

# SCOPE

## *Staff Development Statement of Assurance*

The following guidelines have been developed to maintain a standard to warrant continued approval of SCOPE courses by boards, administrators and teachers.

- All Inservice workshops, in-class or on-line, will be scheduled for fifteen hours of instruction per credit hour.
- Courses offered for 3 graduate credits require all participants to complete 15 hours of additional, outside supervised work.
- A reasonable and practical amount of work will be required from course participants. Workshop requirements and make-up assignments will be set by the instructor.
- Grading is on a Pass/Fail basis unless the participant's school district requires a letter grade. Individuals must inform the instructor at the first session if this is the case.
- A certificate of completion is issued only after all workshop requirements have been met.
- If the host school in which the workshop is housed is open, the class will be held regardless of whether or not the participant's home district is open on that day.
- The local district, or local inservice review board, shall determine the amount of credit and whether or not it will be honored, as well as the number of SCOPE workshops for which approval may be granted in a given semester.
- Accurate attendance records are kept. Absentee policy is as follows:

**Number  
of credits**

one  
two  
three

**excusable  
absence**

one hour  
two hours  
three hours

**absence requiring  
extra assignment**

two-three hours  
three-six hours  
four-nine hours

**No Pass**

over three hours  
over six hours  
over nine hours

December, 2011

Date

Dr. Joseph J. Del Rosso

Executive Director

## SCOPE ON-LINE INSERVICE COURSE STANDARDS

### CONTENT

- ***The instructor must have the prerequisite technological skills to teach online.***
  - Utilizes discussion boards, chat tools, electronic whiteboards effectively
  - Incorporates multimedia and visual resources into online assignments
  - Demonstrates growth, technological knowledge, and skills in order to stay current with emerging technologies
- ***The course content and assignments are of sufficient rigor, depth, and breadth to teach the standards being addressed.***
  - Understands student outcomes based on NYS standards in the content area
  - Provides a clear, complete course overview and syllabus which will be posted for students
  - Develops clearly stated rigorous course requirements that are consistent with course goals
- ***The instructor meets the professional teaching standards established by the New York State Education Department or the instructor has strong accredited academic credentials in the field in which he or she is teaching.***
  - Is proficient in the subject area to be taught
  - Utilizes a variety of methods to deliver content to students
  - Continues to update academic knowledge and skills in his/her specific content area

### INSTRUCTIONAL DESIGN

- ***The instructor plans, designs, and incorporates strategies to encourage active learning, interaction, participation, and collaboration in the online environment.***
  - Provides a course syllabus that clearly describes the objectives, assignments, and resources for successful completion of the course
  - Facilitates and monitors appropriate interaction among students through online tools, discussion boards, chat rooms, and virtual whiteboards
  - Engages students in productive learning activities that address a variety of learning styles and preferences
- ***The instructor designs the course to provide opportunities for appropriate student interaction with the content to foster mastery and application of material.***
  - Designs assignments that are appropriate for synchronous and asynchronous student interaction
  - Participates in these assignments on a regular basis to provide feedback to the students
- ***The instructor models, guides and encourages legal, ethical, and safe behavior related to using online technology***
  - Understands and uses the anti-plagiarism features of the online learning management system
  - Designs assignments and projects to be evaluated by authentic assessment
  - Elicits unique and individual student responses through appropriately designed assignments

## **STUDENT ASSESSMENT**

- ***The instructor provides online leadership in a manner that promotes student success through regular feedback, prompt response and clear expectations.***
  - Consistently monitors student performance throughout the duration of the class
  - Provides timely constructive feedback to students about assignments and questions
  - Gives students clear expectations about teacher response time
  - Encourages interaction and cooperation among students
- ***The instructor designs assessments, projects and assignments that meets course goals and evaluates learning progress by assessing student achievement.***
  - Provides authentic assessment as part of the evaluation process
  - Provides continuous evaluation of student progress through regular feedback
  - Actively participates in course discussion groups and chats to assess student responses

## **TECHNOLOGY**

- ***The instructor demonstrates an understanding of the course tools available in the online learning management system.***
  - The course structure is clear, concise, and easy to navigate
  - The course tools are appropriate for assisting in successful course completion
  - The instructor provides regular announcements to assist students in successful completion of the course
- ***SCOPE will provide orientation and training to both instructors and students.***
  - Makes learning management system orientation and tutorials available to students and instructors
  - Provides ongoing documentation regarding management system updates by learning management administrators to all instructors and students
- ***Instructors will continually review their online course design, materials, and web resources to ensure alignment with course goals.***
  - Reviews all web resources, hyperlinks, and web-related assignments prior to the commencement of the course
  - Adds content, activities, and assessments to extend learning opportunities as permitted by the course architecture

## **COURSE EVALUATION AND MANAGEMENT**

- ***The course is evaluated regularly for effectiveness and the findings are used as a basis for improvement.***
  - Results of student evaluations are available to instructors and administrators
  - Course is updated periodically to ensure alignment with course goals

### **ACKNOWLEDGEMENT OF SOURCES:**

The North American Council for Online Learning's National Standards of Quality for Online Courses  
The Southern Regional Education Board's Standards for Quality Teaching, Atlanta, Georgia, August 2006

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**Register On-line for SCOPE Inservice Courses**

**On-Line Courses Starting:**

**1<sup>st</sup> Session - Feb. 6 - April 9**

**2<sup>nd</sup> Session - April 16 - June 18**

**Visit SCOPE's website...**

**[www.scopeonline.us](http://www.scopeonline.us)**

## SCOPE at a Glance – Winter/Spring, 2012

Course	Title	Credits	Location
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New courses are identified in bold print \*

### Health, Physical Education and Home Economics

W12-01001	Personalities In The Classroom	1	East Meadow
W12-01002	Morning Meeting–Building A Community	1	East Meadow
W12-01010	Nonverbal Communication Within a Classroom	1	East Meadow
W12-01012	Adolescent Psychology	3	On-Line
W12-01013	Identifying & Prevention Of Teenage Addiction	3	On-Line
W12-01015	Creating Resilient Schools	3	On-Line
W12-01017	Emotional Intelligence, Reflective Practice	3	On-Line
W12-01021	Coping With Disruptive Student Behaviors	1	East Meadow
<b>W12-01085</b>	<b>The Nuts/Bolts of Health, Nutrition &amp; Obesity</b>	<b>3</b>	<b>On-Line</b>
W12-01089	Eating Can Be Dangerous To Your Health	3	On-Line
W12-01091	Promoting Professional Wellness	1	East Meadow
W12-01094	Healthy Schools, Healthy Youth	3	On-Line
W12-01098	Cyber Bullying: A Deadly Epidemic	3	On-Line
<b>W12-01195</b>	<b>L.E.A.N. Start Program in Your Classroom</b>	<b>1</b>	<b>East Meadow</b>
W12-01199	HIV/AIDS Prevention And Education	3	On-Line

### Mathematics, Science and Technology

<b>W12-02002</b>	<b>Using Alternative Algorithms</b>	<b>1</b>	<b>East Meadow</b>
W12-02051	Bridging the Mathematical Gap	3	On-Line
W12-02052	Reading Between The Numbers	3	On-Line
W12-02518	Sharpen The Science Lessons in Your Class	3	On-Line
W12-02519	Global Climate Change	3	On-Line
W12-02521	Fuel For Thought – Alternative Energy	3	On-Line
W12-02522	Teaching Fun Science Lessons K – 12	1	On-Line
W12-02530	Oceanography On-Line	3	On-Line
W12-02570	Long Island Natural History	3	Various
W12-02630	Ecology of a Long Island Winter	3	Various
W12-02640	Introduction to Ornithology	3	Various
W12-03001	Teaching The “Google” Generation	3	On-Line
W12-03003	Exploring the Web for Digital Media	3	On-Line
W12-03004	Digital Storytelling and Slideshows	3	On-Line
W12-03006	Gadgets And Gizmos-Essential Web Tools	3	On-Line
W12-03007	On-Line Textbooks	2	On-Line
W12-03055	Creating Worksheets with Microsoft Word	1	On-Line
W12-03056	Creating Tables & Graphic Organizers	1	On-Line
W12-03079	Empowering Instruction Through PowerPoint	3	On-Line
W12-03080	Excelling with Microsoft Excel	3	On-Line
W12-03083	Web 2.0 Tools For Educators	3	On-Line
W12-03163	Teacher’s Guide Multimedia Presentations	3	Babylon
W12-03373	Advanced SmartBoard Instruction	3	Babylon

## English Language Arts

W12-04000	Finding Success With Reading Workshop	3	On-Line
W12-04001	Enriching Vocabulary Instruction	3	On-Line
W12-04002	Effective Literacy Instruction for Readers	3	On-Line
W12-04003	Get It Write! Or Is It Right?	1	On-Line
<b>W12-04005</b>	<b>The Comprehension Connection</b>	<b>3</b>	<b>On-Line</b>
W12-04013	Book Clubs: From Beginning To End	3	On-Line
W12-04015	Fostering Academic Success for ELL	3	On-Line
W12-04040	Teaching Study Skills	3	On-Line
W12-04054	Creating School Culture Combats Bullying	3	On-Line
W12-04056	Character Education	3	On-Line
W12-04058	Bullying – Strategies for Teachers	3	On-Line
W12-04094	Balanced Literacy In The Elementary Classroom	3	On-Line
W12-04096	The Power Of Children’s Literature (K – 5)	3	East Meadow
W12-04133	Newspapers In Education	3	On-Line
<b>W12-04145</b>	<b>Focus Non-Fiction:Read Informational Text</b>	<b>3</b>	<b>On-Line</b>
<b>W12-04146</b>	<b>Teaching Reading Fluency</b>	<b>3</b>	<b>On-Line</b>
W12-04305	Finding Success With Writing Workshop	3	On-Line
W12-04422	Journal Writing K – 2	2	On-Line
W12-04499	The Science/Literature Connection	3	On-Line
W12-04500	How to Integrate Technology Into the Clsm	3	On-Line

## The Arts

W12-06000	Music Education Resources on the Net	3	On-Line
W12-06010	The Mozart Effect	3	On-Line
W12-06101A	Creating Orchestral Excellence	2	Northport
W12-06111	Comparison of Two Violin Concertos	2	Massapequa
W12-06115	Rehearsal Techniques for Performance	1	West Islip
W12-06120	Performing Symphonic Masterworks	2	Mastic Beach
W12-06128	Aboriginal Art of Northern Australia	3	East Meadow
W12-06129	A Taste of Australia	3	East Meadow

## Career Development and Occupational Studies

W12-07018	Financial Literacy in the Classroom	3	On-Line
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## Social Studies

W12-08600	Western Civilization	3	On-Line
W12-08610	European History	3	On-Line
W12-08613	The Progressive Era	3	On-Line

## Educational Administration

W12-09000	School Law	3	West Babylon
W12-09040	Supervision of Instruction	3	West Babylon

## Assessment and/or Curriculum Development

W12-11001	Ethics in Education	2	On-Line
W12-11003	Intel@Elements-Project Based Approaches	3	On-Line
W12-11004	Anti Plagiarism	3	On-Line
W12-11005	Poverty In Education	3	On-Line
W12-11007	Practical Guide for Improving Clsrm Instr.	3	On-Line
W12-11009	Top Ten Sites For All Teachers	3	On-Line
W12-11019	Succeeding With Difficult Students	3	On-Line
W12-11023	Classroom Management	3	On-Line
W12-11032B	Building Positive Relations With Parents	3	On-Line

## Special Education

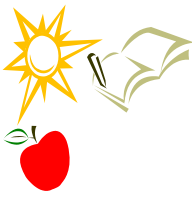
<b>W12-12002</b>	<b>Integrated Co-Teaching</b>	<b>3</b>	<b>On-Line</b>
W12-12007	Readers' Workshop/Special Needs Students	3	On-Line
W12-12008	Social Skills & Social Thinking For Students	3	On-Line
W12-12009	Oppositional Defiance Disorder	3	On-Line
W12-12010	Special Education Law for Classroom Teacher	3	On-Line
W12-12013	Inclusion and the Differentiated Classroom	3	On-Line
W12-12015	Asperger Syndrome – Strategies For Teachers	3	On-Line
W12-12016	Autism Spectrum Disorders-Strategies Teachers	3	On-Line

## Salisbury Center – East Meadow

W12-01001	Personalities In The Classroom	1	East Meadow
W12-01002	Morning Meeting–Building A Community	1	East Meadow
W12-01010	Nonverbal Communication Within a Classroom	1	East Meadow
W12-01021	Coping With Disruptive Student Behaviors	1	East Meadow
W12-01091	Promoting Professional Wellness	1	East Meadow
<b>W12-01195</b>	<b>L.E.A.N. Start Program in Your Classroom</b>	<b>1</b>	<b>East Meadow</b>
<b>W12-02002</b>	<b>Using Alternative Algorithms</b>	<b>1</b>	<b>East Meadow</b>
W12-04096	The Power Of Children's Literature (K – 5)	3	East Meadow

**LOG ON TO WWW.SCOPEONLINE.US  
TO VIEW OUR INSTRUCTOR BIOS**

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Inservice Courses  
Visit SCOPE's website...  
[www.scopeonline.us](http://www.scopeonline.us)**



# Health, Physical Education, and Home Economics

**Standard 1 – Personal Health and Fitness**

**Standard 2 – A Safe and Healthy Environment**

**Standard 3 – Resource Management**

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## **W12-01001 PERSONALITIES IN THE CLASSROOM**

**Carol McNally**

**1 Credit – Inservice**

**EAST MEADOW**

**Sat./Sun. – 2 SESSIONS – March 24 & 25, 8:30 AM – 4:30 PM**

The Myers-Briggs Type indicator instrument (MBTI) is one of the most widely used instruments for normal personality assessment in adults. The Murphy-Meisgeier Type Indicator (MMTI) assessment helps students to identify the strengths and stretches that come from their preferred ways of approaching people, tasks and their environments. Both are based on the theories of Swiss psychiatrist Carl Jung who strove to explain how people learn and perform at their highest levels. In this course, participants will explore each of the 16 teacher and student types. Understanding type offers teachers a framework for differentiating curriculum and creating more productive environments as learners manage their energy and behavior. Suitable grades 2 – 12. Meets NYS Standards HPEHE 1– 3, MST 1,6, ELA 1,2,& 4. **ACTIVITIES/MATERIALS FEE:** \$ 25.00 includes a personalized MBTI assessment for each participant. (due first class).

## **W12-01002 MORNING MEETING – BUILDING A SENSE OF COMMUNITY**

**Shannon Malagrecia**

**1 Credit – Inservice**

**EAST MEADOW**

**Sat. – 2 SESSIONS – March 10 & 24, 8:30 AM – 4:30 PM**

One of the most meaningful ways to implement character education into a classroom is to build a caring community with your students. This can be accomplished through the implementation of Morning Meeting, a caring community established by the creation of the Morning Meeting and is an environment in which students feel connected, trusted, respected and responsible for the actions of themselves and of their classmates. Building a caring community fosters the desire to learn and the desire to become a more compassionate and responsible member of society. It is a powerful teaching tool for building community, increasing student investment, and improving academic and social skills.

## **W12-01010 NONVERBAL COMMUNICATION WITHIN THE CLASSROOM**

**Robert Vulpis**

**1 Credit – Inservice**

**EAST MEADOW**

**Sat. – 2 SESSIONS – March 3 & 10, 8:30 AM – 4:30 PM**

This course is designed to explore student behaviors, other than speech, that condition student attitudes towards learning. The focus of attention will be to sensitize educators to subtle non-verbal signals that condition the climate of the classroom and help promote the instruction process. Areas covered include: kinesics (body language), gestures, color, dress, para linguistics and proxemics (use of space). **ACTIVITIES/MATERIALS FEE:** \$5.00.

**W12-01012  ADOLESCENT PSYCHOLOGY**

**Mary Parisi**  
**mlp1113@optonline.net**  
**3 Credits – Inservice**  
**1<sup>st</sup> Session – Feb. 6, Ends April 9**

**W12-01012B 2<sup>nd</sup> Session – April 16, Ends June 18**


This course is designed to assist all secondary teachers and create a better understanding of the secondary student. 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 with other participants.

**W12-01013  IDENTIFYING & PREVENTION OF TEENAGE ADDICTION**

**Kysten Ellison**  
**kysten@aol.com**  
**3 Credits – Inservice**  
**1<sup>st</sup> Session – Feb. 6, Ends April 9**

**W12-01013B 2<sup>nd</sup> Session – April 16, Ends June 18**

Adolescent addictions have become a serious educational concern that affect the emotional well being of students as well as the entire school community. The 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.

**W12-01015B  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**  
**2<sup>nd</sup> Session – April 16, Ends June 18**

This course will allow K-12 educators the opportunity to create resilient schools that meet the social, emotional, ethical, and academic (SEAL) needs of students. 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). Participants will develop a toolbox of SEAL strategies, and create a SEAL Portfolio that serve as a resource tool and guide for implementation. You will be provided with the opportunity for independent inquiry, learning in cooperation with others, and reflective practice.

**E-Mail Addresses are required as part of course registration**

**W12-01017**  **EMOTIONAL INTELLIGENCE, REFLECTIVE PRACTICE, AND THE THEORY OF SELF-FIRST**

**Cecile Wren**  
**mindandheart@optonline.net**  
**3 Credits – Inservice**  
**1<sup>st</sup> Session – Feb. 6, Ends April 9**

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

The skills, competencies, and strategies utilized throughout the coursework are research-based and are aligned with the MSCEIT (Mayer, Salovey, Caruso Emotional Intelligence Test – Yale University). Appropriate for teachers, support personnel (guidance, social workers, psychologist's), administrators, and parents.

**W12-01021 COPING WITH DISRUPTIVE STUDENT CLASSROOM BEHAVIORS**

**Robert Vulpis**  
**1 Credit – Inservice**  
**EAST MEADOW**  
**Sat. – 2 SESSIONS – March 24 & 31**  
**8:30 AM – 4:30 PM**

This course will focus on developing techniques and strategies targeted at coping with disruptive student behaviors manifested in the classroom. Topics of discussion will include, but not limited to, proven methods found to de-escalate student-teacher conflict. Additionally, paradigms will be explored that build self-imagining and are proven effective tools in promoting conflict resolution and modifying student behaviors. **ACTIVITIES/MATERIALS FEE: \$5.00.**

**W12-01085B**  **The Nuts and Bolts of Health, Nutrition & Obesity Epidemic**

**Kysten Ellison**  
**kysten@aol.com**  
**3 Credits – Inservice**  
**2<sup>nd</sup> Session – April 16, Ends June 18**

**NEW!**

There is presently an obesity epidemic in the United States, and children are at risk due to their diets and lack of opportunity for exercise. This class will examine the current problem of obesity and discuss proactive ways in which teachers can help create healthy eating and exercise habits in their students through information and role modeling. Specific topics will include healthy versus harmful foods, the debate over the nutritional value of school lunches, the place of candy and soda and other high sugar foods in schools, fast food restaurants, and the effect of diet and exercise on the brain, and physiological and psychological effects of healthy diet and exercise on academic student performance.

**W12-01089  WARNING! EATING CAN BE DANGEROUS TO YOUR HEALTH**

**Chris Visco**

**cvisco@optonline.net**

**3 Credits – Inservice**

**1<sup>st</sup> Session – Feb. 6, Ends April 9**

As the human population continues to grow, the agriculture and meat industries have had to respond by increasing their output. This increase in food production does not come without a price. Mad cow disease, pesticide residues, antibiotic resistance, food additives and food poisoning are but a few of the concerns facing consumers today. This course will investigate the causes, effects and solutions to these problems, in an attempt to separate fact from myth. Intended for K-12 teachers, participants will develop lessons and activities that can be incorporated into their classes. NYS Standards addressed in this course: MST: 1,2,4,5,6,7, HPEHE 1,2,3, CDOS 1,2.

**W12-01091 PROMOTING PROFESSIONAL WELLNESS**

**Robert Vulpis**

**1 Credit – Inservice**

**EAST MEADOW**

**Sat. – 2 SESSIONS – April 21 & 28, 8:30 AM – 4:30 PM**

This course will focus on teaching educators techniques to “de-stress” the classroom environment. Participants will learn how to implement strategies that reduce conflict and anxiety in the classroom setting. This will be achieved through promoting self-esteem, positive imaging, and designing a blueprint for stress management. A series of hands-on activities, demonstrations and role-playing exercises along with select readings will be presented. **MATERIALS FEE: \$5.00.**

**W12-01094  HEALTHY SCHOOLS, HEALTHY YOUTH**

**Maria Sant’Angelo**

**santang1@optonline.net**

**3 Credits - Inservice**

**1<sup>st</sup> Session – Feb. 6, Ends April 9**

Schools play a critical role in creating a healthy environment where students can learn to make healthy choices. New federal regulations that call for the implementation of a local wellness policy, provides a golden opportunity for concerned educators to get involved in nutrition and physical activity issues in their schools. This course will provide participants with the information, tools and techniques that will enable them to integrate nutrition, and physical activity into their curriculum. Final project will consist of an action plan and a unit plan that will help students master the skills related to content standards in one’s core subject.

**Want to teach a SCOPE course?**

SCOPE is looking for staff developers who have expertise to share with colleagues. Are you one of them? Call Betty Westcott at SCOPE ( 631) 360-0800 ext. 129.

**W12-01098  CYBER BULLYING: A DEADLY EPIDEMIC**

**Kysten Ellison**

**kysten@aol.com**

**3 Credits – Inservice**

**1<sup>st</sup> Session – Feb. 6 – April 9**

**W12-01098B 2<sup>nd</sup> Session – April 16, Ends June 18**

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 of this course 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 as well as promote safety through instruction. 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 that are currently placed on educators.

**W12-11995 L.E.A.N. START PROGRAM: IMPROVE LEARNING, ATTITUDE, BEHAVIOR, AND NUTRITION IN YOUR CLASSROOM**

**NEW!**

**Cindy Valentine**

**1 Credit – Inservice**

**EAST MEADOW**

**Sat. – 2 SESSIONS, 9:00 AM – 6:00 PM, Starts: March 24 & 31**

How might your classroom be different if your students had the proper brain food to help them learn and improve their behavior? This workshop provides participants with all the tools necessary for sustaining health and wellness. L.E.A.N. START is a fun interactive family of workshops for educators providing simple, easy-to-implement tools for making nutrition education fun and engaging. Each pillar (lifestyle: how we live, exercise: how we move, attitude: how we think) will be addressed through media, Think-Pair-Share discussions and activities. Upon completion participants will understand the link between nutrition and learning, improve classroom behavior, make healthy eating fun and accessible, keep children physically active and learn how to set an example.

**W12-01199  HIV/AIDS PREVENTION AND EDUCATION**

**Kysten Ellison**

**kysten@aol.com**

**3 Credits – Inservice**

**1<sup>st</sup> Session – Feb. 6, Ends April 9**

This course will focus on the prevention of HIV/AIDS in our youth. Some topics include: the difference between HIV and AIDS, how HIV affects the immune system, HIV transmission, HIV prevention, the emotional implications of having HIV, and current treatments. This course will positively impact student achievement through the discussion and implementation of healthy lifestyle practices.



## Mathematics, Science, and Technology

Standard 1 – Analysis, Inquiry and Design

Standard 2 – Information Systems

Standard 3 – Mathematics

Standard 4 – Science

Standard 5 – Technology

Standard 6 – Interconnectedness: Common Themes

Standard 7 – Interdisciplinary Problem Solving

Technology courses focus on using computers, the internet, and other related equipment as tools in developing research, webquests, educational projects, etc. These courses can apply to nearly every content area, except where specifically stated.

### W12-02002 USING ALTERNATIVE ALGORITHMS TO ACHIEVE MAXIMUM RESULTS – ( K – 7)

**NEW!**

John Hinton

1 Credit – Inservice

EAST MEADOW

Sat. – 2 SESSIONS, 8:00 AM – 4:00 PM, Starts: March 3 & 10

Reaching state and national standards is a goal for all of our students. However, some have difficulty reaching these standards. Major adjustments are often needed to reach these students. In this course you will broaden your teaching strategies by learning alternative means of teaching basic operations and algorithms with whole numbers, fractions, decimals, percentages and signed numbers. **ACTIVITIES/ MATERIALS FEE:** \$15.00 - Textbook.

### W12-02051 BRIDGING THE MATHEMATICAL GAP – STRATEGIES FOR DIFFERENTIATING MATH INSTRUCTION

Lynda Lyons

teach3rdLL@aol.com

3 Credits - Inservice

1<sup>st</sup> Session – Feb. 6, Ends April 9

### W12-02051B 2<sup>nd</sup> Session – April 16, Ends June 18

How do I reach all of the students in my classroom? How do I help the reluctant or struggling learner make mathematical connections while meeting the needs of the enrichment student at the same time? Teachers of all levels of math are asking themselves these same questions. This course reflects the recommendations in the NCTM's *Principles and Standards for School Mathematics* that "all students should have access to an excellent and equitable mathematics program that provides solid strengths, and personal interests." As we move towards inclusive classrooms, teachers are being asked to modify their teaching of math to meet the needs of a wide range of students. Participants will explore a constructivist approach to math instruction to place problem solving within a real world context. You will explore a wide range of strategies, innovative approaches and assessment to differentiate math instruction for each child and improve student achievement.

**W12-02052  READING BETWEEN THE NUMBERS: BUILDING BRIDGES BETWEEN MATH AND LITERACY (K – 6)**

**Lynda Lyons**  
**teach3rdLL@aol.com**  
**3 Credits - Inservice**

**1<sup>st</sup> Session – Feb. 6, Ends April 9**


Ever look for a great piece of literature to introduce geometry or multiplication? Explore the 3 R's of Mathematics; Reading, Writing & 'Rithmetic utilizing children's literature. This course brings math alive through literature and is a must for elementary educators looking to differentiate math instruction. It addresses basic mathematic concepts at the core of every math curriculum regardless of the instructional program your district adopts. Investigate a variety of children's literature and see how we can introduce, reinforce or enrich just about any math concept using a book or poem. Discover valuable "touchtone texts" for your students to refer to throughout your math curriculum. Integrate children's literature into your classroom curriculum to enhance your teaching of math.

**W12-02518  SHARPEN THE SCIENCE LESSONS IN YOUR CLASSROOM**

**Kristine Cucinello**  
**kcucinel@gmail.com**  
**3 Credits – Inservice**

**1<sup>st</sup> Session –Feb. 6, Ends April 9**

Learn how to construct lessons that will inspire your students to explore science concepts and develop their own knowledge. This course examines a different approach to science instruction implemented by the American Association for the Advancement of Science and National Science Teachers Association, NSF's funded Curriculum Topic Study. The ideas of this new planning model challenge teachers to examine the science topics they teach to make well informed decisions to improve student learning. Participants will investigate Internet resources to create curricula using research based strategies, online multimedia and scientific inquiry. Course activities will result in lessons for your classroom. This course is suitable for teachers, K – 12. NYS Standards: MST 1,2,4,5,6,7 ELA 1 and 4.

**W12-02519  GLOBAL CLIMATE CHANGE: THE SCIENCE, IMPACT AND POLITICS OF A WORLD ENVIRONMENTAL CRISIS**

**Chris Visco**  
**cvisco@optonline.net**  
**3 Credits – Inservice**

**1<sup>st</sup> Session – Feb. 6, Ends April 9**

There are a number of widely held misconceptions about climate change, and unfortunately, these are reflected in some of the educational materials available to educators. It is therefore crucial for teachers to educate themselves and their students with accurate information and be careful not to reinforce common but incorrect notions. Climate change is truly interdisciplinary and must be addressed.

**W12-02521  FUEL FOR THOUGHT – ALTERNATIVE ENERGY**

**Travis Visco**

**Tv10@fsu.edu**

**3 Credits – Inservice**

**1<sup>st</sup> Session – Feb. 6, Ends April 9**

In today's world, there is a great deal of talk about the potential of alternative energy sources. Many people claim that the government needs to turn its attention and funding to those sources which will help end this nation's dependence on oil. However, most people are not aware of the types of potential energy sources that are currently being developed. The purpose of this course is to explore several of the most promising energy sources that could potentially become mainstream in the coming decades.

**W12-02522  TEACHING FUN SCIENCE LESSONS K – 12**

**Kristine Cucinello**

**kcucinell@gmail.com**

**1 Credit – Inservice**

**1<sup>st</sup> Session – Feb. 6, Ends April 9**

**W12-02522B 2<sup>nd</sup> Session – April 16, Ends June 18**

Get your students excited to learn science concepts through inquiry. You will learn five fun instructional strategies that will create active learners in your classroom. Learn how to implement each of the instructional strategies into your teaching toolbox. Participants will explore Internet resources, multimedia and research articles. Meets NYS Standards: MST 1,2,4,5,7 ELA 1 - 4.

**W12-02530B  OCEANOGRAPHY ONLINE: SURFING THE VIRTUAL OCEAN**

**Chris Visco**

**cvisco@optonline.net**

**3 Credits - Inservice**

**2<sup>nd</sup> Session – April 16, Ends June 18**

The Oceans are the last real frontier left on planet Earth. They are used for transportation, recreation, food, minerals and they affect weather and climate. Over 60 percent of the world's population lives near the coast. This course will allow teachers to explore current information and to develop many types of lessons that can be used in the classroom. Science 6-12, elementary/special education teachers. NYS Standards: HPEHE 2,3, MST 1,2,4,5,6,7, ELA 1,3 & SS 3 & 4.

**W12-02570 LONG ISLAND NATURAL HISTORY**

**Robert McGrath**

**3 Credits – Inservice**

**VARIOUS - (First class at Hoyt Farm)**

**Sat./Sun. – 5 SESSIONS– May 19, June 2, 9, 10 & 16**

**8:00 AM – 6:00 PM**

Study the diversity of Long Island'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. This course supports and enhances standards # 4 and # 7 of the State Standards in Science. (**Field clothing recommended. RIGOROUS WALKING.**) **ACTIVITIES/MATERIALS FEE: \$15.00 (due first class)**

**W12-02630 ECOLOGY OF A LONG ISLAND WINTER****Robert McGrath****3 Credits - Inservice****VARIOUS – (First class at Hoyt Farm)****Sat.–5 SESSIONS– Feb. 11, March 3, 10, 17 & 24, 8:00 AM – 6:00 PM**

The winter landscape of Long Island presents many opportunities to discover the natural world. Through field trips to local woodlands, ponds and beaches, learn to recognize native woody plants in winter; identify plant galls; interpret animal signs; and seek out winter visitors from the north. Emphasis will be on the techniques for leading a winter field trip and activities to bring winter into the classroom. **Warm Winter Field Clothing & Footgear Recommended. Rigorous Activities. ACTIVITIES/MATERIALS FEE:** \$15.00 (due 1<sup>st</sup> class).

**W12-02640 INTRODUCTION TO ORNITHOLOGY****Robert McGrath****VARIOUS (First class at Hoyt Farm)****3 Credits – Inservice****Sat. – 5 SESSIONS – March 31, April 21, 28, May 5 & 12****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 will include: migration patterns, field identification, taxonomy, and endangered species. Strong emphasis will be on birds of Long Island and where to study them. An alternate start time may be used upon participant's agreement. This course supports and enhances NYS Standards 4 & 7 for science. Suitable grades 3-12. **NOTE: Appropriate field clothing and binoculars essential. ACTIVITIES/MATERIALS FEE:** \$15.00 (due first class).

**W12-03001  TEACHING THE “GOOGLE” GENERATION****Monica Consalvo****daisymac@optonline.net****3 Credits – Inservice****1<sup>st</sup> Session – Feb. 6, Ends April 9****W12-03001B 2<sup>nd</sup> Session – April 16, Ends June 18**

All students born after 1993 have been dubbed the “GOOGLE” generation. In contrast to earlier generations who gained their knowledge through books, the “GOOGLE” generation requires an educational format that is media based, fast and ‘game-like’. This course will explore the tools necessary, for an educator, to instruct this new generation of learners.

**W12-03003B  EXPLORING THE WEB FOR DIGITAL MEDIA – K – 12****Tracy Toth****Tracy764@gmail.com****3 Credits – Inservice****2<sup>nd</sup> Session – April 16, Ends June 18**

This course will introduce you to multiple websites that contain digital media that can be used to enhance lessons. The websites studied provide audio and video media and pictures. Participants will use these sites to incorporate digital media into lessons they currently use in the classroom. Many of the sites are also a great source of primary source data. At the conclusion, participants will have 10 lessons.

**W12-03004  DIGITAL STORYTELLING AND SLIDESHOWS**

**Tracy Toth  
Tracy764@gmail.com  
3 Credits – Inservice  
1<sup>st</sup> Session – Feb. 6, Ends April 9**

This course will introduce teachers to two different types of digital storytelling and slideshows. Teachers will learn how to easily create digital stories and slideshows using Microsoft Photostory (free download) and Microsoft PowerPoint. Teachers of all grade levels can create them to add a new element to their daily lessons. Elem. students can use them to create their own stories. (Windows based PC is required.)

**W12-03006B  GADGETS AND GIZMOS – ESSENTIAL WEB TOOLS FOR EDUCATORS**

**Kristina Holzweiss  
lieberrian@yahoo.com  
3 Credits – Inservice  
2<sup>nd</sup> Session – April 16, Ends June 18**


Have you ever wanted to create online surveys or digital flashcards? Would you like to create your own educational videos and hotlists? 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 and advanced learners alike will benefit. These tools address the Common Core Standards, and can be used with both SmartBoard and Promethean whiteboards.

**W12-03007  CREATING ONLINE TEXTBOOKS**


**Kristina Holzweiss  
lieberrian@yahoo.com  
2 Credits – Inservice  
1<sup>st</sup> Session – Feb. 6, Ends April 9**

“Why do we have to carry these heavy textbooks?” “This textbook is so boring!” “Can’t we just watch a movie?” “Why can’t I find the answer?” This textbook doesn’t tell me anything!” If these comments sound familiar, join me as you create an online textbook for your specific curriculum and grade. Through video, audio, and interactive activities your students can explore a topic at their own pace according to their ability level. Online textbooks are useful for differentiating instruction and for encouraging students to learn and review at home. They can easily be modified to satisfy the needs of all students, regardless of learning styles. These online textbooks will address the Common Core Standards, and can be used with both SmartBoard and Promethean whiteboards.


**LOG ON TO:  
WWW.SCOPEONLINE.US  
TO VIEW OUR INSTRUCTOR BIOS**

**W12-03055**  **CREATING WORKSHEETS WITH MICROSOFT WORD– (K–12)**  
**Tracy Toth**  
**tracy764@gmail.com**  
**1 Credit – Inservice**  
**1<sup>st</sup> Session –Feb. 6, Ends April 9**

Do you use Microsoft Word, but only know the basics? Do you want to be able to create handouts with graphics that all students will benefit from using? This course will show you how you can use Word to create worksheets that can be used multiple ways in your classroom with students of all levels. These worksheets can be printed for students, be used with overheads, and with Interactive Whiteboards. This course will focus on using the drawing toolbar and enhancing the formatting of documents. Knowledge & access to Microsoft Word is required.


**W12-03056**  **CREATING TABLES AND GRAPHIC ORGANIZERS WITH MICROSOFT WORD – (K – 12)**  
**Tracy Toth**  
**tracy764@gmail.com**  
**1 Credit – Inservice**  
**1<sup>st</sup> Session – Feb. 6, Ends April 9**

This course will show you how to create tables and graphic organizers that can be used multiple ways in your classroom with students of all levels. The tables and graphic organizers can be printed for students, be used with overheads, and can be used with Interactive Whiteboards. This course will focus on using the table menu and the diagram gallery. A basic knowledge of Microsoft Word is required.

**W12-03079**  **EMPOWERING INSTRUCTION THRU MICROSOFT POWERPOINT**  
**Tom Jeffery**  
**scopeinstructor@optonline.net**  
**3 Credits – Inservice**  
**1<sup>st</sup> Session – Feb. 6, Ends April 9**


**W12-03079B** **2<sup>nd</sup> Session – April 16, Ends June 18**

Learn aspects and strategies of Microsoft PowerPoint that most teachers have not yet tried successfully. Improve your skills at classroom presentations. Develop four PowerPoint slide shows 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. Your confidence in using PowerPoint to its intended extent will increase with completion of this course.

**W12-03080**  **EXCELLING WITH MICROSOFT EXCEL**  
**Tom Jeffery**  
**scopeinstructor@optonline.net**  
**3 Credits – Inservice**  
**1<sup>st</sup> Session – Feb. 6, Ends April 9**

**W12-03080B** **2<sup>nd</sup> Session – April 16, Ends June 18**

Learn Microsoft Excel through interactive lessons in a self-paced course. Participants complete 45 hours of instruction and practice. All work is e-mailed to the instructor as file attachments. Fifteen lessons with accompanying assignments must be completed.

**W12-03083B  WEB 2.0 TOOLS FOR EDUCATORS**

**Tracy Toth**  
**tracy764@gmail.com**  
**3 Credits – Inservice**  
**2<sup>nd</sup> Session – April 16, Ends June 18**

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 2.0 tools that can be used by students to create individual or group projects. All the projects created can reinforce the NYS Standards. All of the tools are free of charge and appropriate for K – 12 students. Participants will preview a number of tools and will create lessons/projects that can be completed using these tools.

**W12-03163 A TEACHER’S GUIDE TO INTERACTIVE MULTIMEDIA PRESENTATIONS**

**Jeffrey Kenney & Steve Silipo**  
**3 Credits – Inservice**  
**BABYLON**  
**Wed. – 10 SESSIONS – 4:00 – 8:30 PM**  
**Starts: Feb. 8**

Don't have a SmartBoard? No problem!! You can still make and use interactive multimedia presentations in your classroom. In this course participants will learn how to make their own portable interactive whiteboard for under \$100; you don't even need a projector. At the same time learn how to design custom interactive multimedia PowerPoint presentations that include interactive multimedia such as adobe flash. Learn how to acquire video, audio and flash animation while incorporating it seamlessly into your presentation. Participants will work with different programs such as Adobe Elements, Windows Movie Maker, and for Mac users, iMovie to edit and create pictures and video that can be custom fit into their lesson for a smooth transition among different media. Participants will take away many high quality presentations that make full use of today's newest technology.

**W12-03373 ADVANCED SMARTBOARD INSTRUCTION**

**Eric Reisert**  
**3 Credits – Inservice**  
**BABYLON**  
**Wed. - 10 SESSIONS – 4:00 – 8:30 PM**  
**Starts: Feb. 8, 15, 29, March 7, 14, 21, 28, April 4, 18 & 25**

This course is designed to offer instructors advance Smartboard presenting techniques. This course will develop teachers' subject presentation skills. Teachers will learn how to integrate the advanced features found in the Smart Notebook. Participants must have prior experience in using a Smartboard.

***Times Change and we change with them.***

**Latin Proverb**



## English Language Arts

**Standard 1 – Language for Information and Understanding**  
**Standard 2 – Language for Literary Response & Expression**  
**Standard 3 – Language for Critical Analysis and Evaluation**  
**Standard 4 – Language for Social Interaction**

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### **W12-04000** **FINDING SUCCESS WITH READING WORKSHOP – K – 3**

**Margarita Maravel**  
**Mmaravel13@gmail.com**  
**3 Credits – Inservice**

**1<sup>st</sup> Session – Feb. 6, Ends April 9**

### **W12-04000B** **2<sup>nd</sup> Session – April 16, Ends June 18**

Participants will be introduced to the Reading Workshop component according to Irene Fountas and Gay Su Pinnell. This will include: Classroom Environment, Guided Reading, Managed Independent Learning (centers), Reader's Workshop (for 2<sup>nd</sup> grade transition from centers), and Buddy Study (spelling System). The focus of this course will be on the reading process and on ways teachers can help students acquire, expand, and deepen their ability to process texts successfully. The goal is to help teachers understand the complex processing systems related to effective reading, and develop a repertoire of instructional approaches that support the development of these processing systems. We will discuss organization techniques, share many ideas and materials, and discuss the structure of a Guided Reading lesson. This includes: Introducing Texts; Reading the Text; Discussing the Text; Teaching for Processing Strategies; Word Work; Writing About Reading. This course addresses all NYS ELA Standards. **Highly** recommended texts: *Teaching for Comprehending and Fluency* \$44.50 & *The Continuum of Literacy Learning Grades Pre-K – 2* by Irene Fountas and Gay Su Pinnell \$27.50.

### **W12-04001** **ENRICHING VOCABULARY INSTRUCTION FOR ALL STUDENTS - (K-12)**

**Diane Cirino**  
**dc56scope@gmail.com**  
**3 Credits – Inservice**

**1<sup>st</sup> Session – Feb. 6, Ends April 9**

Need new ways to help your students build their vocabularies? Do some of your students lack comprehension while reading due to their weak vocabularies? Are you looking for engaging activities that are research-based to enhance your vocabulary instruction? In this course you will examine current research on the word knowledge disparity among children and learn specific strategies to differentiate your instruction to address the needs of students from a wide range of backgrounds. Learn effective techniques to use before, during and after reading to support vocabulary development. Learn to create motivating activities to introduce new words, teach, enhance and deepen word knowledge. Suitable grades K – 12.

**W12-04002**  **EFFECTIVE LITERACY INSTRUCTION TO SUPPORT STRUGGLING READERS**

**Diane Cirino**  
**dc56scope@gmail.com**  
**3 Credits – Inservice**

**1<sup>st</sup> Session – Feb. 6, Ends April 9**

Do you have struggling readers in your classroom? Chances are you do since a significant percentage of students have difficulty learning the skill of reading. Reading, however, is an absolute necessity and imperative for all other learning. To successfully navigate our print-rich society we must be able to read. In this course, participants will learn effective research-based instructional strategies to turn struggling readers into successful ones. Topics will include: specific skills and strategies to improve phonemic awareness, phonics, comprehension, vocabulary, and fluency. Information will also include: specific strategies for meeting the needs of English Language Learners. Suitable grades K – 12.


**W12-04003**  **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**

**1<sup>st</sup> Session – Feb. 6, Ends April 9**

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. You will also review the dreaded homonyms, and easy-to-use techniques for line-by-line editing. Students will become editors in their own rights, and will go out into the world to find common grammatical errors in everyday use. Together, we can learn the rules and save our language!

**W12-04005**  **THE COMPREHENSION CONNECTION: STRATEGIES TO TEACH READING AND LISTENING COMPREHENSION SKILLS IN THE CLASSROOM**

**NEW!**

**Alissa Rosenberg**  
**alissaspieces@gmail.com**

**3 Credits – Inservice**

**1<sup>st</sup> Session – Feb. 6, Ends April 9**

**W12-04005B** **2<sup>nd</sup> Session – April 16, Ends June 18**

Comprehension is the understanding of the meaning of written and oral language. Comprehension involves constructing meaning from traditional sources such as books, papers, magazines, from listening to others read or speak aloud and from reading text and other media sources that have become so popular today. Comprehension 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 in the classroom to help improve a student's reading and listening comprehension skills. This class is appropriate for teacher's K – 12, Special Education, Speech Therapists.

**W12-04013  BOOK CLUBS: FROM BEGINNING TO END ( 2 – 5 )**

**Margarita Maravel**  
**mmaravel13@gmail.com**

**3 Credits – Inservice**

**1<sup>st</sup> Session –Feb. 6, Ends April 9**

**W12-04013B 2<sup>nd</sup> Session – April 16, Ends June 18**

Participants will be introduced to Book Clubs according to Irene Fountas and Gay Su Pinnell. You will focus on the reading process and on ways teachers can help students acquire, expand, and deepen their ability to process texts successfully. The goal is to help teachers understand how to execute Book Clubs in their classrooms. The purpose of Book Clubs is to enable readers to develop a deeper understanding of the things they read. Participants will discuss organization techniques, share many ideas and materials to take back to your classrooms and discuss the structure of a Book Club. All NYS ELA Standards will be addressed.

**W12-04015B  FOSTERING ACADEMIC SUCCESS FOR ENGLISH LANGUAGE LEARNERS**

**Diane Cirino**  
**dc56scope@gmail.com**

**3 Credits – Inservice**

**2<sup>nd</sup> Session – April 16, Ends June 18**

Do you have English Language Learners in your classroom? Are they at varying stages of learning English? Not sure how to effectively help them? Do you worry that you are not meeting their needs sufficiently? This course is designed for all K-12 teachers who work with English Language Learners. In this course you will examine the identification process, laws governing services, testing and modifications, and review the process of language learning. Learn ways to assist in the pre-referral process of distinguishing between a learning disability and language development. Learn ways to effectively adapt content area lessons for ELLs at varying proficiency levels and create motivating activities that can be incorporated into your current lessons to facilitate learning at all stages of language development. This course is suitable for all K-12 teachers and has the ability to cover every NYS Standard.

**W12-04040  TEACHING STUDY SKILLS (K – 12 )**

**Dr. Peter A. Pece**  
**doctorpece@optonline.net**

**3 Credits – Inservice**

**1<sup>st</sup> Session – Feb. 6, Ends April 9**

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. Meets MST 1,6 & 7; ELA 1 & 3; CDOS 2 & 3a.

**E-Mail Addresses are required as part of course registration**

**W12-04054  CREATING A SCHOOL CULTURE THAT COMBATS BULLYING BY DEVELOPING UPSTANDER RESPONSIBILITY**

**Cecile Wren**  
**mindandheart@optonline.net**  
**3 Credits – Inservice**  
**1<sup>st</sup> Session – Feb. 6, Ends April 9**

This course will allow participants the opportunity to design programs that combat bullying by developing a culture grounded in upstander responsibility. Participants will learn how to:

- utilize anti-bullying strategies to address bullying and harassment in their school setting
- implement the theory of upstander responsibility as part of their school's culture
- design and coordinate K-12 activities for Morning Meetings, Advisory Programs, Circles of Power and Respect and/or Curricular Integration.

Through these efforts teachers will enable their students to develop research-based skills that will allow them to be creative problem solvers who can make sound, ethical, effective, and appropriate decisions.

**W12-04056  CHARACTER EDUCATION**

**Andrew Paskal**  
**apaskal@juno.com**  
**3 Credits - Inservice**  
**1<sup>st</sup> Session – Feb. 6, Ends April 9**

**W12-04056B 2<sup>nd</sup> Session – April 16, Ends June 18**


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. We will be developing 6 lessons on the six pillars of character education. This course is designed for the elementary (K-12) teacher. Addresses NYS Learning Standards: ELA 1 – 4, SS 5.

**W12-04058  BULLYING – STRATEGIES FOR TEACHERS – K – 12**

**Debbi Frechtman**  
**deb5474@aol.com**  
**3 Credits – Inservice**  
**1<sup>st</sup> Session – Feb. 6, Ends April 9**

Participants will learn about children who bully and those who are bullied. This course will also help teachers and parents to have a better understanding of the many forms of bullying and how to effectively work with children who experience bullying.


**Register online at [www.scopeonline.us](http://www.scopeonline.us).  
You must register at least one week prior to class  
in order to go on-line on the start date. On-Line  
Courses are closed for registration one week  
following the start date.**

**W12-04094**  **BALANCED LITERACY IN THE ELEMENTARY CLASSROOM**  
**Shannon Malagrecia**  
**shannon.malagrecia@timetoknow.com**  
**3 Credits – Inservice**  
**1<sup>st</sup> Session – Feb. 6, Ends April 9**

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, and learn how to assess, group, and teach in a balanced literacy classroom.

**W12-04096 THE POWER OF CHILDREN’S LITERATURE – (K – 5)**  
**Shannon Malagrecia**  
**3 Credits – Inservice**  
**EAST MEADOW**  
**Wed. - 10 SESSIONS – 4:00 – 8:30 PM, Starts: Feb. 8**

Participants will be exposed to various works of children’s literature with the main goal being to expose students to as many pieces of quality literature from classical to new and noteworthy. This course provides an introduction to children’s literature from nursery rhymes and picture books to the stories, myths, legends and poems that children read throughout elementary school. Criteria for selecting books and strategies for reading/teaching literature in the content area will be incorporated. You will leave with a list of 100+ quality pieces of literature to incorporate in the classroom and to be used as a technique for teaching comprehension skills.

**W12-04133**  **NEWSPAPERS IN EDUCATION – K – 8**  
**Debbi Frechtman**  
**deb5474@aol.com**  
**3 Credits – Inservice**  
**1<sup>st</sup> Session – Feb. 6, Ends April 9**

The newspaper is an exciting tool that can be used across the curriculum. Besides the obvious use of learning what is happening in the world, the newspaper can be a fun tool for teaching any subject. Upon completion the teacher will have a repertoire of ideas and lessons that can immediately be implemented. You will see the newspaper with new eyes. ELA 1,2 & 4,MST 2,SS 5.

**Self-initiated learning, once begun  
develops its own momentum.**

**Ray Hartjen**

**W12-04145**  **FOCUS ON NON-FICTION: TEACHING STUDENTS TO READ AND UNDERSTAND**

**NEW!**

**Rosemarie Foster**  
**Rosemariefoster5@gmail.com**  
**3 Credits – Inservice**  
**1<sup>st</sup> Session – Feb. 6, Ends April 9**

The focus of this course will be to help teachers improve nonfiction reading comprehension with their students and will further explore the importance and relevance of teaching non-fiction. 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, etc. and also be given the opportunity to research and evaluate nonfiction lesson plans shared by other educators.

**W12-04146**  **TEACHING READING FLUENCY**

**NEW!**

**Rosemarie Foster**  
**Rosemariefoster5@gmail.com**  
**3 Credits – Inservice**  
**1<sup>st</sup> Session – Feb. 6, Ends April 9**

This course will provide a detailed explanation of reading fluency and how it develops. Various components of reading fluency will be explained, including: automaticity, phrasing, intonation, expression, pace, etc. Participants will learn how fluency is measured and assessed. Participants will research successful instructional strategies to implement in their own classroom. These strategies will consist of activities which help children develop into fluent readers.

**W12-04305B**  **FINDING SUCCESS WITH WRITING WORKSHOP (K – 2)**

**Margarita Maravel**  
**Mmaravel13@gmail.com**  
**3 Credits – Inservice**  
**2<sup>nd</sup> Session – April 16, Ends June 18**

Participants will be introduced to The Writing Workshop Model according to Katie Wood Ray and Mary Ellen Giacobbe. You will also look at the Six Traits of Writing Model. The focus will be on the writing process and on ways you can help students acquire, expand, and deepen their abilities as writers. The goal is to help teachers understand the process of writing and how children begin this development. We will discuss organization techniques, share many ideas and materials to take back to your classrooms, and discuss the structure of The Writing Workshop.

**W12-04422**  **JOURNAL WRITING K - 2**

**Hope DeNicola-Resta**  
**teachem99@aol.com**  
**2 Credits - Inservice**  
**1<sup>st</sup> Session – Feb. 6, Ends April 9**

Designed to enhance the writing curriculum for K – 2 teachers, this course will give new ideas on how to get started with journals and how to incorporate them into your Early Childhood Classroom. Topics such as: Getting Started, Getting Organized, Dictation, Time-Scheduling will be addressed. Various web sites will be explored and researched. Great foundation for preparing for the 4<sup>th</sup> Grade ELA.

**W12-04499B**  **THE SCIENCE/LITERATURE CONNECTION**

**Lynda Lyons**  
**teach3rdLL@aol.com**  
**3 Credits - Inservice**  
**2<sup>nd</sup> Session –April 16, Ends June 18**

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. Emphasis will be placed upon the importance of students and teachers creating opportunities for a shared classroom dialogue.

**W12-04500B**  **HOW TO INTEGRATE TECHNOLOGY INTO THE CLASSROOM**

**Monica Consalvo**  
**daisymac@optonline.net**  
**3 Credits – Inservice**  
**2<sup>nd</sup> Session – April 16, Ends June 18**

Why should we integrate technology into our classrooms? Technology is not changing what you do but enhancing it. We can no longer visualize ourselves as the "giver" of knowledge, but rather need to see ourselves as facilitators allowing our students to acquire, adapt, internalize and synthesize the knowledge we are presenting. This course will allow you to explore the wide range of possibilities for integrating technology into your classroom. You will learn how to incorporate technology for your grade level and subject area. An email location, Internet access, and a basic knowledge of the "Web" is required. Suitable K – 12.

**Register On-line for SCOPE Inservice Courses**

**On-Line Courses Starting:**

**1<sup>st</sup> Session - Feb. 6 - April 9**

**2<sup>nd</sup> Session - April 16 - June 18**

**Visit SCOPE's website...**

**[www.scopeonline.us](http://www.scopeonline.us)**



## The Arts

**Standard 1 – Creating, Performing, and Participating in the Arts**

**Standard 2 – Knowing and Using Arts Materials and Resources**

**Standard 3 – Responding to and Analyzing Works of Art**

**Standard 4 – Understanding the Cultural Contributions of the Arts**

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### **W12-06000B MUSIC EDUCATION RESOURCES ON THE NET ( K – 12 )**

**Dr. Peter A. Pece**

**doctorpece@optonline.net**

**3 Credits – Inservice**

**2<sup>nd</sup> Session – April 16, Ends June 18**

This course is designed for music educators who have familiarity with the internet and browsers like Navigator and Explorer. Participants will find that the assignments can be used to enhance their own unique classroom situations or they may choose to explore a personal musical interest. The focus is curricular and will examine the various ways to glean information from the internet. Projects, virtual field trips & a look at how music and other academic disciplines are interconnected are discussed. Standards: MST 6; Arts 1-4; SS 2.

### **W12-06010B THE MOZART EFFECT: Music, the Brain, Listening, Learning**

**Dr. Peter A. Pece**

**doctorpece@optonline.net**

**3 Credits – Inservice**

**2<sup>nd</sup> Session – April 16, Ends June 18**

Have you ever wondered where musical skills and musical memory are stored in the brain? Are they stored in the same location as language? Can music affect a change in the brain that can really assist in the healing process or lower blood pressure? This course is designed for anyone who is intrigued by the musical process, or interested in the brain and its applications for music or is just curious. This course is not for musicians or music teachers alone. Anyone who has enjoyed music in their lives will enjoy taking this course and discovering the ...why...of music. NYS Standards: HPEHE 1; MST 4,6,&7; Arts 1–4;CDOS 2 & 3a.

### **W12-06101A CREATING ORCHESTRAL EXCELLENCE THROUGH REHEARSAL AND PERFORMANCE (Northport Symphony Orchestra)**

**Richard Hyman**

**2 Credits – Inservice**

**NORTHPORT**

**15 SESSIONS\* - (See Dates Below), 7:15 – 9:15 PM, Starts: Feb. 1**

Intended for teachers of instrumental music, this course focuses on techniques for the improvement of orchestral sound and ensemble. Participants will develop their musical and pedagogical skills by rehearsing and performing of orchestral music. Openings will be filled by audition. Please contact Richard Hyman at (631) 462-6617 prior to registration. **Dates:** Feb. 1, 8, 15, 29, March 7, 14, 21, 25, 28, April 4, 18, 22, **(Concert)**, 25; May 2, 4, **(Concert)**, 9, 16 & 23.

**W12-06111 COMPARISON OF TWO VIOLIN CONCERTOS, BRUCH'S SCOTTISH FANTASY AND MENDELSSOHN'S VIOLIN CONCERTO (Massapequa Philharmonic Orchestra – www.massphil.org)  
Cecele Miller  
2 Credits – Inservice  
MASSAPEQUA  
18 SESSIONS – 7:30 – 9:30 PM, Starts: Jan. 24**

This course is intended for music teachers in elementary, middle and secondary schools and will provide orchestra experience in learning style differences between concert violin concertos by Max Bruch and Felix Mendelssohn. This course will include two (2) concert performances. Participants will be required to audition on their instruments for existing openings. Call Robert Ackerberg at (516) 795-4071 prior to registration to arrange for an audition. **Dates:** Jan. 24, 31, Feb. 7, 14, 28, March 6, 13, 20, 23 (**dress rehearsal**), 24 (**Concert**), 27, April 3, 17, 24, May 1, 8, 11, (**dress rehearsal**), and 12 (**Concert**).

**W12-06115 Rehearsal Techniques for Performance (West Islip Symphony Orchestra)  
Murry Kahn  
1 Credit – Inservice  
WEST ISLIP  
5 SESSIONS\* – 7:15 – 10:15 PM, Starts: Feb. 6**

Suitable for instrumentalists, this course will demonstrate and practice rehearsal techniques leading to performance. Registration is subject to approval by the conductor. Contact Murry Kahn at (631) 751-8154 prior to registration. **Dates:** Mon. Feb. 6, 13, 27, Wed. Feb. 29 & Sun March 4 – 1:30 – 5:00 PM (**Concert**).

**W12-06120 PERFORMING SYMPHONIC MASTERWORKS (Sound Symphony Orchestra)  
Dorothy Savitch  
2 Credits – Inservice  
MASTIC BEACH  
20 SESSIONS\* - 7:30 – 9:30 PM, Starts: Feb. 2**

The Sound Symphony performs masterworks of the 19<sup>th</sup> and 20<sup>th</sup> symphonic repertoire. This course is intended for instrumental music teachers who wish to enrich their knowledge of the orchestral repertoire. \*Registration is subject to the approval of the conductor, Dorothy Savitch at (718) 499-8495 prior to registration. **Dates:** Feb. 2, 9, 16, 23, March 1, 8, 15, 22, 29, April 19, 26, May 3, 10, 17, 24, 31 & June 7. Concerts: March 11, 18 & June 10

**We can talk or dream about the glorious schools  
of the future or we can create them.**

**Marilyn Ferguson**

**W12-06128 ABORIGINAL ART OF NORTHERN AUSTRALIA (K – 12)**

**Chris Pitkin**

**3 Credits – Inservice**

**EAST MEADOW**

**Sat./Sun.– 5 SESSIONS**

**8:00 AM - 5:30 PM, Starts: March 3, 4, 10, 11, & 17**

Aboriginal Rock Art from Northern Australia may be the World's oldest known rock art. Learn about x-ray art from Amhem Land, Wandjina & Gwion rock art from Kimberley and Quinkan rock art from Cape York. Paint your own works, using traditional Aboriginal techniques and materials. Compare and contrast Northern Art to other indigenous art styles in Australia. Explore Aboriginal Dreamtime/Mythology, and the Aborigine's unique relationship with the land. Listen to Aboriginal music, particularly the Didgeridoo, the world's oldest wind instrument. Gain the necessary skills to develop and teach grade-specific, thematic units on Indigenous art. These units will incorporate literacy components. Suitable teachers grades K – 12. Supports NYS Standards: The Arts 1 – 4. **ACTIVITIES/MATERIALS FEE:** \$ 40.00 (due first class).

**W12-06129 A TASTE OF AUSTRALIA**

**Chris Pitkin**

**3 Credits – Inservice**

**EAST MEADOW**

**Sat./Sun. – 5 SESSIONS**

**8:00 AM - 5:30 PM**

**Starts: May 5, 6, 12, 13 & 19**

Have you always wanted to go to Australia? In this class Australia will come to you. Learn about Australia's extreme cultural and scientific diversity from an authentic Aussie. Learn about Australia's unique flora, fauna, landscapes, seasons, climate and diverse cultures. Explore Aboriginal Dreamtime/Mythology, and the Aborigine's unique relationship with the land. Study Aboriginal Art: Ochres, Dot Painting, Rock Art and Iconography. Listen to Aboriginal music and the Didgeridoo, the world's oldest wind instrument. Enjoy hands-on experiences, using traditional Dot-painting techniques and materials to make and paint your own Didgeridoo and artwork. Gain the skills to develop and teach grade specific thematic units on Australia. Supports NYS Standards: The Arts: 1–4, Social Studies: 2,3, MST: 2,4,6,7, ELA: 1,3 & 4. **ACTIVITIES/MATERIALS FEE:** \$40.00

**Register On-line for SCOPE Inservice Courses**

**On-Line Courses Starting:**

**1<sup>st</sup> Session - Feb. 6 - April 9**

**2<sup>nd</sup> Session - April 16 - June 18**

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## **Career Development and Occupational Studies**

**Standard 1 – Career Development**

**Standard 2 – Integrated Learning**

**Standard 3a – Universal Foundation Skills**

**Standard 3b – Career Majors**

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**W12-07018B  FINANCIAL LITERACY IN THE CLASSROOM ( K – 12 )**

**Maria Sant'Angelo**

**santang1@optonline.net**

**3 Credits - Inservice**

**2<sup>nd</sup> Session –April 16, Ends June 18**

Financial literacy is about preparing young people to make better choices. It involves providing life skills that are key to self-sufficiency and empowerment. As educators we have a unique opportunity to integrate financial literacy into our curriculum and prepare youth for financial responsibility. This course will cover key vocabulary related to financial literacy and the topics of goal setting, opportunity costs, money management, credit, savings, investing and identity theft. Participants will be assigned readings, evaluate websites, and complete on-line quizzes and assessments. Links to reliable resources and activities will be provided. The final project will be the completion of a unit plan focusing on financial literacy appropriate for classroom use.

**My interest is in the future,  
Because I am going to spend the rest of my life there.**

**Charles F. Kettering**

**BEFORE REGISTERING:** Refer to Registration Guidelines, Fees and Workshops Information In the General Information Section of this catalog (Page 46).



## **Social Studies**

**Standard 1 – History of the U.S. and New York**

**Standard 2 – World History**

**Standard 3 – Geography**

**Standard 4 – Economics**

**Standard 5 – Civics, Citizenship & Government**

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### **W12-08600 WESTERN CIVILIZATION – ( K – 12 )**

**Richard Weeks**

**Weeksringo419@aol.com**

**3 Credits - Inservice**

**1<sup>st</sup> Session – Feb. 6, Ends April 9**

### **W12-08600B 2<sup>nd</sup> Session – April 16, Ends June 18**

Teachers will connect with web sites that relate to places and people from the earliest civilizations such as Egypt, Greece and Rome and then journey through the Middle Ages until we finish at the Scientific Revolution. This class will aid the teacher through the discovery of new resources and information.

### **W12-08610 EUROPEAN HISTORY – ( K – 12 )**

**Richard Weeks**

**Weeksringo419@aol.com**

**3 Credits – Inservice**

**1<sup>st</sup> Session – Feb. 6, Ends April 9**

### **W12-08610B 2<sup>nd</sup> Session – April 16, Ends June 18**

Teachers will connect with web sites that relate to events and people from the 1600's through modern times. Philosophers of the 1600's, (such as Hobbes and Locke), the emergence of modern politics to the cold war, the fall of the Berlin Wall and terrorism, which is such a part of modern history, will be studied. This course will aid the teacher through the discovery of new resources and information.

### **W12-08613B THE PROGRESSIVE ERA**

**Mary Parisi**

**mlp1113@optonline.net**

**3 Credits – Inservice**

**2<sup>nd</sup> Session – April 16, Ends June 18**

The Progressive Era (1890's–1920's) was a reform movement in the United States in response to the social, political and economic problems caused by industrialization. Unlike the farmers that made up the Populist Party, progressive reformers were middle-class, professional, urban dwellers that believed government should abandon its laissez-faire policies and begin to protect the rights of the consumer. This course is designed to provide you with an in-depth look at this time period and includes activities you can incorporate into the classroom, along with providing an extensive knowledge of the Progressive Era, a major topic for 7<sup>th</sup>, 8<sup>th</sup> and 11<sup>th</sup> grade teachers.



**DOWLING COLLEGE  
EDUCATIONAL ADMINISTRATION**

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**W12-09000 SCHOOL LAW**  
**Dr. Patricia Blake**  
**WEST BABYLON**  
**3 Graduate Credits**  
**Wed. – 15 SESSIONS**  
**6:50 – 9:30 PM**  
**Starts: Feb. 8**

This course examines Federal, State and local laws and regulations that exert an ever-increasing influence on educational policy and practices. The emphasis will include the basic elements of law and their sources, Constitutional Law, tort and liability law, labor relations, child custody, and Federally mandated laws such as I.D.E.A., Sec. 504, and the A.D.A. (Dowling Course # EDU8711 – Graduate registration fee: \$ 1,515.00).

**W12-09040 SUPERVISION OF INSTRUCTION**  
**TBA**  
**WEST BABYLON**  
**3 Graduate Credits**  
**Wed. – 15 SESSIONS**  
**4:00 – 6:30 PM,**  
**Starts: Feb. 8**

One of the most challenging responsibilities of a school administrator is the supervision and evaluation of instruction. This course distinguishes between these two functions and examines the most recent research and theory that support effective teaching, supervision and evaluation. Concepts such as peer coaching, types of instructional conferences, adult learning, and clinical supervision will be introduced along with an emphasis on communication skills. Students will have the opportunity to practice skills in both real and simulated situations. Prerequisite or corequisite: EDU8701. (Dowling course # EDU 8722 – Graduate reg. fee: \$ 1,515.00).

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**Would you like to send us a note?**

Visit SCOPE's Web Site at  
<http://www.scopeonline.us>

**or e-mail directly:**  
**[bwestcott@scopeonline.us](mailto:bwestcott@scopeonline.us)**

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## ASSESSMENT AND/OR CURRICULUM DEVELOPMENT

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### W12-11001 ETHICS IN EDUCATION – ( K -12 )

**Jami Goldstein Scherr**  
**goldsteinj@harborfieldscsd.org**  
**2 Credits – Inservice**  
**1<sup>st</sup> Session – Feb. 6, Ends April 9**

Through exploration of educational law, codes of ethics, codes of conduct, case studies, media and teaching experiences, this course will examine the range of legal obligations, educational ethics and moral dilemmas facing teachers today. Participants will examine current issues including tenure, dress codes, special education, abuse and neglect, teaching the test, merit pay, sexuality education, corporal punishment, plagiarism and more. While sharing experiences and insight with fellow educators, participants will continue their professional growth and ultimately refine their own personal teaching code of ethics. Reinforces the eight areas of Professional Standards adopted by the NYS Regents Task Force.

### W12-11003B INTEL® ELEMENTS– PROJECT-BASED APPROACHES AND INQUIRY LEARNING

**Kristina Holzweiss**  
**lieberrian@yahoo.com**  
**3 Credits – Inservice**  
**2<sup>nd</sup> Session – April 16, Ends June 18**

The Intel Essentials Program engages teachers in the development of 21<sup>st</sup> century skills and the integration of technology. Using 21<sup>st</sup> century skills, teachers develop a project-based unit of instruction with multiple forms of student assessment. Planning and project design lessons guide teachers through organizing the curriculum, classroom, and students for successful open-ended inquiry projects. Inquiry learning and project-based approaches can be integrated in all grade levels and subject areas. This course addresses the Common Core Standards, and can be shared with students using both SmartBoard and Promethean whiteboards.

### W12-11004 AVOIDING PLAGIARISM: RESEARCH & CITING SOURCES

**Kristina Holzweiss**  
**lieberrian@yahoo.com**  
**3 Credits – Inservice**  
**1<sup>st</sup> Session – Feb. 6, Ends April 9**

This course will help teachers to create meaningful projects for their students that minimize the likelihood of plagiarism. Participants will learn how to evaluate Web sites, search the Internet more efficiently, and generate an online Works Cited page. Participants will be able to offer their students ways to apply their own knowledge, while referring to scholarly works written by reputable professionals. This course is applicable to all curricula, grade levels, and ability levels. Participants will create materials that are designed for their unique classrooms.

**W12-11005**  **POVERTY IN EDUCATION**

**Michael Sims**  
**sims@harborfieldscsd.org**  
**3 Credits – Inservice**  
**1<sup>st</sup> Session – Feb. 6, Ends April 9**

Participants in this course 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 by becoming familiar with the different class rules and understanding your role for helping students learn the life skills needed to become proficient adults. Since there is poverty in every town and school district, this course is applicable for all educators at every level.

**W12-11007B**  **PRACTICAL GUIDE FOR IMPROVING CLASSROOM INSTR.**

**Chris Visco**  
**cvisco@optonline.net**  
**3 Credits – Inservice**  
**2<sup>nd</sup> Session – April 16, Ends June 18**

This course is primarily designed for new or inexperienced teachers. The success enjoyed by veteran teachers is not achieved by accident or luck. It is a result of years of trial and error and the lessons learned are priceless. No textbook or educational course can truly prepare a teacher for what lies ahead. This course will attempt to answer your questions about how to maximize your time in the classroom, keep your students motivated and have them learn, all while maintaining your sanity. Appropriate middle/ secondary teachers, grades 6 – 12.

**W12-11009**  **TOP TEN SITES FOR ALL TEACHERS**

**Kristina Holzweiss**  
**lieberrian@yahoo.com**  
**3 Credits – Inservice**  
**1<sup>st</sup> Session – Feb. 6, Ends April 9**

This course is designed to introduce teachers of all grade levels and subject areas to the top ten sites on the Internet for teaching. Teachers will learn how to create their own hotlists, rubrics, and learning materials. You will also learn how to create flashcards, worksheets, WebQuests and PowerPoint games. With these 10 sites in your favorites list, you will always have that trick up your sleeve. If you can't find it here, it probably doesn't exist. These sites address the Common Core Standards, and can be used with both SmartBoard and Promethean whiteboards.

**E-Mail Addresses are required as part of course registration**

**W12-11019**  **SUCCEEDING WITH DIFFICULT STUDENTS**

**Joseph Bienz**  
**JB26SCOPE@optonline.net**  
**3 Credits – Inservice**  
**1<sup>st</sup> Session – Feb. 6, Ends April 9**

**W12-11019B** **2<sup>nd</sup> Session – April 16, Ends June 18**

Every teacher has at least one difficult student. Would you like to learn methods that will help you to successfully deal with disruptive students? This course will give you those answers. Discuss key issues and problems in the classroom and learn how to deal with them. Methods discussed will improve your relationships with all of your students and help you to succeed with the most challenging students. Participants will examine many of the beliefs and ideas of Lee Canter. Topics include getting parents involved, strategies for dealing with difficult students, creating consequences/rules, and ways to get help dealing with difficult students that have a variety of problems in your classroom.

**W12-11023**  **CLASSROOM MANAGEMENT**

**Joseph Bienz**  
**JB26SCOPE@optonline.net**  
**3 Credits – Inservice**  
**1<sup>st</sup> Session – Feb. 6, Ends April 9**

**W12-11023B** **2<sup>nd</sup> Session – April 16, Ends June 18**

Classroom Management is a tool that every teacher needs. You will study many different topics. The topics will include cheating, bathroom breaks, keeping kids in the classroom, discipline, positive and negative reinforcements, and parent/teacher contracts.

**W12-11032B**  **BUILDING POSITIVE RELATIONS WITH PARENTS**

**Michael Sims**  
**sims@harborfieldscsd.org**  
**3 Credits - Inservice**  
**2<sup>nd</sup> Session – April 16, Ends June 18**

In this course participants 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. Participants will construct materials and examine how to communicate proactively with parents throughout the entire school year. We will also develop strategies for communicating negative information and how to remain professional when dealing with parents who become confrontational or hostile.

**Register online at [www.scopeonline.us](http://www.scopeonline.us).**  
**You must register at least one week prior to class**  
**in order to go on-line on the start date. On-Line**  
**Courses are closed for registration one week**  
**following the start date.**



## SPECIAL EDUCATION

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**W12-12002**  **INTEGRATED CO-TEACHING: ENSURING STUDENT SUCCESS THROUGH POSITIVE TEACHER PARTNERSHIPS**

**NEW!**

**Anthony Auciello**  
**scopeauciello@aol.com**

**3 Credits – Inservice**

**1<sup>st</sup> Session – Feb. 6, Ends April 9**

**W12-12002B** **2<sup>nd</sup> Session – April 16, Ends June 18**

Participants will be given the opportunity to learn about the various aspects of integrated co-teaching (ICT). In addition to learning the fundamentals and principals behind ICT, participants will, more importantly, 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, to the best of their abilities.

**W12-12007**  **ADAPTING READERS' WORKSHOP FOR SPECIAL NEEDS STUDENTS – K – 6**

**Melanie Schneemann**  
**melaniebmeyer@yahoo.com**

**3 Credits – Inservice**

**1<sup>st</sup> Session – Feb. 6, Ends April 9**

Balanced Literacy is one of the reading approaches that is selected by many school districts. However, as teachers, we know that we have a variety of learners in our classroom, and using a balanced literacy approach is not always easy. The purpose of this course is to familiarize participants with the Reading Workshop structure, (one example of a balanced literacy structure) so as to help participants adapt this structure to meet the needs of their classroom and individual population. Participants will use the Internet to gather research about the Reading Workshop model, and then create different lessons tailored to a special needs population. In addition, participants will share materials, and lessons created. New ideas for working with and assessing special needs students will be shared and developed.

**I couldn't wait for success,  
so I went ahead without it.**

**Jonathan Winters**

**W12-12008  SOCIAL SKILLS AND SOCIAL THINKING FOR STUDENTS IN THE MAINSTREAM AND SPECIAL EDUCATION**

**Alissa Rosenberg**  
**alissapieces@gmail.com**  
**3 Credits – Inservice**

**1<sup>st</sup> Session – Feb. 6, Ends April 9**

**W12-12008B 2<sup>nd</sup> Session – April 16, Ends June 18**

Students with Asperger's Syndrome, High Functioning Autism and ADHD may score very high on traditional IQ tests, however demonstrate tremendous difficulties making friends and fitting in. These students have social cognitive deficits and their prevalence within the mainstream classroom is growing by leaps and bounds. This class will focus on defining **what** social skills are, **what** a social cognitive disorder is and **whom** it affects. It will then delve into **why** these students have such a difficult time understanding the social cues and norms of our society and strategies that can be applied within the mainstream classroom, special education classrooms and small group sessions to help teach social thinking and related social skills. This class is appropriate K-12, Speech Pathologists, Psychologists and Social Workers.

**W12-12009  OPPOSITIONAL DEFIANCE DISORDER-STRATEGIES FOR TEACHERS AND PARENTS – K – 12**

**Andrew Paskal**  
**apaskal@juno.com**  
**3 Credits – Inservice**

**1<sup>st</sup> Session – Feb. 6, Ends April 9**

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.

**W12-12010B  SPECIAL EDUCATION LAW FOR THE CLASSROOM TCHR**

**Andrew Paskal**  
**apaskal@juno.com**  
**3 Credits – Inservice**

**2<sup>nd</sup> Session – April 16, Ends June 18**

Participants will 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.

**W12-12013  INCLUSION AND THE DIFFERENTIATED CLASSROOM**

**Monica Consalvo**  
**daisymac@optonline.net**  
**3 Credits – Inservice**  
**1<sup>st</sup> Session – Feb. 6, Ends April 9**

Like the crayons in a Crayola box we are all different and unique. All students learn differently. The classrooms of the 21<sup>st</sup> 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.

**W12-12015B  ASPERGER SYNDROME–STRATEGIES FOR TEACHERS**

**Debbi Frechtman**  
**deb5474@aol.com**  
**3 Credits – Inservice**  
**2<sup>nd</sup> Session – April 16, Ends June 18**

This course is designed for the general education, special education, or special area teachers (K-12). 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 of this course, participants will have a better understanding of the disorder, and how to effectively work with the students.

**W12-12016  AUTISM SPECTRUM DISORDERS-STRATEGIES FOR TEACHERS**

**Jennifer Sagginario**  
**teach413@optonline.net**  
**3 Credits – Inservice**  
**1<sup>st</sup> Session – Feb. 6, Ends April 9**

**W12-12016B 2<sup>nd</sup> Session – April 16, Ends June 18**

Designed to assist educators in enhancing their knowledge of the disorders collectively referred to as Autism Spectrum Disorders (ASD) or Pervasive Development Disorders it is intended for general/special education or special area (K-12). As a result, participants will have a better understanding of ASD and acquire useful strategies and resources to use.

**Want to teach a SCOPE course?**

SCOPE is looking for staff developers who have expertise to share with colleagues. Are you one of them? Call Betty Westcott at SCOPE ( 631) 360-0800 ext. 129.

## **INSTRUCTOR EMAIL ADDRESSES**

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Alissa Rosenberg	-	alissaspieces@gmail.com
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Jennifer Sagginario	-	teach413@optonline.net
Dorothy Savitch	-	lewsavitch@verizon.net
Melanie Schneemann	-	melaniebmeyer@yahoo.com
Steve Silipo	-	ssilipo@babylonufsd.org
Michael Sims	-	mikesimsduke1@yahoo.com
Tracy Toth	-	tracy764@gmail.com
Cindy Valentine	-	missyogie@aol.com
Christopher Visco	-	cvisco@optonline.net
Travis Visco	-	tvisco88@gmail.com
Robert Vulpis	-	vulpisbobv@aol.com
Richard Weeks	-	weeksringo419@aol.com
Cecile Wren	-	mindandheart@optonline.net

**SCOPE is pleased to offer the following Graduate Courses at a discounted, off-campus rate.**

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**Dowling College**, one of Long Island's premier institutions for teacher education and The Dowling Institute, in cooperation with SCOPE, are pleased to offer teachers graduate level courses which can lead to a Master of Science degree or to Advanced Certificate in School Building Leader (SBL) and/or School District Leader (SDL) or School District Business Leader (SDBL).

**DOWLING GRADUATE COURSES FALL 2011:**

W12-09000	School Law	EDU8711
W12-09040	Supervision of Instruction	EDU8701

**REQUIREMENTS:** The work of students in graduate courses offered through SCOPE will be evaluated according to Dowling College requirements. Satisfactory completion of all work will be evaluated according to grade criteria specified in the Dowling catalog.

**FEE:**           **Fall - \$ 1,515.00** (subject to change) per 3-credit course

**GRADES:** Students can obtain transcripts by filling out the appropriate Dowling forms.

**Project SAVE  
Fingerprinting**

SCOPE is offering fingerprinting services for Long Island school districts, under New York State's **Project SAVE Legislation**. The law also applies to those working five or more days in any school building, such as substitutes, guest speakers, or outside consultants.

If you would like additional information, or to schedule an appointment to be fingerprinted, please call (631) 881-9646.



**Ranked “Top 100 Graduate Schools in the Country” U.S. New and World Report 2007**

**Advance your career through one of several graduate programs at our Oakdale location:**

- Doctoral program in Educational Administration and Supervision
- A Master of Science in School Building Leadership. It can lead to dual certification, qualifying provisionally certified teachers for professional teacher certification and administrative certification.
- School District Leader
- Professional Diploma in School Building and School District Leadership. The P.D. program allows you to transfer 30 of the 33 credits into the Doctoral Program. (Master’s degree in Education is a pre-requisite.)
- Master of Science in Teaching Literacy (B-6) or (5-12)
- Teaching English to Students of Other Languages
- Special Education
- Bilingual Extension Certification
- ESL Certification (ITI)
- Career Change Early Childhood, Childhood and Adolescent Education
- Gifted Education Certification Extension

**FOR MORE INFORMATION CONTACT:** Professor Linda Faucetta, Director, Graduate School of Education, St. John’s University/Oakdale (631) 218-7775 or [faucettl@st.johns.edu](mailto:faucettl@st.johns.edu).

# Learning Standards for New York State

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SCOPE Staff Development supports the New York State Standards and our courses reflect that support. All instructional technology courses meet Standard No. 2 in Math, Science and Technology. In addition, technology courses can be the link to the standards of other disciplines – social studies, language arts, school to career, to name a few. SCOPE is pleased to print a handy copy of the NYS Standards now being addressed in our schools.

## Health, Physical Education, and Home Economics

- Standard 1: Personal Health and Fitness**  
Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.
- Standard 2: A Safe and Healthy Environment**  
Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.
- Standard 3: Resource Management**  
Students will understand and be able to manage their personal and community resources.

## Mathematics, Science, and Technology

- Standard 1: Analysis, Inquiry, and Design**  
Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.
- Standard 2: Information Systems**  
Students will access, generate, process and transfer information using appropriate technologies.
- Standard 3: Mathematics**  
Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.
- Standard 4: Science**  
Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.
- Standard 5: Technology**  
Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.
- Standard 6: Interconnectedness: Common Themes**  
Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.

**Standard 7: Interdisciplinary Problem Solving**  
Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.

<b>English Language Arts</b>
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**Standard 1: Language for Information and Understanding**  
Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.

**Standard 2: Language for Literary Response and Expression**  
Students will read and listen to oral, written, and electronically produced texts and performances from American and world literature; relate texts and performances to their own lives; and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creation.

**Standard 3: Language for Critical Analysis and Evaluation**  
Students will listen, speak, read, and write for critical analysis and evaluation. As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.

**Standard 4: Language for Social Interaction**  
Students will listen, speak, read, and write for social interaction. Students will use oral and written language that follows the accepted conventions of the English language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.

## Languages Other Than English

- Standard 1: Communication Skills**  
Students will be able to use a language other than English for communication.
- Standard 2: Cultural Understanding**  
Students will develop cross-cultural skills and understandings.

## The Arts

- Standard 1: Creating, Performing, and Participating in the Arts**  
Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.
- Standard 2: Knowing and Using Arts Materials and Resources**  
Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.
- Standard 3: Responding to and Analyzing Works of Art**  
Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.
- Standard 4: Understanding the Cultural Contributions of the Arts**  
Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

## Career Development and Occupational Studies

- Standard 1: Career Development**  
Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.
- Standard 2: Integrated Learning**  
Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.
- Standard 3a: Universal Foundation Skills**  
Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.
- Standard 3b: Career Majors**  
Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs.

## Social Studies

- Standard 1: History of the United States and New York**  
Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.
- Standard 2: World History**  
Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.
- Standard 3: Geography**  
Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live--local, national, global—including the distribution of people, places, and environments over the Earth's surface.
- Standard 4: Economics**  
Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and non-market mechanisms.
- Standard 5: Civics, Citizenship, and Government**  
Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

**Register On-line for SCOPE  
Inservice Courses  
Visit SCOPE's website...  
[www.scopeonline.us](http://www.scopeonline.us)**

# General Information

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## Inservice Workshop Information

The following guidelines have been developed to maintain a standard to warrant continued approval of SCOPE courses by Boards of Education and Administration.

1. Inservice workshops will be scheduled for fifteen hours of instruction per credit hour.
2. Courses offered for 3 graduate credits require all participants to complete 15 hours of additional, outside supervised work.
3. A reasonable and practical amount of work will be required from course participants. Workshop requirements and make-up assignments will be set by the instructor.
4. Grading is on a Pass/Fail basis.
5. A certificate of completion will be issued to inservice participants when the course ends which will indicate that the workshop standards have been fully met. This is a two-part form, one for the district office and the other for the participant's record.
6. If the host school in which the workshop is housed is open, the class will be held regardless of whether or not the participant's home district is open on that day.
7. The local district shall determine the amount of credit and whether or not it will be honored, as well as the number of SCOPE workshops for which approval may be granted in a given semester.
8. Some SCOPE courses provide bus service or car pools for required field trips. SCOPE recommends that you travel with the group. If you choose to travel to the site on your own, SCOPE is not responsible for any delays or problems that may arise.
9. Accurate attendance records will be kept for all workshop meetings. Absentee policy is based on the number of credits involved in the course. (see below)

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Number of credits	excusable absence	absence requiring extra assignment	No Pass
one	one hour	two-three hours	over three hours
two	two hours	three-six hours	over six hours
three	three hours	four-nine hours	over nine hours

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## Registration Guidelines

1. Registration must be paid in full at time of registration.
  - a. Checks should be made payable to SCOPE.
  - b. You may also pay by MasterCard, Visa, Amex or Discover by completing the credit card information section on the registration form. Please be sure to sign the form.
2. FAX registrations are accepted for Master Card, Visa, Amex and Discover payments only. FAX to: 631-979-2037. Please call to verify receipt of Fax reg. by phone.
3. Registrations using charge cards are accepted on-line by going to [www.scopeonline.us](http://www.scopeonline.us) navigating to Professional Development.
4. All materials fees are paid to the instructor at the first session.
5. There is a \$25.00 bank charge for any returned checks.
6. E-Mail verification of enrollment will be sent to each participant one week prior to the start of the class. For on-line courses, verification will include log-in name, password and the virtual school address.
7. When a course has filled, a wait list is established on a first come-first served basis. Wait list registrants will be contacted in turn as openings become available.
8. SCOPE makes the decision to offer each course based on advance registration. We reserve the right to cancel a course if there is insufficient enrollment. To avoid disappointment register early!

### Withdrawal & Refund Policy

If a course is canceled, the fee will be refunded in full. Registrants may withdraw by telephone up to the working day before a course is to begin. AN ADMINISTRATIVE CHARGE OF \$30 WILL BE MADE FOR ALL WITHDRAWALS. Refunds will be processed 4 – 6 weeks after withdrawal. **No refunds will be made after a course has started.**

Registration Fees:	MEMBER	NON-MEMBER
1 Credit Course	\$ 120.00	\$ 130.00
2 Credit Course	\$ 240.00	\$ 260.00
3 Credit Course	\$ 360.00	\$ 390.00

**Dowling College Graduate Courses:** \$ 1,515.00

### A Note About “Credit”

Credit is a protected term relating to state-approved college courses. Over the years the term “credit” has been used in connection with inservice programs as a yardstick for measuring units for professional advancement. A SCOPE inservice unit for school credit represents 15 hours of instruction. We have indicated our equivalent hours next to each workshop, e.g. (2 credits) for the convenience of teachers and school districts. You will note that SCOPE also offers some graduate credit in conjunction with colleges and other agencies. Your district makes the final decision to accept college credits or inservice units for credit.

## **DIRECTIONS TO OUR OFFICE**

### **From Western Suffolk**

Proceed east along Jericho Turnpike (Rte. 25) through Commack past Caleb Smith State Park. Continue east toward the Village of Smithtown. Lawrence Avenue is five (5) traffic lights past the Bull. Turn right on Lawrence Avenue. 100 Lawrence Avenue is approximately 1/10 of a mile on the right just past Smithtown Elementary School.

### **From Eastern Suffolk**

From Route 111 proceed west along Jericho Turnpike (Rte. 25). Lawrence Avenue is three (3) traffic lights from Rte. 111. Turn left on Lawrence Avenue. 100 Lawrence Avenue is approximately 1/10 of a mile on the right just past Smithtown Elementary School.

## **DIRECTIONS TO THE SALISBURY CENTER:**

### **WEST TO EAST:**

1. L.I.E. East or Northern State Parkway East to Meadowbrook Parkway South; or Southern State Parkway East to Meadowbrook Parkway North.
2. Meadowbrook Parkway to Old Country Road East.
3. Old Country Road East to Salisbury Park Drive (1 traffic light past Merrick Ave.) Eisenhower Park on will be on your right.
4. Right turn onto Salisbury Park Drive (Eisenhower Park on right). Go approximately ¼ mile to Valentines Road. (small island on left).
5. Left on Valentines Road. Continue straight about 3 or 4 blocks to building.
6. Bear right at building and left into parking lot entrance.

### **EAST TO WEST:**

1. Northern State Parkway or LIE West to exit 42 (Northern State Parkway West), to Wantagh Parkway South; or Southern State Parkway West to Wantagh Parkway North.
2. Wantagh Parkway to Old Country Road West.
3. Old Country Road West to Westbury Road.

Left on Westbury Road. Continue straight approximately ¼ mile until you reach the Salisbury Center on your left.



**SCOPE**

**Phone: 631-360-0800**

**Fax: 631-979-2037**

[www.scopeonline.us](http://www.scopeonline.us)



**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.

**2011-2012 SCOPE Board of Directors:**

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Dr. Robert J. Manley – College Representative

**SCOPE Professional Development Staff:**

Mr. Cramer Harrington

Deputy Director for Management Services

Ms. Betty Westcott

Coordinator for Professional Development

**SCOPE is an Equal Opportunity Employer.**

**SCOPE Registration Form (Photocopy if necessary)**  
**MAIL TO: SCOPE Inservice Dept., 100 Lawrence Avenue, Smithtown, NY 11787**  
**Make checks payable to SCOPE or use credit card.**  
**FAX TO: 631-979-2037**

Course Number \_\_\_\_\_ Course Title \_\_\_\_\_

SS # \_\_\_\_\_ (Graduate Course Only) E-mail Address \_\_\_\_\_

Last Name \_\_\_\_\_ First Name \_\_\_\_\_

Home Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

School District \_\_\_\_\_ Building \_\_\_\_\_

Position/Title \_\_\_\_\_ Level  Elementary  Middle/Junior  Senior  District

Home Telephone \_\_\_\_\_ School Telephone \_\_\_\_\_

Cell Phone # \_\_\_\_\_

I wish to pay by  MC  VISA  AMEX  DISCOVER

Card Holder Name \_\_\_\_\_ Credit Card# \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

Card Holder Signature \_\_\_\_\_ Expiration Date \_\_\_\_\_ Amount \$ \_\_\_\_\_

**E-Mail addresses are required in order to receive course confirmations**

