



“Enhancing educator excellence through professional growth and development”

STATE APPROVED FOR PROFESSIONAL EDUCATOR LICENSURE RENEWAL

15 HOUR SEI AND SE COURSES

SEI:

SEI EEC 108: ‘Understanding Academic Language to Improve Content Area Instruction for ELLs’ (differentiated by content area)’

Course Description: This course will provide in-service teachers with the subject matter knowledge, professional standards, skills, and dispositions essential to effectively shelter their content instruction to ensure English language learners (ELLs) in their classrooms will successfully access curriculum and achieve academic success in the area of academic vocabulary. Teachers will learn about theories and experience evidence-based instructional practices, protocols, methods, and strategies to develop academic vocabulary. Teachers will have opportunities to practice specific modeled instructional strategies for teaching identified features of academic language in different disciplines (math, science, social studies, and ELA) while promoting language development in all language domains (reading, speaking, listening, writing) in ways appropriate for ELL students at different language proficiency levels. Teachers will take into account the English Language Development (ELD) World Class Instructional Design and Assessment (WIDA) standards and the Massachusetts Curriculum Framework, which incorporates the CCSS (Pre K-12), when creating lesson plans. They will use the Teacher Endorsement Lesson Plan Template, approved by the Massachusetts Department of Elementary and Secondary Education, to create mini-lessons focused on integrating academic vocabulary for the target grade level/content area. Instructional strategies presented in this course are best practice and are effective learning strategies for all learners.

SEI EEC 113: ‘Using Technology to Support ELLs in SEI and ESL/ELD Classroom’

Course Description: This course will provide in-service teachers with the subject matter knowledge, professional standards, skills and dispositions essential to effectively shelter their content instruction through the effective use of technology to ensure English language learners (ELLs) in their classrooms will successfully access curriculum and achieve academic success. Teachers will learn about theories and experience evidence-based instructional practices, protocols, methods and strategies to support students in the application of the MA ELA standards using technology as a scaffold and as a means of demonstrating content area knowledge. Teachers will have opportunities to practice specific modeled instructional strategies and technology applications for teaching English Language Learners while promoting language development in all language domains (reading, speaking, listening, writing) in ways appropriate for ELL students at different language proficiency levels. Teachers will take into account Universal Design for Learning (UDL), the English Language Development (ELD) World Class Instructional Design and Assessment (WIDA) standards and the Massachusetts Curriculum Framework, which incorporates the CCSS (PreK-12), when creating and/or revising lesson

plans. They will use the Teacher Endorsement Lesson Plan Template, approved by the Massachusetts Department of Elementary and Secondary Education, to create mini-lessons focused on integrating technology for the target grade level/content area.

SEI EEC 112 'Promoting Language Development and Content Area Learning for SLIFE'

Course Description: This is a course about establishing effective programs for SLIFE (Students with Limited-Interrupted Formal Education) students so that their specific needs are addressed. This course should focus on exploring SLIFE students' specific needs; strategies and supports for addressing those needs; guidance for educators, administrators, and school/district support staff (e.g., guidance counselors, social workers, special education teachers); assessment considerations; and opportunities to practice strategies aimed at promoting content learning, literacy, and language development for SLIFE students. A required Practical Application of Learning at the end of the is to create an Action Plan.

SEI 'Culturally Responsive Pedagogy for English Learners'

Course description: This 15 PDP course provides an overview of culturally responsive pedagogy theory and practices in relation to English Learners (ELs) from culturally and linguistically diverse backgrounds. This course is appropriate for all educators.

SEI for professional educators with or without teaching responsibilities:

'Understanding Diversity and Cultural Competency for ELL Students in Schools'

Course Description: This self-paced online course is intended to satisfy the 15 PDPs needed for license renewal for professional educators with or without teaching responsibilities such as school nurses, school social workers, school librarians, school counselors. It will present an overview of regulations, terminology, diversity and cultural competency, along with strategies for teaching and working with ELLs.

•Special Education (SE):

SE 'Instructional Strategies for the Exceptional Learner'

Course Description: The purpose of this self-paced online course is to present evidence-based classroom strategies for modifying instruction and behavior management to meet the unique learning needs of students with disabilities.

Readings, module content, and online activities will describe specific teaching strategies to facilitate and support student progress.

Specific instructional strategies matched to annual goals in a student's Individual Education Plan will be addressed: including modifications to classroom routines and organization, accommodations, and general/special education collaboration.

SE 'Instructional Strategies for the Exceptional Learner' (2nd edition)

Course Description: This 2nd edition self-paced online course is created for those individuals who successfully completed the original 'Instructional Strategies for the Exceptional Learner' self-paced online course. However, successful completion of the original course is not required to take this 2nd edition. The purpose of this 2nd edition course is to extend the knowledge, skills, and strategies of this original course by continuing to present evidence-based classroom strategies for modifying instruction and behavior management to meet the unique learning needs of students with disabilities.

Readings, module content, and online activities will describe specific teaching strategies to facilitate and support student progress. The first module consists of the History of Disability and the Law, aiming to give individuals the knowledge base to answer some of the why's of special education. The second module is based on broadening the individual's scope of understanding of accessibility and Universal Design for Learning along with accommodations and modifications. Modules 3 and 4 contain at least one material related to one of the 13 disabilities identified in the Individuals with Disabilities Education Act. These materials were selected for specific reasons - knowledge, perspective sharing, and information about supports and strategies to increase the success of your students.

Specific instructional strategies matched to annual goals in a student's Individual Education Plan will be addressed: including modifications to classroom routines and organization, accommodations, general/special education collaboration, and behavior interventions.

Learning Environment Management:

'Trauma Informed Approaches to Challenging Behavior'

Course Description: This course meets the requirements for effective schooling for students with disabilities and instruction of students with diverse learning styles and focuses on the importance of creating and maintaining a safe and collaborative learning environment for students with emotional and behavioral needs. Teachers will learn both proactive and reactive trauma-informed strategies to address challenging behaviors in the classroom setting in a non-punitive manner.

CONTENT AREA COURSES FOR 15 PDPS

Classroom Educators:

'The New MA DESE Dyslexia Guidelines-The Teachers Role in Meeting Compliance'

Course Description: This professional development opportunity allows stakeholders to understand the MA DESE Dyslexia Guidelines to better support students at risk for dyslexia. Essential content of the Dyslexia Guidelines is presented to you in easy to follow presentations. At the completion of the modules, course participants will be able to:

- Use Scarborough's Reading Rope as a grounding construct for learning to read
- Create a working definition of dyslexia
- Explain the importance of assessment and the MTSS model
- Identify criteria for selecting screeners and progress monitoring tools
- Explain Instructional Focus Areas in the MTSS model
- Assess Dyslexia in special populations

Art content area:

'Design Applications'

Course Description: This Art course will provide participants with design applications for a studio class in a two-dimensional design format. Concepts will be applied in relation to the arts through in-depth readings and analysis of studio works of art.

History content area:

'America's Hidden Heroes'

Course Description: History is more than dates, names and places. It is the true stories about individuals and events that shaped the world we live in. All the elements of drama - intrigue, courage, cowardice, tragedy and victory are embedded in history. The purpose of this 15 hour self-paced course is to use biography as a teaching tool. The telling of history from the point of view of those who lived it engages the learner by providing insight into the thoughts, emotions, and actions of real people confronting life altering challenges.

Math content area:

'Active Learning in a Pre-Calculus Classroom'

Course Description:

This self-paced online course is designed for secondary math teachers to earn 15 hours of math content professional development.

The content is presented in four modules:

Module 1. Inquiry Based Learning (7 hours)

This module will consist of some videos and readings surrounding inquiry based and active learning.

The goal will be to introduce and define these topics, provide some evidence for why educators decide to use these methods of instruction, and show evidence for why they are effective.

Module 2. Exponential Functions and Logarithms (3 hours)

Participants will get a chance to strengthen their skills with exponential functions and logarithms. This will happen by working through materials that could be used in an active classroom.

Module 3. Trigonometry (3 hours)

Participants will get a chance to strengthen their skills with trigonometry. This will happen by working through materials that could be used in an active classroom.

Module 4. Course evaluation and final project (2 hours)

As a final project participants will write a 2 page reflection on what they learned in the course by citing examples and explaining how this may impact student learning in their classrooms. Each reflection will be reviewed.

Music content area:

'History of Jazz'

Course Description: This Music PD course will provide participants with an overview of the history, importance, and development of jazz. Participants will trace the significant contribution of individual artists and develop listening skills through historic videos.

Science content area:

'Exploring Physical and Biological Relationships to Improve Content Instruction in Population and Evolutionary Biology'

Course Description: This course meets the licensure requirements as a content area course in science. Participants may adapt the content to any grade level. In this course, participants will learn about physical and biological relationships that shape populations and contribute to evolutionary processes. In particular, simple empirical and conceptual models will be utilized to measure these relationships.

Social Emotional Learning (SEL):

SEL 'Introduction to Mindfulness and Self Care for You and Your Students'

Course Description: Research indicates that to improve student success, teachers should provide a classroom environment that supports the Social Emotional Learning needs of their students. This course addresses SEL needs by providing teachers with short, simple mindfulness-based self care skills to personally practice and share with their students at any level in order to release stress, build focus, enhance self-regulation, and support social, emotional, and physical health.

MENTOR COURSES FOR 15 PDPS

Mentor Training:

'Mentor Training for the Experienced Teacher, 2nd edition'

Course Description: This comprehensive mentoring training covers information needed to become an effective mentor to a new teacher. In this course, you will learn about the profound effect that mentors have on the lives of others and what is necessary for a successful mentoring relationship; you will examine the challenges faced by new teachers, consider the importance of self-care for teachers, and explore the power of collaboration; you will also learn strategies to support your mentee with ELLs and students on IEPs and 504s. Happy mentoring!

Prerequisite: Three years teaching experience and a professional teaching license.

'Creating a Successful Mentoring Program'

Course Description: This course is in compliance with DESE Mentoring Guidelines and provides school districts with resources for creating a successful Mentoring Program. The course is designed for educators who have a leadership role in their school district's mentoring program, such as district mentor coordinators, human resource personnel, head mentors, or other district administrators. Through readings, research, and discussion, the course will guide the participants through a process for evaluating their current mentoring program and develop an action plan to improve the program so that it is in compliance with DESE guidelines for mentoring programs. Focus is on laws governing Mentoring Programs, strategies and information for implementing or refining your Mentoring Program, and activities and support structures for beginning teachers.

DIGITAL LEARNING COURSES FOR 15 PDPS

Digital Learning:

DL 'Integrating MA DLCS Curriculum Frameworks into Elementary Math Education'

Course Description: This course integrates the Massachusetts new standards for technology use and skills with elementary math instruction. The new curriculum framework recognizes the necessity of students' need for 21st century skills and the increased responsibilities that involves for teachers in all subject areas. This course focuses on mastery of standards through elementary level math instruction.

DL 'Digital Citizenship'

Course Description: Massachusetts curriculum framework for digital literacy and computer science recognizes students' need for 21st century skills and the increased responsibilities that involves for teachers in all subject areas. Citizenship confers rights, but also involves responsibilities, and this includes digital citizenship. This course focuses on developing good digital citizenship in students by integrating instruction within all subject areas.

DL 'Online Learning Best Practice Pedagogy for Elementary Classrooms'

Course Description: This course is designed to provide participants with online learning best practice pedagogy in the areas of student engagement, student rigor, differentiated instruction, and student assessment. It is a self-paced online webinar focusing on the elementary level. Participants must also complete a culminating learning assessment by applying the webinar learning through the creation of a lesson plan which includes at least one instructional strategy and an online tool for implementation from the webinar for each area; engagement, rigor, differentiated instruction, and assessment.

DL 'Online Learning Best Practice Pedagogy for Secondary Classrooms'

Course Description: This course is designed to provide participants with online learning best practice pedagogy in the areas of student engagement, student rigor, differentiated instruction, and student assessment. Participants must also complete a culminating learning assessment by applying the webinar learning through the creation of a lesson plan which includes at least one instructional strategy and an online tool for implementation from the webinar for each area;

engagement, rigor, differentiated instruction, and assessment from webinar focusing on the secondary level.

DL 'Web Development'

Course Description: The web is one of the most prevalent platforms for communication in this technological age--which means it is also one of the most prevalent means for scammers to use. As a result, students should become more than just familiar with the web. Web development is one way students can learn the ins and outs of this communications platform, and how to protect themselves. Computing and Society, Computing Systems, and Computational Thinking are three strands of the Massachusetts DLCS standards encompassing the technologies of the web.

With this 15 hour self-paced course, teachers will explore benefits and dangers of distributed networks (for deploying web technologies), the (mis)use and storage of personally identifiable information (PII), and the furthering societal impacts and stressors facing the web today. Development for the world wide web can be the lens teachers use to provide focus for their students.

SEI ENDORSEMENT OPTION FOR 15 PDPS

MTEL PREP course:

'SEI MTEL PREP' (8 weeks access)

Course Description: This 15 hour self-paced online course is intended to prepare you for successful completion of the SEI MTEL (56). Each module is designed to have you learn the terms, instructional practices and strategies, and test taking strategies needed for success on this exam through linked sources, presentations, and learning assessments.

For specific information and online registration information *visit our website*, <http://www.westfield.ma.edu/the-center-for-teacher-education-and-research> **or contact** Center for Teacher Education and Research Director: Dr. Marsha Olsen, molsen@westfield.ma.edu

All courses meet DESE approval for professional educator license renewal, are 15 PDPs, are self-paced online, and are offered each month with one month's access except the **SEI MTEL PREP** course.