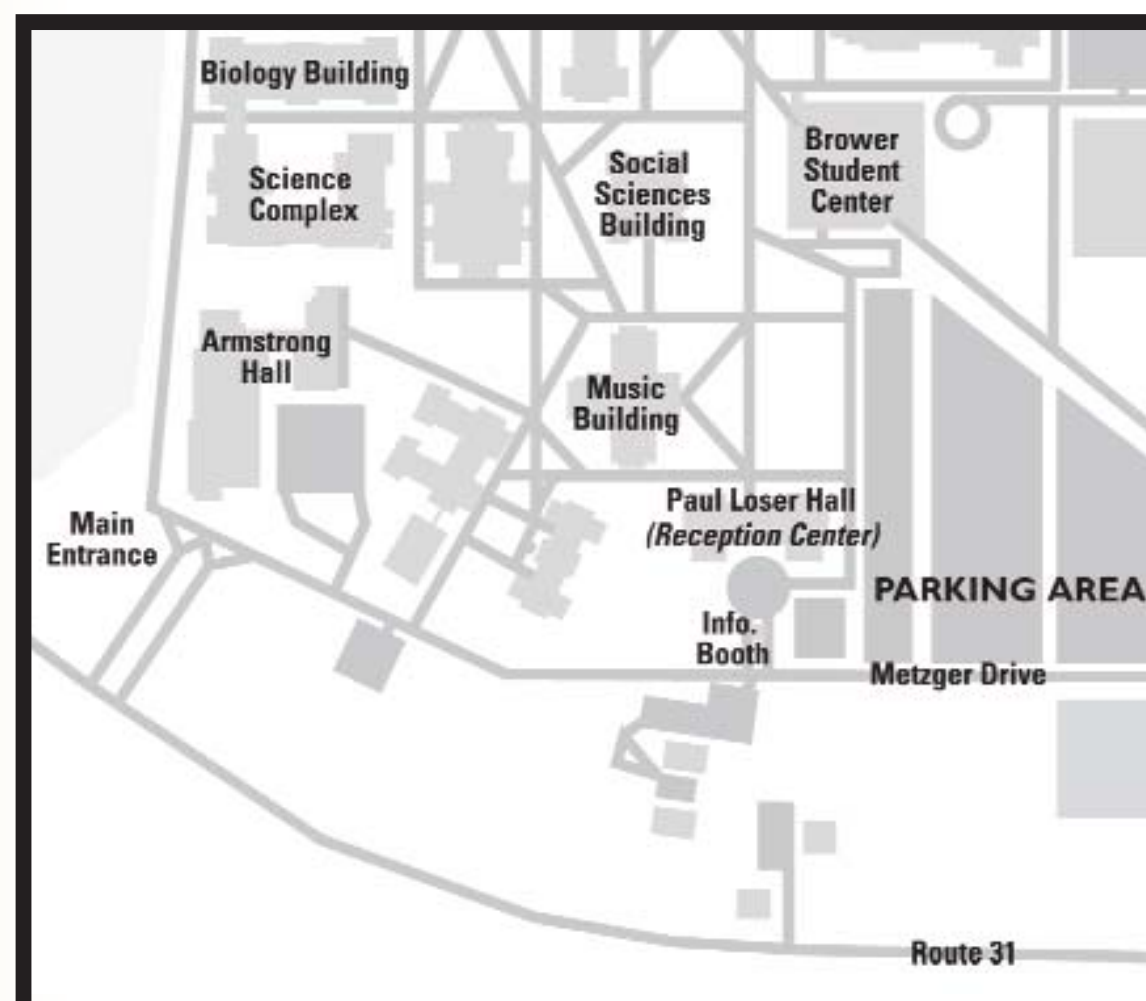
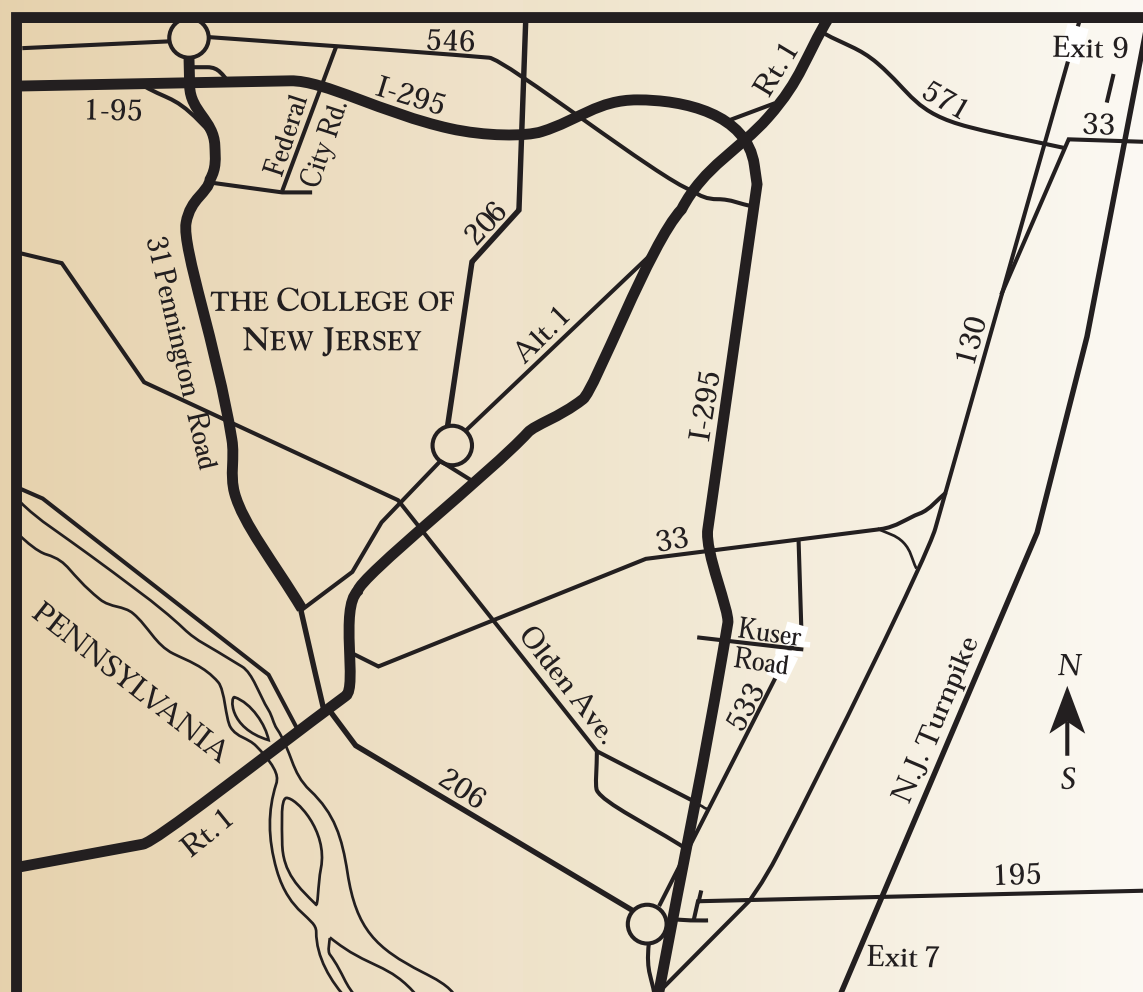


Directions



Directions to TCNJ

From I-95 South
(Delaware/Philadelphia International Airport)
Using I-95 North, continue into Pennsylvania, through Philadelphia. Continue on I-95 North into New Jersey. Take exit 4 (Route 31/Pennington Road). Bear to the right off the exit ramp onto Route 31 South. At the third traffic light (about 1.5 miles), make a left into the College entrance.

From the New Jersey Turnpike
(Newark International Airport and North)
Using the New Jersey Turnpike, travel south to exit 7A, Trenton and Shore Points. Follow signs toward Trenton onto I-195 West. Follow signs marked 295 Princeton/Camden. Exit at "I-295 North/Route 1/95 South/Princeton." Continue on I-295 North (becomes I-95 South) to exit 4. Turn left at the exit ramp onto Pennington Road/Route 31 South toward Ewing. At the fourth traffic light (about 1.5 miles), make a left into the College entrance.

For more detailed directions, please visit the College Web site at www.TCNJ.edu/~ccr/about/directions.html.

Parking

Upon entering the campus, turn right on Metzger Drive and proceed to the Information Booth, located on the left side of the road. Pick up a visitor's parking form and proceed to the Visitor Parking Lot, adjacent to the Brower Student Center and athletic fields. Allow a few minutes to get from the parking lot to the building. Signs will be posted directing you to the building.

NCATE

TCNJ School of Education is nationally accredited by the National Council for Accreditation of Teacher Education.

Mark Your Calendar!
July 14–16, 2010

**Ninth Annual PDSN Summer
Institute for Teaching and
Learning at The College of
New Jersey**



The College of New Jersey

Professional Development School Network
Support for Teacher Education Programs
PO Box 7718
Ewing, NJ 08628-0718

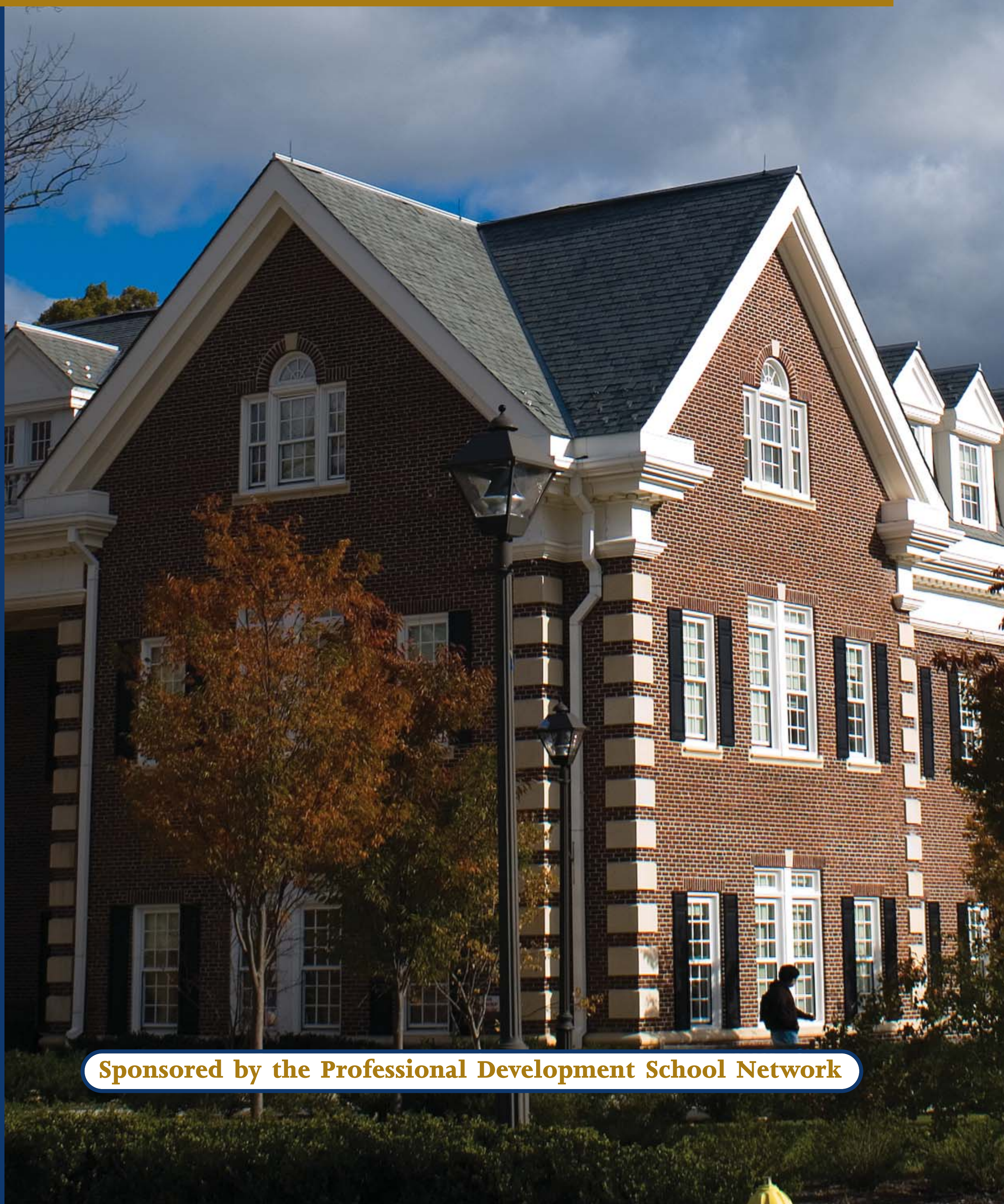
Phone: 609.771.2408 Fax: 609.637.5196
www.tcnj.edu/~educat/pdsn/ProDevWeb

Robert J. Bartoletti, EdD, Director
Victoria Allen-Edwards, Assistant Director

THE COLLEGE OF NEW JERSEY

PROFESSIONAL DEVELOPMENT DAY SEMINARS 2009-10

Making a Difference in Teaching and Learning!



Sponsored by the Professional Development School Network

Dear Colleague:

In an effort to provide quality staff in-service day programs to the members of the Professional Development School Network of The College of New Jersey, we have developed our 2009–10 Professional Development Day Seminars described in this brochure. The seminars are designed to supplement the professional development programs offered to school district staff members by your school district. We also sponsor the Teachers as Scholars program. You can check with your district's professional development office or coordinator for information concerning the TAS program. Information about both programs can be found on the TCNJ Web site.

As a PDSN member school district, your district has been provided with a subscription of **50 registrations per academic year for PD seminars only**, which can be used **at no cost** to your school district. Additional registrations for PDSN member school teachers are offered at a reduced cost. Lunch, refreshments, and materials **are included** at no additional charge to participants. Certificates for professional development hours will be sent to each participant following every conference.

I hope you will take advantage of those programs that will enhance your professional development plans. The Professional Development School Network looks forward to working with you during the school year.

Wishing you a most successful and rewarding school year as you meet the challenge of teaching, I remain...

Sincerely yours,



Robert J. Bartoletti, EdD
PDSN Director

To Register

Complete the registration form at the back of this brochure and return it by the deadline(s) listed.

By fax

Fax registration is available 24 hours per day at 609.637.5196. Faxes are accepted up to one week before the program is offered.

By mail

Mail registration materials to:

The College of New Jersey
Professional Development School Network
Support for Teacher Education Programs
PO Box 7718
Ewing, NJ 08628-0718

Questions

Contact Ms. Edilma Evans, secretary, at 609.771.2408, or Ms. Josephine Miller, secretary, at 609.771.2261, Monday–Friday 8:30 A.M.–4:30 P.M.

Registration and Refunds

All registration material must be received 14 days before the offering of the workshop. **Your confirmation and room assignment will be e-mailed to you. Please be sure to list your e-mail address on the registration form.** If you are unable to attend, you must request a refund seven days before the start of the program.

Postponements and Cancellations

Registrants will be notified of cancellations and postponements immediately before the events whenever possible. Cancellations due to inclement weather will be made over 101.5 FM.

Contact Ms. Josephine Miller, secretary, at 609.771.2261, or Ms. Edilma Evans, secretary, at 609.771.2408, in case of inclement weather on the morning of the program.

Certification of Professional Development Hours

The College of New Jersey's Professional Development School Network is a registered provider for the 100 hours of professional development. Certificates will be mailed to you.

How do you motivate reluctant learners? What really motivates students? Why is emotional intelligence such a good indicator for student success? How do you diagnose emotional issues that affect your students? What types of strategies can be implemented to improve emotional intelligence? How are today's students different and what does that mean for the teaching and learning process? What do teachers need to know today that they did not need to know yesterday?

All teachers at all levels need to address these questions and many more. This seminar session with Dr. Jim Gamble will help you to better meet the needs of your diverse group of learners. A few of the specific highlights of the seminar include...

- An inventory of your personal EQ
- The affect that emotions have on learning
- Learning states and how to change them to increase student achievement
- Important information on emotional development
- How to become a child's emotional coach
- Strategies for motivating all students
- Self regulation and monitoring techniques
- Issues relating to bullies
- Anger management strategies
- Tips for dealing with difficult personalities
- How to integrate new technologies and motivate the learner
- How to help students who get bogged down with too many details

Learn today about specific quick hitting strategies that will spark your learners tomorrow.

Presenter: Dr. Jim Gamble

Dr. Jim Gamble is a former New Jersey school superintendent and presenter of educational seminars at local, national, and international venues. He holds certifications in social studies education, elementary education, developmental reading, school administration, and a doctorate in educational leadership. In addition to his 40 plus years in education; Jim is a Viet Nam veteran who served as a military intelligence specialist.

Currently, Jim serves as an adjunct professor; is the author of books and publications relating to brain based learning, assessment, mentoring, 21st century learning, and ongoing professional development.

He has delivered presentations on multiple topics locally, nationally, and at events in Toronto, Canada-Uppsala University, Sweden, and Amman, Jordan.

Time: Registration: 8:30–9 A.M.
A.M. Session: 9 A.M.–NOON
P.M. Session: 1–3 P.M.

Location: To be determined

PD hours: 5.0 hours

Register by: September 16, 2009

Recommended for all grade level teachers



Utilizing Technology in the Classroom to Increase Student Achievement

October 7, 2009

This seminar serves to increase the individual awareness and competencies of teachers and educational leaders as it relates to the seamless integration of technology in the classroom. The essential characteristics of the 21st century learner and learning environment provide the rationale of the need for effective technology integration strategies.

Participants will receive practical information, ideas, and ready to use activities relating to web quests, collaborative projects, blogs, podcasts, etc. that serve to enhance the instructional program. The effective uses of multi-media in instruction are highlighted.

Dr. Jim Gamble draws on his experiences as a classroom teacher, administrator, online mentor, and NJ ELITE (Exemplary Leadership Institutes in Technology Education) instructor to provide participants with the most effective approaches to meeting the needs of today's learners.

Participants will be provided with an opportunity to experience some of the new technologies and ideas in the practical hands-on segment of the seminar which will take place in the computer lab.

Presenter: Dr. Jim Gamble

Dr. Jim Gamble is a former New Jersey school superintendent and presenter of educational seminars at local, national, and international venues. He holds certifications in social studies education, elementary education, developmental reading, school administration, and a doctorate in educational leadership. In addition to his 40 plus years in education; Jim is a Viet Nam veteran who served as a military intelligence specialist.

Currently, Jim serves as an adjunct professor; is the author of books and publications relating to brain based learning, assessment, mentoring, 21st century learning, and ongoing professional development.

He has delivered presentations on multiple topics locally, nationally, and at events in Toronto, Canada-Uppsala University, Sweden, and Amman, Jordan.

Time: Registration: 8:30–9 A.M.
A.M. Session: 9 A.M.–NOON
P.M. Session: 1–3 P.M.

Location: To be determined

PD hours: 5.0 hours

Register by: September 23, 2009 (Registration is limited to 25 per session.)

Recommended for all grade level teachers, supervisors, and administrators

Differentiated Instruction K–12: Practical Strategies that Work

October 21, 2009

Learn how to better meet the needs of a diverse group of students utilizing differentiated instructional strategies. In order to effectively implement this philosophy of instruction, educators at all levels need to be able to utilize multiple strategies at the appropriate times. This practical “hands on” seminar will specifically serve to guide classroom teachers through a systematic process of designing instructional activities that will serve to engage and motivate all students.

Answers to the following questions are addressed during the seminar:

- How do I plan for differentiation of instruction?
- How do I make time to effectively implement differentiated instructional strategies?
- When and how do I plan and implement tiered instructional activities?
- What are anchor activities and how are they best utilized in the classroom?
- How do I meet the needs of the reluctant learners?
- What are the best ways to manage differentiated instructional approaches in the classroom?

Participants will come away with critical insights and skills that will help to guide their practice in the classroom. Differentiated instruction is not a fad; it is a philosophy of great teaching which truly dispels the notion that “one size fits all.”

Presenter: Dr. Jim Gamble

Dr. Jim Gamble is a former New Jersey school superintendent and presenter of educational seminars at local, national, and international venues. He holds certifications in social studies education, elementary education, developmental reading, school administration, and a doctorate in educational leadership. In addition to his 40 plus years in education; Jim is a Viet Nam veteran who served as a military intelligence specialist.

Currently, Jim serves as an adjunct professor; is the author of books and publications relating to brain based learning, assessment, mentoring, 21st century learning, and ongoing professional development.

He has delivered presentations on multiple topics locally, nationally, and at events in Toronto, Canada-Uppsala University, Sweden, and Amman, Jordan.

Time: Registration: 8:30–9 A.M.
A.M. Session: 9 A.M.–NOON
P.M. Session: 1–3 P.M.

Location: To be determined

PD hours: 5.0 hours

Register by: October 7, 2009

Recommended for all grade level teachers

Because of high demand, we are repeating this seminar.

This seminar serves to increase the individual awareness and competencies of teachers and educational leaders as it relates to the seamless integration of technology in the classroom. The essential characteristics of the 21st century learner and learning environment provide the rationale of the need for effective technology integration strategies.

Participants will receive practical information, ideas, and ready to use activities relating to web quests, collaborative projects, blogs, podcasts, etc. that serve to enhance the instructional program. The effective uses of multi-media in instruction are highlighted.

Dr. Jim Gamble draws on his experiences as a classroom teacher, administrator, online mentor, and NJ ELITE (Exemplary Leadership Institutes in Technology Education) instructor to provide participants with the most effective approaches to meeting the needs of today's learners.

Participants will be provided with an opportunity to experience some of the new technologies and ideas in the practical hands-on segment of the seminar which will take place in the computer lab.

The latest information on new technologies, standards, and applications will be presented in addition to the multiple strategies presented in the fall technology seminar. Participants who attend both the October seminar and the February technology seminar will be provided an opportunity to present success stories based on their implementation of activities that were presented in October.

Presenter: Dr. Jim Gamble

Dr. Jim Gamble is a former New Jersey school superintendent and presenter of educational seminars at local, national, and international venues. He holds certifications in social studies education, elementary education, developmental reading, school administration, and a doctorate in educational leadership. In addition to his 40 plus years in education; Jim is a Viet Nam veteran who served as a military intelligence specialist.

Currently, Jim serves as an adjunct professor; is the author of books and publications relating to brain based learning, assessment, mentoring, 21st century learning, and ongoing professional development.

He has delivered presentations on multiple topics locally, nationally, and at events in Toronto, Canada-Uppsala University, Sweden, and Amman, Jordan.

Time: Registration: 8:30–9 A.M.
A.M. Session: 9 A.M.–NOON
P.M. Session: 1–3 P.M.

Location: To be determined

PD hours: 5.0 hours

Register by: February 2, 2010 (Registration is limited to 25 per session.)

Recommended for all grade level teachers, supervisors, and administrators



Computational thinking is emerging as a mode of creativity and problem solving for the 21st century. Loosely defined, it is a means of creating and making use of abstraction, algorithms and induction to understand and solve problems in efficient, fair, and secure ways. Grounded in computer science, computational thinking extends notions of quantitative reasoning and the scientific method by engaging human beings in multidisciplinary collaborations via computer supported design. The National Science Foundation (NSF) and the National Academies identify it as critical to 21st century US workforce preparedness. Yet clear evidence exists nationally that under-represented groups are shut out of meaningful exposure to computational thinking because of misconceived stereotypes of who is capable of computational thinking and what it means to engage in it.

In the first session the co-leaders will present an overview of computational thinking and its relationship to (1) quantitative reasoning—e.g. math, (2) the scientific method, (3) journalism—e.g. language arts. Surprisingly in the K–12 curriculum an effective entre for computational thinking is language arts rather than math or science.

In the second session we will address the thesis and results of “Stuck in the Shallow End” a report on the results of an NSF funded study. This report articulates in painful detail how and why underrepresented groups, including women and minorities, are routinely discouraged from pursuing academics and career paths that build computational thinking skills. We will stimulate discussion of how the participant can engage their schools and their district in conversation about the place of computational thinking in their curriculum.

Presenter: Ursula Wolz

At the College of New Jersey, Ursula Wolz is associate professor of computer science and interactive multimedia, Kim Pearson is associate professor of journalism and interactive media, and Monisha Pulimood is assistant professor of computer science. They are part of a larger multidisciplinary collaboration spanning three schools at TCNJ (Science, Culture and Society, and the Arts and Communication) engaged in scholarship related to computational thinking. In particular they lead the “Interactive Journalism Institute for Middle School” (IJIMS) program, that engages a diverse groups of 8th graders in computational thinking via an after school interactive journalism club.

Time: Registration: 8:30–9 A.M.
A.M. Session: 9 A.M.–NOON
P.M. Session: 1–3 P.M.

Location: To be determined

PD hours: 10.0 hours

Register by: February 20, 2010



Rationale:

Environmental sustainability has gained public attention in recent years. However, many teachers are not familiar with this topic or related issues. Additionally, the current school curriculum is deficient in environmental sustainability content. The TCNJ elementary and early childhood teacher education programs recognize the importance of such a learning component and have taken initiatives to address related learning needs. This workshop is part of a continuous effort to train in-service teachers as well as pre-service teachers to develop awareness of environmental sustainability and learn to integrate it in existing curricula. This workshop also aims at building a network for future cooperation and collaboration between TCNJ and public schools in strengthening the education for sustainability.

Purpose of the seminar:

To recognize outstanding teacher scholars who along with TCNJ professors share a passion about issues of environmental sustainability about which they wish to learn more. Through their participation in PD seminars, teachers will have the opportunity to gain greater understanding and knowledge about the environmental sustainability issues through the intellectual discourse which will take place during the seminars. During their experience in the PD seminars, the teachers will gain a sense of renewal, recognition and expansion of their intellectual, personal, and professional development.

Schedule:

- Day 1: Winnie Fatton, MLUC@TCNJ to introduce a rationale for education for sustainability that has been developed by the Cloud Institute for Sustainability Education.
- Day 2: Dr. Anthony Conte, Dr. Alex Chyuan-an Pan, and Dr. Tim Hornberger to create a “curriculum development” piece to provide materials for teachers to use to infuse sustainability into what they teach.

Main issues to be explored:

- The term “going green” has become almost ubiquitous, yet what do we really mean when we talk about a sustainable future?
- How can we assist our students, our schools, and ourselves to better understand the issues which confront our society and our world?
- How can we integrate environmental sustainability education into existing curricula?

Activities:

- Read articles and discuss issues about environmental sustainability.
- Explore curriculum issues and examine existing resources for teaching needs.

- View videos.
- Research relevant issues about integrating environmental sustainability in curriculum.
- Relate discussions to the state curriculum standards (The NJCCCS which are met by this presentation include: LA 3.4, 3.5; Ma 4.4; Sci 5.1, 5.3, 5.5; SS 6.2, 6.5, 6.6; Tech 8.2; Career 9.2).
- Brainstorm ideas to infuse environmental sustainability issues in the classroom as well as ideas for projects and community involvements.
- Develop an outline of the curriculum using the TCNJ lesson plan and unit plan formats.
- Share and present completed curriculum outlines.

References and resources:

1. *An Inconvenient Truth: The Crisis of Global Warming* by Al Gore
2. *Stuff: The Secret Lives of Everyday Things* (Sightline Institute)
3. *The Natural Step*—there is a course outline with power point slides available from this non-profit organization: see www.thenaturalstep.org/usa—there is also an excellent text
4. The movie “An Inconvenient Truth”
5. Video of “The Story of Stuff” by Annie Leonard
6. Education for Sustainable Development Toolkit from the University of Tennessee (see: esdtoolit.org/esd_toolkit_v2.pdf) which provides a structure for helping teachers to assess where they might fit sustainability into their curricula
7. Resource people and speakers: Elizabeth Faircloth or Kyra Hoffman from NJ DEP

Presenters: Dr. Anthony Conte, Dr. Alex Chyuan-an Pan, Dr. Tim Hornberg and Dr. Winnie Fatton, TCNJ Professors

Time: Registration: 8:30–9 A.M.
A.M. Session: 9 A.M.—NOON
P.M. Session: 1–3 P.M.

Location: To be determined

PD hours: 10.0 hours

Register by: February 20, 2010

Grades K–5

November 10, 2009

Bullying and bias are serious issues that affect student safety, educational environment, and school liability. Traditional methods for addressing bullying are inadequate and inconsistent with contemporary best practices, and bullying prevention must begin in elementary school. This seminar covers both fundamental and advanced knowledge and skills in bullying prevention and incident response, focusing on the elementary school context. Topics include verbal and physical harassment, name-calling, bias-based bullying, social exclusion, and relational aggression (“mean girls”). Participants will learn to distinguish bullying from normal conflict, warning signs of bullying and bullied youth, common misconceptions and misdirections, strategies for on-the-spot intervention, appropriate use of disciplinary and remedial measures, incident follow-up, climate management, bystander empowerment, components of an effective comprehensive school-wide anti-bullying program, and legal issues. Remedial and preventive measures include strategies for addressing bias based on racial/ethnic, religious, disability, gender identity and expression, and other forms of difference; internet safety curricula to prevent cyber-bullying; and techniques for the Socially Responsible Classroom. Legal issues include reporting requirements, liability, distinguishing bias incidents from bias crimes, the concept of a “hostile environment,” equity and equality issues, and school responsibilities under Title 18A:37-13 *et seq.* (anti-bullying law) and the New Jersey Law Against Discrimination. Participants will gain practical understanding and skills for application in classrooms and at the school-wide level. Open to support staff and administrators as well as faculty.

Grades 6–8

November 17, 2009

Bullying and bias are serious issues that affect student safety, educational environment, and school liability. Research findings indicate that certain forms of bullying are most prevalent in middle school, and that this is a critical period in bullying prevention. Traditional methods for addressing bullying are inadequate and inconsistent with contemporary best practices. This seminar covers both fundamental and advanced knowledge and skills in bullying prevention and incident response, focusing on the middle school context. Topics include verbal and physical harassment, bias-based bullying, relational aggression (“mean girls”), social exclusion, and cyber-bullying. Participants will learn to distinguish bullying from normal conflict, warning signs of bullying and bullied youth, common misconceptions and misdirections, strategies for on-the-spot intervention, appropriate use of disciplinary and remedial measures, incident follow-up, climate management, bystander empowerment, components of an effective comprehensive school-wide anti-bullying program, and legal issues. Remedial and preventive measures include strategies for addressing bias based on racial/ethnic, gender, religious, disability, sexual orientation, and other forms of difference; cyber safety curricula; and techniques for the Socially Responsible Classroom. Legal issues include reporting requirements, liability, distinguishing bias incidents from bias crimes, the concept of a “hostile environment,” equity and equality issues, the Tinker standard for school regulation of free speech and off-campus cyber-bullying, and school responsibilities under Title 18A:37-13 *et seq.* (anti-bullying law) and the New Jersey Law Against Discrimination. Participants will gain practical understanding and skills for application in classrooms and at the school-wide level. Open to faculty in all disciplines; administrators and support staff also welcome.

Grades 9–12

February 23, 2010

Bullying and bias are serious issues that affect student safety, educational environment, and school liability. Bullying in high school can be difficult to address because of a complex teen culture, developmental issues, and entrenched behavior patterns. Traditional methods for addressing bullying are inadequate and inconsistent with contemporary best practices. This seminar covers both fundamental and advanced knowledge and skills in bullying prevention and incident response, focusing on the high school context. Topics include verbal and physical harassment, bias-based bullying, relational aggression (“mean girls”), and cyber-bullying. Participants will learn to distinguish bullying from normal conflict, warning signs of bullying and bullied youth, common misconceptions and misdirections, strategies for on-the-spot intervention, appropriate use of disciplinary and remedial measures, incident follow-up, climate management, bystander empowerment, components of an effective comprehensive school-wide anti-bullying program, the role of School Resource Officers and law enforcement, and legal issues. Remedial and preventive measures include strategies for addressing bias based on racial/ethnic, gender, religious, disability, sexual orientation, and other forms of difference. Legal issues include reporting requirements, liability, distinguishing bias incidents from bias crimes, the concept of a “hostile environment,” equity and equality issues, the Tinker standard for school regulation of free speech and off-campus cyber-bullying, and school responsibilities under Title 18A:37-13 *et seq.* (anti-bullying law) and the New Jersey Law Against Discrimination. Participants will gain practical understanding and skills for application in classrooms and at the school-wide level. Open to faculty in all disciplines; administrators and support staff also welcome.



Presenter: Dr. Paula C. Rodríguez Rust

Paula C. Rodríguez Rust, PhD, holds a doctorate in sociology with specialties in social psychology, survey research, racial and ethnic relations, and gender and sexuality. She has more than 25 years of teaching experience, including 12 years in post-secondary education. In 2000, she left a tenured faculty position to focus on community-based diversity education and violence prevention. She is sole proprietor of Spectrum Diversity LLC, providing professional development services and bullying prevention education in New Jersey schools, and cultural diversity workshops for medical professionals and community organizations.

Dr. Rodríguez Rust served on the New Jersey Special Task Force on Bullying and Cyberbullying Awareness and Prevention, and is a member of the New Jersey Coalition for Bullying Awareness and Prevention, the American Sociological Association (ASA), the Society for the Study of Social Problems (SSSP), and the International Academy of Sex Research (IASR). She serves on the Board of the Central New Jersey Gay, Lesbian, and Straight Education Network (CNJ GLSEN), and has served on the Board of SSSP and on the editorial boards of professional journals including *Sociological Review*, *Gender & Society*, and *Archives of Sexual Behavior*, and on institutional review and harassment grievance boards. She has published two books, dozens of articles and chapters, and co-edited the *Agenda for Social Justice 2004* (SSSP). Dr. Rodríguez Rust lectures internationally, has appeared as an expert on the newsmagazine *20/20*, and been quoted in numerous magazines and newspapers including *Newsweek*.

Time: Registration: 8:30–9 A.M.
A.M. Session: 9 A.M.–NOON
P.M. Session: 1–3 P.M.

Location: To be determined

PD hours: 5.0 hours

Register by: Two weeks prior to each seminar.



Registration Form

See inside cover of this brochure for instructions on registering by fax or mail.

Fees for Each Program:

Individual	\$125	PDSN Members*
	\$150	Non-PDSN Members
Three-Member Team*	\$265	PDSN Members*
	\$355	Non-PDSN Members
Five-Member Team*	\$425	PDSN Members*
	\$600	Non-PDSN Members

*No charge for first 50 registrations. Two day programs—double fees.

The PDSN Member School Districts

Bordentown Regional	Lambertville
Burlington City	Lawrence Township
Burlington County	Marie Katzenbach School
Institute of Technology	for the Deaf
Cranbury Township	Montgomery Township
Delaware Township	Robbinsville
East Amwell	Somerset Hills
Ewing Township	South Brunswick
Hamilton Township	Township School District
Hillsborough Township	South Hunterdon
Hopewell Valley	Trenton
Hunterdon Central Regional	West Amwell
High School District	Willingboro

Registration confirmations and building and room locations for seminars will be e-mailed to all registrants. Should an insufficient number of registrations be received, the seminar will be canceled. Registrants will be notified accordingly.

Name*: _____ Grade: _____

Home Address: _____

City: _____ State: _____ ZIP: _____

E-mail: _____

Required

Home Phone: () _____ School Phone: () _____

School Name: _____ District: _____

School Address: _____

City: _____ State: _____ ZIP: _____

*For multiple registrations, please list the names, programs, addresses, and phone numbers for each registrant and for each member of the team packages.

Please check each program you wish to attend.

September 2009

- Motivation and Emotional Intelligence: Innovative Strategies for Today's Learners (Sept. 30)

October 2009

- Utilizing Technologies in the Classroom to Increase Student Achievement (Oct. 7)
- Differentiated Instruction K–12: Practical Strategies that Work (Oct. 21)

November 2009

- Bullying and Bias: Best Practices in Prevention, Intervention, and Response, K–5 (Nov. 10)
- Bullying and Bias: Best Practices in Prevention, Intervention, and Response, Grades 6–8 (Nov. 17)

February 2010

- Utilizing Technology in the Classroom to Increase Student Achievement (Feb. 16)
- Bullying and Bias: Best Practices in Prevention, Intervention, and Response, Grades 9–12 (Feb. 23)

March 2010

- Race, Gender and Computational Thinking (Mar. 3 and 4)
- Shaping the Future: The Importance of Education for Sustainability (Mar. 5 and 19)

No. of registrants for each program (_____)
x rate/registrant (_____) = \$ _____

No. of registrants for each program (_____)
x rate/registrant (_____) = \$ _____

No. of registrants for each program (_____)
x rate/registrant (_____) = \$ _____

Payment Method:

- Check(s) enclosed (please make payable to TCNJ)

Purchase order number attached: _____

**Check out our Teachers as Scholars Program.
Contact your school district liaison or visit
TCNJ's Web site at www.tcnj.edu.**