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

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

*NEW COURSES DESIGNED FOR
DISTANCE LEARNING*

SCOPE Inservice Course Registration is
Available Online at www.scopeonline.us
SCOPE is a not-for-profit educational organization permanently chartered by the New York State Board of Regents to provide services to school districts. Founded in 1964 by school superintendents, it is a cooperative venture for sharing resources to deal with common concerns. It is governed by a Board of Directors of school superintendents and college representatives and serves as a regional School Study Council and School Board Institute.

2020-2021 SCOPE Board of Directors:

**President**
Dr. Joseph Famularo - Superintendent, Bellmore UFSD

**Vice President**
Mr. Lars Clemensen - Superintendent, Hampton Bays UFSD

**Treasurer**
Mrs. Bernadette Burns - Superintendent, West Islip UFSD

**Immediate Past President**
Dr. Charles Russo - East Moriches UFSD

**Executive Director**
Mr. George L. Duffy

Dr. Anthony Anunzio - Associate Professor, Department of Instructional & Administrative Leadership, St. John's University
Dr. Kenneth Bossert - Superintendent, Elwood UFSD
Dr. Vincent Butera, Superintendent, Manhasset UFSD
Dr. Robert Dillon - District Superintendent, Nassau BOCES
Dr. Viendly Farrelly - Superintendent, West Babylon UFSD
Dr. Robert Feirsen - Director, School Leadership & Technology, NYIT
Dr. Roberta Gerold - Superintendent, Middle Country CSD
Mr. Henry Grishman - Superintendent, Jericho UFSD
Dr. Lorna R. Lewis - Superintendent, Malverne UFSD
Dr. Ronald Maser - Superintendent, Center Moriches UFSD
Dr. Robert Moraghan - Director Emeritus, Stony Brook University
Dr. John Stimmel - Superintendent, Sayville UFSD

SCOPE Professional Development Staff

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

STUDENT ASSESSMENT

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

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 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.
- Instructors will continually review their online course design, materials, and web resources to ensure alignment with course goals.
- Instructors will continually review their online course design, materials, and web resources to ensure alignment with course goals.
- Instructors will continually review their online course design, materials, and web resources to ensure alignment with course goals.
- Instructors will continually review their online course design, materials, and web resources to ensure alignment with course goals.

ACKNOWLEDGMENT 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
**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

---

**SCOPE ON-LINE INSERVICE COURSE STANDARDS**

---

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

Sincerely,

Betty Westcott
Coordinator for Professional Development

---

SCOPE Online Courses Start - October 7 - December 15

Online Courses Start - October 7 - December 15

Registration Fees:

- **MEMBER District**
  - 1 Credit Course: $135.00
  - 2 Credit Course: $270.00
  - 3 Credit Course: $405.00

- **NON-MEMBER District**
  - 1 Credit Course: $145.00
  - 2 Credit Course: $290.00
  - 3 Credit Course: $435.00

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

This course will investigate the causes, effects and solutions to these problems. 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.

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.

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.

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.

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 - roigcscope@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 - scopeaucciello@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 rigor 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
Dr. Peter A. Pece - doctorpece@icloud.com
NEW!
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.
F20-1014  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.
DESIGNING WITH PHOTOSHOP 1, CREATIVE PHOTO PROCESS
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.

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 trip schools can implement within their school.

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 exist 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.

MOTIVATING STUDENTS TO ACHIEVE: ENSURE STUDENT SUCCESS
Anthony Auciello - scopeaucciolo@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!

ESSENTIAL QUESTIONS ENGAGE LEARNERS
Kerrl Crawford - kerrl1125@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.

TOP TEN SITES FOR ALL TEACHERS - K - 12
Kristina Holzweiss - lieberman@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.

MEANINGFUL REMOTE & TECHNOLOGY LEARNING EXPERIENCES (BEGINNER)
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.

MEANINGFUL REMOTE & TECHNOLOGY LEARNING EXPERIENCES (INTERMEDIATE)
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.

10 WAYS TO ENGAGE STUDENTS IN PHYSICAL AND ONLINE CLASSROOMS
Kristina Holzweiss - lieberman@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.

10 WAYS TO EMPOWER STUDENT VOICE IN PHYSICAL AND ONLINE CLASSROOMS
Kristina Holzweiss - lieberman@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.
Welcome to #cttwitter 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.

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.

Does science get put on the back burner? Do you feel like there is not enough time in your classroom? This class makes 3D printing simple & it includes free PDF 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.

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.

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.
F20-04040
TEACHING STUDENTS TO AVOID SEXIST LANGUAGE FOSTERING ETHICAL COMMUNICATIONS
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 NYSED. 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 Ausciello - 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 Pouulis - mpouulis100@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@myesolutions.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 - debb5474@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.
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.

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.

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.

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 these 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.

BEST PRACTICES IN CONTENT AREA LITERACY
Gayle Meinikses-Lumia - gmmeinkeslumia@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!

LITERATURE CIRCLES-EMPOWERING STUDENTS TEXT/TALK
Gayle Meinikses-Lumia - gmmeinkeslumia@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.

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 instruction: phonemic awareness, phonics, word study, vocabulary, sight words, fluency and comprehension.

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.

ACCELERATE LITERACY SUCCESS WITH CONFERRING & SMALL GROUP INSTRUCTION
Patricia Magilligan—magilliganp@gmail.com
3 Credits — Inservice - October 7 – December 15
Examine how Conferencing 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.

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.