



NORTH COAST SCHOOL OF EDUCATION

PROFESSIONAL LEARNING COURSE CATALOG

2020-21



The North Coast School of Education offers a variety of professional learning opportunities throughout the year at no charge to program participants and partnering school districts.

Listed below are some of NCSOE’s courses that are typically offered during the year, depending on need and/or request. All courses are open to teachers in partnering counties, districts, and sites. To offer the most flexibility as possible, NCSOE's classes are offered in several different delivery models: face-to-face throughout the region, synchronously via Zoom, and/or asynchronously via Canvas (our online school).

To see a listing of the most current offerings, please visit [NCSOE's Program Calendars webpage](#).

CSTP/TPE-Based Professional Learning Opportunities

Open to all participants and partnering districts, but specifically designed for NCTIP Candidates

| Course Title | Description |
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| CSTP 111: Connection Before Content <i>Strategies for Student Engagement</i> | Teachers in this course learn strategies for connecting to students’ prior knowledge in the classroom, building trust in the learning environment, and developing more voice and choice for all students from a strengths-based perspective. |
| CSTP 121: Relationships and Routines <i>Building Systems for Student Success</i> | In this course, teachers explore strategies and resources for building connections, systems and routines for long-term student learning. |
| CSTP 131: Access & Equity through Content <i>(online course)</i> | In this online course, teachers explore how they can provide access and equity for all students. Teachers learn how content and subject matter are understood and can be organized in effective ways to impact student learning. |
| CSTP 132: Subject Matter Success, Access and Equity | This course focuses on how to build relationships, community and collaboration through the organization of subject matter content that is accessible and equitable for all students. Participants explore the concept of bias in relation to student learning and how to create and maintain collaborative classrooms. |
| CSTP 141: Designing for Diversity <i>Lesson Design for all Learners</i> | In this course, teachers learn strategies to differentiate curriculum for a diverse population of students. |
| CSTP 151: Assessing Students for Learning <i>(online course)</i> | This online offering explores the purpose of assessing students, the types of assessment used in the classroom and beyond, and how to use and apply the use of assessment to inform instruction. This professional learning is appropriate for ALL teachers of NCSOE-partnering districts, for all participants in NCSOE programs, and for Mentors as it satisfies the requirement of attending at least 3 Mentor Academies a year for Mentors in the NCSOE programs. Work at your own pace to complete and apply the material in this course to your teaching and/or mentoring practice and your NCSOE program work. |
| CSTP 152: From Assessment to Instruction <i>Using Data and Assessment to Guide Instruction</i> | In this course, teachers focus on assessments, collecting and communicating information about student learning and how to use that information to support instruction. Participants practice collecting and communicating information about student learning and how to use that information to support instruction. |
| CSTP 161: Collaborating with Community <i>Collaboration for the Classroom, School, and Community</i> | Participants explore how to be a lifelong, reflective learner by collaborating with others who support the educational field. In this course, teachers gain an understanding of how to build relationships with a variety of stakeholders to support their classroom practice. |

Additional Professional Learning Opportunities

Open to all participants and partnering districts, unless specific target audience is noted in title or description

| Course Title | Description |
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| Starting Out Right | This online, work-at-your-own-pace Canvas course provides new teachers with tips and techniques for starting the year off right. |
| NCSOE Orientation PLS 100 – Overview PLS 110 – NCTIP PLS 111 - DS PLS 112 – ISSP PLS 113 - PHP | Orientation provides an overview of the NCSOE Mentoring-Based System’s philosophy, theory and research and its application to the different credential support and preparation programs that NCSOE offers. |
| PLS 101: Canvas for NCTIP Candidates | This course provides an overview and workshop of how NCTIP Candidates can best use Canvas for professional learning (Hub) and submitting ePortfolios (Inquiry). The overview is provided online prior to an overview/workshop combination that is typically offered face-to-face for individualized questions and help. Participants may complete the part-one overview of this two-part workshop online prior to the part-two Facilitator-guided workshop or they may participate in a Facilitator-guided combination overview / workshop. Workshops include time for individualized questions and help. |
| PLS 102: Canvas for Mentors | This course provides an overview and workshop of how Mentors can best use Canvas for resources and training (Mentor Network, Hub) and to support Mentees. The overview is provided online prior to an overview/workshop combination that is typically offered face-to-face for individualized questions and help. Participants may complete the part-one overview of this two-part workshop online prior to the part-two Facilitator-guided workshop or they may participate in a Facilitator-guided combination overview / workshop. Workshops include time for individualized questions and help. |
| PLS 103: ILP Tutorial | This course provides an overview and workshop for NCTIP Candidates and Mentors to complete the Individual Learning Plan for Teacher Induction. The overview is provided online prior to an overview/workshop combination that is typically offered face-to-face for individualized questions and help. Participants may complete the part-one overview of this two-part workshop online prior to the part-two Facilitator-guided workshop or they may participate in a Facilitator-guided combination overview / workshop. Workshops include time for individualized questions and help. |
| PLS 311: Social Emotional Learning in the Classroom <i>For the Emerging to Innovating Teacher</i> | This introductory course provides a research-based foundational overview of Social Emotional Learning (SEL), how schools and classrooms implement practices, and explores specific SEL strategies the newest of teachers can implement immediately. |
| PLS 312: Equity & Bias in Teaching <i>Examining our Personal Identity and its Impact on our Practice</i> | This course provides an introductory overview to understanding who we are, our unconscious biases, and how our identity and bias connects to teaching. |
| PLS 313: Innovative Technology Techniques <i>Integrating Effective Instructional Technology Tools</i> | This course explores how to effectively use technology as an innovative and collaborative tool to reach more students, colleagues, parents and communities in taking learning beyond the classroom. |
| PLS 314: Legal and Ethical Issues in Teaching <i>Understanding the Role & Boundaries of and Social Media in Education</i> | In this course, teachers explore legal and ethical issues in regards to social media and how to integrate it into the classroom in healthy and appropriate ways that extend learning. |
| PLS 315: Trauma Informed Teaching <i>From Theory to Practice</i> | Participants explore how trauma impacts schools and communities and practice specific trauma-informed teaching strategies and techniques. This theoretical-to-practical course defines what trauma is, how it impacts schools and communities, and what educators can proactively do as a community, school, and in their own classroom. |
| PLS 316: Assessing Students for Learning | This course explores the purpose of assessing students, the types of assessment used in the classroom and beyond, and how to use and apply assessments to inform instruction. |

| Course Title | Description |
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| PLS 317: Best Practices in Online Teaching | Join us for a collaboration in purposefully planning for distance learning in the Fall. We will work with educational teams to translate effective in-person engagement strategies to an online platform and explore best practices for administrators, teachers, parents, and students. |
| Supporting & Developing Elementary Students for Math in the 21st Century | This course is specifically designed for TK-5 teachers who are interested in learning how to support their students in building the skills for them to be successful in the 21st century. Learn how to flip the “I do, we do, you do” style of teaching, and understand how launching a lesson with a “Problem to Explore” can change the way students and teachers interact and feel about math. Participants leave with a personalized plan to implement in the classroom. There will be a follow up session to share the learning as well as learn from others. |
| Supporting and Developing Secondary Students for Math in the 21st Century | This course is specifically designed for secondary math teachers (6-12) who are interested in learning how to support their students in building the skills to be successful in the 21st century. Learn how to flip the “I do, we do, you do” style of teaching, and understand how launching a lesson with a “Problem to Explore” can change the way students and teachers interact and feel about math. Participants leave with a personalized plan to implement in the classroom. There will be a follow up session to share the learning as well as learn from others. |
| NCSOE Sharecase PLS 120 – NCTIP PLS 121 – DS PLS 122 – ISSP PLS 123 - PHP | NCSOE Professional Learning programs culminate with a Sharecase that Mentors and participants attend together to reflect on, celebrate, and share their personal and professional growth throughout the year. There is time to share and learn from others as well as learn the next steps in the credentialing process. |

Mentor Academy Opportunities

Designed specifically for Mentors

| Course Title | Description |
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| The Mentor Launch | Launch the year off right with this overview of the NCSOE Mentoring-Based System. Connected to all 4 Domains of the Mentor Framework, this online Canvas training is required of all Mentors within the first 2 weeks of registration |
| MAC 301: The Foundations of Inquiry-Based Mentoring <i>Connecting Credential and Program Requirements</i> | Connected to Domains 1 and 2 of the Mentor Framework, this course is required for all new Mentors and optional for others interested in learning about the inquiry process. |
| MAC 302: The Art of Observation in Mentoring <i>Connecting Targeted Feedback with Long-term Goals & Growth</i> | Connected to Domains 1 and 3 of the Mentor Framework, this course is required for all new Mentors and optional for others interested in learning how to conduct an effective teacher and classroom observation. |
| MAC 303: Becoming a Super Mentor <i>Developing your Mindset and Knowledge for Long-Term Practice</i> | Connected to Domains 3 and 4 of the Mentor Framework, this course is required for all new Mentors and optional for others interested in learning about mentoring, models and types of mentoring, as well as skills and mindsets for Mentors. |
| MAC 304: Mentoring for Equity in Lesson Design <i>Supporting New Teachers in the use of Data and Resources for Designing Lessons for all Learners</i> | Connected to Domain 3 of the Mentor Framework, this course supports Mentors working with new teachers in designing lessons for a diverse population of students with a Growth Mindset. |

| Course Title | Description |
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| <p>MAC 305: Mentoring for Collaboration <i>Helping New Teachers with Supportive Relationships</i></p> | <p>This course focuses on how to work with new teachers in engaging with communities such as Administrators, Colleagues, Paraeducators, Parents, Families and Volunteers. Mentors gain an understanding of how to maximize the triad conversation with the Administrator (Mid-Year Check-in Meeting) as well as some skills to facilitate collaboration between teachers and parents.</p> |
| <p>MAC 306: Mentoring for the Use of Assessment with Instruction <i>Using Data to Reflect on and Change Practice</i></p> | <p>In this course, Mentors gain first-hand experience looking at observational data and how it can support teacher growth. Mentors learn how to use targeted observation data to guide participants in reflecting on their teaching.</p> |
| <p>PCMS1: Building the Mentor Role <i>A Review of Skills and Strategies for the Veteran Mentor</i></p> | <p>This self-paced online Canvas course is part 1 of the Professional Coaching and Mentoring Series (PCMS) where Mentors review and build upon their mentoring skills and strategies. This course can be taken independently or as part of the PCMS series.</p> |
| <p>PCMS2: Building the Mentor Practice <i>Applying Skills and Strategies to Long-term Practice</i></p> | <p>This two-hour, face-to-face workshop, is part 2 of the Professional Coaching and Mentoring Series (PCMS) where Mentors learn research-based mentoring strategies that are effective for adult learners. This course can be taken independently or as part of the PCMS series.</p> |
| <p>PCMS3: Extending the Mentor Practice <i>Independent Field Work of Skills & Strategies</i></p> | <p>This optional, self-paced online Canvas course is part 3 of the Professional Coaching and Mentoring Series (PCMS) and provides Mentors with an opportunity to create an independent fieldwork project that extends their mentoring practice into their own professional setting.</p> |