

# AZ Recertification Package (90 hours)



The AZ Recertification Package includes 18 self-study courses (5 hours each) for a total 90 hours of PD.

- Apps for Education
- Classroom Collaboration
- Cultural Competency and Responsive Teaching
- Curriculum Development
- Differentiation for Gifted Learners in the Classroom
- English Language Learners in the Classroom
- Examining and Evaluating Student Work
- Formative Assessment
- Inquiry-based Learning
- Language Acquisition
- Project Management for Students through Project-based Learning
- Reading Across the Curriculum
- Research-based Instructional Strategies
- Rubrics in Teaching and Learning
- Student-centered Learning
- Student Portfolios
- Understanding ADHD
- Virtual Field Trips

# Apps for Education



## Standards:

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

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

Integrate Ruben Puentedura's SAMR model with Alan November's work on Transformative Learning to find the best apps to educate YOUR students.

In this course, teachers will be equipped to go beyond using an app merely because someone else has recommended it and fully examine the true learning potential.

With an integrated approach, teachers can successfully consider an apps' connections with curriculum content and ability to amplify existing learning levels, while systematically evaluating their transformative learning capability.



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# Apps for Education

## Course Outline

### LESSON 1: Considerations, Content and Components

- Apps that encourage students to engage with a greater degree of independent thought
- The key skills in Bloom's Taxonomy and how they can be applied while considering an app for educational use
- Using November's Digital Learning Farm to empower students with targeted apps
- The use of apps to teach the various "multiple intelligences" in Garner's learning theory
- Specific skills and literacies essential for effective teaching and learning in the 21st century and choosing apps that promote their development
- Essential content and components to look for in apps

### LESSON 2: Logistics and Fluency

- Common logistical concerns with using apps, and how to address and anticipate them
- The importance of achieving fluency in app usage to ensure better learning potential
- Essential phases in app fluency to measure against an app's performance

### LESSON 3: Learning with Apps

- Transitioning from using apps to "substitute" traditional teaching, to a more transformational approach
- Ways to enhance students' learning through Puentedura's SAMR models
- The integration of November's three phases to ensure rigorous app evaluation
- The use of concrete evidence of students' learning as the ultimate decider on the future use of an app

### LESSON 4: Sample Evaluation and Recommendations

- Evaluation of an app against all the considerations discussed in the course to find one with optimal teaching potential
- Recommended apps, across iOS, Android and Windows platforms, for the following classroom purposes: Storytelling, Photography, Visualization and Mind Mapping, Note Taking, Book Creators, Screen Casting, Word Clouds, Photo Collages, Drawing, Video, Audio Recording



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# Classroom Collaboration



## Standards:

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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.

Implement collaborative learning in classrooms and develop successful learners. This framework enables teachers to recognize characteristics of collaborative classrooms, be aware of student and teacher roles, and practice group activities as an essential part of the classroom.

Teachers are introduced to school-wide policy reforms in place today that promote collaboration and group activities. Teachers are also provided with ideas and strategies to accommodate learners, including students with special needs. The practical examples, real-life experiences, and templates in this online course provide teachers a structure to use in their own classrooms.



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# Classroom Collaboration

## Course Outline

### LESSON 1: Introduction

- What is collaborative learning and why should students collaborate?
- Collaboration vs. Traditional Approach
- Benefits and Importance of collaborative learning
- Overview on effective collaboration in the classroom
- Alignment of collaboration to State Standards
- The Collaborative Learning Model

### LESSON 2: Collaborative Tools and Strategies

- Characteristics of a collaborative teacher
- Grouping strategies and designing grouping assignments
- Collaborative learning techniques
- Web tools and projects for collaboration
- Interactions and activities in a collaborative classroom
- Around the world collaboration
- Resources for collaboration

### LESSON 3: The Collaborative Classroom

- Characteristics of a collaborative classroom
- Student and teacher roles in a collaborative classroom
- Preparing for collaborative activities
- Examples of classroom collaboration and collaborative learning spaces
- Managing today's classroom

### LESSON 4: Assessment, Accommodations, and Challenges

- Collaborative assessment
- Approaches to collaborative assessment
- Challenges in a collaborative classroom
- Conflict resolution
- School-wide policies to promote collaboration



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# Cultural Competency and Responsive Teaching



## Standards:

This course aligns to the INTASC Standards including Learner Development, Learning Differences, and Learning Environments.

It also aligns to the McRel Teacher Evaluation Standards including Teacher Leadership, and Diverse Learners.

Teachers deepen their understanding of their own frames of reference, potential bias, and impact on expectations for and relationships with students, students' families, and school communities.

This course demonstrates responsive teaching in the classroom by helping teachers consider, connect with, and build competence in meeting the many learning needs of all students while addressing culturally diverse classrooms that are sensitive and equitable to learners across languages, genders, religions, cultural backgrounds, and special needs.



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# Cultural Competency and Responsive Teaching

## Course Outline

### LESSON 1: Cultural Competency

- Defining culture and cultural competency
- Cultural beliefs and values
- Impact of culture on behavior

### LESSON 2: Bias

- Definition, types, and identification of bias
- Assumptions, perspectives, and self-perceptions

### LESSON 3: Culturally Responsive Classrooms

- Impact of culture on teaching and learning
- Brain roles in learning
- Teaching styles and student impact
- Building rapport with students

### LESSON 4: Culturally Responsive Teaching

- Diversity in the classroom
- Understanding diversity: origin, religion, gender, language, special needs, and mental health
- Cohesive classrooms and school communities
- Collaborating with families

*Designed to meet state requirements for cultural competency and responsiveness training. Including but not limited to all of the following topics: racial, cultural, and socioeconomic groups; American Indian and Alaskan native students; religion; systemic racism; gender identity, including transgender students; sexual orientation; language diversity; and individuals with disabilities and mental health concerns while deepening teachers' understanding of their own frames of reference, the potential bias in these frames, and their impact on expectations for and relationships with students, students' families, and the school communities.*



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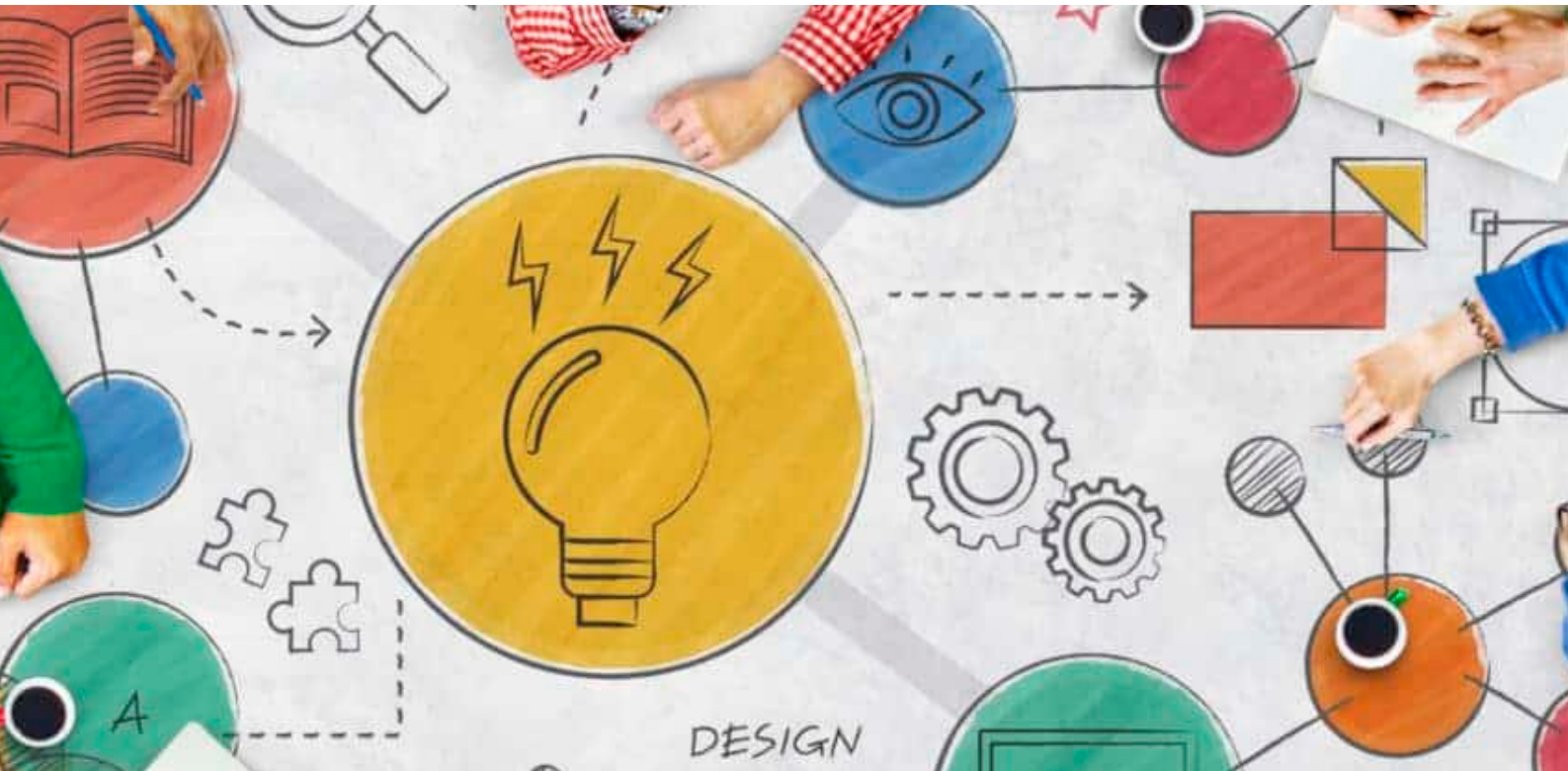
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# Curriculum Development



## 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, Teachers Know Content and Teachers Facilitate Learning.

Effective curriculum is a foundation for successful learning. Educators can strengthen the curriculum with the resources, examples, and templates included in this online course.

Teachers learn how to plan, develop, integrate, and evaluate curriculum more effectively. This information empowers teachers to feel more confident when implementing interactivities.



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# Curriculum Development

## Course Outline

### LESSON 1: Introduction

- Curriculum development
- Curriculum vs. Syllabus
- Effective curriculum
- Curriculum planning

### LESSON 2: Developing a Standard-based Curriculum

- Standard-based curriculum
- Yearlong curriculum
- Elements of a long-term scope and sequence of curriculum
- Types of curriculum maps
- Backwards planning
- Creating a unit plan
- Preparing an effective lesson plan

### LESSON 3: Curriculum Integration

- Curriculum and levels of Integration
- Approaches of integration
- Interdisciplinary curriculum
- Benchmark descriptors of interdisciplinary curriculum
- Models of curriculum integration
- Implications of implementing an integrated curriculum

### LESSON 4: Curriculum Evaluation

- Defining curriculum evaluation
- Need for evaluation
- Types and models of curriculum evaluation
- Criteria for evaluation
- Phases of curriculum evaluation
- Tools for evaluation



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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



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# English Language 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.

Facilitate optimal learning in the classroom by helping English Language Learners feel validated. This course includes a range of strategies and activities that lead to interactions which benefit the four language skill areas of listening, speaking, reading, and writing.

The Sheltered Instruction (SI) model is presented along with ways to apply this model when teaching English Language Learners. The importance of working collaboratively and ensuring the involvement of parents to enhance learning is emphasized with corresponding strategies. Through a range of research-based findings, teachers are equipped to engage students in “higher order thinking skills” and design a sufficiently challenging curriculum.



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# English Language Learners in the Classroom

## Course Outline

### LESSON 1: Welcoming English Language Learners

- Create an environment of acceptance
- Understand the backgrounds of English Language Learners
- Establishing an open channel of communication with parents

### LESSON 2: Accommodating a New Culture

- Identify the educational needs of English Language Learners
- Avoiding assumptions
- Conversational and cross-cultural skills
- Comparing cultures and value systems

### LESSON 3: Collaboration and Connection

- Approaches for mainstream teachers to effectively serve English Language Learners
- The Sheltered Instruction (SI) model
- Four language skill areas

### LESSON 4: Curriculum and Lessons

- Engaging students in “higher order thinking skills” (HOTS)
- Methods of simplification and expansion



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# Examining and Evaluating Student Work



## Standards:

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

It also aligns to the McRel Teacher Evaluation Standards including Teacher Leadership, Teachers Facilitate Learning and Teachers Analyze and Reflect.

Evaluating student learning goes beyond merely grading papers. Both schools and teachers need to intentionally move toward assessing students' understanding, and then use this insight to enhance teaching and learning practices.

The wealth of resources and classroom examples provided in this course enables teachers to enhance existing evaluation practices. Calling for a shift in approach, this course lays out effective and dynamic methods by which teachers can assess student work. These help ensure that educational focus remains entirely on both teacher and student development.



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# Examining and Evaluating Student Work

## Course Outline

### LESSON 1: Evaluating Student Work

- Meaning of assessment and why it is needed for growth
- Considering criticism of assessment methods
- What constitutes a well-designed assessment?
- Tools of holistic assessment

### LESSON 2: Effective Grading Process

- The key to consistent assessment
- Learning to grade group work
- Practical tips for handling complaints
- Creating rubrics to assist the grading process

### LESSON 3: Examining Student Work

- Introduction to examining student work and research that supports it
- Drawing teachers into an inquiry-based learning experience
- Examining student work to change practice
- Turning apprehensions into learning opportunities

### LESSON 4: Planning, Process and Takeaways

- Planning and carrying out ESW meetings
- Choosing appropriate student work samples
- Facilitating collaborative work
- Using protocols for smooth functioning



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# Formative Assessment



## 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.

Formative assessments allow teachers to respond to a student's needs quickly, and, even more importantly, allows the student to shape instruction. Effective formative assessments result in instruction that meets the needs of each student.

In this innovative online course, teachers learn about and implement formative assessments. Discover and demonstrate for yourself, your students, and your community what happens when students are truly learning.



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# Formative Assessment

## Course Outline

### LESSON 1: The Essentials

- Concepts behind and purpose of formative assessment
- Practical strategies that may be used to implement formative assessment
- Commonly used formative assessments, including teacher observation, questioning, rubrics, essays, and peer assessment
- Benefits of each strategy and how they can be used effectively

### LESSON 2: Nuts and Bolts

- The process of formative assessment
- Concepts behind goal mastery
- The importance of feedback, reports, visual depiction, and celebration in formative assessment
- Designing lesson plans that integrate formative assessment

### LESSON 3: Making Connections

- The role of assessment in standards-based education
- Formative and summative assessments, and the difference between the two



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# Inquiry-based Learning



## Standards:

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

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

This course offers an Inquiry-based Learning (IBL) framework for teachers. Through practical classroom examples, teachers learn how to encourage student initiative, evaluate student progress, and incorporate technology.

Teachers explore IBL models that can be adapted to meet the specific needs of their class, as well as monitor and enhance student learning.

Design thoughtful and intentional learning environments where you can explore relevant issues and develop effective pedagogy.



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# Inquiry-based Learning

## Course Outline

### LESSON 1: Introduction

- The need of an Inquiry Based Learning (IBL) approach and knowing the constituents involved
- Academic research that supports IBL
- Differences between IBL and traditional education
- Define roles of teachers and students

### LESSON 2: Inquiry-based Learning Model

- The need for a model to apply the IBL approach
- Various models developed by academicians
- Practical applications of the inquiry model for teaching lessons
- The emotional trajectory of an inquiry process

### LESSON 3: Designing IBL

- The IBL foundations for effective lesson plans and activities
- Ways to classify students based on their understanding and experience with IBL
- Manage the dynamic classroom environment
- Principles and methods of assessing students

### LESSON 4: Enhancing the IBL Classroom

- Creation of a support system for effective inquiry-based learning
- Use of technology to enhance the IBL experience
- Technology as a tool for professional development
- Web tools that can help at different stages of inquiry



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# Language Acquisition



## Standards:

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

Delve into theories of the language acquisition process, and uncover practical ways for teachers to help English Language Learners understand lesson content.

Through the strategies and information provided in this course, teachers are equipped to meet students at their specific stage of language learning, create aligned activities, and help students achieve higher levels of linguistic fluency.

The techniques presented cover the acquisition and mastery of literacy skills for students including reading, writing, and dialogue, as well as understanding and supporting English Language Learners at a deeper level.



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# Language Acquisition

## Course Outline

### LESSON 1: Introduction

- Considering how language is acquired
- Distinction between learning and acquiring a language
- Rules of language
- Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP)
- The meanings and need for comprehensible input and interactionism
- Age related considerations in the acquisition of a language

### LESSON 2: The Acquisition Process

- The stages of language acquisition and the characteristics, duration, and strategies of each; The Silent Period, Early Production, Speech Emergence, Intermediate Proficiency, Advanced Proficiency
- Reception and production of oral language vs. reception
- Reciprocity between oral skills and written skills in second languages

### LESSON 3: Literacy Skills - Reading

- Why Literacy skills are essential to school success
- "Balanced Literacy" approach, its principles, and choosing appropriate texts
- The Language Experience Approach for early reading development
- Context-based activities in diverse classrooms
- Top-down approaches to reading and phonics for a balanced literacy program

### LESSON 4: Writing and Dialogue

- Shared or modeled writing to benefit writers at early stages
- Free writing vs. a structured writing
- Dialogue journals
- Process writing stages: Prewriting, Drafting, Peer Review, Revising and Publishing
- Instructional Conversation (IC)



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# Project Management for Students through Project-based Learning



## Standards:

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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.

Project management encompasses a range of skills – including research, collaboration, communication, leadership, problem-solving, and cooperation. Teachers must integrate project management training into their classrooms without disrupting the curricular learning.

Keeping in mind the challenges this poses, teachers are presented with project-based learning as a means to successfully develop students' skills while simultaneously keeping the focus on topics within the curriculum.

Teachers are provided with a wide range of examples and strategies, along with an in-depth view into the effective use of projects, and an understanding of how they can influence student growth at every stage.



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# Project Management for Students through Project-based Learning

## Course Outline

### LESSON 1: Importance of Project Management

- Exploring new concepts and strategies to facilitate student connection with real-world situations
- Research findings of project-based learning
- Principles, benefits, and rationale of project-based learning
- Transferrable skills while working with the project based learning system

### LESSON 2: Planning for Successful Project Based Learning

- Basic guidelines to consider before selecting a project
- Ensuring authentic learning for students
- Effective technology use during a project
- Developing classroom culture

### LESSON 3: Stages of Successful Implementation

- Stages of projects with examples for implementing
- Learning to allocate resources
- Existing project opportunities
- Common challenges and unexpected changes during a project

### LESSON 4: Resources and Engagement

- Project examples with management skills to execute them
- Integrating technology in project management
- Importance of community connect for successful implementation of the project
- Funding sources and online databases that teachers can approach for grants



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# Reading Across the Curriculum



## Standards:

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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.

Reading is an essential component of learning. Often, when students struggle with a specific subject matter it is because of poor reading instruction and underdeveloped reading skills.

Full of research-based reading instruction techniques, this course can be used across all content areas and grade levels to improve student achievement. Teacher learn new ideas for motivating students to read more and improve reading comprehension.

This course provides tools, exercises, and additional resources that you can use to practice new skills. Dive into the world of reading instruction and get geared up to make your students proficient readers.



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# Reading Across the Curriculum

## Course Outline

### LESSON 1: Research

- The importance and nature of the 'reading' skill
- Language development in the early years
- Implications of different levels of daily language exposure
- How the brain processes what we already know and have experienced to develop reading skills

### LESSON 2: Reading Assessments

- Diversity of students' reading abilities
- The purpose of reading assessments and components
- Common reading assessments and their usage
- Cloze and CARL to measure reading performance

### LESSON 3: Basic Reading Strategies

- Basic reading strategies and accessing results
- Essential elements and traditional lesson formats
- Pre-reading, the reading process, and post-reading
- Effective ways to extend the life of the text beyond the lesson

### LESSON 4: Reading Across Content Areas

- Scaffolding a common textbook to support varying reading levels using four steps
- Using different books on a common topic or learning objective to meet differing needs
- Question-Answer Relationships (QARS)
- Effectively approaching different structures of texts



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# Research-based Instructional Strategies



## Standards:

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It also aligns to the McRel Teacher Evaluation Standards including Teacher Leadership, Teachers Know Content and Teachers Facilitate Learning.

Educators must continually review, reflect, and work on their instructional skills. This helps students improve in academic achievement, develop an attitude of learning, and acquire skills.

This course provides teachers with research-based approaches and practical strategies to enhance the effectiveness of teacher led instruction and encourage active student involvement in learning.

Teachers will examine their own views and explore common educational myths. With examples, templates, and rubrics, teachers will be able to incorporate new strategies across the curriculum.



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# Research-based Instructional Strategies

## Course Outline

### LESSON 1: Introduction

- The importance of education and a review of educational achievement statistics
- The benefits of incorporating research proven instructional strategies in the classroom
- Myths related to learning and teaching and the truth revealed through research

### LESSON 2: Teacher-focused Approaches and Strategies

- Developing reflective practice
- The learning process
- A look at research-based student learning and achievement strategies
- Classroom application of strategies and approaches

### LESSON 3: Active Learning

- The importance of active student participation and engagement
- Student engagement and active learning
- Research-based strategies
- Activities and projects

### LESSON 4: Research-Based Strategies for Literacy and Math

- The importance of literacy
- The elements required to develop good reading skills
- Research-based strategies on improving students' reading skills
- The importance of developing one's writing skills
- Research-based strategies on improving students' writing skills and classroom applications of the same
- The importance of math in real life situations and the need for developing one's math skills



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# Rubrics in Teaching and Learning



## Standards:

This course aligns to the INTASC Standards including Learner Development, Learning Differences, 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.

A rubric is more than an assessment.

By using consistent grading, teachers can provide quality formative and summative feedback for students at periodic intervals throughout the year.

Teachers use rubrics to grade a wide range of student work, including: solo projects, group work, portfolios, homework assignments, book reviews, and tests.



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# Rubrics in Teaching and Learning

## Course Outline

### LESSON 1: Introduction

- The purpose, significance and characteristics of rubrics in education
- Different types of rubrics
- Learning to choose rubrics to match specific needs

### LESSON 2: Design and Implementation

- Stages in designing a rubric based on required criteria
- Identifying the online resource required
- Seeking feedback and teacher assessment of one's own rubric

### LESSON 3: Rubrics in Instruction

- How to use rubrics to enhance instructional effectiveness
- Integrating rubrics into different subjects
- Identifying and meeting diverse learning needs

### LESSON 4: Rubrics in Assessment

- Usefulness of assessment rubrics and description of its different elements
- Role of a teacher in developing and implementing effective assessment rubrics
- Assessment rubric based on standards and teacher self-assessment rubric



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# Student-centered Learning



## Standards:

This course aligns to the INTASC Standards including Learner Development, 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.

Teachers committed to student development look forward to lively, stimulating, and effective learning environments where their students are self-motivated, able to build on what they already know, and equipped for the real-world.

The student-centered learning approach provides a fitting framework for designing a classroom that shifts focus from the basic implementation of standardized curriculum and assignments to a more creative, organic facilitation of subject content and student activity.

This course presents resources, research-validated strategies, and practical examples to equip teachers with the necessary toolkit to seamlessly turn their classrooms into student-centered environments.



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# Student-centered Learning

## Course Outline

### LESSON 1: Introduction

- Meaning, characteristics, and principles of Student-centered Learning
- Comparison between teacher-led and student-centered approaches
- Dispelling myths regarding student-centered classrooms
- Student-centered learning and the standards

### LESSON 2: Setting Objectives and Providing Feedback in the SCL Classroom

- Developing student-centered learning objectives
- Facets of understanding
- Staying on track through learning logs
- Assessment and feedback techniques

### LESSON 3: SCL Strategies for the Classroom

- Understanding the teacher's role in a student-centered classroom
- Teaching and learning methods
- Ensuring student motivation
- Classroom strategies for integrating SCL techniques

### LESSON 4: Setting up for Success

- Potential of technology in key areas of learning
- Tools that enhance learning in student-centered classrooms
- Getting parents involved in learning
- Extending learning opportunities outside of school hours



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# Student Portfolios



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Successfully integrate portfolios to enhance student development and become an essential part of teaching and learning.

The practical tips and suggestions provided in this course will take teachers through the process of implementing portfolios in their classrooms. The resources included show teachers how to capitalize on a student's natural tendency to save work, get them to take a second look, and critically analyze how they can improve future work.

Rich in examples, suggestions, and tips for teachers, this course aims to enhance the teaching and learning experience for students.



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# Student Portfolios

## Course Outline

### LESSON 1: Process and Benefits

- Research on student portfolios
- Portfolio benefits and their contribution to learning
- Characteristics of the portfolio process
- Adding power to portfolios with parents as mentors
- Logistics and management of both paper and digital student portfolios

### LESSON 2: Types of Portfolios

- In-depth analysis of the types of student portfolios
- Primary stages of the process, working and showcasing portfolios
- Examining the role of teachers as 'portfolio advisors'
- Potential challenges of the portfolio process, and practical tips to overcome them

### LESSON 3: Digital Portfolios

- Digital portfolios and their 21st century relevance
- Types of digital portfolios and their practical implementation
- A systems approach to planning an impressive portfolio
- Examining the key aspects of effective implementation of digital portfolios
- Web tools to help students create digital portfolios

### LESSON 4: Portfolio Assessment

- Benefits of portfolio assessment for both students and teachers
- Formative versus summative assessment of student work
- Implementing a scoring system with rubrics, presenting results
- Brief overview of the assessment process, focus, and criterion
- Considerations for portfolio assessment



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# Understanding ADHD



## Standards:

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Have you ever come across a child who's always on the move? They might have Attention Deficit Hyperactivity Disorder (ADHD). Children with this condition are restless, impulsive, and have a very short attention span.

These energetic students can often disrupt a classroom. This course provides a variety of tips, adaptations, and strategies for teaching students with ADHD and other students who are energetic, hyperactive, or have difficulty paying attention.

You will learn about classroom modifications and adaptations that can help maintain order in the classroom and discover methods for communicating more clearly with special educators and parents.



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# Understanding ADHD

## Course Outline

### LESSON 1: Introduction

- Definition of and challenges of ADHD
- Causes of ADHD
- Strengths of students with ADHD
- Prognosis and treatment of ADHD

### LESSON 2: Core Issues in ADHD

- The ADHD brain and how the changes in the brain cause deficits
- Challenges in ADHD and strategies that may be used to overcome them, especially in the areas of attention, hyperactivity, and impulsivity
- Strategies that are useful in working with students with ADHD including instruction sheets, classroom seating, movement breaks, and rules
- Dealing with anger and addictive behavior in students with ADHD

### LESSON 3: Associated Issues in ADHD

- Issues seen in ADHD, including issues in organization, motivation and social skills
- How teachers may help students to organize their schoolwork and complete it
- How to motivate students with ADHD
- How to support students with ADHD so they can build positive friendships

### LESSON 4: Accommodations

- Classroom accommodations that can help a student with ADHD learn and perform well
- Modified seating and lighting
- How a classroom schedule and organization can support learning
- Adapting homework, visual aids, and assessments in order to help a child with ADHD cope with the curriculum



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# Virtual Field Trips



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Field trips help students make connections between classroom learning and the world. However, they aren't always practical due to budget constraints, safety concerns, or learning needs.

Virtual field trips are an effective alternative to traditional field trips because of accessibility, ease, and interactivity. They are cost-effective, safe to use, and break down geographical and learning barriers. Virtual field trips work well for all types of classrooms.

In this course, teachers discover innumerable tips and resources to plan, create, and customize virtual trips and cater to their students' needs. Take classroom learning beyond the confines of the classroom.



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# Virtual Field Trips

## Course Outline

### LESSON 1: Introduction

- Characteristics
- Opportunities
- Applicability

### LESSON 2: Virtual Field Trip Resources

- Pre-designed virtual field trips
- Resources to design virtual field trips
- Maximizing learning

### LESSON 3: Planning a Virtual Field Trip

- Considerations
- Types of virtual field trips

### LESSON 4: Conducting a Virtual Field Trip

- Setting the stage and goal
- Student participation and post-virtual field trip follow-up
- Drawing connections and real-world implications
- Reporting and evaluating the virtual field trip



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