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:

96T02/ EDUC40104 Middle School Math Problem Solving

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 wondered why some of your students excel in math but seem to falter when it comes to solving problems? This online course is designed for teachers in grades 6-8 who want to help their students become critical and logical mathematical thinkers. Information on the problem-solving process is shared together with distinct suggestions for incorporating specific problem-solving strategies into math instruction. The course begins by building problem-solving foundations such as how to break down a word problem, how to approach math vocabulary, and how to visualize and perform the problem. Then, specific strategies are shared such as thinking logically, predicting and estimating, using a model or diagram, creating a table to find a pattern, and using an algorithm or formula. Teachers will gain valuable classroom ideas including using manipulatives, developing real-world problems, and checking and explaining solutions. Teachers will gain strategies for differentiating their math instruction so that all students can find success in problem solving. Teachers will also learn how to appropriately assess students in the problem-solving process. Finally, ideas for connecting the math problem-solving process to other content areas will be shared. By the end of this course, teachers will have the tools they need to effectively teach their students the problem-solving process.

Seeking approval for:

_____   recertification/relicensure

_____   personal and/or professional growth

_____   district or state requirement

Signature   Date