



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 credit through the American College of Education and the prestigious University of California San Diego Division of Extended Studies.

American College of Education is approved by the Higher Learning Commission. UC San Diego is part of the University of California system and is accredited by the Western Association of Schools and Colleges (WASC).

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. 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:

167T02 / ACE: LE5388 / UCSD: EDUC42637 / Unlocking Literacy: Science of Reading Strategies for Multilingual Learners

I am taking this course:

- for 3 semester units of graduate-level, degree-eligible credit through American College of Education.
- for 3 1/3 semester units of post-baccalaureate credit through UC San Diego Division of Extended Studies.
- as an in-service course. I may request a PDI Grade Report to document my completion.

Course Description:

As states and districts across the country embrace the science of reading, do you find yourself wondering if those same principles and best practices can also be used with your multilingual learners? Or does this "special" population need to rely on a completely different approach to literacy so that they can simultaneously master English and content successfully? This online professional development course provides K-12 teachers with a deep dive into the unique challenges faced by multilingual learners as they strive to master content standards while simultaneously learning English. Teachers will explore the various stages of new language acquisition, and they will understand the differences between a student's social language (BICS) and their academic language (CALP). From there, teachers will thoroughly explore the science of reading, including all five areas of the "Big 5" of reading instruction (phonemic awareness, phonics, vocabulary, fluency, and comprehension), along with a variety of strategies to engage multilingual learners in a culturally relevant way. Teachers will learn how to overcome the challenge of trying to align second language acquisition with the science of reading including how to stimulate students' growth mindsets while embracing several different co-teaching models to further engage their multilingual learners in the learning process. Research-based assessment best practices for multilingual learners are shared, including specific assessments for students' language ability as well as how to assess and monitor their academic progress across all areas of the "Big 5" using both formative and summative assessments. Teachers will also learn how to use the WIDA Can-Do Descriptors to guide their students to greater understanding while simultaneously providing them with equitable grading practices. By the end of this continuing education course, teachers will feel more confident and successful in their quest to combine science of reading best practices with research-based strategies to help their multilingual learners become more literate readers.

Seeking approval for:

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

Signature

Date