



TIMOTHY RUNGE

Instructor: Timothy J. Runge, Ph.D., NCSP

Dr. Runge is a Pennsylvania-certified school psychologist who practiced in the Mifflin County School District for seven and a half years. He also served as an educational consultant for the Pennsylvania Training and Technical Assistance Network (PaTTAN) in Harrisburg, working on behavior,

reading, and school improvement initiatives. His interests include schoolwide positive behavior support, positive behavior support plans, reading assessment and acquisition, and curriculum-based assessment.

BULLYING PREVENTION AND INTERVENTION IN SCHOOLS (ALL GRADES)

On IUP Campus

EDSP 581.001—3 Credits

Monday, July 18–Friday, July 22, 2011

8:00 a.m.–4:30 p.m.

WORKSHOP DESCRIPTION

This workshop will focus on various aspects of bullying in school settings from both preventive and intervention perspectives. Various types of bullying will be reviewed, including physical, social, relational, and cyber bullying. Participants will learn about the social, emotional, physical, and academic effects of bullying behavior on the victim, the bully, the bystander, the school building, and the community as a whole. Etiology and symptoms of bullying behavior will be reviewed, with an emphasis on prevention and intervention strategies and techniques to address the needs of all individuals affected by bullying. Student- and classroom-level prevention and intervention strategies will be reviewed along with analysis of whole-school efforts to reduce bullying. The culminating experience will require participants to develop an actionable plan to implement in their classroom regarding bully prevention efforts.

WORKSHOP OBJECTIVES: At the conclusion of this workshop, participants will

- Identify and describe examples of different forms of bullying
- Identify the typical effects of bullying behavior on individuals, groups, and schools
- Know the legal and ethical issues regarding bullying prevention and intervention in schools
- Identify the roles played by the bully, victim, bystanders, and others in a bullying incident
- Apply instructional strategies at the individual-, classroom-, and whole-school levels to minimize bullying behavior
- Identify and critically evaluate commercially available bully prevention programs from the perspective of cost, resource allocation, feasibility, and program components
- Develop an action plan for the upcoming academic year to implement strategies and techniques that prevent bullying behavior in the classroom



NANCY YOST

Instructor: Nancy Yost, Ed.D

Dr. Yost has been teaching technology skills for more than twenty years to children and adults. She regularly teaches a class in Special Education Technology and has made presentations on technology topics nationally and internationally numerous times. Her topics frequently focus on technology integration and curriculum development.

TEACHING WITH WEB 2.0

(Pre-Kindergarten–12th Grades)

Online Delivery

EDEX 581.802—3 Credits

Monday, June 20–Friday, July 22, 2011

COURSE DESCRIPTION

This course will examine Web 2.0 technologies and their application potential in classrooms. Participants will have opportunities to learn about, explore, and create blogs, wikis, web galleries, podcasting, and social bookmarking sites. Participants will discuss ways to use these technologies in their classrooms. The class will be supported with readings, videos, and slides. The course is aimed at Pre-Kindergarten through 12th grade teachers or other individuals working with these students. There are no prerequisites for this course. All levels of technology skills accepted.

TECHNOLOGY AND DIFFERENTIATED INSTRUCTION

(Pre-Kindergarten– 6th Grades)

Online Delivery

EDEX 581.803—3 Credits

Tuesday, July 5–Friday, August 5, 2011

COURSE DESCRIPTION

This online course will examine using technology and the Internet for differentiated instruction. The course will be built around open source (free) software and websites that support the needs of all learners in classrooms. This is an opportunity to increase both teaching skills and technology skills. The course is aimed at Pre-Kindergarten through 6th grade teachers or other individuals working with these students. There are no prerequisites for this course. All levels of technology skills are accepted.

GRADUATE TUITION AND MANDATORY FEES, SUMMER 2011*

ON IUP CAMPUS

- Tuition: based on a per-credit rate of \$387 per credit
- Activity Fee: \$57.50
- Instructional Fee (Master's): \$58.05 per credit
- Registration Fee: \$32
- Technology Fee: \$68

ONLINE

- Tuition: based on a per-credit rate of \$387 per credit
- Instructional Fee (Master's): \$58.05 per credit
- Registration Fee: \$32
- Technology Fee (In State): \$68

*All fees are subject to change. Go to www.iup.edu/bursar for up-to-date tuition and fees.

For more information, visit www.iup.edu/education



Indiana University of Pennsylvania



CRYSTAL MACHADO

Instructor: Crystal Machado, Ed.D.
Dr. Machado teaches education courses at the graduate and undergraduate levels. Prior to teaching in higher education she worked as a K-12 teacher and middle/high school principal for many years. Her research interests include multicultural and global education; reflective practice; innovative, web-based technology; and school reform and renewal. She can be contacted at cmachado@iup.edu.

THE INCLUSIVE CLASSROOM: MAKING DIVERSITY WORK (Kindergarten–8th Grades)

On IUP Campus
EDUC 581.001—3 credits
Monday, June 20–Friday, June 24, 2011
8:00 a.m.–4:00 p.m.

WORKSHOP DESCRIPTION

Through a series of simulated activities elementary and middle school teachers will experience firsthand what it is like to “walk a mile in diverse learners’ shoes.” Additionally, teachers will be provided with an opportunity to explore the practical application of some research-proven strategies to motivate, instruct, and assess English language learners, special needs learners, and gifted and talented learners in the mainstream classroom.



VALERI HELTERBRAN

Instructor: Valeri Helterbran, Ed.D.
Dr. Helterbran holds an M.Ed. and an Ed.S. in Educational Administration and an Ed.D. in Educational Leadership. She has taught at the elementary and secondary levels and has served as a middle school and high school principal. During her years in principalship, she engaged in specialized training

in Socratic seminar at the National Paideia Center at the University of North Carolina at Chapel Hill. Upon returning to her district, she instituted a schoolwide Socratic seminar program. Now a teacher-educator at Indiana University of Pennsylvania, she teaches effective pedagogy methods, including Socratic seminar, to undergraduate and graduate students. Dr. Helterbran has presented and published scholarship based on the tenets of effective discussion as a dynamic instructional strategy. She was named Pennsylvania Teacher Educator of the Year in 2005, based in part on her work related to Socratic seminar.

SOCRATIC SEMINARING: USING DISCUSSION TO PROMOTE CRITICAL THINKING SKILLS

(Kindergarten–12th Grades)
On IUP Campus
EDUC 581.002—3 Credits
Monday, June 27–Friday, July 1, 2011
8:00 a.m.–4:30 p.m.

WORKSHOP DESCRIPTION

In this highly participative workshop, the benefits of using discussion to promote critical thinking will be explored—specifically, the theory and application of Socratic seminar, a particular form of discussion. Socratic seminars can be adapted to enhance almost any content area for any age/grade level and to connect the instructional purpose of the teacher to the experience of students. Based on original and relevant works, participants will collaboratively learn how to craft Socratic questions for their content areas and will take part in a variety of Socratic seminars. Course readings will be provided by the instructor, and materials and texts suitable for seminar use will be shared.



ANNE CREANY

Instructor: Anne D. Creany, Ed.D.
Dr. Creany is an associate professor in the Department of Professional Studies in Education, where she teaches language arts, children’s literature, and literacy courses at the undergraduate and graduate levels. She has written and presented sessions at national conferences and at professional

development workshops on writing and motivating readers and writers. She is also a storyteller and has told stories to local, regional, and international audiences. Dr. Creany is the coordinator of the Master of Education in Literacy Program at IUP.

MOTIVATING LITERACY ACTIVITIES FOR INCLUSIVE CLASSROOMS

(Kindergarten–8th Grades)
On IUP Campus
EDUC 581.003—3 Credits
Tuesday, July 5–Friday, July 15, 2010
12:00 p.m.–4:15 p.m.

WORKSHOP DESCRIPTION

In this workshop, participants will examine a variety of strategies designed to pique their students’ interest in reading and writing and will adapt those strategies for students with diverse learning needs. Instructional approaches for improving reading and writing skill will be explored in a workshop setting that engages teachers as readers and writers.

OFFERINGS ON IUP CAMPUS:

EDUC 581.001 3 Credits Dr. Crystal Machado
The Inclusive Classroom: Making Diversity Work, K-8
Monday, June 20 –Friday, June 24, 2011

EDUC 581.002 3 Credits Dr. Valeri Helterbran
Socratic Seminar: Using Discussion to Promote Critical Thinking Skills, K-12
Monday, June 27–Friday, July 1, 2011

EDUC 581.003 3 Credits Dr. Anne D. Creany
Motivating Literacy Activities for Inclusive Classrooms, K-8
Tuesday, July 5–Friday, July 15, 2011

EDSP 581.001 3 Credits Dr. Timothy Runge
Bullying Prevention and Intervention in Schools
Monday, July 18–Friday, July 22, 2011

ONLINE OFFERINGS:

EDEX 581.802 3 Credits Dr. Nancy Yost (Online Course)
Teaching with Web 2.0, Pre K-12
Monday, June 20 –Friday, July 22, 2011

EDEX 581.803 3 Credits Dr. Nancy Yost (Online Course)
Technology and Differentiated Instruction, Pre K-6
Tuesday, July 5–Friday, August 5, 2011



beyond expectations

COLLEGE OF EDUCATION AND EDUCATIONAL TECHNOLOGY

2011 SUMMER WORKSHOPS

