

## CREATIVE TEACHER EDUCATION INSTITUTE

### **Creative Teacher Education Institute**

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### **Creative Teacher Education Institute Course Catalog**

#### **NYSED Approved CTLE Sponsor 3231**

Course dates are on an annual rotating basis and may be subject to change

PEDC 9001 25 Students, 25 Lessons? Is this the case? Differentiated Instruction for Today's Diverse Learner  
3 Graduate Level or In-service Credits/ 45 hours Instructor: Melissa Stone July 1-30, October 1-30, March 1-30  
University of the Pacific

All of our students are different, it is obvious, everyone learns differently. Educators cannot expect a one size fits all approach to learning. This course teaches practical solutions to a frustrating problem, how can I provide the best instruction to all of my students? Straightforward strategies can be used to enhance your everyday instruction and create meaningful experiences for all of your learners. Teachers will learn concrete ways to identify learning styles and strategies to adapt lessons that meet the different types of learners, according to grouping patterns for instruction. Different types of grouping create an environment conducive for successful lesson differentiating, station learning, rubrics and grading policies. It is important for all areas of instruction meet the needs of your diverse student population such as ELA, Social Studies, Math, Science, LOTE, ESL, Special Education, the Arts, and Physical Education, N-12 are appropriate for this course. Common Core State Standard initiatives are addressed.

PEDC 9122 21st Century Mathematicians in the K-12 Classroom  
3 Graduate Level or In-service Credits/ 45 hours Instructor: Sandy Catapano October 1-30, January 3-30,

Math can be a challenging subject for many students whether in the lower or upper grades. Finding ways to improve math proficiency while sustaining student interest and excitement in the classroom can be quite challenging. Through this course you will learn the framework for 21st Century learning and the changes to our approach to teaching in the areas of math. 21st century math learning encompasses creativity, innovation, critical thinking, problem solving, communication, and collaboration. Moreover, 21st century math classrooms are defined by how the learning experience is brought to life rather than programs adopted by districts. Therefore, you will learn practices that will drive students to think deeply about mathematical reasoning, problem solving and more. When students begin to learn to think deeply mathematically, they have begun to acquire powerful tools for making sense of the world. This course is appropriate for general PreK-12 teachers, math teachers, AIS teachers and special education teachers.

180 Wired and Unwired Ideas  
3 In-service Credits Instructor: Vincenzo La Ruina July 1-30, November 1-30, February 1-28

Whether you are a new or experienced K-12 teacher, you will find an abundance of new ideas throughout this course. The ideas will save you time and money. Read all ideas at once, or read several daily. Use some or all of the

innovative 180 Wired and Unwired Ideas in your classroom, with the purpose of becoming a more effective, creative, organized, efficient, and tech-savvy teacher. All ideas are pragmatic and easily implemented. Classroom design, organization, routines, behavior, grading, homework, reading, writing, math, science, social studies, technology, and award-winning websites are all covered. You will even learn how to receive free money for class projects and possibly travel during the school year (and get paid for it) through the Department of Education and NOAA. Above all, use the ideas to make school an exciting and inviting place for your students. This course is appropriate for K-12 teachers in all major subject areas, including art and technology. Common Core State Standards are addressed.

PEDC 9065 The 411 on Response to Intervention

3 Graduate Level or In-service Credits/ 45 hours Instructor: Melissa Stone April 1-29, August 1-30, October 1-30  
University of the Pacific

Response to Intervention (RTI) is a tiered model for early intervention in response to the Individuals with Disabilities Education Improvement Act of 2004. Teachers in the general education classroom are now given the responsibility of delivering the early intervention services. Along with teaching the regular curriculum, teachers must also take technically adequate assessments, target weak student groups, choose and implement scientific peer based interventions, re-assess and progress monitor data to drive further instruction, inform their students' parents as well as the schools RTI team. Through this course, students will research different models of RTI. Students will learn about progress monitoring and bench-marking to see how these tools can help drive instruction as well as create meaningful interventions. After taking this class, students will come away with their own views about monitoring systems, the tiers of RTI, and the overall effects of RTI on our students. As 2012 nears, and NYS mandates every school to have a Response to Intervention program in place this course is appropriate for anyone working in the education system including, but not limited to, classroom teachers n-12, ELA, Social Studies, Math, Science, LOTE, ESL, Special Education, the Arts, and Physical Education. Common Core State Standards are addressed.

PEDC 9107 A Look At Our Nation's Obesity Epidemic

3 Graduate Level or In-service Credits Credits/ 45 Hours Instructor Michelle Rosenoff March 1-30,  
July 1-30, September 1-29

For the first time in our Nation's history children being born today may not live as long as their parents! With 2/3 of the American Population obese something needs to change. This course will examine why we as a country are so overweight and obese. Solid research indicates a direct correlation between the foods we eat, being overweight/obese and disease! This course will focus on all ages levels K-12, with the importance being stressed at the younger age groups to help prevent obesity BEFORE it happens. Teachers K-12 will be able to make conscious, healthier choices for their students and their classrooms. This class would be appropriate for all educators K-12, ELA, Social Studies, Math, Science, LOTE, ESL, Special Education, the Arts, Physical Education, Guidance Counselors and Social Workers.

PEDC 9002 A+ Online Tools for Every Learner: Educators Information Network

3 Graduate Level or In-service Credits/ 45 hours Instructor: Shannon Mersand September 1-29, October 1-30, March 1-30, July 1-30,  
University of the Pacific

This is a must see course for every educator! Would you like to benefit your instruction to fit the needs of the new CCSS 21st Century demands in technology and information integration to create lasting relevant academic connections for every learner in your classroom? If the answer is yes, this is the course for you! Networking is an essential part of Professional Development that all teachers need to keep current their teaching career. This course will teach any educator to set up their own Professional Learning Network to make collecting important information fun and easy. These networks send you information on subjects you are interested in, such as RSS Readers, which is similar to a customized personal newspaper. Another Web 2.0 tool in your Network is social bookmarking. Diigo, an example, is where you can receive bookmarks from other teachers that relate to what you are teaching. The course is divided into three portions. 1-Connecting (acquiring information by having information sent to you) programs used are: RSS Readers, Informative Blogs, iTunesU, Open Courseware, Delicious, Diigo, Symbaloo, assorted Search Engines, Google Forms/Survey Monkey, and assorted Newspapers and Museums. 2-Collaborating (working together on project and peer review of work) programs used are: Notaland, Google Docs, Zoho, Voicethread, TitanPad, DabbleBoard, assorted Wikis, CoSketch, Mindmeister, Stixy (Wallwisher, Lino.it) and Flockdraw. 3-Contributing (sharing your information with others through online presentation) programs used are: Slideshare, Slideboom, Present.me, Scrapblog, Museumbox, Calameo, Issuu, assorted Infographics, Vuvox, Zooburst and Storybird. These three categories are important 21st century information fluency skills. Included in the course is how to find similar

applications if these are discontinued. This class is appropriate for all educators N-12, ELA, Social Studies, Math, Science, LOTE, ESL, Special Education, the Arts, Physical Education, Guidance Counselors and Social Workers. Beginners are welcome! Common Core State Standards are addressed.

#### ABC's of Effective Mainstreaming and Inclusion

3 In-service Credits/ 45 Hours Instructor: Laurie Thode April 1-29, July 1-30, September 1-29, February 1-28

An increasing number of special education students are receiving instruction in the general education classroom, K-12 grades. This course offers definitions, information on diagnoses, observable traits and instructional/behavioral strategies to support each learner. You'll be better prepared to handle the most frustrating aspects of teaching a child with a learning difference, more prepared to maximize each student's strengths, better equipped to meet the multitude of challenges ahead and manage change in education. This class is appropriate for all educators N-12, ELA, Social Studies, Math, Science, LOTE, ESL, Special Education, the Arts, Physical Education, Guidance Counselors and Social Workers.

#### ABC's of Classroom Management and Organization

3 In-service Credits/ 45 Hours Instructor: Laurie Thode January 3-30, June 1-28, October 1-30

ABC's of Classroom Management and Organization is designed to assist all teachers regardless of how many years you've been teaching. This class will help all teachers in becoming successful in implementing a management plan that helps all children succeed in your classroom. Classroom management is a term used by teachers and educators to describe the process of ensuring that classroom lessons run smoothly despite potentially challenging events that can occur during a lesson. Many teachers find that classroom management is possibly the most difficult aspect of teaching. This class will include topics such as classroom rules, classroom rewards, bullying, classroom management strategies, seating arrangement styles, consequences, learning objectives, promoting autonomy, and more!

#### ABC's of Working Effectively with the Challenging Parent

3 In-service Credits/ 45 Hours Instructor: Laurie Thode November 1-30, March 1-30, July 1-30

Dealing with difficult parents is one of the biggest problems faced by today's educators and administrators. This course is designed to provide professionals with an in-depth exploration of strategies and techniques for developing more positive and productive relationships with the most challenging parents, and in doing so, raising students' self-esteem and increasing their academic success. Methods include building parental support and credibility, problem solving, communication scripts, understanding the different types of parenting, keeping a success journal, stress management, ways to communicate through technology, and developing positive relationships from the start. This class is suitable for anyone in the educational field.

#### PEDC 9092 Actively Engaging the Emotionally and Behaviorally Disturbed Child

3 Graduate Level or In-service Credits/ 45 hours Instructor: Melissa Stone June 1-28, August 1-30, November 1-30  
University of the Pacific

Working with students with emotional and behavioral disturbances can be extremely challenging. This course will provide teachers with the information needed to create an environment where students with emotional disabilities can engage and succeed. Teachers will come away with a background of emotional disturbances from diagnosis, to causes and various tools to use in the classroom to create successful school experiences. Some topics include developing rapport, setting rules and boundaries, identifying trigger behaviors and putting appropriate modification and accommodations in place. Teachers who take this course will learn effective planning tips, observation strategies, and differentiation ideas to implement in their classroom. This course will also focus on various behavior management ideas to put in place, and overcoming challenges that teachers may face, like creating positive home to school relationships. It is important for all areas of instruction to meet the needs of your diverse student population such as ELA, Social Studies, Math, Science, LOTE, ESL, Special Education, Guidance Counselors, the Arts, and Physical Education, N-12 are appropriate for this course. Common Core Learning Standards are addressed.

#### PEDC 9062 ADHD: In HD

Attention Deficit Hyperactivity Disorder: in High Definition

3 Graduate Level or In-service Credits/ 45 Hours Instructor: Lauren Porter May 1-30, July 1-30, October 1-30  
University of the Pacific

ADHD is a well-known disorder that is prevalent among school age children. There are different types of this disorder and though the disorder's name indicates the general symptomology, each child who is diagnosed may present differently in the classroom. In this course you will learn the detailed differences between the types of ADHD. This course is designed to fully explain and understand all elements of this disorder. Symptomology will be presented, as well as the diagnostic process and the use of pharmacological treatments. It is important for the educator to know how various types of medication are used in the treatment of this disorder and how they are metabolized in the body. Theories of etiology will be explored. Discipline and intervention plans will be discussed. This course will provide teachers with proper behavior and classroom management techniques so that instructional time may be maximized. Having a student with ADHD can be difficult and challenging. Through this course the educator will also gain some insight and strategies to offer parents who are struggling at home with such things as: projects, long term assignments as well as homework. Given the push for integrated classes and the ever-growing prevalence of this disorder, the information in this class would be appropriate for all educators K-12, ELA, Social Studies, Math, Science, LOTE, ESL, Special Education, the Arts, Physical Education, Guidance Counselors and Social Workers. Common Core Learning Standards are addressed.

#### Advanced Creative Projects for the Classroom with Adobe Photoshop

3 In-service Credits/ 45 Hours Instructor: Meredith Starr November 1-30, January 3-30, August 1-30

This course can be taken as a continuation of Creating Images in Adobe Photoshop, or can be taken by the student who has an intermediate skill-set in Photoshop. Adobe Photoshop is considered a professional tool, and it can greatly benefit teachers who prepare websites or develop other classroom materials. In Creating Images, topics were covered such as layers, selection tools, filters and introduction to composition. In this course you will combine those tools and learn about threshold layers, layer styles, adjustment layers and quick masks. You will complete and create artworks and then develop these final products into projects or valuable classroom tools. From silhouettes to logo design to DVD covers you will be amazed at how adept at Photoshop you have become as well as enriched your classroom content is. This course is appropriate for all teachers N-12, in all curriculum areas such as ELA, Social Studies, Science, Foreign Language, Math, the Arts, and Special Education. \*You will need access to Photoshop with this course, whether through an older version, the current cloud version, or a free trial. There is no prerequisite for this course.

#### PEDC 9076 SMARTBoard Advanced Studies

3 Graduate Level or In-service Credits/ 45 hours Instructor Stacey Robert Lazarus December 1-30, February 1-28  
June 1-28, August 1-30  
University of the Pacific

This is an advanced course in SMARTBoard that is meant to add on to the knowledge acquired in SMARTBoard Made Simple (a requirement for this course). Participants will learn more detailed use of all of the tools available and how to create interactive lessons and assessments. The Interactive Toolkit will be reviewed. Interactive SMARTBoard is the goal. It is important for all areas of instruction meet the needs of your diverse student population such as ELA, Social Studies, Math, Science, LOTE, ESL, Special Education, the Arts, and Physical Education, Guidance Counselors, School Psychologists, Career and Technical Educators, N-12 are appropriate for this course. Participants must have the most recent SMARTBoard software available to use. You will not need the Board! You will need a microphone. Ask your IT for the software. Common Core State Standards are addressed.

#### PEDC 9003 All About CRISS!

3 Graduate Level or In-service Credits/ 45 Hours Instructor: Jenni Slater February 1-28, June 1-28,  
August 1-30, October 1-30  
University of the Pacific

Teachers of all areas need to be ready for the huge changes which are taking place in the field of education. New strategies are emerging and more districts are expecting educators to use them in our everyday lessons. Creating Independence through Student-owned Strategies, or CRISS. Strategies, are being used in all areas of study to help students build their reading and listening comprehension skills. This course will help you become more familiar with different strategies that will lead your students to be more successful in your classroom. This course is appropriate for all areas of instruction including the Arts, ELA, Social Studies, Math, Science and Foreign Language, K - 12. Common Core State Standards are addressed.

#### PEDC 9129 All About Anxiety in School- Age Children

3 Graduate Level In-service Credits/ 45 hours Instructor Randi Miller May 1-30, July 1-30, October 1-30

This course will provide participants with an overview of various anxiety disorders with a focus on: definitions, prevalence, diagnosis, and treatment. Emphasis will be placed on recognition of the behaviors, signs and symptoms that may be observed in the classroom and what accommodations and strategies teachers may use to support their students. This course is appropriate for all educators K-12, ELA, Social Studies, Math, Science, ESL, Special Education, Art and Music, Physical Education, School Psychologists, Guidance Counselors, Social Workers, Speech/Language teachers and therapists, OT & PT's. Common Core Learning Standards are addressed.

#### All About Dyslexia

3 In-service Professional Development Units/45 hours Instructor: Melissa Stone May 1-30, July 1-30

Dyslexia is a very common reading disability that according to the Yale Center for Dyslexia, affects about 17% of school aged children. Students with dyslexia have a very hard time reading without proper intervention services. This course will provide teachers with the information needed to create an environment where students with dyslexia can succeed and demonstrate their understanding. Teachers will come away with a full understanding of dyslexia from diagnosis, treatments and various accommodations to use in the classroom to create successful school experiences. Some other topics include helpful technology, suggestions for parents and adaptations to current teaching methods used in the classroom. It is important for all areas of instruction to meet the needs of your diverse student population such as ELA, Social Studies, Math, Science, LOTE, ESL, Special Education, Guidance Counselors, the Arts, and Physical Education, N-12 are appropriate for this course. Common Core Learning Standards are addressed.

#### All About OCD: a Primer for Educators

3 Graduate Level or In-service Credits/ 45 Hours Instructor Randi Miller April 1-29, August 1-30, November 1-30

Obsessive Compulsive Disorder (OCD) affects approximately one in 200 children. That means that approximately two million children in the U.S. currently have this illness and throughout the course of your career you are likely to have children struggling with this disorder in your classroom. This course will provide participants with the opportunity to learn the difference between obsessions and compulsions, the diagnostic criteria, the tell tale signs of the disorder that may be observed in the classroom, and how to support and accommodate students who may have OCD or OCD tendencies. This course is appropriate for all educators K-12, ELA, Social Studies, Math, Science, ESL, Special Education, Art and Music, Physical Education, School Psychologists, Guidance Counselors, Social Workers, Speech/Language teachers and therapists, OT & PT's. Common Core Learning Standards are addressed.

#### Amazing Anchor Chart Ideas

3 In-service Credits/ 45 hours Instructor: Jennifer Crispo June 1-28, August 1-30

Would you like to learn fun, creative, and meaningful ways to create a student-centered classroom full of "go to" strategies and resources? If you answered yes, this is the perfect class for you! This class will define the purpose of anchor charts in the classroom and a multitude of ways that educators can utilize these excellent teaching and learning tools. Educators will have the opportunity to research, create, and view a variety of anchor charts. In addition, participants will learn how students can utilize anchor charts as interactive classroom activities, as strategy guides, during Common Core protocol activities, for classroom procedures, and as a digital resource. By the completion of this class, each participant will have learned and implemented dozens of new resources to immediately use in their classroom.

#### Amazing Author Studies

3 Graduate Level or In-service Credits/ 45 hours Instructor: Katie Griffin-Strahm May 1-30, August 1-30, November 1-30

Author studies are proven to be an effective means through which students can learn about various literary elements to tie to the Common Core State Standards. Students become familiar with writing styles, characters, and author's themes as well as gain the ability to make personal connections to the author, text, and characters. Participants will analyze author studies and determine the importance of using them as teaching tools in the classroom. Participants

will also create an author study that will help students to develop reading skills, build critical thinking skills, improve writing skills, and create a deeper attachment to books.

#### American History via Comics

3 In-Service Credits / 45 Hours Instructor: Vincenzo La Ruina August 1-30, November 1-30, January 3-30

Are you looking for fun and motivating ways to teach your students American History? Students will use American History comic books to teach American history. You will also learn how to create an audio podcast that can be posted online for free. Students will develop and implement ten lesson plans for using American history comic books (the purchase of American History Comic Books is required for this class, available at [www.amazon.com](http://www.amazon.com) for \$9.59 or from [www.scholastic.com](http://www.scholastic.com) for \$9.00.

American History Via Comics – Addressing the CCSS

#### PEDC 9004 Analyzing Art Online

3 Graduate Level or In-service Credits/ 45 hours Instructor: Janice McLachlan December 1-30, May 1-30, July 1-30, September 1-29, October 1-30  
University of the Pacific

Learn how to use the Internet as your virtual tool to bring this overview Art History into your classroom. Travel the web to Museums around the world in your quest for Art appreciation. Learn about famous works of Art and notable Artists who have shaped minds and attitudes of our culture. Art History can be a fun and beautiful way to introduce a wide variety of concepts to your students. Choose from a variety of motivating projects to create interdisciplinary lessons using Art as a cornerstone for learning. This course is appropriate for all areas including the Arts, ELA, Social Studies, Math, Science, Foreign Language, N-12 teachers. Analyzing Art Online truly takes teachers into the beautiful, curious and amazing world of Art that exists at just a click of your fingertips! Common Core State Standards are addressed.

#### Answering the Question “Why?” in Science

3 In-service Credits/ 45 hours Instructor Jason Stevenson February 1-28, June 1-28, and October 1-30

Children often question the world around, asking questions such as, “Why is the sky blue?” or “Why do the leaves change colors?” just to name a few. The wonderful thing is, as children grow, they never stop questioning. However, it is also unfortunate that they often do not take the time to research the answers to their questions. This course is designed to encourage educators to research the most asked, or wondered about, questions that carry from childhood into adulthood. By researching and understanding the answers to these questions, educators can connect this information to the topics that they teach in class, making the material even more engaging and understandable, while at the same time, answering the most common questions that students have about the world in which they live. This course is recommended for PreK-12 educators.

#### PEDC 9085 Apps for Google Apps - Increasing Productivity and Creativity

3 Graduate Level or In-service Credits/ 45 hours Instructor: Shannon Mersand December 1-30, April 1-29, August 1-30  
University of the Pacific

As you become more familiar with using Google Apps, you realize that there are some things you would like to do that you just don't know how to accomplish. There are numerous Apps that you can connect to your Google Drive or Chrome Browser to increase productivity and build creative projects. This course will cover 19 apps that can easily be connected to your drive, and ways to use them with your students. This course is appropriate for Administrators, Grades K-12 classroom teachers in all subject areas, Career and Technical Subject area teachers, and School Media Specialists.

#### PEDC 9005 Are You Using Your Brain? / Brain-Based Learning Strategies for the K-12 Classroom

3 Graduate Level or In-service Credits/ 45 hours Instructor: Janice McLachlan November 1-30, April 1-29, July 1-30  
University of the Pacific

Learn how the brain functions and is structured to increase student success in the classroom on a day to day basis

for optimal learning experiences. Educators will create a positive impact through brain-based learning strategies to their individual curriculum, lesson plans, instructional methods, student emotional learning preference, and development of effective assessment techniques to help promote a healthy and more productive learning environment. Renate and Geoffrey Caine developed the Twelve Core Principles of Brain-Based Learning. This will be the focus of our research and differentiated planning techniques with many additional theories founded on these ideas. Teachers will study the philosophy of Choice Theory, developed by psychiatrist William Glasser. Choice Theory conveys the idea that we seek to satisfy the following 5 basic internal needs: to love, belonging, power, freedom, fun and survival. Every brain learns differently, it is important for every educator to put these ideas to practice. This class is appropriate for all educators N-12, ELA, Social Studies, Math, Science, LOTE, ESL, Special Education, the Arts, Physical Education, Guidance Counselors and Social Workers.

Arguments, Debates, and Other Types of Classroom Discussions: Giving Your Students A Voice  
3 Graduate Level or In-service Credits/ 45 hours Instructor Valerie Hanley May 1-30, July 1-30,  
September 1-29, November 1-30,  
University of the Pacific

Today's students need to be taught ways to voice their opinions and beliefs. This course will provide teachers will numerous ways to add more conversation and discussion opportunities in their classrooms. Teachers will work on creating activities that help students learn how to construct a proper written argument and evaluate the arguments of others. Students will learn how to teach debate skills and how to find ways to add classroom debates to current units of study. Teachers will emerge from this class with a wide variety of ideas and activities that will help add the rigor and relevance demanded by the Common Core standards. This course is recommended for teachers from Pre-K to 12.

PEDC 9006 Art Explorer  
3 Graduate Level or In-service/ 45 Hours Instructor: Tracy Kozloff April 1-29, July 1-30, October 1-30,  
University of the Pacific

The Art Explorer online class is designed to take you on an adventure through several art websites. Teachers will reveal art sites that will enable them to integrate these websites, activities, and lessons into their own classes across all curriculum areas. You will also be able to teach your students how to use safe, kid friendly sites as they discover and explore the art world. This course is suitable for teachers, K-12. Common Core State Standards are addressed. This course keeps up with the NYS Common Core Standards by encouraging visual evidence in artwork, creating opinions, helping to develop and reinforce the use of universal vocabulary terms, applicable not only to visual arts but across all disciplines. Art improves academic achievement such as critical and creative thinking, test scores, and social skills. These sites allow for discussions and exercise to develop higher level thinking skills including evaluation, analysis, and problem solving. Interactive sites allow for in-depth discussions with students which build understanding and strengthen students' problem solving skills; they also develop independence as well as collaboration through visual literacy and learning.

Around the World in 180 Days  
3 In-service Credits/ 45 hours Instructor: Laura Riekert December 1-30, March 1-30, August 1-30

A trip around the world through Art, Culture, History and Technology for grades K-12. Students will discover what makes us multicultural & what makes us the same. Your students will be using the 4 NYS Standards in the Arts by making Art, using different mediums, learning about cultures and customs, and critiquing their work and others of the past and present. We will be visiting China, Japan, Egypt, Africa, Mexico, Ireland and more! Common Core State Standards are addressed.

PEDC 9007 Asking Great Questions  
3 Graduate Level or In-service Credits/ 45 hours Instructor: Janice McLachlan July 1-30, October 1-30, March 1-30  
University of the Pacific

Is questioning an art? What is a great question? How do you ask a great question? How can teachers use the power of inquiry to motivate learning? This course will provide teachers with the information to improve student's questioning skills. Teachers will learn how to ask good questions and how those questions increase student achievement outcomes. This course will help teachers create activities to improve questioning skills and promote the art of designing good questions for their individual classroom needs. The revised philosophy of Bloom's Taxonomy will be

the framework for developing essential questions for the N—12 classroom through key ideas, craft and structure. The shift in intellectual classification includes: remembering, understanding applying, analyzing evaluating and creating. The creation of various essential question models will guide and shape N-12 curriculum in every academic area. Teachers will learn how to differentiate these models to help meet the needs of their students for increased higher order thinking skills. Teachers will understand the order of thinking processes and will formulate motivating learning experiences for their students to meet diversified classroom needs. NYS and Common Core Learning Standards are addressed. This course is appropriate for all educators including Guidance Counselors, Psychologists, ELA, Math, Social Studies, Foreign Language, Science, The Arts, Physical and Special Education, N-12.

#### PEDC 9008 Assessments Made Easy

3 Graduate Level or In-service Credits/ 45 hours Instructor: Shannon Mersand November 1-30, February 1-28, August 1-30  
University of the Pacific

How do you know if the students were taught what you wanted to teach them? How do you justify a grade to the student, parent or administration? Are you teaching to the Higher Order of Thinking as taught by Bloom? This course will examine all of these questions and more! If an objective is well written and the scoring rubric matches it, it is clear what your expectations are and how a grade is determined. There are different formats of rubrics depending upon what you want to achieve. Finding existing rubrics and modifying them for your specific needs will be done in this course, as well as writing original rubrics. Bloom's Higher Order of Thinking has been modernized to include Internet applications or Web 2.0 Tools. These applications will be studied and the development of rubrics to grade assignments that use these Internet applications will be assigned. Surveys as assessments will also be examined. You can have a Google survey form grade the answers! It is important for all areas of instruction meet the needs of your diverse student population such as ELA, Social Studies, Math, Science, LOTE, ESL, Special Education, the Arts, and Physical Education, N-12 are appropriate for this course.

#### PEDC 9066 Autism: A to Z

3 Graduate Level or In-service Credits/ 45 hours Instructor: Lauren Porter November 1-30, July 1-30, March 1-30  
University of the Pacific

Autism Disorder has grown to gain national attention over the past several years and yet the understanding of this developmental disorder is truly limited. Did you know there are FIVE diagnosable types of this disorder? In this course you will learn the detailed differences between the types of Autism and the criteria for each. The course is designed to fully explain and understand all elements of this developmental disorder. The need for all teachers to have a complete understanding of the disorder is needed now more than ever, especially as NCLB and NYS promote the growing push for our special education population to be integrated among their typically developing peers, Symptomology will be described, as well as the diagnostic process. Theories of etiology will be explored. Classroom strategies for having students with this disability or classification in the general education environment will be covered. The students of this course will learn practical classroom modifications and strategies for working with some of these students so that the student may have access to the general education curriculum on a daily basis. Having a developmental disability has huge implications for the child; however, the implications also extend to the child's family. Educators need to be prepared to assist the siblings' emotional and educational needs as well, and understand what parental concerns may surface. Discussions of noted stressors and strategies for all educators are reviewed. Given the push for integrated classes the information in this class would be appropriate for all educators N-12, ELA, Social Studies, Math, Science, LOTE, ESL, Special Education, the Arts, Physical Education, Guidance Counselors and Social Workers. Common Core Learning Standards are addressed.

#### Awesome Beautiful New York!

3 In-service Credits/ 45 hours Instructor: Katie Kleinpeter April 1-29, July 1-30, October 1-30

Do you love to live and work in New York State? Do you want to get your students to discover the area where they live? This course is designed to get you, your students and their parents excited about this unique and diverse area. You will use the Internet as a basis for exploring the wealth of activities and places that make up New York culture. Discover websites to share in your classroom to get kids of all ages enthusiastic about historical and natural attractions in their local area and throughout the island. Learn how to plan interdisciplinary lessons, virtual field trips and scavenger hunts to teach a multitude of subjects, themes and concepts. This course is suitable for all K-12 teachers. Common Core State Standards are addressed.



#### PEDC 9104 Backwards by Design: Meeting Student Learning Objectives

3 Graduate Level or In-service Credits/ 45 hours Instructor: Janice McLachlan August 1-30, November 1-30, January 3-30, February 1-28  
University of the Pacific

Learn how to increase student understanding and classroom achievement by integrating a backwards by design approach to your instructional planning and facilitation to meet Student Learning Objectives and Common Core Standards. The work of Wiggins and McThighe, "Understanding by Design," will be the focus of the course. This backwards instructional framework, supported by the Association for Supervision and Curriculum Development ("ASCD"), begins at the end, with three major stages: first; educators will learn to identify desired results, second; educators will determine proper evidence and assessment strategies to support the desired results and third; educators will design classroom experiences that will help to make these results occur to meet Student Learning Objectives and competency levels. A backwards design model will train educators to design their curriculum and instruction to look at the "big picture." Educators will create various assessments, activities and performance tasks to promote enduring student understanding through inquiry-based learning techniques and the craft of questioning. Learn how to create motivating and relevant learning experiences for your students to meet individual student education goals and the Common Core Standards by determining what constitutes acceptable student outcomes and evidence of content mastery to take back to the classroom. Educators will explore how to integrate technology into this process. This course is appropriate for all educators to engage students by using the backwards design model including Guidance Counselors, Psychologists, Social Workers, ELA, Math, Social Studies, Foreign Language, Science, The Arts, Physical and Special Educators, N-12.

#### Be the Spark!: Using Passion Projects to Inspire Students

3 In-service Credits/ 45 Hours Instructor Valerie Hanley November 1-30, January 3-30, August 1-30

Are you looking for ideas on how to make learning more engaging and effective in your classroom? This class will show you how inquiry-based projects and activities can transform your classroom into an exciting place of inspiration and learning for all. You will learn how to use passion projects to motivate and educate your students. Passion projects require students to research, create, and present their ideas and inventions. Once you start your students on this path of exploration, research, and invention, you will find it impossible to stop them from wanting to learn and do more. Upon completion of this course, you will have lesson plans, presentations, and ideas on how to make inquiry-based learning and passion projects work for you and your students. This course is suitable for teachers PreK-12.

#### PEDC 9091 Beating Test Anxiety: Teaching Strategies to Help Students Become Better Test Takers

3 Graduate Level or In-service Credits/ 45 Hours Instructor Valerie Hanley October 1-30, January 3-30, August 1-30  
University of the Pacific

Test anxiety is a very real problem for students and teachers. This course will help teachers prepare materials and lessons that will help students become better test takers. Teachers will learn how to create activities that target specific test-taking skills for their respective grade levels and for any test. A wide variety of strategies and resources will be shared in this course for teachers of any grade level. Teachers will learn how to incorporate sound test-taking practices into their daily lessons. This will allow a shift to take place in the classroom- from practicing for the test to teaching students to be successful in any testing situation. Stop fearing state-mandated test scores, and start empowering your students to be superb test takers. Suitable for teachers PreK-12.

#### Best Apps for Boosting Your Educational Social Media

3 In-service Credits/ 45 Hours Instructor: Meredith Starr August 1-29, or September 1-29

Tablets and iPhones are a game changer for education. In a research study led by UAB researcher Pere Marques, 87% of teachers say that using digital tablets or smartphones for classroom learning activities improves understanding of information, digital skills, creativity, independent learning and increase motivation to learn in the classroom. In the Socially Networked Classroom course you learn how to expand your classroom beyond its walls and into a student's life through social networking media. This course can be taken as a companion course, a follow up course or just independently by the teacher already comfortable with social media. Learn to enhance your social media content with apps such as Vine, Brushes, Tadaa, and build substance through such apps such as Kahn Academy. In addition, you will discover tools and articles to support the apps you already use, and develop a confidence in how to create your own learning network. Faculty are sophisticated consumers of social media, this course will help you become a producer. This course is appropriate for all teachers N-12, in all curriculum areas such

as ELA, Social Studies, Science, Foreign Language, Math, the Arts, and Special Education, Guidance Counselors, School Psychologists and Social Workers . Beginners are welcome. There is no prerequisite for this course.

#### Beyond Book Reports

3 In-service Credits/ 45 hours Instructor: Brigit DiPrimo December 1-30, January 3-30, August 1-30

Are you and your students tired of the same old book reports or book projects? This course will allow you to explore various exciting alternatives to the "traditional" book report. Motivate your students to enjoy reading by creating out of the box book report projects that will integrate ELA and technology into your lesson plans. Participants will create a variety of teaching materials to be used successfully in their own classroom. Help your students meet new Common Core Standards by creating meaningful resources that your students will remember and enjoy. This course is suitable for all teachers at any grade level or subject area.

#### Blended Learning for Educators

3 Graduate Level or In-service Credits/ 45 hours Instructor J. McLachlan November 1-30, March 1-30, July 1-30, August 1-30  
University of the Pacific

Blended learning is revolutionizing education. It is our responsibility as educational professionals to embrace these ideas and find the most effective ways to drive instructional methods for the best learning opportunities we can provide for our students. Blended Learning for Educators will help you combine face to face instruction with mediated methods of technology to increase student motivation and success in the classroom. The goal of a blended approach is to bring together the best aspects of both face to face and online instruction. Classroom time can be used to engage students in advanced interactive experiences tailored to your educational needs. Educators will learn how to use a wide variety of digital and online tools to promote self and shared knowledge through the combination of the physical and virtual classroom. Teachers will create a learning plan for the best practice and most appropriate blended learning environment to meet the needs of their individual student learner outcomes. The perfect blend will be up to you. Presentation tools, learning management systems, communication platforms, online grading and planning tools along with a wide variety of web ideas for content integration to meet the Common Core State Standards will be the focus of this course. This class is appropriate for all educators N-12, ELA, Social Studies, Math, Science, LOTE, ESL, Special Education, the Arts, Physical Education, Guidance Counselors and Social Workers.

#### PEDC 9009 Blogging for Educators

3 Graduate Level or In-service Credits/ 45 hours Instructor: Stacey Robert Lazarus April 1-29, July 1-30, October 1-30  
University of the Pacific

Communication is important not only between teachers and students, but between all participants in the child's education. Blogging is the Internet's way to communicate efficiently. Share information and ideas! Different blogging applications will be studied. Participants will choose one format and develop a blog: a means of communicating. Blogs can be set up for either one or two way communication, used for instruction, notification, and even assessments. These aspects and more will be studied and practiced. Make your blog exiting to read with the insertion of videos, audio, images and even widgets-those blocks of information found on the edges of the page! In addition to creating different styles of blogs, participants will also find important blogs to follow to improve their knowledge in their field of choice. It is important for all areas of instruction meet the needs of your diverse student population such as ELA, Social Studies, Math, Science, LOTE, ESL, Special Education, the Arts, and Physical Education, N-12 are appropriate for this course. Common Core State standards are addressed.

#### Building Tolerance While Having Fun in the Multicultural Classroom

3 In-service Credits/ 45 Hours Instructor: Angela D'Amico July 1-30, September 1-29, March 1-30

Building Tolerance While Having Fun in the Multicultural Classroom is an online course that is designed to help teachers build tolerance in the multicultural classroom through fun self-discovery projects. Students will have the opportunity to learn about customs and traditions from their own cultural heritage as well as those from other cultures. The intrinsically motivating assignments will keep students on task and eager to learn while promoting conversation amongst cooperative learning groups. Students will integrate technology, reading, writing, art, and speaking into all aspects of the curriculum. Teach your students how to explore their cultural background and discover where some of their family traditions stem from. By the end of the project, students will have a family keepsake to treasure and a new

found respect for other cultures and traditions. This course is appropriate for all areas of instruction including the Arts, ELA, Social Studies, Science and Foreign Language, N-12. CCSS is addressed.

#### Building Positive Relationships with English-Language Learners

3 In-service Credits/ 45 hours Instructor Sandy Catapano April 1-29, September 1-29, July 1-30

The foundation of any successful classroom begins with positive and trusting relationships between a teacher and his/her students particularly one that includes English-Language Learners. In order to connect students to new learning, teachers must learn about their students' backgrounds and experiences. To maintain and build positive relationships, teachers need to know what their students are interested in and what their goals are. By setting the right tone, teachers can make better decisions about the curriculum, classroom management, instructional strategies and more. The National Center for Educational Statistics says, "The percentage of public school students in the United States who were English Language Learners was higher in 2010-11 (10 percent or an estimated 4.7 million students) than in 2002-03 (9 percent, or an estimated 4.1 million students)." The population of English language learners in the United States continues to increase each year. English language learners can face a number of difficult situations at a young age, such as learning a different language and trying to fit into a new school. That's why a supportive and accepting teacher is so critical to their success. By creating a welcoming and language rich classroom environment, teachers can help students make transitions a lot easier. Through this course, participants will create a welcoming classroom for ELL's, create a community of learners, adapt strategies to support ELLs in the classroom, prepare ELL's for academic success and more. This course is open to N-12 classroom teachers, reading teachers, ELL teachers, support staff, and special education teachers.

#### Bullying: Everyone's Problem

3 In-service Credits/ 45 hours Instructor: Angela D'Amico May 2016, August 1-30, 2016, November 1-30, 2015

The bullying of children within our schools is a growing concern to teachers, administrators, and parents. Instances of bullying are reaching epidemic numbers and as of late, one can hardly turn on the evening news without seeing stories of the tragic and often fatal results of bullying. No age group is "safe" with instances of bullying being reported as early as kindergarten. As teachers, we cannot turn a "blind eye" or take the stand that "kids will be kids." We must take a Zero Tolerance approach to bullying and do our part to keep our students safe. This course is designed to help teachers understand the facts about bullying through internet research. You will become familiar with the various types of bullying, the effects bullying has on the victims, gain ideas and valuable resources to help you in your fight against bullying, and learn creative projects which will help build empathy in your students. This course is appropriate for all areas of instruction including the Arts, ELA, Social Studies, Science and Foreign Language, N-12.

#### PEDC 9086 BYOD - Mobile Learning in the Classroom

3 Graduate Level or In-Service Credits / 45 hours Instructor: Shannon Mersand October 1-30, January 3-30, August 1-30  
University of the Pacific

As technology budgets tighten, school districts are increasingly adopting a Bring Your Own Device Model, which allows students and teachers alike to bring their own technology into the building for use in teaching and learning. Along with BYOD come obstacles and great opportunities. This course will teach you how to harness the power of BYOD to increase technology use in the classroom at little or no cost to the district, as well as address concerns and challenges. This course is appropriate for Administrators, Grades K-12 classroom teachers in all subject areas (including special areas), Career and Technical Subject area teachers, and School Media Specialists.

#### Captivating Students with Literature

3 In-service Credits/ 45 Hours Instructor: Jenni Slater December 1-30, March 1-30, July 1-30

Literacy has become more important than ever, especially with the Common Core Standards. So how can we use literature in ways that interests all of our students? Take this course and find out! You will learn how to incorporate a variety of literary genres into your lessons and will focus on how to relate the material to your students. Together, we will practice activities which are geared towards the different genres and will create a variety of lessons which you can use with your students. You will be asked to turn in assignments which combine lesson plans, power point presentations and reflective essays. If you are an educator of grades K-12 in the areas of ELA, Art, Social Studies, Math, Science, Foreign Language or ESL, this course will help you to better understand and incorporate the different

genres of literature in your class. NYS Standards, student's assessments, goals and outcomes, CCSS will be addressed.

#### Character Education in the Classroom

3 Graduate Level or In-service Credits/ 45 hours Instructor: Katie Griffin-Strahm December 1-30, June 1-28, August 1-30 University of the Pacific

This course will help participants develop and enhance the ability to create a classroom that promotes the moral and ethical development of its students. Each participant will identify the character traits that are important in his/her classroom and will develop lessons through which these traits can be developed. This course will function around the needs of the participants in connecting lessons through literature. Teachers will create and share lessons that will be analyzed and critiqued to determine the value of promoting character education in the classroom. Common Core State Standards are addressed.

#### PEDC 9109 Character Education & the LGBTQ Community

3 Graduate Level or In-service Credits/ 45 hours Instructor Michelle Rosenoff November 1-30, January 3-30, August 1-30

This course is a character education course focusing on why people have certain biases, with a highlight on homophobia. Strategies to promote key character education traits such as empathy, dignity, respect, patience and integrity will be discussed at length. The course will also focus on how to help a child who may be questioning their sexuality at any age level k-12. Additionally, discussion will focus on how to help a child who is being bullying because of their differences. Students will be able to bring back to their own classrooms valuable information and strategies to help foster a caring, nurturing environment.

#### PEDC 9110 Chemicals in the Classroom: Creating An Echo-Friendly & Safe Classroom for Students

3 Graduate Level or In-service Credits/ 45 Hours Instructor: Michelle Rosenoff November 1-30, January 3-30, June 1-28, August 1-30

Chemicals! Chemicals! Chemicals! Since World War II there has been approximately 80,000 new chemicals created in this country that directly impact our lives via the food we eat, the products we use and even the desks and chairs we sit in at school. This course is designed to inform educators how to make alternative choices in their classrooms, homes and community to ensure a safer and more eco-friendly world to live in. This class is appropriate for all educators K-12, ELA, Social Studies, Math, Science, LOTE, ESL, Special Education, the Arts, Physical Education, Guidance Counselors and Social Workers.

#### Children with Oppositional Defiance Disorder (ODD)

3 In-service Credits/ 45 hours Instructor: Melissa Stone November 1-30, June 1-28

Oppositional Defiance Disorder, also known as ODD, affects between 1 and 16% of school-aged children in the United States according to Johns Hopkins Medicine. A child with ODD has great difficulty with the rigor and expectations in the school setting. Throughout this course, educators will learn strategies to get through to the ODD child. Educators will understand what the disorder is, how it can manifest itself, and what types of treatments there is available to schools and families. The course will focus on delivering lessons that overcome difficult behaviors, engage learners, and create environments for our ODD students to thrive. Other objectives include learning about supportive technology and developing and implementing behavior plans. It is important for all areas of instruction to meet the needs of your diverse student population such as ELA, Social Studies, Math, Science, LOTE, ESL, Special Education, Guidance Counselors, the Arts, and Physical Education, K-12 are appropriate for this course. Common Core Learning Standards are addressed.

#### PEDC 9126 Classified 101

3 Graduate Level or In-service Credits 45 Hours Instructor Melissa Grucci June 1-28, August 1-30, November 1-30, December 1-30

If a student is classified with a disorder, do we really know what it means? Do we know what it looks like? Do we really know how we need to differentiate our instruction for each child? This class will take an in depth look at the 13

classifications under IDEA for special education. It will enable teachers of both general education and special education to more confidently understand each classification and will allow teachers to strengthen their classroom management strategies for students that may be emotionally disabled, on the spectrum, or have physical impairments. The goal is to more fully understand each classification on a more informational level and how they may present themselves in a classroom. This class will enable educators and parents of all levels to feel more confident in implementing behavior strategies for students that have disabilities. NYS and Common Core Learning Standards are addressed. This course is appropriate for all educators including Guidance Counselors, Psychologists, ELA, Math, Social Studies, Foreign Language, Science, The Arts, Physical and Special Education, N-12.

#### PEDC 9010 Co Teaching- Partnerships that Work

3 Graduate Level or In-service Credits/ 45 hours Instructor: Melissa Nill-Stone November 1-30, February 1-28, July 1-30  
University of the Pacific

Educators are facing high pressure to ensure that all students, regardless of ability, achieve high standards. Co-teaching focuses on meaningful shared instruction from two professionals, in one classroom setting made up of various ability levels. This course will provide teachers with the information to build and implement a successful co-teaching model in their classrooms. Topics that will be discussed include the definition of co-teaching as well as exploring six different models, including: one teach one observe, one teach one assist, parallel teaching, station teaching, alternative teaching, and team teaching. Teachers who take this course will learn effective planning tips, evaluating strategies, and differentiation ideas to implement in their classroom. This course will also focus on various teaching styles, behavior management ideas to put in place, and overcoming challenges that teachers may face.

#### Common Core- Guiding Students to Become Self-Directed Learners

3 In-service Credits/ 45 hours Instructor Laurie Thode May 1-30, July 1-30, September 1-29

As your classroom changes, so does your role as a teacher. The purpose of the Common Core in the subjects of Mathematics, English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects standards is to ensure that students are college and career ready no later than the end of high school. We need to achieve a greater focus and coherence in the curriculum. With the knowledge of this course, you may find yourself acting more as a coach and facilitator as your students become more active in their own learning. In this course, you will explore how to foster and encourage self-direction in your students and create a learning environment that encourages collaboration and creativity. Learn how you can help your students manage, monitor, and modify their own learning, and inspire them to develop the self-discipline and thinking skills they need to thrive in and outside of the classroom.

#### PEDC 9012 Common Core: When to Use Technology

3 Graduate Level or In-service Credits/ 45 Hours Instructor Stacey Robert Lazarus December 1-30, May 1-30, August 1-30  
University of the Pacific

Common Core requires the use of technology in many of its sections. This is an important addition to any Common Core training you may already have. Everyone will benefit from this course because you will see not only where technology needs to be used in satisfying the Common Core, but what applications you can use to be successful! You will see the key words used in the Common Core that direct you to use technology and will have an opportunity to explore the different methods suggested through completion of 10 activities. This course will help you get familiar with when technology is necessary to successfully complete the Common Core requirements. This class is appropriate for all educators N-12, ELA, Social Studies, Math, Science, LOTE, ESL, Special Education, the Arts, Physical Education, Guidance Counselors and Social Workers. Beginners are welcome!

#### PEDC 9069 Communication Skills in Today's World

3 Graduate Level or In-service Credits/ 45 Hours Instructor: Stacey Robert Lazarus December 1-30, June 1-28, August 1-30  
University of the Pacific

Communication is very important in our day to day life and in our profession. The "simple" written or spoken word is not that simple now that the Internet is available. This course will examine what goes into communication and

different web based applications that can be used to effectively transmit our message to any audience. Nonverbal cues, cultural differences, audio messages, video, and even avatars will be examined in this course on how to send the right message to your audience. Participants will be required to create an AUDIO and a VIDEO assignment using equipment of their choice (camera, webcam, cell phone, etc.). It is important for all areas of instruction meet the needs of your diverse student population such as ELA, Social Studies, Math, Science, LOTE, ESL, Special Education, the Arts, and Physical Education, Guidance Counselors, School Psychologists, Career and Technical Educators, N-12 are appropriate for this course. Common Core State Standards are addressed.

PEDC 9081 The Comprehension Connection: Strategies to Teach Reading and Listening Comprehension Skills in the Classroom  
(K-12, Special Education) in the Age of the Common Core  
3 Graduate Level or In-service Credits/ 45 Hours Instructor: Alissa Rosenberg May 1-30, July 1-30, October 1-30  
University of the Pacific

Comprehension is the understanding of the meaning of written and oral language. Comprehension involves constructing meaning from traditional sources such as books, papers, magazines, from listening to others read or speak aloud and from reading text and other media sources that have become so popular today. Comprehension is based on a reader's prior knowledge, information presented and the use of context. This course will give direct strategies that can be used in the classroom to help improve a student's reading and listening comprehension skills. This class is appropriate for teacher's k-12, Special Education, Speech Therapists. Common Core State Standards are addressed.

Counting on Independent Learning Through Math Work Stations  
3 In-service Credits/ 45 hours Instructor Sandy Catapano February 1-28, July 1-30

It is becoming more evident that mathematics knowledge is a critical component of success in the jobs of the future. As educators we need to rework math by teaching strategies to ensure that students develop these skills early on. We can start by creating a math positive culture that promotes collaboration and creative thinking to help students develop the 21st century math skills they will need to be successful in the future. In this course you will learn effective strategies that will help you create a math positive culture by helping your students build their critical thinking and problem solving skills in a safe and collaborative setting. This course is appropriate for all teachers N-12, in all curriculum areas such as Math, Social Studies, Science, ELA, Foreign Language, the Arts, and Special Education.

Crash! Bam! Boom! Teaching Science, Math, Writing, and More Using Superheroes  
3 In-service Credits/ 45 hours Instructor: Valerie Hanley May 1-30, July 1-30, October 1-30

Ask anyone...superheroes are AWESOME! This course will give you the opportunity to create lessons and activities around the concept of superheroes. The lessons and activities you design will be educational, exciting, and fun for all. You can tailor the assignments you complete to your area of expertise in the classroom. You will emerge from this course with an a wide variety of activities, lessons, and ideas to use in your classroom. Time to don a cape and be a hero for your students!

Creating Text Dependent Questions: It's All About Depending on the Text!  
3 In-service Credits/ 45 hours Instructor Sandy Catapano May 1-30, July 1-30, November 1-30

Text dependent questions are questions that can be answered by explicitly digging deeply into the text to answer them. These types of questions do not rely on any particular background information nor do they rely on personal experiences or knowledge. Instead, students must refer back to the text to find specific detail to support their written or oral responses. Rereading specific passages enables students to investigate the text more accurately and appropriately when answering questions based on what they've read. As a means of teaching complex text, you will learn about the reading strategy called "close reading." Asking text dependent questions as part of a "close reading" routine will encourage students to go back to the text, to find details to support their answers. The Common Core State Standards require all students to read and engage with grade appropriate complex text on a regular basis. This requires new ways of working in our classrooms. This course is designed to promote understanding of how text-dependent questions support the key shifts required by the Common Core State Standards for ELA/Literacy.

### Creating a Positive Math Culture

3 In-service Credits/ 45 Hours Instructor Sandy Catapano March 1-30, June 1-28, October 1-30

Creating a Math Positive culture It is becoming more evident that mathematics knowledge is a critical component of success in the jobs of the future. As educators we need to rework math by teaching strategies to ensure that students develop these skills early on. We can start by creating a math positive culture that promotes collaboration and creative thinking to help students develop the 21st century math skills they will need to be successful in the future. In this course you will learn effective strategies that will help you create a math positive culture by helping your students build their critical thinking and problem solving skills in a safe and collaborative setting. This course is appropriate for all teachers N-12, in all curriculum areas such as Math, Social Studies, Science, ELA, Foreign Language, the Arts, and Special Education.

### Creating Text Dependent Questions: It's All About Depending on the Text!

3 In-service Credits/ 45 hours Instructor Sandy Catapano May 1-30, July 1-30, November 1-30

Text dependent questions are questions that can be answered by explicitly digging deeply into the text to answer them. These types of questions do not rely on any particular background information nor do they rely on personal experiences or knowledge. Instead, students must refer back to the text to find specific detail to support their written or oral responses. Rereading specific passages enables students to investigate the text more accurately and appropriately when answering questions based on what they've read. As a means of teaching complex text, you will learn about the reading strategy called "close reading." Asking text dependent questions as part of a "close reading" routine will encourage students to go back to the text, to find details to support their answers. The Common Core State Standards require all students to read and engage with grade appropriate complex text on a regular basis. This requires new ways of working in our classrooms. This course is designed to promote understanding of how text-dependent questions support the key shifts required by the Common Core State Standards for ELA/Literacy. In addition, this course is designed to promote understanding of how text-dependent questions support the key shifts called for by the Common Core State Standards for ELA/Literacy. Incorporating high-quality text-dependent questions into instruction is a critical step for educators and their students in the shift toward reading, writing, listening and speaking grounded in textual evidence. This course is important for K-12 classroom educators, literacy educators as well as social studies and science teachers, as students need to be prepared to meet the expectations of the Common Core State Standards.

### PEDC 9014 Creating Images for Classrooms with Adobe Photoshop

3 Graduate Level or In-service Credits/ 45 hours Instructor: Meredith Starr November 1-30, February 1-28, June 1-28, July, 1-30, October 1-30

University of the Pacific PEDC 9014

Adams State University 20547 - ED 589

Adobe Photoshop is considered a professional tool, and it can greatly benefit teachers who prepare websites or develop other classroom materials. Discover its power and enjoyment to use for your educational purposes. Learn which file type is best suited for the purposes of your images, how to add text to an illustration, and how to get the most out of the software's photo editing selection tools. Discover how fun Adobe Photoshop can be, and all that it offers in creative outlets rich in visual possibilities. This course is appropriate for all teachers N-12, in all curriculum areas such as ELA, Social Studies, Science, Foreign Language, Math, the Arts, and Special Education. Beginners are welcome.

### Creating Meaningful Summer Experiences for Students

3 In-service Credits/ 45 hours Instructor V. Hanley May 1-30, July 1-30, November 1-30

Want to help your students avoid the summer 'brain drain'? Looking for ways to provide your students with meaningful and interesting summer assignments? This course will provide you with countless ideas for designing summer assignments and activities that will produce results. Lessons will focus on the following concepts: how to use technology in your summer assignments; summer enrichment ideas; remediation opportunities for students; and more creative ways to ensure that your students come back to school prepared to learn and thrive. This course is suitable for all educators, Pre-k to 12.

### PEDC 9013 Creative Bookmaking Techniques

3 Graduate Level or In-service Credits/ 45 hours Instructor: Janice McLachlan December 1-30, March 1-30, July 1-

30,September 1-29  
University of the Pacific

Teachers will learn how to create multi-purpose handmade book structures that will enhance their individual curriculum area. Differentiated hands-on techniques and instruction will be the basis for this creative book-making course. All students will be able to modify lessons to fit their student needs with concrete examples for classroom models that will meet NYS standards for student success. Teachers will pick appropriate book content to meet for their individual classroom goals. This course is appropriate for all curriculum areas including English Language Arts, Social Studies, Technology, Science, Math, Foreign Language, The Arts for teachers N-12, comfortable with their creativity or not.

PEDC 9072 The Creative Instrumental Rehearsal  
3 Graduate Level or In-service Credits/ 45 hours Instructor: Laura Ruotolo November 1-30, January 3-30, July 1-30  
University of the Pacific

This course provides instrumental music teachers with a variety of classroom rehearsal techniques to utilize during large group rehearsals and small group lessons. Young students will learn during a rehearsal when it is interesting and informative. Music teachers will research current music education topics, review teaching strategies about music concepts, and create Power Point slide shows about rehearsal techniques to use in the classroom. Innovative ways of teaching rhythm, intonation, dynamics, tuning, pacing, and structure will be addressed in this course. This course is appropriate for the Arts grades K-12. This course will help your young students become more involved in rehearsing and motivate them to become better musicians.

Creative Projects  
3 In-service Credits/ 45 hours Instructor: Christine Fieldman May 1-30, August 1-30, October 1-30, 2016

Learn how to enhance your curriculum with Project Based Learning to align with the Common Core Standards. Give your students the opportunity to create exciting, meaningful projects to reinforce learning, initiate higher level thinking skills, incorporate differentiated instruction, assess content learned, and even use projects as a learning/study tool. Creative Projects will assist you in creating projects specifically for your content area and level, as well as introduce you to interdisciplinary projects to augment your program. Project topics will include: book reports, group projects, technology, community service, recycling projects, and the arts. Common Core and NYS Standards will be addressed. This course is appropriate for all teachers N-12, and all curriculum areas including ELA, Science, Social Studies, Math, The Arts, Special education, Foreign Language, Social Workers, etc.

PEDC 9015 The Creative Teacher  
3 Graduate Level or In-service Credits/ 45 hours Instructor: Janice McLachlan November 1-30, April 1-29, August 1-30, September 1-29  
University of the Pacific

Learn how to enhance your lesson plans by integrating creative ideas into your curriculum. The creative teacher uses a multiple intelligence approach to provide differentiated instruction to accommodate diverse needs in the classroom. Make learning fun by providing an exciting atmosphere that students will enjoy and remember. Teach your students to be creative thinkers and problem solvers by proving an interdisciplinary approach to learning. NYS Standards, student's assessments, goals and outcomes will be addressed. This course is appropriate for all teachers N-12 in all curriculum areas such as ELA, Social Studies, Science, Foreign Language, Math, the Arts, and Special Education.

PEDC 9082 Creative ways to Teach Children to Make Inferences in the age of the Common Core Standards  
3 Graduate Level or In-service Credits/ 45 Hours Instructor Alissa Rosenberg December 1-30, March 1-30, August 1-30  
University of the Pacific

Making inferences rests at the heart of academic and social comprehension. The class will discuss WHAT inferences are and how they are directly related to the new Common Core Curriculum. The heart of this class will provide you with fun ideas and/or sample lessons utilizing different creative techniques including the use of technology, movies, pictures, books, websites and apps to help teach students to improve their ability to construct inferences and higher level thinking during listening tasks, reading tasks and in social situations. You will walk away from this course with



hands on lessons that you can utilize immediately within your classroom setting. This class is suitable for Teachers k-8, Special Education k-12 Teachers, Reading Teachers, ELA Teachers, ELL Teachers and Speech Therapists.

#### The Creative World of Ezra Jack Keats

3 In-service Credits/ 45 hours Instructor: Katie Kleinpeter November 1-30, March 1-30, July 1-30

Ezra Jack Keats is not only a wonderful children's author but also a fantastic artist. Take an in-depth look at his life, books and art to discover how this talented man turned the world of children's books upside down in the 1960's. Use these inspiring and beautiful books to create grade specific lessons across different areas of the curriculum for your classroom. This course is suitable for elementary teachers and special area teachers. CCSS is addressed.

#### The Creative World of Maurice Sendak

3 In-service Credits/ 45 hours Instructor: Katie Kleinpeter December 1-30, February 1-28, August 1-30

Maurice Sendak is a beloved author and illustrator of dozens of children's books. Students of this course will learn about the life of Sendak and how it directly impacted his writing and artwork. Students will also explore his imaginative children's books to create grade specific lessons across different areas of the curriculum to use in their classrooms. This course is suitable for elementary teachers.

#### Critical Issues and Effective Solutions for Education Reform

3 Graduate Level or In-service Credits/ 45 hours Instructor: Janice McLachlan November 1-30, June 1-28, August 1-30  
University of the Pacific

Standardized testing, performance indicators, Common Core State Standards, college and career readiness, accountability, closing the achievement gap, gaps in achievement of minority groups, gaps in achievement between the U.S. and other countries, the effects of poverty, teacher evaluations, APPR, the breakdown of the family, the lack of funding for student and teacher education programs and development are just a handful of the critical issues that educators have to face in the classroom every day. The truth is educators are the innovators and facilitators of change. We are the ones to help provide effective solutions to reform education starting in our own schools and our own classrooms. It is our job to advocate for the quality of education our students receive. This course will study various trends and models of education reform, past, present and future to help set goals for achievement in our individual classrooms and on the local level. We will study the best practices and design real solutions for instructional planning, curriculum development, classroom management and effective assessments to help close the achievement gap in our own schools and provide the most successful learning experiences we can for our students. This class is appropriate for all educators P-12, ELA, Social Studies, Math, Science, LOTE, ESL, Special Education, Visual Arts, Music, Theater Arts, Physical Education, Technology, Guidance Counselors and Social Workers and Psychologists.

#### Cultural Wonders of Africa

3 In-service Credits/ 45 Hours Instructor: Jenni Slater April 1-29, August 1-30, Sept 1-29

Do you have a craving to learn more about important places, events and people who impacted Africa? Would you like to gain more knowledge on how to include our nearby neighbors in your culturally diverse classrooms? If you are a teacher in grades K-12 in the areas of ELA, Social Studies, Science, Foreign Language, Math, the Arts, or Special Education, this course may be what you need. This course has a variety of activities that will help teachers to create lessons and projects which will interest their students and fulfill their varying needs. NYS Standards, student's assessments, goals and outcomes will be addressed.

#### Cultural Wonders of Asia

3 In-service Credits/ 45 Hours Instructor: Jenni Slater May 1-30, August 1-30, October 1-30

Do you have a craving to learn more about important places, events and people who impacted Asia? Would you like to gain more knowledge on how to include our nearby neighbors in your culturally diverse classrooms? If you are a teacher in grades K-12 in the areas of ELA, Social Studies, Science, Foreign Language, Math, the Arts, or Special Education, this course may be what you need. This course has a variety of activities that will help teachers to create

lessons and projects which will interest their students and fulfill their varying needs. NYS Standards, student's assessments, goals and outcomes will be addressed.

#### Cultural Wonders of Europe

3 In-service Credits/ 45 Hours Instructor: Jenni Slater June 1-28, August 1-30, November 1-30

Do you have a craving to learn more about important places, events and people who impacted Europe? Would you like to gain more knowledge on how to include our nearby neighbors in your culturally diverse classrooms? If you are a teacher in grades K-12 in the areas of ELA, Social Studies, Science, Foreign Language, Math, the Arts, or Special Education, this course may be what you need. This course has a variety of activities that will help teachers to create lessons and projects which will interest their students and fulfill their varying needs. NYS Standards, student's assessments, goals and outcomes will be addressed.

#### PEDC 9016 Cultural Wonders of Latin America

3 Graduate Level or In-service Credits/ 45 hours Instructor: Jenni Slater August 1-30, December 1-30, January 3-30  
University of the Pacific

Do you have a craving to learn more about important places, events and people who impacted Latin America? Would you like to gain more knowledge on how to include our nearby neighbors in your culturally diverse classrooms? If you are a teacher in grades K-12 in the areas of ELA, Social Studies, Science, Foreign Language, Math, the Arts, or Special Education, this course may be what you need. This course has a variety of activities that will help teachers to create lessons and projects which will interest their students and fulfill their varying needs. NYS and Common Core Standards, student's assessments, goals and outcomes will be addressed.

#### PEDC 9019 DASA: Dignity for All Students Act

3 Graduate Level or In-service Credits/ 45 hours Instructor Shannon Mersand March 1-30, July 1-30, September 1-29  
University of the Pacific

This course does not meet New York State's teacher certification requirement: Workshop - Training in Harassment, Bullying, Cyber bullying, and Discrimination in Schools: Prevention and Intervention (DASA Training).

The Dignity for All Students Act (The Dignity Act) seeks to provide the State's public elementary and secondary school students with a safe and supportive environment free from discrimination, intimidation, taunting, harassment, and bullying on school property, a school bus and/or at a school function. This course will examine this Act and give resources on how to create a safe and supportive environment by reviewing all sections and materials presented by the NY State Education Department. It is important for all areas of instruction in the N-12 grades to promote this Act to ensure compliance.

#### PEDC 9094 Deconstructing Common Core Math Modules:

Helping Educators infuse the Math Modules into their Everyday Math Lessons

3 Graduate Level or In-service Credits/ 45 Hours Instructor Brigit DiPrimo November 1-30, April 1-29, June 1-28, July 1-30, September 1-30  
University of the Pacific

This course is designed to help educators effectively incorporate the CCLS Math Modules into their classrooms. Educators will learn how to read and digest the math modules in order to make them more user-friendly. They will learn about the instructional shifts in mathematics due to the new CCLS and how it will impact their math instruction. Due to the lengthiness of the Math Modules, educators will work within their grade levels to create a set of "uppacked" modules that will help them create workable documents based on the modules to use in their classrooms.

At the completion of this course, participants will be able to:

Understand the shifts in mathematics due to the new CCLS.

"unpack" the math modules to create more user-friendly versions for their classroom.

ask more thought provoking mathematical questions of their students and learn how to help students engage in

higher mathematical talk with each other.

Create lessons to be used in the classroom that are aligned to the Math CCLS and use the modules as a guide

#### Differentiated Writing Through Writer's Workshop

3 In-Service Credits / 45 Hours Instructor: Vincenzo La Ruina April 1-29, August 1-30, December 1-30

Do you need new and exciting ways to differentiate writing during your writer's workshop? This writing workshop approach to creative writing techniques will be discussed, implemented, and evaluated to help your students achieve their individual goals and needs through this important process. The purchase of Writing Workshop Survival Kit by Gary Muschla is required for this course (available @ [www.amazon.com](http://www.amazon.com) for \$25)

#### Digital Management and Collaboration in the Classroom

3 In- Service Credits/ 45 Hours Instructor Stacey Robert Lazarus June 1-28, August 1-30, October 1-30

Common Core stresses communication, cooperation and collaboration. The requirement for all students to be successful places additional responsibility on the success of peer review and co-teaching programs. How do you create successful collaboration projects online? How do you arrange planning time online? This course will help you be successful in using technology in the classroom to improve student and teacher collaboration whether you are in a co-teaching environment or not. The ten assignments will fall into five groupings: Collaboration, Researching Together, Oversight, Online Presentation and Synchronous Meetings. It is important for all areas of instruction to meet the needs of your diverse student population such as ELA, Social Studies, Math, Science, LOTE, ESL, Special Education, the Arts, and Physical Education, N-12 are appropriate for this course. Common Core Standards are addressed.

#### Digital Storytelling Across The Curriculum

3 Graduate Level or In-service Credits/ 45 hours Instructor: Meredith Starr May 1-30, July 1-30, November 1-30  
University of the Pacific

Digital storytelling is combining the ancient art of storytelling and the modern multimedia tools to deliver tales using images, sounds, music and voice. It brings out the artist, storyteller, techie and writer in your students. Leading you through the preparation, production, and presentation of digital storytelling, this guide gives you an understanding of the technology and how to implement projects in your classroom. Learn valuable technology resources, storyboarding techniques and also covers a number of different types of digital storytelling, including scrapblogs, photo essays, and ePortfolios. Enhance your lesson plans, accelerate learning, allow for more creativity for your students and cover multiple intelligences. This course is designed for all classroom teachers k-12.

#### PEDC 9018 Discovering Museums as a Valuable Classroom Resource

3 Graduate Level or In-service Credits/ 45 hours Instructor: Meredith Starr December 1-30, April 1-29, August 1-30, September 1-29  
University of the Pacific

Whether you teach art, a secondary subject, or the elementary classroom, providing your students with real life examples to support your curriculum is vital to making learning successful and fun. This course will help you become familiar with museums whose websites offer invaluable learning tools for students. We also focus on creating a virtual field trip, planning a productive field trip to a local museum, and developing practical lesson plans to implement in your classroom for immediate use. This is suitable for all teachers, N-12.

#### Drugs and Alcohol- What Every Teacher Needs to Know

3 Graduate Level or In-service Credits / 45 hours Instructor: Michelle Rosenoff October 1-30, April 1-29, August 1-30  
University of the Pacific

This course is designed to help educators identify those students who may be at risk for certain harmful behaviors. Topics discussed include discussions on drugs – the blatant abuse of prescription drugs, OTC drugs and illegal drugs. The harmful effects on the body physically, socially and emotionally will be evaluated. The problems of using alcohol and the effects it has on the young person's body. The New York state drinking and driving laws will be evaluated and discussed. The material covered is suitable for educators of all age levels K-12, ELA, Social Studies, Math, Science, LOTE, ESL, Special Education, the Arts, Physical Education, Guidance Counselors and Social Workers. Once warning signs are discussed several preventative and intervention strategies will be detailed as well.

Dynamic Ways to Integrate Differentiated Common Core Reading Instruction into Science, Social Studies, and Writing for Students with Learning Disabilities  
3 Graduate Level or In-service Credits/ 45 hours Instructor: Jennifer Crispo February 1-28, April 1-29, June 1-28, November 1-30, December 1-30, August 1-28  
Adams State University 20548 - ED 589  
University of the Pacific PEDC 9135

If you want to take a class that immediately engages you, than this is the class for you! This class provides dynamic activities and strategies that will enhance your classroom by providing creative ways to differentiate and integrate the Common Core reading curriculum across all content areas: science, social studies, literature, and writing. You will learn how to take the Common Core reading protocols and curriculum and make it work in a classroom of diverse learners. Upon completion of this class you will have created and researched ready to use lessons, anchor charts, strategies, websites, and technology tools that will help students of all abilities succeed with the new rigorous Common Core curriculum. This class addresses grades K-12, and students in the general and special education setting. It specifically targets all elementary grades, middle and high school literature, writing, science, and social studies classrooms.

Dynamics of Conflict

3 In-service Credits/ 45 hours Instructor: Richard Faber August 1-30, October 1-30, January 3-30

In a world where conflict is usually equated with violence, and therefore, fear is a common reaction, it is essential to underscore the opportunities presented by conflict. When violence emerges as a predominant aspect of conflict, these opportunities are lost. Conflicts emerge constantly from our perceptions of the commonplace events of everyday life, and demonstrate what each individual considers to be important and relevant to them. Thus, the elements for the peaceful settlement of a conflict are to be found in the conflict itself. In this course, teachers will learn how to more effectively express and manage the value differences, tensions, and misunderstandings associated with conflict. At the same time, they will be able to teach their students how to acknowledge one another, and build understanding based on the real needs of those involved in the dispute. Teachers will be guided on how to effectively establish a conflict resolution and peer- mediation program in their classroom as well as in their schools. All of the necessary skill training, practice, and resources will be provided.

PEDC 9020 Earning an "A" on Teacher Evaluations: Tips for Today's Professional Educator

3 Graduate Level or In-service Credits/ 45 hours Instructor: Valerie Hanley May 1-30, July 1-30, October 1-30  
University of the Pacific

Competition in the workforce is fierce due to the current economic and political climate, and technology is changing the field of education dramatically. Add to that the push for more stringent, mandatory teacher evaluations, and any teacher can be left with an uneasy feeling at times. Rather than feel uncertain or fearful in the face of changes in the field of education today, choose to be prepared! This course will present you with ideas for showcasing your talents as an educator in the best way possible. Using ideas and standards from recent teacher evaluation models as the course foundation, you will be asked to reflect and critique your own abilities as an educator. You will also explore the latest trends in education, the newest ways to use technology to teach and share ideas, and you will design ways to highlight your talents as an educator. You will emerge from this course feeling energized and empowered as an educator, eager to face any challenges you face in and out of the classroom. This course is recommended for all educators, novice or experienced.

Educating with Character PEDC 9112

3 Graduate Level or In-service Credits/ 45 Hours Instructor: Richard Faber April 1-29, July 1-30, October 1-30  
University of the Pacific

Schools exert profound influence on children. Peer groups, counselors, favorite teachers, and coaches all help to shape the belief systems that result in student attitudes and behaviors. Character Education activities that focus on Integrity, Honesty, Courtesy, Respect, Responsibility, Loyalty, Fairness, Caring, and Community will be the focus of this course. These activities will provide the experiences and the dialogue for all students that promote an exchange of ideas, an interaction with role-models, and the analysis and reflection that influence student values, attitudes, and behavior. Emphasis will be placed on implementing, establishing, and maintaining a comprehensive character education program to integrate into your daily curriculum. Educators will create unique lesson ideas to bring back to their individual classroom. This course is appropriate for all educators including Guidance Counselors, Psychologists,

Social Workers, ELA, Math, Social Studies, Foreign Language, Science, The Arts, Physical and Special Education, N-12.

PEDC 9021 Educators Choice Awards/ The Best Sites on the Web

3 Graduate Level or In-service Credits/ 45 Hours Instructor: Janice McLachlan November 1-30, February 1-28, August 1-30

University of the Pacific

Are you looking for new and innovative ways to enhance your classroom curriculum through the use of technology and the Internet in your classroom? Learn to make your classroom an award winning learning environment. Choose from a wide variety of recommended educational sites to integrate into your lesson plans. Teachers will choose a wide variety of activities in every area of study to create valuable classroom resources that will boost student achievement through the use of technology and web-based learning activities. NYS Standards are addressed in every academic area of study. This course is appropriate for all educators N-12 including Psychologists, Guidance Counselors, Special Educators, Social Studies, Technology, Science, Math, ELA, The Arts, Foreign Language and Physical Education.

Educators Guide to Tourette Syndrome

3 In-service Credits/ 45 Hours Instructor Randi Miller August 1-30, November 1-30

Childhood tics are quite common and are reported as occurring in approximately 4 to 18% of school aged children. The purpose of this course is to provide information about Tourette Syndrome (TS) and how school aged children can be supported in school. The course will cover both information about the disorder as well as strategies for supporting and instructing students with TS. This course is appropriate for all educators K-12, ELA, Social Studies, Math, Science, ESL, Special Education, Art and Music, Physical Education, School Psychologists, Guidance Counselors ,Social Workers Speech/Language teachers and therapists, OT & PT's. Common Core Learning Standards are addressed.

Effective Strategies to Enhance Students' Writing Skills

3 In-service Credits/ 45 hours Instructor: Sandy Catapano March 1-30, July 1-30, November 1-30

Proficient writing ability is fundamental for success in school and life. Our job as educators is to ensure that each one of our students becomes a proficient writer and succeeds in meeting rigorous literacy standards. Through this course you will receive practical effective strategies for creating a classroom community where student enthusiasm for learning, thinking and writing flourish. This course will provide a wealth of ready-to-use strategies to help young learners develop the skills and inspiration they need to become capable, enthusiastic writers. This course is intended for all teachers, literacy coaches, and other educators who want to improve the writing of their students.

PEDC 9093 Effective Teaching Ideas for 21st Century Classrooms

3 Graduate Level or In-service Credits/ 45 Hours Instructor: Janice McLachlan July 1-30, December 1-30, February 1-28

University of the Pacific

Educators recognize the need to provide the right framework for our students to achieve in the 21st Century global workforce. We not only want our students to have the skills to achieve in college and career, but to also be responsible productive citizens. We can do this by providing rich experiential learning opportunities through innovation and digital literacy along with life and career skills. This course will help educators meet the rigor of the Common Core State Standards through a project-based approach to curriculum design and instruction. Critical thinking, effective communication, information analysis, access to technology and imagination will be our skills for success and advanced student achievement. A one size fits all learning community does not exist in the 21st Century classroom. Teachers will learn how to encourage curiosity, ingenuity and collaboration through a wide variety of differentiated experiences that are designed to meet the demand of their curriculum and the needs of students. This class is appropriate for all educators P-12, ELA, Social Studies, Math, Science, LOTE, ESL, Special Education, Visual Arts, Music, Theatre Arts, Physical Education, Technology, Guidance Counselors and Social Workers and Psychologists.

### The Effect that Stress has on Student Learning

3 In-service Credits/ 45 hours Instructor: Richard Faber March 1-30, July 1-30, September 1-29, November 1-30

This course will describe the sources and consequences of stress. Stress is a common problem that will affect almost all of your students at some point in their lives. This course will help you to learn when to identify when a person is under stress, what causes stress, and different ways of coping with stress. Strategies will be taught that can greatly improve both your student's mental and physical well being. Instructional strategies will be taught that can help students self-regulate such as reducing extraneous noise, managing transitions, and understanding mindsets, to name a few. This course is appropriate for all educators, N-12.

### PEDC 9113 Empowering the Silent Witness

3 Graduate Level or In-service Credits/ 45 Hours Instructor Richard Faber December 1-30, January 3-30, May 1-30, August 1-30

University of the Pacific

Adults often don't see bullying or dismiss it as a rite of passage. But bullying affects students' studies and has long-term effects including how victims and bullies relate to children as adults. This course will provide a sound educational framework allowing students to effectively exchange ideas, learn new concepts, discuss debate and grow. This course will examine the root causes of bullying, the identifications of those who bully, the identification of those who are bullied, prevention techniques, and district and school wide plans to reduce bullying. This course is appropriate for all educators including Guidance Counselors, Psychologists, Social Workers, ELA, Math, Social Studies, Foreign Language, Science, The Arts, Physical and Special Education, N-12.

### PEDC 9125 Encouraging a Love of Reading through Literature Circles

3 Graduate Level or In-service Credits/ 45 Hours Instructor: S. Capatano December 1-30, May 1-30, June 1-28, August 1-30

University of the Pacific

Literature Circles are a great way to improve students' critical thinking skills and get them excited about books at the same time. In a nutshell, Literature Circles are a students' equivalent of an adult book club. However, Literature Circles provide greater structure, rigor and expectations in an enjoyable way. Literature circles is a collaborative and student-centered reading strategy that will encourage students to immerse themselves in thoughtful discussions about books. Through this course, you will learn about Literature Circles and its different roles, and how to best implement this strategy to your reading program. This class is appropriate for k-12 classroom teachers, Literacy teachers, ELA/ English teachers, Resource Room teachers, Inclusion Teachers, Speech Language Pathologists and ELL.

### Energize Your Science Curriculum

3 In-service Credits/ 45 hours Instructor: Lauren Squires February 1-28, July 1-30, October 1-30

Are you bored with your Science text book and curriculum? Do you want to excite your students about Science? In this course you will be exposed to the new ways of teaching science and making cool curriculum connections. You will do this by exploring different uses of technology, websites, videos and so much more. You will learn new exciting ways to teach your students the subject of Science at your individual grade level and take back ideas and lessons for real practical classroom use. So come explore and see how you can make science cool in school! Common Core Standards will be addressed. This course will energize teachers N-12.

### PEDC 9106 Engaging the Disengaged Student

3 Graduate Level or In-service Credits/ 45 hours Instructor: Richard Faber March 1-30, July 1-30, September 1-29  
University of the Pacific

Learning is a lot like bike riding. Once you have the knack, you never really forget the skill. Nor do you forget the thrill of learning a new ability or understanding a complex idea. You are a lifelong learner and you love it. Why have so many students never discovered this thrill? Why are they coasting when they could be racing along in the educational Tour de France with their peers? What can teachers do to engage the disengaged student? This course will help teachers keep students highly engaged throughout an entire lesson and encourage students to contribute their ideas and insights as a way of enhancing their own and other students' learning. This course is appropriate for all educators

including Guidance Counselors, Psychologists, Social Workers, ELA, Math, Social Studies, Foreign Language, Science, The Arts, Physical and Special Education, N-12.

Enhancing Language and Literacy through Photography for the Classroom Teacher in the Age of the Common Core  
3 In-service Credits/ 45 hours Instructor: Alissa Rosenberg December 1-30, April 1-29, June 1-28

Photography in the classroom? But I am not a photographer or art teacher? Is this class for me? YES! This class is geared for classroom teachers k-12, ELL, SLP and Reading Specialists and of course Art Teachers that want to extend their activities to help their students broaden their language and literacy skills within the age of the Common Core. This class will give educators fun and exciting strategies that they can modify and add to their own teaching tool box utilizing different forms of photography in their classroom. The strategies and lesson plan ideas will range from taking actual photographs, using digital media, to analyzing already produced photography and more! Students will learn to attach photography to concepts such as : Making Inferences, asking and answering WH questions, critical thinking skills, figurative language and so much more. All students will contribute to a class portfolio of ideas and lessons that they can use immediately within their own classroom.

PEDC 9022 Enhancing Your Classroom Curriculum with iPhoto and iMovie  
3 Graduate Level or In-service Credits/ 45 hours Instructor: Meredith Starr December 1-30, March 1-30, June 1-28, July 1-30  
University of the Pacific

Want to present new instructional material in a more exciting way for your students? Using technology in the classroom is essential for motivating students to learn. It can also be a valuable tool for documenting assessment. This course will take you step by step through making slideshows in iPhoto including incorporating personal photographs and downloaded images, and adding music. The course will culminate in a project for creating actual videos on iMovie to use for instruction in your classroom. Not just for the technologically savvy, this course will help all students better use their computer technology to express their ideas to their students. Thus course is suitable for all teachers, N-12.

Ethics and You in the Classroom  
PEDC 9070 3 Graduate Level or In-service Credits/ 45 Hours Instructor: Stacey Robert Lazarus June 1-28, July 1-30, August 1-30, October 1-30  
University of the Pacific

Whether you are in a business or in a personal or professional relationship with people, ethics is a key part of that relationship. How does your view of ethics affect your job? Understanding how you relate to this term will benefit how you communicate with others. It is important for all areas of instruction meet the needs of your diverse student population such as ELA, Social Studies, Math, Science, LOTE, ESL, Special Education, the Arts, and Physical Education, Guidance Counselors, School Psychologists, Career and Technical Educators, N-12 are appropriate for this course.

PEDC 9024 Everything Picasso  
3 Graduate Level or In-service Credits/ 45 hours Instructor: Janice McLachlan August 1-30, September 1-29, October 1-30, December 1-30, January 3-30  
University of the Pacific

Pablo Picasso was considered to be one of the most creative artists of the twentieth century. Do you want to turn your classroom into everything that is Picasso? Learn all about Cubism, the Rose and the Blue Period. Explore Picasso's socially controversial painting *Guernica* and how the world came to view his work. Learn interdisciplinary ways to include Picasso into your classroom curriculum. This course will encourage teachers to create lesson plans based on their individual curriculum area with Picasso as the inspiration. Learning about Picasso is appropriate for all academic areas including Character Education, LOTE, ELA, Science, Social Studies, Math and the Arts and grade levels K-12.

Executive Functioning: The Conductor of Our Lives  
3 In-service Credits/ 45 Hours Instructor Lauren Porter February 1-28, June 1-28, August 1-30

Executive functioning skills are considered essential skills in the ability to manage our everyday life. Executive Function is that neurological process which keeps us organized, drives us to establish priorities and helps us anticipate and plan for the future. This is the ability to have goal directed problem solving and the persistence to succeed in reaching an objective. Learning how to use these skills in the classroom and in life is probably the single most important skill children learn in school. Throughout this course, educators will gain an understanding of the components of executive functioning, including the inhibition of behavior, visual imagery, verbal working memory, emotional control and planning and problem solving. Strategies to assist with executive functioning deficits in school and at home are explored.

#### Exploring Repertoire for Band

3 In-service Credits/ 45 hours Instructor Laura Ruotolo April 1-29, July 1-30, October 1-30

This course is designed for teachers to collaborate and discuss band pieces. Teachers will analyze, reflect, and compare various repertoires. Teachers will create concert programs and research composers and arrangers. This class gives band teachers the opportunity to communicate with other band teachers and gain ideas about what pieces work best in their rehearsals. Teachers will leave this class with a list of great works, helpful resources, and new concepts to apply to their band. This course is appropriate for the Arts grades K-12.

#### Exploring Repertoire for Orchestra

3 In-service Credits/ 45 Hours Instructor: Laura Ruotolo May 1-30, August 1-30, November 1-30

This course is designed for teachers to collaborate and discuss orchestral pieces. Teachers will analyze, reflect, and compare various repertoires. Teachers will create concert programs and research composers and arrangers. This class gives orchestra teachers the opportunity to communicate with other orchestra teachers and gain ideas about what pieces work best in their rehearsals. Teachers will leave this class with a list of great works, helpful resources, and new concepts to apply to their orchestra. This course is appropriate for the Arts grades K-12.

#### PEDC 9061 Exploring the World of Forensic Science: A Cross-Curricular Approach

3 Graduate Level or In-service Credits/ 45 Hours Instructor: Mrs. Valerie Hanley June 1-28, August 1-30, November 1-30  
University of the Pacific

Looking for a new way to spark your students' interest in Math and Science? Look no further. This course will help you bring the exciting world of Forensic Science into your classroom. Research has proven that by using authentic activities, teachers can reach students on a deeper level and foster a greater understanding of content material. Upon completing this course, individuals will be able to develop their own Forensic Science course for students. Activities and lessons presented in this course will have students: practicing math skills, exploring various aspects of science, and using writing and interviewing skills to demonstrate what they are learning.

#### Everyone Can Do Read-Alouds!

3 In-service Credits Instructor: Lauren Squires December 1-30, April 1-29, August 1-30

This course will teach all grade level teachers, K-12, how to incorporate read-alouds into their classrooms! Although often overlooked, read-alouds are a great way to get even middle school and high school students hooked on books. Reggie Routman was quoted as saying, "Reading aloud is a powerful technique for promoting story enjoyment and literature appreciation and noting what authors do in the writing process so that students can make similar choices for themselves." Reading to students is one of the most important teaching opportunities of a school day! Through read-alouds, a teacher has the opportunity to model how good readers read and how good writing sounds, as well as, pointing out foreshadowing, effective diction and syntax. Students taking this class will leave having a complete understanding of what a read-aloud is and the benefits it has on reading and writing. We will explore the internet, find various books and create lessons that will be taken back to your own classrooms. Technology and interactive ideas will also be learned and shared. So let's explore and read-aloud!

#### Fact Checking- Teaching Students How to Analyze Information and Question Sources of Information in the 21st Century

3 In-service/ 45 hours Instructor Valerie Hanley December 1-30, 2016, June 1-28, 2016, July 1-30, August 1-30



We live in an age of information overload. With new technology being invented every day, people are able to obtain news and information from a wide variety of sources. However, as most adults know and understand, the information that is printed or shared in the media isn't always true. In this course, participants will learn creative and authentic ways to teach students how to obtain, analyze, and question information sources. This course will allow participants to develop meaningful lessons, activities, and resources to teach students more about information sources. Participants will research and learn how to use different forms of analysis tools in their classrooms to make students more analytical readers. The activities, lessons, and resources gathered in this course will result help improve reading, writing, and listening skills in the classroom.

#### Flipping Your Early American History Classes

3 In-service Credits/ 45 Hours: Instructor: Valerie Hanley June 1-28, August 1-30, November 1-30

In this course, you will explore our nation's history beginning with the first colonies and ending with the Civil War. You will create exciting, Common Core-based, projects and activities using the Flipped Classroom Model. You will use online resources and self-made videos and resources to make learning about early American History fun and exciting. Drawing on the Common Core standards, you will be shown ways to combine ELA and History standards to design multimedia projects for your students. Student-centered learning will be the focus of your new approach to teaching history after taking this course. Upon completion, you will have a vast amount of engaging activities and projects ready for to use in your classroom. This course can be adapted for any grade level, PK-12.

#### Flipping Your Ancient Civilizations and Early European History Classes

3 In-service Credits/ 45 Hours Instructor: Valerie Hanley June 1-28, August 1-30, December 1-30

Flipping your class has become a new way to transform the learning environment in your classroom. Instead of the teacher presenting lectures in class, students receive the background lecture material in the form of videos and audio clips that are either self-made or found online. In this course, you will explore several ancient civilizations as well as key time periods in European history as you create flipped model lessons and projects for your students. The activities and projects you design will be new, exciting, and Common Core-based. Drawing on the Common Core standards, you will be shown ways to combine ELA and History standards to design multimedia projects for your students. The projects and activities will allow students to practice higher level thinking skills and strategies because more time to learn will be freed up once lectures become at-home work. Upon completion of this course, you will have a vast amount of engaging activities and projects ready for to use in your classroom that are based on the flipped classroom model. This course can be adapted for any grade level, PK-12.

#### PEDC 9025 Flipping Your Classroom: Making it Work for You and Your Students

3 Graduate Level or In-service Credits. 45 hours Instructor: Valerie Hanley July 1-30, September 1-29, November 1-30, January 3-30  
University of the Pacific

The concept of flipping your classroom has been catching on across the country. Flipping in its purest form means assigning the lecture part of the lesson as homework, and using the class time to investigate, explore, and discuss the concepts learned from the lecture. This course is designed to teach you more about flipping your classroom. You will learn reasons what flipping really looks like, how to make flipping work for your classroom, and other valuable tips to help you get started flipping your classroom. There is a way to flip every classroom- find the way that works for you in this course!

#### Flipping Your Math Class

3 In-service Credits/ 45 hours Instructor: Valerie Hanley December 1-30, February 1-28, March 1-30, August 1-30

The concept of flipping your classroom has been catching on across the country. Flipping in its purest form means assigning the lecture part of the lesson as homework, and using the class time to investigate, explore, and discuss the concepts learned from the lecture. This course is designed to teach you how to flip your Math classes and lessons. You will learn what flipping really looks like, how to make flipping work for your classroom, and other valuable tips to help you get started flipping your classroom. You will be given plenty of resources and ideas that will help you use flipping to teach math concepts and skills. There is a way to flip every classroom- find the way that works for your math classroom in this course! Suitable for all teachers prek-12. Through online research students will

learn about the concept of flipped classes and what options are for flipping a class or unit. Students will create Math activities and lessons that can be used in a flipped class model. Students will also design Math classroom activities that work for the type of students and technological resources they have available. After taking this course, students will have a range of activities and ideas to help aid them in flipping their Math class or units.

PEDC 9095 Focusing on Grammar in a Foreign Language Environment  
3 Graduate Level or In-service Credits/ 45 hours Instructor Jenni Slater December 1-30, March 1-30, August 1-30, October 1-30  
University of the Pacific

Proper use of grammar is essential in any setting. But how complicated does it become for our students, when they are expected to put aside all the rules of their native language in order to understand the patterns of a new one? This course will help you to better understand the differences in the rules of grammar across a variety of languages. Together, we will practice grammatical rules and will create a variety of activities which you will use with your students. You will be asked to turn in assignments which include lesson plans, power point presentations and reflective essays. If you are an educator of grades K-12 in the areas of Foreign Language or ESL this course will help you to better understand and incorporate different ways to teach grammar in your classroom. CCSS and NYS Standards, student's assessments, goals and outcomes will be addressed.

Fostering Reading and Writing Success for Children with Learning Disabilities  
3 Graduate Level or In-service Credits/ 45 Hours Instructor Jennifer Crispo February 1-28, July 1-30, October 1-30  
University of the Pacific PEDC 9078  
Adams State University 20551 - ED 589

Finding meaningful reading and writing strategies that benefit all types of learners can be quite challenging and time consuming. This course has done all of the "leg work" for you by outlining some of the most important reading and writing strategies that create more successful readers and writers. Included in this course are reading fluency, comprehension, decoding, and ELA test-taking strategies. You'll learn tips on how to create great writing introductions/conclusions, writing organizers, rubrics, and checklists. Upon finishing this course you will have access to dozens of printable activities, texts for fluency/comprehension, and "go to" educational websites that will enhance your reading and writing curriculum. Most importantly you will have a greater understanding of how to teach reading and writing to children with learning disabilities. This course connects educators with resources that support the new Common Core Curriculum and is appropriate for general and special educators that teach grades K-12.

Foreign Languages Across the Curriculum  
Instructor: Jenni Slater 3 In-service Credits/ 45 Hours February 1-28, June 1-28, August 1-30

With today's rigorous requirements of the Common Core, our students are not often given the chance to have fun or show their creativity while learning material. Through this course, we will create a variety of lessons which focus on other subjects that our students take in school. We will find new ways to help students relate foreign languages to their everyday life and interests. Let's make learning meaningful! You will be asked to turn in assignments which include lesson plans, power point presentations and reflective essays. If you are an educator of grades K-12 in the areas of Foreign Language or ESL this course will help you to better incorporate material from other subjects into your classroom. NYS Standards, student's assessments, goals and outcomes will be addressed.

Game On! Applying Gaming Strategies and Concepts in the Classroom  
3 In-service Credit/ 45 hours Instructor: Valerie Hanley June 1-28, August 1-30, November 1-30

Course description: There is no denying that the video game industry is wildly popular with kids and teens. While there are many inherent dangers and issues related to gaming, there are also many useful skills that game playing can teach students. This course will teach you a wide variety of ideas for incorporating gaming strategies and concepts into your classroom environment to maximize learning and increase student motivation. This course is suitable for teachers from preK to 12.

Genetics and Environmental Impacts on Cognitive Learning and Behavior in Students  
3 In-service Credit/ 45 hours Instructor: L. Thode TBA

The natural genetic make-up of the body interacts with environment from the moment of conception. While extreme genetic or environmental conditions can predominate behavior in some cases, these two factors usually work together to produce individual intelligence. During this class, you will learn topics which include the understanding between genetic and environmental influences of cognition, environmental cause's, nutrition and cognitive functioning, birth order and how it relates to intelligence, other important factors that influence intelligence, sociocultural influences on learning and behavior, and addressing behaviors within our classroom.

PEDC 9026 "Getting To Parents Before They Get To You" / Fostering Positive Parent/Teacher Relationships  
3 Graduate Level or In-service Credits/ 45 hours Instructor: Valerie Hanley February 1-28, July 1-30, October 1-30  
University of the Pacific

Does the phrase "Open House Night" makes your palms sweat? Do you dread holding parent/teacher meetings? If so, this course will offer you concrete solutions and ideas on how to foster positive, successful relationships with the parents of your students. Countless studies have touted the importance of parental involvement in the classroom yet many teachers are uncertain of how to make parents supportive allies rather than combative adversaries. This course will teach you ways to get the most out of parental involvement all year long in low risk ways. Upon completing this course, you will have countless information and tools at your disposal to help you have a great year with both your students and their parents.

Google Classrooms for Parents: Using Google Classrooms to Empower and Help Parents  
3 In-service Credits/ 45 hours Instructor V. Hanley April 1-29

Many teachers use Google Classroom to teach and interact with their students in classrooms today. Why not use it to teach and support parents? This course will teach you how to set up and use Google Classroom with parents. In this course, you will learn how to use Google Classroom to provide your parents with educational materials, classroom information, and other tools to help them support their children in more effective ways. Participants will design a Google Classroom; create surveys; research academic and educational materials for parents on a variety of relevant parenting topics; and make resources to help communicate and interact with parents in a positive way to empower them to support their children more effectively.

PEDC 9087 Google Apps for Beginners  
3 Graduate Level or In-Service Credits / 45 hours  
Instructor: Shannon Mersand February 1-28, 2016, July 1-30, September 1-29, October 1-30  
University of the Pacific

As technology progresses, schools are increasingly adopting Google Apps for Education, but many are not utilizing all of the amazing features available. Learn how to harness the power of Google Apps for EDU to increase technology use in the classroom at no cost to the district. This is an introductory course which will give you the building blocks from which you can begin to harness the power of Google Apps. This course will introduce you to the tools available, and teach you basic use and functionality. This course is appropriate for Administrators, Grades K-12 classroom teachers in all subject areas (including special areas), Career and Technical Subject area teachers, and School Media Specialists.

PEDC 9088 Google Apps Intermediate - Apps for Assessment  
3 Graduate Level or In-Service Credits / 45 hours Instructor: Shannon Mersand November 1-30, March 1-30, August 1-30  
University of the Pacific

As technology progresses, schools are increasingly adopting Google Apps for Education, but many are not utilizing all of the amazing features available. Learn how to harness the power of Google Apps for EDU for assessment to increase technology use in the classroom at no cost to the district. This is an intermediate course which will teach you some of the more advanced tools and features of Google Apps for EDU, as well as walk you through using Google Apps for assessment purposes. Previous experience with Google Apps is helpful. This course is appropriate for Administrators, Grades K-12 classroom teachers in all subject areas, Career and Technical Subject area teachers, and School Media Specialists.

#### PEDC 9029 Google Maps in Education

3 Graduate Level or In-service Credits/ 45 hours Instructor: Stacey Robert Lazarus November 1-30, April 1-29, August 1-30  
University of the Pacific

Using maps in any subject provides visual input and important points of reference for students. Whether it is following a character in a book, going on a field trip, comparing statistics of different regions, or measuring sections of the Earth, maps add enrichment to any lesson. Maps can have inserted on them text, images, videos and even websites with additional information. Print outs of the information boxes can be printed to continue the lesson when not at a computer. The ten assignments in this course will show the participant how to create various information boxes on maps to be used in all lessons. The maps can be used to introduce and enrich a subject, or even as means for a presentation or an assessment. Information will be presented so that the participants can transfer this information to Google Earth, Sky and Water, if they want to explore those realms. This class is appropriate for all educators N-12, ELA, Social Studies, Math, Science, LOTE, ESL, Special Education, the Arts, Physical Education, Guidance Counselors and Social Workers.

#### PEDC 9027 Great American Landscape

3 Graduate Level or In-service Credits/ 45 hours Instructor: Janice McLachlan January 3-30, June 1-28, July 1-30, October 1-30  
University of the Pacific

The American Landscape is an online course that explores the rich cultural treasures of American Art. Students will use the Internet as a virtual guide and resource to travel across America's past and present history. Teachers will integrate technology and American Art into all aspects of their curriculum. The United States is a country with an exciting history about multicultural people and their story democracy. Teach your students to picture how America is the landscape of the free and beautiful by providing engaging interdisciplinary experiences in the classroom. This course is appropriate for all areas of instruction including the Arts, ELA, Social Studies, Math, Science, and Foreign Language, N-12. This is the originally authored Great American Landscape course that will take teachers on virtual journey they won't forget!

#### Great Masters

3 In-service or Graduate Level Professional Development Units/ 45 hours May 1-30, July 1-30  
Instructor: Janice McLachlan

Students will explore the Art work of great masters using the Internet as a resource for classroom instruction. Interdisciplinary lesson plans will be formulated to meet N.Y.S. Standards across the curriculum based on your area of expertise. Students will learn how to incorporate timeless masterpieces into their curriculum and motivate learners by researching famous artists online. Learn to provide new and exciting Art appreciation experiences in your classroom by utilizing the technology that is right at your fingertips. Art History can be fun if you provide the right instruction. This course is appropriate for all teachers N-12 in all areas of instruction.

#### PEDC 9030 Grocery Store Math

3 Graduate Level or In-service Credits/ 45 Hours Instructor: Valerie Hanley May 1-30, July 1-30, November 1-30  
University of the Pacific

Teachers will learn ways to teach a variety of math skills in a fun, exciting way through this unit on the many ways math is used in grocery stores. Various activities, games, and lesson plans will be addressed in this course that will help teachers use their local grocery store and students' prior shopping experiences to teach and reinforce math skills. The ideas presented in this course can be easily adapted to any age group. From completing this course, teachers will have a full cart of ideas to choose from when teaching math topics in the classroom.

#### PEDC 9067 Helping Students Be Successful: Aligning lessons to the New Common Core

3 Graduate Level or In-service Professional Development Units / 45 hours Instructor: Brigit DiPrimo November 1-30, January 3-30, July 1-30, September 1-29  
University of the Pacific

This course seeks to help educator's align their current and future lesson plans and activities to the new Common Core Standards. We will examine the standards and what they mean in terms of new requirements and how to help

students become “College and Career Ready.” Through a series of activities, educators will become adept at finding the CCLS already embedded in their lessons and how to address them if they are not.

#### PEDC 9031 Hip Hop Culture in the Classroom: A Study in Graffiti and Street Art

3 Graduate Level or In-service Credits/ 45 hours Instructor Meredith Starr March 1-30, August 1-30, October 1-30  
University of the Pacific

When President Barack Obama had his original campaign poster created he turned to street artist Shepard Fairey. Graffiti and Street Art are so much more than an underground movement, but rather an art form that is considered rooted in mathematics, and ancient cultures. Learn about graffiti art styles, artists that have helped the movement spread to the rest of the world, and consider its geographic and social backgrounds. More importantly find connections to your subject area. Enhance all curriculum and put a pop culture twist onto your lesson plans with this course in Graffiti Art! Appropriate for all classroom teachers K-12.

#### PEDC 9114 HIV and AIDS Update

3 Graduate Level or In-service Credits/ 45 Hours Instructor: Michelle Rosenoff May 1-30, July 1-30, October 1-30

New York State mandates HIV and AIDS education K-12. This course offers educators current, relevant and age appropriate information for each grade level regarding HIV and AIDS education. Topics will include, but not limited to HIV transmission, prevention techniques and strategies. Universal precautions, the origin of HIV, progression of HIV to AIDS, treatment options and medications, how and where to get tested, the individual's rights to privacy, the impact of HIV on the school system and society will also be discussed.

#### PEDC 9115 How are genetically modified foods (GMO's) hurting our children?

3 Graduate Level or In-service Credits/ 45 hours Instructor Michelle Rosenoff November 1-30, May 1-30, August 1-30

The food we eat is supposed to be safe. There has been an epidemic in this country of food borne allergies but has anyone asked why? This course will look at GMO's – genetically modified foods. What has happened to our food supply? Educators will learn how foods are genetically altered at its very most basic level – the seed! Discussions will focus on the societal, economical, political and health effects that these GMO's have on us individually as well as globally. This course is designed for the k-12 educator who wants to make informed food choices for their students and at home. Non-GMO options will be introduced and what we as the consumer can do to help eradicate the use of GMO's like in a lot of European countries.

#### The Impact of Stereotyping and Labeling

3 In-service Credits/ 45 Hours Richard Faber October 1-30

Preppy. Techie. Geek. Freak. Loser. Jock. These are just a few of the labels that students live with every day. And some labels are a lot nastier. Who hands out these labels? What role do labels play? Do they help or hurt? Do people sometimes like their labels, or do they always hate them? This course will examine the truth behind these labels and the impact that they have on student behavior and learning.

#### PEDC 9083 Improving Social Skills and Social Thinking the Classroom and Small Groups in the Age of the Common Core

3 Graduate Level or In-service Credits/ 45 hours Instructor: Alissa Rosenberg July 1-30, November 1-30, February 1-28  
University of the Pacific

Mainstream classrooms today are seeing an influx of students with social cognitive difficulties such as Asperger's Syndrome, High Functioning Autism and ADHD. These students may score very high on traditional IQ tests, however demonstrate tremendous difficulties making friends and fitting in. How can we help these kids maneuver through the social world? This class will focus on defining what social skills are, what a social cognitive disorder is and whom it affects. It will then delve into why these students have such a difficult time understanding the social cues and norms of our society and strategies that can be applied within the mainstream classroom, special education classrooms and small group sessions to help teach social thinking and related social skills. This class is appropriate for all educators' grades k-12, Speech Pathologists, Psychologists and Social Workers.

#### Inside Contemporary Art

3 Graduate Level or In-service Credits/ 45 hours Instructor: Janice McLachlan November 1-30, April 1-29, July 1-30, September 1-29

University of the Pacific

Teach your students how to appreciate creative ideas through a closer online look at Modern Art. Why can a Jackson Pollock splatter painting be worth millions of dollars? Many people have difficulty understanding Art of this nature. Choose from a variety of motivating projects and create interdisciplinary lessons using Modern Art as a motivator for learning. Encourage your students to be risk takers, creative thinkers and abstract problem solvers with the Internet as your virtual paint brush. National Educational Technology Standards and Common Core State Standards will be utilized. This course is appropriate for all areas including the Arts, ELA, Social Studies, Math, Science, Foreign Language, teachers N-12.

#### PEDC 9089 Incorporating Cell Phones in the Classroom

3 Graduate Level of In-Service Credits / 45 hours Instructor: Shannon Mersand March 1-30, July 1-30, October 1-30  
University of the Pacific

This course provides easy ways to incorporate technology that students already have in meaningful and productive ways. From basic fact finding missions to full on creative products, students are more engaged when they feel they are "getting away with" using their cell phones in your classroom. Learn how to engage students, manage the use of cell phones, and spark imagination in your classroom. This course is appropriate for Administrators, Technology Directors, Grades 6-12 classroom teachers in all subject areas, Career and Technical Subject area teachers, and School Media Specialists.

#### Integrating Music in the K-12 Classroom

3 Graduate Level or In-service Credits/ 45 hours Instructor: Laura Ruotolo June 1-28, July 1-30, October 1-30  
University of the Pacific

The purpose of this course is to enable teachers to use music as a teaching tool in their classroom. Teachers will have the opportunity to develop music related lesson plans, reflect on articles that discuss the benefits of integrating music in the classroom, complete research reports, use technology, and create Power Point presentations about the application of music in the classroom. NYS Standards, student's assessments, goals and outcomes will be addressed. This course is appropriate for all areas of instruction, including the Arts, LOTE, ELA, Science, Social Studies, Physical Education, Math, N-12.

#### Innovative Practices in Education

3 In-service Credits/ 45 hours Instructor: Richard Faber September 1-29, November 1-30, June 1-28

The course is designed to enhance the knowledge base for professionals in an era of school restructuring, technological innovation, and social change. Teachers and administrators will learn first-hand about innovative practices and recent research in the field. Topics include: student self-assessment, teacher reflection, cooperative learning, mentoring, the use of technology in schools, home-school communication, inclusion to support learning diversity, and the challenge of school restructuring. Areas covered are: Learning Theory, Curriculum Design, Classroom Atmosphere, and Instructional Strategies among others. This course also covers the dilemma children face who are experiencing difficulty in learning situations because of ethnic group frustrations in the community, problems of social adjustment, socio-economic inequities, and learning gaps. The role of the school in facilitating the program for children of various cultures to become valued members of the community is discussed. Activities, content, and materials are related to current and relevant frameworks and standards.

#### PEDC 9034 Integrated Learning for Deep Understanding

3 Graduate Level or In-service Credits/ 45 hours Instructor: Janice McLachlan May 1-30, August 1-30, September 1-29, October 1-30

University of the Pacific

Transition your curriculum to align with the new Common Core State Standards. Learn how to integrate all subject areas of instruction into deep and meaningful learning experiences for your students. Challenge yourself and guide

your students to enhance their critical thinking skills by creating rich interdisciplinary core curriculum experiences that will carry them up the staircase to higher learning and life-long success. Learn how to plan, design and map real curriculum resources that can be used to increase student success and give them the right tools to achieve in the twenty-first century. Expand your repertoire of teaching skills by learning how to instruct common core units. Educators will study successful CCSS models and will plan units to use for individual classroom instruction. This class is appropriate for all educators P-12, ELA, Social Studies, Math, Science, LOTE, ESL, Special Education, Visual Arts, Music, Theater Arts, Physical Education, Technology, Guidance Counselors and Social Workers and Psychologists. We are all an integral part of the educational journey of every child. Integrated learning experiences to meet the new Common Core State Standards and to help close the curriculum gap will be the focus of this course.

Interactive Instruction to Improve Speaking and Listening Skills in the Age of the Common Core Standards  
3 Graduate Level or In-service Credits/ 45 hours Instructor: Alissa Rosenberg December 1-30, March 1-30, June 1-28, August 1-30, September 1-29

Within the Common Core Standards (CCSS) there has been a great emphasis on the development of Speaking and Listening skills within instruction. This class will review a variety of Interactive Instruction strategies such as Cooperative Learning, Jigsaw and Structured Controversy that can be utilized within a large classroom setting or a small group setting to enhance a student's listening and speaking skills. Sample mini lessons, activities and strategies will be provided. Throughout the course the class participants will create and share a variety of lessons and activities so that by the end of the course each participant will walk away with a toolbox of effective strategies that can be used immediately within the classroom setting. This class is appropriate for K-12 classroom teachers, ELA/ English teachers, Resource Room teachers, Inclusion Teachers, Speech Language Pathologists, Reading Teachers and ELL Teachers.

PEDC 9035 Introduction to Illustrator for Educators  
3 Graduate Level or In-service Credits/ 45 Hours Instructor: Meredith Starr May 1-30, August 1-30, October 1-30  
University of the Pacific

For the K-12 educator interested in creating great graphics for the classroom, or finding a program to help students create great artwork- Adobe Illustrator is your choice of software. In this course you will create professional-quality designs. You will create artwork for printed publications or online classroom blogs, multimedia graphics, or web page content! You will also learn the tools and features available in Illustrator that maximize your artistic potential in the classroom. As part of this comprehensive introductory course, you will also develop lesson plans for your students to create impressive artwork in Illustrator. Discover a software other than Photoshop and iPhoto and maximize your digital artwork skills for the classroom!

PEDC 9074 iPad Assessment Methods  
3 Graduate Level or In-service Credits/ 45 hours Instructor: Shannon Mersand December 1-30, April 1-29, August 1-30  
University of the Pacific

This course on iPads requires the participant to have an iPad, the capability of practicing broadcasting information to a second device and the ability to add apps. If you are using a different mobile device, please check with the instructor as to the specific requirements of the activities prior to enrolling in the course. Not all apps are available on non-Apple devices. During specific times of the course, the instructor will be available to act as the second device if the participant cannot arrange to practice with a friend or at school. Participants will learn and demonstrate different assessment methods, with some involving collaboration. It is important for all areas of instruction meet the needs of your diverse student population such as ELA, Social Studies, Math, Science, LOTE, ESL, Special Education, the Arts, and Physical Education, Guidance Counselors, School Psychologists, Career and Technical Educators, N-12 are appropriate for this course.

PEDC 9075 iPad Presentation Methods  
3 Graduate Level or In-service Credits/ 45 hours Instructor: Shannon Mersand May 1-30, July 1-30, November 1-30  
University of the Pacific

This course on iPads requires the participant to have an iPad, the capability of practicing broadcasting information to

a second device and the ability to add apps. If you are using a different mobile device, please check with the instructor as to the specific requirements of the activities prior to enrolling in the course. Not all apps are available on non-Apple devices. During specific times of the course, the instructor will be available to act as the second device if the participant cannot arrange to practice with a friend or at school. Participants will learn and demonstrate different presentation methods, some involving assessments and some involving collaboration. The environment can be in a 1:1 or a 1:class. It is important for all areas of instruction meet the needs of your diverse student population such as ELA, Social Studies, Math, Science, LOTE, ESL, Special Education, the Arts, and Physical Education, Guidance Counselors, School Psychologists, Career and Technical Educators, N-12 are appropriate for this course.

#### Learning Disabilities and Beyond- Resources for Educators

3 In-service Credits/ 45 Hours Instructor: Laurie Thode March 1-30, June 1-28, August 1-30, October 1-30

You will develop an understanding of how it feels to have a learning disability. With the growing Common Core trend it is important to obtain strategies to reach all students. You will familiarize yourself with disabilities such as dyslexia, dyscalculia, dysgraphia, auditory and visual processing disorders, and nonverbal learning disabilities. By understanding how a learning disabled student feels, you will be able to teach them on a multitude of levels. You will learn strategies and will be expected to understand the psychology of a learning disability, its definition and causes. You will develop an appreciation for the approaches in educational and employment settings which support individuals with learning disorders, the impact that students with learning disorders have socially with friends and family; and widen your empathy and respect for individuals with learning disorders. This course is appropriate for all educators including Guidance Counselors, Psychologists, ELA, Math, Social Studies, Foreign Language, Science, The Arts, Physical and Special Education, N-12.

#### Literacy Stations that Work...Making Centers that Work!

3 In-service Credits/ 45 hours Instructor Sandy Catapano December 1-30, April, 1-29, June 1-28, August 1-30

A question often brought up in the elementary classrooms during guided reading or small group instruction is, "What does the rest of my class do while I'm working with a small reading group?" Utilizing Debbie Diller's philosophy, a national consultant and author, teachers will be offered practical suggestions on ways to keep students motivated, engaged and challenged through differentiated activities according to children's ability. Through this course, participants will learn how to set up effective work stations, managing these stations and keeping them engaging throughout the school year. In addition, teachers will transform traditional centers into literacy focused stations.

#### Literature outside of the English Classroom

3 Graduate Level or In-Service Credits / 45 hours Instructor: Shannon Mersand April 1-29, July 1-30, November 1-30  
University of the Pacific PEDC 9090  
Adams State University 20545 - ED 589

The Common Core State Standards call for reading and writing across the curriculum, so now more than ever literature has a place in every curriculum. Using literature can help spark curiosity and wonder in "boring" subjects, and help to bring alive the reality of a field of study. This course will introduce you to literature that can be used throughout the curriculum, and help you build a road map to incorporate at least one piece into your classroom to help meet CCSS. Participants will be required to read one or more pieces of literature in their subject area to help them build activities for their students. If your curriculum is not specifically addressed, the instructor will work with you to find appropriate materials. This course is appropriate for Administrators, Grades K-12 classroom teachers in all subject areas including Science, History, Multicultural Studies, Health, Physical Education, Mathematics, Special Area, Career and Technical Subject area teachers, and School Media Specialists.

#### PEDC 9036 The Makers of History

3 Graduate Level or In-service Credits/ 45 hours Instructor: Janice McLachlan December 1-30, April 1-29, August 1-30  
University of the Pacific

Learn to create hands-on lesson creative plans that will bring American History to life in your classroom. Teach your students how use creative thinking skills and artistic examples to make reports, biographies, models, including a variety of lessons plans fun and meaningful. Teachers will make learning about democracy, historical treasures and famous American people, places, past and present, memorable experiences for all to enjoy. State and local learning



standards will be addressed. This course is appropriate for Social Studies, the Arts, ELA, Math, Science, and Foreign Language for teachers N-12.

MakerSpace in the Classroom (or School Library)

3 Graduate Level In-Service Credits / 45 hours, Instructor: Shannon Mersand August 1-30, December 1-30, May 1-30  
Adams State University 20544 - ED 589

A MakerSpace is a place where students utilize materials to solve problems, design solutions, and use critical thinking skills to make sense of the world around them. They can be a separate space, such as in an empty classroom, a library media center or a community space, or they can be incorporated into your existing classroom. MakerSpaces are firmly grounded in educational theory and are one way to increase student engagement and achievement while still meeting national and state level learning standards. Educational theory, types of thinking, and design models that support making, as well as the role of the teacher and the student, and what a maker environment looks like are explored. Real examples and projects will be created to start making with your students right away, no matter your budget. Learn how makerspace and the maker movement are transforming learning using hands-on, student driven projects that tie into Science, Technology, Engineering, Art, Math (STEAM) and also ELA, Social Studies, LOTE, ELL, ESL, and other subject areas. This course is also appropriate for Special Education, Career and Technical Educators, and School Media Specialists, N-12.

PEDC 9098 Making Math A Magical Experience For All

3 Graduate Level or In-service Credits/ 45 hours Instructor: Valerie Hanley April 1-29, July 1-30, 2015,  
November 1-30, January 3-30  
University of the Pacific

The Common Core standards and assessments have made teaching math more challenging than ever for teachers and more frustrating than ever for students and parents. It's time to make teaching and learning math magical again! This course will give you great ideas and activities to use in your classroom that will teach your students important math concepts and skills while making math fun again. Upon completion of this course, you will have a vast array of games, activities, anchor chart ideas, lessons, and videos to use in your classroom. You will never teach math the same way again! This course is recommended for all educators, novice or experienced, PreK-12.

Math Made Simple for Students with Learning Disabilities

3 Graduate Level or In-service Credits/ 45 Hours Instructor: Jennifer Crispo December 1-30, May 1-30, August 1-30  
University of the Pacific PEDC 9079  
Adams State University 20550 - ED 589

Teaching math to a classroom of diverse learners can be a challenging task. This course will help general and special educators create meaningful math lessons that promote success for children with math learning disabilities. You will be provided with valuable strategies that help build stronger math fluency, comprehension, word problem, and test preparation skills. You will learn simple yet creative ideas that will help your students become proficient at memorizing, retaining, and applying math processes. This course provides useful resources such as educational websites, iPad applications, Smart Board activities, on-line math games, and printable activities that you can immediately use in your classroom. Most importantly, upon completion of this class, you will have a greater understanding of how children with math learning disabilities learn best and what you can do as an educator to foster your students' success. This course connects educators with resources that support the new Common Core Curriculum and is appropriate for general and special educators that teach grades K-12.

PEDC 9037 The Messages in Art of Latin America

3 Graduate Level or In-service Credits/ 45 Hours Instructor: Jenni Slater February 1-28, July 1-30, November 1-30  
University of the Pacific

Learn how to find new ways to integrate the work of Latin American artists into your classroom. This course offers you various opportunities to help your students become more familiar with the art of Latin America, as well as the artists themselves and their points of view. Whether you are differentiating instruction through the use of visual aids or preparing your students to compare and contrast others' ideas through writing, this course may be an asset to you. This course is appropriate for teachers grades K-12 in all areas including ELA, Social Studies, Science, Foreign Language, Math, the Arts, or Special Education. This course has a variety of activities that will help teachers to create lessons and projects which will interest their students and fulfill their varying needs. NYS Standards, Common Core Standards, student's assessments, goals and outcomes will be addressed.

### Met Any Good Authors Lately?

3 in-service Credits/ 45 Hours Instructor: Lauren Squires June 1-28, July 1-30, October 1-30

"Author Studies are a powerful teaching tool. There is no better way to turn kids on to reading than to build a community joined by a great book. The goal of an author study is to make a connection between a book and an author's life. This shows children that authors are real people, develops motivation to seek out other work by the same author and hopefully inspires children to write." Readinglady.com In this class you will learn about various authors and ways to use author studies in your classroom. You will learn how to Skype with authors and have author visits. Lessons will be created to use in your own classroom. So meet a good author today and get your students into reading and writing!

### Mind Design Tools for Educators

3 Graduate Level or In-service Credits/ 45 hours Instructor: Janice McLachlan July 1-30, September 1-29, November 1-30, February 1-28  
University of the Pacific

Would you like to learn new ways to teach your students how to understand their thought process? This course will help you to instruct your students on how to make sense out their thoughts with clear and concise precision through the use of mapping tools and inquiry-based learning. Educators will learn various ways to scaffold their curriculum, help students build a foundation for critical thinking skills and connect concepts through mapping design and visualizations. Participants will learn the difference between, concept mapping, mind mapping and thinking maps. Teachers will learn creative ways to facilitate these methods in their individual classroom to align with Common Core Learning Standards. The brain retains information for a longer period of time when it makes connections and creates thought patterns. Teachers can learn how to give students the concrete skills and knowledge to build these visual and literal connections. Various models, online technology tools and philosophies of mapping will be the focus of this course. Educators will create many relevant mind design tools to use in their everyday classroom. This course is appropriate for all educators grades P-12 including: ELA, Mathematics, S.S., Science, Physical Education. LOTE, the Arts, Special Education Guidance Counselors, Social Workers, School Psychologists.

### Mind Your Manners: Teaching Students to Use Proper Etiquette

3 In-service Credits/ 45 hours Instructor Valerie Hanley December 1-30, April 1-29, August 1-30

People today, more than ever, need reminders on how to behave properly in social situations. Technology has increased the speed of everyday life to the point where politeness and civility towards others has diminished or almost disappeared completely. Teaching our students how to treat one another properly is so essential to helping them succeed in life, and it also helps to improve our world in general. This course will help you design simple and fun lessons and activities to teach your students proper etiquette and communication skills. Suitable for teachers of preK-12 students.

### PEDC 9039 More Than Just Word Problems: Writing in Math Class

3 Graduate Level or In-service Credits/ 45 hours Instructor: Valerie Hanley December 1-30, March 1-30, August 1-30, September 1-29, October 1-30  
University of the Pacific

Want to know more about what your students understand about math concepts and ideas? Make them write. Writing isn't just for English classes anymore. Having students write in math class is an extremely effective way to assess what your students understand and what they don't. This course will present you with ideas on how to incorporate writing into your math curriculum in effortless and meaningful ways. Upon completion of this course, you will have numerous ideas on how to make writing work for you and your math students. This course is suitable for all educators, PreK to 12, Common Core Learning Standards addressed.

### PEDC 9073 Motivating Music Students

3 Graduate Level or In-service Credits/ 45 hours Instructor: Laura Ruotolo August 1-30, September 1-30, November 1-30, March 1-30  
University of the Pacific

This course provides music teachers with a variety of motivational techniques to utilize during large group rehearsals, small group lessons, and private lessons. Young students will become motivated to learn music when lessons are exciting and educational. Music teachers will research current music education topics, review motivational strategies about music concepts, and create Power Point slide shows about practice techniques to use in the classroom. Music teachers will reflect on their teaching and gain ideas on how to motivate and inspire their students to excel in music. Teachers will share and reflect upon their motivational strategies and learn new ways to motivate their students. This course is appropriate for the Arts grades K-12. A teacher's job description is not only to teach but to inspire and motivate their students to succeed!

Motivating Children to Learn Through the Use of Enjoyable Websites for Primary Students

3 In-service Credits/ 45 hours Instructor: Caterina Palmieri February 1-28, , August 1-30, October 1-30

Students gain knowledge best when they are excited and given the opportunity to actively participate. It is important for teachers to make learning fun. If teachers can hold their students' interest, genuine learning will be achieved. This course will provide teachers with many educational resources on the web that will enhance the Common Core State Standards and school curriculum. Teachers will be asked to explore websites, create lesson plans, and participate in educational exercises.

New York State of Mind/ Exploring NYS Museums and Cultural Resources

3 In-service Credits/ 45 Hours Instructor: Katie Kleinpeter February 1-28, August 1-30, November 1-30

Use the Internet as a tool to visit the many museums scattered around New York. So many historical, art and science museums and cultural resources exist here that await you and your student's discovery. Plan virtual field trips and interdisciplinary lessons that will inspire creative learning in your classroom. This course is suitable for teachers of all K-12 subjects including LOTE, ELA, Mathematics, Social Studies and Science. Common Core Learning Standards will be addressed.

PEDC 9096 Note-taking and Study Skills 101

3 Graduate Level or In-service Credits/ 45 hours Instructor: Valerie Hanley April 1-29, July 1-30, September 1-30, December 1-30  
University of the Pacific

In this age of Common Core standards, the emphasis is on getting our students college-ready by increasing the rigor and relevance of what they learn in the classroom. Yet, in order for our students to be college-ready, they must possess the note-taking and study skills necessary to be organized and prepared to learn new material. This course will help you teach your students to be better students. You will find terrific ideas on how to teach the following important concepts: organization, annotation and note-taking, study habits and skills, and speed reading. This course will make your students more successful learners in every way. This course is suitable for teachers PreK-12.

Native American Culture, History and Art

3 In-service Credits/ 45 hours Instructor/ Katie Kleinpeter May 1-30, July 1-30, October 1-30

Travel back through time to explore Native American life and culture. Visit websites that explore tribes across the United States to discover ceremonies, artwork, music, artifacts, legends, folklore and tribes specific to your area. Explore the rise and fall of the indigenous culture and how the tribes continue to live in the 21st century. Design lesson plans and activities for your students that incorporate this culture's history and art. Appropriate for elementary, middle and high school teachers including special area teachers. Common Core and NYS Standards addressed: ELA 1, 2, 3, 4; SS 1, 3; Arts 1, 2, 3, 4

PEDC 9116 Nutrition 101

3 Graduate Level or In-service Credits/ 45 hours Instructor Michelle Rosenoff February 1-28, July 1-30, September 1-29, December 1-30

This course is an introduction to nutrition science with focus on the macro-nutrients in human health and disease. Educators will gain insight into nutrient characteristics & requirements for children at all age levels. Students will examine energy balance, weight control, dietary guidelines and meal planning Topics will include recommendations for caloric intake as well as examination of different diets and weight loss programs.

Students will understand the macro and micro-nutrients; carbohydrates, fats proteins, vitamins, minerals and water. They will learn the tract food travels in the body and how we use food for energy, evaluate food labels and learn how to read them and be able to calculate calories. Students will Identify foods that contribute to a healthy body and identify foods that can lead to disease and Understand and utilize my-plate and its website. Students will also be able to demonstrate an understanding between health knowledge and health behavior and bring back relevant ideas to their healthy classroom.

Nutrition Revolution: Incorporating a Healthy Lifestyle into your Students Everyday Classroom  
3 In-service Credits/45 hours Instructor: Lauren Squires November 1-30, May 1-30, July 1-30

How many of you have looked around your classroom at snack time or lunch time and realized why our country has such problems with childhood obesity? This online course is going to help you to help your students make better choices and to become educated when it comes to their nutrition. Many children and their families don't have the proper knowledge of nutrition and its positive effects on their health and their future. Help educate your students for a better, healthier, and smarter tomorrow by learning easy ways to incorporate health lessons into your everyday schedule. This will be done in a way that won't interfere with your everyday requirements. We'll explore many web sites, children's books and learn about the people in this field of nutritional revolution that are making a positive impact on our youth. Come and join this revolution and change the lives of your students! This course is appropriate for teachers, N-12.

Oh No... Anything But Poetry!!!

3 In-service Credits/ 45 hours Instructor: Angela D'Amico May 1-30, August 1-30, October 1-30

Difficult, boring, intimidating....STOP!! Change that to fun, exciting, and creative! This is not your mother's poetry class. See how poetry can be used in all areas to enhance your curriculum and build student confidence. ELA teachers - use song lyrics for teaching poetic elements, History teachers - have your students bring historical characters back to life with an "All About..(Abe)" poem; Science teachers - how about an ACROSTIC? Art teachers - shape and color poems...You get the idea. This course features something for everyone. Learn techniques for a variety of student-friendly poems for all ages that will challenge your students' creativity and spice up your bulletin boards. This course is appropriate for all content areas N-12.

Once Upon a Lesson Plan/ Fairy Tales in the Curriculum

3 In-service Credits /45 Hours Instructor: Caterina Palmieri May 1-30, August 1-30, November 1-30

Do you know the true story of the three little pigs? This course will provide teachers with many cross curricular educational resources and lessons using beloved fairy tales. Fairy tales are a rite of passage for children. They encourage creative thinking and imagination. Fairy tales focus around a problem that needs to be solved. They provide great discussion for character value and morals. Teachers will be introduced to many great websites, lesson ideas, and printable activities/organizers. This course is appropriate for all elementary teachers.

PEDC 9040 Online Archaeologist

3 Graduate Level or In-service Credits/ 45 hours Instructor: Janice McLachlan December 1-30, January 3-30, June 1-28, July 1-30, September 1-29, November 1-30  
University of the Pacific

Explore the world Art History and treasures of ancient cultures online. Use the internet as your virtual tool to dig into the past. Bring the past and present together by learning how to use technology to create fascinating differentiated lesson plans to bring back to your classroom. Jump start your curriculum by creating multi-cultural experiences your students will enjoy and remember. Teachers will create interdisciplinary lessons tailored to their needs in ELA, Social Studies, Math, Science, Foreign Language, ELA, and the Arts to meet NYS standards. This course is appropriate for all teachers N-12. This is the originally authored Online Archaeologist course that takes teachers back to ancient times and amazing places in history for a virtual archaeological experience not to be missed. Can you dig it?

PEDC 9041 Out of the Box Behavior Modification

3 Graduate Level or In-service Credits/ 45 hours Instructor: Janice McLachlan January 3-30, June 1-28, August 1-30, October 1-30  
University of the Pacific

Are you looking for creative ways to improve behavior in the classroom? Do you feel stressed out and need to implement a behavior management plan to increase student confidence and achievement in the classroom. Learn how to keep your sanity while dealing with difficult students. Create a wide variety of intervention strategies to help cope with and identify the challenging behaviors that teachers are faced with every day. This course is appropriate for all areas of instruction, K-12.

PEDC 9117 Peer Assisted Teaching and Learning

3 Graduate Level or In-service Credits/ 45 hours Instructor: J. McLachlan December 1-30, May 1-30, August 1-30, October 1-30  
University of the Pacific

Are you looking for new ways to engage your students in learning? Would you like to teach them how to take responsibility and pride in their education? You can achieve these goals through peer assisted teaching and learning. The Common Core State Standards emphasizes the need for students to be able to understand, argue and verbalize how they have mastered core curriculum content in order to be successful in their college and career. What better way to learn than from everyone and anyone! Research shows that students exhibit increased attention and internalize knowledge at an increased rate when there is peer assisted involvement. Teachers will learn how to plan and facilitate a variety of CCSS aligned lesson strategies to group students in various peer assisted teaching and learning models for their individual classroom. These models will increase student social, emotional and academic success. Six models of study will be the focus of this course: discussion groups, proctor models, student- learning groups, media-activated learning groups and student counseling models. Learn how to help your students become the experts by increasing their comprehension skills and self-esteem through student-powered learning. Teachers will create unique learning experiences, lesson plans, classroom resources and assessment strategies using meaningful models of instructional peer to peer relationships increase overall student confidence and achievement. This course is appropriate for all educators including Guidance Counselors, Psychologists, Social Workers, ELA, Math, Social Studies, Foreign Language, Science, The Arts, Physical and Special Education, N-12.

PEDC 9042 Photography and Photojournalism Exposed on the Web

3 Graduate Level or In-service Credits/ 45 Hours Instructor: Janice McLachlan December 1-30, May, 1-30, July 1-30  
University of the Pacific

This course will explore the impact and medium of photography as a means of communication and historical record to convey social attitudes of our time, past and present. Every picture tells a story. We can use exciting images famous photographers and photojournalists as a motivating resource for interdisciplinary teaching in our classroom. Capture the attention of your students. Learn how to integrate famous images into your lesson plans using the internet as their virtual camera lens. NYS standards will be addressed and met on your individual curriculum area. This course is appropriate for all academic areas such as the Arts, ELA, Social Studies, Science, Foreign Language, Science, Math, for all teachers N-12.

Photography and Photojournalism Exposed on the Web Advanced Studies

3 In-service Credits/ 45 hours Instructor Janice McLachlan Email us to register for this course at [creativeteachered@gmail.com](mailto:creativeteachered@gmail.com)

Photography and Photojournalism Exposed on the Web is also offered as a continuation course for Advanced Studies. This course is offered for in-service credit by popular student request. You must take Photography and Photojournalism Exposed on the Web as a prerequisite and then choose additional topics not previously explored for continued advanced studies.

Poetry in the Foreign Language Classroom

3 In-service Credits/ 45 Hours Instructor: Jenni Slater March 1-30, September 1-29, January 3-30, June 1-28, August 1-30

Poetry can seem boring or challenging for anyone! So, let's learn new ways to teach poetry to our foreign language students so that they can appreciate and benefit from what learn! In this course you will learn and practice different types of poetry. The games, group activities and focus on different types of learning styles will certainly help you

create engaging activities for your students. You will be asked to turn in assignments which include lesson plans, power point presentations and reflective essays. If you are a teacher in grades K-12 in the areas of ESL or Foreign Language this course will help you to better understand and incorporate different ways to teach poetry in your classroom. NYS Standards, student's assessments, goals and outcomes will be addressed.

#### PEDC 9096 Poets of Latin America

3 Graduate Level or In-service Credits/ 45 Hours Instructor: Jenni Slater January 3-30, May 1-30, July 1-30, November 1-30  
University of the Pacific

One of the best ways to express oneself is through poetry. Sometimes poems are quite simple and straight to the point. Other times poems can be very complex and can lead to questions which are left unanswered. What better way to differentiate learning than through poetry! With the information you learn from this course, you will be able to make your lessons as rigorous as necessary for your students. Throughout this course we will study different Latin American poets and their work. Various styles of poetry which demonstrate different cultural patterns will be presented to you in your studies. You will be asked to turn in assignments which include lesson plans, power point presentations and reflective essays. If you are a teacher in grades K-12 in the areas of ELA, ESL, Social Studies or Foreign Language this course will help you to better understand and incorporate Latin American poetry into your classroom. The CCSS, student's assessments, goals and outcomes will be addressed.

#### Positive Behavior Intervention Program: K-12

3 In-service Credits/ 45 hours L. Thode TBA

In this course teachers will learn how to create a positive behavior plan for specific students as well as the classroom as a whole, ensuring success for their students. There are many ways to define or explain the concept of positive behavior intervention. Some of the most common ways include:

The application of behavior analysis and systems change perspectives within the context of person-centered values to the intensely social problems created by behaviors such as self-injury, aggression, property destruction, pica, defiance, and disruption A dynamic, problem-solving process involving goal identification, information gathering, hypothesis development, support plan design, implementation, and monitoring An approach that blends values about the rights of people with disabilities with a practical science about how learning and behavior change occur. A comprehensive Positive Behavior Support Plan includes a range of intervention strategies that are designed to prevent the problem behavior while teaching socially appropriate alternative behaviors. The goal is an enhanced quality of life for individuals involved and their support providers in a variety of settings. In this course teachers will learn how to create a positive behavior intervention plan for specific students as well as the classroom as a whole, ensuring success for their students.

#### Pop Bottle Science

3 In-service Credits/ 45 hours Instructor: Vincent La Ruina May 1-30, July 1-30, October 1-30

You'll learn how to do 79 easy, hands-on experiments, using little more than a pop bottle and some other basic and cheap supplies you can find in your kitchen. The experiments cover chemistry, physics, biology, geology, weather, the human body, and astronomy; they are a great supplement to any textbook or science curriculum. All experiments are designed to be taught using the scientific method, which reinforces a scientific way of thinking throughout and adds consistency. All scientific principles are explained. This course is appropriate for all science teachers in grades K-12. NYS science, math, ELA, and technology standards are addressed. This course does require the purchase Pop Bottle Science, which can be found online at Amazon.com, or at your local bookseller for \$14.95. The book includes many materials needed for experiments.

#### PEDC 9077 PowerPoint Advanced Studies

3 Graduate Level or In-service Credits/ 45 hours Instructor Stacey Robert Lazarus July 1-30, October 1-30, December 1-30, February 1-28  
University of the Pacific

This is an advanced course in PowerPoint that is meant to add on to the knowledge acquired in PowerPoint Made Powerful (a requirement for this course). Participants will learn more detailed use of all of the tools available and how to create non-PowerPoint looking lessons and assessments. Only PowerPoint will be used in this course. Interactive PowerPoint is the goal. It is important for all areas of instruction meet the needs of your diverse student population

such as ELA, Social Studies, Math, Science, LOTE, ESL, Special Education, the Arts, and Physical Education, Guidance Counselors, School Psychologists, Career and Technical Educators, N-12 are appropriate for this course. Common Core State Standards are addressed.

#### PEDC 9043 PowerPoint made Powerful

3 Graduate Level or In-service Credits/ 45 hours Instructor: Stacey Robert Lazarus January 3-30, August 1-30, November 1-30  
University of the Pacific

PowerPoint made Powerful will take PowerPoint and make it more interactive and animated. This course is ideal for all teachers that present information or request their students to create presentations. Take those simple pages that you click to advance and make them exciting, by linking not only to the Internet, but also to other presentations, videos and handouts. Other options to make your slides more interactive will be explored, such as motion of key items on the slide, or "discovering" an answer when something is moved. Several alternatives to PowerPoint will be examined so if a student doesn't have PowerPoint, they can still do a PowerPoint style presentation. Also, this course will use several web based applications that take the PowerPoint concept to a higher level, such as Prezi, Present.me, Slideshare, to name only a few. Use PowerPoint and other applications to create assessments, review flash cards, and improve decision making. This class is appropriate for all educators N-12, ELA, Social Studies, Math, Science, LOTE, ESL, Special Education, the Arts, Physical Education, Guidance Counselors and Social Workers.

#### QR Codes in the Classroom

3 In-service Credits/ 45 hours Instructor: Valerie Hanley December 1-30, June 1-28, August 1-30

QR codes or quick response codes are not just for marketing and retail stores. Quick response codes can be used in a wide variety of ways in the classroom. After taking this course, students will have a treasure trove of activities, ideas, and resources that will help make using QR codes in the classroom easy and enjoyable for all. This course is suitable for all teachers preK-12.

#### PEDC 9103 Safe Schools and Schools in Crisis: What is your Plan?

3 Graduate Level or In-service Credits/ 45 Hours Instructor Janice McLachlan December 1-30, May 1-30, June 1-28  
University of the Pacific

In light of the violence that is plaguing our schools, it is time for educators to take a proactive stand. It is our job to create a safe social, emotional and physical learning environment for all students to achieve success and grow. The NY State Education Department suggests seven steps to school safety that will provide a positive learning climate for all. Educators will research this model to create real classroom and school-wide resources and programs to bring back to their school community. This course will explore and evaluate data on effective school safety plans, emergency response plans, violence prevention and interventions, exercises and drills for prevention, codes of conduct, child abuse in the educational setting along with violence and disruptive behavior reporting (VADIR) and Safe Schools Against Violence in Education (SAVE). Educators will learn how to communicate and work with parents and community members to help achieve this important goal. It is imperative to be able to see the warning signs and recognize what is working in your school and what is not. School safety is everyone's responsibility. This class is appropriate for all educators P-12, ELA, Social Studies, Math, Science, LOTE, ESL, Special Education, Visual Arts, Music, Theatre Arts, Physical Education, Technology, Guidance Counselors and Social Workers and Psychologists.

#### The Science Behind Taste and Flavor

3 In-service Credit/ 45 hours Instructor Jason Stevenson April 1-29, August 1-30, December 1-30

Purpose: If you ever wondered how we perceive taste and flavor the way that we do, this class will allow you to explore the science behind these perceptions. We will explore topics such as artificial sweeteners and flavors, factors that affect taste, and careers that those who are interested in food science may consider pursuing. This course is designed to allow educators to research and learn about the pathway that the items that we consume take when they enter our bodies, how they interact within our bodies, and what leads us to ultimately conclude their taste and flavor. It's a process, and by understanding the process we can make connections between the food that we eat and the topics that we teach in class. There will also be some very tasty hands-on activities that I will ask you to perform and comment on. A small bag of Jolly ranchers or Lifesavers would be perfect for these activities. Get ready to enjoy a flavorful experience!

#### A Secondary Perspective on Children's Literature in the Classroom

3 In-service credits/ 45 hours Instructor: Claire Nyman March 1-30, 016, July 1-30, October 1-30

This is an online course designed to create excitement for students in various subject areas in secondary education. Teachers will integrate various children's books, short stories, and poems into their curriculum. Children's literature offers a different perspective about each subject area. Teach your students the passion and excitement you have for your subject through children's literature. This course is appropriate for all areas of secondary instruction including English, Math, Social Studies, Science, Foreign Language, the Arts, and Physical Education.

#### Seeing Science through the Lens of a Child

3 In-service Credits/ 45 hours Instructor Jason Stevenson January 3-30, March 1-30, May 1-30, September 1-29

This class will help educators find ways to spark and reinforce students' interest in science by creating an engaging learning environment filled with activities that are relevant to the students' interest. Let's work together to show students that even at their age, they can make important contributions to the field. We will open the eyes of the students we teach to the many opportunities that are available to them while always keeping student interest in mind. People have the natural tendency to want to know how things work, and why things appear the way that they do. "Why?" is the most common question that a child asks, so let's help students realize that they have many of the technologies and resources necessary to explore their own questions. This course will focus on how students can utilize what they learn in class and apply them to solving real life everyday problems. Another focus of this course would be for educators to explain to students that although we study and put focus on scientists that made important historical contributions to the field, science is an emerging field with many people, some even the same age as the students we teach, that are solving some of today's most challenging problems. Now let's work in a collaborative effort to reinforce the imagination of a child, and show them how they can use it to make positive and lifelong contributions to society.

#### Service Learning Projects in the Classroom

3 In-service Credits/ 45 hours Instructor: Brigit DiPrimo March 1-30, July 1-30, November 1-30

Teachers will learn about various opportunities for creating service learning projects in their classroom. Service Learning is a great way for students to get involved in their communities and globally. The benefits for teachers are that students will be engaged in a variety of activities across the curriculum and work cooperatively fostering a strong classroom community and school community. The projects will incorporate various disciplines and learning styles. The outcome or final project for the course will be a) a pamphlet created by the teacher listing various service learning opportunities. b) A Power Point presentation that focuses on one service learning project that can be conducted in the classroom.

#### The Shakespeare Friendly Classroom

3 In-service Credits/ 45 hours Instructor: Brigit DiPrimo April 1-29, August 1-30, October 1-30

This course is designed to help teachers use the works of William Shakespeare in their classroom. Teaching and reading the works of William Shakespeare with students can be magical. It can spark great classroom conversations, allow for dramatic expression and engage students in a variety of real social issues. It can be tailored to fit participants teaching grades 5- High School.

#### PEDC 9076 SMARTBoard Advanced Studies

3 Graduate Level or In-service Credits/ 45 hours Instructor Stacey Robert Lazarus December 1-30, February 1-28  
June 1-28, August 1-30  
University of the Pacific

This is an advanced course in SMARTBoard that is meant to add on to the knowledge acquired in SMARTBoard Made Simple (a requirement for this course). Participants will learn more detailed use of all of the tools available and how to create interactive lessons and assessments. The Interactive Toolkit will be reviewed. Interactive SMARTBoard is the goal. It is important for all areas of instruction meet the needs of your diverse student population such as ELA, Social Studies, Math, Science, LOTE, ESL, Special Education, the Arts, and Physical Education, Guidance Counselors, School Psychologists, Career and Technical Educators, N-12 are appropriate for this course. Participants



must have the most recent SMARTBoard software available to use. You will not need the Board! You will need a microphone. Ask your IT for the software. Common Core State Standards are addressed.

#### PEDC 9068 SMARTBoard Made Simple

3 Graduate Level or In-service Credits/ 45 hours Instructor Stacey Robert Lazarus March 1-30, July 1-30, November 1-30  
University of the Pacific

Learn how to use an interactive whiteboard. Use “click and reveal”, “erase to discover” and other interactive techniques. Great use for ELA and DBQs when two side by side pages are used, or hyperlinks to additional information is only a touch away. See how simple moving and sounds add to a lesson. Interactive activities will be reviewed. It is important for all areas of instruction meet the needs of your diverse student population such as ELA, Social Studies, Math, Science, LOTE, ESL, Special Education, the Arts, and Physical Education, Guidance Counselors, School Psychologists, Career and Technical Educators, N-12 are appropriate for this course. Participants must have version 10 or more recent. You will need a microphone. Ask your IT for the software.

#### PEDC 9046 The Socially Networked Classroom

3 Graduate Level or In-service Credits/ 45 Hours Instructor: Meredith Starr February 1-28, August 1-30, November 1-30  
University of the Pacific

Learn how to expand your classroom beyond its walls and into student’s lives through social networking media. This course will help you use websites such as YouTube, Facebook and twitter in a safe and productive way. Reach your students in a new way through videos, postings, and file sharing. These sites will even help you develop a correspondence and following with other like minded teachers. This course is appropriate for all teachers N-12, in all curriculum areas such as ELA, Social Studies, Science, Foreign Language, Math, the Arts, and Special Education. Beginners are welcome.

#### PEDC 9045 Social Problems in Education

3 Graduate Level or In-service Credits/ 45 hours Jenni Slater March 1-30, August 1-30, October 1-30  
University of the Pacific

When it comes to improving education, changes are happening across the nation. It can be difficult to keep up with curriculum mapping, the new evaluation system, new testing methods, common core standards... Yet, what about the outside forces which can cause problems in the educational field? Are you truly aware of what is happening around you? This course focuses on different factors which can affect your classrooms without you even realizing it. We will cover topics which include issues with ethnicity, gender, culture, technology and more. This course will provide you with ways to reflect on the society in which your students are growing up in. Through conducting research, designing presentations and creating lessons, you will become more informed on what affects your school system. This will help you to better understand ways to solve simple to complex problems in your classroom environment. This course is appropriate for all areas of instruction including the Arts, ELA, Social Studies, Math, Science and Foreign Language, K-12.

#### PEDC 9047 Sports Math

3 Graduate Level or In-service Credits Instructor: Valerie Hanley April 1-29, August 1-30, November 1-30  
University of the Pacific

Want to motivate students to excel and enjoy mathematics? This course will provide you with lessons and ideas on how to integrate sports and math to teach and reinforce basic mathematical concepts. Using various games and sports-related topics, teachers will learn stimulating ways to teach students math topics such as: fractions, ratios, percentages, measures of central tendency, and more. Upon completing this course, you will have a fun, exciting portfolio of math activities and lessons to use with your students.

#### PEDC 9048 STEM, Common Core and using Computer Technology

3 Graduate Level or In-service Credits/ 45 Hours Instructor Stacey Robert Lazarus May 1-30, July 1-30, September 1-29, November 1-30  
University of the Pacific

See where STEM and the use of computers go hand in hand in providing exciting computer based resources and lessons for your students. STEM (Science, Technology, Engineering Mathematics) addresses concerns that the subjects are often taught in isolation. This course will show how using technology will increase your ability to have these courses “go together” and increase your skills in teaching these subjects. Both you and your students will benefit. Help them be successful for those jobs that are not even created yet. Participants will be creating computer based activities as well as taking part in them. Several free online programs will have to be downloaded to complete this course. They can easily be removed when finished. This class is appropriate for all educators N-12, Math, Science, and Special Education.

PEDC 9049 STEM, Common Core and Project Based Learning

3 Graduate Level or In-service Credits/ 45 Hours Instructor Stacey Robert Lazarus June 1-28, August 1-30, October 1-30

University of the Pacific

It is great when main themes tie into one another and help build an even stronger curriculum. STEM (Science, Technology, Engineering Mathematics) addresses concerns that the subjects are often taught in isolation. Project Based Learning makes learning more interactive and increase critical thinking. This course will show how using Project Based Learning will increase your ability to have these courses “go together” and increase your skills in teaching these subjects. Both you and your students will benefit. Help them be successful for those jobs that are not even created yet. STEM and PBL have been around, and here is your chance to see how Common Core helps put them into the curriculum in an even stronger light. Participants will look at what makes up these instructional methods and create several complete lessons so they can put them immediately into practice. This class is appropriate for all educators N-12, Math, Science, and Special Education.

Strategies that Engage Students through Movement

3 In-service Credits/ 45 hours Instructor: Jenni Slater November 1-30, April 1-29, August 1-30

Students need to be engaged, more than ever in our lessons, so that they are able to succeed with the rigorous Common Core Standards. In order to do this, educators need to keep up with all the changes which are taking place in the educational field. This course will explore ways in which you can teach material in exciting new ways to your students. What better way than through movement! Our students become much more engaged in the learning process when they are a true part of it. Strategies practiced in this course will help you reach your students so that they will be able to build on their reading and listening comprehension skills. If you are an educator of grades K-12 in the areas of ELA, Art, Social Studies, Math, Science, Foreign Language or ESL, this course will help you to better understand and incorporate new strategies in your classroom. NYS Standards, student’s assessments, goals and outcomes, and CCSS will be addressed.

PEDC 9118 Student-Centered Learning Environments

3 Graduate Level Credits or In-service Credits/ 45 hours Instructor: Janice McLachlan February 1-28, May 1-30, July 1-30, October 1-30

University of the Pacific

Current research and evidence shows that when students are empowered to take control and responsibility in their own learning they benefit with increased achievement over longer periods of time. Learn how to become a student-centered teacher by building learning environments that teach your students how to think, hypothesize, solve problems, analyze information and evaluate evidence to form their own arguments and opinions. This course will help you meet the challenging goals of the Common Core by exploring and implementing constructivist theories of planning and facilitating instruction for your individual classroom. Teachers will learn to use student-centered project-based curriculum strategies driven by various student assessment measures to meet individual educational goals. Learn how to build successful student-centered models to foster a community of motivated self-directed learners in your classroom and school. This course is appropriate for all educators including Guidance Counselors, Psychologists, Social Workers, ELA, Math, Social Studies, Foreign Language, Science, The Arts, Physical and Special Education, N-12.

Students as Problem Solvers: Problem-Based Learning in the K-12 Classroom

3 Graduate level or In-service Credits/ 45 hours Instructor: Janice McLachlan November 1-30, August 1-30

University of the Pacific

Have your students ever asked, "Why do I need to know this?" Problem-Based Learning (PBL) is an instructional delivery system that teaches students how to develop and rely on problem solving skills to address real-world issues. Students will be able to answer these questions and make curriculum connections through active immersion into problem-based content. Students and teachers will learn how to use an exciting new inquiry approach to tie the Common Core Curriculum to authentic everyday problem-based learning experiences. When students become engaged in their own learning they are no longer just as observers, they become responsible motivated self-directed learners. Educators will research how to plan, design and facilitate PBL curriculum instruction, appropriate group dynamics and explore successful PBL classroom models and assessments that will fit into their individual curriculum practices. Meaningful classroom resources and lesson plans will be created for real classroom use. This course is appropriate for all teachers N-12, in all curriculum areas such as ELA, Social Studies, Science, Foreign Language, Math, the Arts, and Special Education, Social Workers, School Psychologists and Guidance Counselors.

PEDC 9064 Supporting the English Language Learner: Strategies that Work

3 Graduate Level Credits or In-service Credits/ 45 hours Instructor: Melissa Stone-Nill December 1-30, March 1-30, August 1-30  
University of the Pacific

The student population of English Language Learners (ELL) has nationally increased at an alarming rate from 10% to 21% over the past 20 years, According to the National Center for Educational Statistics. Of that percentage, a large group of these students struggle with acquiring the language due to various reasons. However, there are strategies that teachers can put into place for these students to learn the language faster and achieve in the classroom today! This course will delve deep into the learning process of an English Language Learner and will provide useful approaches that can be applied in any educational setting. Through using technology, new vocabulary ideas to incorporate into your lessons, and researching principles that work, just to name a few, educators who take this course will gain insight on how the ELL learns. Educators will also study what accommodations can be introduced for English Language Learners in order to make their time a more positive and beneficial learning experience.

Supporting the Communication Struggles of ELL Students

3 In-service Credits/ 45 hours Instructor: Sandy Catapano July 1-30, November 1-30, May 1-30

English Language Learners (ELL) are the fastest-growing student population group. According to an NEA Policy Brief, by 2025 nearly 25 percent of students in public schools will be English Language Learners. With such a dramatic increase, it is imperative that educators in all areas understand and adequately address the struggles of ELL students. ELL's struggle academically for many different reasons. When students struggle in the classroom it can lead to a lack of motivation and poor communication. The wide range of academic levels also poses many challenges for educators to effectively prepare lesson and integrate activities that are most appropriate for a wide range of students. Through this course you will learn a variety of strategies and ways to best support the communication struggles ELL's face in your class setting. This course is open to Pre-K - 12 teachers, reading teachers, ELL teachers, support staff, and special education teachers.

The Story of Music: Exploring Music in Relation to History

3 Graduate Level or In-service Credits / 45 hours Instructor: Laura Ruotolo December 1-30, June 1-28, August 1-30

World events at the time a composer was writing music often had a huge effect on the music produced. This course focuses on familiarity with historical repertory and the musical, social and cultural context of that repertory. Students will explore the Middle Ages, Renaissance, Baroque, Classical, Romantic, and Twentieth century periods. Students will create lesson plans, PowerPoint presentations, research assignments, watch, review, and reflect on music history videos, and create valuable resources to use in their classroom that pertain to incorporating and relating music history to their class content. Students will create assignments that require students to use internet resources to research historical information about a musician/composer or time-period. This class is appropriate for all educators N-12, ELA, Social Studies, Math, Science, LOTE,ESL, Special Education, the Arts, Physical Education, Guidance Counselors and Social Workers. This course will help your students understand music history in relation to history and culture.

PEDC 9119 Surrealism: Exploring the Marvelous

3 Graduate Level or In-service Credits/ 45 hours Instructor Janice McLachlan April 1-29, June 1-28, August 1-30

University of the Pacific

The marvelous art movement in Paris from 1924 to 1941 is known as Surrealism. This movement is highlighted by a group of avant-garde writers, artists, and filmmakers. Surrealism was started by artist and poet André Breton with his Surrealism Manifesto to amazing illusion artist Salvador Dali (1904–1989), and film-maker Luis Buñuel (1900–1983) along with many other creative and notable artists, authors and film-makers. The movement used dream-like imagery and Freudian dream symbolism to challenge the traditional function of art and reality. This course will explore famous works from this time period and challenge teachers to integrate surreal topics into their classroom curriculum planning. Can topics in writing, art and film be a mirror into our psyche? Are our dreams a pathway to our subconscious thoughts? Educators will learn how to use topics in the Surrealism movement to integrate into unique curriculum experiences. Teach your students how to look for symbolism and draw conclusions from analyzing art, film and text from this symbolic period of time. This course is appropriate for all educators including Guidance Counselors, Psychologists, Social Workers, ELA, Math, Social Studies, Foreign Language, Science, The Arts, Physical and Special Education, N-12. Educators will create appropriate classroom resources according to their specific area of expertise. No one is too young or old to learn to dream.

PEDC 9050 Surviving the Holocaust

3 Graduate Level or In-service Credits/ 45 hours Instructor: Janice McLachlan June 1-28, July 1-30, Sept. 1-29, January 3-30

University of the Pacific

The mass genocide of Jewish people and targeted “undesirable” people during WWII at the ruthless hands of the Nazi’s has been the most horrific crime against humanity of all time known as the Holocaust. How could something so evil happen to so many millions of people as the rest of world sat idly by? This course will help educators create meaningful appropriate resources to bring back to their classrooms. Notable web sites, art, music, writing, poetry and real life surviving testimonials will be our witness to the horrible atrocities that occurred during this dark time in history. These forms of expression helped victims persevere and serve as historical documents for us to learn from today. Educators will be able to choose age appropriate and instructionally relevant projects to teach students about the Holocaust and how these events affected the people of the world for an eternity. This course appropriate for all educators and will help promote good character traits and tolerance in and out of the classroom community. CCSS initiatives will be explored and applied in this course.

Teaching Across the Curriculum with Children's Literature

3 Graduate Level or In-service Credits/ 45 hours Instructor: Katie Griffin-Strahm October 1-30, March 1-30, July 1-30

University of the Pacific

Teachers have been using children’s literature to teach across the curriculum for years. This course will provide participants with a renewed sense and understanding as to why it is critical to use quality literature to provide students with content area information and new perspectives of key concepts across the curriculum. Using children’s literature to teach across the content areas provides students with the opportunity to connect with characters and issues outside of the textbook in a more engaging manner. Participants will focus on creating original activities and lessons across the curriculum using children’s literature.

PEDC 9127 The Teachers Pocket Guide to IEP's: Getting the IDEA Right

3 Graduate Level or In-service Credits/ 45 Hours Instructor Melissa Grucci April, 1-29. May 1-30, July 1-30, November 1-30

General education teachers are equally responsible for understanding and implementing their student’s Individual Education Plans (IEPs). This course is designed to breakdown IEPs so that you can quickly and confidently navigate the most pertinent information needed to educate your special needs students. This course will focus on the most important components of the IEP and will help you better understand each section of the document. The goal is to understand IEP’s on a more informational level and why they need to be implemented. This class will enable educators and parents of all levels to feel more confident in implementing IEP’s and will assist them when attending CSE meetings for their students. Students taking this class will have a better understanding of their legal obligations and responsibilities. NYS and Common Core Learning Standards are addressed. This course is appropriate for all educators including Guidance Counselors, Psychologists, ELA, Math, Social Studies, Foreign Language, Science, The Arts, Physical and Special Education, N-12.

PEDC 9120 Teaching Dignity, Integrity and Empathy to all Students

3 Graduate Level or In-service Credit/ 45 Hours Instructor: Richard Faber June 1-28, August 1-30, December 1-30

All elementary and secondary schools should provide students with a safe and supportive environment free from discrimination, intimidation, taunting, harassment, and bullying on school property, a school bus and/or at a school function. Students will learn instruction in civility, citizenship, and character education by expanding the concepts of tolerance, respect for others and dignity to include: an awareness and sensitivity in the relations of people, including but not limited to, different races, weights, national origins, ethnic groups, religions, religious practices, mental or physical abilities, sexual orientations, gender identity, and sexes according to the requirements of the Dignity for All Students Act. This course is appropriate for all educators including Guidance Counselors, Psychologists, Social Workers, ELA, Math, Social Studies, Foreign Language, Science, The Arts, Physical and Special Education, N-12.

TPRS: Teaching Proficiency through Reading and Storytelling

3 In-service Credits/ 45 hours Instructor Jenni Slater May 1-30, July 1-30, October 1-30

As ESL and Foreign Language teachers, it is very important for us to engage students in our lessons so that they can have a meaningful learning experience. This course will focus on the different techniques and skills which are involved in using the TPRS method of instruction. Teaching Proficiency through Reading and Storytelling, or TPRS, allows teachers to offer a more hands-on learning approach to their students. The activities practiced in this course will show you ways in which you can put the textbooks aside for a moment and build on students' reading and listening comprehension skills in a more interactive way. If you are an educator of grades K-12 in the areas of Foreign Language or ESL, this course will help you to better understand and incorporate new strategies in your classroom. NYS Standards, student's assessments, goals and outcomes will be addressed.

Teaching Children with Learning Disabilities in New and Creative Ways

3 Graduate Level or In-service Credits/ 45 Hours Instructor: Jennifer Crispo March 1-30, July 1-30, November 1-30

University of the Pacific PEDC 9080

Adams State University 20549 - ED 589

Are you looking to discover new and creative ways to reach every kind of learner in your class? Do the stresses of implementing the new Common Core Curriculum to a classroom of diverse learners seem more and more daunting each day? This course provides specific ways that you can differentiate instruction to provide a successful learning environment for children with all learning abilities. You will be provided with helpful web resources, iPad applications, reproducible, on-line/classroom academic games, resources to help with parent/colleague communication, ways to improve study and memory skills, resources that you can use to organize students and yourself, and lots of creative ways to create lesson plans that are geared to children with learning disabilities. Most of all you will walk away from this class with a better understanding of children with learning disabilities, and tons of innovative teaching ideas that you can immediately implement in your classroom. This course connects educators with resources that support the new Common Core Curriculum and is appropriate for general and special educators that teach grades K-12.

PEDC 9071 Teaching String Technique

3 Graduate Level or In-service Credits/ 45 hours Instructor: Laura Ruotolo December 1-30, February 1-28,

August 1-30

University of the Pacific

This course provides music teachers who teach strings with teaching tips and a review of string technique. String students will thrive and excel in music when they are taught proper posture, bow hold, left hand position, instrument position, bow stroke, shifting, and vibrato. Music teachers will navigate through websites that focus on string technique, create lesson plans, write reflective essays, and create Power Point slide shows. Teachers will share and reflect upon their string technique strategies and learn new ways to teach their students technique. This course is appropriate for the Arts grades K-12. From taking this course, educators will gain ideas about how to implement the Common Core Standards when teaching string technique. Teachers will create assignments that require the use of internet based resources to research proper string technique and relate to the student's study of music in school. Teachers will create lesson plans that include the specific ways the Common Core Standards will be implemented in the classroom. This course is appropriate for the Arts grades K-12.

#### PEDC 9100 Teaching Vocabulary in a Foreign Language Classroom

3 Graduate Level or In-service Credits/ 45 hours Instructor: Jenni Slater January 3-30, 2016, March 1-30, July 1-30, November 1-30  
University of the Pacific

Learning a second language can be challenging for anyone! So, let's learn new ways to teach vocabulary to our students so that they can appreciate and benefit from what learn. Drills and repetition are no longer enough to satisfy our student's different learning needs. In this course you will learn and practice different techniques that will enable you to teach your students in a rigorous and engaging manner. You will be asked to turn in assignments which include lesson plans, power point presentations and reflective essays. If you are a teacher in grades K-12 in the areas of ESL or Foreign Language this course will help you to better understand and incorporate different ways to teach vocabulary in your classroom. NYS Standards, student's assessments, goals and outcomes will be addressed.

#### PEDC 9053 Thematic Web Ideas

3 Graduate Level or In-service Credits/ 45 hours Instructor: Janice McLachlan May 1-30, August 1-30, November 1-30  
University of the Pacific

Students will use themes across the curriculum to create interdisciplinary web-based lesson plans that will increase student development and understanding of subject matter with hands-on experiences. Differentiated and motivational techniques will be explored to bring exciting and memorable learning experiences to all students. Teachers create thematic lessons that meet their individual classroom needs. All subject areas will be addressed such as: Math, Social Studies, Science, ELA, and Foreign Language through the Arts. This course is appropriate for teachers N-12.

#### PEDC 9052 Tips for Teaching Preteens and Teens

3 Graduate level or In-service Credits/ 45 hours Instructor Valerie Hanley April 1-29, July 1-30, October 1-30  
University of the Pacific

There is a saying that no one grows up with the dream that one day they will teach middle school. Teaching middle school and high school present unique challenges that require a special set of problem-solving skills. This course will present you with ideas on how to effectively teach middle school and high school age students. You will explore how the physical, emotional, and psychological development of students of this age affect how they act, learn, and relate to one another. In addition, you will gather and create resources that you, your students, and their parents can use to help them minimize stress and increase academic and interpersonal success. Upon completing this course, you will have a treasure trove of ideas, activities, tips, and lessons to help you survive teaching one of the most challenging age groups.

#### Today a Reader/ Tomorrow a Leader/ Learning to Implement Guiding Reading Strategies

3 In-service Credits/ 45 hours Instructor Theresa Di Michele October 1-30, November 1-30, February 1-28, August 1-30

This course is designed for today's teachers who are grappling with the question of how to reach struggling readers. While there are no quick fixes, thousands of teachers are combining the principles of differentiated instruction and guided reading with unparalleled success. Mixed in the right proportion, these popular strategies will help you build a balanced literary framework that gets results with even the most challenged learners.

Differentiated instruction tactics will help you understand how your students learn so you can teach in a way that makes sense to them. When you apply those tactics within the guided reading framework, which helps you lead students through new ways of approaching text, great things start to happen. The result is a classroom full of students who are able to negotiate increasingly challenging texts with unprecedented fluency.

#### Tolerance Through Art

3 In-service Credits/ 45 hours April 1-29, July 1-30, November 1-30

Artists' express their ideas through their artwork. All over the world artists tell the stories of their life experiences through different media. This course will explore the artists who have made their feelings regarding tolerance, acceptance, prejudice, apartheid, and discrimination available for the world to learn from. Some of these stories can be recreated as art lessons. Students can relate to their own life lessons by discovering the work of famous artists

like Maya Lin and Frida Kahlo. Educate your students to create their own message of peace through art. NYS Standards, student's assessments, goals and outcomes will be addressed. This course is appropriate for all teachers K-12, in all curriculum areas such as ELA, Social Studies, Science, Foreign Language, Math, the Arts, and Special Education. Beginners are welcome.

Trauma and Children: Its Impact on Learning and Social Growth  
3 In-service Credits/ 45 hours Instructor: Lauren Porter August 1-30, November 1-30

This course provides an in depth look into the types of trauma our young children are experiencing today. Trauma has a powerful and long lasting impact on our young students. Trauma can influence the way a child learns, the way a child communicates, and the way a child interacts with peers and adults. It impacts the child's problem solving skills and cognitive abilities and has lasting effects long into adulthood. In this class, types of trauma will be explored as well as how these types of trauma may impact learning and social development. Signs and symptoms of various trauma types will be reviewed. Strategies for effective intervention for teachers, adults, and peers are offered. Resiliency research will be explored. Educators need to be prepared to welcome students of trauma into their classroom with an understanding of how environmental experiences may have impacted them. We must be ready to educate these students with high expectations and effective teacher instruction. This course is designed for all regular and special educators, related service providers, social workers, school psychologists, and guidance counselors. This course will also assist the teacher in addressing diverse student populations, instruction in ELA, Social Studies, Math, Science, LOTE, ELL Learners, Special Education, Physical Education and N-12.

Understanding and Working with the Resistant Student  
3 In-service Credits/ 45 hours L. Thode TBA

Concern is growing for students that are being regarded as "at risk," "disadvantaged," "alienated" and "resistant." This course offering brings current research to teach about the dynamics that fuel resistance within your classroom. How can you make learning achievable to all students? The course gives a full dialogue discussing resistance, strategies for preventing resistance, how to connect with a challenging student, how to solve discipline problems, managing different personality types, Oppositional Defiance Disorder (ODD), and different ways to communicate the struggle with the students caretaker. The course creates opportunities for teachers to learn new ways to work with this misunderstood energy.

Understanding Growth Mindset  
3 In-service/ 45 hours Instructor: Richard Faber October 1-30, June 1-28, August 1-30

Research primarily by Carol Dweck on growth mindset shows that students who believe they can grow their basic abilities have greater motivation and higher achievement than do students who believe their abilities are fixed, and that teachers can influence students' mindsets. This course will examine the differences between fixed and growth mindsets, and provide educators with the tools to foster grit, determination, and work ethic within students, athletes, and people of all ages. Teachers will be taught to coach students to try different learning strategies that make the brain work smarter. Teachers will also Lesson and unit plans will be examined and developed. This course is appropriate for all educators N-12.

PEDC 9101 Unleashing the Power of Presentation Tools  
3 Graduate Level or In-service Credits/ 45 hours Instructor: Janice McLachlan January 3-30, July 1-30, September 1-29, November 1-30  
University of the Pacific

Learn how to maximize the quality of your classroom instruction through the art of online presentations. Design lesson presentations that will immerse your students into the learning process to promote higher level thinking skills. Educators will elevate instructional practice by unleashing the power of presentations with the latest trends in technology and free online web-based tools proven to increase active student engagement and attention. Research shows the more you engage your students with the art of lesson presentations, the more they will focus on content, internalize knowledge, and learn. Teachers will design and evaluate wide variety meaningful ready-to-use classroom presentations, lesson plans and resources that are aligned to the Common Core State Standards. Presentation designs will meet the individual needs of each educator's specific curriculum requirements and student learning objectives. Wake up your students, improve comprehension and make your everyday instructional practices memorable learning experiences for increased academic success. This course is appropriate for all educators

including Guidance Counselors, Psychologists, Social Workers, ELA, Math, Social Studies, Foreign Language, Science, The Arts, Physical and Special Education, N-12.

Using the Computer for Personal Productivity In & Out of the Classroom

3 In-service Credits/ 45 hours Instructor Laurie Thode December 1-30, May 1-30, August 1-30

The overall goal of this course is for learners to develop and implement a plan that will use the computer to increase their personal productivity. By the end of this course, learners will and be able to use technology inside and outside the classroom in a manner that increases productivity; understand how to use technology to improve communication with parents, colleagues, and students; create lesson plans; manage information; develop teaching materials and assessments; make best use of the software, hardware and internet resources that they have available at their school to improve personal productivity; and incorporate the use of the computer for personal productivity into their professional teaching practice.

PEDC 9099 Using Themes to Integrate Latin American Novels into the Curriculum

3 Graduate Level or In-service Credits/ 45 Hours Instructor: Jenni Slater December 1-30, May 1-30, July 1-30  
University of the Pacific

How are the themes in Latin American novels common to those in books our students read in English? Did you know that most novels written in Spanish are available to our students in English? Are these novels already a part of your curriculum? In today's classroom, we must address the differences in our students' backgrounds in order to better understand them as individuals. How much do you know about Latin American authors? Take this course and find out! If you are a teacher in grades K-12 in the areas of ELA, ESL, Social Studies or Foreign Language this course may be perfect for you. This course has a variety of activities that will help you create lessons and projects which will interest your students and fulfill their varying needs. Common Core State Standards, student's assessments, goals and outcomes will be addressed.

PEDC 9084 Vocabulary Strategies and the ELA Common Core Standards: Multiple Ways to Teach Words

3 Graduate Level or In-service Credits/ 45 Hours Alissa Rosenberg July 1-30, September 1-29, November 1-30, March 1-30  
University of the Pacific

Within the Common Core Standards (CCSS) there has been a great emphasis on vocabulary development within instruction. Research indicates that vocabulary development is highly predictive to literacy achievement. Therefore teaching students strategies to meet vocabulary expectations within the CCSS will improve their literacy development and overall preparation for the common core testing. This class will review the common core standards regarding vocabulary; discuss research on why vocabulary enhancement is so pivotal to literacy achievement and then break down different strategies to teach vocabulary enhancement. Sample mini lessons, activities and strategies will be provided. Throughout the course the class participants will create and share a variety of lessons and activities so that by the end of the course each participant will walk away with a toolbox of effective strategies that can be used immediately within the classroom setting. This class is appropriate for k-12 classroom teachers, ELA/ English teachers, Resource Room teachers, Inclusion Teachers, Speech Language Pathologists, Reading Teachers and ELL Teachers. Related social skills, this class is appropriate for all educators' grades k-12, Speech Pathologists, Psychologists and Social Workers.

PEDC 9054 The Van Gogh Experience

3 Graduate Level or In-service Credits/ 45 hours Instructor: Janice McLachlan January 3-30, June 1-28, July 1-30, October 1-30  
University of the Pacific

The world has been captivated by one of the most mysterious painters of all time, Vincent Van Gogh. Take a journey that will bring back in time through the life and the legacy of this great master. Study the personal letters of Van Gogh. He wrote over eight hundred letters in his lifetime. He shared these deep personal thoughts and aspirations with his brother Theo and other personal confidants. Learn about his controversial paintings and the biography of Van Gogh the genius and Van Gogh the mad man. Van Gogh suffered from temporal lobe epilepsy as well as other mental and physical conditions that prompted a lifetime of anguish that could only be understood through his paintings. This course will help educators use the works and life of Van Gogh to create meaningful resources to bring back to their individual classroom. Educators will create a wide variety of classroom resources for



real use. Meaningful interdisciplinary lessons will be the focus to meet the CCSS and open the door for students to explore the symbolism of one of the biggest artistic influences of all time. This course is appropriate for all educators K-12, psychologists, guidance counselors and social workers.

#### PEDC 9055 Virtual Renaissance

3 Graduate Level or In-service Credits/ 45 hours Instructor: Janice McLachlan December 1-30, March 1-30, June 1-28, August 1-30,  
University of the Pacific

This online course will take teachers back in time on a virtual journey to study the classical Art period known as the Renaissance. Teachers will experience a Rebirth of online educational resources, motivating learning experiences, environments and creative activities that make cross-curricular connections with the Arts, ELA, Mathematics, Social Sciences, Science, Technology, and Foreign Language. Teachers will become Renaissance learners for the ultimate virtual quest of knowledge. NYS Standards will be addressed in all areas of instruction K-12. This is the originally authored Virtual Renaissance course that will help you to immerse your students into a curriculum filled with treasures of this unique period of history.

#### EDC 9123 Vocabulary Instruction for 21st Century Learners

3 Graduate Level or In-service Credits/ 45 Hours Instructor: Sandy Catapano December 1-30 February 1-28, October 1-30, August 1-30

According to the Common Core Reading and Language Standards students are required to “read and comprehend complex literary and informational texts independently and proficiently,” however, these standards also call for emphasis on vocabulary acquisition and word awareness at every grade level. Through this course you will learn about the Common Core Shift 6 - Academic Vocabulary and will learn ways to develop students ability to use and access words that occur in everyday text by visiting numerous sites on digital tools and more. You will learn about Tier 1, Tier 2 and Tier 3 words and figure out which words belong in what category through careful planning and strategic thinking to help support student development.

#### PEDC 9084 Vocabulary Strategies and the ELA Common Core Standards: Multiple Ways to Teach Words

3 Graduate Level or In-service Credits/ 45 Hours Alissa Rosenberg July 1-30, September 1-29, November 1-30, March 1-30  
University of the Pacific

Within the Common Core Standards (CCSS) there has been a great emphasis on vocabulary development within instruction. Research indicates that vocabulary development is highly predictive to literacy achievement. Therefore teaching students strategies to meet vocabulary expectations with in the CCSS will improve their literacy development and overall preparation for the common core testing. This class will review the common core standards regarding vocabulary; discuss research on why vocabulary enhancement is so pivotal to literacy achievement and then break down different strategies to teach vocabulary enhancement. Sample mini lessons, activities and strategies will be provided. Throughout the course the class participants will create and share a variety of lessons and activities so that by the end of the course each participant will walk away with a toolbox of effective strategies that can be used immediately within the classroom setting. This class is appropriate for k-12 classroom teachers, ELA/ English teachers, Resource Room teachers, Inclusion Teachers, Speech Language Pathologists, Reading Teachers and ELL Teachers. Related social skills, this class is appropriate for all educators' grades k-12, Speech Pathologists, Psychologists and Social Workers.

#### PEDC 9057 Warm Up the K-12 Classroom with Icebreakers

3 Graduate Level or In-service Credits/ 45 hours Instructor: Janice McLachlan January 3-30, May 1-30, August 1-30, November 1-30  
University of the Pacific

Learn how to warm up your k-12 classrooms by the use of ice breakers to facilitate a positive self- image and team building among your students. Various types of ice breakers will be introduced throughout the course. Teachers will have the opportunity to choose a wide variety of activities that would be practical to your classroom setting. Teachers will have an opportunity to understand why ice breakers are so important to use in the classroom and to student development. Teachers will have learned that icebreaker activities, games, and lesson planning will increase student involvement and confidence in the classroom. Teachers will learn how to integrate these activities into their everyday

lesson plans to increase student achievement in all areas of instruction including the Arts, ELA, LOTE, Math, Science, Social Studies and Character Education in the K-12 classroom. NYS learning standards will be addressed during the course.

Weird Science!

3 In-service Credits/ 45 Hours Instructor Jason Stevenson March, 1-30, July 1-30, November 1-30

Purpose: Students love the idea of learning about the abnormal science that occurs in our world, as well as scientific theories that almost seem unfathomable. Some of this material is not mentioned in the textbooks we use when we teach, but these are the topics that students are excited to learn about when they enter our classrooms. Some of these topics include suspensions that behave like solids and liquids, fish and insects that glow, the idea that there are more stars in the sky than grains of sand on earth, the anatomy of an opal, etc... This course is designed to allow educators to research and learn more about the interesting science that exists within, and beyond the field that they teach, but that is not normally covered within their curriculum. This material will brighten up your curriculum and make it even more engaging to the students that you teach. It doesn't matter what age group or content you teach, we can modify the lessons we create to make them grade appropriate, and make connections between these interesting topics and the topics that our students need to know to perform well on end of year assessments. Super cool demonstrations and simulations will be suggested throughout the course. This course is recommended for preK-12 educators.

Welcoming Diversity and Including Immigrant Students in your K-12 Classroom

3 Graduate Level or In-service Credits/ 45 hours Instructor: Janice McLachlan May 1-30, December 1-30

The cultural gap in our nation's schools, current immigration issues, language barriers and budgetary constraints leaves educators struggling to find ways to make sure all students continue to achieve to the best of their ability in our classrooms. Educators need to learn how to become culturally aware of diverse populations learning environments and everyday experiences. We need to celebrate our strengths and differences. We need to learn ways to communication among diverse cultures by including these important lessons in the classroom to make sure that no child is left behind. Culturally competent teachers understand the diverse needs of their students and provide experiences for all of their learners to succeed. Under the No Child Left Behind Act (NCLB), all students must make adequate yearly academic progress regardless of race, ethnicity and culture. This course will teach you how to be a culturally competent teacher. You will learn how to create meaningful resources through a variety of activities, lessons, and readings to help you become a dynamic communicator to students, families and your school community. Become an ambassador to a culturally rich learning environment that makes all students feel welcome and excited to learn. This course is appropriate for all educators including Guidance Counselors, Psychologists, Social Workers, ELA, Math, Social Studies, Foreign Language, Science, The Arts, Physical and Special Education, N-12. Educators will create appropriate classroom resources according to their specific area of expertise.

PEDC 9058 "What's for Homework?": Making Homework and Assessment Policies That Make Sense

3 Graduate Level or In-service Credits/ 45 hours Instructor: Valerie Hanley December 1-30, January 3-30, July 1-30 University of the Pacific

Is homework a sensitive subject at your school? Are you uncertain of how to assess your students in a time-efficient and appropriate way? This course will address the great homework debate and challenge you to design activities and assignments that have real value. You will learn ways to create meaningful homework assignments and how to design appropriate assessment techniques that suit the needs of your students. Upon completion of this course, you will have developed a system for homework and assessment that suits your students' needs and yours. You will also have a vast array of exciting and innovative new ways to use homework in an appropriate manner. Challenge yourself to find a homework/assessment system that's right for you!

What is Disordered Eating?

3 In-service Credits/ 45 hours Instructor: Michelle Rosenoff December 1-30, July 1-30

This course is designed to offer educators insight into why we eat. What triggers you to eat food? How does the media, TV, internet play a role in our food choices? The student will examine how advertisers and food manufacturers manipulate and suggest certain foods. In depth analysis of the connection between looking beautiful and buying certain food products and how the industry manipulates images. How do your food choices and behaviors connect with your body image and self-esteem? Discussions about food addiction and if this is really a

diagnosable disease. Teachers K-12 will be able to make conscious, healthier choices for their students and their classrooms.

#### Why Can't We Just Behave? Social Learning Theory in the K-12 Classroom

3 Graduate Level or In-service Credits/ 45 hours Instructor Janice McLachlan August 1-30, March 1-30, May 1-30

Have you ever wondered why your students behave in certain ways? Are there times behavior gets in the way of teaching and learning? Or should we ask how many times and why? Albert Bandura believed people learn from each other through observation, imitation and modeling. He called this Social Learning Theory. Bandura's Social Learning Theory bridges behavior, cognitive learning and one's environment because it encompasses attention, motivation and memory through Reciprocal Determinism. Why do some students exhibit deviant behavior and some exhibit acceptable behaviors? How can you answer these questions and foster social learning in your program? Bandura believed most human behavior is observed from the modeling of others, the idea of the behavior is formed, remembered, coded and then performed at a later time. Behavior is the effect of the environment and the environment is affected by behavior. Educators will study Bandura's work and make connections to their individual classroom. This course will look at cognitive, social and environmental classroom conditions and conditioning to help provide the necessary means for effective modeling from the early formative years through adolescence. Deviant delinquent behaviors, social structures, social norms, teen aggression and differential association will be explored. Research on attention, retention, reproduction and motivation will be analyzed. Educators will study models such as Vigotsky's Social Development Theory and Lave's Situated Learning, create meaningful classroom resources and lesson plans that help create an effective teaching and learning environment for your individual classroom. This course is appropriate for all teachers N-12, in all curriculum areas such as ELA, Social Studies, Science, Foreign Language, Math, the Arts, and Special Education, Social Workers, School Psychologists and Guidance Counselors.

#### PEDC 9105 Why Should We Care? Teaching Empathy to Students

3 Graduate Level or In-service Credits / 45 hours Instructor: Laura Ruotolo June 1-28, August 1-30, December 1-30  
University of the Pacific

Students will understand the positive effects of practicing empathy in the classroom. Students will reflect on their teaching, collaborate with students, and create lesson plans, classroom activities, parent informational sheet, and class ground rules. Students will explore the many ways empathy lessons can be incorporated into their daily routine. This course is appropriate for all areas of instruction, including the Arts, LOTE, ELA, Science, Social Studies, Physical Education, Math, N-12.

#### You're a Character!

3 In-service Credits/ 45 hours Instructor: Laura Riekert May 1-30, July 1-30, October 1-30

You're a Character! With the increase in character education initiatives in many districts, this course will teach character and acceptance with the artist in mind using the arts, history, and technology. Artists studied include Chuck Close, Faith Ringgold, Frida Kahlo, Keith Haring, and more....Raise student's knowledge base and self-esteem with good character(s)! This course is appropriate for all teachers, N-12. You don't have to be an Artist to take my course you just have to try your hardest!

#### PEDC 9059 Zero Tolerance Bully Prevention

3 Graduate or In-service Credits Instructor: Janice McLachlan December 1-30, January 3-30, July 1-30,  
September 1-29  
University of the Pacific

Learn how to implement bully prevention strategies that work in your classroom. Recognize how to identify and deal with bullying behaviors, how to empower their targets, give responsibility to the silent witnesses and learn real prevention skills that work. Bullying is not a rite of passage. Children deserve to have a safe learning environment that does not include physical, verbal or emotional abuse from peers. Teachers will research and develop strategies that stop the violence and form a zero-tolerance bully prevention plan that takes a proactive stand to aid children, parents, and the bullies who hurt them. Stop this pattern of pain that exists in every grade level in our schools today and become an advocate for your students. This course is appropriate for all grade levels K12 in every area of instruction including, the Arts, Physical Education, Foreign Language, Math, Social Studies, Science, ELA and Special Education Services.

