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| **Course Length: 10 Hours of correspondence (0 hrs lab, 0 hrs lecture, 0 hrs externship; 0 hrs credit)** |
| **Program Outline**  | **Intended** **Audience** | **Program Description**  | **Subject Description**  | **Impact on Student Growth** |
| Active learning: creating the excitement in the classroom | In-service Teachers and last year college students | This course is designed to help teachers to develop instructional approaches that transform students from passive listeners to active learners, to incorporate active learning strategies into the daily routine of classroom instruction, and to engage teachers in specific, practical teaching strategies designed to model the use of active learning in the classroom.  | By the end of this course, teachers will be able to: * Understand the major characteristics associated with active learning
* Expose to active teaching resources and establish the teaching strategies for active learning to happen in the classroom
* Understand the obstacles and barriers prevent teachers from using active learning strategies
* Know how to overcome these barriers
 | Students will be able to enjoy the fun of learning and acquiring new knowledge and skills through inquiry teaching methods and the practice of engaging the mind and body. |
| Adapting Sheltered Observation Instruction Protocol | In-service Teachers and last year college students | This course is designed to help teachers (especially ELL teachers)   which integrate language and content instruction to provide access to mainstream, grade-level content, and to promote the development of language competence. | At the end of the course, teachers will be able to: * Apply the Comprehensive Sheltered Instruction Observation Protocol (SIOP) to modify teaching methodologies
* Meet the needs of English Language Learners and other students without strong language skills
* Lead other teachers in the key components of the SIOP methodology and engage in creative teaching activities and reflective teaching practices.
 | Students will benefit from a comprehensive and structured approach of lesson planning that that into a great consideration their learning needs and goals.  |
| Applying Practical Behavior Management Skills | In-service Teachers and last year college students | This course is designed to equip teachers with:* Purpose of school policies on behavior
* Framework for a behavior policy
 | By the end of this course, teachers will be able to obtain the following knowledge and skills: * the importance of working within the school behavior policy
* ways of building positive relationships that underpin good behavior and create a safe learning environment
* ways of supporting pupils to develop social and emotional skills
* the skills of positive behavior management and managing conflict and confrontation
 | Students will benefit from a comprehensive and structured approach of practical behavior management within a supportive learning environment facilitate learning  |
| Autism Spectrum Disorder Awareness  | In-service Teachers and last year college students | This course is designed to raise awareness about ASD by highlighting key features related behaviors, and special needs of individuals with ASD.  | By the end of this course, teachers will be able to: * Apply Reflective Teaching Principles
* Understand the important aspects of autism
* Understand the Standards and Indicators of Autism Spectrum Disorder signs and behavior traits
* Be exposed to information and resources to complete step by step assessment of ASD basic skills for classroom teachers
* Develop strategies for determining instructional design and lesson delivery for students with ASD
 | Both mainstream students and students with special needs will be benefit from a comprehensive and structured approach in science-based teaching methodologies tailored toward ASD awareness.  |
| Brain-based Teaching-Constructive Learning Approaches  | In-service Teachers and last year college students | This course is designed to help teachers understand how the brain learns and to be able to design or applied curriculum and construct the teaching methods to stimulate the learning abilities and potentials of the students | At the end of the course, participants will be able to:* Understand the foundation of brain autonomy
* Understand how the brain learns and how to keep it healthy and active
* Know how to develop academic curriculum designing teaching activities, choosing appropriate teaching methods and materials for the learning to happen.
* Know how to develop or use different types of constructive teaching methods and programs with digital device and graphic organizers
* Know how to question that develop thinking skills
 | Students will be able to develop learning how to learn, using the brain to understand their brain, resulting in improving cognitive, metacognitive skills, learning retention, and learning attitude. |
| Building Learning Autonomy, Learner Motivation  | In-service Teachers and last year college students | This course is to help teachers to develop learning autonomy, learning motivation and responsibility for the students. | At the end of the course, participants will be able to:* Integrative Learning Classrooms
* Learning Classrooms - from Theory into Practice
* Educational psychology and motivational theories
* Motivate Difficult, Disruptive, Disinterested, and Defiant Learners
* Develop community building skills for the students
 | Students will be able to learn to love learning through successful learning strategies, willpower intervention activities and self-awareness.  |
| Child Safety  | School leaders, administrators, managers, and last year college students | This course is designed to help school administrators to address and overseas the child safety issue at school to assure the intellectual, emotional, and physical safety rights and supportive and safety learning environment for the whole child development. | At the end of the course, participants will be able to:* Have the knowledge and skills in educational psychology, emotional safety, child protection, parent relation, and learning needs
* Understand and apply process and procedure of child safety and protection
* Be updated with the latest laws and regulations in child protect
* Proactive in responding and intervention
* Become incredible Teachers: Nurturing Children’s Social, Emotional and Academic Competence
* Build Leadership skills and Team Building for Teens
 | Students will be able to learn and grow in a safe society when their emotional, intellectual, physical safety rights are assured and protected.  |
| Classroom Management and Behavior Management | In-service Teachers and last year college students | This course is designed to present best practices in classroom and behavior management - from organizing time, materials, and classroom space to strategies for managing individual and large group student behaviors, transitions, lab activities, and other arrangements for classrooms in general and special education.  | By the end of this course, teachers will be able to:* Plan the organization of a classroom illustrating optimum use of instructional resources
* Maintain and store of the resources for visual representation of performance for individual students and whole class
* Know how to organize the physical aspects of a classroom
* Establish classroom procedure and expectation
* Establish classroom schedule and management plan
* Establish effective domain-based theoretical model
* Align the classroom legal, ethical, and professional issues
* Address special needs students and child safety
 | Students will be able to understand the relationship between thoughts and behaviors and how to self-guided actions through different intervention techniques and self-helps. All together is to help their thinking thoughts and behavior gear their energy toward learning and personal growth.  |
| Collaborative Learning and Multiple Intelligences and Classroom Instruction That Works | In-service Teachers and last year college students | This course enable teachers to apply collaborative learning teaching approaches to facilitate different types of learning styles, multiple intelligences  | At the end of the course, participants will be able to:* Integrate Curriculum Planning and Curriculum Development
* Learning Through Inquiry
* Powerful Learning Strategies
* Pre-K to 2 Math and Reading Games
 | Students will be able to learn more successfully by utilizing their strengths in constructing new meaning via collaboration and interaction with peers and self-talks |
| Common Core  | In-service Teachers and last year college students | This course is designed to help school administrators to comply successfully the Common Core Standards and requirements to maximize their potentials in preparing students to succeed. | At the end of the course, teachers will be able to teach successfully the following programs:ELA and Science* + Building knowledge through content-rich nonfiction and informational texts
	+ Reading and writing grounded in evidence from text
	+ Regular practice with complex text and its academic vocabulary

Math:* + Focus strongly where the Standards focus
	+ Coherence: think across grades, and link to major topics within grades
 | Students will reach higher level of achievement in common core courses required for college and career success.  |
| Comprehension at a Higher Level throughComputer-assisted Learning | In-servicesTeachers and last year college students | This course is designed to help teachers to develop an instructional approach in which technology is used as an aid to the presentation, reinforcement and assessment of material to be learned, usually including a substantial interactive element. | At the end of the course, teachers will be able to 1. Understand the importance of CAL in meeting the needs of digital native learners.
2. Apply CAL approach to teaching and facilitate learning in which computer technology is used as an aid to the presentation, reinforcement and assessment of material to be learned, usually including a substantial interactive element.
 | Students will be able to reach higher level of comprehension via CAL similes and learning designs for digital natives.  |
| Critical Thinking and Problem Solving | In-service Teachers and last year college students | This course is designed to help increase teachers’ understanding about plasticity and changeable brain in learning to solve problems and develop critical thinking skills.  | By the end of this course, teachers will be able to obtain the following knowledge and skills: * Problem solving process.
* The Problem Solving Wheel.

  Seven (7) principles of Creative Thinking* Pareto Analysis.
* Approaches to productive thinking – Edward De Bono.
* Evans and Russel creative response to change.
* Listening and Questioning.
* Model and Techniques, brain storming.
* Kepner and Tregoe’s rational approach.
* Chang & Kelly’s six (6) step approach to problem solving.
* Structuring and presenting ideas.
* Tony Buzan’s ‘Mind Mapping’ approach to issue analysis.
* Creative Focus.
* Eight (8) types of Creativity.
 | Students will benefit from the instruction and guidance that help increase their knowledge and skills in critical thinking and problem solving.  |
| Differentiated Instruction Boosting Academic Performance | In-service Teachers and last year college students | This course is designed to help teachers build a conceptual understanding of the model of differentiated instruction (DI), including the philosophical underpinnings of this model. Teachers will be able to explore characteristics and key elements of differentiated instruction, as well as beliefs that guide the DI model and the five nonnegotiable of differentiated instruction. | By the end of this course, teachers will be able to: * Evaluate the current beliefs and practices in light of the DI model and philosophy.
* Demonstrate emerging skills in evaluating the use of five nonnegotiable of DI in the classroom and in classrooms of others.
* Begin differentiating the content, process, and product of the lessons based on the readiness, interests, and learning profiles of the students.
* Map out a plan for getting started with DI.
* Design strategies for creating student and parent buy-in for differentiated instruction.
 | Students will be reached to their level of comprehension in individual learning goals and objectives and learning plans. |
| Educator Evaluation | In-service Teachers and last year college students | This course is designed to prepare teachers and other educators to become active participants and be part of their evaluation.  | By the end of this course, teachers will be able to: * Apply Reflective Teaching Principles
* Understand the important aspects of the educator evaluation frameworks
* Understand the Standards and Indicators on the performance rubric
* Be exposed to information and resources to complete Step 1 of the 5-Step evaluation cycle: self-assessment
* Know how to identify their student learning and professional practice goals
* Develop strategies for determining high quality artifacts of practice and measures of student learning
 | Students will benefits from clear instruction with set learning outcomes.  |
| Engaging Emotional Intelligences for Learning Retention and Learning Autonomy  | In-service Teachers and last year college students | This course is designed to help teachers explored the relationship between emotional intelligence and learner autonomy in and their impact on student retention | By the end of this course, teachers will be able to: * Know how to develop positive, healthy, productive relationships with the students and parents;
* Know how to help students solve problems and make good choices/decisions;
* Stay attuned with today educational psychology for education and emotional intelligences for learning retention
 | Students will be taught for the first time how to activate and maximize their emotional intelligence to cultivate learning retention and reaching higher levels of comprehension using both the brain and the mind |
| ICT | School administrators, educators, teachers, and college students | This course is designed to help school administrators, educators, teachers, and college students to master the use of ICT in teaching and learning to improve student’s learning motivation and outcomes | Participants will be able to* Use prezi effectively for teaching and learning,
* Apply Apps, tablet, SMART products, computer assisted learning,…etc.
* Build online platform such as Blackboard, MOODLE
* Teach online or distance or blended courses
 | Students will enjoy the advanced technology facilitating an engaging learning platform and simulating learning opportunities meeting their digital characteristics. |
| Language Testing, Assessment, and Evaluation | In-service Teachers and last year college students | This course is designed to help teachers to differentiate, develop, and implement different types of testing tools, assessment methods, and evaluation procedures with the purpose to improve language learning and teaching quality. | * By the end of this course, teachers will be able to:
* Understand different procedures used to obtain information about student performance
* Make decision about student performance and about appropriate teaching performance and teaching strategies
* Understand different method of assessment such as formal-informal, summative -informative assessment
* Know how to observe the impact of the various applications of assessment methodology
* Know how to assess the process of identifying, gathering and interpreting information about students' learning.
* Know how to provide information on student achievement and provide information and progress and set the direction for ongoing teaching progress for ongoing teaching and learning
* Understand the acquisition of general skills, disciplinary knowledge and competences via different measurements
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| Making Input Comprehensive in Language Teaching | In-service Teachers and last year college students | This course is designed to help teachers to shift from traditional language teaching method by applied today science of second language acquisition and learning motivation | By the end of the course, teachers will be able to:* Be refreshed with different language teaching theories and principles.
* Apply different teaching methods and strategies.
* Understand different styles of learning styles and multiple intelligences
* Use different type of assessment tools to reflect the teaching process
* Apply technology to teach
* Know how to present the lesson using different lesson plan models.
 | ELL students will be able to decode new language inputs via different teaching techniques derived from the practice of teaching English using second language acquisition theories. |
| Memory and Learning Retention | In-service Teachers and last year college students | This course is designed to help teachers to improve their teaching practice by increase the student’s memory and learning retention | By the end of this course, teachers will be able to: * Understand how the brain learns and how memory works.
* Develop different methods in helping students comprehend the new input, remember, retrieve and perform the new input.
* Apply different types of teaching activities for learning engagement
* Shifting from traditional teaching assessment and measurement for evaluation to using different types of testing for learning reflection.
 | Students will benefits from the practice of both neuroscience and cognitive neuroscience to improve their memory for learning retention and achievement.  |
| Positive Behavior Management: Dealing with Apathy and Negativity | In-service Teachers and last year college students | This course is designed to present best practices in behavior and classroom management - by assisting teachers address behavior problems in an effective manner. The positive behavior classroom strategies presented in this program were selected from among those that have empirical evidence of effectiveness.  | By the end of this course, teachers will be able to:* Understand the school systemic change in building Positive Behavior Support Team
* Understand the roots of misbehavior to show the students the care and compassion they need to build their self-esteem, to create a safe learning environment where they students feel belonged and accepted
* Obtain new strategies in identifying and preventing as well as intervening behavior problem.
* Review some classroom management techniques that works
 | Students will benefit from a positive behavior support team of teachers and school staff that help them understanding expected behavior and response cost in self-behavior management interventions and strategies  |
| Pre-School Teaching  | In-service Teachers and last year college students | This program aims to support schools and organizations in trouble shooting thresholds, provide relevant training and support on topics such as child safety and prevention based on early signs. | By the end of this course, teachers will be able to: * Understand early childhood foundation and teaching pre-school theories and principles (Brain Development and Learning, Prominent Early Childhood Theorists
* Developmental Domains in Early Childhood Development)
* Understand the roles of parenting and child development
* Have knowledge about nutrition and safety growth
* Define quality care and develop career loyalty to early childhood education.
 | Pre-school students will be able to learn and grow in a supportive learning environment. |
| Principles of Educational Leadership and Administration Foundations and Organizational Change in the Field of School Administration  | School leaders, administrators, managers, and last year college students  | Increases school leaders and administrators’ effectiveness result in students learning outcomes | Participants will be able to* Acquire the knowledge about theories of educational administration and management and leadership,
* Obtain the necessary skills to lead, change, and manage schools,
* Apply the professional learning communities, school leadership capstone, lead, and manage effective curriculum design,
* Understand and apply educational issues and ethics,
* Perform public relation and community development,
* Perform program evaluation, quality assurance, accreditation compliance, and management qualification,
* Manage Human Resources, School Cafeteria, and transportation department,
* Construct assessment and evaluation tools,
* Supervising Youth Development – School Counseling, school safety and Security Procedures
* Practice Child Safety
* Be prepared for organizational change in the field of school administration,
* Build strategic planning and writing school mission statement
* Apply basic school accounting and book keeping,
* Manage school labs
* Understand the critical issues in school transformation
* Engaging and graduating KG students: Preventing Dropouts
* Build pathways to confidence, empowerment and learner achievement
* Understand and apply principle of educational psychology in learner motivation and help the student establish lifelong learning attitude.
* Establish career loyalty and teachers as change agents
* Be equipped with educational technologies to address the needs of digital natives
* Be prepared for national educational policies, trends, and needs for school transformation
 | Students will benefit from school’s leaders’ leadership knowledge and skills in applying the latest applied science educational leadership foundation and administration  |
| Professional Development Leading Effective Curriculum Design and Academic Leadership in the 21st Century: An Integrative Approach   | School leaders, administrators, managers, and last year college students | This course is designed to help school leaders and administrators to take initial action in curriculum development to meet today educational needs resulting in students’ learning outcome and attitude  | At the end of the course, participants will be able to:* Achieve the standards and expectation of the Common Core
* Integrate differentiated learning and instruction,
* Understand the importance of continues reassessment
* Perform quality assessment and evaluation
 | Students will be able to exceed common cores, significantly improve learning attitude  |
| SAT, ACT, IELTS, TOEFL Preparation courses | In-service Teachers and last year college students | These courses are designed to help non-native speakers of English successfully obtain high scores in their standardized tests | Participants will be able to * Understand the structure of the test.
* Master the knowledge content and materials
* Master the test taking strategies
* Build cognition and meta-cognitive skills via test taking and learning for the test.
 | English language learners-students will be able to score high in these standardized English language tests |
| Seven Habits of Highly Effective Learners | In-service Teachers and last year college students | This course is designed to help teachers with comprehensive and structured approach in building effective learning habits for highly effective learners. | By the end of this course, teachers will be able to: * Obtain the knowledge of positive thinking and effective habit behavior building and its effect in helping students to take control over their own learning process.
* Obtain the necessary techniques, procedure, and overall approaches in leading changes in young people.
 | Students will benefits from a new instructional approach that help them take control over their own learning process and become the center of the instruction, by building effective habits.  |
| Teacher’s Career Loyalty: Responsibility and Accountability | In-service Teachers and last year college students | This course is designed to help teachers not only feel successful and accomplished in their daily work but also help them enjoy their work more and seek life purpose in teaching career | At the end of the course, teachers will be able to establish:* The Seven Habits of Highly Effective Learners
* The Successful New Teacher: Building Pathways to Confidence, Empowerment and Learner Achievement
* Definition of their life purpose and differentiate job and career objectives.
* Reinforce the oath of teaching career
 | Students will be able to learn and grow in the supportive learning environment where science meets compassion when their teachers love to teach students to love to learn. |
| Teaching Methodologies and Informative Assessment Techniques | Teachers  | This course is designed to help K-12 teachers and last-year college students to obtain the necessary teaching knowledge and skills, to acquire the latest science and research studies of the instructional methodologies and educational technologies, and to establish the career loyalty as effective educators and change agents to be attuned to today educational needs. | Participants will be able to* Acquire the latest science of education theories, principles, and teaching methodologies,
* Apply the science, theories and practice of brain-based teaching,
* Develop academic practices and pedagogic strategies, collaborative learning and multiple intelligences, as well as emotional intelligences in constructing the lesson planning and building curriculum,
* Establish creative and critical thinking: Creating space for innovation in delivering lessons and assessing learning outcomes,
 | Students will benefits from differentiation instruction that tailored toward their individual learning needs, styles, and talents. |
| Teaching with Students as Special Gifted and Talented Learners | In-service Teachers and last year college students |  | By the end of this course, teachers will be able to obtain the following knowledge and skills: * Psychometric Assessment and Report
* Multiple Intelligences and Social Intelligences
* Self-Discovery
* Self-Management
* Understanding Cognitive Skills
* Metacognitive Skills Development
* Public Speaking Skills
* Building Effective Habits for Future Leaders
* Career Orientation
* “Dream Catching” Activities
 | Students will benefit from the instructional approach that tailored to bring out their strengths and special talents. |
| TESOL | School administrators, educators, teachers, and college students | This course is designed to support in-service teachers who are working with ELL students or to certify college students, to become international recognized –qualified ESL/EFL /ELL teaching with the latest teaching methodologies and science  | Participants will be able to* Acquire the linguistics knowledge, theories, principles, and foundations of TESOL field.
* Learn to teach language skills and elements
* Apply computer assisted language learning
* Build curriculum, create program evaluation, testing, assessment, and evaluation
* Know how to motivate language learners and raise awareness about multicultural competence
* Teach a variety of English for specific purposes courses such as IELTS, TOEFL, SAT, ACT
 | ELL students will benefit from learning from professional TESOL certified teachers who understand their learning needs and strengths to help them significantly perform in the mainstream education. |
| Testing, Assessment, and Evaluation | In-service Teachers and last year college students | This course is designed to help teachers to differentiate, develop, and implement different types of testing tools, assessment methods, and evaluation procedures with the purpose to improve language learning and teaching quality. | By the end of this course, teachers will be able to: * Understand different procedures used to obtain information about student performance
* Make decision about student
* performance and about appropriate teaching performance and teaching
* strategies
* Understand different method of assessment such as formal-informal, summative -informative assessment
* Know how to observe the impact of the various applications of assessment methodology
* Know how to assess the process of identifying, gathering and interpreting information about students' learning.
* Know how to provide information on student achievement and provide information and progress and set the direction for ongoing teaching progress for ongoing teaching and learning
* Understand the acquisition of general skills, disciplinary knowledge and competences via different measurements
 | Students will benefit from the new practice of testing, assessment, and evaluation for the purpose of reflective teaching – with a focus on how to change the way lessons being constructed to help them learn, instead of labeling their learning ability.  |