

2019/2020



Literacy Solutions
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Literacy Solutions – Florida *Endorsement Course Catalog*

ESOL Endorsement

18 to 60-hour courses

Reading | Literacy Endorsement

60-hour courses

Gifted Education

60-hour courses

ESE/Special Education

20-hour courses

Clinical Educator Training

18-hour course

Literacy Solutions
and more

ESOL Endorsement Courses

Methods of Teaching ELLs – 60 hours

Category I and Category II | Competency 1

No. ELL-ED-112 Grades K-12

The core principles of instruction include differentiation through applied strategy, design, re-design, and flexible teaching that uses student data: content, process, and product. 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. In addition, this course will take participants into deep realms of content area literacy methods and strategies to include text analysis in literary, non-fiction and technical text, reading comprehension, critical literacy, questioning strategies, and leveling of resources to differentiate for standards and second language learners' needs. Participants will learn about, become familiar and practice with the resources that determine text complexity and level libraries. Participants will learn to use running records and anecdotal data to analyze, evaluate, and plan for student needs. With a focus on expository writing geared for ELLs, participants will cull the writing and language standards for applicability to content-specific reading and writing in ELL instruction.

Course Outcomes:

- Create differentiated lessons through design and strategy focused on the language needs of ELLs.
- Design strategy for mixed-ability grouping and classroom environment.
- Use online and print tools for differentiation such as learning profiles, interest surveys and tiered questioning.
- Locate, develop and use the tools needed to effectively differentiate instruction for ELLs within the Literature Circle framework.
- Use the tools to successfully conduct literature circles that differentiate for ELLs.
- Use tools that determine text complexity.
- Become familiar and develop utility with resources that support content area reading and writing specific to ELLs.
- Understand genre as it applies to reading and writing specific to ELLs.
- Use new strategies to plan, differentiate, and scaffold reading and writing tasks for ELLs.
- Understand and plan with new strategies for teaching ELLs while facilitating grade-level language standards in reading, writing, listening and speaking.
- Understand and develop working knowledge of how to assess students using formative and summative assessments while using assessment data to close achievement gaps among ELLs.
- Understand the history and pedagogy of L2 teaching methods.
- Develop, through intentional design, best practices for second language learners in literacy development, grounded in sound research.
- Understand the laws and policies that govern ESL students to include models of sound ELL instruction.
- Design instruction geared to developing the reading, writing, listening, and speaking (oral language) abilities of ELL students at varying levels of proficiency.

- Research, practice with, and design curriculum and instruction that focuses on a variety of activities from sentence formation to expository writing and collaboration.
- Embed appropriate reading, listening, speaking, and writing activities into instruction, curriculum, and assessment.
- Embed appropriate and culturally responsive materials that are age-appropriate, non-bias, and linguistically accessible for a range of Ell proficiencies and cultural backgrounds.
- Become familiar with various technology resources with which to continue design of differentiated language and content area instruction at varying levels of ELL proficiency.

Applied Linguistics – 60 hours

No. ELL-ED-138 **Grades K-12**

Category I | Competency 2

The concepts of applied linguistics will be explored, and include phonology, principles of English language in reading, writing, speaking and listening; sociolinguistics, language acquisition, and second language acquisition. 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 course with a compendium of strategies, resources, and tools to aid ELLs and struggling learners with, using researched and field-tested implementation materials. In addition, they will practice with application of these strategies in their classrooms, to return and reflect on them in learning forums. Planning and preparation will involve comprehensive lesson and unit development.

Course Outcomes:

- Demonstrate competency in language and understanding of language as a sequential and organized system of communication.
- Use common, grade appropriate strategy ideas across all content areas to leverage ELL student success with.
- Glen and apply multiple strategies to aid in the successful literacy effort of struggling learners and ELLs.
- Collaborate among multiple disciplines in order to better accommodate the needs of struggling learners.
- Develop working knowledge of the research behind effective strategies that teach language conventions.
- Develop and practice with strategies that teach language conventions.
- Apply, through design and redesign of curriculum, knowledge of phonology, morphology, pragmatics, syntax in support of reading, writing, listening, and speaking.
- Use knowledge of rhetorical and discourse structures to develop language and literacy skills among ELLs.
- Apply knowledge of sociocultural, sociopolitical, and psychological variables that facilitate academic achievement among ELLs.
- Consider and plan with understanding of the role and relevance of ELLs' home languages, and use this understanding to differentiate with.
- Become knowledgeable of, and apply, theories of second language reading and writing development at varying levels of proficiency.
- Distinguish among L1 and L2 literacy and language development.
- Develop working knowledge of the principles behind phonology, morphology, semantics, syntax, and discourse in literacy development.

ESOL Curriculum and Materials - 60 hours

No. ELL-ED-131 **Grades K-12**

Category I | Competency 3

Learning environments conducive to ELL growth is best achieved when the right standards-based materials are selected, resourced, and designed. Participants in this e-course will become knowledgeable about accessing research-based resources, while selecting and adapting standards-based curriculum, materials, and digital resources. Effective reading comprehension combined with teacher modeling, guided practice, independent application, chunking and other approaches will be used across grade and content areas as they apply. Under this umbrella, participants will learn to teach reading, writing, listening, and speaking geared specifically for the needs of ELLs, through effective and differentiated strategy that builds student capacity. Visual representation, vocabulary, questioning, note-taking, close reading and summarizing are some of the approaches that participants will use to develop units and lessons with. Field-tested, research-based and as appropriate evidence-based strategies with accompanying print and digital tools for implementation will taught to scaffold and differentiate with. 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 and work with 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 field-tested implementation tools that include: graphic organizers, semantic maps, thinking aids, checklists, rubrics and more.

Course Outcomes:

- Acquire the skills needed to effectively teach reading comprehension in primary grades for ELLs.
- Apply new strategy that builds student capacity through teacher modeling, guided practice.
- Use balanced literacy components and leverage them for ELLs.
- Use reading, writing, listening and speaking strategies to effectively scaffold ELL language learning.
- Develop the skill and ability to leverage online and off-site resources to teach using balanced literacy strategies and techniques.
- Become familiar with, and further develop, intervention strategies focused on effective reading interventions (and writing as they support reading comprehension) for struggling ELLs.
- Design, differentiate and scaffold materials and curriculum for ELL struggling readers.
- Move scientific theory into classroom literacy strategy across specific content areas for ELL students.
- Design, differentiate and scaffold ELL curriculum focused specifically on, and informed by, student progress along a rigorous strategy continuum.
- Import research-based literacy strategy into lessons for rigorous application and implementation for their ELL students.
- Glean and apply new strategies for rigor in reading and writing across all subject areas for ELLs.
- Use new strategies for motivating successful reading and writing effort.
- Plan and become familiar with multiple online and print resources that lead to reading and writing success.
- Plan and prepare rigorous units and lessons using newly acquired research-based strategies and methods.

- Create student-friendly classroom environments that are language and culturally sensitive, with language sensitive instruction.
- Embed formative assessment that scaffolds for individuals and small groups in response to focused learning targets
- Select and adapt L1 and L2 resources specifically for ELL development.

ESOL Testing and Evaluation – 60 hours

Category I | Competency 4

*This course was formerly titled “Assessment and Progress Monitoring of English Language Learners”

No. ELL-ED-172 **Grades K-12**

Assessment of learning or *for* learning? Balanced, summative, interim and formative assessments will be used to evaluate for application to the needs of English language learners. Participants will understand how to effectively monitor and evaluate for ELL student learning and language needs, and use the data to plan for effective instruction with. After an introduction to multiple types of assessment and methods of using data, teachers will learn to teach to support a rapid turnaround of language results among their ELLs. Participants will identify the affects of assessment and assessment behaviors among ELL students, to include linguistic bias, assessment accommodations, data analysis, and federal and state assessment policies. The use of formative and summative assessment criteria to plan and prepare with also requires the use of reliable data. Teachers that are actively and systematically use this data can understand the academic performance of their students to include ELLs and other struggling learners, thus leverage for effective progress monitoring. Participants will be introduced to multiple assessment types that include formative, summative, microdata, macrodata, feedback and other assessment vehicles to produce data that lead to responsive instructional decisions. Participants will learn to find and use this data effectively to meet the unique needs of their English language learners.

Course Outcomes:

- Plan and practice with various assessment types, tools, and resources appropriate for ELLs with diverse backgrounds and levels of proficiency to further teaching and learning among English language learners.
- Match grade-level assessment criteria to standards-aligned curriculum and instruction.
- Monitor student learning to move up individual student performance, focusing primarily among ELLs.
- Glen and apply valuable information about student performance from data, focusing on ELLs.
- Distinguish among ELLs with learning disabilities, giftedness, Tiers 1, 2, and 3, and struggling learners in need of intervention.
- Use data for planning and preparation to teach English language learners effectively.
- Evaluate the needs of ELL students to align best instructional strategy to those needs.
- Develop working knowledge and understanding of the purposes for ESOL assessment and the role of cultural diversity at multiple levels of proficiency.
- Become familiar with, and develop working knowledge of, a variety of assessment procedures appropriate for ELLs of diverse backgrounds and at varying levels of English proficiency.
- Explore and practice with scenarios that include accommodations and allowances for ELLS at various levels of proficiency.

- Use performance-based assessment tools and make decisions with them about curriculum in order to measure the progress of ELLs and their literacy development.
- Distinguish among criterion-referenced assessments and norm-referenced; bias in test development and design.
- Develop strategies for teaching and developing appropriate test-taking skills to ELLs.
- Use authentic assessments with real life application to develop the language and literacy skills in ELLs.
- Evaluate and monitor work against assessment criteria.
- Use assessment criteria against performance standards and use this information to reflect on practices to improve teaching focused primarily at ELLs.
- Effectively communicate strategy to articulate learning and instructional goals to ELL students, while demonstrating flexibility and responsiveness to their needs.
- Use the tools of tiered evaluation and instruction to close achievement gaps for their ELL students.

Cross-Cultural Communications and Understanding – 60 hours

No. ELL-ED-260 **Grades K-12**

Category I | Competency 5

Aligned to: Danielson Domain 2, Marzano Domain 4. Organizing and maintaining multi-cultural classroom environments are the high strategies, while facilitating collaboration, respect and rapport among students. Active participation will further learning about students' while aiding in the development of assignments and activities that are the outgrowth of 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 through culturally relevant practices and sensitivity training. Participants will use, share, research, plan and apply multiple methods of effective classroom design as they align to curriculum and ELL instructional needs. Looking at and analyzing exemplars will teach participants how to identify specific best practices in action, and what makes them best as a strategy, to include applied linguistics, accessing materials for applied linguistics, evaluating and analyzing materials and resources, technologies, and embedding effective practices in projects. Looking at the actions behind them will be catalysts to building a foundation with which to differentiate. After a broad introduction to multiple resources and the research behind their success, participants will research and identify the practices most pertinent to the grade and discipline they teach, and then work them into assignments that scaffold into a final project. Gaining knowledge and awareness of multiple cultures, cultural sensitivity, and language bias participants will develop the working knowledge to operate with awareness and sensitivity through best ELL practices grounded in research.

Course Outcomes:

- Analyze lesson components to identify embedded best practices that support the diverse language needs of their ELL students.
- Glean and apply new best practices to work them into unit and lesson plans presently being taught.
- Practice and reflect upon best practice strategies taught, giving and receiving peer feedback in discussion forums.
- Align best practices with pertinent lesson components as they apply specifically to ELLs.
- Align management strategy with content goals based on industry best practices for inclusive grade-level settings focused on ELL growth.

- Create, scaffold, and differentiate lessons and lesson supports for ELLs.
- Differentiate and scaffold for ELL struggling readers.
- Take an active role in learning about their students in order to establish a successful multi-cultural classroom environment.
- Develop working knowledge of behavior management strategies and organization of physical space that contributes to an effective classroom environment.
- Study and practice with successful attributes of student peer review that leads to organized and peaceful transitions and student collaboration.
- Understand the classroom conditions necessary for 21st century ELL learners to be motivated and engaged.
- Take an active role in learning about their students in order to establish a successful multi-cultural classroom environment.
- Understand and design culturally relevant curriculum, with access to culturally relevant resources and materials.
- Apply working knowledge of cultural competence, with an understanding of cultural identity that affects learning, student academic achievement, and overall K-12 pedagogy.
- Understand racism, stereotyping, and cultural discrimination in teaching, learning and assessment of learning.
- Understand the relationships among language, bias, and culture in students from diverse backgrounds and at various levels of English language proficiency.

ESOL Essentials for Content Area Teachers – 60 hours

No. ELL-ED-147 **Grades K-12**

Category II

***This course is optional, and not necessary for endorsement completion.**

This course will take participants into deep realms of content area reading and writing to include literary and non-fiction across multiple genres, reading comprehension, critical literacy, questioning strategies, and leveling of resources to differentiate for standards and second language learners' needs. Participants will learn about, become familiar and practice with the resources that determine text complexity and level libraries. Participants will learn to use running records and anecdotal data to analyze, evaluate, and plan for student needs. With a focus on grade level writing differentiated for ELLs, participants will cull the writing and language standards for applicability to content-specific reading and writing in ELL instruction. In doing so, participants will level strategy and expectation with assignments as they align with state and national standards. Assignments will include developing performance tasks and comprehensive lessons, unit planning and preparation and rigorous participation in discussion forums. Participants will learn to strategically scaffold in order to close grade-level achievement gaps while meeting the expectations for ELLs.

Course Objectives:

- Apply new strategies to teaching ELLs while facilitating grade-level standards-based language standards in reading, writing, listening and speaking.
- Understand how to assess students using standards-based formative and summative assessments while using assessment data to close achievement gaps among ELLs.
- Select methods to improve listening, speaking, reading, and writing skills for a variety of academic and social purposes.

- Apply standards-based instruction through design and implementation to develop the skills ELLs need for academic success.
- Resource and apply tools that determine text complexity.
- Use and plan with resources that support content area reading and writing specific to ELLs.
- Understand genre as it applies to reading and writing specific to ELLs.
- Learn and apply research-based strategies to plan, differentiate, and scaffold reading and writing tasks for ELLs.

Methods of Teaching ESOL for Category III Teachers

No. ELL-ED-213 **Grades K-12**

Competency 1

18 hours

The core principles of instructional approaches will cover methods for differentiation through applied strategy, design, re-design, and flexible teaching. Participants will be introduced to research-based methods to differentiate with, specific to 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. Content area literacy methods and strategies will include text analysis in literary, non-fiction and technical text, reading comprehension, critical literacy, questioning strategies, and leveling of resources to differentiate for standards and second language learners' needs. Participants will learn about, become familiar and practice with the resources that determine text complexity and level libraries. Participants will learn to use running records and anecdotal data to analyze, evaluate, and plan for student needs. With a focus on expository writing geared for ELLs, participants will cull the writing and language standards for applicability to content-specific reading and writing in ELL instruction.

Course Outcomes:

- Create differentiated lessons through design and strategy focused on the language needs of ELLs.
- Design strategy for mixed-ability grouping and classroom environment.
- Use new strategies to plan, differentiate, and scaffold reading and writing tasks for ELLs.
- Develop, through intentional design, best practices for second language learners in literacy development, grounded in sound research.
- Understand the laws and policies that govern ESL students to include models of sound ELL instruction.
- Design instruction geared to developing the reading, writing, listening, and speaking (oral language) abilities of ELL students at varying levels of proficiency.
- Research, practice with, and design curriculum and instruction that focuses on a variety of activities from sentence formation to expository writing and collaboration.
- Embed appropriate reading, listening, speaking, and writing activities into instruction, curriculum, and assessment.
- Embed appropriate and culturally responsive materials that are age-appropriate, non-bias, and linguistically accessible for a range of Ell proficiencies and cultural backgrounds.
- Become familiar with various technology resources with which to continue design of differentiated language and content area instruction at varying levels of ELL proficiency.
- Increase knowledge of, and utility with, classroom methods and materials for ELL students.
- Understand the needs of ELL students and the outcomes needed for language development and overall academic achievement.
- Develop strategies for working successfully with ELL students in all school settings.

- Understand the pedagogy behind the transfer of new skills and strategies to all content areas.

ESOL for Administration

No. ELL-ED-298

Category IV

60 hours

Participants will understand how to fulfill leadership responsibilities behind ESOL program development and maintenance, to include federal and state program and legal requirements, the role of culture and the community, cross-cultural communications, strategies for parental involvement, and support for classroom teachers.

Course Outcomes:

- Understand the role of diversity, and its role in, and affect on, the school community.
- Learn about and apply strategies for enlisting involvement of the home family.
- Develop working knowledge of, and utility with, resources and materials that support student growth in language and overall academic achievement.
- Understand the history and background of ESOL/ELL programs, the role of legislation behind them and what the mandates are in order to support them in the school community.
- Understand how to represent the legal interests of ELL students in the wider school community.
- Understand the role of state and federal government in ESOL programs and how to support their academic achievement through teacher professional development and parental support.
- Develop and practice with strategies that aid paraprofessionals in supporting ESOL/ELL academic growth in all content areas.
- Demonstrate knowledge of second language acquisition (applied linguistics) theory and its applicability to the instructional process.
- Understand and apply language acquisition and theory.
- Design curriculum supports and use strategies that further language acquisition.
- Understand how to support ESOL participation in gifted programs, academic intervention programs.
- Understand how to identify special education needs in ELL students, and learn the referral process when indicators are recognized.
- Demonstrate knowledge of the school site administrator's role and responsibilities as the instructional leader representative in the school-based ELL Committee.
- Analyze and use data to further ESOL professional development, student intervention, and for programmatic decision-making.

Administrative Accountability for ESOL Programs

No. ELL-ED-297

This course aligns with Florida ESOL Competencies for: ESOL for Administrators/Category IV

22 hours

This course will take administrators through the process of identifying LEP students, working with their family and the wider school district community in the provision of resources available to them. Topics will begin with a focus on the knowledge and impact of the history behind ESOL

programs, legislation that impacts educational programs, and how to meet mandates to ensure all school personnel are in compliance. Participants will understand the state and federal programs behind ESOL education, identification of LEP students, responsibilities for meeting LEP educational needs, assessment requirements, and the interaction among language proficiencies and content-based academic knowledge.

Course Outcomes:

- Develop knowledge and understanding of programs and mandates that govern the teaching and assessment of ELL students.
- Develop knowledge and understanding of how to support parents and the wider school community in resources that support ESOL programs, along with knowledge and strategies for working with ELL students.
- Develop working knowledge of digital and technical resources that support ESOL programs, and ELL student academic achievement in all content areas.
- Understand and demonstrate sensitivity to the cultural background and needs of ELL students and their families.
- Understand how to support ESOL participation in gifted programs, academic intervention programs.
- Understand how to identify special education needs in ELL students, and learn the referral process when indicators are recognized.
- Demonstrate knowledge of the school site administrator’s role and responsibilities as the instructional leader representative in the school-based ELL Committee.
- Understand procedures for participation on LEP committees, procedures for identification of student language needs, and follow-up program interventions both during and after program participation.
- Analyze and use data to further ESOL professional development, student intervention, and for programmatic decision-making.

ESOL for Administrators: Understanding of Culture and Effective Communication

No. ELL-ED-296

This course aligns with Florida ESOL Competencies for: **ESOL for Administrators/Category IV**

20 hours

By developing sensitivity to diverse cultural and multicultural populations of students, participants will enhance their ability to support ELL student progress in the classrooms, and ESOL district-wide programs through an understanding of culture and effective means for communication. All district stakeholders invested in ESOL progress will benefit from this course as it reaches across cross-cultural issues, accommodation needs, and how to enrich the larger ELL student population.

Course Outcomes:

By developing sensitivity to diverse cultural and multicultural populations of students, participants will enhance their ability to support ELL student progress in the classrooms, and ESOL district-wide programs through an understanding of culture and effective means for communication. All district stakeholders invested in ESOL progress will benefit from this course as it reaches across cross-cultural issues, accommodation needs, and how to enrich the larger ELL student population.

ESOL Instructional Leadership

No. ELL-ED-299

This course aligns with Florida ESOL Competencies for: **ESOL for Administrators/Category IV**

20 hours

Participants will develop clear understanding of the role of and responsibilities of leadership in ESOL instructional programs. A district and school-wide understanding of the programs through an understanding of culture and its impact on instructional pedagogy will engage all district stakeholders invested in ESOL programs and progress.

Course Outcomes:

- Understand multicultural instruction for diverse student populations.
- Learn how to support the integration of multicultural instruction in classrooms.
- Develop awareness of issues facing ELL students and the wider ELL community.
- Understand formal and informal assessment of ESOL programs and for ELLs in all capacities: language skills, language impairment, special education, giftedness.
- Communicate these methods and strategies to all stakeholders in support of effective ESOL programs to garner support among the wider district and school community.
- Understand how to screen for language deficits and indicators of learning disabilities, particularly among special education students, language impaired and understand the distinction among them.
- Understand how to screen for effective programs that support the needs of ELL students.
- Understand how to identify and support effective professional development programs and methods for teachers in support of the ELL students that they teach through research and evidence-based curriculum.
- Apply research-based principles and pedagogy in support of ESOL programs.
- Identify digital and technical resources and materials in support of ESOL programs, and in support of teacher professional development as it flows into ELL language development and academic achievement.
- Effectively coach and evaluate school staff to support methods and resources for successful ESOL program implementation and support the school's Continuous Improvement Model.

Literacy Solutions
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ELL/ESOL for Guidance Counselors –

No. ELL-ED-214

Category IV

60 hours

Counseling gifted students to help them achieve their talents requires skillful coaching and motivational address of the students in their care. This course will teach the background and legal requirements of ESOL programs for both state and federal requirements in order to effectively support students' academic track toward college and career choices. Participants will examine multiple self-concept and motivational strategies, practice with motivational technique geared specifically for ESOL students to guide them throughout a responsible college and career track.

Course Outcomes:

- Develop the skills to counsel, advise, and support students in their development of language proficiencies.
- Use and apply enhanced counseling and communication skills to support students at home, in the classroom, and throughout their academic track.
- Learn how to recognize the differences among language proficiencies in native tongue and in English through the administration of aptitude testing, learning styles inventories, interest inventories, and application of multiple intelligences theories.
- Support student development as it flows into and out of district and school curriculum.
- Assist students and their families in support of academic achievement, social and emotional interferences to academic achievement and college and career readiness.
- Assist students in advanced placement, career exploration, development of LEP plans, LEP Student Plans, and academic readiness for higher education.
- Develop support strategies for all instructional and academic needs for LEP students.
- Develop strategies for LEP family outreach.
- Develop strategies for community outreach on behalf of LEP students.
- Facilitate the capacity-building of LEP students in accessing and utilizing resources for personal and academic gain in furtherance of a responsible and appropriate academic track beyond the classroom.
- After screening students for appropriate higher educational choices, learn how to aid them in the admission requirements for institutes of higher education.
- Design and pursue a case study that embodies the elements of responsible counseling and student capacity-building, strategies to support the academic needs of ELL students in support of the FL DOE ESOL competencies.
- Access digital resources to aid in responsible and appropriate post-secondary guidance counseling process.

Reading | Literacy

Building Reading Comprehension: Foundations of Reading Instruction

Competency 1: Foundations of Reading Instruction

No. RL-ED-130 Grades K-12

60 hours

The building blocks to effective reading comprehension begin in the primary grades with explicit instruction, modeling, and practice. Fluency, word recognition, vocabulary, oral and receptive language, the role of phonics and phonological awareness will include strategic instruction with multiple opportunities for planning and practice. Reading as an ongoing strategic process will be

taught through knowledge and practice with fluency approaches, teacher modeling, guided practice, writing, listening, and speaking activities. Under this umbrella, participants will learn to design, teach, scaffold, and differentiate reading lessons and activities effectively using applied strategy that builds student capacity up through grade 5. Story structure, graphic representation, reciprocal questioning, oral retelling, summarizing activities, writing strategies, vocabulary strategies, balanced literacy and critical literacy are just some of the approaches under study. Problem solving strategies geared toward building student reading stamina, coupled with ongoing formative assessment approaches, will serve as catalyst to instructional planning and decision-making. Participants will receive a treasure trove of field-tested tools and resources for effective implementation with multiple opportunities for classroom implementation throughout the course.

Course Outcomes:

- Acquire and use new skills needed to effectively teach reading comprehension in primary grades with an understanding of the oral and written language that facilitates it through phonology, syntax, semantics, and pragmatics as they relate to comprehending print.
- Understand the importance and function of receptive and expressive vocabulary instruction, semantics, domain specific vocabulary (academic vocabulary), and morphology as it relates to vocabulary development.
- Understand the role of vocabulary as it works into students' understanding of word meanings, repeated practice, and comprehension of print through the use of context clues, explicit teaching, and the use of assessment data to make ongoing decisions directed to individual student needs.
- Apply strategy that builds student capacity through teacher modeling, guided practice, particularly as it impacts text readability, complexity, coherence, structure, and overall comprehension by understanding the interdependence among reading components and their effect on the reading process for native speakers of English as well as English language learners.
- Understand the impact that linguistic and cultural background has on English language learners' comprehension, along with importance and role of home languages.
- Plan and prepare to teach using scaffolded strategy to move their students along a continuum of reading success as it builds comprehension.
- Plan and practice with numerous formal and informal assessment approaches for comprehension, using data to make informed decisions with which to meet the individual needs of students.

Research-Based Literacy Strategy For All Content Areas

Competency 2: Application of Research-Based Instructional Practices

No. RL-ED-123 Grades K-12

60 hours

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. Teachers will learn how to scaffold student learning through the application of research-based reading instruction to include and integrate the six components of reading: oral language, phonemic awareness, phonics, fluency, comprehension, and vocabulary. Participants will learn the scaffolds behind each approach 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 to consistently

streamline curriculum, curriculum resources, and assessment. Participants completing this course will embed field-tested implementation tools to into planning, preparation, and implementation.

Course Outcomes:

- Move scientific theory into classroom strategy, practice, and implementation across specific content areas.
- Acquire and use the skills needed to effectively teach reading comprehension in primary grades with an understanding of the oral and written language that facilitates it through phonology, syntax, semantics, and pragmatics as they relate to comprehending print.
- Understand the importance and function of research-based receptive and expressive vocabulary instruction to include semantics, domain specific vocabulary (academic vocabulary), and morphology as it relates to vocabulary development.
- Understand, and apply to planning and instruction, the research behind vocabulary instruction, and its role in students' overall understanding of word meanings, repeated practice, and comprehension of print through the use of context clues, explicit teaching, and the use of assessment data to make ongoing decisions directed to individual student needs.
- Scaffold research-based strategy as it builds student reading muscle through writing practice, teacher modeling, and guided practice using applied principles of research-based reading strategy, particularly for text readability, complexity, coherence, structure, and overall comprehension for native speakers of English as well as English language learners.
- Understand and plan for the impact that linguistic and cultural background has on English language learners' comprehension, along with importance and role of home languages through sound principles of research-based methods that scaffold work into student achievement.
- Plan and prepare to teach using research-based strategy to move their students along a continuum of reading success as it builds reading muscle.
- Plan and practice with numerous formal and informal assessment approaches for comprehension, using data to make informed decisions with which to meet the individual needs of students.
- Import research-based literacy strategy into lessons for rigorous application and implementation.
- Glen and use new strategies for rigor in reading and writing across all subject areas.
- Understand, plan and practice with the scaffolding of research-based methods, strategies, and field-tested tools for classroom implementation to aid all learners across all content areas.

Foundations of Reading Assessment for Teachers and Principals

Competency 3: Foundations of Assessment

No. RL-ED-221 Grades K-12

60 hours

Participants will learn and understand how to select and administer appropriate assessments using data from multiple sources to include informal reading inventories, running records, writing samples, and performance tasks among others, to inform their planning of reading instruction to meet the needs of all students. Systemic problem solving will involve the use of a tiered instructional framework model for instructional assessment and ongoing student support to include screening, diagnosis, and progress monitoring. Participants will learn how to deliver sound, research-based instruction focused on identified student challenges. Through high quality,

differentiated and research-based instructional approaches, participants scaffold learning strategy carefully with increased intensity to meet students at their identified level of performance and rate of progress as leveraged with SLOs, IEP goals, objectives and learning targets. Increased achievement and closing learning gaps are intervention priorities that will be used to intervene with strategy for Tiers II and III.

Course Outcomes:

- Understand and practice with tiered instructional models to close achievement gaps among Tiers II and III students.
- Understand the purposes of multiple informal assessment types to include reading inventories, informal assessments, and analyzing writing samples.
- Match readers to text and use data to scaffold strategy for text complexity.
- Understand and apply various measurement concepts to the characteristics of reading assessments to include test reliability, validity, standard of error of measurement, and derived scores from standardized tests.
- Apply ongoing progress monitoring effectively in order to deliver effective and timely interventions for MTSS students using effective assessment procedures.
- Use data as a systemic problem solving process to differentiate instruction, intensify instruction, and apply intervention methods to meet the needs of all students using scientifically based instructional strategies and techniques.
- Identify appropriate criteria for selection of materials to include in student portfolios for ongoing progress monitoring and implementation of curriculum with content geared toward meeting the instructional needs of Tiers II and III students using effective tiered intervention strategies.
- Use assessment data to plan and implement appropriate and allowable accommodations as determined by the student's IEP or 504 Plan.

Differentiating Instruction and Assessments

Competency 4: Foundations and Applications of Differentiated Instruction

No. RL-ED-112 Grades K-12

60 hours

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.

Course Outcomes:

- Create differentiated lessons and apply differentiated strategy through design and strategy reflective of an understanding and application of knowledge of socio-cultural, socio-political, and psychological variables to differentiation.
- Use design strategy for 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.
- Plan for and implement 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.
- Design, re-design, scaffold, and acquire new strategy to develop lessons with using research-based, effective methods for differentiation in instruction and assessment of students.
- Use and scaffold with learning profiles, student-facing scaffolds, organizers, interest surveys, cognitive-friendly learning materials, tiered questioning prompts, and other student "hooks" for rigorous learning and assessment.

Demonstration of Accomplished Practices: Reading Practicum**Competency 5: Demonstration of Accomplishment**

No. RL-ED-256 Grades K-12

60 hours

Participants will, through a scaffolded curriculum and culminating practicum, demonstrate knowledge of the components of reading, as well as assessments and data analysis, to implement a self-planned, comprehensive research-based reading plan of instruction for all students. Participants will implement plans in their classrooms, discuss and reflect on instruction in learning forums, make adjustments to plans, and return to classrooms for more implementation as they engage in the systematic problem solving process.

Course Outcomes:

- Design and develop a culminating curriculum for classroom implementation.
- Embed research-based reading concepts, assessments, strategies, and tools into plans to aid in implementation.
- Monitor student learning and make adjustments to curriculum as necessary to differentiate and individualize instruction.
- Use data to adjust planning and instruction.
- Implement with fidelity the effective reading concepts and strategies that support student achievement to include the components of reading.

Gifted Education**Gifted Recertification Course**

No. GT-ED-273

20 hours

A valid teaching certificate is needed for this recertification course. Curriculum and instructional strategies for teaching gifted students will be overviewed, along with proven strategies for

nurturing creativity and garner each student's best achievement potential. Curriculum for this course is adapted from the National Association of Gifted Children (NAGC).

Nature and Needs of Gifted Students

No. GT-ED-241 **Grades K-12**

60 hours

This course provides an overview of the nature and historical evolution of gifted education. Significant events, policies, and procedures affecting the delivery of gifted education will be reviewed, as well as the cognitive, social, and emotional characteristics specific to students identified as gifted. Teaching to gifted students involves 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 traditional and 21st century curriculum will result in a multiple-pronged approach to instructional success.

Course Objectives

- Practice with and use data and resources for planning and implementation of a broad and scaffolded curriculum focused on the needs of exceptional learners.
- Leverage new information, tools and resources to student readiness and differentiated approaches.
- Use evidence-based practices for a variety of learners, educational programs and classroom settings.

Curriculum and Instruction for Teaching Gifted Students: Strategies, Procedures, and Methods

No. GT-ED-267 **Grades K-12**

60 hours

Participants will learn the various theories behind the pedagogy of the gifted and talented, while acquiring the essential skills to design and implement sound curriculum with fidelity. After identifying student needs, participants will locate resources both in the course and outside of the course through action research that are pertinent to their students' needs. Several self-reflections and a comprehensive unit plan later, participants will have the wherewithal to competently and rigorously teach the gifted and talented students in their classrooms. **Competencies** include the nature and needs of gifted students, including student characteristics; cognitive, social and emotional needs; history and current research.

- Develop sound understanding of history and theory for teaching to gifted and talented students.
- Locate resources geared to serving the needs of gifted students in their individual characteristics, cognitive, social, and emotional needs.
- Design projects that consider learning styles for grouping, peer-to-peer interaction, self-reflection and assessment to develop a rigorous and comprehensive strategy-based curriculum that effectively teaches to gifted and talented students.
- Analyze several research-based sources, and add to the sources with their own action research.

Guidance Counseling of Gifted and Talented Students

No. GT-ED-270 **Grades K-12**

60 hours

Counseling gifted students to help them achieve their talents requires skillful coaching and motivational address of the students in their care. This course will examine the need for special guidance and counseling of the gifted and talented, and proposal multiple self-concept and motivational strategies focused on their specific needs for career and family counseling. Lots of discussion and self-reflection will work into a comprehensive action plan to apply to real students in live settings. **Competencies** include guidance and counseling of gifted students with a focus on motivation, self-image, interpersonal skills and career options.

Course Outcomes:

- Practice with motivational technique geared specifically for gifted and talented students.
- Examine and practice with counseling concepts to move into a plan geared for the students in their guidance.
- Reflect in order to plan and design a comprehensive action for implementation of motivational, self-image, interpersonal, and career guidance concepts in live settings.

Educating Special Populations of Gifted Students

No. GT-ED-271 **Grades K-12**

60 hours

After an introduction to theory of inclusion and giftedness, participants in this course will work diligently to examine and analyze the resources for mainstreaming and research-based approaches with strategies that work for inclusion of students with special needs in regular classrooms. Various programs from around the country will be analyzed and vetted for their movement of students in gifted programs, along with an introduction to multiple resources that include materials, strategy guides, implementation tools, and examples to be embedded into final projects. Rich discussion will inform larger sections of theory and sharing of best practices that interface with course approaches and what research says about teaching to students in inclusive settings, particularly for the gifted. **Competencies** include educating special populations of gifted students such as minorities, underachievers, handicapped, economically disadvantaged and highly gifted to include student characteristics and programmatic adaptations.

- Examine the nature of giftedness in multicultural settings and within underserved populations.
- Apply theories of inclusion and giftedness to discussion and planning for implementation of strategies that work into a gifted and talented curriculum.
- Identify and adapt tools and resources to work into projects for implementation of a sound gifted and talented inclusive curriculum that considers multiple ethnicities, levels of achievement, physical advantages and disadvantages, and specific student characteristics.
- Plan, design, and implement a unit plan to include theoretical principles of sound pedagogical practices that work into comprehensive implementation.

Theory and Development of Creativity: Practices that Nurture Creativity in the Gifted and Talented

No. GT-ED-272 **Grades K-12**

60 hours

Valuing creativity, the knowledge and characteristics of creativity, planning for to teach to creativity using assessment and evaluation, and personalizing a committed to an action plan to teach to creativity will take the focus in this course. History and theory of gifted and talented

education will interface with a number of activities geared toward introducing participants to multiple cognitive-based strategies with a strong research based and proven to work in gifted settings. Beginning with environment, participants will look at methods to nurture creativity by cultivating and employing “the art brain” in their students. Several theorists on creativity and education will be examined, along with those that speak specifically to cognition (Jensen, Immordino-Yang, Marzano, Martinez among others). **Competencies** include theory and development of creativity, including elements of creativity such as fluency, flexibility, originality and elaboration. In addition, the nature and needs of gifted students, including student characteristics; cognitive, social and emotional needs; history and current research.

- Discuss and practice with multiple cognitive-based activities geared toward building and nurturing creativity of the gifted and talented.
- Examine multiple settings that nurture creativity and embed a plan for selected settings as they apply to gifted and talented students in their classrooms.
- Plan for, and apply, a self-designed gifted curriculum into their classrooms in consideration of the social, emotional needs of their students.

ESE and Special Education

Assessment for Special Education Students

No. 210 Grades 6-12

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.

Course Outcomes:

- Evaluate the needs of students to align best instructional strategy to those needs.
- Through job-embedded participation, practice with several research-based assessments in order to determine student needs, learning readiness, and needed instructional support.
- Use research-based strategy to plan for instruction and instructional intervention, or modify existing instructional plans, for the special needs and exceptional learners in classrooms.

Best Practices for Inclusive Classrooms with Special Needs Students

No. 211 Grades K-5

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 exceptional students and students with disabilities 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.

Course Outcomes:

- Understand how to plan and apply research-based strategies for classroom management practices in inclusive classroom settings.
- Understand 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.

Best Classroom Management Practices for Inclusive Classrooms with Special Needs Students

No. 212 Grades 6-8

Research, careful thought and planning are some of the ingredients to effective classroom management practices with efficacy in inclusive classrooms. Participants in this course will learn how to create balanced classrooms with sound learning environments for inclusive settings. Examples of various settings will include co-teaching, peer coaching and collaboration, and the use of appropriate behavioral supports for struggling learners and students with disabilities. Various teaching approaches will include co-teaching, interactive teaching, parallel teaching, and the structuring of lessons and classrooms that lead to useful learning in optimal learning environments.

Course Outcomes:

- Develop working familiarity with research-based strategies for classroom management practices in inclusive classroom settings.
- Understand what differentiated 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 6-8 settings.

Best Classroom Management Practices for Inclusive Classrooms with Special Needs Students

No. 213 Grades 9-12

Research, careful thought and planning are some of the ingredients to effective classroom management practices with efficacy in inclusive classrooms. Participants in this course will learn how to create balanced classrooms with sound learning environments for inclusive settings. Examples of various settings will include co-teaching, peer coaching and collaboration, and the use of appropriate high school and secondary behavioral supports for struggling learners, exceptional students and students with disabilities. Various structuring of lessons in secondary classroom environments that lead to useful learning in optimal learning environments will be learned, planned for and practiced with.

Course Outcomes:

- Understand what and how to vet research-based strategies for classroom management practices in inclusive classroom settings.
- Understand and develop working knowledge of what differentiated 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 9-12 settings.

Best Practices for Differentiating in Inclusive Classrooms with Special Needs Students

No. 254b Grades 6-8

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.

Course Outcomes:

- Create differentiated lessons for inclusive classrooms through design and strategy.
- Practice with grade appropriate strategies that lead to effective and diverse learning environments.
- Plan thoughtfully and flexibly using tools, resources, and new strategy to address the needs of diverse learners.

Best Practices for Differentiating in Inclusive Classrooms with Special Needs Students

No. 254a Grades K-12

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.

Course Outcomes:

- Create differentiated lessons for inclusive classrooms through design and strategy.
- Practice with the strategies that lead to effective and diverse learning environments.
- Plan thoughtfully and flexibly using tools, resources, and new strategy to address the needs of diverse learners.

Diagnosing Learning Difficulties

No. 216 Grades K-12

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.

Course Outcomes:

- 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.
- Use sound research-based strategy to plan for instruction and instructional intervention, or modify existing instructional plans, for the unique and specific student needs.

Diagnosing Learning Difficulties

No. 216a Grades K-2

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.

Course Outcomes:

- Identify and properly align effective and grade appropriate diagnostic tools and techniques to exceptional learner needs in classrooms.
- Evaluate the needs of K-2 exceptional learners within the mainstream educational setting in order to align best instructional strategy to those needs.
- Use sound grade appropriate research-based strategy to plan for instruction and instructional intervention, or modify existing instructional plans, for the unique and specific student needs.

Diagnosing Learning Difficulties

No. 216 Grades K-12

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.

Course Outcomes:

- Identify and properly align effective and grade appropriate diagnostic tools and techniques to exceptional learner needs in classrooms.
- Evaluate the needs of grades 6-9 exceptional learners within the mainstream educational setting in order to align best instructional strategy to those needs.
- Use sound grade appropriate research-based strategy to plan for instruction and instructional intervention, or modify existing instructional plans, for the unique and specific needs of students.

Differentiation as a Behavior Management Strategy for Special Needs Students

No. 223a Grades K-5

Managing behavior balances with understanding our learners 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.

Course Outcomes:

- Practice with a variety of learning style theories to determine learning styles.
- Understand various behavior management theories as they align with multiple learning styles.
- Align behavioral theory to identified learning styles in order to successfully manage behavior and instruct students.

- Apply, through planning and job-embedded action steps, specific and measurable behavioral management goals and strategies as they align with identified learning styles.

Differentiation as a Behavior Management for Special Needs Students

No. 223b Grades 6-8

Managing behavior balances with understanding our learners 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.

Course Outcomes:

- Practice with a variety of learning style theories to determine learning styles.
- Understand various age and grade appropriate behavior management theories as they align with multiple learning styles.
- Align behavioral theory to identified learning styles in order to successfully manage behavior and instruct students.
- Apply, through planning and job-embedded action steps, specific and measurable behavioral management goals and strategies as they align with identified learning styles.

Differentiation as a Behavior Management Strategy for Special Needs Students

No. 224 Grades 9-12

Managing behavior balances with understanding our learners 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.

Course Outcomes:

- Apply age and grade appropriate research-based learning style theories to determine learning styles.
- Analyze various age and grade appropriate behavior management theories as they align with multiple learning styles.
- Identify and align behavioral theory to identified learning styles in order to successfully manage behavior and instruct students.
- Apply, through planning and job-embedded action, specific and measurable behavioral management goals and strategies as they align with identified learning styles.

Evidence-based Methods for Teaching Exceptional Learners in All Content Areas

No. ELL-312 Grades K-12

Special and exception needs students benefit from tested, evidence-based methods used in similar environments. Methods and strategies that withstood the challenges and rigors of day-to-day teaching in ESE classrooms will be demonstrated in this e-course. Core content areas with high student engagement and academic success use differentiation, teach academic vocabulary, apply

rigorous writing across all genres and manage students in motivating and predictable ways. Participants will plan using Universal Design for Learning templates to plan for differentiated instruction, and apply Marzano (2015) and Tomlinson (2013, 2015) design principles to serve as a framework for effective teaching and learning. From seating to structuring learning centers, participants will apply research-based essentials for organizing effective classroom environments that focus squarely on the special needs student while streamlining strategies across all multiple core content areas. Careful attention will be given to physical space, design, support systems and activities to accommodate the different and varied needs among exceptional learners.

Course Objectives:

- Develop working knowledge of the evidence-based instructional principles that work into success for special needs students and exceptional learners.
- Glean and apply working knowledge about the classrooms and classroom environments that lead to successfully teaching to exceptional learners and special education students.
- Use UDL principles to align student-centered learning goals, and design effective instructional delivery modules.
- Apply tiered assessment strategies and respond to tiered assessment with instruction that increases levels of intensity and duration to meet the needs of all students throughout all content areas.

Functional Behavior Assessment for Students with Disabilities

No. 218 Grades K-12

Functional behavioral assessment is an effective and proven problem-solving process for addressing student problem behavior where a variety of strategies are used to identify the roots of specific behavioral issues. It is also an effective tool used to aid IEP teams in specific interventions that focus directly on the problematic behavior. Participants will learn how to analyze a student's behavior and develop intervention approaches that go beyond the behavior to focus on social, affective, cognitive and environment factors that may be associated with the occurrence through application of a Functional Behavioral assessment, or FBA.

Course Outcomes:

- Analyze student behavior to identify significant student social, affective, cognitive and environmental factors that affect their actions through the FBA approach.
- Apply the FBA approach to develop action plans directed at specific root causes of student behaviors by understand the "why".
- Gain the resources needed to understand the usefulness of the FBA approach to develop associated behavioral intervention plans for students.

Instructional Environments for Special Education Students

No. 219 Grades K-12

Special and exception needs children and young adults need special environments rife with engagement, differentiation, novelty and cognitive-friendly approaches that 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 the special needs student. Careful attention will be given to physical space, design, support systems and activities to accommodate the different and varied needs among exceptional learners.

Course Outcomes:

- Develop working knowledge of the research-based instructional environments that work into success for special needs students and exceptional learners.

- Glean and apply working knowledge about the classrooms and classroom environments that lead to successfully teaching to exceptional learners and special education students.
- Develop a classroom model and modify it as it aligns to new ideas, resources, and strategies gleaned from this course.

Intervention Strategies for Tiers II and III Students

No. 220 Grades 6-12

Using a tiered instructional framework model, participants will learn how to deliver multi-dimensional instruction focused on exactly where student challenges lie. Through high quality, differentiated and scientifically based instructional practices, participants will learn how to scaffold learning strategy with increased intensity to meet students at their established levels of performance and learning readiness as they leverage with SLOs, IEP goals, and standards for achievement. Increased achievement and closing learning gaps is the highest priority strategic intervention for Tiers II and III students.

Course Outcomes:

- Identify, analyze, use and apply tiered instructional models to close achievement gaps among Tiers II and III students.
- Learn and practice with the assessment procedures needed to progress monitor effectively in order to deliver effective and timely interventions for RtI students.
- Practice with various differentiated, scientifically based instructional technique to address students needs with.
- Plan with, and implement, curriculum and content geared toward meeting the instructional needs of Tiers II and III students using tiered intervention strategies.

Implementing RtI: Tiered Intervention Strategies

No. 221b Grades K-12

Using a tiered instructional framework model, participants will learn how to deliver sound, research-based instruction focused on specific student challenges. Through high quality, differentiated and scientifically based instruction, participants will learn how to scaffold learning strategy carefully with increased intensity to meet students at their identified level of performance and rate of progress as leveraged with SLOs, IEP goals, and standards criteria. Increased achievement and closing learning gaps are priorities when intervening strategically for Tiers II and III students.

Course Outcomes:

- Understand how to use tiered instructional models to close achievement gaps among Tiers II and III students.
- Learn and practice with the assessment procedures needed to progress monitor effectively in order to deliver effective and timely interventions for RtI students.
- Practice with various differentiated, scientifically based instructional technique to address students needs with.
- Plan with curriculum and content geared toward meeting the instructional needs of Tiers II and III students using tiered intervention strategies.

Implementing the Florida MTSS – Multi-tiered System of Support

No. 221a Grades K-12

Using a tiered instructional framework model, participants will learn how to deliver sound, research-based instruction focused on specific student challenges. Through high quality, differentiated and scientifically based instruction, participants will learn how to scaffold learning

strategy carefully with increased intensity to meet students at their identified level of performance and rate of progress as leveraged with student learning targets, IEP goals, and the State of Florida MTSS criteria. Increased achievement and closing learning gaps are priorities when intervening strategically for Tiers II and III students.

Course Objectives:

- Participants will understand how to use tiered instructional models to close achievement gaps among Tiers II and III students.
- Participants will learn the assessment procedures needed to progress monitor effectively in order to deliver effective and timely interventions for MTSS students.
- Participants will practice with various differentiated, scientifically based instructional technique to address students needs with.
- Participants will plan curriculum and content geared toward meeting the instructional needs of Tiers II and III students using sound tiered intervention strategies.

Positive Intervention Strategies

No. 228 Grades K-12

Positive behavioral interventions with the proper, carefully selected supports in place make for successful all-around school environments. Predictability, social appropriateness and academic success are the highest goals in a system of effective behavioral intervention strategy. Using research-based strategies supported by several Departments of Education and associations, along with a three-tiered approach to behavior management, participants will learn what proactive intervention looks like. Increasing instructional time, student attendance, attentiveness and academic achievement will result, as will a decrease in the disruptions that preclude time and classroom management.

Course Outcomes:

- Understand and develop utility with the elements of positive intervention strategy and these strategies work into educational effectiveness.
- Develop an awareness of student behaviors that call need for intervention, and learn how to align such needs to effective intervention strategy.
- Plan for, and experiment with, the research-based strategies associated with positive intervention that flows to increased student achievement.

Positive Behavior Supports

No. 229 Grades K-5

Positive behavioral support offer school environments safety, allow for healthy risks, challenge appropriately, and create elements of predictability needed for successful learning environments. Social appropriateness and academic success are the highest goals for effective behavioral support strategy. Using methods supported by strong research and numerous Departments of Education, along with a three-tiered approach to behavior management, participants will learn what positive behavior support looks like, versus punitive reaction to behavioral challenges. Increased instructional time, heightened attendance, attentiveness and academic achievement will be the end results of positive behavior supports.

Course Outcomes:

- Understand and experiment with the elements of positive student support and how strategy flows to educational effectiveness.
- Develop awareness and working knowledge of student behaviors that rise to the need for instructional and behavioral support, and learn how to align these needs with effective strategy.

- Plan for, and experiment with, the research-based strategies associated with positive student support that flows to increased student achievement.

Positive Behavior Supports

No. 230 Grades 6-8

Positive behavioral support offer school environments safety, allow for healthy risks, challenge appropriately, and create elements of predictability needed for successful learning environments. Social appropriateness and academic success are the highest goals for effective behavioral support strategy. Using methods supported by strong research and numerous Departments of Education, along with a three-tiered approach to behavior management, participants will learn what positive behavior support looks like, versus punitive reaction to behavioral challenges. Increased instructional time, heightened attendance, attentiveness and academic achievement will be the end results of positive behavior supports.

Course Outcomes:

- Understand and experiment with the elements of positive student support and how strategy flows to educational effectiveness.
- Develop awareness and working knowledge of student behaviors that rise to the need for instructional and behavioral support, and learn how to align these needs with effective strategy.
- Plan for, and experiment with, the research-based strategies associated with positive student support that flows to increased student achievement.

Remediating Learning Difficulties for Special Education Students

No. 235 Grades K-12

Through a tiered instructional framework, participants will be introduced to tools and resources for effective diagnosis of learning and student progress monitoring. Through high quality, differentiated and scientifically based instructional strategy, participants will learn how to scaffold learning carefully and thoughtfully with increased intensity using the tools to meet students at their individual level of performance, level of ability and rate of progress as leveraged with SLOs, IEPs, and standards for learning.

Course Outcomes:

- Use tiered instructional models to close achievement gaps among Tiers II and III students.
- Understand and develop utility with the assessment procedures needed to progress monitor effectively in order to deliver effective and timely interventions for RtI students.
- Practice with various differentiated, scientifically based instructional technique to address students needs with.
- Plan curriculum and content geared toward meeting the instructional needs of Tiers II and III students using tiered intervention strategies.

Research-based Practices for Effective Classroom Behavior Management for Students with Special Needs

No. 232 Grades K-5

Research-based practices are those that have been legitimized by virtue of having been field-tested. Using sound and approaches that help us understand the learning styles of our students in order to better meet their needs in our classrooms, participants will learn to scaffold strategy with increased intensity using best classroom practices. Engaging our students is the beginning to opening up the gateway to learning. Participants will learn and practice with learning style theories, engaging 21st century approaches, and crafting activities around performance tasks that

tap into students' interests. From maximizing structure, to development of predictable routines, learning in natural contexts, observing students and using anecdotal data to inform instruction with, participants will learn how to find, use, and fully develop research-based practices in order to effectively engage positive classroom behaviors that lead to high student engagement and academic achievement.

Course Outcomes:

- Apply age and grade-appropriate research-based strategy to evaluate students and use this data to plan and/or modify instruction with.
- Analyze and play with various age and grade-appropriate behavior management theories as they align the needs of exceptional learners.
- Align behavioral theory with learning theory to craft effective lessons that engage positive student behavior.
- Learn and apply, through planning and job-embedded action, specific and measurable behavioral management goals and strategies as they align with identified student learning objectives.

Research-Based Practices for Effective Classroom Behavior Management for Students With Special Needs

No. 233 Grades 6-12

Research-based practices are those that have been legitimized by virtue of having been field-tested. Using sound and approaches that help us understand the learning styles of our students in order to better meet their needs in our classrooms, participants will learn to scaffold strategy with increased intensity using best classroom practices. Engaging our students is the beginning to opening up the gateway to learning. Participants will learn and practice with learning style theories, engaging 21st century approaches, and crafting activities around performance tasks that tap into students' interests. From maximizing structure, to development of predictable routines, learning in natural contexts, observing students and using anecdotal data to inform instruction with, participants will learn how to find, use, and fully develop research-based practices in order to effectively engage positive classroom behaviors that lead to high student engagement and academic achievement.

Course Outcomes:

- Apply age and grade-appropriate research-based strategy to evaluate students and use this data to plan and/or modify instruction with.
- 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.

Research-Based Assessment Practices for Special Needs Students

No. 234 Grades 3-8

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.

Course Outcomes:

- Evaluate the needs of special needs students to align best instructional strategy to those needs.
- Through job-embedded participation, practice with several research-based assessments in order to determine student needs, learning readiness, and needed instructional support.
- Use sound research-based strategy to plan for instruction and instructional intervention, or modify existing instructional plans, for the language needs of the learners.

Response to Intervention for Incidence Disabilities

No. 225 Grades 3-12

Response-to-Intervention (RTI) is a popular method for identifying the presence of a learning disability. It is often the primary method used, a popular term for research, and now considered to be among the most effective and foremost in research-based student interventions. This course will take participants through the RTI process, the research behind it, and leverage it as a method for addressing incidence disabilities. Participants will take away sound and research-based strategies consistent with the RTI model for addressing specific LD student needs.

Course Outcomes:

- Understand and develop working knowledge of the concept of RTI and how to apply it to Tiers I, II and III learners in classrooms.
- Understand the nature of incidence disabilities and learn new strategies to address them in inclusive classroom settings.
- Design RTI plans with embedded strategies for addressing students with incidence disabilities.

School Procedures and ESEA Rules for Identification of Students with Disabilities:

Assessment of Eligibility

No. 236 Grades K-12

Beginning with an overview of the Individuals With Disabilities Act of 2004 rights and responsibilities, participants will learn the rules for appropriate identification of students with disabilities through examining IEPs and individual classroom responsibilities across all content areas. Participants will learn, evaluate, and practice with methods of on-going evaluation of student progress or “progress monitoring”, and planning for strategic, differentiated instruction that follow the rules and protocols for effective identification of students with disabilities.

Course Outcomes:

- Develop overall understanding of special education law, rights and responsibilities
- Understand individual, discipline-specific responsibilities within ESEA rules for identification of students with disabilities to include assessment and eligibility
- Plan and practice with various tests and measurements endorsed for measuring student progress and regression and development of SMART IEPs.

Special Education Law

No. 237 Grades K-12

Beginning with an overview of the Individuals With Disabilities Act of 2004 rights and responsibilities, participants will learn the rules for appropriate identification of students with disabilities through examining IEPs, SLOs, on-going evaluation of student progress or “progress monitoring”, and planning for strategic, differentiated instruction. Strategies and methods for

effective student advocacy, along with ideas and requirements of Least Restrictive Environment (LRE), 10 day notice regarding private placements, assessments, evaluations, reevaluations, and Response to Intervention will also be included.

Course Outcomes:

- Develop overall understanding of special education law, rights and responsibilities.
- Understand students' individual and discipline-specific fiduciary responsibilities within ESEA.
- Practice with various tests and measurements endorsed for measuring student progress and regression and development of SMART IEPs.

Tools and Practices for Effective Progress Monitoring

No. 231 Grades K-12

Through a tiered instructional framework model, participants will be introduced to tools and research-based practices for effective progress monitoring at Tiers II and III of the RtI framework. By evaluating and becoming knowledgeable about high quality, differentiated and scientifically based instructional practices, participants will learn how to scaffold learning strategy carefully, and with increased intensity using the tools to meet students at their tested level of performance and rate of progress. Increased achievement and closed learning gaps are among the priorities when intervening strategically for Tiers II and III students.

Course Outcomes:

- Understand how to use, and practice with, the tools of tiered instructional models to close achievement gaps for Tiers II and III students.
- Develop working knowledge of, and utility with, the assessment procedures needed to progress monitor effectively in order to deliver effective and timely interventions for RtI students.
- Plan and practice with various differentiated, scientifically based instructional technique to scaffold instruction with.

Transitional Plan Development for Students with Disabilities

No. 238 Grades K-12

According to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) by age 16 special education students, in collaboration with their IEP team, must determine what instruction and educational experiences will best support and prepare them for transition from school to adult life. Parents, students, and their teachers must all be involved in this important decision-making process. This course will introduce participants to methods of support for all stakeholders involved in a students' IEP goals through various coaching models, setting of life goals, ways to invoke parental support, and setting college and career goals to ensure the development of important life skills and competencies.

Course Outcomes:

- Identify and prepare to use protocols and models for teaching and guiding students in setting of goals and objectives for high school and beyond.
- Aid students in design of an educational plan that assures they gain the skills and competencies needed to achieve their goals.
- Design lessons with embedded resources that aid students and their parents in sustaining on-going post-school services and supports as they transition from the special education system.

Teaching to Autism

No. 239a **Grades K-5**

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.

Course Outcomes:

- Understand and prepare for the diverse needs of students with autism by aligning research and standards-based instructional strategy to them.
- Practice with implementation tools and strategies focused on the needs of students with autism spectrum disorder.
- Leverage information, tools and resources with student readiness and differentiated approaches to learning.

Teaching to Autism

No. 239b **Grades 6-12**

Interventions for increasing the academic engagement and progress of students with autism spectrum disorder in inclusive classrooms will be the focus of this course. Using empirical support for its efficacy in inclusive classrooms to detail strategy, participants will become familiarity and facility with strategy pertinent to their own classroom realities. From transition times, to active listening and note-taking activities using high 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 instruction.

Course Outcomes:

- Understand and prepare for the diverse needs of students with autism by aligning research and standards-based instructional strategy to them.
- Practice with implementation tools and strategies focused on the needs of students with autism spectrum disorder.

Leverage information, tools and resources with student readiness and differentiated approaches to learning.

Clinical Education

Clinical Educator Training: Teacher Support Specialist

No. CL-ED-313

18 hours

This 60-hour course will develop effective mentoring and coaching competencies while demonstrating how to collect and analyze multiple data to develop a systematic approach for aiding teachers in more effectively addressing student needs. Feedback and communication protocols will develop professional performance and will include training in basic interpersonal communications. Systematic conference procedures to be applied in supervising, mentoring, and coaching roles will be of primary importance. This course is the online framework for field-based interactions designed to apply feedback protocols, data collection and analysis methods, and add

to skills in evaluating professional development plans to assure they are implemented with fidelity and effectiveness. A case scenario and practice exercises will culminate the clinical experience.

Course Outcomes:

- Understand how to support new teachers, teachers new to districts, and teachers at-risk through research-based methods and resources.
- Develop strategies for effective data collection methods.
- Develop strategies for effective feedback, conferring, and overall communication.
- Practice the art of mentoring and cognitive coaching with student achievement as the focus.
- Understand and practice with effective feedback strategies, refine them, and develop resulting action plans.
- Set and meet milestones for success through a case scenario and practice exercises embedding newly acquired supervisory, mentor, and coaching skills.

