

# ONLINE COURSES

According to the current NTA contract, district teachers can apply up to 9 credits in online courses toward advancement on the salary schedule. In response to requests from staff, we have worked with the Accreditation Committee to identify a selection of online courses that the district will accept for this purpose.

The **PBS TeacherLine** courses listed on the following pages have been pre-approved by the district. All of these courses have been correlated with the New York State Learning Standards. Contact the Teacher Center if you would like information on the correlation of a specific course.

## PBS TeacherLine COURSES – Fall 2008

PBS TeacherLine New York offers interactive professional development courses to preK-12 teachers. One and two credit PBS TeacherLine courses run over a six-week period of time. One credit courses take approximately 15 hours to complete, 2 credit courses take approximately 30 hours. Three credits – 45 hour – courses run over a ten-week period. The courses take place online with a facilitator in charge of the material and discussions. The class consists of 10 to 25 educators from around the state or the nation.

**For course syllabi and requirements, go to the PBS TeacherLine website at [www.pbs.org/teacherline](http://www.pbs.org/teacherline) and look in the Course Catalog section. *Course availability changes often.***

**Course Dates:** National sessions – October 22 – December 2, 2008  
New York sessions – October 20 – December 8, 2008

**Registration Fees;** 1 credit course - \$169    2 credit course - \$199    3 credit course - \$249

(Payable to PBS by credit card)

**TO REGISTER FOR PBS COURSES:** Log onto **MyLearningPlan.com**, click on **District Catalog** on the blue column on the left. Type **PBS** in the search box, press return and all of the approved PBS courses will appear. Fill out the registration form and the course Pre-Approval Form. **THEN**, when you receive notice of course approval, go to [www.pbs.org/teacherline](http://www.pbs.org/teacherline) and follow the directions for registration. Payment goes to PBS and it is by credit card.

### READING/LANGUAGE ARTS

**Children's Authors on the Web: Online Sites That Motivate Students to Write**

**PBS – RDLA 125  
National and New York**

**Primary Audience: Grades K - 6  
30 Professional Development Hours, 2 inservice credits**

Discover the power of author studies to motivate students to read and write. This course uses a problem-based approach to teach the techniques of conducting an author study integrating technology and the Internet. Explore author and other Web sites to collect resources that will introduce your students to many genres while encouraging them to experiment by communicating with others in different forms. You'll create an individual author study you can use as the basis of an ongoing plan to inspire your students to read, write, and use technology effectively.

### **An Introduction to Underlying Principles and Research for Effective Literacy Instruction**

**PBS – RDLA 150  
National**

**Primary Audience: Grades K - 8  
30 Professional Development Hours, 2 inservice credits**

Meet NCLB's requirements for research-based literacy and reading instruction by analyzing in-depth studies of the use of phonemic awareness, phonics, and word recognition to develop the skills required for students to expand vocabulary, improve comprehension and fluency, and gain independence. Familiarize yourself with the literacy needs of English language learners, students with learning disabilities, and other struggling readers. As a final project, all participants will create a classroom literacy plan.

### **Teaching Phonics and Spelling for Beginning and Transitional Readers**

**PBS – RDLA 165  
National**

**Primary Audience: Grades 1 – 3  
30 Professional Development Hours, 2 inservice credits**

Engage you beginning and transitional readers and writers with research-based phonics and spelling activities. Study and discuss topics such as the principles which form the foundation for NCLB and traditional versus contemporary perspectives on spelling instruction. Investigate better ways to help students develop oral reading fluency through learning letters, letter-sound correspondence, letter-sound patterns, and high-frequency words, then assess a student's skill level in spelling to set appropriate individual goals.

### **Teaching Vocabulary: Word Meanings and Word Knowledge**

**PBS – RDLA 170  
National**

**Primary Audience: Grades K – 2  
30 Professional Development Hours, 2 inservice credits**

Design more effective lesson plans by learning to evaluate your students' word knowledge and to incorporate vocabulary instructional strategies. Explore the role of vocabulary knowledge in the relationship between the written vocabularies of reading and writing and the oral vocabularies of listening and speaking. Evaluate how your instructional practices align with NCTE/IRA standards and your state standards.

## **INSTRUCTIONAL TECHNOLOGY**

### **Teaching and Learning with Graphic Organizers: Featuring *Inspiration***

**PBS -Tech 195  
National and New York**

**Primary Audience: Grades K - 12  
30 Professional Development Hours, 2 inservice credits**

Electronic graphic organizers can help students organize ideas, convey complex concepts, progress through the steps of the writing process, and develop their mathematical and scientific thinking skills. Address different learning styles by presenting information in a visual format that shows the connections between concepts. Learn to apply such electronic graphic organizers across the curriculum, throughout all grade levels, at learning stations, and in computer labs. Expand and enhance students thinking and learning for presentations and personal productivity.

### **Putting Technology to Use in the Classroom: Where to Start**

**PBS -Tech 160  
National**

**Primary Audience: Grades K - 12  
30 Professional Development Hours, 2 inservice credits**

Gain a better understanding of key issues surrounding technology integration, such as how to meet technology standards and choose the most suitable technology for a specific purpose. Identify lessons or concepts in your classroom that may benefit from technological enhancement. Learn to devise a strategy for integrating technology into your lesson plans.

### **Searching and Researching on the Internet**

**PBS - TECH 325  
National**

**Primary Audience: Grades K - 12  
30 Professional Development Hours, 2 inservice credits**

This course surveys the tools and background needed to use the Internet successfully as a research tool in the classroom. Practice different methods of Internet research and learn to apply them effectively and efficiently. Review the ethical and legal issues that may arise when using these new tools in the classroom. Use your new skills and knowledge to search the Internet for appropriate lesson materials to help you build a resource library.

## **Teaching with WebQuests**

**PBS -Tech 145  
National**

**Primary Audience: Grades K - 12  
30 Professional Development Hours, 2 inservice credits**

Discover Internet resources that promote inquiry-oriented students learning and smart use of the Web for research and class assignments. In this course, you will explore WebQuests and learn to integrate the Internet into your curriculum effectively. You will design a WebQuest to enhance a classroom unit or curriculum area to engage students in meaningful research.

## **MATHEMATICS**

### **Fostering Cooperative Learning, Discussion and Critical Thinking in Elementary Math**

**PBS – MATH 120  
National**

**Primary Audience: Grades 1 - 5  
30 Professional Development Hours, 2 inservice credits**

**\*\*Approved for 60+**

Highly developed collaborative and critical thinking skills are what your students need to meet standards and perform in high-stakes testing. Expand your collection of strategies for sharpening these skills using classroom technology. Discover activities designed to support collaboration and problem solving within the curriculum while addressing the NCTM standards.

### **Understanding Numbers and Operations: Addition and Subtraction**

**PBS – MATH 250  
National**

**Primary Audience: Grades K – 3  
30 Professional Development Hours, 2 inservice credits**

Lay the foundation that your students will build on to meet mathematical standards for years to come. Learn to teach “mental arithmetic” to enhance your students’ understanding of addition and subtraction. Develop your understanding of computational strategies by observing students, exploring lesson plans, and examining Web resources. Design, implement, and assess a numbers and operations lesson that combines technology, manipulatives, and effective pedagogical strategies as your final project.

### **Enabling Students with Special Needs to Succeed in Math Class**

**PBS – MATH 165**

**Primary Audience: Grades 4 - 8  
30 Professional Development Hours, 2 inservice credits**

Make mathematics accessible and understandable for all students, including those with disabilities. The Individuals with Disabilities Education Act mandates equity so that, whenever possible, students with disabilities learn in the same classrooms and with the same curricula as their peers. In this course, you will learn how to adapt your own curricula and work with special needs teachers to help your students succeed in the classroom. As your final task, you will develop a plan that builds accessibility strategies into your daily teachings.

### **Gender Equity in the Math Classroom**

**PBS – MATH 160  
National**

**Primary Audience: Grades 4 - 8  
30 Professional Development Hours, 2 inservice credits**

**\*\*Approved for 60+**

Does your learning environment support math success for boys and girls? This course introduces techniques to evaluate your teaching style for gender bias while exploring strategies to increase gender equity in a standards-driven instructional setting. To complete the course, you’ll develop a project that creates or maintains gender-equitable mathematics curricula.

### **Rational Numbers, Fractions, Decimals and Percents**

**PBS – MATH 246  
National**

**Primary Audience: Grades 6 - 8  
15 Professional Development Hours, 1 inservice credit**

Help your middle schoolers unravel the mysteries of rational numbers, fractions, decimals, and percents. Using sample problems, you will build your understanding of how students approach their study, and learn practical, proven ways to redirect their thinking. For a final project, you will create a rational number lesson plan that includes a student’s assessment component.

### **Math in Everyday Life**

**PBS – MATH 181  
National**

**Primary Audience: Grades K - 5  
15 Professional Development Hours, 1 inservice credit**

Make mathematics “real” for your young students with a fresh look at problem solving, calculators and the Internet in the classroom. Review the NCTM standards for a framework to design lesson plans, address content and meet state standards. Then, develop a “walking field trip” through tasks found in students’ daily lives.

### **Count on It, Number Sense**

**PBS – MATH 221  
National**

**Primary Audience: Grades K - 5  
15 Professional Development Hours, 1 inservice credit**

Make sense out of “number sense” as you discover the role it plays in students’ mathematical development, and the impact it has on their future performance. Identify effective assessment strategies; examine lesson plans, Web resources and the NCTM standards. As a final requirement, you will develop lesson plans using both traditional and technological manipulatives.

### **The Odds Are Good: Probability**

**PBS – MATH 216  
National**

**Primary Audience: Grades 6 - 8  
15 Professional Development Hours, 1 inservice credit**

We’ll bet that we’ve got what you’re looking for! Discover techniques to develop lessons about probability that meet the NCTM standards, use technology as a teaching tool and incorporate new pedagogical strategies for teaching probability to middle school students.

## **INSTRUCTIONAL STRATEGIES**

### **Curriculum Mapping I by Heidi Hayes Jacobs**

**PBS – INST 300  
National, New York  
\*\*Approved for 60+**

**Primary Audience: Grades K – 12  
30 Professional Development Hours, 2 inservice credits**

Learn from the expert on curriculum mapping in this first of two courses developed with Dr. Heidi Hayes Jacobs. Understand how to incorporate mapping in the classrooms to enrich curricula and have a powerful impact on student performance. Part I explores the history and purpose of curriculum mapping, and the various data collected in the maps. You will finish the course with a complete peer-reviewed plan to adjust the scope and sequence of your curriculum to apply in the classroom right away.

### **Connecting Family, Community and Schools**

**PBS – INST 320  
National**

**Primary Audience: Grades K – 12  
30 Professional Development Hours, 2 inservice credits**

Learn the Action Team for Partnership model and discover how to engage families and communities in children’s education. Examine the “connection” issues, acquire tools to integrate partnership programming into your curriculum, and develop a plan that involves parents, family members, and community resources in your own classroom.

### **Using Assessment and Evaluation**

**PBS – INST 325  
National**

**Primary Audience: Grades K – 12  
30 Professional Development Hours, 2 inservice credits**

Delve into the full array of assessment and evaluation tools, including rubrics, journals, formal and informal assessments, and portfolios. Then, create an effective rubric based on an existing student assignment.

### **Creating Units to Support Differing Learning Styles**

**PBS – INST 120  
National, New York**

**Primary Audience: Grades K – 12  
30 Professional Development Hours, 2 inservice credits**

Get actionable tips and strategies for applying the key principles of cooperative and collaborative learning in your classroom and incorporating them into your lesson plans.

### **Differentiated Instruction for Middle School Students**

**PBS – INST 180**

**National**

**Primary Audience: Grades 6 - 8**

**30 Professional Development Hours, 2 inservice credits**

Meet the needs of all your middle school students with techniques to differentiate content, activities and assessments. Discover methods for pre-assessment and strategies for tiered activities. Throughout the course you work on your final project: a differentiated instructional unit that meets your local standards of learning.

### **Constructing Learning-Centered Environments**

**PBS – INST 335**

**National**

**\*\*Approved for 60+**

**Primary Audience: Grades K - 12**

**30 Professional Development Hours, 2 inservice credits**

This course uses a constructivist teaching model so you can experience this approach firsthand. You will have the opportunity to examine your role as a teacher and that of your students in the legacy model, while reflecting on how these roles may differ from your initial perceptions. You'll become familiar with the principles of constructivism including student-centered, inquiry-based learning, and problem-based learning.

## **SCIENCE**

### **Fostering Collaboration, Inquiry, and Critical Thinking in Elementary Science**

**PBS – SCIE 135**

**National**

**Primary Audience: Grades 1 -4**

**30 Professional Development Hours, 2 inservice credits**

Learn to meet national science standards by helping students develop the skills necessary to analyze ideas, think critically, and communicate clearly. Create lessons and activities that support collaboration, inquiry and critical thinking.

### **Scientific Inquiry and Field Work: Discovering with Technology**

**PBS – SCIE 120**

**National**

**\*\*Approved for 60+**

**Primary Audience: Grades 6 - 8**

**30 Professional Development Hours, 2 inservice credits**

Inquiring young minds can tackle problem solving successfully. Keep your students engaged by incorporating current technology into your science curriculum. Visit Web sites that enable students to collect and analyze data using online equipment and learn high-tech strategies that allow them to record and analyze information, investigate the results, and share their findings. Then, design a unit plan for an ecosystem field trip that incorporates what you've learned.