and timely interventions for MTSS students.
- ❖ Participants will practice with various differentiated, scientifically based instructional technique to address students needs with.
- ❖ Participants will plan curriculum and content geared toward meeting the instructional needs of Tiers II and III students using sound tiered intervention strategies.

Positive Intervention Strategies

No. 228 Grades K-12

20 hours

Positive behavioral interventions with the proper, carefully selected supports in place make for successful all-around school environments. Predictability, social appropriateness and academic success are the highest goals in a system of effective behavioral intervention strategy. Using research-based strategies supported by several Departments of Education and associations, along with a three-tiered approach to behavior management, participants will learn what proactive intervention looks like. Increasing instructional time, student attendance, attentiveness and academic achievement will result, as will a decrease in the disruptions that preclude time and classroom management.

Course Outcomes:

- ❖ Understand and develop utility with the elements of positive intervention strategy and these strategies work into educational effectiveness.
- ❖ Develop an awareness of student behaviors that call need for intervention, and learn how to align such needs to effective intervention strategy.
- ❖ Plan for, and experiment with, the research-based strategies associated with positive intervention that flows to increased student achievement.

Positive Behavior Supports

No. 229 Grades K-5

20 hours

Positive behavioral support offer school environments safety, allow for healthy risks, challenge appropriately, and create elements of predictability needed for successful learning environments. Social appropriateness and academic success are the highest goals for effective behavioral support strategy. Using methods supported by strong research and numerous Departments of Education, along with a three-tiered approach to behavior management, participants will learn what positive behavior support looks like, versus punitive reaction to behavioral challenges. Increased instructional time, heightened attendance, attentiveness and academic achievement will be the end results of positive behavior supports.

Course Outcomes:

- ❖ Understand and experiment with the elements of positive student support and how strategy flows to educational effectiveness.
- ❖ Develop awareness and working knowledge of student behaviors that rise to the need for instructional and behavioral support, and learn how to align these needs with effective strategy.
- ❖ Plan for, and experiment with, the research-based strategies associated with positive student support that flows to increased student achievement.

Positive Behavior Supports

No. 230 Grades 6-8

20 hours

Positive behavioral support offer school environments safety, allow for healthy risks, challenge appropriately, and create elements of predictability needed for successful learning environments. Social appropriateness and academic success are the highest goals for effective behavioral support strategy. Using methods supported by strong research and numerous Departments of Education, along with a three-tiered approach to behavior management, participants will learn what positive behavior support looks like, versus punitive reaction to behavioral challenges. Increased instructional time, heightened attendance, attentiveness and academic achievement will be the

end results of positive behavior supports.

Course Outcomes:

- ❖ Understand and experiment with the elements of positive student support and how strategy flows to educational effectiveness.
- ❖ Develop awareness and working knowledge of student behaviors that rise to the need for instructional and behavioral support, and learn how to align these needs with effective strategy.
- ❖ Plan for, and experiment with, the research-based strategies associated with positive student support that flows to increased student achievement.

Remediating Learning Difficulties

No. 235 Grades K-12

20 hours

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.

Course Outcomes:

- ❖ Use tiered instructional models to close achievement gaps among Tiers II and III students.
- ❖ Understand and develop utility 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 with.
- ❖ Plan curriculum and content geared toward meeting the instructional needs of Tiers II and III students using tiered intervention strategies.

Research-based Practices for Effective Classroom Behavior Management

No. 232 Grades K-5

20 hours

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.

Course Outcomes:

- ❖ Apply age and grade-appropriate research-based strategy to evaluate students and use this data to plan and/or modify instruction with.
- ❖ Analyze and play with various age and grade-appropriate behavior management theories as they align the needs of exceptional learners.
- ❖ Align behavioral theory with learning theory to craft effective lessons that engage positive student behavior.

- ❖ Learn and apply, through planning and job-embedded action, specific and measurable behavioral management goals and strategies as they align with identified student learning objectives.

Research-Based Practices for Effective Classroom Behavior Management

No. 233 Grades 6-12

20 hours

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.

Course Outcomes:

- ❖ 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.

Research-Based Assessment Practices for Special Needs Students

No. 234 Grades 3-8

20 hours

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.

Course Outcomes:

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

Response to Intervention for Incidence Disabilities

No. 225 Grades 3-12

20 hours

Response-to-Intervention (RTI) is a popular method for identifying the presence of a learning disability. It is often the primary method used, a popular term for research, and now considered to be among the most effective and foremost in research-based student interventions. This course will take participants through the RTI process, the research behind it, and leverage it as a method for addressing incidence disabilities. Participants will take away sound and research-based strategies consistent with the RTI model for addressing specific LD student needs.

Course Outcomes:

- ❖ Understand and develop working knowledge of the concept of RTI and how to apply it to Tiers I, II and III learners in classrooms.
- ❖ Understand the nature of incidence disabilities and learn new strategies to address them in inclusive classroom settings.
- ❖ Design RTI plans with embedded strategies for addressing students with incidence disabilities.

School Procedures and ESEA Rules for Identification of Students with Disabilities:

Assessment of Eligibility

No. 236 Grades K-12

20 hours

Beginning with an overview of the Individuals With Disabilities Act of 2004 rights and responsibilities, participants will learn the rules for appropriate identification of students with disabilities through examining IEPs and individual classroom responsibilities across all content areas. Participants will learn, evaluate, and practice with methods of on-going evaluation of student progress or “progress monitoring”, and planning for strategic, differentiated instruction that follow the rules and protocols for effective identification of students with disabilities.

Course Outcomes:

- ❖ Develop overall understanding of special education law, rights and responsibilities
- ❖ Understand individual, discipline-specific responsibilities within ESEA rules for identification of students with disabilities to include assessment and eligibility
- ❖ Plan and practice with various tests and measurements endorsed for measuring student progress and regression and development of SMART IEPs.

Special Education Law (customized for each state)

No. 237 Grades K-12

20 hours

Beginning with an overview of the Individuals With Disabilities Act of 2004 rights and responsibilities, participants will learn the rules for appropriate identification of students with disabilities through examining IEPs, SLOs, on-going evaluation of student progress or “progress monitoring”, and planning for strategic, differentiated instruction. Strategies and methods for effective student advocacy, along with ideas and requirements of Least Restrictive Environment (LRE), 10 day notice regarding private placements, assessments, evaluations, reevaluations, and Response to Intervention will also be included.

Course Outcomes:

- ❖ Develop overall understanding of special education law, rights and responsibilities.
- ❖ Understand students’ individual and discipline-specific fiduciary responsibilities within ESEA.
- ❖ Practice with various tests and measurements endorsed for measuring student progress

and regression and development of SMART IEPs.

Tools and Practices for Effective Progress Monitoring

No. 231 Grades K-12

20 hours

Through a tiered instructional framework model, participants will be introduced to tools and research-based practices for effective progress monitoring at Tiers II and III of the RtI framework. By evaluating and becoming knowledgeable about high quality, differentiated and scientifically based instructional practices, participants will learn how to scaffold learning strategy carefully, and with increased intensity using the tools to meet students at their tested level of performance and rate of progress. Increased achievement and closed learning gaps are among the priorities when intervening strategically for Tiers II and III students.

Course Outcomes:

- ❖ Understand how to use, and practice with, the tools of tiered instructional models to close achievement gaps for Tiers II and III students.
- ❖ Develop working knowledge of, and utility with, the assessment procedures needed to progress monitor effectively in order to deliver effective and timely interventions for RtI students.
- ❖ Plan and practice with various differentiated, scientifically based instructional technique to scaffold instruction with.

Transitional Plan Development for Students with Disabilities

No. 238 Grades K-12

20 hours

According to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) by age 16 special education students, in collaboration with their IEP team, must determine what instruction and educational experiences will best support and prepare them for transition from school to adult life. Parents, students, and their teachers must all be involved in this important decision-making process. This course will introduce participants to methods of support for all stakeholders involved in a students' IEP goals through various coaching models, setting of life goals, ways to invoke parental support, and setting college and career goals to ensure the development of important life skills and competencies.

Course Outcomes:

- ❖ Identify and prepare to use protocols and models for teaching and guiding students in setting of goals and objectives for high school and beyond.
- ❖ Aid students in design of an educational plan that assures they gain the skills and competencies needed to achieve their goals.
- ❖ Design lessons with embedded resources that aid students and their parents in sustaining on-going post-school services and supports as they transition from the special education system.

Teaching to Autism

No. 239A Grades K-5

20 hours

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.

Course Outcomes:

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

Teaching to Autism

No. 239B Grades 6-12

20 hours

Interventions for increasing the academic engagement and progress of students with autism spectrum disorder in inclusive classrooms will be the focus of this course. Using empirical support for its efficacy in inclusive classrooms to detail strategy, participants will become familiarity and facility with strategy pertinent to their own classroom realities. From transition times, to active listening and note-taking activities using high 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 instruction.

Course Outcomes:

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

Standards-Based Literacy and Math

Aligning Curriculum to the Common Core

No. 169 Grades K-12

20 hours

Understanding the key concepts of the state 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.

Course Outcomes:

- ❖ Develop familiarity with content-specific key CCSS concepts.
- ❖ Understanding the resources available to aid in alignment and how to access them.
- ❖ Use tools and resources to develop facility and skill with the process of CCSS curriculum alignment.

Aligning Instructional Strategy to SLOs

No.182 Grades K-12

20 hours

Careful alignment of instructional material as it works into student learning objectives will make the difference in student achievement, as long as those that do the aligning are also doing the

teaching! Meaningful instruction begins with careful instructional alignment.

Course Outcomes:

- ❖ Understand the value to the outcomes of curriculum alignment, in particular to student learning objectives.
- ❖ Access and use tools that aid in SLO alignment.

Classroom Literacy Strategies for Reading, Writing, Speaking and Listening

No. 149 Grades K-5

20 hours

Participants will practice and become familiar with implementation tools and strategies that facilitate structured reading, writing, speaking, and listening in K-5 settings. Participants will understand how to teach age and grade-appropriate citation skills, comparing, contrasting, analyzing, synthesizing and evaluating of non-fiction print 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 tools that facilitate K-5 speaking and listening will be included for additional practice and implementation.

Course Outcomes:

- ❖ Acquire and apply research-based strategies to teaching reading, writing, listening and speaking lessons to aid students in the skills needed to be college and career ready.
- ❖ Teach and scaffold the critical literacies within reading, writing, speaking and listening across multiple subject areas.
- ❖ Understand how to import reading, writing, listening and speaking skills into differentiated lesson plans.

Classroom Strategies for Reading, Writing, Speaking and Listening

No. 157 Grades 6-12

20 hours

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.

Course Outcomes:

- ❖ 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.
- ❖ Teach and scaffold the critical literacies within reading, writing, speaking and listening across multiple subject areas.
- ❖ Understand how to import reading, writing, listening and speaking skills into differentiated lesson plans.

Classroom Strategies for Speaking and Listening Strategies

No. 183 Grades 6-12

20 hours

Participants will learn strategies for teaching within planned flexible communication and collaboration models through formal presentations that employ a number of 21st century tools. Methods will also focus on oral communication and the interpersonal skills and tools that evaluate

them.

Course Outcomes:

- ❖ Plan communication and collaboration activities that feed speaking and listening skills among students.
- ❖ Plan for instructional activities that evoke speaking and listening skills.

Close Reading Strategies: What are they, how do we teach them?

No. 188 Grades 3-8

20 hours

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.

Course Outcomes:

- ❖ Analyze and understand what it means to read closely with strategy.
- ❖ Gain insight into the close reading requirements of applicable state standards, and apply them to curriculum.
- ❖ Gain and practice with new strategies for teaching close reading to students.

State Reading Standards and Strategies That Support Them

No. 147 Grades 6-12

20 hours

This workshop 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. Participants will learn about, and become familiar with, resources that determine text complexity, level libraries, take running records and use anecdotal data. Resources for vocabulary and second language learner support will also be examined.

Course Objectives:

- ❖ Use and practice with the tools that determine text complexity.
- ❖ Become familiar with resources that support text complexity, leveled libraries, the taking of running records and anecdotal data for planning, instruction and differentiation.

State Writing Strategies for History and Social Studies

No. 150 Grades 6-12

20 hours

College and career readiness begins with the transfer of literacy skills across all subject areas. This is easily achieved when instruction is strategy-driven, explicit and consistently applied across content areas. Participation in this e-course will focus on non-fiction writing strategy across multiple subject areas. Participants will analyze genre, content, standards and teaching objectives to prepare for implementation. Tools that support all strategies will include resources, organizers, rubrics, checklists and more.

Course Outcomes:

- ❖ Apply research-based strategy to teaching to facilitate content-focused writing sessions in support of non-fiction text.
- ❖ Understand reading and writing genre as applied to specific science and technical disciplines.
- ❖ Facilitate comprehension and understanding through reading strategy and responsive writing.

Standards Implementation: From Theory to Practice

No. 143 Grades 6-12

20 hours

After unpacking grade and discipline-specific state and national standards, participants will be guided through the analysis and implementation of 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.

Course Outcomes:

- ❖ Plan instruction that meets the CCSS initiatives of college and career readiness.
- ❖ Learn, practice, and understand how to apply CCSS initiatives to individual content areas.
- ❖ Apply teaching strategy that furthers CCSS discipline-specific initiatives.

Questioning Strategies

No. 181 Grades K-12

20 hours

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 acquire strong literacy 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.

Course Outcomes:

- ❖ Gain insight behind the questioning approaches used to get students deeply into text.
- ❖ Learn and apply questioning approaches to evoke high-level response from students.
- ❖ Learn and practice with questioning in order to teach to the rigorous expectations of the State Standards.

State Reading Standards and Strategies That Support Them

No. 113 Grades K-12

20 hours

Participants will learn to analyze and evaluate fiction and non-fiction print by looking at text complexity, effective reading selection and methods for readability. Supportive materials for scaffolding and differentiation will also be evaluated as they align with resources for determining grade-level appropriateness. Leveled libraries, anecdotal and assessment data (including running records) will be examined for planning and instructional purposes. Multiple resources will include vocabulary strategies, readability tools, scaffolding organizers and other tools that offer differentiated support for multiple reading levels, struggling learners and ELLs.

Course Outcomes:

- ❖ Analyze and evaluate text complexity in fiction and non-fiction print.
- ❖ Use tools to determine text readability to leverage student reading level with scaffolding techniques.
- ❖ Differentiate instruction for text complexity, scaffolding and reading readiness.

Writing Standards and Strategies That Support Them

No. 146 Grades 6-12

20 hours

With a focus on expository writing, participants will cull the CCSS writing standards for their application to content-specific writing genre. In doing so, participants will level strategy and expectation with assignments as they align with state and national standards. Planning of performance writing tasks will take central focus as participants learn to strategically scaffold in

order to close grade-level achievement gaps.

Course Outcomes:

- ❖ Understand and develop working knowledge about genre and CCSS expectations as they apply to expository writing.
- ❖ Apply new strategies for teaching and facilitating the writing process as it applies to content area writing and CCSS expectations.
- ❖ Plan and scaffold differentiated performance writing tasks.

Differentiating for Struggling Learners

No. 251A Grades K-12

20 hours

Participants will focus on FSS implementation as it supports the diverse needs of struggling learners, ELLs, and students with disabilities. The specific FSS-aligned curriculum entry points will serve as catalyst to discussion and application for implementation in differentiated settings. By identifying learning gaps and bridging them with strategy, participants will understand how to use the curriculum to effectively meet the needs of all learners while maintaining alignment to the FSS. Participants will become familiar, and practice with, strategy to include guided reading, accountable independent reading, formative assessment, and on-going progress monitoring to adapt and support the diverse needs of struggling learners.

Course Outcomes:

- ❖ Scaffold instruction to meet the diverse needs of all learners through an FSS-aligned curriculum.
- ❖ Align and adapt curriculum to the FSS to support the needs of struggling learners, ELLs, and students with disabilities.
- ❖ Identify and use specific module entry points to implement in differentiated learning environments.

Formative Assessment

No. 171A Grades K-5

20 hours

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.

Course Outcomes:

- ❖ Practice with 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.

Instructional Strategies: Citing Evidence

No. 168 Grades 6-8

20 hours

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. Most state 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.

Course Outcomes:

- ❖ Understand the impact of informational text on reading comprehension.

- ❖ Plan for and teach students how to read informational text with increased rigor and understanding.
- ❖ Develop strategy to teach close reading with that leads to evidence finding. Understand the nature and purpose of text-dependent questioning.

K-2 Core Knowledge

No. 262 Grades K-2

20 hours

The Core Knowledge Language Arts, a widely field-tested program that scaffolds skills, knowledge, and vocabulary throughout core content areas, will serve as the catalyst to examining this successful pedagogy over Pre-K through grade two. The Core Knowledge curriculum will be used to aid participants in development of working knowledge about the theoretical principles that underlie its research and its success in classrooms throughout the country. As participants are introduced to, and experiment with, strategies and examples of strategies in action in support of the curriculum, they will apply their own pedagogy to new concepts about how students learn, why some students struggle to learn, and how to ameliorate these struggles in the classroom.

Course Outcomes:

- ❖ Develop working knowledge of, and facility with, the Core Knowledge theories as a K-2 curriculum.
- ❖ Explore and experiment with strategies that support Core Knowledge curriculum.
- ❖ Examine Core Knowledge strategies and best practices to make appropriate and sound pedagogical decisions that apply to individual classrooms.
- ❖ Select and embed the Core Knowledge strategies and essentials into units and comprehensive lessons.

Literacy Strategies for Science and Technical Subjects

No.151B Grades 6-12

20 hours

Transferring literacy skills to subjects outside of English Language Arts is easily achieved when instruction is strategy-driven, explicit and consistently applied across subject areas. In this e-course, participants will focus on informational text and non-fiction essay writing across multiple subject areas. By analyzing non-fiction reading and writing in science and technical subjects, participants will understand and be able to resource supportive strategy for the consistent threading across content areas, genres, and learning styles. Tools for implementation and scaffolding will be abundant.

Course Outcomes:

- ❖ Learn research-based strategy for teaching and facilitating content-focused writing sessions in support of non-fiction text.
- ❖ Understanding of reading and writing genre as applied to specific science and technical disciplines.
- ❖ Facilitate comprehension and understanding through reading strategy and responsive writing.

Math and Literacy: Beyond Right Answers

No. 195 Grades K-12

20 hours

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. 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.

Course Outcomes:

- ❖ Understanding shifts in math standards as they work into new teaching applications.
- ❖ Learn and apply 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.

Mathematical Socratic Seminars

No. 193 Grades K -5

20 hours

A K -5 classroom that supports literacy development is one where students and teachers demonstrate understanding of the language process. Teachers make connections, verbally and in writing. Close reading is an integral part of the learning process. The big shifts in K-12 mathematical literacy will drive this course as participants learn to integrate literacy strategy with mathematical processes through the strategies that include word walls, close reading, using evidence to support ideas, varied grouping and problem-solving.

Course Outcomes:

- ❖ Examine, evaluate and practice with research-based methods of problem solving through questioning.
- ❖ Practice with the tools of math articulation process through Socratic questioning.
- ❖ Understand how to organize and facilitate mathematical Socratic seminars.

Math and Literacy

No. 196 Grades K-5

20 hours

A grade K-5 math classroom that supports literacy development is one in which students and teachers demonstrate understanding of the language process. Teachers make connections, verbally and in writing, and close reading is an important part of this process. Participants in this e-course will learn the research-based, effective problem-solving models for reading, writing, speaking and listening in early grades in order to acclimate students to articulating their math process both verbally and in writing.

Course Outcomes:

- ❖ Analyze effective models for teaching mathematical problem solving in language and in figures. Integrate literacy strategies that enhance the learning process through strategies that include word walls, close reading exercises, repeated reading of text, and supporting ideas with evidence.
- ❖ Evaluate and practice with grouping models that teach listening and speaking in real life applications in order to construct solutions to mathematical problems.

Math and Literacy

No. 194 Grades K-12

20 hours

A grade K-12 math classroom that supports literacy development is one in which students and teachers demonstrate understanding of the language process. Teachers make connections,

verbally and in writing, and close reading is an important part of this process. Participants in this e-course will learn the research-based, effective problem-solving models for reading, writing, speaking and listening in order to articulate a process verbally and in writing.

Course Outcomes:

- ❖ Understand the K-12 shifts in math as they work into new teaching applications.
- ❖ Learn and practice with 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.

Math, Literacy and the Florida State Mathematics Standards

No. 194A Grades K-12

20 hours

A grade K-12 math classroom that supports literacy development is one in which both students and teachers understand the intersection of mathematics and language arts. Students are taught how to analyze, construct, and articulate relationships among various mathematical concepts to include geography and proportion. Strategies taught work toward deepening conceptual understanding through rigorous application to include drawing inferences, expanding on prior knowledge of operations, process and product. Participants will be taught how to stretch student thinking and deepen mathematical skills through effective K-12 literacy strategy.

Course Objectives:

- ❖ Understand the K-12 shifts in math as they work into new teaching applications.
- ❖ Learn and practice with 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.

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

No. 243A Grades K-12

20 hours

After an overall introduction to an example of math 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.

Course Objectives:

- ❖ Respond to lessons with modification strategies appropriate for maintaining lesson integrity and fidelity.
- ❖ Develop familiarity and practice with resources and strategies that aid in modifying modules using research-based methods, materials, and strategies.
- ❖ Align 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.

- ❖ Analyze replacement text for complexity, content and vocabulary in order to align another complex text to the standards identified.
- ❖ Review examples of high quality text-dependent questions for replacement texts in order to incorporate question design into lessons.
- ❖ Replace curriculum with tasks that include the same level of rigor and achieve the same standards.

Questioning Strategies and the Florida State Standards

No. FL-181 Grades K-12

20 hours

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 literacy 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 Florida State Standards.

Course Outcomes:

- ❖ Gain insight behind the questioning approaches used to get students deeply into text.
- ❖ Learn and apply questioning approaches to evoke high-level response from students.
- ❖ Learn and practice with questioning in order to teach to the rigorous expectations of State Standards.

Standards-Based Formative Assessment

No. 171B Grades 6-12

20 hours

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.

Course Outcomes:

- ❖ Practice with 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.

Teaching With Tape Diagrams

No. 255 Grades 6-8

20 hours

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!

Course Outcomes:

- ❖ Develop working understanding of how Tape Diagrams are used to construct visual models for students in problem solving.
- ❖ Model effective ways of using Tape Diagrams as a problem solving strategy.
- ❖ Write weekly lesson plans that connect curriculum to lessons and modules, namely A Story

of Ratios.

- ❖ Practice creating a complete daily lesson plan that involves Tape Diagrams in instruction.

Vocabulary and the Florida State Standards

No. 250C Grades 3-8

20 hours

Acclimating adolescents into effective vocabulary understanding and use is a challenge. Using the FSS, participants will analyze the vocabulary components of the lessons in units of instruction. In order to review aligned instructional and experiential practices, participants will discuss and practice with the vocabulary instructional components housed within them. Sound, research-based vocabulary practices will serve as catalysts for effective implementation of vocabulary module components to improve teaching and learning.

Course Outcomes:

- ❖ Develop understanding and working knowledge of the vocabulary instructional challenges in application to the FSS.
- ❖ Plan and implement with vocabulary instructional components applied to sample instructional units.
- ❖ Develop working knowledge of, and practice with, sound, research-based vocabulary practices to effectively implement modules while supporting relevant vocabulary components.
- ❖ Analyze the assessment features of curriculum that support vocabulary in order to effectively support expectations of state standards.

Vocabulary, the Common Core, and the NYS Modules

No. 250B Grades 6-12

20 hours

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 for vocabulary module components to improve teaching and learning.

Course Outcomes:

- ❖ Develop understanding and working knowledge of the vocabulary instructional challenges within the Common Core.
- ❖ Practice with vocabulary instructional components as they apply to instructional lessons and units.
- ❖ Develop working knowledge of, and practice with, sound, research-based vocabulary practices to effectively implement modules while supporting their vocabulary components.

STEM: Science, Technology, Engineering, Math



CCSS Mathematical Socratic Seminars

No. 193 Grades K -5

20 hours

A K -5 classroom that supports literacy development is one where students and teachers demonstrate understanding of the language process. Teachers make connections, verbally and in writing, and close reading is an integral part of the learning process. Participants will integrate literacy strategy with mathematical processes through the strategies that include word walls, close reading, using evidence to support ideas, varied grouping and problem-solving.

Course Outcomes:

- ❖ Examine, evaluate and practice with research-based methods of problem solving through questioning.
- ❖ Practice with the tools of math articulation process through Socratic questioning.
- ❖ Understand how to organize and facilitate mathematical Socratic seminars.

ELA and Next Gen Science

No. 199 Grades 6-8

20 hours

The Next Gen Science Standards and expectations that align with 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.

Course Outcomes:

- ❖ Understand the Next Gen Science Standards.
- ❖ Develop, practice with, and implement the teaching of literacy strategy into science curriculum as it supports the Next Gen Standards.
- ❖ Develop the facility to help students make important leaps from curriculum and knowledge

to hands-on performance tasks.

ELA and Next Gen Science

No. 197 Grades 9-12

20 hours

The Next Gen Science Standards and expectations that align with 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. 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.

Course Outcomes:

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

ELA and Next Gen Science

No. 198 Grades K-5

20 hours

The Next Gen Science Standards are the fundamentals underpinnings 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.

Course Outcomes:

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

Literacy Strategies for Science and Technical Subjects

No. 151A: Grades K-5

20 hours

Transferring literacy skills to subjects outside of English Language Arts is easily achieved when instruction is strategy-driven, explicit and consistently applied across subject areas. In this e-course, participants will focus on informational text and non-fiction essay writing across multiple subject areas. By analyzing non-fiction reading and writing in science and technical subjects, participants will understand and be able to resource supportive strategy for the consistent

threading across content areas, genres, and learning styles. Tools for implementation and scaffolding will be abundant.

Course Outcomes:

- ❖ Learn research-based strategy for teaching and facilitating content-focused writing sessions in support of non-fiction text.
- ❖ Understanding of reading and writing genre as applied to specific science and technical disciplines.
- ❖ Facilitate comprehension and understanding through reading strategy and responsive writing.

Math and Literacy: Beyond the Right Answers

No. 195 Grades K -12

20 hours

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. Math 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.

Course Outcomes:

- ❖ Understanding of the new K-12 shifts in math as they work into new teaching applications.
- ❖ Learn and apply 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.

Math and Literacy

No. 196 Grades K-5

20 hours

A grade K-5 math classroom that supports literacy development is one in which students and teachers demonstrate understanding of the language process. Teachers make connections, verbally and in writing, and close reading is an important part of this process. Participants in this e-course will learn the research-based, effective problem-solving models for reading, writing, speaking and listening in early grades in order to acclimate students to articulating their math process both verbally and in writing.

Course Outcomes:

- ❖ Understand the K-12 shifts in math as they work into new teaching applications.
- ❖ Learn and practice with 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.

Mathematical Socratic Seminars

No. 192 Grades 6-12

20 hours

A secondary classroom that supports literacy development is one where students and teachers demonstrate understanding of the language process. Teachers make connections, verbally and in writing, and close reading is an integral part of the learning process. The big shifts in 6-12 mathematical literacy will drive this course as participants learn to integrate literacy strategy with mathematical processes through strategies that include questioning, use of supporting evidence, coherence, understanding, and application of process versus product.

Course Outcomes:

- ❖ Examine, evaluate and practice with research-based methods of problem solving through questioning.
- ❖ Practice and develop with the tools of math articulation process through Socratic questioning.
- ❖ Organize and facilitate mathematical Socratic seminars.

Teaching With Tape Diagrams

No. 255 Grades 6-8

20 hours

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!

Course Outcomes:

- ❖ Develop working understanding of how Tape Diagrams are used to construct visual models for students in problem solving.
- ❖ Model effective ways of using Tape Diagrams as a problem solving strategy.
- ❖ Write weekly lesson plans that connect curriculum to lessons and modules, namely A Story of Ratios.
- ❖ Practice creating a complete daily lesson plan that involves Tape Diagrams in instruction.

The Florida State Standards, Math and Literacy: Beyond the Right Answers

No. 195A Grades K-12

20 hours

K through 12th grade math classroom that supports literacy development is one 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. 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.

Course objectives:

- ❖ Understanding of the shifts in math as they work into new teaching applications.
- ❖ Learn and apply 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.

Teacher Effectiveness



Effective Instructional Planning and Preparation

No. 201 Grades K-12

20 hours

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.

Course Outcomes:

- ❖ Develop 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 familiar and practice with resources that aid in the planning of coherent instruction.

Homework: Instructional or Busy Work?

No. 102 Grades 2-8

20 hours

This e-course will introduce participants to assignments that move quickly from busy work, to learning tool. They'll learn the key components to effective instructional design that works into productive homework assignments. Participants will learn the difference between instructional and independent learning as it flows into homework versus busy work.

Course Outcomes:

- ❖ Design instruction that feeds into students' independent reading and writing effort.
- ❖ Understand and plan for the differences among students' instructional and independent learning levels.

- ❖ Plan for and assign homework that is instructional and manageable at the same time.

Maintaining Teacher Professional Responsibilities

No. 204 Grades K-12

20 hours

Aligned to: Danielson Domain 4, Marzano Domain 4

Thoughtfully and accurately evaluating lessons, engaging in reflective discussions about teaching practices strengthens teaching and learning. Participants will draw upon these skills and new resources, along with prior professional development, peer coaching and other alternative actions to work into a pattern of success factors that comprise the professional responsibilities inherent in effective teaching.

Course Outcomes:

- ❖ Examine methods of record keeping of student learning and of non-instructional activities to learn how to streamline them into classroom operations.
- ❖ Analyze formative and summative data to reflect upon, and then use this data in planning.
- ❖ Maintain student completion records and resource them for curriculum development and planning.
- ❖ Plan and implement using resources and effective methods that aid in ownership over professional responsibilities as educators.

Purposeful Planning

No. 205 Grades K-12

20 hours

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

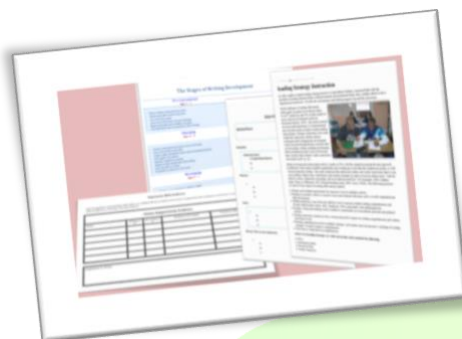
Planning with purpose leads to effective instruction. This course takes learners through a variety of planning processes that align closely to pre-established learning goals, objectives, state and national standards. In addition, working knowledge of current and best instructional planning design and preparation 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.

Course Outcomes:

- ❖ Develop understanding and knowledge of students.
- ❖ Understand and develop working knowledge high instructional outcomes that move students toward specific ends and purposes.
- ❖ Practice with accessing planning resources and resources that work into planning for implementation.
- ❖ Develop utility with resources that aid in the planning of coherent instruction through planning and implementation.

*Literacy Solutions
and more*

Writing and Writing Process



Writing Standards and Strategies That Support Them

No. 146 Grades 6-12

20 hours

With a focus on expository writing, participants will cull the CCSS writing standards for their application to content-specific writing genre. In doing so, participants will level strategy and expectation with assignments as they align with state and national standards. Planning of performance writing tasks will take central focus as participants learn to strategically scaffold in order to close grade-level achievement gaps.

Course Outcomes:

- ❖ Understand and develop working knowledge about genre and CCSS expectations as they apply to expository writing.
- ❖ Apply new strategies for teaching and facilitating the writing process as it applies to content area writing and CCSS expectations.
- ❖ Plan and scaffold differentiated performance writing tasks.

Growing Readers and Writers in all Content Areas

No. 105 Grades 6-12

20 hours

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.

Course Outcomes:

- ❖ Use strategies and methods to teach developing readers and writers across multiple content areas.
- ❖ Discover and use the essential underpinnings of developmental reading and writing in order to plan and scaffold instruction effectively.

Instructional Strategies: Teaching Students How to Use and Cite Evidence

No. 190 Grades K-5

20 hours

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 big shifts will be analyzed closely to understand the new K-5 applications for behind them.

Course Outcomes:

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

Instructional Strategies: Citing Evidence

No. 190 Grades 6-8

20 hours

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. Students are now required 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.

Course Outcomes:

- ❖ Understand the impact of informational text on reading comprehension.
- ❖ Plan for and teach students how to read informational text with increased rigor and understanding.
- ❖ Develop strategy to teach close reading with that leads to evidence finding.
- ❖ Understand the nature and purpose of text-dependent questioning.

Instructional Strategies: Citing Evidence

No. 170 Grades 9-12

20 hours

Participants will learn strategies that work students into text for close reading and deep analysis. Most state standards now require that students graduate with the literacy skills for college and career readiness to include the strategies that teach close reading, answering and asking text-dependent questions, writing arguments within short, sustained research projects. All facets of these big shifts will be analyzed closely to understand the new pedagogies behind them.

Objectives:

- ❖ Plan to, and teach, students how to read informational text with increased rigor and understanding.
- ❖ Develop strategy to teach the close reading that leads to evidence finding.
- ❖ Understand the nature and purpose of text-dependent questioning.

Peer Coaching for Second Language Learners

No. 119 Grades 6-12

20 hours

Based on the Ruckdeschel (2010) peer coaching model, teachers learn to teach second language students a modified method for giving and receiving peer feedback through goal-setting, problem-solving, and editing their own work as it feeds independent writing capacity. In addition, practices that directly impact second language learners will be reviewed and practiced with as they apply to specific content areas.

Course Outcomes:

- ❖ Practice with the Ruckdeschel three-step protocol for student peer review as it applies to second language learners.
- ❖ Develop facility with the Ruckdeschel peer review model, protocol and modified ancillary tools used to implement them with for Ells to include rubrics, checklists, learning guides and other organizers to aid in implementation.

Peer Coaching for Intervention and Tiers II, III Students

No. 120 Grades 6-12

20 hours

Based on the Ruckdeschel (2010) peer coaching model, teachers learn to teach intervention students a modified method for giving and receiving peer feedback through goal-setting, problem-solving, and editing their own work as it feeds independent writing capacity. In addition, practices that directly impact struggling learners will be reviewed and practiced with as they apply to specific content areas.

Course Outcomes:

- ❖ Effectively facilitate the Ruckdeschel three-step method of student peer review.
- ❖ Understand and develop utility with the roles of student writers, listeners, readers and responders in order to plan for instruction that builds on learner capacity.
- ❖ Acquire and use the tools necessary to foster effective peer coaching sessions as they work inside of the writing process.

Peer Coaching for Young Writers

No. 101 Grades 3-6

20 hours

Based on the Ruckdeschel (2010) peer coaching model, teachers learn to teach developing writers a modified and age appropriate method for giving and receiving peer feedback through goal-setting, problem-solving, and editing work as it feeds independent writing capacity - and it's never too early to begin! Research-based practices that directly impact young writers will be reviewed and practiced with as they apply to specific developmental milestones.

Course Outcomes:

- ❖ Plan and practice with the Ruckdeschel three-step protocol for student peer coaching.
- ❖ Develop working knowledge of the Ruckdeschel peer review model and protocol.
- ❖ Plan and use the tools and resources for successful implementation of the process for young and developing writers.

Six Analytical Writing Traits

No. 246A Grades K-5

20 hours

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.

Course Outcomes:

- ❖ Understand what the Six Analytical Writing traits are and how to identify them in student writing.
- ❖ Learn and practice with effective teaching and facilitating of the Six Analytical Traits.
- ❖ Embed the six traits in lessons and performance tasks.
- ❖ Use the Six Traits Writing Rubric to score for student writing proficiency.

Six Analytical Writing Traits

No. 246B Grades 6-12

20 hours

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.

Course Outcomes:

- ❖ Understand what the Six Analytical Writing traits are and how to identify them in grade/age-appropriate student writing.
- ❖ Learn and practice with effective teaching and facilitating of the Six Analytical Traits.
- ❖ Embed the six traits in lessons and performance tasks.
- ❖ Use the Six Traits Writing Rubric to score for student writing proficiency.

The logo features the letters 'LS' in a large, light grey serif font. To the right of the 'S' is a large, light pink circular arc. Below the 'LS' and the arc, the words 'Literacy Solutions' are written in a light grey serif font, and 'and more' is written below that in a light grey cursive font.

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