

MA Relicensure Package (150 Hours)



The MA Relicensure Package includes 20 self-study courses (5 or 15 hours each) for a total of 150 hours of PD.

- Accommodating All Learners
- Apps for Education
- Assessment Strategies
- Cultural Competency and Responsive Teaching
- Differentiation for Gifted Learners in the Classroom
- ELL & ESL Instructional Practices
- Examining and Evaluating Student Work
- Formative Assessment
- Flipping Classrooms
- Internet Safety in a Connected World
- Inquiry-based Learning
- Literacy Across the Curriculum
- Pedagogy Essentials
- Rubrics in Teaching and Learning
- STEM Across the Curriculum
- Students with Disabilities
- Student Portfolios
- Technology in the 21st Century Classroom
- Transformative Classroom Management
- Virtual Field Trips

Renew a Teaching License by Professional Learning Board is an approved DESE PDP provider.

Accommodating All Learners



Standards:

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

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

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

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



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Quiz

Accommodating All Learners

Course Outline

LESSON 1: Every Learner Learning

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

LESSON 2: Who Are Our Students? Teaching Across Types

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

LESSON 3: Technology

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

LESSON 4: Theories and Strategies

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



5 Hours
of Learning



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Resources & Tools for
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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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Quiz

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



5 Hours
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Resources & Tools for
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Assessment Strategies



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

Assessments are not confined to year end tests and grades. They are meant to be a part of daily teaching and learning. Good assessments are powerful – they may be used to change the way teachers teach, students learn, and sometimes even what is taught.

This course will help teachers design an assessment process that will provide a reliable and valid evaluation of their students. Strategies for assessing Reading and Math skills are explored in detail. Assessments may be seen as an opportunity for teacher professional development. From updating teaching strategies to modifying curriculum to tailoring instruction, assessments may enable both teachers and students to achieve their goals.



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Quiz

Assessment Strategies

Course Outline

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



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Resources & Tools for
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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



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Resources & Tools for
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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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Resources & Tools for
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ELL & ESL Instructional Strategies



SEI & ESL Requirement

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.

Modifying instruction and curriculum to support every student can be a challenge. This course is brimming with ideas and strategies to help you maximize instruction and cater to the individual needs of each learner.

This course enhances knowledge in the process of second language acquisition, including strategies to promote effective interaction between ELL students and their classmates, as well as approaches for adapting and modifying material to suit the learning needs of ELLs and ESLs.

The last section of this course focuses specifically on engaging with Spanish speaking students and their families.



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Quizzes

ELL & ESL Instructional Strategies

Course Outline

SECTION A: English Language Learners in the Classroom

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

ELL & ESL Instructional Strategies

Course Outline

SECTION B: Language Acquisition

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)

ELL & ESL Instructional Strategies

Course Outline

SECTION C: Spanish for Educators

LESSON 1: Introduction

- Exploring the similarities and differences between English and Spanish, including word origins, grammar, and pronunciation.
- Understanding and practicing the composition and pronunciation of the Spanish alphabet
- Learning sounds that, though eliminated from the alphabet, are still crucial to knowing the Spanish language
- The intricacies of Spanish syllables and cultural trends for names

LESSON 2: Greetings

- Common Spanish greetings for situations teachers are likely to encounter, and the right occasion to use them
- Effective ways to give instructions and appropriate responses
- Typical cultural phrases to wish people well in different circumstances

LESSON 3: Classroom Environment

- Using Spanish phrases, key words, and comments successfully in the classroom to benefit students' behavior and overall responses
- Identifying practical situations to practice the phrases learned outside the classroom
- Common mistakes native English speakers are likely to make while learning Spanish
- Gaining an overview of Spanish slang in order to minimize classroom disruptions

LESSON 4: Parent Partnerships and Communications

- Learning how to use a 'call script' to speak to parents on the telephone, and situations where this is useful
- Useful tips on how to prepare for conferences with parents
- Quick question words to have on hand that could be useful while directing conversations outside the classroom



15 Hours
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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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Quiz

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



5 Hours
of Learning

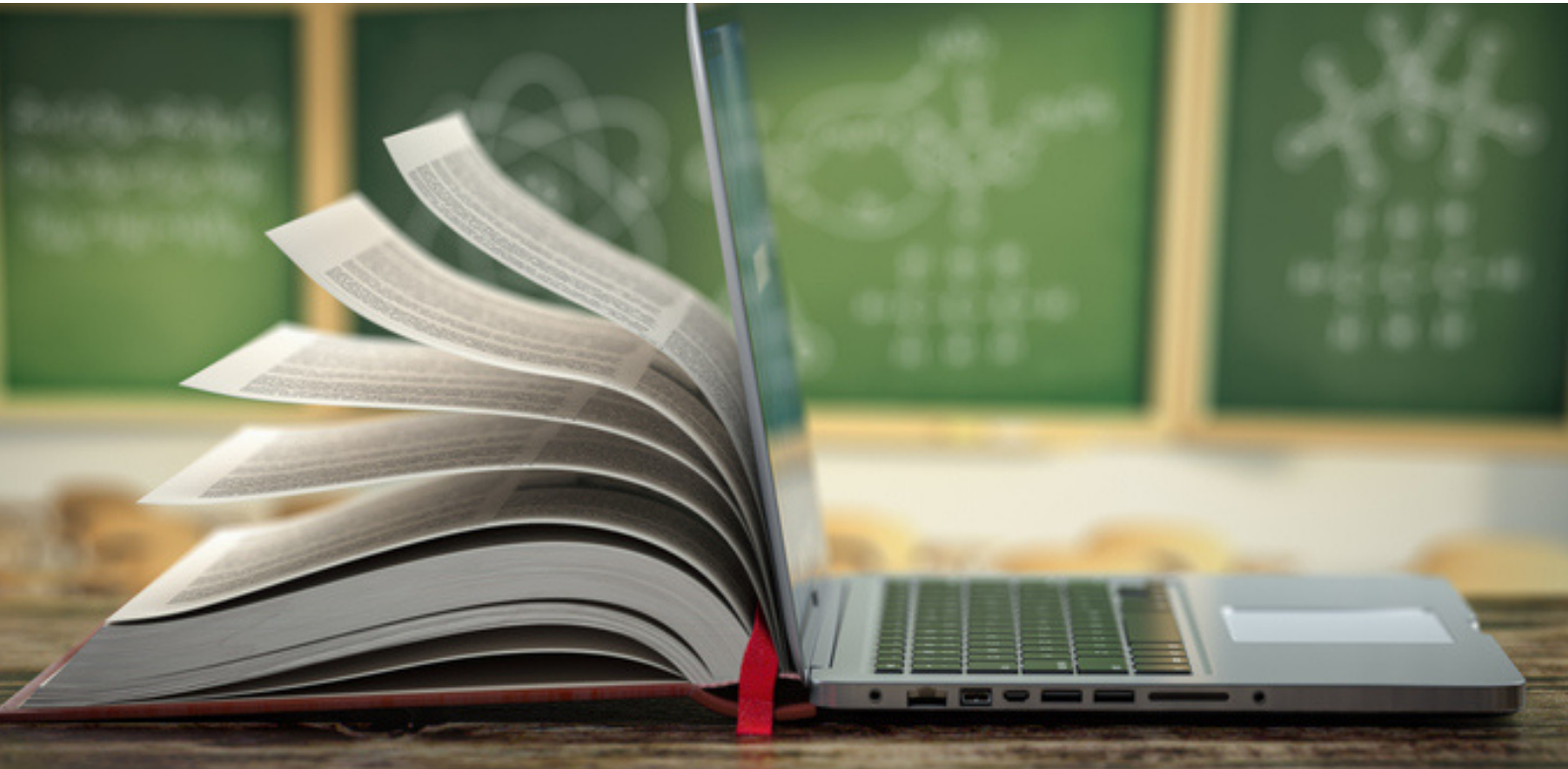


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Resources & Tools for
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Flipping Classrooms



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.

"Flipping" the classroom liberates classroom instruction from traditional patterns. The goal is to move students beyond becoming 'proficient' in a subject to 'mastering' its intricacies. Explore making students' learning needs the driving force behind classroom instruction. Identify effective tools and strategies, such as video, digital simulations, and computer games to personalize lessons.

This approach empowers student ownership over their learning and promotes the classroom as a collaborative educational environment.



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Flipping Classrooms

Course Outline

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



5 Hours
of Learning



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Resources & Tools for
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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



5 Hours
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Resources & Tools for
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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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Quiz

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



5 Hours
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Resources & Tools for
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Internet Safety in a Connected World



Standards:

This course aligns to the INTASC Standards including Learning Environments and Planning for Instruction.

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

Technology has become an integral part of our lives, but it also presents risks - especially for children.

In this course, teachers learn about the different kinds of online threats and how they can protect themselves and their students. The course includes:

- Social media
- Texting
- Video games
- Cyberbullying
- Online predators
- Tips & tools for protecting children online
- And more....



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Quiz

Internet Safety in a Connected World

Course Outline

LESSON 1: Connecting on the Internet

- Social media
- Features and red flags of social media
- Posting and viewing photographs and videos safely
- Smart watches

LESSON 2: The Internet in Daily Life

- Diverse means of electronic communication
- Gaming and virtual worlds
- E-commerce and digital footprints
- Existing dangers
- Interactive scenarios:
- Handling peer pressure and secure chatting options

LESSON 3: Downloading from the Internet

- Shielding unauthorized copying and piracy
- Sending out files
- Plagiarism
- Software that harms computers and guidelines to prevent this

LESSON 4: Staying Safe on the Internet

- Online predators and their behaviors – grooming and gifting
- Cyberbullying: forms and effects
- Monitoring software and parental controls with usage agreements
- Reporting online crimes, gathering evidence, and calling for help



5 Hours
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Resources & Tools for
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Literacy Across the Curriculum



Content Requirement

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.

Reading should be a meaningful activity that is focused on comprehension and understanding. When students struggle with a specific subject matter, the underlying reason is often identified as under developed reading skills. The strategies in this course are imperative for all educators to help their students become proficient readers.

The first section helps teachers understand how to assess reading skills in the classroom and plan instruction accordingly. The second section equips educators to empower their students with confidence when handling tough text. The third section explores reading difficulties while introducing strategies for dealing with these issues and reducing the gap.



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Literacy Across the Curriculum

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

Literacy Across the Curriculum

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

Literacy Across the Curriculum

Course Outline

SECTION C: 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



15 Hours
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Resources & Tools for
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Pedagogy Essentials



Pedagogy Requirement

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.



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Quizzes

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



15 Hours
of Learning



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Resources & Tools for
Professional Learning Plans

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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Quiz

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



5 Hours
of Learning

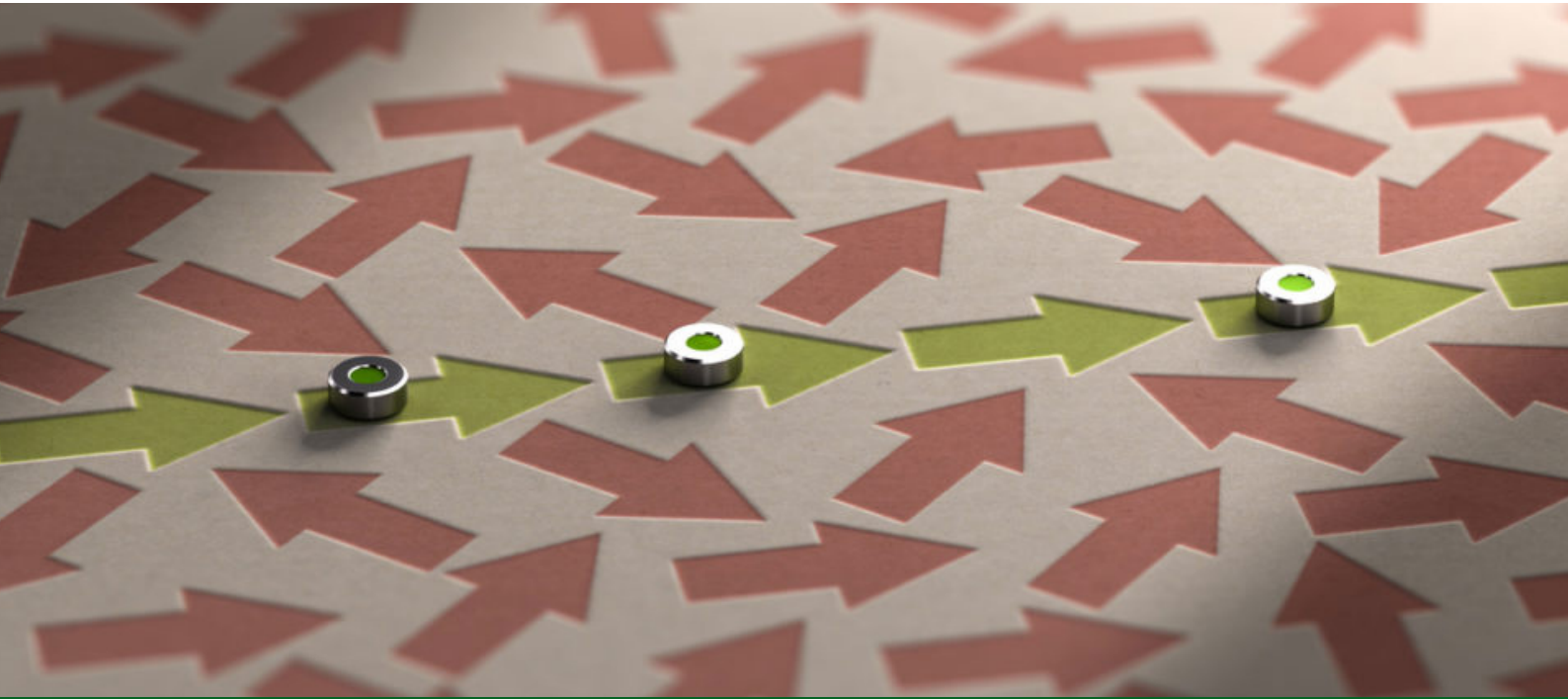


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Resources & Tools for
Professional Learning Plans

STEM Across the Curriculum



Content Requirement

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.

It is increasingly essential for educators to develop students who not only are critical thinkers but innovators as well. This course provides a real-world approach to learning and teaching.

The first section brings together four major disciplines into one cohesive system: Science, Technology, Engineering, and Mathematics.

The second section focuses on applying mathematical standards and principles in everyday life.

The third section introduces the concept of student centered learning in their classrooms. This learning approach allows teachers to customize and differentiate curriculum for each student.



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Quizzes

STEM Across the Curriculum

Course Outline

SECTION A: Standards-based Instruction through STEM

LESSON 1: Introduction

- Definition of STEM
- Need for STEM
- Three STEM program attributes and five different STEM program models

LESSON 2: Setting Up for STEM

- Characteristics of STEM students and teachers
- Understanding STEM in the context of Math and Science
- Integrating STEM into any classroom
- Choosing appropriate STEM material and curriculum

LESSON 3: STEM Standards and Assessments

- Shared standards that are internationally benchmarked
- Challenges and benefits of successful STEM assessments
- Assessments for elementary, middle, and high school classrooms
- Benefits, opportunities, and challenges of STEM integration

LESSON 4: Designing STEM PK-12 Curriculum

- Integrating STEM into elementary, middle, and high-school classrooms
- Designing STEM instruction for the year
- Writing individual STEM units using science, math, technology, and literacy standards
- Implementing effective lessons in the classroom

STEM Across the Curriculum

Course Outline

SECTION B: Mathematics for All Teachers

LESSON 1: Introduction

- History of mathematics
- The truth about math
- Discrediting the different math myths
- The solution to math anxiety

LESSON 2: Math Practices

- Mathematics redefined
- NCTM and CCSS standards related to math
- Mathematical practices and strategies to employ in the classroom

LESSON 3: Facilitating Student Learning

- Motivation theories and how to apply them in the classroom
- Different learning styles
- Understanding brain power
- Content knowledge and application

LESSON 4: Setting Up

- Math and group work
- Making connections between math and real life
- Using mathematical tools
- Encouraging persistence, providing novelty, and differentiating instruction while teaching math

STEM Across the Curriculum

Course Outline

SECTION C: 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



15 Hours
of Learning

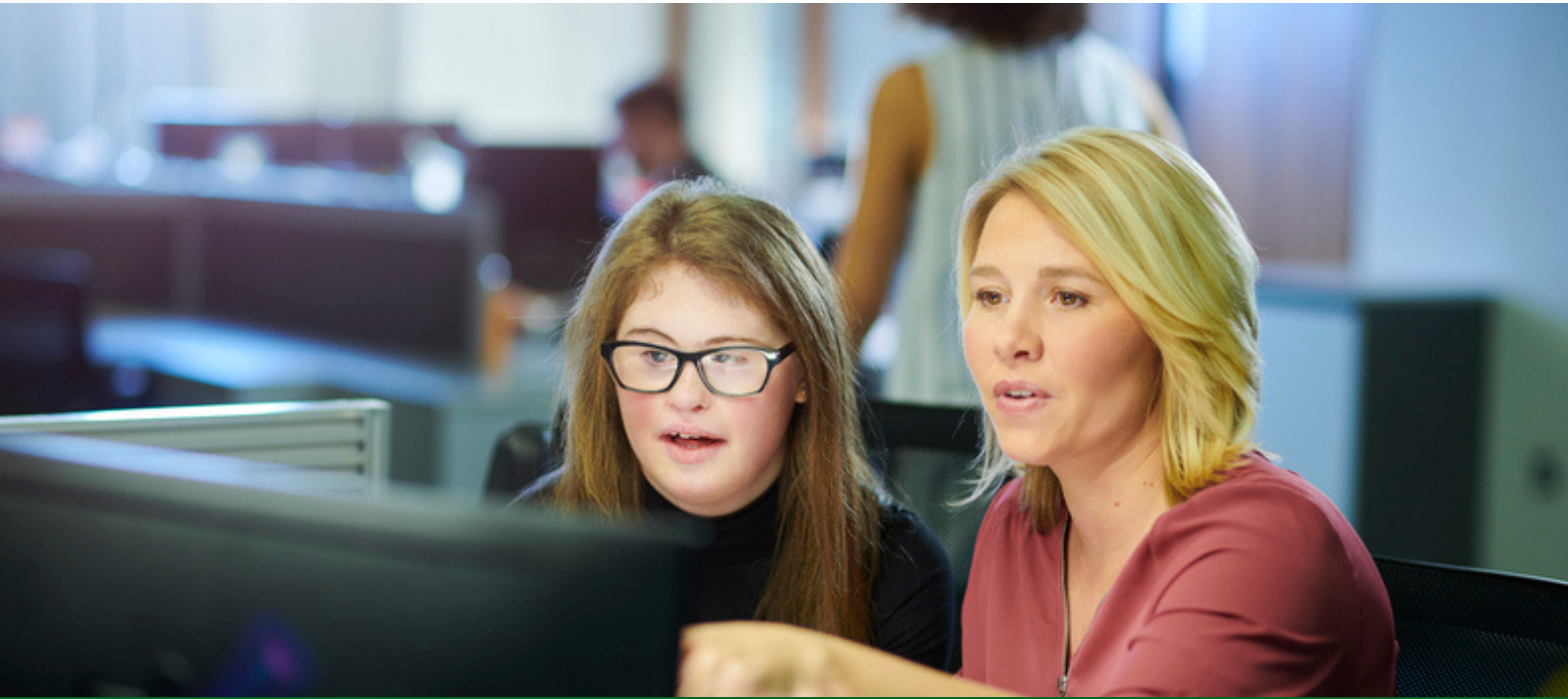


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Start Right Away



Resources & Tools for
Professional Learning Plans

Students with Disabilities



Students with Disabilities Requirement

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.



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Quizzes

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



15 Hours
of Learning



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Resources & Tools for
Professional Learning Plans

Student Portfolios



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.

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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Quiz

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



5 Hours
of Learning



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Resources & Tools for
Professional Learning Plans

Technology in the 21st Century 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.

Today's educators know about many digital tools at their disposal. However, using technology in the classroom requires more than just knowing how to use the tools. Teachers need to understand the role of technology in the learning process, and principles to integrate tech in a way that it promotes learning without distracting from the curriculum.

This course teaches concepts and ideas behind using technology in the classroom. It also helps teachers to understand skills that students need to develop in order to use technology in the most effective way.



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Quiz

Technology in the 21st Century Classroom

Course Outline

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 to take place while using technology

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
- Literacy including basic literacy, information literacy, media literacy, visual literacy, global literacy and network literacy
- Ethical use of digital media
- Digital footprints



5 Hours
of Learning



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Start Right Away



Resources & Tools for
Professional Learning Plans

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

All students are unique and group dynamics, cultural backgrounds, and experiences vary — sometimes dramatically. But for the most part, sound ideas get positive results and unsound ideas get mixed results at best.

Not all ideas sold in the marketplace of classroom management strategies lead to desirable results. In fact, many of the most popular ideas result in more harm than good.

This course is a synthesis of what's effective in the area of classroom management. It builds on extensive time, real experiences of teachers, observations of hundreds of classrooms, research, and the best ideas put into successful practice.



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Quiz

Transformative Classroom Management

Course Outline

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



5 Hours
of Learning



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Resources & Tools for
Professional Learning Plans

Virtual Field Trips



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.

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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Completion



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Quiz

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



5 Hours
of Learning



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