Saint Mary's University
OF MINNESOTA

2018 SUMMER COURSE CATALOG

Professional development courses for K-12 educators seeking graduate credits toward lane change, relicensure and/or for elective courses for master's-level degree programs.

Only $275/credit

GPDE.SMUMN.EDU

877-218-4755

QUICK AND SIMPLE REGISTRATION ▪ NO APPLICATION REQUIRED

RELICENSURE HOUR OPPORTUNITIES

Minnesota Teacher Relicensure Seminars

March 24, July 19, or October 27, 2018
$50 per seminar ($250 full day)
Saint Mary's University, Twin Cities Campus

Relicensure Hours: 90-120 minutes per seminar/8 hours for full day

All five areas of study required for Minnesota teacher relicensure are offered as individual seminars. Register for the whole day or only the seminar(s) you require. Certificate of Attendance provided upon completion.

BPA 1003 Reading Preparation
BPA 1004 Key Signs of Mental Illness with Suicide Prevention
BPA 1005 Accommodation, Modification, and Adaptation of Curriculum
BPA 1006 Positive Behavior Intervention Strategies
BPA 1007 Best Practices in Teaching English Language Learners

Integrate Yoga Calm into Your Classroom

Tula Yoga and Wellness, St. Paul

Learn how to successfully bring the benefits of yoga, mindfulness, and social/emotional learning to children in classrooms and therapeutic settings while engaging in the collaborative coaching process. Create integrated lesson plans to use right away in your work with students. Workshops are suitable for educators, social workers, and related service providers of students with all levels of ability.

Integrated Approach to Wellness: Intro to Yoga Calm - June 13
Yoga Calm $240 and optional $150 for 1 graduate credit **(GPDI 5116)**

Physical Connections to Learning: Yoga Calm 2 - June 14
Yoga Calm $210 and optional $150 for 1 graduate credit **(GPDI 5117)**

Social/Emotional Connections to Learning: Yoga Calm 3 - June 15
Yoga Calm $210 and optional $150 for 1 graduate credit **(GPDI 5115)**

*Registration for this course must be completed through Saint Mary's University AND at **1000-petals.com**

MORE WAYS TO EARN GRADUATE CREDIT

Putting Professional Development into Practice

Are you attending a conference, workshop, or coaching clinic and looking to earn graduate credit? We offer courses designed to incorporate your professional development experience with a deeper understanding of effective teaching/coaching strategies and techniques. Graduate credits can be aligned with almost any workshop and/or conference experience utilizing self-directed learning strategies.

Contact us to request additional details.
1, 2, and 3 credit options available.

Igniting Passion: Teaching with Zeal

GPDE 5666:
M.Ed. Spring Conference 2018
Saturday, April 7, 8:00 am – 4:30 pm
Twin Cities Campus

The M.Ed. in Teaching and Learning spring conference will showcase action research projects from over 150 practicing K-12 professionals from around the state of Minnesota. All are welcome to join seminar leaders and other practicing teachers in round table discussions on educational issues that affect daily practice. A wide variety of topics offer you the flexibility to choose the seminars most relevant to you. You will engage in pre-conference inquiry to deepen learning at the conference.

1, 2, and 3 credit options available.

See **GPDE.SMUMN.EDU** for full details, including registration options.

TABLE OF CONTENTS

GRADUATE PROFESSIONAL DEVELOPMENT FOR EDUCATORS (GPDE)

The GPDE program designs and delivers professional development courses for those seeking graduate credits towards relicensure and/or for elective courses for master's-level degree programs. Participants incorporate teaching strategies and plans that link their inquiry and research to their classrooms. Our practitioner-led courses are designed to meet the demands of today's classroom teacher in a professional setting. Our delivery options include:

- **BLENDED LEARNING**

    This course format combines face-to-face class meetings with a collaborative online component, using Blackboard, in which the course instructor delivers the course content and serves as an instructional coach. When registering, please note the location of the course. Learners are required to travel to the site for the face-to-face class sessions, while the online sessions are completed via Blackboard on a computer in a location convenient for you.

- **ONLINE**

    Online learning eliminates face-to-face class meetings with the convenience of collaboration among students using the Blackboard platform, where the course instructor delivers the course content and serves as an instructional coach. Online credits provided by an accredited university, such as Saint Mary's University, are generally accepted by schools for re-licensure and lane changes.

- **FLEXIBLE CREDIT OPTIONS**

    This course format is a variation of blended learning as it combines traditional face-to-face classroom learning followed by self-directed learning. Flexible credit options include 1, 2 and 3 credit offerings. The 1 credit option is a face-to face class meeting. Additional course requirements for students electing a two or three-credit option are completed virtually. These additional guided inquiry credits will extend the learner's engagement with the main concepts from the one-credit face-to-face session.

REGISTRATION

Online at gpde.smumn.edu or toll-free at 877-218-4755. No application process required—registration open to all.

TUITION

Tuition for most GPDE courses is $275 per graduate credit. No payment required at time of registration. Tuition due by the 15th of the month following the course start date.

COURSE CONFIRMATION

Consult the GPDE website for current course information. A welcome email and syllabus will be sent prior to course start. Required textbooks, if needed, are listed on the GPDE website in the course catalog.

POLICIES AND PROCEDURES

Complete policy information available at smumn.edu/SGPPcatalog

QUICK GLANCE

Start Date	Course Title	Instruction	Classroom Environment	Assessment	Content Focus	Hot Topics in Education	Technology	Location	Page #
5/7/18	Foundations of Effective Teaching	■	■	■				Online	7
5/7/18	Foundations of Effective Teaching II: Building Academic Success	■	■	■				Online	7
6/1/18	WHOL4Ed 2.0 (Work, Home, Organizing, Life 4 Educators)		■			■		Online	7
6/12/18	Teaching Children with ADD: Effective Instructional Strategies	■	■	■				Rochester	11
6/12/18	Practical Differentiation for Today's Busy Teacher	■		■		■		Online	5
6/13/18	Growth Mindset Practices for 21st Century Classrooms	■	■	■		■		St. Cloud	4
6/18/18	Reaching Middle Level Learners		■					Online	5
6/18/18	Web 2.0: Social Media					■	■	Online	5
6/18/18	Best Practices for Classroom Behavior		■			■		Minneapolis	12
6/18/18	Teaching with Google Classroom					■	■	Online	6
6/18/18	*Book Study:* An Educator's Guide to Children's Mental Health			■		■	■	Online	8
6/18/18	*Book Study:* What Great Teachers Do Differently: 17 Things That Matter Most	■	■	■				Online	9
6/18/18	*Book Study:* Culturally and Linguistically Responsive Teaching and Learning - Classroom Practices for Student Success	■	■			■		Online	9
6/18/18	*Book Study:* Notice & Note - Strategies for Close Reading	■		■	■			Online	9
6/21/18	30 Strategies to Differentiate Instruction	■				■		Online	5
6/25/18	Exploring Your Content: Teaching for Understanding	■	■	■	■			Victoria	10
6/25/18	Student Engagement and Interactive Notebooks	■		■	■			Anoka	11
6/25/18	Environments for Success: Managing Behavior in School Communities		■			■		Online	6
6/25/18	Personalized Learning - A Blended Classroom	■		■		■	■	Online	6
6/25/18	*Book Study:* Teach Like a Champion	■	■	■		■		Online	8
6/25/18	*Book Study:* Teach Like a Pirate	■	■	■		■		Online	8
6/26/18	Building Classroom Community	■	■					St. Cloud	10
6/26/18	Becoming a Dynamic Teacher Leader		■			■		Apple Valley	12
6/26/18	Student & Faculty Development Through Social-Emotional Learning: Top 20	■	■			■		Minneapolis	11
6/27/18	WHOL4Ed (Work, Home, Organizing, Life 4 Educators)		■			■		Minneapolis	12
6/30/18	Integrating Technology into Classroom Projects 1.0	■			■		■	Online	6
7/2/18	Culturally Responsive Teaching	■	■	■		■		Minneapolis	4
7/2/18	Instructional Strategies That Work for All Disciplines	■			■		■	Online	6
7/2/18	Reading Comprehension Instruction	■		■	■			Online	7
7/5/18	*Book Study:* Checking for Understanding: Formative Assessment Techniques for Your Classroom - 2nd Edition			■		■		Online	8
7/6/18	Exploring Computer Science				■		■	Online	6
7/9/18	Exploring Your Content: Teaching for Understanding	■			■			Rochester	10
7/9/18	An Abundance of Books	■			■			Online	5
7/9/18	WHOL4Ed (Work, Home, Organizing, Life 4 Educators)		■			■		Anoka	12
7/10/18	Metacognition in the Classroom	■		■		■		Victoria	4

COURSE GUIDE

Start Date	Course Title	Instruction	Classroom Environment	Assessment	Content Focus	Hot Topics in Education	Technology	Location	Page #
7/11/18	Student Engagement and Interactive Notebooks	■		■	■			Apple Valley	11
7/11/18	Youth Equity for Under-Resourced Students	■	■	■				Minneapolis	12
7/12/18	Developing a Growth Mindset		■			■		Online	5
7/16/18	Appsmashing with Students: Taking iPads to the Next Level	■		■			■	Minneapolis	11
7/16/18	School, Family and Community		■			■		Online	5
7/16/18	WHOL4Ed 2.0 (Work, Home, Organizing, Life 4 Educators)		■			■		Online	7
7/16/18	*Book Study:* Teach Like a Pirate	■	■	■				Online	8
7/17/18	Inquiry Learning: Promoting Student Engagement/Response	■	■	■		■		Rochester	10
7/18/18	Personalized Learning - A Blended Classroom	■		■		■	■	Online	6
7/18/18	*Book Study:* An Educator's Guide to Children's Mental Health	■	■	■		■		Online	8
7/19/18	Engaging Learners through Essential Questions & Inquiry-Based Learning	■	■	■		■		Anoka	4
7/23/18	Practical Differentiation for Today's Busy Teacher	■		■		■		Online	5
7/23/18	Best Practices for Classroom Behavior		■			■		Anoka	12
7/23/18	*Book Study:* Culturally and Linguistically Responsive Teaching and Learning - Classroom Practices for Student Success	■	■	■		■		Online	9
7/23/18	*Book Study:* Reading Nonfiction - Notice & Note - Stances, Signposts, and Strategies	■		■	■			Online	9
7/24/18	Teaching Children with ADD: Effective Instructional Strategies		■					Minneapolis	11
7/25/18	*Book Study:* Teach Like a Champion	■	■					Online	8
7/30/18	Appsmashing with Students: Taking iPads to the Next Level	■		■			■	St. Cloud	11
7/30/18	Creative Writing for Elementary Students	■		■	■			Minneapolis	11
7/30/18	*Book Study:* The Last Lecture		■					Minneapolis	8
8/1/18	Exploring Computer Science				■		■	Online	6
8/6/18	Teaching with Google Classroom					■	■	Online	6
8/7/18	Blueprints for a Collaborative Community of Learners		■			■		St. Paul	12

FALL 2018 PREVIEW
Do you want to extend your summer learning?

GPDE 5180:
PUTTING IMPLEMENTATION PLANS INTO PRACTICE (1 OR 3 CR.)
This course is designed for learners who participate in a GPDE summer course and are interested in implementing their research-based plan in their classroom during the upcoming school year. Benefit from support from your summer instructor or an instructional coach. Learn more about this opportunity during your summer course.

BLENDED LEARNING COURSES

GPDE 5394:
CULTURALLY RESPONSIVE TEACHING

Embark on a culturally responsive teaching journey to explore the characteristics of cultural competency related to educational equity. This journey includes self-reflection, an exploration of diverse cultural perspectives and activities to engage increased intercultural understandings.

A. Minneapolis (3 cr.)
   Online activities July 2 - Aug. 22
   Face-to-face sessions July 11, 25, Aug. 8, 22
   (5:00 pm – 9:00 pm)

GPDE 5668:
METACOGNITION IN THE CLASSROOM

Metacognition is simply thinking about your thinking. Behind every successful educational initiative is metacognition. Learn the science behind why metacognitive strategies work and how to incorporate them to empower students in your own classroom.

A. Chaska (1 cr.)
   Online activities July 10 - July 19
   Face-to-face sessions July 10, 12, 17, 19
   (9:00 am – 12:00 pm)

GPDE 5671:
GROWTH MINDSET PRACTICES
FOR 21ST CENTURY CLASSROOMS

How do we encourage our students to persevere when learning becomes challenging? There is a lot of talk among educators about the impact of Growth and Fixed Mindsets on student learning and motivation. Examine what classroom practices foster Growth and Fixed Mindsets and deepen your understanding of Growth and Fixed Mindset theories. You will analyze the way you implement assessments and grading, instructional practices, and your classroom environment to purposefully build a classroom that supports a Growth Mindset. Build your classroom into one where students embrace challenges, recover from setbacks, and leverage their mistakes into learning.

A. St. Cloud (3 cr.)
   Online activities June 13 - July 18
   Face-to-face sessions June 13, 27, July 11
   (12:00 pm – 4:00 pm)

GPDE 5672:
ENGAGING LEARNERS THROUGH ESSENTIAL
QUESTIONS & INQUIRY-BASED LEARNING

"Thinking is not driven by answers but by questions."
—Richard W. Paul & Linda Elder (2000)

What does it mean to learn? To what extent can questions affect students' motivation to explore a topic and learn? What makes a question essential? In this course teachers will examine ways to engage their students in authentic inquiry-based learning opportunities through the use of Essential Questions as developed by Grant Wiggins and Jay McTighe. In today's standards-based era, essential questions offer teachers ways to increase motivation and engagement in their daily lessons.

A. Anoka (3 cr.)
   Online activities July 19 - August 23
   Face-to-face sessions July 19, Aug 2, 16
   (12:00 pm – 4:00 pm)

"Through time and effort, even a beast like culture can be tamed and turned in a new direction. Being a test proctor and data assessor I naturally wanted to "measure" our culture; turns out, I can! These revelations, on the heels of the terrific Top 20 Training, have led to a much more optimistic outlook for the coming school year and, more importantly, the years beyond. I look forward to being a catalyst of change for my school, my students, my peers, and myself."

Darren Lukenbill, *Lead Title 1 Teacher, Mora Elementary School*

TOP 20 TRAINING

GPDE 5390: Student and Faculty Development through Social-Emotional Learning

June 26-28, 9:00AM - 4:00PM, Saint Mary's University, Twin Cities Campus

Being an Effective Teacher in the 21st Century
What do we need to be aware of as educators that will help us be more effective in both our personal and professional lives? We will consider: (1) becoming aware of our thinking by living Above the Line, (2) knowing how to see things differently, (3) how we can keep the main thing the main thing, and (4) the three R's for 21st century students.

Engaging Disengaged Students
What causes students to disengage and what can we do about it? We will consider: (1) how students come to believe that they are 'not good enough' or 'not smart enough', (2) helping students learn from mistakes and move outside their comfort zone, (3) keeping curiosity alive by celebrating confusion, and (4) the impact of our efforts to motivate students.

Creating an Effective and Healthy School Culture
How can we create a culture that fosters learning, teamwork and the development of potential? We will consider: (1) two ways negativity enters the workplace, (2) four components of a highly functional culture, (3) effective conflict resolution strategies, and (4) the necessity of giving and getting feedback.

ONLINE COURSES

Please note there are different course requirements for the different credit options, which will be identified on the syllabus.

GPDE 5077:
AN ABUNDANCE OF BOOKS
Explore an abundance of children's literature and become exposed to literature circles, graphic organizers to aid in the writing process, reading comprehension strategies, and the 6 Traits Writing Process. You will develop meaningful strategies to further implement books into your content area.

A. Online (1 cr.) – July 9 - August 13
B. Online (3 cr.) – July 9 - August 13

GPDE 5233:
REACHING MIDDLE LEVEL LEARNERS
Explore the challenges of motivating middle level learners through instructional strategies and classroom management techniques that promote student engagement. Instructional strategies, best practices, and current literature on teaching middle level learners serve as a framework for developing a deeper understanding of reaching middle school students. Apply principles of effective student engagement in the field of teaching middle level learners to impact student achievement. Learn to incorporate movement, facilitate the development of intrinsic motivational strategies, and promote shared responsibility for learning.

A. Online (3 cr.) – June 18 - July 23

GPDE5258:
WEB 2.0 SOCIAL MEDIA
Research and explore the effects of social media in our social, political, educational, emotional, and cultural lives while also examining the dangers. Learning activities will include collaboration with class members on topics relating to digital etiquette and the future of social media. Teachers will create ways to add critical digital lessons to existing classroom curriculum as well as create some new units to incorporate in the coming year. Digital tools will be used to achieve these objectives.

A. Online (1 cr.) – June 18 - July 27
B. Online (3 cr.) – June 18 - July 27

GPDE 5330:
30 STRATEGIES TO DIFFERENTIATE INSTRUCTION
How can all students in K–12 schools be challenged, engaged and stimulated? This course provides practical, field–tested strategies to accommodate the needs of K–12 students in all content areas. Topics include connecting theory to practice, developing toolkits for differentiating instruction, and creating assessments that promote choice while meeting standards and expectations. The course facilitates the development of multiple modifications and accommodations for an instructional plan and assessments.

A. Online (1 cr.) – June 21 - August 2
B. Online (3 cr.) – June 21 - August 2

GPDE 5388:
SCHOOL, FAMILY AND COMMUNITY
Build better partnerships between home and the community, with the intended result being student success. You will define parental engagement and become familiar with effective strategies for two-way communication between the school and home, particularly across culture and race. Learn the most effective ways to support strong home learning environments, apply research-based approaches to increase attendance, use homework as an effective communication tool, review practices for fostering resiliency in students, and research hot topics in education.

A. Online (3 cr.) – July 16 - August 24

GPDE 5393:
PRACTICAL DIFFERENTIATION FOR TODAY'S BUSY TEACHER
Differentiation of instruction can be daunting. For teachers who are responsible for delivering instruction in multiple content areas differentiation can seem almost impossible. In addition, teachers today are infusing technology into their classrooms more than ever before. If you are looking for practical ways to differentiate instruction that are easy, transferable to multiple content areas, and use technology to enhance your teaching practices then this class is for you. Examine current research and apply best practices by differentiating not only content but instructional delivery methods by using the technology in our classrooms to work smarter not harder!

A. Online (1 cr.) – June 12 - July 17
B. Online (2 cr.) – June 12 - July 17
C. Online (3 cr.) – June 12 - July 17
D. Online (1 cr.) – July 23 - August 24
E. Online (2 cr.) – July 23 - August 24
F. Online (3 cr.) – July 23 - August 24

GPDE 5427:
DEVELOPING A GROWTH MINDSET
When we have a growth mindset we understand that we can work hard to develop our intelligence. This is true for students and adults. When we focus on improving we are using a growth mindset versus a fixed mindset. Studies by Stanford University's Dweck, Blackwell, and colleagues whose research shows that students who learn this mindset show greater motivation in school, earn better grades, and have higher test scores.

A. Online (1 cr.) – July 12 - August 23
B. Online (3 cr.) – July 12 - August 23

"I can't wait to collaborate with my colleagues on all the new things I learned in this class. This was my first online class I have taken and it was an amazing learning opportunity."

Kaitlyn Keefe, *5th Grade Teacher, St. Charles Elementary School*

GPDE 5501:
INTEGRATING TECHNOLOGY INTO CLASSROOM PROJECTS 1.0

Technology touches almost every part of our lives, homes, communities and schools. Explore the true potential that technology offers for teaching and learning. When used appropriately, technology will help students acquire the skills needed to survive in a complex, highly technological knowledge–based economy. This course provides online practice and tutorials for web based tools and projects. Effectively integrating technology such as Quizlet, Animoto, Weebly and Meograph, will help deepen and enhance the learning process. The resources shared in this course will help teachers create new materials for your classroom and help your students integrate technology into their learning and assignments.

A. Online (1 cr.) – June 30 - July 30
B. Online (2 cr.) – June 30 - July 30
C. Online (3 cr.) – June 30 - July 30

GPDE 5635:
TEACHING WITH GOOGLE CLASSROOM

Are you interested in using Google Classroom with your students? This course will help you to navigate through Google Classroom from the view of a student. The Google Classroom learning platform for schools aims to help teachers go paperless and easily distribute content, video links, and other resources directly to student accounts. Google forms, spreadsheets, and documents will be included as you work to build assignments and content for students that you can use back in your classroom.

A. Online (3 cr.) – June 18 - July 18
B. Online (3 cr.) – August 6 - 24

GPDE 5651:
ENVIRONMENTS FOR SUCCESS: MANAGING BEHAVIOR IN SCHOOL COMMUNITIES

Grounded in research-based interventions, this course is designed to assist you in developing knowledge and skills to plan, implement and assess classroom environments, engagement, and interactions. The course will provide an overview of multi-tiered systems of support and focus on strategies to create positive and engaging classroom environments for all students. Examine the basic components of classroom culture and relationships, ways to teach classroom expectations and routines, and plan for responses to appropriate and challenging behavior.

A. Online (3 cr.) – June 25 - August 3

GPDE 5655:
EXPLORING COMPUTER SCIENCE

The inquiry learning process allows you to connect your research and experience with computer science to an investigation that will lead you to deeper understanding, more effective instructional strategies, and improved student achievement. This course allows you to design research-based computer science education, reflect on research, and create lesson plans for your educational setting.

A. Online (1 cr.) – July 6 - August 3
B. Online (1 cr.) – August 1 - 22

GPDE 5660:
INSTRUCTIONAL STRATEGIES THAT WORK FOR ALL DISCIPLINES

This course provides a cognitive research-based approach to lesson planning and design. Develop a comprehensive instructional plan and consider the concepts of standards, curriculum and course mapping as you generate a unit and lessons that promote independent learning for students. Instructional strategies are taught in the context of purpose and appropriateness for supporting student learning. Learn how to develop scoring guides (rubrics) for student tasks; evaluate curriculum materials for any content area and create instructional plans that address the shortcomings of the materials.

A. Online (3 cr.) – July 2 - August 26

GPDE 5661:
PERSONALIZED LEARNING - A BLENDED CLASSROOM

Investigate ways to structure your classroom to increase the number of active learners. As part of this course you will read the book "Blended" (Horn & Staker, 2015), a field guide to help you implement personalized learning techniques, which provides a framework to build student-centered educational systems. Through the readings, discussion boards, videos, and short reflection paper you will accumulate resources and knowledge to make significant changes in your classroom.

A. Online (1 cr.) – June 25 - July 25
B. Online (3 cr.) – June 25 - July 25
C. Online (1 cr.) – July 18 - August 18
D. Online (3 cr.) – July 18 - August 18

GPDE 5662:
READING COMPREHENSION INSTRUCTION

RCI focuses on the research and exemplary practices that help students acquire strong reading comprehension skills. This course provides you with a synthesis of the research base on reading comprehension instruction and vocabulary development. Examine, discuss and evaluate the appropriate application of a range of instructional strategies from explicit to implicit teaching of comprehension skills. Strategies are presented for increasing student comprehension of both narrative and expository texts, including reciprocal teaching and questioning the author. Learn how to help students self-monitor comprehension and apply appropriate "fix-up" strategies when comprehension is not achieved. Practice in using instructional strategies and examples of student work are embedded in this course.

A. Online (3 cr.) – July 2 - August 26

GPDE 5663:
FOUNDATIONS OF EFFECTIVE TEACHING

This course addresses the fundamental aspects of teaching and learning that are relevant for teachers and classroom paraprofessionals who work with students from pre K - 12 grade and is applicable to all subject areas. Content includes creating a positive classroom environment, increasing student engagement, maximal use of learning time, interactive guided instruction strategies, scaffolding techniques, questioning and feedback skills and using homework to extend learning.

A. Online (3 cr.) – May 7 - July 1

GPDE 5664:
FOUNDATIONS OF EFFECTIVE TEACHING II:
BUILDING ACADEMIC SUCCESS

This course presents additional foundational aspects of effective teaching. The course will provide in-depth training in complex research-based concepts and strategies such as cognitive coaching, scaffolding skills, planning and implementing cooperative small group activities, developing positive social influences, effective communication practices in the classroom, and learning how to use case studies and educational literature to enhance professional development sessions.

A. Online (3 cr.) – May 7 - July 1

GPDE 5670: WHOL4ED 2.0

Pre-Requisite Course - GPDE 5461
Are you ready to dive deeper into practical, manageable change to help you maintain a healthy work-life balance? In order for teachers to be leaders in their classrooms it is of the utmost importance for them to be mindful of balance and boundaries at both school and home. In our WHOL4Ed 2.0 course learners will experience research-based tips and tasks that will directly impact their classroom instruction as well as their personal productivity. All elements of this course will be implemented directly into teachers' classrooms and lives. We will reflect on the initial 'WHOLE' changes you made and we will challenge, encourage and inspire you to refresh your thinking with WHOL4Ed 2.0. This course is a 'follow up' for learners who have completed the original WHOL4Ed course, GPDE 5461.

A. Online (1 cr.) – June 1 - July 13
B. Online (2 cr.) – June 1 -July 13
C. Online (3 cr.) – June 1 - July 13
D. Online (1 cr.) – July 16 - August 24
E. Online (2 cr.) – July 16 - August 24
F. Online (3 cr.) – July 16 - August 24

SAINT MARY'S OFFERS CONCURRENT ENROLLMENT IN SCHOOLS — (CES 18).

18 credits of graduate level coursework in English or Math in a convenient online format.

This coursework will satisfy requirements set forth by the Higher Learning Commission for those teaching college courses in secondary schools and at two-year colleges. These 18 credits can be applied toward a Master of Arts in Education degree. All coursework is offered fully online.

Interested students may choose to:

• complete some or all of the 18 credits you need in order to satisfy requirements to teach college-level coursework

• complete an additional 18 credits to earn a Master of Arts in Education with English or Math Specialization for those looking to complete the degree

State-Wide Partnership Funding Available:

You may be eligible to receive grant funding for 18 content credits. Funding does not cover books or master's completion. Contact Jacob Law (jacob.law@metroecsu.org) at Metro ECSU or your district to see if you qualify.

Additional content areas are in development. Contact Jan Mesich, Field Specialist at **(612) 728-5162** or **jmesich@smumn.edu**

For more details: **smumn.edu/CES18**

PROFESSIONAL BOOK STUDY COURSES

Please note there are different course requirements for the different credit options, which will be identified on the syllabus.

The most effective way to improve your practice is through collaborative work located within your own school and integrated with your day-to-day practice. Engaging in a professional book study gives you and your colleagues the opportunity to read and discuss a book related to theoretical and pedagogical frameworks. You will expand your understanding of best practices, enhance your teaching and make connections to your own classroom. By collaboratively sharing and building knowledge you will develop and implement an inquiry plan that focuses on enhancing your teaching and improving student achievement.

GPDE 6031:
CHECKING FOR UNDERSTANDING: FORMATIVE ASSESSMENT TECHNIQUES FOR YOUR CLASSROOM 2ND EDITION (FISHER, D., FREY, N.)

Fisher and Frey demonstrate how to increase students' understanding through creative formative assessments that enable teachers to determine what students know and what they still need to learn. The authors explore a variety of engaging activities that check for and increase understanding, including interactive writing, portfolios, multimedia presentations, gradual release of responsibility, and data analysis for quality instruction. Through this book study you will learn to use technology and computer-based assessments as part of the evaluation process. Adapt old assessments or create new assessments for your classroom units.

 A. Online (3 cr.) – July 5 - August 5

GPDE 6033:
TEACH LIKE A CHAMPION (LEMOV, D.)

Teach Like a Champion offers effective teaching techniques that are concrete, specific, and are easy to put into action the very next day. Training activities at the end of each chapter help to further understanding through reflection and application of the ideas to practice.

A. Online (1 cr.) – June 25 - July 25
B. Online (2 cr.) – June 25 - July 25
C. Online (3 cr.) – June 25 - July 25
D. Online (1 cr.) – July 25 - August 18
E. Online (2 cr.) – July 25 - August 18
F. Online (3 cr.) – July 25 - August 18

GPDE 6034:
TEACH LIKE A PIRATE (BURGESS, D.)

Teach Like a Pirate offers inspiration, practical techniques, and innovative ideas that will help you increase student engagement, boost your creativity, and transform your life as an educator. This book contains over 30 hooks specially designed to captivate your class and 170 brainstorming questions that will skyrocket your creativity.

A. Online (1 cr.) – June 25 - July 20
B. Online (3 cr.) – June 25 - July 20
C. Online (1 cr.) – July 16 - August 10
D. Online (3 cr.) – July 16 - August 10

GPDE 6036:
THE LAST LECTURE (PAUSCH, R.)

What wisdom would we impart to the world if we knew it was our last chance? If we had to vanish tomorrow, what would we want as our legacy? This timeless book about Professor Randy Pausch's famous last lecture to his students and colleagues titled, "Really Achieving Your Childhood Dreams" was about the importance of overcoming obstacles, of enabling the dreams of others, and of seizing every moment. Pausch has combined the humor, inspiration and intelligence that made his lecture such a phenomenon and given it an indelible form. "We cannot change the cards we are dealt, just how we play the hand." —Randy Pausch

A. Minneapolis (1 cr.) – July 30 - 31 (8:00 am – 4:00 pm)
B. Minneapolis (3 cr.) – July 30 - 31 (8:00 am – 4:00 pm) plus research & final assignment due August 14

GPDE 6039:
AN EDUCATOR'S GUIDE TO CHILDREN'S MENTAL HEALTH (KLINE, F.)

This reader-friendly text provides a list of symptoms and behaviors that help teachers to understand why students might be acting in a certain way or displaying particular behaviors. You will discuss with colleagues and learn ways you can alter instructional strategies and provide classroom accommodations to help all of your students succeed. This course fulfills the Minnesota teacher license renewal Key Warning Signs of Early Onset Mental Illness in Children and Adolescents requirement and includes the newly added Suicide Prevention portion.

A. Online (1 cr.) – June 18 - July 17
B. Online (3 cr.) – June 18 - July 17
C. Online (1 cr.) – July 18 - August 18
D. Online (3 cr.) – July 18 - August 18

Do you want to lead a book study in your school?

Engage with your colleagues to read, discuss and apply key concepts from the book YOU CHOOSE, to make positive change in your school. Great things happen when teachers have the opportunity to work together. Graduate credits can be aligned with Book Studies, when led by a Master Teacher.

Email **pdi@smumn.edu** to see how easily this can be arranged.

> "When educators gather regularly to discuss what's being learned in a book, magic happens!"
>
> Richard Fields, *Instructor*

> "I appreciated the Book Study and the graduate credit option because it was conveniently held in my school with colleagues meeting one time per month to engage in collaborative discussions. I also was able to use the Book Study for my professional development focus with a small group of trusted colleagues that were genuinely interested in the Culturally Responsive journey."
>
> Donna Idstrom, *Rosemount Middle School, Reading Teacher*

GPDE 6042:
WHAT GREAT TEACHERS DO DIFFERENTLY: 17 THINGS THAT MATTER MOST (WHITAKER, T.)

Explore characteristics of effective teachers. With wit and understanding, this book describes the beliefs, behaviors, attitudes, and interactions of great teachers and explains what they do differently in the areas of classroom management, testing, decision making, and classroom relationships. Examine your own effectiveness in order to refine your skills.

A. Online (2 cr.) – June 18 - July 13

GPDE 6043:
CULTURALLY AND LINGUISTICALLY RESPONSIVE TEACHING AND LEARNING — CLASSROOM PRACTICES FOR STUDENT SUCCESS 1ST EDITION (HOLLIE, S.)

This book provides educators with a pedagogical framework for infusing the most appropriate, engaging, and responsive teaching practices into today's diverse classrooms. Learn practical activities and easy to implement strategies that address culture and language in classroom management, academic literacy, academic vocabulary, academic language, and learning environment.

A. Online (1 cr.) – June 18 - July 14
B. Online (3 cr.) – June 18 - July 14
C. Online (1 cr.) – July 23 - August 20
D. Online (3 cr.) – July 23 - August 20

GPDE 6044:
NOTICE & NOTE – STRATEGIES FOR CLOSE READING 1ST EDITION (BEERS, K., PROBST, R.)

A practical guide to examine the emphasis on text-dependent questions, rigor, text complexity, and what it means to be literate in the 21st century. The book identifies six signposts that help readers notice significant moments in a work of literature and provides six text-dependent anchor questions that help readers take note and read more closely. There are also six notice and note model lessons to help introduce signposts to students.

A. Online (1 cr.) – June 18 - July 13
B. Online (3 cr.) – June 18 - July 13

GPDE 6045:
READING NONFICTION – NOTICE & NOTE – STANCES, SIGNPOSTS, AND STRATEGIES (BEERS, K., PROBST, R.)

Examine three big questions that develop the stance needed for attentive reading and discuss five signposts that help readers analyze and evaluate texts. This book provides seven strategies that develop relevance and alleviate confusion while reading nonfiction.

A. Online (1 cr.) – July 23 - August 20
B. Online (3 cr.) – July 23 - August 20

FLEXIBLE CREDIT OPTION COURSES

A combination of traditional and self-directed learning

GPDE 5004:
EXPLORING YOUR CONTENT: TEACHING FOR UNDERSTANDING

Explore essential content knowledge and skills that promote student achievement and maintain student motivation and engagement. 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 your teaching content, you will have the opportunity to enhance content knowledge and focus curriculum to better meet the needs of your students.

A. Chaska (1 cr.) – June 25 - 26 (9:00 am – 4:00 pm)
B. Chaska (3 cr.) – June 25 - 26 (9:00 am – 4:00 pm)
   plus research & final assignment due July 10
C. Rochester (1 cr.) – July 9 - 10 (9:00 am – 4:00 pm)
D. Rochester (3 cr.) – July 9 - 10 (9:00 am – 4:00 pm)
   plus research & final assignment due July 24

GPDE 5200:
BUILDING CLASSROOM COMMUNITY

Examine the instructional strengths and advantages of intentional relationship development in your classroom. Connect research related to building learning communities in your classroom to enhance student achievement. Examine how community-building impacts student receptivity to and capacity for learning, classroom assessment, environment, and instruction. Incorporate research, best practices, and shared learning to develop a community of learners in your classroom.

A. St. Cloud (1 cr.) – June 26 - 27 (8:00 am – 4:00 pm)
B. St. Cloud (3 cr.) – June 26 - 27 (8:00 am – 4:00 pm)
   plus research & final assignment due July 18

GPDE 5221:
INQUIRY LEARNING: PROMOTING STUDENT ENGAGEMENT AND RESPONSIBILITY

Following an inquiry approach to learning, you will research the purposes, benefits, challenges, and applications of inquiry learning. Research and application of inquiry learning principles will lead you from engagement to understanding. Additional topics include a focus on strategies to promote student engagement and a deeper understanding of a teacher's content area.

A. Rochester (1 cr.) – July 17 - 18 (8:00 am – 4:00 pm)
B. Rochester (2 cr.) – July 17 - 18 (8:00 am – 4:00 pm)
   plus research & final assignment due August 1
C. Rochester (3 cr.) – July 17 - 18 (8:00 am – 4:00 pm)
   plus research & final assignment due August 1

"Throughout this course, I have learned about a plethora of technology tools and trends, all of which have aided in my professional growth as an educator. The ability to have blog-like discussions with other classmates provided me with the ability to communicate new ideas and ask relevant questions. Throughout this course, I created a variety of digital projects that will not only benefit my instruction in the upcoming school year, but will also aid in student learning and engagement."

Kristi Muston, *English 10, 11, and College Prep 12, Pine Island High School*

GPDE 5279:
TEACHING CHILDREN WITH ADD: EFFECTIVE INSTRUCTIONAL STRATEGIES

Explore research and instructional best practices related to teaching children with Attention Deficit Disorder and/or attention difficulties. Practice and apply instructional strategies to meet the needs of your learners, create effective classroom management tools, and explore options for communicating with parents of students with special attention needs.

A. Rochester (1 cr.) – June 12 - 13 (8:00 am – 4:00 pm)
B. Rochester (2 cr.) – June 12 - 13 (8:00 am – 4:00 pm) plus research & final assignment due June 27
C. Rochester (3 cr.) – June 12 - 13 (8:00 am – 4:00 pm) plus research & final assignment due June 27
D. Minneapolis (1 cr.) – July 24 - 25 (8:00 am – 4:00 pm)
E. Minneapolis (2 cr.) – July 24 - 25 (8:00 am – 4:00 pm) plus research & final assignment due August 8
F. Minneapolis (3 cr.) – July 24 - 25 (8:00 am – 4:00 pm) plus research & final assignment due August 8

GPDE 5367:
APPSMASHING WITH STUDENTS: TAKING IPADS TO THE NEXT LEVEL

Are you ready to take your iPad from a reading and math fluency tool into something more? Focus on using iPads as Digital Production Centers. You will learn how to combine apps together (known as Appsmashing) to have students create amazing presentations, digital portfolios, and interactive lessons that other students complete. Learners will turn iPads from simple tools of enhancement into the focal point of student creation. This course is for classrooms with any number of iPads, not just those that are 1-1.

A. Minneapolis (1 cr.) – July 16 - 17 (8:00 am – 4:00 pm)
B. Minneapolis (3 cr.) – July 16 - 17 (8:00 am – 4:00 pm) plus research & final assignment due July 31
C. St. Cloud (1 cr.) – July 30 - 31 (8:00 am – 4:00 pm)
D. St. Cloud (3 cr.) – July 30 - 31 (8:00 am – 4:00 pm) plus research & final assignment due August 14

GPDE 5372:
CREATIVE WRITING FOR ELEMENTARY STUDENTS

Are you looking to develop writing skills for your students or stir up creative writing ideas in your teaching? This course will formulate writing strategies and create writing ideas to get your students understanding the writing process. This writing course will help develop writing skills through an innovative combination of reading picture books and writing exercises.

A. Minneapolis (1 cr.) – July 30 - 31 (9:00 am – 4:00 pm)
B. Minneapolis (3 cr.) – July 30 - 31 (9:00 am – 4:00 pm) plus research & final assignment due August 14

> **"What this class has done for me is deepen my knowledge of understanding, broaden my ability to support students and families and strengthen my voice on mental health issues. It has given me new resolve to be there for students and families."**
>
> Holly Hysjulien, *8th grade teacher, Valley View Middle School, Bloomington*

> *"I have learned a lot in this short one credit course. I appreciated the way the instruction was scaffolded and that great templates and directions were provided. I used every assignment as a part of my New Teacher/Mentor sessions. My students enjoyed having different learning activities to do on the topic for the month. It also allowed me to model these tools for them to try out. I was unfamiliar with most of the tools in these assignments. I enjoyed the activities and the application to instructional design. It was great fun for me. Thank you for a very enjoyable learning experience!"*
>
> Joni Burgin, *Superintendent and Teacher/Mentor Program Coordinator, Grantsburg School District, Grantsburg*

GPDE 5390:
STUDENT AND FACULTY DEVELOPMENT THROUGH SOCIAL-EMOTIONAL LEARNING: TOP 20 TRAINING

Schools are about more than only teaching content. They are about creating an environment where students and teachers can flourish and develop their potential...reach their top 20%! This 3 day course explores creating and maintaining a culture that fosters learning in our schools and classrooms, how to create an engaging environment for all students, and how we as teachers can be most effective, so that we don't get in the way of our students' learning.

*Please note there is an additional registration and fee required for the actual Top 20 Training Conference that can be found at: **top20training.com/product-category/training-seminars**

A. Minneapolis (1 cr.) – June 26 - 28 (9:00 am – 4:00 pm)
B. Minneapolis (3 cr.) – June 26 - 28 (9:00 am – 4:00 pm) plus research & final assignment due July 20

GPDE 5425:
STUDENT ENGAGEMENT AND INTERACTIVE NOTEBOOKS

Looking to engage your students with your content? Trying to find a way to get students to study? Research has shown that students' level of engagement increases when they are actively involved in acquiring the needed content and knowledge. This course will explore the research behind interactive notebooks and how they can be used to engage students and raise assessment scores. Join us as we learn how to create interactive experiences for our students that bring content alive!

Additional Course Fee: $10

A. Anoka (1 cr.) – June 25 - 26 (8:00 am – 4:00 pm)
B. Anoka (3 cr.) – June 25 - 26 (8:00 am – 4:00 pm) plus research & final assignment due July 17
C. Apple Valley (1 cr.) – July 11 - 12 (8:00 am – 4:00 pm)
D. Apple Valley (3 cr.) – July 11 - 12 (8:00 am – 4:00 pm) plus research & final assignment due August 2

GPDE 5461:
WHOL4ED (WORK, HOME, ORGANIZING, LIFE 4 EDUCATORS)

Avoid teacher burnout. Be purposeful in your planning. Work collaboratively with colleagues. The WHOL4Ed philosophy believes teachers are at their best when they are organized and thoughtful about their instruction at school and purposeful and engaged with friends, families, and hobbies away from school too. This WHOL4Ed course allows you to learn new ways to organize your classroom practices as well as how to start creating a more healthy work–life balance that benefits you, your students, and the entire school community. Unfortunately, the daily demands on teachers are growing; high–stakes testing, best practice instruction, 21st Century Learning expectations, and parent communication can sometimes lead to teacher burnout. Work–Life balance for educators is a conversation happening across schools, across districts, and across the nation. This WHOL4Ed course provides the space and time to have this conversation in an atmosphere that will provide immediate results and both personal and classroom change.

A. Minneapolis (1 cr.) – June 27 - 28 (8:00 am – 4:00 pm)
B. Minneapolis (3 cr.) – June 27 - 28 (8:00 am – 4:00 pm)
   plus research & final assignment due July 19
C. Anoka (1 cr.) – July 9 - 10 (8:00 am – 4:00 pm)
D. Anoka (3 cr.) – July 9 - 10 (8:00 am – 4:00 pm)
   plus research & final assignment due July 31

GPDE 5482:
BEST PRACTICES FOR CLASSROOM BEHAVIOR

Gain an understanding and proficiency in creating and implementing best practices for classroom behavior. Research and design procedures to monitor student learning, improve student behavior, and create a learning environment for all students. You will develop an understanding of different behavior strategies and apply that understanding to your teaching and your students' learning.

A. Minneapolis (1 cr.) – June 18 - 19 (9:00 am – 4:00 pm)
B. Minneapolis (3 cr.) – June 18 - 19 (9:00 am – 4:00 pm)
   plus research & final assignment due July 3
C. Anoka (1 cr.) – July 23 - 24 (9:00 am – 4:00 pm)
D. Anoka (3 cr.) – July 23 - 24 (9:00 am – 4:00 pm)
   plus research & final assignment due August 7

GPDE 5633:
YOUTH EQUITY FOR UNDER-RESOURCED STUDENTS

Equity in the classroom can be defined as giving students what they need. The relationship between teacher and student is important in that their interaction is essential for successful student learning to take place. Expand your knowledge and understanding of the unique challenges that under-resourced students face including the impacts of poverty and intergenerational trauma. Other emotional struggles that students experience will be discussed along with strategies on how to help students deal with those stresses.

A. Minneapolis (1 cr.) – July 11 - 12 (8:00 am – 4:00 pm)
B. Minneapolis (3 cr.) – July 11 - 12 (8:00 am – 4:00 pm)
   plus research & final assignment due August 2

GPDE 5641:
BLUEPRINTS FOR A COLLABORATIVE COMMUNITY OF LEARNERS

Do you want your students to be motivated to be a part of your learning community? Do you want to be eager to go to work each day? Do you believe that partnering with families is critical to student success? This course explores the many aspects of creating a successful, joyful learning community. You will prepare yourself for the school year by creating a detailed plan for building a collaborative learning community with your students, reflect on how your classroom environment supports students' developmental needs while matching your style, examining the rules and procedures needed to have a smooth-running classroom, and designing a two-way communication system with families.

A. St. Paul (1 cr.) – August 7 - 8 (9:00 am – 4:00 pm)
B. St. Paul (3 cr.) – August 7 - 8 (9:00 am – 4:00 pm)
   plus research & final assignment due August 22

GPDE 5642:
BECOMING A DYNAMIC TEACHER LEADER

Do you want to develop skills in coaching your peers, delivering engaging professional development and organizing other educators for positive change? Explore the characteristics of adult learners, examine cognitive coaching as a way to support development in colleagues, develop strategies for organizing learning communities and reflect on your own personal strengths.

A. Apple Valley (1 cr.) – June 26 - 27 (8:30 am – 4:30 pm)
B. Apple Valley (3 cr.) – June 26 - 27 (8:30 am – 4:30 pm)
   plus research & final assignment due July 18

GPDE QUICK FACTS

COURSE CONFIRMATION

- Tuition for most GPDE courses is $275 per graduate credit and paid at a later date
- Consult the GPDE website for the most current course updates
- Welcome letter from instructor sent via email, prior to start date
- Required textbooks are listed on the GPDE website in the course catalog
- Purchase any required textbooks once course has been confirmed

POLICIES AND PROCEDURES

- Complete policy information available at **smumn.edu/SGPPcatalog**

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- **Graduate credit for in-house professional development.** Team up with Saint Mary's to align graduate credit with the professional development *already being provided by your school or district.* Educators will benefit by connecting learning to classroom practice and receive graduate credits at the same time.

- **Book studies.** Offer a book study, which any master teacher can lead. Choose books based on your school initiatives, new curriculum implementation, or any topic you wish to explore. Graduate credits can be aligned with Book Studies. Talk with us about this quick and convenient professional development option!

- **Site-based staff development.** We design site-based staff development opportunities tailored to your school or district that promote teacher learning and student achievement in areas most important to you. Be it a one hour training or a full-day staff development workshop, contact us to custom-design a learning plan today.

Email **pdi@smumn.edu** for more information. We have forged a variety of relationships with more than 100 school districts. Your school can be the next!

ABOUT SAINT MARY'S UNIVERSITY OF MINNESOTA

Saint Mary's University of Minnesota awakens, nurtures, and empowers learners to ethical lives of service and leadership. At Saint Mary's, students find in every classroom—whether in person or online—a relationship-driven, person-centered education. Through intense inquiry, students discover the truths in the world and the character within. Founded in 1912 and accredited by the Higher Learning Commission, Saint Mary's University of Minnesota enrolls 5,800 students at its residential undergraduate college in Winona and its Schools of Graduate and Professional Programs, based in Minneapolis but extending worldwide. Saint Mary's offers respected and affordable programs in a variety of areas leading to bachelor's, bachelor's completion, master's, certificate, specialist, and doctoral degrees. Learn more at **smumn.edu**.

OPPORTUNITIES AWAIT

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Practitioner-led courses are designed to meet the demands of today's classroom teacher in a professional setting.

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