

# Accommodating All Students Package (25 Hours)



Each classroom comes with a range of students with varied needs, learning levels and abilities. Teachers are faced with the challenge of teaching a diverse group the same lesson and ensuring that they all learn well. It can be easy to settle for teaching some, or even most of the students, while leaving out a portion of the class in the process. In this course package, teachers are provided with a range of strategies like accommodation, modification, and adaptation of curriculum, materials, and instruction, to appropriately meet the varied needs of students in the classroom.

**The Accommodating All Students Package includes 5 self-study courses (5 hours each) for a total of 25 hours of professional development.**

- Accommodating All Learners
- Accommodations through UDL
- Cognitive Skills - Understanding Learning Challenges
- Differentiation for Gifted Learners in the Classroom
- IEPs: Documentation and Implementation for Teachers

# Accommodating All Learners



## Standards:

This course aligns to all of the INTASC Standards including Learner Development, Learning Differences, Learning Environments, Content Knowledge, Application of Content, Assessment, Planning for Instruction and Instructional Strategies.

It also aligns to all of the McRel Teacher Evaluation Standards including Teacher Leadership, Diverse Learners, Teachers Know Content, Teachers Facilitate Learning and Teachers Analyze and Reflect.

Reach and teach all learners by examining 21st century student and educator strengths in this research-based course packed with strategies, resources, and tools. Participants will gain insight into both their own learning and teaching preferences as well as the learning styles of students.

Closely aligned with national standards and pedagogical goals, this course addresses accommodation, modification, and adaptation of curriculum, materials, and instruction to appropriately meet the needs of varied students in achieving graduation standards (i.e., differentiated instruction).



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# Accommodating All Learners

## Course Outline

### LESSON 1: Every Learner Learning

- Teaching and learning
- Accommodating all learners
- About the brain
- Introduction to learning styles
- Teacher as a learner
- The Paragon Learning Style Inventory (PLSI)

### LESSON 2: Who Are Our Students? Teaching Across Types

- Characteristics of today's youth
- Aspects of physical and cognitive access to the general curriculum
- Academic learning styles and students' skill development as it aligns with age
- The concept of perception and differences in perception
- How to build a win-win pedagogy based on the 5 principles
- Strategies to employ when the teacher's learning style conflicts with students' styles
- Thinking styles

### LESSON 3: Technology

- Media as a flexible tool to reach all learners
- Recent research on technology and traditional models of delivery
- Traditional media versus digital media
- Digital media and how it can be used to customize materials and methods
- Technology timeline

### LESSON 4: Theories and Strategies

- Components of multiple intelligences
- Activities to develop each type of intelligence
- Bloom's taxonomy, differentiated instruction, and informal learning
- Hemisphericity and activities that can stimulate both left and right sides of the brain
- The 4-quadrant model



5  
Hours  
of Learning



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# Accommodations through UDL



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Teaching each and every student effectively is never easy. Teachers are faced with the challenge of teaching a diverse group the same lesson and ensuring that they all learn in the process.

This course is designed to present teachers with the Universal Design of Learning (UDL) framework, which builds on research that shows how a single teaching approach has very limited results on student learning, highlighting the need for a new curricular approach.

This course is centered around exploring practical strategies that can be used to add a much needed element of flexibility in teaching presentation, student expression, and meaningful engagement.



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# Accommodations through UDL

## Course Outline

### LESSON 1: Basics of UDL (Universal Design of Learning)

- The meaning and need for UDL to meet both teacher and student needs
- Designing comprehensive curriculum and effective assessments
- The basic principles of UDL and their implementation
- Using UDL to meet the varied needs of students by differentiated instruction

### LESSON 2: Flexible Methods of Presentation

- Possible barriers to optimal student learning and strategies to overcome them
- Audio-visual and textual strategies of providing multiple options for perception
- Using variety in language, mathematical expressions, and symbols
- Essential strategies in ensuring successful comprehension, maximum transfer, and generalization of learning

### LESSON 3: Flexible Methods of Expression

- Effective strategies to successfully engage and challenge students
- Ensuring that the expected physical engagement with the learning environment does not pose barriers for differently-abled students
- Offering alternatives for students to express themselves
- Using the UDL framework to scaffold the skills needed to demonstrate students' executive functioning

### LESSON 4: Flexible Options for Engagement

- Providing multiple opportunities so all students are engaged in the classroom
- Strategies to create a positive classroom environment
- Ensuring that the primary goal is enhanced student learning, but eliminating distractions and irrelevant activities
- Promoting students' self-regulation by teaching them personal coping skills, self-assessment, and reflection techniques



5 Hours  
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# Cognitive Skills - Understanding Learning Challenges



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The U.S. Department of Education and others indicate that weak cognitive skills are the source of over 80% of learning problems.

Students approach each task with varying learning tools, called cognitive skills, and these skills determine the quality, speed, and ease with which individuals learn and perform.

This course provides methods for detecting students with weak cognitive skills and tools to strengthen those skills. Teachers will receive understanding, as well as ways to apply development techniques in the classroom. This fun and interactive course includes information about new brain research and how it can impact today's classrooms.



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# Cognitive Skills - Understanding Learning Challenges

## Course Outline

### LESSON 1: Introduction

- Unlocking your students' complete learning potential
- The prevalence of learning challenges and the need for effective special education
- The crucial role of teachers and schools in maximizing educational impact
- The importance of cognitive skills for successful living

### LESSON 2: Testing

- How tests are administered and interpreted
- The two main types of tests and their different goals
- The role of IQ scores and phonemic awareness
- Common contemporary approaches to diagnosed learning issues and the significance of cognitive skills in making a lasting impact on students' learning

### LESSON 3: Cognitive Skills

- Understanding the nature of student learning and the role cognitive skills play in it
- Identifying and accurately assessing cognitive weaknesses
- The features and significance of specific cognitive skills
- The inter-connected nature of skills and specific abilities closely associated with cognitive growth

### LESSON 4: The Brain

- Contemporary research on the functioning of the brain
- The role and nature of attention and memory in the learning process
- Understanding dyslexia and effective approaches to it
- The significance of parental involvement and the need for practice

### LESSON 5: Effective Training

- The role of the brain in laying essential foundations for learning
- Specific methods to build and strengthen cognitive skills
- The need for effective cognitive training to be non-academic in nature



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# Differentiation for Gifted Learners in the Classroom



## Standards:

This course aligns to all of the INTASC Standards including Learner Development, Learning Differences, Learning Environments, Content Knowledge, Application of Content, Assessment, Planning for Instruction and Instructional Strategies.

It also aligns to all of the McRel Teacher Evaluation Standards including Teacher Leadership, Diverse Learners, Teachers Know Content, Teachers Facilitate Learning and Teachers Analyze and Reflect.

This course examines some of the challenges facing gifted learners and offers easily implemented accommodations and success strategies. By understanding the unique learning needs of children who are considered “gifted,” participants will indirectly meet the individual needs of all learners.

Through this course, educators and parents can make greater sense of gifted and talented education by learning about identification, instruction, and assessment. Teachers will also explore related topics, issues, and resources geared towards our gifted population.



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# Differentiation for Gifted Learners in the Classroom

## Course Outline

### LESSON 1: Characteristics

- Who gifted learners are
- Types of gifted learners, including academic, linguistic, and artistic learners
- Qualities of gifted learners

### LESSON 2: Personal, Social and Cognitive Needs

- The personal, social and intellectual needs of gifted learners
- Differentiation and how it can be implemented, including aspects process and assessment
- Independent learning and curriculum compacting for gifted learners

### LESSON 3: Special Populations

- Twice exceptional students and how they require additional support
- Indicators of twice exceptionality and strategies that can be used to teach this special population

### LESSON 4: Practical Strategies

- Several practical strategies that can be used while working with gifted learners and special populations
- Pre-assessment in teaching gifted learners
- Strategies such as H.O.T.S, Morning Minute, Learning contracts and tiered instruction



5 Hours  
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# IEPs: Documentation and Implementation for Teachers



## Standards:

This course aligns to the INTASC Standards including Learner Development, Learning Environments, Content Knowledge, Application of Content, Planning for Instruction and Instructional Strategies.

It also aligns to all of the McRel Teacher Evaluation Standards including Teacher Leadership, Diverse Learners, Teachers Know Content, Teachers Facilitate Learning and Teachers Analyze and Reflect.

The goal of this course is to help teachers get comfortable with and understand the Individualized Education Program (IEP) process. Through rich examples and templates, teachers learn to understand and incorporate recommended IEP strategies in a classroom setting.

Through developing, aligning with, and carrying out the IEP, teachers can provide children with an appropriate education in the least restrictive environment.

Teachers will examine various supports and services a student with special needs may receive for instruction and testing, explore regulations and requirements, and develop a collaborative team to improve education for children with special needs.



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# IEPs: Documentation and Implementation for Teachers

## Course Outline

### LESSON 1: Introduction

- Research
- Common special education terms
- Understanding IDEA and IEP
- Understanding Section 504
- The special education process

### LESSON 2: The IEP Team

- Setting up the IEP team
- Roles and responsibilities of IEP team members and the IEP team process
- Typical IEP meeting
- Preparing for an IEP meeting

### LESSON 3: Developing a Standards-based IEP

- Components of a standards-based IEP
- Standards-based annual goals and post-secondary goals
- Student assessment and progress
- Identifying special education services
- Year-end evaluations

### LESSON 4: Translating IEP goals

- Models of school-based interventions
- Classroom accommodations and modifications
- Barriers to effective use of accommodations
- General types of accommodations
- Effective teaching strategies/instructional accommodations
- Testing, timing, and grading accommodations



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