**GPDE 5000**  
*Assessment to Promote Understanding & Achievement*  
(3 cr.) The focus of this course is for practicing educators to gain an understanding and proficiency in creating and implementing assessments that promote student achievement and understanding. Learners research and design formative assessments to guide student learning and their teaching. Aligning assessments to instructional outcomes and planning serves as a focus of the course. Learners also develop an understanding of self-assessment and apply that understanding to their teaching and their students learning.

A. Apple Valley  
October 19, 26, November 9, 16, 30, December 7, 14 (5:00-9:00)  
D. Rickert

**GPDE 5002**  
*Effective Instructional Strategies*  
(3 cr.) Practicing teachers explore research-based instructional strategies that promote student achievement and understanding. The focus of the course includes translating the research-based strategies into practice. Learners incorporate instructional strategies that meet the diverse needs of students in today’s classrooms. The course also challenges learners to align their instructional strategies to their curricular outcomes and assessments.


A. Minneapolis  
October 19, 26, November 9, 16, 30, December 7, 14 (5:00-9:00)  
D. Bernard

**GPDE 5003**  
*Instructional Design to Promote Understanding and Achievement*  
(3 cr.) This course provides a framework for designing student learning that is engaging, active, and purposeful for learners and teachers alike. Course participants learn how to determine specific overarching learning outcomes for the students in their classrooms. With this information as a framework, course participants learn about and use the three stages of the backward design process to plan or revise a teaching unit for use in their classrooms. Throughout this experience, participants concurrently learn ways to integrate district, state, national, and/or content area standards into their curriculum planning process without sacrificing content or the students’ involvement and enjoyment in learning.

GPDE 5005

Building a Professional Learning Community
(3 cr.) Learners explore the research and best practices connected to building professional learning communities in their schools. Course participants gain understanding and insight about the perils of teacher isolation and the instructional strengths and advantages of teacher collaboration regarding instruction, classroom management, assessment and professional growth. Learners develop a professional learning community based on inquiry, collaboration, reflection, and coaching.

A. Winona
October 19, 26, November 9, 16, 30, December 7, 14 (5:00-9:00)
E. Grabarski

B. Minneapolis
October 19, 26, November 9, 16, 30, December 7, 14 (5:00-9:00)
S. Lufkin

GPDE 5059

Student Management
(3 cr.) This course provides an overview of cognitive and behavioral theory with an emphasis on developing productive relationships between the teacher and students. Results-oriented techniques for working with culturally diverse student populations and for managing varied types of student behavior are explored. This course is also coded as EDUC 608 for students enrolled in the M.A. in Education program.

A. Apple Valley
October 25, November 1, 8, 15, 20, 29, December 6 (4:30-9:30)
November 4, December 2 (8:00-1:00)
D. Montgomery

B. Mora
October 25, November 1, 8, 15, 20, 29, December 6 (4:30-9:30)
November 4, December 2 (8:00-1:00)
C. Kittock

C. St. Cloud
October 25, November 1, 8, 15, 20, 29, December 6 (4:30-9:30)
November 4, December 2 (8:00-1:00)
A. Goodwin

GPDE 5091
Leadership Skills for Educators
(3 cr.) This course examines various dimensions of leadership in varied, complex educational organizations. Leadership qualities, styles, functions and tasks are explored. Decision-making, motivation, job satisfaction, communication and negotiating skills are addressed. Processes for developing leadership plans are examined. This course is also coded as EDUC603 for students enrolled in the M.A. in Ed. program.

A. Chaska
September 13, 20, 27, October 4, 11, 16 (4:30-9:30)
September 16, 30 (8:00-3:30)
D. Barnett

B. Hopkins
October 26, November 2, 9, 30, December 7, 14 (4:30-9:30)
October 28, December 2 (8:00-3:30)
D. Barnett

GPDE 5093
Psychological Development of Children
(3 cr.) The characteristics of changes in behavior and functioning at each stage of life from conception through adolescence are examined in this course. This course is also coded as EDUC635 for students in the M.A. in Education program.

A. Mora
September 6, 13, 20, 27, October 4, 11, 16 (5:00-10:00)
September 16 & 30 (8:00-1:00)
G. Gunderson

B. White Bear Lake
September 6, 13, 20, 27, October 4, 11, 16 (5:00-10:00)
September 16 & 30 (8:00-1:00)
M. Parkes
GPDE 5097
Brain-Based Learning
(3 cr.) Course participants discuss basic information about the brain, its parts, and its functions. Course participants also explore why it is essential for educators to be familiar with these concepts. The focus of this course is translating current brain research into effective classroom practice. Participants learn how brain research points to the need for differentiated classrooms. With the help of brain research and the five dimensions of learning, participants develop lesson plans and instructional techniques that attempt to meet the diverse needs of the students in their classrooms. Sections A and C of this course are also coded as EDUC654 for students enrolled in the M.A. in Education program.


A. Anoka
October 24, 30, November 6, 14, 21, 28, December 12 (4:30-9:55)
November 4 (8:00-3:30)
J. Wincek & C. O’Malley

B. Apple Valley
October 25, November 1, 8, 15, 20, 29, December 6 (4:30-9:30)
November 4, December 2 (8:00-1:00)
Staff

C. Cottage Grove
September 7, 11, 18, 28, October 2, 12, 16 (4:30-9:55)
September 30 (8:00-3:30)
J. Wincek & C. O’Malley

D. Hopkins
September 7, 14, 21, 28, October 5, 12, 16 (4:30-9:30)
September 16 & 30 (8:00-1:00)
B. Ginther

E. St. Paul
September 5, 12, 19, 26, October 3, 10, 17 (4:30-9:55)
September 23 (8-3:30)
J. Wincek & C. O’Malley

F. White Bear Lake
October 25, November 2, 8, 16, 20, 29, December 7 (4:30-9:55)
October 28 (8:00-3:30)
J. Wincek & C. O’Malley
GPDE 5101  
**Implications of Culture and Style for Learning and Teaching**  
(3 cr.) In this course students examine how culture, ethnicity, poverty and cognitive style relate to teaching and learning. Diversity theories and research and their impact on learning are examined. Techniques for transforming educational climate and practice to support student achievement in a culturally diverse environment are studied. This course is also coded as EDUC657 for students enrolled in the M.A. in Ed. Program.

A. Anoka  
September 7, 14, 19, 26, October 3, 10, 17 (4:30-9:30)  
September 23, October 7 (8:00-1:00)  
J. Eager

B. Apple Valley  
September 6, 13, 20, 27, October 4, 11, 16 (4:30-9:30)  
September 16 & 30 (8:00-1:00)  
D. Dorava

C. St. Paul  
October 25, November 1, 9, 15, 20, 29, December 6 (4:30-9:30)  
November 4, December 2 (8:00-1:00)  
D. Dorava

GPDE 5102  
**Emotional Intelligence**  
(1 cr.) The role of emotional intelligence in the teaching and learning process is explored in this course. Participants design instructional activities to enhance the emotional intelligence of their students. This course is also coded as EDUC672 for students enrolled in the M.A. in Education program.

A. Minneapolis
GPDE 5109
Child Abuse and Neglect
(1 cr.) This course provides opportunities for students to develop a practical understanding of child abuse and neglect based on recent case studies, national/local trends, and legal requirements for mandated reporters. Child abuse and neglect are examined and defined in respect to Minnesota State Statute 626.556. Legal requirements for mandated reporting of child abuse and neglect are defined. This course is also coded as EDUC633 for students enrolled in the M.A. in Education program.

A. Minneapolis
   September 7, 21, October 5 (4:30-9:30)
   M. Server

B. Minneapolis
   October 26, November 16, 30 (4:30-9:30)
   M. Server

GPDE 5110
Creativity
(3 cr.) The history and theory of creativity are examined in this course. Topics include types and degrees of creativity. Identifying and serving highly creative students, developing strategies for all students to be better creative thinkers, and strategies for becoming a more creative person are explored. This course is also coded as EDUC645 for students enrolled in the M.A. in Education program.

A. Minneapolis
   September 6, 13, 20, 27 October 4, 11, 18 (4:30-9:30)
   September 16 & 30 (8:00-1:00)
   B. Drewlow

B. Wells
   October 25, November 1, 8, 15, 20, 29, December 6, 13 (4:30-9:30)
   October 28, November 18 (8:00-1:00)
   T. Shaff
GPDE 5111  
**Children’s and Adolescents’ Literature**  
(3 cr.) The major elements of literature for school-aged students are examined in this course. Critical reaction and evaluation, censorship, motivating readers, writing in response to reading, and the gifted and remedial reader are examined. Approaches for using literature across the curriculum are explored. This course is also coded as EDUC658 for students enrolled in the M.A. in Ed. program.

A. Chaska  
October 25, November 1, 8, 15, 20, 29, December 6, 13 (4:30-9:30)  
October 28, November 18 (8:00-1:00)  
L. Good

GPDE 5133  
**Assessment and Administration**  
(1 cr.) This course examines educational assessment concepts and students develop skills essential to assessment literacy. Students learn how to interpret and use the results of standardized and classroom assessments to make curricular and instructional decisions. Methods to communicate assessment results are explored. This course is also coded as EDUC699 for students enrolled in the M.A. in Ed. Program

A. Minneapolis  
November 6, 20, December 4 (5:00-10:00)  
D. Udstuen

GPDE 5138  
**Race and the Achievement Gap. A White Principal Talks About Race.**  
(1 cr.) This course examines the challenge of institutional racism. It reviews the impact of teacher expectations and values on motivation and achievement for students of color. Course participants explore approaches that inspire culturally competent teaching.

A. Anoka  
October 12 (5:00-9:00)  
October 14 (8:00-5:00)  
D. Montgomery

B. St. Louis Park  
November 1, 8, and 15 (5:00-9:00)  
D. Montgomery