

FL Recertification Package (6 credits)



This online semester graduate credit course package contains classes to help teachers in Florida address the required credits to renew a teaching certificate, including the **Students with Disabilities (SWD)** and **Systemic and Phonemic Reading Instruction** requirements.

The FL Recertification Package includes 5 self-paced courses for a total of 6 credits from a regionally accredited university.

- Pedagogy Essentials
- Raising Academic Achievement
- Students with Disabilities
- Systemic and Phonemic Reading Instruction
- Teaching Online for the Classroom Teacher

Pedagogy Essentials



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.

‘Pedagogy’ is both the science and art of education. In the teaching practice, there is often a disconnect between the theory and the reality. This course is designed to target and bridge that gap.

The first section examines how teachers use research based strategies to choose efficient instructional methods and improve student achievement.

The second section considers how teachers can develop an effective curriculum.

The third section explores practical teacher organization. You will be provided with resources that assist you in providing the best instruction and assessment for students with the least amount of time and effort.



Official Transcript:
1 Semester Credit



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Pedagogy Essentials

Course Outline

SECTION A: 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

Pedagogy Essentials

Course Outline

SECTION B: 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

Pedagogy Essentials

Course Outline

SECTION C: Classroom Organization for the 21st Century

LESSON 1: Being an Organized Teacher

- Understanding the purpose and benefits of classroom organization
- Examining the reality of stress and burnout among teachers
- The traits of an organized teacher
- What makes a teacher organized?
- Classroom examples

LESSON 2: Organizing Your Classroom

- The overarching goals of organizing the classroom space and activities
- Effective classroom layout and design
- Managing classroom material - such as submissions and resources - efficiently
- Organizing classroom activities, including independent, group, and whole class work
- Strategies to manage and track student behavior positively, during lessons and through transitions

LESSON 3: Ten Tech Tools for Organized Teaching

- Essential considerations behind using tech to organize your classroom and teaching
- Ten useful tools/apps to organize teaching responsibilities, and the classroom applications of each

LESSON 4: Classroom Applications

- Planning for continuous assessments in the classroom and methods to carry them out effectively
- Working within a teaching team, partnering and preparing to be a substitute
- Organizing parent partnerships at both one-way and two-way levels
- Getting classroom projects and events efficiently planned and carried out
- Ensuring windup is productive, for teachers and students, at a daily and annual level



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Resources & Tools for
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Raising Academic Achievement



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.

Teachers learn to identify students who are struggling academically and address academic interventions for support.

This course helps teachers gain skills in improving curriculum and implementing inquiry-based learning to increase academic achievement. Teachers learn to adjust existing evaluation practices to create effective and dynamic evaluation methods that assess student work, while ensuring that the educational focus is on teacher and student development.



**Official Transcript:
1 Semester Credit**



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Raising Academic Achievement

Course Outline

SECTION A: Raising Academic Achievement through Standards

LESSON 1: Standards and Academic Interventions

- Standards in education
- Differentiating between core instruction, accommodations, modifications, and interventions
- Academic interventions, classroom intervention plans, and understanding warning signals of students at risk

LESSON 2: Response to Intervention

- Response to Intervention (RTI)
- Connecting RTI and the standards
- Essential components of RTI
- Tiered interventions
- Challenges when implementing RTI

LESSON 3: Literacy Interventions

- Importance of literacy skills
- Problems students face in literacy
- Standards in English Language Arts/Literacy
- Academic interventions for struggling readers
- Academic interventions for students struggling with writing skills

LESSON 4: Math Interventions

- Importance of math
- Problems students face
- Standards in math
- RTI and math
- Specific interventions for improving math skills

Raising Academic Achievement

Course Outline

SECTION B: Examining and Evaluating Student Work

LESSON 1: Introduction

- 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

Raising Academic Achievement

Course Outline

SECTION C: Inquiry-based Learning

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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Resources & Tools for
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Students with Disabilities



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.

While it is certainly challenging to teach all students effectively, this is a real possibility. A research-based framework accommodates every learner and provides practical strategies to add elements of flexibility in teaching presentation, student expression and meaningful engagement. This course helps teachers understand and strive to meet every student's potential for academic excellence.

Teachers will better understand the IEP process through examples for designing, planning, and implementing an IEP and consider assistive communication techniques that can improve classroom communication for students with disabilities. This course provides teachers with tools, strategies, and technologies to create an inclusive classroom.



Official Transcript:
1 Semester Credit



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Students with Disabilities

Course Outline

SECTION A: Accommodations through UDL

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

Students with Disabilities

Course Outline

SECTION B: IEPs: Documentation and Implementation for Teachers

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

Students with Disabilities

Course Outline

SECTION C: Assistive Communication for Every Classroom

LESSON 1: Introduction

- 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

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

LESSON 3: High-Tech Strategies for Communication

- Different high-tech strategies and their uses for improving communication
- 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
- The strategies facilitating communication, group work, assessment, and homework



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Resources & Tools for
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Systemic and Phonemic Reading Instruction



Standards:

This course aligns to all of 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.

Reading requires proficiency in a range of skills from phonemic awareness, understanding context, asking questions, to analyzing types of text.

This course lays out explicit, sequential, and systematic approaches to reading instruction from developing students' early reading skills and phonemic awareness to helping every child become a competent reader, regardless of their current reading level or learning condition. This must-have course for teachers is full of multisensory instruction strategies and explicit intervention techniques, video demos, and downloadable templates.



Official Transcript:
2 Semester Credits



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Systemic and Phonemic Reading Instruction

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

Systemic and Phonemic Reading Instruction

Course Outline

SECTION B: Guided Reading

LESSON 1: An Overview

- Integrating guided reading into the classroom curriculum
- The pros and cons of traditional vs guided reading groups
- The foundational principles of guided reading
- Impact of guided reading, and its implementation across grades

LESSON 2: Procedure

- Implement a guided reading program to match individual student needs
- Manzo's 9 Steps to improve reading comprehension
- Strategies to provide differentiated instruction
- Stages of reading and assessing student levels by specific characteristics

LESSON 3: Strategies

- Implementing guided reading by integrating strategies
- Tips for implementing age-appropriate strategies to match student age and intellect
- The scope and implementation of guided reading for ELLs (English Language Learners), CCNs (Complex Communication Needs) and students with special needs
- Understanding the application of guided reading across curriculum
- The challenges faced during guided reading

LESSON 4: Resources and Organization

- Practical tips for effective implementation of the Guided Reading Program
- Managing student behavior
- Learning the key to staying organized
- Assessing the reading level of students
- Using technology effectively for guided reading groups

Systemic and Phonemic Reading Instruction

Course Outline

SECTION C: 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

Systemic and Phonemic Reading Instruction

Course Outline

SECTION D: Writing and Dyslexia: Overcoming Challenges

Lesson 1: Writing Challenges

- The importance of writing
- Dyslexia, dysgraphia, dyspraxia: symptoms and diagnosis
- Decoding and encoding challenges
- Handwriting and other writing challenges

Lesson 2: Transcription Challenges

- Spelling
- Morphology
- Phonics
- Keyboarding

Lesson 3: Cognitive Functions in Writing

- Writing challenges
- Memory, attention, and concentration
- Sequencing, planning, and organization
- Strategies to improve writing

Lesson 4: Sharpening Writing Skills

- Pre-writing
- Initial draft
- Revising
- Assessment

Systemic and Phonemic Reading Instruction

Course Outline

SECTION E: Early Reading Skills

LESSON 1: Language Development

- Stages of reading development
- The role of neuroscience in language development
- Reading wars and speech-language impairments
- Reading disorders and assessment for reading disorders

LESSON 2: Reading Disorders

- Growth mindset approach and “think-aloud” strategy
- Zone of proximal development (ZPD)
- Gradual release of responsibility
- Fostering early literacy at home and play & literacy

LESSON 3: Supporting Early Literacy Skills

- Purposeful conversations and vocabulary
- Academic vocabulary and narratives
- Phonological words and syllable awareness
- Rhyming, onset, rime, and phonemic awareness

LESSON 4: Phonics

- Letter-sound relations and keyword for each letter
- Word building and decoding words
- Letter tiles and elkonin boxes
- Sound-spelling patterns and encoding (spelling)

Systemic and Phonemic Reading Instruction

Course Outline

SECTION F: Reading in Content Areas

LESSON 1: Reading Fundamentals

- What is reading comprehension
- Reading disorders
- Assessments for reading, writing, and spelling
- Reading at home and school
- Growth Mindset approach

LESSON 2: Reading Comprehension

- Reading development
- Strategies in building reading skills
- Working memory
- Vocabulary instruction

LESSON 3: Comprehension Strategies

- A Purpose for reading
- Art of questioning
- Visualization skills and inferencing
- Using self-monitoring and making predictions

LESSON 4: Text Structure

- Why text exists and why we read
- Graphic organizers
- Informational texts
- Digital text



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Resources & Tools for
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Teaching Online for the Classroom Teacher



Standards:

This course aligns to the INTASC Standards including Learning Differences, Learning Environments, Content Knowledge, Assessment and Planning for Instruction.

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

Classroom teachers can quickly transition to becoming effective online educators. Become an online and hybrid teaching pro through this online PD course.

In the first section, teachers go through the process of preparing to teach online while also being introduced to useful tools and resources.

The second section introduces teachers to strategies for addressing text and reading in a virtual environment.

The third section presents teachers with a highly effective digital strategy for enhancing curriculum: virtual field trips. This includes how to plan, schedule, and evaluate the impact.



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1 Semester Credit



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Teaching Online for the Classroom Teacher

Course Outline

SECTION A: How to Teach Online for the Classroom Teacher

LESSON 1: Introduction

- Online learning myths
- Research
- Online teaching myths
- Asynchronous and synchronous learning
- Blended learning
- LMS

LESSON 2: Delivering Content Online

- Google Classroom
- Email
- Blogs
- Social media platforms
- Webinars
- Collaborative whiteboard
- Videos

LESSON 3: Assessment through Collaboration and Engagement

- Engaging assessments and tools
- Collaborative assessments and tools

LESSON 4: Planning and Safety Considerations

- Tools for planning
- Planning template
- Safety considerations
- Grooming and predators
- Cyberbullying
- Boundaries
- Communicating with parents
- Agreements and contracts

Teaching Online for the Classroom Teacher

Course Outline

SECTION B: 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

Teaching Online for the Classroom Teacher

Course Outline

SECTION C: Virtual Field Trips

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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