

PIONEER TEACHER CENTER

2021-2022 IN-SERVICE COURSES

List of Course Objectives by Course

SUMMER 2021: Supporting NGLS with Technology

Course Objectives

1. Participant will develop a technology tool to increase student knowledge in a content area.
2. Participant will develop lessons and learning activities that align technology to the NGLS.
3. Participant will develop formative and summative assessments that infuse technology and align to the NGLS.

SUMMER 2021: Active Learning and NGLS

Course Objectives

1. Participants will create and develop one vocabulary-based activity designed to improve student recall of vocabulary terms.
2. Participants will create and implement one kinesthetic activity involving increased student movement and evaluate for increased student engagement.
3. Participants will develop and implement one cooperative-learning activity and evaluate for increased student engagement.

SUMMER 2021: BOOK STUDY- The Reading Strategies Book

Course Objectives

1. Participants will identify and use at least one reading strategy for fiction text.
2. Participants will identify and use at least one reading strategy for non-fiction text.
3. Participants will identify and use at least one strategy for improving stamina, fluency, vocabulary and/or comprehension during reading.

SUMMER 2021: Safety First- Physical Education

Course Objectives

1. Participants will renew Lifeguarding Certifications.
2. Participants will receive updated Concussion Management Certification.
3. Participants will help revise unit plans to incorporate the new state standards.

SUMMER 2021: Engaging Student with Poverty in Mind

Course Objectives

1. Participants will understand impacts of poverty on instruction and learning and ways they can provide emotional support.
2. Participants will explain the impact of stress and identify three strategies to reduce stress in students.
3. Participants will use at least two strategies to increase cognitive capacity around: Reading, Vocabulary, and Working Memory.

SUMMER 2021: PBIS- Positive Behavior Intervention Strategies

Course Objectives

1. Participants will identify ways in which they can foster a student-centered learning environment.
2. Participants will choose a strategy that fosters a student-centered learning environment and apply it with students.
3. Participants will plan and implement a growth mindset strategy to use with students.

SUMMER 2021: Building the Foundation of a Thoughtful Classroom

Course Objectives

1. Participants will score effective or higher on the teacher evaluation rating scale as measured by formal observations, information observation forms, self-reflections and student academic performance.
2. Participants will be able to design thoughtful lessons which include the five episodes of effective instructional design elements, include a variety of research-based strategies and tools, and engage students in higher order thinking as evidenced by principal observations, teacher lesson plans, scored samples of student work, and interviews with students.
3. Participants can improve the quality of classroom instruction through the increased use of research-based strategies and tools with the use of Thoughtful Teacher.

SUMMER 2021: Microsoft Applications to Support NGLS

Course Objectives

1. Participants will create an Excel Spreadsheet, a PowerPoint Presentation, or Publisher document to be used in their classroom (or to share with a classroom teacher).
2. Participants will be able to use Microsoft Office 2019 to update currently used documents, create new documents, and will become knowledgeable and comfortable with the new features of the updated version of Office.
3. Participants will be able to use Classroom in Office 365 in order to assign and grade and assignment.

Fall 2021: Student Mental Health and Wellness in the Classroom

Course Objectives

1. Demonstrate the ability to assess for a student's unmet psychological needs that may impact a student's academic experience.
2. Be able to articulate what a "therapeutic" (needs-satisfying) classroom environment involves and be able to create one for their students.
3. Be able to teach Social-Emotional content to their students and integrate SEL into the curriculum.

FALL 2021: Best Practices in Student Engagement

Course Objectives

1. Participants will create a lesson/instructional resources that implements best practice in student engagement for in-person instruction.
2. Participants will create a lesson/instructional resources that implements best practice in student engagement for virtual instruction.
3. Participants will create a "tool-kit" of other best practices to implement.

FALL 2021: BOOK STUDY- Shake Up Learning

Course Objectives

1. Participants will develop an understanding of how technology has changed the way we teach and learn.
2. Participants will develop an understanding of the Dynamic Learning Model.
3. Participants will develop an understanding of the Dynamic Learning Framework.

SPRING 2022: SUPPORTING NGLS with Technology

Course Objectives

1. Participant will develop a technology tool to increase student knowledge in a content area.
4. Participant will develop formative and summative assessments that infuse technology and align to the NGLS.
2. Participant will develop lessons and learning activities that align technology to the NGLS.

SPRING 2022: BOOK STUDY: Discipline with Dignity

Course Objectives

1. Participants will identify the difference between formal and informal discipline systems and when to use each.
2. Participants will identify ways to reduce both teacher and student stress that can trigger power struggles.
3. Participants will create an effective discipline plan emphasizing mutual respect and self-control.

SPRING 2022: Book Study- The Writing Revolution

Course Objectives

1. Participants will be able to identify, analyze, and embed a variety of writing strategies to differentiate content area writing tasks.
2. Participants will be able to identify, analyze and embed a variety of targeted feedback strategies to strengthen student response writing.
3. Participants will be able to apply new learning by determining their students' writing levels and build on those levels using the differentiated instruction techniques in the book.