



Spring 2019 Online Courses

Begin your course any time between Friday, January 4th – Thursday, April 4th, 2019. All coursework must be completed by Saturday, May 4th, 2019 or prior.

All online courses are asynchronous and self-paced. They are completed and graded independently. Your transcript will be sent when all YOUR classes are done (you don't need to wait on the entire class or end of the semester). All courses are K-12 except where noted with *.

Once you register AND pay for your course (s) expect to hear from your faculty within 24-48 business hours of registration in the new year. If you don't hear from your faculty check your Spam/Junk folder. Then contact the Director of PD at 440.375.7379 or lstrausbaugh@lec.edu. **Registration opens November 15, 2018.**

ED 5700 Google Classroom

Faculty: Joelle Warsh, 1 Graduate Semester Hour, \$230

Does your school use Google Apps for Education? Have you heard the term paperless classroom and are ready to try having your own? If you answered yes to both questions, Google Classroom is for you. Google Classroom is a platform developed by Google for schools that aims to simplify creating, distributing, and grading assignments. Classroom allows teachers to give students instant feedback, easily track students' progress, communicate with students and personalize learning. Hundreds of external applications work with Google Classroom and make it seamless to share information between Classroom and the apps, Come learn how Classroom can make your life easier and free up time so you can focus on what you do best: teaching.

ED 5705 Be a Google Ninja

Faculty: Joelle Warsh, 1 Graduate Semester Hour, \$230

Are you ready for the next step in the Google world? Do you already understand the basics of Google Drive, Docs, and Forms? If the answer is yes then it is time to become a Google Ninja. In this course you will learn: advanced organization and sharing features of Google Drive, how to create branching and prefilled forms. Tired of grading quizzes? Learn how Flubaroo can do that for you in Google Sheets. Discover how Google Apps and Extensions can be accessed from a Google Doc. The free graphic organizer Lucid Chart and Easy Bib will be the example add-ons but you will be able to browse the hundreds of other add-ons as well. Come take this course to discover new ways to help you and your students become more productive.

ED 5706 21st Century Skills: From Your Classroom to the Workplace and College

Faculty: Mike DeMario, 3 Graduate Semester Hours, \$515

The workplace and higher education settings we are preparing our students for is much different than what we as their teachers encountered coming out of high school 10, 20, or 30 years ago. The evolution of technology, collaboration and communication methods has rewritten what it means to be college and career ready in this century. Teachers in this class will look at methods and strategies for increasing the amount of 21st Century workplace and college skills in their classroom. Areas of exploration will include PBL, the flipped classroom, blended learning and digital collaboration and sharing.

ED 5707 Anti-Bullying Strategies for the Classroom

Faculty: Mike Demario, 3 Graduate Semester Hours, \$515

We have all read the stories, seen the videos and experienced the impact of bullying. It is perhaps one of the longest lasting epidemics in the educational world. As a profession we have made great strides in preventing bullying in the school, yet there is so much more work to be done. This course will focus on establishing a safe learning environment where all students can learn. Strategies for preventing bullying and assisting the victims of bullying will be addressed.

ED 5708 Auditory Processing Disorder

Faculty: Chris DeMario, 3 Graduate Semester Hours, \$515

APD is a disorder in affecting a person's ability to understand speech and process auditory information. The impact that this disorder can have on a student is profound. How often do you have a student ask you to repeat something or have a delay in answering your questions? The effects go beyond this. Their classwork, homework, test grades, comprehension and retention all suffer. A student who has trouble processing incoming information or directions, will give answers that seem odd or not even related at all. Their output is affected and can lead to countless errors. This course will focus on what APD is, diagnosing APD, distinguishing differences between APD and other disorders, treatment of APD, classroom modification, teaching strategies, and compensatory strategies to make these students more successful in the classroom.

ED 5709 Alternatives to Suspension

Faculty: Mike DeMario, 3 Graduate Semester Hours, \$515

Suspending students has been a part of the school world we work in for decades. There are often very real and necessary reasons for suspending students. When we take a look at what a suspension is, and the impact it has on learning outcomes - we would be better served avoiding suspensions as much as possible. Teachers in this course will take a look at behavior and different approaches for avoiding suspensions that could be implemented both at the classroom and building levels. Teachers will develop strategies for making connections and addressing behaviors in a manner that prevents suspensions.

ED 5710 Approaches for Changing Student Behavior using PBIS

Faculty: Chris DeMario, 3 Graduate Semester Hours, \$515

The barriers that occur to learning cannot be single-handedly removed. Unfortunately, one such barrier occurs when behaviors are disrupting the learning community. The climate of each school community is different. Therefore, a “one size fits all” approach is not as effective as interventions based on the needs of each school. Positive Behavior Interventions and Supports (PBIS) is a proactive approach to establishing the behavioral supports and social culture and needed for all students in a school to achieve social, emotional and academic success. A system focused on creating school-wide, classroom and individual supports improves academic and behavioral results. This course will assist teachers in creating a support system for their classroom that will help to increase behavioral and academic results. This course is appropriate for all regular and special education teachers.

ED 5711 Behavior Modification and Discipline Strategies

Faculty: Mike DeMario, 3 Graduate Semester Hours, \$515

Think about how much time you spend addressing behaviors in your class. Wouldn't it be nice to be able to control behaviors without interrupting your instructional practices? Classroom management and student discipline have been issues in the classroom since the one room school house. The decisions we make when disciplining a student are imperative for creating a safe and productive learning environment. Participants in this class will create, implement and assess behavior modification systems for their classroom, as well as examine several models of student discipline while evaluating some of their own discipline policies.

ED 5712 Data Driven Instruction

Faculty: Chris DeMario, 3 Graduate Semester Hours, \$515

Data driven instruction is a precise and calculated approach to improve student comprehension throughout the school year. Implementing and utilizing data to drive instruction is perceived to be an overwhelming task. This course will help educator use data analysis to improve student learning. The use of data and student learning objectives (SLOs) are at the heart of data driven instruction. Participants will analyze data, focus on increasing rigor in the classroom, types of assessment, and the building blocks to successful data driven instruction implementation.

ED 5714 Differentiated Instruction for ELL's

Faculty: Chris DeMario, 3 Graduate Semester Hours , \$515

English Language Learners (ELLs) need to have access to K-12 curriculum and be able to achieve the same level of success as their english speaking counterparts. This course prepares teachers to effectively understand ELLs' backgrounds and to differentiate their instructional approach. By providing the skills to differentiate their instruction through multiple modalities, this course gives a practical, classroom ready application of new learning to improve instructional practice. This course is appropriate for both regular and special education teachers.

ED 5715 Unleash the Power of the Internet for Classroom Instruction

Faculty: Joelle Warsh, 3 Graduate Semester Hours, \$ 515

Are you tired of spending hours on the web trying to find a great lesson plan, assessment, rubric or web based activity for your lesson planning? Want to find a place where you can access your favorites list from any computer in the world? Would like to discover websites that help you find lessons connected with the state and common core standards? How about places where you can find Internet scavenger hunts and images for different topics? This class is designed to introduce you to a plethora of useful websites that will help make your job easier and your curriculum more engaging. All assignments will be posted from the start of the class so you can work at your own pace. Come and explore the Internet.

ED 5716 Digital Storytelling and Presentation Using Web 2.0 Tools

Faculty: Joelle Warsh, 3 Graduate Semester Hours, \$515

Are you and your students tired of power point? Would you like to learn some web 2.0 tools that will improve the engagement of your students? Would like to discover great sites for cover digital storytelling, avatar creation, interactive posters, amazing presentation tools that can help make you more productive, come join the fun. This class is designed to expose you to a plethora of useful websites that will help make your job easier and your curriculum more fun for your kids. This as an asynchronous class meaning you work when you want and at your own pace. There is never a certain time you have to be online.

ED 5717 Teaching Study Skills for the Special Education Student

Faculty: Mike DeMario, 3 Graduate Semester Hours, \$515

Sometimes we take it for granted that students “know how” to study. Study skills are a skill set that many of our special education students need to improve. With more and more focus on national standards and testing, how can we assist these students to meet the more rigorous requirements? This course will allow educators to build skills and instructional strategies for improving students’ ability to listen, note-taking, textbook reading, test taking strategies, and paper/essay writing. This course will also introduce strategies for teaching students anxiety and stress reduction techniques.

ED 5718 Advancing ELL Family-School Relationships

Faculty: Chris DeMario, 3 Graduate Semester Hours, \$515

English Language Learners are the fastest growing group of students that today’s schools services. This course will assist teachers in developing strategies and skills to understand ELL students’ backgrounds and how to establish and grow strong family relationships. Teachers will develop classroom skills to use in their classrooms and improve instructional outcomes. Teachers will examine belief systems and research based practices for serving diverse cultures and languages in the classroom. Teachers taking this course will analyze and implement methods for ensuring a positive classroom culture and climate.

ED 5719 Let’s Get Googling: Google Doc and Google Sites

Faculty: Joelle Warsh, 3 Graduate Semester Hours, \$515

Everyone is talking about Google Docs and you would like to use them but you’re not sure how or where to start. This class can solve that problem for you! Learn how to create edit and share, word processing, spreadsheets, presentations, forms and surveys in Google docs. You will also be directed to web sites with ideas for helping you use Google Docs to help you improve your own productivity and for integration into your curriculum. What about web sites! You want to have one but think it’s too hard to create and maintain. If you can word process you can create a Google site. Come learn how easy it is to create a Google site. This class will teach you how to create a site, insert pictures, and videos, upload documents to the site, embed a calendar and add useful and fun gadgets to make your site look cool.

ED 5720 Autism Spectrum Disorder: What Does It Mean to be on the Spectrum?

Faculty: Mike DeMario, 3 Graduate Semester Hours, \$515

We have all heard the expression, “on the spectrum,” but what does it mean? What implications would this have on your classroom? This course will review the characteristics of Autism Spectrum Disorder, Asperger’s Syndrome and Pervasive Developmental Disorder. Participants will examine best instructional practices and methodologies.

ED 5721 ELL’s: Meeting the Needs of English Language Learners

Faculty: Chris DeMario, 3 Graduate Semester Hours, \$515

English language learners present special challenges for teachers in today’s classrooms. A successful ELL teacher learns to balance the language learning needs of the students with the appropriate content. The knowledge and skills students gain in ELL classes positively affect their lives at school and home. As the diversity of the United States increases, so too does the need for teachers of second language learners. Participants in this course will create lesson plans that incorporate strategies to reach ELL students.

ED 5722 Using Social Media in the Classroom

Faculty: Mike DeMario, 3 Graduate Semester Hours, \$515

Is there any escaping social media in today’s society? Especially in education, we hear a great amount about the harm and dangers of social media for our students. This course will help teachers move past the negative aspects of social media and allow for a focus on using social media in the classroom to help motivate students to learn. Teachers will examine how they can utilize tools such as Facebook, Twitter, and Instagram to modernize their lessons. Teachers will also research and implement methods for using social media as a motivator in the classroom to keep students engaged in the learning experience.

ED 5723 Improving Teacher Questioning Techniques

Faculty: Mike DeMario, 3 Graduate Semester Hours, \$515

The fastest way to get our students thinking at a higher level is to question them at higher level. With higher and more exhaustive standards being placed on our students, we must use our ability to question students in a manner that improves their ability to think critically and problem solve. This course will prepare teachers to meet the demands of the Common Core State Standards and improve student learning outcomes.

ED 5724 Technology in the Mathematics Classroom

Faculty: Chris DeMario, 3 Graduate Semester Hours, \$515

Technology is a ubiquitous part of children's lives. It is transparent. Most homes have connected computers or Internet-enabled devices. As prices of technology drop, computers and digital devices may replace television as we know it. Now, walk into a classroom. Are there computers and if so, how are they being used? Are they being used at all? Technology has revolutionized the way we think, work, and play. Technology, when integrated into the curriculum, revolutionizes the learning process. More and more studies show that technology integration in the curriculum improves students' learning processes and outcomes.

ED 5725 Strategies for Working with Students with Emotional Disabilities

Faculty: Mike DeMario, 3 Graduate Semester Hours, \$515

Students with emotional disabilities are being educated in the mainstream setting at an increasing rate. This course will provide strategies and techniques for meeting the needs of the emotionally disabled student in the mainstream classroom. Participants will research, analyze and develop strategies on building positive personal relationships with students and behavior modification. This course will offer recent research on behavior modification programs and their implementation in the classroom. Through Internet research, websites and case studies, participants will focus on how to provide the essential structure that students with E.D. require, even during “unstructured” activities and transitions. This course is beneficial for both regular and special education teachers.

ED 5726 Advanced Google: Using Add-ons to Make the Most of Google Forms and Docs

Faculty: Joelle Warsh, 3 Graduate Semester Hours, \$515

Have you discovered how useful Google Forms and Docs can be for you and your students? Do you want to learn about add-ons that can make your Forms and Docs even more functional? Join this course and learn about add-ons like; form limiter which let you set how many responses you want take on a form, docappender allows you to choose questions from a form and send them to a separate google doc, great for student/teacher observations, Kazina Mini lets you provide audio and video feedback in a Google doc or Text Help that highlights text and even groups highlights for use later. These are just the start. This course is for people who already know how to create Google docs and forms.

ED 5728 ADHD and Learning Disabilities: Instructional Interventions and Classroom Strategies

Faculty: Mike DeMario, 3 Graduate Semester Hours, \$515

There isn't a teacher who hasn't come across a student in their class with ADHD or a Learning Disability. This course will allow teachers to examine current research geared at helping all teachers work effectively with students with ADHD and learning disabilities. Teachers will understand the impact of ADHD on a student's performance, the difference between male and female students with ADHD and be made aware of basic instructional strategies to implement in their classrooms.

ED 5729 Tools for Increasing Parent Teacher Communication

Faculty: Mike DeMario, 3 Graduate Semester Hours, \$515

This course will address an ongoing question that many educators voice every year- How do I increase communication with my students' parents? Every teacher can relate to spending their prep periods, lunch periods and time after the school day trying to get in touch with a parent. The frustration that can build up can leave educators feeling helpless. This course will introduce participants to a couple of highly effective methods for increasing parent contact.

In today's world of APPR, parent teacher communication is a must. Many districts' plans are assessing educators on such factors as communication skills with parents. By learning a few techniques you can increase the levels of communication and save yourself valuable time as well! Participants will research the impact of communication on addressing poor behavior and performance, as well as reinforcing achievement, improvement and positive behavior. This course will address online communication tools including teacher blogs, Remind101 and email distribution lists. Participants will also analyze how increased reliance on technology and social media is playing a role in the current trend of the "flipped classroom."

ED 5750 Using Project Based Learning to Meet Ohio's Learning Standards

Faculty: Mike DeMario, 3 Graduate Semester Hours, \$515

As we prepare the 21st Century Students for the 21st Century workforce, we need to arm them with the ability to problem solve and think critically. Project Based Learning is one method for improving critical thinking skills in our students. PBL prepares students for the problem solving activities the 21st Century workplace will demand. Teachers will focus on best practices related to PBL and how to increase critical thinking skills and performance.

ED 5754 Conflict Resolution: How to Maintain the Peace in Your Classroom

Faculty: Mike DeMario, 3 Graduate Semester Hours, \$515

From the first year teacher to a seasoned veteran, classroom management is often identified as an area teachers would like to improve. Teachers are looking to build upon their ability to relate to students and address conflicts as they arise. This class will look at some easy to implement strategies to assist teachers in reducing conflict and outbursts in the room. Teachers will also examine some basic negotiation and mediation skills that are easy to execute and can help "keep the peace."

ED 5755 Empowering Today's Teenager

Faculty: Mike DeMario, 3 Graduate Semester Hours, \$515

The adolescent brain, like the rest of their body, is still growing and changing. Many teens deal with issues such as impulse control, erratic behavior, changing bodies, increased emotions and coping skills. Teachers need to be able to understand these issues and be equipped with strategies for assisting students through them. Teachers in this course will research the issues facing today's teenager and how these issues impact the classroom. Teachers will develop lessons and instructional strategies for helping students learn to control their impulses, level out erratic behavior and deal with their changing bodies. This course is appropriate for grade 6-12 educators. Grade Level: 6-12.

ED 5756 Phonics for Licensure Renewal

Faculty: TBA, 3 Graduate Semester Hours, \$515

The content of this course includes the review and examination of the word study approach to literacy instruction and its related stages of spelling. The best practices associated with differentiating for English Language Learners and Dyslexia. An emphasis is placed on letter-sound correspondences segmenting processes, spelling, morphology, and syllabication. Effective application of phonetic strategies, understanding diacritical markings, English grammar, structural analysis, and context are covered. This course is NOT appropriate for those seeking an Endorsement or additional license and may be taken pass/fail or for a letter grade. **Textbook required: ISBN 9780133996333 Words Their Way (Bear, Invernizzi, Templeton and Johnston). You will need the PDtoolkit that comes with a NEW textbook.**

NEW - Public Consulting Group's Knowledge Delivery System Courses

Each of PCG's KDS courses was developed in collaboration with industry recognized experts. The courses provide 45 hours of research-based instruction and include application into practice. The courses feature high quality videos of authentic classroom practices, documentary-style interviews with the nation's leading education experts, teacher perspectives, and resources to enhance the effectiveness of practices across districts. Participants are challenged in each unit to reflect on current practice and apply learning to the classroom through reflection questions and application activities.

ED 5727 W Challenging Gifted and All Students with the Cluster Grouping Model

Instructional Coach/Grader: Janice Armstrong

3 Graduate Semester Hours, \$550

Includes Required Textbook, allow for shipping time

Gifted students and struggling learners have much in common. Both ends of the academic bell curve deserve to have their special learning needs met. Attending to the needs of gifted students through the Schoolwide Cluster Grouping Model (SCGM) techniques in the classroom-at all grade levels-can provide challenging curriculum options for advanced learners, lead to improved classroom behavior and, perhaps surprisingly, raise the performance of all students. Susan Winebrenner and Dina Brulles introduce course participants to a variety of teaching strategies, classroom management techniques, alternative assignments including extension menus, and differentiated instructional options that help teachers meet the needs of their gifted students in the heterogeneous classroom. Participants also view classroom segments of teachers utilizing essential components of the Schoolwide Cluster Grouping Model. The presenters cover placement of all students, emotional issues, teacher support issues, relevant research, and how to communicate with all stakeholders.

ED 5730 W Best Practices for Teaching African American Boys

Instructional Coach/Grader: Jennifer Jones

3 Graduate Semester Hours, \$515

According to the most recent statistics, the dropout rate for African American males in US schools is over 50%. Dr. Jawanza Kunjufu links this trend with the disproportionate placement of these students in special education classes, a dearth of African American male teachers, and a failure to teach to African American boys' learning styles. In *Best Practices for Teaching African American Boys*, Dr. Kunjufu prepares educators to implement solutions to these problems in their classrooms and schools. He offers strategies for preventing the referral of students to special education that include constructing Afro-centric classrooms, integrating black male role models, supporting students' transitions through school and boyhood, accommodating these students' needs for curriculum that appeals to their interests and other characteristics, and designing instruction that exploits the best of their energy and intelligence. The course is punctuated by workshop discussions and classroom footage that illustrate the complexity of and solutions to the issues at hand, so that African American boys have the same opportunities for success as all of their peers.

ED 5731 W Building Academic Language

Instructional Coach/Grader: Janice Armstrong

3 Graduate Semester Hours, \$515

This course is designed to equip K-12 students with the knowledge, skills, and strategies required to help their students grasp language principles and develop the academic language skills they need to reach their highest levels of academic achievement across all grade bands and content areas. *Building Academic Language* with Jeff Zwiers introduces teachers to the features and functions of academic language, strategies and activities for supporting the use of academic language, techniques for modeling academic language, and ideas for lesson planning and assessment that support academic language development.

ED 5732 W Differentiating Teaching and Instruction: Why, How, Why?

Instructional Coach/Grader: Kristi Alfaro

3 Graduate Semester Hours, \$515

As a result of this course, participants will be able to describe and implement the concept of differentiation as a response to the needs, interests and abilities of learners by modifying curriculum, instruction, and classroom environment. You will explore how to reconstruct an objective with **Sandra Kaplan** so it is responsive to the needs, interests and abilities of diverse learners. You will discover how to use grouping patterns as a differentiation strategy, and you will explore how to effectively implement Independent Study to help your students meet their own needs within the boundaries of the learning process. You will explore varied models of instruction, including direct instruction and inquiry-based teaching, in order to effectively respond to diversity amongst your students.

ED 5733 W Becoming a Culturally Responsive Teacher

Instructional Coach/Grader: Jennifer Jones

3 Graduate Semester Hours, \$515

In this course, participants will gain the knowledge and skills to reach students who are culturally and racially different from you. You will explore your own assumptions about race, class, and culture; and learn strategies for creating classrooms that are culturally inviting to all. You will learn principles of Culturally Responsive Teaching with **Gary Howard**, including affirming students' cultural connections, stressing collectivity as well as individuality, and managing the classroom with firm, consistent, caring control.

ED 5734 W Facilitating Learning for Speakers of Non-Standardized English

Instructional Coach/Grader: Kristi Alfaro

3 Graduate Semester Hours, \$515

This course prepares K-12 educators with the knowledge, skills, and dispositions to support the academic language proficiency and achievement of Standardized English learners (SELs) with **Uju Anya**. The course provides teachers with the tools they need to help Standardized English learners develop academic English and promotes their access to academic content and material in their subject areas. Upon completion of this course, participants will be empowered to engage an increasingly diverse student body more effectively through culturally responsive pedagogy.

ED 5735 W Relationally Responsive Classroom Management

Instructional Coach/Grader: Joanna Smith

3 Graduate Semester Hours, \$515

There is a widespread need to address low levels of student engagement in urban classrooms, particularly among racially, economically and culturally diverse students. This course with **Alan Green** empowers educators to effectively teach an increasingly diverse student body by cultivating meaningful relationships with students. The course builds educators' ability to plan and implement methods for connecting with all students, increasing student motivation, reducing behavior problems and improving academic achievement by fundamentally changing teacher to student, student to student and student to teacher relationships and engagement.

ED 5736 W Student Learning Objectives: Using SLOs to Improve Instruction and Advance Student Growth

Instructional Coach/Grader: Kristi Alfaro

3 Graduate Semester Hours, \$515

In this course, you will gain the knowledge and skills to plan and deliver content more effectively by using Student Learning Objectives (SLOs) with **William J. Slotnik**. SLOs are carefully planned goals for what students will learn over a given time period. You will learn a process for planning and implementing SLOs in order to strengthen your practice and improve student learning. This course complements CTAC's face-to-face training and serves as training for K-12 teachers in districts implementing SLOs.

ED 5737 W Shifting Instruction with the Five Core Practices

Instructional Coach/Grader: Janice Armstrong

3 Graduate Semester Hours, \$515

In this course, you will gain the knowledge and skills to implement five key core practices in your instruction that have the potential to create powerful results for students and prepare them for success in college and career with **Insight Education Group**. You will apply the concrete actions and characteristics of each practice to help align your instruction with the Common Core State Standards (CCSS). Through illustrations, teacher modeling and interactive exercises, you will identify the areas of your practice that are strong, and those that need to be further developed. By the end of this course, you will have designed lesson plans that incorporate each of the five Core Practices in order to effectively integrate them into your own instruction. Research has shown these specific practices to be very high impact, aligned to state standards and linked to positive outcomes, specifically showing how high school students can be best prepared for college and career. The five Core Practices of the Insight Core Framework are:

Core Practice #1: Know the Discipline Well

Core Practice #2: Prioritize Evidence over Opinion

Core Practice #3: Grow and Improve Students' Knowledge Base

Core Practice #4: Assess Progress towards Mastery

Core Practice #5: Promote Intellectual Risk Taking and Persistence

ED 5738 W Survival Strategies for New Teachers

Instructional Coach/Grader: Jennifer Jones

3 Graduate Semester Hours, \$515

This course provides new teachers with strategies and tools that enable them to develop confidence skills as they improve their classroom practice with **Julia W. Thompson**. You will learn to identify your professional responsibilities and develop strategies to help you navigate the school environment. You will explore the importance of relationships with your students, as well as your colleagues and supervisors as well as with parents/guardians. You explore ways to motivate students, build relationships amongst the students in your class, and establish a culture of high achievement in which all students can succeed. You will explore effective strategies for designing and delivering instruction and proactively managing your classroom. As a final focus, you will identify ways to continue to grow throughout your career as an educator.

ED 5739 W Making Student Thinking Visible

Instructional Coach/Grader: Joanna Smith

3 Graduate Semester Hours, \$515

In this course, educators will learn about the strategies used to Make Students Thinking Visible (MSTV). Educators will hear from Jon Saphier and Lucy West on the concepts, embedded values, and operating principles of MSTV. They will conduct a deep dive into the operating principles of cultivating a talk environment, developing student confidence, relinquishing control of the classroom, extending student capacity to manage discussions all in support of helping students make their thinking visible. They will also learn about the preparation and planning needed to fully integrate MSTV operating principles into their classroom.

ED 5740 W Using Data for Meaningful Classroom Change

Instructional Coach/Grader: Jennifer Jones

3 Graduate Semester Hours, \$515

This course provides teaching professionals with the strategies and tools needed to systematically evaluate and analyze student performance with Diana Nunnaley. Participants will learn a structured process for the ongoing investigation of data that focuses on collaborative inquiry. Participants will explore the phases of data analysis using multiple sources of data including aggregate, disaggregate, item data, and student work. Upon reviewing the data you will learn to identify student learning problems, generate and implement solutions, and monitor results. Additionally, participants will read and engage with a case study conducted at a middle school that outlines the Using Data approach to continuously, collaboratively, and effectively improve teaching and learning.

ED 5743 W Pedagogical Strategies for English Learners

Instructional Coach/Grader: Kristi Alfaro

3 Graduate Semester Hours, \$515

In this course, educators will gain the knowledge and skills to support the specific needs of English learners with. Educators will learn to establish a language-rich classroom. They will explore the role of language in literacy development and academic achievement through deconstructing language demands and creating an Academic Language Bank. Educators will demonstrate pedagogical practices to guide English learners to think about content in critical and creative ways. They will employ multiple strategies for scaffolding thinking and apply knowledge and language about ELLs to make informed instructional decisions to enhance learning.

ED 5744 W Courageous Conversations about Race

Instructional Coach/Grader: Joanna Smith

3 Graduate Semester Hours, \$560

Includes Required Textbook, allow for shipping time

In this course, educators will gain the knowledge and skills to understand and examine the impact of race on student achievement and the role that racism plays in institutionalized racial disparities. Educators will learn a practical and accessible protocol that supports them in challenging their personal beliefs around race. By the end of this course educators will have the knowledge, skills, and practical strategies to engage in courageous conversations about race on a daily basis in both personal and professional contexts.