



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:
169T02 / EDUC42647 Adopting High-Leverage Strategies to Engage Struggling Students

I am taking this course:

_____ for 3 1/3 semester units 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 find yourself constantly searching for ways to reach your struggling students? Whether these barriers to learning are academic, behavioral, or socioemotional, all students need access to quality, evidence-based, inclusive practices that are designed to yield high results. This online course for teachers takes a deep dive into a variety of high-leverage, evidence-based practices to support a variety of diverse learners. The course explores common challenges, including the root causes of academic difficulties. Next, teachers are taken through a step-by-step explanation of the high-leverage practices (HLP) framework, thoroughly exploring how each evidence-based instructional technique (EBPs) significantly impacts student outcomes. Then, teachers take a deep dive into the four main domains of the HLP framework and learn best practices to address each important core pillar, including (1) collaboration; (2) data-driven planning; (3) instruction in behavior and academics; and (4) intensify and intervene as needed. Teachers will explore several high-leverage Tier 1 practices, such as cooperative learning and active learning strategies, as well as investigate several Tier 2 and Tier 3 interventions within the multi-tiered systems of support (MTSS), which provide additional support for struggling students. Teachers will also learn about differentiated instruction, helping them design effective differentiated lessons across content, process, and product, all within a real-world context. By the end of this continuing education course, teachers will feel more confident in their quest to harness the power of high-leverage, evidence-based best practices to anchor their own teaching practices as they strive to make learning more accessible, engaging, and effective for their students.

Seeking approval for:

_____ recertification/relicensure

_____ personal and/or professional growth

_____ district or state requirement