

MS Relicensure Package (10 CEUs - Ashland University)



The MS Relicensure Package includes 10 courses (1 CEU each) for a total of 10 CEUs of PD.

- Apps in the Classroom
- Assessment and Evaluation
- Classroom Management
- Communication in an Integrated Classroom
- Learning Strategies for the 21st Century
- Reading Strategies for All Teachers
- Research-based Curriculum and Instruction
- Standards in Teaching
- Supporting Special Needs in the Classroom
- Teaching with Internet Technology
- Technology in Learning

Apps 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.

Through this course, teachers will fully examine the true learning potential of iPads and apps..

The first part is designed for teachers who are just beginning to use iPads or those who are considering using them. Teachers will learn how iPads can be integrated into the learning process.

The second part focuses on apps in a more general level, on platforms including iOS, Android, and Windows. This course shows teachers how to take into account specifics, including logistics, management ability, content access, sound, and image quality, all while evaluating individual apps. With an integrated approach, teachers can successfully consider an apps' connections with curriculum content and amplify learning.



1 CEU



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Quizzes

Apps in the Classroom

Course Outline

SECTION A: Apps for Education

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

Apps in the Classroom

Course Outline

SECTION B: iPads in the Classroom

LESSON 1: Introduction

- Understanding the role and limitations of iPads in education
- Exploring how iPads can be used to develop essential skills
- Identifying traits of automation, transformation, and pioneering
- Importance of developing a smooth workflow, learning flow, and fluency

LESSON 2: iPads as A Teaching and Learning Tool

- Understanding the importance of integrating iPads into the classroom
- Examining iPads as an effective tool in fulfilling essential teaching functions, from routine tasks, to curating information
- The ability of iPads to promote student learning through differentiation, personalization, and ultimate enhancement of individual learning

LESSON 3: iPads and Basic Classroom Management

- The features, advantages, and challenges of the different types of iPad distribution
- Considerations and importance of creating a classroom management plan to facilitate smooth iPad integration into the learning process
- Creating appropriate class rules, securing students' focus, implementing procedures, setting expectations, and keeping the use of iPad in focus

LESSON 4: Ten 'Must Have' Types of Apps

- Identifying useful apps that support common functions like presentations, screen casting and note taking in the classroom
- Exploring practical ways to integrate apps into lessons

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Resources & Tools for
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Assessment and Evaluation



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 helps teachers understand more about assessment and evaluation.

The first part helps teachers design an assessment process that will provide a reliable and valid evaluation of their students. From updating teaching strategies to modifying curriculum to tailoring instruction, assessments may enable both teachers and students to achieve their goals.

In the second part, the student-centered learning approach provides a fitting framework for building an environment that shifts focus from the basic implementation of standardized curriculum and assignments to a more creative, organic facilitation of subject content and student activity.



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Assessment and Evaluation

Course Outline

SECTION A: Assessment Strategies

LESSON 1: Classroom Assessment Strategies

- Exploring Standards with a brief introduction
- Elaborating on different kinds of assessments including summative and formative assessments
- Connecting learning to the real world beyond classrooms

LESSON 2: The Assessment Process

- Defining and providing information on various assessment related terms, including evaluation and validity; and concepts such as sound assessment design and effective communication
- Explaining the assessment process including writing objectives and analyzing data

LESSON 3: Assessment and Evaluation Strategies

- Detailing assessment strategies regarding Reading: including before and after reading strategies and related concepts
- Analyzing in-depth the strategies relating to Mathematics: including higher order thinking, reflective prompts and self-questioning

LESSON 4: Assessment Challenges and Professional Development

- Exploring the challenges of assessments as opportunities for professional development
- Reiterating the integral part of assessments in education and providing information on available resources

Assessment and Evaluation

Course Outline

SECTION B: Student-centered Learning

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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Resources & Tools for
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Classroom Management



Standards:

This course aligns to the INTASC Standards including Learner Development, Learning Environments, 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 can effectively manage their teaching duties through a combination of planning ahead and implementing positive strategies. The material in this course provides a fresh direction to help teachers understand the basic principles of classroom design, successful curriculum integration, and behavior management.

Through this course, teachers are encouraged to apply a range of positive, creative, and visually effective strategies in their classrooms. Bringing together state and curricular standards with the more practical aspects of classroom management, teachers are equipped to sift through the plethora of available teaching tools and resources to find and implement those that fit their classroom needs best.



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Classroom Management

Course Outline

Section A: Classroom Management for Positive Behaviors

LESSON 1: A Positive Classroom Climate

- What is PBIS and why teach positive behaviors?
- Behavior management and social skills
- Instructional and environmental management
- Parent support and the three-tier framework

LESSON 2: Primary Prevention

- What is primary prevention?
- Guidelines
- Behavior management strategies
- Basic teaching approach

LESSON 3: Secondary Prevention

- Eligibility
- Features
- Identifying students
- Secondary interventions

LESSON 4: Tertiary Prevention

- Selection of students
- Implementation strategies
- Parental involvement

Classroom Management

Course Outline

Section B: Transformative Classroom Management

LESSON 1: Classroom Management

- Identifying common attributes in transformative classrooms that instill essential skills for student success
- Examining attitudes and pedagogical choices that promote effective classroom management
- Analyzing popular but ineffective strategies that promote classroom dysfunction

LESSON 2: Classroom Expectations

- The importance of laying out clear and shared expectations in the classroom
- Examining intentional classroom management strategies to identify the nature and outcomes of each
- The need for consistent implementation and positive expectations for long-term benefits

LESSON 3: Technical Management

- The need for teachers to be experts at technical classroom management strategies
- Identifying the essential principles behind a focused vision and classroom culture
- Understanding the nature of student attention and strategies to secure it

LESSON 4: Student Motivation

- The distinctions between intrinsic and extrinsic motivation, and the need to develop the former
- Strategies to develop each type of motivation and their limitations
- The nature and role of external rewards like grades and incentives
- The basic needs fulfilled by internal rewards and ways to reinforce them

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Resources & Tools for
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Communication in the Integrated Classroom



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.

This course is designed to help teachers communicate effectively with students with disabilities. PECS and Picture card communication are a couple methodologies that are explained. It also provides teaching strategies to build communication skills.

The autism section is aimed at preparing educational professionals to integrate students with autism, modify the environment, and provide interventions within the classroom. The course explores the various changes that are seen in the brain and cognition in students with autism.

The course contains tips, tools, and templates that teachers can use to apply the concepts into their instruction.



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Communication in the Integrated Classroom

Course Outline

SECTION A: Assistive Communication for Every Classroom

LESSON 1: Introduction to Assistive Communication

- Defining Assistive Communication and exploring its benefits and function
- Identifying the laws advocating for and supporting the use of Assistive Technology
- Understanding Assistive Communication, its purpose, and the three types of Assistive Communication devices used in the classroom
- Identifying the four categories of Assistive Communication Technologies

LESSON 2: Low-Tech Strategies for Communication

- Exploring the six phases of the Picture Exchange Communication System method and its application
- Understanding American Sign Language and its use in the classroom
- Practical application of the Picture Exchange Communication board and Topic rings/wallets in the classroom
- Identifying the four main types of Communication cards effective in the classroom

LESSON 3: High-Tech Strategies for Communication

- Exploring the different high-tech strategies and their uses for improving communication and learning in the classroom
- Computer modifications and adaptations enabling students with disabilities to achieve academic excellence
- Practical application of the devices with regard to Physical, Visual, Communication and Learning disabilities
- Identifying the smartphone applications that can enable communication

LESSON 4: Implementing Assistive and Alternative Communication in Classrooms

- Understanding the role of the teacher and the Assistive Communication team with regard to Assistive and Alternative communication
- Exploring the process of implementation and classroom observations of Assistive and Alternative Communication in the classrooms
- Defining the Multi-modal approach to communication and the three Levels of communication
- Exploring the strategies aiding and facilitating communication, group work, assessment, and homework

Communication in the Integrated Classroom

Course Outline

SECTION B: Introduction to Autism

LESSON 1: Overview

- Definition
- Symptoms and other similar conditions
- Therapies
- Labeling neurodevelopmental disorders
- The brain in Autism Spectrum Disorder

LESSON 2: Social Skills in ASD

- Social skills and related challenges.
- Theory of the mind
- Teaching non-verbal learners
- Verbal processing, echolalia, perseveration, and scripting
- Abstract language, eye contact, empathy, spatial terms, and pronouns

LESSON 3: Expressions of Autism

- Sensory hyposensitivity and hypersensitivity
- Splintered development, perseveration, and stress
- Part-to-whole or whole-to-part thinking
- The lack of social motivation and imagination in children with ASD
- Extraordinary abilities

LESSON 4: ASD in School

- Neurological differences in children with ASD
- Central Coherence Theory
- Classroom physical environment
- Teaching materials and strategies
- Behavior management strategies
- Working with parents and team

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Resources & Tools for
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Learning Strategies for the 21st Century



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.

Schools need to intentionally design learning environments where teachers can effectively explore issues and develop relevant pedagogies.

To equip teachers, the first section promotes an Inquiry-based Learning (IBL) framework for lesson planning. Through multiple classroom examples, teachers are shown what roles they play and how they can encourage student initiative.

In the second section, teachers are shown how they can implement collaborative learning 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 classroom learning.



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Learning Strategies for the 21st Century

Course Outline

SECTION A: Inquiry-based Learning

LESSON 1: Introduction to IBL

- 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

Learning Strategies for the 21st Century

Course Outline

SECTION B: Classroom Collaboration

LESSON 1: Introduction to Collaborative Learning

- 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 and conflict resolution
- School-wide policies to promote collaboration

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Resources & Tools for
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Reading Strategies for All Teachers



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.

This course helps teachers understand more about reading across the curriculum.

Since the reading range in any given classroom varies extensively, all educators should be aware of reading instruction best practices. The first section is full of new ideas to motivate students to read more and equips teachers with a variety of strategies that they can use to support reading comprehension.

The second section highlights the importance of change from traditional reading strategies to new and innovative ways of improving reading comprehension. This is a great tool for any teacher who wants to help students build a stronger understanding of the text that they come across in the classroom.



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Reading Strategies for All Teachers

Course Outline

SECTION A: Reading Across the Curriculum

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 CARI 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

Reading Strategies for All Teachers

Course Outline

SECTION B: Tackling Tough Text

LESSON 1: Comprehension

- The importance of building students' self-efficacy to ensure learning
- The need for appropriate background knowledge and reading strategies
- Strategies for teaching reading comprehension
- Go beyond traditional teaching models toward participatory literary practices
- The Reading Comprehension Checklist

LESSON 2: The Checklist

- The roadmap to activate students' background knowledge
- Understanding essential steps while working with the checklist, to ensure an internalization of the reading comprehension process
- The value of pre-reading in making stronger readers, and the four steps involved

LESSON 3: Working with Questions

- Understanding how to label and analyze questions that accompany the text

LESSON 4a: Time to Read

- Beginning the final part of the checklist; the actual reading of the text
- The process of identifying and underlining five key words in the text
- The recommended sequence of answering questions
- The importance of emphasizing students' self-confidence

LESSON 4b: Evaluating the Checklist

- The practical aspects and benefits of using the checklist in the classroom
- Using the evaluation in the checklist to identify areas where students need more help
- Understanding the need for tough text levels and the significance of the checklist

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Resources & Tools for
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Research-based Curriculum and Instruction



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 the McRel Teacher Evaluation Standards including Teacher Leadership, Teachers Know Content and Teachers Facilitate Learning.

The traditional curriculum is ill-equipped to keep up with the educational needs and challenges in today's dynamic world, highlighting the need to effectively redesign the curriculum.

Each educator has the responsibility and potential to contribute, even in small ways, to transforming the curriculum. In this course, teachers are provided with research based approaches and strategies that can be incorporated into classrooms to improve the effectiveness of teacher led instruction and encourage active student involvement in learning.

Through resources, examples, and templates, this course is designed to promote effective curriculums that enable students to become successful learners.



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Quizzes

Research-based Curriculum and Instruction

Course Outline

SECTION A: Curriculum Development

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

Research-based Curriculum and Instruction

Course Outline

SECTION B: Research-based Instructional Strategies

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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Resources & Tools for
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Standards in Teaching



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.

This course helps teachers provide the latest educational standards in the classroom.

The first part of this course will help you understand more about standards and how you can integrate them in your classroom.

The second part of this course will focus on standards-based formative assessment, and how you can use this in your classroom. For both a student-centered and teacher-driven education model, formative assessments enable teachers to respond to the needs of the student quickly and allow the student to shape instruction.



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Standards in Teaching

Course Outline

SECTION A: Integrating Standards in Teaching

LESSON 1: Standards

- What standards are and the difference between content and performance standards
- Challenges that teachers and schools face while integrating standards
- About the standards

LESSON 2: Integrating Standards

- Integrated curriculum
- Levels of integration
- Discipline integration, combined integration, multidiscipline integration, interdisciplinary integration, trans disciplinary integration, and how these can be implemented in the classroom

LESSON 3: Impact on People, Instruction and Planning

- The teacher's role and the student's role in planning
- Procedural and conceptual knowledge
- Evaluating standards and building a framework in order to implement them
- The importance of learning objectives

LESSON 4: Principles of Assessment

- Pre-assessment
- Difference between formative and summative assessments
- Concepts related to designing and implementing assessments including backward design and testing
- Principle of authentic assessment

Standards in Teaching

Course Outline

SECTION B: Formative Assessment

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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Resources & Tools for
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Supporting Special Needs in the Classroom



Standards:

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

Through this course, teachers explore behavioral health training that is culturally responsive and trauma and evidence informed. Teachers also gain an increasing awareness of practices relating to educating students with disabilities in the classroom, including inclusive learning environments.

The first section of this course presents a basic understanding of warning signs of early-onset mental illness in children and adolescents.

The second section focuses on Attention Deficit Hyperactivity Disorder (ADHD). Teachers are provided with a variety of tips, adaptations, and classroom strategies.



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Supporting Special Needs in the Classroom

Course Outline

SECTION A: Recognition of Early-onset Mental Health Illness in Children & Adolescents

LESSON 1: Introduction to Mental Illnesses

- An overview of the prevalence, nature, causes, and experience of mental illnesses
- Understanding effective treatments and the role and limitations of medication
- The application of behavioral therapy and other creative therapies under the umbrella of Cognitive Behavior Therapy to target the root of the problem
- The stigma associated with mental illnesses and ways to combat it
- The educational implications of the evaluation and treatment of mental illnesses

LESSON 2: ADHD, ODD, and Anxiety in the Classroom

- Understanding the manifestations of ADHD (Attention Deficit Hyperactive Disorder) in the classroom and ways to manage behavior effectively in this context
- The common signs, treatments, and classroom strategies to deal with ODD (Oppositional Defiant Disorder) and CD (Conduct Disorder)
- The various subtypes within Anxiety Disorders, their treatment, and classroom applications

LESSON 3: Other Mental Health Conditions in Children

- Symptoms and warning signs of OCD, Schizophrenia, Bipolar Disorder, PTSD, etc.
- Treatments
- Classroom applications and strategies

LESSON 4: The Team

- Working with parents
- The role of mental health professionals
- The IEP process
- Understanding assessments and assignments

Supporting Special Needs in the Classroom

Course Outline

SECTION B: Understanding ADHD

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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Resources & Tools for
Professional Learning Plans

Teaching with Internet Technology



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.

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Technology has become an integral part of our life and learning. Using technology in the classroom requires a high level of comfort with the tech tools, as well as an understanding of the role of technology in the learning process. This course equips teachers to help students use technology intelligently and responsibly.

In the first section, teachers will learn new ways of using tools they are familiar with and be exposed to the latest tools for both professional development and classroom application.

The second section teaches concepts and ideas behind using technology successfully in the classroom. It helps teachers understand the various skills that students need to develop in order to effectively use technology.



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Teaching with Internet Technology

Course Outline

SECTION A: Introduction to Technology

LESSON 1: Technology Basics

- Computer basics
- Email
- Benefits and harmful effects of technology
- Devices and gadgets for the classroom

LESSON 2: Platforms and Providers

- Spreadsheets and Word processing
- Presentation software
- Organization using cloud-based storage applications

LESSON 3: Interactive Technology

- Digital scavenger hunts
- Interactive quizzes and activities
- Design tools

LESSON 4: Types and Models of Learning

- Flipped and hybrid classrooms
- Learning Management Systems (LMS)
- Webinars and video conferencing tools

Teaching with Internet Technology

Course Outline

SECTION B: Technology in the 21st Century

LESSON 1: Introduction

- The mindset behind using technology
- How learning environments and education have changed with technology
- Technology standards and essential conditions required for learning

LESSON 2: Tool Set

- Classroom tools
- A code of conduct
- The need for parent education and learning to create a permission slip
- Integrating technology into the curriculum

LESSON 3: Skill Set

- The skill set required to succeed in the 21st century, and how these skills relate to technology
- Technology that teaches students how to create, connect, communicate, collaborate, and think critically
- Digital learning farms
- Roles students can take on while using technology in the classroom, including tutorial designers, official scribes, researchers, collaboration coordinators, contributors to society, and curriculum reviewers

LESSON 4: Mindset

- Digital literacies
- Basic literacy, information literacy, media literacy, visual literacy, global literacy and network literacy
- Ethical use of digital media
- Digital footprints

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Resources & Tools for
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Technology in Learning



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

Discover creative strategies to tap into classroom technology. The first section delves into research-based and classroom proven reading techniques that are fully supported by technology.

The second section presents the flipped classroom approach. Students are encouraged to take ownership by watching lesson videos on their own time and coming to class equipped to build upon their understanding of the concepts presented.

The resources, examples, and templates presented in this course help teachers plan and create efficient classrooms supported by technology.



1 CEU



100% Online



Quizzes

Technology in Learning

Course Outline

SECTION A: Reading through Technology in the Classroom

LESSON 1: Introduction

- Introducing technology in the classroom
- Technology tools
- Interactive whiteboards and clickers
- Mobile devices and computers
- Bring your own device (BYOD)
- Important terms: backups and ergonomics

LESSON 2: Digital Reading Technologies

- Reading on an e-book
- E-book reader explained
- E-book reader technologies
- Tablet based e-book readers
- App based e-book readers
- Finding e-books
- Reading on the Internet
- Using digital libraries
- Virtual book clubs

LESSON 3: Technology Supported Reading

- Pre-reading strategies
- During reading strategies
- After reading strategies

LESSON 4: Collaborative Reading Through Technology

- Collaborative reading using technology
- Tools for collaborative reading
- Collaborative reading strategies
- Collaborative activities

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SECTION B: Flipping Classrooms

LESSON 1: Understanding the Flipped Classroom

- Flipped classroom: Definition and why “flip?”
- Key elements and benefits to flipping a classroom
- Traditional classroom vs. flipped classroom
- Types of flipped classrooms
- Research and concerns regarding flipped classrooms

LESSON 2: Creating a Flipped Classroom

- How to flip the classroom
- Creating a flipped lesson plan
- Effective lesson planning
- Integration within a flipped classroom

LESSON 3: Tools for the Flipped Classroom

- Creating video content
- The latest technology for creating videos
- Digital tools for flipping
- Tips for effective videos

LESSON 4: Ideas, Tips and Collaboration

- Accommodating all learners and peer instruction
- Collaboration between students, parents, and school
- Flipping faculty meetings
- Flipping across grade levels

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Start Right Away



Resources & Tools for
Professional Learning Plans