

NY TESOL and Bilingual Recertification Package (50 Hours)



This online PD course package contains classes to help teachers with Professional English to Speakers of Other Languages certificates or Bilingual Extension Annotations in New York address the required CTLEs for the language acquisition requirement.

The NY TESOL and Bilingual Recertification Package includes 7 self-study courses (5, 10, or 15 hours each) for a total of 50 hours of PD aligned with the suggested activities for meeting the CTLE language acquisition requirements.

- Cultural Competency and Reflective Teaching
- Early Reading Skills
- ELL & ESL Instructional Strategies
- Guided Reading
- Partnering with Parents
- Reading Across the Curriculum
- Tackling Tough Text

Cultural Competency and Reflective Teaching



Cultural Responsiveness or Cultural Competency Training for Teachers and Administrators

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 Hours
of Learning



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Resources & Tools for
Professional Learning Plans

Early Reading Skills



Home Language and Literacy Development

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.

The development of early literary and reading skills are the foundation for every student's education. Gain a comprehensive understanding of challenges that hold potential readers back, including phonological impairments and reading disorders. Adopt best science-research-based reading strategies to tackle these including use of explicit, systematic, and sequential approaches to reading instruction, developing phonemic awareness, and implementing multisensory intervention strategies.

An incredibly useful tool for teachers looking to unlock their students' reading potential, this course is a must-have for teachers.



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Quiz

Early Reading Skills

Course Outline

LESSON 1: Language Development

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

LESSON 2: Reading Disorders

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

LESSON 3: Supporting Early Literacy Skills

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

LESSON 4: Phonics

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



5 Hours
of Learning



Convenient Access:
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Resources & Tools for
Professional Learning Plans

ELL & ESL Instructional Strategies



Academic Language and English Language Learners (ELLs) and Multilingual Learners (MLLs)

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.



Certificate of Completion



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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
of Learning



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Resources & Tools for
Professional Learning Plans

Guided Reading



Home Language and Literacy Development

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.

Guided reading is an instructional approach that creates independent readers and thinkers through strategies that can ensure success, such as selecting appropriate text, reflecting, recapping, self-monitoring, analyzing the text, involving parents, and more.

In this course, teachers will learn how to implement a guided reading program, adapting it to the needs of various kinds of learners and across different subjects, such as math, science and history.

Teachers are provided with resources and activities to engage students, as well as tips and management strategies to best use space, resources, materials, and technology in a manner that students are propelled to greater proficiency.



Certificate of Completion



100% Online



Quiz

Guided Reading

Course Outline

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



5 Hours
of Learning



Convenient Access:
Start Right Away



Resources & Tools for
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Partnering with Parents



Strengthening Home and School Communication

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.

In our profession as teachers, we must partner with the parents of our students. The “dream parents” are cooperative, freely volunteer, and carry on the learning process at home. However, many parents need motivation and support to help them partner with the teacher.

In this course, teachers learn about various personalities and come away with an understanding of why parents think the way that they do. You will also discover strategies for common challenging situations.

This course will help enhance your professional interaction and communication skills, as well as help you build lasting relationships with the parents of your students.



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Quiz

Partnering with Parents

Course Outline

LESSON 1: Introduction

- Structure of teacher and parent partnerships across grade levels
- Common obstacles to partnership
- Dealing with some of the special challenges in the partnership process

LESSON 2: Understanding the Parent

- Parent types, learning to recognize them and applying the strategies that are suitable for that specific parent type to create successful partnerships
- Basic needs across parent types and how teachers may meet these needs

LESSON 3: Partnering Strategies

- Ways in which parents can partner, both in the school and from home
- Volunteering at school and the benefits for the student, teacher, and parent
- Volunteering opportunities available for parents in the form of academic activities, creative activities, social activities, support activities, and leadership positions
- Communication methods and strategies

LESSON 4: Building Lasting Relationships

- How the teachers' attitude and communication style can make or break the partnership relationship
- Communication is addressed in detail, especially relating to various situations such as: when there's an issue, when parents volunteer, and discussing students
- Responding to challenging situations such as parental anger, disruptive students, cheating, stealing, violence, bullying, academic issues, and lies



5 Hours
of Learning



Convenient Access:
Start Right Away



Resources & Tools for
Professional Learning Plans

Reading Across the Curriculum



Home Language and Literacy Development

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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Quiz

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



5 Hours
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Resources & Tools for
Professional Learning Plans

Tackling Tough Text



Home Language and Literacy Development

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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Quiz

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
of Learning



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