

UPCOMING PROFESSIONAL DEVELOPMENT OPPORTUNITIES

BAD BEHAVIOR: A POSITIVE PSYCHOLOGICAL/SOCIAL APPROACH

April 2

TO REGISTER: [CLICK HERE](#)

7 WAYS TO IMPROVE COMPREHENSION FOR ESL AND WORLD LANGUAGE STUDENTS

APRIL 18

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SCIENCE TO THE NEXT GENERATION: LIFE SCIENCES AND ENGINEERING, TECHNOLOGY, AND APPLICATIONS OF SCIENCE

April 19

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TEACHERS AS SCHOLARS: SOCIAL JUSTICE IN THE ELA CLASS: DIVERSIFYING OUR READING LISTS SO STUDENTS CAN SEE THEMSELVES

April 25

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TEACHERS AS SCHOLARS: THE SIXTIES: AN INTERDISCIPLINARY SEMINAR

April 26

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MSUNER APRIL NEWSLETTER



Spring brings rebirth to our senses as flowers begin to make their way towards the warm rays of the sun, animals come out of hibernation and the world comes alive once again. Spring allows us to mindfully explore our five senses: sight, taste, smell, touch and hearing.

[CELEBRATE THAT SPRING HAS SPRUNG WITH THESE MINDFULNESS ACTIVITIES](#)

DISTRICT SPOTLIGHT: Caldwell/West Caldwell

Expeditionary Learning

The Caldwell West Caldwell School District is promoting a different approach to helping students overcome academic obstacles. Expeditionary Learning presents a different pathway for caring adults to mediate cognitive gaps with students. As opposed to an instructional model defined by rigid practice and repetition, learning gaps are addressed through inquiry-based endeavors. Serving as a mentor, teachers, guide students through a developmental process of inquiry to identify and explore learning passions, pointing students towards opportunities to create and complete passion-based learning projects. Academic or even social, emotional obstacles are mediated through purposeful activities that foster, critical, creative and reflective thinking, problem solving, collaboration, development of communication skills and, integration and application of technology tools.

The program aspires to see learners identify a topic of interest and from this starting point design, implement and present/perform a passion based inquiry project. A student-driven paradigm forwards a flexible environment where individual needs and personal interests shape the actions taken by program participants. An individualized structure provides opportunities for teacher and student to engage in reflective dialogue about how one learns. Facilitators and students collectively analyze how meaning is constructed, deeply examining the process of gathering and applying information, and discussing ways to best express knowledge.

The Expeditionary Learning program does not assume students are capable, from day one, to move forward with developing a passion project. Instead, program developers recognize that students may experience difficulty simply expressing a unique interest or passion. During the beginning stages, teachers work with students to define areas of personal interest. Furthermore, an acknowledgment exists that students lack, to some degree, the ability to independently develop an inquiry-directed project. Also embedded into the program's early stages are teacher guided design challenges. Structured challenges provide opportunities for students to gain experience working in an inquiry, problem-driven environment. **For More Information, please contact Scott Klepesch, sklepesch@cwcboc.org**

ONLINE APPLICATIONS FOR LEADERSHIP ASSOCIATES PROGRAM – NOW AVAILABLE

[CLICK HERE FOR MORE INFORMATION](#)

"Better than a thousand days of diligent study, is one day with a great teacher."



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