



UW-Green Bay Education Outreach

Professional Development for PK-12 Educators

Programming designed for educators who want quality credit and noncredit programs
for license renewal and for attaining goals in their
Professional Development Plan.

Customized Professional Development

UW-Green Bay would like to work with you! In addition to the courses in this booklet, we will work with you to develop new, research-based, hands-on learning opportunities, **both credit and noncredit**, that address the professional development needs of your school/district and offered in a location convenient for your staff. Please contact Carmen Leuthner to begin the process.....

Carmen Leuthner
Director, Education Outreach
University of Wisconsin-Green Bay
Phone: 1.800.621-2313 or 920.465.2311
Email: leuthnec@uwgb.edu
Website: www.uwgb.edu/educationoutreach



UNIVERSITY of WISCONSIN
GREEN BAY

Connecting learning to life

Active Learning Strategies

Three graduate or undergraduate credits

This course is designed to assist teachers who are seeking ways to confidently establish, successfully implement and sustain an active learning environment in their classrooms.

Teacher Standards #1, 2, 3, 4, 5, 6, 9, 10
Administrator Standards #1, 2, 3

Active Learning Strategies, Basic

One graduate or undergraduate credit

Selected strategies will provide teachers with a solid foundation to begin implementing active learning in their classrooms and to continue adding future strategies to this base.

Teacher Standards #1, 2, 3, 4, 5, 6
Administrator Standards #1

Active Learning Strategies, Advanced

One graduate credit

Teachers who have completed Active Learning Strategies can continue their learning and implementation process with an instructor who uses guided discussion and provides additional strategies to classroom teachers.

Teacher Standards #1, 2, 3, 4, 5, 6, 9, 10
Administrator Standards #1, 2, 3

Artistry for Learning: The Research-Based Components of the Developmental Process of Tribes Learning Communities

Two graduate credits

The purpose of the Artistry for Learning course is to increase the capacity of teachers and administrators within Tribes Learning Community schools to intensify their implementation of the research-based process of Tribes - thereby to assure that all students, no matter their diversity or level of ability, will achieve higher social, emotional and academic standards.

The process will begin by reflecting upon where we are professionally in the Tribes process and recognizing the importance of the foundation of beliefs and goals that it offers. Participants will become familiar with the seven research-based components that solidify student learning. They will design activities and assessment tools to promote and enhance cooperative, discovery, active and authentic learning.

Teacher Standards #1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Administrator Standards #2, 3, 5, 6, 7

Asperger Syndrome: Strategies for Solving the Social Puzzle

One graduate credit

This course will provide an overview and history of Asperger Syndrome (AS) and focus on the assessment and strategies that educators can use to help students with AS maximize their learning potential.

Teacher Standards #2, 3, 4, 5, 6, 7, 8, 10

Assessment of Writing Using the Six Traits

One graduate credit

Participants will learn to assess writing across six dimensions: ideas, organization, voice, word choice, sentence fluency, and conventions. The goals of this course are to develop the ability to assess student writing using the Six-Trait model with accuracy and reliability, and to build an interpretive community of evaluators who share a common vocabulary, understanding and vision of quality writing performance.

*For a three-credit course that offers a deeper understanding of the Six Traits of Writing, see "Facilitating and Assessing Writing Using the Six + 1 Traits"

Teacher Standards #1, 4, 7, 8, 9

Assessment Development: Refining and Improving Classroom Assessment

Two graduate credits

The course follows the approach of Richard Stiggins in creating effective assessment in the classroom. It will focus on topics of student-involved classroom assessment, including “assessment FOR learning,” which involves using assessment strategies to increase student motivation and achievement. The primary focus of the course will be to help participants develop a complete classroom assessment appropriate for their professional situation. The emphasis will be on developing valid measures of multiple choice and other selected response items, performance prompts and rubrics and other assessment approaches of choice. The personalized classroom assessment will include research-based, but practical strategies that are highly effective in improving student engagement and academic performance. The course will include development of clear instructional targets with an emphasis on higher order thinking skills and their assessment with a variety of assessment methods.

Teacher Standard #8

Assessment Literacy: A Practical Approach to Classroom Assessment

One, two, or three graduate credits

This course will focus on student-involved classroom assessment, including a holistic approach that shows the relationship(s) between standards-based assessment, curriculum and instruction. It is an introductory course on basic assessment concepts and approaches. It assumes little prior knowledge about assessment. Minimal attention will be paid to assessments initiated from outside the classroom. The course will include exposure to terminology most frequently used in assessment, development of clear instructional targets and their assessment, and a basic knowledge of a variety of assessment methods.

Teacher Standards #5, 7, 8, 9
Administrator Standards #1, 3

Astronomy in the Elementary School

One graduate credit

The purpose of this course is to provide teachers with an overview of astronomy. Through lectures, videos, observatory visits, and hands-on activities, teachers will learn the basics of astronomy. While becoming familiar with concepts pertaining to space, they will create age-appropriate lessons aligned to the Wisconsin State Standards that can be used in any of the content areas in their own classrooms.

Teacher Standards #1, 4, 7

Best Instructional Strategies in the Technology-Integrated Classroom (K-12)

Three graduate credits

This course provides K-12 teachers with instructional strategies and procedures that will effectively integrate technology into the curriculum. Participants will examine researched best teaching practices and apply them to technology use in their classrooms. Plans for implementation will be developed and practiced.

Teacher Standards #1, 6, 7, 9

Best Practices: Developing and Integrating Creative Thinking Activities into the Music Curriculum PK-12

One, two, or three graduate credits

This course integrates the developmental learning sequence in music creativity with PK-12 school music curriculum design. The course is intended to help practicing music teachers develop ways of integrating creative thinking lessons into their own curriculum through hands-on activities during the sessions and a unit project. General, choral, and instrumental teachers will be introduced to cutting-edge research in creativity, methods for teaching improvisation, methods for teaching composition, and methods of curriculum design.

Teacher Standards #1, 2, 3, 4, 5, 7, 9

Birds Through the Curriculum

One graduate credit

Birds fascinate learners of all ages and abilities. They fly, they sing, they are hunters and the hunted. They raise families, and many migrate. Using birds as a unifying theme, teachers can infuse environmental concepts into lessons in art music, social studies and science. In this class, teachers will spend time indoors and outdoors, learning the basics of bird behavior. Map skills will be taught through Internet bird tracking. Teachers will develop lessons which they can use in their own classrooms while they learn the wonder of birds.

Teacher Standards #1, 6, 7, 10

Boys In Crisis

One graduate credit

Having witnessed newfound freedom for girls and women during the past two decades, educators and researchers are now turning their attention to the lack of simultaneous growth and autonomy among boys and men. Boys are 85 percent of the discipline problems in school. They also comprise the largest population in special education, Title I, and those who have reading and writing problems. Boys commit the most violent acts at school and they are the most likely to drop out. This course will focus on strategies that can help boys succeed in school and society.

(Dr. Paul Slocumb - Hear Our Cry: Boys in Crisis, 2004)

Teacher Standards #3, 4, 5, 9, 10
Administrator Standards #3, 5

Character-Centered Teaching

One graduate credit

Character-Centered Teaching is an approach through which teachers conduct their academic instruction in a manner that clearly and purposefully reflects their own positive character attributes and the Twelve Guiding Principles of Exceptional Character (adaptability, compassion, contemplation, courage, honesty, initiative, loyalty, optimism, perseverance, respect, responsibility and trustworthiness). Participants in this course will learn methods and skills that promote the development of guiding principles and become the “how” of academic instruction. We will use the twelve traits of exceptional character in everyday classroom activities as identified by Martin J. Marrazo, Ph.D. in his *Character-Centered Teaching: a Guide for Creating Teachable Moments* for Character Education from the *International Center for Leadership in Education, Inc.*

Teacher Standards #2, 3, 4, 5, 6, 9, 10

Classroom Applications of Brain-Based Learning

One or two graduate credits

Brain research continues to affirm, challenge, and clarify some of our assumptions about the optimal learning environment. This brain information sparks stimulating discussion among teachers and encourages a review of decision-making in curriculum, assessment and instruction. In this course, recent brain research will be discussed and applied to classroom strategies. Teachers will choose from several engaging readings in order to inform their discussions about the relationship between the brain and learning. You will enjoy interactive learning, inquiry, and presentation wherein brain-based teaching techniques are modeled. You will learn a lot and leave energized!

Teacher Standards #2, 3, 4, 5, 6

Classroom Instruction That Works

One or two graduate credits

Participants will explore a variety of classroom instructional strategies that are research-based and be provided with strategies and resources to incorporate into the curriculum and units that they develop.

Teacher Standards #1, 3, 4, 6, 7, 9

Classroom Management Strategies for ALL Students

One graduate credit

Participants will explore a variety of research-based classroom management strategies, and will be provided with strategies and resources to incorporate into their classrooms.

Teacher Standards #3, 4, 5, 6, 9

Collaborating to Improve Student Achievement

One graduate credit

Using a professional learning community model, participants will develop a continuous process of using grade-level benchmarks and student work to develop proficiency criteria, and construct rubrics and common assessments of learning.

Teacher Standards #1, 7, 8, 9, 10

Comprehensive Literacy In Grades 3-5

Three graduate credits

The course contains introductory information: research basis and definitions of comprehensive literacy, formal and informal assessment, essential components of a comprehensive literacy program in grades 3-5, and formats for working within those essential components. The comprehensive literacy model is organized around four strands: guided reading, self-selected reading, word work, and content area reading. The emphasis is on how to use research-based instructional practices to teach literacy. (*Note: Comprehensive literacy is the new term for balanced literacy.*)

Teacher Standards #2, 3, 8, 9

Conflict Resolution

One graduate credit

This course is designed to help participants develop beliefs, skills, and knowledge in developing adaptive relationships and collaborative and consensus-seeking processes in the school and in the community. The purpose of this course is to promote increased productivity and effective communication in the school and community through democratic or shared decision-making.

Teacher Standards #5, 6, 9, 10
Administrator Standards #2, 3, 5

Creating Differentiated Products for the Classroom

One graduate credit

This course will provide participants with an overview of differentiated instruction and practical techniques and tools to utilize in the regular classroom to help meet the needs of all learners. Upon completion of the course, participants will have “ready-to-go” enrichment tool bags and tiered lessons which can be implemented into their current curriculum.

Teacher Standards #2, 3, 4, 7

Creating Research Projects for Students

Two or Three graduate credits

This online course will assist educators of grades 4-12 to examine information and technology literacy standards, instructional design, and assessment strategies for creating improved student research units or projects. They will participate in an online learning community, based on the Wisconsin Educational Communications Board model (Mathline/Scienceline/Principaline).

Teacher Standards #1, 4, 7, 8, 9, 10

Cultural Dimensions of Human Relations: A Global Perspective

One or three graduate credits

The theme of this course is cultural literacy. Participants will become familiar with other cultures while developing an understanding of and appreciation for their own culture. Participants will also gain a theoretical and an experiential understanding of the impact culture has on cross-cultural communication, social interactions, technology transfer, and the evolution and resolution of conflicts and global trade.

Teacher Standards #2, 3, 5, 6, 7, 9, 10
Administrator Standards #2, 3, 5, 7

Curriculum Mapping

One or two graduate credits

This course is designed to provide teachers with a tool to gather data about the “real” curriculum as it occurs in their classrooms, using the school calendar as an organizer. The curriculum maps allow each teacher to see an overview of students’ actual learning experiences. The fundamental purpose of mapping is communication. Each teacher’s map provides efficient access to a K-12 curriculum perspective both vertically and horizontally. The course will emphasize how curriculum mapping can be used as a tool for: instructional planning, learning, revision and self-assessment, time management, accountability of standards and benchmarks, communication, planning and coordinating resources, and assessment planning and revision.

Teacher Standards #1, 7, 8, 9

Developing Good Comprehension Habits in All Readers

Three graduate credits

Do you wonder how to help your students improve their reading comprehension? Are you confused about what to teach? What skills, strategies, and habits will really make a difference in a child’s ability to understand the printed word? Learn to streamline your instruction by focusing on seven research-based comprehension habits. This course will show you how proficient readers think about reading. You will then be able to take these proficient reader habits and teach them to all students.

Teacher Standards #1, 2, 3, 4, 5, 7, 9

Differentiated Instruction

One, Two or Three graduate credits

Participants will learn how to craft learning activities that anticipate and respond to students’ learning differences from diverse environments.

Teacher Standards (One or two credits) #2, 3, 4, 7
Teacher Standards (Three credits) #2, 3, 4, 5, 7, 8, 9
Administrator Standards (Three credits) #1, 3

Differentiating Instruction to Meet the Needs of Gifted Students

Three graduate credits

The range of knowledge, skills, interests and learning profiles in a typical classroom is vast. Of all learners, gifted students may learn the least because they enter the classroom knowing as much as 60% of what is going to be taught. This course is designed to assist educators to learn and put into practice, strategies to differentiate instruction to meet the needs of gifted students. This course will include reading, research (both library and action research), writing, discussion and practice of differentiation strategies to help teachers meet the needs of gifted students and enhance learning for everyone.

Teacher Standards #2, 3, 4, 7, 8, 9
Administrator Standards #1, 3

Digital Technology: Multimedia in the Classroom

Two graduate credits

Teachers in this course will learn to select, use, and evaluate the effectiveness of such tools as digital cameras, QuickCam, scanner, CD’s, and the World Wide Web to enhance classroom presentations by the teacher and by the students. Participants will learn to import graphics, sound files and video clips into a cross-curricular classroom presentation. The content standards for technology that students must learn in order to thrive in an increasingly technologically driven society will be emphasized.

Teacher Standards #4, 6, 10
Administrator Standards #5

Dimensions of Learning

One graduate credit

This course is designed for educators who desire a well-researched instructional framework for developing a learning-centered approach to teaching through the Dimensions of Learning program. Dimensions of Learning is an instructional framework based on many years of research on the best of what we know about learning. This program helps teachers plan instruction that addresses the five critical aspects of learning. These five dimensions are: 1) positive attitudes and perceptions of learning, 2) acquiring and integrating knowledge, 3) extending and refining knowledge, 4) using knowledge meaningfully and 5) productive habits of mind.

Teacher Standards #2, 3, 4, 5, 7, 8, 9
Administrator Standards #1, 2, 3

Differentiation and Adaptations for Mixed Ability Classrooms (Does the Shoe Fit?)

Two graduate credits

Inclusive classrooms are here to stay. This course will assist you in gaining knowledge and skills in the use of differentiation and adaptations to design instruction at the appropriate level of challenge for ALL students. You will learn how to assess students based on readiness, interests and learning style and learn how to identify when adaptation and differentiation is needed to increase student learning. You will then design and implement differentiation and adaptation strategies as part of a unit of instruction.

Teacher Standards #2, 3, 4, 7, 8, 9
Administrator Standards #1, 3

Electronic Portfolios: Powerful Professional Improvement Tool

Two graduate credits

Teacher and Administrator portfolios are a record of accomplishments, showcasing the professional's growth over time and supported by artifacts. Through the creation of an electronic portfolio, you will reflect on your own teaching style, set individual professional development goals based on the ten PI-34 teacher and/or seven administrator standards, and gain an appreciation and better understanding of how to increase your instructional leadership skills.

During this course we will also examine the Professional Development Plan (PDP) process and you will gain a greater understanding of PI-34 - the teacher and administrator licensure rules developed by the Wisconsin Department of Public Instruction that became effective August 31, 2004.

Teacher Standards #1, 4, 6, 9, 10
Administrator Standards #1, 2, 5

Enhancing Listening, Language, and Literacy in the Classroom: Lesson Ideas

One graduate credit

This course is designed to help participants develop beliefs, skills, and behaviors to manage acoustic accessibility for students in the classroom by investigating recent auditory brain research, examining the relationship between classroom acoustics and student academic achievement, and reviewing studies discussing background noise, signal-to-noise ratios in classrooms, noise affects on academic teacher performance, and speaker-to-listener distance, and speech perception in the classroom.

Teacher Standards #3, 4
Administrator Standards #4

Exploring Color

One graduate credit

The objective of this course is to develop an understanding of color as a vital element in two-dimensional art making, particularly as it relates to painting.

Teacher Standards #1, 4

Facilitating and Assessing Writing Using the 6 + 1 Traits

Three graduate credits

This course is designed to provide an opportunity for participants to come to a deeper understanding of the 6+ 1 Traits of Writing in order to become better teachers of writing. Learning how to use the information gleaned from assessment to help students improve their writing will provide the main focus for this course. Participants will know and understand the 6 + 1 Traits of Writing, use samples of student writing to discuss revision strategies, develop strategies for teaching to the Traits, strategies for creating quality writing prompts, and using literature to discuss the 6+ 1 Traits. Projects/activities developed during the course will be immediately applicable in the classroom.

Teacher Standards #1, 2, 3, 4, 5, 6, 7, 8, 9
Administrator Standards #1

The Forgotten Standard: Teaching to the Heart of the Child

Three graduate credits

In this course, educators will become familiar with the seven characteristics of Standards of the Heart; a framework that helps educators develop an effective classroom or school environment that enables students to be responsible citizens and successful learners. Educators will gain valuable insight into their educational environment (climate) and numerous tools and strategies on how to make positive changes.

Teacher Standards #1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Administrator Standards #1, 2, 3, 5, 6

General Stores: Infusing Wisconsin History into the Curriculum

One graduate credit

To Wisconsin pioneers, a general store was more than a place to buy groceries, yard goods and building supplies. It was a place where neighbors met, learned the news, played a game of checkers, and traded eggs and butter for the items on a wish list. During holidays, the whole community would party at the general store. From math, mapping skills, science, and history, to music and art, a general store theme offers experiential lessons in all content areas. Teachers will receive a binder of activities and will create age appropriate lessons for two or more content areas based on a general store theme.

Teacher Standards #1, 7, 10

German Teaching Methods

Two graduate credits

This course will serve a three-fold purpose: first, it will both introduce and allow teachers to share teaching ideas, approaches and strategies to teaching German language and culture. Second, it will give those enrolled a packet of thematic units which can be implemented and/or adapted in their courses, and finally it will give all enrolled the opportunity to discuss (and to practice discussing) in German issues and ideas of relevance and importance for their fields. Included will be at least one hour of German conversational practice at the beginning of each session in which current events and relevant issues will be discussed. Each participant will be asked to select a topic and lead one of these discussions.

Teacher Standards #1, 4, 6, 7, 10

Illustrating Biological Principles with Plants

One graduate credit

This course will assist middle and high school teachers of life science and biology to increase their knowledge of key biological principles, teaching examples from the plant kingdom, and current issues in science and science's impact on current issues through the study of plants. You will be equipped with up-to-the-minute examples from botany and other areas of biology, preparations for changing lesson plans based on recent news, and sources that help connect needed science material to student lives.

Teacher Standards #1, 4, 7

Implementing Balanced Literacy Grades 3-5

Two graduate credits

This course is designed for 3rd - 5th grade classroom teachers and is organized around four strands: guided reading, self-selected reading, words, and content area reading. The emphasis in this course is on the use of best practices in reading instruction within the balanced literacy model.

Teacher Standards #2, 3, 8, 9

Infusing Technology into the Curriculum

One graduate credit

This course will emphasize the strategies in technology planning and the future vision within a school district. Lesson plans will be developed which connect the current curriculum with the goals of a district technology plan.

Teacher Standards #1, 4, 6, 7, 8, 9, 10

Integrating Technology into the Curriculum

Two graduate credits

This course is based on building and reinforcing technology skills for teachers who want to integrate technology into their existing curricula. The main goal of this course is to teach desired technology skills, provide advice on the use of technology, and provide hands-on assistance within the context of what PK-12 teachers are already teaching. This course is designed to accommodate teachers with skills from basic/intermediate to high-intermediate/advanced users, level 2. Additionally, course participants will have the option of choosing the type of project to drive their curriculum: Microsoft PowerPoint, HyperStudio, ClarisWorks or AppleWorks with Desktop Publishing graphics enhancement or Multiple linked web pages with one main page.

Teacher Standards #3, 4, 6, 7

Internet I for Teachers

One graduate credit

This class will introduce K-12 teachers to the basic Internet browser Internet Explorer and basic electronic mail application through a hands-on learning opportunity. Teachers will learn basic components of searching, marking Favorites and Favorite management, printing, web browsing, web evaluation, email and professional uses of the Internet. Participants will explore how these applications work and how they can be integrated into the K-12 curricula.

Teacher Standards #1, 6, 9, 10

Internet II for Teachers

One graduate credit

This course is a follow-up to the introductory course, Internet I. It is designed to refine and extend basic Internet skills to the more advanced integration level. Participants will be introduced to the Wisconsin Standards in Technology and Media. Review of basic school web sites will enhance production of a simple web page and WebQuests will be evaluated and developed for use in the classroom. Participants should have a firm knowledge base in Internet searching, setting Favorites, evaluating web pages, using e-mail, and simple word processing skills.

Teacher Standards #1, 4, 6, 7, 9, 10

Internet III for Teachers: Integrating Online Resources into Unit Planning

Two graduate credits

This class takes K-12 teachers beyond basic Internet skills to learn how to integrate online resources into their regular classroom routine. Refine your web searching skills, explore subject-specific portals and databases, and organize these resources into an individualized toolkit that supports your content area. You will have time to develop a quality project, unit or lesson plan that integrates online resources. Coordinate the standards, curriculum, instruction and assessment of student learning using technology to help you meet your needs. This is a very hands-on class with a final product you can use.

Teacher Standards #1, 4, 6, 7, 8

Investigating the Geography and Cultural History of the Door Peninsula

One graduate credit

The purpose of this class is to provide teachers with an overview of the geography and cultural history of the Door Peninsula (since the beginning of European settlement) and to familiarize them with existing references and teaching materials as well as with area museums and historical sites. Using the [Communities of Door County School Resource Book](#), videos from the Door County History Series, and lecture/handouts from this class, teachers will create age-appropriate local history lessons aligned to the Wisconsin State Standards and aligned to their curriculum that can be used in their own classrooms.

Teacher Standards #1, 2, 3

Introduction to SMART Boards

One graduate credit

This hands-on course will assist you in creating engaging and interactive lessons by using this revolutionary teaching tool– SMART Board! You do NOT need to have a SMART Board in your classroom to take advantage of the versatility of SMART Notebook software. Learn how to use SMART Notebook tools that facilitate the creation of these lessons, including how to integrate currently used Power Point presentations, Excel spreadsheets, graphs, and Word documents into your SMART lessons. Learn how to import graphics, animations, and video clips. You will discover the positive impact these interactive lessons have on student achievement!

Teacher Standards #3, 6, 7

Introduction to Understanding By Design

One graduate credit

Understanding by Design is a comprehensive approach to curriculum, assessment, and instruction. Through a three-step process, you will learn how to use state or district standards to effectively create assessments and instructional units for your classroom!

Teacher Standards #2, 4, 8

The Journey Through Assessment

One graduate credit

This course is designed to help educators gain a better understanding of how to use assessment as a tool to direct instruction. The course will focus on the difference between assessment for learning and assessment of learning. Participants will develop goals based on baseline and post-test data. They will identify targets, develop strategies, implement these strategies, and draw conclusions from the data. Identifying when to use different types of assessment through the school improvement process will be a strong component of the course. The five stages of assessment will be presented and incorporated into the school improvement process.

Administrator Standards #1, 2, 3, 4

Land and Water: Teaching the Geology of the Northern Door Peninsula

Land and Water: Teaching the Geology of the Southern Door Peninsula

One graduate credit

Each course is designed to introduce teachers to bedrock and post-glacial geologic history of the Door Peninsula, and more importantly, to help teachers understand why local topography influences the water quality of the region. Teachers will participate in activities keyed to grade level standards and benchmarks in science, math, and environmental curriculums. By participating in a variety of geology activities, teachers will gain sufficient content knowledge to feel confident in presenting geology concept to their students, as original units or as expansions to curriculum materials. Teachers also will become familiar with local watershed and lake basin environmental issues, enabling them to develop environmental education and youth stewardship activities involving both declarative and procedural knowledge.

Teacher Standards #1, 6, 7

Leadership™: Inspired Leadership for Today's Workforce

One graduate credit

The Leadership™ course is designed to educate leaders regarding the evolution of leadership, including current realities and future implications. Participants are introduced to the three

intelligences necessary to effectively lead today's workforce: intellectual, emotional, and spiritual. Participants also explore a progressive-yet-practical approach to leadership that goes beyond management, beyond traditional leadership and beyond traditional mentoring to address: the emerging "spirituality shift" in organizational dynamics and employment paradigms, the rate of teacher and staff turnover, and the need for a strong talent pipeline in today's schools.

Administrator Standards #3, 7

Learning Basic Skills in Sign Language

One undergraduate credit

This course is designed to introduce teachers K-12 to basic sign language. Participants will experience using and reading sign language, and will discover instructional classroom applications for teaching sign language to their own students.

Teacher Standards #2, 3, 6, 7
Administrator Standards #1, 2, 3

Learning Basic Skills in Sign Language II

One undergraduate credit

This course builds upon the basic sign language skills that students acquired in the Sign Language Skills I course. Teachers will continue to learn sign language in an engaging and interactive way, and they will discover additional instructional classroom applications for teaching sign language to their own students.

Teacher Standards #2, 3, 6, 7
Administrator Standards #1, 2, 3

Literacy Strategies for Students with Learning Disabilities

One graduate credit

This course is designed to assist K-12 educators with practical strategies in literacy instruction when working with students with learning disabilities. An emphasis will be given to explicit instruction in reading, spelling, written language, and study skills.

Teacher Standards #2, 3, 4, 7, 9

Mentoring New Teachers

One, two or three graduate credits

Mentoring of new teachers is a critical component of keeping good teachers in the profession. A good mentor and a good mentoring program allow a beginning teacher to gain new and improved skills that will make them a better educator. Good mentors need to have some basic skills, be willing to accept a commitment and be involved in a good mentoring program. In this class teachers will learn what skills are necessary to be a good mentor and what components make up a quality-mentoring program.

Teacher Standards #9, 10
Administrator Standards #3

Off to the "Write" Start: Working with Emergent Writers

One, two, or three graduate credits

This class is based on the 6-Traits model for Emergent Writer's called *Seeing with New Eyes* developed by teachers at the Northwest Regional Educational Laboratory. Its goal is to introduce classroom teachers to meaningful individualized writing instruction using the common language of the 6-Traits. It is also the goal of this class to help teachers create and organize lessons based on district standards, rubric based assessment and using best practice for emergent writers.

Teacher Standards (One credit) #2, 3, 4, 8
Teacher Standards (Two or three credits) #2, 3, 4, 5, 7, 8

Phun with Foniks

One graduate or one undergraduate credit

This course is designed to provide practicing educators with a comprehensive overview of phonics for the purposes of reading instruction in the elementary grades. Course participants will become familiar with phonics terminology, theoretical approaches to the teaching of phonics, current research on the effectiveness of phonics instruction, as well as connections between phonics and language arts/spelling instruction. This content knowledge will be balanced with applied practice using ideas from Patricia Cunningham's text Phonics They Use, (4th ed.). Participants will have the opportunity to prepare lessons appropriate for use in their own classrooms to meet the needs of their own students.

Teacher Standards #1, 3, 4, 7, 8, 9

PowerPoint: Present with Pizzazz

One graduate credit

PowerPoint presentations are difficult to master...especially if you have not had the experience with many of the features that are offered in the PowerPoint program. Course discussions will include proper classroom, in-service, and conference use of presentations, how to effectively evaluate student presentations, and presentation overkill. You will learn PowerPoint skills including image, video and sound insertion, transitions and effects, drawing tools, and much more. Practical application will be stressed through the development of a presentation useable in your classroom or school.

Teacher Standards #1, 3, 4, 6, 7
Administrator Standards #1, 5, 7

PowerPoint Pizzazz II: The Next Step

One graduate credit

Take your PowerPoint skills to the next level!! PowerPoint is an extremely versatile software package, available to all and commonly used in a very limited manner. If you have the basics tackled and have seen some of the pizzazz that PowerPoint has to offer, but have been unable to capitalize on all of its advantages...then this class may be just what you are looking for! Explore the interactive power of this package and all it has to offer you! Advanced features and integration into curriculum along with unique uses for this software will be the focus. You will: experience the use of PowerPoint in a hands-on setting; explore advanced features of PowerPoint; practice shortcuts and ways to make PowerPoint work for you; create interactive PowerPoint presentations for classroom/business/conference use; and develop multimedia presentations in PowerPoint.

Teacher Standards #1, 3, 4, 6, 7
Administrator Standards #1, 5, 7

Practical Strategies for Teaching English Language Learners

One graduate credit

Many teachers lack the resources and time to effectively plan for teaching English language learners. Additionally, the recent influx of immigrants, migrants, and refugees has left many teachers feeling unprepared to teach students who are not English proficient.

This course is for school staff teaching linguistically and culturally diverse students in the school setting. During this course, participants will learn practical information about how to meet the social, academic, and emotional needs of English language learners. Participants will leave with ready-to-use materials for teaching students of all English language proficiency levels.

Teacher Standards #3, 4, 5, 6, 9, 10
Administrator Standards #3, 5, 7

Project CRISS: Creating Independence Through Student-Owned Strategies

One graduate credit

Project CRISS is designed to enhance student learning by focusing on the following concepts: 1) students should be able to integrate new information with prior knowledge, 2) students need to become actively involved in their own learning by discussing, writing, and organizing and 3) students should self-monitor to identify which strategies are most effective for a given set of learning materials.

Teacher Standards #2, 3, 4, 5, 7

Reading and Writing Across the Content Areas

Two graduate credits

Educators will study both strong and struggling readers and determine the skills and factors that influence student comprehension. Participants will then learn 'best practice' instructional strategies to promote students' active engagement with content area text for increasing comprehension and maximizing learning.

Teacher Standards #1, 2, 3, 5, 6, 7, 9

Secondary Reading in the Content Area

One graduate credit

Students and teachers in today's classrooms face an overwhelming amount of informational material in increasingly complex forms. Textbooks, novels, journals, and websites are a few examples of the many texts students must be able to read and comprehend. For middle school students and older struggling high school readers, making and gaining meaning from text is a complex and challenging task. This course is designed to promote an understanding of how to improve reading in the content areas through assessing students' reading comprehension, analyzing text features, and through building students' vocabulary and background knowledge. This course will also provide teaching strategies for active and reflective reading. Other factors, such as fluency, attention, and motivation will also be examined during the course.

Teacher Standards #1, 3, 4, 7, 8, 9

Six + 1 Traits of Writing

See "Assessment of Writing" or "Facilitating and Assessing Writing"

Spanish for Educators I

One graduate credit or one undergraduate credit

The purpose of this course is to help teachers communicate effectively in Spanish with students and parents who are not fluent in English. This course is based on the theory that students with limited English will achieve at higher levels if they believe teachers welcome them and respect their language and culture. Instruction is based on sound principles of foreign language instruction that emphasizes high frequency vocabulary, drill and practice, and opportunity for immediate application. This course is built around practical classroom situations and classroom vocabulary.

Teacher Standards #3, 6, 9, 10
Administrator Standards #3, 5, 7

Spanish for Educators II

One graduate credit or one undergraduate credit

This course is designed to help teachers who have taken the *Spanish for Educators I* course to refine and continue their study of the Spanish language and culture in order to communicate effectively with Spanish speaking students and parents. Educators will review concepts and vocabulary learned in the *Spanish for Educators I* course and will also acquire new knowledge.

Teacher Standards #3, 5, 6, 9, 10
Administrator Standards #3, 5, 7

Supervision of Student Teachers

One graduate credit

This course is intended to help practicing teachers gain the knowledge and experience in the skills and procedures necessary for the effective supervision of student teachers and interns. The course is also intended to meet the Wisconsin DPI certification requirements for cooperating teachers.

Teacher Standards #4, 5, 9

Taming the Wild, Wild Web: WebQuests

Two graduate credits

Participants will develop a WebQuest--an inquiry-based activity using Internet resources to

enhance classroom content areas. They will learn to create a web page, develop a rubric for assessing students, and learn how to align their WebQuest with Wisconsin Information and Technology Literacy Standards.

Teacher Standards #1, 2, 3, 4, 6, 7, 8

Teaching the Exceptional Child Through Fine Arts Activities

Formerly titled "Teaching the Exceptional Child: Making Connections Through the Fine Arts"

One or two graduate credits

This course is open to all PK-12 educators and administrators interested in reaching a variety of exceptional learners through fine arts activities (music, art, drama, and movement). We will examine the school-age student who presents a particular challenge (such as impulsive, hyperactive, physically disabled), and refine current approaches to further meet the student's educational needs. Participants are provided opportunities to share their experiences, introduced to new ideas, and encouraged to develop practical knowledge. Sessions will feature hands-on fine arts activities, group discussion of articles, and recent case studies.

Teacher Standards (one credit) #2, 3, 4, 7, 8, 9

Teacher Standards (two credits) #1, 2, 3, 4, 5, 7, 8, 9, 10

Administrator Standards #1, 3, 7

Teaching Non-point Source Pollution on the Door Peninsula

One graduate credit

The purpose of this class is to provide teachers with an overview of the concept of non-point source pollution and to develop an awareness of how these problems are exacerbated in areas, such as the Door Peninsula, with karst topography. Teachers will increase their awareness of the multiple sources of water pollution and develop lessons to introduce the concepts to their students.

Teacher Standards #1, 4, 7

Teaching Plant Diversity and Building the Tree of Life

One graduate credit

Phylogenetic analysis is playing a major role in discovering and identifying new life forms that could yield many new benefits for human health and biotechnology. Many resources to teach phylogenetic analysis (including genomics, cladistics, parsimony analysis, etc.) *are* accessible to classroom teachers. Our investigation will start with resources sponsored by the NSF, Deep Gene, CIPRES, Jepson Herbarium, AMNH, and multiple universities. The course will emphasize phylogenetic method and teaching with phylogeny in the context of modern classrooms and real-world demands placed on teachers. Plants will be used extensively for case-study examples. Learn about the latest efforts to build a tree of all life, get to the roots of plant diversity and evolution, and create the best possible lesson plans for your students.

Teacher Standards #1, 4, 6, 7, 10

Teaching Shakespeare in the Secondary Classroom

One graduate credit

Shakespeare is an important author introduced to various middle and high school students; yet, many students and teachers find the bard obtuse and difficult. This course will assist teachers in providing students with more interactive approaches in reading and discussing Shakespeare. Teachers will learn how to connect dramatic content to students' critical thinking and responding skills. In addition to focusing on artistic strategies, participants will learn to design lessons that incorporate reading and thinking strategies for building student comprehension. Finally, the course will provide an overview of the thematic elements of Renaissance literature and how these themes can guide lessons and discussions. This is not a course analyzing Shakespeare; this is a

course aimed at teachers who would like to freshen their approach in teaching the bard in their classroom.

Teacher Standards #1, 2, 3, 4, 6, 7, 8, 9, 10

Teaching Weather on the Door Peninsula: How It Determined our History

One graduate credit

The purpose of this class is to provide teachers with an overview of the weather and history of the Door Peninsula (since the beginning of European settlement). Using videos, lectures and handouts from this class, teachers will learn the basics of weather and become familiar with local history. Age-appropriate lessons aligned to the Wisconsin State Standards will be created that can be used in any of the content areas in their own classrooms.

Teacher Standards #1, 4, 7

Teaching Wisconsin Wildlife

One graduate credit

This course is designed to introduce Wisconsin wildlife to elementary teachers. By studying the mammal species in the Wildlife Exhibit at Crossroads at Big Creek, teachers will learn how different animals meet their basic needs of air, water and food within the various habitats of this region. Activities will also focus on internal and external cues which influence animal behavior.

Teacher Standards #1, 6, 7, 10

Technology for Teaching and Learning

Two graduate credits

This course will provide teachers with the knowledge, competencies, and understandings to apply technology enhanced instructional strategies in their professional practice. Participants will a) explore current and emerging technology use in educational settings, b) develop an understanding and use of basic computer hardware and software skills, c) design technology-rich units of study that support the diverse needs of learners, d) increase competency in the use of select digital technologies that support classroom instruction and enhance professional practice including Microsoft Word, Excel, and PowerPoint, e) access and utilize resources over the Internet to support the instructional process in the classroom, and f) reflect on daily practice, professional growth, and technology-driven reform in teaching and learning.

Teacher Standards #4, 6, 7, 10
Administrator Standards #1, 2, 5

Thinking and Reading in the Content Areas: Secondary Literacy

One graduate credit

This course is aimed at helping content area teachers lead students to the construction of meaning from content rich text. Participants will receive instruction in numerous strategies and aids, be asked to reflect on their practice, and describe how their practice has changed as a result of the class sessions.

Teacher Standards #2, 3, 4, 6, 7, 9

Trees Across the Curriculum

One graduate credit

Teachers will become familiar with the intrinsic, ecological, and economic benefits of trees by participating in hands-on activities keyed to grade level standards and benchmarks in science, environmental science, math, social studies, the arts, and communication arts. During group sessions, teachers will experience indoor, outdoor, and technology-based investigations. They also will become familiar with the teacher resource collection at Crossroads at Big Creek and, working independently or in collaborative groups, will develop original lesson plans pertaining to trees for use in their own classrooms.

Teacher Standards #1, 2, 3

TRIBES: A New Way of Learning and Being Together

Two graduate credits

The purpose of the Tribes process is to assure the healthy development of every child so that each one has the knowledge, skills, and resiliency to be successful in a rapidly changing world. Educators in this class will have the opportunity to learn more than cooperative learning activities;

they will experience the process of developing a community. This is done in three stages: Inclusion, Influence and then Community. Participants will discuss when and how to use cooperative learning strategies and how to adapt them for their classrooms.

Teacher Standards #1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Administrator Standards #2, 3, 5, 6, 7

Using Multiple Intelligences to Strengthen Cognitive Development

Three graduate credits

The Theory of Multiple Intelligences has spurred an impressive variety of classroom applications by educators all over the world, many meritorious. However, Howard Gardner developed his theory for the cognitive-developmental psychology community, not for educational practice. Without directions for implementation, it has generated counterproductive practices as well. During this course, participants will be invited to rethink their approach to implementing multiple intelligences in the classroom through the introduction of the Entry Points Framework. Developed by colleagues of Howard Gardner, the Entry Points Framework maps onto multiple intelligences but is easier to implement and allows students to get at the substance of a topic using their strengths and develop skills in their weaker areas.

Teacher Standards #2, 3, 4, 7, 8, 9

Using the Outdoors to Enhance Your Curriculum

One graduate credit

Just outside the walls of your classroom is an incredible educational resource- a world full of animals, plants, and their habitats. Living things have the power to motivate students and let them truly experience learning. Teaching outdoors can broaden your teaching methods and often reinforce and enhance many of the concepts you teach indoors. Most importantly, teaching outdoors allows both students and teachers to grow in understanding and appreciation of the natural environment. Through this class, teachers will gain the confidence and knowledge about their local environment and experience hands-on educational strategies to use with their students. The possibilities for interdisciplinary studies using the outdoors are endless. This class will open your eyes to the hidden magic on your school grounds!

Teacher Standards #1, 3, 4, 5, 7, 10

Using the 6-Traits in a Writers' Workshop Context

Two or three graduate credits

This class is based on the Writers' Workshop models as expressed by Graves, Atwell, Fountas and Pinnell and the 6-Traits Writing Model created by educators from the Northwest Regional Educational Laboratory. Its goal is to enable classroom teachers to engage students in daily, meaningful individualized writing instruction using the common language of the 6-Traits. It is also the goal of this class to help teachers create and organize lessons based on district standards, rubric based assessment and using current technology to enhance writing.

Teacher Standards #3, 4, 5, 6, 7, 8

Using Technology to Enhance Student Learning

Two or three graduate credits

This online course is ideal for the busy professional who finds it difficult to travel to classes. Primarily independent study supported by an online learning community and assignments, each participant will develop, implement, and assess a technology-integrated lesson plan or project which has practical application in their classroom. Participants will go through phases of self-assessment of technology use, review of practice, unit or lesson development, implementation and review.

Teacher Standards #1, 4, 5, 7, 8, 9, 10

Using Technology to Incorporate Secondary Literacy Techniques into the Classroom

Three graduate credits

This hands-on course is designed to assist secondary teachers in understanding best practices in secondary literacy and in utilizing technology to increase student comprehension in the classroom.

Teacher Standards #2, 3, 4, 7, 8

Web Page Creation

One graduate credit

This course is designed to be a hands-on, step-by step, user-friendly course for teachers that would like to create a classroom web page to support classroom instruction and enhance student learning. Teachers will learn how to insert and organize text, graphics, and pictures, using a classroom web page. This course will also familiarize participants with the Wisconsin Information and Technology Literacy Standards.

Teacher Standards #4, 6, 10
Administrator Standards #5

Web Page Creation and Editing

Two graduate credits

This course is designed to be a hands-on, step-by step, user-friendly course for teachers that would like to create and edit a classroom web page to support classroom instruction and enhance student learning. Teachers will learn how to insert and organize text, graphics, and pictures, as well as edit and update classroom web pages.

Teacher Standards #4, 6, 10
Administrator Standards #5

Writing Good Performance Assessments

One, two or three graduate credits

This is an introductory course on development and use of performance assessment and scoring rubrics in the classroom. The emphasis will be on measuring the conceptual elements of a standards based curriculum in engaging ways. The student will learn when performance assessment is appropriate, how to construct performance tasks that engage learners, how to develop and use scoring rubric that provide feedback to students, how to involve students in the assessment process, and how to maximize learning with assessment strategies. Teachers will be guided through the development of their own performance assessments in using design principles. The course is designed so that the course itself models the design principles and quality assessment techniques expected of students, demonstrating how assessment can improve learning. Assessment projects developed during the course will be immediately applicable to the classroom.

Teacher Standards #7, 8, 9

Last Updated on 03/18/09 wpm