

PROFESSIONAL DEVELOPMENT FOR EDUCATORS: INDIVIDUAL COURSES

Independent study options, learning circles, and dozens of other online, blended and on-ground courses provide opportunities to delve into topics spanning all curriculum subject matter areas, educational technology, instructional methods, classroom management, common core, eco-literacy, organization and more.

EDIC 9000 Brain Based Teaching

In this course, students will examine the research in various brain-based fields, such as neuroscience and psychology (cognitive, developmental, educational), and apply this information to classroom strategies and practices. 2 credits.

EDIC 9001 Essentials of Interpersonal Communication

In this course, students will explore the essentials of interpersonal communication. In today's fast-paced world, successful interpersonal communication is increasingly difficult. Special attention will be given to the components of the communication process, filters and barriers, techniques for improving communication, and learning how to effectively use communication technologies, such as social media, within interpersonal communication. Students will identify three components of interpersonal communication to improve and then develop specific action plans that address these growth areas. 1 credit.

EDIC 9002 Leading with Emotional Intelligence

Emotional intelligence (EI) is vital to being an effective and high-performing member of any team. Business professionals who understand the connection between emotions and actions and can apply EI skills to maximize effectiveness to have a stand-out advantage in any organization. During this course, we will study the theories and concepts of the EI model which focuses, specifically on the behavioral level, on performance at work and on organizational leadership. We have developed this course to introduce the proven EI model and provide the insight and skills necessary in careers and relationships more effective, satisfying, and successful. 1 credit.

EDIC 9003 Resolving Conflict

Conflict is something that occurs on a daily basis in both our personal lives and in our workplace. Identifying and managing that conflict can determine your level of success. In this course, we will explore the different types of conflict, identify personal conflict style, and learn how to apply that style to situations both in and out of the workplace. Students will also identify ways to resolve a conflict situation. 1 credit.

EDIC 9004 Growth Mindset

A Growth Mindset is the foundation for resilience and persistence. This course will describe what a Growth Mindset is (as compared to a Fixed Mindset), the correlation and effects a Growth Mindset has on the brain, the power of grit, and strategies for developing a Growth Mindset classroom. Furthermore, this course will prepare students to create a lesson plan to teach about a Growth Mindset, how to embrace a Growth Mindset through questioning and awareness, and to implement strategies to develop this mindset. 2 credits.

EDIC 9005 Math – Deepening Conceptual Understanding

In this course, students will explore the world of mathematics from different perspectives with a focus on the ways that concepts can be understood through language, symbols, visual representations, and relationships. Students will investigate and build upon their own experience learning and teaching math, shifting from how to perform mathematical operations to why we perform operations and use algorithms the way we do? What are the relationships between mathematical concepts and the world we live in? How do we build more integrated approaches for our students that allow them to dig deeper? 3 credits.

EDIC 9006 Integrated ELD Instruction in Math

In this course, students will learn ways to effectively integrate the California ELD (English Language Development) standards into mathematical instruction in the elementary classroom. Students will begin by reviewing the language demands of mathematical instruction, as well as exploring the areas of strength and needs of English Language Learners in schools/districts. Students will then be presented with a variety of strategies to integrate language, vocabulary, speaking and listening in K-6 mathematics instruction. At the end of this course, students will be asked to design and present an integrated ELD math unit plan that demonstrates understanding of the instructional strategies presented. 2 credits.

EDIC 9007 STEM Integration for PreK-6

In this course, students will discover how STEM education is impacting learning in K-12 classrooms. Students will expand their knowledge of how science, technology, engineering, and math can be taught in exciting, exploratory ways. Unlike traditional math and science lessons, STEM lessons are often open-ended activities where students collaborate to design or develop systems to solve problems with real-life applications. As a new trend in education, STEM lessons are numerous and readily available, however, not all STEM lessons are created equal. As students increase knowledge of STEM education, they will be able to select or create high-quality STEM lessons. As a culminating activity, students will create a presentation to showcase the benefits of STEM, share a lesson prepared and taught, and teach other stakeholders in their community about why students should engage in STEM education and also how to implement it. 2 credits.

EDIC 9008 Introduction to Project Based Learning Experiences

Looking for ways to engage your students? Project Based Learning (PBL) is a popular instructional model that connects academic skills with real-world learning. Additionally, it teaches life skills such as collaboration, communicating effectively, and critical thinking. In this course, students will study high-quality PBL models and create an engaging, rigorous Project Based Learning unit to use in your own classroom. 3 credits.

EDIC 9009 Coaching for Educators

This course is designed for all those who are interested in and aspiring to become educational coaches (those providing support to current educators focused on continuous improvement). Educational coaches include teachers, principals, site administrators, Teachers on Special Assignment (TOSAs) Curriculum Specialists, Instructional Specialists or experienced teachers who provide support to new or experienced educators. Students will develop and expand knowledge of educational coaching and have the opportunity to apply that knowledge through study and practice. Students will also develop the ability to self-reflect on their own strengths and challenges within the coaching process and determine next steps for the purpose of enhancing practice. 3 credits.

EDIC 9011 Cultural Awareness and Unconscious Bias

Develop the skills to recognize implicit/explicit bias and the ways in which they influence our perceptions and actions. This course explores the concept of implicit bias and the nuanced behaviors that are a product of our unconscious beliefs. Participants will create an action plan around the essential question: What am I willing to do to not only become aware of, but interrupt actions that reflect implicit bias. 1 credit.

EDIC 9012 Culturally Relevant Pedagogy

The purpose of this course is to provide a foundational framework from which to build your capacity to work effectively with students of color, thus eliminating the racial achievement disparities that exist in schools. Using Culturally Relevant Pedagogy as a lens, participants will reflect personally on their practice, analyze the systemic issues that perpetuate the disparities, and practice having the honest and compassionate dialogue that can positively impact students. 1 credit.

EDIC 9014 Let's Talk About Race for Educators

In this course, you will take steps to deepen your understanding of historical and social racial inequity through the exploration of Critical Race Theory (CRT). CRT has five tenets: Counter-Storytelling, the Permanence of Racism, Whiteness as Property, Interest Convergence, and the Critique of Liberalism. These tenets help to highlight the origin and current manifestations of racial oppression, discrimination, and inequality found within the fabric of American culture. 2 credits.

EDIC 9015 Leveraging Privilege and Entitlement for Educators

This course will explore personal and institutional oppression in ways that equip individuals with knowledge and skills in how to leverage their levels of privilege and entitlement to affect individual and systemic change initiatives. Using the Tools of Cultural Proficiency, participants examine historical foundations of systemic oppression that underlie schools' unstated, negative core values which regard some cultures as deficits. They will also learn Cultural Proficiency's Guiding Principles as a means to developing intentional educator and school wide core values in which students' cultures are embraced as assets. 2 credits.

EDIC 9016 Thriving in America as an Ethnically and Racially Conscious Person for Educators

The purpose of this course is to help you think about race and ethnicity as an evolving part of the human experience that, with understanding, self-reflection, and a willingness to engage in the larger world around us, can help you thrive. Participants will have an opportunity to explore family and community beliefs, values, and ideals and how they may impact our own values and beliefs and how they manifest in our interactions with those around us and the organizational policies, practices, structures, and culture. Through the implementation of Compassionate Dialogue and the RIR Protocol students will reflect interpersonally, intrapersonally, and systemically on issues that impede an ability for individuals to thrive. 2 credits.

EDIC 9018 Diversity and Inclusion for Educators Certificate

No matter how good our intentions are to be free of prejudice, we all have implicit biases that can have a serious impact on our work in schools. We will explore the concept of implicit bias and the nuanced behaviors that are a product of our unconscious beliefs. Students will have opportunities to reflect upon how their implicit biases may impact their professional and personal interactions. Participants will have opportunities to explore each of the five tenets in order to develop a deeper understanding of each tenet. The five tenets of Critical Race Theory are Counter-Storytelling, the Permanence of Racism, Whiteness as Property, Interest Convergence, and the Critique of Liberalism. We will explore the concepts of race, ethnicity, and culture (gender, socioeconomic status, etc.) and the way in which these aspects of our identities shape the way we think, we see ourselves/sense of self, how we interact with others and view the world. We will examine the concept of Culturally Relevant Pedagogy through the three foundational pillars of Academic Press, Cultural Competence and Sociopolitical Consciousness. Participants will have opportunities to explore a student-centered approach to teaching in which student's unique cultural strengths are identified and nurtured to promote student achievement and a sense of well-being. 6 credits.

EDIC 9019 The Tragedy of Non-Belonging for Educators

In this course, we will look closely at how language and other forms of representation can be used to marginalize people and groups. Exclusionary descriptors are embedded in language and undermine our ability to create inclusive and equitable relationships, schools, and communities. An example of exclusionary language, we describe someone as not being something (ex. "non-White"), which results in the excluded listener feeling "othered," "less than," "inadequate" and "unseen." In this training, participants will discuss the prevalent forms of exclusionary language and representation and discuss appropriate, compassionate personal and professional responses to its use. 2 credits.

EDIC 9020 Fundamentals of Classroom Management

Time to Teach is an evidence based classroom management model which uses practical, proven, and powerful strategies. All of our strategies are research based and are ready to use in the classroom! This course will focus on the components of self-control and teaching to classroom expectations. Specifically self control strategies help to remain calm and respond right when challenged, also monitoring and responding to the classroom climate to maximize instructional time. Perhaps one of the most unchallenged assumptions in school settings today is that students are arriving ready and willing to behave and through the Teach To component we focus on strategies to successfully teach to classroom rules and routines. 2 credits.

EDIC 9021 Restorative Practices for Educators

In this course, you will learn fundamental theory and practices for engaging with students, staff, and parents in your school setting. You will begin by gaining a full understanding of the theories behind the practices that make Restorative Practices (RP) effective. Among these theories include the fundamental hypothesis, social discipline window, affect psychology, compass of shame, stigmatizing versus reintegrative shame, and the importance of utilizing proactive RP 80% of the time. You will then learn about how to use a variety of circles to help build positive culture and climate in your classroom and/or school, while creating your own circle rituals to be used directly in your classroom and/or school. At the end of this course, you will be asked to create a multimedia presentation addressing how you have utilized RP concepts in your practice. 2 credits.

EDIC 9022 Trauma-Informed Practices for Educators

In this course, you will learn fundamental theory and practices for engaging with students, staff, and parents in your school setting. You will begin by gaining a full understanding of the theories behind the practices that make Trauma-Informed Practices (TIP) effective. Among these theories include basics of brain development and brain organization, 6-R's of positive development, dosing stress, heterogeneous stress response, Neurosequential Model in Education (NME), state-dependent functioning, co-regulation, mirror neurons, relational sensitivity, optimal learning environments, sequence of engagement, schools as buffers to trauma, the importance of positive, consistent relationships, and NME Mini-Maps. You will use these concepts to create a variety of new systems, structures, protocols, and procedures for your own classroom or organizational setting, including creating trauma-informed lesson plans, identifying dissociated and hyperaroused students, then applying effective interventions and de-escalation strategies. At the end of this course, you will be asked to create a multimedia presentation addressing how you have utilized TIP concepts in your practice. 2 credits.

EDIC 9023 Classroom Management: Relationships and Ecology

Time to Teach is an evidence based classroom management model which uses practical, proven, and powerful strategies. All of our strategies are research based and are ready to use in the classroom! This course will focus on the components of unconditional positive regard and classroom ecology. Specifically classroom ecology strategies help to effectively arrange and design the classroom environment. We will also cover unconditional positive regard or how to build and maintain strong student and teacher relationships. We focus on strategies to reach every student, every day. 1 credit.

EDIC 9026 Classroom Management: Accurate and Timely Consequences

Time to Teach is an evidence based classroom management model which uses practical, proven, and powerful strategies. All of our strategies are research based and are ready to use in the classroom! This course will focus on the capstone component of Refocus. Specifically strategies to reduce multiple warnings and repeated requests. 1 credit.

EDIU 9007 Independent Study: Special Topic Exploration

This practicum course is designed for educators who participate in professional development in a variety of different formats such as seminars, workshops, trainings, online courses, or webinars by helping to prioritize the information presented, determine how to apply the most relevant information to their work, and plan or create a project demonstrating their ability to apply the strategies they discovered. 15-45 clock hours/1-3 PDUs 1-3 credits.

EDIU 9124 Learning Circles: Professional Conversations

This course is designed to meet the needs of administrators, staff developers, or groups of teachers who wish to examine current practice based on a mutually agreed upon book that would respond to a common need at their schools/districts. In this course, reflection and discussion will lead to creation of an Action Plan. A detailed syllabus provides the structure to help the group reach its goals in a timely and orderly manner. 3 credits.

EDIU 9125 Learning Circles: Practical Applications

This course is designed so participants can review the Action Plan created in EDIU 9124 and evaluate it in a systematic manner. Group members will continue to meet and work together, but the focus will not be so much on exploring existing research as on creating new research. Based on the action research model, this course will guide the group through the process of determining what really works and what does not. It is an empowering process that can bring satisfying results. 3 credits.

EDIU 9200 Media Literacy: What Does It Mean for Your Students

Have you wondered about the effects of the Internet, television, video games and other media on your students? This course gives you an opportunity to reflect on media's influence and help your students understand media so that it is less likely to have a negative effect on them. As a participant, you will research issues related to media literacy and determine the best methods to integrate this concept into their lesson plans. Determine how to use media as an educational tool so that its persuasion helps children learn rather than choose negative attitudes and behaviors. 1-3 credits.

EDIU 9220 Classroom Strategies That Work

All teachers want to use the best teaching and learning strategies to promote the highest success for students. This course will explore the research that shows which classroom strategies actually work. Teachers will experiment with these strategies and reflect on their effectiveness with their own students. 3 credits.

EDIU 9246 Prevent Bullying in the Classroom

Bullying significantly impacts the learner and the learning environment. Students in fear of being bullied can hardly be expected to do their best academic work in class. This course is designed to assist the educator in analyzing the issues involved with school bullying and developing solutions to effectively deal with bullying behaviors. It will also help the teacher to support the victims and learn how to take preventive measures. This class may be one of the most significant classes you take. 3 credits.

EDIU 9247 Classroom Management and Student Responsibility

Teaching self-control and responsibility begins with the teacher's classroom management plan. Participants in this course will develop effective strategies for handling real day-to-day situations and learn how to resolve and prevent discipline problems. As part of this course, teachers will create an effective classroom management plan based on their own personality, grade level, and teaching style. 3 credits.

EDIU 9680 STEAM to Support Innovation and Creativity Across the Curriculum

Since the beginning of time, mankind has created art. Art is a language that all people speak, cutting across racial, cultural, social, educational, and economic barriers, enhancing cultural appreciation and awareness. It provides opportunities for self-expression, bringing the inner world into the outer world of concrete reality, integrating mind, body, and spirit. This course will give you the opportunity to explore the integration of the visual arts into your curriculum as a tool for inspiring creative thinking in your students. 3 credits.

EDIU 9681 Learning Styles in the Classroom

Students of all ages have preferred learning styles, and they learn best when they receive information that is a fit for their style. They also learn better if they can adapt to a variety of styles. Teachers also have preferences and tend to emphasize their preferred style, but both teachers and students will benefit if lessons address the full spectrum of styles. The main goal of this course is to help you understand the different learning styles and practice integrating them into your lesson plan. 1-3 credits.