Spring 2014
Course Catalog

Professional Development and
Graduate Credit Courses for Educators

The Connecting Link

ABOUT THE CONNECTING LINK

Founded in 1981 by educators for educators, The Connecting Link offers engaging and relevant courses designed to meet the professional learning needs of educators and their school districts.

Our mission is to provide high-quality, graduate-level curriculum designed to help teachers respond to challenges and opportunities facing educators today. Each course is developed in accordance with national standards, adult learning principles, and current educational research. Our interactive courses are presented both site-based and online.

The Connecting Link offers courses for graduate credit through partnerships with accredited institutions of higher learning. Educators completing these courses will have their grades confirmed through university transcripts. Courses approved by these institutions may be eligible for use toward advanced degree programming options.

Certificates of completion will be provided for participation in TCL courses when taken as a non-credit option. Professional development units may also be granted for completion of course work where The Connecting Link is an approved provider by that state's educational governance.

WHAT'S INSIDE

CONTACT INFORMATION

Online
www.connectinglink.com

Phone
888.550.5465

FAX
805.654.0738

Mail
The Connecting Link
5126 Ralston Street
Ventura, CA 93003

ENGAGING:

TCL offerings have been developed for educators by educators. Our vision is to extend course content beyond theory into practice. TCL curriculum is current and can be adapted to meet varied educational needs. Instructors are accomplished master teachers who have demonstrated expertise in their area of study.
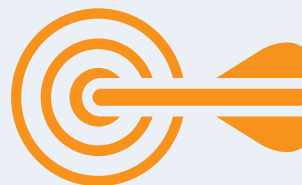
RELEVANT:

TCL courses reflect content area expectations as well as the new responsibilities required of educators and learners in the 21st century. Technology and Common Core themes have been interwoven throughout, and course outcomes are aligned to national standards.

Benefits of TCL

- Online and local site-based* course offerings available.

- Online structured and site-based courses provide three semester hours of graduate-level credit or in some states 45 professional development (PD) hours.

- Courses are targeted to specific audiences such as K-16 educators, specialists and/or administrators.

- Courses are intended to enhance educational practice and, thus, directly influence student learning.

Features of TCL

- Courses are developed and delivered in accordance with applicable standards, adult learning principles, and current educational research.

- Curriculum includes innovative courses that are designed to meet the needs of 21st century educators.

- TCL exhibits responsiveness to the current needs of educators by seeking feedback and developing new courses to meet those continually evolving needs.

- All courses approved for graduate credit meet university standards for academic rigor and relevance.

- Instructors of TCL courses hold advanced or terminal degrees and are considered experts in their field.

The TCL Advantage

- Courses address the needs of the 21st century classroom.

- Instructors are selected for their knowledge and experience directly related to course content.

- Site-based and online classrooms are supportive to adult learners.

- Course outcomes are designed to directly enhance professional practice.

- Graduate credit courses may be applied toward an advanced degree.

- Reduced pricing structure is responsive to today's economy.

"

The instructor provided thorough feedback throughout the weekly posts AND project feedback. The instructor held high expectations for us, demonstrating what we, as educators, must do with our students. As a middle school science teacher, I am taking away great ideas to apply to my classroom.

-Amy Sandow

"

INTERACTIVE:
TCL site-based and structured online offerings provide a highly interactive environment where participants interact with and learn from the instructor, the course materials, and other participants. Structures of support are embedded to ensure success for all.

AFFORDABLE:
TCL is responsive to the current economic challenges facing educators today. In partnership with accredited institutions of higher learning, we offer quality instruction and graduate credit options at an affordable rate.

* Check TCL website for additional course schedules.

ONLINE STRUCTURED COURSE SCHEDULE

Graduate Credit: $619 - $699 | PD: $349

21st Century Learners Reaching and Teaching the iGeneration

Dec. 2, 2013-Feb. 9, 2014	GMW14016
Feb. 17-Mar. 16 ≫	GMW14058
Mar. 10-May 4	GMW14095
Apr. 7-May 4 ≫	GMW14106
May 5-June 29	GMW14122

Assessment & Grading: Promoting Student Growth

Jan. 27-Mar. 23	GMW14017
Feb. 24-Apr. 21	GMW14045
Mar. 10-May 4	GMW14059
Apr. 21-June 15	GMW14096

Bullying and Cyberbullying: An Educator's Toolbox for Prevention and Intervention

Dec. 2, 2013-Feb. 9, 2014	GMW14003
Jan. 13-Mar. 9	GMW14030
Feb. 10-Apr. 6	GMW14060
Mar. 10-May 4	GMW14079
Apr. 7-June 1	GMW14107
May 5-June 29	GMW14123

Collaborative Web Technologies: Transforming Teaching and Learning

Jan. 27-Mar. 23	GMW14018
Feb. 24-Apr. 21	GMW14046
Apr. 7-June 1	GMW14080
May 5-June 29	GMW14108

Creating a Collaborative and Engaged Classroom

Dec. 30, 2013-Jan. 26 ≫	GMW14129
Jan. 13-Mar. 9	GMW14004
Feb. 10-Apr. 6	GMW14031
Mar. 10-May 4	GMW14061
Apr. 7-June 1	GMW14081
Apr. 21 -May 18 ≫	GMW14109

Creating Educational Websites: Increasing Student Achievement with Professional Web Integration

Jan. 27-Mar. 23	GMW14019
Feb. 24-Apr. 21	GMW14047
Apr. 21-June 15	GMW14097

Destination Differentiation: How to Meet the Needs of 21st Century Learners

Dec. 30, 2013-Jan. 26 ≫	GMW14001
Jan. 13-Mar. 9	GMW14005
Feb. 10-Apr. 6	GMW14032
Mar. 10-May 4	GMW14062
Apr. 7-May 18 ≫	GMW14082
May 5-June 29	GMW14110

Disciplinary Literacy: Meeting Common Core Literacy Standards in History, Science & Technical Subjects

Feb. 24-Apr. 21	GMW14048
Mar. 10-May 4	GMW14063
Apr. 21-June 15	GMW14098

Educating Students with Autism: Evidence-Based Best Practices

Jan. 27-Mar. 23	GMW14021
Feb. 17-Mar. 16 ≫	GMW14124
Feb. 24-Apr. 21	GMW14049
Apr. 7-June 1	GMW14083
Apr. 21-May 18 ≫	GMW14125
May 5-June 29	GMW14111

Maintaining Resilience in Teaching: Navigating Common Core and More

Dec. 30, 2013-Jan. 26 ≫	GMW14130
Jan. 13-Mar. 9	GMW14020
Feb. 10-Apr. 6	GMW14033
Mar. 10-May 4	GMW14065
Apr. 21-May 18 ≫	GMW14099

Meeting the Needs of the ESL Learner: Essential Knowledge for the Classroom Teacher

Jan. 13-Mar. 9	GMW14006
Feb. 10-Apr. 6	GMW14034
Mar. 10-May 4	GMW14066
Apr. 7-June 1	GMW14084
Apr. 21-May 18 ≫	GMW14126
May 5-June 29	GMW14112

Monitoring Student Growth: Reading Assessment and Data Interpretation

Jan. 27-Mar. 23	GMW14022
Feb. 24-Apr. 21	GMW14050
Mar. 10-May 4	GMW14067
Apr. 21-June 15	GMW14100

No Child Left Inside: Examining Rationale and Methods to Use the Outdoors as a Classroom

Jan. 13-Mar. 9	GMW14007
Feb. 10-Apr. 6	GMW14035
Mar. 3-Apr. 6 ≫	GMW14068
Apr. 7-June 1	GMW14085
Apr. 21-May 18 ≫	GMW14127
May 5-June 29	GMW14113

Planning for the Inclusive Classroom: Developing Successful Frameworks

Jan. 27-Mar. 23	GMW14023
Feb. 24-Apr. 21	GMW14051
Mar. 10-May 4	GMW14069
Apr. 21-June 15	GMW14101

≫ Select courses will be offered in an accelerated format. Two milestones will be completed per week over a four-week time frame. Accelerated course cost: $699 for graduate-credit or $349 for PD. On occasion standard course length may also vary due to holidays.

Principles of Brain-Based Learning: Teaching 21st Century Minds

Date	Code
Jan. 13-Mar. 9	GMW14008
Feb. 17-Mar. 16 »	GMW14036
Mar. 3 - Apr. 6 »	GMW14070
Apr. 7-June 1	GMW14086
May 5-June 29	GMW14114

School Law for Teachers: Understanding Rights and Responsibilities

Date	Code
Jan. 27-Mar. 23	GMW14024
Mar. 10-May 4	GMW14071
Apr. 21-June 15	GMW14102

Strategic Literacy: Topics in Reading K-5

Date	Code
Jan. 13-Mar. 9	GMW14009
Feb. 10-Apr. 6	GMW14038
Mar. 10-May 4	GMW14073
Apr. 7-June 1	GMW14087
May 5-June 29	GMW14115

Strategic Literacy: Topics in Reading 6-12

Date	Code
Jan. 27-Mar. 23	GMW14025
Feb. 24-Apr. 21	GMW14053
Mar. 10-May 4	GMW14072
Apr. 21-June 15	GMW14103

Strategic Literacy: Topics in Writing K-8

Date	Code
Jan. 27-Mar. 23	GMW14026
Feb. 24-Apr. 21	GMW14054
Apr. 7-June 1	GMW14088

Strategic Literacy: Topics in Writing 9-12

Date	Code
Jan. 13-Mar. 9	GMW14010
Feb. 10-Apr. 6	GMW14039
Mar. 10-May 4	GMW14074
Apr. 21-June 15	GMW14104

Teaching Algebra with Technology

Date	Code
Feb. 10-Apr. 6	GMW14040
Apr. 7-June 1	GMW14089

Teaching and Reaching 21st Century Online Learners

Date	Code
Jan. 27-Mar. 23	GMW14027
Feb. 24-Apr. 21	GMW14055
Apr. 7-June 1	GMW14090
May 5-June 29	GMW14116

Technology in the 21st Century Math Classroom

Date	Code
Jan. 13-Mar. 9	GMW14012
Feb. 24-Apr. 21	GMW14056
May 5-June 29	GMW14117

TechQuests: Teaching and Learning with Web and Mobile Technologies

Date	Code
Jan. 13-Mar. 9	GMW14013
Feb. 10-Apr. 6	GMW14041
Apr. 7-June 1	GMW14091
May 5-June 29	GMW14118

The 21st Century Mathematics Classroom 9-12

Date	Code
Jan. 27-Mar. 23	GMW14028
Apr. 21-June 15	GMW14105

The ELA Common Core: Understanding and Teaching the Big Shifts (K-5)

Date	Code
Dec. 30, 2013-Jan. 26 »	GMW14002
Jan. 13-Feb. 9 »	GMW14014
Feb. 10-Apr. 6	GMW14042
Mar. 10-May 4	GMW14077
Apr. 21-May 18 »	GMW14128
May 5-June 29	GMW14120

The ELA Common Core: Understanding and Teaching the Big Shifts (6-12)

Date	Code
Jan. 27-Mar. 23	GMW14029
Feb. 24-Apr. 21	GMW14057
Mar. 10-May 4	GMW14076
May 5-June 29	GMW14119

Transformative Classroom Leadership

Date	Code
Jan. 13-Mar. 9	GMW14015
Feb. 10-Apr. 6	GMW14043
Mar. 10-May 4	GMW14078
Apr. 7-June 1	GMW14093
May 5-June 29	GMW14121

Enroll in a Course Today!

Online:
www.connectinglink.com

Phone:
888.550.5465

$125 OFF*
Use Code: CWG14 | Expires: 1/15/14

$90 OFF*
Use Code: CWG142 | Expires: 2/15/14

GRADUATE CREDIT & PROFESSIONAL DEVELOPMENT COURSE DESCRIPTIONS

Graduate Credit: $619 - $699 | PD: $349

21st Century Learners: Reaching and Teaching the iGeneration

This course is designed to explore the essential elements needed for the acquisition of knowledge and competencies to promote 21st century learning skills. Participants will learn about the need for collaboration, communication, and critical and creative thinking. The effective use of technology and media literacy will be investigated. This course prepares K-16 educators by engaging them in thoughtful dialogue and activities which promote 21st century ideas and understanding of students' diverse, digital, and global learning needs.

Assessment & Grading: Promoting Student Growth

This course is designed to enhance a participant's knowledge of assessment and grading practices. The following themes will be investigated: formative assessment, summative assessment, learning targets and outcomes, methods of assessing, types of assessment protocols, grading practices, providing feedback, and defining mastery. This course prepares teachers by providing them with the essential elements needed to translate assessment of learning to assessment for learning.

Bullying and Cyberbullying: An Educator's Toolbox for Prevention and Intervention

This course is designed to give educators at all levels (K-12) an overview of the research related to bullying, cyberbullying and school violence. Building on this research, educators will develop effective tools for the prevention and intervention of bullying behaviors and, thus, influence student achievement positively.

Collaborative Web Technologies: Transforming Teaching and Learning

This course will provide K-16 educators the opportunity to understand and use global collaborative web technologies to impact learning and teaching. Social online collaboration, creating and publishing text, images, audio and video to the web, management of multiple streams of information, social bookmarking and the practical use of other Web 2.0 tools will be critiqued, analyzed and evaluated for classroom uses. This course will also allow for an examination of ethics, safety and security.

Creating a Collaborative and Engaged Classroom

Participants in this course will examine collaborative and engaged learning, a significant shift away from the typical teacher-centered classroom. Research suggests that effective communication and collaboration are essential to becoming a successful learner in the 21st century. These threads of collaboration and communication consistently run through the Common Core Standards adopted by most states. Foundational work in this course will include the research base and operational definitions for collaborative learning, engaged learning, and cooperative learning.

Creating Educational Websites: Increasing Student Achievement with Professional Web Integration

The purpose of an educator's Web site is to teach, inform, and communicate. This course provides K-16 teachers with the knowledge and skills to expand classroom technology use by designing and publishing a professional educational Website. Content will focus on the features of an effective educational Website, and the use of Web development software tools to design, develop, enhance, and publish the site. Additional topics include the use of Web 2.0 collaboration technologies to engage stakeholders and the creation of a teacher e-portfolio as demonstrated evidence of continued growth and professionalism.

Destination Differentiation: How to Meet the Needs of 21st Century Learners

This course is designed to explore the critical need to differentiate instruction for 21st century learners. The philosophy of differentiation will be examined in relationship to cultural needs, learning styles, intelligence theories, and thinking skills. The use of technology and the role of effective feedback will be addressed. Participants will be provided opportunities to engage in discussions and activities that refine their current differentiation strategies in an effort to meet the needs of all K-16 learners.

Disciplinary Literacy: Meeting the Common Core Literacy Standards in History, Science and Technical Subjects

This course is designed to provide K-12 educators an understanding of the ELA Common Core Standards in the disciplines: History/Social Science, Science, and Technical (HST). Participants of this course will learn what the ELA HST standards are, what it means to be "literate" in each of the disciplines, and how to create such literacies. Most significantly, participants will learn teaching strategies to embrace the new ELA HST standards.

Educating Students with Autism: Evidence-Based Best Practices

This course is designed to provide K-8 educators, paraprofessionals, and/or administrators with a widespread knowledge of Autism Spectrum Disorders. Participants will explore historical data and diagnosis statistics, characteristics of Autism Spectrum Disorders, and co-morbid diagnoses. Additionally, course content will focus on implementation of classroom strategies to meet the diverse learning needs of students on the Autism Spectrum. Participants will research, analyze, and effectively select evidence-based strategies appropriate for students with Autism.

Maintaining Resilience in Teaching: Navigating the Common Core and More

This course is designed to help K-12 teachers navigate the ever-growing complexities of the education profession while simultaneously helping them to balance their lives and careers. Teachers will learn the tenets of Positive Psychology (Seligman) and related theories and strategies. These, in turn, will provide the foundation for increasing personal and professional resilience, maintaining flexibility, and tending to physical and mental health as a basis to improve classroom experiences for all.

Meeting the Needs of the English as a Second Language Learner: Essential Knowledge for the Classroom Teacher

This course provides a survey into the major theories of language acquisition and their applications to the instruction and assessment of English language learners. K-12 educators will learn strategies to support English language learners in regular education classrooms. Special emphasis will be given to differentiation of lesson plans and activities to promote vocabulary development and reading skills.

Microsoft Office: Digital Age Applications

This course is designed to enable the K-16 educator to examine the impact of the digital age upon student learning. Participants will expand their teaching expertise with particular emphasis on using the major components of Microsoft Office®: Word, Excel, PowerPoint, and Access to evaluate, plan, and design digital-age learning experiences. Course participants will learn how to effectively utilize the ISTE's six categories of National Education Technology Standards for Students (NETS*S) for planning technology-based activities and assessments.

Monitoring Student Growth: Reading Assessment and Data Interpretation

This course is designed to enhance a participant's knowledge of reading assessment and data interpretation for grades K-12. Focus will be on scientifically based research and the cycle of decision making for classroom teachers. This course prepares teachers by providing them with the essential elements needed to interpret reading assessment and data to monitor student growth and guide instruction.

No Child Left Inside: Examining Rationale and Methods to Use the Outdoors as a Classroom

This course is intended for K-12 educators seeking ways to expand their teaching expertise by applying outdoor education skills and awareness as a means to improve student learning. Educators will be provided with opportunities to explore and make sense of current research and to become confident in their abilities to utilize the outdoors as they plan lessons within their curricular areas.

Planning for the Inclusive Classroom: Developing Successful Frameworks

This course provides K-12 general, special, and paraprofessional educators with concepts and strategies to promote the successful social and academic integration of children with disabilities, and those students at-risk for school failure, in the general education classroom. Participants will explore the benefits of collaborating with colleagues to design and implement effective instruction. A brief history of special education and the federal policies related to the general education teacher and a student's least restrictive environment will be reviewed.

Principles of Brain-Based Learning: Teaching 21st Century Minds

This course is designed to enhance K-16 educators' knowledge of brain research. The following themes will be explored throughout the course: brain development, information processing, memory and retention, transferring learning, and critical thinking. This course prepares teachers by providing them with the essential elements needed to translate the biology of brain-based learning from theory into classroom practice.

School Law for Teachers: Understanding Rights and Responsibilities

This course is designed to help K-16 teachers or college instructors/professors understand school law as it pertains to the rights of students and teachers. Participants will develop a sense of the spirit of school law so that they not only teach students to become good citizens but also ensure that their rights are protected in the educational process. Additionally, participants will learn about their rights as government employees regarding Freedom of Speech and employment issues.

Strategic Literacy: Topics in Reading K-5

This course is designed to provide an overview of and foundation for current literacy research components and practice with an emphasis on the K-5 classroom. Participants of this course will examine current literacy research and explore reading components as they apply to the 21st century classroom. Foundational work will include the spectrum of reading development, fluency, word study, and vocabulary as well as comprehension strategy investigation. Participants will formulate a literacy plan for implementation.

Strategic Literacy: Topics in Reading 6-12

This course is designed to provide an overview of and foundation for current literacy research components and practice with an emphasis on 6-12 classrooms. Participants of this course will examine current literacy research and explore reading components as they apply to the 21st century classroom. Foundational work will include the spectrum of reading development, fluency, word knowledge, and vocabulary as well as comprehension strategy investigation. Participants will formulate a literacy plan for implementation.

Strategic Literacy: Topics in Writing K-8

This course will examine current writing research, study classroom pedagogy, and explore critical writing components as they apply to the 21st century classroom for grades K-8. Foundational work will include studying the spectrum of writing development as well as learning to use mentor texts in the writing process. Participants will examine teaching strategies to enhance specific genres of writing and develop sound assessment in both formative and summative measure.

Strategic Literacy: Topics in Writing 9-12

This course will examine current writing research, study classroom pedagogy, and explore critical writing components as they apply to the 21st century classroom for grades 9-12. Foundational work will include studying the spectrum of writing development as well as learning to use mentor texts in the writing process. Participants will examine teaching strategies to enhance specific genres of writing and develop sound assessment in both formative and summative measure.

Teaching Algebra with Technology

This course is designed for grade 6-12 educators who are interested in enhancing their repertoire of technology to create dynamic algebraic lessons. Participants will explore useful techniques to create more effective algebraic lessons that utilize technology. Participants will also examine software packages, Web resources, graphing calculators, and instructional materials used to integrate technology into algebra instruction.

Teaching and Reaching 21st Century Online Learners

This course provides educators with the skills for effective online teaching. It will include types of online teaching, concepts and structures of effective lesson creation and online instruction, technologies and strategies that support student engagement and increased learning, how to create and facilitate online communities, meeting content standards within an online classroom, and implementing formative assessments as a means to enhance online instruction.

GRADUATE CREDIT & PROFESSIONAL DEVELOPMENT COURSE DESCRIPTIONS

Graduate Credit: $619 - $699 | PD: $349

Technology in the 21st Century Math Classroom: Supporting Common Core Standards and Increasing Student Achievement

This course is designed for K-12 mathematics educators and district mathematics curriculum directors interested in integrating technology into mathematics instruction in order to maximize student achievement. Participants will examine and evaluate software packages and tools, Web resources, and other instructional materials used to integrate technology into mathematics instruction. Additionally, the management and assessment of online learning environments and the Flipped Class model will be discussed.

TechQuests: Teaching and Learning with Web and Mobile Technologies

This course will provide K-16 educators the opportunity to understand and use web and mobile technologies to positively impact teaching and learning. Cell phones, audio players, netbooks and tablets, virtual worlds, simulations, and video games will be critiqued, analyzed, and evaluated for classroom uses. The WebQuest learning model will be explored including advanced search strategies, website evaluation criteria, and security. Teachers will use these technologies to develop relevant learning experiences to reinforce skills across curricula.

The 21st Century Mathematics Classroom 9-12

This course is designed to provide grade 9-12 educators with relevant teaching strategies to make teaching and learning mathematics effective. Learning math can be positive when students connect mathematics to their experiences, thus developing life-long skills for becoming successful, confident problem-solvers. In this course, educators will learn methods and skills to facilitate this development process. This curriculum is designed to address current math standards, particularly the Common Core State Standards, and will include the incorporation of technology in the mathematics classroom.

The English Language Arts Common Core: Understanding and Teaching the Big Shifts K-5

This course is designed to provide an understanding of K-5 Common Core State Standards, including the history of the standards, as well as the biggest shifts from current instructional practice. Most significantly, participants will learn teaching strategies to embrace the new ELA standards, with a particular focus on strengthening classroom practice in the biggest shift areas from old to new standards, and aligning to the tasks of the new assessments.

The English Language Arts Common Core: Understanding and Teaching the Big Shifts 6-12

This course is designed to provide an understanding of grade 6-12 Common Core State Standards, including the history of the standards, as well as the biggest shifts from current instructional practice. Most significantly, participants will learn teaching strategies to embrace the new ELA standards, with a particular focus on strengthening classroom practice in the biggest shift areas from old to new standards, and aligning to the tasks of the new assessments.

## Transformative Classroom Leadership

This course is designed to provide K-16 educators with research-based, proactive practices, and habits of mind for transformative classroom leadership. The following attributes will be explored: clarity of purpose, self-responsibility, relationships among students, and an increasing level of function over time (based on Schindler's model of Transformative Classroom Management). Participants will learn how to discern the underlying effective teacher-student interactions so they can recognize how to proactively prevent misbehaviors and intervene effectively when misbehaviors occur.

> *Transformative Classroom Leadership has helped me change my philosophy and mind set of how to create and implement a forward thinking behavior management system for my class, my professional self and my personal life. The concepts will be implemented when I return to the classroom in September.*
>
> *-Pat Borus*
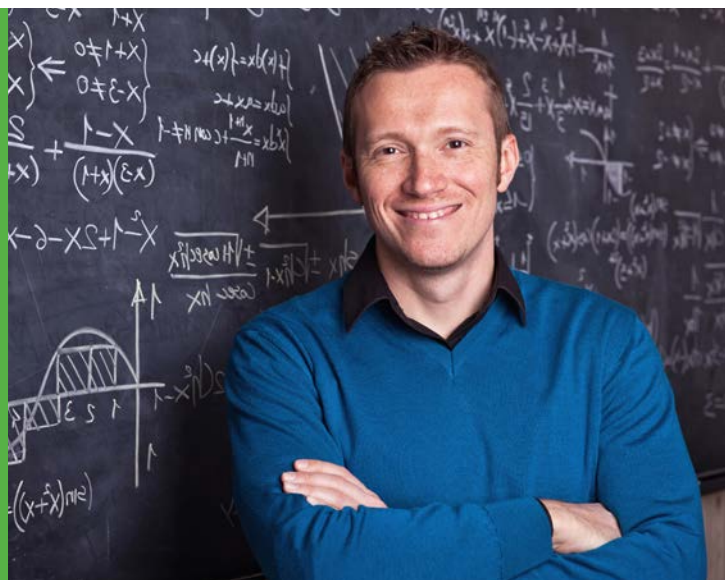
PROFESSIONAL DEVELOPMENT ONLY
SELF-PACED COURSE DESCRIPTIONS

Professional Development: $199

Arts with the Brain in Mind

Discover how the arts can help students develop the creativity, self-discipline, motivation, and self-expression that are critical to success at school and in life. This class illuminates the importance of brain-compatible arts instruction and provides concrete strategies for using arts activities to support learning across the disciplines.

Autism Spectrum Disorders and the Professional Educator

Participants of this course will demonstrate a deeper understanding of Autism Spectrum Disorders (ASD) as well as explore teaching methods promoting an effective learning environment for varied learner characteristics. Best practices used to facilitate academic, physical, social, and emotional success of students with disabilities categorized under ASD will be covered.

Best Practices in Mentoring

Further your professional development by developing the knowledge and skills to become an effective mentor. Develop skills in the areas of communication, clinical supervision, peer consultation, reflection, problem solving, and evaluation.

Developing Curriculum for Online Courses

This course is designed to provide a framework for assessing the feasibility of offering a single course or a series of courses online. Participants will learn to create the balance among curriculum, technology, and course facilitation which is required for a successful online program.

Differentiated Instructional Strategies

In this course, participants will examine the work of recognized educators, Gayle Gregory and Carolyn Chapman, who have devised a practical, effective framework for implementing differentiated instructional strategies to meet the learning needs of students with varied experiences, interests, learning styles, and levels of readiness.

Effective Writing Skills in the Classroom K-8

This course will provide vital strategies and structures aimed at developing literacy capacity. Participants will learn how to create a well organized writing workshop environment promoting differentiated instruction, independence and risk taking. Current research informing the field of writing instruction as well as the reading and writing connection will be explored.

Embracing Health:
Lifestyle Changes to Prevent Obesity in Children

Participants will gain a more in-depth understanding of personal health and related habits in order to communicate that knowledge to benefit the health of all children. Federal, state, and local initiatives (both publicly and privately funded); exercise and healthy eating programs; and school wellness policies will be examined.

Facilitating Online Courses

This course elaborates on the unique role of the online facilitator in a highly interactive, online learning program. Emphasis is placed on developing the online learning community, building the skills to effectively employ online learning strategies, managing the online class, and implementing new or modifying existing curricula.

Fundamentals of School Law for Educators

All teachers are required to know the law under our system of jurisprudence. This course explores public policy issues and political systems within the context of state and federal law and the ways by which teachers can apply the knowledge gained in everyday teaching.

Impacting Teaching & Learning with Brain Research

Based on David Sousa's practical and powerful discoveries, this course explores the benefits of applying brain research to affect how students learn and to improve levels of achievement. Discover how physiological and learning cycles affect students' abilities to learn.

Inclusion: Strategies for Educators

The challenge of teaching students with diverse learning needs pervades the 21st century classroom. The purpose of this course is to provide educators with a broader understanding of forces driving legislation and basic principles and practices for management of the inclusive classroom.

Inquiry-Based Learning and Teaching in Science Education K-8

In this course, participants are guided to discover methods of inquiry-based learning. The course will foster the development of meaningful questions and engaging inquiry-based learning activities and projects.

Integrating Technology into Mathematics Instruction

Participants will explore software packages, web resources, and other instructional materials used to integrate technology and mathematics instruction. Course topics include: developing instructional units/lessons that adhere to local, state and national standards; and evaluating instructional technologies for use in the classroom.

Teaching English Language Learners in the Regular Classroom

Schools in the United States are becoming more culturally and linguistically diverse. Participants of this course will gain a deeper understanding of issues, instructional methods and strategies regarding English language learners.

PROFESSIONAL DEVELOPMENT ONLY
SELF-PACED COURSE DESCRIPTIONS
Professional Development: $199

Toolkit for Creating Collaborative Learners

This course examines the applicability and relevance of cooperative learning skills. Participants will explore, evaluate, adapt and incorporate cooperative structures into lesson planning.

Transforming Students into Mathematicians

Participants will explore how to help young mathematicians develop persistence and flexibility, learn to build on one another's ideas, and communicate and justify their findings using the language of mathematics. This course provides ideas to stimulate this kind of invigorating and purposeful mathematical thinking in children.

Transforming Students into Readers

The purpose of this course is to explore the cognitive, developmental and environmental aspects of the reading process and the ways a teacher can use this knowledge to improve reading instruction.

Transforming Students into Writers

The purpose of this course, is to explore cognitive, developmental, and environmental aspects of the writing process and the ways in which a teacher can use this knowledge to improve writing instruction. This course is intended for educators who support writing across the curriculum and would like to improve their instructional ability in whatever discipline they teach.

Enroll In A Course Today!

Online
www.connectinglink.com

Phone
888.550.5465

Mail
The Connecting Link
5126 Ralston Street, Ventura, CA 93003

Enrollment Form

NAME:

First: _____

Last: _____

Home Mailing Address:

City: _____

State: _____ Zip Code: _____

Email Address: _____

Phone Number: _____

Position: _____

Course Number & Name: _____

_____

_____

METHOD OF PAYMENT:

❏ Credit Card (Please fill in information below)

DISCOVER NETWORK | VISA | MasterCard | AMERICAN EXPRESS Card

Card Number: _____

Exp. Date: _____ Security Code: _____

Name on Card: _____

Signature: _____

Check (make payable to The Connecting Link)

Purchase Order#: _____
(Please fax to (805) 654-0738 within 24 hours of registering or mail to address below)

Attn: Office of the Registrar
5126 Ralston Street, Ventura, CA 93003
Phone: 888-550-5465
Fax: 805-654-0738
www.connectinglink.com

Who are the instructors of our courses?

Our instructors are educators who hold a master's or doctoral degree and are accomplished in their field. Instructors are carefully screened by our university partners and are regularly evaluated by TCL and participants.

How many credits does each course offer?

Participants completing graduate credit courses earn three semester graduate credits from our academic partner*. Alternately, participants may elect to take graduate courses for 45 professional development hours. Please note, online self-paced courses may only be completed for professional development hours. TCL courses are accepted by most school districts for step advancement and renewal of your teaching certificate. Always check with your district and/or state regarding how courses may be applied.

When will I receive my grade/certificate of completion?

TCL will email a grade letter or certificate of completion to you upon receiving notice of course completion from your instructor. Letters and certificates are typically received by email within three weeks of the final class meeting. You may subsequently request transcripts from our academic partner for courses completed for graduate credit.

How long will it take to receive my transcripts?

You may request official transcripts by sending a transcript request form directly to our academic partner. Depending on the partner, transcript processing time may take up to three weeks. You will receive a transcript request form on your first day of your site-based class. Transcript request forms for online courses will be emailed to you upon course enrollment.

How much is tuition?

- $619 for graduate credit
- $699 for graduate credit (accelerated courses)
- $349 for professional development (online structured)
- $199 for professional development (online self-paced)
- Tuition includes a $100 non-refundable deposit

Are there additional fees?

Site-based courses:
There are no additional costs for course materials. You will receive your materials on the first day of a site-based course. Not all courses have textbooks.

Online structured courses:
There are no additional costs for course materials. Textbooks for online structured courses will arrive within 1-3 days of the course start date. Not all courses have textbooks.

Online self-paced courses:
These courses may require textbook(s) that must be purchased separately. Purchase may be made through a bookseller of your choice such as Abe Books, Amazon, Barnes and Noble, etc.

Other fees:
Official university transcripts for graduate credit courses may be requested from our academic partners for a nominal fee.

*TCL is aligned with several university partners. Please call us or visit our website to determine which university will grant credit for your course.

What if I need proof of payment for reimbursement?

TCL automatically emails out a receipt for each payment received. If you need an additional receipt, you may call TCL to request one.

Can these courses transfer into a graduate program?

Up to six approved credit hours may be applied to advanced degree programs. Please contact your academic advisor prior to enrolling in a course to determine if the course will count toward a degree program.

What if the course I signed up for is cancelled or changed?

TCL makes every effort to run all courses as scheduled. Occasionally, a course will not have sufficient enrollment to be held. Your registration counts! Please register early. If a course is cancelled, we will notify you approximately two weeks prior to the first day of class. Please note that some circumstances may prevent us from providing two weeks' notice. Since TCL holds satellite courses, the dates, facilities, and/or instructors are subject to change. We will notify you of any such changes; however, we recommend that you also visit our website at www.connectinglink.com to verify the course information prior to the first day of class.

What if I have special needs?

In compliance with ADA guidelines, TCL encourages participants with a temporary or permanent condition that might affect their ability to perform in class to inform us when registering. Adaptations of teaching methods, course materials, or testing may be made as needed to provide for equitable participation.

How are online courses offered?

All online courses are delivered 100% online, offer flexibility with 24-hour access and a user-friendly interface. Courses feature activities such as online lectures, discussion board participation, and assignments. These courses are offered in two formats:

Online structured courses:
These online courses provide a learning experience within a highly interactive environment where participants learn from the teacher, the course materials, and one another. Direct interaction with the instructor and other participants in the course is expected. Participants are required to log in weekly; however, there are no synchronized meeting times. The lessons are paced throughout an eight-week period to provide guidance through the learning process. Online structured courses may be taken for graduate credit or professional development hours.

» Select courses will be offered in an accelerated format to be completed within a four-week time frame. Content will be condensed and participants will be expected to complete two milestones per week. Therefore, those choosing to enroll in this option should be able to commit a minimum of 10-12 hours per week to reading, online discussions, and course assessments.

On occasion standard course length may also vary due to holidays.

Online self-paced courses:
These online courses allow participants to work at their own pace throughout a 12-week time frame. You may start your course as soon as you receive your log-in information and purchase your textbook(s). Interaction is limited to instructor feedback only. Online self-paced courses may only be taken for professional development hours.

"I don't believe that there were any parts of this course that did not help my instruction. All of the readings, activities and projects allowed me to notice what I am doing well, and identify what I can improve. Whether it was information that I already knew, or information that I had never heard before – both helped me on my journey toward becoming an effective reading teacher."

- Jennifer Pareseau