



## 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

<b>Last Name:</b>	<b>First Name:</b>	<b>ID #:</b>
<b>School Name:</b>	<b>Address:</b>	
<b>Email Address:</b>	<b>Grade Level:</b>	<b>Daytime Phone:</b>

Course Number and Title:

**145T02 / EDUC42626 Small Group Practices to Reach All Readers and Writers**

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 searching for high-yield strategies to support your students' widespread literacy needs? With the diversity of today's classrooms, it is becoming more difficult to meet every student's literacy needs. This online course for PreK-5 teachers takes a deep dive into the various stages of literacy. Teachers will explore evidence-based small group practices that are centered around how best to support the needs of their readers and writers across all literacy stages — emergent, beginning, transitional, and fluent and independent — in the areas of phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing. The course begins by presenting teachers with assessment practices geared toward getting to know students' literacy needs so they can be better served in small groups. The course then guides teachers through all phases of literacy — from emergent to independent — so that they not only have a solid understanding of each phase, but they also have thoroughly explored several small group strategies for each of the foundational skills (phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing), all of which are based on reading science to better support the specific needs of their readers and writers. Teachers will also gain strategies for working with students who are English language learners, have disabilities, and/or have experienced trauma, poverty, and/or have missed a significant portion of school. By the end of this continuing education course, teachers will feel more confident in their quest to leverage small group practices to better support their readers and writers throughout all the stages of literacy.

Seeking approval for:

- \_\_\_\_\_ recertification/relicensure
- \_\_\_\_\_ personal and/or professional growth
- \_\_\_\_\_ district or state requirement

Signature

Date