NC 6-12 Relicensure Package (80 hours)

The NC 6-12 Relicensure Package includes 8 self-study courses (10 hours each) for a total of 80 hours of professional development, including CEUs for the General and Academic Subject Area requirements.

- Classroom Management
- Communication in an Integrated Classroom
- Cultural Competency and Reflective Teaching
- Ethics in Education
- Integrated Curriculum
- Learning Strategies for the 21st Century
- Reading Strategies for All Teachers
- Standards in Teaching

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.

Certificate of Completion

100% Online

Quizzes

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

10 Hours
of Learning

Convenient Access:
Start Right Away

Resources & Tools for
Professional Learning Plans

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.

Certificate of Completion

100% Online

Quizzes

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

10 Hours of Learning	Convenient Access: Start Right Away	Resources & Tools for Professional Learning Plans

Cultural Competency and Reflective Teaching

Standards:

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

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

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

Teachers will also reflect on their teaching practice and interactions while considering ways they can grow.

Certificate of Completion

100% Online

Quizzes

Cultural Competency and Reflective Teaching

Course Outline

SECTION A: Cultural Competency and Responsive Teaching

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

Cultural Competency and Reflective Teaching

Course Outline

SECTION B: Reflective Teaching Practice

LESSON 1: Introduction

- Need for reflection
- Critical attributes and attitudes of a reflective teacher
- Types of reflection
- Circle of reflection
- Levels of reflective thinking
- Are you a reflective teacher?

LESSON 2: Reflective Thinking and Application

- Developing reflective practice
- Factors that influence reflection
- Applying reflection in practice using strategies such as reframing classroom situations, action research, learning journals, logs, diaries, teaching portfolios, autobiographical narratives, storytelling, critical incident analysis, and self-observation

LESSON 3: Opportunities for Professional Growth

- Characteristics and types of job-embedded professional development
- Practicing collaborative learning using various strategies like mentoring, peer observation, coaching, and so on
- Building effective Professional Learning Communities (PLCs)
- Enhancing traditional professional development through classroom visitation, conferences, learning study, examining student work, and workshops

LESSON 4: Professional Development Plan

- Principles of PDP
- Professional development cycle
- Elements of PDP
- Step-by-step guide to write a PDP

10
10 Hours
of Learning

Convenient Access:
Start Right Away

Resources & Tools for
Professional Learning Plans

Ethics in Education

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.

We all have an innate ethical sense that urges us to make choices. The information provided here are focused on enabling teachers to broaden their understanding of ethical issues.

Teachers explore growth in ethical areas of academic excellence, boundaries, and academic integrity. From protocols for social media, reporting abuse, transference and plagiarism, these issues are where ethics and education meet. This course is full of practical strategies, resources, and guidelines for teachers to implement in their particular teaching situations. Through reflection and introspection, teachers develop an understanding of their ethical self and are given a range of tips to bring high ethical standards into every stage of their educational practice.

Certificate of Completion

100% Online

Quizzes

Ethics in Education
Course Outline

SECTION A: Ethics for Education Professionals

LESSON 1: Ethics in School

- Examining morals, ethics, and laws while understanding subtle differences between them
- Insight on schools of thought and ethical models
- Professionalism and how it applies to teachers
- Reviewing basic ethical practices

LESSON 2: Ethical Boundaries

- Types of boundaries and establishing boundaries through communication, both verbal and non-verbal
- Transference
- Insight on challenging ethical issues, including excessive thinking, jealously, and inappropriate relationships, as well as how these may be avoided

LESSON 3: Ethical Behaviors

- Professional habits, including the infusion of modesty, fidelity, and civility
- Understanding appropriate behavior, including touch and conversation
- Practical strategies that can be used to maintain positive professional relationships with students, colleagues, and parents
- Virtues and traits that are the cornerstone for every professional teacher

LESSON 4: Ethics in Practice

- A framework for making ethical decisions in the context of the classroom and school
- Strategies to promote school-wide ethical practice, including mentoring, PD, ethical committee, ethical code of conduct, and an honor code.

Ethics in Education
Course Outline

SECTION B: Ethical Conduct in Education

LESSON 1: Ethical Understanding

- Why ethics?
- Growing in ethics
- Ethical culture
- Ethical conduct

LESSON 2: Academic Excellence

- Commitment to student learning
- Quality education
- Professional growth
- Research practices

LESSON 3: Behaviors and Boundaries

- Safe learning environments and technology safety
- Professional, relationship, and physical boundaries
- Dignity and respect
- Confidentiality and trust

LESSON 4: Academic Integrity

- The hero code
- Integrity and education
- Establish expectations and use formative assessment
- Create an honor code and grade objectively

10
10 Hours
of Learning

Convenient Access:
Start Right Away

Resources & Tools for
Professional Learning Plans

Integrated Curriculum

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.

STEM education is not just about doing what's "cool" and "in." It is essential in today's world that our students learn to apply what they learn in real life situations and across different subjects. The STEM model helps prepare our students for the 21st century.

The first part is designed to equip and encourage you to integrate STEM education into your classroom and design your own standards-based STEM curriculum.

The second part helps teachers understand how to incorporate math practices into any classroom. Teachers learn how to set up their classroom in a way that increases student involvement and makes math real and fun for everyone.

Certificate of Completion

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Quizzes

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Integrated 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

Integrated 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

10
10 Hours
of Learning

Convenient Access:
Start Right Away

Resources & Tools for
Professional Learning Plans

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.

Certificate of Completion

100% Online

Quizzes

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

10
10 Hours
of Learning

Convenient Access:
Start Right Away

Resources & Tools for
Professional Learning Plans

Reading Strategies for All Teachers

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 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.

Certificate of Completion

100% Online

Quizzes

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

10 Hours
of Learning

Convenient Access:
Start Right Away

Resources & Tools for
Professional Learning Plans

Standards in Teaching

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 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.

Certificate of Completion

100% Online

Quizzes

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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10 Hours of Learning

Convenient Access: Start Right Away

Resources & Tools for Professional Learning Plans