



2014—2015 Online Course Catalog

Philosophy & Principles of Career & Technical Education

September 30 – October 27, 2014; Live Sessions on Tuesday at 6:00 p.m.

Standards-Based Instruction: Designing Curriculum around Standards

October 2—November 6, 2014; Live Sessions on Thursday at 7:00 p.m.

Connected Classrooms I

October 7 - November 17, 2014; Live Sessions on Tuesday at 7:00 p.m.

Technology Basics

October 8 - November 4, 2014; Live Sessions on Wednesday at 7:00 p.m.

Web Conferencing

October 9 - November 5, 2014; Live Sessions on Thursday at 7:00 p.m.

CTE & the Florida College and Career Ready Standards 101

October 9—November 19, 2014; Live Sessions on Thursday at 6:00 p.m.

Teaching Students With Disabilities

October 22—November 18, 2014; Live Sessions on Wednesday at 6:00 p.m.

Classroom Management for Career and Technical Teachers

November 6— December 18, 2014; Live Sessions on Thursday at 7:00 p.m.

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CTE & The Florida College & Career Ready Standards 101

January 13, 2015 – February 23, 2015; Live Sessions on Tuesday at 6:00 p.m.

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

January 15, 2015 – February 25, 2015; Live Sessions on Thursday at 6:00 p.m.

Standards-Based Instruction: Designing Curriculum around Standards

January 15 — February 26, 2015; Live Sessions on Thursday at 7:00 p.m.

Technology Basics

January 21 - February 17, 2015; Wednesdays, 7:00 p.m.

Web Conferencing

January 22 - February 18, 2015; Thursdays, 7:00 p.m.

Connected Classrooms 2

February 10 - March 16, 2015; Tuesdays, 7:00 p.m.

Classroom Management for Career and Technical Teachers

February 26—April 17, 2015; Thursdays, 7:00 p.m.

Philosophy & Principles of Career & Technical Education

February 26—March 25, 2015; Thursdays—6:00 p.m.

Career & Technical Education: Planning & Implementing Effective Program Evaluation Plans

March 3, 2015 – March 30, 2015; Tuesdays – 6:00 pm

Connected Classrooms 2

March 31 - May 4, 2015; Tuesdays, 7:00 p.m.

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

March 31, 2014 – May 11, 2014; Tuesdays – 6:00 p.m.

Teaching Students With Disabilities

April 2, 2015 – April 29, 2015; Thursdays – 6:00 pm

Standards-Based Instruction: Designing Curriculum around Standards

April 23—May 28, 2015; Thursdays, 7:00 p.m.

Technology Feast or Famine

May 1 - May 28, 2015; Thursdays, 7:00 p.m.

Connected Classrooms 3

May 5 - June 8, 2015; Tuesdays, 7:00 p.m.

Connected Classrooms Parts I, II, III

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.

Connected Classrooms Part 1 is a prerequisite for both Part 2 and Part 3. Part Two extends the skills and enhances the online curriculum developed in Part One, including advanced D2L and online facilitating skills.

Effective instructional design yields courses rich with learning experiences that support learners to meet their goals. In Part 3 of the Connected Classrooms series, teachers will explore instructional design principals and techniques, then deep dive into the rich instructional de-

sign tools available in a learning management system. Participants follow a proven process for designing effective courses: defining learning goals based on learners' current state and needs, choosing learning activities to assist learners' development sufficiently to meet their goals, and using objective measures to assess the instructors' and learners' performance level. Participants must take Part 1 in order to participate in Part 3, Part 2 is not a requirement for Part 3, but suggested.



Technology: Feast of Famine

This course is a week by week banquet of the best instructional technology tools. Some are free, some have fees. The challenge of meet-

ing 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!



CTE: Planning & Implementing Effective Program Evaluation Plans

This 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 program or Career Academy?
- Evaluation Action Steps: Plan-

ning, Implementation, Data Analysis & Using Results

- Developing an Evaluation Plan for your CTE program or Career Academy “*Next Steps*”

Participants will need a computer with Internet access, speakers and a microphone. Live sessions will be held weekly, and are 1.5—2 hours each. Participation is encouraged in **all** of the live sessions, and **required** for the **first, middle and last sessions**. 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**.

Classroom Management for CTE

This course is designed to introduce participants to various classroom management strategies.

Course content is located on the Desire2Learn site, which is available to participants 24 hours a day, 7 days a week. The live sessions will meet on the Blackboard site on Thursday nights, starting at 7:00 Eastern Time.

Course Objectives and Outcomes: Participants should be able to:

- Explain the importance of classroom management in successful teaching.
- Identify aspects of classroom management and apply them to a classroom setting through ex-

amples.

- Analyze different classroom management programs and examine their pros and cons.
- Explore a variety of reading and writing activities and apply them to a specific curriculum unit.
- Understand the value of student engagement to successful classroom management.
- Choose one example of a successful classroom management technique and share it with the class.

Required Materials: Course participants must have internet access and a computer capable of playing video and audio files. Students will need any course materials used to prepare lesson plans (books, lesson plan books, etc.)



Project Based Learning: A “5” Step Process for Integrated Curriculum

This 6 week online training program 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 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, middle and last sessions. Speakers and a **microphone** are required for class participation. Participants will be provided a course syllabus upon enrollment.

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.

Principles and Philosophies of CTE

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 will need a computer with Internet access. High-speed connectivity is recommended. Live sessions will be held weekly on Blackboard/Elluminate. Participants are required to participate in all 3 of the live sessions.

CTE & Florida's College and Career Ready Standards 101

CTE & Florida's College and Career Ready Standards 101 is a 6 week online training program for Career & Technical educators, focusing on Florida's "new" educational standards. The course will provide participants an opportunity to learn the basic structure and components of the Florida Standards, the Common Career Technical Core (CCTC) and how these standards align with Florida's CTE standards. The new Florida Standards reflect the foundational expectations of what ALL students should know and be able to do in each grade from kindergarten through 12th grade. The course components include the following topics:

- 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

Participants will need a computer with

Internet access. High-speed connectivity is recommended, but not required. Live sessions will be held weekly. Participants are encouraged to participate in all of the live sessions. Participants are required to attend the mandatory first, middle and last sessions. Speakers (internal or external) and a microphone are required for class participation.



Standard Based Instruction: Designing Curriculum Around Standards

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 short example of a curriculum map, (one short unit) that clearly indicates understanding of standards-based instruction.

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:

- ☐ 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.)

Web Conferencing

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

Teaching Student 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/ Elluminate. Participants are required to participate in all 3 of the live sessions. Speakers (internal or external) and a microphone are required for class participation.

Online Course Registration Form

Name: _____

School: _____ County: _____

Program/Subject Area: _____ Phone: _____

Most Frequently Checked Email Address:

Select a Course:

- ☐ **Philosophy & Principles of Career & Technical Education**, September 30 – October 27, 2014
- ☐ **Standards-Based Instruction: Designing Curriculum around Standards**, October 2—November 6, 2014
- ☐ **Connected Classrooms I**, October 7 - November 17, 2014
- ☐ **Technology Basics**, October 8 - November 4, 2014
- ☐ **Web Conferencing**, October 9 - November 5, 2014
- ☐ **CTE & the Florida College and Career Ready Standards 101**, October 9 - November 19, 2014
- ☐ **Teaching Students With Disabilities**, October 22—November 18, 2014
- ☐ **Classroom Management for Career and Technical Teachers**, November 6—December 18, 2014
- ☐ **Standards-Based Instruction: Designing Curriculum around Standards**, January 15 — February 26, 2015
- ☐ **CTE & The Florida College & Career Ready Standards 101**, January 13, 2015 – February 23, 2015
- ☐ **Project Based Learning – A “5” Step Process for Integrating Curriculum**, January 15, 2015 – February 25, 2015
- ☐ **Technology Basics**, January 21 - February 17, 2015
- ☐ **Web Conferencing**, January 22 - February 18, 2015
- ☐ **Classroom Management for Career and Technical Teachers**, February 26—April 17, 2015
- ☐ **Philosophy & Principles of Career & Technical Education**, February 26—March 25, 2015
- ☐ **Career & Technical Education – Planning & Implementing Effective Program Evaluation Plans**, March 3, 2015 – March 30, 2015
- ☐ **Connected Classrooms 2**, March 31 - May 4, 2015
- ☐ **Project Based Learning – A “5” Step Process for Integrating Curriculum**, March 31, 2014 – May 11, 2015
- ☐ **Teaching Students With Disabilities**, April 2, 2015 – April 29, 2015;
- ☐ **Standards-Based Instruction: Designing Curriculum around Standards**, April 23—May 28, 2015
- ☐ **Technology Feast or Famine**, May 1 - May 28, 2015
- ☐ **Connected Classrooms 3**, May 5 - June 8, 2015

All registrations forms must be submitted to ascharr@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