



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:

157T02 / EDUC42528 Closing the Gap: Focusing on Critical Literacy and Math 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:

Are you struggling to find ways to identify and reduce the achievement gap you are seeing in your classroom? Do you want to learn how to shift your mindset from a loss perspective to sustainable learning? Teachers across the nation are searching for best practices to close the achievement gap, especially as it applies to the essential skills of literacy and math. Instead of focusing on learning that has been "lost," the consensus is that there is a need to "slow down to speed up." This online course is designed to equip K-5 teachers with numerous strategies to help students master essential literacy and math skills by taking learning deeper, not wider, making it sustainable. The course begins by outlining the learning process and discussing several factors that promote deeper learning, or mastery, of content. Teachers will learn that a critical piece of teaching these essential skills is fostering collaborative learning. As the course progresses, teachers will take a deep dive into each essential learning skill as it relates to literacy and mathematics. Numerous strategies to assess and teach each of these critical skills will be provided. Finally, teachers will be introduced to the Paul-Elder Critical Thinking Framework, and they will learn how to promote cross-curricular thinking. Using a strengths-based approach to learning, teachers will understand the relationship between literacy and math and how these seemingly different content areas can be used to leverage one another. By the end of this course, teachers will feel more confident and successful in their quest to embed a variety of evidence-based strategies into their own teaching habits to help foster sustainable learning and promote future college and career success.

Seeking approval for:

_____ recertification/relicensure

_____ personal and/or professional growth

_____ district or state requirement

Signature

Date