



Graduate Education Elective Courses

Summer 2020 – Online Courses

EDU 5842 Teaching Diverse Learners

This course will examine the needs of diverse learners and how teachers can provide them opportunities for high-quality, inclusive learning experiences. Equity-related issues related to the educational environment will be discussed, and techniques for engaging and inspiring these learners will be shared. (2 credit hours)

- Section: OL
- Location: Online
- Instructor: Sherry Denney
- Dates: June 1-25

EDU 5623 Working with At-Risk Students

This course examines why significant numbers of students fail to achieve their academic potential. Principles of effective thinking skills programs are examined. (3 credit hours)

- Section: OL
- Location: Online
- Instructor: Sherry Denney
- Dates: June 29-July 23

June 2020 Courses

EDU 5951 Student Self Study on Research

Students who would like extra help on proposals of the first three chapters for thesis, field study, or dissertations may sign up for this course to receive one on one help. These sessions will included possible information about theoretical framework, purpose statement, research questions, research design, literature review, instrumentation, sampling and setting, and data analysis. (1 credit hour)

- Section: 1
- Location: Bolivar, Gott Education Center Room 250
- Instructor: Benny Fong
- Dates and Times: June 6 and June 13, 9 a.m. – 3 p.m.

EDU 5603 Issues and Trends in Education, K-12

Which education trends are capturing the collective imagination this year? Spoiler alert: It's not just technology changing the classroom environment. How are the needs of learners evolving and how are educators evolving to meet these needs? In this course we will investigate, explore and discuss trends that have a significant positive impact on learners. Trends to be discussed will include SEL, flexible seating, RTI 2.0, Project Based Learning, Design Thinking, Blended Learning and Personalized Learning. (3 credit hours)

- Section: LB3
- Location: Lindbergh Central Office
- Instructor: Craig Hamby and Jill Lawson



- **Dates and Times:** June 9-July 2, Tuesday/Thursday, 5:30-9:30 p.m.

EDU 5953 How to Enrich Student Reading

How to Enrich Students Reading takes a look at various strategies and best practices in reading. Students will become more comfortable in providing intervention for a variety of students including students with dyslexia and unmotivated students. This course will require participants to share lessons and do explore research articles in order to expand their current knowledge in reading. **(3 credit hours)**

- **Section:** LBS2
- **Location:** Lindbergh Sperreng Middle School
- **Instructor:** Melissa Updike
- **Dates and Times:** June 1-4, 8 a.m. – 4 p.m.

EDU 5953 Teacher Leadership

Teachers are leaders and quite often in our journey of teaching we have the opportunity to lead other adults in the school community. Influencing other educators, staff in the building, administrators and people in the community is much more complicated than leading children, and takes a unique set of skills. In this course, we will explore teacher leadership by studying different aspects of self-awareness, effective communication, working with difficult people, having hard conversations and understanding effective ways to view quality instruction and give feedback to others. This class will be meaningful to department chairs, team leaders, those who serve on building committees, those who host student teachers, those who supervise other adults like paraprofessionals and classroom assistants and anyone else seeking effective strategies in leadership. The course will be very hands on and practical for educators! **(3 credit hours)**

- **Section:** BW
- **Location:** Brentwood School
- **Instructor:** Patty Corum
- **Dates and Times:** June 8-11, 8 a.m. – 4 p.m.

EDU 5953 Identity and Social Justice

This course focuses on the tolerance.org Social Justice Standards as a road map for anti-bias education at every stage of K-12 instruction. Comprised of anchor standards and age-appropriate learning outcomes, the Standards provide a common language and organizational structure educators can use to guide instruction. Emphasis will be placed on the Identity anchor standard and its social emotional complexities. This course will allow for educators to grow their social comprehension and engage in best practices that will be inclusive for all students. **(3 credit hours)**

- **Section:** LBI
- **Location:** Lindbergh Central Office
- **Instructor:** Jana Parker
- **Dates and Times:** June 8-11, 8 a.m. – 4 p.m.

EDU 5953 Respectful, Responsible Learners in Your Classroom

In this course, participants will explore numerous ways to establish an ongoing social curriculum where a sense of community and self-control are valued. Successful classroom management is a foundation of



teaching/learning; this course will offer educators tools and techniques for creating a classroom community that is nurturing, respectful, and full of learning. (3 credit hours)

- Section: JCI
- Location: Jefferson County, Windsor High School
- Instructor: Dale Wolk
- Dates and Times: June 8-11, 8 a.m. – 4 p.m.

EDU 5953 Differentiated Instruction for Early Childhood, Elementary, Middle and High School

Materials, methods, and procedures for effective differentiation of instruction and evaluation of students. Planning, selection, construction, use and analysis of a variety of differentiated instructional practices across grade levels and disciplines. Application of knowledge learned throughout the course will help students make reflective decisions while teaching. (3 credit hours)

- Section: PW1
- Location: Parkway-McKelvey Elementary
- Instructor: Kim Cohen
- Dates and Times: June 15-18, 8 a.m. – 4 p.m.

EDU 5953 Respectful, Responsible Learners in Your Classroom

The purpose of this course is to expand, deepen, and consolidate student's knowledge of the fundamental processes involved in proficient reading, and the classroom practices that promote such proficiency, with a focus on reading comprehension. (3 credit hours)

- Section: LBS1
- Location: Lindbergh, Sperrong Middle School
- Instructor: Dale Wolk
- Dates and Times: June 15-18, 8 a.m. – 4 p.m.

EDU 5953 Special Ed in the Gen Ed Classroom

This course examines current knowledge and theory of special education, the various service models and best practices in education. The course content focuses on current issues and practices regarding characteristics, identification, and placements specific to this population of students with learning disabilities, emotional disabilities and/ or intellectual disabilities. This course is designed to provide teachers with additional strategies to utilize with all students within all classroom settings. Students will share what they are doing in their classrooms and reflect on current trends. (3 credit hours)

- Section: LBS3
- Location: Lindbergh, Sperrong Middle School
- Instructor: Melissa Updike
- Dates and Times: June 15-18, 8 a.m. – 4 p.m.

EDU 5953 Standards-Based Integrated Curriculum, Learning and Teaching

Analysis and application of current theories and research on integrated curriculum and learning, performance assessment, and standards-based education. Develop classroom, school-wide and/or



district-wide curriculum based on state standards. Focus is on deciding what is essential to teach and on improving learners' skills across the curriculum. **(3 credit hours)**

- **Section:** PW2
- **Location:** Parkway-McKelvey Elementary
- **Instructor:** Kim Cohen
- **Dates and Times:** June 22-25, 8 a.m. – 4 p.m.

EDU 5953 Trauma in the Classroom

This course examines trauma in the current classroom. Students will explore various signs and symptoms of trauma in students. We will study response systems as well as explore a variety of research based interventions. **(3 credit hours)**

- **Section:** LBS4
- **Location:** Lindbergh, Sperreng Middle School
- **Instructor:** Melissa Updike
- **Dates and Times:** June 29-July 2, 8 a.m. – 4 p.m.

July 2020 Courses

EDU 5951 Student Self Study on Research

Students who would like extra help on complete research papers for thesis, field study, or dissertations may sign up for this course to receive one on one help. These sessions will included possible information about anything that would be in a typical chapter four and five. **(1 credit hour)**

- **Section:** 2
- **Location:** Bolivar, Gott Education Center Room 250
- **Instructor:** Benny Fong
- **Dates and Times:** July 11 and July 18, 9 a.m. – 3 p.m.

EDU 5953 Visible Learning

Do you know the work of John Hattie? Do you know what you can do in the classroom that makes the biggest impact on all learners? In this course, we will learn about those high impact strategies and how to incorporate them in your day-to-day teaching. **(3 credit hours)**

- **Section:** LB5
- **Location:** Lindbergh, Crestwood Elementary
- **Instructor:** Jodi Oliver
- **Dates and Times:** July 6-10, 8 a.m. – 4 p.m.

Fall 2020 – Online Courses

EDU 5803 Essentials in Writing

Twelve writing essentials for grades K-12 will be explored in this course. Educators will become more knowledgeable about how to teach writing by building on best practices and effective writing strategies. **(3 credit hours)**

- **Section:** OL



- **Location:** Online
- **Instructor:** Lisa Burton
- **Dates:** October 12 – December 11

St. Louis Area Courses – Fall 2020

EDU 5953 Developing Positive Attitudes and Motivation

This course will examine topics and strategies to create a more positive classroom. All types of motivational strategies will be applied to the classroom teachers' perspective. Students will share viewpoints on topics such as humor in the classroom, student-centered learning, motivational techniques, and self-motivation. (3 credit hours)

- **Section:** PW
- **Location:** Parkway-McKelvey Elementary
- **Instructor:** Kim Cohen
- **Dates & Times:** Meets on Wednesdays, August 19 – October 7, 5-9:45 p.m.

EDU 5953 Literature-Based Classrooms

This course will focus on the effective use of literature in all content areas throughout the curriculum. Special attention will be given to American literature as a tool to motivate students into critical thinking skills. The course is designed for all educators K-12. (3 credit hours)

- **Section:** PW1
- **Location:** Parkway-McKelvey Elementary
- **Instructor:** Kim Cohen
- **Dates and Times:** Meets on Wednesdays, October 14 – December 2, 5-9:45 p.m.

EDU 5883 School & Community Relations

School and Community Relations involves methods of understanding the community, using communication media, involving students in the community, and involving the community in the school. Students will focus on aspects unique to their level of teaching. (3 credit hours)

- **Section:** JCH
- **Location:** Jefferson County, Windsor High School
- **Instructor:** Rachel Montgomery
- **Dates and Times:** Meets on Wednesdays, August 19 – October 12, 5-9:45 p.m.

EDU 5953 Discipline Issues K-12

Issues and trends of discipline for grades K-12 will be explored in this course. Students will become more knowledgeable about how discipline policies. In addition, students will be introduced to recent court cases regarding discipline in education K-12. (3 credit hours)

- **Section:** JCH
- **Location:** Jefferson County, Windsor High School
- **Instructor:** Rachel Montgomery
- **Dates and Times:** Meets on Wednesdays, October 14 – December 2, 5-9:45 p.m.



EDU 5953 Citizenship and Youth Development

Course participants will leave the class more aware and more critical of the role of youth in society. Participants will understand the social cultural and historical influences on the development of youth's orientation towards the larger social world while examining qualities of youth citizenship during the past 100 years. Participants will discuss youth citizenship in an effort to understand how they can become more involved in society and why it is important to engage in community life. **(3 credit hours)**

- **Section:** FXH
- **Location:** Fox High School
- **Instructor:** Dale Wolk
- **Dates and Times:** Meets on Tuesdays, August 19 – October 12, 5-9:45 p.m.

EDU 5953 Using Teacher Language to Help Students

Language is one of the most powerful tools available to teachers and permeates every aspect of teaching and learning. The language teachers use has a huge impact on how students think and act, and ultimately how they learn. Teacher language—words, phrases, tone, and pace—enables students to engage in learning and develop positive behaviors. Skillful teacher language can support students in three broad ways: developing self-control, building their sense of community, and gaining academic skills and knowledge. Across all of these areas, language is a tool that helps teachers articulate a vision, give feedback that names students' strengths, and offer guidance that extends students' skills. At its heart, effective teacher language is geared at improving student achievement. This course will help teachers use language more effectively by exploring the following categories of language: envisioning, open-ended questioning, listening, reinforcing, reminding, and redirecting. **(3 credit hours)**

- **Section:** LBS
- **Location:** Lindbergh, Sperreng Middle School
- **Instructor:** Dale Wolk
- **Dates and Times:** Meets on Tuesdays, October 14 – December 2, 5-9:45 p.m.