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Saint Mary’s University of Minnesota

Saint Mary’s University of Minnesota is dedicated to advancing the educational and career goals of today’s students.

Founded in 1912, Saint Mary’s is a private, Catholic, comprehensive institution, guided by the De La Salle Christian Brothers since 1933. A U.S. News and World Report “top-tier” university, Saint Mary’s is also listed in the Colleges of Distinction national guidebook for excelling in key areas of educational quality.

Saint Mary’s takes education to its traditional and adult learners at campuses and facilities in Winona, Minneapolis, Apple Valley, Rochester, numerous other locations in Minnesota and Wisconsin, and Nairobi, Kenya; through classes offered on the sites of corporate partners; and through online course offerings. Nearly 1,300 students are enrolled in the residential Winona campus undergraduate College, and 4,300 full- and part-time students are enrolled in the university’s School of Graduate and Professional Programs.
**GPDE 5013**  
Class Meeting Basics (K-2)  
(1 cr.) Participants in this course explore research-based strategies for incorporating a classroom meeting to enhance community building skills in the classroom. Participants of this course become acquainted with the four components of facilitating a class meeting on a daily basis. Learners partake in many of the suggested activities and greetings, so they are able to feel confident when implementing them into their classroom setting.  
A Plymouth  
August 9–10 (8:00–3:00)  
R. Schultz

**GPDE 5014**  
Conflict Resolution: Parent-Teacher Relationships  
(1 cr.) Teachers engage in proven techniques of conflict resolution to promote a strong parent-teacher relationship. This course covers the importance of such relationships and how they strengthen the education of students. Learners form resolution strategies from various conflicting situations as well as conflict-producing personalities. The course identifies a variety of human personalities that may cause conflict for a classroom teacher. This course focuses on identifying the source of the conflict and how to solve it.  
A Apple Valley  
June 26–28 (8:00–1:00)  
J. Grech

**GPDE 5021**  
Creative Closures: Helping Students Retain What They’re Taught!  
(1 cr.) The closure component of a lesson plan is considered by research to be among the most important parts of a lesson. It is also among the most overlooked and underused components. This course assists educators in the improvement and practice of closure within their daily teaching. Creative Closures is an activity-based class where participants create new materials for their own classrooms based on the information presented within the class. A variety of strategies to improve learning and student achievement is presented and practiced during each day. Tools provided in the course help with the very relevant “assessment for learning” piece that is so necessary in today’s classroom instruction.  
Add. Course Fee: $25  
A Shakopee  
June 12–14 (8:00–1:00)  
J. Klembarsky

**GPDE 5090**  
Moving to Learn  
(1 cr.) Movement is crucial to healthy brain development. Due to today’s lifestyle, many students have not had the movement they need for their brains to become neurologically well-developed. As a result they struggle to focus, learn and perform in school. This course explains the significant impact movement has on brain development and function and teaches how educators can better meet the needs of today’s students. Course participants preview Brain Gym®, Bal-A-Vis-X, and some reflex movement curricula and prepare plans to integrate movement into lessons and classroom routines.  
A Apple Valley  
June 26–28 (8:00–1:00)  
J. Grech

**GPDE 5098**  
Teaching Strategies for the Gifted and Diverse Classroom  
(1 cr.) Students research, analyze and develop innovative strategies for recognizing and accommodating giftedness. This course provides class participants with research literature regarding gifted and talented identification and programming for students in under-represented populations including children from diverse linguistic, geographic, economic and cultural backgrounds. This course is also coded as EDUC 667 for students enrolled in the M.A. in Education program.  
Required Text: Please call MBS Direct at 1-800-325-3252 or visit their website: http://direct.mbsbooks.com/smumn.htm. For courses in Minneapolis, please contact the campus bookstore toll-free at 866-437-2788 ext. 170.

A Minneapolis  
June 18, 25 (8:30–4:00)  
B. Fleming  
E Minneapolis  
August 8, 15 (8:30–4:00)  
P. Exner

**GPDE 5161**  
Managing Literacy Centers  
(1 cr.) Participants in this course explore research-based strategies for incorporating literacy centers with guided reading as a form of reading instruction. This course provides a step-by-step process for implementing centers. This learning process allows students to work independently while the teacher carries out guided reading groups. Learners come away with practical methods to implement literacy centers in a way that best suits their needs and classroom environment. This course also provides time for learners to actually make and organize some of the items they need to get them started.  
A Big Lake  
June 14–15 (8:00–3:00)  
R. Schultz  
A Anoka  
July 12–13 (8:00–3:00)  
R. Schultz
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 MN State Statute 626.556. Legal requirements for mandated reporting of child abuse and neglect are defined. This course is also coded as EDUC 633 for students enrolled in the M.A. in Education program.
Required Text: Please call MBS Direct at 1-800-325-3252 or visit their website: http://direct.mbsbooks.com/smumn.htm. For courses in Minneapolis, please contact the campus bookstore toll-free at 866-437-2788 ext. 170.
A Apple Valley
June 12, 26, July 17 (4:30–9:30)
M. Server
E Plymouth
June 13, 27, July 18 (4:30–9:30)
M. Server
C Minneapolis
June 14, 28, July 19 (4:30–9:30)
M. Server

GPDE 5155
Using Data to Improve Student Motivation
(1 cr.) Practicing teachers explore research-based information pertaining to effective teaching techniques to increase student learning using knowledge lists and data graphs. Course participants explore research and strategies for teaching students to be learners who retain pertinent information for life rather than for testing situations. The techniques gained assist classroom students to learn to become independent thinkers striving to meet individual goals as well as team participants working for a class goal. Practical classroom applications are shared and discussed. This course explores the importance of graded and non-graded work.
A Rochester
June 12 (8:00–5:00)
June 13 (8:00–1:00)
L. Keller
B Roseville
June 18 (8:00–5:00)
June 19 (8:00–1:00)
L. Keller

GPDE 5096
Strategies for the Mixed-Ability Classroom
(1 cr.) In this course students examine differentiated instruction, instructional strategies and management techniques for responding to the learning needs of students in mixed-ability classrooms. Students design instructional strategies and classroom management plans to respond to the diverse needs of their students. This course is also coded as EDUC 646 for students enrolled in the M.A. in Education program.
Required Text: Please call MBS Direct at 1-800-325-3252 or visit their website: http://direct.mbsbooks.com/smumn.htm. For courses in Minneapolis, please contact the campus bookstore toll-free at 866-437-2788 ext. 170.
A Apple Valley
June 12, 26, July 17 (4:30–9:30)
M. Server
E Plymouth
June 13, 27, July 18 (4:30–9:30)
M. Server
C Minneapolis
June 14, 28, July 19 (4:30–9:30)
M. Server

GPDE 5156
Emotionally Engaged Students Learn!
(1 cr.) When students are emotionally engaged in learning, their behavior is focused and the stage is set for authentic learning. Using your curriculum as a point of departure, you will create a plan that will emotionally engage your students. Share ideas and explore the Best Practices of teaching.
A Rochester
July 23 (8:00–5:00)
July 24 (8:00–1:00)
M. Cochran

GPDE 5120
Elementary Science Methods—Take 2
(1 cr.) Practicing K-6 teachers explore ways to add more interest and excitement to their current science class as well as find ways to integrate science into other subjects they teach. Learners conduct science experiments, enhance a unit of science from their curriculum, and are exposed to a variety of science demonstrations and lab methods.
Additional Course Fee: $10
A Winona
June 15 (8:00–11:00)
June 29–29 (8:00–2:00)
K. Pedretti

GPDE 5138
Race, Culture, and the Achievement Gap
(1 cr.) This course examines the challenge of institutional racism and equity and its effects on the social and cultural aspects of learning. Learners explore the impact of traditions and values upon schooling, children, and families. Throughout the course, learners review approaches that demonstrate respect and acceptance for student diversity.
A Minneapolis
June 15 (5:00–9:00)
June 16 (8:00–4:00)
D. Montgomery
B Plymouth
August 3 (5:00–9:00)
August 4 (8:00–4:00)
D. Montgomery
Explore New Literacy Programs

GPDE 5178
Reading Instruction for Linguistically and Culturally Diverse Learners
(2 cr.) This course focuses on the concepts and skills needed to develop literacy intervention programs for students who differ in how they acquire literacy because of language, learning and/or cultural differences. Three major strands are featured: (1) selection and teaching of literature that reflects the diversity of American classrooms and promotes global understanding; (2) fostering literacy in children who come from non-mainstream cultures; and (3) literacy for English Language Learners (ELL/ESL) and for those with special learning characteristics, e.g., gifted and talented, boys vs. girls. This course is also coded as EDRD 603 for students enrolled in the K-12 Reading Teacher Program.

A Ortego
June 16, 18, 25, 30 (8:30–4:00)
C. Mann
B Hutchinson
May 19, June 9, 23, July 21 (8:30–4:00)
B. McQuillan
C Apple Valley
May 19, June 16, 30, July 21 (8:30–4:00)
L. Colanino
D Rochester
May 26, June 2, 9, July 21 (8:30–4:00)
J. Sprague
E St. Paul
May 16, 23 (3:30–7:00)
June 2, 30, July 14 (8:30–4:00)
B. McQuillan

Note: Those enrolling in GPDE 5178 may apply the credits toward the K-12 Reading Teacher Program by demonstrating an understanding of the course standards through a separate portfolio assessment process. If you are interested in learning more about portfolio assessment process, the K-12 Reading Teacher Program, or the Master of Arts in Literacy Education, contact Denise Cichosz, Program Coordinator, toll-free at 1-800-635-5987, ext. 6629.

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dcichosz@smumn.edu

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strategies that allow them to competently meet the needs of attention-challenged children in their classrooms, create a more effective system of classroom management, and more confidently communicate with parents of students with special attention needs. The course also instructs learners to practice various instructional strategies and to create diverse assessments to better meet the needs of students.


**GPDE 5001**
*Creating a Learning Community in Your Classroom*  
(3 cr.) Practicing educators examine the instructional strengths and advantages of intentional relationship development in the classroom. Learners connect the research related to building learning communities in their classroom to enhance student achievement. Learners also examine how community building impacts student receptivity to and capacity for learning, classroom assessment, environment, and instruction. Practicing educators incorporate research, best practices, and shared learning to develop a community of learners in their own classrooms.

- **Champlin**  
  June 18–22 (8:00–5:00)  
  T. Hastings

- **St. Cloud**  
  June 18–22 (8:00–5:00)  
  J. Sparby & J. Zauhar

- **Duluth**  
  June 26–30 (8:00–5:00)  
  G. Hexum

- **Minneapolis**  
  July 9–13 (8:00–5:00)  
  K. Higgins & S. Lufkin

- **Buffalo**  
  July 23–27 (8:00–5:00)  
  C. Jegers

- **Sartell**  
  August 6–10 (8:00–5:00)  
  T. Hastings

**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 5039**
*Extending Math beyond the Teacher’s Manual*  
(3 cr.) Through discussion, hands-on activities and reading, learners explore the mathematical concepts taught in their classrooms on a deeper level. Through origami, independent projects and explorations, learners extend their own mathematical understanding and develop a plan to incorporate the strategies in their own classrooms. Participants learn ways to extend and differentiate mathematical activities beyond the traditional math class. Learners analyze their own teacher’s manuals, identify areas for expansion or independent work and see how to tie in activities and thematic extensions. A key component of this class involves making materials, setting up a “Math Lab” in individual classrooms and setting up a file system of activities.

**Additional Course Fee:** $20

- **Prior Lake**  
  June 11–15 (8:00–5:00)  
  S. Currier

- **Northfield**  
  June 18–22 (8:00–5:00)  
  S. Currier
Discipline for Building Classroom Community
(3 cr.) Managing behavior may be the most challenging dilemma facing teachers and principals today. This class offers a holistic approach to discipline where children grow in their ability to manage their own behavior. Participants discover how to establish a firm yet nurturing classroom environment that encourages and teaches children responsibility and self-respect. The results are more cooperative students, happier school personnel, and an increase in learning. The unique and entertaining format of this class includes instructor dramatizations of classroom situations.

Additional Course Fee: $10
A Apple Valley  
June 25–29 (8:00–5:00)  
J. Fink & J. Halpern  
B Plymouth  
August 6–10 (8:00–5:00)  
J. Fink & J. Halpern

Bicycle Team Challenge
(3 cr.) This course's primary activity of bicycling 130 miles in three days serves as the framework for learners to develop a deeper understanding of experiential education. The physically and mentally challenging activity also demonstrates the importance of teamwork. This course encourages classroom teachers to work outside their comfort zone, drawing parallels to their own students' experience with new learning. The concepts of experiential education are discussed and applied throughout the course.

Additional Course Fee: $50
A Blaine  
June 26, 28 (5:00–9:00)  
July 11–13 (8:00–6:00, two nights camping)  
L. Osmek & J. Wolfe

North Shore Trail Challenge
(3 cr.) This course's primary activity of hiking 20 miles in three days serves as the framework for learners to develop a deeper understanding of experiential education and its application to the classroom setting. The focus of this course challenges participants both physically and mentally and demonstrates the importance of teamwork. Course participants learn how to incorporate the concepts from experiential education into their curriculum.

Additional Course Fee: $50
A Blaine  
July 26 (5:00–9:00)  
August 15–18 (8:00–7:00, three nights camping)  
L. Osmek & J. Wolfe

Explore Your Content: Teaching for Understanding
(3 cr.) The focus of this course is for practicing classroom teachers to explore essential content knowledge and skills to promote student achievement and maintain student motivation/engagement. Educators analyze content standards to identify major concepts, align teaching and learning with long-term goals, and devise strategies to assess student understanding. Through an analysis of their teaching content, course participants have the opportunity to enhance content knowledge and focus their curriculum to better meet the needs of their students.

A Apple Valley  
June 18–22 (8:00–5:00)  
E. Albrecht  
B Champlin  
July 16–20 (8:00–5:00)  
D. Rickert  
C Rochester  
July 16–20 (8:00–5:00)  
L. Covert
GPDE 5054
Positive Discipline
(3 cr.) Student discipline is a major concern of most professionals in education today. This course provides the fundamental skills of classroom/hall/cafeteria management with numerous techniques provided and practiced to maximize their effectiveness. Topics covered include positive ethical practices, disciplinary practices to avoid, and statement of ethics and appearance. Participants develop strategies to increase effective teaching.


A Mankato
June 11–15 (8:00–5:00)
M. Wenner

GPDE 5069
Technology Integration
(3 cr.) Course participants learn how to produce newsletters, slide shows, databases and other projects, create Hyperstudio or PowerPoint projects and curriculum-based games, create web-based assignments (web quests) and understand how they can all be integrated into their current curriculum. Course participants learn how to capture images from the Internet, CD-ROMs, digital cameras, and others sources. Course participants have the opportunity to address general technology questions and/or specific needs.

A Roseville
June 25–29 (8:00–5:00)
N. Swenson
B Stillwater
July 9–13 (8:00–5:00)
N. Swenson

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 Apple Valley
June 11–15 (8:00–5:00)
S. Lufkin & J. Davis
B Shakopee
June 25–29 (8:00–5:00)
E. Albrecht
C Rochester
July 30–August 3 (8:00–5:00)
L. Covert & G. Lenn

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 Woodbury
June 11–15 (8:00–5:00)
D. Rickert
B Minneapolis
June 25–29 (8:00–5:00)
D. Rickert
C Forest Lake
July 16–20 (8:00–5:00)
W. Knutson & M. Nairn
D Apple Valley
July 23–27 (8:00–5:00)
D. Rickert
E Anoka
August 6–10 (8:00–5:00)
D. Rickert

GPDE 5008
Basics of Education Law
(3 cr.) This course is organized to reflect the variety of legal problems that elementary and secondary teachers actually face. The focus of the class is on the law relating to teachers, students, and school programs. This class is created for those with little or no background in educational law. Course participants explore legal issues through professional dialogue, hypothetical situations, selected readings, and reflection. Learners also develop an understanding of self-assessment and apply that understanding to their teaching.


A St. Louis Park
June 18–22 (8:00–5:00)
S. Johnson

GPDE 5050
Media Production
(3 cr.) This course offers participants an opportunity to explore the digital video world. Course participants have the choice of using Apple’s application iMovie or Adobe’s application Premiere Elements to produce and edit video. This option provides teachers who work mainly with either a PC or a Mac to use programs they can use on their own machine. Many practical applications for this technology are shared that can be incorporated into instructional planning. Participants also create a technology project to incorporate in their classroom.


A Champlin
July 16–20 (8:00–5:00)
P. Crawford
B Minneapolis
August 6–10 (8:00–5:00)
P. Crawford
GPDE 5123
Using Strategies of Social Intelligence to Build a Healthy Learning Community
(3 cr.) Course participants gain an understanding of how to improve their environment in and out of their classrooms. The course addresses how building relationships with others can develop the classroom dynamic to community success. Course participants examine the recent research of Daniel Goleman on Social and Emotional Intelligences and how these strategies can be used in classrooms and in non-classroom settings. Course participants look at methods and strategies used to reduce bullying and anti-social behavior, address learning at different rates and levels, creating a positive environment and how to use all of these aspects effectively. Participants use a variety of Character Education programs to help evaluate effectiveness for implementation. The many roles of the teacher will be addressed and ideas shared to deal with the daily hardships we experience.

Additional Course Fee: $15


St. Cloud
July 9–13 (8:00–5:00)
J. Sparby & J. Zauhar

GPDE 5031
Educational Technology: Classroom Applications
(3 cr.) This course explores how technology complements teaching diverse learning styles; it provides the training and opportunity to design and create research-supported, technology-driven, practical teaching materials to integrate technology into the curriculum while demonstrating the importance of teamwork. Experiential and environmental education are stressed through the course. This journey involves teams of four students progressing down the Rum River in Central Minnesota by alternating between paddling a canoe and riding a bicycle, for a total distance of 100 miles. A sag wagon transports camping gear 100 miles. A sag wagon transports camping gear.

Additional Course Fee: $50


A Blaine
June 12, 14 (5:00–9:00)
June 21–23 (8:00–8:00, two nights camping)
L. Osmek & J. Wolfe

GPDE 5049
Making Reading Intervention Fun
(3 cr.) High-stakes testing and accountability have placed tremendous pressure on teachers to produce proficient readers. Course participants examine different reading remediation theories and current research focusing on the role of phonics, sight words, fluency and comprehension in developing successful readers. Teachers also explore the importance of appealing to a variety of intelligences and learning modalities when providing reading intervention. Creative, fun and interactive activities for promoting reading success are shared, and participants create activities for use in their classrooms.

Target Audience: K-6, Title I and Special Education Teachers.

Additional Course Fee: $10

A St. Cloud
July 16–20 (8:00–5:00)
J. Baumann & C. Jegers

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 EDUC 635 for students enrolled in the M.A. in Education program.

Required Text: Please call MBS Direct at 1-800-325-3252 or visit their website: http://direct.mbsbooks.com/smumn.htm. For courses in Minneapolis, please contact the campus bookstore toll-free at 866-437-2788 ext. 170.

A Minneapolis
June 21, 28, July 12, 19, 26,
August 2, 9, 16 (4:30–9:30)
August 11 (8:00–1:00)
Staff

GPDE 5094
Integrating Technology in the Curriculum
(3 cr.) A variety of technology tools for teaching and learning and their professional and ethical implications are explored. Projects, lessons, and teaching materials to integrate technology into the curriculum are examined. This course is also coded as EDUC 637 for students enrolled in the M.A. in Education program.

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A New Prague
April 25, May 2, 9, 16, 23, 30,
June 6 (4:30–9:30)
May 5, 19 (8:00–1:00)
Staff

Apple Valley
June 13, 20, 27, July 11, 18, 25,
August 1 (4:30–9:30)
June 23, July 14 (8:00–1:00)
Staff
GPDE 5149
Multimedia in Today's Classroom
(3 cr.) With today's "visual" learners, this course offers participants the tools to develop classroom presentations to enhance daily lesson plans, lecture notes, and interactive classroom discussions. This computer-based, "hands-on" course exposes participants to a variety of computer software programs to implement practical Multimedia teaching approaches in the classroom. Programs include: PowerPoint, iMovie, iPhoto, and other iLife components; research databases, ProQuest, and eLibrary; the video database United Streaming; and teacher assistance website Nicenet. This course is taught in an eMac computer lab, but the programs taught are either cross platform or similar programs available for PC users.

Elk River
June 11–15 (8:00–5:00)
P. Johnson

GPDE 5046
Team Building & Character Education
(3 cr.) This course shows practicing teachers how building a community within their classroom can be enhanced by using team building methods and character education concepts. The course provides strategies for teaching character education, team building, and community building. Using these concepts enables teachers to provide a much more supportive and respectful learning environment. This class involves some physical activity; therefore, tennis shoes and loose-fitting clothing should be worn.

Additional Course Fee: $20

Apple Valley
July 9–13 (8:00–5:00)
D. Glover & D. Midura

Anoka
July 16–20 (8:00–5:00)
D. Glover & D. Midura

Rochester
July 23–27 (8:00–5:00)
D. Glover & D. Midura

Hudson
July 30–August 3 (8:00–5:00)
D. Glover & D. Midura

GPDE 5119
Educating ALL Students Using Special Education Strategies
(3 cr.) Practicing elementary teachers (regular education and special education) explore different teaching tools to educate ALL students within the general education setting. The focus of this course emphasizes the importance of independence for students with disabilities. Participants in the course learn a variety of independent work strategies that coincide with student IEP goals and objectives. They also create their own materials based on the needs of the students with whom they work.

Roseville
July 30–August 3 (8:00–5:00)
S. Ness & K. Varley

GPDE 5060
Supporting Students with Autism Spectrum Disorders in the Classroom
(3 cr.) Course participants gain a basic understanding of the current facts, characteristics, and issues regarding ASD. Participants also learn how to incorporate key strategies and methods for teaching to the needs and learning styles of students with Autism Spectrum Disorders (ASD) in regular or special education classrooms. Course participants work individually to develop the materials for a booth at an "ASD: Strategies for the Classroom Fair." Short seminars presented by each learner explain the approach displayed in their respective booths during a round-robin informational session. Participants then apply their understanding by creating an implementation plan for incorporating one or more of these strategies into their own educational setting.

Additional Course Fee: $20

Plymouth
July 23–27 (8:00–5:00)
B. Schultz

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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 EDUC 603 for students enrolled in the M.A. in Education program.

Required Text: Please call MBS Direct at 1-800-325-3252 or visit their website: http://direct.mbsbooks.com/smumn.htm.

A  Plymouth
   June 11, 18, 25, July 2, 9, 16, 23, 30, August 6 (4:30–9:30)
   D. Barnett

GPDE 5131
Strengthening the Teacher-Paraeducator Partnership
(3 cr.) Working with another adult in your classroom can be a very positive and advantageous situation for both you and the students with whom you work. This course covers topics that assist you in working more effectively with your paraeducators. Understanding roles and responsibilities, improving communication and teamwork, resolving conflict, and examining methods of evaluation are included.


A  Plymouth
   July 30–August 3 (8:00–5:00)
   C. Salfer

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
   June 11–15 (8:00–5:00)
   M. Rogers

B  Winona
   June 18–22 (8:00–5:00)
   E. Grabarski

C  Victoria
   July 23–27 (8:00–5:00)
   J. Weber

D  Albert Lea
   August 13–17 (8:00–5:00)
   L. Covert & G. Lenn

GPDE 5154
English Language Learners in Regular Education Classrooms
(3 cr.) Learners gather information on what classroom teachers can do to meet the needs of the English Language Learners (ELLs) in their regular education classrooms. Learners develop an understanding of strategies for making academic content accessible to English Language Learners. Learners reflect on and discuss this information and its possible application to their teaching assignment. Based on this information, discussion, and reflection, learners apply this knowledge through the development of an implementation plan.

A  Owatonna
   July 9–13 (8:00–5:00)
   E. Turner

B  Minneapolis
   July 23–27 (8:00–5:00)
   E. Turner

GPDE 5070
Basic Understanding of Learning Disabilities/ADD for the Mainstream Educator
(3 cr.) Practicing teachers achieve a better understanding of what constitutes a learning disability. The teacher also gains knowledge of the common language associated with learning disabilities, the IEP/504 process, functions of the brain, and a description of the medications students often use for their learning disabilities. The course includes translating research-based strategies into practice. Teachers learn to incorporate instructional strategies that meet the diverse special educational needs of students in today’s classrooms. The course also challenges teachers to set aside their preconceived notions of what it means to be learning disabled. Teachers participate in exercises demonstrating obstacles students face and the many frustrations and struggles they encounter.

A  Plymouth
   June 18–22 (8:00–5:00)
   D. Schreiber

B  St. Cloud
   June 25–29 (8:00–5:00)
   D. Schreiber
Designing Invitational and Responsive Teaching

- Develop a deeper understanding of best practices and research-based strategies for creating an invitational and responsive classroom community.
- Create an action research and implementation plan to enhance student engagement and achievement.
- Engage in collegial dialogue in a supportive, collaborative learning environment.

Explore the concepts connected to

1. Invitational and responsive learning environments
2. Instructional planning using the backward design process
3. Assessment practices to support and scaffold student learning
4. Differentiated instruction to meet the diverse needs of students

GPDE 5165
Designing Invitational and Responsive Teaching

(3 cr.) Participants engage in a study of best practices and research-based strategies connected to creating an invitational classroom community, designing instructional plans using the backward design model, developing and aligning formative and summative assessments, and identifying differentiation strategies to accommodate all learners. While the course focuses on four primary concepts, the curriculum is integrated and spiraled and requires learners to develop an action research project and implementation plan for their classroom. Course participants explore and connect their content area to their study and plan’s development in a collaborative, supportive learning environment. The course provides an overview of the processes and procedures to systematically design and conduct action research.

Winona
August 6–10 (8:00–5:00)

Course participants may also elect to enroll in GPDE 5180, an inquiry-based course that invites learners to implement their action research plans during the 2007-2008 school year. Collaborative action research plans are encouraged.

For a more comprehensive overview of GPDE 5165 Designing Invitational and Responsive Teaching, visit gpde.smumn.edu/gpde5165
GPDE 5153
Transforming Student Writers
(3 cr.) How can we equip students (and ourselves) to systematically use strategies to improve writing? Throughout the course, learners examine revision strategies that allow students to write solid paragraphs and thoughtful leads as well as improve use of transitions and editing skills. Whether you are a content area teacher looking to improve student essay and/or paragraph writing or a primary or secondary teacher who provides writing instruction, this course is meant to enhance the writing program that is already in place.
Champlin
June 11–15 (8:00–5:00)
K. Higgins

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 EDUC 657 for students enrolled in the M.A. in Education program.
Required Text: Please call MBS Direct at 1-800-325-3252 or visit their website: http://direct.mbsbooks.com/smumn.htm. For courses in Minneapolis, please contact the campus bookstore toll-free at 866-437-2788 ext. 170.

Apple Valley
June 11, 13, 18, 20, 25, 27, 29,
July 9, 11 (8:00–1:00)
D. Dorava

West St. Paul
June 12, 14, 19, 21, 22, 26, 28,
July 10, 12 (8:00–1:00)
D. Dorava

GPDE 5152
Best Practices for Inclusion
(3 cr.) Teaching students with special needs is not just the job for the “specialist.” All educators have a role in supporting these students in school. With increased background in the learning styles of individuals with special needs as well as knowledge of the resources, methods and strategies available, teachers—both special and regular education—can maximize learning for students with disabilities.
Additional Course Fee: $20
Chaska
June 18–22 (8:00–5:00)
B. Schulz

GPDE 5151
The Leader Within
(3 cr.) Develop your leadership skills and action plan using research-based materials from John Gabriel, Charlotte Danielson, and others. Transform your leadership potential into action while increasing your knowledge of leadership styles, motivation, and traits. Make a difference in your career, your job satisfaction, and your future by taking control and implementing your personal action plan through collaboration and instruction.
Woodbury
July 9–13 (8:00–5:00)
J. Hertel

GPDE 5157
Leadership: From Theory to Reflective Practice
(3 cr.) This course focuses on understanding the characteristics of an effective leader in education. Topics include the advocacy of and building character in children, integrity, self-awareness, passion, and a sense of mission, empathy, communication skills, social skills, and finding research-based best practices. Learners in this class survey current literature about leadership, choose a classroom-centered strategy, activity, or goal of their choice, determine how best they may lead their students to success and evaluate their plans.
Duluth
June 18–22 (8:00–5:00)
B. Hansen & M. Connolly

GPDE 5158
Mentoring Student Teachers
(3 cr.) An effective learning and teaching experience is important in the development of student teachers. This course is designed for experienced teachers who have supported or are interested in supporting a student teacher in an elementary or secondary classroom. Course participants explore strategies and develop tools to promote a supportive, collegial experience for a student teacher.
Course participants reinforce their leadership skills as well as develop tools for their own classroom. An exploration of the School of Education’s constructivist philosophy and best practices help frame the course’s content.
Winona
TBD
Staff

Gifted & Talented Instruction for Mainstream Teachers Certificate Program

This certificate is designed for the mainstream classroom teacher who needs to take a proactive approach to creating constructive challenges for gifted and talented students. Learn about the unique talents and needs of gifted learners and about differentiation techniques that will help you be responsive to those unique students needs.

Program Outcomes
This Certificate Program will help mainstream classroom teachers:
1. Explain the aspects of development unique to the gifted student that affect the learning process.
2. Accommodate academic and intellectual diversity within the classroom and community.
3. Use a variety of differentiated instructional strategies to meet the needs of gifted students; and
4. Plan curriculum-based and student-based instruction and interventions that challenge the full continuum of giftedness found within your classroom.

866-437-2788 ext. 179 • continuing-ed-ma@smumn.edu • www.smumn.edu/gradprogram

Certification Requirements

<table>
<thead>
<tr>
<th>Program Categories</th>
<th>Course Requirements</th>
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<tbody>
<tr>
<td>Foundation Certificate</td>
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<tr>
<td>Required Courses</td>
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<tr>
<td>Elective Courses</td>
<td>3 cr.</td>
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<tr>
<td>Extended Certificate</td>
<td>15 cr.</td>
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<tr>
<td>Required Courses</td>
<td>9 cr.</td>
</tr>
<tr>
<td>Elective Courses</td>
<td>6 cr.</td>
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</tbody>
</table>

Required Courses (9 cr.):
- GESP680: Gifted and Talented Learners (3 cr.)
- GESP681: Social and Emotional Needs of Gifted & Talented Learners (3 cr.)
- GESP682: Program Design for Gifted and Talented Learners: Advanced Differentiation (3 cr.)

Elective Courses (3 cr.):
- GESP683: Creativity for Gifted and Talented Learners (3 cr.)
- GESP684: Multicultural Giftedness and Talent (3 cr.)
GPDE 5087  
Music, Movies, Methods, and Musings: Building Community & Relationships in Your Classroom  
(3 cr.) Build community and relationships in your classroom through the use of music, movies, methods (processes), and musings (reflections). Participants are exposed to a variety of strategies and ideas which use music, movie clips, children’s books, content-applicable literature and reflection to build classroom and staff relationships, add a variety to instructional techniques, and help students make media-savvy real world connections to your content. Members of this class develop a community building/relationship development plan for a content area which can be implemented at the start of the school year.  
A Rogers  
June 18–22 (8:00–5:00)  
L. Tukey & C. Erickson

GPDE 5125  
Understanding and Achievement: Using Research-Based Instructional Strategies  
(3 cr.) Discover effective strategies to help your students gain deeper understanding and stronger retention of the content of your course. Discuss research that explains why students understand better and retain information longer when reading and writing strategies become part of their daily learning activities. Explore techniques to help your students comprehend, discuss, and write about the texts used in your classroom. Since the focus of the course is on the practical applications of this knowledge, you ultimately develop an implementation plan that you can put into practice when you return to your classroom in the fall.  
A Anoka  
June 25–29 (8:00–5:00)  
S. Slavik

GPDE 5126  
Portfolio Development: Documenting Teaching and Learning  
(3 cr.) Learn how to develop a professional portfolio that chronicles your teaching and learning. Course participants explore the process of developing a professional portfolio that reflects their understanding and growth of standards for professional practice. Course participants develop a framework for their portfolio using the National Board for Professional Teaching Standards, the State Standards for Professional Practice, or other local, state, or national standards for professional practice. Participants incorporate professional development plans, inquiry, and reflection to develop their portfolios.  
A Rochester  
June 18–22 (8:00–5:00)  
L. Covert

GPDE 5162  
Relationships in the Workplace  
(3 cr.) The process of developing professional relationships within an organization is emerging as a growth area in business to improve productivity. For education, improved professional relationships can translate into better-performing schools, teachers, and students. The focus of this course is on fostering relationships within our classrooms, schools, districts, communities, and our own lives to positively impact performance. The relationship-driven focus of the course provides frameworks that participants can apply in their own school community.  
A Champlin  
June 25–29 (8:00–5:00)  
K. Higgins & S. Lufkin

GPDE 5164  
Action Research: Enhancing Professional Practice and Student Learning  
(3 cr.) Teacher research is grounded in the daily lived experiences of students and teachers as they work together each day. The course is designed to explore action research as a cyclical, open-ended learning experience. This systematic approach to inquiry yields opportunities for enhancing professional practice and enriching our understanding of the complexity of teaching and learning. Research methodologies and approaches to data collection, analysis, and interpretation are discussed during the course.  
A Rochester  
June 25–29 (8:00–5:00)  
L. Covert

GPDE 5165  
Relationships in the Workplace  
(3 cr.) The process of developing professional relationships within an organization is emerging as a growth area in business to improve productivity. For education, improved professional relationships can translate into better-performing schools, teachers, and students. The focus of this course is on fostering relationships within our classrooms, schools, districts, communities, and our own lives to positively impact performance. The relationship-driven focus of the course provides frameworks that participants can apply in their own school community.  
A Champlin  
June 25–29 (8:00–5:00)  
K. Higgins & S. Lufkin

GPDE 5166  
Tools to Promote Investigation  
(3 cr.) This course is designed for elementary and secondary teachers who want to enhance classroom inquiry, investigations, and/or develop interdisciplinary units while reinforcing student use of technology. Through this interactive course, participants have the opportunity to utilize indoor and outdoor sensors (i.e.: heart rate, temperature, oxygen), SMART Boards, various Internet and computer applications, as well as learn how to obtain these tools for their classrooms. Focusing on effective instructional strategies that promote inquiry and technology integration, participants generate investigative lesson and/or unit plans that are tailored to their classroom needs.  
A Apple Valley  
June 18–22 (8:00–5:00)  
J. Hertel

GPDE 5169  
Relationships in the Workplace  
(3 cr.) The process of developing professional relationships within an organization is emerging as a growth area in business to improve productivity. For education, improved professional relationships can translate into better-performing schools, teachers, and students. The focus of this course is on fostering relationships within our classrooms, schools, districts, communities, and our own lives to positively impact performance. The relationship-driven focus of the course provides frameworks that participants can apply in their own school community.  
A Champlin  
June 25–29 (8:00–5:00)  
K. Higgins & S. Lufkin

GPDE 5160  
Technology in the Classroom  
(3 cr.) This hands-on course is designed to help teachers use the Windows technology they already have as well as plan for the future. Challenge yourself to learn important principles of visual literacy. Curriculum integration strategies are included, as are future trends. Both “digital natives” and “digital immigrants” complete this course with new ideas ready for classroom use.  
A Apple Valley  
June 18–22 (8:00–5:00)  
J. Hertel

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**GPDE 5163**

**Instructional and Differentiated Strategies**

(3 cr.) This course provides teachers with effective instructional strategies to meet the needs of a mixed-ability classroom. In this course, learners connect the research behind differentiated instruction with their lessons and unit planning. Teachers identify and evaluate how to differentiate their content, teaching process, and student products so all students benefit. This course focuses on the foundations of differentiated instruction, as well as practical application.


A Shakopee

June 18–22 (8:00–5:00)

J. Wimberger

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**GPDE 5097**

**Brain-Based Learning**

(3 cr.) Curriculum, instruction, and assessment practices based on brain research are explored in this course. Students design experiential learning experiences, concept-based curriculum, instructional strategies and assessments that align with brain research. This course is also coded as EDUC 654 for students enrolled in the M.A. in Education program.

**Required Text:** Please call MBS Direct at 1-800-325-3252 or visit their website: http://direct.mbsbooks.com/smumn.htm. For courses in Minneapolis, please contact the campus bookstore toll-free at 866-437-2788 ext. 170.

A Delano

April 25, May 2, 9, 16, 23, 30,
June 6 (4:30–9:30)
May 5, 19 (8:00–1:00)

B. Ginther

B Dawson

April 25, May 2, 9, 16, 23, 30 (4:30–9:30)
April 28, May 12 (8:00–3:30)

C. Spartz

C Little Canada

June 12, 14, 19, 21, 26, 28,
July 9, 11 (8:00–2:00)

J. Winck

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Call Toll Free 1-877-218-4755
In collaboration with the Great River Shakespeare Festival, Saint Mary's University will be offering graduate credit for the well-received “Playing Shakespeare” and “Rhetoric and Writing: Shakespeare and the English Language” teacher workshops.

**GPDE 5128**
**PLAYING SHAKESPEARE**  
(3 cr.) This week-long intensive course is designed to help middle and secondary school educators develop techniques to teach Shakespeare in English, Drama, History and Arts classes. Activities and exercises will focus on understanding Shakespeare's texts and developing methods to help students get on their feet and connect with the plays. Teachers will attend performances at the Great River Shakespeare Festival, and will meet with actors, directors, designers, and technicians from the Festival to explore acting and staging techniques to use with students in the classroom. Participants will focus on new ways to help their students imaginatively interpret and investigate Shakespeare's work. This is an “in-residence” program in Winona. Please contact the Great River Shakespeare Festival at 507-474-7900 or visit www.grsf.org for further information.

Winona  
July 10 -14 (Workshop times arranged through GRSF staff)  
Alec Wild

**GPDE 5129**  
**RHETORIC AND WRITING: SHAKESPEARE AND THE ENGLISH LANGUAGE**  
(2 cr.) Ever wonder WHY Shakespeare was such a great writer? Was he born with it? How was he taught? Explore the techniques that Renaissance teachers used to teach Shakespeare to write, and learn to incorporate them in your classroom. Make use of revolutionary new assignments, writing exercises, and lesson plans that will get your students excited about writing again - and may help them become Shakespeares for the next century. This course will explore the art of written expression and the persuasive use of language, using both historical and contemporary authors as examples.

Winona  
July 26 -28 (Workshop times arranged through GRSF staff)  
Alec Wild

**PLEASE NOTE:** Graduate tuition is $225.00 per semester credit. Please visit the GRSF website at www.grsf.org for additional fees and required text. GPDE 5128 is also available for either a non-credit or audit option. Participants who register for the non-credit option will be billed $115.00 per credit for a total of $345.00 for the teachers' workshop.

The Playing Shakespeare and Rhetoric and Writing workshops take place on campus at Winona State University, so as to avail participants of easy access to GRSF facilities, staff, and personnel. Housing for teachers who are coming from out of town is available through WSU and at a variety of lodging establishments in and near Winona. This year’s plays are Macbeth and As You Like It.

Graduate credit and/or registration questions:  
Michelle Reuter / Saint Mary’s University  
mreuter@smumn.edu  
1-877-218-4755 (Toll free)

For questions regarding the workshops or GRSF contact:  
GRSF / Education Programs  
79 E. Third Street Winona, MN 55987  
507-474-7900 / education@grsf.org
Inquiry-based course participants attend required class meetings, engage in learning connected to the key concepts of the course, and then identify a concept they would like to explore more fully. This inquiry can be done individually and/or collaboratively. The course instructors deliver the course content and serve as instructional coaches for the course participants. Participants follow an action-research learning model and are required to submit a written review of the literature, create a plan to implement their inquiry in their classroom or school setting, and communicate the process for collecting data from both students and through their own reflection and analysis.

Note: While all GPDE courses require an implementation plan as part of the course assessments, inquiry-based learning courses require participants to develop an extensive action research plan that incorporates the elements of required implementation plans and the components of action research learning.

GPDE 5080
Differentiation in the Classroom: Meeting the Needs of All Learners
(3 cr.) This course focuses on meeting the learning needs of an increasingly diverse student population with different experiences, interests, learning styles and levels of readiness. Participants have the opportunity to explore and implement new ways for students to acquire and apply learning in their classroom. This is an opportunity to develop new approaches to current teaching practices, explore the learning styles of all students, and explore how to adapt and develop your classroom instruction.


Additional Course Fee: $20

GPDE 5048
Make This Year Your Best!
(3 cr.) How many times do you tell yourself, “Next year I’ll be ready”? Before you know it, the summer flies by and your students are walking in the door. Here’s your chance to reflect on what you have done in the past and think critically about what you could improve upon. Practicing educators gain new ideas by examining current research and teaching practices. This course enables you to get organized and turn great ideas into action plans that are ready to implement when your students arrive. A minimum of 1 year of teaching experience is recommended.

A Paynesville
June 11 (8:00–5:00)
June 12 (8:00–4:00)
June 14 (8:00–3:00)
K. Jacoby & R. Nelson

B St. Cloud
June 25 (8:00–5:00)
June 26 (8:00–4:00)
June 28 (8:00–3:00)
K. Jacoby & R. Nelson

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.


Additional Course Fee: $20

A Apple Valley
June 20, 27 (4:30–9:30)
July 18, 25 (4:30–9:30)
S. Dotty & M. Lien

GPDE 5075
Multicultural Education Development for Educators
(3 cr.) This hands-on course is for K-12 educators who have completed previous coursework in Multicultural Education and want to make their classroom more inclusive. In this course, educators discover strategies and resources that assist them as they revise a lesson plan of their choice. This course is based on the S.E.E.D. (Seeking Educational Equity and Diversity) curriculum and James Banks’ theory, “Levels of Integration of Multicultural Content.” Educators participate in sharing and listening to personal stories throughout the course to understand the importance of Multicultural Education. This is an inquiry-based course where learners work with course instructors on understanding frameworks for independent learning.

Additional Course Fee: $10

A Coon Rapids
June 18–21 (4:00–8:00)
July 9 (4:00–8:00)
K. Krause

B White Bear Lake
June 25–28 (2:00–6:00)
July 10 (2:00–6:00)
K. Krause

“As an inquiry class, I was able to research and discover some things on my own. I feel that as educators we need to be exposed to this type of course to expand our thought processes. Inquiry allows the student/teacher to sculpt the learning experience according to what we would like to study while following the guidelines and expectations of the course. We want our students to be this type of thinker...we need to practice it as well.”
GPDE 5077
An Abundance of Books
(3 cr.) While exploring an abundance of children's literature, participants are exposed to literature circles, graphic organizers to aid in the writing process, reading comprehension strategies, and the 6 Traits of Writing process. Participants travel to a bookstore to explore the vast array of children's literature and experience book making with the Minnesota Center for Book Arts. Participants develop meaningful strategies to implement books into their discipline/content area. This course is delivered as an inquiry-based approach where learners work with instructors on understanding and applying the inquiry learning framework.

Additional Course Fee: $20

A Apple Valley
   June 18, 25, July 9, 16 (4:30–9:30)
   S. Dotty & T. VanOverbeke

B Minneapolis
   June 21, 28, July 12, 19 (4:30–9:30)
   S. Dotty & T. VanOverbeke

C Apple Valley
   July 30–31, August 1–2 (4:30–9:30)
   S. Dotty & T. VanOverbeke

To learn more about Conducting Classroom Inquiry course expectations and/or completed inquiry projects, visit gpde.smumn.edu and search for the inquiry learning link.

Engage in action research learning

Conceptually similar to an independent study, the Conducting Classroom Inquiry course is designed for learners who want or need to engage in action research learning individually and/or collaboratively. Through facilitation and dialogue, course instructors and students determine the focus of and parameters for the classroom inquiry. Course instructors and learners arrange periodic meetings and online learning so that learners can develop an understanding of the action research framework and course requirements. This course is especially purposeful for school-based professional learning communities and/or study groups that are interested in connecting their inquiry to graduate credit. Course instructors are experienced with both facilitating inquiry learning and supporting blended (face-to-face and online) learning.

GPDE 5100
Conducting Classroom Inquiry
(1, 2, or 3 cr.) Teachers learn best when they are invited to discover answers to questions that emerge from their content area and teaching practice, classrooms, and daily interaction with students and colleagues. This course requires learners to engage in classroom- or school-based inquiry on an independent basis and/or with colleagues. Participants design and implement their inquiry topic through research implementation, collaboration, and professional dialogue. Following their registration, participants receive a framework and required reading for conducting their inquiry. A required meeting with the course facilitator outlines the course expectations for those working independently or collaboratively. Practicing educators engaged in curriculum studies, site-based learning initiatives, and/or other topics of professional interest are encouraged to participate.

FALL 2007 PREVIEW

GPDE 5180
Putting Implementation Plans into Practice
(1, 2, or 3 cr.) This course is designed for learners who participated in a GPDE summer course and are interested in implementing their research-based plan in their classroom during the start of the fall 2007. Learners who opt to implement their plan collaborate with an instructional coach to reinforce the instructional goals, concepts, and strategies of the plan, analyze the effectiveness of the plan, and access supplemental resources to facilitate the implementation in the learners' classrooms. Learners may opt to collaborate with a colleague and/or complete their plan's implementation individually. The course follows an inquiry-based learning format.

To learn more about Conducting Classroom Inquiry course expectations and/or completed inquiry projects, visit gpde.smumn.edu and search for the inquiry learning link.
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New BPA Summer Seminar Series

The Best Practices Academy summer seminar series is part of the New Teacher Support Network at Saint Mary’s University. The Network focuses on creating and sustaining effective classrooms. Designed to support new teachers as they prepare for the school year, the series of seminars provides teachers with research-based strategies, resources, support, and time to plan for an effective start to their school year. Teachers can choose one seminar or all four of the seminars in the series.

Learn more:
E-mail: bpa@smumn.edu
Call toll-free: 877-218-4755
Register online: bpa.smumn.edu

Summer 2007 Seminars

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<td>Creating a Positive Classroom Environment—August 13</td>
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<td>Successful Classroom Management—August 14</td>
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<td>Effective Communication—August 15</td>
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<td>Grading, Homework, and Assessments—August 16</td>
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<tr>
<th>Cost</th>
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<tbody>
<tr>
<td>$45.00 per seminar</td>
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<tr>
<td>$95.00 for all seminars</td>
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Optional afternoon planning and coaching sessions are available for seminar participants at no additional cost.

Enrollment limited to 45 per seminar

For more complete information about the New Teacher Support Network seminars, log on to bpa.smumn.edu
Saint Mary’s University partners with professional educational organizations dedicated to enhancing professional practice for K-12 teachers to offer relevant and responsive professional development courses at convenient sites in Minnesota and Wisconsin. Saint Mary’s University supports the delivery of graduate courses that follow the philosophy of our Professional Development Initiatives for Educators programs. We are pleased to collaborate with the educational organizations on this page.

**Collaborative Learning Partners**

Thinking, Learning, and Communicating

**GPDI 5620**
Thinking, Learning and Communicating (TLC) Foundations
(1 cr.) Participants explore thinking, learning and communicating (TLC) strategies to discover their potential to make a positive difference in their lives and the lives of others. Course participants develop strategies for applying TLC concepts in their classrooms and/or schools.
- **A** St. Paul—June 19-21 (9:00 - 4:00)
  P. Bernabei
- **B** St. Paul—July 10-12 (9:00 - 4:00)
  P. Bernabei
- **C** St. Paul—August 14-16 (9:00 - 4:00)
  P. Bernabei

**GPDI 5621**
Thinking, Learning and Communicating (TLC) Application
(1 cr.) Participants prepare to implement thinking, learning and communicating (TLC) strategies to make a positive difference in their lives and the lives of others. Course participants use TLC concepts and strategies to develop an implementation plan for their classrooms and/or schools.
- **A** St. Paul—June 19-21 (9:00 - 4:00)
  P. Bernabei
- **B** St. Paul—July 10-12 (9:00 - 4:00)
  P. Bernabei
- **C** St. Paul—August 14-16 (9:00 - 4:00)
  P. Bernabei


Please note: Payment for TLC training is $395.00 payable to TLC. Graduate credit is available for both courses. An additional cost of $170 per semester credit will be billed once registration materials are processed. Registration materials for graduate credit from Saint Mary’s University will be shared at the TLC Foundations course.

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It has always been our goal at PLS to provide children with the best-trained teachers in the world. Our courses focus on the specific skills and performance patterns used by the most effective teachers. It is our ability to train teachers in the true craft of teaching—these skills and performance patterns—that clearly sets Performance Learning Systems apart.

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www.top20training.com
Policies & Procedures

Registration
Register by phone toll free at 1-877-218-4755, online at gpde.smumn.edu, via fax at 1-507-457-6624, or by mail.

You will be billed for the full balance of the tuition once the class starts. Be certain to include the $3.00 transcript processing fee and any required course fee (when applicable) for each course.

If you do not pay in full prior to the start of a class, you will receive a billing statement by the 20th of the month. Check or money order is accepted.

To change course registration, please call the Graduate Professional Development for Educators Program Office at 1-877-218-4755 or e-mail your requests to gpde@smumn.edu.

If you are part of a degree program at Saint Mary's University, do not add or drop courses via Webtools; contact the GPDE Program Office by phone or e-mail.

An e-mail confirmation will be sent to those who register on the GPDE website.

All course offerings listed in this schedule are subject to change. Saint Mary's University reserves the right to add or delete courses from this printed schedule at its discretion.

Students in the graduate programs at Saint Mary's University of Minnesota should consult their advisors as to the transferability of credits.

Visit our website at gpde.smumn.edu for most-current information.

Tuition
Tuition for most GPDE courses is $225 per graduate credit. Some courses do include an additional fee to cover course materials beyond the resources normally provided.

Credits used toward the Gifted & Talented certificate program will be charged the tuition rate set for the Gifted & Talented program.

Credits used toward the Master of Arts in Education graduate program will be charged the tuition rate set for the Master of Arts in Education program.

Credits used toward the K-12 Reading Teacher Program will be charged the tuition rate set for the K-12 Reading Teacher certificate program.

Those who wish to audit a course will be charged half the tuition per semester credit. Any additional course fee or required textbooks are still the responsibility of the student.

Course Confirmation
Courses will be marked confirmed on the GPDE website when 10 students have registered or unless otherwise arranged.

Consult the GPDE website at gpde.smumn.edu for the most-current enrollment and course updates.

An e-mail confirmation will be sent to all participants prior to the start of each class for GPDE courses. Be certain to provide your current e-mail address at the time of registration. Please note students registered for dual-coded GPDE/EDUC courses will not receive an email confirmation.

Students in dual-coded courses should contact the course instructor with any questions.

Transcripts
A $3.00 transcript processing fee per course will be applied to your billing statement. The fee will cover an official transcript from Saint Mary’s University being sent directly to you once your course grades have been processed.

To obtain an additional transcript or to request a transcript after your grade has been submitted by your instructor, please send a written request including your full name, social security number or your student I.D. number, and the address to which it should be mailed to: Transcript Requests, Saint Mary's University, 700 Terrace Heights #37, Winona, MN 55987 or faxed to 507-457-6698. Your signature is required on the written transcript request. Requests for transcripts cannot be taken over the phone. There is no cost for additional transcripts.

Textbooks
Textbooks for all off-campus classes may be purchased through MBS Direct. Call 1-800-325-3252 or visit their website: http://direct.mbsbooks.com/smumn.htm.

For students enrolled in the GPDE courses that are also offered as EDUC courses, check the MBS Direct website by the courses’ location to determine the required text. Note: For GPDE courses that are also offered as EDUC courses located in Minneapolis, please contact the campus bookstore toll-free at 866-325-3252 to determine the required text.

Course number and site location are required when contacting MBS. To locate required texts for the GPDE program, please use “GPDE” as the course location.

Instructors expect that students purchase books (when required) for off-campus courses prior to the first day of class.

Further Policies and Procedures
For complete policy information, refer to the Saint Mary's University website at: www.smumn.edu/gradpro.

Contact the Graduate Professional Development for Educators Program Office toll-free at 1-877-218-4755 or via e-mail at gpde@smumn.edu.

Saint Mary's University of Minnesota is an equal opportunity educator and employer.

Visit our website for up-to-date information on course descriptions, policies and procedures, facilitator bios, additional registration materials, site directions, and research links.
Tuition: Tuition may vary for some courses and/or for those enrolled in some degree programs. Most GPDE courses are $225.00 per semester credit.

Name______________________________________ Social Security Number___________________
Address___________________________________________________________________________
City, State, Zip____________________________________________________________________
Home Phone_________________________________ Work Phone____________________________
Current E-mail Address_______________________________________________________________
Grade_________________ Subject_____________________________________________________

Enrollment Status
☐ Yes ☐ No Have you ever attended Saint Mary’s University prior to this registration?
☐ Yes ☐ No Are you a member of a current or graduated master’s program at Saint Mary’s University of Minnesota? Which program or graduation date? _________________________________
☐ Yes ☐ No If you answered “Yes” to the previous question, do you want this course applied to your degree at Saint Mary’s University? If you answered “No” to the previous questions, please check “No.”

Please register me for the following course(s):

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Payment
Enrollment fees can either be paid now or upon receipt of invoice/confirmation.
☐ Check for $ _______________ is enclosed, payable to Saint Mary’s University. Check # __________
☐ Please bill me upon receipt of confirmation.

If you have not been enrolled in a course and/or degree program at Saint Mary’s University, the information that follows is needed in order to process your registration.
The following information is used by the university for federal and state reporting purposes, for evaluating the effectiveness of recruitment and admission policies, and for accurately describing the student body of Saint Mary’s University. The information is designated as CONFIDENTIAL and is protected under the Family Education Rights and Privacy Act (FERPA). This information cannot be used in the admission decision and is not kept in a student’s admission file.

Date of Birth (ex. June 4, 1979)_____________________

Gender ☐ Male ☐ Female
Ethnicity ☐ African ☐ African American/Black (not Hispanic origin) ☐ Other
☐ American Indian or Alaskan Native ☐ Puerto Rican
☐ Asian, Asian American or Pacific Islander ☐ White, (not Hispanic origin)
☐ Other

*U.S. Citizen ☐ Yes ☐ No — If “No,” please complete both of the following:
☐ Country of Citizenship
☐ Resident Alien: ☐ Yes ☐ No
Saint Mary's University of Minnesota School of Graduate and Professional Programs delivers graduate education programs that will help you reach your personal and career goals. Most programs offer courses at a variety of locations to meet learners’ needs.

**Graduate Education Programs**

**Master Degree Programs**

**Master of Arts in Education**

(32 Semester Credits)

The Master of Arts in Education program engages the student in a rigorous and relevant cohort, course-based program that focuses on providing students with the attitudes, skills and knowledge to become better teachers and leaders in their classrooms, schools and districts. Students examine educational theory and research and are guided through the development of applications to enhance their educational practices. Courses are scheduled in the late afternoon and early evening weekly with a few Saturday mornings scheduled each semester. Each course is taught by a different practitioner from the field.

Contact Claudia Risnes, Program Director at 1-866-437-2788, Ext. 179

**Master of Arts in Instruction**

(36-45 Semester Credits)

Considering a career change to enter the teaching profession? This program is tailored to serve students who have completed a bachelor’s degree with little or no previous coursework in education. It prepares them to earn a teaching license in Elementary Education (K-6) with an Early Adolescence (5-8) Speciality or Early Adolescence (5-8)/Young Adult Education (9-12).

Contact Becky Hopkins, Program Director (Winona) at 1-800-635-5987, Ext. 6620

Contact Dr. Susan Moore, Associate Director (Twin Cities) at 1-866-437-2788, Ext. 174

**Master of Arts in Education—Wisconsin**

(32 Semester Credits)

True to Saint Mary's Lasallian tradition of bringing continuing education opportunities to areas where they are needed, for over 10 years we have made our Master of Arts in Education available in Wisconsin. This program encourages the integration of personal and professional experiences. Any area of the state can have the program delivered locally with a minimum of 15 students. The capstone activity is the preparation and presentation of a comprehensive portfolio that may serve as a beginning for teachers seeking their Wisconsin Master Teacher license. This program is approved by the Wisconsin Department of Public Instruction (DPI).

Contact Karen Fischer, Program Director at 1-877-442-4020

**Master of Education in Teaching & Learning**

(36 Semester Credits)

The Master of Education in Teaching and Learning program is designed for licensed, practicing teachers who want to earn a master's degree as part of a professional learning community. The program emphasizes teacher inquiry, collaborative inquiry, action research, teacher leadership and constructivism. Each community is facilitated by a team of educational practitioners. Program is delivered at sites in Minnesota and Wisconsin.

Contact Suzanne Peterson, Program Director at 1-800-273-6075, Ext. 6615

**NEW PROGRAM!**

**Master of Arts in Literacy Education, K-12 Reading Teacher Licensure Program**

(34 Semester Credits)

The Master of Arts in Literacy Education prepares teachers for leadership in education through immersion in the theory, research, and best practice of literacy development across the lifespan. The first seven courses (17 credits) qualify classroom teachers for licensure as a Minnesota or Wisconsin Reading Teacher and may be taken as a stand-alone program. The Reading licensure courses are designed to be completed in one year through weekend and summer classes. Those who wish to earn a master's degree in literacy education continue with seven additional courses that focus on reading and writing development across the lifespan and within different cultures. Master's completion courses are offered through summer institutes, a work-based practicum, and weekend/online courses during the school year. Candidates for the degree choose and develop a topic of interest across multiple courses, culminating in presentation of a personal research project.

Contact Denise Cichosz, Program Coordinator at 1-800-635-5987, Ext. 6629

**Master of Arts in Educational Administration**

(32 Semester Credits)

In this program, educational leaders will cultivate their strength in the areas of organizational structure and planning, staff development, program development, and program assessment. Management and leadership style are core program elements, incorporating methods that emphasize growth for both staff members and students.

Contact Lyle Abeln, Associate Director at 1-866-437-2788, Ext. 192

**Master of Arts in Education—Catholic School Leadership**

(32 Semester Credits)

The program teaches Catholic school educators to achieve the intellectual, cultural, religious and vocational formation of the student through a curriculum suited to their needs and based on Christian values.

Contact Lyle Abeln, Associate Director at 1-866-437-2788, Ext. 192

**Certificate, Licensure, and Professional Development Programs**

**K-12 Reading Teacher Program**

(17 Semester Credits)

The K-12 Reading Teacher Program qualifies a candidate for Minnesota licensure as a K-12 Reading Teacher. It prepares reading specialists who can develop, provide, and supervise special reading programs for K-12 students. K-12 reading teachers will also be trained to provide reading consultation and coaching to classroom teachers.

Contact Denise Cichosz, Program Coordinator at 1-800-635-5987, Ext. 6629

**Director of Special Education Licensure**

(30 Semester Credits)

The Director of Special Education Licensure certificate program is designed for post-master’s students seeking the Minnesota Director of Special Education License. Potential students must possess a master’s degree in an education-related field, a special education teaching license, and have two years experience while holding a license valid for the position or positions. Courses are intended to provide understanding and experience in the 25 competencies for special education directors as identified by the Minnesota Department of Education. The practitioner-focused curriculum is organized to meet the needs of active special education directors.

Contact Lyle Abeln, Associate Director at 1-866-437-2788, Ext. 192
Graduate Education Programs

Professional Development Initiatives for Educators
This program supports the professional development needs of educators through collaborative planning with teachers, schools and school districts. Guided by best practice, responsiveness and relevancy, the Professional Development Initiatives program collaborates with schools and educational organizations in the design and delivery of on-site professional development.

Contact David Bernard, Program Director at 1-877-218-4755

Educational Administration Licensure for Elementary & Secondary Principals (31 credits) and/or Educational Administration Licensure for Superintendents of Schools (38 credits)
The Educational Administration Licensure certificate program is designed for post-master’s students seeking the Minnesota K-12 Principal Licensure and Superintendent License. Potential students must possess a master’s degree in an education-related field. Courses are intended to provide understanding and experience in the 21 competency leadership areas for school administrators as identified by the Minnesota Department of Education.

Contact Lyle Abeln, Associate Director at 1-866-437-2788, Ext. 192

Gifted & Talented Instruction for Mainstream Teachers Certificate Program (12 credits)
Differentiated instruction is a concept that, now more than ever, is needed to respond effectively to growing demands in your career. This certificate is designed for the mainstream classroom teacher who needs to take a proactive approach to creating constructive challenges for gifted and talented students. Learn techniques that will help you be responsive to the unique needs of your students.

Contact Claudia Risnes, Program Director at 1-866-437-2788, Ext. 179

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Contact Claudia Risnes, Program Director at 1-866-437-2788, Ext. 179

Post-Master Degree Programs

Doctor of Education in Leadership (66 credits beyond Master’s)
This is a practitioner-oriented program with a curriculum and schedule designed around the needs of adult learners. The program includes coursework in leadership, education, research and a track of choice. After completion of their coursework, students will be required to pass a comprehensive examination before writing a dissertation on a relevant topic.

Contact Bill Kelly, Program Director at 1-866-437-2788, Ext. 183

Education Specialist in Educational Administration (39 credits beyond Master’s)
This program, building on the coursework at the master degree and licensure level, emphasizes development of leadership and management skills for an administrator who cultivates growth for both students and staff.

Contact Lyle Abeln, Associate Director at 1-866-437-2788, Ext. 192

Education Specialist in Curriculum, Assessment and Instruction (39 credits beyond Master’s)
This program strives to provide a thorough understanding of the interaction among curriculum, assessment and instruction. The program emphasizes the leadership and facilitation skills necessary for resiliency, self-renewal and collaborative decision-making.

Contact Bev Stofferahn, Program Coordinator at 1-866-437-2788, Ext. 204

Education Specialist in Special Education Administration (39 credits beyond Bachelor’s)
This program provides understanding and experience in the 25 competencies required in Minnesota for a license in Special Education Administration. Emphasis is placed on the leadership and management of a district-wide Special Education program.

Contact Lyle Abeln, Associate Director at 1-866-437-2788 Ext. 192

Undergraduate Teacher Education

Our undergraduate teacher education program is located on our Winona campus in the beautiful bluffs of the Mississippi. Our teacher education program is an integral and integrated part of the university, defining itself within the Lasallian mission of the university and sharing responsibility with every unit of the university for preparing effective and qualified teachers.

Students will have the ability to perform at a highly qualified level of teaching as defined by the Minnesota State Board of Teaching Standards; display the knowledge, skills, and dispositions necessary to effectively teach a diverse population of students and work with parents, colleagues, administrators, and community members in support of a child’s education; demonstrate a commitment to and understanding of teaching in the spirit of the Lasallian mission; and hold a strong foundation in the disciplines in which they will be teaching.

The undergraduate teacher education program prepares teachers for licensure in one or more of the following certification areas: childhood/early adolescence (grades K–6 with a 5–8 concentration), and early adolescence/young adult (grades 5-12, K–12 music, and K–12 world languages) in chemistry, English, French, life sciences, mathematics, music (classroom and instrumental or classroom and vocal tracks), physics, social science, and Spanish. All programs meet the licensure requirements of the State of Minnesota.

Contact Scott Sorvaag, Undergraduate Teacher Education Program Chair at 1-800-635-5987, Ext. 6612
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