

Educational Impact



Online Professional Development Courses aligned to M-Star

Customized for Mississippi
Teachers and Administrators



EI Courses for MSTAR: Mississippi Teacher Performance Standards



STANDARD 1: KNOWLEDGE OF CONTENT AND PEDAGOGY

Teacher Knowledge of Content and Pedagogy (3 hours)

Many teacher evaluation frameworks assess it but what does “knowledge of content and pedagogy” really mean? Successful teachers have knowledge of their subject matter and an understanding of how best to teach it. This is a critically important aspect of teaching. Teachers can’t teach things they don’t know! Today, pedagogy is undergoing a significant shift as we look for more effective ways to teach 21st century learners. Throughout this 3 hour course, you will examine your own knowledge of content and pedagogy and be challenged to think differently about the art and science of teaching.

STANDARD 2: MEET DIVERSE NEEDS OF STUDENTS

Introduction to Differentiated Instruction (6 hours)

In this course, you will watch several videos from Differentiated Instruction workshops around the country. Your facilitators will take you through the basics of DI starting with myths, definitions, pre--assessments, grouping strategies and tiered activities.

Strategies For Differentiated Instruction (7 hours)

A master teacher demonstrates flexibility in her instruction, can make changes on the fly and is responsive to the diverse needs of learners. In this course, you will examine learning styles and focus on specific strategies for differentiating instruction in your classroom. Learn from top educational experts like Dr. Carol Tomlinson, watch a PD workshop delivered by lead teachers and view classroom examples.

Teaching The ESL Learner (6 hours)

There are now over five million ESL learners in our schools today. Meeting the needs of the ESL learner can be a challenge. This 6 hour course will provide teachers with the tools to assist their ESL learners and will give them strategies to use with all of their students. The course was designed to include real classroom footage and provide strategies and suggestions that teachers can use in their classrooms tomorrow.

Why Boys? Closing The Literacy Gender Gap (5 hours)

All educators share the common goal of providing equitable learning opportunities for every student in the classroom. Providing equitable opportunities for girls is a familiar topic; providing them for boys is a relatively recent issue, but one that is appearing with increasing urgency on education agendas around the world. Why? An increasing volume of evidence indicates that gender is a significant factor in both choice of reading materials and reading achievement for boys and girls. Boys typically score lower than girls on standardized tests in language arts. Boys are more likely than girls to be placed in special education programs. Dropout rates are higher for boys than for girls. This 5 hour course will explore the issue and provide 7 strategies for engaging boys and increasing reading and writing skills.

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STANDARD 2: MEET DIVERSE NEEDS OF STUDENTS (CONT)

Working with Struggling Readers (4.5 hours)

Many children struggle with reading and the US literacy rate is declining. The facts are startling. This 4.5 hour course will help you gain insight into the science of reading, assessment options and strategies to support struggling readers. The ultimate goal is to inspire you to join the movement to ensure that ALL young people receive a world---class education. Why? Because EVERY student deserves the chance to read, write, and learn for a lifetime.

Learning Disabilities: From Identification to Intervention (6.5 hours)

Far too often, learning disabilities aren't even identified until a child starts school. Many students with learning disabilities have average to above--- average intelligence and display no signs of difficulty, except when they attempt the specific academic tasks that challenge their particular area of cognitive processing. Learning disabilities can affect one's ability to read, write, speak, spell, compute math, reason and also affect a person's attention, memory, coordination, social skills and emotional maturity. Throughout this course, you will explore the different types of learning disabilities and hear real life accounts from people living with these disorders. You will also learn about the power of explicit instruction in learning strategies, differentiation and direct instruction.

The ADD/ADHD Student (5 hours)

There are many misconceptions and questions about ADD/ADHD. Is it over---diagnosed? Do children outgrow it? Does medication help? ADD/ADHD is likely the single---most common learning and behavioral problem for kids. It's also a major problem for adults, resulting in relationship breakups, job failures, drug abuse and a great deal of underachievement . Throughout this 5 hour course, you will learn the answers to some commonly asked questions about ADHD, you will examine the diagnostic process, gain new insight into what it's like to have ADD/ADHD and explore effective teaching strategies that make a difference for students with ADHD.



Understanding Autism (4 hours)

Your students are all unique. Some have different interests, skills and learning styles. Some have special needs. Autism Spectrum Disorder is a disorder of neural development characterized by impaired social interaction and verbal and non-verbal communication, and by restricted, repetitive or stereotyped behavior. In this comprehensive course, you will learn about Autism Spectrum Disorder, Asperger's Disorder, Pervasive Developmental Disorder (PDD-NOS) and Childhood Disintegrative Disorder (CDD). Please refer to the attached course outline for details.

Special Education Law (3.5 hours)

As teachers and administrators, we can find ourselves in challenging situations when trying to do what we think is best for our special education students without really knowing if we are complying with the law. During this practical course, you will explore videos that contain common issues that occur when working with IEPs, parent meetings, functional behavior assessments, least restrictive environment, etc. By watching life-like scenarios unfold, you will see what to do and what not to do when working with parents, teachers, principals and district administrators regarding special education law and guidelines.

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STANDARD 3: INSTRUCTIONAL GOALS AND HIGHER LEVEL LEARNING

Powerful Learning Goals, Big Ideas and Success Criteria (6 hours)

We teach because we want to cause learning. That seems obvious, doesn't it? But setting instructional outcomes requires a conscientious effort to go beyond creating activities to ensure lessons have clear learning goals. In this course, you will learn about the key elements of instructional outcomes and how to organize lessons and units around big ideas and essential understandings. You will also investigate how to involve students in the process so they know what successful learning looks like. By co-constructing success criteria with students, teachers can incorporate "assessment as learning" activities.

Raise the Rigor with Higher Level Thinking Skills (6 hours)

Learning theories remind us that the person who is doing the thinking is the person doing the learning. Are your students truly engaged in challenging activities that require them to think, evaluate, justify and synthesize? This 4.5 hour course includes classroom examples, ideas for questioning, a review of Bloom's Taxonomy and a compare/contrast strategy that can be adapted for every grade level. In addition, you will gain insight into your own questioning and discussion techniques.

Backwards Teaching - Using 3 Part Lessons in Math (3.5 hours)

Have you ever heard of "teaching backwards"? We often hear about backwards design when it comes to instructional planning but this is different. A "3 part lesson" uses the final phase for most of the teaching. In this practical course, learn how to engage your students in math by incorporating Activation, Problem-Solving and Consolidation. See how teachers act as facilitators by coordinating the sharing of student solutions and the use of questioning to help students make connections between their own mathematical ideas and the ideas of others.

Project Based Learning (6 hours)

Project based learning (PBL) answers the question "What do we want to know"? Does this sound simple? Basic? Well that's because it is! Project based learning allows students to take charge of their learning and discover the answers to essential questions. This course will show you the step-by-step process to laying the groundwork for implementing PBL in your classroom. You will learn how to promote student engagement through the use of PBL and will get to see PBL in action. You will also have the opportunity to see how teachers have successfully reached beyond the classroom to add to the PBL experience.

Marzano, Silver and Strong - 5 Practices of Highly Effective Classrooms (7 hours)

What are the characteristics of highly effective schools and classrooms? What practices really make a difference with students? In this course, you will learn five important practices that make a huge impact on student achievement. This research based program was designed by top educational experts, Robert Marzano, Richard Strong and Harvey Silver and includes excerpts from their live workshop called "The Thoughtful Classroom."

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STANDARD 4: UNIT PLANNING AND COMMON CORE

Instructional Planning in Real Classrooms (7 hours)

This course will provide learners with research based instructional planning techniques based on the findings of such leading researchers as Charlotte Danielson, Bob Marzano and Jay McTighe. The course will show the results of research based instructional planning as seen in real classrooms while providing course participants with practical instructional planning tools and templates to facilitate actual classroom implementation.

Standards Based Instruction: From Theory to Practice (5 hours)

When we hear standards, we hear standardization. We automatically seem to think of testing. What do standards do? Do they improve instruction or remove creativity? How do we use standards to drive instruction? Throughout this course, you will be challenged to think about standards in a new way. Consider the importance of using power standards and the need for a paradigm shift. Top educational experts like Doug Reeves, Jay McTighe and David Coleman are featured.

Unpacking the Common Core (8 hours)

Are you struggling with the instructional shifts necessary to teach the common core standards? Does your curriculum support the new areas of emphasis demanded by the common core? A team approach to curriculum mapping can really help. Unpacking the Common Core is an essential online program for teachers and administrators who are deconstructing standards into manageable learning targets and big ideas. Watch a planning team in action as they unpack standards, plan units of instruction, and deliver standards---based lessons. This program features acclaimed author Jay McTighe as he discusses the power of Big Ideas and Essential Understandings.

CCSS Instructional Shift 1: Balancing Informational Text And Literature (4 hours)

The common core standards for ELA (English Language Arts) require teachers to make 6 critical instructional shifts. EI has created a series of six courses designed to build awareness in each shift. This 4 hour course explains the first instructional shift necessary which is "balancing informational and literary text."

CCSS Instructional Shift 2: Teaching Literacy Across the Curriculum (3 hours)

This is the second course in the common core series designed to build awareness of the instructional shifts teachers need to make to address the common core standards for literacy. This 3 hour course explains the second instructional shift necessary which is "Teaching Literacy Across the Content Areas."

CCSS Instructional Shift 3: Creating a Progression of Text Complexity(4.5 hours)

This is the third course in the common core series designed to explore the instructional shifts necessary to teach the common core standards for literacy. This course is focused on instructional shift #3: Creating a progression of text complexity from grade to grade

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STANDARD 4: UNIT PLANNING AND COMMON CORE (CONT)

CCSS Instructional Shift 4: Using Text Dependent Questions (5 hours)

This is the fourth course in the common core series designed to explore the instructional shifts necessary to teach the common core standards for literacy. This course covers the instructional shifts necessary to promote deep reading and "text dependent" questions.

CCSS Instructional Shift 5 : Emphasizing Evidence in Writing (4 hours)

This is the fifth course in the common core series designed to explore the instructional shifts necessary to teacher the common core standards for literacy. This 4 hour course is focused on writing instruction and citing evidence.

CCSS Instructional Shift 6: Building Academic Vocabulary (3.5 hours)

The Common Core acknowledges the immense power of words. Research indicates that giving students access to academic vocabulary produces dramatic increases in reading comprehension and builds students' background knowledge. The Common Core's emphasis on academic vocabulary requires teachers to make an important instructional shift. This 3.5 hour course will explore this instructional shift and what it takes to build students' academic vocabulary.

CCSS Instructional Shift 7: Focusing on "High Value" Math Concepts (4 hours)

Educational experts have come to realize that students are not showing strong gains in Math because there are too many topics covered, in a superficial manner. Students never have the opportunity to grasp concepts in a deep and meaningful way that will help them to scaffold their learning simply because the information they are taught has always been "a mile wide and an inch deep". For this reason, the Common Core standards have been put into place to narrow the breadth of information but to increase the depth in which they learn the concepts.



CCSS Instructional Shift 8: Assuring Math Coherence Across Grades (4 hours)

This course will focus on the second shift in the Common Core for Math, which is Coherence. Coherence means, principals and teachers carefully connect the learning within and across grades so that students can build new understanding onto foundations built in previous years. A teacher's strong understanding of learning progressions helps them monitor a student's progress and intervene in a timely basis. A student's understanding of learning progressions can help them recognize if they are on track and can enable them to productively take more responsibility for improving their skills.

CCSS Instructional Shift 9: Increasing Fluency in Core Math Functions

This course will focus on the third shift in the Common Core for Math, which is Fluency. You will understand the importance of students' ability to efficiently and accurately perform foundational computational procedures without aid. This will allow students to gain insights to mathematical structure and apply a variety of appropriate procedures flexibly as they solve problems. Through this course, you will be able to apply the information and ideas behind this shift into your classroom and help your students reach their greatest potential in math.

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STANDARD 4: UNIT PLANNING AND COMMON CORE (CONT)

CCSS Instructional Shift 10: Teaching a Deeper Understanding of Math (4 hours)

This course will focus on the fourth shift in the Common Core for Math, which is Deep Understanding. Teachers teach more than “how to get the answer” and instead support students’ ability to access concepts from a number of perspectives so that students are able to see math as more than a set of mnemonics or discrete procedures.

CCSS Instructional Shift 11: Teaching Real World Math Applications (5.5 hours)

This course will focus on the fifth instructional shift in the Common Core for Math, which is Application. Students are expected to use math and choose appropriate concepts for application even when they are not prompted to do so. Teachers provide opportunities at all grade levels for students to apply math concepts in “real world” situations.

CCSS Instructional Shift 12: Dual Intensity (3.5 hours)

This course will focus on the sixth and final shift in the Common Core for Math, which is Dual Intensity. In mathematics, students are practicing and understanding. There is more than a balance between these two things in the classroom --- both are occurring with intensity. This instructional shift requires teachers to create opportunities for students to participate in ‘drills’ and make use of those skills through extended application of math concepts

STANDARD 5: DATA, FEEDBACK, ADJUSTMENT

Assessment for Learning (5 hours)

Assessment needs to go beyond paper and pencil tests that are completed at the end of a unit. Learn the difference between “assessment for learning” and “assessment of learning”. This course will deepen your understanding of formative assessments, demonstrate various ways to quickly check for comprehension and explain how to involve students in self-assessing. You will be empowered to take corrective steps in the learning process by using assessments for learning. You will also be guided through the process of selecting the right assessment for each situation. Lastly, you will view excellent examples of teachers in action modeling different assessment strategies.

STANDARD 6: INCORPORATE ASSESSMENT INTO PLANNING

Growing Success: Assessment Ideas and Models (4 hours)

Assessment design requires master teachers to consider the various ways to use assessment; assessment for learning, assessment as learning and assessment of learning. In this course, you will review the elements of assessment design from experts like Charlotte Danielson, Jay McTighe, Rick Stiggins and Grant Wiggins. This 4 hour course will deepen your understanding of formative assessments, demonstrate various assessment strategies and explain how to involve students in the process.

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STANDARD 6: INCORPORATE ASSESSMENT INTO PLANNING (CONT)

Understanding Literacy Stages and Assessment (3 hours)

Separating oral language, reading and writing is almost impossible because they work together and in part, develop together. As students pass through the stages of literacy, the elements in a literacy program should adapt and change to complement student growth. In this 3 hour course, you will learn the basics of literacy development and the balanced literacy diet. Explore assessment and progress monitoring with an emphasis on oral reading fluency.

STANDARD 7: DEMONSTRATE DEEP KNOWLEDGE OF CONTENT DURING INSTRUCTION

Teacher Knowledge of Content and Pedagogy (3 hours)

Many teacher evaluation frameworks assess it but what does “knowledge of content and pedagogy” really mean? Successful teachers have knowledge of their subject matter and an understanding of how best to teach it. This is a critically important aspect of teaching. Teachers can’t teach things they don’t know! Today, pedagogy is undergoing a significant shift as we look for more effective ways to teach 21st century learners. Throughout this 3 hour course, you will examine your own knowledge of content and pedagogy and be challenged to think differently about the art and science of teaching.

STANDARD 8: ACTIVELY ENGAGES STUDENTS IN THE LEARNING PROCESS

Make Learning Relevant with Real World Connections (5.5 hours)

Students are different today. We no longer need to prepare them for a job in industrial times. Today, we need to equip students with 21st Century skills so they can be successful in a rapidly changing world. This 5.5 hour course will help you gain insight into the paradigm shift that is happening today and the need to make learning relevant. Real world connections will help your students apply what they are learning and make learning more meaningful.



Student Engagement Strategies for Elementary Teachers (5 hours)

Student engagement is not the same as student participation! Busy students are not necessarily engaged cognitively. This 5 hour course is designed to provide you with an overview of research based instructional practice that supports engaging students in learning. Student engagement is a central component in every teacher evaluation system and incorporates critical thinking activities and high level questioning strategies.

Student Engagement Strategies for Intermediate Teachers (6 hours)

Student engagement is not the same as student participation! Busy students are not necessarily engaged cognitively. This 6 hour course is designed to provide you with an overview of research based instructional practice that supports engaging students in learning. Student engagement is a central component in every teacher evaluation system and incorporates critical thinking activities and high level questioning strategies.

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STANDARD 8: ACTIVELY ENGAGES STUDENTS IN THE LEARNING PROCESS

Student Engagement Strategies for Secondary Teachers (5 hours)

Student engagement is not the same as student participation! Busy students are not necessarily engaged cognitively. This 5 hour course is designed to provide you with an overview of research based instructional practice that supports engaging students in learning. Student engagement is a central component in every teacher evaluation system and incorporates critical thinking activities and high level questioning strategies.

Active Learning Strategies for Elementary Teachers (6.5 hours)

We know that students retain about 10% of what they read, 20% of what they hear and 90% of what they do. Research shows that students learn more when they are engaged in active learning. In this 6 hour course, you will learn some quick strategies for increasing the level of activity in your lessons and gain insight into the important elements of an active learning classroom. Learning is not a spectator sport!

Active Learning Strategies for Intermediate Teachers (6 hours)

We know that students retain about 10% of what they read, 20% of what they hear and 90% of what they do. Research shows that students learn more when they are engaged in active learning. In this 6 hour course, you will learn some quick strategies for increasing the level of activity in your lessons and gain insight into the important elements of an active learning classroom. Learning is not a spectator sport!

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STANDARD 9: QUESTIONING AND DISCUSSION FOR HIGHER ORDER THINKING SKILLS

Raise the Rigor with Higher Level Thinking Skills (6 hours)

Learning theories remind us that the person who is doing the thinking is the person doing the learning. Are your students truly engaged in challenging activities that require them to think, evaluate, justify and synthesize? This 4.5 hour course includes classroom examples, ideas for questioning, a review of Bloom's Taxonomy and a compare/contrast strategy that can be adapted for every grade level. In addition, you will gain insight into your own questioning and discussion techniques.

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STANDARD 10: MULTIPLE PERSPECTIVES TO THE DELIVERY OF CONTENT

Connecting to Students' Learning Styles (6.5 hours)

Your students are unique in their interests, needs, skills and learning styles. In order to differentiate instruction and truly create a student-centered learning environment, it is imperative that teachers really know their students. In this course, you will explore learning styles and multiple intelligences. Most importantly, you will be challenged to think about the big picture and what it means for you, the teacher, as you strive to prepare your students for success in the 21st Century.

Introduction to Differentiated Instruction (6 hours)

In this course, you will watch several videos from Differentiated Instruction workshops around the country. Your facilitators will take you through the basics of DI starting with myths, definitions, pre-assessments, grouping strategies and tiered activities.

Strategies for Differentiated Instruction (7 hours)

A master teacher demonstrates flexibility in her instruction, can make changes on the fly and is responsive to the diverse needs of learners. In this course, you will examine learning styles and focus on specific strategies for differentiating instruction in your classroom. Learn from top educational experts like Dr. Carol Tomlinson, watch a PD workshop delivered by lead teachers and view classroom examples.

How to Make 1:1 Technology Effective in Your Classroom (3.5 hours)

A current trend in education across the United States is the 1:1 Technology Initiative. The goal of these initiatives is to put a laptop or mobile device into the hands of each and every student within a grade, or if funding allows, within a school. These plans are usually a few years in the making, involve technology and parent oversight committees in the decision-making process, and in reality, amount to a minor fraction of per pupil spending. This course will give you a deeper understanding of these initiatives and the impact they have on students.



6 C's of Technology Integration (5 hours)

People have been using the term "21st Century Skills" for more than two decades. The problem is, many people are vague in their definition of what this term actually means and what impact it has on our education systems. To help students be successful in the 21st Century, schools need to equip students with a new set of skills for "the knowledge economy". Experts, Michael Fullan and Alan November, will provide insight into the skills needed for Character, Global Citizenship, Communication, Critical Thinking, Collaboration and Creativity.

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STANDARD 12: ORGANIZING PHYSICAL SPACE

Arranging the Elementary Classroom Effectively (4 hours)

Arranging the physical environment of the classroom is one way to improve the learning environment and to prevent problem behaviors before they occur. Research on the physical classroom environment has shown that the choices you make regarding arrangement can affect the behavior of both students and teachers and that a well-structured classroom tends to improve student academic and behavioral outcomes. Room preparation and arrangement of materials allows more class time for learning. This 4 hour course, will get you thinking about your classroom environment and how you have organized your physical space.

Arranging the Intermediate Classroom Effectively (4 hours)

Arranging the physical environment of the classroom is one way to improve the learning environment and to prevent problem behaviors before they occur. Research on the physical classroom environment has shown that the choices you make regarding arrangement can affect the behavior of both students and teachers and that a well-structured classroom tends to improve student academic and behavioral outcomes. Room preparation and arrangement of materials allows more class time for learning. This 4 hour course, will get you thinking about your classroom environment and how you have organized your physical space..

Arranging the Secondary Classroom Effectively (4 hours)

Arranging the physical environment of the classroom is one way to improve the learning environment and to prevent problem behaviors before they occur. Research on the physical classroom environment has shown that the choices you make regarding arrangement can affect the behavior of both students and teachers and that a well-structured classroom tends to improve student academic and behavioral outcomes. Room preparation and arrangement of materials allows more class time for learning. This 4 hour course, will get you thinking about your classroom environment and how you have organized your physical space.

STANDARD 13: SAFETY, RESPECT AND SUPPORT FOR ALL STUDENTS

Creating a Student-Centered Learning Environment (6 hours)

In this course, you will learn what it means to have a student centered learning environment. Key elements are establishing a culture for learning, getting to know your students, providing choices, creating active learning activities and structuring student-centered projects.

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STANDARD 13: SAFETY, RESPECT AND SUPPORT FOR ALL STUDENTS (CONT)

Mastering RTI: A Step by Step Approach(6 hours)

RTI is not a special education initiative! Many educators continue to have questions about this comprehensive academic and behavioral intervention process. Through this course, you will learn a step by step approach for implementing RTI that ensures ALL students learn. Explore universal screening, progress monitoring, data-based decisions, scientifically based interventions and the importance of implementing with fidelity. Get the facts so you can be part of an effective RTI team!

The Inclusion Breakthrough (6 hours)

Teachers will agree that every student is important and deserves the best education possible. However, including all students in regular classrooms has been something that not all teachers are prepared for. Research has shown, that with the right training and support, all students can benefit from an inclusive educational environment. The purpose of this 6 hour course is to show teachers, and paraprofessionals how to make inclusion work in your school.

Bullying Prevention (3 hours)

As you know, bullying is a serious problem affecting youth in communities all across America, and all adults have a role in helping to stop it. The information in this course will ensure each participant has a better understanding of bullying and is equipped with the tools and resources to take action.

Building Positive Relationships with Elementary Students (4 hours)

This course will establish a foundation for creating a classroom of mutual respect, care, and trust between students and teachers. Participants will explore the qualities that characterize effective, caring teachers and identify the ways in which their beliefs and expectations about teaching and learning can impact the success of their students. We will also explore the teacher's role of interacting and building relationships with students. Participants will learn how fostering positive relationships with students will help promote enthusiasm and engagement.



Building Positive Relationships with Intermediate Students (4 hours)

This course will establish a foundation for creating a classroom of mutual respect, care, and trust between students and teachers. Participants will explore the qualities that characterize effective, caring teachers and identify the ways in which their beliefs and expectations about teaching and learning can impact the success of their students. We will also explore the teacher's role of interacting and building relationships with students. Participants will learn how fostering positive relationships with students will help promote enthusiasm and engagement.

Building Positive Relationships with Secondary Students (4.5 hours)

This course will establish a foundation for creating a classroom of mutual respect, care, and trust between students and teachers. Participants will explore the qualities that characterize effective, caring teachers and identify the ways in which their beliefs and expectations about teaching and learning can impact the success of their students. We will also explore the teacher's role of interacting and building relationships with students. Participants will learn how fostering positive relationships with students will help promote enthusiasm and engagement.

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STANDARD 14: MAXIMIZE INSTRUCTIONAL TIME

Maximizing instructional Time (5.75 hours)

Have you ever done the math to calculate how many hours in the day your students spend actively engaged in learning? Student achievement is impacted directly by having more hours of good quality teaching. Seems obvious, doesn't it?! In this 5.5 hour course, you will consider the importance of streamlining your classroom routines and managing student behavior through practical tips and examples.

STANDARD 15: CULTURE OF LEARNING AND HIGH EXPECTATIONS

Setting High Expectations (3.5 hours)

Teachers' expectations affect their moment-to-moment interactions with the children they teach in so many ways. Teachers give the students that they expect to succeed more time to answer questions, more specific feedback, and more approval: They consistently touch, nod and smile at those kids more. So since expectations can change the performance of kids, how do we get teachers to have the right expectations? Is it possible to change teachers' expectations? Throughout this course you will learn the value of setting high expectations and how to establish a culture for learning in your classroom that uses expectations to enhance student success.

STANDARD 16: ORGANIZING PHYSICAL SPACE

Classroom Management Basics (4.5 hours)

Have you created a classroom environment of respect and rapport with clear procedures and smooth transitions? Learning cannot happen in a chaotic classroom! This course provides an overview of some classroom management basics while exploring 5 key components of an effective classroom environment.



Positive Behavior Supports in Action (6 hours)

There is a direct correlation between student behavior and achievement. Positive support systems allow us to teach students how they should behave. When students know how to behave in the classroom, not only will they feel safe, but they will be better able to achieve academic success. Throughout this 6 hour course you will be introduced to the Positive Behavior Support system for managing student behavior in the classroom. You will learn how to create effective rules, and will learn how a three-tiered system of support can be effective in creating an atmosphere of positive discipline in your school.

Managing the Defiant Child (5 hours)

Teachers who cannot manage student behavior in their classroom are limited in their overall effectiveness in almost every other area of teaching. Classroom management requires a calm and consistent presence. In this course, you will learn from Dr. Anthony Scannella, a straight talking educator and psychotherapist. What strategies work well with students who are defiant? What strategies do not work at all? Add some new communication strategies to your repertoire and find out if your own personality style clashes with the challenging students in your classroom.

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STANDARD 17: CONTINUOUS PROFESSIONAL DEVELOPMENT

Reflecting on Teaching (3 hours)

Teachers face a myriad of daily choices and decisions that need to be made in the midst of a lesson, student discussion or intervention. Taking time to reflect on these decisions is key to becoming a reflective practitioner. If you believe that all students can learn at a high level and that your performance as a teacher has a direct impact on student learning, then reflection should be an integral part of what you do. In this 3 hour course, examine questions and principal conferences that ensure you play an active role in your own professional growth.

STANDARD 18: DEMONSTRATING PROFESSIONALISM

Professional Responsibilities of Distinguished Teachers (5 hours)

Every teacher evaluation system includes at least one component about professionalism. Students, parents and administrators maintain very high expectations of their staff. This 5 hour course will provide teachers with insight into their professional responsibilities. Distinguished teachers are reflective practitioners, effective communicators and active in their professional community. This course provides opportunities for reflection and self assessment.

STANDARD 19: COMMUNICATING WITH FAMILIES

Enhancing Learning with Family Involvement (4.5 hours)

Effective parent-teacher communication builds working relationships that can support strong home-school collaboration and improved educational outcomes. Recent changes in school policies and practices--such as the accountability movement, inclusion, and response to intervention--necessitate that all teachers possess effective communication skills for successfully meeting the needs of a diverse student population. In this 4.5 hour course, you will learn the central importance of communication strategies that elicit family members' opinions and promote a sense of equality through shared decision making.

STANDARD 20: COLLABORATES WITH COLLEAGUES, ACTIVE IN PLC

Leveraging the power of teacher leaders

This course is designed to support your growth as a teacher leader in your school. The role of a teacher leader can be initially challenging as you work with new teachers, colleagues and administration. Skills gained in this program will lay a foundation for new leadership skills. By leveraging the power of teacher leaders, you can make a significant impact on school effectiveness and student achievement.