SCOPE is a not-for-profit educational organization permanently chartered by the New York State Board of Regents to provide services to school districts. Founded in 1964 by school superintendents, it is a cooperative venture for sharing resources to deal with common concerns. It is governed by a Board of Directors of school superintendents and college representatives and serves as a regional School Study Council and School Board Institute.

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Ms. Betty Westcott Coordinator for Professional Development

SCOPE Inservice Course Registration is Available Online. To Register Please Go To…
www.scopeonline.us
Dear Colleague:

Online registration is now available for SCOPE’s WINTER/SPRING 2015 Professional Development Courses.

Our instructors inspire their teachers/participants to reach their highest potential in the classroom and they, in turn, pass that enthusiasm along to their students.

Courses are limited in size, register early to insure space availability. To register online please go to...

www.scopeonline.us

Sincerely,

Betty Westcott
Coordinator for Professional Development

<table>
<thead>
<tr>
<th>Registration Fees:</th>
<th>MEMBER District</th>
<th>NON-MEMBER District</th>
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= SCOPE ONLINE COURSE

Online Courses Start - February 2 - April 3 & - April 13 - June 15

W15-12009  OPPOSITIONAL DEFIANCE DISORDER-STRATEGIES FOR TEACHERS AND PARENTS – (K – 12)
Andrew Paskal - apaskal@juno.com
3 Credits – Inservice - February 2 - April 3

The mandate of placing children in the Least Restrictive Environment (LRE) has resulted in more inclusion and mainstream students in general education classes than ever before. As general education teachers are dealing with new and diverse needs, there exists a need for training. Oppositional Defiance Disorder (ODD) is one such disorder which requires training for teachers and parents. As a result, participants will have a better understanding of the disorder, and how to effectively work with these students.

W15-12010  SPECIAL EDUCATION LAW FOR THE CLASSROOM TEACHER
Andrew Paskal - apaskal@juno.com
3 Credits – Inservice - February 2 - April 3

Learn about special education law and their responsibilities in the classroom. As a result of this course, educators will have a better understanding of the special education process. You will also understand relevant laws and their role, and their implementation.

W15-12013  INCLUSION AND THE DIFFERENTIATED CLASSROOM
Monica Consalvo—daisymac@optonline.net
3 Credits – Inservice - February 2 - April 3

Like the crayons in a Crayola box we are all different and unique. All students learn differently. The classrooms of the 21st Century are diverse, different and difficult. They encompass learners who are challenged and gifted sitting side by side. This course will explore this unique, yet common, setting and learn how to take your lessons to a new height. Participants will be introduced to methods and techniques to allow your lessons to reach and address every learner.

W15-12015  ASPERGER SYNDROME-STRATEGIES FOR TEACHERS - K - 12
Debbi Frechtman - deb5474@aol.com
3 Credits – Inservice - February 2 - April 3

The mandate of placing children in the Least Restrictive Environment has resulted in teachers dealing with children with new and diverse needs. Asperger Syndrome is one such disorder which requires training for teachers and parents. As a result, participants will have a better understanding of the disorder, and how to effectively work with the students.

W15-12018  COMMON CORE AND THE SPECIAL EDUCATION STUDENT
Mike DeMario - mdemarioscope@gmail.com
3 Credits – Inservice - April 13 - June 15

The Common Core has brought wide reaching shifts in K-12 education. While much of the emphasis has been placed on particular content areas - there is still much to examine when discussing best practices for implementing Common Core Standards in Special Education. You will examine how to increase reading and writing skills to meet the diverse needs of learners in today’s schools. Examine the curriculum changes that have resulted from Common Core and how to differentiate instruction to meet the needs of special education students. Participants will develop strategies for teaching note taking skills, reading comprehension skills and writing skills. Suitable K-12.
TEACHING in the 21st Century requires instructors to vary their style and content in order to meet the rigorous demands of the Common Core. Having a repertoire of teaching techniques and resources to select from is a must. This course will enable teachers to gain a wealth of protocols and resources that drive student learning. You will successfully learn the expeditionary learning model of engagement routines and protocols. Models include: Gallery Walk, Mystery Quotes, Tea Party, Written Conversations, Carousel Brainstorm, Frayer Model, etc. Teachers will emerge with an extensive heap of comprehensive strategies at your fingertips.

MULTIPLE INTELLIGENCES AND ITS ROLE IN THE CLASSROOM
Christina Sciarrotto - cmes724@yahoo.com
3 Credits - Inservice - February 2 - April 3
This course will examine multiple intelligences and how to incorporate them to meet the needs of the diverse classroom. Participants will enhance their understanding of the specific grade level that they teach, learn about the different intelligences and how to create lessons that match students' multiple intelligences. Appropriate grades K - 6.

ENGAGING ACTIVITIES!
Deirdre Cerrito - deirdreceritto@yahoo.com
3 Credits - Inservice - February 2 - April 3
As classroom teachers, it is really our responsibility to engage our students in every step of the learning process. Active learners are happy and motivated, and they learn more. In this class you will read professional articles, create lesson plans and design fun activities to bring back to your students - all while strengthening your students' skills for the NYS Assessments and Common Core!

INTEGRATED CO-TEACHING: ENSURING STUDENT SUCCESS
Anthony Auicello - scopeauicello@aol.com
3 Credits – Inservice - Feb. 2 - April 3
You will be given the opportunity to learn about the various aspects of integrated co-teaching (ICT). In addition to learning the fundamentals and principals, you will learn how to use these techniques to foster a positive relationship with their co-teaching partners, while ensuring that their students grow, both socially and academically.

DIFFERENTIATION IN ACTION
Gayle Meinkes-Lumia - gmeinkeslumia@bufsd.org
3 Credits - Inservice - April 13 - June 15
Learn everything there is to know about differentiating your classrooms. Learn the secrets to recognizing and building on the individual talents of each student, while preparing all students for the rigors of new standards and assessments. Teachers will gain student centered ideas, lessons that differentiate, challenging ways to motivate students, current research on differentiation, constructivist practices, ideas for putting the research into action, examples and strategies that assist in differentiation, assessment & tiered lesson ideas and websites for differentiated instruction plus so much more!

ADOLESCENT PSYCHOLOGY
Mary Parisi - mlp1113@optonline.net
3 Credits – Inservice - February 2 - April 3
Whether in middle school or high school, teachers will be provided with insight on the behavior, emotions and personality of the adolescent student. The objective is to create strategies to help teachers address the diverse needs of their students and provide effective learning techniques. Through discussion boards, educators will be able to share their thoughts, ideas and management plans.

IDENTIFYING & PREVENTION OF TEENAGE ADDICTION
Kysten Ellison - kysten@aol.com
3 Credits – Inservice - April 13 - June 15
Adolescent addictions have become a serious educational concern that affect the emotional well being of students as well as the entire school community. Objective of this course is to identify various physiological and psychological addictions in students, recognize the potential dispositions, examine the causes, explore effective prevention strategies, and how to initiate appropriate intervention techniques.

BALANCE THE MIND AND HEART: CREATING RESILIENT SCHOOLS THAT MEET THE SOCIAL, EMOTIONAL, ETHICAL, AND ACADEMIC NEEDS OF STUDENTS - SEAL
Cecile Wren - mindandheart@optonline.net
3 Credits – Inservice - February 2 - April 3
Participants will explore the research-based skills and competencies that have a positive impact on the organizational structure of their school, the delivery of instruction, and student performance. Activities focus on alignment with the district’s and/or school’s goals, the NYS Learning Standards and Guidelines for Social and Emotional Development and Learning (SEDL). Develop a toolbox of SEAL strategies, and create a SEAL Portfolio that serves as a resource tool and guide for implementation.

EMOTIONAL INTELLIGENCE, REFLECTIVE PRACTICE, AND THE THEORY OF SELF-FIRST
Cecile Wren - mindandheart@optonline.net
3 Credits – Inservice - April 13 - June 15
This course will allow participants the opportunity to develop skills that will enable them to identify, use, understand and manage their emotions and the emotions of others. By developing these competencies participants will:
- Reach new heights in being responsible decision makers
- Utilize multiple points of view
- Be creative problem solvers who make sound, ethical and effective decisions
- Explore research-based skills and competencies that have a positive impact on their professional and personal lives.

CYBER BULLYING: A DEADLY EPIDEMIC
Kysten Ellison - kysten@aol.com
3 Credits – Inservice - April 13 - June 15
Cyber Bullying is a serious educational concern that is affecting the physical and emotional well being of our students as well as the entire school community. The goal is to raise awareness for educators on the issue of internet safety and how teachers may contribute to the development of a “Cyber Smart” student. This course will define Cyber Bullying, discuss the causes and indicators, examine prevention and intervention strategies, analyze specific cases in the media, and review the legislative initiatives placed on educators.
Focus on various health issues that affect our youth such as mental and emotional health conditions, nutrition and fitness, the childhood obesity epidemic, eating disorders, STD and HIV prevention, tobacco, drug and alcohol experimentation, bullying, teenage pregnancy, vaccines and immunizations, crisis preparedness and emergency response, food allergies and safety, infectious diseases, health disparities, and the corresponding School Health Policies including laws, mandates, regulations, standards, resolutions, and guidelines which provide a foundation for school district practices and procedures.

NEW!  3 Credits – Inservice – February 2 - April 3
The adolescent brain has a profound effect on a child’s learning. New research explores how the brain does not fully mature until the age of 25, and consequently has notable effects on adolescent behaviors such as difficulty controlling emotions, having a preference for high excitement and low effort activities, poor planning and judgment, a lack of consequential thinking, and engaging in more risky and impulsive behaviors. Course will focus on the brain development and impact on adolescents, their learning, the classroom environment and explore ways to use this information to better meet their needs.

REACHING ALL MATH LEARNERS
Kerri Crawford - kerri1125@gmail.com
3 Credits - Inservice - Feb. 2 - April 3
Reaching All Math Learners is designed for elementary teachers to help their students think and reason mathematically. We will explore ways to teach across multiple modalities to reach the diverse needs of our students. Participants will discover ways to incorporate writing into their math instruction and how to use children’s literature. Assessment and instruction will be linked and many interactive activities will be shared. Teachers will leave this course with many ideas of how to show students that math is for everyone.

A STORY OF MODULES-TEACHING WITH NY STATE’S COMMON CORE MATHEMATICS CURRICULUM
Patti Jean Dieck - mathwriter4.pd@gmail.com
Christopher Sarlo - ccmathgrade5@gmail.com
2 Credits - Inservice - AMITYVILLE
4 SESSIONS - Sat./Sun. - Feb. 7, 8, 15, March 7 & 8-8:00 am - 4:00 pm
This course will look at each component of the NYS Common Core Mathematics Curriculum, “A Story of Units”, and examine ways that this program can be used as a primary or supplemental program in math classrooms.

MATH MODELS FOR CONCEPTUAL UNDERSTANDING OF ALGORITHMS IN GRADES K - 5
Patti Jean Dieck - mathwriter4.pd@gmail.com
Christopher Sarlo - ccmathgrade5@gmail.com
3 Credits - Inservice - AMITYVILLE
5 SESSIONS-Sat./Sun.-March 14, 15, 21, 22, 28 & 29-8:00 am-5:30 PM
Follow the progression and development of “the unit”, addition, subtraction, multiplication, division, and fractions, and see how the development of algorithms is a natural process for students. This development...through models, strategies, and conceptual understanding...is what enables students to enter problem solving situations confidently. Each session will feature an in-depth examination of the way an operation and algorithm develop through the grade levels, and time is dedicated during each session for participants to “take off their teacher hats” and experience a sample lesson from a student perspective.

NEW!  3 Credits – Inservice - February 2 - April 3
Essential questions help target standards and engage students in thoughtful, meaningful discussions. In this course you will explore the various types of questioning, discover the importance of using essential questions and learn how to create effective EQs while addressing the Common Core Standards. Creating a culture of inquiry benefits our students by increasing rigor and understanding.

UNDERSTANDING APPR AND USING IT FOR GROWTH
Shannon Malagreca - smalagreca@gmail.com
3 Credits – Inservice - February 2 - April 3
With new initiatives comes a new way of teaching for teachers. This course will examine the latest Annual Professional Performance Reviews initiatives. Time will be spent working with Danielson, looking at other rubrics, and analyzing what they call for. The end result will be a greater in-depth, understanding of APPR, what it looks like for you in the classroom to be rated Highly Effective, and the impact this will have on the school year.

BUILDING POSITIVE RELATIONS WITH PARENTS
Michael Sims - mikesimsduke1@yahoo.com
3 Credits – Inservice - April 13 - June 15
You will explore the fundamental importance of encouraging real collaboration between schools and families. Developing good relations with parents is an essential tool for creating an optimal working environment for students. You will construct materials, examine how to communicate proactively with parents, develop strategies for communicating negative information and how to remain professional when dealing with confrontational or hostile parents.

TOOLS FOR INCREASING PARENT-TEACHER COMMUNICATION
Mike DeMario - mdemarioscope@gmail.com
2 Credits – Inservice - April 13 - June 15
This course will address an ongoing question that many educators voice every year: How do I increase communication with my student’s parents? Every teacher can relate to spending their prep periods, lunch periods and time after the school day trying to get in touch with a parent. Participants will be introduced to a couple of highly effective methods for increasing parent contact. In today’s world of APPR, parent teacher communication is a must. Online communication tools including teacher blogs, Remind 101 and email distribution lists will be addressed. You will also analyze how increased reliance on technology and social media is playing a role in the current trend of the “flipped classroom”.

BLENDING 21ST CENTURY SKILLS WITH THE COMMON CORE
Dr. Sean Fox - ssbf2011@yahoo.com
1 Credit – Inservice - LINDENHURST
Tuesdays - 5 SESSIONS - Starts: March 3, 10,, 17, 24, & 31
4:30 - 7:30 PM
This course will be centered on developing instructional methods that infuse the ideals of 21st Century Skills with Common Core Standards and the target goals of APPR evaluation. Additionally, this course will highlight overlapping themes and commonalities across the areas, resulting in a more competent, knowledgeable educator.
W15-06123 B BRAHMS 2 AND BEETHOVEN 5-SOUND SYMPHONY ORCHESTRA
Dorothy Savitch - 2 Credits – Inservice
PORT JEFF STA., 11 SESSIONS - 7:30–9:30 PM, Starts: Feb. 5
Perform Brahms’s Symphony 2, Beethoven’s Symphony No. 5, & other great concert works. Intended for instrumental music teachers to enrich their knowledge of the orchestral repertoire. *Registration is subject to the approval of the conductor, Dorothy Savitch at (718) 499-8495. **Dates: Feb. 5, 12, 19, 26, March 5, 12, 19, 26, April 2, 16, 23, 30, May 7, 14, 21, 28, June 4 **Concerts: Sun., March 29, Fri., June 5 and Sunday June 7.

W15-08011 AMERICA'S SOUNDTRACK--DEVELOPING COMMON CORE U.S. HISTORY LESSONS WITH MUSIC - K - 12
Mike DeMario - mdemarioscope@gmail.com
3 Credits - Inservice - February 2 - April 3
From YouTube to iPods—today’s student is surrounded by music. Our country’s history can be traced through popular music of the times. Why not use this media to motivate student learning? Popular American music has often reflected the political and social climate of its era. Participants will explore, examine, and “rock out” to some of the music that tells the American story. From Civil War music to modern day rap and pop music, participants will create classroom ready lessons.

W15-11002 RESPONDING TO RTI PROCESS...MY ROLE AS A TEACHER
Lynda Lyons - teach3rdLL@aol.com
3 Credits – Inservice - April 13 - June 15
Undoubtedly, you have heard much to do about R.T.I. Since the first tier of this model becomes the responsibility of the general education teacher, many educators across NYS are asking themselves the same questions. What is my role as a classroom teacher in the R.T.I. process? What will R.T.I. look like in practice? What is a research based intervention? What is a progress monitoring tool for data analysis and how do I implement this monitoring process? How does this legislation impact my role as an educator with 25-30 students? Come and examine the essential components of RTI.

W15-11005 POVERTY IN EDUCATION
Michael Sims - mikesimsduke1@yahoo.com
3 Credits – Inservice - February 2 - April 3
Participants will examine the relationship between poverty and learning. You will explore how poverty is truly defined and discover the different levels of poverty that exist in the school districts we work and live in. You will develop effective ways to help students overcome the barriers to learning that result from enduring poverty. Since there is poverty in every town and school district, this course is applicable for all educators at every level.

W15-11006 MOTIVATING STUDENTS TO ACHIEVE: ENSURING STUDENT SUCCESS AT ANY GRADE LEVEL
Anthony Auciello - scopeauciello@aol.com
3 Credits – Inservice - February 2 - April 3
Participants will learn not only about motivating their students, but also teaching their students to motivate themselves. Identify students who need motivating. Develop, utilize, and analyze strategies that will help you teach students how to self-motivate and succeed. Participants will utilize the internet to build a large foundation of information that can be used at any grade level. This course will be the missing piece to any teacher’s bag of tricks!

W15-02551 FOOD GARDENING IN SCHOOL & GARDEN TO PLATE
Caroline Kiang - ctk3@cornell.edu
1 Credit – Inservice - April 13 - June 15
A two-day multi-media training covering the establishment and integration of a school garden as a teaching tool. Topics include soil and water resources, plants, maintaining a garden or raised beds for food gardening in school. Composting and recycling education and indoor gardening activities. Develop an understanding of Garden To Plate, explore the food system, and why local and regional foods are important. Hands on lesson plan on how to encourage healthy eating in your classroom. $25.00 (due first class).

W15-02570 LONG ISLAND NATURAL HISTORY
Robert McGrath
3 Credits – Inservice - VARIOUS - (First class at Hoyt Farm)
Sat. - 5 SESSIONS– April 11, 18, 25, May 2 & 9 - 8:00 AM - 6:00 PM
Study the diversity of L.I.'s plants and animals, habitats, and land forms from the North Shore deciduous forests to the grassy coastal uplands of Montauk. Through intensive field trips, you will examine the Island’s major ecosystems. Taxonomy nomenclature and field techniques for wildflower identification will be covered. (Field clothing recommended. ACTIVITIES/MATERIALS FEE: $15.00 (due first class).

W15-02640 INTRODUCTION TO ORNITHOLOGY – (3 – 12)
Robert McGrath
3 Credits - VARIOUS (First class at Hoyt Farm)
Sat./Sun.–5 SESSIONS– May 16, 23, June 6, 7 & 13 - 8:00 AM – 6:00 PM
Through intensive field excursions you will be introduced to ways of integrating the study of birds into your science and language arts curriculum. Lecture/discussions will supplement field trips to woodland and shore environments, as you compare resident, wintering and spring migrant birds. Topics: migration patterns, field identification, taxonomy, and endangered species. Strong emphasis on birds of LI. An alternate start time may be used. Appropriate field clothing and binoculars essential. FEE: $15.00 (due first class).
Do you know what a URL is? Can you locate materials in languages other than English? Have you ever wanted to create online surveys to gather information, or digital flashcards to use as study aids? Did you know that you can download and save educational video clips to your computer hard drive? Learn how to make the Internet work for you as you create interesting learning activities and assessment tools for your students. Teachers of all grade levels and subject areas will learn new technology skills they can use the very next day! Beginners who are open to challenge and advanced learners alike will benefit.

WHETTING YOUR APPETITE - TOP FREE APPS FOR EDUCATORS
Kristina Holzweiss - lieberrian@yahoo.com
3 Credits – Inservice - April 2 - April 3

FOCUSING ON THE COMMON CORE STANDARDS, this course will give you the opportunity to integrate the best free apps available in your instruction and assessments. You will learn how iPads can help your students learn through multimedia and collaboration. Whether you have one iPad or a class set, these essential apps are useful for all grade levels, abilities, and content areas. A must for all iPad educators!

WEB RESOURCES TO SUPPORT THE COMMON CORE IN THE CLASSROOM - (4 - 8)
Tracy Toth-tracy764@gmail.com
NEW!
3 Credits – Inservice – April 13 - June 15

This course will introduce you to a variety of free websites that can be used to enhance your Common Core Lessons. The websites include use a combination of videos, articles, questions, and games to give students a more hands-on experience. Many allow the teacher to create student accounts and have the students submit work through the site.

USING A TEACHER BLOG
NEW!
Mike DeMario - mdeamarioscope@gmail.com
3 Credits – Inservice - February 2 - April 3

Today’s student is spending more time on the internet. They are obtaining much of their information from websites and blogs. Used the right way, blogs can play an active role in the classroom and in implementing common core standards into your lessons. Students can quickly and easily respond to questions you post on a blog, download homework assignments, access power point notes, and even check a weekly topic schedule mostly right from their cell phone!

AMERICA’S TREASURES: NATIONAL PARKS AS CSLRMS
Chris Visco - cvisco@optonline.net
3 Credits – Inservice - Feb. 2 - April 3

There are over 360 National Parks scattered across the US. No matter where you live, whether it is in the city or the country, there is probably a National Park Site near you. Hidden within each park to bring his or her class to visit all of them, but thanks to the World Wide Web, it is now possible to take virtual field trips without ever leaving the classroom. Each session will be devoted to exploring ways that National Parks can be used.

EMPOWERING INSTRUCTION THRU MICROSOFT POWERPOINT
Tom Jeffery - scopeinstructor@optonline.net
3 Credits – Inservice - April 13 - June 15

Learn aspects and strategies that most teachers have not yet tried. Improve your skills at classroom presentations. Develop 4 PowerPoint slideshows that are useable in the classroom. Integrate graphics, audio, video, animations, transitions, and different types of timing techniques. Hyperlink files and slides with other slides and files.

LITERATURE CIRCLES-EMPOWERING STUDENTS TEXT/TALK
Gayle Meinkes-Lumia - gmeinkeslumia@bufsd.org
3 Credits — Inservice - April 13 - June 15

Small, peer-led discussions about texts; engaging, thought provoking critical readers - these are just some of the descriptions that are entailed in literature circles. Well-designed literature circles, organized by competent teachers can pave the way for lifelong readers and learners. Learn how to construct literature circles inside your classroom and enable students to create meaningful connections within various texts.

THE SCIENCE/LITERATURE CONNECTION
Lynda Lyons - teach3rdLL@aol.com
3 Credits - Inservice - April 13 - June 15

Do you want your students to question and write like scientists? Analyzing children’s science literature is a wonderful way to model the skills that good writers and scientists use. The use of literature as a launching pad to debunk the myths and mysteries of science will make science come alive through the world connections. This course is a must for teachers looking to differentiate and enhance science instruction while continuing to develop crucial ELA skills. Explore how you can introduce, reinforce or enrich just about any science concept using a fiction or non-fiction book.

COMMON CORE AND THE VISUAL ARTS
Julia Lang-Shapiro - Eyecre8art@yahoo.com
3 Credits – Inservice - February 2 - April 3

Explore the 6 Shifts in ELA/Literacy and how they relate to the Visual Arts, the seven Guiding Principles for the Visual Arts K-12 as defined by the Common Core architect David Coleman. Participants will analyze their current curricular scope and sequence, create Common Core connections and design lessons that address the address not only the Common Core shifts, but 21st Century skills as well as college and career readiness.

21ST CENTURY INTERNET FOR ART EDUCATORS
Julia Lang-Shapiro - Eyecre8art@yahoo.com
3 Credits – Inservice - April 13 - June 15

Participants will analyze the vast resources available on the internet, and how they relate to current trends and standards in Visual Arts education. Topics will include digital field trips, Common Core Standards, museum based resources, copyright issues, blogging and online galleries.

BOOKMAKING FOR ARTISTS AND EDUCATORS
Julia Lang-Shapiro - Eyecre8art@yahoo.com
3 Credits – Inservice - February 2 - April 3

Participants will be introduced to the ideas of book design and creation. Learn a variety of techniques for constructing simple to complex books that can be made with students: including sewn bindings, non-adhesive books and portfolios. Assorted interdisciplinary projects will be introduced. The connection between written work and visual literacy will be highlighted.

WEST ISLIP SYMPHONY SPRING CONCERT
Murry Kahn - 1 Credit – Inservice, WEST ISLIP
9 SESSIONS – 7:00 – 9:30 PM, Starts: Mon., March 23
Prepare and participate in community orchestra rehearsals and concert. Registration is subject to approval contact Murry Kahn at (631) 751-8154. Dates: Mon, March 23, 30, April 13, 20, 27, May 4, 11, 13 and Concert March 17
INTERACTIVE INSTRUCTION TO IMPROVE SPEAKING AND LISTENING SKILLS IN THE AGE OF THE COMMON CORE
Alissa Rosenberg - alissaspieces@gmail.com
3 Credits – Inservice – February 2 - April 3
Within the Common Core Standards there has been a great emphasis on the development of Speaking and Listening skills within instruction. This class will review a variety of Interactive instruction strategies such as Cooperative Learning, Jigsaw and Structured Controversy that can be utilized within a large classroom setting or a small group setting to enhance a students listening and speaking skills. Sample mini lessons, activities and strategies will be provided. Walk away with a toolbox of effective strategies that can be used immediately within the classroom. Suitable K-12.

FOCUS ON NON-FICTION: TEACH TO READ AND UNDERSTAND
Rosemarie Foster - Rosemariefoster5@gmail.com
3 Credits – Inservice – February 2 - April 3
The focus will be to help teachers improve non-fiction reading comprehension skills for their students. Participants will research and understand expository text structure, features and patterns. Through the information provided, participants will learn strategies for vocabulary instruction, activation of prior knowledge, scanning, skimming, self-monitoring skills, questioning the text, determining importance, synthesizing, and also be given the opportunity to research and evaluate nonfiction lesson plans.

TEACHING READING FLUENCY
Rosemarie Foster - Rosemariefoster5@gmail.com
3 Credits – Inservice – April 13 - June 15
Course will provide a detailed explanation of reading fluency and how it develops. Various components of reading fluency: automaticity, phrasing, intonation, expression, pace, etc. You will learn how fluency is measured and assessed and research successful instructional strategies to implement activities to help children develop into fluent readers.

THE POWER OF LANGUAGE
Kerri Crawford - kerri1125@gmail.com
3 Credits – Inservice – April 13 - June 15
Designed to show teachers how to use their most powerful teaching tool—their words—to bring out the best in children. Learn how to use words effectively to deal with just about every challenging situation. Help children develop self-control, build their sense of community and gain academic skills/knowledge through skillful teacher language. Course follows the approach of the Responsive Classroom.

BEST PRACTICES IN CONTENT AREA LITERACY
Gayle Meinkes-Lumia - gmeinkeslumia@bufsd.org
3 Credits — Inservice – February 2 - April 3
Literacy is at the forefront of education today. All teachers are expected to be “teachers of reading,” no matter what their subject area may be. Teachers need a repertoire of lessons and ideas to motivate learners and elevate student abilities. This course provides a plethora of lessons, graphic organizers, best practice techniques, strategic thinking skills, collaborative, small group activities and models that enhance student learning. In the end you will walk away with a literary bag of tricks!

DEVELOPING READERS IN THE PRIMARY GRADES - K - 2
Christina Sciarrotto - cmes724@yahoo.com
3 Credits - Inservice - April 13 - June 15
This course will examine the components of a successful reading program to teach students how to read. Participants will learn and create lesson on each of the components of reading instructions.

EXCELLING WITH MICROSOFT EXCEL
Tom Jeffery - scopeinstructor@optonline.net
3 Credits – Inservice - February 2 - April 3
Learn Microsoft Excel through interactive lessons in a self-paced course. Participants complete 45 hours of instruction and practice. Fifteen lessons with accompanying assignments must be completed.

WEB 2.0 TOOLS FOR EDUCATORS – (K – 12)
Tracy Toth - tracy764@gmail.com
3 Credits – Inservice – February 2 - April 3
This course will introduce teachers to a variety of Web 2.0 tools. These tools can be used in a variety of ways. Participants will be introduced to 2.0 tools that can be used in a class setting on an interactive whiteboard and that can be used by students to create individual or group projects. All the projects created reinforce the NYS Standards and the tools are free of charge. Participants will preview a number of tools and will create lessons and projects using these tools.

TOTALLY TWITTER
Kerri Crawford - kerri1125@gmail.com
Emily Peterson - epeterson@emoschools.org
3 Credits — Inservice – February 2 - April 3
Welcome to #cttwitter Totally Twitter. Twitter is a social medium that has become mainstream! We see # (hashtags) everywhere we go. What does Twitter have to do with education you ask? A Lot! Are you interested in learning more about academic vocabulary? You will find it on twitter. Are you interested in how others are feeling about high stakes testing? You will find that on twitter too. Take this course and find out what Twitter can do for your profession. The instructors have found Twitter to be the best, and FREE professional development available.

INTEGRATING GOOGLE TOOLS AND WEB 2.0 FOR EDUCATORS
Mallack Walsh - mallackwalsh@gmail.com
3 Credits – Inservice – February 2 - April 3
The use of technology in education provides incredible opportunities to engage students in authentic learning, as well as collaborate with peers like never before. This course, taught by a certified Individually Qualified Google Educator, will cover fundamental knowledge and skills needed by teachers who wish to use the latest technology in the classroom. Class will focus on Google Apps for Education, as well as many other Web 2.0 applications and websites useful for teachers and students alike. This course will include hands-on development of websites and educational computer applications for use by teachers, administrators and students. Educators will be better prepared to attain their Google Educator Certification, as well as help them prepare to attain their Google Educator Certification.

FLIPPING THE CLASSROOM
Dr. Stephen Wefer - swefer@sachem.edu
3 Credits – Inservice – February 2 - April 3
Have you ever wondered what a QR code was, or how you can transform your current lessons into self-teaching documents in the digital age? This course will use MOODLE as a platform to help you leverage your current lessons, notes, worksheets, homework assignments into the hands of your students. Your students will be empowered to easily use their smartphones, tablets, and mobile devices to bring your course materials to life.
ENRICHING VOCABULARY INSTRUCTION FOR ALL STUDENTS
Diane Cirino - dc56scope@gmail.com
3 Credits – Inservice - April 13 - June 15

Need new ways to help your students build their vocabularies? Do some of your students lack comprehension while reading? Are you looking for engaging activities that are research-based to enhance your vocabulary instruction? Examine current research on the word knowledge disparity among children and learn specific strategies to differentiate your instruction to address students. Learn effective techniques to use before, during and after reading to support vocabulary development. Create motivating activities to introduce new words, teach, enhance and deepen word knowledge.

GET IT WRITE! OR IS IT RIGHT? EVERYTHING YOU NEED TO KNOW ABOUT THE MOST COMMON GRAMMATICAL ERRORS!
Rachel Kench - RLK6@optonline.net
1 Credit – Inservice - April 13 - June 15
We’ve all fallen prey to the confusing contradictions and numerous nuances of the glorious English Language. Participants will receive a rigorous refresher course that focuses on correcting common errors and eradicating all sins against the English Language! Participants will relearn the basic rules of punctuation, sentence structure, and agreement and review the dreaded homonyms, and easy-to-use techniques for line-by-line editing. Become editors and go out into the world to find common grammatical errors.

THE COMPREHENSION CONNECTION: STRATEGIES TO TEACH COMPREHENSION SKILLS IN THE AGE OF COMMON CORE
Alissa Rosenberg - alissaspieces@gmail.com
3 Credits – Inservice - April 13 - June 15
The central key to the new Common Core Standards for ELA is Comprehension. Comprehension is the understanding of the meaning of written and oral language. It involves constructing meaning from traditional sources and is based on a reader’s prior knowledge, information presented and the use of context. This course will give direct strategies that can be used to help improve a student’s reading and listening comprehension skills while working towards achieving the goals of the Common Core.

CREATIVE WAYS TO TEACH KIDS TO MAKE INFERENCES IN THE AGE OF THE COMMON CORE STANDARDS
Alissa Rosenberg - alissaspieces@gmail.com
3 Credits – Inservice - April 13 - June 15
Making inferences rests at the heart of academic and social comprehension. This class will discuss what inferences are and how they are directly related to the new Common Core Curriculum. The heart of this class will provide you with fun ideas and/or sample lessons utilizing different creative techniques including the use of technology, movies, pictures, books, websites and apps to help teach students to improve their ability to construct inferences and higher level thinking during listening tasks, reading tasks and in social situations. Walk away with hands-on lessons.

VOCABULARY DEVELOPMENT AND THE ELA COMMON CORE: MULTIPLE WAYS TO TEACH WORDS – K - 12
Alissa Rosenberg - alissaspieces@gmail.com
3 Credits – Inservice - February 2 - April 3
This class will review the common core standards regarding vocabulary; discuss research on why vocabulary enhancement is so pivotal to literacy achievement and then break down different strategies to teach vocabulary enhancement. Sample mini-lessons, activities and strategies will be provided. Participants will create and share a variety of lessons and activities so that by the end of the course each participant will walk away with a toolbox of effective strategies that can be used immediately in the classroom.

HOW TO TEACH RESEARCH PAPER WRITING AT ALL LEVELS
Deirdre Cerrito - deirdrecerrito@yahoo.com
3 Credits – Inservice - April 13 - June 15
The Common Core has made students at all levels more responsible for directing their own learning, and knowing how to conduct research responsibly is an essential skill that all learners need. When this class is complete, you will have all the lessons and materials needed to help your students write great research papers. No more non-informative, unfocused or plagiarized papers to grade! Suitable Grades 3 - 12.

TEACHING STUDY SKILLS (K – 12)
Dr. Peter A. Pece - doctorpece@optonline.net
3 Credits – Inservice - February 2 - April 3
Every person who has ever taken a course and has wished to be successful has had to learn and develop good study habits, organizational skills, and ways in which to memorize and understand concepts, ideas and abstract theories. This course is for everyone in an educational setting, but is primarily designed for educators to encourage and foster good work/study habits in their students. In this course you will learn about memory, techniques which we can utilize for productive note-taking and study habits, and what we need to develop in ourselves to be successful in any learning situation.

CHARACTER EDUCATION – (K – 12)
Andrew Paskal - apaskal@juno.com
3 Credits – Inservice - February 2 - April 3
Character Education is one ‘hot issue’ in education today. It is consistently being debated in households, classrooms, boardrooms, and faculty rooms. Participants will be discussing the meaning of character education and whether character education can be taught, and if so, how and by whom. Develop 6 lessons on the six pillars of character education.

WHAT DO YOU KNOW ABOUT THE NYS COMMON CORE-ELA
Emily Peterson - epeterson@emoschools.org
3 Credits – Inservice - April 13 - June 15
The Common Core Learning Standards are designed to be robust and relevant. Forty-five states have currently adopted these standards. NYS adopted the standards in July of 2010 and now expects full curriculum implementation. As a part of the Regents Reform Agenda NYS has provided a wealth of information to make the necessary changes. Explore the standards and the necessary shifts needed in our instruction for NYS CCC.

BALANCED LITERACY IN THE ELEMENTARY CLASSROOM
Shannon Malagreca - smalagreca@gmail.com
3 Credits – Inservice - February 2 - April 3
Balanced literacy is the framework designed to help all learners read and write at their own pace. Managing a balanced literacy program in the classroom requires much organization and knowledge about teaching reading and writing. Through online participation, reading and writing, participants will discover the benefits of teaching from a balanced literacy philosophy. You will be guided through the elements of balanced literacy, develop an individualized implementation plan, learn about classroom organization, learn how to assess, group, and teach in a balanced literacy classroom.

COMMON CORE AND THE ELA
Monica Consalvo - daisymac@optonline.net
3 Credits – Inservice – April 13 - June 15
This course will allow educators to learn the research behind the shift in instruction, while engaging them toward the development of new resources. It will also embody 21st century learning practices that allow for more interactivity among students and focus on a more student driven learning approach. Participants will develop a comprehensive unit plan which will be modeled against the ELA for the grade they teach.