

# NY ESP Recertification Package (100 Hours)



The NY ESP Recertification Package includes 18 self-study courses (5 or 15 hours each) for a total of 100 hours of PD.

- Apps for Education
- Bulletin Boards - Ideas for Every Classroom
- Cognitive Skills - Understanding Learning Challenges
- Cultural Competency and Responsive Teaching
- Classroom Collaboration
- ELL & ESL Instructional Practices
- Formative Assessment
- IEPs: Documentation and Implementation for Teachers
- Inquiry-based Learning
- Introduction to Autism
- Reading Across the Curriculum
- Research-based Instructional Strategies
- Student-centered Learning
- Tackling Tough Text
- Transformative Classroom Management
- Understanding ADHD
- Virtual Field Trips
- Visuals in Learning

**Renew a Teaching License by Professional Learning Board is an approved CTLE sponsor.**  
**Sponsor ID #23341**

# Apps for Education



## Standards:

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

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

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

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

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



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# Apps for Education

## Course Outline

### LESSON 1: Considerations, Content and Components

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

### LESSON 2: Logistics and Fluency

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

### LESSON 3: Learning with Apps

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

### LESSON 4: Sample Evaluation and Recommendations

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



5 Hours  
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# Bulletin Boards - Ideas for Every Classroom



## Standards:

This course aligns to the INTASC Standard, Learning Environments.

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

A classroom can seem incomplete without attractive and educative bulletin boards. Have you ever looked at another teacher's bulletin boards and wondered how they managed to make it so interesting?

This course provides a new and fresh direction that helps teachers understand the basic principles of art and design and how to apply these in planning and creating bulletin boards. Included are a number of ideas for interesting, interactive, and educational bulletin boards.

Discover creative and visually effective ideas and get inspired to create your own classroom bulletin board makeover.



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# Bulletin Boards - Ideas for Every Classroom

## Course Outline

### LESSON 1: Introduction

- Exploring the purpose, application and skills enhanced by bulletin boards
- Identifying essential characteristics of good bulletin boards
- Considering the three main types of bulletin boards: teacher created, teacher-student created and student created to understand their applications, features and advantages

### LESSON 2: Designing Bulletin Boards

- The effective use of art elements in the design of classroom bulletin boards
- Using principles of design to organize elements of a bulletin board for a specific purpose
- Applying the basics of graphic organization to present the content of a bulletin board

### LESSON 3: Creating a Bulletin Board

- Planning for the physical aspects and logistics of the board as well as its purpose
- Understanding the process of constructing the background, lettering and adornments for the board
- Ensuring student participation through clear expectations, creating success, promoting teamwork and organization

### LESSON 4: Bulletin Board Ideas

- Exploring the applications and features of seasonal boards in celebrating events and reinforcing learning
- Creating boards for classroom management and social skill development to emphasize rules and expectations
- Examining how conceptual boards can be used to effectively teach and reinforce subjects like Math, English, Science and History



5 Hours  
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# Classroom Collaboration



## 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.

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

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



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# Classroom Collaboration

## Course Outline

### LESSON 1: Introduction

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

### LESSON 2: Collaborative Tools and Strategies

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

### LESSON 3: The Collaborative Classroom

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

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

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



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# Cognitive Skills - Understanding Learning Challenges



## 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.

The U.S. Department of Education and others indicate that weak cognitive skills are the source of over 80% of learning problems.

Students approach each task with varying learning tools, called cognitive skills, and these skills determine the quality, speed, and ease with which individuals learn and perform.

This course provides methods for detecting students with weak cognitive skills and tools to strengthen those skills. Teachers will receive understanding, as well as ways to apply development techniques in the classroom. This fun and interactive course includes information about new brain research and how it can impact today's classrooms.



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# Cognitive Skills - Understanding Learning Challenges

## Course Outline

### LESSON 1: Introduction

- Unlocking your students' complete learning potential
- The prevalence of learning challenges and the need for effective special education
- The crucial role of teachers and schools in maximizing educational impact
- The importance of cognitive skills for successful living

### LESSON 2: Testing

- How tests are administered and interpreted
- The two main types of tests and their different goals
- The role of IQ scores and phonemic awareness
- Common contemporary approaches to diagnosed learning issues and the significance of cognitive skills in making a lasting impact on students' learning

### LESSON 3: Cognitive Skills

- Understanding the nature of student learning and the role cognitive skills play in it
- Identifying and accurately assessing cognitive weaknesses
- The features and significance of specific cognitive skills
- The inter-connected nature of skills and specific abilities closely associated with cognitive growth

### LESSON 4: The Brain

- Contemporary research on the functioning of the brain
- The role and nature of attention and memory in the learning process
- Understanding dyslexia and effective approaches to it
- The significance of parental involvement and the need for practice

### LESSON 5: Effective Training

- The role of the brain in laying essential foundations for learning
- Specific methods to build and strengthen cognitive skills
- The need for effective cognitive training to be non-academic in nature



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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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# ELL & ESL Instructional Strategies



## ELL & 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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# Formative Assessment



## Standards:

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

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

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

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



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# Formative Assessment

## Course Outline

### LESSON 1: The Essentials

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

### LESSON 2: Nuts and Bolts

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

### LESSON 3: Making Connections

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



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# IEPs: Documentation and Implementation for Teachers



## Standards:

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

The goal of this course is to help teachers get comfortable with and understand the Individualized Education Program (IEP) process. Through rich examples and templates, teachers learn to understand and incorporate recommended IEP strategies in a classroom setting.

Through developing, aligning with, and carrying out the IEP, teachers can provide children with an appropriate education in the least restrictive environment.

Teachers will examine various supports and services a student with special needs may receive for instruction and testing, explore regulations and requirements, and develop a collaborative team to improve education for children with special needs.



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# IEPs: Documentation and Implementation for Teachers

## Course Outline

### 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



5 Hours  
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# Inquiry-based Learning



## Standards:

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

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

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

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

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



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# Inquiry-based Learning

## Course Outline

### LESSON 1: Introduction

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

### LESSON 2: Inquiry-based Learning Model

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

### LESSON 3: Designing IBL

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

### LESSON 4: Enhancing the IBL Classroom

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



5 Hours  
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# Introduction to Autism



## Standards:

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

Most of us know someone with autism. This neurodevelopmental condition impacts a student's ability to communicate, form social skills, and manage sensory challenges. Autism often affects a student's academic potential and learning style in the classroom. A person with autism may experience a unique way of thinking, remembering events, reacting, and communicating.

In this course, educators will find tried and tested strategies, tips, real-life examples, and insights to create more inclusive classrooms and help students on the autism spectrum thrive.



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# Introduction to Autism

## Course Outline

### LESSON 1: Overview

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

### LESSON 2: Social Skills in ASD

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

### LESSON 3: Expressions of Autism

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

### LESSON 4: ASD in School

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



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# Reading Across the 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.

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

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

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



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# Reading Across the Curriculum

## Course Outline

### LESSON 1: Research

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

### LESSON 2: Reading Assessments

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



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# Research-based Instructional Strategies



## 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.

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

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

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



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# Research-based Instructional Strategies

## Course Outline

### LESSON 1: Introduction

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

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

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

### LESSON 3: Active Learning

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

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

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



5 Hours  
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# Student-centered Learning



## Standards:

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

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

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

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

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



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# Student-centered Learning

## Course Outline

### LESSON 1: Introduction

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

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

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

### LESSON 3: SCL Strategies for the Classroom

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

### LESSON 4: Setting up for Success

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



5 Hours  
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# Tackling Tough Text



## 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 and comprehension are essential skills required for academic growth and professional excellence in all fields.

Students may come across vocabulary, phrases, and writing styles that they find difficult to read. As students progress to higher grades, they are exposed to non-fiction reading material that is of a higher level of difficulty across all subjects. How can you help your students read and comprehend tough text, developing them into strong readers?

This course includes practical strategies on tackling tough text, with a focus on the Reading Comprehension Checklist. This checklist integrates research-based reading strategies across all subject areas.



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# Tackling Tough Text

## Course Outline

### 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



5 Hours  
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# 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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# Understanding ADHD



## Standards:

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

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

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

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



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# Understanding ADHD

## Course Outline

### LESSON 1: Introduction

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

### LESSON 2: Core Issues in ADHD

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

### LESSON 3: Associated Issues in ADHD

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

### LESSON 4: Accommodations

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



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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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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Professional Learning Plans

# Visuals in 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 picture is worth a thousand words."

Understanding and using visual materials is an important life skill for all students. Schools must teach students how to decipher, as well as create, visuals.

Visual tools make useful teaching aids in the classroom, whether they are technology-rich or technology-free. Examples in this course help teachers learn how to incorporate visual instruction into lessons and prepare and present visual teaching aids and assessments for all students.



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# Visuals in Learning

## Course Outline

### LESSON 1: Visual Learning and Visual Literacy

- Theory of multiple intelligences
- Visual learners: characteristics and challenges
- Visual literacy: importance, teaching, and competency standards

### LESSON 2: Non-Tech Visual Aids

- Effective visual aids
- Types of visual aids
- Classroom examples

### LESSON 3: Technology-related Visual Aids

- Preparing and use visual aids
- Improving the effectiveness of presentations
- Teaching students to produce technology-based visual aids

### LESSON 4: Visual Literacy and Learning Strategies

- Visual learning strategies to think, analyze, remember, and recall information effectively
- Visual literacy strategies to translate text into images, and vice versa
- Assessment strategies



5 Hours  
of Learning



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