

1. CEGE 595-R01/Computer Tools for Teachers II

Dates: 9/4/2014 to 10/25/2014

We all have these software programs on our computers but how and what do we use them for? This course was designed for the educator that has the technology but doesn't know how to use it. Participants will learn how to use many Interactive Websites for Learning, Microsoft Word, and Microsoft Power Point effectively in the classroom. *Final projects and reflections due online on Oct. 25, 2014.

2. CEGE597-R01/Taking a Constructivist Approach to Teaching

Dates: 9/4/2014 to 10/25/2014

Participants will develop a thorough understanding of instructional strategies that meet the needs of all learners. Participants will work collaboratively to develop strategies "to reach out to individual learners at their varied points of readiness, interest, and learning preference." This quote from Carol Ann Tomlinson will serve as a guiding principal of the course. Course participants will develop curriculum adaptations and instructional strategies that are responsive to the individual needs of all students. Specifically, participants will acquire the knowledge and skills necessary to effectively differentiate curriculum and instruction in the classroom. Participants will develop the "big ideas" associated with curriculum designs. Then, participants will analyze and apply methods of differentiating products (content), process (instruction), and product (assessment). Final projects and reflections due online on Oct. 25, 2014. Students interested in auditing course for non-credit will be on a stand-by basis. Preference will be given to Graduate and In-service participants.

3. CEGE566-R01/Strategies for Curriculum Adaptations and Instruction for All Students-Curricular Goal, Instructional Alignment and Formative Assessments

Dates: 10/2/2014 to 11/22/2014

Participants will develop a thorough understanding of instructional strategies that meet the needs of all learners. Participants will work collaboratively to develop strategies "to reach out to individual learners at their varied points of readiness, interest, and learning preference." This quote from Carol Ann Tomlinson will serve as a guiding principal of the course. Course participants will develop curriculum adaptations and instructional strategies that are responsive to the individual needs of all students. Specifically, participants will acquire the knowledge and skills necessary to effectively differentiate curriculum and instruction in the classroom. Participants will develop the "big ideas" associated with curriculum designs. Then, participants will analyze and apply methods of differentiating products (content), process (instruction), and product (assessment). Final projects and reflections due online on Nov. 22, 2014. Students interested in auditing course for non-credit will be on a stand-by basis. Preference will be given to Graduate and In-service participants.

4. CEGE532-R01/The Power of Formative Assessment

Dates: 10/30/2014 to 12/20/2014

As a result of this course, participants will develop skills and strategies to formatively assess student learning. "Anyone who has ever played or coached a team sport understands the basic idea that ongoing assessment and adjustment are the keys to improved performance" (McTighe, 2007). In this course, participants will engage in the process of ongoing assessment, feedback, reflection, revision and instruction. Participants will develop what Charlotte Danielson (2006) calls a "Habit of Mind" in which student assessments guide teacher instruction. The book *Checking for Understanding* by Douglas Fisher and Nancy Frey will be the guiding text. Course expectations include taking ideas from individual research, small group online discussions and whole group sessions to put ideas into action. Participants will be able to make an immediate impact upon their teacher and the learning outcomes for students in their classes. The online work and correspondence will be completed on the class wiki page. The link for the course is drgillwiki.wikispaces.com. This portion of the course requires posting on a discussion board. Participants will work towards a final project, creating interconnected lessons and reflections aimed at improving student learning. Participants will provide repository of classroom documents aligned with NYS Learning Standards. Final projects and reflections due online on Dec. 20, 2014. Students interested in auditing course for non-credit will be on a stand-by basis. Preference will be given to Graduate and In-service participants.