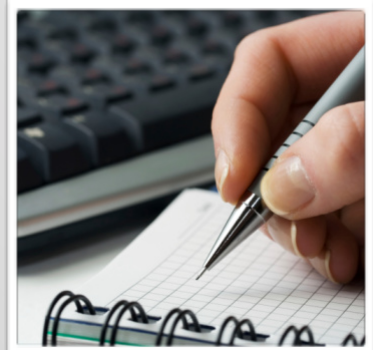





AKCEL
 Excellence In E-Learning
 POWERED BY E-READ OHIO

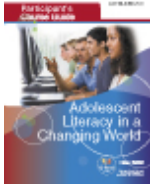


ONLINE PD

Professional development isn't an event, it's a process

e-Read Ohio/AKCEL provides graduate-level courses offering teachers, instructional coaches, and administrators professional development opportunities. The e-learning blended format makes learning fun, enhances collegiality and provides a flexible learning schedule. Participants earn graduate credit or CEUs while gaining strategies and resources they can incorporate in their respective classrooms. e-Read Ohio/AKCEL courses provide tools that give coaches and teachers ways to connect and learn within a structured and supportive environment.





ADOLESCENT LITERACY IN A CHANGING WORLD

The ability of youth to read and write goes to the core of a democratic society. Their literacy achievement is key to our society's growth and well-being. Strong readers and writers are the backbone of a vigorous culture, a strong economy, and world leadership in an Information Age. In order to thrive in this Information Age, our youth must be equipped not simply with core subject matter, but also with the ability to create, analyze, and transform information into new knowledge. This course teaches the tried-and-true fundamental principles of reading instruction as well as the new literacy demands on our youth, their generational characteristics, and the role of new literacies in the classroom. This course will help you explore fundamental instructional techniques you can use to help students better learn the content you teach, while integrating rather than competing with technology.

Grades 4-12
Credits 1



ASSESS-PLAN-TEACH FOR ADOLESCENTS

APT focuses on the idea that the quality of a teacher's assessment, planning, and teaching significantly affects student learning. We assess to understand where students are so we can plan based on students' needs. We then teach from those plans, continually re-assessing as we go, thinking through what to plan next, and doing this over and over again. This course provides an opportunity for deep professional inquiry of the essential elements of the APT model, allowing for thoughtful exploration and analysis through expert interviews, podcasts, activities, discussions, and sample classroom instruction. APT is an interconnected instructional model used for understanding and responding to different types of instructional decisions. It focuses on assessment, planning, and teaching to provide standards-based instruction at the classroom level.

Grades 4-12
Credits 1



ASSESS-PLAN-TEACH IN ACTION

APT is a cyclical process that skilled teachers engage in everyday. The sequence of this course is designed to take you through the APT phases of a cyclical process slowly. During the Assess phase, teachers use the data they have collected and think about what their students know in relation to what their students need to learn. They look for patterns in their data and think again in what the data shows in terms of what students need to learn. In the Planning phase, teachers need to be aware of affective reading instruction and those strategies that will boost student learning in order to use their data and appropriately teach the students what they need to learn. Finally, during the Teaching phase, the teacher is thinking carefully about how the students are doing, how they are interacting with the task or the activity that the teacher gave the student, and thinking about the responses. This course gives real-life examples of how this cyclical process takes place in a classroom and how you can use it to benefit your students.

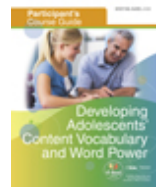
Grades PK-4
Credits 1



BUILDING COMPREHENSION IN GRADES 4-6

In Building Comprehension, you will learn concepts about fluency, vocabulary instruction, and comprehension instruction. Fluency gives the ability to read text accurately and quickly, Vocabulary instruction gives teachers the tools to allow their students to develop a rich store of vocabulary for reading comprehension. Comprehension instruction allows teachers to give students the ability to actively engage in, understand and critically analyze text.

Grades 4-6
Credits 1



DEVELOPING ADOLESCENTS' CONTENT VOCABULARY AND WORD POWER

Developing Adolescents' Content Vocabulary and Word Power focuses helping students acquire a large, specialized vocabulary. Throughout the courses techniques will be given to allow teachers to tackle the persistent problem of vocabulary volume by focusing on the major topics of why, what, how and when of vocabulary development. These techniques and instructions will help adolescents gain their own word power for ongoing learning.

Grades 4-12
Credits 1



DIFFERENTIATING INSTRUCTION FOR DIVERSE STUDENT NEEDS

This course focuses on differentiating instruction to support all students and their varied learning needs. Teachers struggle to understand and meet the needs of a diverse array of learners in their classrooms. We will introduce and explore the ways in which students differ in their learning and provide supports for your developing understanding of how to differentiate instruction. Universal Design for Learning (UDL) is the conceptual framework for this course. We'll also explore practical ways for the novice teacher to begin the process of differentiating instruction for academically diverse students.

Grades K-6
Credits 1



EARLY LANGUAGE LEARNING

In this course, you will explore the oral language skills that children need and how they can acquire them. This course contains expert testimony and examples of activities that will help you make your classroom an enriching environment for oral language growth. Oral language is the foundation for academic, social, and life skills that are valued not only in school but in life itself.

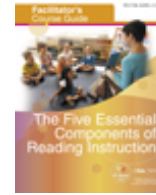
Grades PK-3
Credits 1



EFFECTIVE GROUPING PRACTICES

Effective Grouping Practices will provide teachers with the opportunity to deepen professional inquiry into the essential elements of grouping for reading instruction, thoughtful exploration and analysis. You will explore three major steps to grouping for effective reading instruction: organizing for effective grouping, preparing the learning environment and planning for grouping instruction.

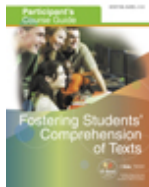
Grades K-4
Credits 1



FIVE ESSENTIAL COMPONENTS OF READING INSTRUCTION

This course consists of face-to-face sessions and five online modules that focus on the five areas identified by the National Reading Panel (2000) as key to teaching students to read: phonemic awareness, phonics, fluency, vocabulary and comprehension. Each module features expert commentary, and sections on building background knowledge, developing understanding on the focus area and then activities and video for teachers to demonstrate their understanding.

Grades K-6
Credits 2



FOSTERING STUDENTS' COMPREHENSION OF TEXTS

Fostering Students' Comprehension of Texts will look at all manners of text, from essays to poems to technical manuals to wikis, eBooks, e-Zines and other e-Sources. Teachers will learn how to model and teach comprehension strategies that will build students content knowledge and motivate them to learn through text. This course will allow teachers to become experts at comprehension strategy instruction, or CSI and will give them the opportunities to deepen their understanding of the reading process, try out teaching techniques, explore technology tools, and plan for CSI in their own practice.

Grades 4-12
Credits 1



HELPING ADOLESCENT STRUGGLING READERS REBOUND

By third grade, students should have learned how to read. In grades 4-12, students should continue to acquire and develop reading skills that help them learn. As a content teacher, you must understand how students learn to read so that you can help them use their reading skills to learn in specific content areas. Helping Adolescent Struggling Readers Rebound provides an opportunity for deep professional inquiry into reading assessments and interventions for adolescent struggling readers. Allowing for thoughtful exploration and analysis through discussion, case study analysis, and implementation planning. This course will help you to understand reading assessments models, identify different reading problems in adolescents, and will let you to design a plan to help struggling readers rebound.

Grades 4-12
Credits 1



LITERACY COACHING IN SCHOOLS

Literacy Coaching in Schools focuses on the fact that coaching is gaining ground as a source of professional development for teachers. Mentoring, peer collaboration and expert consultation, show promise for helping teachers learn in ways that are authentic and lasting. Coaching is rich with new possibilities for improving the teaching of reading in our schools and this course helps tap into those riches. This course will help you explore current research and approaches to literacy coaching, roles and activities of literacy coaches, and the supportive coaching environment that enhances and limits the effectiveness of coaching

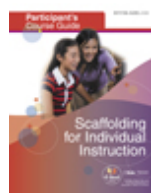
Grades K-8
Credits 1



READ-WRITE CONNECT

Every day, students encounter written text in a variety of ways. They may encounter websites, textbooks, and trade books and need to comprehend and remember what they read. For even the most skilled readers, page and page of black print in a thick textbook with few pictures or graphics can be overwhelming. How can readers take all this new information and organize it in a way that makes sense? How can students summarize what the author has written so that they can understand and recall it in the future? Reading and writing are critical skills students must master in order to achieve success in the future. Until recently, these have been taught as separate subjects. We now know that writing supports comprehension and helps deepen understanding of concepts. Writing in response to reading moves thinking to a higher level.

Grades K-5
Credits 1



SCAFFOLDING FOR INDIVIDUAL INSTRUCTION

Scaffolding for Individual Instruction is part of an ongoing effort to improve K-5 literacy instruction. The course focuses on differentiating instruction to support all students and their varied learning needs. Every day teachers struggle to understand and meet the needs of a diverse array of learners in their classrooms. This course will introduce and explore the ways in which students differ in their learning and provide support for developing understanding of how to differentiate instruction.

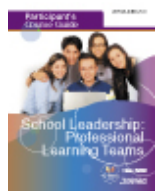
Grades K-6
Credits 2



SCHOOL LEADERSHIP: LEADERSHIP FOR LEARNING

School Leadership: Leadership for Learning is designed for public school educators. Today's principals and teacher-leaders are faced with many challenges. Each district has charged its administrators and teacher-leaders to develop strategies and programs to improve student achievement. This course identifies some of those challenges and links the challenges with research and the Ohio department of Education's framework. This course does not provide all the answers. But it does provide some thought-provoking ideas from the research and opportunities for principals and teacher-leaders to gather ideas and develop problem-solving strategies to address specific challenges.

Grades K-8
Credits 1



SCHOOL LEADERSHIP: PROFESSIONAL LEARNING TEAMS

All schools identify the needs and targets of their improvement initiatives mostly by using their district and building level data. Based upon individual data, it is our desire to show you how successful implementation of professional learning teams can increase student achievement. Through this process, teachers and principals begin to focus on teaching using direct evidence as provided by students' learning outcomes. Professional learning teams play a crucial role in decision-making within a shared leadership environment and are ultimately responsible for the success of every child. Your role will be to lead your teacher-team through this process and work to help them find their voice as an effective collaborative group that focuses on what is best for children.

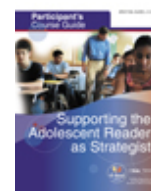
Grades K-12
Credits 1



SUPPORTING ENGLISH LEARNERS IN THE CLASSROOM

English Learners are students in the process of acquiring English as a second (or additional) language. Demographic trends show that the number of ELs in K-12 classrooms is increasing, and will continue to grow. You may already have one or more ELs in your classroom. If not, you are likely to in the future. In this course, you will learn more about ELs and how to help them learn in your classroom. Also, in this course, you will learn to recognize the general characteristics of English learners as well as identify the language and literacy skills of beginning, intermediate, and advance English learners. Finally, this course helps identify and apply the learning principles when teaching English Learners.

Grades K-6
Credits 1



SUPPORTING THE ADOLESCENT READER AS STRATEGIST

The motto of the Scout's is: Be Prepared. It's a good motto for Scouts who seek to be skilled, strong and brave persons. It is also a good motto for readers who are seekers of meaning in books, articles, newspapers, magazine, and online texts. And to be strategic involves knowing the WHAT, HOW, WHEN and WHY of a particular reading context. Supporting the Adolescent Reader as Strategist focuses on the key features of strategic knowledge. It will allow teachers to develop, organize and calibrate knowledge, strategies, and tools to teach strategic knowledge to adolescent readers. This course also demonstrates how questioning, imagining, graphic organizers and statements of purpose can be used effectively for young readers.

Grades 4-12
Credits 1



TEACHING AND UNDERSTANDING INFORMATIONAL TEXT

Teaching and Understanding Information Text helps adolescents learn the advanced literacy skills that allow them to conquer the abundance of text they encounter at school, in their homes, in cyberspace, and in the rapidly changing world. Many middle and high schoolers are struggling to learn academic content because they can't proficiently read this type of text. This course will help you work together with other teachers and literacy coaches to ensure that students learn to process, understand, critique, and analyze the informational text they encounter.

Grades 4-12
Credits 1



BUILDING E-LEARNING FACILITATION SKILLS

With high demands on teachers and students, many consider the education and pd of teachers as the keystone to educational improvements. When teachers have access to high-quality, results driven, content specific staff development their students academic achievements increases. The e-learning facilitator role is about supporting people to improve their instruction practice by helping and enabling rather than telling or persuading. The process of facilitation depends upon a skillful and knowledgeable person carrying out the role in order to enable changes in professional perceptions and practice.

Grades K-12
Credits 1



PLANNING SUPPORT AVAILABLE

Let us help you create a PD plan for this school year.

e-Read Ohio/AKCEL provides graduate-level courses for teachers, coaches and leaders. Participants advance their skills with high-quality and research-based PD and you can offer your staff ways to improve instruction and student outcomes.

The Ohio Department of Education recognizes e-Read Ohio as high-quality PD and partners with us to develop online professional development courses.

For more information about courses, call (330) 972-6451 email AKCELSupport@uakron.edu

WHAT PARTICIPANTS SAY

"I learned a great deal of information while being involved with e-Read Ohio. The classes were very organized and hands-on. I tried many new and exciting strategies in my classroom which were very successful."

"I don't teach a Reading class, but the instructor is doing a great job helping me to see how I can use it in my Math and Science classes."

"The online work gets to the meat of the knowledge and is much more interesting. I like that it is on line since I have a very busy schedule and I can work on it when I have time. Thank you!"

e-Read Ohio/AKCEL has been a state leader in literacy professional learning since 2004 offering 20 professional development courses to more than 13,000 Ohio teachers. Contact AKCELSupport@uakron.edu for Common Core Standards alignment and guest access to a course.



AKCEL
Excellence In E-Learning



Ohio | Department of Education