

2016-2017



ONLINE COURSE CATALOG



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. Students seeking in-service credit should check with their county district staff development office or CTE director to see if their county will accept the use of these courses toward re-certification.

Winter 2017 Courses

January 9—February 5, 2017

Connected Classrooms - Part 1 (50 pts)

Monday, 6:30pm EST

January 9—February 5, 2017

Getting Your Best Teacher Observations and Performance Evaluations (24pts)

Monday, 8:00pm EST

January 11 - February 7, 2017

Technology Feast or Famine (24pts)

Wednesday, 6:30pm EST

January 11 - February 7, 2017

All Things Google - Part 1 (24pts)

Wednesday, 8:00pm EST

January 10 – February 13, 2017

Classroom Management for CTE Teachers, 2016-2017 (60 pts)

Tuesdays, 7:00 pm EST

January 10 – February 20, 2017

CTE & The Florida College & Career Ready Standards 101 (60 pts)

Tuesdays, 6:00pm EST

January 12 – February 22, 2017

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

Thursdays, 6:00pm EST

February 23 – March 22, 2017

Career & Technical Education – Planning & Implementing Effective Program Evaluation Plans (20pts)

Thursdays, 6:00pm EST

February 27—March 26, 2017

Connected Classrooms - Part 2 (50 pts)

Mondays, 6:30pm EST

February 27—March 26, 2017

Technology Basics at 8pm (24pts)

Mondays, 8:00pm EST

March 1-28, 2017

Exploring Edmodo (24pts)

Wednesday, 6:30pm EST

March 1-28, 2017

All Things Google – Part 2 (24pts)

Wednesday, 8:00pm EST

March 7 – April 18, 2017

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

Tuesdays, 7:00pm EST

March 7 – April 3, 2017

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

Tuesdays, 6:00pm EST

March 27—April 23, 2017

Philosophies and Principles of CTE

Mondays, 6:00pm EST



Winter 2017 Courses



March 30—April 24, 2017

Teaching Students With Disabilities (20pts)

Thursdays, 6:00pm EST

April 3—April 30, 2017

Designing eBooks and Digital Curriculum (24pts)

Mondays, 6:30pm EST

April 3—April 30, 2017

Web Conferencing (24pts)

Mondays, 8:00pm EST

April 5—May 2, 2017

Connected Classrooms - Part 3 (50 pts)

Wednesdays, 6:30 pm EST

April 5—May 2, 2017

Technology Feast or Famine (24pts)

Wednesdays, 8:00 pm EST

April 11– May 8, 2017

Teaching Students With Disabilities (20pts)

Tuesdays, 6:00pm EST



Fill out the registration form on the last page of this catalog to sign up for any 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, rela-

tionships 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

CTE & Florida's College and Career Ready Standards 101

This 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. Participants in this program will learn strategies on how to incorporate Florida's new standards and the CCTC into their CTE curriculum. 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 on Blackboard/Collaborate. 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. 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. That number more accurately reflects the intensity and number of work products produced.

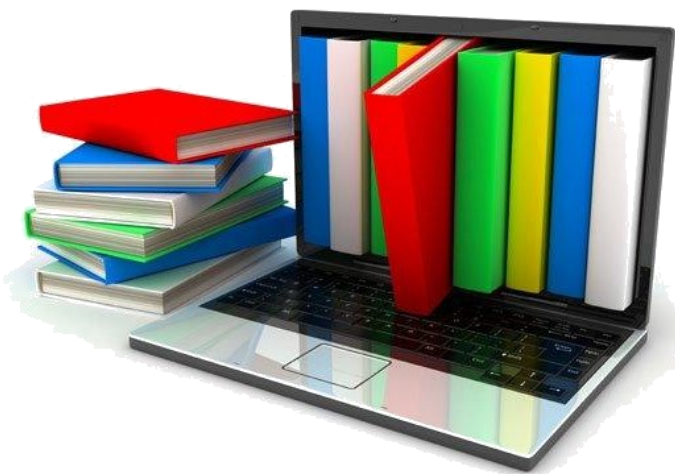
Course Descriptions

Connected Classrooms Refresher – D2L/Brightspace

This is a 4 week, 24-point online course for those teachers who have already taken Connected Classrooms but who need to learn the latest and greatest changes in the Desire2Learn (D2L) Brightspace learning management system. Major updates, improvements, additions, and modifications were made when D2L transitioned to Brightspace, so come learn more about how to take your existing D2L knowledge from past Connected Classrooms courses and apply that to the new Brightspace system!

Connected 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.

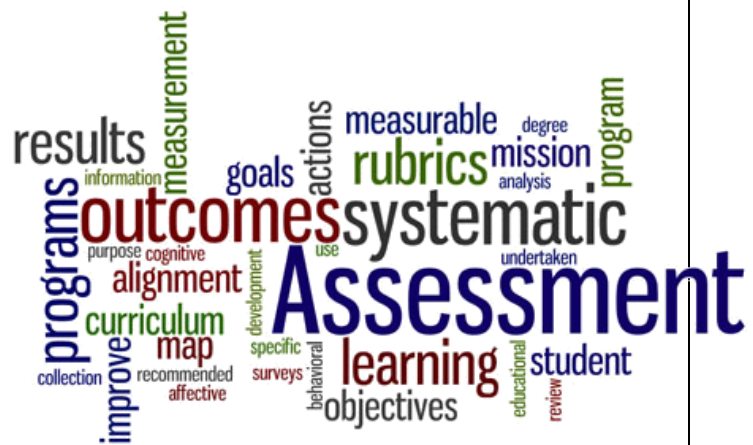
Course Descriptions

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.

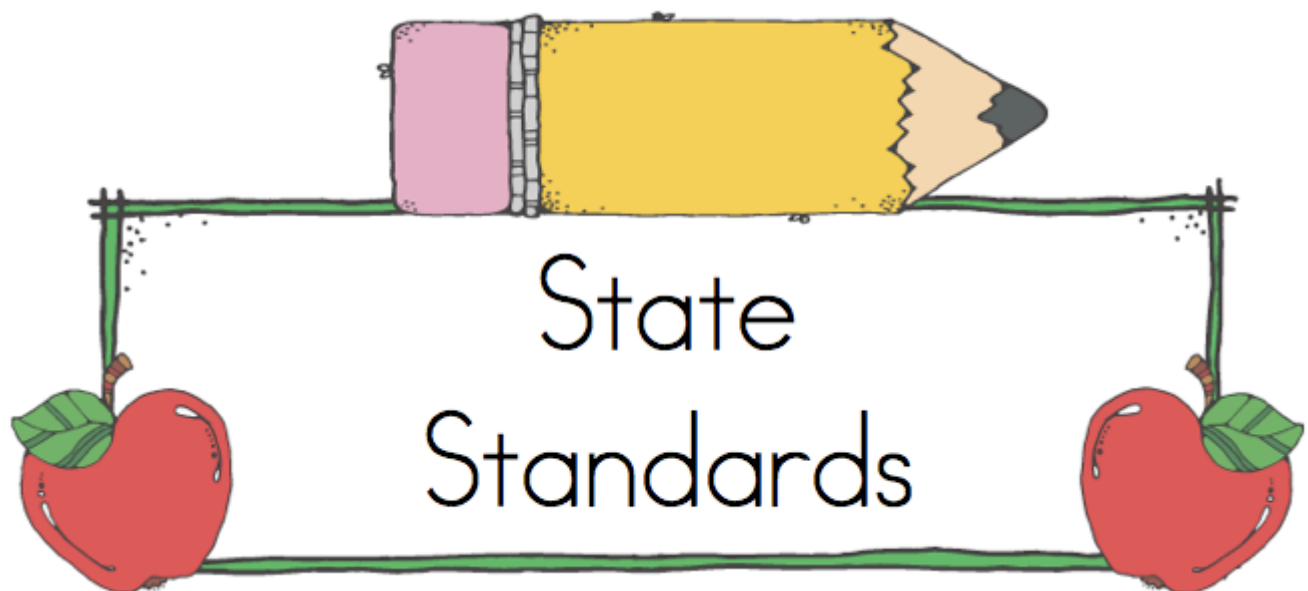
Course Description: This course is designed to provide participants with the basic knowledge and skills required to effectively use the Career and Technical standards for the state of Florida, the Florida Standards, and the Common Career and Technical Core Standards. Participants will develop learning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

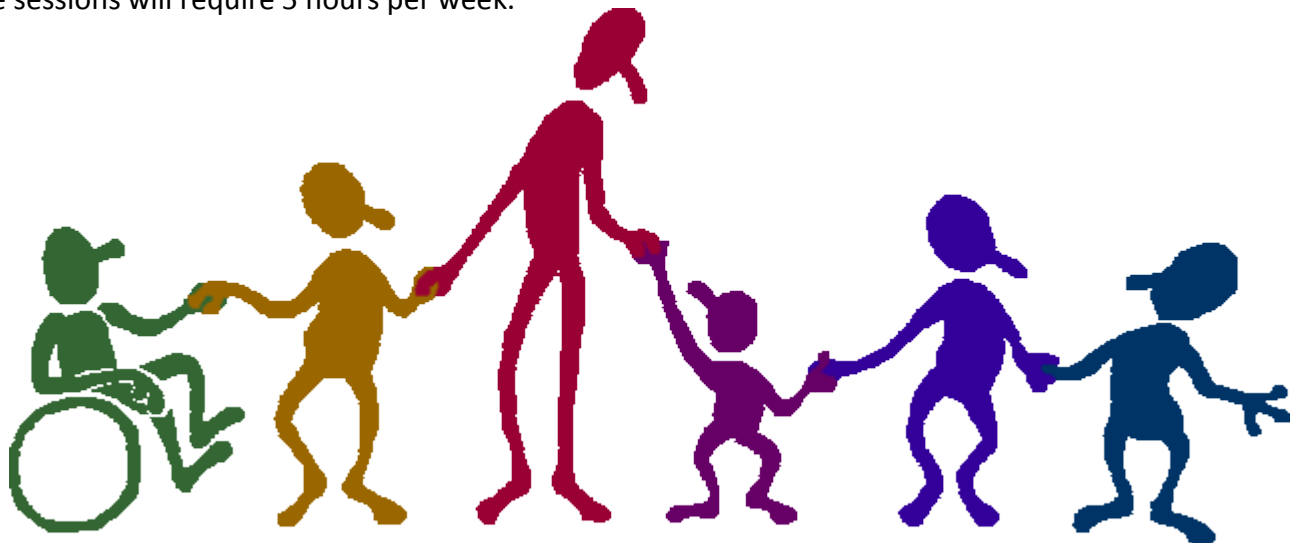
Teaching Students With Disabilities

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 Basics

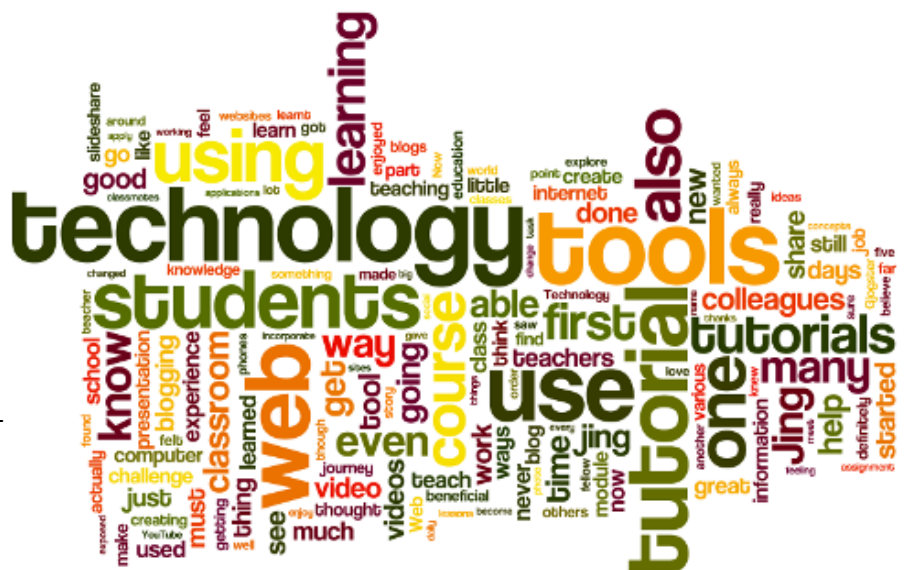
This is a 4 week, 24 point online course that covers computer fundamentals for career and technical educators. The program components include the following topics: Internet skills, key software applications, computer hardware, technology standards, and digital literacy. During week 1, participants are shown the skills needed to participate in the live web conferencing system, Collaborate, 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 Microsoft 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 be provided a course syllabus upon enrollment.

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!



Winter Course Registration Form

Name: _____

School: _____

County: _____ Program Area: _____

Phone: _____ Email: _____

☐ January 9—February 5, 2017, Connected Classrooms - Part 1 (50 pts)

☐ January 9—February 5, 2017, Getting Your Best Teacher Observations and Performance Evaluations (24pts)

☐ January 11 - February 7, 2017, Technology Feast or Famine (24pts)

☐ January 11 - February 7, 2017, All Things Google - Part 1 (24pts)

☐ January 10 – February 13, 2017, Classroom Management for CTE Teachers, 2016-2017 (60 pts)

☐ January 10 – February 20, 2017, CTE & The Florida College & Career Ready Standards 101 (60 pts)

☐ January 12 – February 22, 2017, Project Based Learning – A “5” Step Process for Integrating Curriculum (60 pts)

☐ February 23 – March 22, 2017, Career & Technical Education – Planning & Implementing Effective Program Evaluation Plans (20pts)

☐ February 27—March 26, 2017, Connected Classrooms - Part 2 (50 pts)

☐ February 27—March 26, 2017, Technology Basics at 8pm (24pts)

☐ March 1-28, 2017, Exploring Edmodo (24pts)

☐ March 1-28, 2017, All Things Google – Part 2 (24pts)

☐ March 7 – April 18, 2017, Standards-Based Instruction: Designing Curriculum Around Standards (60 pts)

☐ March 7 – April 3, 2017, Introduction to Career & Technical Education Assessment & Evaluation (20pts)

☐ March 27—April 23, 2017, Philosophies and Principles of CTE

☐ March 30— April 24, 2017, Teaching Students With Disabilities (20pts)

☐ April 3—April 30, 2017, Designing eBooks and Digital Curriculum (24pts)

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☐ April 5—May 2, 2017, Connected Classrooms - Part 3 (50 pts)

☐ April 5—May 2, 2017, Technology Feast or Famine (24pts)

☐ April 11– May 8, 2017, Teaching Students With Disabilities (20pts)

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.