

## Wilson Education Center

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Web Based

Professional Development Online  
Mini-Courses offered STATEWIDE

Register Online @ [www.wesc.k12.in.us](http://www.wesc.k12.in.us)

*Serving Schools and Communities since 1977*

The rules for Revision for Educator Preparation and Accountability (REPA) allow Professional Development Units to be used for re-certification of teacher licenses every five (5) years

Professional Growth Points are used for recertification of teachers licenses. Ninety (90) points need to be completed during the validity of the license. A teacher may choose to complete 90 hours in one (1) course area or take 90 hours in a combination of the areas to complete the 90 hour requirement for re-certification.

Courses are taught by Professional Development Facilitators. The subjects have been chosen to keep teacher skills current and to increase student achievement in the classroom. No textbooks are required for these courses. Teachers will be able to complete these web based courses at home in their convenience.

The Wilson Education Center is now offering mini-courses valued at 30 hours each of professional development units at a cost of:

**\$199 per  
"Mini-Course"**

**Low Cost**

Courses currently being offered by the Wilson Education Center to teachers include:

### READING:

- Introduction to the 5 Big Ideas of Reading: #1 Phonemic Awareness (K-3)
- Reading: Effective SBRR Comprehension Instruction in the Classroom! (3-12)

### DIFFERENTIATION:

- Differentiated Instruction: Let's start small, but think BIG! (K-12)
- Differentiation: Strategies to use in the Classroom (K-12)
- Differentiation for ALL: Special Populations, Strategies and Grading (K-12)
- Differentiation and Literacy: Teaching Reading and Writing in Science (5-12)

### CROSS-CURRICULAR MATH:

- Introduction Cross-curricular Math Integration (5-12)
- Intermediate Cross-curricular Math Integration (5-12)
- Applications of Cross-curricular Planning (5-12)

### COUNSELORS:

- Best Practices 1: Utilizing Community Resources for Students in Crisis or Transition (7-12)
- Best Practices 2: Resources for Assisting Students with Postsecondary Planning (7-12)
- Best Practices 3: Motivators for Students, Parents, and Faculty (7-12)

### OTHER COURSES:

- Glogster: Project-Based Learning with Multimedia (K-12)
- How to teach your middle school ELA students to earn a Pass + on Istep with the new CCRS
- Management & Organization (K-12, specifically K-6)
- Moodle for Teachers (K-12)
- Movie Maker: Digital Video in the Classroom (K-12)
- Photoshop Elements: Digital Imaging in the Classroom (K-12)
- Successful Teaching Strategies for Building Active Readers in Science (5-12)

Professional Development

Online Mini-Courses offered STATEWIDE

**\$199 per Course**

Click here to Register Online



## Introduction to the 5 Big Ideas of Reading: #1 Phonemic Awareness (K-3)

This course will include not only phonemic awareness but the phonological awareness umbrella and its components. This phonological awareness umbrella encompasses different skill levels which move in complexity and build to the big idea of phonemic awareness. Participants will use these skill levels in their classroom experiences and produce lessons/activities which focus on the different skills. Requirements will include, but not limited to: lesson plans written and implemented in class, readings, journals, mid-term, final exam, online chats, and reports.

K-3 teachers benefit because the course addresses their skill levels; however, all teachers need to understand this umbrella and its spectrum of skills which build core foundations for student success.

## Reading: Effective SBRR Comprehension Instruction in the Classroom! (K-12)

Research has shown that effective comprehension instruction helps students understand, remember, and talk about what they have read. This is the purpose of reading! The first step to understanding the nature of reading comprehension is to appreciate the complexity of it. This course will delve into the understanding of effective comprehension instruction based on the National Reading Panel's (2001) SBRR findings. The strategies, connections, and understandings of effective comprehension techniques when working with students, at different levels, in the classroom. Requirements will include, but not limited to: lesson plans written and implemented in class, readings, journals, mid-term, final exam, online blogs, & reports.

K-6 teachers benefit because it addresses them specifically; however, **ALL** teachers need to understand the importance and complexity of effective comprehension instruction.

## Differentiated Instruction: Let's start small, but think BIG! (K-12)

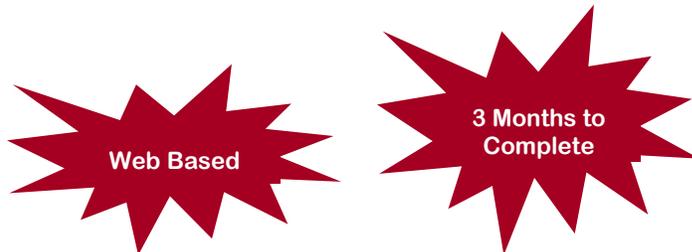
In classrooms all across the region, teachers provide instruction to diverse groups of students. These students come from different language and cultural backgrounds, and students who vary in their learning capabilities and styles. It is critical that teachers learn how to meet the needs of individual students without sacrificing the quality of overall instruction.

This module is designed to help the teacher understand how to better meet the needs of those many different learners sitting in their classroom today. It will provide an opportunity to examine the characteristics of a differentiated classroom; how to frame instruction around concepts; and some techniques for differentiated instruction.

## Differentiation: Strategies to use in the Classroom (K-12)

This mini course will introduce teachers to the idea that differentiation becomes a way of thinking about how you set up and run your classroom. It will introduce the idea that DI is not a strategy but a change in classroom culture, utilizing varied resources to take each learner where they are and move them forward. The focus is on the what, how and when to use differentiated instruction to meet the needs of learners in your classroom.

As an outcome of participating in this mini course, teachers will **LEARN**- what differentiated instruction is and is not, strategies to use in the classroom, how to manage a differentiated classroom, and learn how and when to use strategies with varying levels of preparation. **BE ABLE TO**- implement the strategies in your classroom with all types of learners and deal with the "fairness" issue of differentiation.



## DIFFERENTIATION for ALL: Special Populations, Strategies and Grading (K-12)

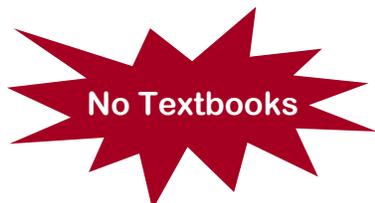
If you unpack the baggage that your students come to school with these days you will find any combination of the following: changing levels of social economic status, range of cognitive abilities, students with IEPs and 504 plans, mental health issues, chronic health issues, etc. There are so many factors that affect the outcome of your students' performance on daily work and district and state assessments.

Do you have the skills and knowledge to provide effective and meaningful instruction to this heterogeneous group of learners? Join this class to learn what instructional changes will address the needs your diverse learners. Have you heard the question "Does fair mean equal?" How does that affect what and how you grade your students? Join me to explore more about grading in a classroom where differentiation is a common practice. Finally, who are the students with special needs sitting in your classroom and what strategies work with them? Join me to explore the areas of instruction, learning and grading using differentiation.

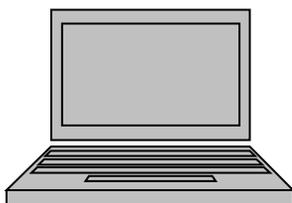
## Differentiation and Literacy: Teaching Reading and Writing in Science (5-12)

This course describes how differentiated instruction can be best used to teach reading and writing in today's diverse science classes. You will be able to develop successful differentiated lesson plans in science class, while sharing personal experiences relative to differentiated literacy. You will learn strategies for meeting the needs of an increasingly diverse population within the context of today's challenging science standards-based curriculum.

You will learn to: 1) recognize and teach to different kinds of intelligences, 2) differentiate your instruction to reach students with varying literacy levels, 3) improve your instruction by adapting a growth mindset, 4) use strategies such as flexible grouping and RAFT to enrich literacy instruction, and 5) create reading and writing lesson plans and units utilizing differentiated instruction.



**\$199 per  
"Mini-Course"**



### **Introduction Cross-curricular Math Integration (5-12)**

Experience the simplicity of using imbedded math concepts to strengthen your curriculum. Addressing topics for both math teachers and instructors of all courses that require math skills is targeted by the course. The course is designed to heighten teachers' cognizance of existing math topics in their discipline, improve student achievement on standardized testing, and simplify daily instruction.

Assignments will focus on integrating standards of grade appropriateness not only of math skills, but non-math state and/or national standards. Requirements will include, but are not limited to: journal reading, online quizzes, lesson planning, online collaboration, logistical analysis, midterm project, and final project. Grading contracts will determine course grades.

### **Intermediate Cross-curricular Math Integration (5-12)**

Successful completion of Intro to Cross-curricular Math Integration is preferred but, not a pre-requisite for this course. The course will focus on the prioritization of cross-curricular topics of math and other disciplines that will boost student scores on Core 40, SAT, ACT, ISTEP and testing equivalents.

### **Applications of Cross-curricular Planning (5-12)**

Preparing students to be college and career ready starts early in education. This course will enlighten the existing and potential influence our schools have on student achievement as they prepare for the years of post-middle school, post-high school and post-career center.

### **Successful Teaching Strategies for Building Active Readers in Science (5-12)**

Teachers who work with middle and high school students know reading-related issues are critical for students to comprehend content area texts. Topics in this course will include: approaches for helping poor readers develop good reading strategies, methods to increase student interest in reading for pleasure, and how science teachers might effectively incorporate reading instruction. As practitioners who understand reading is as a key for success for their students, both during school years, and into adulthood, this course will help you nurture your students as active readers who are empowered to achieve their full academic potential.

### **Management & Organization (K-12, specifically K-6)**

Classroom management and organizational skills are critical for effective classroom instruction. Research has proven that classrooms with good management and organization have more effective instruction, which in turn can lead to higher student achievement. Management begins before students even enter through the door! This course will highlight some simple but effective strategies which, if implemented, can lead to a year of effective instruction and learning with less stress for teacher and students. Requirements will include, but not limited to: classroom applications, readings, mid-term, final exam, online blogs, & reports.

**K-6 teachers benefit because it addresses them specifically;** however, **ALL** teachers need to understand the importance of effective management/organizational strategies and techniques which will enhance their classroom instruction.

### **Best Practices 1: Utilizing Community Resources for Students in Crisis or Transition (7-12)**

School counselors deal with more students in crisis or in transition each year. This mini course will help counselors connect with each other in order to share resources and services for students in a variety of situations. Topics may include homelessness, depression, suicide, grief, abuse, transient students, FES, ESL, cutting, and eating disorders.

During this course you will create a community resource guide to facilitate you when assisting students. Course requirements will also include, but are not limited to: sharing best practices, reading articles, on line discussions, journaling, and visiting two community resources.

### **Best Practices 2: Resources for Assisting Students with Postsecondary Planning (7-12)**

This course will explore different resources available to counselors and students to assist them with planning for postsecondary goals. The Indiana Career Explorer program will be discussed along with various resources for college, workforce and career planning.

During this course you will explore a variety of resources to facilitate you when assisting students in their postsecondary planning. Course requirements may include, but are not limited to: sharing best practices, reading articles, online discussions, and journaling.

### **Best Practices 3: Motivators for Students, Parents, and Faculty (7-12)**

This course will explore different resources available to counselors and students to assist them with planning for postsecondary goals. The Indiana Career Explorer program will be discussed along with various resources for college, workforce and career planning.

During this course you will explore a variety of resources to facilitate you when assisting students in their postsecondary planning. Course requirements may include, but are not limited to: sharing best practices, reading articles, online discussions, and journaling.

## **Technology Courses**

### **Moodle for Teachers (K-12)**

Extend your classroom beyond its physical boundaries using Moodle. The leading Open Source learning management system (LMS) can be used to deliver online courses or to supplement traditional face-to-face courses. With Moodle, you develop dynamic course content that can be accessed over the Internet by students anywhere at any time. In this hands-on course, you will learn how to use Moodle's features to create an engaging collaborative online learning community for your classroom. As part of this course, you will create a Moodle course site that you can use in your classroom. This class will be of interest to Elementary School, Middle School, and High School teachers, technology coordinators, and school administrators. No prior knowledge of programming or Moodle is required.

**No Textbooks**

### **Movie Maker: Digital Video in the Classroom (K-12)**

Learn how to create and edit movies using Microsoft Windows Movie Maker. Movie Maker makes creating movies fun and simple. In this course, you will learn how to use digital video as an instructional tool for classroom projects and leave prepared with practical ideas that you will be able to immediately apply in your classroom. You will learn how to create dazzling movies, complete with special effects, voice-overs, music scores, transitions, titles, credits, and much more.

During this course, you will create and produce your own instructional movie that you can use for your classroom. This is an introductory course open to all K-12 teachers. Participants should have basic knowledge of the Windows operating system, broadband Internet access and an email account. Access to a digital video camera and PC running Windows XP with a Fire-Wire port and audio card is required. It is recommended that you have 2 GB of free hard disk space. This course is correlated with the national ISTE NETS (National Educational Technology Standards) and the No Child Left Behind Act.

### **Photoshop Elements: Digital Imaging in the Classroom (K-12)**

Learn how to use digital cameras, color scanners and images from the web to enhance and enliven classroom teaching and learning. You will leave this class prepared with practical ideas that you will be able to immediately apply in your classroom. Among the topics this course will explore are how digital cameras and scanners work, basic photo editing techniques using Adobe Photoshop Elements, and how to integrate the use of digital images into the curriculum. Through a variety of hands-on activities, you will develop the skills needed to effectively begin using digital images in your classroom. During this course, you will develop an instructional module/presentation, for your classroom, incorporating the use of digital images.

This is an introductory course open to all K-12 teachers. You should have basic computer skills (e.g., word processing, email, basic Internet skills). You will need access to a digital camera and scanner during this class. You will also need access to the Internet and an email account. This class is open to either Macintosh or Windows PC users. This course is correlated with the national ISTE NETS (National Educational Technology Standards) and the No Child Left Behind Act. This course also addresses Wisconsin DPI teaching standards 4, 6 and 9.

### **Glogster: Project-Based Learning with Multimedia (K-12)**

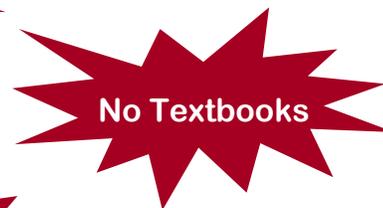
Take your classroom into the 21st century! Explore the exciting possibilities of incorporating student created multimedia projects across the curriculum using Glogster, an engaging and easy to use tool. Using Glogster, students create interactive posters incorporating text, images, sound, video clips, graphics, and hyperlinks. The use of Glogster promotes the 21st century learning skills of digital literacy, critical thinking, communication and collaboration. You will leave this class prepared with practical ideas that you will be able to immediately apply in your classroom. Among the topics this course will explore are the principles of project-based learning using multimedia, how to integrate multimedia projects into the curriculum, and how to manage and assess student produced multimedia projects. As a part of this course, you will develop a project based instructional lesson using Glogster. This is an introductory course open to all K-12 teachers in all curricular areas. You should have basic computer skills (e.g., word processing, email, basic Internet skills). You will also need access to the Internet and an email account. This course is correlated with the national ISTE

NETS (National Educational Technology Standards) and the No Child Left Behind Act.

At the completion of this course, the student will be able to 1) Understand the principles of project-based learning with multimedia, 2) Understand how multimedia enhances teaching and learning, 3) Integrate multimedia technology into the curriculum. 4) Understand the phases for developing multimedia project, 5) Develop a multimedia based instructional lesson using Glogster., and 6) Manage and evaluate student produced multimedia projects.

### **NEW: How to teach your middle school ELA students to earn a Pass + on Istep with the new CCRS**

This is **session 1 of 3** of a classroom friendly 13- week class which will include ten hours each of collaboration, readings, and a class project TASK that will tie-in with the rest of the subject material.(Session 2: Instruction. Session 3: Assessment) Due to present issues, teachers will gain a deeper understanding to the importance of student emergence. In addition, teachers respond to a pointed blog question. These supervision blogs will only be seen by the on-line teacher.



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Contact Linda Mullins, [ismullins@wesc.k12.in.us](mailto:ismullins@wesc.k12.in.us)  
with questions, comments, or course suggestions

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