



**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**



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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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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
 - 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 & 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 & 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

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 & monitors appropriate interaction among students through online tools, discussion boards, chat rooms & 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

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

Registration Fees: MEMBER District NON-MEMBER District

1 Credit Course	\$ 135.00	\$ 145.00
2 Credit Course	\$ 270.00	\$ 290.00
3 Credit Course	\$ 405.00	\$ 435.00



= SCOPE ONLINE COURSE

Online Courses Start - February 5 - April 8
- April 15 - June 15

* Each credit is equal to 15 hours of Professional Development



W20-01017  **EMOTIONAL INTELLIGENCE, REFLECTIVE PRACTICE, AND THE THEORY OF SELF-FIRST**

Cecile Wren - mindandheart@optonline.net

3 Credits – Inservice - 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.

W20-01019  **MINDFULNESS FOR POSITIVE AND PRODUCTIVE CLASSROOMS**

Patricia Magilligan—magilliganp@gmail.com

3 Credits — Inservice - February 5—April 8

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!

W20-01088  **THE CALM CLASSROOM**

Kysten Ellison - Kysten@aol.com

3 Credits - Inservice - April 15—June 15

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.

W20-01129  **KEEPING OUR STUDENTS AND SCHOOLS SAFE**

Richard Faber—Fabes888@gmail.com

3 Credits—Inservice—April 15—June 15

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.

W20-01195  **ADOLESCENT BRAIN AND BEHAVIOR**

Kysten Ellison - kysten@aol.com

3 Credits - Inservice - February 5 - April 8

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.

W20-12008  **SOCIAL SKILLS AND SOCIAL THINKING FOR STUDENTS (K – 12)**

Alissa Rosenberg - alissaspieces@gmail.com

3 Credits – Inservice - April 15 - June 15

The Common Core Standards recognize speaking and listening skills as an integral part of learning. 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. Focus on defining **what** social skills are, **what** a social cognitive disorder is and **whom** it affects; then delve into **why** these students have such a difficult time understanding social cues & norms of our society.

W20-12009  **OPPOSITIONAL DEFIANCE DISORDER-STRATEGIES FOR TEACHERS AND PARENTS – (K – 12)**

Andrew Paskal - apaskal@juno.com

3 Credits – Inservice - February 5 - April 8

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

W20-12010  **SPECIAL EDUCATION LAW FOR THE CLASSROOM TEACHER**

Andrew Paskal - apaskal@juno.com

3 Credits – Inservice - February 5- April 8


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

W20-12015  **ASPERGER SYNDROME-STRATEGIES FOR TEACHERS - K - 12**

Debbi Frechtman - deb5474@aol.com

3 Credits – Inservice - February 5 - April 8

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 resulting in a better understanding of the disorder, and how to effectively work with these students.

W20-12020  **DEFINING DYSLEXIA & THE ORTON GILLINGHAM READING METHODOLOGY - K - 12**

Maureen Hanley - mobrien16@hotmail.com

3 Credits – Inservice - April 15 - June 15

Dyslexia affects 1 out of 5 people. It is the most common reading disability, but many times is undiagnosed and untreated. It does not discriminate between race, ethnicity, or socioeconomic status, but the good news is that people with dyslexia can learn to read and spell. Course participants will familiarize themselves with the definition, causes, symptoms and early detection of dyslexia. They will listen to personal experiences of people with dyslexia. Explore the Orton-Gillingham Multisensory Reading methodology and discover reading and spelling techniques and programs that remediate students of all ages.

W20-12022  **DOWN SYNDROME AND AUTISM SPECTRUM DISORDERS— A SPEECH AND LANGUAGE PERSPECTIVE**

Linda A. Cohen - lhardmancohen@gmail.com

3 Credits - Inservice - April 15 - June 15

Down Syndrome and Autism Spectrum Disorders are developmental disabilities that cause speech and language difficulties that ultimately affect communication and learning. Learn the speech and language characteristics of these disorders, how to foster communication, dual diagnosis and provide dynamic strategies that will aid in the remediation of working with these students.

W20-12000  **BEHAVIORAL INTERVENTION STRATEGIES-CREATING CLASS**

WIDE/INDIVIDUAL BEHAVIOR PLANS—K—6

NEW!

Corinne Roig - roigscope@gmail.com

3 Credits – Inservice - February 5– April 8

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 to support the needs of struggling students. You will familiarize yourself with Functional Behavior Assessments (FBA) and discuss ethical considerations in special education regarding confidentiality, team communication, following IEP's, and continuity of BIP's.

W20-12002  **INTEGRATED CO-TEACHING: ENSURING STUDENT SUCCESS**

Anthony Auciello - scopeauciello@aol.com

3 Credits – Inservice - February 5– April 8

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, you will learn how to use these techniques to foster a positive relationship with their co-teaching partners, while ensuring students grow, both socially and academically.

W20-12003  **DIFFERENTIATION IN ACTION**

Gayle Meinkes-Lumia - gmeinkeslumia@bufsd.org

3 Credits - Inservice - February 5 - April 8

Learn everything there is to know about differentiating your classrooms. Learn the secrets to recognizing and building on the individual talents of each student, while preparing all students for the rigors of new standards and assessments. Learn student centered ideas, lessons that differentiate, challenging ways to motivate students, current research on differentiation, constructivist practices, ideas for putting research into action, examples & strategies that assist in differentiation, assessment & tiered lesson ideas and websites.

W20-12004  **IMPLEMENTING HELPFUL STRATEGIES FOR WORKING WITH SPEECH AND LANGUAGE STUDENTS**

Linda A. Cohen - lhardmancohen@gmail.com

3 Credits - Inservice - April 15 - June 15

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.

W20-12005  **AUDITORY PROCESSING DISORDERS: AN OVERVIEW OF WORKING WITH CHILDREN WITH APD**

Linda A. Cohen - lhardmancohen@gmail.com

3 Credits - Inservice - February 5 - April 8

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.

W20-01197  **MENTAL HEALTH IN STUDENTS AND SCHOOLS**

Kysten Ellison - kysten@aol.com

3 Credits – Inservice - February 5 - April 8

The National Alliance on Mental Illness reports that, "Approximately 1 in 5 youth aged 13 -18 (21.4%) experience a severe mental disorder at some point during their life". Schools have an integral role in identifying potential issues and therefore help affected students succeed both academically and socially. This course will discuss depression, anxiety, bipolar disorder, eating disorders, oppositional defiant disorder, addiction, effects of trauma and stress on students. It will also highlight the staffing and training challenges that schools face in supporting students with mental illnesses and how educators can assist students succeed in school despite these difficult challenges.

W20-01200  **WHEN STUDENTS ARE IN CRISIS**

Richard Faber—Fabes888@gmail.com

3 Credits—Inservice— February 5—April 8

Schools experience a wide variety of crises that have the potential to harm the mental 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.

W20-01201  **SUPPORTING THE NEURODIVERSE STUDENT IN OUR CLASSROOMS**

NEW!

Kysten Ellison - kysten@aol.com

3 Credits – Inservice - February 5 - April 8

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 accommodating classroom environment, accessing resources, and explore ways to use this information to better meet the needs of our developing students.

W20-02006  **ENGAGING THE MATH LEARNER WITH GAMES—(K-5)**

Jill Cohen—jilly119@gmail.com

3 Credits – Inservice - February 5 - April 8

Learn to maximize 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? Games spark interest, enthusiasm for learning and help students to remember what was learned. The overall objective should be to help each child understand math concepts, enabling them to become mathematically literate. What better way to do that than through math games?

W20-02012  **MAKING MATH MEANINGFUL**


Danielle Waitz - dwaitz@hotmail.com

3 Credits – Inservice - February 5 - April 8

Do you feel like your math lessons are mundane? Do you feel like you can't motivate yourself to teach meaningful yet fun math lessons? This class will help teachers to make math more meaningful while keeping students interested by incorporating accessible resources. Participants will explore articles, multimedia and internet resources.

W20-02519  **GLOBAL CLIMATE CHANGE**
Chris Visco - cvisco@optonline.net
3 Credits – Inservice - February 5 - April 8

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.

W20-02616  **STEAM AHEAD: EXPLORING & CREATING STEAM LESSONS K-12**
Christina Sciarrotto - cmes724@yahoo.com
1 Credit - Inservice - February 5 – April 8


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.

W20-03006  **GADGETS AND GIZMOS – ESSENTIAL WEB TOOLS**
Kristina Holzweiss - lieberrian@yahoo.com
3 Credits – Inservice - February 5 - April 8

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'll enjoy creating learning games, presentations, videos, rubrics, flashcards and graphic organizers.

W20-03011  **WHETTING YOUR APPETITE - TOP FREE APPS FOR EDUCATORS**
Kristina Holzweiss - lieberrian@yahoo.com
3 Credits – Inservice - April 15 - June 15


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.

W20-03021  **TECHNOLOGY IN THE CLASSROOM: APPS, QR CODES, KAHOOT, QUIZLET AND PLICKERS - K - 6**
Christina Sciarrotto - cmes724@yahoo.com
1 Credit - Inservice - April 15 - June 15

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.

W20-03022  **DIGITAL TOOLS TO ENHANCE LEARNING - K - 12**
Lindsay Audiino—lindsayaudiino@gmail.com
3 Credits—Inservice— February 5 — April 8


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.

W20-11014  **BUILDING STUDENT RESILIENCY—K—12**
Michael Sims - mikesimsduke1@yahoo.com
NEW!
3 Credits – Inservice - February 5 –April 8

Teachers today have to manage students that struggle with independence & self-reliance. This stems from many factors, like bulldozer parents smoothing the road so they don't encounter difficulties. Though their intentions are well placed, parents are actually denying opportunities for their kids to learn critical life skills like decision making, responsibility and coping strategies. Colleges have begun reporting students are not equipped to handle the rigors that come at the university level. To combat these trends, we will explore ways to create a culture where your students will learn resiliency & how to be independent thinkers.

W20-11032  **BUILDING POSITIVE RELATIONS WITH PARENTS**
Michael Sims - mikesimsduke1@yahoo.com
3 Credits – Inservice - April 15 - June 15


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. Construct materials, examine how to communicate proactively with parents, develop strategies for communicating negative information and how to remain professional with confrontational or hostile parents.

W20-11041  **THE EFFECT THAT STRESS HAS ON STUDENT LEARNING**
Richard Faber - Fabes888@gmail.com
3 Credits - Inservice - April 15 - JUNE 15


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.

W20-11042  **UNDERSTANDING GROWTH MINDSET**
Richard Faber - Fabes888@gmail.com
3 Credits - Inservice - February 5 - April 8

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.

W20-11043  **COLLABORATIVE ONLINE TOOLS FOR TEACHERS**
Kristen Cogan - Kristencogan@gmail.com
3 Credits - Inservice - February 5 - April 8

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.

W20-11044  **PEER MENTORING**
Michael Sims - mikesimsduke1@yahoo.com
3 Credits – Inservice - April 15 –June 15

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.

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) 499-8495. **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 - mikesimsduke1@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 - scopeauciello@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-tracy764@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, Quizzizz, 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.

W20-03403  **INTEGRATING TECHNOLOGY AND LITERATURE INTO YOUR SCIENCE CURRICULUM**

**Danielle Waitz - dwaitz@hotmail.com
3 Credits – Inservice - February 5 - April 8**

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.

W20-04001  **ENRICHING VOCABULARY INSTRUCTION FOR ALL STUDENTS**


**Diane Cirino- dc56scope@gmail.com
3 Credits – Inservice - February 5 - April 8**

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

W20-04005  **THE COMPREHENSION CONNECTION: STRATEGIES TO TEACH**

**Alissa Rosenberg - alissaspieces@hotmail.com
3 Credits – Inservice - February 5— April 8**

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.

W20-04006  **CREATIVE WAYS TO TEACH KIDS TO MAKE INFERENCES**

**Alissa Rosenberg - alissaspieces@hotmail.com
3 Credits – Inservice - February 5 - April 8**

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 sample lessons utilizing different creative techniques including the use of technology, movies, pictures, books, websites and apps.

W20-04007  **VOCABULARY DEVELOPMENT AND THE ELA COMMON CORE**

**Alissa Rosenberg - alissaspieces@hotmail.com
3 Credits – Inservice - April 15 - June 15**

Come 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.

W20-04017  **HOW TO TEACH RESEARCH PAPER WRITING AT ALL LEVELS**

**Deirdre Cerrito - deirdrecerrito@yahoo.com
3 Credits - Inservice - February 5 - April 8**

The Common Core has made students at all levels more responsible for directing their own learning, and knowing how to conduct research responsibly is an essential skill that all learners need. When this class is complete, you will have all the lessons and materials needed to help your students write great research papers. No more non-informative, unfocused or plagiarized papers to grade! Suitable Grades 3 - 12.

W20-05006  **BOOST AND ACCELERATE YOUR ELL STUDENTS LEARNING:**

**Anthony Auciello - scopeauciello@aol.com
3 Credits – Inservice - February 5– April 8**

Participants will be given the opportunity to learn about the various aspects of not only improving their ELL student's participation and achievement in class, but also how to engage their families in the classroom and the school as a whole. Learn strategies that will help students learn in all areas. You will finish the class with a wealth of strategies, understand when and where to employ them, and the reasoning behind selecting each strategy. Participants will be prepared to work with any child in any grade!

W20-06028B  **BOOKMAKING FOR ARTISTS AND EDUCATORS**

**Julia Lang-Shapiro - Eyecre8art@yahoo.com
3 Credits – Inservice - February 5 - April 8**

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

W20-06029B  **CREATIVE COLLAGE TECHNIQUES**

**Julia Lang-Shapiro - Eyecre8art@yahoo.com
3 Credits – Inservice - April 15 - June 15**

Designed as an introduction to various collage techniques. Creating artwork is not something that should be intimidating or scary. Collage is the perfect medium because you are not starting from scratch. Source material for collages can be anything: fabric, paper, even a candy wrapper! Open your imagination with some creative collage techniques.

W20-06033  **AESTHETICS STUDIES:WAYS OF PERCEIVING WORLD CULTURES**

**Laura O'Shaughnessy Swan - loshswanscope@gmail.com
3 Credits - Inservice - February 5 - April 8**

You will explore the delicate balance between form and function extending to design from various periods and cultures in history. When comparing the National Arts, Next Generation Science, and Common Core Standards for Math, there are many that 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.

W20-06037  **THE ART OF CREATIVITY: AN INTER-DISCIPLINARY APPROACH**


**Laura O'Shaughnessy Swan - loshswanscope@gmail.com
3 Credits - Inservice - April 15– June 15**

Explore how integrating the arts between subjects (Math and Science) would help make connections between those subjects with use of higher analytical thinking, reasoning and ultimately student voice. The ideology that learning through Socratic-like/multidimensional lessons would lead to revelations & progress across the curriculum and help foster an individual who possesses the life skills for a more creative economy.


W20-06107 **MASSAPEQUA PHILHARMONIC: PROGRAM MUSIC IN HOLST AND MUSSORGSKY**

**David Bernard—3 Credits—Inservice—MASSAPEQUA
15 SESSIONS—7:30—10:00 PM, Starts: February 4**

From Berlioz, through Rimsky Korsakov, Mussorgsky & Holst, composers struggled with the notion of program music. Should they define how a listener should envision the narrative of the music, defining the imagination for them, or should they leave it up to the listener. During this immersive experience, explore this music in depth, including significant performance experiences. **CONTACT: davidbernard@davidbernard.com
Dates:Feb. 4, 11, 14, 25, March 3, 10, 17, 24, 31, April 7, 28, May 1 (7:30—10 PM) Feb. 16, March 22, May 3 (2—5 PM).**

W20-04163  **EMBRACING, YET ADDRESSING THE CONSEQUENCES OF THE EVOLUTION OF COMMUNICATION - K - 12**
Jean Galima - jeangalima@yahoo.com
3 Credits - Inservice - April 15—June 15


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.

W20-04164  **ACCELERATE LITERACY SUCCESS WITH CONFERRING & SMALL GROUP INSTRUCTION**
Patricia Magilligan—magilliganp@gmail.com
3 Credits — Inservice - April 15—June 15


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.

W20-05002  **SPANISH IN OUR CLASSROOMS**
Francine Voulo - favoulo@aol.com
3 Credits - Inservice - February 5—April 8

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.

W20-05003  **COMMUNICATING WITH OUR ENGLISH LANGUAGE LEARNERS**
Francine Voulo - favoulo@aol.com
3 Credits - Inservice - April 15 - June 15

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.

W20-05004  **BEST PRACTICES FOR TEACHING MULTI-LANGUAGE STUDENTS**
Deirdre Cerrito - deirdrecerrito@yahoo.com
Jully Williams - gina102105@gmail.com
3 Credits - Inservice - February 5 - April 8


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.

W20-04023  **MULTIPLE INTELLIGENCES IN THE CLASSROOM K-12**
Marina Poulis - mpoulis100@gmail.com
3 Credits - Inservice - February 5 - April 8

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.

W20-04024  **USING COOPERATIVE LEARNING IN THE CLASSROOM**
Marina Poulis - mpoulis100@gmail.com
3 Credits - Inservice - April 15 - June 15


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.

W20-04040  **TEACHING STUDY SKILLS (K – 12)**
Dr. Peter A. Pece - doctorpece@optonline.net
3 Credits – Inservice - February 5 - April 8

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.

W20-04054  **UPSTANDER RESPONSIBILITY: CREATING A SCHOOL CULTURE THAT COMBATS BULLYING**
Cecile Wren - mindandheart@optonline.net
3 Credits – Inservice - February 5 - April 8

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.

W20-04056  **CHARACTER EDUCATION – (K – 12)**
Andrew Paskal - apaskal@juno.com
3 Credits – Inservice - February 5 - April 8

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.

W20-04058  **BULLYING – STRATEGIES FOR TEACHERS – (K – 12)**
Debbi Frechtman - deb5474@aol.com
3 Credits – Inservice - April 15 - June 15

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.

W20-04062  **CELEBRATING READING IN THE 21ST CENTURY****Kristina Holzweiss - lieberrian@yahoo.com****3 Credits – Inservice - April 15 - June 15**

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.

W20-04101  **COMMUNICATION SKILLS FOR STUDENTS****Jean Galima - jeangalima@yahoo.com****3 Credits - Inservice — February 5 - April 8**

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 give students experiences to sharpen their communication skills, share learned knowledge and become more effective, respectful communicators and listeners-much needed skills addressing Common Core.

W20-04102  **GRAMMAR GIMMICKS, WORD USAGE, PAINLESS PUNCTUATION****Jean Galima - jeangalima@yahoo.com****3 Credits - Inservice - February 5 - April 8**


Participants will learn to help their students eliminate frequent errors in writing by utilizing gimmicks that work. Bridge the connection between oral language and written communication more effectively with successful writing strategies that students will remember and apply. Learn fascinating language facts to enhance your teaching experiences. Gather activities, techniques and resources that will transgress across all curriculum areas improving the writing of students. A must for all teachers.

W20-04111  **LOVING LITERATURE****Danielle Waitz - dwaitz@hotmail.com****3 Credits – Inservice - April 15– June 15**

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.

W20-04151  **THE POWER OF TEACHER LANGUAGE****Kerri Crawford - kerri1125@gmail.com****3 Credits - Inservice - February 5 - April 8**

This course is designed to show teachers how to use their most powerful teaching tool—their words—to influence learning and create the best learning environment we can. Teacher language helps children develop self-control, build their sense of community and gain academic skills and knowledge. The course will explore three major types of teacher language: reinforcing language, reminding language and redirecting language. Course will encourage teachers to take the steps that will allow them to make a change, catch themselves when using unproductive language & begin to think in new language patterns.

W20-04152 **BEST PRACTICES IN CONTENT AREA LITERACY****Gayle Meinkes-Lumia - gmeinkeslumia@bufsd.org****3 Credits — Inservice - April 15 - June 15**

Literacy is at the forefront of education today. All teachers are expected to be “teachers of reading,” no matter what their subject area may be. Teachers need a repertoire of lessons and ideas to motivate learners and elevate student abilities. This course provides a plethora of lessons, graphic organizers, best practice techniques, strategic thinking skills, collaborative, small group activities and models that enhance student learning. In the end you will walk away with a literary bag of tricks!

W20-04153  **LITERATURE CIRCLES-EMPOWERING STUDENTS TEXT/TALK****Gayle Meinkes-Lumia - gmeinkeslumia@bufsd.org****3 Credits — Inservice - February 5 –April 8**

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

W20-04155  **DEVELOPING READERS IN THE PRIMARY GRADES - K - 2****Christina Sciarrotto - cmes724@yahoo.com****3 Credits - Inservice - April 15 – June 15**

Examine the components of a successful reading program to teach students how to read. Learn and create lessons on each of the components of reading instructions: phonemic awareness, phonics, word study, vocabulary, sight words, fluency and comprehension.

W20-04158  **SUPPORTING STRUGGLING READERS - K - 12****Jaclyn Graham—jgraham.scope@gmail.com****3 Credits — Inservice - February 5 - April 8**

This course is designed to provide teachers with meaningful reading strategies that will benefit all types of learners. Learn how to get to know your readers really well so that you can use easy-to-implement strategies. Teachers will have access to printable activities and educational websites that will enhance their reading instruction. Most importantly they will have a greater understanding of how to turn struggling readers into successful ones.

W20-04159  **HOW PROFICIENT READERS THINK-UTILIZING FICTION AND NON-FICTION SOURCES TO MASTER COGNITIVE THINKING****Gayle Meinkes-Lumia - gmeinkeslumia@bufsd.org****3 Credits — Inservice - April 15 - June 15**

Learn everything there is to know about creating a non-fiction and fiction learning environment. Learn the secrets to recognizing and building on the individual talents of each student, while preparing all students for the rigors of new standards and assessments. Teachers will gain student centered ideas, lessons that differentiate, challenging ways to motivate students, current research on non-fiction, constructivist practices, ideas for putting the research into action, examples and strategies of non-fiction, assessment ideas for non-fiction, tiered lessons & web sites for instruction.

W20-04160  **RECOGNIZING & MEETING THE NEEDS OF OUR GIFTED STUDENTS****Jean Galima - jeangalima@yahoo.com****3 Credits - Inservice - April 15 - June 15**

The objective of this course is 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..