

## **Graduate Courses in Graduate Professional Development - Summer 2024**

Please refer to the EDPD Academic Calendar found on the Graduate Studies webpage for the summer schedule terms - <http://www.Shepherd.edu/continuing-education/edpd>

### **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.

### **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 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.

### **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.

### **Bullying and the Special Learner**

In this course participants will learn about bullying and how to prevent and respond to it in their educational setting. Focus will be on the following areas: social Integration and inclusion, how important the adult response is in a bullying situation, the ability to use the IEP to respond to bullying and how essential advocacy is both peer advocacy and self-advocacy.

### **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.

## **Contemporary Issues in Special Education**

This course will focus on language, society, and law & policy as three important aspects of Special Education. Participants will explore contemporary issues in these areas and contemplate how students and education professionals are positively and negatively impacted by them. Participants will also explore ways to address these issues in their own school environments in order to support all students and educators.

## **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.

## **Creating a Trauma Sensitive School Culture**

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 in 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 guide 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.

### **Creative Approaches to Embrace Elementary and Intermediate Mathematics**

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.

### **Creative Approaches to Embrace Middle School and High School Mathematics**

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.

### **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**

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 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.

## **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 for Staff and Student Flourishing**

Embark on a transformative journey with "Educator Well-being: An Essential for Staff and Student Flourishing." This course empowers educators to deepen their connections to themselves and others, elevate emotional intelligence, and effectively tackle well-being challenges like burnout, compassion fatigue, and moral injury. Discover the transformative power of self-compassion and gracefully navigate obstacles. Explore diverse, research-based stress reduction techniques to cultivate inner peace, joy, and positive energy. Craft and implement a personalized well-being toolkit for sustained daily thriving. Throughout this journey, you'll gain practical tools to immediately apply at home and in the classroom, enabling you to remain purposeful and make a meaningful contribution to your school community and beyond.



### **Effective Strategies for Elementary Reading Level Instruction through edWeb**

This is an asynchronous course with Zoom meetings and FaceTime Sessions. Attending a ZOOM meeting on Monday, July 1, 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 Effective Strategies for Elementary Reading Level Instruction through edWeb into their teaching or job setting. Participants are to contact Dr. Goodall at [sgoodall@shepherd.edu](mailto:sgoodall@shepherd.edu) after registering for information regarding how to access the ZOOM meeting. FaceTime sessions, after July 1st will be held on an individual basis as needed throughout the semester.

### **Effective Strategies for Math Instruction through edWeb**

This is an asynchronous course with Zoom meetings and FaceTime Sessions. Attending a ZOOM meeting on July 1, 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 Effective Strategies for Math Instruction through edWeb into their teaching or job setting. Participants are to contact Dr. Goodall at [sgoodall@shepherd.edu](mailto:sgoodall@shepherd.edu) after registering for information regarding how to access the ZOOM meeting. FaceTime sessions, after July 1st will be held on an individual basis as needed throughout the semester.

### **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).

### **Exploring East Asia thru Illustrative Juvenile Literature**

This seminar is sponsored by the National Consortium for Teaching About Asia (NCTA) and is regulated by its requirements. As a “foundational” seminar, it covers a wide range of topics pertaining to Chinese, Japanese, and Korean history, culture, and everyday practices to help schoolteachers incorporate Asia-related themes into their classes. This iteration of the seminar has a special emphasis on sports and leisure activities in East Asia. In addition to broad lectures, speakers from various universities will present on such topics as tai chi, mahjong, Japanese baseball, K-pop and graphic novels. Contact Prof. Jason Allen (jallen@shepherd.edu) for more information.

### **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.

### **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.

### **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**

Leadership can be defined in various ways. Understanding the differences and similarities between a manager, a boss, and a leader is essential. Leaders use their position of authority to give orders as a means of control. A manager's primary function is to implement an organization's production by planning, organizing, leading, and controlling the necessary activities to complete an assigned task. A leader inspires and motivates followers to achieve their goals, to accomplish a task.

## **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.

## **Literacy Instruction for Students with Significant Disabilities**

This course will lead participants through an exploration of early literacy development in children and best practices in comprehensive literacy instruction for students with complex disabilities including students who are non-speaking and who use Alternative and Augmentative Communications. The course will delve into the pedagogy of how to provide comprehensive literacy

instruction to students with disabilities, including those with complex bodies and/or significant disabilities. The course is geared toward special education teachers and related service providers. The course will consist of 6 online, asynchronous modules, along with interactive, asynchronous discussions across the semester.

### **Mental Health and the 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.

### **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**

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**

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 for Students with 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.

## **Strategies to Support Students with Autism Spectrum Disorder**

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.

### **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 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.

### **Teaching the 21st Century Learner through edWeb**

This is an asynchronous course with Zoom meetings and FaceTime Sessions. Attending a ZOOM meeting on July 1, 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 Teaching the 21st Century Learner through edWeb into their teaching or job setting. Participants are to contact Dr. Goodall at [sgoodall@shepherd.edu](mailto:sgoodall@shepherd.edu) after registering for information regarding how to access the ZOOM meeting. FaceTime sessions, after July 1st will be held on an individual basis as needed throughout the semester.

## **The Heart of Education: An Introduction to The Virtues Project**

Would you like to infuse your teaching and learning with an abundance of joy, meaning, peace, and purpose? Then delve into the 5 Strategies of the Virtues Project and acquire a powerful toolkit that extends far beyond the classroom, enriching every facet of your life. This course integrates a restorative practices framework that not only honors the holistic needs of the Whole Child and the Whole Adult but also prioritizes social and emotional character development with trauma and cultural responsiveness. As an educator, you'll harness the ability to speak the language of virtues, recognize teachable moments instead of shaming and blaming, establish virtues-based boundaries through Restorative Justice, honor the spirit for enhanced well-being, and listen with compassionate curiosity guiding others to find clarity and their own solutions. Endorsed by the Dalai Lama and recognized by the United Nations, this inspiring framework leads to personal, professional, and organizational transformation.

## **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 childhood years and much more. This course will instruct teachers, education professionals, and families on how to empower, collaborate, and advocate for children.

## **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.

### **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.

