2019 Online Courses

Spring Course Catalog

January 10 – February 6
**Philosophy and Principles of Career &
Technical Education (20 pts)**
Thursdays, 6:00 PM

January 10—January 31
CTE Teaching Methods (20 pts)
Thursdays, 5:30 PM

January 14 – February 10
Creating an Online Classroom (50 pts)
Mondays, 7:00 PM

January 14 – February 18
**Classroom Management for
CTE Teachers (60 pts) ***
Mondays, 7:00 PM

January 16 – February 12
**Designing eBooks, Online Text Books, and
Digital Curriculum (24 pts)**
Wednesdays, 6:00 PM

January 16 – February 12
All Things Google Part 1 (24 pts)
Wednesdays, 7:00 PM

February 5 – March 4
**Teaching Students with
Disabilities (20 pts) ***
Tuesdays, 6:00 PM

February 7 – March 27
Project Based Learning – A "5" Step Process for Integrating Curriculum (60 pts)
Thursdays, 6:00 PM

February 21—March 14
CTE Teaching Methods (20 pts)
Thursdays, 5:30 PM

February 25— March 11
**Classroom Management for
CTE Teachers (60 pts)**
Mondays, 7:00 PM

February 25 – March 24
**Play to Learn: Gamification
for CTE (24 pts)**
Mondays, 6:00 PM

February 25 – March 24
Technology Basics (24 pts)
Mondays, 7:00 PM

February 26 – April 2
**Standards Based Instruction for CTE
Teachers (60 pts)**
Tuesdays, 7:00 PM

February 27 – March 26
Edmondo (24 pts)
Wednesdays, 6:00 PM

February 27 – March 26
All Things Google Part 2 (24 pts)
Wednesdays, 7:00 PM

March 12 – April 8
Introduction to Career & Technical Education Assessment and Evaluation (20 pts)
Tuesdays, 6:00 PM

*** COURSE FULL

Spring 2019 Courses

April 1 – April 28, 2019
Designing eBooks, Online Text Books, and Digital Curriculum (24 pts)
Mondays, 6:00 PM

April 1 – April 28, 2019
Web Conferencing (24 pts)
Mondays, 7:00 PM

April 3—April 30, 2019
Getting Your Best Teacher Evaluations
Wednesdays, 7:00 PM

April 4—April 25
CTE Teaching Methods (20pts)
Thursdays, 5:30 PM

April 9 – May 6
Teaching Students with Disabilities (20 pts)
Tuesdays, 6:00 PM

April 10—May 7, 2019
CTE Planning & Implementing Effective Program Evaluation Plans (20 pts)
Wednesdays, 6:00 PM

April 11 – May 22
Project Based Learning – A "5" Step Process for Integrating Curriculum (60 pts)
Thursdays, 6:00 PM

April 16 – May 16
Standards Based Instruction for CTE Teachers (60 pts)
Tuesdays, 7:00 PM

April 25—May 16
CTE Teaching Methods (20 pts)
Thursdays, 5:30 PM

May 6 – June 2
Play to Learn: Gamification for CTE (24pts)
Mondays, 6:00 PM

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.

Fill out the form on the last page of this course catalog to register for the course(s).

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. 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 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.
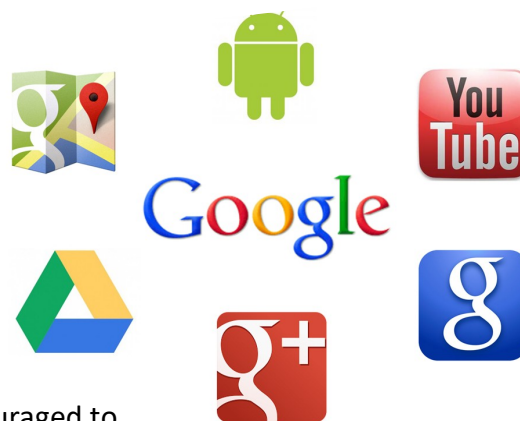
Classroom Management for CTE Teachers

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. The live sessions will meet on Blackboard Collaborate Tuesday nights at 7:00 for a six week period. 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 Classrooms Part I, Part II, and Part III

This is a series of three 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.
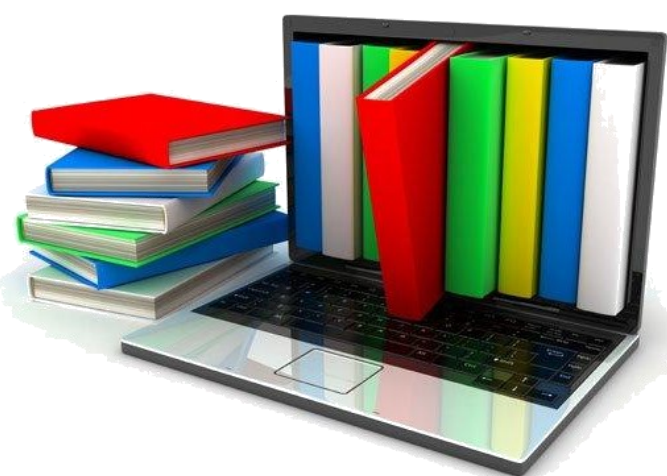
Designing eBooks and Digital Curriculum

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.

Exploring Edmodo

This 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.

Play To Learn: Gamification in CTE

The newer generation of tech-natives have grown up in a world full of video games and augmented realities. Students are hungry for Gamification in their learning activities to provide a fun and engaging environment. This course will help educators learn to use the pedagogical power of games to increase student engagement and improve learning outcomes. All teachers are designers. While most educators know what Gamification is and how it can increase motivation in their learners, adding gaming elements to their course can be challenging in terms of tools and time. Join us as we bring together some principles of game design and learning design to make learning irresistible and fun!

Course Descriptions

Getting Your Best Teacher Observations and Performance Evaluations

This is *a* 4 week, 24 point online course that examines the Classroom Teacher Instructional Models and Florida Educator Accomplished Practices (FEAPs), including ideas, tips, and brainstorming for planning and delivering instruction that is more effective; resulting in better student performance and teacher observations.

Introduction to CTE Assessment and Evaluation

This is a 4-week online training program that will provide participants 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*"

Participants are required to participate in **all** of the live sessions. Speakers (internal or external) and a **microphone** are required for class participation.

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.
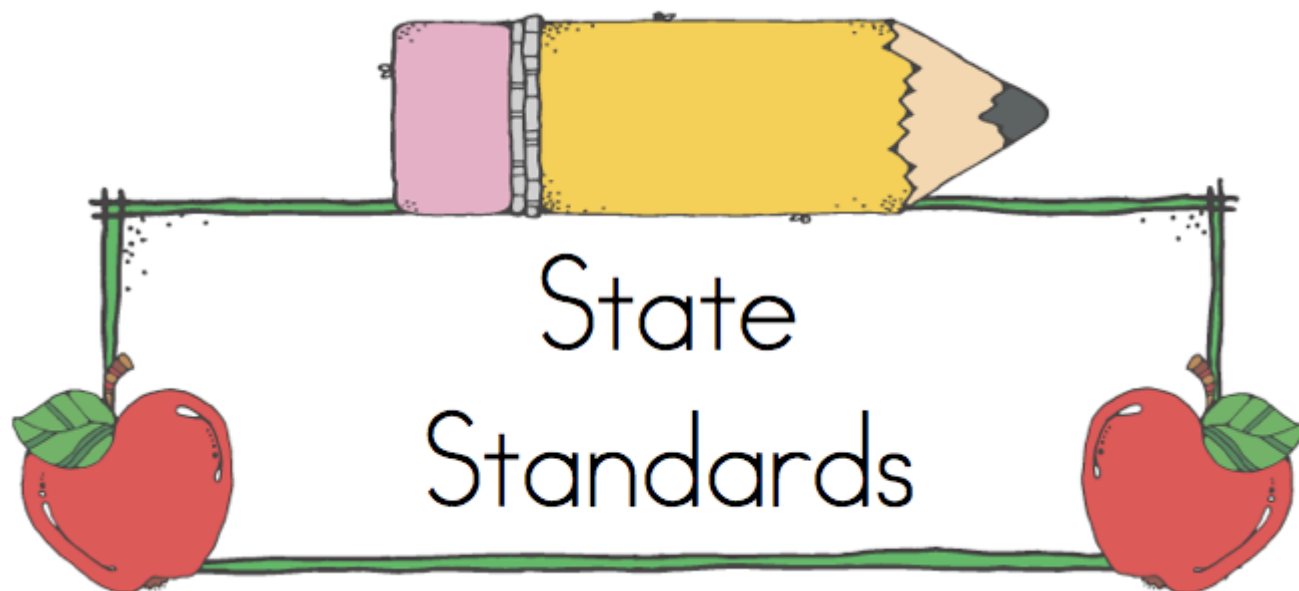
Course Description: This course is designed to provide participants with the basic knowledge and skills required to effectively use the Career and Technical standards for the state of Florida, the Florida Standards, and the Common Career and Technical Core Standards. Participants will develop learning 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.

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:
    o Americans with Disabilities Act
    o Adult Individual Education Plan
    o Exceptional Student Education – Individuals with Disabilities Act
    o Individual Education Plan
    o Transition IEP
    o Section 504 of the Rehabilitation Act of 1973
    o Accommodations & Modifications for Students with Disabilities
    o How can CTE programs help to meet the needs of special needs students?
    o Strategies for developing CTE programs to facilitate the learning of special needs students.
    o How are CTE programs meeting the needs of special populations across the state of Florida? What are some Best Practices?
    o Teacher Resources & Technical Assistance for Special Populations
    o 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. 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.
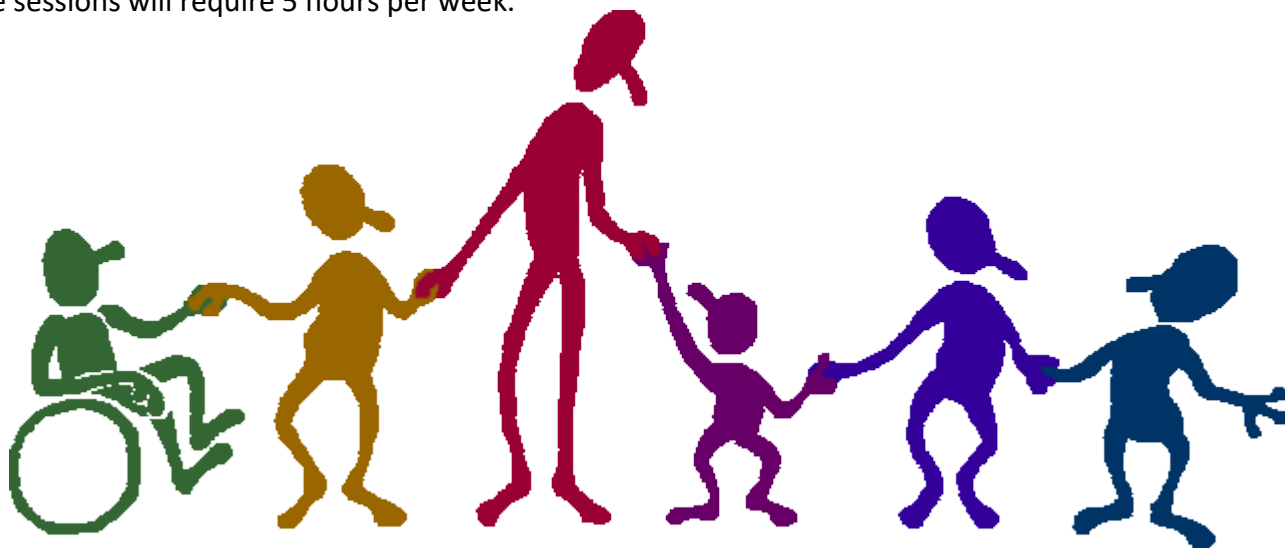
Course Descriptions

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 management tools, Web 2.0 tools, Twitter, blogs, wikis, social networking, iPads and more!

Web Conferencing: Keys to Success

This is a four week, 24 hour online course that provides participants the knowledge and strategies needed to plan and facilitate online meetings, webinars, virtual classes, and live 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!

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.

Spring Course Registration Form

Name: _____

School: _____

County: _____ Program Area: _____

Phone: _____ Email: _____

☐ January 10 – February 6
Philosophy and Principles of Career & Technical Education

☐ January 10—January 31
CTE Teaching Methods

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Standards Based Instruction for CTE Teachers

☐ April 25 – May 16
CTE Teaching Methods

☐ May 6 – June 2
Play to Learn: Gamification for CTE

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