

# Spring 2020 Courses

## Policies and Procedures

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

- Participants must register four days prior to the course start date using the [online registration system](#), and must log-in to the online course two days prior to the start date.
- The email address the participant provides during registration is the email we will use for all course communication. We will not be able to change this email or use a second address.
- 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 **will be banned from taking any FACTE online courses for the remainder of the school year.**
- If the course a participant needs is full for all sessions, the participant can email [lboyd@facte.org](mailto:lboyd@facte.org) to be added to a waitlist for the full course. 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.

*FACTE's online courses are funded in part by Carl D. Perkins. They are free to Florida Public CTE teachers and in-service points may be used towards re-certification. The suggested in-service points are listed next to each course. Student seeking in-service credit should check with the county district staff development office or CTE director to see if their county will accept the use of these courses toward re-certification.*

# Schedule of Courses

January 6 – February 10

## **Standards Based Instruction (60)**

*Mondays at 7:00 pm*  
*Instructor: Linda Cortelyou*

January 7 – February 3

## **Introduction to Career & Technical Education Assessment & Evaluation (20)**

*Tuesdays at 6:00 pm*  
*Instructor: Paula Fugel*

January 9 – February 5

## **CTE Planning & Implementing Effective Program Evaluation Plans (20)**

*Tuesdays at 6:00 pm*  
*Instructor: Paula Fugel*

January 13 – February 9

## **Creating an Online Classroom (50)**

*Mondays at 6:00 pm*  
*Instructor: Tech Divas*

January 13 – February 9

## **Getting Your Best Teacher Evaluations (24)**

*Mondays at 7:00 pm*  
*Instructor: Tech Divas*

January 14 – February 4

## **Teaching Methods for CTE (20)**

*Tuesdays at 5:30 pm*  
*Instructor: Jodi Tillman*

January 15 – February 11

## **Designing eBooks, Online Text Books, and Digital Curriculum (24)**

*Wednesdays at 6:00 pm*  
*Instructor: Tech Divas*

January 15 – February 11

## **All Things Google Part 1 (24)**

*Wednesdays at 7:00 pm*  
*Instructor: Tech Divas*

February 4 – March 2

## **Teaching Students With Disabilities (20)**

*Tuesdays at 6:00 pm*  
*Instructor: Paula Fugel*

February 6 – March 18

## **Project Based Learning – A “5” Step Process for Integrating Curriculum (60)**

*Thursdays at 6:00 pm*  
*Instructor: Paula Fugel*

February 24 – March 22

## **Play to Learn: Games & Gamification for CTE (24)**

*Mondays at 6:00 pm*  
*Instructor: Tech Divas*

February 24 – March 22

## **Technology Basics (24)**

*Mondays at 7:00 pm*  
*Instructor: Tech Divas*

February 24 – March 30

## **Classroom Management (60)**

*Mondays at 7:00 pm*  
*Instructor: Linda Cortelyou*

February 25 – March 17

## **Teaching Methods for CTE (20)**

*Tuesdays at 5:30 pm*  
*Instructor: Jodi Tillman*

February 26 – March 24

## **Edmodo (24)**

*Wednesdays at 6:00 pm*  
*Instructor: Tech Divas*

February 26 – March 24

## **All Things Google Part 2 (20)**

*Wednesdays at 7:00 pm*  
*Instructor: Tech Divas*

[Click here](#) to register for the Spring 2020 Online Courses.

# Schedule of Courses

March 3 – March 30

## Philosophy & Principles of Career & Technical Education (20)

*Thursdays at 6:00 pm*

*Instructor: Paula Fugel*

March 24 – April 28

## Classroom Management (60)

*Tuesdays at 5:30 pm*

*Instructor: Jodi Tillman*

March 30 – April 26

## Designing eBooks, Online Text Books, and Digital Curriculum (24)

*Mondays at 6:00 pm*

*Instructor: Tech Divas*

March 30 – April 26

## Engaging & Effective Live Online Presentations and Meetings (24)

*Mondays at 7:00 pm*

*Instructor: Tech Divas*

March 31 – April 27

## Introduction to Career & Technical Education Assessment & Evaluation (20)

*Tuesdays at 6:00 pm*

*Instructor: Paula Fugel*

April 1 – April 28

## Getting Your Best Teacher Evaluations (24)

*Wednesdays at 7:00 pm*

*Instructor: Tech Divas*

April 2 – April 29

## Teaching Students With Disabilities (20)

*Thursdays at 6:00 pm*

*Instructor: Paula Fugel*

April 13 – May 18

## Standards Based Instruction (60)

*Mondays at 7:00 pm*

*Instructor: Linda Cortelyou*

April 28 – May 26

## Teaching Students With Disabilities (20)

*Tuesdays at 6:00 pm*

*Instructor: Paula Fugel*

May 4 – May 31

## Play to Learn: Games & Gamification for CTE (24)

*Mondays at 6:00 pm*

*Instructor: Tech Divas*

May 4 – May 31

## Technology Update: What's New, Exciting, Fun, and Mostly Free (24)

*Mondays at 7:00 pm*

*Instructor: Tech Divas*

[Click here](#) to register for the Spring 2020 Online Courses.

# Course Descriptions

## All Things Google Part I & II

Google is an incredibly powerful tool for all teachers, and if you're using it just for Internet searches, you're missing out on tons of fabulous features!

*All Things Google (Part 1)* is a 4 week, 24-point online course exploring Google apps for education (*Google Classroom, Drive, Docs, Sheets, Sites, Voice, and Gmail*) as well as better searches on Google, Google Earth, Chrome, etc. Empower your classroom and your students to do more and know more all via

*Google!* Live sessions will be held weekly. Speakers (internal or external) and a microphone are required for class participation. Headset with mic will work well. Live sessions include a presentation, demonstration of the week's assignments, and a question and answer session. The live sessions will be held and participants will be provided a course syllabus upon enrollment.

*All Things Google (Part 2)* is a 4 week, 24-point online course exploring more Google tools that can increase productivity and be used in education. A primary focus will be Google Classroom, a powerful tool that helps teachers create and organize assignments quickly, provide feedback efficiently, and communicate easily with their classes. It streamlines the process of going digital and moving toward a paperless classroom. Google Classroom integrates with the Google Apps explored in Part 1 and provides a more seamless educational experience.



## Classroom Management for CTE

### Teachers

This course was designed for new Florida secondary career and technical education, but it is also open to any CTE teacher interested in classroom management strategies. The course content will be located on the Desire2Learn site, 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:

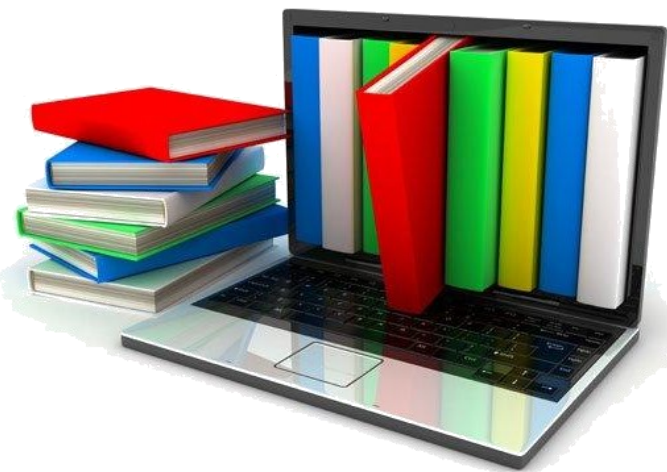
1. **Creating a Classroom Culture** – Topics for this module include rules and procedures, bell-ringers, exit tickets and examples of other successful classroom management strategies that contribute to a learning atmosphere.
2. **Teacher Effectiveness** – Topics for this module include communication 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.

Participants must commit to attending all live sessions.

# Course Descriptions

## Creating an Online Classroom

This is a series of online courses designed to give participants the skills and knowledge to create an online presence for their classes. Participants will need a computer with Internet access. High-speed connectivity is recommended, but not required. Five live sessions will be held. Speakers (internal or external) are required and a microphone will be needed for the last live sessions. Head-sets with microphones work well. In addition to the time spent in the weekly online sessions and in the lessons, there is research, creation, and organizing of materials and activities. Most teachers will spend an average of 10 hours per week over the five week period; hence the 50 recommended in-service points. That number reflects the intensity and number of work products produced. During the course, every participant will have access to their own online classroom, complete with course calendar, grade book, syllabus, email, discussion area, lessons, resources, and more! Each week will bring new skills and new components added to their online classroom. Every teacher completes with all the basics of an online or web enhanced course that may be used immediately with students. Exemplary work products completed by participants will be showcased at the FACTE summer conference and may be displayed on FACTE resource sites.



## Designing eBooks and Digital Curriculum

This is a 4 week, 24-point online course examining the "who-what-where-when-and-why" aspect of digitizing classroom content and material for use in any learning management system or as a stand-alone product. Software programs and online platforms will be explored, and participants will have the opportunity to begin designing new curriculum as well as taking existing classroom materials and turning them into digital elements that can be incorporated into a larger online presence. Digital copyright laws and Creative Commons licensing will be covered as well.

## Philosophy & Principles of Career & Technical Education

This is a 4 week online training program that is designed to familiarize new Career & Technical Educators with an overview of the history, philosophy and principles of CTE. The online training components include 3 live sessions and 4 weeks of content on the following topics:

- What is Career & Technical Education: The Then & Now?
- What is the legislative history of CTE?
- What are the philosophies, rationale and concepts providing the basis for the development of CTE?

- How has CTE evolved to meet the needs of the 21 Century workforce?
  - What is the role of CTE in public education programs? What is the role of CTE in career development?
  - How is CTE implemented across Florida? What are some Best Practices?
  - What is the role of the CTE teacher in public education and how is this role changing?
- Review & Reflect on your attitudes & philosophy of education and your role as a CTE teacher and how this will affect classroom instruction.

Participants are required to participate in all 3 of the live sessions.



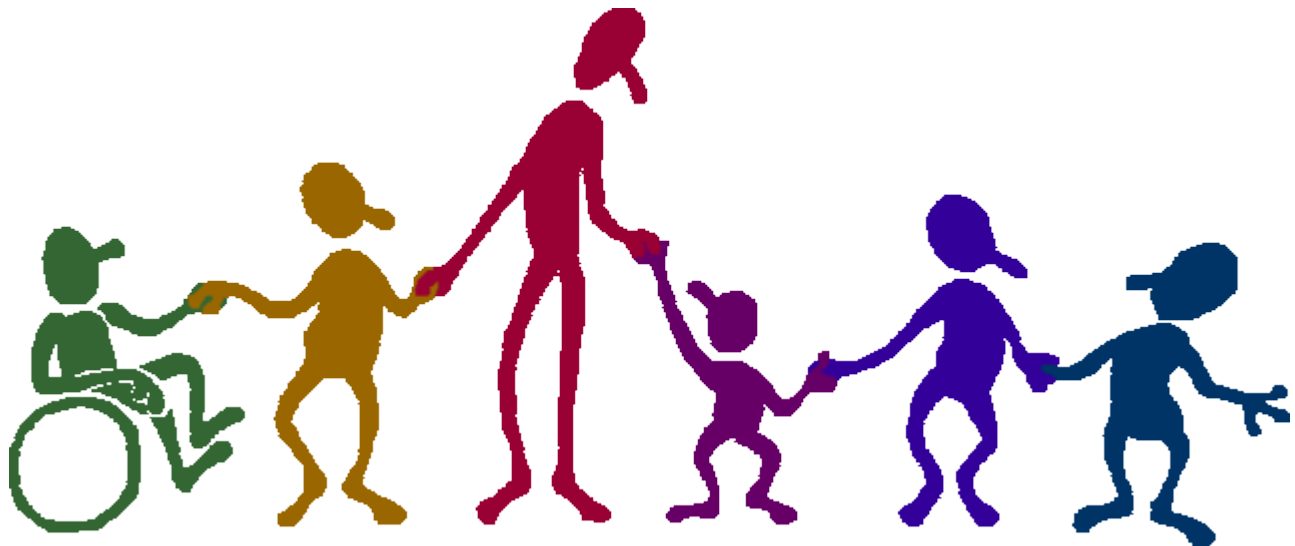
# Course Descriptions

## Teaching Students With Disabilities

This is a 4 week online training program that is designed to familiarize Career & Technical Educators with the introductory information about the foundations of exceptional education in Florida and on the national level. The course includes: special education law, definitions, programs and instructional best practices for Career & Technical Education. The online training components include 3 live sessions and 4 weeks of content on the following topics:

- Special Education: The Then & Now?
- What is the legislative history of Special Education? A review of major special education legislation.
- Perkins Legislation and Special Populations Overview
- Special Education Definitions:
  - Americans with Disabilities Act
  - Adult Individual Education Plan
  - Exceptional Student Education – Individuals with Disabilities Act
  - Individual Education Plan
  - Transition IEP
  - Section 504 of the Rehabilitation Act of 1973
  - Accommodations & Modifications for Students with Disabilities
  - How can CTE programs help to meet the needs of special needs students?
  - Strategies for developing CTE programs to facilitate the learning of special needs students.
  - How are CTE programs meeting the needs of special populations across the state of Florida? What are some Best Practices?
  - Teacher Resources & Technical Assistance for Special Populations
  - Review & Reflect and Assess your CTE program and how it currently meets the needs of special needs students.
  - Develop a Special Populations Action Plan & Strategies for your CTE program

Participants will need a computer with Internet access. High-speed connectivity is recommended. Live sessions will be held weekly on Blackboard/Collaborate. Participants are required to participate in all 3 of the live sessions. The four week program includes three live sessions of 1.5 – 2 hours each. The completion of course content, assignments, research, creation, organizing and presentation of materials and activities outside of the sessions will require 5 hours per week.







# 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 Desire2Learn site, which is available to participants 24 hours a day, 7 days a week. The live sessions will meet weekly on Blackboard Collaborate 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.

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## Technology Update: What's New, Exciting, Fun, and Mostly Free

(previously known as Technology Feast or Famine)

This is a 4 week, 24 point online banquet of the best instructional technology tools. The challenge of meeting the technological expectations of the digital generation with limited teaching funds is often brought up by education professionals. Teachers and administrators must know how to do more with technology than simply automate practices and processes. Which direction do you need to take? Sometimes you have a grant or leftover funds to spend (feast); other times you have to make do with almost nothing (famine). This course will cover some of the best technology tools for teachers and students. Some are free, some have fees, but all will make a big impact on the way you interact with your students and present your curriculum! We'll cover learning management systems, web-conferencing tools, communication software, web-browsing, content creation/enhancement software, time man-

*Discrimination on the basis of race, ethnicity, religion, national origin, gender, disability, sexual orientation, marital status or genetic identity against an individual who qualifies for participation in the organization or activities supported by this organization is prohibited. No person shall, on the basis of race, ethnicity, religion, national origin, gender, disability, sexual orientation, marital status, or genetic identity, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any FACTE program or activity, or in any contracted services conditions or practices conducted by FACTE.*

# Course Descriptions



## Project Based Learning – A “5” Step Process for Integrating Curriculum

This is a 6 week online training program that will provide participants the knowledge and strategies needed for planning and implementing a “5” step process for integrating curriculum. The process is designed to be utilized by CTE and academic teacher teams in Career Academies and Career & Technical Education Programs of Study to increase rigor and relevance across the curriculum. The course components include the following topics:

- Curriculum Integration Models – What is Curriculum Integration?
- Perkins Requirements for Curriculum Integration
- How Connected is Your School’s Curriculum? A Checklist for your school/Academy/CTE Program
- Project Based Learning – Frequently Asked Questions
- PBL Design Principles - “5” Step Process for Implementing Project Based Learning
- Web based resources for Project Based Learning
- Resources for “Ready to Use Projects”
- Project Based Learning – Curriculum Planning Tools & Templates
- Designing your PBL “Next Steps” – Utilizing a PBL Template

Participants are **required** to attend the **mandatory first, middle and last sessions**. Speakers (internal or external) and a **microphone** are required for class participation.

## Philosophy & Principles of Career & Technical Education

This is a 4 week online training program that is designed to familiarize new Career & Technical Educators with an overview of the history, philosophy and principles of CTE. The online training components include 3 live sessions and 4 weeks of content on the following topics:

- **What is Career & Technical Education: The Then & Now?**
  - What is the legislative history of CTE?
  - What are the philosophies, rationale and concepts providing the basis for the development of CTE?
  - **How has CTE evolved to meet the needs of the 21 Century workforce?**
  - What is the role of CTE in public education programs? What is the role of CTE in career development?
  - **How is CTE implemented across Florida? What are some Best Practices?**
  - **What is the role of the CTE teacher in public education and how is this role changing?**
- Review & Reflect on your attitudes & philosophy of education and your role as a CTE teacher and how this will affect classroom instruction.**

Participants are required to participate in **all 3** of the live sessions.

# Course Descriptions

## Standards Based Instruction: Designing Curriculum around Standards

This is the first course in a series designed for new Florida secondary career and technical education teachers, provided by the Florida Association of Career and Technical Educators and the Florida Department of Education. It is also open to any Career and Technical Education teacher interested in reviewing standards-based teaching. Sixty certification points will be awarded successful participants. Course Description: This course is designed to provide participants with the basic knowledge and skills required to effectively use the Career and Technical standards for the state of Florida, the Florida Standards, and the Common Career and Technical Core Standards. Participants will develop learning targets and prepare a curriculum map that clearly indicates understanding of standards-based instruction.

Course Meeting Dates: Class content is located on the Desire2Learn site, which is available to participants 24 hours a day, 7 days a week. You may work in the course at any time: day or night, weekday or weekend. The live sessions will meet on Tuesday nights for six weeks, starting at 7:00 Eastern Time.

Course Objectives and Outcomes: Participants will

- Identify course standards and understand their significance in assessing student performance and teacher accountability.
- Using state course standards, group or “chunk” course standards and benchmarks into big ideas or units of focus.
- Utilize tools and templates that simplify standards and their purpose.
- Create essential questions for big ideas and understandings for one unit.
- Identify methods of assessment.
- Create a curriculum map for a unit of instruction that includes learning goals.
- Demonstrate how CTE can apply the Common Career and Technical Core and the Florida State Literacy Standards for technical subjects to curriculum.

Participants must commit to attending all live sessions.

