



**SCOPE**

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

**SCOPE courses can be tailored to meet the  
needs of your school district.**

**If you have any questions, please call  
SCOPE at 631-881-9651 or email  
[bwestcott@scopeonline.us](mailto:bwestcott@scopeonline.us)**



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**\*NEW COURSES DESIGNED FOR  
DISTANCE LEARNING\***

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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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### SCOPE Professional Development Staff

Mr. Michael O'Brien Associate Director For Instructional Services  
Ms. Betty Westcott Coordinator for Professional Development & Student Prep Programs

### STUDENT ASSESSMENT

- *The instructor provides online leadership in a manner that promotes student success through regular feedback, prompt response and clear expectations.*
  - Consistently monitors student performance throughout the duration of the class
  - Provides timely constructive feedback to students about assignments and questions
  - 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 Fall 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](http://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 - October 7 - December 15

\* Each credit is equal to 15 hours of Professional Development



**F20-01013**  **IDENTIFYING & PREVENTION OF TEENAGE ADDICTION**  
Kysten Ellison - kysten@aol.com  
3 Credits – Inservice - October 7—December 15

Adolescent addictions have become a serious educational concern that affect the emotional well being of students as well as the entire school community. Objective of this course is to identify various physiological and psychological addictions, recognize the potential dispositions, examine the causes, explore effective prevention strategies, and how to initiate appropriate intervention techniques.

**F20-01019**  **MINDFULNESS FOR POSITIVE AND PRODUCTIVE CLASSROOMS**  
Patricia Magilligan—magilliganp@gmail.com  
3 Credits — Inservice - October 7 — December 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!

**F20-01088**  **THE CALM CLASSROOM**  
Kysten Ellison - Kysten@aol.com  
3 Credits - Inservice - October 7 - December 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.

**F20-01089**  **WARNING! EATING CAN BE DANGEROUS TO YOUR HEALTH**  
Chris Visco - cvisco@optonline.net  
3 Credits – Inservice - October 7 - December 15


As the human population continues to grow, the agriculture and meat industries have had to respond by increasing their output. This increase in food production does not come without a price. Mad cow disease, pesticide residues, antibiotic resistance, food additives and food poisoning are but a few of the concerns facing consumers today. This course will investigate the causes, effects and solutions to these problems.

**F20-01131**  **INSPIRING YOUNG MINDS**  
Amy Miller—amillerteach10@gmail.com  
3 Credits—Inservice—October 7 — December 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.

**F20-12009**  **OPPOSITIONAL DEFIANCE DISORDER-STRATEGIES FOR TEACHERS AND PARENTS – (K – 12)**  
Andrew Paskal - apaskal@juno.com  
3 Credits – Inservice - October 7 - December 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.

**F20-12010**  **SPECIAL EDUCATION LAW FOR THE CLASSROOM TEACHER**  
Andrew Paskal - apaskal@juno.com  
3 Credits – Inservice - October 7 - December 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.

**F20-12015**  **ASPERGER SYNDROME-STRATEGIES FOR TEACHERS - K - 12**  
Debbi Frechtman - deb5474@aol.com  
3 Credits – Inservice - October 7 - December 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.

**F20-12017**  **CREATING A SUCCESSFUL CLASSROOM FOR CHILDREN WITH DISABILITIES**  
Kysten Ellison - Kysten@aol.com  
3 Credits - Inservice - October 7 - December 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.

**F20-12020**  **DEFINING DYSLEXIA & THE ORTON GILLINGHAM READING METHODOLOGY - K - 12**  
Maureen Hanley - mobrien16@hotmail.com  
3 Credits – Inservice - Oct. 7 - December 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.

**F20-12022**  **DOWN SYNDROME AND AUTISM SPECTRUM DISORDERS— A SPEECH AND LANGUAGE PERSPECTIVE**  
Linda A. Cohen - lhardmancohen@gmail.com  
3 Credits - Inservice - October 7 - December 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.

**F20-12000**  **BEHAVIORAL INTERVENTION STRATEGIES-CREATING CLASS WIDE/INDIVIDUAL BEHAVIOR PLANS—K—12**  
**Corinne Roig - roigscope@gmail.com**  
**3 Credits – Inservice - October 7 – December 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.

**F20-12002**  **INTEGRATED CO-TEACHING: ENSURING STUDENT SUCCESS**  
**Anthony Auciello - scopeauciello@aol.com**  
**3 Credits – Inservice - October 7– December 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.

**F20-12003**  **DIFFERENTIATION IN ACTION**  
**Gayle Meinkes-Lumia - gmeinkeslumia@bufsd.org**  
**3 Credits - Inservice - October 7 - December 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.

**F20-12004**  **IMPLEMENTING HELPFUL STRATEGIES FOR WORKING WITH SPEECH AND LANGUAGE STUDENTS**  
**Linda A. Cohen - lhardmancohen@gmail.com**  
**3 Credits - Inservice - October 7 - December 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.

**F20-12005**  **AUDITORY PROCESSING DISORDERS: AN OVERVIEW OF WORKING WITH CHILDREN WITH APD**  
**Linda A. Cohen - lhardmancohen@gmail.com**  
**3 Credits - Inservice - October 7 - December 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 what you can do as a teacher to help them.

**F20-01197**  **MENTAL HEALTH IN STUDENTS AND SCHOOLS**  
**Kysten Ellison - kysten@aol.com**  
**3 Credits – Inservice - October 7 - December 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.

**F20-02006**  **ENGAGING THE MATH LEARNER WITH GAMES—(K-5)**  
**Jill Cohen—jilly119@gmail.com**  
**3 Credits – Inservice - October 7 - December 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?

**F20-02012**  **MAKING MATH MEANINGFUL**  
**Danielle Waitz - dwaitz@hotmail.com**  
**3 Credits – Inservice - October 7 - December 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.

**F20-02512**  **EDUCATIONAL NEUROSCIENCE**  
**NEW!**  
**Dr. Peter A. Pece - doctorpece@icloud.com**  
**3 Credits – Inservice - October 7 — December 15**

Neuroscientists and Educators were totally separate entities for many years. Then, each discipline realized that they needed the other. Educators realized that Neuroscience held many answers for them, and Neuroscientists realized that educators possessed knowledge that they could utilize in their research. This course will examine many different avenues of exploration for those in Education to have some questions answered regarding the brain and how they can use findings of Neuroscience in their classrooms.

**F20-03017**  **WORD PROCESSING FOR TEACHERS USING MICROSOFT WORD AND GOOGLE DOCS**  
**Tracy Toth-tracy764@gmail.com**  
**3 Credits – Inservice – October 7 - December 15**

Word Processing is an old term, but one that most teachers use daily. From creating lesson plans to drafting letters to designing handouts, we cannot seem to get away from it. Learn about the similarities and differences between Google Docs and Microsoft Word. Learn how to create eye-catching handouts that include graphic organizers, tables, images and more. See how easy it is to convert both types of documents and all the ways they can be used.

**F20-03022**  **DIGITAL TOOLS TO ENHANCE LEARNING - K - 12**  
**Lindsay Audiino—lindsayaudiino@gmail.com**  
**3 Credits—Inservice— October 7 —December 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.

**F20-03023**  **EXPLORING GOOGLE FOR EDUCATION - K - 12**  
**Christina Sciarrotto - cmes724@yahoo.com**  
**3 Credits - Inservice - October 7– December 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.

**F20-03024**  **CREATING ONLINE ASSIGNMENTS AND ASSESSMENTS—4—12**  
**Tracy Toth-tracy764@gmail.com**  
**3 Credits - Inservice - October 7– December 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.

**F20-03026**  **BEYOND THE BASICS: TAKING GOOGLE APPS TO THE NEXT LEVEL— K—12**  
**Christina Sciarrotto - cmes724@yahoo.com**  
**3 Credits - Inservice - October 7– December 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.

**F20-03027**  **BITMOJIS IN THE PHYSICAL AND ONLINE CLASSROOM**  
**Kristina Holzweiss - lieberrian@yahoo.com**  
**3 Credits – Inservice - October 7 - December 15**

**NEW!**

What's a bitmoji? You know those cute caricatures that you share in your texts, emails, and social media? Those avatars are called bitmojis! Students enjoy when teachers communicate and teach with bitmojis because they personalize the learning experience. In this course you will learn all about how to design bitmojis and to use them in sticky notes, bookmarks and posters, learning units, booksnaps and virtual classrooms. You will also learn some cool tech tools such as Google Slides, Canva, Buncee, Wakelet, Book Creator and Flipgrid. In this practical course you will be able to immediately apply what you learn to your daily activities.

**F20-11014**  **BUILDING STUDENT RESILIENCY—K—12**  
**Michael Sims - mikesimsduke1@yahoo.com**  
**3 Credits – Inservice - October 7 – December 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.

**F20-11032**  **BUILDING POSITIVE RELATIONS WITH PARENTS**  
**Michael Sims - mikesimsduke1@yahoo.com**  
**3 Credits – Inservice - October 7 - December 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.

**F20-11039**  **ENGAGING THE DISENGAGED LEARNER**  
**Richard Faber - Fabes888@gmail.com**  
**3 Credits - Inservice - October 7 - December 15**

Learning is a lot like bike riding. Once you have the knack, you never really forget the skill. Nor do you forget the thrill of learning a new ability or understanding a complex idea. Why have so many students never discovered this thrill? Why are they coasting when they could be racing along in the educational Tour de France with their peers? What can teachers do to engage the disengaged student?

**F20-11041**  **THE EFFECT THAT STRESS HAS ON STUDENT LEARNING**  
**Richard Faber - Fabes888@gmail.com**  
**3 Credits - Inservice - October 7 - December 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.

**F20-11044**  **PEER MENTORING**  
**Michael Sims - mikesimsduke1@yahoo.com**  
**3 Credits – Inservice - October 7 – December 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 as an undergraduate to actual teaching. For that reason this course is applicable for all professionals 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 and improve. The mentoring process improves individual teacher performance and the total school environment.

**F20-11045**  **RESTORATIVE PRACTICES**  
**Richard Faber - Fabes888@gmail.com**  
**3 Credits - Inservice - October 7 - December 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 can learn and practice.

**F20-06045**  **DESIGNING WITH PHOTOSHOP 1, CREATIVE PHOTO PROCESS****NEW****Sue Presberg—spresberg@gmail.com**  
**3 Credits - Inservice - October 7 - December 15**

This course is designed to improve your ability to communicate ideas photographically through print and digital media, so you can incorporate it into your curriculum. This course will emphasize digital photography and digital editing on the computer. You will be able to use Adobe Photoshop or a similar online site by the end of this course.

**F20-07001**  **DEVELOPING A COLLEGE/CAREER READY STUDENT****Francesca Reardon - fncavallaro@gmail.com**  
**3 Credits - Inservice - October 7 - December 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.

**F20-11005**  **POVERTY IN EDUCATION****Michael Sims - mikesimsduke1@yahoo.com**  
**3 Credits – Inservice - October 7 - December 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.

**F20-11006**  **MOTIVATING STUDENTS TO ACHIEVE:ENSURE STUDENT SUCCESS****Anthony Auciello - scopeauciello@aol.com**  
**3 Credits – Inservice - October 7 - December 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!

**F20-11008**  **ESSENTIAL QUESTIONS ENGAGE LEARNERS****Kerri Crawford - kerri1125@gmail.com**  
**3 Credits - Inservice - October 7 - December 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.

**F20-11009**  **TOP TEN SITES FOR ALL TEACHERS - K - 12****Kristina Holzweiss - lieberrian@yahoo.com**  
**3 Credits – Inservice – October 7 - December 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.

**F20-03028**  **MEANINGFUL REMOTE & TECHNOLOGY LEARNING EXPERIENCES (BEGINNER)****NEW!****Dan Seid—dseid@scopeonline.us**  
**3 Credits – Inservice - October 7 - December 15**

This course is designed to inform teachers of tools to help take their curriculums and develop synchronous and asynchronous remote learning experiences that meet the needs of all learners in this digital age. Learn the tips and tricks of using platforms such as Google, Zoom, Nearpod, Pear Deck, Flipgrid, and many others. Participants will learn strategies for remote learning, as well as have the chance to take already created lessons or units and turn them into digital reality. You will also cover ways to expand the background knowledge of your students by creating virtual field trips in your content areas. Learn pedagogical approaches to conducting live instructional meets with students and maximizing student engagement. This course is meant to address recent and relevant concerns of teachers in this digital age and to help you find ways to make remote learning meaningful for your students.

**F20-03029**  **MEANINGFUL REMOTE & TECHNOLOGY LEARNING EXPERIENCES (INTERMEDIATE)****NEW!****Dan Seid—dseid@scopeonline.us**  
**3 Credits – Inservice - October 7 - December 15**

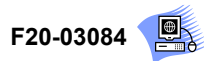
This course is designed to inform teachers of tools to help take their curriculums and develop synchronous and asynchronous remote learning experiences that meet the needs of all learners in this digital age. Learn the tips and tricks of using platforms such as Google, Zoom, Nearpod, Pear Deck, Flipgrid, and many others. Participants will learn strategies for remote learning, as well as have the chance to take already created lessons or units and turn them into digital reality. You will also cover ways to expand the background knowledge of your students by creating virtual field trips in your content areas. Learn pedagogical approaches to conducting live instructional meets with students and maximizing student engagement. This course is meant to address recent and relevant concerns of teachers in this digital age and to help you find ways to make remote learning meaningful for your students.

**F20-03064**  **10 WAYS TO ENGAGE STUDENTS IN PHYSICAL AND ONLINE CLASSROOMS****NEW!****Kristina Holzweiss - lieberrian@yahoo.com**  
**3 Credits – Inservice - October 7 - December 15**

Did you know that ALL teachers today were born LAST century and ALL students today were born THIS century? It's true! Our students are bombarded by social media and technology as they never have before in history. So how can we engage them in the physical and online classroom, while teaching curriculum? In this course you will learn 10 ways that you can engage your students that are fun, creative, and also academic. Projects that you will create will include a digital textbook, a collection of curated resources, and video tutorials using tools such as Wakelet, Genially, Loom Insert Learning, and Nearpod in this practical course you will be able to immediately apply what you learn to your daily activities, lessons and assessments.

**F20-03065**  **10 WAYS TO EMPOWER STUDENT VOICE IN PHYSICAL AND ONLINE CLASSROOMS****NEW!****Kristina Holzweiss - lieberrian@yahoo.com**  
**3 Credits – Inservice - October 7 - December 15**

When we support our students to share their voices, we are investing in our future. We are helping them to develop into adults who feel accepted, and who make others feel welcomed. We are acknowledging them as thought leaders and change makers. And when we listen to our students, we become not only better educators but better people. Projects you will create as models of student work include a podcast, a simple website, and a video using tools such as Anchor, Google Sites and Kapwing. In this practical course you will learn how to create activities, lessons and assessments in a variety of formats to empower student voice regardless of a child's age, academic ability or primary language.



**F20-03084** **TOTALLY TWITTER**  
**Kerri Crawford - kerri1125@gmail.com**  
**Emily Eich - eeich@emoschools.org**  
**1 Credit — Inservice - October 7 - December 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.



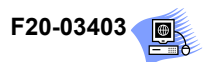
**F20-03091** **IPAD APPS AND WEBSITES TO HELP STRUGGLING READERS AND WRITERS - (K-12)**  
**Maureen Hanley - mobrien16@hotmail.com**  
**3 Credits – Inservice - October 7 - December 15**

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.



**F19-03351** **EVERYTHING YOU NEED TO KNOW TO 3D PRINT, NOW!**  
**Vincenzo La Ruina—vincenzoLaRuina@gmail.com**  
**3 Credits – Inservice - October 7 - December 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 K-12 teachers, including art and technology.



**F20-03403** **INTEGRATING TECHNOLOGY AND LITERATURE INTO YOUR SCIENCE CURRICULUM**  
**Danielle Waitz - dwaitz@hotmail.com**  
**3 Credits – Inservice - October 7 - December 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.



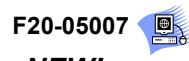
**F20-04017** **HOW TO TEACH RESEARCH PAPER WRITING AT ALL LEVELS**  
**Deirdre Cerrito - deirdrecerrito@yahoo.com**  
**3 Credits - Inservice - October 7 - December 15**

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.



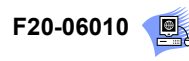
**F20-04023** **MULTIPLE INTELLIGENCES IN THE CLASSROOM K-12**  
**Marina Poulis - mpoulis100@gmail.com**  
**3 Credits - Inservice - October 7 - December 15**

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.



**F20-05007** **ESSENTIAL SPANISH LESSONS FOR TEACHERS**  
**Francine Voulo - favoulo@aol.com**  
**3 Credits - Inservice - October 7 - December 15**

**NEW!**  
This course will consist of ten lessons. Each lesson will implement curriculum and NYS standards for Languages Other than English (LOTE). Teachers will have the opportunity to advance in the target language as well as adding communication essential to their professional development portfolio. Lessons include and assessment of the target language, communication vocabulary and forms for teachers, nurses and staff, field trip permission forms and technology to support your English Language Learners.



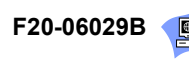
**F20-06010** **THE MUSICAL BRAIN**  
**Dr. Peter A. Pece - doctorpece@icloud.com**  
**3 Credits – Inservice - June 29 - August 15**

The Brain is most complex organ in the human body, and Music is the most complex of all the arts. Put them together and you will ultimately get more questions than answers. In this course “The Musical Brain” we will examine many different aspects of music and how it affects the brain. Some of the interesting topics explored will be: The Effects of Music on the Brain, Synesthesia, Why Sad Songs make us happy (in a way), Amusia and Musical Savants among others.



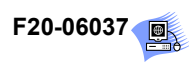
**F20-06028B** **BOOKMAKING FOR ARTISTS AND EDUCATORS**  
**Julia Lang-Shapiro - Eyecre8art@yahoo.com**  
**3 Credits – Inservice - October 7 - December 15**

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.



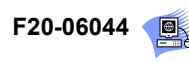
**F20-06029B** **CREATIVE COLLAGE TECHNIQUES**  
**Julia Lang-Shapiro - Eyecre8art@yahoo.com**  
**3 Credits – Inservice - October 7 - December 15**

This course is 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 and experiment with some creative collage techniques.



**F20-06037** **THE ART OF CREATIVITY: AN INTER-DISCIPLINARY APPROACH**  
**Laura O’Shaughnessy Swan - loshwanscope@gmail.com**  
**3 Credits - Inservice - October 7– December 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.



**F20-06044** **CREATING AN ePORTFOLIO:IMPROVING YOUR PHOTOGRAPHIC PROCESS**  
**Sue Presberg—spresberg@gmail.com**  
**3 Credits - Inservice - October 7 - December 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.



**F20-04402**  **TEACHING STUDENTS TO AVOID SEXIST LANGUAGE  
FOSTERING ETHICAL COMMUNICATIONS**

**NEW!**

**Jean Galima - jeangalima@yahoo.com**  
**3 Credits - Inservice - October 7 - December 15**

Language impacts social realities with connotations having ethical and non-ethical repercussions. Sexist language communicates unfair inaccuracies and judgments. It is imperative to teach students to understand, recognize, and avoid sexist language replacing it to prevent labeling, stereotyping and assumed limitations imposed. Help students foster positive self-esteem empowering them to become respectful, ethical verbal and written communicators. Explore, examine, learn, and gain solutions for students of all ages.

**F20-05002**  **SPANISH IN OUR CLASSROOMS**

**Francine Voulo - favoulo@aol.com**  
**3 Credits - Inservice – October 7 — December 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.

**F20-05003**  **COMMUNICATING WITH OUR ENGLISH LANGUAGE LEARNERS**

**Francine Voulo - favoulo@aol.com**  
**3 Credits - Inservice - October 7 - December 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.

**F20-05004**  **BEST PRACTICES FOR TEACHING MULTI-LANGUAGE STUDENTS**

**Deirdre Cerrito - deirdrecerrito@yahoo.com**  
**Jully Williams - gina102105@gmail.com**  
**3 Credits - Inservice - October 7 - December 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%. This 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.

**F20-05006**  **BOOST AND ACCELERATE YOUR ELL STUDENTS LEARNING:  
ENSURE STUDENT SUCCESS WITH PRACTICAL STRATEGIES!**

**Anthony Auciello - scopeauciello@aol.com**  
**3 Credits – Inservice - October 7– December 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!

**F20-04024**  **USING COOPERATIVE LEARNING IN THE CLASSROOM– K-12**

**Marina Poulis - mpoulis100@gmail.com**

**3 Credits - Inservice - October 7 - December 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.

**F20-04031**  **ELEMENTARY AND SECONDARY LANGUAGE-LITERACY  
TOOLKIT**

**NEW!**

**Michele Pepey - mpepey@gmail.com**  
**3 Credits - Inservice - October 7 - December 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.

**F20-04032**  **ACTIVE LISTENING FOR POSITIVE, PRODUCTIVE, ENGAGED  
LEARNING**

**Patricia Magilligan—magilliganp@gmail.com**  
**3 Credits — Inservice - October 7 — December 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. 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.

**F20-04054**  **ENHANCING SCHOOL CLIMATE: COMPASSION, UPSTANDER  
RESPONSIBILITY AND RESPONSIBLE DECISION MAKING**

**Cecile Wren - cecile@myeisolutions.com**  
**3 Credits – Inservice - October 7 - December 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.

**F20-04056**  **CHARACTER EDUCATION – (K – 12)**

**Andrew Paskal - apaskal@juno.com**  
**3 Credits – Inservice - October 7 - December 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.


**F20-04058**  **BULLYING – STRATEGIES FOR TEACHERS – (K – 12)**

**Debbi Frechtman - deb5474@aol.com**  
**3 Credits – Inservice - October 7 - December 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.

**F20-04101**  **COMMUNICATION SKILLS FOR STUDENTS**  
Jean Galima - jeangalima@yahoo.com  
3 Credits - Inservice — October 7 - December 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.

**F20-04102**  **GRAMMAR GIMMICKS, WORD USAGE, PAINLESS PUNCTUATION**  
Jean Galima - jeangalima@yahoo.com  
3 Credits - Inservice - October 7 - December 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..

**F20-04111**  **LOVING LITERATURE**  
Danielle Waitz - dwaitz@hotmail.com  
3 Credits – Inservice - October 7 - December 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.

**F20-04151**  **THE POWER OF TEACHER LANGUAGE**  
Kerri Crawford - kerri1125@gmail.com  
3 Credits - Inservice - October 7 - December 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.

**F20-04152**  **BEST PRACTICES IN CONTENT AREA LITERACY**  
Gayle Meinkes-Lumia - gmeinkeslumia@bufsd.org  
3 Credits — Inservice - October 7 - December 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!

**F20-04153**  **LITERATURE CIRCLES-EMPOWERING STUDENTS TEXT/TALK**  
Gayle Meinkes-Lumia - gmeinkeslumia@bufsd.org  
3 Credits — Inservice - October 7 –December 15


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

**F20-04155**  **DEVELOPING READERS IN THE PRIMARY GRADES - K - 2**  
Christina Sciarrotto - cmes724@yahoo.com  
3 Credits - Inservice - October 7 – December 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.

**F20-04158**  **SUPPORTING STRUGGLING READERS - K - 12**  
Jaclyn Graham—jgraham.scope@gmail.com  
3 Credits — Inservice - October 7 - December 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.

**F20-04164**  **ACCELERATE LITERACY SUCCESS WITH CONFERRING & SMALL GROUP INSTRUCTION**  
Patricia Magilligan—magilliganp@gmail.com  
3 Credits — Inservice - October 7 — December 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.

**F20-04401**  **AVENUES TO SUCCESSFUL TEACHING OF WRITING FOR ALL LEVELS**  
Jean Galima - jeangalima@yahoo.com  
3 Credits - Inservice - October 7 - December 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.