

# 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). 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](http://www.tcnj.edu/~graduate/regional.html) for information on transfer and use of previous course work, as well as information research and other instructional courses. 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](http://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:

- 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 of clearly articulating criteria and standards for fair and valid assessment.

### 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 for linking 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 for thoughtfully engaging students in meaningful learning experiences.
- Develop assessment strategies that correlate with the Dimensions of Learning framework.

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

This course allows teachers to explore and identify sources of irresponsible student 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, as well as through 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 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 in which 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:

- Applying theories of human intelligence to educational environments
- Enriching required subject areas by using strategies that utilize several intelligences
- Developing motivational strategies for engaging the "hard-to-teach" student
- Rotating teaching techniques to appeal 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 the management of 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.
- Learn about the 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 covers 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: 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. 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 him or her on the best instructional practices for use 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 for enhancing, documenting, and assessing 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 at 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 students' positive assets.

#### **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 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 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.

- 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 the 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 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.