



**2018**

**Professional Learning Course Catalog**

**ESOL Endorsement Courses  
Reading Endorsement Courses  
Gifted and Talented  
General Education  
Clinical Education**

**Literacy Solutions**  
*and more*

## ESOL Endorsement

### Methods of Teaching ELLs

**60 hours**

#### Category I | 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 CCSS 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 and CCSS expectations as they apply 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 CCSS 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**

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

**60 hours**

### **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 CCSS 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.
- Glean 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**

**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 modules 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 module 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 module lesson components and Common Core Standards as they apply specifically to their 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**

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

**Category II**

**60 hours**

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 CCSS 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 within the Common Core State Standards.

**Course Objectives:**

- Participants will learn how to use tools that determine text complexity.
- Participants will become familiar and develop utility with resources that support content area reading and writing specific to ELLs.
- Participants will understand genre and CCSS expectations as they apply to reading and writing specific to ELLs.
- Participants will learn strategies to plan, differentiate, and scaffold reading and writing tasks for ELLs.
- Participants will gain new strategies for teaching ELLs while facilitating grade-level CCSS language standards in reading, writing, listening and speaking.
- Participants will understand how to assess students using formative and summative assessments while using assessment data to close achievement gaps among ELLs.

**ESOL Strategies for Professionals**

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

**Category III**

**18 hours**

This course is for all professionals and working with ELL students to include parents, paraprofessionals, and all school stakeholders to include psychologists, special area teachers and all school personnel in fulfilling the requirement to complete required in-service training. 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 CCSS 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 Instructional Leadership**

No. ELL-ED-299

**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

## **ELL/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

### **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 Administrator Understanding of Culture and Effective Communication**

No. ELL-ED-296

**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:**

- Become sensitized to multicultural and diverse student populations in order to support the wider ELL community.
- Develop awareness of issues facing ELL students and the wider ELL community.
- Develop the skills for effective communication among all stakeholders in the ESOL program community at schools, homes, and in the wider community.
- Develop knowledge of effective community outreach approaches.
- 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 cultural understanding and facilitation of language skills among ELL students.

## **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 Endorsement

### 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 and Tiered Intervention Strategies**

### **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-152 **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 and Talented**

### **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 Common Core, traditional and 21<sup>st</sup> 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.

## General Education

### Brain-Based Literacy Strategies

No. 156A Grades K-5

**20 hours**

Science has taken educational research to new levels as applied to teaching and learning. Culling cognitive science that links to higher-order cognition and multiple brain-based literacy approach, participants will acquire a repertoire of authentic assessment tools and scaffolding strategy to teach using brain-friendly instructional approaches. Other tools include strategy guides, scaffolding charts, rubrics and thinking maps for immediate application.

#### Course Outcomes:

- Learn and analyze the research behind new science and brain-based literacy strategy.
- Acquire and use classroom strategy and tools for teaching using a brain-friendly, multisensory curriculum.
- Plan and implement within a new understanding of and for a multisensory, brain-friendly literacy curriculum.

### Brain-Based Literacy Strategies

No. 156B Grades 6-12

**20 hours**

Science has taken educational research to new levels as applied to teaching and learning. Culling cognitive science that links to higher-order cognition and multiple brain-based literacy approach, participants will acquire a repertoire of authentic assessment tools and scaffolding strategy to teach using brain-friendly instructional approaches. Other tools include strategy guides, scaffolding charts, rubrics and thinking maps for immediate application.

#### Course Outcomes:

- Learn and analyze the research behind new science and brain-based literacy strategy.
- Acquire and use classroom strategy and tools for teaching using a brain-friendly, multisensory curriculum.
- Plan and implement within a new understanding of and for a multisensory, brain-friendly literacy curriculum.

### Implementing the Florida MTSS – Multi-tiered System of Support

No. 221A Grades K-12

**20 hours**

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.

### **Research-based Practices for Effective Classroom Behavior Management**

**No. 232 Grades K-5**

**20 hours**

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 21<sup>st</sup> 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**

**No. 233 Grades 6-8**

**20 hours**

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 21<sup>st</sup> 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.

### **Teachers Leaders as Mentors**

**No. TL-106**

**20 hours**

This course is appropriate for teacher leader roles to include instructional coaches, reading coaches, PLC team leaders, and teacher mentors. Teacher leaders will learn how to apply coaching models to build teaching capacity while supporting efforts toward the achievement of specific classroom objectives. Using protocols for student-centered coaching (Sweeney, 2011), and around the Danielson and Marzano framework domains, participants will be taken through the processes that work into effective support through the use of feedback and pro-actions. Practice with the use of feedback protocols will culminate multiple entry-points used to teach strategies and behaviors that support and reward teachers. Participants will learn how to intentionally apply a host of coaching strategies as they work appropriately within their respective roles.

#### **Course Outcomes:**

- Cultivate and support teacher effectiveness.
- Identify specific teacher strengths and gaps in order to help develop and support an intervention plan.
- Through job-embedded application, cultivate and sustain teacher professional growth using effective coaching models.

## **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.

