

EI Courses for North Carolina Teachers



STANDARD I: TEACHERS DEMONSTRATE LEADERSHIP

1a. Teachers lead in their classrooms

- 21st Century Teaching and Learning
- Setting High Expectations
- Arranging the Elementary Classroom Effectively
- Arranging the Intermediate Classroom Effectively
- Arranging the Secondary Classroom Effectively
- Creating a Student-Centered Learning Environment
- Positive Behavior Supports in Action

1b. Teachers demonstrate leadership in the school

- Leveraging the Power of Teacher Leaders

1c. Teachers lead the teaching profession

- Leveraging the Power of Teacher Leaders
- Professional Responsibilities of Distinguished Teachers
- Becoming a Reflective Practitioner

1d. Teachers advocate for schools and students

- Professional Responsibilities of Distinguished Teachers
- Effective Intervention Assistance Teams
- Learning Disabilities-From Identification to Intervention
- Mastering RTI-A Step by Step Approach
- The Inclusion Breakthrough

1e. Teachers demonstrate high ethical standards

- Professional Responsibilities of Distinguished Teachers
- Setting High Expectations

STANDARD II: TEACHERS ESTABLISH A RESPECTFUL ENVIRONMENT FOR A DIVERSE POPULATION OF STUDENTS

2a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults

- Building Positive Relationships – Elementary
- Building Positive Relationships – Intermediate
- Building Positive Relationships - Secondary
- Strategies for Differentiated Instruction
- An Introduction to Differentiated Instruction
- Positive Behavior Supports in Action
- Bullying Prevention
- Connecting to Students' Learning Styles

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2b. Teachers embrace diversity in the school community and in the world.

- Effective Teaching in Diverse Classrooms

2c. Teachers treat students as individuals.

- Building Positive Relationships - Elementary
- Building Positive Relationships – Intermediate
- Building Positive Relationships – Secondary
- Managing the Defiant Child
- Connecting to Students' Learning Styles
- Creating a Student-Centered Learning Environment

2d. Teachers adapt their teaching for the benefit of students with special needs.

- Strategies for Differentiated Instruction
- An Introduction to Differentiated Instruction
- Learning Disabilities-From Identification to Intervention
- Understanding Autism
- Teaching the Gifted and Talented
- Teaching the ESL Learner
- Working with Struggling Readers
- Mastering RTI-A Step by Step Approach
- The ADD/ADHD Student
- The Inclusion Breakthrough
- Managing the Defiant Child

2e. Teachers work collaboratively with the families and significant adults in the lives of their students.

- Effective Intervention Assistance Teams
- Enhancing Learning with Family Involvement
- Mastering RTI: A Step by Step Approach



STANDARD III: TEACHERS KNOW THE CONTENT THEY TEACH

3a. Teachers align their instruction with the North Carolina Standard Course of Study.

- Standards Based Instruction – From Theory to Practice
- Unpacking the Common Core

3b. Teachers know the content appropriate to their teaching specialty.

- Teacher Knowledge of Content and Pedagogy
- Understanding Literacy Stages and Assessment
- Adolescent Literacy
- Balanced Literacy
- Oral Language: The key to a Strong Literacy Foundation
- Common Core Instructional Shifts for ELA (6 courses – 1 per shift)
- Common Core Instructional Shifts for Math (6 courses – 1 per shift)

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3c. Teachers recognize the interconnectedness of content areas/ disciplines.

- 21st Century Teaching and Learning
- Connecting Lessons to Big Ideas and Background Knowledge
- Making Learning Relevant with Real World Connections
- 6 C's of Technology Integration
- Project-Based Learning

3d. Teachers make instruction relevant to students.

- Making Learning Relevant with Real World Connections
- Connecting Lessons to Big Ideas and Background Knowledge
- Project-Based Learning
- Student Engagement Strategies – Elementary
- Student Engagement Strategies – Intermediate
- Student Engagement Strategies - Secondary

STANDARD IV: TEACHERS FACILITATE LEARNING FOR THEIR STUDENTS

4a. Teachers know the way in which learning takes place, and they know the appropriate levels of intellectual, physical, social and emotional development of their students.

- Marzano, Silver, and Stronge: 5 Practices
- Learning Goals and Success Criteria
- Teaching the Gifted and Talented
- Connecting Lessons to Big Ideas and Background Knowledge
- Connecting to Students' Learning Styles
- Working with Struggling Readers
- Creating a Student-Centered Learning Environment
- Understanding Literacy Stages and Assessment
- Project-Based Learning
- Adolescent Literacy
- Balanced Literacy
- Active Learning Strategies- Elementary
- Active Learning Strategies – Intermediate
- Active Learning Strategies – Secondary
- Oral Language: The key to a Strong Literacy Foundation
- Assessment for Learning

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4b. Teachers plan instruction appropriate for their students.

- Instructional Planning in Real Classrooms
- Learning Goals and Success Criteria
- Strategies for Differentiated Instruction
- An Introduction to Differentiated Instruction
- Connecting Lessons to Big Ideas and Background Knowledge
- Connecting to Students' Learning Styles
- Working with Struggling Readers
- Making Learning Relevant with Real World Connections
- Designing Lessons to Inspire Thinking and Learning
- Project-Based Learning
- Backwards Teaching: Using 3 Part Lessons in Math

4c. Teachers use a variety of instructional methods.

- Marzano, Silver, and Stronge: 5 Practices
- Student Engagement Strategies – Elementary
- Student Engagement Strategies – Intermediate
- Student Engagement Strategies – Secondary
- Active Learning Strategies- Elementary
- Active Learning Strategies – Intermediate
- Active Learning Strategies – Secondary
- Raise the Rigor with Higher Level Thinking Skills
- Visual Tools and Graphic Organizers
- Project-Based Learning

4d. Teachers integrate and utilize technology in their instruction

- 6 C's of Technology Integration
- 21st Century Teaching and Learning
- Proven Online Teaching Strategies



4e. Teachers help students develop critical-thinking and problem-solving skills.

- Marzano, Silver and Strong – 5 Practices
- Raise the Rigor with Higher Level Thinking Skills
- Designing Lessons to Inspire Thinking and Learning
- Project-Based Learning

4f. Teachers help students work in teams and develop leadership qualities.

- Creating a Student-Centered Learning Environment
- Bullying Prevention
- Project-Based Learning

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4g. Teachers communicate effectively.

- Building Positive Relationships – Elementary
- Building Positive Relationships – Intermediate
- Building Positive Relationships – Secondary

4h. Teachers use a variety of methods to assess what each student has learned.

- Assessment for Learning
- Learning Goals and Success Criteria
- Analyzing Data
- Understanding Literacy Stages and Assessment



STANDARD V: TEACHERS REFLECT ON THEIR PRACTICE

5a. Teachers analyze student learning.

- Becoming a Reflective Practitioner
- Learning Goals and Success Criteria
- Data 101
- Analyzing Data
- Assessment for Learning
- Maximizing Instructional Time

5b. Teachers link professional growth to their professional goals.

- Becoming a Reflective Practitioner

5c. Teachers function effectively in a complex, dynamic environment.

- Leveraging the Power of Teacher Leaders
- Effective Intervention Assistance Teams
- Becoming a Reflective Practitioner

