



**Resource**<sup>®</sup>  
Training & Solutions  
A Minnesota Service Cooperative

## COURSES

Each online class includes two 90-minute face to face meetings (one at the class beginning and one at the end) and approximately 12-15 hours of online instruction/job imbedded work.

**Understanding Danielson's Framework I**

**Understanding Danielson's Framework II**

*Prerequisite: Understanding Danielson's Framework I.*

**Applying Danielson's Framework**

*Prerequisite: Understanding Danielson's Framework I & II.*

**Best Practices in Reading I**

**Best Practices in Reading II**

*Prerequisite: Best Practices in Reading I.*

## COST

**MEMBERS:**

\$180.00/person/course \$165.00/person/2 + courses

**NON-MEMBERS:**

\$195.00/person/course \$180.00/person/2 + courses

*Cost includes materials.*

**GRAD CREDIT**

\$75.00/course/1 credit

*Participants need to bring a wireless laptop to the face to face sessions. If this is not possible please call Martha Roth at (320) 255-3236 to make other arrangements.*

All face to face sessions are held at Resource Training & Solutions, St. Cloud from 5:30-7:00 p.m. unless noted otherwise.

## Let online learning BE YOUR OASIS

### ONLINE LEARNING & LEADING PROGRAM:

A flexible way to learn job-embedded effective teaching strategies you can use immediately in your classroom while you network with colleagues and earn inexpensive graduate credit!

### WHO SHOULD PARTICIPATE:

**New Teachers**

**Returning Teachers**

**Administrators**

**Staff Working in Needs Improvement Schools**

### WHY:

Participate in a strong induction program with mentors to decrease stress, give support, and increase retention. Improve practical application of job-embedded skill sets.

Refresh best practices. Relicensure/Recertification. Advance yourself toward higher degree. Every teacher is a teacher of reading in content areas.

Meets state and mentoring induction requirements. Use it to mentor new teachers in your schools and districts, avoiding costly high turnover rates. Increased student achievement. Supports system-wide improvement goals with job-embedded support.

Increased student achievement through SMART goals and classroom evidence of effective instruction.

**FOR MORE INFORMATION OR TO ENROLL:**

**(320) 255-3236 • (888) 447-7032**

## ONLINE LEARNING & LEADING PROGRAM DESCRIPTIONS:

### Understanding Danielson's Framework I

Learners will review characteristics of an effective teacher in the areas of Planning and Preparation, The Classroom Environment, Professional Responsibilities and Instruction. Examination of the mentoring process will be supported as learners reflect on their own goals in relation to current best practices. Learners will receive support and constructive feedback as they write SMART goals and integrate them into their classrooms, school and district improvement plans. Checkpoints and progress reports will assist principals/teachers/mentors in their discussions together, as they examine professional growth in relation to student learning and higher order thinking.

### Understanding Danielson's Framework II

This course extends the learning and deepens the study of Danielson's Framework through effective classroom instruction. Teachers apply rubrics as they plan, implement and assess instruction. Participation in the online discussion boards helps educators reflect on their practice and share/learn strategies with others as they chart their growth and make progress on instructional goals. **Prerequisite: Understanding Danielson's Framework I.**

### Applying Danielson's Framework

Teachers will reflect on their classroom practices in instruction/assessment for increased achievement via effective student engagement in learning through higher order thinking. Emphasis will be placed on differentiating instruction and assessment strategies to meet the needs of their diverse learners. **Prerequisite: Understanding Danielson's Framework I & II.**

### Best Practices in Reading I

Good reading instruction involves five pillars of instruction as stated by The National Reading Panel: phonemic awareness, phonics, fluency, vocabulary and comprehension. Participants will reflect on good reading instruction and how to give and use running records as an assessment to differentiate their instruction and increase student achievement. Teachers will learn about Guided Reading and small group instruction and adapt it to their situations through discussion boards and ideas from noted experts such as Fountas & Pinnell and Linda Hoyt. Teachers will use activities and strategies with their students and reflect on the effectiveness of each strategy. Participants will create literacy stations for use in differentiating instruction.

### Best Practices in Reading II

This course is designed to deepen best practices in reading instruction and deepens discussion and application of strategies dealing with the five pillars of instruction. Teachers will learn to measure growth in their students through the instructional strategies and activities that emerge from the repository of course participants. This online class will give participants opportunities to use making words, word sorts, fluency activities, and self-selected reading ideas to support standards-based learning in their classrooms while networking with others in a professional learning community through the use of the discussion board. **Prerequisite: Best Practices in Reading I.**

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