NEURODEVELOPMENTAL (ND)

ND 5000 Foundations in Neurodevelopmental Approach to Teaching (3 Credits)
This course offers the most recent research findings related to the brain and learning and how they provide the basis for the neurodevelopmental approach to teaching. Participants will be introduced to a framework which includes eight broad neurodevelopmental categories, or constructs (e.g., attention, memory, language) that educators can use to observe, examine and describe student learning. These eight constructs (and their receptive sub-categories) also provide teachers, parents and students with a shared lens and language to better understand and discuss learning. In addition, through examination of a case study, observation of students with whom they work and self-examination of their own unique learning profile, participants will practice the skill of using the neurodevelopmental lens to observe for evidence of learning strengths and weaknesses and how to link them to academic performance. Since a major component of this course requires observation, participants must have access to a student/students on a regular basis. This course is appropriate for anyone who works with students (child-adult). The only pre-requisite is that you must be currently teaching or have permission of the instructor.

ND 5005 Understanding the Mind of a Learner (2 Credits)
This course is designed to build upon participants’ existing knowledge of child development theories and to layer these with a neurodevelopmental framework to understand what a student can be expected to do at a given age. Participants will be introduced to core principles and the newest research findings related to the brain and learning from the fields of neuroscience, psychology, education and health. The course will focus on the three networks (i.e., recognition, strategic, affective) and eight key neurodevelopmental learning functions of the brain (e.g., attention, memory, language) and their impact on learning. Participants will also practice the skill of observing for evidence of student learning strengths and weaknesses and linking them to academic performance through a case study.

ND 5010 Effective Classroom Practice (2 Credits)
This course is designed to build on participants’ familiarity with the neurodevelopmental framework through exploration of their own neurodevelopmental profile. Participants will reflect on their own neurodevelopmental strengths and weaknesses, the effect of their learning profile on their ability to learn, and most importantly how that particular combination of strengths and weaknesses, together with skill and knowledge can be used to positively influence their teaching practice.

ND 5020 Instructional Practice (3 Credits)
This course will provide participants with a deeper understanding of practical ways to apply a neurodevelopmental approach to teaching and learning by examining the neurodevelopmental demands of curricula, lessons, and assessments. Participants will design and implement activities, lessons, and curricula that take into consideration students’ specific learning needs.
Prerequisite(s): ND 5000 or ND5005.

ND 5030 Collaborative Practices (2 Credits)
This course will provide participants with a deeper understanding of practical ways to apply a neurodevelopmental approach to teaching and learning by looking at student work and addressing instructional dilemmas. Through the use of structured protocols, participants will work as a collaborative group to link observable evidence from student work samples to particular underlying neurodevelopmental functions. The process of Looking at Student Work will be used to inform participants about students as learners and identify specific strategies to support increased student achievement.
Prerequisite(s): ND 5000 or ND 5110.

ND 5060 Collaborative Instructional Practices (3 Credits)
This course will provide participants with a deeper understanding of students’ different approaches to learning and how to make responsive adjustments to instruction based on observation and ongoing assessment. Participants will also learn about the nature of collaboration through examination of exemplary models. They will participate in guided instruction using protocols designed to enhance the effectiveness of collaborative practices. Participants will then apply this knowledge collaboratively to address their own questions regarding school related issues and student learning.
Prerequisite(s): ND 5000.

ND 5070 Role of Attention and Memory in Learning (3 Credits)
This course provides an in-depth exploration of the components of attention and memory and the specific impact each has on learning. Participants will be introduced to ways to observe for breakdowns in attention and memory through case study work and classroom observations. Participants will also design metacognition lessons that are intended to help students become more aware of the demands of attention and/or memory on their learning of certain tasks. In addition, participants will explore instructional strategies to support attention and memory weaknesses.
Prerequisite(s): ND 5000 and ND 5020.

ND 5080 Using Authentic Data to Engage Students (3 Credits)
In order to stay motivated as learners, students must experience authentic school success. This course will explore the research regarding student motivation and the neurodevelopmental networks, constructs and sub-skills that support or undermine a student’s achievement with particular focus on the role of attention in learning.
Prerequisite(s): ND 5000, ND 5020, and ND 5070.

ND 5100 Reconsidering Referrals to Support Teams (3 Credits)
This course will help educators involved in school-based support teams to engage in critical refinement of their current student referral process including: forms; time-lines; meeting protocols; and follow-up procedures using a neurodevelopmental approach. School teams will work collaboratively on creating and implementing student analysis tools and procedures. Teams will examine systems for working efficiently and effectively to identify the needs of all students referred for support, and practical strategies to help them succeed, including ways to leverage student’s strengths and areas of interest. Session The course consists of a 3-day workshop and two additional full days for implementation follow-up, one on-site at participants’ school.
Note(s): This workshop is designed for teams of 3-6 educators (including at least one regular classroom teacher and one of the following...
ND 5110 New Coaches Institute (3 Credits)
National School Reform Faculty “Critical Friends” are groups of educators committed to improving teaching practices and student outcomes through collaborative work. Critical Friends Groups (CFGs) can be found in schools throughout the U.S.; in many schools, CFGs serve as an alternative to administrative supervision. The key to the success of CFG work is the development of an intimate, yet professional community, where teachers share their dilemmas and push one another to reflect and change. The facilitator or “coach” of the group structures the meeting through carefully selected activities or “protocols” which enable the “critical” work to occur in an atmosphere that is efficient, productive and feels safe to each participating member. This workshop is designed to train future CFG coaches through facilitated CFG protocols and practice. Participants will be expected to go back to their home school settings and lead CFG work with their colleagues.

ND 5800 Practicum (2-6 Credits)
The practicum will provide Masters and CAGS candidates with the opportunity to document the implementation of the neurodevelopmental approach into their teaching practice. When registering, keep in mind how many terms you plan to take to complete the Practicum (1, 2 or 3) and only register for those number of credits per term.
Note(s): You may take Practicum over multiple terms, minimum 2 credits.