FACTE

Spring 2023
Online Courses

FACTE's online courses are designed to enhance CTE teachers' curriculum, classroom management, and technologies. The classes are entirely online and require attendance at a live session once a week. Course in-service points vary from 20 to 60 in-service points per course.

REGISTRATION OPENS DECEMBER 1ST

Register at facte.coursestorm.com

Policies and Procedures

By registering for FACTE's online courses, you are agreeing to the policies and procedures set forth below:

- Participants must register using the online registration system, and must log-in to the online course two days prior to the start date. Registration will open on December 1st at 12:01 AM and close on December 15th, 2022.

- The email address the participant provides during registration is the email we will use for all course communication.

- Participants are limited to two courses per semester and cannot take courses that meet on the same night.

- Attendance in the online meetings is mandatory; participation is part of the overall grade.

- All assignments must be attempted in a timely fashion. A participant will be awarded a certificate if they earn a passing score of 80% or higher in the course.

- If a participant fails to login for the first course, complete their coursework, or exhibits academic dishonesty, that participant **may be banned from taking any FACTE online courses in the Summer or Fall.**

- If a course fails to have at least 16 participants, it will be cancelled. Those registered for the cancelled course will receive a notification regarding the cancellation prior to the course's start date.

Spring 2023 Schedule of Courses

January 4 – January 11, 2023
Teaching Students with Disabilities (20 hours)
Live Meetings: Wednesdays, Jan. 4th & 11th
5:00 p.m. – 7:00 p.m.
Instructor: John Monda

January 9 – February 5, 2023
Getting Your Best Teacher Evaluations (60 hours)
Live Meetings: Mondays, Jan. 9th, 16th, and 23rd
7:00 p.m.—8:30 p.m.
Instructor: Technology Divas

January 11 - February 1, 2023
CTE Teaching Methods (20 hours)
Live Meetings: Wednesdays, Jan. 11th, 18th, & 25th.
5:00 – 6:30 PM
Instructor: Jodi Tillman

January 12 - February 8, 2023
Introduction to CTE Assessment and Evaluation (20 Hours)
Live Meetings: Thursdays, Jan. 12th, 19th, & 26th
5:00 – 6:30 PM
Instructor: Michelle Walker Crawford

January 12 – February 16, 2023
Classroom Management (60 hours)
Live Meetings: Thursdays, Jan. 12th, 19th, 26th, Feb. 2nd, & 9th
5:00 – 6:30 PM
Instructor: Jodi Tillman

January 18 – January 25, 2023
Philosophy and Principles of Career and Technical Education (20 hours)
Live Meetings: Wednesdays, Jan. 18th & 25th
5:00 p.m. – 7:00 p.m.
Instructor: John Monda

January 25 – February 1, 2023
Teaching Students with Disabilities (20 hours)
Live Meetings: Wednesdays, Jan. 25th & Feb. 1st
5:00 p.m. – 7:00 p.m.
Instructor: Michelle Orozco

January 31 – March 7, 2023
Postsecondary Teaching 101 (60 hours)
Live Meetings: Tuesday, Jan. 31st, Feb. 7th, 14th, 21st, 28th, & March 7th
5:00 p.m. – 7:00 p.m.
Instructor: Diane Culpepper

February 8 – February 22, 2023
Standards Based Instruction: Designing Curriculum Around Standards (60 hours)
Live Meetings: Wednesdays, Feb. 8th, 15th, & 22nd
5:00 p.m. – 7:00 p.m.
Instructor: John Monda

February 15 – March 8, 2023
CTE Teaching Methods (20 hours)
Live Meetings: Wednesdays, Feb. 15th, 22nd, and March 1st
5:00 – 6:30 PM
Instructor: Jodi Tillman

February 16 - March 15, 2023
Introduction to CTE Assessment and Evaluation (20 Hours)
Live Meetings: Thursdays, Feb. 16th, 23rd, & March 2nd
5:00 – 6:30 PM
Instructor: Michelle Walker Crawford

February 16 – March 23, 2023
Classroom Management (60 hours)
Live Meetings: Thursdays, Feb. 16th, 23rd, March 2nd, 9th, & 16th
5:00 – 6:30 PM
Instructor: Jodi Tillman

All courses are in Eastern time.

March 1 – March 8, 2023
Teaching Students with Disabilities (20 hours)
Live Meetings: Wednesdays, March 1st & 8th
5:00 p.m. – 7:00 p.m.
Instructor: Michelle Orozco

March 8 – March 22, 2023
Project Based Learning (60 hours)
Live Meetings: Wednesdays, March 8th, 15th, & 22nd
5:00 p.m. – 7:00 p.m.
Instructor: John Monda

March 13 – April 9, 2023
All Things Google (60 hours)
Living Meetings: Mondays, March 13th, 20th, & 27th
7:00 p.m.—8:30 p.m.
Instructor: Technology Divas

March 30 - April 26, 2023

Planning & Implementing Effective CTE Program Evaluation Plans (20 hours)
Live Meetings: Thursdays, March 30th, April 6th, & 13th
5:00 – 6:30 PM
Instructor: Michelle Walker Crawford

April 5 – April 19, 2023
Standards Based Instruction: Designing Curriculum Around Standards (60 hours)
Live Meetings: Wednesdays, April 5th, 12th, & 19th
5:00 p.m. – 7:00 p.m.
Instructor: John Monda

April 26 – May 17, 2023
CTE Teaching Methods (20 hours)
Live Meetings: Wednesdays, April 26th, May 3rd, & 10th
5:00 – 6:30 PM
Instructor: Jodi Tillman

FACTE's Courses are entirely free for Florida Public CTE teachers and they are entirely online.

Our courses are funded, in part, by the Carl D. Perkins grant.

Course Descriptions

All Things Google

Google can be an incredibly powerful tool for teachers, and if you're just using it for Internet searches, you are missing out on tons of fabulous features!
All Things Google is a 4 week, 60-point online course exploring Google Workspace for Education. There are so many ways to use Google tools, even if you're not a Google district. We include an intro to Google and their culture, better search tips, along with many other fun Google tools, Chrome extensions for , and inspiring ways to use them. We'll look at some of the fabulous ways teachers are using Google Slides to create game templates, vision boards, escape rooms, adding Bitmoji or Peardeck, and interactive notebooks. We explore Google Sites and Google Classroom, as well as show you where to find the best inspiration and templates. Empower your classroom and your students to do more and know more via Google!

Getting Your Best Teacher Observations and Evaluations
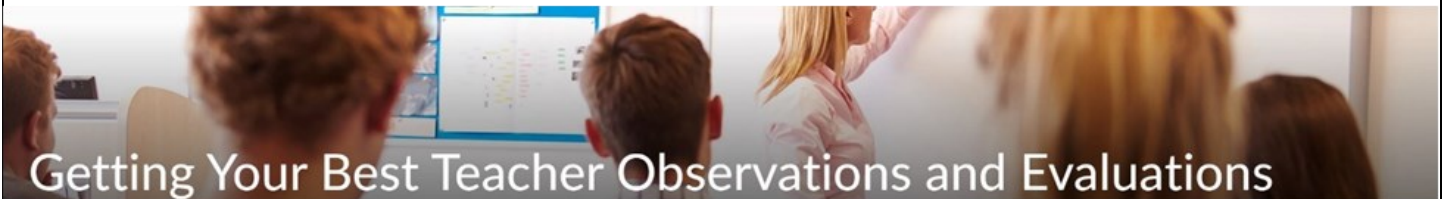
Getting Your Best Teacher Evaluations

Getting Your Best Teacher Evaluations is a 4 week, 60 point online course based on the Classroom Teacher Instructional Models and Florida Educator Accomplished Practices (FEAPs). The course includes ideas, tips, and brainstorming for planning and delivering instruction that is more effective; resulting in better student performance and teacher evaluations. We've added an Inspiration module to inspire planning for the final project showcase and prepare for teacher observation days. Techniques to increase confidence when facing observations and encourage enthusiastic participation are also shared and discussed. We sprinkle in our favorite techniques and technologies along the way to help teachers get that "wow" from their students and observers. Also included is a section on teaching portfolios with samples and ideas to create and improve their own portfolio.

Course Descriptions

Introduction to CTE Assessment and Evaluation

This is a 4-week online training program that will provide participants with an understanding of CTE assessment tools and best practices for measuring student performance. Participants will also learn the relationship between assessment and instruction and how to use assessment to guide instruction and monitor student progress. The course components will include the following topics:

- Quality components of a comprehensive classroom assessment process
- Florida and Federal Legislative requirements for student performance accountability i.e. Perkins, CAPE, ESSA
- Florida Standards Assessments Requirements (FSA)
- Florida End of Course Assessment Requirements
- CTE & Student Performance – Measuring mastery of CTE Student Performance Standards. How do SPS influence the classroom assessment process?
- CTE Programs & Industry Certification
- Implementing Authentic Assessment Measures
- Portfolios
- Project Based Learning
- Developing Authentic Tasks from your CTE standards
- Performance Assessments

- Student Investigations
- Self-Assessment & Reflection
- Rubrics
- Data Collection & Tracking Progress – How to collect and use Student Performance Measures to improve your CTE program.
- Student Performance Evaluation Tools & Templates
- Self-Assessment – What is the status of your classroom assessment plan?
- Student Evaluation Action Steps: Planning, Implementation, Data Analysis & Using Results
- Effectively Communicating Student Performance Information
- Developing a Student Performance Plan for your CTE program - "*Next Steps*"
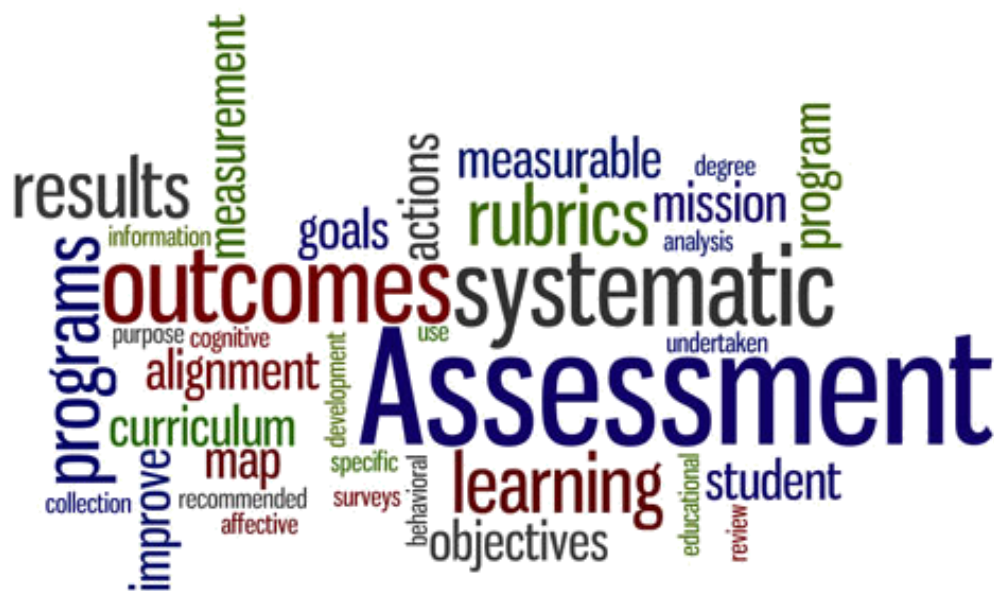
Course Descriptions

Classroom Management for CTE Teachers

This course was designed for new secondary career and technical education in Florida, but it is also open to any CTE teacher interested in classroom management strategies. The course content will be located on the Canvas platform, which is available to participants 24 hours a day, 7 days a week. Sixty points will be awarded for successful completion of this course. The course is divided into five modules:

1. **Creating a Classroom Culture** – Topics for this module include rules and procedures, bell-ringers, exit tickets and examples of other successful classroom management strategies that contribute to a learning atmosphere.
2. **Teacher Effectiveness** – Topics for this module include communication with parents, relationships with students, effective use of praise, and the importance of mindset.
3. **Setting High Academic Expectations** – Topics for this module include the Depth of Knowledge chart and how to use it to build rigorous assignments, big ideas and essential questions to stretch student learning, and Common Career Technical Core Standards to raise expectations.
4. **Literacy in Career and Technical Classes** – Topics for this module include reading strategies and graphic organizers.
5. **Technology and Classroom Management** – Topics for this module include blended learning and flipped classrooms. If time permits, other technology uses for the classroom will be included.

Course Descriptions

CTE Teaching Methods

This course was designed for new Florida secondary or postsecondary career and technical education teachers, but it is also open to any CTE teacher interested in teaching methods for CTE courses/programs. The course content will be located on the Canvas platform, which is available to participants 24 hours a day, 7 days a week. The live sessions will meet weekly on Zoom for a four week period. Twenty points will be awarded for successful completion of this course.

The course is divided into four modules:

1. **Unpacking the Frameworks** – Topics for this module include how frameworks are arranged by cluster, developed and adopted; Program Structures, Academic Alignment Tables, Common Career Technical Core-Career Ready Practices, Standards and Benchmarks, Basic Skills, Accommodations and Career and Technical Student Organization Instruction

2. **Lesson Plans and Syllabi** – Topics for this module include components of lesson planning; lesson plan resources, and the purpose of and how to create a meaningful syllabus

3. **Assignments and Assessments** – Topics for this module include using data to make decisions, rigorous assignments, integrating academics, hands-on activities, projects, work-based learning, formative and summative assessments, grading with rubrics, CAPE and other Industry certifications

4. **Components of a Quality Program**– Topics for this module include tools for evaluation of the Quality of CTE Programs. Components include: Integration of Academics, Use of Technology, CTSO Participation, Professional Development, Industry Certification Attainment, Programs of Study, Appropriate Equipment and Supplies, Advertising Programs, Advisory Boards and Parent and Community Involvement. Participants must commit to attending all live sessions.

Course Descriptions

Planning & Implementing Effective Program Evaluation Plans

This is a 4-week - 20 Point online course that will provide participants the basics of program evaluation and the strategies needed to develop and implement a CTE Program or Career Academy evaluation plan at the school or district level. The program course components will include the following topics:

- Components of a "Quality" CTE Program
- CTE Programs & Career Academies - Essential Evaluation Components
- Perkins Funding & Performance Requirements
- CAPE Academy Requirements
- CTE Programs & Industry Certification
- National Career Academy Standards of Practice
- CTE Programs & Career Academy Performance – What does the research say?
- Data Collection – Program & Student Performance Measures
- CTE Programs & Career Academy – Evaluation Tools & Templates
- Sample Evaluation Plans – Florida & National "Best Practices"
- Sample Evaluation Reports – A model for your CTE Program or Career Academy
- Self-Assessment – What is the status of your program?
- Evaluation Action Steps: Planning, Implementation, Data Analysis & Using Results
- Developing an Evaluation Plan for your CTE Program or Career Academy "Next Steps"

  Participants are required to participate in all 3 of the live sessions. The four week course includes three live sessions of 1.5 hours each. The completion of course content, assignments, research, creation, organizing and presentation of materials and activities outside of the sessions will require approximately 5 hours per week.

TEACHING STUDENTS WITH DISABILITIES

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Course Description
The participant will be able to develop an understanding of how:
- Special education legislation impacts your role and responsibility as a career and technical education teacher
- An understanding of disabilities will shape how you structure and design your teaching and learning environment for students
- The universal design for learning will equip you with instructional strategies needed to help your students' become learners who are purposeful and motivated, resourceful, and knowledgeable, as well as strategic and goal-directed

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Learning Objectives
The participant will be able to:
- Understand how exceptional student legislation defines their role and responsibility in providing a high-quality career and technical education experience for their learners.
- Evaluate how disabilities impact their learner's participation and progress in their career and technical education program.
- Help their learners be purposeful and motivated for learning the basic, employability, and industry skills needed to complete their career and technical education program and obtain employment in the workforce.
- Utilize an understanding of the disabilities defined in the Individuals with Disabilities Education Act to identify instructional strategies that help learners become resourceful and knowledgeable in the basic, employability, and industry skills that they will need to enter the workforce.
- Employ an understanding of individual education plans to develop instructional lesson plans that help learners become resourceful and knowledgeable in the basic, employability, and industry skills that they will need to enter the workforce.
- Apply an understanding of how learners with disabilities perceive and comprehend to the process of creating instructional lesson plans and using instructional strategies that help learners with disabilities become resourceful and knowledgeable in the basic, employability, and industry skills that they will need to enter the workforce.
- Facilitate opportunities for learners to take physical action so that they are able to interact with accessible materials and tools.
- Help learners express and communicate their learning so that they are able to compose and share ideas using tools that help attain learning goals.
- Support the executive functions of learners so that they are able to develop and act on plans to make the most out of learning.

PROJECT BASED LEARNING

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Course Description

The participant will be able to develop an understanding of how:

- Students learn deeply, think critically, and strive for excellence.
- Students work on projects that are meaningful and relevant to their culture, their lives, and their future.
- Students' work is publicly displayed, discussed, and critiqued.
- Students collaborate with other students in person or online and/or receive guidance from adult mentors and experts.
- Students use a project management process that enables them to proceed effectively from project initiation to completion.
- Students reflect on their work and their learning throughout the project.

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Course Learning Objectives

The educator will be able to plan high quality project-based learning where:

- Students learn deeply, think critically, and strive for excellence.
- Students work on projects that are meaningful and relevant to their culture, their lives, and their future.
- Students' work is publicly displayed, discussed, and critiqued.
- Students collaborate with other students in person or online and/or receive guidance from adult mentors and experts.
- Students use a project management process that enables them to proceed effectively from project initiation to completion..

The educator will be able to deliver high quality project-based learning where students are provided multiple means of:

- engagement that provides them with options for recruiting interest, sustaining effort and persistence, and self-regulation so they become expert learners who are purposeful and motivated.
- representation that provides them with options for perception, language and symbols, and comprehension so they become expert learners who are resourceful and knowledgeable.
- action and expression that provides the with options for physical action, expression and communication, as well as executive functions so they become expert learners who are strategic and goal-directed.

The educator will be able to assess high quality project-based learning which verifies that:

- Students learn deeply, think critically, and strive for excellence.
- Students work on projects that are meaningful and relevant to their culture, their lives, and their future.
- Students' work is publicly displayed, discussed, and critiqued.
- Students collaborate with other students in person or online and/or receive guidance from adult mentors and experts.
- Students use a project management process that enables them to proceed effectively from project initiation to completion.
- Students reflect on their work and their learning throughout the project.

PHILOSOPHY AND PRINCIPLES OF CAREER AND TECHNICAL EDUCATION

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Course Description

The participant will be able to develop an understanding of how:

- The history of career and technical education legislation impacts the instruction you provide to students.
- The philosophy of career and technical education you have impacts the teaching and learning environment you create for students.
- The principles of career and technical education you establish informs the structure and design of your program.

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Course Learning Objectives

The participant will be able to:

- Identify what must be learned to understand the impact history plays on career and technical education.
- Explain their prior relevant knowledge on the history of career and technical education.
- Describe the historical roots and periods of the history of career and technical education.
- Create a mind map of their historical influences that have shaped their understanding of career and technical education.
- Reflect on the process of developing an understanding of the impact history has on career and technical education.
- Utilize strategies that increase the access and equity of learners seeking enrollment in their career and technical education program.
- Engage in practices that align the basic, employability, and technical skills of their career and technical education program with the needs of the local workforce.
- Identify and engage in professional development that will support their longevity as a career and technical education instructor, advisor, or administrator.
- Plan instruction that helps learners prepare for industry credentials that assist them in building an industry-specific career pathway.
- Enhance and build industry partnerships that drive innovations in their career and technical education program that increase the quality and quantity of work-based learning opportunities for their learners.
- Elevate and create industry-specific career counseling opportunities for their learners that help them to make informed decisions about their career pathway.
- Apply an understanding of the historical and legislative impact on career and technical education to a philosophy of career and technical education.

STANDARDS BASED INSTRUCTION

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Course Description

The participant will be able to develop an understanding of how to:

- Plan instruction with an instructional learning standards-based approach to designing a performance scale to set student expectations
- Deliver instruction that aligns instructional engagement strategies, presentation methods, and expression options of learning standards
  assess student learning and progression with a learning standards rubric that provides students with qualitative feedback

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Course Learning Objectives

The participant will be able to:

- identify appropriate learning standards and objectives in their curriculum framework needed to structure and design learning experiences.
- develop a mind map that visually represents the learning standards, objectives, and instructional experiences needed for learners to demonstrate mastery.
- create a standards-based performance scale that includes the learning standards, objectives, and instructional experiences needed for learners to demonstrate mastery.
- apply standards-based planning skills needed to build purposeful & motivated, resourceful & knowledgeable, and strategic & goal directed learners.
- apply engagement strategies that help learners access recruiting interest, build sustaining effort and persistence, and internalize self-regulation so they reach the goal of becoming purposeful and motivated learners.
- utilize representation strategies that help learners access perception, build language and symbols, and internalize comprehension so they reach the goal of becoming resourceful and knowledgeable learners.
- employ action and expression strategies that help learners access physical action, build expression and communication, and internalize executive functions so they reach the goal of becoming strategic and goal-directed learners.
- build a standards-based rubric that is aligned to the learning objectives in a performance scale.
- assess the multiple means of action and expression learners use to demonstrate internalization of learning standards and objectives.
- provide learners with rubric based feedback on the multiple means they use physical action, expression and communication, and executive functions to demonstrate strategic and goal directed learning.

Course Descriptions

<u>Postsecondary Teaching 101</u>

Are you a new postsecondary faculty member? Are you wondering, "What have I gotten myself into?" This course will focus on what you need to know to survive your first year and understand the technical college approach to teaching and learning. Topics will include how to use the curriculum frameworks, funding, industry certifications, accreditation, marketing, classroom decorum, and tips and tricks for every first or second year instructor. This is a 6-week course worth a recommend 60 in-service points. There will be a required live, online session each week.