

SUMMER 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

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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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Dear Colleague:

Online registration is now available for SCOPE's Summer 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: <u>ME</u>	EMBER District	NON-MEMBER District	
1 Credit Course 2 Credit Course 3 Credit Course	\$ 135.00 \$ 270.00 \$ 405.00	\$ 145.00 \$ 290.00 \$ 430.00	
Online Courses Start - June 24 - August 15			

* Each credit is equal to 15 hours of Professional Development



S20-01010 NONVERBAL COMMUNICATION WITHIN THE CLASSROOM Robert Vulpis - 1 Credit – Inservice - EAST MEADOW 3 SESSIONS - July 13- 15, 8:30 AM - 1:30 PM

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

S20-01019 🖳 MINDFULNESS FOR POSITIVE AND PRODUCTIVE CLASSROOMS Patricia Magilligan—magilliganp@gmail.com 3 Credits — Inservice - June 24—August 15

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!

S20-01021

COPING WITH DISRUPTIVE STUDENT CLASSROOM BEHAVIORS Robert Vulpis - 1 Credit – Inservice - EAST MEADOW 3 SESSIONS - July 7 - 9, 8:30 AM - 1:30 PM

Focus on developing techniques and strategies targeted at coping with disruptive student behaviors manifested in the classroom. Topics include: proven methods found to de-escalate student-teacher conflict. Additionally, paradigms will be explored that build self-imaging and are proven effective tools in promoting conflict resolution and modifying student behaviors. FEE: \$5.00.

S20-01088 S20-01088 THE CALM CLASSROOM Kysten Ellison - Kysten@aol.com

3 Credits - Inservice - June 24 - August 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.

S20-01091 **PROMOTING PROFESSIONAL WELLNESS** Robert Vulpis - 1 Credit – Inservice - EAST MEADOW 3 SESSIONS - July 20 - 22, 8:30 AM - 1:30 PM

Focus on teaching educators techniques to "de-stress" the classroom environment and learn how to implement strategies that reduce conflict and anxiety in the classroom. This will be achieved through promoting self-esteem, positive imaging, and designing a blueprint for stress management. Hands-on activities, demonstrations and role-playing exercises will be presented. MATERIALS FEE: \$5.00.

S20-01129

KEEPING OUR STUDENTS AND SCHOOLS SAFE Richard Faber—Fabes888@gmail.com 3 Credits—Inservice—June 24—August 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.

S20-01131 NEW!

INSPIRING YOUNG MINDS Amy Miller—amillerteach10@gmail.com 3 Credits—Inservice—June 24—August 15

Teachers will be asked to read picture books that promote mindfulness, empathy, and social/ emotional learning (can be used in all grade levels), view TED talks, and explore videos & articles. Learn to navigate the website GoNoodle.com, to help students cope with things that may arise in their daily lives, and participate in breathing and meditation exercises using the Insight Timer, for both the teacher and the student. Each assignment will explore a new aspect of mindfulness, social/emotional learning, and empathy and can be used in many subject areas grades K-12. All reading material can be accessed through the links provided.

S20-01195 ADOLESCENT BRAIN AND BEHAVIOR Kysten Ellison - kysten@aol.com 3 Credits - Inservice - June 24 - August 15

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.

S20-01197

MENTAL HEALTH IN STUDENTS AND SCHOOLS Kysten Ellison - kysten@aol.com

3 Credits – Inservice - June 24 - August 15

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. 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.

S20-01200

WHEN STUDENTS ARE IN CRISIS Richard Faber—Fabes888@gmail.com 3 Credits—Inservice— June 24—August 15

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.

S20-02006

ENGAGING THE MATH LEARNER WITH GAMES—(K-5) Jill Cohen—jilly119@gmail.com 3 Credits – Inservice - June 24 - August 15

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?

S20-02012 📃

MAKING MATH MEANINGFUL Danielle Waitz - dwaitz@hotmail.com 3 Credits – Inservice - June 24 - August 15

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.

S20-02619

METROMARINE Vincent Cericola - vcericola@gmail.com 3 Credits – Inservice—Various 5 SESSIONS - July 20 — 24, 8:00 AM – 6:00 PM

Kayak Jamaica Bay, visit NY Aquarium, tour the New Fulton Fish Market, walk Manhattan's south End and more as we connect with the marine world which helped to build New York City. While on such outings specific aspects of this relationship will be discussed and their changes, pros and cons will be explored. Experience a source of real world phenomena to engage students via inquiry based learning. Applicable, aligned and connected to the upcoming NYSSLS. **ACTIVITIES FEE: Approx. \$83.00**—covers Jones Beach, Kayak Jamaica Bay (\$40), NY Harbor School/Billion Oyster Project (\$20), NY Aquarium/Coney Island (\$23) and Marine Park/Wasterwater Management Plant. Carpooling will be arranged.

S20-02623

3 SHARK WEEK: LI EDITION

Vincent Cericola - vcericola@gmail.com

NEW! 3 Credits – Inservice—Various

5 SESSIONS - July 6 — 10, 8:00 AM – 6:00 PM

Ever since Peter Benchley's "JAWS" was published & filmed in the mid 70's, misconceptions have fostered fear and hatred in these glorious beasts. This course will convert participants into educational missionaries that will serve to enlighten young minds to the truth behind these magnificent creatures via trips to museum exhibits, aquariums and the opportunity to observe them in their natural habitat. Experience a source of real-world phenomena to engage students via inquiry based learning. Applicable, aligned and connected to the upcoming NYSSLS. **ACTIVITIES FEE: Approx. \$40.00**—Covers NY Aquarium/Coney Island (\$24), South Fork Natural History Museum (\$15.00). Carpooling will be arranged.

S20-02624 TRIBUTARIES

Vincent Cericola - vcericola@gmail.com

NEW!

3 Credits – Inservice—Various

5 SESSIONS - July 13 - 17, 8:00 AM - 6:00 PM

Track the Connetquot, Nissequogue & Peconic Rivers from their uplands to the bays in which they spill and experience the connection between fresh and salt water. This is critical to the health of coastal environments as it is what binds the residents of LI to the aquatic world phenomena to engage students via inquiry based learning. Applicable, aligned and connected to the upcoming NYSSLS. **ACTIVITIES FEE: Approx. \$120.00-**Covers Peconic Bay Cruise & LI Aquarium (\$40.00), Blue Island Oyster Farm Tour & Lunch @ Captree Island (\$75.00), Theodore Roosevelt Nature Center (\$5.00). Carpooling will be arranged.

S20-03006 🚽

GADGETS AND GIZMOS – COOL WEB TOOLS FOR DIGITAL CREATION

Kristina Holzweiss - lieberrian@yahoo.com

3 Credits – Inservice - June 24 - August 15

Do you know what a URL is? Can you locate materials in languages other than English? Have you ever wanted to create online surveys to gather information, or digital flashcards to use as study aids? Did you know that you can download and save educational video clips to your computer hard drive? Learn how to make the Internet work for you as you create interesting learning activities and assessment tools for your students.

S20-03022 **DIGITAL TOOLS TO ENHANCE LEARNING - K - 12** Lindsay Audiino—lindsayaudiino@gmail.com 3 Credits—Inservice- June 24 — August 15

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.

S20-03023

EXPLORING GOOGLE FOR EDUCATION - K - 12 Christina Sciarrotto - cmes724@yahoo.com 3 Credits - Inservice - June 24– August 15

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.

CREATING ONLINE ASSIGNMENTS AND ASSESSMENTS—4—12 S20-03024 📵 Tracy Toth-tracy764@gmail.com

3 Credits – Inservice – June 24 - August 15

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.

S20-03025

DIGITAL LITERACY AND CITIZENSHIP

NEW!

Rosemarie Foster - Rosemariefoster5@gmail.com 3 Credits - Inservice - June 24-August 15

Prepare students to learn in the digital age while maintaining good citizenship. Students must learn how to use technology to strategically find and evaluate information over the internet. This course will explain the components of information literacy and website content evaluation. Participants will be given ready to use lesson plans to incorporate digital literacy and digital citizenship instruction in the classroom. Additional topics explored include: effective/safe searching, website content evaluation, digital footprint and reputation, cyberbullying and privacy and security.



BEYOND THE BASICS: TAKING GOOGLE APPS TO THE NEXT LEVEL-K-12

NEW!

Christina Sciarrotto - cmes724@yahoo.com 3 Credits - Inservice - June 24- August 15

Participants will engage in activities that are beyond the basic Google Apps. You will take Google Slides to the next level by creating Stop Motion, Games, Comic Strips, Timelines,,Magnetic Poetry and Digital Escape Rooms. You will also learn about Google Keep, Sites, Add-ons and Extensions, and YouTube.

S20-03030

AMERICA'S TREASURES: NATIONAL PARKS AS CLSRMS Chris Visco - cvisco@optonline.net 3 Credits – Inservice - June 24 - August 15

There are over 360 National Parks scattered across the US. No matter where you live, whether it is in the city or the country, there is probably a National Park Site near you. Hidden within each National Park is an exciting story waiting to be discovered. It would be impossible for a teacher to bring his or her class to visit all of them, but thanks to the World Wide Web, it is now possible to take virtual field trips without ever leaving the classroom.

S20-03059 CREATING INSTRUCTIONAL VIDEOS FOR USE IN THE CLASSROOM Steve Ellick - 3 Credits - Inservice - GREENLAWN 5 SESSIONS – July 27–31 - 8:00 AM – 5:30 PM

Course is based on creating short instructional videos for use in class and for incorporating into the Flipped Classroom concept. It is the smorgasbord of 21st Century technology. You will explore different mediums to complete one instructional video lesson. Incorporate digital video through teacher made instructional videos, discuss shooting, editing and converting video into different formats to meet the teacher's needs and ways to incorporate instructional videos into Interactive White Board lessons. No experience necessary.

S20-03084 🖉

TOTALLY TWITTER

Kerri Crawford - kerri1125@gmail.com Emily Eich - eeich@emoschools.org 1 Credit — Inservice - June 24 - August 15

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.

S20-03091

IPAD APPS AND WEBSITES TO HELP STRUGGLING READERS AND WRITERS - (K-12)

Maureen Hanley - mobrien16@hotmail.com

3 Credits – Inservice - June 24 - August 15

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.

S20-03351

EVERYTHING YOU NEED TO KNOW TO 3D PRINT, NOW! Vincenzo La Ruina—vincenzoLaRuina@gmail.com 3 Credits – Inservice - June 24 - August 15

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. Appropriate for K-12 teachers, including art & technology.

S20-03403

INTEGRATING TECHNOLOGY AND LITERATURE INTO YOUR SCIENCE CURRICULUM Danielle Waitz - dwaitz@hotmail.com

3 Credits – Inservice - June 24 - August 15

Does science get put on the back burner? Do you feel like there is not enough time in the day to teach science? 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.

S20-04006

CREATIVE WAYS TO TEACH KIDS TO MAKE INFERENCES Alissa Rosenberg - alissaspieces@hotmail.com 3 Credits – Inservice - June 24 - August 15

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.

ENHANCING LANGUAGE AND LITERACY THROUGH PHOTOGRAPHY FOR THE CLASSROOM TEACHER—K—12 Alissa Rosenberg - alissaspieces@hotmail.com 3 Credits – Inservice - June 24 - August 15

Photography in the classroom? But I am not a photographer or an art teacher. Is this class for me? YES! This class will give educators fun and exciting strategies that they can modify and add to their own teaching tool box utilizing different forms of photography. The strategies and lesson plan ideas will range from taking actual photographs using digital media, to analyzing already produced photography. Learn to attach photography to concepts: Making inferences, asking and answering WH questions, critical thinking skills, figurative language and more. Good for small group classrooms too!

S20-04017

HOW TO TEACH RESEARCH PAPER WRITING AT ALL LEVELS Deirdre Cerrito - deirdrecerrito@yahoo.com 3 Credits - Inservice - June 24 - August 15

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

S20-04023

MULTIPLE INTELLIGENCES IN THE CLASSROOM K-12 Marina Poulis - mpoulis100@gmail.com 3 Credits - Inservice - June 24 - August 15

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.



USING COOPERATIVE LEARNING IN THE CLASSROOM– K-12 Marina Poulis - mpoulis100@gmail.com 3 Credits - Inservice - June 24 - August 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 to learn socialization, cooperation & collaboration. Learn how to use the cooperative learning method to teach students how to help each other work together.

S20-04031

NEW!

ELEMENTARY AND SECONDARY LANGUAGE-LITERACY TOOLKIT Michele Pepey - mpepey@gmail.com

3 Credits - Inservice - June 24 - August 15

Children with language disorders are at a higher risk for developing reading difficulties. In this course, you will learn how language and literacy intersect. Learn the importance of developing word knowledge for reading and spelling in today's classroom. You will learn some evidence based practices and strategies to add to your literacy toolkit.

S20-04032 ACTIVE LISTENING FOR POSITIVE, PRODUCTIVE, ENGAGED LEARNING NEW! Patricia Magilligan—magilliganp@gmail.com 3 Credits — Inservice - June 24—August 15

3 Credits — Inservice - June 24—August 15 The 21st century has brought many new opportunities and challenges for learning. Multitasking and distracted communication has become commonplace. Some research indicates that most people recall only 25% of a conversation only minutes after it occurs.

indicates that most people recall only 25% of a conversation only minutes after it occurs. The implication for learning can be staggering. Active listening and Accountable Talk can help us create the positive, productive learning environment that we all strive to have. Creating active learners who are motivated, engaged, nonjudgmental and compassionate should be a goal for all our schools. This course will go beyond active listening to include mindful listening, accountable talk, and creating responsive compassionate environments.



THE ANATOMICAL BASIS OF READING & WRITING DISABILITIES Dr. Peter A. Pece - doctorpece@icloud.com. 3 Credits – Inservice - June 24 - August 15

Designed to be an overview of concepts regarding the brain and its relationship to the ability of students to read and write. It is primarily a research course which will allow you to explore the web and its many educational and informational advantages. The anatomy of the brain will be discussed as well as various dysfunctions of reading/writing (alexia/agraphia). Samuel Orton believed very strongly that reading disabilities stemmed from weak cerebral dominance. This concept appears in the work of Alfred Tomatis. While researching your understanding will deepen as well as various strategies for implementation in your class.

S20-04054

UPSTANDER RESPONSIBILITY:CREATING A SCHOOL CULTURE THAT COMBATS BULLYING Cecile Wren - mindandheart@optonline.net 3 Credits – Inservice - June 24 - August 15

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.

S20-04056

CHARACTER EDUCATION – (K – 12) Andrew Paskal - apaskal@juno.com 3 Credits – Inservice - June 24 - August 15

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.

S20-04058

BULLYING – STRATEGIES FOR TEACHERS – (K – 12) Debbi Frechtman - deb5474@aol.com 3 Credits – Inservice - June 24 - August 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.

S20-04062

2 CELEBRATING READING IN THE 21ST CENTURY Kristina Holzweiss - lieberrian@yahoo.com 3 Credits – Inservice - June 24 - August 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. But how can reading books compete with screen time and video games? Come collaborate & share ideas to promote books & reading in our school learning communities through low tech and high tech means.

S20-04101

COMMUNICATION SKILLS FOR STUDENTS Jean Galima - jeangalima@yahoo.com 3 Credits - Inservice — June 24 - August 15

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 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.

S20-04102 GRAMMAR GIMMICKS, WORD USAGE, PAINLESS PUNCTUATION Jean Galima - jeangalima@yahoo.com 3 Credits - Inservice - June 24 - August 15

Participants will learn to help their students eliminate frequent errors in writing by utilizing gimmicks that work. This course will 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..

S20-04111 🖳

LOVING LITERATURE Danielle Waitz - dwaitz@hotmail.com

3 Credits – Inservice - June 24 - August 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 that they will utilize in their classrooms to enhance their existing literacy program.

S20-04151

THE POWER OF TEACHER LANGUAGE Kerri Crawford - kerri1125@gmail.com 3 Credits - Inservice - June 24 - August 15

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.

S20-04152

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BEST PRACTICES IN CONTENT AREA LITERACY Gayle Meinkes-Lumia - gmeinkeslumia@bufsd.org 3 Credits — Inservice - June 24 - August 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!

S20-04155

DEVELOPING READERS IN THE PRIMARY GRADES - K - 2 Christina Sciarrotto - cmes724@yahoo.com 3 Credits - Inservice - June 24 – August 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.

S19-04158

SUPPORTING STRUGGLING READERS - K - 12 Jaclyn Graham—jgraham.scope@gmail.com 3 Credits — Inservice - June 24 - August 15

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.



ACCELERATE LITERACY SUCCESS WITH CONFERRING & SMALL **GROUP INSTRUCTION**

Patricia Magilligan—magilliganp@gmail.com 3 Credits — Inservice - June 24—August 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.

S20-04401 AVENUES TO SUCCESSFUL TEACHING OF WRITING FOR ALL LEVELS Jean Galima - jeangalima@yahoo.com NFW/

3 Credits - Inservice - June 24 - August 15

Along with motivating AIS writing approaches, this course is packed with successful avenues to increase proficiencies and growth for ALL students of ALL competencies in ALL grade levels. Writing is a process that must be practiced with diversity of experiences in ALL disciplines. Teachers must explore, discover, reinvent and guide students to success not only gaining skills, but also self confidence benefiting them throughout their school career. This course is abundant with instructor "tried and true" suggestions.

S20-04502

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BEYOND BLOOM-BUILDING CRITICAL THINKING SKILLS Gayle Meinkes-Lumia - gmeinkeslumia@bufsd.org 3 Credits — Inservice - June 24 - August 15

The Common Core requires educators to infuse a plethora of higher order skills, as well as deductive reasoning techniques into the classroom. This course will enable educators to comprehend the cognitive domains of Bloom's taxonomy and subsequently move further and develop mastery level thematic strategies that guide students on their journey to success. Cross curricular teaching, interdisciplinary applications, analytic, philosophical and productive reasoning techniques will be addressed.

S20-05002

SPANISH IN OUR CLASSROOMS Francine Voulo - favoulo@aol.com

3 Credits - Inservice - June 24-August 15

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.

S20-05003

COMMUNICATING WITH OUR ENGLISH LANGUAGE LEARNERS Francine Voulo - favoulo@aol.com 3 Credits - Inservice - June 24 - August 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.

S20-05004

BEST PRACTICES FOR TEACHING MULTI-LANGUAGE STUDENTS Deirdre Cerrito - deirdrecerrito@yahoo.com Jully Williams - gina102105@gmail.com

3 Credits - Inservice - June 24 - August 15

CTLE regulations require teachers apply 15% of their required hours toward enhancing language acquisition skills for ENL and ELL students. For ELL teachers, the percentage is 50%. Class provides instruction in best practices as outlined by NYSEDF. Learn best practices in scaffolding, literacy development, aligning instructional resources & academic language. Class is a must for teachers hoping to help their ENL, ELL & MLL students learn English and succeed. 11

BOOST AND ACCELERATE YOUR ELL STUDENTS LEARNING: ENSURE STUDENT SUCCESS WITH PRACTICAL STRATEGIES! Anthony Auciello - scopeauciello@aol.com 3 Credits – Inservice - June 24– August 15

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 of the classroom. 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!

S20-06018 EXPLORING MONOTYPE PRINTMAKING Julia Lang-Shapiro - 3 Credits – Inservice - LONG BEACH 5 SESSIONS - July 6 - 10 - 8:00 AM - 5:30 PM

Explore easy printmaking projects using common art materials in a new way. Participants will cover simple printmaking techniques that create unique and dynamic finished pieces. Watercolor mono-prints, gelatin printing, foam relief plates and marbleizing are just a few projects that will be created. The various Elements of Art and Principles of Design will be highlighted as they relate to the projects. A Plethora of hands-on lessons will be created. This course is suitable for upper elementary through high school, but the lessons can be adapted for all levels. **ACTIVITES/MATERIALS FEE: \$20.00 (Due first class).**

S20-06033

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AESTHETICS STUDIES: NEW WAYS OF PERCEIVING WORLD CULTURES - K - 12

Laura O'Shaughnessy Swan - loshswanscope@gmail.com 3 Credits - Inservice - June 24 - August 15

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. Course will provide usable links to create a lesson plan adapted to their own discipline..

S20-06038

JOURNALING IB STYLE! - Grades 6—12 Eric Fox—3 Credits—Inservice—LONG BEACH 5 SESSIONS—July 13—17—8:00 AM—5:30 PM

This course is designed to introduce various ways to create reflective, insightful and meaningful journal entries in the International Baccalaureate style of journaling. Meaningful journaling can be difficult for art teachers to implement in class and confusing for students. This course will focus on simple journal background techniques, along with ways to document participant's experimentations, process research and reflections. **ACTIVITES/MATERIALS FEE: \$10.00 (Due first class).**

S20-06043 FABULOUS FIBERS

NEW!Julia Lang-Shapiro - 3 Credits – Inservice - LONG BEACH5 SESSIONS - July 20 - 24 - 8:00 AM - 5:30 PM

Come explore projects using fiber as the main component. We will cover fiber techniques such as weaving, macramé, shibori dyeing and more to create unique and dynamic finished pieces. The various Elements of Art and Principles of Design will be highlighted as they relate to the projects. A plethora of hands-on lessons will be created. This course is suitable for elementary through high school, but the lessons can be adapted for all levels. ACTIVITES/MATERIALS FEE: \$20.00 (Due first class).

NEW!

CREATING AN ePORTFOLIO: IMPROVING YOUR PHOTOGRAPHIC PROCESS Sue Pressberg—spresberg@gmail.com 3 Credits - Inservice - June 24 - August 15

Course designed to improve your photographic skills as you develop your artistic capabilities to create a final portfolio to use in any curriculum. Use art and design to communicate ideas through digital media. Leave with a digital portfolio that you can use as an example for your class to create. Course will emphasize digital photography and media use on the computer. Photoshop will be incorporated to improve your photographs. Proficient computer use is necessary but no knowledge of photography or Photoshop needed. Digital camera or cell phone camera required. Adobe Photoshop, Pixir (free online), etc.. Will be used.

S20-06112H "AROUND THE WORLD" - THE SOUND SYMPHONY Dorothy Savitch - 1 Credit – Inservice

PORT JEFF STA., 11 SESSIONS - 7:30-9:30 PM, Starts: June 11 Perform four outdoor pops concerts that feature music from the great Broadway shows and light classics. Intended for instrumental music teachers who wish to enrich their knowledge of the orchestral repertoire. *Registration is subject to the approval of, Dorothy Savitch: (718) 499-8495. Dates: 6/11, 6/18, 6/25, 7/2,7/9,7/16, 8/6, Concerts, 7/23, 7/25, 8/7 & 8/9.

S20-07001

DEVELOPING A COLLEGE/CAREER READY STUDENT Francesca Reardon - fncavallaro@gmail.com 3 Credits - Inservice - June 24 - August 15

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.

S20-11005

POVERTY IN EDUCATION

Michael Sims - mikesimsduke1@yahoo.com 3 Credits – Inservice - June 24 - August 15

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.

S20-11006 MOTIVATING STUDENTS TO ACHIEVE:ENSURE STUDENT SUCCESS Anthony Auciello - scopeauciello@aol.com 3 Credits – Inservice - June 24 - August 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!

S20-11008

ESSENTIAL QUESTIONS ENGAGE LEARNERS Kerri Crawford - kerri1125@gmail.com

3 Credits - Inservice - June 24 - August 15

Explore a variety of types of questions, consider the applications and intentions and identify the specific characteristics of essential questions. 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. The 2nd part focuses on getting the most from the discussions, address challenges & provide suggestions for establishing a culture of inquiry in class.



TOP TEN SITES FOR ALL TEACHERS - K - 12 Kristina Holzweiss - lieberrian@yahoo.com 3 Credits – Inservice – June 24 - August 15

Designed to introduce teachers to the top ten sites for teaching. Learn how to create your own hotlists, rubrics, learning materials, flashcards, worksheets, WebQuests & PowerPoint games. With these 10 sites, you will always have that trick up your sleeve. These sites can be used with SmartBoard and Promethean whiteboards.

S20-11014 BUILDING STUDENT RESILIENCY—K—12 Michael Sims - mikesimsduke1@yahoo.com 3 Credits – Inservice - June 24 – August 15

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.

S20-11032

BUILDING POSITIVE RELATIONS WITH PARENTS Michael Sims - mikesimsduke1@yahoo.com 3 Credits – Inservice - June 24 - August 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.



UNDERSTANDING GROWTH MINDSET Richard Faber - Fabes888@gmail.com

3 Credits - Inservice - June 24 - August 15

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.

S20-11044 PEER MENTORING

Michael Sims - mikesimsduke1@yahoo.com

3 Credits – Inservice - June 24 – August 15

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 as an undergraduate to actual teaching. For that reason this course is applicable for all whether their school has a formal mentoring program or not. Explore the benefits experienced teachers gain by collaborating with colleagues in mentoring situations. Educators are lifetime learners and working in partnerships will enhance everyone's ability to grow as it improves teacher performance as well as the total school environment.

S20-11045

RESTORATIVE PRACTICES Richard Faber - Fabes888@gmail.com 3 Credits - Inservice - June 24 - August 15

Educators recognize the importance of fostering positive, healthy school climates and helping students learn from their mistakes. They are partnering with parents, district officials, organizations, and policymakers to move away from harmful & counter-productive zero-tolerance discipline policies toward proven restorative approaches. Restorative practices is an emerging social science that students and all members of the school community 14 can learn and practice.

BEHAVIORAL INTERVENTION STRATEGIES-CREATING CLASS WIDE/INDIVIDUAL BEHAVIOR PLANS Corinne Roig - roigcscope@gmail.com 3 Credits – Inservice - June 24 – August 15

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. Suitable all grades.

S20-12002 📃

INTEGRATED CO-TEACHING: ENSURING STUDENT SUCCESS Anthony Auciello - scopeauciello@aol.com 3 Credits – Inservice - June 24– August 15

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.

S20-12003

DIFFERENTIATION IN ACTION

Gayle Meinkes-Lumia - gmeinkeslumia@bufsd.org 3 Credits - Inservice - Juen 24 - August 15

Learn everything there is to know about differentiating your classrooms. Learn the secrets to recognizing and building on the individual talents of each student, while preparing all students for the rigors of new standards and assessments. 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.

S20-12004 🧃

IMPLEMENTING HELPFUL STRATEGIES FOR WORKING WITH SPEECH AND LANGUAGE STUDENTS Linda A. Cohen - Ihardmancohen@gmail.com 3 Credits - Inservice - June 24 - August 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.

S20-12005

AUDITORY PROCESSING DISORDERS: AN OVERVIEW OF WORKING WITH CHILDREN WITH APD Linda A. Cohen - Ihardmancohen@gmail.com 3 Credits - Inservice - June 24 - August 15

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

OPPOSITIONAL DEFIANCE DISORDER-STRATEGIES FOR TEACHERS AND PARENTS - (K - 12) Andrew Paskal - apaskal@juno.com 3 Credits - Inservice - June 24 - August 15

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.

S20-12010 SPECIAL EDUCATION LAW FOR THE CLASSROOM TEACHER Andrew Paskal - apaskal@juno.com

3 Credits - Inservice - June 24 - August 15

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.



S20-12015 (ASPERGER SYNDROME-STRATEGIES FOR TEACHERS - K - 12 Debbi Frechtman - deb5474@aol.com

3 Credits – Inservice - June 24 - August 15

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.



CREATING A SUCCESSFUL CLASSROOM FOR CHILDREN WITH DISABILITIES Kysten Ellison - Kysten@aol.com

3 Credits - Inservice - June 24 - August 15

Students of all abilities and backgrounds want classrooms that are inclusive and convey respect. For those students with disabilities, the classroom setting may present certain challenges that need accommodation and consideration. This course will focus on the various types of disabilities, how each disability 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.

S20-12020

DEFINING DYSLEXIA & THE ORTON GILLINGHAM READING METHODOLOGY - K - 12 Maureen Hanley - mobrien16@hotmail.com 3 Credits - Inservice - June 24 - August 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.

S20-12022

DOWN SYNDROME AND AUTISM SPECTRUM DISORDERS-A SPEECH AND LANGUAGE PERSPECTIVE Linda A. Cohen - Ihardmancohen@gmail.com 3 Credits - Inservice - June 24 - August 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.

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.
 - Decision contaminants that are contracted
 - 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 & 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



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