

## ***AELTA-UCD Course Descriptions***

***Title: AELTA ITC (6 levels)***

***CEUs: 6.0***

### ***Course Description:***

The AELTA International Teaching Certificate (AELTA -ITC) aims to equip teachers in English-medium international schools with the foundations of educational concepts and research-based strategies applicable in the Middle Eastern classroom, with specific attention given to integrating English Language Teaching (ELT) best practices. Program components include: a series of six scaffolded levels of courses.

Participants will be required to demonstrate proficiency of both the English language and educational approaches through various methods of evaluation including: exams, research-based education article comprehension through group analysis and class discussions, practicum, designing of lesson plans and cooperative group projects. In addition to these methods of evaluation, participant competency of meeting the program standards will be evaluated through self-assessed and instructor-assessed rubrics.

***<Here can add the ppp on the AELTA-ITC I sent you>***

***<Can also add link : Projects piloted AELTA-ITC in MoE: MEPI and Supervisor's Training>***

## ***AEFTA-UCD Course Descriptions***

***Title: Classroom Management Strategies that Work in the Arab World***

***CEUs: 0.5***

### ***Course Description:***

Participants explore the elements that create effective classrooms that support learning. The characteristics of an effective teacher are discussed in light of several research-driven strategies of classroom management. Teachers are guided on assessing and describing behavior appropriately, in either observable or measurable terms. Cooperative discipline strategies are outlined as diagnostic and prescriptive tools for behavior management in the Middle Eastern classroom. Teachers will learn how to characterize the four goals of misbehavior and have an opportunity to evaluate effective positive reinforcement tools. Teachers will also learn how to strengthen the *teacher-student relationship* and effectively apply conflict resolution strategies.

***Pics for this page:***

***Positive Reinforcement***



## ***AEFTA-UCD Course Descriptions***

***Title: Classroom Instruction that Works!***

***CEUs: 1.0***

### ***Course Description:***

Participants learn the nine research-based instructional strategies that have been proven to enhance student achievement. These strategies are introduced with adaptations to the Middle Eastern curriculum used in local international schools. Participants work in groups as they engage in activities that apply the strategies to various content areas at various grade levels. The course includes collaborative webinars in partnership with McREL.

## ***AELTA-UCD Course Descriptions***

***Title: Integrating Higher Order Thinking Skills into Everyday Lessons***

***CEUs: 0.5***

### ***Course Description:***

This session guides teachers to integrate higher order thinking skills, based on Bloom's Taxonomy, into everyday lessons. Participants learn the 6 levels of thinking and discuss examples of each. Teachers are coached to develop higher order thinking questions using specific action verbs and design appropriate product expectations to target each level of thinking. Teachers from various content areas and grade levels can benefit from this workshop.

## ***AELTA-UCD Course Descriptions***

***Title: Teaching Students Research Skills***

***CEUs: 0.5***

### ***Course Description:***

Participants are introduced to basic information on how to teach research skills, including research report writing. A focus is placed on being able to help students sift through the internet and acquire the skills to select reliable sources of information. Participants will be exposed to web search strategies, web page evaluation, research project tools, valuable research websites, APA Citation, and a step by step guide on the cycle of a research project. Assessment of research reports using rubrics is also included.

## ***AELTA-UCD Course Descriptions***

***Title: Project Based Learning: Teaching Science Process***

***CEUs: 0.5***

### ***Course Description:***

This training session introduces participants to project based learning. Participants will identify the steps to designing a project based learning assignment. Video observations of classrooms using project based learning will guide group discussions on those components of the process that could be adapted to classroom environments and resource availability in the Middle Eastern classroom. Participants will design their own PBL assignment customized to their curriculum. There is an option for a workshop format that teaches how to integrate science process skills into PBL.

## ***AEFTA-UCD Course Descriptions***

### ***Title: Subject Coordinator's Workshop for English Medium International Schools***

***CEUs: 0.5***

#### ***Course Description:***

This session guides subject coordinator's (supervisors) to develop essential leadership skills to be able to guide, monitor and maintain program effectiveness in their respective departments. Topics include essential leadership, teaching and learning skills. Coordinators discuss importance of interpersonal team-building skills within their department, coaching skills to implement new instructional strategies and monitoring techniques/tools to ensure curriculum implementation and professional development growth of all teachers.

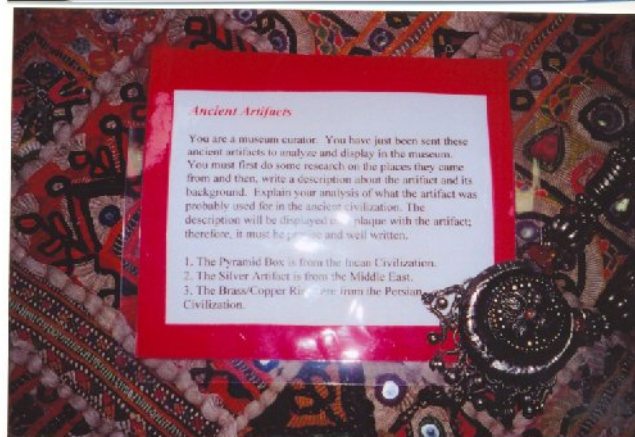
## ***AEFTA-UCD Course Descriptions***

### ***Title: Teaching Writing: Focus on Creative Writing***

***CEUs: 0.5***

#### ***Course Description:***

This course walks teachers through the writing process and introduces practical ideas that foster creative writing through over 25 hands-on activities. Teachers participate in activities that use authentic material, including everyday items, to develop and adapt writing prompts to meet their students' individual needs. Group activities reinforce the importance of using rubrics to assess student writing, while balancing classroom writing expectations with free response (un-graded) creative writing through journaling.



***Using Authentic Material for Prompts***



## ***AELTA-UCD Course Descriptions***

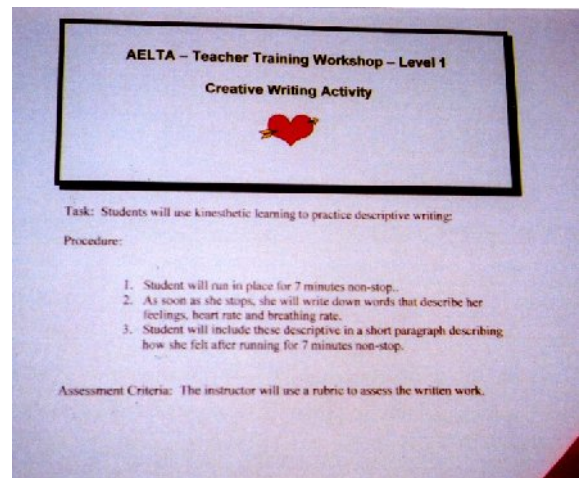
### ***Title: Differentiating Instruction to Address Individual Learner Needs***

***CEUs: 0.5***

#### ***Course Description:***

This course provides an orientation to the topic of differentiating instruction in mixed ability classrooms by showing examples of differentiated lessons and activities. Video observations of classrooms implementing differentiation will help guide teachers on how they can differentiate content, process or product. Participant will be required to create a differentiated lesson plan.

#### ***Pic for this Page***



***Using Realia for Kinesthetic Learning***

## ***AELTA-UCD Course Descriptions***

***Title: Cooperative Learning in the EFL Classroom***

***CEUs: 0.5***

### ***Course Description:***

This training session assists participants with dealing with cooperative learning strategies in the ESL/EFL classroom. Participants will gain an understanding of why cooperative learning is essential to language development, as well as, content learning. The essential components of cooperative learning are introduced through hands-on activities that encourage teachers to consider clear objectives and assessments, student task distribution, integration of social skills and active student-centered assignments.

***Here add the Cooperative Learning pic from Ola's school***



## AEFTA-UCD Course Descriptions

### Title: *Improving Assessment in the Classroom: Focus on Continuous Assessment*

CEUs: 0.5

#### Course Description:

This course focuses on a variety of assessment strategies and the roles these play in the EFL classroom. It highlights the interrelatedness of assessment and instructional planning, and shows how teachers can effectively use assessment to support the learning of diverse groups of students. It will assist participants in the development of different assessments to track progress in student learning. Analysis and critical evaluation of assessment practices and tools are included.

| STAGE 1  |  | 0 | 1 | 2 | 3 | 4 |
|--|--|---|---|---|---|---|
| <b>Speaking:</b><br>1- Repeat letters<br>2- Repeat words<br>3- Answer yes/no questions   |  |   |   |   |   |   |
| <b>Listening:</b><br>1. Match the letters with their sounds.<br>2. Follow the teacher's instruction<br>3. Point to the pictures after hearing.           |  |   |   |   |   |   |
| <b>Writing:</b><br>1. Trace the following letters.<br>2. Copying letters.<br>3. Tracing words.<br>4. Writing letters.<br>5. Writing words "simpl. words" |  |   |   |   |   |   |
| <b>Reading:</b><br>1. Open the book from left to right.<br>2. pronounce the letters correctly.<br>3. match words to pictures                             |  |   |   |   |   |   |

| Rubric Stage 2    |   | 1 | 2 | 3 | 4 |
|-------------------|---|---|---|---|---|
| <b>Listening:</b> | <ul style="list-style-type: none"><li>Responds non-verbally to simple instructions.</li><li>Differentiates sounds and phonemes.</li><li>Listens comprehensionly to storytelling and singing.</li></ul>  |   |   |   |   |
| <b>Speaking:</b>  | <ul style="list-style-type: none"><li>Pronounces basic words correctly.</li><li>Expresses needs with routine language expressions.</li><li>Participates in language-experience situation.</li><li>Gives a complete answer to a Yes/No Q and Wh Q.</li></ul> |   |   |   |   |
| <b>Reading:</b>   | <ul style="list-style-type: none"><li>Reads words with the help of pictures.</li><li>Reads simple phrases.</li><li>Comprehends storytelling and shared reading.</li><li>Participates in guided reading in a shared reading manner.</li></ul>                |   |   |   |   |
| <b>Writing:</b>   | <ul style="list-style-type: none"><li>Writes words with phoneme awareness.</li><li>Writes words to express thoughts.</li><li>Writes short sentences using correct punctuation and proper structure.</li></ul>   |   |   |   |   |

Making Rubrics for Language Acquisition\_MoE

## ***ALTA-UCD Course Descriptions***

### ***Title: Brain Based Learning Strategies***

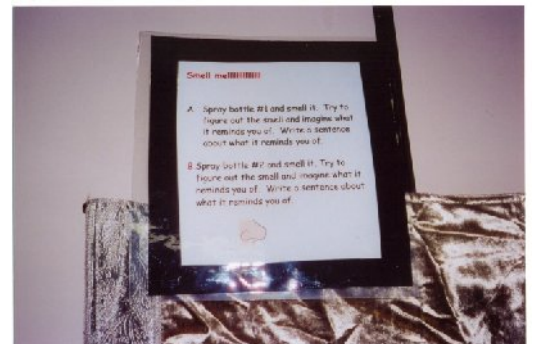
***CEUs: 0.5***

#### ***Course Description:***

This workshop provides an orientation to teachers about brain-based teaching and learning. Participants learn that every student learns differently. The structure and complex nature of the brain plays a crucial role in teaching and learning. Participants discuss simple classroom strategies that help students retain information and use visual perception to learn. Concepts such as brain gym, word wall activities, visualization and right and left brain stimulation are discussed.



Visualization Activities



Multisensory Activities