

Course Descriptions-Summer 2016

Thinking Mathematics 3-5 for Paraeducators

This course focuses not only on research findings about how children learn multiplication and division of whole numbers but also on developing fraction concepts targeted in grade 5, and extending multiplication and division understanding to problems that involve a whole number and a unit fraction. Participants consider patterns and relationships in mathematics, including those in the multiplication tables and focus on the Common Core State Standards for Mathematical Practice. They examine the difference between multiplicative and additive structures, including the new role numbers have as they begin to represent not only single objects but also composite units. Use of the distributive property and the beginnings of proportional reasoning are stressed as well as the various treatments that may be required for division remainders in contextualized problems. Middle school paraeducators are welcome to attend, as well.

Strategies for Student Success: Differentiating Instruction

This session is designed to raise awareness of research that supports differentiation and examine the basic elements of two differentiation models.

Thinking Mathematics 3-5

This module is the same as Thinking Mathematics 3-5 (see above), but will focus on implementation for classroom teachers.

Managing Anti-Social Behavior

The anti-social actions of a small but powerful number of students in school not only put their own academic success at risk but threaten the learning environment for everyone. This course presents research on emotional and behavioral problems of students who consistently act out. Participants will learn strategies to reduce and/or prevent the occurrence of disruptive or dangerous outbreaks.

Reading Comprehension Instruction

Reading Comprehension Instruction (RCI) focuses on the research and exemplary practices that help students acquire strong reading comprehension skills. RCI is appropriate for all K-12 teachers and support staff who need to help increase their students' comprehension of text-whether that text is a literature selection or informational text. The course provides participants with a synthesis of the research base on reading comprehension instruction and vocabulary development. Participants examine, discuss and evaluate the appropriate application of a range of instructional strategies from explicit to implicit teaching of comprehension skill. Strategies are presented for increasing student comprehension of both narrative and expository texts. In addition, participants learn how to help students self-monitor comprehension and apply appropriate "fix-up" strategies when comprehension is not achieved.

Instructional Strategies that Work for All Disciplines

This course provides a cognitive research-based approach to lesson planning and design. In order to develop a comprehensive instructional plan, participants consider the concepts of standards, curriculum and a course map as they generate unit and lesson plans that promote independent learning for students. Instructional strategies are taught in the context of purpose and appropriateness for supporting student learning. Course participants will 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. The information in this course can be applied in K-12 settings and is particularly helpful for students with special needs.

Strategies for Student Success: Supporting English Language Learners

In this session, participants will become proficient in five standards for effective teaching that work for all students, especially English Language Learners.