Why should teachers take our courses?

A Focus on Student Success
Fostering student success in both academics and social-emotional growth is the main focus of all of our courses. Our courses are filled with strategies, techniques, and activities that are directly tied to improving student achievement in the classroom.

Classroom Applicable
We believe that professional development should be directly related to the classroom, so our courses are designed to include valuable resources for the classroom, innovative strategies and perspectives, and activities aimed at developing content teachers can use in the classroom immediately.

Authentic Assessments
As every subject and grade range has its own needs, we have designed our courses to include authentic assessments that mirror the type of work teachers do in the classroom. With case studies, active reading exercises, and time for developing student-facing activities, our courses provide consistent opportunities to express learning in an authentic manner.

Reflective Practice
A key component of all of our courses is time dedicated to reflective practice. Each course includes a journaling component, which prompts the teacher to connect the reading to their practice, experiences, student population, and school community.

Connection to Special Populations
While many professional development courses may tack on a section on special populations at the end, we believe that knowledge of special populations is integral to all subjects and grade ranges. The majority of our courses include direct strategies for working with exceptional students (special needs, English Language learners, at-risk students, and gifted and talented students).

Professional Learning Community
A dedicated online community space allows teachers to interact with course instructors and their peers, sharing resources, exploring new ideas, and connecting with other educators from across the country.
From Free to Funded: Supplementing Your Classroom Resources

Course Description

You want to give your students the best, but maintaining a classroom and providing creative learning experiences can be expensive. Schools have a finite set of resources, and while educators can often stretch limited resources to do amazing things, that doesn’t mean they don’t want more for their students!

In this course, we will discuss all things funding. You’ll begin by exploring a variety of grants available across grade levels and subject areas (spoiler alert: there are tons!), and we will break down specifically how to write effective grant applications. Then you’ll take a look at other government and community resources, as well as common school funding pathways. In addition, you’ll learn about modern digital funding options, including how to successfully use crowdfunding sites and other fundraising events and activities. Finally, you’ll take a deep dive into the vast array of free tools available and how you can leverage them meaningfully in the classroom.

Using the strategies from this course, you will be able to maximize your efforts to create priceless learning experiences even when faced with limited time and resources.

Connections to Practice

This course provides the following classroom connections:

- Strategies for evaluating grants opportunities
- Best practices for writing grants and crowdfunding applications
- Techniques for identifying community and government resources to support school and student needs

Course Outcomes

In this course, participants will:

- Develop an understanding of grant and other key writing skills.
- Create a portfolio of grant and other free educator resources.
- Outline how public-school funding works in order to most effectively plan for resource use.
- Establish community partnerships to help with resource acquisition.

Charlotte Danielson Framework for Teaching Alignment

Domain 1: Planning and Preparation
Course Engagement and Resources

The activities and engagement options for the course have been designed to align with guidelines and considerations of Universal Design for Learning. This course aims to:

- Provide the learner with multiple means of representation.
- Provide the learner with multiple means of action and expression.
- Provide the learner with multiple means of engagement.

Your course facilitator will be available to you to answer questions and provide written feedback on your final project. Additionally, within the Moodle LMS, you will have access to a collection of community resources through which you will be able to further explore course concepts through collaboration with facilitators and peers.

Materials

Additional online reading, viewing, and listening resources will be provided in each module.

Method of Evaluating Student’s Performance

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<thead>
<tr>
<th>Assignment Category</th>
<th>Total Point Value</th>
<th>Percentage of total possible points</th>
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<tbody>
<tr>
<td>Participation</td>
<td>5 points</td>
<td>30%</td>
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<tr>
<td>Assignment: Self-reflection and goal setting, concept practice questions, and discussion forums</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Project</td>
<td>10 points</td>
<td>70%</td>
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*Please note that you must receive a percentage of 80% or higher for successful completion of this course. Completion of all activities is required to receive credit.
Assessments

Self-Reflection and Goal Setting

This course will include a self-reflection and goal setting assignment in the first module, in which each learner will articulate what he or she hopes to learn and achieve by taking the course. Learners will be guided to reflect briefly upon their intentions for the course and to set one to two specific (SMART) goals for their learning.

Concept Practice

These automatically scored questions will appear in each module and will cover concepts discussed in the module. Immediate feedback will be provided for each question.

Discussions

Discussions will appear in each module and include questions about concepts that appear in the module.

Learners will be expected to post one original response to the prompt and respond to two peers.

Discussions will be evaluated on a pass–fail basis, per the following guidelines for completion:

- Participant satisfactorily shares thoughtful reflections and responds to colleagues in a respectful and engaging way.
- Participant provides an adequate level of detail in entries.
- Examples are satisfactorily helpful and informative and foster discussions or demonstrate substantial reflection.
- Participant’s responses are clear and well written and employ proper APA citation.

Final Project

The final project for each course will appear in the final module and include a prompt that aligns with each category (including the “evaluate” and “create” categories) of Bloom’s taxonomy, building on the concepts from each module.

Final projects will be designed for the learner to create an implementation plan that demonstrates application and understanding of concepts and skills learned through each module of the course.

The final project will be evaluated using the following rubric:
Course Outline

Module 1

Despite the fact that almost every person in America has a connection to education, the ins and outs of funding in schools across the country are still largely a mystery to most. Pair this with the gap between what schools and classrooms have and what they need at any given time, and you can easily understand why many school leaders and classroom teachers feel frustrated.

In this module, we will work to develop a broad understanding of the formal means of school funding through different levels of government as well as recognize how those resources are broken down within a school in order to try to maximize our attempts to identify and fill gaps to meet student needs. We will also look at other traditional ways to access more funding and resources, such as grants. We will examine the most common grant types, study big-picture details of grants, and also dive into effective grant application writing. Finally, we will explore other large and well-established avenues for accessing monetary and other types of resources in education.

All of these options should come together to help you feel more prepared as an educator to not only advocate for yourself, your learners, and their needs but also find meaningful ways in which to address student needs and expand educational experiences.

Learning Outcomes

By the conclusion of this module, you will be able to do the following:
• Outline funding practices in American public schools in order to understand resource management.
• Develop skills for grant and other forms of professional-level, persuasive writing.
• Evaluate grant types and options.
• Examine community and government resources to support student needs.

Agenda

Review the reading, viewing, and listening resources provided in Module 1, and complete the:

• **Self-Reflection and Goal Setting Activity:** in this discussion forum, you will articulate what you hope to learn/achieve because of the course. Please reflect briefly upon their intentions for the course and to set 1-2 specific (SMART) goals for your learning.
• **Introductory Forum:** in this discussion forum, you will have an opportunity to introduce yourself and meet other learners in the course.
• **Module 1 Content Lesson:** The content lesson serves to introduce and explain the topics and concepts for the module, and their applications in the classroom setting.
• **Module 1 Discussion Forum:** in this discussion forum, you will provide an original response to a question posed about topics in the Module 1 Content Lesson and respond to the original postings of your peers.

Module 2

While formal means of funding are the core of large-scale purchases and the key means of acquiring most school resources, educators know that they still often need smaller, very vital pieces for their classrooms that may not fit into the budget. From pencils to resources to support learning on a topic, the list of things that students need to succeed is long, and in this module, we will explore some more informal ways to acquire some of those resources.

First, we will look at a more modern method used to acquire resources or fund projects, born of the digital age: crowdfunding. For this topic, we will mainly explore the most popular avenues for educators, DonorsChoose and GoFundMe.

**Learning Outcomes**

By the conclusion of this module, you will be able to do the following:

• Evaluate the different options for crowdfunding, including their strengths and challenges, as well as strategies for successful use.
• Examine examples of community-based fundraising activities.
• Research free educator tools and resources.

Agenda

Review the reading, viewing, and listening resources provided in Module 2, and complete the:

• **Module 2 Content Lesson:** The content lesson serves to introduce and explain the topics and concepts for the module, and their applications in the classroom setting.
• **Module 2 Discussion Forum:** in this discussion forum, you will provide an original response to a question posed about topics in the Module 2 Content Lesson and respond to the original postings of your peers.

• **Final Project:** For your final project, you will construct a plan for how you will implement the course concepts with an audience of your choosing. The plan you create and the audience that you choose should be designed to suit your professional role.

• **Course Evaluation Survey**

**Technology Requirements**

Please review the [System Requirements for Moodle](#).

**Netiquette Policy**

Anyone enrolled in online courses has the right to learn in an environment where all individuals are treated equitably and with respect. Behaviors in the course that interfere with the learning experience are not permitted. Disruptive or disrespectful behaviors may result in dismissal from the course.

To maintain a positive, professional, and supportive online environment for this class, learners should adhere to the following standard guidelines. Everyone is expected to:

• Show respect for the facilitator and for other learners in the class, including use of polite, professional tone, respecting and valuing the privacy of other learners, and expressing differences of opinion in a polite and rational way.

• Maintain an environment of constructive criticism when commenting on the work of other learners by offering feedback that is supportive and helpful in nature.

• Contribute relevant topics and ideas when involved in group discussions or other collaborative activities.

• Use appropriate grammar and structure in online communication and refrain from use of all capital letters, as this equates to and can be interpreted as shouting in the online environment.

**Compliance With the Americans With Disabilities Act**

In compliance with Section 504 of the Rehabilitation Act and the Americans With Disabilities Act, participants who have any condition, either permanent or temporary, that might affect their ability to complete this course are encouraged to reach out to support@advancementcourses.com at the beginning of the course. We will make reasonable academic and accessibility accommodations to the course.

**Academic Integrity**

Honesty is an essential aspect of academic integrity. Individual students are responsible for doing their own work and submitting original assignments per the course directions. Plagiarism and cheating of any kind will not be tolerated.


*Plagiarize:* “To steal and pass off (the ideas or words of another) as one’s own without crediting the source; presenting as new and original an idea or product derived from an existing source” (*Webster’s new collegiate dictionary*, 1973, p. 870). This includes using information from the Internet without citing the website. Avoid plagiarism by appropriately acknowledging the source of the author’s words and ideas.

*Cheating:* Submitting or presenting an assignment as your own when it was written or created by someone else is not permissible in this class.

**References**

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