

The Neurodevelopmental Approach to Teaching



About the Center for School Success

The Center for School Success (*CSS*) is a non-profit organization that helps struggling students achieve measurable success in school and in life. Located in West Lebanon, NH, *CSS* is the only community-based, educational resource of its type in New Hampshire and Vermont.

CSS bases its services on the most recent research in the cognitive neurosciences as well as current theories and best practices of multiple disciplines, including education, health and psychology.

All *CSS* services are designed to help students, teachers and parents use brain-based research findings to understand specific breakdowns in learning, while shifting focus from what individual students *can't* do to what they *can* do. *CSS* believes that students need to know *how* they learn best, teachers need to know *how* to address the unique strengths and needs of *all* their students, and parents need to know *how* to support their children's learning strengths and challenges. *CSS* services include learning assessments, teacher training and community outreach.

Plymouth State University's College of Graduate Studies has partnered with the Center for School Success to create graduate programs focusing in the Neurodevelopmental Approach to Teaching – the **only programs of their kind in the country**. Students may complete a graduate certificate; a Master of Education in K-12 Education, Self-designed; or the Certificate of Advanced Graduate Studies (CAGS) in Educational Leadership.

To learn more about the Center for School Success visit **centerforschoolsuccess.org**. For more information about **Neurodevelopmental Approach to Teaching** options, contact Plymouth State University's College of Graduate Studies at (800) FOR-GRAD, forgrad@plymouth.edu or visit **plymouth.edu/graduate**.

“If I can’t learn the way you teach, can you teach the way I learn?”

Candidates seeking a graduate certificate, master’s degree or CAGS with a concentration in the **Neurodevelopmental Approach to Teaching** will be able to use recent brain-based research to inform their teaching practice, in particular how to identify, respond to and manage students with learning differences. Candidates will demonstrate: an understanding of themselves as learners and how they can best capitalize on their own strengths, experiences and expertise in order to become more effective teachers. Candidates will also use their understanding of the neurodevelopmental systems to provide specific instructional strategies to promote self-advocacy and school success. The **Neurodevelopmental Approach to Teaching** courses will provide the essential tools and knowledge needed for sustained implementation.

The **Neurodevelopmental Approach to Teaching** rationale is based on research, best practices and professional development standards outlined by Plymouth State University’s College of Graduate Studies, the Council for Exceptional Children (CEC), the National Staff Development Council (NSDC) and the National Council for Accreditation of Teaching Excellence (NCATE).

All candidates who complete a graduate program in the **Neurodevelopmental Approach to Teaching** concentration will be able to:

- Demonstrate an understanding of the neurodevelopmental functions of the brain and their impact on learning;
- Demonstrate the ability to observe for specific learning strengths and weaknesses through classroom observation and analysis of student work samples;
- Demonstrate the ability to identify and implement specific instructional strategies based on data pertinent to individual students’ neurodevelopmental profiles of learning strengths and weaknesses;
- Examine curricula, lessons and assessments in order to determine the neurodevelopmental demands of various academic tasks;
- Develop lessons, curricula and assessments (informal and formal) with intentional consideration of targeted neurodevelopmental demands;
- Apply collaborative practices (with parents, students, colleagues) to promote effective communication and management of individual student needs;
- Incorporate teaching of metacognitive concepts and strategies in everyday lessons;
- Synthesize and apply knowledge of the neurodevelopmental approach to help students understand and effectively self-advocate for their own learning needs.

Steps toward earning a graduate certificate, master's degree or CAGS with a concentration in the Neurodevelopmental Approach to Teaching

1. Apply for admission to the College of Graduate Studies. **Note:** Candidates can take up to 12 **5000** level graduate credits *before* being accepted to a graduate program. Credits received from PSU courses taken prior to admission may be applied toward a degree program of your choice, if the courses fulfill the requirements.

Please visit plymouth.edu/graduate/admissions for step-by-step admission application procedures.

2. It is highly recommended that you schedule an appointment with a PSU program coordinator or an advisor. Call (800) FOR-GRAD or e-mail forgrad@plymouth.edu to schedule an advising session. Visit plymouth.edu/graduate/advising for a list of advisors by degree program and advising sessions by geographic location.

Scope and Sequence

To earn a graduate certificate, students must successfully complete **12 credits of ND courses**. Master's degree or CAGS candidates must complete the **12 credits of ND courses**, plus an additional **eighteen credits of required PSU courses**, as well as a **three-credit elective** and an **eight or nine-credit ND practicum**.

Prerequisite:

- Participants must currently be teaching or have permission from the instructor

Graduate Certificate Course Options:

- ND 5000 Foundations of Neurodevelopmental Theory (2 credits/2 days)
- ND 5010 Teaching with Talent, Knowledge and Skill: Translating Neurodevelopmental Strengths into Effective Classroom Practice (2 credits/2 days)
- ND 5020 Applying a Neurodevelopmental Approach to Instructional Practice (3 credits/ 5days)
- ND 5050 Understanding and Remembering: The Role of Attention and Memory in Learning (2 credits/3 days)
- ND 5030 Using Collaborative Practices to Enhance Teaching and Learning (2 credits/3 days) OR ND 5060 Collaborative Instructional Practices (3 credits/4 days)
- ND 5040 Using Authentic Data to Engage Students' Minds (2 credits/3 days)

Master of Education in K-12 Education, Self-designed or CAGS in Educational Leadership with a concentration in the Neurodevelopmental Approach to Teaching:

Master's Requirements:

- All courses required for graduate certificate, and
- ED 5000 or ED 5005 (3 credits), ED 5010 (3 credits) and ED 5030 (3 credits)
- ND 5800 Practicum (9 credits)

CAGS Requirements:

- EP 7020 Collaborative Leadership (3 credits)
- EP 7030 Transforming the Educational Agenda (3 credits)
- EP 7040 Planning in Education and Human Services (3 credits)
- EP 7050 Qualitative Methodology and Applied Research (3 credits)
- EP 7060 Legal Issues in Policy Making (3 credits)
- EP 7070 Contemporary Social Trends (3 credits)

Electives for both Master's and CAGS:

- ND 5100 Reconsidering Referrals to Support Teams (3 credits) OR
- ND 5110 New Coaches Institute/Facilitative Leadership (3 credits)

The Neurodevelopmental Approach to Teaching
Plymouth State University's College of Graduate Studies and the Center for School Success

PSU Course	Pre-requisite	Term Offered	Participant cost
ND5000 Foundations in Neurodevelopmental Theory <i>2 graduate credits</i>	Must be practicing educator	Summer 2010 6/24-6/25 and 6/28-6/29 Understanding the Minds of Struggling Learners-substitute course-3 credits Fall 2010 9/25-9/26 Winter 2011 12/4-12/5	\$175/credit in-state/ \$191/credit out of state \$449/credit in-state/ \$491/credit out-of-state 2 graduate credits
ND 5010 Teaching with Talent, Knowledge and Skill: Translating Neurodevelopmental Strengths into Effective Classroom Practice <i>2 graduate credits</i>	None	Summer 2010 7/13-7/14 Winter 2011 2/5-2/6	\$449/credit in-state/ \$491/credit out-of-state 2 graduate credits
ND 5020 Applying a Neurodevelopmental Approach to Instructional Practice (Curriculum and Assessment) <i>3 graduate credits</i>	ND 5000	Fall 2010 10/9-10/10,online component, 11/6-11/7 Spring 2011 4/1-4/2, online component 4/30-5/1	\$449/credit in-state/ \$491/credit out-of-state 3 graduate credits
ND5050 Understanding and Remembering: The Role of Attention and Memory in Learning <i>2 graduate credits</i>	ND 5000 ND 5020	Summer 2010 (8/3-8/5) Spring 2011 (3/5 -3/6)	\$449/credit in-state/ \$491/credit out-of-state e 2 graduate credits
ND 5030 Using Collaborative Practices to Enhance Teaching and Learning <i>2 graduate credits</i>	ND 5000 preferred	Summer 2010 (7/27-7/29)	\$449/credit in-state/ \$491/credit out-of-state 2 graduate credits
ND 5040 Using Authentic Data to Engage Students' Minds <i>2 graduate credits</i>	ND 5000 ND 5020 ND 5050	Fall 2010 11/19-11/21	\$449/credit in-state/ \$491/credit out-of-state 2 graduate credits
ND5800 Practicum <i>9 graduate credits</i> <i>*Can be started if ND5030 and ND5040 are scheduled to be taken before practicum is complete</i>	ND 5000 ND 5010 ND 5020 ND 5030 ND 5040 ND 5050	Practicum begins each year in the fall	TBD
ND5100 (elective) Reconsidering Referrals to "Support Teams" <i>3 graduate credits</i>	None		\$3500/team of 3-7 participants from one school/district
ND5110 (elective) New Coaches Institute: "Critical Friends Groups" <i>3 graduate credits</i>	None	Winter 2009	Cost varies depending on number of participants (full year course-meets monthly)

In-state tuition: \$449 per credit in-state and \$ 491 per credit out of state

***A \$25 processing fee is applied to each graduate credit registration.**

Tuition will likely increase on 9/1/10

Updated 5/10