

WINTER/SPRING 2022 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.

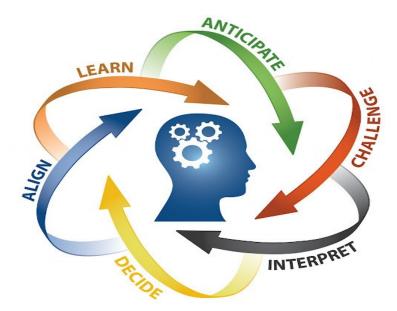
If you have any questions, please call SCOPE at 631-881-9651 or email bwestcott@scopeonline.us

MANY COURSES DESIGNED FOR DISTANCE LEARNING



WINTER/SPRING 2022 Professional Development Program

SCOPE'S COURSES ARE CTLE APPROVED



Courses designed to energize today's classrooms!

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

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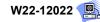
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SCOPE Professional Development Staff

Mr. Michael O'Brien Ms. Betty Westcott

Associate Director for Instructional Services Coordinator for Professional Development & Student Prep Programs



DOWN SYNDROME AND AUTISM SPECTRUM DISORDERS-A SPEECH AND LANGUAGE PERSPECTIVE Linda A. Cohen - Ihardmancohen@gmail.com 3 Credits - Inservice - February 2 - April 6

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.

NEW!

W22-12023 AUGMENTED AND ALTERNATIVE COMMUNICATION AND CORE VOCABULARY—WHERE TO BEGIN? Kristina Giannetti—Kgiannettiscope@gmail.com 3 Credits - Inservice - February 2 - April 6

Do you have a student who uses Augmentative and Alternative Communication to communicate? Have you heard of Core Vocabulary but do not know where to begin? This course will provide you with an introduction to all things AAC and Core Vocabulary. You will be introduced to a variety of activity ideas to implement during your lessons. This course is appropriate for all professionals who work with special needs students.

WITHDRAWAL AND REFUND POLICY

If a course is canceled, the fee will be refunded in full. Registrants may withdraw up to the working day before a course is to begin. AN ADMINISTRATIVE CHARGE OF \$30.00 WILL BE MADE FOR ALL WITHDRAWALS. No refunds will be made after a course has started.

Courses are limited in size, register early to ensure space availability and to be able to access course on the first day of class. To register online please go to ...

www.scopeonline.us

W22-12008 SOCIAL SKILLS AND SOCIAL THINKING FOR STUDENTS Alissa Rosenberg - alissaspieces@gmail.cm 3 Credits – Inservice –April 13 - June 15

The Common Core Standards recognize speaking and listening skills as an integral part of learning. Students with Asperger's Syndrome, High Functioning Autism and ADHD may score very high on traditional IQ tests, however demonstrate tremendous difficulties making friends and fitting in. These students have social cognitive deficits and their prevalence within the mainstream classroom is growing by leaps and bounds. Focus on defining **what** social skills are, **what** a social cognitive disorder is and **whom** it affects; then delve into **why** these students have such a difficult time understanding social cues & norms of our society. (Suitable K—12)

W22-12009 OPPOSITIONAL DEFIANCE DISORDER-STRATEGIES FOR TEACHERS AND PARENTS – (K – 12) Andrew Paskal - apaskal@juno.com 3 Credits – Inservice - February 2 - April 6

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) requires training. As a result you will have a better understanding of how to work with these students.

W22-12010 SPECIAL EDUCATION LAW FOR THE CLASSROOM TEACER Andrew Paskal - apaskal@juno.com 3 Credits – Inservice - February 2 - April 6

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.

W22-12015 ASPERGER SYNDROME-STRATEGIES FOR TEACHERS - K-1 2 Debbi Frechtman - deb5474@aol.com 3 Credits – Inservice - April 13 - June 15

The mandate of placing children in the Least Restrictive Environment has resulted in teachers dealing with children with new and diverse needs. Asperger Syndrome is one such disorder which requires training for teachers and parents resulting in a better understanding of the disorder, and how to effectively work with these students.



DEFINING DYSLEXIA & THE ORTON GILLINGHAM READING METHODOLOGY - K - 12 Maureen Hanley - mobrien16@hotmail.com 3 Credits – Inservice - April 13 - June 15

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

Dear Colleague:

Online registration is now available for SCOPE's W/S 2022 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

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



Online Courses Start - February 2 - April 6 - April 13 - 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



W22-01013 IDENTIFYING & PREVENTION OF TEENAGE ADDICTION Kysten Ellison - Kysten@aol.com 3 Credits - Inservice - February 2 — April 6

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.

W22-01014 EACHING TOLERANCE AND UNIFICATION IN A POLARIZED AND DIVIDED NATION Kysten Ellison - Kysten@aol.com

3 Credits - Inservice - February 2 — April 6

This course supports schools in advancing anti-bias education, inclusion and equity. If focuses on contemporary human rights struggles and confronting hate and discrimination in schools. Division and polarization have become a serious educational concern that is affecting the social and emotional well-being of our students as well as the entire school community. The objectives of this course are for educators to explore the various causes of division and polarization, such as income inequalities, racial disparities, gender and sexual identity, bullying and bias, cultural and religious differences and how to initiate effective prevention strategies such as safe and appropriate discussions with students. It offers hand-on lesson plans and resources, how to create space for dialogue and rights and activism in our community.

W22-01019 MINDFULNESS FOR POSITIVE AND PRODUCTIVE CLASSROOMS Patricia Magilligan—magilliganp@gmail.com 3 Credits — Inservice - February 2 — April 13

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!

W21-01025 ADJUSTING YOUR MINDSET: BE PASSIONATE, BE PATIENT, BE PERSISTENT AND PERSEVERE Cecile Wren - cecile@myeisolutions.com 1 Credit – Inservice - February 2 - April 6

Throughout this course participants will be provided with the opportunity for independent inquiry, learning in cooperation with others and reflect practice. Participants will design a toolbox of research-based strategies and competencies that will utilize virtues as a springboard for program design. Additionally, these activities will enhance professional dialogue and effectively blend different, innovative and practical strategies for program implementation.

W22-01088

Kysten Ellison - Kysten@aol.com 3 Credits - Inservice - April 13 — June 15

This class will address the stress and anxiety students incur in the classroom. Examine the causes of stress and anxiety and understand methods to alleviate these issues. This course will also discuss depression and how to recognize the symptoms and indicators as well as effective coping strategies.



IMPROVING CLASSROOM INSTRUCTION Chris Visco - cvisco@optonline.net 3 Credits – Inservice - February 2 - April 6

Do you need help? Do you want to make your classes better? This course will allow you to think outside the box. Topics include getting organized, managing & motivating students, improving assessments, homework, and open school night, and creating unique lessons. Appropriate for all ages and subjects.

W22-12002 INTEGRATED CO-TEACHING: ENSURING STUDENT SUCCESS Anthony Auciello - scopeauciello@aol.com 3 Credits – Inservice - February 2– April 6

Participants will be given the opportunity to learn about the various aspects of integrated co-teaching (ICT). In addition to learning the fundamentals, participants will learn how to use many techniques to foster a positive relationship with their co-teaching partners, while ensuring students grow, both socially and academically.



DIFFERENTIATION IN ACTION Gayle Meinkes-Lumia - gmeinkeslumia@bufsd.org 3 Credits - Inservice - February 2 - April 6

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.

W22-12004 🖉

IMPLEMENTING HELPFUL STRATEGIES FOR WORKING WITH SPEECH AND LANGUAGE STUDENTS Linda A. Cohen - Ihardmancohen@gmail.com 3 Credits - Inservice - February 2 – April 6

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.

W22-12005 🧏

AUDITORY PROCESSING DISORDERS: AN OVERVIEW OF WORKING WITH CHILDREN WITH APD Linda A. Cohen - Ihardmancohen@gmail.com 3 Credits - Inservice - April 13 - June 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.

W22-11041 THE EFFECT THAT STRESS HAS ON STUDENT LEARNING Richard Faber - Fabes888@gmail.com 3 Credits - Inservice - February 2 - April 6

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.

W22-11042

UNDERSTANDING GROWTH MINDSET Richard Faber - Fabes888@gmail.com 3 Credits - Inservice - April 13 - June 15

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



PEER MENTORING

Michael Sims - mikesimsduke1@yahoo.com 3 Credits – Inservice - February 2—April 6

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.

W22-11046 BECOMING AN INNOVATIVE INSTRUCTOR Richard Faber - Fabes888@gmail.com 3 Credits - Inservice - April 13 - June 15

This course is designed to enhance the knowledge base for professionals in an era of school restructuring, technological innovation and social change. Teachers and administrators will learn first-hand about innovative practices and recent research in the field. Topics include: student self-assessment, teacher reflection, cooperative learning, mentoring, the use of technology in schools, home-school communication, inclusion to support learning diversity and the challenge of school restructuring. Also covers the dilemma children face who are experiencing difficulty in learning situations because of ethnic group frustrations in the community, problems of social adjustment, socio-economic inequities and learning gaps. The role of the school in facilitating the program for children of various cultures to become valued members of the community is discussed. Activities, content and material are related to current and relevant frameworks and standards.



SKILLS THAT WILL BENEFIT ALL STUDENTS Joseph Bienz—jbienzscope@gmail.com 3 Credits—Inservice—April 13—June 15

This course is designed to help teachers at every grade level and will focus on dealing with difficult parents and students, different classroom situations and effective teaching techniques. Teachers will create and design multiple lessons that they will use in their own classrooms and leave with many new strategies to they can share. The knowledge gained will benefit every teachers from the beginner to the veteran to enhance their own teaching abilities..

W22-01131 INSPIRING YOUNG MINDS—K—12 Amy Miller—amillerteach10@gmail.com 3 Credits—Inservice— February 2 — April 6

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. Teachers will participate in breathing and meditation exercises using the Insight Timer (this is a free app), which is 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. **All** material accessed from links provided.



WHEN STUDENTS ARE IN CRISIS—K—12 Richard Faber—Fabes888@gmail.com 3 Credits—Inservice— February 2 — April 6

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. 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.

W22-01205

TEACHING IN A POST COVID CLASSROOM Kysten Ellison - Kysten@aol.com 3 Credits - Inservice - February 2 — April 6

This course will focus on teaching in the Post-Covid Classroom such as developing Mindsets and Strategies to Cultivate Connection, Manage Behavior and Reduce stress in the classroom. It addresses Distance and Blended Learning, and explains the mindsets and strategies needed to move forward in this new educational environment. The information will help you address the fundamental challenges of in class and online education and various health issues that affect our youth such as mental and emotional repercussions.

W22-01206

RESOURCES FOR ENHANCING SCHOOL CLIMATE Cecile Wren - cecile@myeisolutions.com 1 Credit – Inservice - February 2 - April 6

The research-based strategies and skills utilized will enable educators to help students build effective relationships, and work through lifes's challenges in constructive and ethical ways. Through these efforts you will be able to enhance school climate, make a difference in the lives of students, change the fabric of the classroom communities and impact systemic change in your district.

W22-02006

ENGAGING THE MATH LEARNER WITH GAMES—(K-6) Jill Cohen—jilly119@gmail.com 3 Credits – Inservice - February 2 — April 6

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?

W22-02012

MAKING MATH MEANINGFUL Danielle Waitz - dwaitz@hotmail.com

3 Credits – Inservice - February 2 - April 6

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? 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.

W22-02512 EDUCATIONAL NEUROSCIENCE Dr. Peter A. Pece - doctorpece@icloud.com 3 Credits – Inservice - April 13 – June 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.

W22-02519 📵 GLOBAL CLIMATE CHANGE Chris Visco - cvisco@optonline.net 3 Credits – Inservice - February 2 - April 6

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.



GADGETS AND GIZMOS - COOL WEB TOOLS FOR DIGITAL CREATION

Kristina Holzweiss - lieberrian@yahoo.com 3 Credits – Inservice - April 13—June 15

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



W22-03019 HYPED FOR HYPERDOCS-K-12 Danielle Pallatto - dpallattoscope@gmail.com 3 Credits – Inservice - February 2 - April 6

Do you know what a hyperdoc is? Do you want to learn? Do you want to take hyperdocs you already have to the next level? Simply stated, hyperdocs are documents with embedded links. It may sound simple, but hyperdocs are so much more! They can replace worksheets and create interactive learning opportunities for students. They can be used for a whole group, small group or individualized instruction. These interactive documents can be differentiated, modified and created for all learners.



TECHNOLGY IN THE CLASSROOM: APPS, QR CODES, KAHOOT, QUIZLET AND PLICKERS - K - 6 Christina Sciarrotto - cmes724@yahoo.com 1 Credit - Inservice - April 13 - 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.

W22-11006 MOTIVATING STUDENTS TO ACHIEVE:ENSURE STUDENT SUCCESS

Anthony Auciello - scopeauciello@aol.com 3 Credits – Inservice - February 2—April 6

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!

W22-11009

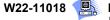
TOP TEN SITES FOR ALL TEACHERS - K - 12 Kristina Holzweiss - lieberrian@yahoo.com 3 Credits – Inservice – February 2 - April 6

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.

W22-11014

BUILDING STUDENT RESILIENCY—K—12 Michael Sims - mikesimsduke1@yahoo.com 3 Credits – Inservice - February 2 – April 6

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.



RTI AND THE BIG FIVE

Emily Eich - eeich@emoschools.org 3 Credits — Inservice - April 13 - 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.

W22-11019

SUCCEEDING WITH DIFFICULT STUDENTS Joseph Bienz-jbienzscope@gmail.com 3 Credits—Inservice—February 2—April 6

In education, we can't pick our students. You have students that are difficult and need special attention. This class will help you develop these students to succeed. You will discuss techniques from educators such as Fred Jones and Lee Canter. Topics include: Assertive Discipline, ODD,, strategies and ways to enhance classroom management and parental involvement.

W22-11032 📃

BUILDING POSITIVE RELATIONS WITH PARENTS Michael Sims - mikesimsduke1@yahoo.com 3 Credits – Inservice - April 13 - 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.



SMARTPHONE PHOTOGRAPHY & EDITING FOR THE EDUCATOR Sue Presberg—spresberg@gmail.com 3 Credits - Inservice - February 2 – April 6

Want to learn how to create stunning presentations and displays by taking photos with your Smartphone camera? Understand the techniques needed to take amazing photos! You will learn how to use apps on your cell phone to create quality, esthetically pleasing photographs. You will be able to edit those photos to use in a classroom to enhance presentations, displays and student work, and in turn, teach your students to do the same.

W22-06107B MASSAPEQUA PHILHARMONIC: EASTERN EUROPEAN ORCHESTRAL FOLK MUSIC David Bernard—3 Credits—Inservice—MASSAPEQUA-Berner MS 15 SESSIONS—7:00—10:00 PM, Starts: February 15

An in depth look at how European composers infused local folk music from their childhood experiences into major orchestral works by Liszt, Brahms, Dvořák and Weber . Participants will work in depth with Maestro David Bernard on crafting a compelling interpretation and will focus on performance and rehearsal techniques to ensure success. Participation is by audition only through this form: https://link.edgepilot.com/s/99ff1532/

AC5754roz0in8ZGiWdxNjg?u=http://bit.ly/MPOAudition Dates: 2/15, 3/1, 3/8, 3/15, 3/22, 3/29, 4/5, 4/12, 4/26, 5/3, 5/10, 5/17, 5/20, Plus Sundays 3/27, 5/22 1:30 -4:30 PM.



DEVELOPING A COLLEGE/CAREER READY STUDENT Francesca Reardon - fncavallaro@gmail.com 3 Credits - Inservice - February 2 - April 6

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.

W22-07002 E

EDUCATION & INNOVATION: SCHOOLING IN THE 4TH INDUSTRIAL REVOLUTION

Cailin Giard— cailingiard@gmail.com 3 Credits—Inservice — February 2—April 6

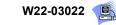
This course will challenge teachers to reconsider their educational practices and determine if they are best preparing students for our ever-changing world. We will explore topics such as the 4th Industrial Revolution, multidisciplinary education, SEL,metacognition, grading systems and more in order to determine what future schooling should "look" like.



POVERTY IN EDUCATION

Michael Sims - mikesimsduke1@yahoo.com 3 Credits – Inservice - April 13 - June 15

Participants will examine the relationship between poverty and learning. You will explore how poverty is truly defined and discover the different levels of poverty that exists in school districts we work and live in. You will develop effective ways to help students overcome the barriers to learning that result from enduring poverty. Since there is poverty in every town and district, this course is applicable for all educators.



DIGITAL TOOLS TO ENHANCE LEARNING - K - 12 Lindsay Audiino—lindsayaudiino@gmail.com 3 Credits—Inservice– February 2 —April 6

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.

W22-03023 💷

EXPLORING GOOGLE FOR EDUCATION - K - 12 Christina Sciarrotto - cmes724@yahoo.com 3 Credits - Inservice - February 2– April 6

This course will examine the components of a Google for Education including Google Drive, Docs, Sheets, Forms, Classroom, Calendar and Meet. Additionally, you will learn how to share, collaborate and edit using the features of Google.

W22-03024

CREATING ONLINE ASSIGNMENTS AND ASSESSMENTS—4—12 Tracy Toth-tracy764@gmail.com 3 Credits – Inservice – April 13 – June 15

Do your students have 1:1 devices? Do you use Chromebooks, iPads, or other devices in the classroom? Learn how to create online assignments and assessments that can be automatically or easily graded. This course will focus on using multiple interactive sites, including Google Forms for assignments/quizzes, Flubaroo for automatic grading, Quizzizz, EdPuzzle and other interactive sites.

W22-03026

BEYOND THE BASICS: TAKING GOOGLE APPS TO THE NEXT LEVEL- K—12 Christina Sciarrotto - cmos724@vaboo.com

Christina Sciarrotto - cmes724@yahoo.com 3 Credits - Inservice - February 2– April 6

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, Digital Escape Rooms and Jamboards You will also learn about Google Keep, Sites, Add-ons and Extensions, and YouTube.



BITMOJIS IN THE PHYSICAL AND ONLINE CLASSROOM Kristina Holzweiss - lieberrian@yahoo.com 3 Credits – Inservice - April 13 - June 15

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.

W22-03065

10 WAYS TO EMPOWER STUDENT VOICE IN PHYSICAL AND ONLINE CLASSROOMS Kristina Holzweiss - lieberrian@yahoo.com 3 Credits – Inservice - February 2 - April 6

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. Participants 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.



YOU MADE THAT WITH GOOGLE SLIDES ?!? — K—12 Kristina Holzweiss - lieberrian@yahoo.com 3 Credits – Inservice - February 2 - April 6

Google Slides is one of the most use web tools in Education. Everyone from kindergarten through higher education can use Google Slides to demonstrate their understanding in a variety of subject areas. But are you looking for new ways to integrate this tool that you already use into your classroom? You will learn tips, techniques, and tricks to make your lessons more interactive, and you will create assessments that engage your students to think critically and creatively. Some of the activities you will enjoy creating are comic books, interactive maps, GIF's, choice boards and hyperdocs.



TOTALLY TWITTER Emily Eich - eeich@emoschools.org 1 Credit — Inservice - February 2 - April 6

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.

W22-03091 IPAD APPS AND WEBSITES TO HELP STRUGGLING READERS AND WRITERS - (K-12) Maureen Hanley - mobrien16@hotmail.com 3 Credits – Inservice - February 2 - April 6

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.

W22-03351 🖳

EVERYTHING YOU NEED TO KNOW TO 3D PRINT, NOW! Vincenzo La Ruina—vincenzoLaRuina@gmail.com 3 Credits – Inservice—February 2 - April 6

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.

W22-05006 🖳

BOOST AND ACCELERATE YOUR ELL STUDENTS LEARNING: ENSURE STUDENT SUCCESS WITH PRACTICAL STRATEGIES! Anthony Auciello - scopeauciello@aol.com 3 Credits – Inservice - April 13– June 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!

W22-05007 🖳

ESSENTIAL SPANISH LESSONS FOR TEACHERS Francine Voulo - favoulo@aol.com 3 Credits - Inservice - April 13 - 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.



THE MUSICAL BRAIN Dr. Peter A. Pece - doctorpece@icloud.com 3 Credits – Inservice - April 13 - 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.

W22-06044

CREATING AN ePORTFOLIO:IMPROVING YOUR PHOTOGRAPHIC PROCESS Sue Presberg—spresberg@gmail.com 3 Credits - Inservice - February 2 – April 6

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) will be used.

W22-06045 🖳

DESIGNING WITH PHOTOSHOP 1, CREATIVE PHOTO PROCESS Sue Presberg—spresberg@gmail.com 3 Credits - Inservice - April 13 - June 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.

W22-04167 (THE BENEFITS, FLEXIBILITY AND VERSATILITY OF JOURNALING FOR ALL STUDENTS IN ALL SETTINGS - K-12 Jean Galima - jeangalima@yahoo.com 3 Credits - Inservice - February 2 — April 6

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 selfconfidence. These are just a part of the endless benefits of journaling.



BEYOND BLOOM-BUILDING CRITICAL THINKING SKILLS Gayle Meinkes-Lumia - gmeinkeslumia@bufsd.org 3 Credits — Inservice - April 13 - June 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 Cross curricular teaching, interdisciplinary applications, analytic, to success. philosophical and productive reasoning techniques will be addressed.



SPANISH IN OUR CLASSROOMS Francine Voulo - favoulo@aol.com 3 Credits - Inservice – February 2 – April 6

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.



COMMUNICATING WITH OUR ENGLISH LANGUAGE LEARNERS Francine Voulo - favoulo@aol.com

3 Credits - Inservice - February 2 - April 6

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.

W22-05004 **BEST PRACTICES FOR TEACHING MULTI-LANGUAGE STUDENTS** Deirdre Cerrito - deirdrecerrito@vahoo.com Jully Williams - gina102105@gmail.com 3 Credits - Inservice - February 2 - April 6

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. A must for teachers hoping to help their ENL, ELL & MLL students learn English & succeed.



INTEGRATING TECHNOLOGY AND LITERATURE INTO YOUR SCIENCE CURRICULUM Danielle Waitz - dwaitz@hotmail.com 3 Credits – Inservice - February 2 - April 6

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.



CREATIVE WAYS TO TEACH KIDS TO MAKE INFERENCES Alissa Rosenberg - alissaspieces@hotmail.com 3 Credits – Inservice - April 13 - June 15

Making inferences rests at the heart of academic and social comprehension. Discuss what inferences are and how they directly relate to the Common Core. Learn fun ideas and/or sample lessons utilizing different creative techniques including the use of technology, movies, pictures, books, websites and apps.

W22-04007

VOCABULARY DEVELOPMENT IN STUDENTS Alissa Rosenberg - alissaspieces@hotmail.com 3 Credits – Inservice - February 2 - April 6

Come review the common core standards regarding vocabulary; discuss research on why vocabulary enhancement is so pivotal to literacy achievement and break down different strategies to teach vocabulary enhancement. Sample mini-lessons, activities & strategies will be provided. Participants will create and share a variety of lessons and activities.

W22-04017

HOW TO TEACH RESEARCH PAPER WRITING AT ALL LEVELS Deirdre Cerrito - deirdrecerrito@yahoo.com 3 Credits - Inservice - February 2 - April 6

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 needed to help your students write great research papers. No more materials non-informative, unfocused or plagiarized papers to grade! Suitable Grades 3 - 12.

W22-04024

USING COOPERATIVE LEARNING IN THE CLASSROOM- K-12 Marina Poulis - mpoulis100@gmail.com 3 Credits - Inservice - February 2 - April 6

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.

W22-04031 ELEMENTARY AND SECONDARY LANGUAGE-LITERACY TOOLKIT

Michele Pepey - mpepey@gmail.com

3 Credits - Inservice - April 13 - June 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.



THE IMPACT OF TOO MUCH SCREEN TIME ON LANGUAGE/ BRAIN DEVELOPMENT Michele Pepey - mpepey@gmail.com 1 Credit - Inservice - February 2—April 6

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 o screen time we are exposing children to at home and school.



CHARACTER EDUCATION – (K – 12) Andrew Paskal - apaskal@juno.com 3 Credits – Inservice - April 13 - June 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 it can be taught, and if so, how and by whom. Develop 6 lessons on the six pillars of character education.



BULLYING – STRATEGIES FOR TEACHERS – (K – 12)
Debbi Frechtman - deb5474@aol.com
3 Credits – Inservice - February 2 - April 6

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—K—12 Jean Galima - jeangalima@yahoo.com 3 Credits - Inservice — February 2—April 6

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 - April 13 — June 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 - April 13 - June 15

With so much emphasis on the NYS Exams, it's hard for students to look at literature as something enjoyable. This course will emphasize the importance of differentiating instruction, modeling and teaching reading strategies to help students not only become better readers but to enjoy reading. Teachers will create graphic organizers, activities and lessons that they will utilize in their classrooms to enhance their existing literacy program.



THE POWER OF TEACHER LANGUAGE Emily Eich—eeich@emoschools.org 3 Credits - Inservice - February 2 - April 6

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.



BEST PRACTICES IN CONTENT AREA LITERACY Gayle Meinkes-Lumia - gmeinkeslumia@bufsd.org 3 Credits — Inservice - April 13 - June 15

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

W22-04155

DEVELOPING READERS IN THE PRIMARY GRADES - K - 2 Christina Sciarrotto - cmes724@yahoo.com 3 Credits - Inservice - April 13 – 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.

W22-04158

SUPPORTING STRUGGLING READERS - K - 12 Jaclyn Graham—jgraham.scope@gmail.com 3 Credits — Inservice - April 13 - 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.

W22-04163 🖳

EMBRACING, YET ADDRESSING THE CONSEQUENCES OF THE EVOLUTION OF COMMUNICATION - K - 12 Jean Galima - jeangalima@yahoo.com 3 Credits - Inservice - April 13 — 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