



#T.E.A.C.H.

Training Educators and Creating Hope

Introducing #T.E.A.C.H.

Dear Administrator:

Did you know that if your school or district is facing teacher vacancies, you can work with alternative route preparation programs to assist you in filling the positions?

Michigan's alternative route to teacher certification is a non-traditional pathway designed for individuals who hold a bachelor's degree or higher and wish to complete an expedited teacher preparation program. Teachers in this program are issued an Interim Teaching Certificate, employed as teacher of record, and receive mentoring and support from the district and preparation program. Already certified teachers may also enroll in this type of program to add additional endorsements to their existing certificates, therefore increasing the number of subject areas they can teach in a school or district. *

As outlined above, #T.E.A.C.H. is a fully approved Alternative Route to Education Provider. As a former Teacher, Principal, Superintendent and University Lecturer, I understand better than most the challenges faced both by districts in need of quality teachers and education program providers endeavoring to attract quality applicants to their programs. As such, when developing our model, I went to great lengths to ensure that it was deeply rooted in quality research and best practices. To this end, our research-based curricula, our use of a residency model and our use of veteran Instructional Coaches helps ensure that our program participants are truly prepared to teach and are surrounded by caring professionals whose sole purpose is to ensure their success and the success of the students in their care. Additionally, except for our methods courses, our program is delivered online to meet the needs and varying schedules of our program participants.

#T.E.A.C.H. caters to individuals who have prior teaching experience as substitutes or paraprofessionals as well as currently certified teachers seeking additional endorsements. We also cater to a unique group of career changers. These individuals include former nurses, engineers, business owners, accountants, etc. What distinguishes career changers from other students are the journeys that they have already undergone to get to that point where they aspire to go into teaching. Because this population brings experiences and perspectives that you cannot have when you are 21 years old, they are not willing to accept the status quo in education. Many are eager to learn how to do school in a different way and to create different possibilities for teaching and learning.

Because we cater to such a diverse group, our program offers options for participants that have had prior classroom experience (immediate assumption of duties model) as well as those that have no classroom experience (gradual assumption of duties model). In both models, program participants are provided an instructional coach and other supports. In addition, for those in the gradual assumption model, we work with districts to pair them with a cooperating teacher who then gradually releases classroom duties to the resident. This provides time for the participant to get acclimated to school culture and processes while also allowing more time for orientation by administration.

In closing, if you are interested in moving your substitutes and paraprofessionals into full-time teaching positions, obtaining additional endorsements for your currently certified teachers or benefiting from the rich backgrounds and experiences of career changers, #T.E.A.C.H. is the perfect solution! If you are interested in scheduling a call with me to learn more about our program, please email me at drjkilgore@trainingeducators.com. Also feel free to visit our website at www.trainingeducators.com.

Regards!

Jessie E. Kilgore, Jr., Ph.D.
Founder and CEO

*Excerpt from a February 8, 2018 memorandum from Venessa A. Keesler, Ph.D., Deputy Superintendent, Division of Educator, Student, and School Supports to Local and Intermediate School District Superintendents and Public School Academy Directors. https://www.michigan.gov/documents/mde/Alt_Routes_613323_7.pdf

Alternative Route to Michigan Certification or Endorsement

In Michigan, teacher preparation is guided by law, state administrative rules, and teacher preparation program standards. Michigan law and rules require that all individuals complete an [approved preparation program](#) (e.g., math, elementary, English) to obtain initial certification or add endorsements to a certificate.

The alternative route to teacher certification is a non-traditional preparation program designed for individuals who hold a minimum of a bachelor's degree and are seeking to complete an expedited teacher preparation program while employed as a teacher under an Interim Teaching Certificate (ITC). Accordingly, employment in teaching the content area is a pre-requisite to issuing additional certification or endorsement. Individuals may complete this pathway regardless of whether they are seeking initial certification in Michigan or are already certificated and wish to add an additional endorsement. Please note that under law, career and technical education Classifications of Instructional Programs (CIPs), early childhood and special education endorsements are not available through this pathway.

Program Description and Candidate Eligibility

As specified in law ([MCL: 380.1531i](#)), alternative route programs approved by the Michigan Department of Education (MDE) and the Michigan Superintendent of Public Instruction (SPI) must include the equivalent of at least 12 semester credit hours and training in the following areas:

- child development or child psychology;
- family and community relationships;
- diverse learners;
- instructional strategies; and
- a form of field-based experience in a classroom setting.

Candidates are eligible for enrollment in an alternative route program if they meet the following legislated selectivity criteria:

1. minimum of bachelor's degree;
2. 3.0 GPA on 4.0 scale;
3. passage of the appropriate discipline area [Michigan Test\(s\) for Teacher Certification](#);
4. CPR/First Aid certification (MCL 380.1531d); and
5. Federal Background Check (R 390.1201).

All state-approved alternative route programs can be found using the MDE [approved program database](#). Please contact providers directly for additional information about program coursework, requirements and application procedures.

Interim Teaching Certificate (ITC)

The ITC is a Michigan-issued teaching certificate that entitles the holder to teach full-time in a Michigan school as the teacher of record. The ITC is a 5-year certificate; validity begins the month of issuance and expires on June 30 of the expiration year. This certificate can only be issued once, and under no circumstances be renewed. Additionally, once the certificate is issued no additional endorsements may be added to it.

In order to maintain the ITC, an individual must continue to be enrolled in the alternative route preparation program. If an individual withdraws from an alternative route, an alternative route preparation program must notify the MDE. In addition, the alternative route preparation program must notify the K-12 school in which the individual is teaching to inform them that the individual may no longer be placed in a K-12 teaching assignment under the ITC. Should the K-12 school wish to retain the individual as a teacher, the school administrator must apply to the MDE for a substitute [permit](#).

To progress the ITC to a Standard Teaching Certificate or to add the endorsements from an ITC to an existing certificate, an individual must:

1. have successfully completed the entire alternative route program, successfully completing all key assessments;
2. have taught successfully for three years, within the validity of their endorsement areas (a minimum of 12 weeks per endorsement area);
3. make application for certification within the [Michigan Online Educator Certification System](#) (MOECS); and
4. be recommended by the alternative route provider.

Additional Information

Ideally, an alternative route to teacher certification is a collaborative effort between the teacher candidate, preparation provider, and K-12 school district. All three should work together to support the candidate in learning to teach, while ensuring K-12 learners' growth and development.

There are two paths that may lead an individual to the alternative route program and ITC:

- 1) the individual has a job opportunity and is seeking certification/endorsement in that area; or
- 2) the individual seeks certification or an additional endorsement to increase employment opportunities.

An individual who does not hold appropriate certification or endorsement for an assignment for which they would like to be employed should work with the employer to fully understand the options for obtaining certification/endorsement.

Individuals without an employment opportunity should work with an approved alternative route program provider to investigate regional job markets and needed content areas and to secure employment.

In either case, a school can employ a non-certified/endorsed individual under our current [substitute permits](#) while the long-term solutions and options are reviewed. The following actions are key to successful completion of an alternative route program:

- The individual should seek out a program that meets their own specific needs and the needs of the school choosing to employ them.
- The employing school should communicate the school's specific needs to the alternative route program provider.
- Once enrolled in the selected program, AND employed by a school, the alternative route program provider will provide guidance on the steps for applying for the ITC.
- Placement in the assigned area can ONLY occur if the individual is working under a substitute permit OR the ITC with appropriate endorsement(s).
- The employing school should continue to coordinate with the alternative route program provider throughout the individual's program.
- Once the program has been completed, the program provider makes the recommendation for the Michigan Standard Teaching Certificate OR additional endorsement on an existing Michigan certificate.
- The program provider is responsible for notifying MDE if the individual drops from the program. It is also in the best interest of the employer to do the same.



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ELEMENTARY COURSE LIST

Phase 1 – Elementary Classroom Readiness	Hours
E001: #T.E.A.C.H. Orientation	7
E100: Planning Essentials	10
E101: Ethics and Professional Behavior	8
E102: Michigan Standards	6
E103: Developing a Classroom Climate	8
E104: Planning the Environment	6
E105: Essentials of Brain-based Learning	10
E106: Early Childhood Development	12
E107: Middle Childhood Development	10
E108: Principles of Diversity	10
E109: Effective Parent Relationships	10
E110: Community Partnerships in the School	8
E111: Planning Effective Lessons	10
E112: Results-Focused Lesson Study	12
E113: Effective Questioning Strategies	10
E114: Best Teaching Practices K-6	20
E115: Reinforcing Effort and Providing Recognition	10
E116: Homework and Practice	6
End of Classroom Readiness Sequence	SEMESTER OR HOURS 173 Hours (Equivalent to 6.92 Semester Hours)

Phase 2 – Elementary Teaching Excellence	Hours
E117: Background and Connections	6
E118: Implementing Differentiated Instruction	10
E119: K-6 Strategies I	10
E120: K-6 Strategies II	10
E121: Using Student Data	6
E122: Disaggregating, Organizing and Reporting Data	12
E123: Principles of Fair Student Assessment	10
E124: Formative and Summative Assessments	10
E125: Evaluation	8
E126: Building Community	10
E127: Cooperative Learning	10
E128: Principles of Restorative Practice	10
E129: Restorative Practices in the Classroom	10
E130: Educational Inclusion	10
E131: Teaching Exceptional Students	10
E132: Language Acquisition Research	10
E133: Sheltered Instruction	10
E134: Teaching Literacy Skills to ELL	10
E135: Methods of Teaching Content in Grades K-5	24
Residency (Phase I and II)	2 Semesters
End of Teaching Excellence Sequence	SEMESTER OR HOURS 196 Hours (Equivalent to 7.84 Semester Hours)



#T.E.A.C.H.

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SECONDARY COURSE LIST

Phase 1 – Secondary Classroom Readiness	Hours
S001: #T.E.A.C.H. Orientation	7
S100: Planning Essentials	10
S101: Ethics and Professional Behavior	8
S102: Michigan Standards	6
S103: Developing a Classroom Climate	8
S104: Planning the Environment	6
S105: Essentials of Brain-based Learning	10
S106: Middle Childhood Development	10
S107: The Adolescent Learner	12
S108: Principles of Diversity	10
S109: Effective Parent Relationships	10
S110: Community Partnerships in the School	8
S111: Planning Effective Lessons	10
S112: Results-Focused Lesson Study	12
S113: Effective Questioning Strategies	10
S114: Best Teaching Practices 7-12	20
S115: Reinforcing Effort and Providing Recognition	10
S116: Homework and Practice	6
End of Classroom Readiness Sequence	SEMESTER OR HOURS 173 Hours (Equivalent to 6.92 Semester Hours)

Phase 2 – Secondary Teaching Excellence	Hours
S117: Background and Connections	6
S118: Implementing Differentiated Instruction	10
S119: 7-12 Strategies I	10
S120: 7-12 Strategies II	10
S121: Using Student Data	6
S122: Disaggregating, Organizing and Reporting Data	12
S123: Principles of Fair Student Assessment	10
S124: Formative and Summative Assessments	10
S125: Evaluation	8
S126: Building Community	10
S127: Cooperative Learning	10
S128: Principles of Restorative Practice	10
S129: Restorative Practice Activities in the Classroom	10
S130: Educational Inclusion	10
S131: Teaching Exceptional Students	10
S132: Language Acquisition Research	10
S133: Sheltered Instruction	10
S134: Teaching Literacy Skills to ELL	10
S135: Methods of Teaching Content in Grades 6-12	24
Residency (Phase I and II)	2 Semesters
End of Teaching Excellence Sequence	SEMESTER OR HOURS 196 Hours (Equivalent to 7.84 Semester Hours)



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K - 12

COURSE LIST

Phase 1 – K12 Classroom Readiness	Hours
K001: #T.E.A.C.H. Orientation	7
E100: Planning Essentials	10
E101: Ethics and Professional Behavior	8
E102: Michigan Standards	6
E103: Developing a Classroom Climate	8
E104: Planning the Environment	6
E105: Essentials of Brain-based Learning	10
E106: Early Childhood Development	12
E107: Middle Childhood Development	10
S107: The Adolescent Learner	12
E108: Principles of Diversity	10
E109: Effective Parent Relationships	10
E110: Community Partnerships in the School	8
E111: Planning Effective Lessons	10
E112: Results-Focused Lesson Study	12
E113: Effective Questioning Strategies	10
E114: Best Teaching Practices K-6	20
S114: Best Teaching Practices 7-12	20
E115: Reinforcing Effort and Providing Recognition	10
E116: Homework and Practice	6
End of Classroom Readiness Sequence	SEMESTER OR HOURS 205 Hours (Equivalent to 8.20 Semester Hours)

Phase 2 – K12 Teaching Excellence	Hours
E117: Background and Connections	6
E118: Implementing Differentiated Instruction	10
E119: K-6 Strategies I	10
E120: K-6 Strategies II	10
S119: 7-12 Strategies I	10
S120: 7-12 Strategies II	10
E121: Using Student Data	6
E122: Disaggregating, Organizing and Reporting Data	12
E123: Principles of Fair Student Assessment	10
E124: Formative and Summative Assessments	10
E125: Evaluation	8
E126: Building Community	10
E127: Cooperative Learning	10
E128: Principles of Restorative Practice	10
E129: Restorative Practices in the Classroom	10
E130: Educational Inclusion	10
E131: Teaching Exceptional Students	10
E132: Language Acquisition Research	10
E133: Sheltered Instruction	10
E134: Teaching Literacy Skills to ELL	10
E135: Methods of Teaching Content in Grades K-5	24
S135: Methods of Teaching Content in Grades 6-12	24
Residency (Phase I and II)	2 Semesters
End of Teaching Excellence Sequence	SEMESTER OR HOURS 240 Hours (Equivalent to 9.60 Semester Hours)



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COURSE CATALOG

2019 EDITION



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#T.E.A.C.H. Course Descriptions

Where courses appear from each of the Elementary and Secondary programs under 1 title (e.g., E125/S125 Evaluation, the course teaches the same principles but uses strategies and examples unique to the age/grade level of the instructional program).

Planning and Building

E100/S100 - PLANNING ESSENTIALS

This course is a primer on what is expected of the new teacher. It explores the dynamics of interactions in the classroom among the teacher, the students, and the environment that the teacher must prepare. This environment requires planning, alertness, patience, and knowledge of students' needs. This course identifies specific methods that a new teacher can use to keep his or her classroom running smoothly and efficiently.

The course requires 10 hours of study time to complete all assignments and the reflection questions as directed. There are three written assignments including the reflection questions at the end of the course.

LEARNING OBJECTIVES

This course looks at the importance of establishing a purposeful classroom environment, what topics to consider, and examples of how to use the resources of other educators as well as your own when building the classroom climate. It is an introduction to the concepts and practices required of effective planning and building.

After completing this course the learner will be able to do the following:

- Understand the importance of establishing a safe environment for all students.
- Conceptualize and create a stimulating learning environment.
- Learn from and observe mentors.
- Self-monitor to improve teaching and learning skills.

E101/S101 – ETHICS AND PROFESSIONAL BEHAVIOR

The professional educator accepts personal responsibility for teaching students character qualities that will help them evaluate the consequences of and accept the responsibility for their actions and choices. As a care provider in a position of public trust, the effective teacher measures success not only in terms of academic achievement, but citizenship including the abilities of the student to make a contribution to the community.

As a professional educator the teacher assumes responsibility and accountability for his or her performance by participating in life-long learning, and continually striving to demonstrate competence, model appropriate behaviors, and act with the highest level of personal integrity.

The course requires 8 hours of study time to complete all assignments and the reflection questions as directed. There are three written assignments including the reflection questions at the end of the course.

LEARNING OBJECTIVES

This course looks at the importance of self-assessment in ensuring a continuous commitment to growth and improvement in skills and practice. Learners will review the applicable codes of ethics and their component parts dealing with interaction with and care of students, commitment to professional development, and responsibilities under the law.

After completing this course the learner will be able to do the following:

- Understand the broad definition of ethical behavior as an educator and its impact on student academic success and well-being.
- Monitor and self-assess personal actions to reflect on appropriate conduct in relationships
- Promote such conduct to others through communication, reinforcement and decision making.
- Interact positively and professionally with parents and other stakeholders who have an interest in or can influence a child's education.

E102/S102 – MICHIGAN STANDARDS

This course provides an orientation for professional educators on the standards of professionalism, conduct, and teaching and learning required by the Michigan Department of Education, the State of Michigan, and the National Board for Professional Teaching Standards. Lesson topics include the purpose of content and academic standards within subject areas, the core propositions for National Board Certification, and the profile of teacher knowledge and skills required by the Professional Standards for Michigan Teachers

The course requires 6 hours of study time to complete all assignments and the reflection questions as directed. There are three written assignments including the reflection questions at the end of the course.

LEARNING OBJECTIVES

This course provides the rationale for much of the coursework that follows, including the standards to be met by each educator in ensuring the safety, well-being, academic success and personal growth of the students in their care.

After completing this course the learner will be able to do the following:

- Relate the core propositions of National Board Certification to classroom and daily activities.
- Recite and explain the standards of professionalism and conduct required of each teacher in Michigan
- Promote such conduct as the standards require.
- Conduct further investigation into the content and academic standards by subject and grade level as appropriate to the level of teaching.

E103/S103 – DEVELOPING A CLASSROOM CLIMATE

New teachers may feel overwhelmed with the demands of the job. This course looks at many key things you can do to create the ideal learning environment for you and your students and to keep healthy and enjoy a most rewarding career.

This course divides activities into those that may be accomplished before school begins, things to do on the first day, and a number of activities that can be done throughout the year to maintain and reinforce a stimulating and successful classroom learning environment.

This course requires 8 hours of study time to complete all assignments and the reflection questions as directed. There are four written assignments including the reflection questions at the end of the course.

LEARNING OBJECTIVES

This course looks at activities you can do before school begins, the first day, the first week, and throughout the year to create and maintain a positive and purposeful learning environment for you and your students.

After completing this course the learner will be able to do the following:

- Know when and how to meet your students and their families.
- Create a comfortable physical environment.
- Post messages that inspire confidence in students.
- Build student profiles.
- Develop student communities.
- Establish routines and develop independence in students.

E104/S104 – PLANNING THE ENVIRONMENT

This course looks at the practical things a teacher can do when designing how to use classroom space to promote a purposeful and dynamic learning environment.

It includes how to arrange desks, tables and furnishings, assign seats, set up displays, access storage space, and how and why plants and animals may be introduced to enhance learning in your classroom.

The course requires 6 hours of study time to complete all assignments and the reflection questions as directed. There are three written assignments including the reflection questions at the end of the course.

LEARNING OBJECTIVES

In this course, you will learn how to enhance student learning by designing a stimulating and purposeful classroom.

After completing this course you will be able to do the following:

- Arrange student seating for maximum learning and flexibility.
- Arrange teacher furniture and supplies for maximum efficiency.
- Organize student and teacher displays.
- Introduce plants and animals to your classroom.
- Organize storage for students.
- Set up learning stations and interest centers.
- Establish designated places for completed and marked work.

Child Development

E105/S105 – ESSENTIALS OF BRAIN-BASED LEARNING

This course provides basic knowledge and strategies for developing a brain-compatible learning environment. Your challenge as an educator is to embrace emerging findings from neuroscience about how the brain learns. This course examines how students' brains are different today and the consequential responsibility of instructional leaders to understand and respond to these differences so that the buildings, the curriculum, the instruction, and the people serve to make the school community hospitable for human learning. For all of those who teach, brain-based learning is an empowering, navigating, and reassuring partner.

The course requires 10 hours of study time to complete all assignments and the reflection questions as directed. There are three written assignments including the reflection questions at the end of the course.

LEARNING OBJECTIVES

In this course, you will learn how to design and implement a brain-compatible learning environment that respond to student needs and differences.

After completing this course you will be able to do the following:

- Reflect on the function and power of your brain using a brain-compatible metaphor and image.
- Investigate how students' brains are different today and the role of the environment in shaping the way students learn.
- Identify the basic structure and functions of the brain that impact learning.
- Explain the role of attention and memory in the learning process and ways to enhance each.
- Compare your school facility and classroom environments to optimum brain-compatible environments.
- Develop an inventory of strategies for lesson design and instruction that provide brain-compatible learning for all students.
- Create a brain-compatible classroom model.

E106 – EARLY CHILDHOOD DEVELOPMENT

The early formative years are crucial to the development of literacy skills. The more young children can be exposed to language, the better they become at reading, speaking, listening, and writing. Most parents introduce language in a number of ways, including reading to their children at a very early age and they continue this practice for many years. Research shows that the breadth of vocabulary heard by a child during the first three years of life can dramatically affect language development and future academic success.

The attention to early childhood developmental issues is important to addressing the achievement gap. Studies indicate that at-risk children who do not receive a high quality early education are more likely to drop out of school or be placed in special education, and less likely to attend college.

The course requires 12 hours of study time to complete all assignments and the reflection questions as directed. There are three written assignments including the reflection questions at the end of the course.

LEARNING OBJECTIVES

In this course, you will learn how scientific brain research shows environmental stress among infants and toddlers can interfere with social and emotional, as well as literacy development.

After completing this course you will be able to do the following:

- Understand the need to balance a focus on literacy and numerical skills with comparable attention to the emotional and social development of the child.
- Involve and integrate parents and caregivers in early childhood education.
- Employ strategies and practices for promoting literacy in early childhood interactions.
- Engage in continuity of care activities that ensure consistent attachment and relationship-building.

E107/S106 – MIDDLE CHILDHOOD DEVELOPMENT

Children between the ages of 6 and 12 are in the age period commonly referred to as middle childhood. These years universally mark a distinctive period between major developmental transition points. Typically, children between the ages of 5 to 7 develop new capabilities in reasoning and cognitive function and assume more individual responsibility. Upon entering elementary school and continuing through age 12, children are provided with a social structure that constrains and channels their development.

Prior to puberty and adolescence, children in this age group increasingly show more independence from their parents and become more future-oriented, understanding more about their place in the larger world context. They pay more attention to friendships and teamwork and peer pressure matters more as they strive to be liked and accepted by friends. This theme accelerates as adolescence approaches.

It is important for the educator to understand that relationships take on new meaning for students in this period. As they begin to show evidence of more rapid development of mental skills, children can learn better ways to describe experiences and talk about thoughts and feelings.

The course requires 10 hours of study time to complete all assignments and the reflection questions as directed. There are three written assignments including the reflection questions at the end of the course.

LEARNING OBJECTIVES

In this course, you will learn how the teacher can affect social and emotional development by assisting students to develop an outward focus.

After completing this course you will be able to do the following:

- Understand the difference in self-identity experienced by students in this age group and its importance to social and emotional as well as academic development.
- Use trust and relationship building to support social and academic development.
- Engage in individual and group learning activities appropriate to individual levels of growth.
- Design and implement lessons that activate and stimulate rapid development of mental skills.

S107 – THE ADOLESCENT LEARNER

Early adolescence is typically considered to occur between the ages of 10 to 14 and is a time of rapid change for students. Intellectual, physical, moral, social and emotional changes are dramatic and often confusing and concerning for the child. Anxiety can reach very high levels.

Because development is rapid and radical, differentiation is critically important in supporting adolescent learners. What one child may experience entering secondary education may be dramatically different than a peer only one grade level above. Issues of gender and equality take on great importance.

It takes careful evaluation including ongoing observation to understand the developmental needs of the student. In working with a classroom of highly active, rapidly developing and often highly stressed children, teachers must focus on patterns of development. The teacher must also employ classroom management techniques that provide for a secure and stable learning environment.

This course requires 12 hours of study time to complete all assignments and the reflection questions as directed. There are three written assignments including the reflection questions at the end of the course.

LEARNING OBJECTIVES

In this course, you will learn how the teacher can help students to understand and cope with their own physical and emotional development while accelerating their learning in a stable and structured environment.

After completing this course you will be able to do the following:

- Recognize and respect the different needs of students as individuals in the social context of the school.
- Provide opportunities for constructive social interaction in a stable classroom environment.
- Identify problems in the psychomotor domain and develop instructional strategies to remedy those problems while preserving self-esteem.
- Promote the benefits of physical activity and fitness relative to the age group.
- Provide opportunities to think through and discuss conflicts.
- Provide structure and clear boundaries without impeding developing leadership or decision-making skills.
- Promote responsibility and self-reliance in a low-risk environment.

Family and Community

E108/S108 – PRINCIPLES OF DIVERSITY

School populations are becoming increasingly diverse. Students come from a variety of different cultures, speak languages other than English, and have a range of backgrounds and abilities.

Diversity is a multi-dimensional and ubiquitous concept. It is a term that is often misunderstood, or used synonymously with other terms such as multiculturalism or ethnicity. A better understanding of diversity benefits the quality of your learning environment. Diversity influences

the lives of everyone in your school. It matters in your community and therefore it must matter to you.

This course requires 10 hours of study time to complete all assignments and the reflection questions as directed. There are three written assignments including the reflection questions at the end of the course.

LEARNING OBJECTIVES

This course highlights some of the fundamentals of diversity so that you are familiar with its meaning and background in relation to principles of equity and organizational behavior.

After completing this lesson you will be able to do the following:

- Define diversity based on visible and less visible differences.
- Describe the significant dimensions of diversity.
- Explain some ways that gender bias appears in education.
- Develop a social responsibility framework for your teaching and learning.

E109/S109 – EFFECTIVE PARENT RELATIONSHIPS

Research establishes, unequivocally, that parent engagement has a positive impact on students' academic achievement, behavior in school, and attitudes about school work.

Parents and caregivers engage in an act of faith every school day. They entrust the intellectual, social and emotional development and safety of their children to teachers and administrators who are often strangers to them.

Parent involvement in the school is necessary, and required by law in many jurisdictions. As the first teachers of their children, parents can be a vital resource to support teaching and learning. Yet parent involvement at the school and classroom level can sometimes be problematic.

This course requires 10 hours of study time to complete all assignments and the reflection questions as directed. There are three written assignments including the reflection questions at the end of the course.

LEARNING OBJECTIVES

This course highlights some of the perspectives held by parents you will face on a regular basis. It relates them to educator perspectives and provides avenues for collaboration, bringing parents further into the educational equation.

After completing this lesson you will be able to do the following:

- Describe the importance of parent and caregiver involvement in learning and education.
- Develop strategies and practices to create and sustain meaningful parent partnerships.
- Employ independent and collaborative processes in analyzing the school and its relationships with parents and the community.
- Guide parent involvement in the classroom and learning activities.
- Use appropriate strategies and materials to utilize parent skills in supporting and enhancing student learning.

E110/S110 – COMMUNITY PARTNERSHIPS IN THE SCHOOL

This course provides strategies and best practices for developing and sustaining meaningful relationships and partnerships in the broader school community. Creating an environment that values two-way communication with families and stakeholders promotes and supports student success.

Developing and sustaining effective partnerships builds mutually beneficial alliances supporting student achievement from elementary through secondary school grades, including such initiatives as school-to-career transitions for graduating students.

This course requires 8 hours of study time to complete all assignments and the reflection questions as directed. There are three written assignments including the reflection questions at the end of the course.

LEARNING OBJECTIVES

In this course you will review some of the basic principles to follow for effective community partnerships that support social and emotional learning and development, and academic achievement through learning relationships. After completing this lesson you will be able to do the following:

- Define the term "school community" and the reasons for school-community relationships.
- Identify assets of successful school-community relationships.
- State the need for administrative support.
- List the parameters for having a professional relationship including appropriate evaluation.
- Describe a needs assessment in relation to goals and strategies.

Instruction

E111/S111 – PLANNING EFFECTIVE LESSONS

This course describes the practical things you can do to enhance student learning when planning and delivering lessons. It provides guidelines on how to develop lesson plans, deliver material so that all learners (visual, auditory, and kinesthetic) can understand, and inquiry strategies for all grade levels.

This course requires 10 hours of study time to complete all assignments and the reflection questions as directed. There are three written assignments including the reflection questions at the end of the course.

LEARNING OBJECTIVES

This course highlights key ideas for effective teaching techniques, including planning for teaching and learning.

After completing this lesson you will be able to do the following:

- Design an effective lesson plan.
- Communicate clearly with all learners at all ages.
- Establish effective classroom routines.
- Use questioning for clarification and assessment.
- Organize individual and group instruction for effective learning.

- Use various teaching strategies for effective student learning.
- Understand the importance of maintaining accurate student records.

E112/S112 – RESULTS-FOCUSED LESSON STUDY

This course examines the lesson study approach that encourages teachers to reflect on their teaching practice through a cyclical process of collaborative lesson planning, lesson observation, and examination of student learning. Lesson study transcends examining student work to studying students as they are working. Although there is strong evidence for its success, lesson study requires thoughtful consideration before it is implemented.

This course provides answers to some of the realistic questions that arise concerning lesson study.

This course requires 12 hours of study time including peer collaboration. There are three written assignments including the reflection questions at the end of the course.

LEARNING OBJECTIVES

In this course you will examine some of the benefits of the lesson study approach and the details that should be considered prior to engaging in the process of collaborative lesson study.

After completing this lesson you will be able to do the following:

- Provide examples of transferable learning that can occur with lesson study.
- Define timelines needed for lesson study.
- Describe potential challenges with lesson study implementation.
- List some questions that can be asked when lesson study begins.
- Describe the role of the school administration in lesson study.
- Explain how to motivate others to be involved with lesson study.

E113/S113 – EFFECTIVE QUESTIONING STRATEGIES

Effective teacher questioning, particularly the use of higher-order questioning techniques, is an important indicator for a successful teacher and one that administrators specifically look for when evaluating instructional delivery in the classroom. To be an effective questioner is complex and requires work on the part of the teacher. You must keep an array of things in mind around questioning: planning, crafting, phrasing, timing, frequency, length, and form.

This course provides valuable insights into how teachers use various levels of questioning to deepen and broaden student understanding. It outlines how to create safe environments for students to learn effective questioning techniques and build critical thinking skills.

In order to continue to develop these skills, you need to be able to assess how you're doing. The best place to start is by thinking critically about your current practices to determine if they are producing the desired results. Conducting ongoing self assessments ensures that you will continue to develop your questioning strategies and improve your classroom performance.

This course requires 10 hours of study time to complete all assignments and the reflection questions as directed. There are three written assignments including the reflection questions at the end of the course.

LEARNING OBJECTIVES

This course guides you through the process of assessing your skill at using effective questioning techniques and provides strategies to use for both individual and collaborative practice, and for objectively recording, evaluating, and enhancing your questioning skills.

After completing this lesson you will be able to do the following:

- Design, develop, and incorporate effective questioning strategies into lesson plans and classroom practices.
- Vary questioning techniques to reach all students and expand their learning.
- Create physical, social, and emotional environments for more effective questioning.
- Design questions for maximum understanding and as a trigger for higher-level thinking by incorporating wait-times, probing, elaboration, redirection, and supporting techniques.
- Know the research supporting the importance of teaching students how to question effectively.
- Teach students effective questioning techniques by welcoming student questions, embedding questions whenever appropriate, and providing opportunities for practice.
- Guide yourself and your colleagues through the process of developing your questioning skills, using observation and collaboration, question logs, reflective journals, and scripted notes to assess and enhance questioning skills.

E114 – BEST TEACHING PRACTICES K-6

This course combines several elements of effective teaching and learning in a series of best practices that beginning teachers should work to master as quickly as possible. Lesson topics include setting objectives and providing feedback, non-linguistic representations, note taking, comparing and classifying, metaphors and analogies, and summarizing.

Setting Objectives and Providing Feedback: Research indicates that when teachers set objectives for a lesson it helps students focus their work and improves their understanding. Providing a rubric for feedback and delivering it in a timely manner enhances student learning. This lesson looks at how educators can improve student learning and achievement by setting specific objectives and providing effective feedback for student work.

Non-linguistic Representations: This lesson looks at two ways the brain stores information: linguistic (verbal) and non-linguistic (non-verbal). It discusses the enhanced value of using non-linguistic activities to improve student learning and achievement. The lesson provides instructions on how to improve student learning through the use of graphic organizers, physical models, generating mental pictures, drawing pictograms, and kinesthetic activities.

Note Taking: Note taking promotes greater comprehension. It requires students to analyze a subject to expose essential information and then put it into their own words. The research results for note taking as a strategy reveal that verbatim note taking is perhaps the least effective way to take notes.

Comparing and Classifying: When strategies are used in the classroom to help students organize information, it forces them to think in patterns. Brain research reveals that the human brain retains information by classifying it in a structured fashion. Comparing and classifying are two processes which students benefit from in their learning. A good lesson design is required to implement the instructional strategies of comparing and classifying in the classroom. You will learn to model the strategy, use guiding questions, give examples, and incorporate graphic organizers. After being given the opportunity of guided practice, students can then be provided with independent practice.

Metaphors and Analogies: Creating metaphors is the process of identifying a general or basic pattern in a specific topic and then finding another topic that appears to be quite different but that has the same general pattern. Creating analogies is the process of identifying relationships between pairs of concepts or, in other words, identifying relationships between relationships. Teaching students these two processes has been shown to impact student achievement in significant ways.

Summarizing: To effectively summarize information, students must be able to delete some information, substitute some information, keep some information, analyze the information at a fairly deep level, and be aware of the basic structure of the information. In this lesson, three different strategies for summarizing are presented including rule-based (including writing a précis), use of summary frames, and reciprocal teaching.

This course requires 20 hours of study time to complete all assignments and the reflection questions as directed. There are five written assignments including the reflection questions at the end of the course.

LEARNING OBJECTIVES

This course guides you through the process of using a variety of learning tools to enhance student learning outcomes.

After completing this lesson you will be able to do the following:

- Set objectives to focus student work and facilitate student thinking and creativity.
- Encourage students to personalize objectives.
- Provide effective, timely feedback orally and by using a rubric.
- Differentiate between linguistic and non-linguistic representations.
- Create graphic organizers and physical models.
- Generate mental pictures for students.
- Engage in kinesthetic activities to improve learning.
- Distinguish between informal outline, webbing or mind-mapping, and combination notes.
- Model different ways of note taking.
- Define comparing and classifying and explain why they have a positive influence on student achievement.
- Implement the processes of comparing and classifying in your classroom teaching.
- Explain why the processes of creating metaphors and analogies have a positive influence on student achievement.
- Implement the processes of creating metaphors and analogies in your classroom teaching.
- Explain the process of effective summarizing.
- Define rule-based, summary frames, and reciprocal teaching strategies.
- Explain how to summarize using each of the strategies.

S114 – BEST TEACHING PRACTICES 7-12

This course combines several elements of effective teaching and learning in a series of best practices that beginning teachers should work to master as quickly as possible. Lesson topics include setting objectives and providing feedback, non-linguistic representations, note taking, comparing and classifying, metaphors and analogies, generating and testing hypotheses, and summarizing.

Setting Objectives and Providing Feedback: Research indicates that when teachers set objectives for a lesson it helps students focus their work and improves their understanding. Providing a rubric for feedback and delivering it in a timely manner enhances student learning. This lesson looks at how educators can improve student learning and achievement by setting specific objectives and providing effective feedback for student work.

Non-linguistic Representations: This lesson looks at two ways the brain stores information: linguistic (verbal) and non-linguistic (non-verbal). It discusses the enhanced value of using non-linguistic activities to improve student learning and achievement. The lesson provides instructions on how to improve student learning through the use of graphic organizers, physical models, generating mental pictures, drawing pictograms, and kinesthetic activities.

Note Taking: Note taking promotes greater comprehension. It requires students to analyze a subject to expose essential information and then put it into their own words. The research results for note taking as a strategy reveal that verbatim note taking is perhaps the least effective way to take notes.

Comparing and Classifying: When strategies are used in the classroom to help students organize information, it forces them to think in patterns. Brain research reveals that the human brain retains information by classifying it in a structured fashion. Comparing and classifying are two processes which students benefit from in their learning. A good lesson design is required to implement the instructional strategies of comparing and classifying in the classroom. You will learn to model the strategy, use guiding questions, give examples, and incorporate graphic organizers. After being given the opportunity of guided practice, students can then be provided with independent practice.

Metaphors and Analogies: Creating metaphors is the process of identifying a general or basic pattern in a specific topic and then finding another topic that appears to be quite different but that has the same general pattern. Creating analogies is the process of identifying relationships between pairs of concepts or, in other words, identifying relationships between relationships. Teaching students these two processes has been shown to impact student achievement in significant ways.

Generating and Testing Hypotheses: Research studies indicate that student achievement can be improved when students are taught to generate and test hypotheses; that is, develop and test a concept about which they are learning. This lesson provides practical steps to teach students to use the scientific process of generating and testing hypotheses across the curriculum and how to develop a framework for decision making.

Summarizing: To effectively summarize information, students must be able to delete some information, substitute some information, keep some information, analyze the information at a fairly deep level, and be aware of the basic structure of the information. In this lesson, three different strategies for summarizing are presented including rule-based (including writing a précis), use of summary frames, and reciprocal teaching.

This course requires 20 hours of study time to complete all assignments and the reflection questions as directed. There are six written assignments including the reflection questions at the end of the course.

LEARNING OBJECTIVES

This course guides you through the process of using a variety of learning tools to enhance student learning outcomes.

After completing this lesson you will be able to do the following:

- Set objectives to focus student work and facilitate student thinking and creativity.
- Encourage students to personalize objectives.
- Provide effective, timely feedback orally and by using a rubric.
- Differentiate between linguistic and non-linguistic representations.
- Create graphic organizers and physical models.
- Generate mental pictures for students.
- Engage in kinesthetic activities to improve learning.
- Distinguish between informal outline, webbing or mind-mapping, and combination notes.
- Model different ways of note taking.
- Define comparing and classifying and explain why they have a positive influence on student achievement.
- Implement the processes of comparing and classifying in your classroom teaching.
- Explain why the processes of creating metaphors and analogies have a positive influence on student achievement.
- Implement the processes of creating metaphors and analogies in your classroom teaching.
- Explain the process of effective summarizing.
- Define rule-based, summary frames, and reciprocal teaching strategies.
- Explain how to summarize using each of the strategies.
- Differentiate between inductive and deductive thinking.
- Teach students how to generate and test hypotheses.
- Describe how the scientific process can be used across the curriculum.
- Develop a framework for decision making.

E115/S115 – REINFORCING EFFORT AND PROVIDING RECOGNITION

Students don't always realize the connection between effort and achievement. Research shows us that not all students realize the importance of believing in effort. Students can learn to change their beliefs to place emphasis on effort.

Recognition is effective in increasing the achievement of students when the teacher can provide a rationale for the recognition, when it is personal in nature, and when it is for individual accomplishments. Rewards do not necessarily have a negative effect on intrinsic motivation. Rewards are most effective when they are contingent on the attainment of some standard of performance and abstract symbolic recognition is more effective than tangible rewards.

This course requires 10 hours of study time to complete all assignments and the reflection questions as directed. There are three written assignments including the reflection questions at the end of the course.

LEARNING OBJECTIVES

In this course you will learn how to convey to your students the importance of effort which in turn will enhance achievement. You will learn when recognition is important, and the type of recognition that best suits the circumstance.

After completing this lesson you will be able to do the following:

- State the reason for differentiating between effort and achievement.
- Distinguish between effective and ineffective recognition.
- Integrate various reward systems in your classroom.

- Describe various types of token systems which may be used as rewards.

E116/S116 – HOMEWORK AND PRACTICE

This course looks at the importance of homework and practice assignments in improving student achievement. It defines different kinds of homework assignments, grade and age appropriate time limits, how to develop homework policies, and the role of parents and teachers in maximizing the benefits of homework assignments.

The course offers practical solutions to helping students reinforce and extend their learning outside of the regular time spent in class.

This course requires 6 hours of study time to complete all assignments and the reflection questions as directed. There are three written assignments including the reflection questions at the end of the course.

LEARNING OBJECTIVES

In this course you will learn how to maximize the effectiveness of assignments in the classroom and at home enhance student achievement.

After completing this lesson you will be able to do the following:

- Identify various instructional strategies used to improve student learning.
- Identify short and long term academic benefits of homework.
- Identify the non-academic benefits of homework for students.
- Develop a homework policy.
- Know age and grade appropriate homework limits.
- Explain the role of parents in homework assignments.
- Differentiate types of homework including practice, preparation, and extension.
- Monitor and evaluate homework assignments.

Differentiated Instruction

E117/S117 – BACKGROUND AND CONNECTIONS

No two children are alike or learn in the identical way. An enriched environment for one student is not necessarily enriched for another. In the differentiated classroom it is necessary to teach children to think for themselves. As you engage in this course you will become more familiar with perspectives about differentiated instruction.

Differentiated instruction encompasses a broad range of teaching and learning patterns that promote active involvement with instructional material. These include both teacher- and student-directed learning in large and small groups and independent study.

This course requires 6 hours of study time to complete all assignments and the reflection questions as directed. There are three written assignments including the reflection questions at the end of the course.

LEARNING OBJECTIVES

In this course you will learn the foundation for, definition of, and connections to differentiated instruction.

After completing this lesson you will be able to do the following:

- Describe the need for differentiated instruction.
- Define differentiated instruction.
- Explain when to differentiate instruction.
- Describe the importance of diagnosis.
- Identify the characteristics and principles of differentiated instruction.
- List three frameworks supporting differentiated instruction.

E118/S118 – IMPLEMENTING DIFFERENTIATED INSTRUCTION

Most teachers who become involved in differentiating instruction believe that individuals learn differently, and that the job of the teacher is to accommodate those differences. Teachers who do not share this underlying belief will be unable to differentiate with the depth required to do it well.

True differentiation of instruction includes several components that must be considered by teachers who use it. The more thoroughly it is approached, the more fruitful its rewards will be.

This course requires 10 hours of study time to complete all assignments and the reflection questions as directed. There are three written assignments including the reflection questions at the end of the course.

LEARNING OBJECTIVES

In this course you will explore some components of differentiated instruction and some common differentiation strategies.

After completing this lesson you will be able to do the following:

- Know how to begin differentiating how you teach.
- Understand the importance of assessment in differentiation.
- Identify three kinds of required assessments.
- State the role of motivation in differentiation and overall learning.
- State the reason fairness must be addressed in the classroom.
- Identify distinctions in four ways of differentiating.
- Utilize several effective strategies to differentiate instruction.

E119 – K-6 STRATEGIES I

Part of the job of an elementary teacher is to ensure that students meet the requirements of their grade level by the end of the learning cycle. However, to do this effectively you must consider differences in their interests, abilities, and learning styles and plan accordingly.

Utilizing a broad range of instructional approaches, targeted to specific ages and abilities, will not only facilitate greater learning, but make it more enjoyable as well.

This course requires 10 hours of study time to complete all assignments and the reflection questions as directed. There are three written assignments including the reflection questions at the end of the course.

LEARNING OBJECTIVES

In this course you will learn a variety of strategies for differentiating instruction in the elementary classroom. These tools will help you reach a wider spectrum of students.

After completing this lesson you will be able to do the following:

- Utilize multiple, age-appropriate strategies for differentiating instruction in elementary grades.
- Establish effective student groups.
- Provide opportunities for students to develop their discussion skills.
- Foster critical thinking skills using group activities.
- Begin and expand on topics using brainstorming, charting, and webbing strategies.
- Use modeling and reciprocal teaching methods to clarify text and develop reading skills.

E120 – K-6 STRATEGIES II

Differentiating instruction provides students with a variety of ways to process information and demonstrate what they have learned. Typically, the differentiated classroom will not look like rows of students quietly sitting in desks working on the same worksheet. Rather the classroom will be a buzz of learning, with a variety of different activities simultaneously occurring, or the same activity happening in varying ways.

When used with instructional clarity, several differentiation strategies can work wonders in elementary grade classrooms. Group performance, graphic representations, individual inquiry, and written responses are all areas that can be differentiated to facilitate learning in elementary classrooms.

This course requires 10 hours of study time to complete all assignments and the reflection questions as directed. There are three written assignments including the reflection questions at the end of the course.

LEARNING OBJECTIVES

In this course you will learn additional strategies for differentiating instruction in the elementary classroom, with additional focus on self-expression and group activities.

After completing this lesson you will be able to do the following:

- Provide students with a variety of ways to demonstrate their learning, including group performance and graphic representations.
- Utilize concrete strategies to encourage and deepen thinking skills.
- Help students develop their self-assessment skills.
- Create learning environments that facilitate both group and individual work.

S119 – 7-12 STRATEGIES I

Having passed through the unsettling period of young adolescence, secondary students are ready to learn how to advance their knowledge and understanding of the adult world. This doesn't mean they need less active involvement with the learning material. However, their involvement may

become more intellectual than physical. Because each student is unique, varied instruction is essential.

More secondary teachers are determined to reach a broader range of students, rather than just aiming for the middle of the group. As they tailor their instruction to suit the individual interests, learning styles, and learning needs of their students, they are differentiating instruction.

This course requires 10 hours of study time to complete all assignments and the reflection questions as directed. There are three written assignments including the reflection questions at the end of the course.

LEARNING OBJECTIVES

In this course you will review the unique needs of 7-12 students and explore a variety of strategies to use in the classroom for differentiating instruction, so that you can reach a wider spectrum of students.

After completing this lesson you will be able to do the following:

- Utilize differentiating instruction in 7-12 classrooms.
- Identify ways to organize material to clarify information.
- Develop several ways to brainstorm ideas.
- Employ a strategy to focus students as they read.
- Draw upon strategies for forming opinions.
- Differentiate between webbing and charting.
- Identify principles and standards for problem solving from the National Council of Teachers of Mathematics (NCTM).
- Apply research skills for students.

S120 – 7-12 STRATEGIES II

Differentiated instruction is a way to think about teaching and learning. It relies on collaboration and the shared experiences of teachers and students. Deliberate strategies used with instructional clarity can make differentiation work well in the 7-12 classroom. That clarity often comes from shared experience and experimentation prior to the shaping of new strategies.

Just as teachers work together to come up with unique solutions for their classrooms, students engage in group work, shared learning and collaboration in developing critical thinking and social skills. In doing so, they compare themselves and their processes to others and conduct self-assessment. Harnessing and focusing this can enhance differentiation within group learning.

This course requires 10 hours of study time to complete all assignments and the reflection questions as directed. There are three written assignments including the reflection questions at the end of the course.

LEARNING OBJECTIVES

In this course you will learn additional strategies for differentiating instruction in the secondary classroom, with additional focus on self-assessment and group activities.

After completing this lesson you will be able to do the following:

- Use group performance for shared learning and the development of social skills.
- Build critical thinking skills using individual inquiry methods.

- Utilize graphic representations to engage kinesthetic learners.
- Cultivate self-assessment skills using written response techniques.

Assessment and Evaluation

E121/S121 – USING STUDENT DATA

This course highlights the basics of student achievement data. The effective collection and analysis of student achievement data can help educators identify areas where teaching and learning can be improved. It allows teachers to make informed choices about:

- Teaching practices to adopt.
- Strategies to develop.
- Changes to implement.

Using student achievement data can be a powerful tool to measure and enhance the teaching and learning processes.

This course requires 6 hours of study time to complete all assignments and the reflection questions as directed. There are three written assignments including the reflection questions at the end of the course.

LEARNING OBJECTIVES

In this course you will learn the basics of working with student achievement data.

After completing this lesson you will be able to do the following:

- Define data in the context of K-12 education.
- Cite the uses and types of data.
- Identify sources and forms of data.
- Explain how student achievement data can be used to bring about change.

E122/S122 – DISAGGREGATING, ORGANIZING AND REPORTING DATA

One of the most powerful skills an educator can use is the ability to disaggregate data. Dividing student achievement results according to sub-groups allows us to determine areas where teaching and learning can be improved. It also allows us to make informed choices about teaching practices and student learning needs.

Legislation not only mandates that student achievement data be gathered and then disaggregated, but also mandates that data be publicized and shared by states and schools. The disaggregation of student achievement data enables educators to view the results for various sub-groups within the student population.

This course requires 12 hours of study time to complete all assignments and the reflection questions as directed. There are three written assignments including the reflection questions at the end of the course.

LEARNING OBJECTIVES

In this course you will review and evaluate the use of graphs, tables, and charts to display and analyze students' performance scores.

After completing this lesson you will be able to do the following:

- Answer why data is disaggregated.
- Know when it is appropriate to disaggregate data.
- Know how to disaggregate data.
- Review and evaluate the use of graphs, tables, and charts to display students' achievement results.
- Ask relevant questions when analyzing student achievement data.
- Link analysis of student achievement data to school improvement.
- Set school and student goals for improvement.

E123/S123 – PRINCIPLES OF FAIR STUDENT ASSESSMENT

To ensure that assessment, evaluation and reporting are valid and reliable, and that they lead to the improvement of learning for all students, educator practices and procedures must be fair, supportive and carefully planned.

Fairness in assessment and evaluation is grounded in the belief that all students should be able to demonstrate their learning regardless of their socioeconomic status, ethnicity, gender, geographic location, learning style, and/or need for special services.

This course requires 10 hours of study time to complete all assignments and the reflection questions as directed. There are three written assignments including the reflection questions at the end of the course.

LEARNING OBJECTIVES

In this course you will review and evaluate the core principles of fairness in assessment.

After completing this lesson you will be able to do the following:

- State the seven principles of fairness in evaluation and their rationale.
- Explain the difference between test validation and test fairness.
- Plan assessment that supports all students.
- Incorporate planning for assessment with planning instruction.
- Support students in self-assessment.

E124/S124 – FORMATIVE AND SUMMATIVE ASSESSMENTS

To ensure that assessment meets the needs of all learners, educators must effectively use formative and summative assessments appropriate to their purpose and the needs of students.

Formative assessments are ongoing and process oriented. They can be focused as a diagnostic tool to identify areas of improvement for both the learner and the teacher.

Summative assessments are evaluative and product oriented (what has been learned). They can be used to gauge quality and inform students, teachers and parents of the level of achievement at a given point in time.

This course requires 10 hours of study time to complete all assignments and the reflection questions as directed. There are three written assignments including the reflection questions at the end of the course.

LEARNING OBJECTIVES

In this course you will review and evaluate the differences and purposes of formative and summative assessment in increasing student learning outcomes.

After completing this lesson you will be able to do the following:

- Differentiate between types of formative and summative assessments.
- State the value and purpose of each type.
- Explain the underlying differences of standardized and alternative assessment strategies.
- Relate the common elements of several codes of professional responsibility in educational assessment.

E125/S125 – EVALUATION

Evaluation is the process of judging the quality of student learning on the basis of established performance standards. A value is assigned to represent that quality. Effective evaluation accurately summarizes and communicates to parents, other teachers, institutions of further education, and students themselves what the students know and can do with respect to the overall curriculum expectations. Evaluation is based on an assessment of learning that provides evidence of student achievement at strategic times throughout the grade or course, most often at the end of the period of learning.

This course requires 8 hours of study time to complete all assignments and the reflection questions as directed. There are three written assignments including the reflection questions at the end of the course.

LEARNING OBJECTIVES

In this course you will learn how to use multiple sources of evidence to increase the reliability and validity of the evaluation of student learning.

After completing this lesson you will be able to do the following:

- Define elements that are appropriate and necessary for inclusion in the evaluation of student performance for grading and reporting.
- Relate expectations for student learning to the evaluation of achievement.
- Communicate the variance between expectations and outcomes to students, other teachers and parents.
- Develop strategies to support students in honoring their responsibility to provide evidence of their learning within established guidelines and timelines.
- Incorporate non-academic indicators in evaluative processes.

Classroom Management

E126/S126 – BUILDING COMMUNITY

This course focuses on recommended classroom management procedures and routines that help to develop relationships and build community. Many teachers who are new to the profession have had little training in the area of classroom management even though it is a major factor in teaching success.

Classroom management is more than routines and organization. Building a sense of community in the classroom has many benefits for students. Effective educators start at the beginning of the school year to create opportunities for their students to forge supportive and collaborative relationships and to identify and reinforce the community's shared values.

This course requires 10 hours of study time to complete all assignments and the reflection questions as directed. There are three written assignments including the reflection questions at the end of the course.

LEARNING OBJECTIVES

In this course you will learn how to use community-building activities, and student engagement and motivation to enhance community in the classroom, reduce disruptions and increase harmony in support of student learning.

After completing this lesson you will be able to do the following:

- Identify personal strategies which show individual students you value them.
- Engage students in increased talk time and classroom involvement.
- Articulate strategies to increase community-building activities.
- State ways students can contribute to creating a positive, comfortable environment in the classroom.
- Determine and set clear expectations for classroom behavior.

E127/S127 – COOPERATIVE LEARNING

Cooperative learning, intentional relationships, and character education are components of an effective classroom community where students feel responsible for their learning, and have an obligation to each other and the school.

Cooperative learning is an instructional strategy where small teams of students collaborate in pairs and small groups for academic learning and other purposes. As a component of building classroom community, its use creates real opportunities for students to work together with purpose and to acquire social skills and common understandings.

This course requires 10 hours of study time to complete all assignments and the reflection questions as directed. There are three written assignments including the reflection questions at the end of the course.

LEARNING OBJECTIVES

In this course you will learn how to use cooperative learning to increase positive interdependence in the classroom community.

After completing this lesson you will be able to do the following:

- Create functional teams to increase cognitive activity and enhanced personal dynamics.
- Use formal and informal cooperative learning activities with appropriately formulated student groups.
- Identify and use at least three classroom-based learning strategies to increase positive interdependence.
- Implement peer review to assist students in providing and receiving constructive feedback.

E128/S128 – PRINCIPLES OF RESTORATIVE PRACTICE

An effective educator provides a safe and collaborative classroom environment by developing relationships and building community, with a strong understanding of the distinction between classroom management and discipline. While these two concepts are often used interchangeably, they are very different.

Classroom management deals with how things are done in the classroom including the procedures, routines, and structures. Classroom management is the responsibility of the teacher. Discipline is no longer about ensuring the compliance of children or young adults under the guidance or direction of an authority figure. It is about students taking responsibility for their own behavior and self-monitoring their behavior while working collaboratively with their peers.

Restorative practices help educators to proactively prevent problems like bullying and violence. An increasing body of research indicates that restorative approaches are effective in transforming student behavior and building healthy school communities.

This course requires 10 hours of study time to complete all assignments and the reflection questions as directed. There are three written assignments including the reflection questions at the end of the course.

LEARNING OBJECTIVES

In this course you will learn how to use restorative practices, circles and groups to provide opportunities for students to share their feelings and to build relationships and solve problems.

After completing this lesson you will be able to do the following:

- Use practical strategies to implement restorative practices that create a positive classroom culture in which every student feels respected.
- Understand the central role of relationships in restorative practices.
- Involve students in inclusive decision-making practices when appropriate.
- Create a culture of high expectations with high support.
- Effectively explain to students why misbehavior is an offense against people and relationships, as opposed to the more traditional view of a violation of rules.

E129/S129 – RESTORATIVE PRACTICE ACTIVITIES IN THE CLASSROOM

The development of social and emotional capacity is an important part of a systemic approach to the prevention of disciplinary issues. By building community in the classroom, teachers support this development through learning-based activities. These activities help to establish strong relationships with students and among students, set positive classroom structures, facilitate formative assessments and employ protocols that assist the learning process in increasing achievement for all students.

Discipline issues in the classroom are greatly reduced by engaging instruction. The activities in this course are designed to help the teacher create a safe classroom environment supported through structures that promote self-regulatory learning expectations for all students.

This course requires 10 hours of study time to complete all assignments and the reflection questions as directed. There are three written assignments including the reflection questions at the end of the course.

LEARNING OBJECTIVES

In this course you will learn how to use specific activities that support restorative practices by building trust relationships in the classroom.

After completing this lesson you will be able to do the following:

- Use relationship-building activities as part of an ongoing set of practical strategies to engage students in learning more about each other.
- Set structures that clearly define expectations, support students in seeking help when needed, and prompt them to reflect on what has true meaning in their learning.
- Use language that satisfies the needs of students in writing and sharing lesson objectives.
- Use protocols for learning that assist students in processing new information.

Diverse Learners

E130/S130 – EDUCATIONAL INCLUSION

This course examines the basic features of special education for exceptional children, and the historical aspects of the move from special education schools to current requirements for the least restrictive environment.

Special education is the attempt to plan specific programs for children with exceptionalities ranging from visual impairments to developmental disabilities or behavioral or emotional disorders. It relates specifically to exceptionalities that interfere with the ability of a student to learn in a regular classroom setting. Typically children must be diagnosed with a particular problem in order to qualify for such a program.

You may only play a specific and limited role in the education of a student designated as exceptional, or served by an Individualized Education Program (IEP), but you must know how to support the exceptional student and what is expected and required of you in doing so.

This course requires 10 hours of study time to complete all assignments and the reflection questions as directed. There are three written assignments including the reflection questions at the end of the course.

LEARNING OBJECTIVES

In this course you will learn how the landscape for educational inclusion has changed and continues to evolve, and specific activities that classroom teachers may be involved with in supporting exceptional students.

After completing this lesson you will be able to do the following:

- Explain the chronology of inclusion for exceptional children.

- Define exceptional children.
- Recognize types of exceptionalities and disabilities.
- Understand the role of the classroom teacher.

E131/S131 – TEACHING EXCEPTIONAL STUDENTS

In keeping with current trends and policies of inclusion for exceptional children, the regular classroom teacher may have the responsibility of not only participating in the development of an IEP (Individual Education Plan), but also in supporting its successful delivery.

Specially designed instruction means adapting (as appropriate to the needs of an eligible student) the content, methodology, or delivery of instruction to ensure access of the student to the general curriculum.

This course requires 10 hours of study time to complete all assignments and the reflection questions as directed. There are three written assignments including the reflection questions at the end of the course.

LEARNING OBJECTIVES

In this course you will gain an understanding of the pivotal role of the classroom teacher in providing a least restrictive environment, and learn strategies to help adapt and modify the classroom environment for the exceptional student.

After completing this lesson you will be able to do the following:

- Participate in the development and implementation of an IEP.
- Develop an evaluation schema for exceptional student IEP's.
- Employ classroom management strategies to manage student behavior that account for the participation of an exceptional student.
- Apply teacher-centered and reciprocal teaching methods.
- Use a portfolio as both an assessment and a formative evaluation tool.

E132/S132 – LANGUAGE ACQUISITION RESEARCH

The gradual change in demographics in our schools brings significant cultural change, necessitating adaptation and adjustment within the education system and society at large. This course focuses on three areas of language acquisition research aimed at helping educators meet the needs of today's changing demographic populations. These three areas are statistics, factors affecting English Language Learners (ELL), and ELL facts from contemporary research.

In early childhood, acquiring a language is an effortless achievement that occurs without explicit teaching for most children. It is based on what they hear under varying circumstances in a limited amount of time. The process occurs in identical ways across different languages. A child's ability to understand language develops faster than his or her ability to speak it. However, this dynamic changes for a second language, particularly since it is typically learned at a later age and developmental stage.

This course requires 10 hours of study time to complete all assignments and the reflection questions as directed. There are three written assignments including the reflection questions at the end of the course.

LEARNING OBJECTIVES

In this course you will learn how to process language acquisition research through statistics, factors affecting English language learning, and facts about ELL from contemporary research.

After completing this lesson you will be able to do the following:

- Recognize how demographic statistics can help schools adapt and adjust to cultural changes within their communities and society at large.
- Understand the different components of language acquisition.
- Appreciate the difficulties faced by English Language Learners.
- Use ELL facts from research to adapt and adjust the school setting.

E133/S133 – SHELTERED INSTRUCTION

When teaching a subject other than English, language must be taught together with the content of the specific subject in order to address the needs of English Language Learners. Sheltered instruction provides teachers with the means to address this issue by allowing ELL to see language concepts in action.

This course presents four key concepts of sheltered instruction:

- The SIOP (Sheltered Instruction Observation Protocol) model
- Teaching English language through content
- Teaching academic vocabulary
- Cooperative learning for ELL, including components, roles, and methods.

This course requires 10 hours of study time to complete all assignments and the reflection questions as directed. There are three written assignments including the reflection questions at the end of the course.

LEARNING OBJECTIVES

In this course you will learn how to provide sheltered instruction to ELL students.

After completing this lesson you will be able to do the following:

- Use the SIOP model to enhance instruction and teacher effectiveness.
- Teach language through content.
- Recognize three categories of words, and use 13 methods of keeping academic vocabulary "active" in your classroom.
- Understand the components of cooperative learning and teach the roles of cooperative learning for ELL instruction.
- Use various methods of cooperative learning for both instruction and student assessment.

E134/S134 – TEACHING LITERACY SKILLS TO ELL

Teaching literacy skills to ELL is hard work for the teacher and the student. It is not a short-term proposition and one of the biggest challenges is having patience while language skills develop.

According to the research, students who have had education in their first language typically take four to seven years to reach on-grade level performance in English. Otherwise, it can take from seven to ten years.

This course requires 10 hours of study time to complete all assignments and the reflection questions as directed. There are three written assignments including the reflection questions at the end of the course.

LEARNING OBJECTIVES

This course provides information about four main areas related to reading and writing strategies for ELL including literacy skills, literacy goals, specific reading strategies, and specific writing strategies.

After completing this lesson you will be able to do the following:

- Explain why time, practice, and patience are required to achieve literacy.
- Divide literacy skills into categories.
- Provide an effective reading program using literacy goals.
- Use the Pre-, During-, and Post-reading Activity Framework.
- Correctly identify the level of reading readiness of your ELL before assigning reading materials.
- Understand the skills needed for basic writing.
- Incorporate many strategies for developing ELL academic writing proficiency.

Methods Courses

E135 – METHODS OF TEACHING CONTENT (ELEMENTARY)

LANGUAGE ARTS

This course explores theories, models, and strategies for teaching and learning language arts in the elementary school. Participants explore and apply strategies for teaching reading, writing, listening, and speaking. Technology and assessment in language arts is also examined.

LEARNING OBJECTIVES

After completing this course you will be able to do the following:

Teaching and Learning Language Arts; Listening and Speaking in the Classroom

- Apply strategies on using speech and listening as a learning tool in the classroom.
- Analyze the implications of language learning and culture.
- Determine appropriate strategies and best practices for teaching language arts.
- Analyze the influence of instructional approaches for integrating language arts.
- Identify technology resources as tools for teaching language arts.
- Identify methods used to adapt effective listening techniques.
- Differentiate among aesthetic, efferent, and critical listening.
- Explain the purpose of effective speaking.
- Analyze the use of oral language as a learning tool.

Teaching Reading Fundamentals

- Describe strategies to foster students' interest in literacy.
- Integrate aesthetic and efferent reading across the curriculum.
- Apply the fundamentals of the reading process to teaching reading.

- Examine strategies for building students' vocabulary.

Teaching Writing Fundamentals

- Demonstrate how to teach the writing process.
- Examine strategies for teaching the traits of effective writing.
- Analyze the connection between reading and writing.

Assessing Language Arts

- Compare assessment tools in language arts.
- Develop differentiated instruction in language arts.
- Evaluate methods of monitoring students' progress in language arts.

MATHEMATICS

This course emphasizes content and process standards and pedagogical instruction that enhance learning in P-8 mathematics. Participants explore teaching mathematics through research-based practices, problem-solving, and developmentally effective instructional strategies. Participants also examine assessment techniques, technology tools, instructional leadership, diverse learning needs, and materials management.

LEARNING OBJECTIVES

After completing this course you will be able to do the following:

Assessment

- Explain the importance of assessment in the mathematics classroom.
- Evaluate techniques, tools, and strategies to assess student learning.
- Create a formal or informal assessment to evaluate student learning.

Diversity and Classroom Management

- Modify lesson plans to support the needs of diverse learners.
- Analyze how classroom and materials management relate to mathematics instruction.
- Identify the key elements of instructional leadership in elementary mathematics.

Standards in Elementary Mathematics

- Identify the National Council of Teachers of Mathematics content standards for mathematics.
- Combine P–8 mathematics content standards with process standards to create learning activities.
- Identify the Common Core Standards for Mathematical Practice.
- Analyze how math instruction has evolved due to changing standards.

Teaching Mathematical Concepts Through Problem Solving

- Explain the difference between doing, learning, and understanding mathematics.
- Determine techniques for teaching mathematics concepts through problem solving.
- Design a lesson plan for teaching mathematics through problem solving.
- Integrate technology into a lesson plan for teaching mathematics concepts.

SCIENCE

This course prepares K-8 teachers to develop a balanced and articulated elementary school science program that promotes inquiry. Participants discuss the evaluation of texts and reference materials, the development of hands-on activities and assessments, and the use of teacher-made materials and technology. Participants also evaluate resources for effective instructional strategies, including safety best practices.

LEARNING OBJECTIVES

After completing this course you will be able to do the following:

Safety in the Inquiry-Based Science Classroom

- Explain teachers' legal responsibilities regarding safety in the classroom.
- Identify federal and state legislation related to safety in the classroom.
- Determine materials for safe inquiry-based science activities.
- Plan for safe science experiences.

Assessment and Technology for Science Inquiry in the Classroom

- Identify instructional methods that integrate technology in the science classroom.
- Design authentic assessments that promote science inquiry.

Using Science Inquiry in the Classroom

- Identify the components necessary to meet standards for an inquiry-based science classroom.
- Examine brain-based and constructivist approaches to instruction.
- Explain instructional methods that improve science inquiry for diverse learners.

Planning for Science Inquiry; Strategies and Resources for Science Inquiry

- Determine instructional methods that promote scientific inquiry.
- Develop effective questions to engage students in independent thinking.
- Select effective methods to encourage student cooperation in group inquiry activities.
- Apply instructional best practices to promote scientific inquiry.
- Evaluate resources for best practices that instill inquiry in science education.

SOCIAL STUDIES

This teaching methods course is designed for K-8 elementary educators who teach social studies. Participants learn to facilitate student-centered, differentiated learning. Participants explore hands-on strategies for designing and implementing cross-curricular work, integrating literacy, creating assessments, and incorporating 21st century technology to engage learners.

LEARNING OBJECTIVES

After completing this course you will be able to do the following:

Social Studies: Purpose and Place

- Identify the major themes of the National Social Studies Standards.
- Determine the role that civic values should play in social studies curricula.
- Explain why all students should learn social studies.
- Evaluate the benefits and challenges of standards-based education.

Social Studies: Designing and Implementing Instruction

- Create social studies instruction that aligns to state and national standards.

- Adapt social studies instruction to meet the needs of diverse learners.
- Develop instruction that connects social studies to other core disciplines.

Social Studies: Integrating Literacy, Thinking Skills, and Technology

- Integrate literacy materials, skills, and strategies into social studies instruction.
- Evaluate textbooks and technological resources for use in the social studies classroom.
- Determine ways of using quality trade book literature in lessons and throughout units.
- Utilize writing activities to enhance and reinforce comprehension of content.
- Create a classroom environment that motivates students to learn social studies.
- Create social studies instruction that supports learning through multiple perspectives.
- Determine strategies to promote creative and analytical thinking in social studies.
- Integrate technology to support student-centered learning in social studies.

Social Studies: Designing and Implementing Assessments

- Demonstrate understanding of assessment terminology.
- Differentiate the varied types of assessments.
- Differentiate between formative and summative assessments.
- Utilize additional ways of monitoring and measuring students' progress in social studies.
- Design formal and informal social studies assessments.

ELEMENTARY ART

This course is designed to prepare participants to integrate the visual arts across elementary curriculum. The elements of art and principles of design, art methods, lesson planning, and classroom management techniques, with particular emphasis on diverse students, are examined. Participants draw, paint, make prints, and create sculptures appropriate for the elementary setting.

LEARNING OBJECTIVES

After completing this course you will be able to do the following:

Building an Art-Friendly Classroom

- List art resources, supplies, and equipment for the classroom.
- Identify exhibition opportunities for student art.
- Create a plan for an art-friendly classroom.
- Define safety guidelines for elementary art.
- Support diverse students in art experiences.

Foundations of Elementary Art Education

- Compare art programs in elementary schools.
- Defend art education in the classroom.
- Analyze the elements of art and principles of design.

Studio Experience

- Integrate art using technology across the curriculum.
- Integrate drawing techniques across the curriculum.
- Integrate painting across the curriculum.
- Integrate sculpture across the curriculum.
- Integrate printmaking across the curriculum.

Classroom Practice

- Describe ways to integrate the arts in the classroom.
- Create questions to help students look thoughtfully at art.
- Create an integrated art lesson plan based on state and national art standards.

S135 – METHODS OF TEACHING CONTENT (SECONDARY)

SECONDARY ENGLISH

This course explores theories, models, and strategies for teaching and learning language arts in the elementary school. Participants explore and apply strategies for teaching reading, writing, listening, and speaking. Technology and assessment in language arts is also examined.

LEARNING OBJECTIVES

After completing this course you will be able to do the following:

Teaching and Learning English; Listening and Speaking in the Classroom

- Apply strategies on using speech and listening as a learning tool in the classroom.
- Analyze the implications of language learning and culture.
- Determine appropriate strategies and best practices for teaching english.
- Analyze the influence of instructional approaches for integrating english.
- Identify technology resources as tools for teaching english.
- Identify methods used to adapt effective listening techniques.
- Differentiate among aesthetic, efferent, and critical listening.
- Explain the purpose of effective speaking.
- Analyze the use of oral language as a learning tool.

Teaching Writing Fundamentals

- Demonstrate how to teach the writing process.
- Examine strategies for teaching the traits of effective writing.
- Analyze the connection between reading and writing.

Assessing English

- Compare assessment tools in english.
- Develop differentiated instruction in english.
- Evaluate methods of monitoring students' progress in english.

SECONDARY MATHEMATICS

This course provides participants with the knowledge of research and standards-based pedagogical instructional practice that facilitates learning in the secondary mathematics classroom. Participants explore diversity and equity, mathematics standards and curriculum, and technology integration, as critical components of planning for and implementing mathematics instruction and assessment. In addition, participants examine the importance of teacher reflection, instructional leadership, and professional development to continuously improve one's teaching of mathematics.

LEARNING OBJECTIVES

After completing this course you will be able to do the following:

Planning Mathematics Instruction, Teaching Strategies, and Creating an Effective Learning Environment

- Explain the value of using manipulatives in secondary mathematics instruction.
- Modify lessons to improve student performance.
- Explain how technology can be used in mathematics instruction.
- Analyze constructivist teaching strategies.
- Create a plan for developing a positive and effective learning environment.

- Write effective goals and objectives for lesson plans using the Common Core Standards for Mathematical Practice.

Meeting the Needs of Diverse Students, Families, and Schools

- Define equity in mathematics education.
- Explain how classroom instruction can be differentiated to meet the needs of all learners.
- Propose ways in which teachers and the school can work with families to support students.

Student Assessment and Teacher Reflection in Mathematics Instruction

- Create assessments that meet the needs of diverse learners.
- Identify the key elements of instructional leadership in secondary mathematics.
- Develop a professional development plan.
- Reflect on teaching practices.

Foundations of Mathematics Curriculum and Instruction

- Explain the differences between doing mathematics, learning mathematics, and teaching mathematics.
- Compare traditional and constructivist models of instruction.
- Evaluate resources used in the mathematics classroom.

SECONDARY SCIENCE

This course is designed to prepare participants to teach science at the secondary school level. To meet this objective, participants explore the instructional methods in science content areas in middle level and high school settings. Participants identify the educational needs of secondary students by exploring current instructional theory; national, state, and local standards; and social issues that affect the science classroom. The course also helps prospective educators develop skills in selecting and adapting instruction and management plans for diverse student populations.

LEARNING OBJECTIVES

After completing this course you will be able to do the following:

Parent, Teacher, and Community Collaboration; Professional Development

- Analyze the impact successful parent-teacher communication and collaboration will have on the classroom environment.
- Examine the importance of professional science organizations and resources for teachers.
- Explain the significance of professional development in science education.
- Explore strategies to utilize community resources in the science classroom.
- Examine how family and personal experiences shape teaching and learning perceptions in the science classroom.

Science Education Content Knowledge, History, and Trends

- Define science as inquiry.
- Review the major concepts within physical science, life science, and earth and space science.
- Define science as an academic discipline.
- Review the history of science education in the United States.
- Identify current themes and trends in science instruction.
- Analyze science in relation to personal and social perspectives.

Standards, Curriculum, Assessments, Rubrics, and Instructional Approaches

- Review state and national science standards and assessments.
- Identify ways in which classroom management techniques can enhance the science classroom.
- Identify various strategies for assessing science learning objectives for all learners.
- Analyze formative and summative science assessments and rubrics.
- Identify examples of project-based science assessments and rubrics.
- Propose innovative instructional strategies and materials for teaching science to adolescents.
- Analyze ways in which differentiating instruction occurs in the science classroom.
- Examine the National Science Teachers Association (NSTA) lab safety standards. Describe methods to incorporate reading and writing strategies into science lessons.

SECONDARY HISTORY/SOCIAL STUDIES

This course explores the application of basic instructional methods and strategies of teaching social studies in middle school and high school settings. Participants identify the educational needs of secondary students by exploring current instructional and assessment theory; national, state, and local standards; and social issues that are found in various social studies courses. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.

LEARNING OBJECTIVES

After completing this course you will be able to do the following:

Parent, Teacher, and Community Collaboration; Professional Development

- Explain the importance of parent-teacher communication and collaboration.
- Determine strategies for increasing the level of parental involvement.
- Review the roles of social studies professional organizations.
- Analyze professional resources available to social studies teachers.
- Identify professional development opportunities in social studies available in your state.
- Analyze the importance of staying current in social studies education.
- Explore strategies to utilize community resources in the social studies classroom.
- Explore the range of social, health, educational, and language-related service agencies and other resources that are available at school or off-campus.
- Examine how family and personal experiences shape teaching and learning perceptions in the social studies or history classroom.

History and Social Studies Education Content Knowledge, History, and Trends

- Review the National Council for the Social Studies (NCSS) thematic standards.
- Examine trends in the history of social studies instruction in public schools.
- Identify current trends and issues in the teaching of social studies.

Standards, Curriculum, Assessments, Rubrics, and Instructional Approaches

- Review state and national social studies standards and assessments.
- Analyze the implications of the National Council for the Social Studies (NCSS) themes for instruction.
- Identify various strategies for assessing social studies learning objectives for all learners.
- Analyze formative and summative social studies assessments and rubrics.
- Identify examples of project-based social studies assessments and rubrics.

- Review approaches to unit and lesson planning in teaching social studies.
- Propose innovative instructional strategies and materials used to teach social studies to adolescents.
- Analyze ways in which differentiating instruction occurs in the social studies classroom.
- Identify ways in which classroom management techniques can enhance the social studies classroom.
- Describe methods to incorporate reading and writing strategies into social studies lessons.
- *Integrating Literature, Technology, and Media*
- Analyze the legal and ethical issues regarding the use of technology in the classroom.
- Incorporate the use of technology in social studies instruction.
- Identify online websites and media sources for the teaching of social studies.
- Compile a list of fiction and nonfiction literature to enhance the teaching of social studies.