

Graduate Courses in Graduate Professional Development - Spring 2024

The last day to register for all courses is March 29, 2024 unless there is a specific date listed on a course. All assignments must be completed and turned in to the instructor by April 19, 2024 unless the syllabus indicates otherwise. Spring semester runs from January 8, 2024 - April 19 2024. Grades will be posted April 30, 2024.

ADHD

Successful programs for children with ADHD integrate the following three components: Academic Instruction; Behavioral Interventions; and Classroom Accommodations. Participants will learn how to use these three components and will be provided suggestions for practices that can help children with ADHD in a classroom setting. Not only will these strategies help students with ADHD but it should be emphasized that many of the strategies participants will learn have the additional benefit of enhancing the learning of other children in the classroom who do not have ADHD.

Advanced Classroom Management: Children as Change Agents

Geared primarily for professionals (e.g., regular or special educators, instructional assistants, school psychologists, counselors) serving children and youths presenting behavior problems in the school or community, this course focuses on cognitive and cognitive-behavioral interventions (often lumped together under the rubric “social skills”) with an emphasis on teaching students how to change and manage their own behavior. Since previous knowledge and understanding of traditional behavioral (operant) concepts and strategies is required, it is strongly recommended that you take an introductory behavior management course to learn the basic terms and concepts of behavior management prior to taking this advanced course.

Arts Integration in the Classroom

This asynchronous online course is based upon current definition and best practice of arts integration and explores its use in K-12 classrooms. Based upon guidelines developed by the Kennedy Center’s Changing Education Through the Arts (CETA), program, this course provides participants with the opportunity to develop standards-based activities for arts integration in their own classrooms. Participants will develop their skills at identifying and evaluating various uses of arts activities in the K-12 classroom; explore current perspectives on the use of

arts activities in the non-arts class. Utilizing arts integration, participants will develop standards-based lessons for use with their own students.

Assistive Technology

During this course, participants will learn how assistive technology relates to general educational technology and learn how assistive technologies are categorized. Participants will also discuss important issues (challenges and benefits) with assistive technology and how these issues affect teachers, students, and the school systems. Exploration of multiple assistive technologies will take place along with effective ways to implement them that benefit students and teachers.

Attention Deficit/Hyperactivity Disorder: Information & Interventions for Effective Teaching

This course will help the learner achieve a better understanding of ADHD and intervention strategies to facilitate positive student change. Taught by Mick R. Jackson MS/ED, this course covers the history of the disorder, accepted methods to assess and identify students with the disorder, and various methods, medications, and strategies that are currently used to treat it. For situations in which services beyond what can be provided in the classroom are required, the referral process for getting help for the student will be addressed. Reference materials include a list of resources for both teachers and parents who would like more help or information about ADD or ADHD.

Autism Spectrum Disorder: Information & Effective Intervention Strategies

The course helps you make sense of why autistic individuals act the way they do and understand what you can do to help them learn behavior that might be beneficial to them. This course also lists resources for educators, related service personnel, and parents who would like more help or information on autism.

Behavior is Language: Strategies for Managing Disruptive Behavior

This course is designed to give the learner a new perspective on student behavior and effective tools to facilitate positive student change. Taught by Mick R. Jackson MS/ED, this course provides a developmental framework to help the learner understand what students are trying to communicate through the "language" of their behavior. Topics covered include behavioral techniques and intervention strategies that remediate disruptive behaviors, reduce power struggles while increasing classroom control, reduce educator workload, and

help prevent burnout. After successfully completing this course, the educator and his/her students will be better equipped to find and implement creative, effective solutions to behavioral problems.

Big Brain Questions - A Guide to Higher Order Questions & Learning

This course is designed for education professionals K-12 seeking to reach maximum potential from their students through higher order questions and inquiry. The class will explore different modes of questioning, scaffolding, varied assessment types, and help educators formulate a plan for student inquiry inside and outside of the classroom environment.

Build School Communities: Brain Smart Classroom Management

This course helps teachers build genuine bonds between themselves and their students and between students and their classmates, to create “kindred classhomes” with a foundation of acceptance, respect, and shared purpose. For many of our students, our classrooms may be a safe, nurturing refuge...the eye of the hurricane they experience as life. This course will help you develop strategies, rituals, and environmental design skills to create these safe havens of learning: kindred classhomes where students and teachers work together in synergistic ways that benefit all members of the school family. Students will learn how to differentiate for classroom management and discipline similarly to differentiating for students’ diverse academic needs. One size does not fit all, but all sizes can fit together.

Bullying and the Special Learner

During this session Bullying and the Special Learner will be defined, statistics will be given and real –life situations will be discussed. Strategies which teachers can use to help discourage bullying and empower the special learner will be detailed. Social Integration, Self-Advocacy, and Peer Advocacy will be highlighted. There will also be emphasis on the Individualized Learning Plan (IEP) and using it as a tool to advocate for students will special needs.

Child Abuse: Working with Abused & Neglected Children

Designed to help the learner identify and effectively teach students affected by child abuse and/or neglect, this course covers how to recognize the signs of physical, emotional, and sexual abuse, and physical and emotional neglect in students. It also discusses the specific factors that exist in families who abuse or

neglect their children. A major emphasis in this course is on helping the participant understand the special learning needs of abused or neglected children and how to meet those needs in the regular classroom. Working with parents and community agencies is also emphasized.

Classroom Management

Participants will learn the basics of behavior and explore the concept of consequences. The acting out cycle will be introduced to help participants become more proactive in the classroom management. Participants will be engaged in discussion and group activities that will focus on building relationships and various other classroom management strategies.

Classroom Management: What we know

This course examines current research related to classroom management approaches in contemporary teaching and learning settings. Students will explore current research findings regarding classroom management approaches and theories, as examined by educator/researchers. Educators will question, analyze, and critique current understanding of these critical issues within the context of their own teaching experience. (Note: this course provides an examination of the current status of education research on this topic, and is not intended to provide specific classroom methodology).

Contemporary Issues in Education

This asynchronous online course examines current issues affecting schools, and the impact these issues will have in the 21st century. Teachers will identify issues of concern in their own teaching practice (for example: education inequities due to gender, ethnicity, or SES; teacher burn-out; distance learning; LGBTQ challenges; methodology), and will be guided in exploration of research related to challenges they observe in their own schools. In addition, students will have the opportunity to develop their own research skills.

Creating a Trauma Sensitive School Culture

This course takes a deeper look at the intersection between the symptoms of trauma and the impact on student learning. In this course, staff will revisit strategies learned during PART 1 to reexamine their thinking and deepen their use of strategies to support coping during the school day. This course will also

examine the role of Dopamine as it relates to children who experience symptoms of trauma in the classroom. Additionally, this course is designed to enhance self-awareness and care of self as foundational for understanding and caring deeply for others as a basis for effective teaching.

Creating the Inclusive Classroom by Design

As educators seek to improve student outcomes and support increasingly diverse learners in their educational settings, they need to find ways to increase access to learning through inclusively designed learning environments. Research shows that when learners are engaged, have choice, and flexible tools that increase access to learning, they are more likely to persist even with challenging tasks, and when they persist they are more likely to meet learning outcomes. This deep dive into inclusive learning practices is based on the premise that learning environments must be DESIGNED inclusively. In this way educators provide learning opportunities that are equally accessible and engaging for all students, including those with IEPs, 504 plans, multilingual learners, along with those who are at risk of learning loss.

Cultivating a Calmer Classroom

This course takes a deeper look at the intersection between the symptoms of trauma, the manifestation of trauma, the impact on student learning, and appropriate interventions to support healing and safety. In this course, staff will learn to reexamine their thinking and deepen their use of strategies to support the mental health of all children. Participants will learn risk factors, possible manifestations of behaviors associated with trauma, and interventions to reduce risk and build a healing culture. This course will also examine the role of Dopamine as it relates to children who experience symptoms of trauma in the classroom. Additionally, this course is designed to enhance self-awareness and care of self as foundational for understanding and caring deeply for others as a basis for effective teaching.

Developing Critical Thinking Skills - Through Observation

The American Philosophical Association's Delphi Consensus defines Critical Thinking as the "process of purposeful, self-regulatory judgement" which gives consideration to the ability to analyze evidence, concepts, and context. This course is designed to introduce Critical Thinking using lessons identified in life experiences. The use of movies, series, and life events will help define critical

thinking, how to build effective relationships with superiors and peers, and the importance of values, ethics, and character associated with the ability to analysis and evaluate situations. The application of critical thinking skills will help teachers and administrators realize the use of basic skills, such as observation and listening, increases decision making and credibility.

Distance Learning: What the Research Tells Us

This asynchronous online course examines current research related to teaching and learning using online platforms. Students will explore critical distance-learning issues from divergent points of view in the research community. Educators will question, analyze, and critique current understanding of these critical issues. (Note: this course provides an examination of the current status of educational research on this topic, and is not intended to provide specific classroom methodology).

Drugs and Alcohols in Schools: Understanding Substance Use & Abuse

This course is designed to help the learner gain a more comprehensive understanding of alcohol, drugs, and their influences in the classroom. It provides a contextual framework for understanding what students may be experiencing either through their own substance use or as a result of the substance use of persons close to them and provides a basic historical perspective of substance use along with the biological, psychological, and social factors that comprise the disease of addiction. Upon course completion, the learner will better understand the complex dynamics that contribute to this biological and social phenomenon.

Early Childhood: Family-Centered Services

This course is designed to give you a new perspective on serving the needs of young children and their families. In this course you will learn what is meant by family-centered services as it applies to diverse systems of care, gain an understanding of family diversity, and explore the major stress factors facing families today. We will discuss the theoretical basis for family-centered services, as well as reflect on current research and best practice. Family-Centered Services will also examine the role of early childhood educators and explore ways to build partnerships with parents and create communities of care—for the benefit of our children, and ultimately society as a whole.

Early Childhood: Observation & Assessment

This course explores observation and assessment instruments, as well as recommended practices and available resources for infants, toddlers, and preschoolers. Content includes an emphasis on observing young children and assessing their early childhood learning environments.

Early Childhood: Program Planning

This course is designed to give you a new perspective on planning and implementing developmentally appropriate programs for young children from birth through age eight. In this course you will learn what is meant by curriculum, assessment, evaluation, and program planning as these terms apply to early childhood education. We will discuss several historical perspectives and theories on child development and examine best practice for early childhood education. We will also examine key concepts and specific activities for teaching various curricular content areas, including language and literacy, mathematics and science, and the expressive arts.

Early Childhood: Typical & Atypical Development

This course explores contemporary best practice and perspectives on early childhood development. Content includes patterns and sequences of typical development for children from birth to six years. Emphasis is on individual differences, cultural influences, and the impact of developmental delay and disability during infancy, toddlerhood, and the preschool years. Discussion will also include instructional technology (IT) and assistive technology (AT) applications for this population.

Educational Assessment: Assessing Student Learning in the Classroom

This course is designed to further develop the conceptual and technical skills required by teachers to help them identify their educational goals and implement meaningful instructional strategies for effective learning by students with special needs. The focus of the course is on assessment for instructional programming and will outline procedures for designing or selecting, administering, and interpreting a variety of informal assessment measures typically used in schools. The presentation of assessment information in an acceptable format to parents and teachers is also addressed.

Engaging Families in Education

This course will provide classroom teachers, school staff, and administrators with research-driven supports and ideas to partner with families to ensure the success of all students. Participants will discuss and learn about ways to support families and build positive relationships. The course will also discuss the importance of consistent and effective family engagement and communication that allows for student success.

English Language Learner: Evaluation & Assessment

Evaluation & Assessment of ESL Students was written to help teachers understand concepts and terms related to evaluating and assessing students whose first language is not English. This course discusses what is a high-quality assessment and the scope of assessments including initial placement, annual assessments, and exit assessments. This course ends with a discussion of classroom assessments including accommodations for those who need language assistance.

English Language Learner: Language Acquisition

This course discusses developmental theories and how they apply to English language learners. The focus of this course is on the process of second language acquisition and the role of the classroom teacher. Included in this course is information about the legal obligations of schools and teachers to provide services and about the types of programs schools might provide. Included is information on communicating with parents/guardians.

English Language Learner: Linguistics

Linguistics was written to help teachers understand concepts and terms related to educating students whose first language is not English. This course discusses how to understand theoretical foundations of linguistics and how to apply the knowledge and skills in linguistics in ELL classrooms and content classrooms.

English Language Learner: Methods & Materials

This course discusses how to apply instructional methods in creating lessons; how to create a motivating and caring learning environment; how to integrate teaching reading, writing, speaking, and listening skills; how to differentiate

instruction for English language learners; and how to identify culturally appropriate curriculum and instructional resources.

Enrichment in the General Education Classroom

This course will provide classroom teachers with resources and information focused on working with gifted and above grade-level students in the general education classroom. The course will provide participants with information and best practices for helping students be successful while also challenging them.

Exploring Diversity Issues in Education

This asynchronous online course examines current research related to diversity issues in teaching and learning. Students will explore critical diversity issues from divergent points of view, including (but not limited to) gender, SES, ethnicity, and student needs. Educators will question, analyze, and critique current understanding of these critical issues within the context of their own teaching experience. (Note: this course provides an examination of the current status of educational research on this topic, and is not intended to provide specific classroom methodology).

Gamification: The Use of Digital Escape Rooms to Enhance Learning

A study of the use of gamification in the classroom as a tool to help enhance student retention of academic content by reviewing key components in a way that is fun and engaging as well as supportive of the diverse needs of today's learner. Specifically, this session is designed to provide teachers with an introduction into the world of gaming-turned-academic and will use the gamification program Genial.ly to create a digital escape room tailored to a specific academic content area of the participants choosing.

Harassment, Bullying and Cyber-Intimidation in Schools

Harassment, Bullying & Cyber-Intimidation in Schools will discuss definitions and the personal, social, and legal ramifications associated with sexual harassment, bullying, and cyber-intimidation. The course will address what we know about these troubling areas. We will then explore preventative strategies as well as how school staff can address these issues when they occur. A clear understanding of what constitutes harassment and the harmful effects of harassment on people and institutions is essential to providing a safe and inclusive school environment for all.

How Monolingual Educators Can Support Multilingual Learners

EMLs are emergent multilingual learners who are continuing to develop their home language while also learning an additional language. This course examines effective ways all educators can support EMLs. Innovation needs to drive our instructional practices in order to meet the changing needs of our EMLs. Throughout this course, we will examine mindsets and strategies that foster relationships with EMLs. Additionally we will examine strategies for supporting newcomers and best practices for enhancing the use of first language even if an educator does not speak the child's native language. This course is broken into several parts beginning with an overview of hot topics such as strategies for supporting EMLs with scaffolds to ensure academic growth, the use of CAN DO descriptors, and developing strategies to support parents and caregivers of EMLs. Then we will examine critical parts of lesson planning to focus on the development of reading, writing, speaking and listening.

Improving Reading Comprehension in the Classroom through edWeb

This is an asynchronous course with Zoom meetings and FaceTime Sessions. Attending a ZOOM meeting on January 13, 2024 – 11:30 a.m. – 12:30 p.m. Eastern Time is required. The ZOOM will review the edWeb resource, and educators will learn how to become members of edWeb and explore the edWeb website. Educators will develop lesson plans that will allow them to implement three ideas or techniques from the edWeb site in the area of Improving Reading Comprehension through edWeb into their teaching or job setting. Participants are to contact Dr. Goodall at sgoodall@shepherd.edu after registering for information regarding how to access the ZOOM meeting. FaceTime sessions, after January 13th will be held on an individual basis as needed throughout the semester.

Inclusion: Working w/Students w/Special Needs in General Education Classrooms

This course is designed to help special and general educators gain a better understanding of inclusion, one of the current educational reform movements that advocates educating students with disabilities in the general education classrooms. Upon course completion, the learner will be able to define key concepts and terms, identify and describe federal legislature and court cases, and list and describe the federal definition of students entitled to special

services. This course will also discuss the roles and responsibilities of educators in providing special services to students educated in inclusive classrooms.

Infant & Toddler Mental Health: Issues & Information for Educators

This course is designed to help educators achieve a better understanding of infant and toddler mental health, child development, and strategies that can be used to promote positive relationships with children and their families. This course provides information that will help the learner understand and identify his or her role as a child care provider, educator, and early childhood professional. Infant & Toddler Mental Health provides research-based information on child development, attachment, temperament, and curriculum. This course also lists resources for both teachers and parents who would like more help or information about infant and toddler mental health.

Leadership & Management Lessons from Life Experiences

Foundation of the study of leadership and management; introduce the major functions of leadership and management by studying the outcome of real-life experiences in relation to the philosophies of leadership theorists.

Learning Disabilities: Practical Information for the Classroom Teacher

This course describes diverse theoretical approaches to handling learning disabilities in the classroom. Taught by Dr. Bob Pillay, it lays the foundation for sensitive, appropriate assessment and evaluation of students. In addition, this course covers program planning and implementation, stresses the importance of a close, positive partnership with parents or alternative caregivers, and explores methods for ensuring that the home-school axis is effective and meaningful. Major trends and unresolved issues in the field of learning disabilities are also discussed.

Mental Health For Educator

The world of Education and schools has become an ever evolving and changing place for teachers, administrators, staff, and other related service providers making it a stressful place at times. Education professionals often operate in “survival mode” and survive by quick fixes of stress reduction. In this course the participant will learn strategies for stress reduction, time management/organization and self-care to meet educators socio-emotional needs much like focused on for students. Educators are vital and must attend to

authentically recovering for self-care and not continuing to engage in superficial recharge activities or turn over will persist. This course hopes to lead educators to the road to authentic recovery for self-care.

Mindfulness for Student & Educators

This course provides an overview of the value of mindfulness for students and teachers plus ways to gain a greater understanding of how it can be used in education. Tools and practices are provided for teachers and other educators, which can be applied and implemented within the classroom/school. Topics covered include neuroscience behind mindfulness, knowledge of the brain and body in relation to stress, emotions and relaxation, the power of choice and decision making in actions, words and thoughts, mindfulness in relation to behavior management, and mindfulness in relation to increased academic performance. We will discuss customizing classroom/school application based on individual student population.

Picture This - Visual and Media Literacy for the 21st Century

Students will be able to utilize visuals to amplify student learning and create multiple connections across curriculum. Students will be able to give students tools to examine and assess media with focus on author's purpose goal.

Positive Behavior Intervention Systems

This course will provide an introduction to Positive Behavior Intervention Systems (PBIS). PBIS has been used in many school systems to lead to positive changes in the way schools address behavior concerns. This course will help teachers, teacher-leaders, and school administrators to gain an understanding of PBIS and how to begin implementing it into the school. Participants will identify action steps that will assist with creating a plan to implement PBIS.

Reading and Writing in the Content Area

Reading & Writing in Content Area offers instruction in teaching reading and writing in various subject matter fields at the secondary level. The material stresses the skills of vocabulary building, comprehension, and writing, as well as methods for motivating adolescents to read and write. The course also provides information on recognizing reading difficulties, assessing textbooks, and the integration of reading strategies within a content area. The strategies taught are

aligned with the Praxis Reading Across the Curriculum test guide and the Reading in the Content Area national standards.

Reading Fundamentals #1: An Introduction to Scientifically-based Research

The purpose of this course is to improve your knowledge of science and the scientific process. This is the first course in a three-course series. Note: It is recommended that the Reading Fundamentals courses be taken sequentially; however, it is not mandatory that all three courses be taken.

Reading Fundamentals #2: Laying the Foundation for Effective Reading Instruction

Designed to lay the foundation for effective reading instruction, this course will teach you about the elements of effective instruction and the importance of reading instruction. Note: It is recommended that the Reading Fundamentals courses be taken sequentially; however, it is not mandatory that all three courses be taken.

Reading Fundamentals #3: The Elements of Effective Reading Instruction & Assessment

This course will focus on learning to read, reading to learn, and an introduction to reading assessment. As part of these key areas of reading instruction, the five elements of effective reading instruction will be highlighted, including definitions, implications for instruction, and future directions. Note: It is recommended that the Reading Fundamentals courses be taken sequentially; however, it is not mandatory that all three courses be taken.

Re-Engaging Learners in a Trauma-Sensitive Environment

This course examines effective restart and recovery efforts as a result of the impact of Covid-19. Innovation needs to drive our instructional practices in order to meet the changing needs of our students. Throughout this course, we will examine mindsets and strategies that foster engagement in a calm classroom. This course is broken into several parts beginning with an overview of hot topics such as goal setting with students in spite of learning loss, the debate on cell phones with regard to engagement, and engaging students by fostering conversation in a calm classroom. Then we will examine three critical parts of lesson planning: The First Five Minutes, The Body of the Lesson, and The Last Five Minutes. Each section includes an examination of mindset and related strategies.

Relieving Student Anxiety in the Classroom

In this course you will learn strategies to relieve and ease student anxiety in the classroom. One of the biggest roadblocks to learning is anxiety. Learning strategies such as community building, mindfulness, validation, competence and creating a coping toolbox of sorts for your students will be the goals of this course. These strategies will be presented in a practical way in order for you to immediately use them with your own students in your own classroom.

Response to Intervention: Practical Information for the Classroom Teacher

RTI is a process schools can and should use to help students who are struggling with academics or behavior. Even though RTI is primarily linked to special education and the early identification of learning problems. RTI is not just for students in special education. RTI is for all students and is based on the premise that a student might be struggling due to instruction or the curriculum in the past, or in the current classroom. Every teacher will have students who are struggling and whether it's short term or long term, RTI is a valuable tool.

Science of Reading and Special Populations

This course will explain the principles revealed in the body of research referred to as the Science of Reading that include how the brain learns to read and reads fluently, the components of knowledge and skills involved in the process, and the relationship between oral and written language. Participants will use this foundational knowledge of the Science of Reading to learn how it applies to Multilingual Learners, Multidialectal Learners and students with Dyslexia. This course will explain why research informed practices are essential for these special populations of students. This course is intended to deepen participants' knowledge of the research so that they can make informed and effective instructional decisions that are supported by the research.

Six Traits of Writing Model: Teaching & Assessing

This course will discuss why writing is important and why teachers should include writing as often as possible in all content areas. The course will also include practical applications for assessing and teaching writing, including teaching students how to self-assess their own writing. The first chapter of this course will discuss why teaching writing is important and give you an introduction to the Six Traits of Writing Model. Through chapters 2, 3, and 4 we

will discuss the elements of the Six Traits of Writing Model. Throughout those elements we will look at practical ways to use this model in your classroom.

Social & Emotional Learning: Optimizing Learning Environments with Life Skills

Social-emotional learning (SEL) is teaching life skills that are foundational to motivation in the classroom and classroom management. Students who have strong social and emotional skillsets will be more successful in the classroom and in life in general. In this course, students will first examine what social-emotional learning is, including the research foundational to SEL. Then students will examine the five SEL competencies—self-awareness, self-management, social awareness, relationship skills, and responsible decision-making—and explore how each of these can be developed first in the classrooms and then in the schools to create optimal learning environments.

Strategies to Teach Mathematics

We use mathematics in our everyday lives. By removing the stigma associated with mathematics, we develop a generation of students who approach mathematics and the sciences without fear. This is accomplished by teaching students to recognize that mathematics is fun, and we use it throughout the day. Students (and parents) will embrace math when they feel math is attainable. We were taught to read by introducing words and stories using colorful manipulatives. This is the same approach we should use when introducing mathematics, with the use of colorful and non-threatening vocabulary and concepts. Students will learn to embrace mathematics when they accept math as a part of their “everyday” lives and not something they will never use in real life.

Supporting At-Risk Young Learners & Their Families

This course is designed to help Early Childhood Educators gain strategies to reach and teach young children who are at risk of not meeting their potential. Participants will learn the internal and external factors that place a child at risk, how heredity and environment affect a child’s development, the characteristics of various risk factors, and interventions for each risk factor. A major emphasis will be on the family’s influence on the child’s development and how Early Childhood Educators can work with families to support their child’s growth in all areas of development.

Talented and Gifted: Working with High Achievers

This course provides information on the history of exceptional students in relation to education, current law, and accepted methods for referral, assessment, and identification. It covers major program models and methods of differentiating instruction to meet the rate and level of learning of those students identified. The course gives the learner an understanding of ways to meet the affective needs of the gifted and talented student in the regular classroom and lists resources for teachers and parents who would like more information about the talented and gifted.

Teacher Leadership

This course will provide classroom teachers with resources and information focused on becoming leaders within their building and or school district. Participants will examine the skills necessary to become teacher leaders and explore ways to build their own identity as a leader. Key components of the course will be learning how to collaborate with peers, how to encourage change, identifying the seven domains of teacher leadership, and building skills to encourage and empower your co-workers.

Teaching Diversity: Influences & Issues in the Classroom

Designed to give the learner the knowledge, tools, and dispositions to effectively facilitate a diverse classroom, this course teaches how to understand and identify differences in approaches to learning and performance, including different learning styles and ways in which students demonstrate learning. An emphasis in this course is on understanding how students' learning is influenced by individual experiences, talents, disabilities, gender, language, culture, and family and community values. The learner is challenged to apply knowledge of the richness of contributions from our diverse society to the teaching field.

Teaching Elementary Math Conceptually: A New Paradigm

This course is designed to expand your methodology for teaching Mathematics. The course will explore an innovative teaching model that incorporates strategies for teaching concepts constructively and contextually. The goal is for you to gain a deeper understanding of the under-lying concepts of various math topics and to explore the principles of teaching those concepts to learners. This course will focus on the topics of number sense, basic operations, and fractions.

Teaching ESL in General Education Classrooms

This course will provide classroom teachers with resources and information focused on working with ESL students in the general education classroom. The course will introduce participants to the five domains of teaching English Language Learners- language, culture, instruction, assessment, and professionalism.

Teaching Secondary Math Conceptually: Meeting Mathematics Standards

This course will explore an instructional methodology that incorporates strategies for teaching concepts, constructively, and contextually. The goal is for you to gain a deeper understanding of the underlying concepts of various math topics and explore the principles of teaching those concepts to learners. The course will also explore teaching methodologies that support many federal and state standards. This course will focus on the topics of integers, fractions, factoring, and functions.

The Perfect Partnership: Collaborating with Families

There are many people involved in a child's education. A child's family along with teachers, administrators, providers of specialized services in the schools and other professionals all must work together to provide the best education possible for the child. Each member in this collaborative team has an important role to play and it is important that partnership and trust are the basis of this collective goal of success for each child. During this course teachers, parents, administrators and other education professionals will discuss ways to work collaboratively together such as during transition from PK-12 to higher education, partnering together during the IEP process, supporting students during the early childhood years and much more. This course will instruct teachers, education professionals, and families on how to empower, collaborate, and advocate for children.

The Write Stuff: Strategies for Effective Literacy Teaching

The purpose of the Literacy Leaders Conference is to present teachers and teacher candidates with effective methods for improving literacy teaching for P-12 students so that they can then be change agents in their schools. This course is tied to conference attendance where you will have the opportunity to interface directly with other educators who face challenges that are common to literacy learning and to learn new methods for meeting the needs of their

students. Following the conference you will do additional research regarding instructional elements learned at the conference, put them into practice in your own classroom, and evaluate the impact of those changes on student learning. However, your role as a literacy leader does not end with improvement to your own instructional practice, but should extend to sharing and supporting others in your school. Consequently, the final element of the course will involve a project requiring you to share and support others as the 'expert' in the area of your personal research and application.

Three R's of Instruction

This course is designed to increase the rigor, highlight the relevance, and form positive relationships that support student success in the classroom.

Traumatized Child: The Effects of Stress, Trauma & Violence on Student Learning

This course is designed to help classroom teachers, school counselors, and other educational personnel gain strategies to reach and teach students who have been affected by stress, trauma, and/or violence. Participants will learn the signs and symptoms of stress and trauma and explore how stress, violence, and trauma affect a student's learning, cognitive brain development, and social-emotional development. The short- and long-term consequences of being exposed to stress, trauma, or violence, as well as the social and family causes, will be reviewed. The dynamics of domestic violence and community violence are also discussed, as is the educator's role in the intervention and prevention of violence.

Try DI!: Planning & Preparing a Differentiated Instruction Program

Try DI! is designed to provide you an opportunity to learn about an instructional framework, Differentiated Instruction (DI), aimed at creating supportive learning environments for diverse learning populations. Students will be presented a method for self-assessment of the extent to which their current instructional approach reflects the perspective, principles, and practices of the DI approach. The course reflects an approach that aligns the principles of DI with the practices of DI. The concept of a "theory of action" will also be provided within a DI context. The course has also been designed to introduce students to a range of strategies associated with a DI approach. Strategies included in this course have been selected on the basis that they are effective in the widest possible range of educational K-12 settings. This course follows Why DI?: An Introduction

to Differentiated Instruction, which addressed the What, Why, and Who of a classroom that reflects a DI approach. The focus of Try DI!: Planning & Preparing a Differentiated Instruction Program is on the When, Where, and How of the DI approach.

Understanding Aggression: Coping with Aggressive Behavior in the Classroom

This course includes topics on violence, aggression in the classroom, youth gangs, aggression in sports and on television, how drugs and alcohol play a role in aggression and violence, and "hot spots" that tend to breed aggression and violence. It is designed to help school personnel become more aware of the causes of aggression and ways to evaluate it and intervene before it turns to violence in the schools. The course also discusses aggression in our communities through driving, dating, sports, television, and music, and how these issues are dealt with in modern society.

Understanding and Implementing Common Core Standards

This course, Understanding & Implementing Common Core Standards, has been divided into four chapters. The organization of the course covers the rationale for and design of the Common Core State Standards, the "Common Core Mindset" practitioners need for successful implementation, and what specific actions can be taken for deeper implementation across settings.

Universal Design for Learning

Universal Design for Learning (UDL) is a set of principles for curriculum development that give all individuals equal opportunities to learn. UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone--not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs (CAST, 2016). During this course participants will learn about UDL, what it is and how to use it in their classroom and schools. Participants will learn how to lesson plan using UDL in order to help meet the individual needs of ALL students.

Using AI in the Classroom through edWeb

This is an asynchronous course with Zoom meetings and FaceTime Sessions. Attending a ZOOM meeting on January 13, 2024 – 9:30 a.m. – 10:30 a.m. Eastern Time is required. The ZOOM will review the edWeb resource, and educators will learn how to become members of edWeb and explore the edWeb

website. Educators will develop lesson plans that will allow them to implement three ideas or techniques from the edWeb site in the area of Using AI in the Classroom through edWeb into their teaching or job setting. Participants are to contact Dr. Goodall at sgoodall@shepherd.edu after registering for information regarding how to access the ZOOM meeting. FaceTime sessions, after January 13th will be held on an individual basis as needed throughout the semester.

Using Cell Phones Productively in the Classroom through edWeb

This is an asynchronous course with Zoom meetings and FaceTime Sessions. Attending a ZOOM meeting on January 13, 2024 – 10:30 a.m. – 11:30 a.m. Eastern Time is required. The ZOOM will review the edWeb resource, and educators will learn how to become members of edWeb and explore the edWeb website. Educators will develop lesson plans that will allow them to implement three ideas or techniques from the edWeb site in the area of Using Cell Phones Productively in the Classroom through edWeb into their teaching or job setting. Participants are to contact Dr. Goodall at sgoodall@shepherd.edu after registering for information regarding how to access the ZOOM meeting. FaceTime sessions, after January 13th will be held on an individual basis as needed throughout the semester.

Violence in Schools: Identification, Prevention & Intervention Strategies

This course is designed to give participants an understanding of school violence and increase intervention strategies. Taught by Dr. Michael Sedler, the course provides an overview of violence and the motivational purposes behind aggression. The correlation and impact of the media, community, and family upon violence is investigated. The learner will gain an understanding of identification and intervention approaches to working with out-of-control behaviors. In addition, information about the national resources available for both parents and teachers is covered. Upon successful completion of this course, participants will have a better understanding of violence and the motivations behind its use, as well as specific strategies to minimize the occurrence of violence in the school and community.

Why DI? In Introduction to Differentiated Instruction

This course is an interactive computer-based instruction course, designed to give you an understanding of the framework of and need for creating supportive learning environments for diverse learning populations. In this course you will

learn what is meant by Differentiated Instruction (DI) and the common myths associated with creating the differentiated classroom. We will discuss the legal, theoretical, and pedagogical foundations in the field of education that support the utilization of differentiated instructional practices and principles. We will reflect on best practices and national trends in the design of the educational setting to meet the needs of a diverse learning population. Why DI?: An Introduction to Differentiated Instruction will also provide connections to a variety of concepts, variables, and resources that will assist practitioners in aligning their own professional practices with those found in the differentiated classroom.