

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 EDAD_MED05 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 <http://graduate.pages.tcnj.edu/academic-programs/regional-training-center/> 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.the RTC.net

A Sampling of Courses Available through the Regional Training Center

EDIN 536/Universal Design for Learning: Reaching All Learners in the Digital Age 3 cr.

This course will provide practical, hands-on, digital-age solutions to reach and teach all learners. Universal Design for Learning (UDL) is a framework to help educators meet the challenge of teaching diverse learners in 21st century. UDL provides a blueprint for creating flexible goals, methods, materials, and assessments that enable students with diverse needs and learning styles to succeed in an inclusive, standards-based, digital classroom. A laptop computer with WiFi capability is required to participate in this course.

EDIN 542/Assessment Techniques: Assessing 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.

EDIN 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.

EDIN 545/Encouraging Skillful, Critical and Creative Thinking 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.

EDIN 546/The Culturally Distinctive 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.

EDIN 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.

EDIN 552/From Challenge to Success: ADHD, LD and the Spectrum!

Today's classrooms include a spectrum of learners who have different levels of attention, learning, communication, and behaviors. This course is designed to offer educators a spectrum of instructional strategies. Learn how to apply research-based educational strategies to advance the knowledge and skills of your students with exceptionalities. This includes, but is not limited to students with ADHD, autism, intellectual, learning, sensory, and emotional differences. Tap into your students' strengths with appropriate interventions and curriculum practices.

EDIN 553/The Kinesthetic Classroom: Teaching and Learning through Movement 3 cr.

Enliven your K–12 classroom and content through the use of dynamic movement and kinesthetic activity. Participants will explore the connection between movement and the brain. Topics will include implicit learning, why movement enhances the learning process, class cohesion activities, attaching kinesthetic activities to content, brain breaks, energizers and movement-oriented content games. By using movement, academic standards can be met, test scores can be improved and important life skills can be developed. This course involves optional physical activities.

EDIN 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.

**EDIN 556/Motivation: The Art and Science
of Inspiring Classroom Success****3 cr.**

Research has shown that a traditional reward-punishment model does little to promote student achievement; however, concrete researched-based ways to motivate students do exist. The qualities of motivation as it applies to the teaching and learning process will be examined and experienced in diverse ways: the human needs that bond teachers and students; the driving force behind all human behavior; inspiration and peak performance for both teachers and students on a daily basis; energizing classroom strategies that make a meaningful difference; and motivational frameworks that encourage change and achievement.

EDIN 558/The Gendered Brain**3 cr.**

Participants will examine the current research on the developmental, functional, and structural similarities and differences in the male and female brains. They will research and discuss the effects of gender differences and how to provide educational equality enhancing each student's personal worth and meaning. This course will expose educators to a variety of gender-specific activities that will further enhance their teaching styles and techniques.

EDIN 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.

EDIN 561/The Cooperative Classroom**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.

EDIN 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.

**EDIN 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.

EDIN 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.