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**FALL 2019-ALL courses are 3 graduate semester hours**

***ED 5727 W Challenging Gifted, Cluster Grouping***

No video Authors, Dina Brulles and Susan Winebrenner Tuition $550 (includes textbook)

Dina Brulles earned a Ph.D. in education for the gifted and an M.A. in curriculum and instruction; teaches at the Graduate College of Education at Arizona State University; is the director of gifted education in the Paradise Valley Unified School District in Arizona; is president of the Arizona Association for Gifted and Talented (AAGT); and is a board director for Supporting Emotional Needs of the Gifted (SENG). She has created and supervised cluster grouping programs and, with the publication of The Cluster Grouping Handbook: A Schoolwide Model Book with CD-Rom, become a recognized expert in that practice. Brulles consults with school districts in their efforts to create education programs for the gifted that reflect the needs of the districts' specific population. Before she became an administrator, Brulles was an elementary classroom teacher, a bilingual teacher, and an ESL teacher.

Author and consultant Susan Winebrenner is founder and president of Education Consulting Service, Inc., a speakers’ bureau for educational topics. A B.S. in education and M.A. in curriculum and instruction from the University of Wisconsin inform her work as a columnist for the journal Understanding Our Gifted and as a national and international presenter in her field. Winebrenner has published three books—Teaching Gifted Kids in the Regular Classroom, Teaching Kids with Learning Difficulties in the Regular Classroom, and Super Sentences—and a stand-alone compact disc, Differentiating Content for Gifted Learners in Grades 6-12. She has served on the faculty of New Leaders for New Schools, a national organization dedicated to training and supporting a new generation of outstanding school principals for urban schools.

***ED 5730 W Best Practices for Teaching African American Boys***

<https://vimeo.com/pcged/bptaab> Dr. Jawanza Kunjufu Tuition $515

Dr. Jawanza Kunjufu was educated at Morgan State, Illinois State, and Union Graduate School. He has been a guest speaker at many universities throughout the U.S., and has been a consultant to many urban school districts. He has authored 33 books including national best sellers Black Students: Middle Class Teachers; Keeping Black Boys out of Special Education; Raising Black Boys; 200 Plus Educational Strategies to Teach Children of Color; and his latest title, Understanding Black Male Learning Styles. His work has been featured in Ebony and Essence Magazine, and he has been a guest on BET and Oprah. He is also a frequent guest on the Michael Baisden show.

***ED 5731 W Building Academic Language***

<https://vimeo.com/pcged/bac> Jeff Zwiers Tuition $515

Jeff Zwiers, Ed.D., is a senior researcher at Stanford University. He has taught elementary, middle, and high school students in Latin America, Asia, Africa, and the United States. He has taught graduate courses on language development, bilingual education, and content literacy at Stanford University and the University of San Francisco. He works with teachers and schools to promote academic language development, critical thinking, disciplinary literacy, and formative assessment practices.

***ED 5732 W Differentiating Teaching and Instruction***

<https://vimeo.com/pcged/dtiwhw> Sandra N. Kaplan Tuition $515

Sandra N. Kaplan is a Professor of Clinical Education at the University of Southern California. Kaplan has been Principal Investigators of four projects funded by the Jacob K. Javits Gifted and Talented Student Education Act, Department of Education. Kaplan has been an international and national consultant for districts, State Departments, and other educational agencies to provide professional development in the areas of differentiated curriculum and instruction. She has written over 40 articles and 10 books related to identifying and providing appropriate educational services to gifted students. Kaplan has been recognized for her work, receiving awards for Excellence from the Council of Exceptional Children, National Association for the Gifted for Service and Achievement and Research awards from the California Association for the Gifted. She received the NAGC Legacy Award in 2013.

***ED 5733 W Becoming Culturally Responsive***

<https://vimeo.com/pcged/bcrt> Gary R. Howard Tuition $515

Gary R. Howard has over 35 years of experience working with issues of civil rights, social justice, equity, education, and diversity, including 28 years as the Founder of the REACH Center for Multicultural Education. He is a keynote speaker, writer, and workshop leader who travels extensively throughout the United States and Australia. Mr. Howard completed his undergraduate work in Cultural Anthropology and Social Psychology at Yale University and did graduate work in ethics and social justice at Yale Divinity School. He has served as an Adjunct Professor at both Western Washington University and Seattle University. He holds a Masters’ Degree in education. Mr. Howard has provided extensive training in cultural competence and culturally responsive practice to schools, universities, social service agencies, and businesses throughout the United States and Australia. He is the author of numerous articles on race, justice, and multicultural issues and has developed collections of curriculum materials that are being used internationally. His most recent book, We Can't Teach What We Don't Know (Second Edition, 2006), was published by Columbia University and is considered a groundbreaking work examining issues of privilege, power, and the role of White leaders and educators in a multicultural society.

***ED 5734 W Learning for Non-Standardized English***

<https://vimeo.com/pcged/flnse> Dr. Uju Anya Tuition $515

Dr. Uju Anya is assistant professor of clinical education at the USC Rossier School of Education Master of Arts in Teaching English to Speakers of Other Languages (MAT-TESOL) program. She trains graduate teaching candidates in language learning theory, bilingual education, and classroom instructional methods. Dr. Anya conducts research in applied linguistics, sociolinguistics, and language learning with particular focus on race, gender, sexual, and social class identities in the language classroom. She also has expertise in service-learning and civic engagement in secondary and university-level language pedagogy. Before joining USC, Dr. Anya was a lecturer in applied linguistics and TESOL at UCLA. She has taught language in K-12 schools, universities, adult communities, and corporate programs in the US, Europe, Asia, and South America. She has also trained language teachers worldwide in theory, methods, and technologies of language learning. Dr. Anya received her PhD in applied linguistics from UCLA, her MA in Brazilian studies from Brown University, and BA in Romance languages from Dartmouth College. She has publications in the journals Foreign Language Annals and Issues in Applied Linguistics, as well as an upcoming book entitled Racialized Identities in Second Language Learning to be released by Routledge in 2015.

***ED 5735 W Relationally Responsive Classroom Management***

<https://vimeo.com/pcged/rrcm> Dr. Alan Green Tuition $515

Dr. Alan Green joined Rossier in July 2009 as associate professor of Clinical Education and School Counseling Program Lead. He came from Johns Hopkins University School of Education, where he served most recently as chair of the Department of Counseling and Human Services. He earned a doctorate in counseling psychology from Howard University in Washington, DC and a master's degree in school and community counseling from California State University in Sacramento. Dr. Green was the recipient of a Fulbright Fellowship for his doctoral work in Guyana on adolescent stressors, coping responses and psychological adjustment. Prior to his appointment at Johns Hopkins, he was an adjunct professor in the Department of Applied Psychology at New York University and a clinical psychology intern at the Maryland Department of Safety and Corrections. In addition to his academic duties, Dr. Green served as associate director of the Johns Hopkins Urban Health Institute, member of the Hopkins Provost Advisory Committee, board member of Advocates for Children and Youth, and previously executive board liaison for the Empowerment Academy Charter School. Dr. Green's current research interests include: urban school counseling; urban education; African American adolescent achievement, mental health and wellbeing; and interdisciplinary approaches to urban development and community empowerment. He has been funded by the Johns Hopkins Urban Health Institute and the U.S. Department of Education. Dr. Green was the principal investigator for "Project Inspiration", a federally funded Urban School Counseling demonstration program for the Baltimore City Public School System. Dr. Green is a widely sought-after project evaluator and consultant to educational institutes and projects in the Greater Baltimore area. A sample of his past and current community projects include the Community Social Mapping Project, East Baltimore Education Initiative, the Maryland State Department of Education IDEA Partnership, the West Baltimore Middle School Targeted Student Support Services Project, the Malcolm X Middle School Mental Health Behavioral Support Program, the Merritt Education Center School-Based Mental Health Behavioral Support Program, and the Meade Middle School Community Partnership Initiative. In addition, Dr. Green has served as a consultant to the Baltimore City Juvenile Justice Center, the Charles H. Hickey, Jr. School, and the Connexions Academy in Baltimore. Dr. Green was a recipient of the 2006 Counselors for Social Justice 'Ohana Honors Award for his efforts to affirm diversity and advocate for social justice. Dr. Green was a 2014 recipient of the USC Mellon Mentoring award for his work with graduate students.

***ED 5736 W Student Learning Objectives***

<https://vimeo.com/pcged/slos> William J. Slotnik Tuition $515

William J. Slotnik is the Founder and Executive Director of the Community Training and Assistance Center (CTAC). He has overseen the growth of CTAC into one of the nation’s foremost providers of technical assistance, evaluation services, and public policy support in the fields of education and community development. CTAC annually assists more than 90 organizations, school districts and state departments of education. Under his leadership, CTAC introduced Student Learning Objectives (SLOs) nationally through a landmark partnership with the Denver Public Schools and Denver Classroom Teachers Association. CTAC has more than 16 years of experience serving as the nation’s leading technical assistance provider, practitioner, and evaluator of SLOs. Mr. Slotnik has provided extensive assistance to state education agency leaders, superintendents, state and local boards of education, unions and leadership teams throughout the United States. He has guided and supported the development of replicable systems of assessment, evaluation, and accountability to determine the performance and effectiveness of school districts, school by school, classroom by classroom, teacher by teacher, and student by student. He has led technical assistance and evaluation initiatives nationally which address such issues as student learning objectives, teacher and administrator evaluation, systemic reform, compensation reform, professional development, state-to-school and state-to-district interventions, and transforming underperforming schools, as well as leadership development and organizational capacity in community-based organizations. He has been the lead or co-lead author of numerous articles and evaluations, (including It’s More Than Money, Catalyst for Change, and Pathway to Results, the first comprehensive, longitudinal evaluative studies of the impact of SLOs and performance-based systems on student achievement, teacher effectiveness, and systems change). Mr. Slotnik regularly provides briefings to members of the U.S. Congress, the U.S. Department of Education, state legislatures and departments of education, and the media.

***ED 5737 W Shifting Instruction with the Five Core Practices***

<https://vimeo.com/pcged/sifcp> Dr. Michael S. Moody Tuition $515

Dr. Michael S. Moody is the founder and CEO of Insight Education Group, Inc. In this role, he oversees all company operations and drives the development and implementation of Insight’s innovative products and services. Dedicating his career to ensuring every student gets a great education, Dr. Moody has extensive experience throughout the field. His work as a classroom teacher, school and district administrator and consultant has provided him with the foundation necessary to understand first-hand the needs of students, teachers and educational leaders. He has supported the development and implementation of numerous school- and district-wide initiatives aimed at enhancing instructional efficacy and increasing student achievement. While serving as the chief academic advisor for DC Public Schools, Dr. Moody’s work contributed to the significant student gains and instructional advances seen throughout several previously underachieving schools. Read the case study for more information on his efforts and the notable results. Now widely regarded as a thought leader in instructional reform, Dr. Moody works closely with educational leaders and key organizations, such as the Aspen Institute and The Bill & Melinda Gates Foundation, on the design and implementation of instructional initiatives, including educator effectiveness, standards-based instruction and strategic planning. Dr. Moody also coauthored Strategic Design for Student Achievement (Teachers College Press, 2009), and is often called upon to contribute to industry publications and academic journals. In addition, he regularly serves as a keynote speaker and facilitator at major conferences and events, drawing upon his deep knowledge of teaching and learning. Earning a bachelor’s degree from Marquette University, a master’s degree in education with an emphasis in teaching and curriculum from the Harvard Graduate School of Education, and a doctorate in Urban School Leadership from the University of Southern California, Dr. Moody’s academic background is reflective of his dedication to the field. A guiding principle in Dr. Moody’s work – at Insight and as a leader in education – is to create and sustain instructional programs capable of providing each and every student with access to excellent teachers.

***ED 5738 W Survival Strategies for New Teachers***

<https://vimeo.com/pcged/ssnt> Julia G. Thompson Tuition $515

Julia G. Thompson has been a public school teacher for more than 35 years. Thompson has taught a variety of courses, including freshman composition at Virginia Tech, English in all of the secondary grades, mining, geography, reading, home economics, math, civics, Arizona history, physical education, special education, graduation equivalency preparation, and employment skills. Her students have been diverse in ethnicity as well as in age, ranging from seventh graders to adults. Thompson currently teaches in Fairfax County, Virginia, where she is an active speaker and consultant. The bestselling author of The First-Year Teacher’s Survival Guide, Discipline Survival Guide for the Secondary Teacher, and The First-Year Teacher’s Checklist.

***ED 5739 W Making Student Thinking Visible***

<https://vimeo.com/pcged/mstv> Jonathon Saphier Tuition $515

Jonathon Saphier is founder and president of Research for Better Teaching, Inc. (RBT), an educational consulting organization dedicated in 1979 to improving classroom teaching and school leadership throughout the United States and internationally. The Ministry of Education of Singapore uses Dr. Saphier’s induction program for all newly hired teachers. He has led large-scale district improvement projects forging working alliances among superintendents, teacher union leaders, and school boards in school districts such as Montgomery County, Maryland, Eugene, Oregon, and Brockton, Revere, and Attleboro in Massachusetts. He is an annual guest instructor for The Harvard Graduate School of Education’s Achievement Gap Institute and is a well-known keynote speaker on high-expertise teaching, school leadership, and related education topics. Dr. Saphier is passionate about and actively engaged in public policy efforts to close the nation’s achievement gaps. His expert opinion is often requested by organizations and news outlets such as National Public Radio, and The Washington Post. In 2003, he served as a panel member for the National Research Council of the National Academy of Sciences to study the best methods for transferring well-established educational research knowledge to classroom practice. He is an author of eight books on education, including The Skillful Teacher, now its 6th edition and used extensively in teacher and leader training programs in districts and leading institutions of higher education. Other publications include How to Bring Vision to School Improvement and John Adams’ Promise. Examples of recent published articles include “15 Minutes to a Transformed Lesson” and “Coaching, Teaching Standards, and Feedback Mark the Teacher’s Road to Mastery” in Learning Forward’s Journal of Staff Development, and “How Coaches Can Maximize Student Learning” with Lucy West in Phi Delta Kappan. Dr. Saphier holds an Ed. D. from Boston University, M.Ed. from University of Massachusetts, M.S. from London School of Economics, and a B.A. from Amherst College.

***ED 5740 W Using Data for Meaningful Classroom Change***

<https://vimeo.com/pcged/udmcc> Dianna Nunnaley Tuition $515

Diana Nunnaley has worked with teachers, teacher leaders, and administrators for 30 years providing professional development and technical assistance to aid their efforts to increase student growth and achievement. At the heart of her work is a deep, underlying belief in the power of teachers to dramatically alter the landscape of learning for their students, and the power of data to help teachers make those transformations. Her work has focused on designing the materials and activities to help school leaders and teachers develop the supports, techniques/skills, and processes needed to transform school cultures so that continuous learning guides improvement in practices resulting in increased student achievement in learning.

***ED 5743 W Pedagogical Strategies for English Learners***

<https://vimeo.com/pcged/psel> Dr. Eugenia Mora-Flores Tuition $515

Dr. Eugenia Mora-Flores is Associate Professor of Clinical Education in the Rossier School of Education. She has written 9 books in the area of literacy and academic language development for English learners. She teaches courses on first and second language acquisition, Latino culture, and courses in literacy development for elementary and secondary students. Eugenia leads the reading certificate program and serves as the chair of the Master in Art of Teaching governance committee.

***ED 5744 W Courageous Conversations about Race***

<https://vimeo.com/pcged/ccar> Glenn Singleton Tuition $560 (includes textbook)

Glenn Singleton founded Pacific Educational Group, Inc. (PEG) to support families in their transitions within and between K–12 and higher education. His company rapidly grew into a vehicle for addressing systemic educational inequity by providing a framework, guidance, and support to K–12 systems and institutions of higher education focused on meeting the needs of underserved students of color. Working at all levels, from beginning teachers to superintendents at local, state, and national levels, PEG helps educators focus on heightening their awareness of institutional racism and implementing effective strategies for eliminating racial achievement disparities in schools.