SCOPE

Winter/Spring 2020
Professional Development Program

AN APPROVED SPONSOR OF CONTINUING TEACHER AND LEADER EDUCATION (CTLE)

SCOPE Inservice Course Registration is Available Online at www.scopeonline.us

If you have any questions, please call SCOPE at 631-881-9651 or email bwestcott@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.

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SCOPE Professional Development Staff

Mr. Michael O’Brien  Associate Director For Instructional Services

Ms. Betty Westcott  Coordinator for Professional Development & Student Prep Programs

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.

- Encourages interaction and cooperation among students.

- The instructor designs assessments, projects and assignments that meet 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.

- Consistently monitors student performance throughout the duration of the class.

- The course structure is clear, concise and easy to navigate.

- The course tools are appropriate for assisting in successful course completion.

- The course provides regular announcements to assist students in successfully completing the course.

- SCOPE will provide orientation and training to both instructors and students.

- Reviews all web resources, hyperlinks and web-related assignments prior to the commencement of the course.

- 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.

- Course is evaluated regularly for effectiveness and the findings are used as a basis for improvement.

COURSE EVALUATION AND MANAGEMENT

- 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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The Southern Regional Education Board’s Standards for Quality Teaching, Atlanta, Georgia, August 2006
Dear Colleague:

Online registration is now available for SCOPE’s Winter/Spring 2020 Professional Development Courses.

**SCOPE IS AN APPROVED SPONSOR OF CONTINUING TEACHER AND LEADER EDUCATION (CTLE)**

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

www.scopeonline.us

Sincerely,

Betty Westcott
Coordinator for Professional Development

<table>
<thead>
<tr>
<th>Registration Fees:</th>
<th>MEMBER District</th>
<th>NON-MEMBER District</th>
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<tbody>
<tr>
<td>1 Credit Course</td>
<td>$135.00</td>
<td>$145.00</td>
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<tr>
<td>2 Credit Course</td>
<td>$270.00</td>
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<tr>
<td>3 Credit Course</td>
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* Each credit is equal to 15 hours of Professional Development

**SCOPE ONLINE COURSE**

Online Courses Start - February 5 - April 8
- April 15 - June 15
This course will allow participants the opportunity to develop skills that will enable them to identify, use, understand and manage their emotions and the emotions of others. By developing these competencies participants will:

- Reach new heights in being responsible decision makers
- Utilize multiple points of view
- Be creative problem solvers who make sound, ethical and effective decisions
- Explore research-based skills and competencies that have a positive impact on their professional and personal lives.

This course will discuss what Mindfulness is and is not. It will study how Mindfulness works in school communities. It will discuss the benefits of Mindful Practice in reducing teacher and student stress as well as how it can build attention, engagement and resilience in our students. This course will include scientific backing for Mindfulness as well as practical tips and activities to try out. Find out what so many successful people already know!

This class will address the stress and anxiety students incur in the classroom. Examine the causes of stress and anxiety and understand methods to alleviate these issues. This course will also discuss depression and how to recognize the symptoms and indicators as well as effective coping strategies.

School Violence can be prevented. Research shows that prevention efforts—by teachers, administrators, parents, community members, and even students can reduce violence and improve the overall school environment. No one fact in isolation causes school violence, so stopping school violence involves using multiple prevention strategies that address the many individual, relationship, community and societal factors and promote protective factors at these multiple levels of influence.

The adolescent brain has a profound effect on a child’s learning. New research explores how the brain does not fully mature until the age of 25, and consequently has notable effects on behaviors such as difficulty controlling emotions, having a preference for high excitement and low effort activities, poor planning and judgment, a lack of consequential thinking, and engaging in more risky and impulsive behaviors. Course will focus on the brain development and impact on adolescents, their learning, the classroom environment and explore ways to use this information to better meet their needs.
New! What you can do as a teacher to help them. Auditory Processing Disorder and how to work with children that struggle with this disorder. Children sitting in the classroom suffer with APD. That means there is the likelihood of issues. In today's highly language based classrooms, learn how to meet these needs. What exactly is a Speech and Language Impairment? What does this mean for a classroom teacher? Working with students with Speech and Language needs can be challenging depending on the nature of the impairment. Learn what a teacher needs to know about working with students who exhibit Language, Articulation or Fluency Disorders, Auditory Processing weaknesses, higher functioning Autism, Selective Mutism and social issues. In today’s highly language based classrooms, learn how to meet these needs.

New! Implementing helpful strategies for working with speech and language students. What does it mean to have an Auditory Processing Disorder? It is estimated that 5-7% of children sitting in the classroom suffer with APD. That means there is the likelihood of having a student with APD in your current classroom. Learn about the characteristics of an Auditory Processing Disorder and how to work with children that struggle with this disorder. You will also learn about the challenges students with APD face in their reading skills and what you can do as a teacher to help them.

New! Differentiation in Action. Learn everything there is to know about differentiating your classrooms. Learn the secrets to your self to teach meaningful yet fun math lessons? This class will help teachers to make the teaching & learning of math, by making it an engaging and exciting experience. Explore a variety of classic games, dice games, card games, board games, in non-electronic form, unless otherwise stated. Who doesn’t love games? Students of all abilities and backgrounds want classrooms that are inclusive and convey respect. For those students with neurodiversity, the classroom setting may present certain challenges that need accommodation and consideration. This course will focus on the various types of neurodiversity and how each may impact student learning, the educational system, and physical health, learning environment and safety of students and educators. A school crisis is any traumatic event that seriously disrupts coping and problem-solving abilities of students and school staff. It is typically sudden, unexpected, dramatic and forceful and may even threaten survival. This change is generally overwhelming and uncontrollable as well as unwanted and frightening. This course will provide resources, tools, recommendations, and evidence-based practices for incorporating best practices in school mental health into school crisis plans. Suitable for all grade levels.

New! W20-12000 Behavioral Intervention Strategies-Creating Class-wide/Individual Behavior Plans—K–6. Behavioral Intervention Strategies are a must have in a teacher’s tool kit. A pre-requisite for teaching academics is to have your class in control and your students motivated to learn. Participants will familiarize themselves with behavioral intervention strategies that can be used for whole class and more intensive methods that can be used for students who need individual behavior plans. Learn the importance of behavior and acquire techniques to help replace or reshape undesirable behaviors. Study behavioral data tracking techniques and determine how to use that information to devise individual behavior plans. The overall objective should be to help each child understand math concepts, Games spark interest, enthusiasm for learning and help students to remember what was learned. 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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.

This course will teach and enrich your knowledge of STEAM. During this course, you will discover what STEAM is, explore lessons, and create your own.

Technology should enhance education, and help educators to create lessons for our future ready students. There are so many tips and tricks that we can use to increase student engagement, and make our teaching lives more enjoyable and efficient. Learn how to create digital newsletters and manipulate images. You will enjoy creating learning games, presentations, videos, rubrics, flashcards and graphic organizers.

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

Participants will explore apps, create QR codes, and learn to use Kahoot, Quizlet and Plickers for assessment. Educators will feel empowered after learning the latest in technology. An iPad is recommended for participants taking this class.

Formative assessment is an important part of effective instruction. This class will give teachers the opportunity to explore several online teaching tools that will help manage the organization of data collection and make analyzing data fun, exciting and meaningful. By the end of this course, participants will have created a portfolio of formative assessment tools and lessons that are a right fit for his/her classroom and student population. This portfolio of ideas can be used to differentiate and personalize instruction.

This course will describe the sources and consequences of stress. Stress is a common problem that will affect almost all of your students at some point in their lives. Learn to identify when a person is under stress, what causes stress, and different ways of coping. Instructional strategies will be taught that can help students self-regulate such as reducing extraneous noise, managing transitions, and understanding mindsets, to name a few.

Research on the growth mindset shows that students who believe they can grow their basic abilities have greater motivation and higher achievement than do students who believe their abilities are fixed, and that teachers can influence students’ mindsets. Course will examine the differences between fixed and growth mindsets and provide educators with the tools to foster grit, determination, and work ethic within students, athletes, and people of all ages. Lesson and unit plans will be examined and developed.

This course is taught by a Google Certified Educator, will highlight some effective tools to help us become partners in teaching and learning. Explore backchannels, mind mapping, multimedia boards, online learning communities, Google Jamboard and Google Groups, Flipgrid, gaming sites and Edmodo. Create lesson ideas that foster collaboration between students and discover tools to collaborate with other educators.

Peer Mentoring will explore & develop effective practices to successfully mentor novice professionals in a school setting. New personnel must have a support system that allows the transition from learning theory to actual teaching. Explore the benefits experienced teachers gain by collaborating with colleagues in mentoring situations. Educators are life-time learners and working in partnerships will enhance everyone’s ability to continually grow & improve. The mentoring process improves individual teacher performance as well as the total school building environment.

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This course will teach and enrich your knowledge of STEAM. During this course, you will discover what STEAM is, explore lessons, and create your own.

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W20-06112A
“Tchaikovsky Piano Concerto no. 1 and other great works—sound symphony”
Dorothy Savitch - 1 Credit – Inservice
PORT JEFF STA., 11 SESSIONS - 7:30–9:30 PM, Starts: April 2
The Sound Symphony performs Tchaikovsky’s Piano Concerto no. 1 and other great works. Intended for instrumental music teachers who wish to enrich their knowledge of orchestral repertoire. *Registration is subject to the approval of, Dorothy Savitch: (718) 499-8455.
Dates: April 2, 23, 30, May 7, 14, 21, 28, June 4, 11, 18, Concert—Saturday, June 20.

W20-07001
DEVELOPING A COLLEGE/CAREER READY STUDENT
Francesca Reardon - fncavallaro@gmail.com
3 Credits – Inservice - February 5 – April 8
This course is geared towards making students more college and career ready. This can be accomplished by impeding a college/career focus in curriculum, through lessons and by exposing students to different opportunities that foster growth and awareness of the different colleges and careers available. Schools exposing students to a wide variety of supports will provide students with an opportunity to set individual postsecondary goals for themselves. This course aims to bring to light the different local opportunities, online resources and potential field trips schools can implement within their school.

W20-11005
POVERTY IN EDUCATION
Michael Sims - mikesimdsuke1@yahoo.com
3 Credits – Inservice - February 5 – April 8
Participants will examine the relationship between poverty and learning. You will explore how poverty is truly defined and discover the different levels of poverty that exists in school districts we work and live in. You will develop effective ways to help students overcome the barriers to learning that result from enduring poverty. Since there is poverty in every town and district, this course is applicable for all educators.

W20-11006
MOTIVATING STUDENTS TO ACHIEVE: ENSURE STUDENT SUCCESS
Anthony Auciello - scopeaucciello@aol.com
3 Credits – Inservice - April 15 – June 15
Participants will learn not only about motivating their students, but also teaching their students to motivate themselves. Identify students who need motivating. Develop, utilize, and analyze strategies that will help you teach students how to self-motivate and succeed. Participants will utilize the internet to build a large foundation of information that can be used at any grade level. This course will be the missing piece to any teacher’s bag of tricks!

W20-11008
ESSENTIAL QUESTIONS ENGAGE LEARNERS
Kerri Crawford - kerri1125@gmail.com
3 Credits - Inservice - February 5 – April 8
Participants will explore a variety of types of questions, consider the applications and intentions and identify the specific characteristics of essential questions. You will design EQs using various strategies and tips. Processes for implementing EQs will be provided using those frameworks to design a unit or to string units together where the exploration is spiral-like—requiring deeper thinking and arriving at more insightful understandings. The second part focuses on getting the most from the discussions, address challenges of implementation and provide suggestions for establishing a culture of inquiry in class.

W20-11009
TOP TEN SITES FOR ALL TEACHERS - K - 12
Kristina Holzweiss - lieberrian@yahoo.com
3 Credits – Inservice – February 5 – April 8
Designed to introduce teachers to the top ten sites for teaching. With these ten sites, you will always have that trick up your sleeve for locating resources to enhance your lessons, activities and assessments. Beware! You might fall into a rabbit hole of lifelong learning where these sites could transform your teaching forever!

W20-03023
EXPLORING GOOGLE FOR EDUCATION - K - 12
Christina Sciarrotto - cmes724@yahoo.com
3 Credits - Inservice - February 5 – April 8
This course will examine the components of a Google for Education including Google Drive, Docs, Sheets, Forms, and Classroom. Additionally, you will learn how to share, collaborate and edit using the features of Google.

W20-03024
CREATING ONLINE ASSIGNMENTS AND ASSESSMENTS—4—12
Tracy Toth-tracey764@gmail.com
3 Credits – Inservice – February 5 - April 8
Do your students have 1:1 devices? Do you use Chromebooks, iPads, or other devices in the classroom? Learn how to create online assignments and assessments that can be automatically or easily graded. This course will focus on using multiple interactive sites, including Google Forms for assignments/quizzes, Flubaroo for automatic grading, Quizizz, EdPuzzle and other interactive sites.

W20-03080
EXCELLING WITH MICROSOFT EXCEL
Tom Jeffery - scopeinstructor@optonline.net
3 Credits – Inservice - February 5 – April 8
Learn Microsoft Excel through interactive lessons in a self-paced course. Participants complete 45 hours of instruction and practice. 15 lessons with accompanying assignments.

W20-03084
TOTALLY TWITTER
Kerri Crawford - kerri1125@gmail.com
Emily Peterson - epeterson@emoschools.org
1 Credit — Inservice - February 5 – April 8
Welcome to #tctwitter Totally Twitter. Twitter is a social medium that has become mainstream! We see # (hashtags) everywhere we go. What does Twitter have to do with education you ask? A Lot! Are you interested in learning more about academic vocabulary? You will find it on Twitter. Are you interested in how others are feeling about high stakes testing? Take this course and find out what Twitter can do for you.

W20-03091
IPAD APPS AND WEBSITES TO HELP STRUGGLING READERS AND WRITERS - (K-12)
Maureen Hanley - mobrien16@hotmail.com
3 Credits – Inservice - February 5 - April 8
Add more to your RTI toolbox! Participants will familiarize themselves with common reading and writing difficulties, students experience and “The Big 5 Ideas of Reading.” Explore free and purchasable apps and websites for Phonemic Awareness, Alphabetic Principle, Reading Fluency, Vocabulary, Comprehension, Spelling, Writing & Notetaking.

W20-03351
EVERYTHING YOU NEED TO KNOW TO 3D PRINT, NOW!
Vincenzo La Ruina—vincenzoLaRuina@gmail.com
3 Credits – Inservice - February 5 - April 8
Whether or not you have access to a 3D printer, you will learn how to use them, how they can be used in your classroom (for any subject), and you'll even be able to print files without a 3D printer. This class makes 3D printing simple & it includes free PDF versions of the books you will need. Suitable K-12 teachers, including art & technology.
Does science get put on the back burner? Do you feel like there is not enough time in the day to teach science with the Common Core curriculum for math and language arts? Do you feel like you can’t motivate yourself to teach fun science lessons? This class will help you to make science fun and interesting through incorporating literature and technology into your science curriculum. You will explore articles, multimedia and internet resources.

Participants will examine current research on the word knowledge disparity among children and learn specific strategies to differentiate instruction to address the needs of students from a wide range of backgrounds. You will learn effective techniques to use before, during and after reading to support vocabulary development. You will learn to create motivating activities to introduce and teach new words, enhance word meaning and deepen word knowledge. Information will also include specific strategies for meeting the needs of ELL’s. Strategies can be utilized in Language Other than English classes. K—12

Making inferences rests at the heart of academic and social comprehension. Discuss what inferences are and how they directly relate to the Common Core. Learn fun ideas and/or motivating activities to introduce and teach new words, enhance word meaning and deepen word knowledge. This course will give direct strategies that can be used to help improve a student’s reading and listening skills.

Participants will review the common core standards regarding vocabulary; discuss research on why vocabulary enhancement is so pivotal to literacy achievement and break down different strategies to teach vocabulary enhancement. Sample mini-lessons, activities & strategies will be provided. Participants will create and share a variety of lessons and activities.

The central key to the Common Core Standards for ELA is Comprehension and is the understanding of the meaning of written and oral language. It involves constructing meaning from traditional sources and is based on a reader’s prior knowledge, information presented and use of context. This course will give direct strategies that can be used to help improve a student’s reading and listening skills.

The notion of program music. Should they define how a listener should envision the product of an individual who possesses the life skills for a more creative economy.

Reducing the gap between those subjects will naturally overlap, making it easy to integrate this process into your curriculum. Go on a virtual scavenger hunt to return with a better understanding of the lives of people who lived in the cultures represented in the artworks. Usable links to create a lesson plans provided.

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The central key to the Common Core Standards for ELA is Comprehension and is the understanding of the meaning of written and oral language. It involves constructing meaning from traditional sources and is based on a reader’s prior knowledge, information presented and use of context. This course will give direct strategies that can be used to help improve a student’s reading and listening skills.
Much has been gained; however, much has been lost during society’s growing dependency (statistics are staggering) with the technological evolution of communication. Face to face, interpersonal and conversational skills have diminished, grammar, vocabulary and writing proficiencies have suffered, and distractions with communication patterns and behaviors have had other negative repercussions. Embrace, yet explore solutions and strategies for healthier, more socially productive balance of communications.

Examine how Conferring with Students and Small Group Instruction can improve efficiency & accelerate literacy success. Designed to examine conference models, understand the benefit of individual & small group work, learn how to manage conferences within the literacy block, and efficiently address student needs. Upon completion, teachers will have an understanding and practical tools to make the most valuable literacy instructional time.

Teachers often need a translator to communicate with Spanish speaking students and their families. Conferences, letter writing, phone calls and CSE meetings can be more comfortable and productive if teachers know the basics of the Spanish language and cultural awareness. Learn letter writing, phone call language, simple lessons in Spanish & explore cultural issues for a better understanding of your ELL students.

This course will help educators and all staff members to communicate better with their students. Participants will explore and research the Spanish Language. Many of the following topics will also help physical/occupational therapists and school nurses assist their students. Lessons will cover culture, traditions, careers, job opportunities, health, foods, holidays, art, music and extraordinary Hispanic Americans.

New CTLE regulations require classroom teachers apply 15% of their required hours toward enhancing language acquisition skills for ENL and ELL students. For ELL teachers, the percentage is 50%. This class provides instruction in best practices as outlined by NYSEDF. Learn best practices in providing scaffolding, literacy development, aligning instructional resources & academic language. Class is a must for teachers hoping to help their ENL, ELL and MLL students learn English and succeed.

The theory of multiple intelligences helps teachers understand that all students have strengths in different abilities. This course will help participants develop lesson plans to reach all students with varying intelligences and help them reach their full potential. At the end, participants will have gained strategies for applying this theory in their classrooms.

Students too often are required to sit, listen and reiterate in the classroom. Outside the classroom, socialization has decreased, as technology has increased. In today’s world, students need more than ever to learn socialization, cooperation and collaboration. Learn how to use the cooperative learning method to teach students how to help each other work together to reach a common goal. For all grade levels.

Every person who has ever taken a course has had to learn and develop good study habits, organizational skills and ways to memorize and understand concepts, ideas and abstract theories. This course is for everyone in an educational setting to encourage and foster good work/study habits in their students. Learn about memory, techniques we can utilize for productive note-taking and study habits.

Learn to design programs that combat bullying by developing a culture grounded in upstander responsibility. Learn to: utilize anti-bullying strategies to address bullying and harassment in school, 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.

Character Education is one ‘hot issue’ in education today. It is consistently being debated in households, classrooms, boardrooms and faculty rooms. Participants will be discussing the meaning of character education and whether character education can be taught, and if so, how and by whom. Develop 6 lessons on the six pillars of character education.

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.
I don’t believe in non-readers or reluctant readers; they are Yet-To-Be Readers! I believe in children who haven’t YET connected with reading. The connection could be finding the perfect book that speaks to them, regardless of topic and reading level. It can be a book in a different format such as an ebook or an audiobook. Or it could be sharing the reading experience with another person. Reading doesn’t have to be a solitary activity. It can be an event that brings people together. Chances are you became an educator because you love to read and want to share that joy with your students. But how can reading books compete with screen time and video games? Through this course we will collaborate and share ideas to promote books and reading in our school learning communities through low tech and high tech means.

Providing students with the application of the elements of good communication skills, not only improves their self-image, but also raises their self-confidence level, assertiveness and respect for others’ ideas. All teachers of all disciplines will have opportunities to explore and expand their repertoire of activities to guide students experiences to sharpen their communication skills, share learned knowledge and become more effective, respectful communicators and listeners—much needed skills addressing Common Core.

With so much emphasis on the NYS Exams, it’s hard for students to look at literature as something enjoyable. This course will emphasize the importance of differentiating instruction, modeling and teaching reading strategies to help students not only become better readers but to enjoy reading. Teachers will create graphic organizers, activities and lessons they will utilize in their class to enhance their existing literacy program.

This course is designed to help all teachers better understand and meet the academic, social and emotional needs of gifted students. Gifted students need more challenging, accelerated differentiation designed to address and accommodate their individual characteristics, needs, abilities and interests. Course content includes dispelling stereotypes and myths. Practical approaches to become committed to these needs within the regular classroom or specialized programs will be explored. Suitable K—12.