



WINTER/SPRING 2021 Professional Development Program

Courses that Teachers are Asking for
and Need to Help Students

**SCOPE'S FOUR PILLARS OF PD
ARE CTLE APPROVED**

Social Emotional Learning

Spanish for Teachers

Teaching in the Virtual World

Teaching the ENL Learner

**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.

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Dear Colleague:

Online registration is now available for SCOPE's Winter/Spring 2021 Professional Development Courses.

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

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

www.scopeonline.us

Sincerely,

Betty Westcott

Coordinator for Professional Development

Registration Fees: MEMBER District NON-MEMBER District

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



= SCOPE ONLINE COURSE

Online Courses Start - February 3 - April 7
- April 15 - June 15

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

****SCOPE On-line Inservice course standards can be found on our website at www.scopeonline.us**



Social Emotional Learning

W21-01015  **BALANCE THE MIND AND HEART: CREATING RESILIENT SCHOOLS THAT MEET THE SOCIAL, EMOTIONAL, ETHICAL, AND ACADEMIC NEEDS OF STUDENTS - SEAL**
Cecile Wren - cecile@myeisolutions.com
3 Credits – Inservice - April 15 - June 15

Participants will explore the research-based skills and competencies that have a positive impact on the organizational structure of their school, the delivery of instruction, and student performance. Activities focus on alignment with the district's and/or school's goals, the NYS Learning Standards and Guidelines for Social and Emotional Development and Learning (SEDL). Develop a toolbox of SEAL strategies, and create a SEAL Portfolio that serves as a resource tool and guide for implementation

W21-01019  **MINDFULNESS FOR POSITIVE AND PRODUCTIVE CLASSROOMS**
Patricia Magilligan—magilliganp@gmail.com
3 Credits — Inservice - February 3 — April 7

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!

W21-01088  **THE CALM CLASSROOM**
Kysten Ellison - Kysten@aol.com
3 Credits - Inservice - February 3 - April 7

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.

W21-01128  **THE OPIOID EPIDEMIC AND THE IMPACT ON SCHOOLS**
Kysten Ellison - Kysten@aol.com
3 Credits - Inservice - April 15 - June 15

Children develop addictions that may interfere with their social and academic development. Through the information provided in this class, teachers will be given the tools to help support staff identify students suffering from an opioid addiction. An overview of the different types of legal and illegal opioids, symptoms of addiction, and preventative methods will be discussed. This course will also include materials teachers can implement when planning to support their students academically and help them cope with their addictions.

W21-01129  **KEEPING OUR STUDENTS AND SCHOOLS SAFE**
Richard Faber—Fabes888@gmail.com
3 Credits—Inservice—April 15—June 15

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

W21-01131  **INSPIRING YOUNG MINDS**
Amy Miller—amillerteach10@gmail.com
3 Credits—Inservice—February 3 — April 7

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.

W21-01197  **MENTAL HEALTH IN STUDENTS AND SCHOOLS**
Kysten Ellison - kysten@aol.com
3 Credits – Inservice - February 3 - April 7

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.

W21-01200  **WHEN STUDENTS ARE IN CRISIS**
Richard Faber—Fabes888@gmail.com
3 Credits—Inservice— February 3—April 7

Schools experience a wide variety of crises that have the potential to harm the mental and physical health, learning environment and safety of students and educators. A school crisis is any traumatic event that seriously disrupts coping and problem-solving abilities of students and school staff. It is typically sudden, unexpected, dramatic and forceful and may even threaten survival. This change is generally overwhelming and uncontrollable as well as unwanted and frightening. This course will provide resources, tools, recommendations, and evidence-based practices for incorporating best practices in school mental health into school crisis plans. Suitable for all grade levels.

W21-01201  **SUPPORTING THE NEURODIVERSE STUDENT IN OUR CLASSROOMS**
Kysten Ellison - kysten@aol.com
3 Credits – Inservice - February 3 - April 7

Students of all abilities and backgrounds want classrooms that are inclusive and convey respect. For those students with neurodiversity, the classroom setting may present certain challenges that need accommodation and consideration. This course will focus on the various types of neurodiversity and how each may impact student learning, the accommodating classroom environment, accessing resources, and explore ways to use this information to better meet the needs of our developing students.

W21-02512  **EDUCATIONAL NEUROSCIENCE**
Dr. Peter A. Pece - doctorpece@icloud.com
3 Credits – Inservice - February 3 — April 7

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.

W21-04033  **THE IMPACT OF TOO MUCH SCREEN TIME ON LANGUAGE/
BRAIN DEVELOPMENT**

NEW!

Michele Pepey - mpepey@gmail.com
1 Credit - Inservice - February 3 - April 7

Now, more than ever, children are spending a significant amount of time on screens. Technology is a wonderful tool and educators are using it now more than ever. In this course, you will learn the negative impact of screen time on child language and brain development. Learn the importance of balancing the amount of screen time we are exposing children to at home and school.

W21-04054  **ENHANCING SCHOOL CLIMATE: COMPASSION, UPSTANDER
RESPONSIBILITY AND RESPONSIBLE DECISION MAKING**

Cecile Wren - cecile@myeisolutions.com
3 Credits – Inservice - February 3 - April 7

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.

W21-04056  **CHARACTER EDUCATION – (K – 12)**

Andrew Paskal - apaskal@juno.com
3 Credits – Inservice - February 3 - April 7

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 it can be taught, and if so, how and by whom. Develop 6 lessons on the six pillars of character education.

W21-04160  **RECOGNIZING & MEETING THE NEEDS OF OUR GIFTED
STUDENTS—K—12**

Jean Galima - jeangalima@yahoo.com
3 Credits - Inservice - February 3 - April 7

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

W21-11005  **POVERTY IN EDUCATION**

Michael Sims - mikesimsduke1@yahoo.com
3 Credits – Inservice - February 3 - April 7

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.

W21-11014  **BUILDING STUDENT RESILIENCY—K—12**

Michael Sims - mikesimsduke1@yahoo.com
3 Credits – Inservice - February 3 – April 7

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.

Spanish for Teachers

W21-05002



SPANISH IN OUR CLASSROOMS

Francine Voulo - favoulo@aol.com

3 Credits - Inservice – February 3 — April 7

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.

W21-05007



ESSENTIAL SPANISH LESSONS FOR TEACHERS

Francine Voulo - favoulo@aol.com

3 Credits - Inservice - April 15 - June 15

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.

Teaching in the Virtual World

W21-03011  **WHETTING YOUR APPETITE - TOP FREE APPS FOR EDUCATORS**
Kristina Holzweiss - lieberrian@yahoo.com
3 Credits – Inservice - February 3 - April 7

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

W21-03021  **TECHNOLOGY IN THE CLASSROOM: APPS, QR CODES, KAHOOT, QUIZLET AND PLICKERS - K - 6**
Christina Sciarrotto - cmes724@yahoo.com
1 Credit - Inservice - April 15 - June 15

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

W21-03022  **DIGITAL TOOLS TO ENHANCE LEARNING - K - 12**
Lindsay Audiino—lindsayaudiino@gmail.com
3 Credits—Inservice— April 15 —June 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.

W21-03023  **EXPLORING GOOGLE FOR EDUCATION - K - 12**
Christina Sciarrotto - cmes724@yahoo.com
3 Credits - Inservice - February 3– April 7

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.

W21-03024  **CREATING ONLINE ASSIGNMENTS AND ASSESSMENTS—4—12**
Tracy Toth-tracy764@gmail.com
3 Credits – Inservice – February 3– April 7

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.

W21-03026  **BEYOND THE BASICS: TAKING GOOGLE APPS TO THE NEXT LEVEL– K—12**
Christina Sciarrotto - cmes724@yahoo.com
3 Credits - Inservice - February 3– April 7

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.

W21-03027  **BITMOJIS IN THE PHYSICAL AND ONLINE CLASSROOM**
Kristina Holzweiss - lieberrian@yahoo.com
3 Credits – Inservice - February 3 - April 7

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.

W21-03028  **MEANINGFUL REMOTE & TECHNOLOGY LEARNING EXPERIENCES (BEGINNER)**
Dan Seid—dseid@scopeonline.us
3 Credits – Inservice - February 3 - April 7

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.

W21-03029  **MEANINGFUL REMOTE & TECHNOLOGY LEARNING EXPERIENCES (INTERMEDIATE)**
Dan Seid—dseid@scopeonline.us
3 Credits – Inservice - April 15 - June 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.

W21-03064  **10 WAYS TO ENGAGE STUDENTS IN PHYSICAL AND ONLINE CLASSROOMS**
Kristina Holzweiss - lieberrian@yahoo.com
3 Credits – Inservice - April 15 - June 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.

W21-03065  **10 WAYS TO EMPOWER STUDENT VOICE IN PHYSICAL AND ONLINE CLASSROOMS**

Kristina Holzweiss - lieberrian@yahoo.com
3 Credits – Inservice - April 15 - June 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.

W20-03084  **TOTALLY TWITTER**

Emily Eich - eeich@emoschools.org
1 Credit — Inservice - February 3 - April 7

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.

W21-03091  **IPAD APPS AND WEBSITES TO HELP STRUGGLING READERS AND WRITERS - (K-12)**

Maureen Hanley - mobrien16@hotmail.com
3 Credits – Inservice - February 3 - April 7

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.

W21-03351  **EVERYTHING YOU NEED TO KNOW TO 3D PRINT, NOW!**

Vincenzo La Ruina—vincenzoLaRuina@gmail.com
3 Credits – Inservice - February 3 - April 7

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.

W21-06045  **DESIGNING WITH PHOTOSHOP 1, CREATIVE PHOTO PROCESS**

Sue Presberg—spresberg@gmail.com
3 Credits - Inservice - February 3 - April 7

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.

Teaching the ENL Learner

W21-04001  **ENRICHING VOCABULARY INSTRUCTION FOR ALL STUDENTS**
Diane Cirino- dc56scope@gmail.com
3 Credits – Inservice - April 15 - June 15

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

W21-04098  **MULTICULTURALISM IN THE K-12 CLASSROOM**
Gayle Meinkes-Lumia - gmeinkeslumia@bufsd.org
3 Credits - Inservice - February 3 - April 7

Students who enter LI Schools systems from foreign countries need to learn to assimilate into a very different culture. What do educators need to know in order to promote success? Lessons on culture, respect, vocabulary, reciprocal reading, diversity, as well as various strategies to enhance respect and learning for all in the multicultural process.

W21-05003  **COMMUNICATING WITH OUR ENGLISH LANGUAGE LEARNERS**
Francine Voulo - favoulo@aol.com
3 Credits - Inservice - February 3 - April 7

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.

W21-05004  **BEST PRACTICES FOR TEACHING MULTI-LANGUAGE STUDENTS**
Deirdre Cerrito - deirdrecerrito@yahoo.com
Jully Williams - gina102105@gmail.com
3 Credits - Inservice - February 3– April 7

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.

W21-05006  **BOOST AND ACCELERATE YOUR ELL STUDENTS LEARNING:
ENSURE STUDENT SUCCESS WITH PRACTICAL STRATEGIES!**
Anthony Auciello - scopeauciello@aol.com
3 Credits – Inservice - February 3– April 7

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!

Other Courses

W21-02006  **ENGAGING THE MATH LEARNER WITH GAMES—(K-5)**
Jill Cohen—jilly119@gmail.com
3 Credits – Inservice - February 3 - April 7

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?

W21-02012  **MAKING MATH MEANINGFUL**
Danielle Waitz - dwaitz@hotmail.com
3 Credits – Inservice - February 3 - April 7

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.

W21-02512  **EDUCATIONAL NEUROSCIENCE**
Dr. Peter A. Pece - doctorpece@icloud.com
3 Credits – Inservice - February 3 — April 7

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.

W21-02519  **GLOBAL CLIMATE CHANGE**
Chris Visco - cvisco@optonline.net
3 Credits – Inservice - February 3 - April 7

There are a number of widely held misconceptions about climate change, and unfortunately, these are reflected in some of the educational materials available to educators. It is therefore crucial for teachers to educate themselves and their students with accurate information and be careful not to reinforce common but incorrect notions. Climate change is truly interdisciplinary.

W21-03041  **FAKE NEWS VS REAL NEWS: DETERMING THE TRUTH**
Chris Visco—cvisco@optonline.net
3 Credits—Inservice— February 3—April 7

Many students can't tell the difference between a reported news article, a persuasive opinion piece, and a corporate ad. This lack of media literacy makes young people vulnerable to getting duped by "fake news" - which can have real consequences. Our students use the web every day — shouldn't we expect them to do better at interpreting what they read there? This course will have teachers explore the many tools that their students can use to search for the truth.

W21-03403  **INTEGRATING TECHNOLOGY AND LITERATURE INTO YOUR SCIENCE CURRICULUM**

Danielle Waitz - dwaitz@hotmail.com

3 Credits – Inservice - April 15 - June 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.

W21-04017  **HOW TO TEACH RESEARCH PAPER WRITING AT ALL LEVELS**

Deirdre Cerrito - deirdrecerrito@yahoo.com

3 Credits - Inservice - April 15 - June 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.

W21-04024  **USING COOPERATIVE LEARNING IN THE CLASSROOM– K-12**

Marina Poulis - mpoulis100@gmail.com

3 Credits - Inservice - April 15 - June 15

Students too often are required to sit, listen and reiterate in the classroom. Outside the classroom, socialization has decreased, as technology has increased. In today's world, students need to learn socialization, cooperation & collaboration. Learn how to use the cooperative learning method to teach students how to help each other work together.

W21-04031  **ELEMENTARY AND SECONDARY LANGUAGE-LITERACY TOOLKIT**

NEW!

Michele Pepey - mpepey@gmail.com

3 Credits - Inservice - February 3 - April 7

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.

W21-04032  **ACTIVE LISTENING FOR POSITIVE, PRODUCTIVE, ENGAGED LEARNING**

Patricia Magilligan—magilliganp@gmail.com

3 Credits — Inservice - February 3 — April 7

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.

W21-04058  **BULLYING – STRATEGIES FOR TEACHERS – (K – 12)**

Debbi Frechtman - deb5474@aol.com

3 Credits – Inservice - April 15 - June 15

Participants will learn about children who bully and those who are bullied. This course will also help teachers and parents to have a better understanding of the many forms of bullying and how to effectively work with children who experience bullying.

W21-04102  **GRAMMAR GIMMICKS, WORD USAGE, PAINLESS PUNCTUATION**
Jean Galima - jeangalima@yahoo.com
3 Credits - Inservice - April 15—June15

Participants will learn to help their students eliminate frequent errors in writing and speaking 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.. Suitable K—12. (Yes: Math, ENL, Physical Education Teachers foo...Grammar is for Everyone!) .

W21-04111  **LOVING LITERATURE**
Danielle Waitz - dwaitz@hotmail.com
3 Credits – Inservice - February 3 - April 7

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.

W20-04151  **THE POWER OF TEACHER LANGUAGE**
Emily Eich—eeich@emoschools.org
3 Credits - Inservice - February 3 - April 7

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.

W21-04155  **DEVELOPING READERS IN THE PRIMARY GRADES - K - 2**
Christina Sciarrotto - cmes724@yahoo.com
3 Credits - Inservice - April 15 – June 15

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

W21-04158  **SUPPORTING STRUGGLING READERS - K - 12**
Jaclyn Graham—jgraham.scope@gmail.com
3 Credits — Inservice - April 15 - June 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.

W21-04159  **HOW PROFICIENT READERS THINK-UTILIZING FICTION AND NON-FICTION SOURCES TO MASTER COGNITIVE THINKING**

Gayle Meinkes-Lumia - gmeinkeslumia@bufsd.org

3 Credits — Inservice - April 15 - June 15

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

W21-04163  **EMBRACING, YET ADDRESSING THE CONSEQUENCES OF THE EVOLUTION OF COMMUNICATION - K - 12**

Jean Galima - jeangalima@yahoo.com

3 Credits - Inservice - April 15—June 15

Much has been gained; however, much has been lost during society's growing dependency (statistics are staggering) with the technological evolution of communication. Face to face, interpersonal and conversational skills have diminished, grammar, vocabulary and writing proficiencies have suffered, and distractions with communication patterns and behaviors have had other negative repercussions. Embrace, yet explore solutions and strategies for healthier, more socially productive balance of communications.

W21-04164  **ACCELERATE LITERACY SUCCESS WITH CONFERRING & SMALL GROUP INSTRUCTION**

Patricia Magilligan—magilliganp@gmail.com

3 Credits — Inservice - April 15 — June 15

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

W21-04167  **THE BENEFITS, FLEXIBILITY AND VERSATILITY OF JOURNALING FOR ALL STUDENTS IN ALL SETTINGS - K-12**

NEW!

Jean Galima - jeangalima@yahoo.com

3 Credits - Inservice - February 3—April 7

With changing educational platforms due to the Pandemic, journaling remains an adaptable constant for ALL teachers of ALL students (beginning with emergent learners' doodling) in ALL areas. Yes, it is perfect for Physical ed and ENL. Fluidity and organization of thought, self-expression, providing a sense of comfort, connectivity, questioning and critical thinking, increase self-directed learning and foster self-confidence. These are just a part of the endless benefits of journaling. A must for ALL teachers!

W21-04502  **BEYOND BLOOM-BUILDING CRITICAL THINKING SKILLS**

Gayle Meinkes-Lumia - gmeinkeslumia@bufsd.org

3 Credits — Inservice - February 3 - April 15

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

W21-06010  **THE MUSICAL BRAIN**

Dr. Peter A. Pece - doctorpece@icloud.com

3 Credits – Inservice - April 15 - June 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.

W21-06033  **AESTHETICS STUDIES:WAYS OF PERCEIVING WORLD CULTURES**

Laura O’Shaughnessy Swan - loshswanscope@gmail.com

3 Credits - Inservice - February 3 - April 7

You will explore the delicate balance between form and function extending to design from various periods and cultures in history. When comparing the National Arts, Next Generation Science, and Common Core Standards for Math, there are many that naturally overlap, making it easy to integrate this process into your curriculum. Go on a virtual scavenger hunt to return with a better understanding of the lives of people who lived in the cultures represented in the artworks. Usable links to create a lesson plans provided.

W21-06044  **CREATING AN ePORTFOLIO:IMPROVING YOUR PHOTOGRAPHIC PROCESS**

Sue Presberg—spresberg@gmail.com

3 Credits - Inservice - April 15 – June 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.

W21-06046  **CELL PHONE PHOTOGRAPHY**

Sue Presberg—spresberg@gmail.com

NEW!

1 Credit - Inservice - February 3 – April 7

Photo’s are essential in today’s teaching environment. Everyone uses their cell phone cameras but not everyone knows how to use its features. Understand the techniques needed to take amazing photo’s! Learn which apps you can easily use to manipulate and edit your photos even further!

W21-07001  **DEVELOPING A COLLEGE/CAREER READY STUDENT**

Francesca Reardon - fncavallaro@gmail.com

3 Credits - Inservice - April 15 - June 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.

W21-11006  **MOTIVATING STUDENTS TO ACHIEVE:ENSURE STUDENT SUCCESS**
Anthony Auciello - scopeauciello@aol.com
3 Credits – Inservice - April 15 - June 15

Participants will learn not only about motivating their students, but also teaching their students to motivate themselves. Identify students who need motivating. Develop, utilize, and analyze strategies that will help you teach students how to self-motivate and succeed. Participants will utilize the internet to build a large foundation of information that can be used at any grade level. This course will be the missing piece to any teacher's bag of tricks!

W21-11018  **RTI AND THE BIG FIVE**
Emily Eich - eeich@emoschools.org
3 Credits — Inservice - April 15 - June 15

Inspired by Response to Intervention, this course will give elementary teachers a treasury of books to use in their instruction of research-based interventions. In addition, Appendix B of the Common Core Standards will be studied for appropriate text exemplars. Intended for those who are interested in improving their **Tier One** instruction or providing Interventions for their **Tier Two** students. After a data analysis, teachers will determine the areas of greatest weakness in reading and preparing lessons. Thorough examination of the four Language Arts Common Core Strands will be required.

W21-11019  **SUCCEEDING WITH DIFFICULT STUDENTS**
Joseph Bienz—jbienzscope@gmail.com
3 Credits—Inservice—February 3—April 7

In education, we can't pick our students. You will have students that are difficult and need special attention. This class will help you work and develop these students to succeed. This class will discuss techniques from educators such as Fred Jones and Lee Canter. Some of the topics include: Assertive Discipline, ODD., strategies and ways to enhance classroom management and parental involvement. Whether you are a first year teacher or a veteran teacher, this course has something for everyone.

W21-11032  **BUILDING POSITIVE RELATIONS WITH PARENTS**
Michael Sims - mikesimsduke1@yahoo.com
3 Credits – Inservice - April 15 - June 15

Explore the fundamental importance of encouraging real collaboration between schools and families. Developing good relations with parents is an essential tool for creating an optimal working environment for students. Construct materials, examine how to communicate proactively with parents, develop strategies for communicating negative information and how to remain professional with confrontational or hostile parents.

W21-11040  **THE IMPACT OF LABELING AND STEREOTYPES ON EDUCATION**
Richard Faber - Fabes888@gmail.com
3 Credits - Inservice - April 15 - June 15

Preppy. Techie. Geek. Freak. Loser. Jock. Special Ed. These are just a few of the labels that students live with everyday. And some labels are a lot meaner. Who hands out these labels? What role do labels play? Do they help or hurt? Do people sometimes like their labels or do they always hate them? This course will examine the truth behind these labels and the impact that they have on student behavior and learning.

W21-11042  **UNDERSTANDING GROWTH MINDSET**
Richard Faber - Fabes888@gmail.com
3 Credits - Inservice - February 3 - April 7

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

W21-11044  **PEER MENTORING**
Michael Sims - mikesimsduke1@yahoo.com
3 Credits – Inservice - April 15 – June 15

Peer Mentoring will explore & develop effective practices to successfully mentor novice professionals in a school setting. New personnel must have a support system that allows the transition from learning theory 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.

W21-12002  **INTEGRATED CO-TEACHING: ENSURING STUDENT SUCCESS**
Anthony Auciello - scopeauciello@aol.com
3 Credits – Inservice - February 3– April 7

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.

W21-12003  **DIFFERENTIATION IN ACTION**
Gayle Meinkes-Lumia - gmeinkeslumia@bufsd.org
3 Credits - Inservice - April 15 - June 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.

W21-12004  **IMPLEMENTING HELPFUL STRATEGIES FOR WORKING WITH SPEECH AND LANGUAGE STUDENTS**
Linda A. Cohen - lhardmancohen@gmail.com
3 Credits - Inservice - February 3– April 7

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.

W21-12005  **AUDITORY PROCESSING DISORDERS: AN OVERVIEW OF WORKING WITH CHILDREN WITH APD**
Linda A. Cohen - lhardmancohen@gmail.com
3 Credits - Inservice - February 3 - April 7

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.

W21-12009  **OPPOSITIONAL DEFIANCE DISORDER-STRATEGIES FOR TEACHERS AND PARENTS – (K – 12)**
Andrew Paskal - apaskal@juno.com
3 Credits – Inservice - February 3 - April 7

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.

W21-12010  **SPECIAL EDUCATION LAW FOR THE CLASSROOM TEACHER**
Andrew Paskal - apaskal@juno.com
3 Credits – Inservice - February 3 - April 7

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.

W21-12015  **ASPERGER SYNDROME-STRATEGIES FOR TEACHERS - K-1 2**
Debbi Frechtman - deb5474@aol.com
3 Credits – Inservice - February 3 - April 7

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.

W21-12020  **DEFINING DYSLEXIA & THE ORTON GILLINGHAM READING METHODOLOGY - K - 12**
Maureen Hanley - mobrien16@hotmail.com
3 Credits – Inservice - February 3 - April 7

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.

W21-12022  **DOWN SYNDROME AND AUTISM SPECTRUM DISORDERS— A SPEECH AND LANGUAGE PERSPECTIVE**
Linda A. Cohen - lhardmancohen@gmail.com
3 Credits - Inservice - April 15 - June 15

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

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