

Graduate Courses in Graduate Professional Development - Spring 2023

The last day to register for all courses is April 7, 2023 unless there is a specific date listed on a course. All assignments must be completed and turned in to the instructor by April 21, 2023 unless the syllabus indicates otherwise. **Spring semester runs from January 9, 2023 - April 21, 2023. Grades will be posted May 2, 2023**

ADD+VANTAGEMR Fractions

Add+VantageMR® (AVMR) Fractions Course is a virtual and online learning opportunity. This course compliments current Math Recovery® course offerings in early number and whole number arithmetic. Developing Fractions Knowledge, by Amy Hackenberg, Anderson Norton, & Robert Wright, serves as the course text and provides a detailed and comprehensive guide to classroom and intervention teaching of fractions. The teaching approach relies heavily on observing and documenting students' mathematical activity and thinking. Instructional sequences take into account detailed information about students' current levels of knowledge, as well as how students reorganize their ways of working with whole numbers in order to meaningfully work with fractions.

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.

Advancing Student Learning through Edweb

This is an asynchronous course. Attending a ZOOM meeting on January 21, 2023 – 10:30 a.m. – 11:15 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 Advancing Student Learning through edWeb into their lesson plans. Students are to contact Dr. Goodall at sgoodall@shepherd.edu after registering for information regarding how to access the ZOOM meeting.

Appalachian Storytelling for the Classroom

This course is designed to familiarize the learner with the rich and diverse traditions of storytelling and folktales associated with the geographical region known as Appalachia. Special attention will be given to the exploration of oral traditions within these genres and to the ethnic, historic, and socio-cultural reflections found in storytelling. After analyzing important tradition keepers in the region, participants will learn to crafting and tell an Appalachian story.

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.

Attention Deficit/Hyperactivity Disorder

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 Autism Spectrum Disorder: Information & Effective Intervention Strategies course is designed to help you achieve a better understanding of Autism Spectrum Disorder, of intervention strategies to enhance communication and learning, and of methods for teaching more conventional behaviors. Autism Spectrum Disorder provides information about the characteristics of the disorder, learning styles associated with the disorder, communication weaknesses, and various intervention strategies that have proven to be successful when working with autistic students. The course helps you comprehend why individuals with Autism Spectrum Disorder act the way they

do and what you can do to enhance more appropriate behavior. This course also lists resources for educators, related service personnel, and parents who would like more help or information on autism.

Autism: Every Piece Belongs

This course will help teachers develop a better understanding of autism and how to connect with students on the autism spectrum.

Behavior is Language

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

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.

Building Faculty and Student Resiliency

The course examines Resiliency research findings, reflection on the same, and practical steps for application in school environments.

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 with 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).

Congress Citizenship and the World: Teaching about Congress and Foreign Policy in American History

Educators will engage in demonstrations of inquiry-based teaching resources built on primary sources from the Byrd Center's West Virginia congressional archives as well as the vast resources of the National Archives and Records Administration. Workshop resources will explore how Congress engages with the rest of the world, how the Constitution delegates foreign relations between the branches of government, and topics of foreign policy such as defense, trade, aid, and economics.

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.

Co-Teach Models and Strategies

This course will provide classroom teachers with resources and information focused on teaching special education co-taught classes. Information covered in the course will include a detailed look at different co-teaching models, strategies for planning, teaching, and assessing within the co-taught classroom, and best practices from peer reviewed research.

Co-Teaching in the Classroom

Co-teaching is an equal partnership between a special education teacher and a general education teacher. They share a classroom and responsibilities for teaching all students in the class. But what does real-life co-teaching look like? How does it work? Are we doing it right? In this course you will learn about Co-teaching and what you learn will help you answer these questions. The course will focus on explaining the co teaching models, planning, and building community.

Creating a Trauma Sensitive School Culture I

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 a Trauma Sensitive School Culture II

This course examines the intersection between the symptoms of trauma and the impact on student learning - with a focus on how to utilize interventions to create a safe environment for students in school. We will spend time engaging a wide-array of research and theory regarding the manifestation of trauma as well as spending time out in the “field” learning to integrate different interventions to support students who have experienced a traumatic event. The central questions that guides this course are: 1. What causes trauma in young children? 2. How do traumatic events impact brain development? 3. What factors are within my control which allow me to support students who are experiencing the symptoms of trauma? This course is meant for teachers, teacher leaders, principals, counselors, and district leaders.

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.

Distance Learning Research

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

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.

Dyslexia, Explained and Experienced

This session will explain the characteristics of dyslexia, the common misunderstandings about dyslexia, the challenges of meeting the needs of children with dyslexia in public school and the importance of early identification and intervention. Participants will also learn how dysgraphia is different from Dyslexia and how they are related. Common comorbid conditions will be identified as well as common strengths that are exhibited by people with this brain difference. Emphasis will be placed on how students with dyslexia need opportunities in school to discover their talents and meet their potential across content. Participants will experience a Dyslexia simulation to better understand the Dyslexic experience in effort to create empathy and increase awareness. This session will explain how the typical brain learns to read, how that process differs in the dyslexic brain and the instructional practices that support and do not support that process.

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.

Educator Wellbeing: An Essential Element for Student Success

How are you, really? During this course you will have the opportunity to put on your oxygen mask, refresh and gladden your spirit, as well as connect more deeply with yourself and others. You will learn simple strategies to address burnout, compassion fatigue, vicarious trauma, and moral injury and be able to use teach and these strategies to your students as well. As a result of participating you will leave the session being able to apply the tools, strategies and techniques immediately, both at home and at school, which will empower you to stay on purpose and keep making a significant contribution to your school community and beyond.

Effective Teaching Strategies to Promote Liberal Thinking through Edweb

This is an asynchronous course. Attending a ZOOM meeting on January 21, 2023 – 11:30 a.m. – 12:15 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 Effective Teaching Strategies to Promote Liberal Thinking through edWeb into their lesson plans. Students are to contact Dr. Goodall at sgoodall@shepherd.edu after registering for information regarding how to access the ZOOM meeting. FaceTime sessions, after January 21st, will be held on an individual basis as needed. FaceTime Sessions can also be arranged with Dr. Goodall as needed throughout the semester.

ELL: 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.

ELL: 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.

Engaging Learners in Online Environment

This course will provide classroom teachers with resources, ideas, skills, and instructional tools to use during remote learning with elementary and middle school students. The focus will be on Google Classroom but the skills and tools can be used in other learning management systems as well. Participants will learn how to engage learners in an online environment and how to use specific tools to enhance student learning.

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.

Heart of Education Part I

This highly interactive and engaging course equips educators with simple strategies to bring joy, meaning and purpose back to teaching and learning, for yourselves and your students. We will explore the 5 strategies of The Virtues Project, which was honored by the United Nations and endorsed by the Dalai Lama. The project is a restorative practices framework, which addresses the needs of the Whole Child/Whole Adult. It has social and emotional character development as its foundation and is trauma and culturally responsive. It is personal, professional and organizational transformation, equipping you with the skills, tools and strategies to apply in all aspects of your life.

Heart of Education Part II

During this highly interactive and engaging course we will reflect on teachable moments between sessions and dive deeper into the 5 strategies of The Virtues Project. We will explore a holistic approach to restorative practices as well as the counseling technique of companioning. This session will also support your personal, professional and organizational transformation, equipping you with the skills, tools and strategies to apply in all aspects of your life. The Heart of Education Part 1 is a pre-requisite for this session.

IEP

This course will help participants understand the origins of the Individualized Education Plan (IEP) and the laws that govern the creation and fulfillment of each plan. Participants will also gain a deeper knowledge of the major components of the IEP, learn how collaboration is crucial to the IEP process and hear from students about how valuable IEPs are to them.

In-Car Instruction in Driver Education

This course will prepare the preservice driver education teacher with content knowledge and practical experience in the in-car teaching phase of driver education. It includes actual in-car instruction, driving range design, assessment, and training in the use of multiple-car range operation. Students must have a cooperating teacher who has their endorsement to follow in the car for this course.

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.

Introduction to the Science of Reading

The Science of Reading is a wide body of research that informs how the human brain learns to read and how the human brain reads fluently to achieve deep comprehension. This session will illuminate this research and will expose valuable implications for effective approaches to reading instruction. The course will begin with illustrating the reading crisis currently being experienced across the nation and the ineffective instructional practices that caused it. Participants will learn how and why current reading research was not reaching universities and classrooms, commonly referred to as the “research/practice gap.” The evolution of reading instruction from Whole Language to Balanced Literacy will be explained

Leadership & Management Lessons from Real 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

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.

Mathematics Development and Presentation - Elementary and Intermediate

Removing the fear of mathematics and teaching children to embrace mathematics by removing our (adults) fears of arithmetic and mathematics. We use mathematics daily, in our everyday lives. Removing the stigma associated with mathematics, we develop a generation of students who approach mathematics and the sciences without fear by teaching students to recognize mathematics in their everyday lives. This course is designed to introduce and use techniques to develop knowledge, concentration, and understanding to break down a mathematical problem or expression to teach students to solve mathematical problems. This course will help teachers present the information

to parents, who are now more involved with student instruction, due to the COVID-19 Pandemic.

Mathematics Development and Presentation - Middle and High School

Reducing the fear of mathematics and teaching students to embrace mathematics by removing our (adults) fears of arithmetic and mathematics is the objective of this course. Also, identifying strategies to encourage students to recognize how they use mathematics in their everyday lives. By removing the stigma associated with mathematics, we hope to encourage a generation of students who approach mathematics and the sciences without fear by teaching students to recognize the value of mathematics and how math affects their future. This course is designed to introduce and use techniques to develop knowledge, concentration, and understanding to break down a mathematical problem or expression to teach students to solve mathematical problems. This course will help teachers present the information to parents, who are now more involved with student instruction due to the COVID-19 Pandemic.

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.

Orton-Gillingham Plus

This course is a comprehensive overview of Dyslexia and the Orton-Gillingham method of reading instruction, which when delivered appropriately can prevent or effectively address and limit the severity of reading and writing problems for students with Dyslexia. Educators will learn the neurological basis of dyslexia, and how to recognize possible reading failure as early as preschool and kindergarten. Strategies will be primarily based on the Structured Literacy approach to reading instruction, of which Orton-Gillingham is an example. In addition to traditional Orton methodology, this course incorporates Phonological Awareness training and Reading Fluency training. The National Assessment of Educational Progress (NAEP) consistently finds that approximately 32% of all fourth-graders read at the “below basic” level, prohibiting them from succeeding at grade-level academic work. There is a large body of research evidence which shows that with appropriate, intensive instruction all but the most severe reading disabilities can be effectively addressed in the early grades.

Promoting Democratic Thinking in the Classroom through EdWeb

This is an asynchronous course. Attending a ZOOM meeting on January 21, 2023 – 9:30 a.m. – 10:15 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 Promoting Democratic Thinking in the Classroom through edWeb into their lesson plans. Students are to contact Dr. Goodall at sgoodall@shepherd.edu after registering for information regarding how to access the ZOOM meeting. FaceTime sessions, after January 21st, will be held on an individual basis as needed. FaceTime Sessions can also be arranged with Dr. Goodall as needed throughout the semester.

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

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 with Multilingual and Multidialectal Learners

The Science of Reading has revealed how people learn to read. This process is the same for all alphabetic languages. How does being a multilingual learner, anon-native speaker of a language impact this process when learning to read in a new language? How does home dialect impact this same process? This session will highlight the sometimes masked and misunderstood challenges involved in learning to read outside of one's native language or dialect and suggest ways to address these challenges in instruction to improve student outcomes.

Six Traits of Writing Model

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 Support Students on the Autism Spectrum

During this session, participants will first review and discuss the common characteristics of students on the Autism Spectrum. Environmental strategies to help support students on the Autism spectrum such as creating a comfortable classroom will be highlighted along with other various teaching strategies. Facilitating social relationships and collaborating with families will also be emphasized.

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.

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.

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.

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.

Writing's on the Wall - Literacy for All

Come join the Jefferson County Reading Council and Shepherd University for the 9th Annual Literacy Leaders Conference. A teacher-friendly conference, this professional development event offers a wide variety of sessions that focus on literacy across the curriculum and in the real world. Content will be offered in Early, Elementary and Secondary Education. Keynote speaker is Dr. Mary K. Tedrow, director and teacher of the Shenandoah Valley Writing Project in Winchester, VA and lecturer at Johns Hopkins University. Tedrow is also the author of *Write, Think, Learn: Tapping the Power of Daily Student Writing Across Content Areas*.