



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:

127T02/ EDUC42260 Focused Interventions to Improve Executive Function Skills

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:

Have you ever worked with a student who just can't seem to grasp a certain concept, no matter how hard either of you tries? Or perhaps you may have encountered a student whose desk is such a mess that s/he can never seem to remember where s/he put things? Or a student who, having just listened to you explain directions, has no ideas where to start? While frustrating, these scenarios (and others like them) can be explained by a deficit in a student's executive function (EF) skills. Executive functioning involves the neurological processes used by students to consciously control their thoughts, emotions, and actions so that goals can be set and achieved. This online course begins by explaining what executive functioning is and how critical it is to the learning process. Teachers will take a deep dive into eight core EFs that control not only students' ability to think metacognitively, but their ability to respond appropriately using their social-emotional skills. The role of working memory is explored first, as it is an essential element in the processing, storing, and retrieval of information. Teachers will learn how this critical executive function interacts with seven additional EFs — task initiation, planning and prioritizing, organization, self-monitoring, impulse control, shift (a/k/a cognitive flexibility), and emotional control. Teachers will be provided with thorough background information on each executive skill, as well as the implications for teaching and learning. Within each executive function, the course takes a deep dive into strategic focused interventions that help students who have these executive deficits. By the end of this course, teachers will feel more confident and successful in their quest to incorporate explicit, direct, and strategic instruction within reading, writing, and mathematics so their students with EF deficits can succeed academically and achieve a growth mindset.

Seeking approval for:

_____ recertification/relicensure

_____ personal and/or professional growth

_____ district or state requirement

Signature

Date