

Professional Development

Performance Learning Systems (PLS)

The Office of Graduate Studies and Performance Learning Systems (PLS) work together to offer innovative, online graduate courses to meet the academic and professional needs of those who wish to take advantage of the benefits of a distance learning experience. At present, students may enroll in the following graduate courses: Effective Classroom Management (VCPD 520), Learning to Read (VCPD 530), Reading to Learn (VCPD 540), and Teaching through Learning Channels (VCPD 550), which are offered in the fall, spring, and summer terms. To learn more about content and schedules for the courses, go to the PLS Web site at www.plsweb.com.

Courses Available through PLS

EDPD 542/Assessment Techniques: Assessment for Student Learning 3 cr.

The main focus of this course is on using assessment to support teachers in examining the effectiveness of their own practices, to improve student learning, and to help students become effective self-assessors. Teachers will have opportunities to use a wide range of assessment tools, developing skills that reflect a personal philosophy of assessment. While written tests are addressed, most of the emphasis is on performance assessment. Key ideas are discovered experientially through a hands-on approach.

Participants will accomplish the following:

- Develop performance assessment tasks such as presentations, artifacts, and exhibitions along with journals, learning logs, and portfolios.
- Construct assessment gauges, including performance rubrics and observation checklists with self- and peer-assessment components.
- Consider the potential of personal learning goals and student-led conferences as assessment tools.
- Examine the importance of aligning objectives, tasks, and assessments and clearly articulating criteria and standards for fair and valid assessment.

VCPD 520/Effective Classroom Management (Online) 3 cr.

Evaluate expectations for student behavior and learn practical strategies to increase student responsibility, self-control, and self-management.

Learn how to create a proactive classroom environment that will allow you to spend the major part of your contact time in instructional activities, thus resulting in increased student learning.

Create a positive classroom climate:

- Design the physical classroom environment.
- Establish teaching rules and routines.
- Appreciate the importance of the first days of school.
 - Minimize misbehavior:
 - Administer discipline with the brain in mind.
- Deal with misbehavior and consequences.
- Develop effective strategies:
 - Utilize reflective practices to adjust classroom management strategies.
 - Identify teacher and parent roles in promoting responsibility and learning.
 - Recognize ways in which diverse populations affect classroom management.
 - Understand learning styles and their application to classroom management.

VCPD 530/Learning to Read:

Beginning Reading Instruction (Online) 3 cr.

Learn to implement a balanced, integrated approach to teaching beginning reading centered on scientific strategies aligned with state and national reading research initiatives. These specially designed curriculum resources and teaching strategies will enhance the reading process across all areas of the curriculum. Teachers will have access to an interactive CD-ROM and other resources, to offer every student the opportunity to successfully learn to read.

- Apply a balanced and integrated approach:
 - Teach phonemic decoding, comprehension strategies, and literature appreciation.
 - Encourage independent reading using a variety of types of texts.
 - Explore relationships among words to teach vocabulary.
 - Use writing to foster greater understanding of text.
- Develop effective practices for teaching reading proficiency skills:
 - Phonemic awareness
 - Phonological awareness
 - Decoding
 - Fluency
 - Comprehension
- Prevent reading failure through intervention and assessment:
 - Screen students using informal assessments.
 - Monitor students' progress.
 - Establish an effective intervention system.

VCPD 540/Reading to Learn:

Comprehension Instruction (Online) 3 cr.

Discover the best ways to help your students construct meaning from what they read. Examine scientifically based comprehension strategies and learn how to adapt them to your classroom and/or content area. Assess student progress and adjust your teaching to become more effective.

- Understand how to teach reading comprehension:
 - Analyze the latest reading comprehension research.
 - Examine the importance of effective reading comprehension instruction across the curriculum.
 - Determine the variables related to reading comprehension success, including learner characteristics, aspects of text, the reading task, motivation and engagement, and students' use and transfer of strategies.
- Implement effective reading comprehension practices:
 - Provide appropriate reading comprehension strategies for diverse learners.
 - Develop instructional practices that help students to interact with texts to enhance meaning.
 - Provide meaningful, productive vocabulary instruction.
 - Use informal and formal assessments to diagnose students' needs.
 - Develop and implement intervention strategies for individual learners.
 - Select and develop appropriate instructional materials that align with state and local standards.

VCPD 550/Teaching through Learning Channels (Online) 3 cr.

Explore learning-style preferences and develop brain-compatible strategies to address them through multisensory teaching. Discover how to address students' basic motivational needs in a learning environment incorporating a variety of brain-compatible techniques.

- Understand basic student needs:
 - Learn the five basic needs for motivating students.

- Identify how these needs are met in your classroom and in your school.
- Design lessons to meet all five needs.
- Discover how to teach to all learning styles:
 - Learn strategies that address all sensory, perceptual, and organizational preferences.
 - Meet classroom challenges by using learning styles approaches.
 - Design lessons you can use immediately with your students.
- Learn how to teach for concept mastery:
 - Explore the five steps of a natural learning process.
 - Design lessons that apply these steps.

VCPD 590/Secondary Content Method (Online) 3 cr.

This course examines the content in the secondary school content curriculum standards and helps students make connections among the higher-level courses they have taken in college and the material taught in secondary schools. Students study the content and pedagogy appropriate for teaching high school curriculum content standards. They enhance their familiarity with national standards and the New Jersey Core Curriculum Content Standards and examine standards-based teaching and curricula in light of current education research. Students learn that problem solving is central to all of teaching and learning and that it is to be incorporated as a central theme in their own instructional practices. Students also examine research on how adolescents learn presented curriculum content and learn instructional strategies for teaching course work to children from diverse cultures and ability levels.

Regional Training Center: Professional Development for Teachers

The School of Education at The College of New Jersey is partnered with the Regional Training Center (RTC) in order to provide graduate-level professional development course work as well as courses leading to a Master of Education in Instruction (see RTCM, p.36). This affiliation merges TCNJ's excellent reputation in higher education with the Regional Training Center's comprehensive relevant course work.

All courses carry graduate credit in teacher education from TCNJ. Students who are interested in applying for matriculation into the Master of Education in Instruction should see the Frequently Asked Questions document on the Web at www.tcnj.edu/~graduate/regional.html for information on transfer and use of previous course work. Students who apply for matriculation into one of TCNJ's other Master of Education programs may apply a maximum of 6 credits as elective credit, pending approval by the graduate program coordinator. Elective credit requirements vary by specialization, and students must contact their graduate program coordinator prior to registration for course approval.

Registrations for these courses are processed by:

Regional Training Center
486 Route 10 West
Randolph, NJ 07869
800.433.4740
www.regionaltrainingcenter.org

Courses Available through Regional Training Center

EDPD 542/Assessment Techniques: Assessment for Student Learning 3 cr.

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Key ideas are discovered experientially through a hands-on approach. Participants will accomplish the following:

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- Construct assessment gauges, including performance rubrics and observation checklists with self- and peer-assessment components.
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EDPD 543/Dimensions of Learning 3 cr.

Learn to connect several major instructional models to curriculum, assessment, instruction, and to the student learning and thinking process. Learn to develop interactive student-centered learning experiences that give students a reason to learn and allow you to facilitate their learning. Dimensions of Learning, a comprehensive research-based model of student learning and thinking, provides a planning framework to link curriculum, assessment, and instruction. The course is rich with practical strategies and processes to help students maximize their thinking and learning. Participants in Dimensions of Learning will:

- Examine the changing role of teachers as facilitators of student thinking and learning.
- Engage in interactive, constructivist approaches to learning that can be used daily in school settings.
- Create plans to thoughtfully engage students in meaningful learning experiences.
- Develop assessment strategies that correlate with the dimensions framework.

EDPD 544/Increasing Student Responsibility and 3 cr. (Self-) Discipline in Learning Communities

This course allows teachers to explore and identify sources of student irresponsible behavior and apply remedies to address these challenging behaviors. Taught within a three-dimensional model, participants will learn skills and strategies for increasing student responsibility that can be integrated into the teaching of every lesson. An additional goal of the course is to teach specific communication structures that will allow for an increase in positive student response and motivation.

- Patterns of cooperative behavior techniques for classroom application are demonstrated and practiced.
- The concept of responsibility is developed on a personal level, with other people, and as part of a classroom and school community.
- Techniques are shown to help students learn more and better by way of more self-reliant, independent work, and more cooperative teamwork.
- This is not a course in discipline, but rather a course in understanding young people and helping them recognize and deal with their irresponsible behavior.

EDPD 545/Expanding Student Thinking in the Classroom 3 cr.

Based on recent brain research and learner-centered principles, this is a practical experiential course on how to teach for, of, and about thinking. This course will explore these topics:

- The thoughtful and respectful classroom
- Specific thinking skills and processes
- Questioning frameworks and methods
- Metacognition and reflection
- Graphic organizers
- The use of cooperative learning to enhance thinking

EDPD 546/Teaching for Success in the Multicultural Classroom 3

cr.

Participants will examine curricula, understand and develop a sensitivity toward the cultural “perils and pitfalls” in teaching different ethnic groups, and work to develop a variety of instructional techniques.

- Critically examine and challenge personal, cultural, and curricular assumptions and values.
- Develop classroom lessons that include diverse cultural perspectives, and address the cognitive, affective, and pedagogical components of multicultural understanding at the classroom level.

EDPD 547/Integrating the Curricula 3 cr.

Every teacher can help students integrate learning. In this course, curricular integration is explored through current research on experiential learning and higher-level thinking processes. Students learn best when associations and connections are provided in our lessons. Integration structures include applications within a traditional instructional approach, as well as those that require teachers to collaborate in their planning. In this course, structures are demonstrated, practiced, and applied at elementary, middle, and high school levels.

- Explore and create opportunities to assist students in integrating their learning for greater comprehension, application, and transfer.
- Develop implementation strategies and plans that both meet student needs and conform to curricular standards.
- Integrate skills to assist in meeting school/district goals, such as writing across the curriculum, or the school-to-work curriculum.

EDPD 548/Styles of Teaching: Personality Type in the Classroom 3 cr.

Styles of teaching, based on Jung’s four basic personality types, will be explored and compared. Participants will delve into an understanding of their own style and organizational preferences while at the same time building a clearer understanding of the needs of other styles. Issues pertaining to teaching, learning, classroom management, communicating, conflict resolution, esteem building, and problem solving will be examined and applied to classroom situations.

- Identify/apply components of style to teaching situations.
- Understand all aspects of personality type, and how to fully utilize type while teaching.
- Explore the impact of style in a variety of school situations.
- Build a classroom climate that esteems all styles.

EDPD 549/Teaching and Learning through Multiple Intelligences 3 cr.

Howard Gardner’s Theory of Multiple Intelligences provides an innovative perspective on creating effective teaching/learning environments. Traditional K–12 curricula have focused disproportionately on utilizing skills related to verbal and mathematical intelligence and have neglected many of the other ways students learn. Participants will be involved in experiential activities that will broaden their understanding of Gardner’s work and guide them in developing practical applications for using this theory at all grade levels and in all content areas:

- Theories of human intelligence as applied to educational environments
- Enriching required subject areas by using strategies which utilize several intelligences
- Motivational strategies to engage the “hard-to-teach” student
- Rotating teaching techniques to apply to a variety of intelligence preferences

EDPD 555/Disability Awareness 3 cr.

This course deepens the knowledge and understanding of disabilities, and examines the social, academic, and physical considerations in school, community, and home environments. Special emphasis is made on the ways that teachers can integrate information about disabilities into the teaching of their curriculum and in managing their specific classroom environments.

- Understand basic terminology and legislation affecting the educational community.
- Examine how classified students can be included full time in the regular classroom.
- Learn how behavioral interventions can address the needs of all students in the classroom.
- Develop effective instructional strategies that work for all students.
- Resources available to students, teachers, parents, and other professionals

.EDPD 560/Brain-Based Teaching and Learning 3 cr.

This course provides classroom application strategies and techniques for translating the current research in cognitive science on teaching and learning. Beginning with how the brain processes information, the course includes the functions of the senses, working memory, long-term memory, storage and retrieval, and the development of the self concept.

- Learn when is the best time in a lesson to present new material.
- Improve processing and retention through “chunking” and rehearsal techniques.
- Understand the power and impact of transfer in the teaching/learning process.
- Learn more about left-/right brain preferences and developing higher-level thinking.

EDPD 561/The Cooperative Classroom: 3 cr.

Kagan’s Instructional Practices

Learn the theory and research of cooperative learning and the approach developed by Dr. Spencer Kagan. The course guides participants in the acquisition of a wide range of practical instructional methods called Co-op Structures, and provides them with a theoretical framework that helps teachers decide which structures to use at different points in the instructional cycle. If instructional strategies are thought of as tools in the toolbox of a teacher, this course is designed to put more tools in each teacher’s toolbox, and to instruct them on the best instructional practices with each tool.

- Intensify motivation to learn.
- Deepen thinking skills.
- Decrease time lost to classroom management.
- Improve acceptance of mainstreamed students.

EDPD 562/Using Portfolios for Instruction and Assessment 1 cr.

Using portfolios in the classroom expands opportunities for teachers to develop thoughtful, more meaningful approaches to instruction and assessment in all subject areas and learning levels. By examining some of the purposes, practices, and protocols of portfolio use, this course provides teachers with an understanding of how to meet the challenges of implementing a system of portfolio assessment appropriate for them. Through involvement in activities that model the basic concepts of portfolio assessment, participants will develop strategies to enhance, document, and assess student learning in their own classrooms.

EDPD 565/Cooperative Discipline 3 cr.

This classroom management program shifts the discipline paradigm from controlling student behavior through rewards and punishment to managing and motivating students by building self-esteem and helping all students make better choices. The goal is student growth—academically, socially, and psychologically.

- Learn more than 50 strategies to use the moment misbehavior occurs.
- Increase student achievement.
- Develop a classroom climate and school culture based on caring, clear limits, consistency, and respect.
- Motivate apathetic, reluctant learners and potential dropouts.
- Build a foundation for the prevention of violence.

- Improve home, school, and community collaboration.
- Promote character education and the development of positive assets of students.

EDPD 566/Teaching Writing and Thinking 3 cr.

Across the Curriculum

Based on the theme “Writing to Learn and Learning to Write,” participants will learn how to effectively integrate cooperative learning with the teaching of writing as a thinking skill in all subject areas. Teachers will have hands-on experience that encourages students to be active learners and to help prepare them for assessments based on state standards and benchmarks. This course will offer its participants a systematic, developmental approach to the teaching of writing in support of thematic, interdisciplinary, or subject-specific instruction. It will draw upon a balanced literacy approach to the integration of writing in all curriculum areas.

- Writing as learning across all subject areas
- Bloom’s taxonomy as it relates to writing and learning
- Writing to communicate in many genres
- Strategies for planning, outlining, and responding to writing prompts
- Teaching writing process through editing strategies
- Using graphic organizers and frames in science, social studies, and math
- Authentic assessment in writing

EDPD 569/Stress and the Teaching and Learning Process 1 cr.

This course is designed to give participants a comprehensive, research-based view of stress as it relates to their individual lives and the teaching and learning process. The implications of stress in this context will be examined from three perspectives: stress and the learning environment, stress and the student, and stress and the educator.

EDPD 570/Differentiated Instruction 3 cr.

The focus of this course is to provide a framework to design effective instruction for all students using differentiated instruction (DI). Participants will investigate the theoretical background, rationale, and principles of differentiated instruction and translate them to their classroom settings. Course instruction will include modeling of DI principles and strategies.

- Describe, discuss, and analyze the characteristics of a differentiated classroom.
- Identify, design, and implement teaching practices that can be used to differentiate instruction, including: tiered assignments, flexible grouping, compacting, complex thinking, problem solving, individual contracts, and interest groups.
- Design differentiated learning activities based on the learning needs of students.
- Know and understand the characteristics of a positive classroom learning environment.

Teacher Assessment Training

In partnership with Educational Testing Service and The National Board of Professional Teaching Standards, The College of New Jersey will award up to 6 graduate credits for completion of the special workshop course:

EDFN 597/Teacher Assessment Training: National Board of Professional Teaching Standards 2–6 cr.

Students who have completed this special workshop course will be given a Graduate Special Workshop Course Enrollment Form. In order to earn graduate credit from The College of New Jersey, students must completely fill out that form and submit it to the Office of Graduate Studies at the College, along with the corresponding payment, by the deadline

indicated on the form. Graduate Special Workshop Course Enrollment Forms are available in the Office of Graduate Studies.

These credits are not intended for use as elective credits in the college’s graduate programs.