



Course Approval Request Form

Use this customized approval request form to print and share with your district or state teaching licensure authority when seeking approval for a Professional Development Institute course.

About PDI

The Professional Development Institute (PDI) has been offering quality online courses to K-12 educators for decades and providing training to teachers across the globe. Every PDI course is approved for graduate-level credit through the prestigious University of California San Diego Division of Extended Studies, ranked in the top ten universities in the United States.

UC San Diego is part of the University of California system and is accredited by the Western Association of Schools and Colleges Senior College and University Commission (WSCUC).

Every PDI course is instructor-led and includes practical strategies for immediate implementation into the classroom, opportunities to interact with the instructor and other participants, rich content, and valuable assignments. Every PDI course is approved as 3 1/3 semester units (or 5 quarter units) of graduate-level credit, equivalent to 50 training hours. Teachers must spend a minimum of three weeks in each course (consecutively, when taking multiple courses) before a final grade is released.

Teacher Information

Last Name:	First Name:	ID #:
School Name:	Address:	
Email Address:	Grade Level:	Daytime Phone:

Course Number and Title:

111T02/ EDUC40245 Interventions for Middle Grade Struggling Readers

I am taking this course:

_____ for 3 1/3 semester unit of graduate level credit. Upon completion, I will receive a transcript from UC San Diego Division of Extended Studies.

_____ As an in-service course. I may request a PDI Grade Report to document my completion.

**This course is approved as 50 training hours, whether taken for graduate credit or in-service.*

Course Description:

Do you have struggling readers in your class? Are you challenged to find strategies that can truly help these readers become successful? This online course begins by introducing the building blocks of the reading process and the role that each of them plays in effective reading instruction. Evidence-based interventions are explored as they relate to deficits in phonological awareness, phonics, vocabulary, fluency, and comprehension skills. Teachers will learn how to incorporate the use of think-alouds, interactive read-alouds, graphic organizers, and hi-lo books to improve their students' background knowledge, vocabulary knowledge, and understanding of text structure. Teachers will also learn how to weave a variety of strategies into their content curriculum so that students can more effectively comprehend informational texts. Teachers will explore the critical role that informal assessments play in the teaching of reading and how these assessments can be used to create targeted remediation plans for struggling readers. By the end of the course, teachers will understand how to best help their struggling readers so that they can make dramatic improvements in reading skills and comprehension.

Seeking approval for:

_____ recertification/relicensure

_____ personal and/or professional growth

_____ district or state requirement

Signature

Date