

Online Course Catalog

Supported in part by Carl D. Perkins grant.

SCHEDULE OF CLASSES

2015 - 2016

Technology Feast or Famine

January 11— February 7, 2016

Project Based Learning—A “5” Step Process for Integrating Curriculum (60 in-service points)

January 12—February 22, 2016

All Things Google

January 13—February 9, 2016

CTE & The Florida College of Career Ready Standards 101 (60 in-service points)

January 14—February 24, 2016

Standards-Based Instruction: Designing Curriculum Around Standards (60 points)

January 14 —February 18, 2016

All Things Google — Part 2

February 22—March 20, 2016

Teaching Students with Disabilities (20 in-service points)

February 23—March 21, 2016

CTE — Planning & Implementing Effective Program Evaluation Plans (20 in-service points)

February 25—March 23, 2016

Classroom Management for CTE Teachers (60 in-service points)

February 25—March 31, 2016

Project Based Learning—A “5” Step Process for Integrating Curriculum (60 in-service points)

March 24—May 4, 2016

Edmoto

March 28—April 24, 2016

Teaching Students with Disabilities (20 in-service points)

April 5—May 2, 2016

Standards-Based Instruction: Designing Curriculum Around Standards (60 points)

April 14 —May 19, 2016

Technology Basics

May 2 — May 29, 2016

Pages 2-7 contain descriptions of each of our online courses. To register, please fill out page 8 and email your responses to Anthony.zapata@facte.org.

Exploring Edmodo

Exploring Edmodo is a 4 week, 24-point online course that will introduce you to a web-based platform providing a safe and easy way for your class to connect and collaborate, share content, and access homework, grades and school notices. It is like Facebook but in a safe and controlled environment appropriate for school. Learn strategies for use and ideas for implementation.

Standards-Based Instruction for Florida CTE Secondary Courses

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.

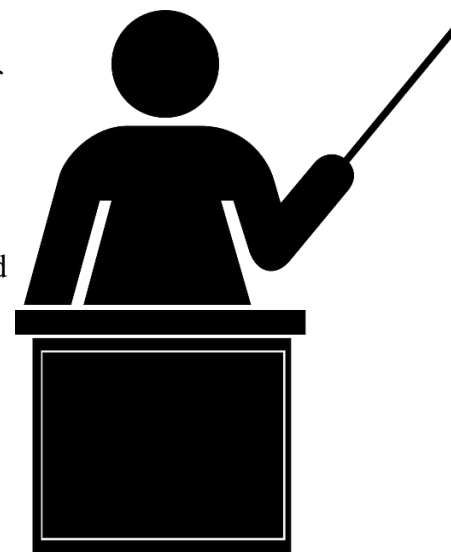
Course Meeting Dates: Class content is located on the Desire2Learn site, which is available to participants 24 hours a day, 7 days a week. You may work in the course at any time: day or night, weekday or weekend. The live sessions will meet on Thursday nights, starting at 7:00 Eastern Time.

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.

Required Materials: Course participants must have internet access and a computer capable of playing video and audio files. For the last session, speakers and a microphone will be required for explanation of lesson plans and to answer questions from other class members. Students will need any course materials used to prepare lesson plans (books, lesson plan books, etc.)



Technology Basics

This 4 week, 24 point online course covers computer fundamentals for career and technical educators. The program components include the following topics: Internet skills, key software applications, computer hardware, technology standards, and digital literacy. During week 1, participants are shown the skills needed to participate in the live web conferencing system, Elluminate, and the learning management system, Desire2Learn. Other week one topics include: teaching with technology, the National Education Technology Standards (NETS) for teachers, netiquette, and a self-survey of technology skills. The second week focuses on computer fundamentals, such as hardware/software, manipulating MS Windows, customizing the desktop, etc. By week 3, participants are able to discuss key software applications, for example the basics of the Office Suite and using Microsoft Office, Word, PowerPoint, Outlook, and Excel. They will also get tips on organizing your inbox, using the software more effectively, and enhancing your PowerPoint presentations. In week 4, participants will learn about “digital citizenship”(networks, the Internet, evaluating electronic information, security and privacy issues, Internet hoaxes and scams, Social Networking and Web 2.0 tools). Participants will need a computer with Internet access. Live sessions will be held weekly. Participants are encouraged to participate in all of the live sessions and are required to attend the mandatory first and last sessions. 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. Participants will be provided a course syllabus upon enrollment.



Webconferencing: Keys to Success

A four week, 24 hour course that provides participants the knowledge and strategies needed to plan and facilitate online meetings, webinars, and course delivery online using a web conferencing system. Topics include the basic steps to a successful online meeting, including tips for gauging audience interest, creating meeting "attention-grabbers," keeping the audience interested, crowd control tips and techniques, maintaining a proper meeting record and best practices!

Skill Levels Covered in Web Conferencing: Keys to Success		
Participant	Beginner Moderators	Expert Moderators
<ul style="list-style-type: none"> Enter the web conference room when provided the correct link Actively participate in the session by using the following features: Polling 	All of participant PLUS ... <ul style="list-style-type: none"> - upload PowerPoint presentations - navigate through slides - add blank whiteboard pages when needed - set, start, and stop the timer - set up correct polling options - clear poll answers and raised hands - use "Audio Setup Wizard" - use audio at appropriate levels - give/take participant privileges - use whiteboard tools ... and more!! 	All of participant user & beginner moderator PLUS ... <ul style="list-style-type: none"> - create breakout rooms - move participants to breakout rooms - return participants to the main room - give/take moderator privilege - request/return desktop control for a participant - begin/end application sharing - start/stop/reset recording - use file transfer feature - start/stop webcam - start/stop web tour - use whiteboard tools & pointers

CTE & Florida's College and Career Ready Standards

- What are Florida's new Standards?
- How are the Florida Standards structured?
- How do the new standards impact Career & Technical Education?
- The Common Career Technical Core Standards for Career & Technical Educators
- What is the Common Career Technical Core?

- What is the purpose of the CCTC? How are the standards structured?
- How do the Florida CTE standards align with CCTC?
- How do Florida academic standards align with CTE and CCTC?
- How will CCTC enhance classroom instruction?
- Strategies for Integrating the Common Career Technical Core into Your CTE Curriculum
- CCTC Resources for teachers
- Developing a CCTC Implementation Action Plan for your CTE program

The six week program includes **18 hours of weekly online lessons** and **6 weekly live sessions**. These hours represents **only** the time spent in the weekly online sessions and in the lessons. The research, creation, organizing and presentation of materials and activities outside of the sessions requires more time. Most teachers will spend an average of **10 hours per week** over the six week period; hence the **60 recommended in-service points**.

Philosophy & Principles of Career & Technical Education

- 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?

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Classroom Management for CTE Teachers

This six-week professional development class provides classroom management strategies to Career and Technical Education teachers in Florida. It is designed for new Florida secondary career and technical education, but it is also open to any Career and Technical Education 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. The live sessions will meet on Blackboard Collaborate Thursday nights at 7:00. 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.
2. **Teacher Effectiveness** – Topics for this module include communication with parents, relationships with students, and effective use of praise.
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.

Teaching Students with Disabilities

Teaching Students With Disabilities 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 are required to participate in **all** 3 of the live sessions. Speakers (internal or external) and a **microphone** are required for class participation. 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. Recommend professional development points: 20**

Connected Classrooms (Part 1)

Connected Classrooms is a series of 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, as well as three other live help sessions with the instructors. Speakers (internal or external) are required and a microphone will be needed for the last live sessions. Headsets with mic 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.

All Things Google

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 is a 4 week 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. Participants are encouraged to participate in all of the live sessions and are required to attend the mandatory first and last sessions. 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 at 7:00 p.m. (ET). Participants will be provided a course syllabus upon enrollment.

All Things Google—Part 2

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.



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

Project Based Learning – A “5” Step Process for Integrating Curriculum 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. The six week program includes **18 hours of weekly online lessons** and **6 weekly live sessions**. These hours represents **only** the time spent in the weekly online sessions and in the lessons. The research, creation, organizing and presentation of materials and activities outside of the sessions requires more time. Most teachers will spend an average of **10 hours per week** over the six week period; hence the **60 recommended in-service points**.

CTE — Planning & Implementing Effective Program Evaluation Plans

Career & Technical Education: Planning & Implementing Effective Program Evaluation Plans is a 4 week online training program that will provide participants the knowledge and strategies needed for developing and implementing 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 & Career Academies: Essential Evaluation Components
- CAPE Academy Requirements
- CTE Programs & Industry Certification
- National Career Academy Standards of Practice
- CTE & Career Academy Performance – What does the research say?
- Data Collection – Program & Student Performance Measures
- CTE & 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 CTE pro-

gram or Career Academy?

- 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** of the live sessions. Speakers (internal or external) and a **microphone** are required for class participation. The four week program includes **three** weekly 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**.

Recommend professional development points: 20



ONLINE COURSE REGISTRATION FORM

Name: _____

School: _____

County: _____

Program/Subject Area: _____

Phone: _____

Email: _____

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☐ Standards-Based Instruction: Designing Curriculum Around Standards (60 points), April 14 —May 19, 2016

☐ Technology Basics, May 2 — May 29, 2016

All registrations forms must be submitted to Anthony.zapata@facte.org at least 4 days prior to the start date of the course.

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.