

**LEARN NC**

**Professional Development  
Catalog**

**Spring 2007-2008**

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# Adolescent Literacy: English Language Arts Comprehension Strategies

3 CEUs + 6 weeks + \$225

February 27 + Traci Barger

## PREREQUISITES

Participants must be high school English Language Arts teachers.

## COURSE DESCRIPTION

Adolescent Literacy: English Language Arts Comprehension Strategies is based on the premise that reading is an essential activity for people in every walk of life. If English teachers are going to prepare students to become life-long readers and writers, our classrooms must include direct instruction in developing reading skills. The ability to read and comprehend information is crucial in thinking critically, making decisions, and defending one's views and opinions.

## COURSE GOAL

The goal of this course is to enable teachers to meet the literacy needs of their students. By the end of this course, teachers should be able to utilize a variety of strategies and resources to enhance literacy instruction in the classroom in an ongoing and purposeful manner.

## COURSE OBJECTIVES

Although a variety of activities and readings have been designed to help participants become familiar and comfortable with strategies to promote adolescent literacy, there are five objectives participants should achieve in Adolescent Literacy: English Language Arts Comprehension Strategies.

- Assess current knowledge and attitudes about adolescent literacy instruction
- Become familiar with research-based recommendations to improve reading instruction in English classes
- Understand and implement an array of resources appropriate for both student reading levels and the specific English Language Arts course
- Implement a variety of strategies to aid student comprehension
- Help striving readers by using specific strategies that support learning

## MATERIALS REQUIRED

The course does not require a text. Participants will be asked to use resources from their classroom to practice knowledge and skills learned in this course.

*If you've completed LEARN NC's Blackboard Training courses, you're eligible to teach a copy of this course in your school system. To request a course copy, please email [bbregister@learnnc.org](mailto:bbregister@learnnc.org) or call 919.843.6071.*

# Adolescent Literacy: Mathematics Comprehension Strategies

3 CEUs + 6 weeks + \$225

April 9 + Traci Barger

## PREREQUISITES

Participants must be high school mathematics teachers.

## COURSE DESCRIPTION

Adolescent Literacy: Mathematics Comprehension Strategies is based on the premise that reading is an essential activity for people in every walk of life. If mathematics teachers are going to prepare students to become engaged and informed citizens, that preparation must include direct instruction in how to develop reading skills. The ability to read and comprehend information is crucial in thinking critically, making decisions, and defending one's views and opinions.

## COURSE GOAL

The goal of this course is to enable teachers to meet the literacy needs of their students. By the end of this course, teachers should be able to utilize a variety of strategies and resources to enhance literacy instruction in the classroom in an ongoing and purposeful manner.

## COURSE OBJECTIVES

Although a variety of activities and readings have been designed to help participants become familiar and comfortable with strategies to promote adolescent literacy, there are five objectives participants should achieve in Adolescent Literacy: Mathematics Comprehension Strategies:

- Assess current knowledge and attitudes about adolescent literacy instruction
- Become familiar with research-based recommendations to improve reading instruction in mathematics classes
- Understand and implement an array of resources appropriate for both student reading levels and the specific mathematics course
- Implement a variety of strategies to aid student comprehension
- Help striving readers by using specific strategies that support learning

## MATERIALS REQUIRED

The course does not require a text. Participants will be asked to use resources from their classroom to practice knowledge and skills learned in this course.

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# Adolescent Literacy: Science Comprehension Strategies

3 CEUs + 6 weeks + \$225

April 1 + Judy Jones

## PREREQUISITES

Participants must be licensed, high school science teachers.

## COURSE DESCRIPTION

This course is designed to provide science content area teachers with literacy strategies which can be integrated readily into their teaching to support the instruction and comprehension of the material for student success. Teachers will learn how they can use language literacy strategies to strengthen students' achievements in science as well as reading. Teachers must have a willingness to incorporate literacy strategies in their teaching and participate fully in the course. The course participants will read about literacy strategies, research the instructional strategies, create and implement lessons using literacy tools, discuss effectiveness, reflect upon results, and work together with other participants to evaluate information and processes.

## COURSE GOAL

The goal of this course is to assist teachers in infusing literacy strategies in their teaching that will energize and accelerate the learning in their science classrooms, enabling students to succeed.

## COURSE OBJECTIVES

Although there will be a variety of activities and readings designed to teach you the specifics of Adolescent Literacy: Science Comprehension Strategies, there are five overarching objectives you'll achieve in the course. You'll learn:

- The pedagogy of content literacy through readings, research, and experiences
- Strategies for supporting content literacy in the high school classroom
- How to work with colleagues to implement literacy strategies that support science comprehension
- How to provide and receive peer feedback on teaching experiences
- How to reflect upon the successes and frustrations of literacy strategy infusion in science teaching

## MATERIALS REQUIRED

The course does not require a text. Participants will be asked to use resources from their classroom to practice knowledge and skills learned in this course.

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# Adolescent Literacy: Social Studies Comprehension Strategies

3 CEUs + 6 weeks + \$225

May 12 + Traci Barger

## PREREQUISITES

Participants must be high school social studies teachers.

## COURSE DESCRIPTION

Adolescent Literacy: Social Studies Comprehension Strategies is based on the premise that reading is an essential activity for people in every walk of life. If social studies teachers are going to prepare students to become engaged and informed citizens, that preparation must include direct instruction in how to develop reading skills. The ability to read and comprehend information is crucial in thinking critically, making decisions, and defending one's views and opinions.

## COURSE GOAL

The goal of this course is to enable teachers to meet the literacy needs of their students. By the end of this course, teachers should be able to utilize a variety of strategies and resources to enhance literacy instruction in the classroom in an ongoing and purposeful manner.

## COURSE OBJECTIVES

Although a variety of activities and readings have been designed to help participants become familiar and comfortable with strategies to promote adolescent literacy, there are five objectives participants should achieve in Adolescent Literacy: Social Studies Comprehension Strategies:

- Assess current knowledge and attitudes about adolescent literacy instruction
- Become familiar with research-based recommendations to improve reading instruction in Social Studies classes
- Understand and implement an array of resources appropriate for both student reading levels and the specific social studies course
- Implement a variety of strategies to aid student comprehension
- Help striving readers by using specific strategies that support learning

## MATERIALS REQUIRED

The course does not require a text. Participants will be asked to use resources from their classroom to practice knowledge and skills learned in this course.

*If you've completed LEARN NC's Blackboard Training courses, you're eligible to teach a copy of this course in your school system. To request a course copy, please email [bbregister@learnnc.org](mailto:bbregister@learnnc.org) or call 919.843.6071.*

# African American History to 1950

3 CEUs + 8 weeks + \$225

April 14 + Kathryn Walbert

## PREREQUISITES

None

## COURSE DESCRIPTION

This course will explore African American history in the contexts of United States, North Carolina and world history. We'll begin by connecting the experiences of African Americans in early U.S. history to the histories and cultures of the African communities of their ancestors and will follow those cultural connections between Africa and the United States throughout the course. Course topics will include African Americans in the colonies and the early Republic, the Middle Passage, American slavery and the experiences of free African Americans in the antebellum period, the abolition movement, the Civil War and Reconstruction, Jim Crow, the Great Migration, the Harlem Renaissance, and the experiences of African Americans during World War I, the Great Depression, and World War II. Throughout the course, we will discuss African American activism through churches, political organizations, and communities and discover African American culture through art, music, and other cultural forms.

Each course module will present several different assignment choices (including at least one focused on North Carolina) to allow teachers to explore the topics that most interest them in greater depth.

## COURSE OBJECTIVES

As a participant, you will have the opportunity to:

- Analyze primary sources, including newspapers, slave testimonies, photographs, works of art, oral histories, historical pamphlets and more
- Create a lesson plan for classroom use
- Receive individualized constructive feedback and answers to content-oriented questions from a well-versed instructor
- Join other teachers from across the state in lively online discussions that will enhance our exploration of critical issues in African American history

This course promises to be challenging, but it will also be a rewarding and tremendously valuable part of your professional development.

## MATERIALS REQUIRED

None

# American Indians in North Carolina

3 CEUs + 8 weeks + \$225

Contact LEARN NC to schedule a section of this course exclusively for teachers in **your** school or school system. For more information, please email Ross White at [ross@learnnc.org](mailto:ross@learnnc.org), or call 919-962-2475.

## PREREQUISITES

None

## COURSE DESCRIPTION

Students often hold incorrect ideas about Native Americans and, in particular, know very little about the history and culture of American Indians right here in North Carolina. This course will explore American Indian history in North Carolina from the earliest evidence of human habitation in the state through first contact with Europeans, the Trail of Tears, the Great Depression, the Civil Rights Movement, and into the present day. Archaeological finds, creation stories, the writings of early European explorers, government documents and treaties, stories handed down through oral tradition, indigenous crafts, newspaper articles and more will enrich our exploration of key issues in Native American history in North Carolina. Moreover, thoughtful articles and lively discussions will allow us to address modern issues such as the needs of American Indian students in North Carolina classrooms and present-day controversies such as the use of Indian-themed mascots in our school athletic programs.

## COURSE OBJECTIVES

As a participant, you will have the opportunity to:

- Analyze primary sources through engaging, well-designed activities
- Create a lesson plan for classroom use
- Receive individualized constructive feedback and answers to content-oriented questions from a well-versed instructor
- Join other teachers from across the state in lively online discussions that will enhance our exploration of critical issues in American Indian history

## MATERIALS REQUIRED

None

# American Indians in the United States

3 CEUs + 8 weeks + \$225

Contact LEARN NC to schedule a section of this course exclusively for teachers in **your** school or school system. For more information, please email Ross White at [ross@learnnc.org](mailto:ross@learnnc.org), or call 919-962-2475.

## PREREQUISITES

None

## COURSE DESCRIPTION

This course will explore American Indian history in the United States from the earliest evidence of human habitation through first contact with Europeans, conflicts in the West, World War II and other key events in 20th century U.S. history, the American Indian rights movement, and into the present day. Archaeological finds, traditional stories, the writings of early European explorers, government documents and treaties, oral histories, photographs, the arts, newspaper articles and more will enrich our exploration of key issues in Native American history nationwide.

The course will proceed chronologically and within each topical module, teachers will have the opportunity to choose from several different geographically-grouped assignments, allowing teachers to customize their own learning experience based on their interests, the demands of the curriculum, and their own priorities for teaching American Indian history.

For example, in any given unit, teachers may choose to focus on the Southwest, the Pacific Northwest, the Great Plains, the Northeast or the Southeast. Teachers may either follow one geographical track throughout the course or mix up their selections to allow for a broader view of American Indian history.

## COURSE OBJECTIVES

As a participant, you will have the opportunity to:

- Analyze primary sources through engaging, well-designed activities
- Create a lesson plan for classroom use
- Receive individualized constructive feedback and answers to content-oriented questions from a well-versed instructor
- Join other teachers from across the state in lively online discussions that will enhance our exploration of critical issues in American Indian history

## MATERIALS REQUIRED

None

# Beginning Teacher Success

3 CEUs + 6 weeks + \$225

Contact LEARN NC to schedule a section of this course exclusively for teachers in **your** school or school system. For more information, please email Ross White at [ross@learnnc.org](mailto:ross@learnnc.org), or call 919-962-2475.

## PREREQUISITES

You must be a first-year teacher to enroll in this class.

## COURSE DESCRIPTION

This course is designed to support you as a beginning teacher. Assignments and reading materials will guide and scaffold learning in best teaching practices. You will be expected to reflect on your current practice, explore and learn what research and experienced teachers say about specific topics, refine your practice to best meet the needs of your students, and develop effective ways to incorporate what you have learned into your individual style of teaching and learning environment.

The activities and assignments in this course are designed so that what you are producing in this course can be used in your classroom the next week.

## COURSE OBJECTIVES

The goal of this course is for beginning teachers to explore what current educational research says, learn about best practices, implement effective strategies and tips, and become the best they can be in the educational world, impacting the lives of students. Topics to be discussed are: classroom environment, community of learners, planning, assessments,

communicating with parents, and time management.

Although there will be a variety of activities and readings designed to help you improve your teaching skills. There are six areas we will explore in this course. They are:

- Creating an Effective Learning Environment
- Creating a Community of Learners
- Planning and Multiple Teaching Strategies
- Assessments
- Communicating With Parents
- Balancing Your Life: Time Management Tips

## MATERIALS REQUIRED

None

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# Biodiversity in Your Backyard

3 CEUs + 6 weeks + \$225

Contact LEARN NC to schedule a section of this course exclusively for teachers in **your** school or school system. For more information, please email Ross White at [ross@learnnc.org](mailto:ross@learnnc.org), or call 919-962-2475.

## PREREQUISITES

Participants must be K-5 science teachers.

## COURSE DESCRIPTION

What's living in your backyard? What kinds of plants and animals are present? How are these species the same—and different—from what's living in my backyard? Why do those similarities and differences exist? Is it important to have a wide variety of species in your backyard?

This course will explore these types of questions. As we delve into the topic of biodiversity, we'll go on amazing adventures—real and virtual—that will illustrate the variety of life that surrounds us. We'll take time to stop and truly observe the magnificent plants and animals all around us, right here in North Carolina, in our own backyards, and we'll examine the importance of biodiversity and threats to this richness of life.

This six-week course developed by the Morehead Planetarium and Science Center will expand your content knowledge specific to the life science objectives found in the North Carolina Standard Course of Study. While developing lesson plans won't be a major emphasis, your classroom instruction in the life sciences will be enhanced as a result of the readings, discussions, and activities built into this course.

Grab a notebook, dig out your rain gear, and meet us in the backyard. We'll be playing outside every week, rain or shine. We can't wait to see what we discover!

## COURSE OBJECTIVES

By making observations and conducting experiments in their backyards, K-5 teachers will develop understanding of the fundamental concepts underlying biodiversity.

- Discuss the importance of biodiversity
- Discuss the value of environmental education for elementary students
- Explain how North Carolina's geological history has shaped its ecological zones and given rise to the habitats found within each zone
- Use scientific tools and personal observation to gather information about the habitats found in your backyard.
- Define "ecosystem" and explain how ecosystems maintain equilibrium
- Use "niches" to explain the ways in which habitats and species influence each other
- Identify key factors that have led to biodiversity on Earth
- Explain how humans benefit from biodiversity
- Discuss ways in which humans have negatively impacted biodiversity
- Discuss ways in which humans can positively impact biodiversity
- Design an educational activity that teaches at least one key concept about biodiversity

## MATERIALS REQUIRED

None

# The Civil Rights Movement in Context

3 CEUs + 8 weeks + \$225

Contact LEARN NC to schedule a section of this course exclusively for teachers in **your** school or school system. For more information, please email Ross White at [ross@learnnc.org](mailto:ross@learnnc.org), or call 919-962-2475.

## PREREQUISITES

None

## COURSE DESCRIPTION

Too often, our students view Civil Rights in isolation—they don't understand the rich historical background of African American history or the legacies of the movement in the more recent past. They often know some of the major civil rights figures like Martin Luther King, Jr. or Rosa Parks, but they don't grasp the complexities of civil rights leadership, or the experience of the movement's foot soldiers—the students in SNCC, the freedom riders, or the everyday people who marched, boycotted, protested, and volunteered to make the movement happen. This course will try to explore the movement from all of these perspectives using, where possible, first-hand accounts from the people who lived this important history.

The instructor will assume that the main historical outlines of the movement are familiar to K-12 teachers—instead of recounting that basic history, we'll spend much of our time delving into lesser-studied events of the movement and the primary sources that will allow us to explore our own ideas about the movement and its meanings in detail.

This course will allow for the opportunity for deep historical analysis and interpretation using primary sources.

The best way to learn history is by doing history. We'll tackle documents, images, newspaper accounts, artistic expressions, film, and other sources. By doing so, we'll develop our own arguments and ideas about the movement, and help our future students do the same. Many of the resources we will be using have been recently added to the Internet and they should be exciting additions to the course, and to historical scholarship more broadly. As you mine these sources, hopefully, you'll enjoy the historical process and also get some great ideas for classroom activities for your students.

The instructor has selected websites and multimedia resources that will give participating teachers access to literally thousands of documents including newspaper accounts, oral history interviews, government documents, photographs, works of art, film clips, and more. As a participant, you will have the opportunity to analyze these sources through engaging, well-designed activities, to create a lesson plan for classroom use, to receive individualized constructive feedback and answers to content-oriented questions from a well-versed instructor, and to join other teachers from across the state in lively online discussions throughout the course—all on your own schedule from home or from your school's computers.

## MATERIALS REQUIRED

None

# Content Area Reading Comprehension (K-8)

3 CEUs + 6 weeks + \$225

March 5 + Elizabeth Angell

April 23 + Sara Johnson

May 6 + Elizabeth Angell

## PREREQUISITES

None

## COURSE DESCRIPTION

The purpose of this course is to improve your students' reading comprehension in content area subjects. In this course, you will learn strategies for improving your students' reading comprehension in the content areas. Throughout the course, you will have the opportunity to practice many of these reading comprehension strategies as you learn about them. You will also learn to use a research-based instructional framework that will improve your students' comprehension of content-area materials.

## THEMES

Three themes are threaded throughout this course: the roles of critical thinking skills, engagement, and strategy instruction in improving your students' comprehension of content area materials. These three themes are also the criteria that will be used to evaluate your unit plan. The assignments in the course are designed to help you explore these themes.

## COURSE OBJECTIVES

The assignments in the course are designed to help you develop a repertoire of reading comprehension strategies that you can use with your students. Throughout this course, you will learn about reading comprehension strategies in a variety of ways, including:

- Discussion board postings
- Online readings
- Practice with reading comprehension strategies

**Unit plan assignment:** As the culminating activity for this course, you will develop a content-area unit plan and identify related strategy lesson plans that you can use to improve your students' reading comprehension. The unit plan assignment will require you to:

- Identify a unit plan specific to your content area and grade level from the LEARN NC lesson plan collection
- Develop an annotated bibliography of 5 primary and secondary resources that you can use as resources for your unit.
- Identify 12 reading and writing strategy lessons that you can use to improve your students' comprehension of the unit and adapt to your unit plan, using instructional resources available through LEARN NC and other web-based resources.
- Post reflections about what you have learned to the course discussion board.

## MATERIALS REQUIRED

None

*If you've completed LEARN NC's Blackboard Training courses, you're eligible to teach a copy of this course in your school system. To request a course copy, please email [bbregister@learnnc.org](mailto:bbregister@learnnc.org) or call 919.843.6071.*

# A Crash Course in ESL

3 CEUs + 6 weeks + \$225

March 11 + Carrie Hill

April 15 + Carrie Hill

May 13 + Carrie Hill

## PREREQUISITES

None

## COURSE DESCRIPTION

This course is designed to be a concise overview for teachers working with ESL students in NC public schools. Specifically, the course will:

- Walk teachers through the legislation of ESL including what determines which students should participate in the ESL program, what the law says classroom teachers are responsible for in teaching ESL students, and what roles do support staff and administrators have in assisting this population
- Explain testing, policies, and procedures for ESL students and the ramifications for classroom teachers including testing accommodations for ESL students
- Assist in understanding second language acquisition, cultural issues, and challenges that all play a role in learning English
- Explore appropriate strategies for reaching English Language Learners that are consistent with the student's level of language development, educational background, and life experiences

- Provide an overview of the English Language Development Standard Course of Study and how classroom teachers can use this tool with their ESL students
- Supply teachers with reliable resources for supplemental information/assistance
- Explore the role of culture in learning, tips on working with ESL parents, and ideas for providing a welcoming environment for ESL students

## MATERIALS REQUIRED

There are no required materials for this course. All resources are made available through the course itself.

# A Crash Course in ESL for Administrators

3 CEUs + 6 weeks + \$225

April 15 + Carrie Hill

## PREREQUISITES

None

## COURSE DESCRIPTION

This course is designed to be a concise overview for staff working with ESL students in NC public schools. It is appropriate for all administrators, guidance counselors and support staff who work with or who will work with English language learners. Specifically, the course will:

- ♦ Walk administrators through the legislation of ESL including what determines which students are ESL, what the law says classroom teachers are responsible for in teaching ESL students, and what roles do support staff and administrators have in assisting this population
- ♦ Explain testing, policies, and procedures for ESL students and the ramifications for classroom teachers including testing accommodations for ESL students
- ♦ Assist in understanding second language acquisition, cultural issues, and challenges that all play a role in learning English

- ♦ List and explore appropriate strategies for reaching English Language Learners that are consistent with the student's level of language development, educational background, and life experiences
- ♦ Provide an overview of the English Language Development Standard Course of Study and how classroom teachers can use this tool with their ESL students
- ♦ Supply teachers with reliable resources for supplemental information/assistance
- ♦ Explore the role of culture in learning, tips on working with ESL parents, and ideas for providing a welcoming environment for ESL students

## MATERIALS REQUIRED

There are no required materials for this course. All resources are made available through the course itself.

# Crossing Cultures: An Introduction to Cross-Cultural Understanding

5 CEUs + 6 weeks + \$375

March 4 + Darla Deardorff

## PREREQUISITES

Participants must have a reliable Internet connection on a home computer, as a good deal of work will occur on weekends.

Estimated time investment in this course is minimum 5-8 hours per week.

## MATERIALS REQUIRED

None

## COURSE DESCRIPTION

Crossing Cultures is designed to help teachers improve their effectiveness in interacting with those from different cultural backgrounds. Utilizing intercultural theories, including a cultural value framework, learners will gain a greater awareness of their own cultural backgrounds, as well as tools to interact appropriately and effectively with those from a variety of cultures.

Learners will learn from each other, as well as participate in several intercultural interactions with others outside of this course. Crossing Cultures culminates in a culture-specific presentation from each learner that will synthesize what is covered in the course.

This course is ideal for teachers who have students from a variety of cultural backgrounds, those in multicultural work environments, and others desiring to learn how to understand others' behaviors from a different perspective.

*If you've completed LEARN NC's Blackboard Training courses, you're eligible to teach a copy of this course in your school system. To request a course copy, please email [bbregister@learnnc.org](mailto:bbregister@learnnc.org) or call 919.843.6071.*

# Reaching English Language Learners with the English Language Development Standards

4 CEUs + 4 weeks + \$300

April 8 + Joy McLaughlin

## PREREQUISITES

Participants must have a reliable Internet connection on a home computer, as a good deal of work will occur on weekends.

## COURSE DESCRIPTION

The purpose of this course is to provide English as a Second Language teachers who are new to using the North Carolina English Language Development Standards an opportunity to become familiar with the standards and to create lesson plans based on these standards. At the end of this course, participants should have experience planning lessons and a unit that can be used in the classroom.

Participants will also have a chance to evaluate different types of lesson plans and arrive at a common view of what elements are essential to a good lesson plan.

Participants will be assessed on their regular participation in the class discussions, the quality of their research and the completion of lesson plans within a unit of instruction.

This course is being offered online to give busy ESL teachers a chance to attend class online with more flexibility than they would have in a face-to-face classroom experience.

In addition to the course enhancing your teaching in the classroom, using the ELD Standards to create language objectives will be especially useful to teachers who are working with the SIOP Model.

## OBJECTIVES

Title III of No Child Left Behind holds school districts accountable for annual measurable achievement objectives regarding progress in language proficiency and adequate yearly progress in reading and mathematics. The goal of this course is to provide teachers with the strategies resulting in effective classroom instruction based on the ELD Standards.

## MATERIALS REQUIRED

None

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# Reading in the Content Area for Middle School Teachers

3 CEUs + 6 weeks + \$225

March 10 + Julie Joslin

## PREREQUISITES

None

## COURSE DESCRIPTION

This course will provide basic strategies for teaching reading in all middle school curriculum areas. The course is designed so middle school teachers can apply the strategies as they learn them. Participation, learning logs, discussion, and application in the teacher's classrooms will determine the progress of the learner.

The purpose of this course is to develop an awareness and understanding of the importance of content area reading. Very often reading strategies are not taught in the context of language arts, social studies, science, and math. Helping students unlock text to become more strategic readers requires specific and direct instruction. Teachers can help students improve their comprehension by teaching and modeling a variety of reading strategies. This course will introduce teachers to literacy resources and reading tools that will assist and enhance daily instruction.

## COURSE OBJECTIVES

- Assess current knowledge about reading instruction in middle grades content areas.
- Discuss research-based recommendations to improve reading instruction for middle grade content areas
- Acquire and utilize a diverse array of resources appropriate for both student reading levels and in specific content areas
- Implement various strategies to aid student comprehension before, during, and after reading

## MATERIALS REQUIRED

None

## TECHNICAL REQUIREMENTS

- Internet access (broadband is recommended)
- Microsoft Word is suggested
- Basic computer skills are helpful, including web navigation skills and the ability to produce and post written documents

*If you've completed LEARN NC's Blackboard Training courses, you're eligible to teach a copy of this course in your school system. To request a course copy, please email [bbregister@learnnc.org](mailto:bbregister@learnnc.org) or call 919.843.6071.*

# Reading, Writing and Research: Integrating Literacy across the Curriculum

2 CEUs + 5 weeks + \$150  
April 2 + Suellen Epps

## PREREQUISITES

None

## COURSE DESCRIPTION

In this online course, teacher participants will explore reading and writing skills instruction and information literacy concepts, and learn to effectively integrate these literacy skills into the teaching of another subject. This course is designed for all K-12 grade levels.

Teachers will identify appropriate reading comprehension and writing skills goals for their students. Teachers will explore simple strategies for skills instruction and apply these strategies within the content area they teach. In addition, teachers will explore information skills, learning to identify, search for and evaluate information—particularly web-based information.

Teachers will use introduced instructional strategies to enhance their instruction in their discipline and learn to assess student growth in reading, writing and research skills.

*If you've completed LEARN NC's Blackboard Training courses, you're eligible to teach a copy of this course in your school system. To request a course copy, please email [bbregister@learnnc.org](mailto:bbregister@learnnc.org) or call 919.843.6071.*

## COURSE OBJECTIVES

- Identify appropriate reading comprehension and writing skills goals
- Explore simple strategies for reading and writing instruction
- Apply these reading and writing strategies within the content area
- Identify correct information sources for specific information needs
- Effectively choose and use search tools and evaluate information on the Internet
- Assess student growth in reading, writing and research skills

## MATERIALS REQUIRED

None

# Scaffolding Content for English Language Learners (K-5)

3 CEUs + 6 weeks + \$225

February 6 + Sashi Rayasam

## PREREQUISITES

None

## COURSE DESCRIPTION

The course is designed as an introduction to working with English language learners (ELLs) in the mainstream classroom K-5. It contains an overview of some primary concepts for working with ESL students. Specifically, the course will:

- Provide a deeper insight into English language learners' lives and cultural struggles
- Illustrate the significance of acquiring academic English and social English
- Demonstrate effective strategies for reaching English Language Learners
- Offer teachers an opportunity to utilize strategies and ideas in their own classes
- Supply teachers with reliable sources for supplemental information/assistance

## COURSE OBJECTIVES

Although there will be a variety of activities and readings designed to teach you the specifics of teaching English language learners, there are eight overarching goals we hope you'll achieve. You'll learn to:

- Identify the differences between social and academic language skills
- Make a newcomer feel welcome in your classroom
- Understand the importance of making accommodations and modifications for ELLs
- Effectively modify lessons, projects, assignments, and tests
- Utilize strategies for making lessons comprehensible for ELLs
- Recognize the four stages of language development
- Understand the role culture and other language variables play in the acquisition of English
- Implement at least one literacy strategy effectively in your classroom

## MATERIALS REQUIRED

For the second week of this course you will be required to read at least one of the books below. These books should be easily obtained in your school or public library. However, if you have difficulty in locating a copy of at least one of these, please contact your instructor immediately.

- *I Hate English*, Ellen Levine (Scholastic Paperbacks)
- *The Circuit*, Francisco Jimenez (University of New Mexico Press)
- *Esperanza Rising*, Pam Munoz Ryan (Blue Sky Press)

*If you've completed LEARN NC's Blackboard Training courses, you're eligible to teach a copy of this course in your school system. To request a course copy, please email [bbregister@learnnc.org](mailto:bbregister@learnnc.org) or call 919.843.6071.*

# Scaffolding Content for English Language Learners (6-12)

3 CEUs + 6 weeks + \$225

Contact LEARN NC to schedule a section of this course exclusively for teachers in **your** school or school system. For more information, please email Ross White at [ross@learnnc.org](mailto:ross@learnnc.org), or call 919-962-2475.

## PREREQUISITES

None

## COURSE DESCRIPTION

The course is designed as an introduction to working with English language learners (ELLs) in the mainstream classroom 6-12. It contains an overview of some primary concepts for working with ESL students. Specifically, the course will:

- Provide a deeper insight into English language learners' lives and cultural struggles
- Illustrate the significance of acquiring academic English and social English
- Demonstrate effective strategies for reaching English Language Learners
- Offer teachers an opportunity to utilize strategies and ideas in their own classes
- Supply teachers with reliable sources for supplemental information/assistance

## COURSE OBJECTIVES

Although there will be a variety of activities and readings designed to teach you the specifics of teaching English language learners, there are eight overarching goals we hope you'll achieve.

In this course you will learn to:

- Identify the differences between social and academic language skills
- Make a newcomer feel welcome in your classroom
- Understand the importance of making accommodations and modifications for English language learners
- Effectively modify lessons, projects, assignments, and tests
- Utilize strategies for making lessons comprehensible for ELLs
- Recognize the four stages of language development
- Understand the role culture and other language variables play in the acquisition of English
- Implement at least one literacy strategy effectively in your classroom

## MATERIALS REQUIRED

TBA

# Spotlight on Algebra

4 CEUs + 9 weeks + \$300

Contact LEARN NC to schedule a section of this course exclusively for teachers in **your** school or school system. For more information, please email Ross White at [ross@learnnc.org](mailto:ross@learnnc.org), or call 919-962-2475.

## PREREQUISITES

None

## COURSE DESCRIPTION

This 9-week course for algebra teachers investigates students' understanding of algebra and how this drives our teaching of the subject. Specific teaching strategies and stumbling blocks for students are a major focus. Online discussion forums create an interactive dialogue where participants explore algebra content and content pedagogy. Topics range from first-degree equations through quadratics, functions, inequalities, polynomials, and radicals.

Spotlight on Algebra was developed by the Southern Regional Education Board (SREB). You can visit them on the Internet at <http://www.sreb.org/>

## COURSE OBJECTIVES

- Participants will learn new techniques for teaching algebra.
- Participants will discuss and exchange algebra-specific teaching experiences with colleagues.
- Participants will review algebra content knowledge.

*If you've completed LEARN NC's Blackboard Training courses, you're eligible to teach a copy of this course in your school system. To request a course copy, please email [bbregister@learnnc.org](mailto:bbregister@learnnc.org) or call 919.843.6071.*

## TIME COMMITMENT

You will spend a total of a few hours each week in readings, self-tests, and discussions. About 4 hours per week is estimated.

## MATERIALS REQUIRED

None

# LEARN NC

## CAROLINA ONLINE TEACHER PROGRAM

### YOU'RE READY

So you'd like to teach online. You recognize that new advances in online interactivity are opportunities to engage and inspire today's students. You realize the changing face of education means more courses will be online, and that teachers prepared for the online classroom will have a career advantage over those who don't.

### CAROLINA ON-LINE TEACHER PROGRAM

Now you can earn a LEARN NC Certificate in Online Instruction through the Carolina On-Line Teacher program (COLT). In five core courses and two electives, totaling a minimum of 17 CEUs, you'll master the component skills of online teaching: effective collaboration and facilitation, creating learning communities, navigating the virtual classroom, and developing student-centered instruction.



### CERTIFICATE REQUIREMENTS

#### Students first take three required courses:

##### **Moodle Training**

Want to teach one of LEARN NC's online courses yourself? Master teaching in Moodle, LEARN NC's course management system, to customize one of our courses for your own classroom.

##### **Teaching Online Courses**

Adapt to the challenges of teaching online. This course addresses the complex relationship between content, pedagogy, and delivery in the virtual classroom.

##### **Facilitating Online Collaboration**

Develop strategies and skills to facilitate online communication, moderate online discussion, and promote accomplishment of instructional goals. Communication is the lifeblood of online courses. Learn how to make the most of it.

#### Then they choose two of the following electives:

##### **Accessibility, Usability, and Visual Design**

Learn how the placement of information on web pages, the size and intensity of graphics, and even the color of your text are powerful tools for communicating meaning.

Make your course materials accessible to all learners, and apply usability principles to make materials easier to learn and more satisfying for students.

##### **Assessment and Evaluation in Your Online Course**

Plan and create engaging online activities and assessments. This course provides a collection of resources and exercises that define the assessment process. You'll gain the tools to create activities that ensure students meet your learning objectives.

##### **Differentiating Content in Online Courses**

Create a differentiated learning environment in your own online courses. You will learn to modify content, learning experiences, and assessment to address the unique needs, skills, and learning styles of individual students.

##### **Collaboration and Teaching in a Virtual World**

Immerse yourself in a three-dimensional learning landscape. You'll explore the online world known as Second Life, learning its communication systems, avatar creation, and how it can enhance student collaboration.

#### Finally, students take the last two required courses:

##### **Developing Your Online Course**

Build your own online course from scratch, or revise one of ours. Developing Your Online Course teaches you the design and development strategies you need to develop your course online.

##### **Practicum in Online Teaching**

*Available Fall 2008*  
Teach your online course with a pilot group of students or teachers. An experienced online-learning mentor will guide you through typical problem areas. The Practicum in Online Teaching may be done in conjunction with your school or county, and even as part of your normal teaching load.

# Moodle Training

2 CEUs + 4 weeks + \$150

Contact LEARN NC to schedule a section of this course exclusively for teachers in **your** school or school system. For more information, please email Ross White at [ross@learnnc.org](mailto:ross@learnnc.org), or call 919-962-2475.

## CAROLINA ONLINE TEACHER PROGRAM

This course is required for completion of the Carolina Online Teacher Program. You must complete this course before taking electives.

*Note: completion of LEARN NC's Blackboard Training course satisfies the Moodle Training requirement. In addition, if you expect to teach online using a different learning management platform, you can submit a description of the training you received. If approved, it will also fulfill the Moodle Training requirement. To submit your training, please email Ross White at [ross@learnnc.org](mailto:ross@learnnc.org).*

## PREREQUISITES

None

## COURSE DESCRIPTION

In the summer of 2008, LEARN NC will offer all of its courses on the Moodle Learning Management System. Moodle's widespread use throughout North Carolina and open-source development made it a logical and cost-effective platform.

As a result, to continue making online courses available to public schools throughout North Carolina, LEARN NC is proud to offer Moodle Training. Develop capacity within your school or school system to offer K-12 and professional development courses online. You can create your own course, or use a course developed by LEARN NC. All LEARN NC courses are aligned to the North Carolina standard course of study.

Each workshop is completely online, giving participants the opportunity to experience online learning from the student perspective while they learn how to customize a course of their choice.

## COURSE OBJECTIVES

Moodle Training is different from LEARN NC's five-week Teaching Online Courses, which focuses on online pedagogy. This course prepares individuals to customize a course that has already been developed in the Moodle Learning Management System, i.e., platform training. Instructors learn all that they need to know for using the software.

## FOR CURRENT BLACKBOARD USERS

LEARN NC is currently formulating a migration plan for existing Blackboard users which includes free Moodle Training for users who have completed LEARN NC's Blackboard Training course. Users who wish to transfer their existing Blackboard courses to a different Blackboard server will be able to request course archives at no cost. As additional details become available, we will post them to [www.learnnc.org](http://www.learnnc.org) and make them available as system announcements on our Blackboard server.

## MATERIALS REQUIRED

None

# Teaching Online Courses

3 CEUs + 5 weeks + \$225

February 13 + Ruth Bennett

March 10 + John Thompson

April 16 + John Thompson

May 7 + Gary Langner

## CAROLINA ONLINE TEACHER PROGRAM

This course is required for completion of the Carolina Online Teacher Program. You must complete this course before taking electives.

## PREREQUISITES

None

## COURSE DESCRIPTION

Have you ever thought about taking your teaching into a new realm—the online classroom? With more and more schools using online courses to offer advanced or specialized coursework to their students, as well as an integrated professional development solution, online teachers are in demand. This five-week online course prepares educators interested in teaching online courses. It is also a great overview for administrators who are interested in implementing online courses into their K-12 or professional development offerings.

The first course in the Carolina Online Teacher Program, Teaching Online Courses will focus on concepts, ideas, and strategies related to facilitating effective online learning. We'll look at the dynamic and complex relationship between content, pedagogy, and delivery.

You will gain first-hand experience as an online learner, and through this experience, develop strategies that promote inter-

action and collaboration. Participants will be expected to fully participate in a range of activities including discussions, group and individual assignments, self-reflections, and peer reviews. Emphasis will be placed on building a strong, dynamic online learning community.

## COURSE OBJECTIVES

- Learn the pedagogy of online courses through readings, participant research, and experiences
- Experience through interaction the importance of developing a community within an online course and specific techniques for successfully building a learning community
- Research and discuss the pros and cons of learning groups
- Research and practice the theories of online discussion moderation skills
- Experience moderating with your classmates throughout the course
- Cooperate and collaborate with peers in various types of activities that work successfully in online environments
- Evaluate the importance of providing and receiving peer feedback and support
- Learn through experience as an online student, the realities and complexities of online learning

## MATERIALS REQUIRED

*Discussion-based Online Teaching to Enhance Student Learning: Theory, Practice, and Assessment* by Tisha Bender (Stylus Publishing). Participants should order this online from Amazon.com prior to the course.

# Facilitating Online Collaboration

2 CEUs + 3 weeks + \$150

January 23 + Ruth Bennett

March 19 + Ruth Bennett

April 30 + Ruth Bennett

## CAROLINA ONLINE TEACHER PROGRAM

This course is required for completion of the Carolina Online Teacher Program. You must complete this course before taking electives.

## PREREQUISITES

Teaching Online Courses

## COURSE DESCRIPTION

Communicating online is very different from the familiar experiences with face-to-face communication and creates both challenges and great opportunities. The focus of the course will be to develop strategies and practice skills that are required to facilitate good online communication, moderate online discussion, and promote better accomplishment of instructional goals.

Through synchronous and asynchronous interaction, we will discuss issues online instructors face, and discuss and apply good facilitation/moderation practices. We will engage in role playing, work together on case studies, and participate in discussions in facilitating and moderating. We will look at how to open discussions, handle problem situations, assess positively and constructively, prompt individuals, guide discussions, and provide encouragement and validation. We will also

look at how to develop teams and groups for the purpose of learner support and feedback.

During this three-week course, participants will engage in weekly assignments, discussion forums, and group activities. Participants will be expected to log in and participate five days per week.

## COURSE OBJECTIVES

The overall goal of this course is to provide the training and tools for effective online facilitation and moderation. This course is designed to help improve online course communication and instruction to improve the quality of learner education and course experience.

- Develop strategies for building cohesive online communities
- Develop strategies to build strong teams and learning groups
- Discover techniques that will increase greater learning of key content or topics and build critical thinking skills
- Evaluate communication styles (voices and tones)
- Learn and practice moderating and facilitating techniques and strategies

## MATERIALS REQUIRED

None

# Accessibility, Usability and Visual Design

2 CEUs + 4 weeks + \$150

March 17 + Kathryn Walbert

## CAROLINA ONLINE TEACHER PROGRAM

This course is an elective in the Carolina Online Teacher Program.

## PREREQUISITES

- ✦ Blackboard or Moodle Training or approved substitute
- ✦ Teaching Online Courses
- ✦ Facilitating Online Collaboration

## COURSE DESCRIPTION

Marshall McLuhan said, "The medium is the message." That may not be true in online courses, but the medium certainly affects the delivery in new and surprising ways. Learn how the placement of information on web pages, the size and intensity of graphics, and even the color of your text can become a powerful tool for communicating meaning to students in the online world. Discover how to make your course materials accessible to all learners and learn to apply the basic principles of usability to make your materials easier to learn and more satisfying for students.

## MATERIALS REQUIRED

None

# Assessment and Evaluation in Your Online Course

2 CEUs + 3 weeks + \$150

March 17 + Kathryn Walbert

## CAROLINA ONLINE TEACHER PROGRAM

This course is an elective in the Carolina Online Teacher Program.

### PREREQUISITES

- Blackboard or Moodle Training or approved substitute
- Teaching Online Courses
- Facilitating Online Collaboration

### COURSE DESCRIPTION

During this course, you'll focus on the issues online instructors face in creating quality online activities and assessments by providing a collection of resources and exercises that define the assessment process. You'll move from planning to creating and using engaging online assessments that produce the desired student learning in your online course.

### COURSE OBJECTIVES

Upon completion of the course, your new skills and knowledge will include the following:

- Understand the essential elements of online assessments
- Design a variety of quality online assessments

- Evaluate a set of examples of effective online student assessment activities
- Provide effective feedback to students in an online environment
- Identify online resources to develop additional online student assessments
- Learn methods of creating and using engaging online assessments that produce the desired student learning
- Identify the issues involved in online assessment
- Understand how to determine student achievement of objectives
- Analyze and identify components of quality activities and assessments
- Create activities and assessments
- Create quality learning objectives
- Design student self-assessments, online activities, and assessments to achieve learning objectives
- Collaborate with, provide and give feedback, and critique classmates during creation of all products
- Collaborate with classmates on how to provide and receive constructive student assessment feedback
- Maintain a set of resources, reflections on learning, and peer knowledge in your personal journal

### MATERIALS REQUIRED

None

# Differentiating Content in Online Courses

3 CEUs + 6 weeks + \$225

Contact LEARN NC to schedule a section of this course exclusively for teachers in **your** school or school system. For more information, please email Ross White at [ross@learnnc.org](mailto:ross@learnnc.org), or call 919-962-2475.

## CAROLINA ONLINE TEACHER PROGRAM

This course is an elective in the Carolina Online Teacher Program.

### PREREQUISITES

- Blackboard or Moodle Training or approved substitute
- Teaching Online Courses
- Facilitating Online Collaboration

### COURSE DESCRIPTION

This six-week online course will introduce teachers to the concept of differentiated instruction and provide them with the research-based readings, practical ideas, and hands-on practice that will allow them to create a differentiated learning environment in their own online courses.

We will learn about unique strategies for providing differentiated instruction in online courses, focusing on how content, learning experiences, and assessment can all be modified to address the unique needs, learning styles, interests, and skills of specific students. Course participants will develop differentiated components of their own online courses through relevant, practical assignments and participate in lively discussions with other educators throughout the course.

## COURSE OBJECTIVES

This course will:

- Introduce participants to the concept of differentiated instruction
- Provide detailed information about differentiation of content, learning activities, and assessment
- Explore the specific applications of differentiation in online learning environments
- Help participants learn to recognize differences among learners in their own classrooms and adapt their teaching to meet the needs of each student
- Provide opportunities for participants to develop differentiated resources for use in the online courses they teach or will teach in the future

## MATERIALS REQUIRED

None

# Collaboration and Teaching in a Virtual World

Cost & CEUs TBA + 5 weeks

Contact LEARN NC to schedule a section of this course exclusively for teachers in **your** school or school system. For more information, please email Ross White at [ross@learnnc.org](mailto:ross@learnnc.org), or call 919-962-2475.

## CAROLINA ONLINE TEACHER PROGRAM

This course is an elective in the Carolina Online Teacher Program.

### PREREQUISITES

- Blackboard or Moodle Training or approved substitute
- Teaching Online Courses
- Facilitating Online Collaboration

### COURSE DESCRIPTION

Whether they're assisting their teammates in a tactical, military battle against an opposing team in Halo or working together to slay a fierce monster in the depths of a dungeon in World of Warcraft, our students are well-acquainted with collaboration in a virtual environment. Students today use virtual environments for entertainment with no thought to the extent of real collaboration taking place. With groups ranging from just two or three to a group of forty or more, our students engage in intense problem-solving situations. These situations require not only reflexes but analytical thinking, adaptability, and the necessity to work collaboratively with others from around the world to accomplish their goals. Now that's learning 21st Century Skills!

So, how do we as educators challenge students and maintain their focus with our teaching? And, can we utilize the same potential of these M.U.V.E.'s (multi-user virtual environments) for teaching and collaborating with each other?

## COURSE GOALS

In this course, we will venture into the virtual world together exploring things such as:

- the history of virtual worlds
- the concepts and vocabulary of virtual worlds
- online etiquette in these environments
- which virtual worlds are out there and which hold the most potential for education
- ways that educators can harness the collaborative and educational power of virtual environments
- Second Life

This course will span a five week period meeting together once a week in Second Life for discussion and a one-hour virtual field trip. In the time between our virtual meetings, participants can expect to spend about an hour each week reading articles, watching online videos, and engaging in discussion in an online message board.

### MATERIALS REQUIRED

All materials in this course are free. There are two free programs that participants will be required to download and install:

- Second Life (<http://secondlife.com/>)
- Ventrilo (<http://www.ventrilo.com/download.php>)

Since Second Life is a graphically intensive program, participants' computers should meet the system requirements described here: <http://secondlife.com/corporate/sysreqs.php>.

# Developing Your Online Course

3 CEUs + 5 weeks + \$225

Contact LEARN NC to schedule a section of this course exclusively for teachers in **your** school or school system. For more information, please email Ross White at [ross@learnnc.org](mailto:ross@learnnc.org), or call 919-962-2475.

## CAROLINA ONLINE TEACHER PROGRAM

This course is required for completion of the Carolina Online Teacher Program.

### PREREQUISITES

- Blackboard or Moodle Training or approved substitute
- Teaching Online Courses
- Facilitating Online Collaboration

### COURSE DESCRIPTION

In *Developing Your Online Course*, you will put into practice the design and development strategies you learned throughout the COLT program.

You will begin by first creating a framework for developing an entire online course. Secondly, you will go through the process of building one complete learning module, with specific focus on the process of producing the content, learning activities, and assessments of activities for one unit of the online course you are creating.

By the end of this six-week course, you should have the basic outline and tools to fully develop an online course and the materials ready to use in an actual instructional setting for one unit or week of a course.

Participants will be expected to fully participate in discussions, individual assignments, field tests, and peer reviews.

### COURSE OBJECTIVES

- Learn the pedagogy of online courses through readings, participant research, and experiences
- Create a framework and process for developing an entire online course
- Develop the content, documents, and layout for one complete learning module of your future course
- Conduct peer reviews and tests of your lessons, to ensure their effectiveness
- Research and develop methods of assessing students beyond simple courseware quizzes
- Compile a notebook of learning, techniques and tools you'll use in designing, developing and teaching your own online course

### TIME COMMITMENT

7-10 hours per week

### MATERIALS REQUIRED

The required text for this course is *Essential Elements* by Bonnie Elbaum, Cynthia McIntyre and Alese Smith (Atwood Publishing). Participants should order this online from Amazon.com prior to the course.

# LEARN NC

## VIRTUAL MENTORING PROGRAM

### UNCHARTED WATERS

Teaching is tough, especially for rookies. Or maybe your school has a veteran instructor who got tasked with teaching a new subject. If your teachers are in unfamiliar territory, who can they turn to who will help them navigate their way through a new course?

### YOU'RE NOT ALONE

Look to LEARN NC for expert advice on picking up new subject areas. Whether it's a new hire fresh out of a student teaching assignment or a tenured teacher trying to grasp a new subject, LEARN NC Instructor Coaches will steer them toward success in their new assignments.

LEARN NC's Virtual Mentoring program includes Civics and Economics, United States History, English I, Biology, e-Commerce I and e-Commerce II. Teachers who sign up for Virtual Mentoring receive:



### ONE-ON-ONE TRAINING

Our Instructor Coaches are experts in their subject matter and have effectively mentored teachers in their own school systems. Coaches will guide teachers through the curriculum, plus tricky areas for new teachers such as classroom management and parent conferences. Whatever the challenge, LEARN NC will be there from the first day of class through the final bell of the year.

### TEAMWORK

Our Instructor Coach will place teachers in a small group of other teachers new to the content area. They'll form a professional learning community with whom to share successes and solve problems. Teachers will collaborate on activities designed to correspond to specific issues within the subject matter.

### FULL CURRICULUM

Participants will have access to a fully-developed, year-long online course aligned to the North Carolina Standard Course of Study. They can use it as their curriculum for the entire year, or just to grab a lesson for class tomorrow. Our courses are versatile and available for teachers whenever they need them.

# Virtual Mentoring: Biology

3 CEUs • Semester • TBA

Contact LEARN NC to schedule a section of this course exclusively for teachers in **your** school or school system. For more information, please email Ross White at [ross@learnnc.org](mailto:ross@learnnc.org), or call 919-962-2475.

## PREREQUISITES

Participants must be first, second, or third-year teachers teaching Biology for the first time.

## COURSE DESCRIPTION

This course is designed to support you as a beginning Biology teacher. The instructor coach will guide you through the curriculum and provide you with helpful hints about specific biology topics. Learn strategies to make your students successful on the end-of-course exam. You will be expected to reflect on your current practice, collaborate and share ideas with other Biology teachers, and develop effective ways to incorporate what you have learned into your individual style of teaching and learning environment.

## EXPECTATIONS

In order for this professional collaboration to be truly successful, participation is a must. Each week there will be two assignments in the form of “Discussions.” Of the two assignments, the first will be to discuss one thing that went well or did not go well that week. The second discussion will typically center on common issues you will encounter in your classroom. In some cases the assignment will be to upload an activity you used (or intend to use) in your classroom. These discussions will offer reflection upon what might improve your instruction in the future, and feedback from and interaction with your colleagues. To earn credit for the course it is expected that everyone contribute in a timely and thoughtful manner.

## MATERIALS REQUIRED

Participants must submit a signed letter of support from their principal.

# Virtual Mentoring: Civics

3 CEUs • Semester • TBA

Contact LEARN NC to schedule a section of this course exclusively for teachers in **your** school or school system. For more information, please email Ross White at [ross@learnnc.org](mailto:ross@learnnc.org), or call 919-962-2475.

## PREREQUISITES

Participants must be first, second, or third-year teachers teaching Civics for the first time.

## COURSE DESCRIPTION

The goal of this course is to assist new Civics teachers as they work their way through the course for the first time and prepare for the state End-of-Course Test. This mentoring program will provide teaching tips and materials specific to the Civics curriculum that new teachers will find extremely useful. Participants will contribute regularly to specific discussion questions posed throughout the course. Furthermore, and more importantly, the course will be a forum for creating a network where new teachers can share their successes, failures, questions and answers with peers across the state.

## EXPECTATIONS

In order for this professional collaboration to be truly successful, participation is a must. Each week there will be two assignments in the form of “Discussions.” Of the two assignments, the first will be to discuss one thing that went well or did not go well that week. The second discussion will typically center on common issues you will encounter in your classroom. In some cases the assignment will be to upload an activity you used (or intend to use) in your classroom. These discussions will offer reflection upon what might improve your instruction in the future, and feedback from and interaction with your colleagues. To earn credit for the course it is expected that everyone contribute in a timely and thoughtful manner.

## MATERIALS REQUIRED

Participants must submit a signed letter of support from their principal.

# Virtual Mentoring: e-Commerce I

3 CEUs • Semester • TBA

Contact LEARN NC to schedule a section of this course exclusively for teachers in **your** school or school system. For more information, please email Ross White at [ross@learnnc.org](mailto:ross@learnnc.org), or call 919-962-2475.

## PREREQUISITES

You must be teaching e-Commerce I for the first time.

## COURSE DESCRIPTION

Teaching e-Commerce I for the first time next year? The new e-Commerce curriculum from the state, provided entirely in an online course, allows you to truly expand your teaching into the virtual world, modeling the kinds of interactions that the curriculum teaches.

Virtual Mentoring: e-Commerce I will take you through the full course of study for students, and includes discussions and activities for you to explore how best to teach this exciting new curriculum, with guidance from the original online course developer.

## MATERIALS REQUIRED

None

# Virtual Mentoring: e-Commerce II

3 CEUs • Semester • TBA

Contact LEARN NC to schedule a section of this course exclusively for teachers in **your** school or school system. For more information, please email Ross White at [ross@learnnc.org](mailto:ross@learnnc.org), or call 919-962-2475.

## PREREQUISITES

You must be teaching e-Commerce II for the first time.

## COURSE DESCRIPTION

Teaching e-Commerce II for the first time next year? The new e-Commerce II curriculum from the state, provided entirely in an online course, allows you to truly expand your teaching into the virtual world, modeling the kinds of interactions that the curriculum teaches. Special attention is paid to the capstone project, with discussions on how to effectively select partner businesses and manage interactions between students and the community.

Virtual Mentoring: e-Commerce II will take you through the full course of study for students, and includes discussions and activities for you to explore how best to teach this exciting new curriculum, with guidance from a member of the original online course development team.

## MATERIALS REQUIRED

None

# Virtual Mentoring: English I

3 CEUs • Semester • TBA

Contact LEARN NC to schedule a section of this course exclusively for teachers in **your** school or school system. For more information, please email Ross White at [ross@learnnc.org](mailto:ross@learnnc.org), or call 919-962-2475.

## PREREQUISITES

Participants must be first, second, or third-year teachers teaching English I for the first time.

## COURSE DESCRIPTION

The goal of this course is to facilitate, empower, and provide a platform for collaboration with other English I teachers. As such, the course is designed to provide tools, tips, and most importantly, access to other English I teachers who are charged with educating teenagers, developing informed citizens, and preparing these students for the English I End-of-Course Exam. The framework of the course is designed to organize this collaborative effort. It is up to the course members to realize the potential of this experience.

## EXPECTATIONS

In order for this professional collaboration to be truly successful, participation is a must. Each week there will be two assignments in the form of “Discussions.” Of the two assignments, the first will be to discuss one thing that went well or did not go well that week. The second discussion will typically center on common issues you will encounter in your classroom. In some cases the assignment will be to upload an activity you used (or intend to use) in your classroom. These discussions will offer reflection upon what might improve your instruction in the future, and feedback from and interaction with your colleagues. To earn credit for the course it is expected that everyone contribute in a timely and thoughtful manner.

## MATERIALS REQUIRED

Participants must submit a signed letter of support from their principal.

# Virtual Mentoring: United States History

3 CEUs • Semester • TBA

Contact LEARN NC to schedule a section of this course exclusively for teachers in *your* school or school system. For more information, please email Ross White at [ross@learnnc.org](mailto:ross@learnnc.org), or call 919-962-2475.

## PREREQUISITES

Participants must be first, second, or third-year teachers teaching United States History for the first time.

## COURSE DESCRIPTION

The goal of this course is to facilitate, empower, and provide a platform for collaboration with other U.S. History teachers. As such, the course is designed to provide tools, tips, and most importantly, access to other U.S. History teachers who are charged with educating teenagers, developing informed citizens, and preparing these students for the U.S. History End-of-Course Exam. The framework of the course is designed to organize this collaborative effort. It is up to the course members to realize the potential of this experience.

## EXPECTATIONS

In order for this professional collaboration to be truly successful, participation is a must. In each unit there will be at least one “Assignment” and a related “Discussion.” In many cases the assignment will be to upload an activity you used (or

intend to use) in your classroom and include a brief description of how and why you used it. A Discussion for the unit will typically center on the efficacy of said activity in your classroom, reflection upon what might improve your instruction in the future, and feedback from and interaction with your colleagues. To earn credit for the course, everyone must contribute in a timely and thoughtful manner. The units will correspond exactly to those units we teach in the Standard Course of Study for U.S. History. For maximum benefit, you should keep pace with this course just as you keep pace in your classroom (i.e. participate in Unit 1 as you teach Unit 1, Unit 2 as you teach Unit 2, etc.).

## MATERIALS REQUIRED

Participants must submit a signed letter of support from their principal.

# Appendix: Courses Listed by Date

## **JANUARY**

Facilitating Online Collaboration—January 23

## **FEBRUARY**

Scaffolding Content for English Language Learners (K-5)—February 6

Teaching Online Courses—February 13

Adolescent Literacy: English Language Arts Comprehension Strategies—February 27

## **MARCH**

Crossing Cultures: An Introduction to Cross-Cultural Understanding—March 4

Content Area Reading Comprehension (K-8)—March 5

Reading in the Content Area for Middle School Teachers—March 10

Teaching Online Courses—March 10

A Crash Course in ESL—March 11

Assessment and Evaluation in Your Online Course—March 17

Facilitating Online Collaboration—March 19

## **APRIL**

Adolescent Literacy: Science Comprehension Strategies—April 1

Reading, Writing and Research: Integrating Literacy across the Curriculum—April 2

Reaching English Language Learners with the English Language Development Standards—April 8

Adolescent Literacy: Mathematics Comprehension Strategies—April 9

African American History to 1950—April 14

A Crash Course in ESL—April 15

A Crash Course in ESL for Administrators—April 15

Teaching Online Courses—April 16

Content Area Reading Comprehension (K-8)—April 23

Facilitating Online Collaboration—April 30

## **MAY**

Content Area Reading Comprehension (K-8)—May 6

Teaching Online Courses—May 7

Adolescent Literacy: Social Studies Comprehension Strategies—May 12

A Crash Course in ESL - May 13