

Professional Development

Regional Training Center: Professional Development for Teachers

The School of Education at The College of New Jersey has 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 Educational Leadership—Instruction (see RTCM in the School of Education section of this bulletin). 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 program 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. A sample of RTC course work is listed below. For a full listing of courses available and to register for these courses please contact:

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

Courses Available through the Regional Training Center

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:

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

This course provides a three-dimensional model for understanding why certain students act irresponsibly inside and outside the classroom. It involves an intrapersonal approach that focuses on students' internal dialogue, and helps them resolve their inner conflicts, develop more productive self-talk and become more responsible and self-disciplined.

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. Topics include the thoughtful and respectful classroom, specific thinking skills and processes, questioning frameworks and methods, metacognition and reflection, graphic organizers, and 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 Essential Skills into 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.

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 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.

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. Participants will be involved in experiential activities which 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 that utilize several intelligences
- Motivational strategies to engage the "hard-to-teach" student
- Rotating teaching techniques to appeal to a variety of intelligence preferences

EDPD 550/Dealing with AD/HD-Type Behavior in the Classroom 3 cr.

Regular classroom teachers must deal every day with students who are inattentive, impulsive, disorganized and/or distracted. This is AD/HD-type behavior, whether or not the students are so classified. The course provides teachers with comprehensive brain researched understanding of these behaviors, and provides ideas and strategies to stop these behaviors from interfering with school achievement.

EDPD 555/Skills and Strategies for Inclusion and Disability Awareness 3 cr.

Students will gain a deeper understanding of disabilities, and examine 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 the management of their specific classroom environments.

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

Students will learn how the brain processes information, the functions of the senses, working memory, long-term memory, storage and retrieval, and the development of the self-concept.

- Learn when to present new material.
- Improve processing and retention through various techniques.
- Understand the power of transfer in the teaching/learning process.
- Learn more about left-/right-brain preferences and developing higher-level thinking.

**EDPD 561/The Cooperative Classroom:
Kagan's Instructional Practices** 3 cr.

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.

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

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. As part of the course students will learn over 50 strategies to use the moment misbehavior occurs and increase student achievement.

**EDPD 566/Teaching Writing and Thinking
Across the Curriculum** 3 cr.

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
- Performing authentic assessment in writing

EDPD 570/Differentiated Instruction 3 cr.

The focus of this course is to provide a framework for designing 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.

Teacher Assessment Training

In partnership with the Educational Testing Service and The National Board of Professional Teaching Standards, The College of New Jersey will award up to six graduate credits for completion of the following 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.