Literacy Solutions
and more

ADAMS STATE UNIVERSITY
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Great Stories Begin Here

Spring Semester 2017

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21st Century Literacies

Flip Your Classroom With Digital Technologies, Grades K-12
No. 266
Instructor: Dr. Prudence Posner
Flipping a classroom takes commitment and time because is an inverted method of transforming a traditional classroom to one of responsiveness with a focus on delivery of instruction through active, student-centered learning, problem-based learning, group work, collaboration, and peer instruction. Participants will learn how to, and practice with, delivering flipped learning through digital technologies. They will view examples of flipped classrooms, vet lesson plans, transform and modify their own lessons to design new material that responds to several successful effective models of flipping classrooms.
Upon completion of this course, the student will be able to:
- Determine where flipping is needed, and where it makes the most sense, for individual classrooms in order to design effective flipped classroom plans through blended learning.
- Select resources for classroom activities that focus on skill, strategy, and concept application to embed in larger lesson plans.
- Analyze, teach, and develop facility with, components of flipped classrooms that are most engaging for students.

1 credit

Motivating and Engaging 21st Century Adolescents, Grades 6-12
No. 115
Instructor: Cynthia Chandler
What are the classroom conditions that motivate and engage our 21st century learners? What are the assignments that cultivate curiosity and foster collaborative peer relationships? This e-course examines the research that supports engaging classroom talk, questioning and self-expression through strategy, technology and effective teacher facilitation. Participants will leave this e-course with multiple resources to aid in motivating and engaging the 21st century adolescent learners in their classrooms.
Upon completion of this course, the student will be able to:
- Recognize and defend the classroom conditions necessary for 21st century learners to become motivated and engaged.
- Identify resources and modify them to collaborative assignments that incorporate hybrid methods of teaching and learning.
- Chose and implement strategies for effective facilitation of a motivating curriculum.

1 credit

Assessments and Use of Data

Assessment for Special Education Students, Grades 6-12
No. 210
Instructor: Dr. Huss
Evidence-driven and research-based practical and authentic assessments will be examined for application to the needs of exceptional and special education students. The use of research-based

assessment practices will be used to inform instructional planning and differentiated classroom practices. Formal and informal assessments will include intelligence testing, examining IEP goals, SLOs, formative assessments to include observational and anecdotal data, performance tasks, learning style inventories, behavioral assessment, criterion-referenced assessments, and standardized assessments. Data will be used to differentiate with while aligning best practices with students' individual learning needs.

Upon completion of this course, the student will be able to:
- Evaluate the needs of students to align best instructional strategy to those needs.
- Through job-embedded participation, illustrate several research-based assessments in order to determine student needs, learning readiness, and needed instructional support.
- Select research-based strategy to plan for instruction and instructional intervention, or modify existing instructional plans, for the special needs and exceptional learners in classrooms.

Assessment that Drives Instructional Decision-Making, Grades K-12
No. 203
Instructor: Cynthia Chandler
Using assessment criteria to drive instruction requires the use of reliable data. Teachers that are actively and systematically use this data can understand student performance and thus leverage it best for effective progress monitoring. Participants will be introduced to multiple assessments that include feedback models and other formative methods that feed instructional decisions. Participants will learn to find and use this data effectively to make informed instructional decisions with.

Upon completion of this course, the student will be able to:
- Determine and apply evaluating and monitoring work against assessment criteria.
- Plan with, and practice using, assessment criteria aligned with performance standards.
- Employ assessment and performance standards to reflect and improve upon practices.
- Utilize effective strategies to communicate learning and instructional goals to students, while demonstrating flexibility and responsiveness to student needs.

1 credit

Best Common Assessment Practices, Grades K-12
No. 173
Instructor: Dr. Huss
Participants will be introduced to a number of common assessment practices (useful for all content areas) grounded in what the research says provides the best data for teaching to a common curriculum, as well as to the Common Core. Balancing summative and formative assessments demands a standards-aligned curriculum for effective instructional practices, all of which will be demonstrated, practiced with, and planned for in this course. Participants will understand how to effectively monitor student learning, structure assessment criteria, design effective assessments, and access them for future use and for a rapid turnaround of student results.

Upon completion of this course, the student will be able to:
- Research current assessments practices and analyze criteria against student work. Design effective assessments.
- Discover and apply the research skills needed to seek out assessment resources that build

teaching capacity.
- Match grade-level assessment criteria to standards-aligned curriculum and instruction. Determine how to monitor student learning to increase individual student performance.

1 credit

Data-Driven Instructional Strategies, Grades K-12
No. 185
Instructor: Cynthia Chandler

Instructional decision-making hinges on variables that can change by the minute, the hour, and the student. The many forms that data take can inform rich instruction. It's all about driving the right data to the right instructional strategy. This course will focus on deep data digs, gaps analysis, and meeting the needs of all learners.

Upon completion of this course, the student will be able to:
- Glean and use valuable information about student performance from data.
- Analyze and defend multiple data sets to inform instructional strategy to include curriculum surveys, inventories, standardized tests, benchmarks, anecdotal data.
- Interpret data to plan instruction.

1 credit

Formative Assessment for the Common Core, Grades K-5
No. 171A
Instructor: Dr. Huss

Assessment of learning or *for* learning? Balanced, summative interim and formative assessments will be evaluated for CCSS application in this e-course. Participants will understand how to effectively monitor student learning, structure requisite assessment criteria, and teach to support a rapid turnaround of results.

Upon completion of this course, the student will be able to:
- Extend the research skills needed to seek out assessment resources that further teaching and learning.
- Match grade-level assessment criteria to standards-aligned curriculum and instruction.
- Use tools to monitor student learning to move up individual student performance.

1 credit

Formative Assessment for the Common Core, Grades 6-12
No. 171B
Instructor: Dr. Posner

Assessment of learning or *for* learning? Balanced, summative interim and formative assessments will be evaluated for CCSS application in this e-course. Participants will understand how to effectively monitor student learning, structure requisite assessment criteria, and teach to support a rapid turnaround of results.

Upon completion of this course, the student will be able to:
- Extend the research skills needed to seek out assessment resources that further teaching and learning.
- Match grade-level assessment criteria to standards-aligned curriculum and instruction.
- Use tools to monitor student learning to move up individual student performance.

1 credit

Brain-Based Literacy/Cognition and Learning

Creating a Cognitive-Friendly Learning Environment, Grades K-12
No. 154
Instructor: Dr. Huss

Neurons pass information along at speeds of up to 200 miles an hour. With this speed, there's no end to the brainpower students can harness, and the teacher has everything to do with it! Participants in this e-course will learn how to establish cognitive-friendly learning environments that aid in student retention while minimizing the stresses that pull them away from learning. Participants will leave this workshop with multiple takeaways for immediate, brain-friendly application.

Upon completion of this course, the student will be able to:
- Outline and support the practices and conditions needed to establish cognitive-friendly learning environments.
- Establish cognitive-friendly learning environments in K-12 classrooms.
- Produce and facilitate retention and cognition among students through motivation and engagement.

1 credit

Classroom Management and Learning Environment

Building Student Grit, Grades K-12
No. 141
Instructor: Dr. Posner

The building of student grit is counterpart to the rigor and academic success that results of it - particularly when preparing students for college and career readiness. This e-course will focus on approaches that build perseverance, character and grit through trial and error learning, reflection on failure, building of mental stamina and strategies for self-control. The catalysts to character development that build student capacity, and ultimately the grit needed to succeed in the classroom and beyond, will take front and center.

Upon completion of this course, the student will be able to:
- Appraise the theory and research behind strength and stamina building as it works into academic rigor and grit.
- Generate and employ new strategies for facilitating student stamina and academic rigor as it builds student capacity to become independent readers, writers and thinkers.

1 credit

Classroom Management That Motivates and Inspires, K-12
No. 158
Instructor: Dr. Huss

The social-emotional learning that leads to academic success has strong links to character development. This e-course will analyze the research, theory and strategy behind effective classroom management as it feeds high student engagement and a motivated classroom.

Upon completion of this course, the student will be able to:
- Develop working knowledge of research-based theory and strategy for effective classroom management and high student engagement.
- Construct lesson plans that embed cognitive and developmentally appropriate strategy that nurtures social and emotional learning.

1 credit

Classroom Management That Motivates and Inspires, Grades 6-12
No. 108
Instructor: Dr. Huss
The social-emotional learning that leads to academic success has strong links to character development. This e-course will analyze the research, theory and strategy behind effective classroom management as it feeds high student engagement and a motivated classroom.
Upon completion of this course, the student will be able to:
- Generate ideas and justify working knowledge of research-based theory and strategy for effective classroom management and high student engagement.
- Design and implement lesson plans with embedded cognitive and developmentally appropriate strategy that nurtures social and emotional learning.

1 credit

No Bullying Allowed: Creating Classrooms of Tolerance, Grades K-12
No. 137
Instructor: Dr. Huss
The social and emotional dynamics that underlie bullying will be examined closely for solution and strategies that work into solutions. Specific to classrooms, participants will glean new strategies for dealing with bullying behavior and creating safe, nurturing classrooms in all content areas.
Upon completion of this course, the student will be able to:
- Investigate and explain the social and emotional dynamics that underlie bullying behaviors.
- Produce new strategies for bullying prevention in classrooms and schools.
- Import new anti-bullying strategies into lessons across all content areas.

1 credit

Organizing and Maintaining Successful Classroom Environments, Grades 6-12
No. 207
Instructor: Cynthia Chandler
Aligned to: Danielson Domain 2, Marzano Domain 4. Organizing and maintaining classroom environments of respect and rapport are the high thoughtful strategy, while facilitating respectful peer review among students. Active participation will further learning about students' while aiding in the development of assignments and activities that build from high expectations for all students. Classroom management strategies will further group work, student engagement, and peaceful transitions between and among activities.
Upon completion of this course, the student will be able to:
- Take an active role in learning about students in order to establish a successful classroom environment.

- Demonstrate a working knowledge of behavior management strategies and organization of physical space that contributes to an effective classroom environment.
- Memorize and practice successful attributes of student peer review that leads to course organized priorities.
- Practice facilitating and building upon environments of respect and rapport through caring, and peaceful transitions and student collaboration.

1 credit

Common Core State Standards

Content Area Questioning Strategies, Grades K-12
No. 181
Instructor: Cynthia Chandler
From key idea and details to integration of knowledge and understanding, there will be no shortage of questioning strategies or the thinking stuff behind them in teaching students how to learn for the Common Core across all content areas, including science, technology, ELA and history. Participants will learn and practice with metacognitive questioning through reading and writing strategies as they foster literacy growth in support of the Common Core State Standards.
Upon completion of this course, the student will be able to:
- Determine the reasoning for questioning approaches used to get students deeply into text.
- Explain and apply questioning approaches to evoke high-level response from students.
- Translate and practice questioning strategies in order to teach to the rigorous expectations of the Common Core State Standards.

1 credit

Differentiated Instruction & Collaborative Learning

Best Practices for Differentiating in Inclusive Classrooms, Grades K-12
No. 254A
Instructor: Dr. Posner
Teaching and differentiating in inclusive classrooms requires careful and flexible planning and creativity. Through design, re-design, and research-based, field tested strategy in inclusive classrooms, participants will invent and reinvent lessons using effective methods for differentiation. Learning profiles, interest survey cognitive-friendly learning environments, tiered questioning and student "hooks" for rigorous learning application are some of the takeaways of this e-course.
Upon completion of this course, the student will be able to:
- Design differentiated lessons for inclusive classrooms through design and strategy.
- Demonstrate the strategies that lead to effective and diverse learning environments through planning and classroom implementation.
- Produce thoughtfully and flexibly using tools, resources, and new strategy to address the needs of diverse learners.

1 credit

Differentiation as a Behavior Management Strategy for Special Needs Students, Grades 9-12
No. 224
Instructor: Dr. Posner
Managing behavior balances with understanding our learners: their needs, preferences, and their learning styles. Differentiating for various student instructional needs is key to harnessing learning style and other data. While much of it is about student engagement, it is also about knowing them, and how they learn, enough to engage them in learning more. Whether they learn kinesthetically (using physical, hands-on), or inter-personally (social) for example, gives us the opportunity to craft activities and performance tasks geared to garnering better behavior that then allows us to help them academically. Participants in this course will learn how to use learning style information to develop effective behavior management strategies.
Upon completion of this course, the student will be able to:
- Apply age and grade appropriate research-based strategy to evaluate students and use this data to plan and/or modify using differentiation techniques.
- Analyze various age and grade appropriate behavior management theories as they align the needs of exceptional learners.
- Identify and align behavioral theory with learning theory to craft effective lessons that engage positive student behavior.
- Apply, through planning and job-embedded action, specific and measurable behavioral management goals and strategies as they align with identified student learning objectives.

1 credit

Differentiating Reading Instruction and Assessments, Grades K-12
No. RL-ED-112
Instructor: Dr. Posner
Participants will understand and apply knowledge of the socio-cultural, socio-political, and psychological variables that constitute differentiated reading instruction for all students through all content areas. Through an understanding of the stages of language progression and proficiencies within the English language for ELLs, participants will learn how to apply leveled instruction to increase language proficiency among students. The factors that impede student reading, characteristics of language and cognitive development, and overall language proficiencies will be effectively differentiated using age and grade appropriate methods. Participants will select and use developmentally appropriate tools, materials, and resources to address sociocultural and linguistic differences as they import to planning and instruction. Participants will embed increased use of complex print and digital text sources into assessments, scaffolding techniques, and re-teaching opportunities for individual and small group instruction. Differentiation will include scaffolding reading instruction for struggling learners in all six of the reading components, as well as for English language learners at various levels of language proficiencies. Participants will be taught how to apply student progress monitoring and use of data to design, plan, and implement a differentiated curriculum that includes research-based approaches for comprehension, oral language, phonological awareness, phonics, fluency, vocabulary, higher order thinking to further critical reading among students.
Upon completion of this course, the student will be able to:
- Design and implement differentiated lessons with strategy reflective of an understanding and application of socio-cultural, socio-political, and psychological variables to differentiation.

- Apply design principles to grouping and classroom environment.
- Use online and print tools for differentiation such as learning profiles, interest surveys and tiered questioning.
- Use research-based strategy to differentiate for writing development and to reinforce text comprehension.
- Summarize allowable and appropriate instructional accommodations as specified in students' IEP or 504 Plans.
- Modify assessments for students with cognitive disabilities without interrupting rigor, high expectations, and opportunities for achievement as they reflect grade appropriate levels of access to general education.

3 credits

The Art of Differentiation, Grades K-12
No. 112
Instructor: Cynthia Chandler
The art of differentiation happens through design, re-design, and new strategy. Participants in this e-course will reinvent lessons using research-based, effective methods for differentiation. They'll have opportunities to re-purpose lesson plans, understand readiness versus ability, and capitalize on brain plasticity to engage students through intellect and creativity. Learning profiles, interest surveys, cognitive-friendly learning environments, tiered questioning and student "hooks" for rigorous learning application are some of the takeaways to this e-course.
Upon completion of this course, the student will be able to:
- Produce and manage differentiated lessons using research-based strategies.
- Apply design strategy for grouping and classroom environment.
- Plan and revise online and print tools for differentiation such as learning profiles, interest surveys and tiered questioning.

1 credit

Early Literacy

Building Reading Comprehension in Primary Grades, PK-3
No. 130
Instructor: Cynthia Chandler
The building blocks to effective reading comprehension begin in the primary grades with explicit instruction, teacher modeling and lots of guided practice. Under this umbrella, participants will learn to teach reading comprehension effectively through strategy that builds student capacity. Story structure, graphic representation, reciprocal questioning, retelling and summarizing are some of the approaches under study. All strategies overviewed will include tools for implementation.
Upon completion of this course, the student will be able to:
- Acquire the skills needed to effectively teach reading comprehension in primary grades.
- Learn and practice with strategy that builds student capacity through teacher modeling, guided practice and explicit instructional approaches.
- Implement new strategies in classrooms, effect on the experience and make adjustments to lessons.

1 credit

Taking Running Records
Grades K-12
Instructor: Cynthia Chandler
This course is designed to teach participants how to take and score running records for use as baseline, midline, and end-line assessments in grades K-5. By matching students' instructional and independent reading abilities, participants will understand how to use running records to effectively match, select, and scaffold readers throughout appropriate text.
Course Outcomes:
- Understand the value of benchmark assessments that incorporate qualitative judgments and quantitative analysis of student outcomes.
- Learn and practice with taking and scoring running records.
- Learn how to administer all facets of running records to assess all facets of oral reading, phonics, and fluency.
- Practice with scoring, analysis, and interpretation of running record data.
- Use data for planning and on-going instruction.
- Understand the distinction among Independent, Instructional, and Hard levels of reading in order to properly align and scaffold learners' needs to matching readers to appropriate text.

1 credit

Exceptional Learners/Special Education

21st Century Strategies for Teaching Students with Behavior Challenges, Grades K-12
No. 209
Instructor: Dr. Huss
The challenges faced by some of our neediest children can be easily remedied through a combination of strategy, ingenuity and 21st century technologies. Among the most challenging aspects of behavior occurs when learning becomes fraught with frustration. Harnessing strategies consistent with how students think, work, and use technologies can level the playing field in classrooms with diverse learners. E-readers, handheld devices, smartboard technology, Internet-based applications and other assistive technologies can assist in a range of ways from the highly gifted, to the struggling learners preventing or eradicating those behaviors that manifest into deeper learning challenges.
Upon completion of this course, the student will be able to:
- Develop working familiarity with strategies and technologies that assist in teaching exceptional children and young adults.
- Develop facility and utility with strategies, tools and technologies through planning and use in teaching exceptional children and young adults.
- Employ new strategy and resources into lessons and unit plans to begin implementation of a 21st century curriculum geared to teaching students challenged with behavioral issues.

1 credit

Diagnosing Learning Difficulties, Grades K-12
No. 216
Instructor: Dr. Huss
Formative, criterion-referenced and normative assessment methods contribute to effective

diagnose of the exceptional learner, using only the strongest base of research in utility and value. Effective diagnosis of student learning difficulties as determined through formative and summative assessments will be key to intervention and effective planning. Through the use of technology, research-based tools, formative assessments, summative data and differentiated classroom strategy, participants will learn to diagnose student needs in order to plan carefully and strategically for the multiple and unique learning needs among students.

Upon completion of this course, the student will be able to:
- Identify and properly align effective diagnostic tools and techniques to exceptional learner needs in classrooms.
- Evaluate the needs of exceptional learners within the mainstream educational setting in order to align best instructional strategy to those needs.
- Match sound research-based strategy to plan for instruction and instructional intervention, or modify existing instructional plans, for the unique and specific student needs.

1 credit

Diagnostic Tools and Techniques for the Exceptional Learner, Grades K-12
No. 215
Instructor: Dr. Huss

Formative, criterion-referenced and normative assessment methods can work as a triage to diagnose the exceptional learner, with one as useful as the other depending on the goal. Those tools and techniques with the strongest base of research in utility and value will be the feature of this course. Through the use of technology, smart classroom strategy, and curricular design, formal and informal assessments will work to effectively diagnose student needs in order to prescribe a specific learning path. Formal and informal assessments will include intelligence testing, SLOs, formative assessments to include observational and anecdotal data, performance tasks, learning style inventories, behavioral assessment, criterion-referenced assessments, and standardized assessments. Data gleaned of these assessments will be used to differentiate with.

Upon completion of this course, the student will be able to:
- Identify and align proper, effective diagnostic tools and techniques for exceptional learners in classrooms.
- Explain how to evaluate the needs of students to align best instructional strategy to those needs.
- Through job-embedded participation, apply multiple research-based assessments to analyze student needs, learning readiness, and needed instructional support.
- Select sound research-based strategy to plan for instruction and instructional intervention, or modify existing instructional plans, for the special needs and exceptional learners in classrooms.

1 credit

Evidence-Based Teaching Practices for Exceptional Learners, Grades K-12
No. 217
Instructor: Dr. Huss

Teaching to the exceptional learner requires careful and flexible planning with tools and resources that have a record of success. Beginning with various research-based tools and strategies, participants will develop their ability to analyze and plan with data to differentiate for multiple learner types and with varying degrees of support to teach to the needs of exceptional learners.

Tools and 21st century resources will include strategy guides, electronic planning and scoring instruments, student-facing organizers and checklists among others.

Upon completion of this course, the student will be able to:
- Plan for and practice with the strategies that lead to effective and diverse learning in inclusive learning environments.
- Prepare flexible lessons using tools, resources, and new strategy to address the needs of exceptional learners.
- Discuss and defend the relevance of a properly structured learning environment coupled with the tools and resources for success in meeting the diverse needs of students.

1 credit

Research-Based Assessment Practices for Special Needs Students, Grades 3-8
No. 234
Instructor: Dr. Huss
Practical and authentic assessment methods that have a strong research-base will be the central feature of this course in evaluating the needs of exceptional students. Informal and teacher-developed assessment technique will invoke best practices through the use of technology, smart classroom strategy, and through smart curriculum design. Formal, informal assessments and other data will include observation and anecdotal note taking (kid-watching), SLOs, IEP goals, behavioral assessment, criterion-referenced assessments, standardized and performance based assessments, and learning style inventories. Data gleaned of these assessments will be used to differentiate with while aligning best practices with student needs.

Upon completion of this course, the student will be able to:
- Evaluate the needs of special needs students to align best instructional strategy to those needs.
- Through job-embedded participation, demonstrate with several research-based assessments in order to determine student needs, learning readiness, and needed instructional support.
- Apply sound research-based strategy to plan for instruction and instructional intervention, or modify existing instructional plans, for the language needs of the learners.

1 credit

Teaching to Autism, Grades K-5
No. 239
Instructor: Dr. Huss
Interventions for increasing the academic engagement and progress of students with autism spectrum disorder in inclusive classrooms will be the focus of this course. Use of empirically supported, field-tested strategies for inclusive classrooms will detail strategies for successful implementation. Participants will develop familiarity and facility with strategy pertinent to their own classroom realities. From songs in transition times, to listening activities and visual engagement, participants will end this course with the creation of comprehensive lesson plans that incorporate course strategies as they align with standards, curriculum and instructional motivation for students with autism.

Upon completion of this course, the student will be able to:
- Report on, and prepare for, the diverse needs of students with autism by aligning research and standards-based instructional strategy to them.

- Apply implementation tools and strategies focused on the needs of students with autism spectrum disorder.
- Interpret information, tools and resources with student readiness and differentiated approaches to learning.

1 credit

Teaching to Exceptional Children Using Evidence-Based Practices, Grades K-5
No. 240
Instructor: Dr. Huss

Teaching to exceptional children invokes careful planning, the use of data in the planning stages, and a teamed approach that involves parents and all educational stakeholders to work into a child's success. Beginning with individualized student plans, participants will develop their ability to analyze and plan with data to differentiate for multiple learner types and instructional support. Strategies for co-teaching using Common Core, traditional and 21st century curriculum will result in a multiple-pronged approach to instructional success.

Upon completion of this course, the student will be able to:
- Manipulate and apply data and resources for planning and implementation of a broad and scaffolded curriculum focused on the needs of exceptional learners.
- Investigate new information, tools and resources, student readiness and differentiated approaches to learning with evidence-based practices for a variety of learners, educational programs and classroom settings.

1 credit

Teaching to Exceptional Adolescents and Young Adults, 6-12
No. 241
Instructor: Dr. Huss

Teaching to exceptional adolescents and young adults invokes careful planning, the use of data in the planning stages, and a teamed approach that involves parents and all educational stakeholders to work into a child's success. Beginning with individualized student plans, participants will develop their ability to analyze and plan with data to differentiate for multiple learner types and instructional support. Strategies for co-teaching using Common Core, traditional and 21st century curriculum will result in a multiple-pronged approach to instructional success.

Upon completion of this course, the student will be able to:
- Research current assessments practices and analyze criteria against student work. Design effective assessments.
- Apply the research skills needed to seek out assessment resources that build teaching capacity.
- Distinguish among formative and summative assessment types specific to exceptional learners.
- Match grade-level assessment criteria to standards-aligned curriculum and instruction. Explain how to monitor student learning to move up individual student performance.

1 credit

Professional Learning Communities

Accountable Professional Learning Communities
No. 135
Instructor: Cynthia Chandler
Participants in this e-course will learn the nuts and bolts behind successful professional learning communities by exploring the Dufour, Dufour & Eaker (2008) and Venables (2011, 2014) models . The teacher and administrative roles within them will be studied as they work toward on-going maintenance and the data analysis that leads to improved student achievement. From vision to PLC mission, each participant will build an action plan specific to grade-level and subject-area PLC needs.
Upon completion of this course, the student will be able to:
- Appraise and justify the rationale behind the successful formation of a school PLC.
- Plan for and practice with several models of cross-curricular, grade and departmental PLCs.
- Apply the Dufour & Dufour PLC model to PLC teams using assigned protocols, and then reflect on the experiences.

1 credit

Co-teaching and Professional Collaboration
No. TL-273
Instructor: Dr. Posner
Strong co-teaching relationships are the underpinnings for a seamless and manageable instructional environment. Planned and orchestrated instruction, the result of team effort, combined with a sound learning environment leverages students as equal partners in a winning educational pact. This course will prepare teachers to work collaboratively on mutual goals and student learning objectives in a team effort. The benefits of such effort are numerous and include: positive and scholarly collegial exchanges focused on student-centered goals and objectives, planned and orchestrated communication among each other and with students, analysis and use of data to plan effective instruction with.
Upon completion of this course, the student will be able to:
- Plan collaboratively using protocols specific to effective communication that results in higher understanding and action steps.
- Identify and analyze learning gaps to develop action steps.
- Select mutual student learning objectives and plan around those objectives with strategy.

1 credit

Best Practices in Literacy, K-12
No. 259
Instructor: Cynthia Chandler
After analyzing lessons and units to determine the best embedded practices as they support diverse learners, participants will divide by grade bands to learn the best practices embedded within them. Looking at and analyzing samples will teach them how to identify specific best practices in action, and what makes them best as a strategy and an action, providing the foundations for differentiation and close reading strategies. Participants will identify best practices pertinent to the grade and discipline they teach, and work them into assignments that scaffold into a final project.

Upon completion of this course, the student will be able to:
- Analyze lessons to identify embedded best practices that support diverse learners.
- Collect and apply new best practices to unit and lesson plans, and through classroom implementation.
- Modify practices through reflection on best practice strategies to further refine them.
- Combine best practices with pertinent lesson components.

1 credit

Classroom Strategies for Reading, Writing, Speaking and Listening, Grades 6-12
No. 157
Instructor: Dr. Posner
Participants will practice and become familiar with implementation tools and strategies that facilitate structured reading, writing, speaking, and listening in intermediary and secondary settings. Participants will understand how to teach citation skills, comparing, contrasting, analyzing, synthesizing and evaluating of textual evidence as it works into larger written products in multiple classroom settings. Participants will also acquire and practice with the strategies that teach students how to apply higher order thinking sills in order to cull ideas and build on those of others. 21st century digital technologies that facilitate speaking and listening will be included for additional practice and implementation.

Upon completion of this course, the student will be able to:
- Acquire and apply research-based strategies to teaching reading, writing, listening and speaking activities to further the sills needed to be college and career ready.
- Employ and scaffold the critical literacies within reading, writing, speaking and listening across multiple subject areas.
- Give examples how to import reading, writing, listening and speaking skills into differentiated lesson plans, and embed them in planning for job-embedded application.

1 credit

Close Reading Strategies: What are they, how do we teach them? Grades 3-8
No. 177
Instructor: Cynthia Chandler
While many students will develop their own methods to read complicated text, answer high-level questions and respond with written products, many do not. We now know there are numerous strategies to teach close reading with, all of them working in numerous ways to parcel through multiple layers of text complexity. From chunking to note-taking with purpose, participants will

gain a repertoire of strategies with which to teach close reading.

Upon completion of this course, the student will be able to:
- Summarize and analyze what it means to read closely with strategy.
- Gain insight into the close reading requirements of the National Common Core Standards, and apply them to curriculum.
- Locate and employ new strategies for teaching close reading to students.

1 credit

Growing Readers and Writers in all Content Areas, Grades 6-12
No. 105
Instructor: Dr. Huss
Participants will explore the essential ingredients that grow and scaffold good reading and writing effort. These ingredients will serve as models of strategy that works into curriculum design and implementation as they review lesson exemplars to plan with, analyze and reflect on. Research-based and field-tested strategy will reinforce the impact across all subject areas.

Upon completion of this course, the student will be able to:
- Select and employ newly acquired strategies and methods to teach developing readers and writers across multiple content areas.
- Apply essential underpinnings of developmental reading and writing theory in order to plan and scaffold instruction effectively.

1 credit

Literacy Strategies for Struggling Learners and ELLs, Grades 3-12
No. ELL-138
Instructor: Dr. Huss
Consistent use of reading and writing strategy across all content areas continues to turn around the language skills of English language learners, particularly those who struggle. Participants will finish this e-course with a compendium of strategies and tools to aid ELLs and struggling learners with, using researched and field-tested implementation ideas.

Upon completion of this course, the student will be able to:
- Transfer same strategy ideas across all content areas to leverage ELL student success.
- Collect and apply multiple strategies that aid in the successful literacy effort of struggling learners and ELLs.
- Practice collaboration among multiple disciplines to analyze student data to meet and accommodate the needs of struggling learners.

1 credit

Research-Based Literacy Strategy for All Content Areas, Grades K-12
No. 123
Instructor: Dr. Posner
Participants will be introduced to sound and scientific research as it promotes literacy across all content areas to help students build foundational skills across reading, writing, speaking and listening. They'll learn the scaffolds behind them that aid students in the important transition process across all content areas. Intentional, consistent, and rigorous teaching of reading and writing strategy that improves student achievement will engage the 90/90/90 principled approach. Participants completing this course will take away implementation tools that include

graphic organizers, semantic maps, thinking aids, checklists, rubrics and more.

Upon completion of this course, the student will be able to:

- Summarize in writing how to move scientific theory into classroom literacy strategy across specific content areas.
- Distinguish appropriate methods that scaffold student progress along a rigorous strategy continuum.
- Plan for scaffolding, implement lessons and reflect on them to modify as needed.
- Explain how to import research-based literacy strategy into lessons for rigorous application and implementation.

1 credit

Math and Literacy: Beyond the Right Answers, Grades K-12
No. 195
Instructor: Dr. Posner
K through 12 math classrooms that support literacy development are those in which students and teachers demonstrate understanding of the learning and thinking process. Teachers can model metacognition skills and evaluate how students think through think-alouds, problem-solving, role-playing and hands-on exercises that teach students how to articulate their process verbally and in writing. The Common Core process shifts will be examined closely in this e-course to help participants fully understand the new K-12 applications behind them. Participants will finish the course with a repertoire of strategies with which to move forward in teaching students how to articulate the process that brought them to their end product.

Upon completion of this course, the student will be able to:

- Defend how the new K-12 Common Core shifts in math as they work into new teaching applications.
- Restate and illustrate through planning and implementation the steps and strategies involved in teaching students how to articulate mathematical processes.
- Learn and practice with grouping scenarios that lend themselves to real life skills applications and mathematical solutions.
- Enhance mathematical understanding of process and product in how students think about math through the close examination of the models used to effectively problem solve.

1 credit

Research-Based Literacy Strategy for All Content Areas, Grades K-12
No. 123
Participants will be introduced to sound and scientific research as it promotes literacy across all content areas to help students build foundational skills across reading, writing, speaking and listening. They'll learn the scaffolds behind them that aid students in the important transition process across all content areas. Intentional, consistent, and rigorous teaching of reading and writing strategy that improves student achievement will engage the 90/90/90 principled approach. Participants completing this course will take away implementation tools that include graphic organizers, semantic maps, thinking aids, checklists, rubrics and more.

Upon completion of this course, the student will be able to:

- Summarize in writing how to move scientific theory into classroom literacy strategy across specific content areas.
- Distinguish appropriate methods that scaffold student progress along a rigorous strategy

continuum.
- Plan for scaffolding, implement lessons and reflect on them to modify as needed.
- Explain how to import research-based literacy strategy into lessons for rigorous application and implementation.

1 credit

Writing Strategy For All Content Areas, Grades K-12
No. 134
Instructor: Cynthia Chandler
Focused exclusively on sound and research-based writing strategy, participants will be introduced to research as it promotes writing strategy across all content areas. They'll learn the scaffolds behind them that aid students in the important transition process across all other content areas. Intentional, consistent and rigorous teaching of reading and writing strategy as it continues to improve student achievement will engage the 90/90/90 principled approach.
Upon completion of this course, the student will be able to:
- Analyze genre as it applies to specific content areas and teaching objectives.
- Acquire and demonstrate the use of new resources to teach genre-specific fiction and non-fiction writing.
- Apply and defend the use of new strategies and resources to the teaching of writing across multiple subject areas.

1 credit

Teacher Effectiveness: Planning, Preparation, Professionalism

Effective Instructional Planning and Preparation
No. 201
Instructor: Cynthia Chandler
Aligned to: Danielson Domains 1 and 2, Marzano Domains 2 and 3
Strong knowledge of content and pedagogy requires on-going research, reflection and classroom practices informed by what the data says about our students. This course offers working knowledge of current and best instructional planning and design processes. On-going preparation of coherent instruction includes reflection, alignment, high student outcomes, research and resources, and inter-disciplinary pedagogical strategies – all of which are examined and practiced with in this e-course. In addition to knowing when and how to communicate this knowledge to students and stakeholders, participants will gain familiarity with effective and discipline-specific pedagogical approaches that further understanding *of* and *for* students.
Upon completion of this course, the student will be able to:
- Give examples of age-appropriate and cultural understanding of students through research and reflection.
- Predict and prepare for setting high instructional outcomes for students by understanding their needs.
- Develop working familiarity and practice with resources that aid in the planning of coherent instruction.

1 credit

Best Practices for Inclusive Classrooms and ELLs, Grades K-5
No. ELL-211
Instructor: Dr. Huss
Careful thought and planning can garner the best classroom management practices for inclusive classrooms. Participants in this course will learn how to create balanced classrooms, and evaluate their utility in various settings and scenarios to include co-teaching and collaboration. The use of appropriate supports for English language learners will be practiced with through various teaching approaches, to include co-teaching, interactive teaching, parallel teaching, and through lesson development. Participants will glean useful learning strategies as they align with teaching of core content for inclusive settings.
Upon completion of this course, the student will be able to:
- Give examples of how to plan for and apply research-based strategies to classroom management practices in inclusive classroom settings.
- Explain what balanced classrooms look like, and plan similarly using various teaching methods and models.
- Align management strategy with content goals based on industry best practices for inclusive K-5 settings focused on ELL growth.

1 credit

Best Practices in Literacy for ELLs, K-12
No. ELL-259
Instructor: Cynthia Chandler
After analyzing modules to determine the best embedded practices that support diverse English language learners, participants will divide by grade bands to learn the best practices embedded within them. Looking at and analyzing module samples will teach them how to identify specific best practices in action, and what makes them best as a strategy and an action, providing the foundations for differentiation and close reading strategies. Participants will identify best practices pertinent to the grade and discipline they teach, and work them into assignments that scaffold into a final project.
Upon completion of this course, the student will be able to:
- Analyze lessons to identify embedded best practices that support the diverse language needs of ELL students.
- Collect and apply new best practices by working them into unit and lesson plans presently being taught. Demonstrate and appraise best practice strategies taught, giving and receiving peer feedback in discussion forums.
- Combine best practices with pertinent lesson components and Common Core Standards as they apply specifically to ELLs.

1 credit

Culturally Responsive Teaching and Learning, Grades K-12
No. ELL-139
Instructor: Dr. Posner
Through the examination of learners' cultural needs, along with developmental readiness, participants will become familiar with guidelines for appropriate textbook selection, web-based resources, and criteria for selection of responsive multicultural literature and related resources.

Participants will expand their understanding of cultural responsiveness by examining models of research-based and differentiated literacy instruction with efficacy for moving up progress in second language learners. In preparation for designing their own differentiated and responsive curriculum, the stages of writing development and the research-based methods that guide them will be examined.

Upon completion of this course, the student will be able to:

- Teach using a responsive teaching and learning curriculum.
- Respond to students' cultural needs using a responsive curriculum that includes the stages of writing development.
- Employ new strategies to classroom inclusion in a culturally and developmentally responsive curriculum using the stages of writing development.
- Differentiate and scaffold lessons that respond to cultural and developmental readiness.

1 credit

Effective Instructional Environments for English Language Learners, Grades K-12
No. ELL-219
Instructor: Cynthia Chandler

ELL children and young adults need special environments rife with visual engagement, differentiation, novelty and cognitive-friendly approaches to reinforce learning daily. From seating, to structuring learning centers, participants will learn the research-based essentials for setting classroom environments up for success with a focus on ELL students. Careful attention will be given to physical space, visuals, design, support systems and activities to accommodate the different and varied needs among exceptional learners.

Upon completion of this course, the student will be able to:

- Create and apply research-based instructional environments for ELL students and other language learners.
- Articulate and Communicate knowledge about the classrooms and classroom environments that lead to successfully teaching to English language learners to planning and instruction.
- Devise a classroom model and modify it as it aligns to new ideas, resources, and strategies gleaned from this course.

1 credit

ESOL Strategies for Professionals, Grades K-12
No. ELL-ED-213
Instructor: Dr. Posner

This course is for all professionals and working with ELL students to include parents, paraprofessionals, and all school stakeholders to include psychologists, special area teachers and all school personnel in fulfilling the requirement to complete required in-service training. Topics cover the roles and responsibilities of school professionals in Florida for ELL students, research-based ESOL strategies, methods, curriculum and curriculum design, linguistics, culture, and evaluation of ELL students.

Upon completion of this course, the student will be able to:

- Demonstrate the ability to teach classroom methods using materials specific to ELL students.
- Evaluate the needs of ELL students and design learning outcomes needed for language

development and overall academic achievement.
- Develop strategies for working successfully with ELL students in all school settings.
- Articulate and paraphrase the various pedagogies behind the transfer of new skills and strategies to all content areas.

1 credit

Organizing and Maintaining Successful Classroom Environments for ELLs, Grades K-6
No. ELL-202
Instructor: Cynthia Chandler
Organizing and maintaining multi-cultural classroom environments of respect and rapport are the high priorities of this e-course. Teachers will learn strategy and examine practices that build environments of respect and rapport through caring, thoughtful strategy, while facilitating respectful peer review among students. Active participation will further learning about students' while aiding in the development of assignments and activities for ELLs while building high expectations for all students. Classroom management strategies will further group work, student engagement, and peaceful transitions between and among activities.
Upon completion of this course, the student will be able to:
- Take an active role through planning and instruction in learning about students in order to establish a successful classroom environment that include the language needs of ELLs.
- Demonstrate working knowledge of engaging language strategies and the organization of physical space that contributes to an effective classroom environment.
- Implement new strategies and evaluate on-going practices that build multi-cultural environments of respect and rapport.

1 credit

Organizing and Maintaining Successful Classroom Environments for ELLs, Grades 6-12
No. ELL-207
Instructor: Cynthia Chandler
Organizing and maintaining multi-cultural classroom environments of respect and rapport are the high thoughtful strategy, while facilitating respect and rapport among students. Active participation will further learning about students' while aiding in the development of assignments and activities that build from high expectations for all students, with a focus on ELLs. Classroom management and effective language strategies will further group work, student engagement, and peaceful transitions between and among activities.
Upon completion of this course, the student will be able to:
- Demonstrate the ability to take an active role in learning about students in order to establish a successful classroom environment that include the language needs of ELLs.
- Demonstrate working knowledge of engaging language strategies and the organization of physical space that contributes to an effective classroom environment.
- Apply new strategies and appraise practices that build multi-cultural environments of respect and rapport through caring, and peaceful transitions and student collaboration.

1 credit

Purposeful Planning With Differentiation and ELLs in Mind, Grades K-12
No. ELL-205
Instructor: Dr. Posner

Planning with purpose leads to effective instruction. This course takes learners through a variety of planning processes that align closely to pre-established learning goals, objectives, state and national standards. In addition, working knowledge of current and best instructional planning design specific to ELLs, along with the preparation that goes behind it, will highlight reflection and development. Participants will work new ideas into planning with specific purposes and ends in mind as they work out of and into the Marzano (2001) Nine Categories in Instructional Planning.

Upon completion of this course, the student will be able to:
- Develop and build upon understanding and knowledge of ELL students.
- Suggest high instructional outcomes that move ELL students toward specific ends and purposes.
- Demonstrate the ability to locate planning resources and resources to work into planning.
- Demonstrate utility with resources that aid in the planning of coherent instruction for English language learners.

1 credit

Research-Based Literacy Strategy for ELLs, Grades K-12
No. ELL-123
Instructor: Dr. Posner
Participants will be introduced to sound and scientific research as it promotes literacy across all content areas to help ELL students build foundational skills across reading, writing, speaking and listening. They'll learn the scaffolds behind them that aid students in the important transition process across all content areas. Intentional, consistent, and rigorous teaching of reading and writing strategy that improves student achievement will engage the 90/90/90 principled approach. Participants completing this course will take away implementation tools that include graphic organizers, semantic maps, thinking aids, checklists, rubrics and more.

Upon completion of this course, the student will be able to:
- Relate scientific theory to classroom literacy theory and strategy across specific content areas for ELL students.
- Scaffold student progress along a rigorous strategy continuum.
- Assemble research-based literacy strategies into lessons for rigorous application and implementation.

1 credit

The Art of Differentiating Instruction for ELLs, Grades K-12
No. ELL-112
Instructor: Dr. Posner
The art of differentiation happens through design, re-design, and flexible teaching strategy. Participants in this e-course will reinvent lessons using research-based, effective methods for differentiation geared specifically for ELLs. They'll have opportunities to re-purpose lesson plans, understand readiness versus ability, and capitalize on brain plasticity to engage students through intellect and creativity. Learning profiles, interest surveys, cognitive-friendly learning environments, tiered questioning and student "hooks" for rigorous learning application are some of the takeaways to this e-course.

Upon completion of this course, the student will be able to:
- Reconstruct differentiated lessons through design and strategy focused on the language

needs of ELLs.
- Apply design strategy for mixed-ability grouping and classroom environment.
- Demonstrate the use of online and print tools for differentiation such as learning profiles, interest surveys and tiered questioning.

1 credit

Leadership and Administration

Coaching Teachers
No. TL-105
Instructor: Cynthia Chandler
This course is appropriate for instructional coaches, department chairs, team leaders, curriculum specialists, and teacher mentors. Instructional coaching is an innovative and effective method for supporting teachers, especially successful when focused on student achievement. Using the Sweeney (2011) student-centered approach, participants will be taken through the steps and processes for effective coaching in both teaching and leadership. Through job-embedded projects, practice with and use of feedback protocols along with other strategies, participants will learn how to intentionally apply a host of coaching strategies as they work within their respective roles. All approaches taught and practiced with have a record of success in building self-esteem, moving up teacher effectiveness, and most important: improving student achievement.

Upon completion of this course, the student will be able to:
- Demonstrate and support teacher effectiveness.
- Interpret specific teacher strengths and gaps in order to help develop and support an intervention plan.
- Through job-embedded application, cultivate and sustain teacher professional growth using effective coaching models.

1 credit