

**NW COLORADO BOCES**  
**ALTERNATIVE LICENSURE**  
**PROGRAM**

**\*For specific online course requirements, please refer to the attached course handout entitled Comprehensive Online Teacher Induction Program and Alternative Licensure Program in Cooperation with Educational Impact.**

<b>Standard 1.0 Knowledge of Literacy:</b>		
<b>The teacher shall be knowledgeable about student literacy development in reading, writing, speaking, viewing and listening.</b>		
<b><u>Standard Element</u></b>	<b><u>Required Tasks</u></b> (i.e., Readings, coursework, activities, etc.)	<b><u>Demonstration of Proficiency</u></b>
	<ul style="list-style-type: none"> <li>• All online courses are required.</li> <li>• Choose 2-3 other tasks to complete.</li> </ul>	<p><b>What evidence will the candidate provide to demonstrate proficiency?</b></p> <p><b>How will you take what you have learned and <b>APPLY</b> it in the classroom?</b></p> <p><b>(Choose 4-5 to display in your portfolio)</b></p>
<p>1.1 Plan and organize reading instruction based on ongoing assessment.</p> <p>1.2 Develop phonological and linguistic skills related to reading, including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Phonemic awareness</li> <li>• Concepts about print.</li> <li>• Systematic, explicit phonics.</li> <li>• Other word identification strategies.</li> <li>• Spelling instruction.</li> </ul> <p>1.3 Develop reading comprehension and promotion of independent reading, including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Comprehension strategies for a variety of genre.</li> <li>• Literary response and analysis.</li> <li>• Content area literacy.</li> <li>• Student independent reading.</li> </ul> <p>1.4 Support reading through oral and written language development, including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Development of oral English proficiency in students.</li> <li>• Development of sound writing practices in students, including, but not limited to, language usage, punctuation, capitalization,</li> </ul>	<ul style="list-style-type: none"> <li>• Balanced Literacy (online course)</li> <li>• Visual Tools &amp; Graphic Organizers (online course)</li> <li>• Keep student portfolios and spreadsheet on achievement growth.</li> <li>• Research Colorado Basic Literacy Act guidelines and proficiencies.</li> <li>• In-service with mentor teacher on assessment-based reading or writing instruction.</li> <li>• Classroom observation with master teacher.</li> <li>• Attend a Reading or Writing Seminar, such as National Literacy Coalition or Six Trait.</li> <li>• Relevant coursework as indicated on professional plan.</li> </ul> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Elementary &amp; Secondary English Candidates Only - See additional literacy course requirements attached on page 12.</b></p> </div>	<p><u>Evidence will include:</u></p> <ul style="list-style-type: none"> <li>• Pre/post assessments developed by the candidate.</li> <li>• Lesson plans demonstrating alignment with and understanding of Colorado Model Content Standards submitted to evaluator/mentor.</li> <li>• Completed student work portfolios.</li> <li>• Classroom observations as documented by mentor/evaluator.</li> <li>• Reflection journal entries submitted to evaluator/mentor (1-2 pages each).</li> </ul> <p><b>Required for online courses.</b></p> <ul style="list-style-type: none"> <li>• Classroom application of reading comprehension and reading skills.</li> <li>• Classroom observation of other master teachers in your building, district or region with reflection paper documenting the observation.</li> <li>• Plan reading instruction and provide styles that respond to students' and their readiness, learning styles, preferences and developmental needs.</li> <li>• Provide a range of reading materials</li> </ul>

<p>sentence structure, and spelling.</p> <ul style="list-style-type: none"> <li>• The relationships among reading, writing and oral language.</li> <li>• Vocabulary development.</li> <li>• The structure of Standard English.</li> </ul> <p>1.5 Utilize Colorado Model Content Standards in Reading and Writing for the improvement of instruction.</p>		<p>at levels appropriate for students.</p>
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**Standard 2.0 Knowledge of Mathematics:  
The teacher shall be knowledgeable about mathematics and mathematics instruction.**

<u>Standard Element</u>	<u>Required Tasks</u> (i.e., Readings, coursework, activities, etc.) (Choose 2-3 to complete) <ul style="list-style-type: none"> <li>• All online courses are required.</li> <li>• Choose 1-2 other tasks to complete.</li> </ul>	<u>Demonstration of Proficiency</u> What evidence will the candidate provide to demonstrate proficiency? How will you take what you have learned and <b>APPLY</b> it in the classroom? (Choose 4-5 to display in your portfolio)
<p>2.1 Develop in students an understanding and use of: Number systems and number sequences, geometry, measurement, statistics and probability, functions and use of variables.</p> <p>2.2 Utilize Colorado Model Content Standards in Mathematics for the improvement of instruction.</p>	<ul style="list-style-type: none"> <li>• Chart and hang student progress, discussing goals with students.</li> <li>• In-service with mentor teacher or content area teacher for math instruction.</li> <li>• Classroom observation with mentor teacher.</li> <li>• Brain Based Instruction (online course).</li> <li>• Embracing Data (online course).</li> <li>• Relevant coursework as indicated on professional plan.</li> </ul>	<p><u>Evidence will include:</u></p> <ul style="list-style-type: none"> <li>• Lesson plans demonstrating alignment with and understanding of the Colorado Model Content Standards submitted to evaluator/mentor.</li> <li>• Completed student work/portfolios.</li> <li>• Classroom application of Element 2.1 as documented by observations by the evaluator/mentor.</li> <li>• Planning documentation submitted to the evaluator during pre/post conferences.</li> <li>• Reflection journal entries submitted to evaluator/mentor (1-2 pages).</li> </ul> <p><b>Required for online courses.</b></p> <ul style="list-style-type: none"> <li>• Classroom observation of other master teachers in your building, district or region with reflection</li> </ul>

		paper documenting the observation.
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<b>Standard 3.0 The teacher shall be knowledgeable about strategies, planning practices, assessment techniques, and appropriate accommodations to ensure student learning in a standards-based curriculum.</b>		
<u>Standard Element</u>	<u>Required Tasks</u> (i.e., Readings, coursework, activities, etc.)	<u>Demonstration of Proficiency</u> What evidence will the candidate provide to demonstrate proficiency? How will you take what you have learned and <b>APPLY</b> it in the classroom? (Choose 4-5 to display in your portfolio)
3.1 Design short and long range standards-based instructional plans. 3.2 Develop valid and reliable assessment tools for the classroom. 3.3 Develop and utilize a variety of informal and formal assessments, including rubrics. 3.4 Assess, compare and contrast the effects of various teaching strategies on individual student performance relative to content standards. 3.5 Use assessment data as a basis for standards-based instruction. 3.6 Provide effective verbal and written feedback that shape improvement in student performance on content standards. 3.7 Prepare students for the Transitional Colorado Assessment Program (TCAP) and other assessments of educational achievement. 3.8 Ensure that instruction is consistent with school district priorities and goals, the Colorado Model Content Standards, and the 1999 Colorado Accreditation Program.	<ul style="list-style-type: none"> <li>• Unpacking the Common Core (online course).</li> <li>• Assessment for Learning (online course).</li> <li>• Brain Based Instruction (online course).</li> <li>• 21<sup>st</sup> Century Schools (online course).</li> <li>• Completed lesson plans incorporating Colorado Model Content Standards.</li> <li>• In-service with mentor teacher on instructional planning utilizing short and long range goal planning.</li> <li>• Administer practice TCAP, MAPS or other required tests.</li> <li>• Utilize pre-assessment strategies.</li> <li>• Relevant coursework as indicated on professional plan.</li> </ul>	Evidence will include: <ul style="list-style-type: none"> <li>• Lesson units and plans including measurable goals and objectives, and demonstrating alignment with and understanding of the Colorado Model Content Standards submitted to the evaluator/mentor.</li> <li>• Design short and long range standards-based instructional plans, incorporating individual lesson plans, and a unit plan appropriate for the class being taught.</li> <li>• Classroom demonstration of application of instructional plan documented by the evaluator/mentor.</li> <li>• Reflection journal entries submitted to principal/evaluator. <b>Required for online courses and reading.</b></li> <li>• Assessment tools designed by the teacher reflecting rubrics taught and student proficiency level submitted to</li> </ul>

		<p>the evaluator/mentor for review.</p> <ul style="list-style-type: none"> <li>• Spreadsheet demonstrating student growth.</li> <li>• Include formal and informal assessments designed and utilized in your classroom.</li> <li>• Classroom observation of other master teachers in your building, district or region with reflection paper documenting the observation and assessment techniques you observed and are applying.</li> </ul>
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**Standard 4.0 Knowledge of Content:**

**The elementary teacher is knowledgeable, in addition to literacy and mathematics, in the following content areas: civics, economics, foreign language, geography, history, science, music, visual arts, and physical education. Middle school and secondary content teachers shall be knowledgeable in literacy and mathematics and expert in their content endorsement area(s).**

<u><b>Standard Element</b></u>	<u><b>Required Tasks</b></u> (i.e., Readings, coursework, activities, etc.) (Choose 2-3 to complete) <ul style="list-style-type: none"> <li>• Online classes are required.</li> <li>• Choose 1-2 other tasks to complete.</li> </ul>	<u><b>Demonstration of Proficiency</b></u> What evidence will the candidate provide to demonstrate proficiency? How will you take what you have learned and <b>APPLY</b> it in the classroom? (Choose 4-5 to display in your portfolio)
4.1 Utilize content knowledge to ensure student learning. 4.2 Enhance content instruction through a thorough understanding of all Colorado model content standards. 4.3 Apply expert content knowledge to enrich and extend student learning. 4.4 Integrate literacy and mathematics into content area instruction.	<ul style="list-style-type: none"> <li>• Unpacking the Common Core (online course).</li> <li>• Attend classes, seminars, workshops, etc. as outlined in professional plan.</li> <li>• Review grade level content with other grade level teachers.</li> <li>• Relevant coursework as indicated on professional plan.</li> </ul>	Evidence will include: <ul style="list-style-type: none"> <li>• Passing the “PLACE” test in endorsed area.</li> <li>• Classroom observations as documented by the mentor/evaluator.</li> <li>• Documentation submitted to the principal/evaluator during pre/post conferences.</li> <li>• Reflection journal entries submitted to the evaluator/mentor. <b>Required for online courses.</b></li> <li>• Classroom integration of math and</li> </ul>

		<p>literacy skills with other content area teaching.</p> <ul style="list-style-type: none"> <li>• Lesson plans demonstrating alignment with understanding of the Colorado Model Content Standards submitted to the evaluator/mentor.</li> <li>• Completed student work/portfolios.</li> <li>• Classroom application of content knowledge as documented by the mentor/evaluator.</li> <li>• Classroom observation of other master teachers in your building, district or region with reflection paper documenting the observation.</li> </ul>
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**Standard 5.0 Knowledge of Classroom and Instructional Management:  
The teacher is knowledgeable about classroom practice in order to successfully manage time, communications, and record keeping procedures that will support and enhance student learning.**

<u>Standard Element</u>	<u>Required Tasks</u> (i.e., Readings, coursework, activities, etc.) (Choose 2-3 to complete)	<u>Demonstration of Proficiency</u> What evidence will the candidate provide to demonstrate proficiency? How will you take what you have learned and <b>APPLY</b> it in the classroom? (Choose 4-5 to display in your portfolio)
5.1 Create a learning environment characterized by acceptable student behavior, efficient use of time, and discipline acquisition of knowledge,	<ul style="list-style-type: none"> <li>• All online classes are required.</li> <li>• <b>Required Reading – <u>The First Days of School</u> by Dr. Harry Wong AND <u>Classroom Instruction that Works</u> by Robert Marzano, Debra Pickering &amp; Jane Pollock. NW BOCES Media Center has all books available - Contact <a href="mailto:khazelbaker@nwboces.org">khazelbaker@nwboces.org</a></b></li> <li>• <b>Optional Book or to substitute if you have read <u>The First Days of School</u> - <u>Teaching with Love &amp; Logic</u> by Jim Fay.</b></li> <li>• <b>Choose 2-3 other tasks to complete.</b></li> </ul>	<p>Evidence will include:</p> <ul style="list-style-type: none"> <li>• Create procedures and routines to be used in the classroom and visibly</li> </ul>

<p>skills, and understanding.</p> <p>5.2 Apply sound disciplinary practices in the classroom.</p> <p>5.3 Apply appropriate intervention strategies and practices to ensure a successful learning environment.</p> <p>5.4 Raise the academic performance level of a group of students, over time, to a higher level.</p> <p>5.5 Understand the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem structuring and problem solving, invention, memorization and recall) and ensure attention to these learning processes so that students can master content standards.</p> <p>5.6 Work in cooperation with library media and other resource specialists in providing student instruction on how to assess, retrieve, analyze, synthesize and evaluate information, and integrate these information literacy skills into the curriculum to accomplish standards-based learning activities.</p> <p>5.7 Accurately document and report ongoing student achievement.</p> <p>5.8 Communicate with parents and guardians effectively in order to involve them as participant and partners in student learning.</p> <p>5.9 Communicate a variety of assessment results, and their implications to students, parents, guardians, professionals, administrators, and the community.</p>	<ul style="list-style-type: none"> <li>• Managing the Defiant Child at School (online course).</li> <li>• Positive Behavior Support in Action (online course).</li> <li>• The Inclusion Breakthrough (online course)</li> <li>• E.S.L. – Teaching the ESL Learner (online course)</li> <li>• Embracing Data (online course).</li> <li>• <b>REQUIRED:</b> DVD 8 part series to accompany <u>The First Days of School</u> –the NW BOCES Media Center has two sets (1 DVD &amp; 1VHS) available for checkout-Contact <a href="mailto:khazelbaker@nwboces.org">khazelbaker@nwboces.org</a>.</li> <li>• In-service with mentor teacher to review Wong readings on classroom instructional management.</li> <li>• Construct the classroom procedures and routines for the classroom and have them posted.</li> <li>• Research the Positive Behavior Support System and attend a PBIS team meeting in your school, <b>if available</b>.</li> <li>• Relevant coursework as indicated on professional plan.</li> </ul>	<p>posted.</p> <ul style="list-style-type: none"> <li>• Set high expectations for acceptable student behavior, aligning them with school rules.</li> <li>• Classroom observation by the evaluator/principal of the students following procedures and routines.</li> <li>• Planning documentation provided to the principal/evaluator during pre and post conferencing.</li> <li>• Reflection journal entries submitted to the evaluator/mentor (1-2 pages). <b>Required for online courses and reading.</b></li> <li>• Sample logs of parent contacts.</li> <li>• Classroom observation of other master teachers in your building, district or region with reflection paper documenting the observation.</li> </ul>
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**Standard 6.0 Knowledge of Individualization of Instruction:**

**The teacher is responsive to the needs and experiences children bring to the classroom, including those based on culture, community, ethnicity, economics, linguistics, and innate learning abilities. The teacher is knowledgeable about learning exceptionalities and conditions that affect the rate and extent of student learning, and is able to adapt instruction for all learners.**

<u><b>Standard Element</b></u>	<u><b>Required Tasks</b></u> (i.e., Readings, coursework, activities, etc.) (Choose 2-3 to complete) <ul style="list-style-type: none"> <li>• All online courses are required.</li> <li>• Required Reading – <u>The First Days of School</u> by Dr. Harry Wong and <u>Fulfilling the Promise of the Differentiated Classroom: Strategies and Tools for Responsive Teaching</u> by Carol Ann Tomlinson (NW BOCES Media Center has 2 copies available for checkout – Contact <a href="mailto:khazelbaker@nwboces.org">khazelbaker@nwboces.org</a> .)</li> <li>• Choose 2-3 other tasks to complete.</li> </ul>	<u><b>Demonstration of Proficiency</b></u> What evidence will the candidate provide to demonstrate proficiency? How will you take what you have learned and <b>APPLY</b> it in the classroom? (Choose 4-5 to display in your portfolio)
6.1 Employ a wide range of teaching techniques to match the intellectual, emotional, and social level of each student, and choose alternative teaching strategies and materials to achieve different curricular purposes. 6.2 Design and/or modify standards-based instruction in response to diagnosed student needs, including the needs of exceptional learners and English language learners. 6.3 Utilize his/her understanding of educational disabilities and giftedness and their effects on student learning in order to individualize instruction for these students. 6.4 Teach students within the scope of a teacher’s legal responsibilities and students’ educational rights, and follow procedures as specified in state, federal and local statutes. 6.5 Develop and apply individualized education	<ul style="list-style-type: none"> <li>• Brain Based Instruction (online course).</li> <li>• Unpacking the Common Core (online course).</li> <li>• Positive Behavior Support in Action (online course).</li> <li>• The Inclusion Breakthrough (online course)</li> <li>• E.S.L. – Teaching the ESL Learner (online course).</li> <li>• Breaking Ranks – Revisited Two (online course).</li> <li>• Become familiar with identification &amp; service for ELL, GT and special ed students.</li> <li>• Review text content related to differentiated instruction with mentor teacher.</li> <li>• Based on content compare/contrast various strategies as they apply to students in this class.</li> <li>• Attend relevant coursework as indicated on</li> </ul>	Evidence will include: <ul style="list-style-type: none"> <li>• Lesson plans demonstrating alignment with and understanding of the literacy and math model content standards and differentiated instruction strategies submitted to evaluator/mentor.</li> <li>• Write a reflection paper (1-2 pages) on your district or building identification process for ELL, GT and special ed students.</li> <li>• Write a reflection paper discussing a variety of teaching techniques and how they relate to improving student achievement.</li> <li>• Completed student work/portfolio demonstrating various strategies used to achieve different curricular approaches.</li> </ul>



<p>plans.</p> <p>6.6 Collect data on individual student achievement and be held accountable for each child's learning.</p> <p>6.7 Use specific knowledge of student medical conditions and medications and their possible effects on student learning and behavior.</p>	<p>professional plan.</p> <ul style="list-style-type: none"> <li>• Become familiar with the special education process in your building.</li> <li>• Become familiar with the Response to Intervention (RTI) process in your building/district.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom demonstration of differentiated instruction as documented by the evaluator/mentor.</li> <li>• Reflection journal entries submitted to evaluator/mentor (1-2 pages). <b>Required for online courses and reading.</b></li> <li>• Classroom observation of other master teachers in your building, district or region with reflection paper documenting the observation.</li> <li>• Attend a RTI team meeting in your building and document your observations.</li> </ul>
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<p align="center"><b>Standard 7.0 Knowledge of Technology:</b> <b>The teacher is skilled in technology and is knowledgeable about using technology to support instruction and enhance student learning.</b></p>		
<p align="center"><b><u>Standard Element</u></b></p>	<p align="center"><b><u>Required Tasks</u></b> (i.e., Readings, coursework, activities, etc.) (Choose 2-3 to complete)</p> <ul style="list-style-type: none"> <li>• All online courses are required.</li> <li>• Choose 1-2 other tasks to complete.</li> </ul>	<p align="center"><b><u>Demonstration of Proficiency</u></b> What evidence will the candidate provide to demonstrate proficiency? How will you take what you have learned and <b>APPLY</b> it in the classroom? (Choose 4-5 to display in your portfolio)</p>
<p>7.1 Apply technology to the delivery of standards-based instruction.</p> <p>7.2 Use technology to increase student achievement.</p> <p>7.3 Utilize technology to manage and communicate information.</p> <p>7.4 Apply technology to data-driven assessments of learning.</p> <p>7.5 Instruct students in basic technology skills.</p>	<ul style="list-style-type: none"> <li>• 21<sup>st</sup> Century Schools (online course).</li> <li>• Embracing Data (online course).</li> <li>• Utilize the internet to submit online a communication (including attachments) word presentations and spreadsheet documents.</li> <li>• Review with mentor grade appropriate applications of technology.</li> <li>• Visit other classrooms to see the use of technology instruction in action.</li> <li>• Progress monitor student growth through technology.</li> </ul>	<p>Evidence will include:</p> <ul style="list-style-type: none"> <li>• Unit and lesson plans demonstrating alignment with and an understanding of Colorado Model Content Standards and incorporating technology skills submitted to evaluator/mentor.</li> <li>• Completed student work showing evidence of the application of technology skills.</li> <li>• Classroom demonstration of technology skills instruction as documented by the evaluator/mentor.</li> </ul>

	<ul style="list-style-type: none"> <li>• Relevant coursework as indicated on professional plan.</li> <li>• Utilize a classroom Smart Board or Smart Table if available.</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection journal entries submitted to the evaluator/mentor (1-2 pages). <b>Required for online classes.</b></li> <li>• Create a spreadsheet for grading and student progress.</li> <li>• Classroom observation of other master teachers in your building, district or region with reflection paper documenting the observation.</li> </ul>
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**Standard 8.0 Democracy, Educational Governance and Careers in Teaching:  
The teacher recognizes the school’s role in teaching and perpetuating our democratic system. The teacher knows the relationships among the various governmental entities that create laws, rules, regulations, and policies that determine educational practices.**

<u>Standard Element</u>	<u>Required Tasks</u> (i.e., Readings, coursework, activities, etc.) (Choose 2-3 to complete)	<u>Demonstration of Proficiency</u> What evidence will the candidate provide to demonstrate proficiency? How will you take what you have learned and <b>APPLY</b> it in the classroom? (Choose 4-5 to display in your portfolio)
8.1 Model and articulate the democratic ideal to students, including: A. The school’s role in developing productive citizens. B. The school’s role in teaching and perpetuating the principles of a democratic republic. 8.2 Develop, on the part of the students, positive behavior and respect for rights of others, and those moral standards necessary for personal, family and community well-being. 8.3 Understand and respond to influences on educational practices including: Federal and state constitutional provisions, Federal executive, legislative and legal influences, State roles of the governor, legislature and State Board of Education, Local schools BOE, BOCES, Non-traditional and non-public	<ul style="list-style-type: none"> <li>• Breaking Ranks – Revisited Two (online course)</li> <li>• Managing the Defiant Child at School (online course)</li> <li>• Preventing Student Cheating and Plagiarism (online course)</li> <li>• Create a plan in collaboration with mentor teacher to infuse democratic principles into the classroom.</li> <li>• Model the democratic principles.</li> <li>• Interact with students, parents and school personnel in a way that demonstrated these ideals.</li> <li>• Read 2-3 education articles and summarize the material.</li> <li>• Attend a local school board meeting –</li> </ul>	Evidence will include: <ul style="list-style-type: none"> <li>• Examples of process that demonstrate democratic principles in the classroom (e.g., voting).</li> <li>• Unit and lesson plans demonstrating alignment with and an understanding of Colorado Model Content Standards and incorporating democratic principles into content areas.</li> <li>• Reflection journal entries submitted to the evaluator/mentor (1-2 pages). <b>Required for online courses.</b></li> <li>• Summaries of professional articles read.</li> <li>• <b>Provide a summary of local school board meeting.</b></li> </ul>

<p>schools, including: charter schools, religious schools and home schooling. Public sector input from business, advocacy groups and the public.</p> <p>8.4 Promote reaching as a worthy career and describe various career paths in education, including local, state, national, an international options, higher education, public and private education.</p> <p>8.5 Evaluate his/her own performance and access the professional development options necessary to improve that performance.</p>	<p><b>REQUIRED.</b></p> <ul style="list-style-type: none"> <li>• Relevant coursework as indicated on professional plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observation of other master teachers in your building, district or region with reflection paper documenting the observation.</li> <li>• Completion of Alternative Licensure portfolio and successful presentation of that portfolio to the mentor teacher, principal and designated agency representative.</li> </ul>

**Literacy Course Requirements for candidates teaching in elementary education and secondary English:**

**Objective: To provide in-depth study and application of literacy and literacy instruction.**

**Educational Impact Courses:**

1. Balanced Literacy – Module 2 and Module 3
  2. Brain Based Instruction – Module 1
  3. Visual Tools and Graphic Organizers – All Modules
  4. E.S.L. - Teaching the ESL Learner – All Modules
  5. Effective Teaching in Diverse Classrooms – Module 3F – Language & Literacy Development and Guidelines
  6. Designing Lessons to Inspire Thinking & Learning – Module 3B & 3C
  7. Assessment for Learning – Module 1E & 2B
  8. The 5 Practices of Highly Effective Classrooms – Module 2B
  9. Embracing Data - A Roadmap to School Improvement Gains – All Modules
  10. Balanced Literacy – Module 2A, 2B, 3B and 5
  11. Adolescent Literacy – All Modules
  12. Mastering RTI: A Step by Step Approach – All Modules
- **Complete Assessments for courses where All Modules are completed.**