



EDTrainingCenter
3001 N. Rocky Point Drive East
Suite 200
Tampa, FL 33607

Program Syllabus

Title of Course: Teaching Foundations

Total Hours: 45 – 36 hours of instruction and 9 hours of assignments

Program Description

This is a multi-course educational “program”. It includes 7 courses and associated Exams as well as homework assignments. Educators who will serve as Leaders and who are Accountable to their students, schools, and communities, need a solid foundation in instructional strategies, classroom management, preparation, and ethics/professionalism.

Only through the use of research-based best practices can an educator create the positive, engaging classroom climate and differentiated approach to the needs of his/her students that is needed to help them reach their full potential. Learning and achievement are directly tied to focused, personalized, and positive classroom Leaders. This program provides a very thorough and solid foundation to key areas of management, instruction, and differentiation to meet the needs of diverse populations.

Courses include:

- Teaching Fundamentals – 8 hrs
- Classroom Management – 8 hrs
- Instructional Strategies and Differentiated Instruction – 8 hrs
- Exceptional Student Education – 3 hrs
- Working with At-Risk Youth – 3 hrs
- Ethics for School Employees – 3 hrs
- Preparing for Absences – 3 hrs
- Homework Projects – 3 projects – 9 hours

A detailed description of the objectives, competencies, and practices for each course is provided below.

Course 1 and Assignment 1 - Teaching Foundations – 11 Hours

Topics

Working with Different Age Groups, Working with School Districts (Understanding Policies), Establishing Your Leadership, Maintaining Discipline, Communication and Conflict Resolution, Honoring Diversity, Legal Issues, Professionalism, Confidentiality.

- Includes Reflection and Practice Quizzes for each lesson/topic area.
- Final Exam

Assignment – 2 Part Communication Project

1. Learner will write up an email to a parent on a challenging topic using communication skills and confidentiality guidance provided in course.
2. Learner will select a communication skill or practice taught in the course that he/she believes will be the most valuable addition to his/her current classroom, describe how it will



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be used and why it will improve the classroom.

Standards and Competencies

National Educational Technology Standards

- 4a

Educator Competencies – Drawn from the Model Core Teaching Standards (InTASC)

- 1a
- 1b
- 1e
- 1g
- 1h
- 3e
- 3i
- 3o
- 5w
- 7f
- 8i

Instructional Goals

Following completion of this course the learner will be able to:

- Describe and list characteristics of different age groups in order to better differentiate instruction and management practices;
- List and explain basic/standard school policies and procedures including handling bloodborne pathogens safety and child abuse reporting (This item is essential for overall student safety.);
- Apply specific Leadership Skills and techniques to foster student-teacher rapport and increased focus during on-task lesson time;
- Apply specific Communication Skills and techniques to improve student understanding of teacher requests and instructions;
- List basic tools for maintaining discipline in a positive manner to increase students' on-task lesson time;
- Utilize stress management tools to lower both teacher and student stress, creating an overall classroom climate that is facilitative of learning and new information/skills acquisition;
- List different forms of student diversity and the terminology and actions associated with honoring a diverse learning environment, increasing teacher preparation or ALL forms of instruction differentiation;
- Define characteristics of bullies and bullying victims, list and describe forms of bullying, apply behavioral management techniques to stop and prevent bullying (This item is essential for overall student safety.); and
- Define the legal and professional boundaries (including HIPAA/Confidentiality) required when working with children as well as recall possible negative consequences of educator misconduct or inappropriate behavior. This item is essential for overall student safety.

Methods of Instruction

- Flash-based courses utilizing text pages, images, flash animations, narrated flash animations, interactive flash widgets, and interactive responsive flash quizzes. Also, outside video may be included or linked to an individual lesson.
- Individual reflections
- Documents, readings, and downloads are provided for extension.
- Assignments – learners must apply knowledge gained by completing and writing up hands-on activities.
- Courses are entirely self-paced and learners may determine the pace and order in which courses and lessons within courses are completed. They may review material already covered or jump ahead to a connected topic of interest.



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Classroom Practice

Given a classroom of varying personalities, preferences, comfort-levels, and physical needs the educator will:

- *Utilize positive and clear methods of written and verbal communication with students, colleagues, and parents. This includes instructional communication, conflict resolution, and effective listening techniques.*
- *Establish him/herself as a positive leader through appropriate dress, comporment, and attitude.*
- *Establish reasonable expectations of behavior and procedure with student input that increase clarity and structure and reduce off-task time;*
- *Embrace and honor the diversity of the classroom by modeling inclusive behavior and through delivery of services guaranteed by the school district such as following a student's IEP.*

Given the high standards and expectations of the profession the educator will:

- *Follow the policies and procedures of the school district being sure to be very familiar with these policies and procedures and enforce them as expected.*
- *Conduct him/herself according to all professional obligations including requirements to maintain: confidentiality, appropriate contact, and appropriate conversation toward students, colleagues, and parents.*

Resources

All course materials are online.

Course 2 - Classroom Management – 8 Hours

Topics

Managing the Room, Getting and Keeping Attention, Establishing Expectations of Behavior, Behavior Management, Establishing a Positive Classroom Climate, Avoiding Common Mistakes.

- Includes Reflection and Practice Quizzes for each lesson/topic area.
- Final Exam

Standards and Competencies

Educator Competencies – Drawn from the Model Core Teaching Standards (InTASC)

- | | |
|------|------|
| • 2d | • 3e |
| • 2o | • 3k |
| • 2p | • 3n |
| • 3b | • 3o |
| • 3d | • 5v |



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Instructional Goals

Following completion of this course the learner will be able to:

- Describe methods for calming student anxiety and building trust and mutual respect;
- Define the Stress Response and list the consequences of stress for learners, improving the classroom climate for students (and teacher) and making it facilitative of learning;
- Describe best practices in creating classroom expectations of behavior including the benefits of, and methods for, including student discussion and input in setting expectations;
- Apply specific techniques for watching over a large group of students at once;
- Describe and implement techniques for getting and keeping student attention;
- Describe and implement techniques for keeping lessons on-task, retaining critical instructional time;
- Define bribery and coercion as applied in discipline and apply alternatives to bribery and coercion-based behavior management techniques;
- List situations triggered by physical needs which can lead to misbehavior and describe prevention techniques or remedies for anticipating and handling them;
- Apply strategies for diffusing argument or conflict positively and respectfully;
- Define and list unacceptable management techniques including humiliation, belittling, and sarcasm and give examples; and
- Create a positive learning environment which is emotionally safe.

Methods of Instruction

- Flash-based courses utilizing text pages, images, flash animations, narrated flash animations, interactive flash widgets, and interactive responsive flash quizzes. Also, outside video may be included or linked to an individual lesson.
- Individual reflections
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- Assignments – learners must apply knowledge gained by completing and writing up hands-on activities.
- Courses are entirely self-paced and learners may determine the pace and order in which courses and lessons within courses are completed. They may review material already covered or jump ahead to a connected topic of interest.

Classroom Practice

Given a classroom of varying personalities, preferences, comfort-levels, and physical needs the educator will:

- *Identify his/her own “place” on the Discipline Philosophy Spectrum and apply this self-knowledge to the development or refinement of his/her existing classroom discipline model;*
- *Utilize positive techniques to manage a large group including practices to scan the entire class and practices to engage and assist students individually and in small groups during lecture or seatwork.*
- *Create a relaxed, welcoming, and positive classroom climate that is conducive to learning and focused on encouraging achievement;*
- *Establish reasonable expectations of behavior and procedure with student input that increase clarity and structure and reduce off-task time;*
- *Employ specific methods to get and keep student attention ensuring that on-task time and*



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subsequent productivity is maximized;

- *Utilize effective, proven, and positive behavior management strategies that are applied when necessary and to the degree necessary to ensure that individual and group learning is not disrupted;*
- *Identify and avoid/change common behavior management mistakes in favor of positive, proven alternatives to these mistaken behaviors; and*
- *Adapt behavior management strategies as needed to the special needs of individual students.*

Resources

All course materials are online.

Course 3 and Assignment 2 – Instructional Strategies and Differentiated Instruction – 11 Hours

Topics

Stimulating Thought, The Unique Learner, Brain-Based Learning, Creative Assessment, Effective Lesson Plans, Using Tools and Materials

- Includes Reflection and Practice Quizzes for each lesson/topic area.
- Final Exam

Assignment (Mid Term) – 2 Part Lesson Plan.

1. Learner will write up a lesson plan with a given “scenario” of varying student needs included.
2. Learner will write up a unique “effective” lesson plan intended for his/her current class using all the aspects of “unique” learners covered in the course.

Standards and Competencies

National Educational Technology Standards

- 1a
- 4a
- 4c

Educator Competencies – Drawn from the Model Core Teaching Standards (InTASC)

- | | | | | |
|------|------|------|------|------|
| • 2a | • 3a | • 5u | • 7d | • 8k |
| • 2b | • 3c | • 6c | • 7h | • 8n |
| • 2c | • 3g | • 6j | • 8d | • 8r |
| • 2i | • 4d | • 6n | • 8e | |
| • 2n | • 5n | • 6o | • 8f | |
| • 2p | • 5p | • 6p | • 8j | |

Instructional Goals

Following completion of this course the learner will be able to:



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- Describe various methods for configuring the layout of a classroom to facilitate instruction;
- Define “the unique learner” as it applies to Instructional Pedagogy;
- Define and list the primary Learning Styles, apply knowledge of the Learning Styles to lesson plan activities to differentiate instruction and engage all learners;
- Define and list the Multiple Intelligences, apply knowledge of the Learning Styles to lesson plan activities to differentiate instruction and engage all learners;
- Apply instructional and assessment techniques which align with the varying Learning Styles and Intelligences;
- Define and list brain-based learning techniques including Concept-Mapping, use of Music, and use of Cooperative Learning structures;
- Apply instructional and assessment techniques which use brain-based learning in lessons, including use of specific types of music for specific instructional or assessment activities;
- Describe effective and ineffective techniques for grading and critique and apply strategies for incorporating learning styles and intelligences into assessment. This is an essential foundation to student achievement as assessment must drive the continual learning plan for each student,
- List the qualities of an effective lesson plan and write plans which include a focus on learning styles, intelligences, and incorporation of brain-based learning techniques,
- Define the properties of a lesson plan objective
- Describe the importance of utilizing specific, measurable, or demonstrable objectives in meeting the educational standards covered in the lesson,
- Describe the importance of inclusion of pacing in lesson plans and apply this technique to actual lesson plans, and
- Create a lesson plan including all facets of effective lesson plans including educational standards met, proper objectives, detailed activity descriptions including pacing, and essential information on differentiation and adaptation.

Methods of Instruction

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- Individual reflections
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- Assignments – learners must apply knowledge gained by completing and writing up hands-on activities.
- Courses are entirely self-paced and learners may determine the pace and order in which courses and lessons within courses are completed. They may review material already covered or jump ahead to a connected topic of interest.

Classroom Practice

Given a diverse classroom of learners the educator will:

- *Utilize varied teaching modalities in lesson plans intended to engage different learning styles and intelligences;*
- *Utilize varied assessment modalities intended to measure understanding/mastery of students in topic area;*
- *Utilize varied forms of cooperative and brain-based learning techniques to balance the engagement of individuals and benefit from group interactions;*



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- *Apply Bloom's Taxonomy for ADAPTATION of core lessons to meet varying needs including Special Education needs, and the needs of Gifted or ESL students; and*
- *Set high, yet achievable goals for his/her students.*
- *Generate effective lesson plans including: alignment with standards, setting of proper objectives, detailing of lesson activities including pacing, and description of any differentiation and/or adaptation to the lesson which may be used to meet individual student needs.*

Resources

All course materials are online.

Course 4 – Exceptional Student Education – 3 Hours

Topics

Definition and Awareness of “Special Needs”, Examples, People-First Language, Common Disorders and Associated Strategies, Working with Paraprofessionals, Working with Parents, Working as a Team

- Includes Reflection and Practice Quizzes for each lesson/topic area.
- Final Exam

Standards and Competencies

Educator Competencies – Drawn from the Model Core Teaching Standards (InTASC)

- 1a
- 1b
- 1c
- 1e
- 1h
- 1h
- 1k
- 2b
- 2c
- 2i
- 2j
- 2l
- 3i
- 7b

Instructional Goals

Following completion of this course the learner will be able to:

- Define the terms Special Needs, Exceptional Student Education, and/or Special Education;
- List examples of special needs that students may have;
- Define and apply the use of People-First Language, establishing student respect and compassion;
- Define and List common Special Education Plans including IEPs, BIPs, and 504 Plans and demonstrate the ability to utilize these documents to drive the learning plan and subsequent achievement of these students;
- Define and describe the role of paraprofessionals in ESE, including their responsibilities;
- List common disorders including ADHD, ODD, and Autism Spectrum disorders and describe the characteristics of these disorders and the impact they may have on learning and communication;
- Utilize strategies which will assist all students with special needs including taking a balanced approach to discipline, using pictures to aid in communication, utilizing routines to smooth behavioral concerns, and demonstrating flexibility; and
- List non-instructional aspects of working with students with special needs including handling of medications, handling of bullying (as these students are frequently targets), and working effectively with parents.



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Methods of Instruction

- Flash-based courses utilizing text pages, images, flash animations, narrated flash animations, interactive flash widgets, and interactive responsive flash quizzes. Also, outside video may be included or linked to an individual lesson.
- Individual reflections
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- Assignments – learners must apply knowledge gained by completing and writing up hands-on activities.
- Courses are entirely self-paced and learners may determine the pace and order in which courses and lessons within courses are completed. They may review material already covered or jump ahead to a connected topic of interest.

Classroom Practice

Given a diverse classroom of learners the educator will:

- *Utilize varied teaching modalities in lesson plans intended to engage different learning styles and intelligences;*
- *Apply Bloom's Taxonomy for ADAPTATION of core lessons to meet varying needs including Special Education needs, and the needs of Gifted or ESL students; and*
- *Set high, yet achievable goals for his/her students.*
- *Follow all procedural expectations of the educator including the incorporation of student IEP or other Special Education plans into their instructional lesson plans and subsequent delivery.*

Given a classroom of varying personalities, preferences, comfort-levels, and physical needs the educator will:

- *Create a relaxed, welcoming, and positive classroom climate that is conducive to learning and focused on encouraging achievement;*
- *Embrace and honor the diversity of the classroom by modeling inclusive behavior including the use of inclusive language and the use of reasonable modifications to allow all students to participate in all activities.*

Given the high standards and expectations of the profession the educator will:

- *Work effectively with other instructional staff including educational support staff (paraprofessionals) and/or tutors.*
- *Work effectively with parents to communicate clearly and provide students with adequate individualized support as needed.*
- *Work collaboratively with colleagues both as part of student IEP committees and as part of the overall school community to provide students with adequate individualized support as needed. This includes sharing observations and meeting periodically to change educational strategies as needed.*

Resources

All course materials are online.



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Course 5 and Assignment 3– Working with At-Risk Youth – 6 Hours

Topics

Definition and Awareness of “At-Risk” Youth, Warning Signs and Examples, Fundamental Human Needs and Building Blocks, Best Practices in Approach, Academic Considerations, Setting Expectations, Importance of Structure, Compassion Fatigue (for helping professionals) Definition and Prevention

- Includes Reflection and Practice Quizzes for each lesson/topic area.
- Final Exam

Assignment (Final) – 2 part Diversity/Differentiation Analysis

1. Learner will describe the manner in which a student with Special Needs challenges him/her (behavior or academically). Learner will identify 2 tools/skills learned that may be used to help in providing a solution to those challenges.
2. Learner will describe the manner in which a student who may be At Risk challenges him/her (behavior or academically). Learner will identify 2 tools/skills learned that may be used to help in providing a solution to those challenges.

Standards and Competencies

Educator Competencies – Drawn from the Model Core Teaching Standards (InTASC)

- | | | |
|------|------|------|
| • 2f | • 3f | • 7b |
| • 2l | • 3l | • 8s |
| • 2n | • 3o | |
| • 2o | • 4d | |
| • 2p | • 4n | |

Instructional Goals

Following completion of this course the learner will be able to:

- Define the term “at-risk” and the factors that lead to this definition;
- Define “what” type of behaviors and outcomes they are “at-risk” for and possible consequences (ex – truancy) as well as specific impacts on learning and the classroom;
- List examples of a youth “at-risk” who may or may not fit an “obvious” profile by describing warning signs;
- Define and list fundamental human needs and the impact of these needs not being met on learning and behavior;
- Define and list fundamental “building blocks” or positive supports which help reduce “risk” for youth;
- List the “building blocks” which they believe they (the classroom teacher) can best provide;
- Define best practices in their approach to at-risk youth including compassion, consistency, and commitment;
- Define the difference between compassionate responses and pitying responses and the impact on students;
- Describe the best practices in supporting at-risk youth academically including recognition of the impact of home-life, putting learning into context, and using mentoring in order to build student achievement;
- Describe the impact of undiagnosed or untreated medical conditions or learning disabilities on student



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achievement and confidence;

- Describe the importance of setting high, achievable expectations in working with at-risk youth and the perils of setting the bar “too low”;
- Define “structure” and list ways that structure may be incorporated into the classroom to support at-risk youth;
- Define compassion fatigue and it’s causes and consequences to helping professionals; and
- Identify warning signs of compassion fatigue in helping professionals and describe appropriate handling and/or prevention techniques.

Methods of Instruction

- Flash-based courses utilizing text pages, images, flash animations, narrated flash animations, interactive flash widgets, and interactive responsive flash quizzes. Also, outside video may be included or linked to an individual lesson.
- Individual reflections
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Classroom Practice

Given a diverse classroom of learners the educator will:

- *Utilize warning signs of students “at-risk” to identify students in their classrooms who may be facing greater obstacles than others.*
- *Apply best practices in approach: using compassionate messaging and actions rather than pitying messaging and actions.*
- *Use peer mentoring and cooperative learning to engage students with others who’ve experienced and/or overcome similar obstacles.*
- *Work to identify the family support structure for at-risk students, determining what support, if any, the student may have.*
- *Strive to place all learning experiences into a context that demonstrates VALUE to their at-risk students in learning the information.*
- *Set high, yet achievable goals for his/her students.*

Given the high standards and expectations of the profession the educator will:

- *Apply awareness-raising strategies to intervene appropriately on behalf of students in need (at risk, special needs, abused/neglected) as required by the state and/or school district.*

Resources

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Course 6 – Ethics for School Employee – 3 Hours

Topics

Definition and purpose of Ethics to the Educator, Obligation to the Students, Obligation to the Profession, Obligation to the Public

- Includes Reflection and Practice Quizzes for each lesson/topic area.
- Final Exam

Standards and Competencies

National Educational Technology Standards

- 4a

Educator Competencies – Drawn from the Model Core Teaching Standards (InTASC)

- 4n
- 4o
- 5d
- 5l
- 5t
- 5v
- 6r
- 9c
- 9d
- 9j
- 9k
- 9l
- 10h
- 10i

Instructional Goals

Following completion of this course the learner will be able to:

- Define ethics generally and in an educational context;
- List the facets of an educator's obligation to the Students, the Profession, and the Public;
- Define unacceptable/unethical behavior in dealing with colleagues
- List examples of unacceptable/unethical behavior in dealing with colleagues including violations of confidentiality, slander, etc.;
- Define unacceptable/unethical behavior toward students,
- List examples of unacceptable/unethical behavior with students with regards to personal safety and health, mentally and emotionally, as well as with regards to academic opportunity and openness;
- Define unacceptable/unethical behavior in regards to the use of school equipment and privileges,
- List examples of unethical behavior in regards to the use of school equipment and privileges including the obligation as a public employee to separate public from private opinions/statements;
- Describe methods to recognize when an employee, student, or colleague is violating the code of ethics
- Define the obligation(s) to report an violation of the code of ethics (including those they commit themselves), and
- List the steps/methods for reporting ethics violations.

Methods of Instruction

- Flash-based courses utilizing text pages, images, flash animations, narrated flash animations, interactive flash widgets, and interactive responsive flash quizzes. Also, outside video may be included or linked to an individual lesson.
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- Assignments – learners must apply knowledge gained by completing and writing up hands-on activities.



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- Courses are entirely self-paced and learners may determine the pace and order in which courses and lessons within courses are completed. They may review material already covered or jump ahead to a connected topic of interest.

Classroom Practice

Given the high standards and expectations of the profession the educator will:

- *Conduct him/herself according the obligations to the students, profession, and public (community) at all times;*
- *Students: Uphold academic openness and access to information, as well as physically and emotionally respectful interactions.*
- *Profession: Uphold respectful communication standards including avoidance of gossip and slander, and harassment.*
- *Public: Divide personal from professional opinions and avoid expressing personal opinions or statements which are damaging to the school district/school community and utilize materials in an ethical manner so as to avoid waste.*
- *Reporting: The educator will report any violations of the code of ethics for educators including those committed by him/herself, students, or colleagues.*

Resources

All course materials are online.

Course 7 – Preparing for Absences – 3 Hours

Topics

Substitute Teacher Essentials, Substitute Teacher Preparation Folder, Curriculum Books, Student Notes, Emergency Contacts, Sub-Friendly Room Layout, Sub-Friendly Lesson Plans

- Includes Reflection and Practice Quizzes for each lesson/topic area.
- Final Exam

Standards and Competencies

National Educational Technology Standards

- 3d

Educator Competencies – Drawn from the Model Core Teaching Standards (InTASC)

- 1c
- 2c
- 3c
- 6n
- 7c
- 7l
- 7m
- 7i
- 8s
- 8w
- 9k
- 9l
- 10h
- 10j

Instructional Goals

Following completion of this course the learner will be able to:

- Describe the purpose of preparing for a substitute teacher including steps teachers can take to prepare for



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unplanned absences;

- List the essential information and documents needed by a substitute teacher including: Expectations of Behavior, Discipline Model and Tips for Application, Emergency Instructions and Student Rolls, Emergency Contact(s) at School, Student Notes / IEP Documents and Instructions, Introduction to Paraprofessionals, and Lesson Plan(s) for the days of absence;
- Create a Substitute Teacher Preparation Folder;
- List practices regarding classroom set-up which will facilitate the success of the substitute teacher;
- Describe the best practices in preparing substitute teachers regarding emergency procedures and materials;
- Determine how best to use a Curriculum Book (or map) to help inform substitute teachers, particularly those who will be taking long-term assignments;
- Describe ways in which they (the educator) may use a Curriculum Book for their own organizational purposes;
- Describe the necessity of and the best practices for providing student notes including notes regarding student special needs or other concerns;
- List best practices for preparing students for the arrival of a substitute teacher and the associated expectations of behavior; and
- Create Sub-“Friendly” lesson plans including the need for pacing/timing instructions, materials locations, and a legend for any educator-specific short-hand.

Methods of Instruction

- Flash-based courses utilizing text pages, images, flash animations, narrated flash animations, interactive flash widgets, and interactive responsive flash quizzes. Also, outside video may be included or linked to an individual lesson.
- Individual reflections
- Documents, readings, and downloads are provided for extension.
- Assignments – learners must apply knowledge gained by completing and writing up hands-on activities.
- Courses are entirely self-paced and learners may determine the pace and order in which courses and lessons within courses are completed. They may review material already covered or jump ahead to a connected topic of interest.

Classroom Practice

Given the high standards and expectations of the profession the educator will:

- *Utilize best practices to prepare adequately for absences to ensure that on-task time is not interrupted or lost in his/her absence;*
- *Provide substitute teachers with clear documentation of all information needed to manage student behavior. This includes your expectations of behavior.*
- *Provide substitute teachers with clear documentation of all information needed to conduct the lesson. This includes your lesson plans and procedural expectations.*
- *Prepare students for the possibility of the presence of a substitute teacher including the expectations of behavior and consequences for misbehavior during the substitute’s tenure in the classroom.*

Resources



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