

WINTER/SPRING 2023 Professional Development Program

SCOPE'S COURSES ARE CTLE APPROVED



Courses designed to energize today's classrooms!

SCOPE Inservice Course Registration is Available Online at www.scopeonline.us

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

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Dear Colleague:

Online registration is now available for SCOPE's W/S 2023 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

Assistant Director for Instructional Services

Registration Fees: <u>MEI</u>	MBER District	NON-MEMBER District
1 Credit Course 2 Credit Course 3 Credit Course	\$ 135.00 \$ 270.00 \$ 405.00	\$ 145.00 \$ 290.00 \$ 435.00
= SCOPE ONLINE COURSE		
Online Courses Start - February 8 - April 5 April 12—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



W23-01004 RISK BEHAVIORS IN ADOLESCENCE Kysten Ellison - Kysten@aol.com 3 Credits - Inservice - February 8—April 5

This course will address the selected behaviors such as teen driving, alcohol/drug abuse, behaviors that contribute to obesity, sexual experimentation, gang initiations, violence, depression, and social media challenges that can result in adolescent mortality, morbidity, social and academic problems. Emphasis is on examining these adolescent health risk behavior both domestically and globally, and with reference to policies and programs for preventing or ameliorating risk. You will discuss strategies to identify warning signs and techniques that can be utilized to help the children who are at risk.

W23-01013 IDENTIFYING & PREVENTION OF TEENAGE ADDICTION Kysten Ellison - Kysten@aol.com

3 Credits - Inservice - February 8 — April 5

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.

W23-01014 🖳 TEACHING TOLERANCE AND UNIFICATION IN A POLARIZED AND DIVIDED NATION

Kysten Ellison - Kysten@aol.com

3 Credits - Inservice - April 12—June 15

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.

W23-01019 MINDFULNESS FOR POSITIVE AND PRODUCTIVE CLASSROOMS Patricia Magilligan—magilliganp@gmail.com 3 Credits — Inservice - February 8—April 5

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!

W23-01025 ADJUSTING YOUR MINDSET: BE PASSIONATE, BE PATIENT, BE PERSISTENT AND PERSEVERE Cecile Wren - cecile@myeisolutions.com 1 Credit – Inservice - April 12–June 15

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.



THE CALM CLASSROOM Kysten Ellison - Kysten@aol.com 3 Credits - Inservice - February 8—April 5

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.

W23-01089 WARNING! EATING CAN BE DANGEROUS TO YOUR HEALTH Chris Visco - cvisco@optonline.net 3 Credits – Inservice - February 8—April 5

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

W23-01131 🖳

INSPIRING YOUNG MINDS—K—12 Amy Miller—amillerteach10@gmail.com 3 Credits—Inservice— February 8—April 5

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.

W23-01201

BUILDING STUDENT/TEACHER RELATIONSHIPS WITH SEL ACTIVITIES

Richard Faber—Fabes888@gmail.com 3 Credits—Inservice— February 8—April 5

We define social and emotion a learning (SEL) as integral part of education and human developments. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, amange emotions and achieve personal and collective goals, feel and show empathy for other, establish and maintain supportive relationships and make responsible and caring decisions. SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning evvironments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy and just communities.

W23-01206 RESOURCES FOR ENHANCING SCHOOL CLIMATE Cecile Wren - cecile@myeisolutions.com 1 Credit – Inservice - February 8 - April 5

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.

ENGAGING THE MATH LEARNER WITH GAMES—(K-6) \oplus Jill Cohen—jilly119@gmail.com 3 Credits – Inservice - February 8—April 5

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?

W23-02012

AKING MATH MEANINGFUL Danielle Waitz - dwaitz@hotmail.com 3 Credits – Inservice - April 12—June 15

Do you feel like your math lessons are mundane? Do you feel like you can't motivate yourself to teach meaningful yet fun math lessons? 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.

W23-02512 BUCATIONAL NEUROSCIENCE Dr. Peter A. Pece - doctorpece@icloud.com 3 Credits – Inservice - February 8—April 5

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.

W23-03019 HYPED FOR HYPERDOCS-K-12 Danielle Pallatto - dpallattoscope@gmail.com 3 Credits – Inservice - April 12–June 15

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.

W23-03021 ECHNOLGY IN THE CLASSROOM: APPS, QR CODES, KAHOOT, QUIZLET AND PLICKERS - K - 6 Christina Sciarrotto - cmes724@yahoo.com 1 Credit - Inservice - February 8—April 5

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.



DIGITAL TOOLS TO ENHANCE LEARNING - K - 12 Lindsav Sauter—lindsavaudiino@gmail.com 3 Credits—Inservice – April 12—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.

W23-03023

EXPLORING GOOGLE FOR EDUCATION - K - 12 Christina Sciarrotto - cmes724@yahoo.com 3 Credits - Inservice - Februry 8—April 5

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.

W23-03024 💾 CREATING ONLINE ASSIGNMENTS AND ASSESSMENTS-4-12 Tracy Toth-tracy764@gmail.com

3 Credits – Inservice – April 12–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.



BEYOND THE BASICS: TAKING GOOGLE APPS TO THE NEXT LEVEL-K-12 Christina Sciarrotto - cmes724@yahoo.com 3 Credits - Inservice - February 8—April 5

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.

W23-03041

FAKE NEWS VS REAL NEWS: DETERMINING THE TRUTH Chris Visco - cvisco@optonline.net 3 Credits - Inservice - February 8 - April 5

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.

W23-03042 GAMIFYING YOUR CLASSROOM Tracy Toth-tracy764@gmail.com 3 Credits – Inservice – February 8—April 5

Do you have a hard time getting students to participate? Increase your class participation by gamifying your classroom. Learn how to find and access digital breakouts and then create your own digital breakouts. Learn how to use Goosechase EDU to set up simple and engaging scavenger hunts that can be done right in your classroom. These games can be done as a group or individually. Learn about some new whole-class "gaming" sites. This course is recommended for all grade levels and course subjects.

W23-03065 10 WAYS TO EMPOWER STUDENT VOICE Kristina Holzweiss - lieberrian@yahoo.com 3 Credits – Inservice - April 12 - 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. 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.

W23-03067 CONTENT CREATION AND COMMUNICATION WITH CANVA Kristina Holzweiss - lieberrian@yahoo.com 3 Credits – Inservice - February 8—April 5

With Canva, you won't need a degree in graphic design to create content to support student learning, and to communicate with your colleagues. Learn the basics of Canva as well as how to animate GIFs, create videos, design learning materials, collaborate with other users, and to schedule social media posts. Participants will learn how graphic design is an "on ramp" for reluctant writers and speakers. You will learn about the different templates offered by Canva, how to modify them, and how to creating teaching resources from scratch.

W23-03068

ESCAPE ROOMS AND CHOOSE YOUR OWN ADVENTURES USING GOOGLE FORMS

NEW!

Alissa Rosenberg - alissaspieces@gmail.cm 3 Credits – Inservice – February 8—April 5

This course will teach you the basics of google forms that are necessary to make a comprehensive Escape Room and Create Your Own Adventure Story. Using this fun and innovative method of teaching you can instruct almost any subject area, encourage collaboration skills, higher order thinking skills and collect formative data all in one lesson. When this course is over, participants will have created a minimum of 1 complete Escape Room and 1 complete Create Your Own Adventure that you can use immediately in your own classroom. Suitable for any grade and subject area where students can navigate a computer and read.

IPAD APPS AND WEBSITES TO HELP STRUGGLING READERS AND WRITERS - (K-12) Maureen Hanley - mobrien16@hotmail.com 3 Credits – Inservice - February 8—April 5

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.

W23-03351

EVERYTHING YOU NEED TO KNOW TO 3D PRINT, NOW! Vincenzo La Ruina—vincenzoLaRuina@gmail.com 3 Credits – Inservice—February 8—April 5

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.

W23-03403

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

3 Credits – Inservice - February 8—April 5

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.

W23-04006

CREATIVE WAYS TO TEACH KIDS TO MAKE INFERENCES Alissa Rosenberg - alissaspieces@hotmail.com 3 Credits – Inservice - February 8 - April 5

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.

W23-04007

VOCABULARY DEVELOPMENT IN STUDENTS Alissa Rosenberg - alissaspieces@hotmail.com 3 Credits – Inservice - April 12 - June 15

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.

W23-04017 HOW TO TEACH RESEARCH PAPER WRITING AT ALL LEVELS Deirdre Cerrito - deirdrecerrito@yahoo.com 3 Credits - Inservice –February 8—April 5

The Next Generation Learning Standards have made students at all levels more responsible for directing their own learning, especially in the areas of science and social studies. 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!



USING COOPERATIVE LEARNING IN THE CLASSROOM– K-12 Marina Poulis - mpoulis100@gmail.com 3 Credits - Inservice - February 8—April 5

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.

W23-04032 ACTIVE LISTENING FOR POSITIVE, PRODUCTIVE, ENGAGED

Patricia Magilligan—magilliganp@gmail.com 3 Credits — Inservice - February 8—April 5

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.



CHARACTER EDUCATION – (K – 12) Andrew Paskal - apaskal@juno.com 3 Credits – Inservice - February 8—April 5

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.

W23-04058

BULLYING – STRATEGIES FOR TEACHERS – (K – 12) Debbi Frechtman - deb5474@aol.com 3 Credits – Inservice - February 8—April 5

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.

W23-04062

CELEBRATING READING IN THE 21ST CENTURY Kristina Holzweiss - lieberrian@yahoo.com 3 Credits – Inservice - April 12 - June 15

I don't believe in non-readers or reluctant readers; they are Yet-To-Be Readers! I believe in children who haven't YET connected with reading. The connection could be finding the perfect book that speaks to them, regardless of topic and reading level. It can be a book in a different format such as an ebook or an audiobook. Or it could be sharing the reading experience with another person. Reading doesn't have to be a solitary activity. It can be an event that brings people together. But how can reading books compete with screen time and video games? Come collaborate & share ideas to promote books & reading in our school learning communities through low tech and high tech means.



COMMUNICATION SKILLS FOR STUDENTS—K—12 Jean Galima - jeangalima@yahoo.com 3 Credits - Inservice — February 8—April 5

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.

W23-04102 GRAMMAR GIMMICKS, WORD USAGE, PAINLESS PUNCTUATION Jean Galima - jeangalima@yahoo.com 3 Credits - Inservice - February 8—April 5

Participants will learn to help their students eliminate frequent errors in speaking and 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. Suitable K—12.

W23-04103

POWER READING INTERVENTIONS THAT FOLLOW THE SCIENCE k-12 Jeannette Walsh—jwalsh0324@gmail.com 3 Credits - Inservice - April 12—June 15

As teachers progress through this course, they will take a deep dive into each of the five areas of literacy and will learn specific intervention strategies for addressing student deficits in the areas of phonemic awareness, phonics, vocabulary, fluency, and comprehension. Teachers will learn how to effectively implement each of the discussed interventions within their own literacy programs, and they will learn how to successfully use assessment as a means to diagnose students' reading deficits, as well as how to set data-driven goals for student success. By the end of this course, teachers will feel more confident and successful in their quest to implement research-based reading interventions into their own teaching practices..

W23-04104 SCIENCE OF READING PODCASTS FOR THE BUSY EDUCATOR NEW! SCIENCE OF READING PODCASTS FOR THE BUSY EDUCATOR Jeannette Walsh—jwalsh0324@gmail.com 3 Credits - Inservice - February 8—April 5

Participants will concentrate on a theme each week that corresponds to a branch of reading science. Experts in the fields of cognitive science, educational science, and psychology are featured in assigned podcasts. Students will listen to the podcasts and then respond in writing to the given questions. A community forum will hast responses so that discussion and debate can take place on how to best apply this new knowledge to classroom practice. At the end of the course participants will be required to provide an overall reflection on the takeaways and how it will impact classroom instruction.

W23-04111

Danielle Waitz - dwaitz@hotmail.com 3 Credits – Inservice - April 12—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.



DEVELOPING READERS IN THE PRIMARY GRADES - K - 2 Christina Sciarrotto - cmes724@yahoo.com 3 Credits - Inservice - February 8—April 5

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.

W23-04158

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

W23-04159

HOW PROFICIENT READERS THINK-UTILIZING FICTION AND NON-FICTION SOURCES TO MASTER COGNITIVE THINKING Gayle Meinkes-Lumia - gmeinkeslumia@bufsd.org 3 Credits — Inservice - February 8 - April 5

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.

W23-04163

EMBRACING, YET ADDRESSING THE CONSEQUENCES OF THE EVOLUTION OF COMMUNICATION - K - 12 Jean Galima - jeangalima@yahoo.com 3 Credits - Inservice - April 12-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 & strategies for healthier, more socially productive balance of communications.

W23-04164

ACCELERATE LITERACY SUCCESS WITH CONFERRING & SMALL GROUP INSTRUCTION Patricia Magilligan-magilliganp@gmail.com 3 Credits — Inservice - April 12—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.

W23-04167 🖳 THE BENEFITS, FLEXIBILITY AND VERSATILITY OF JOURNALING FOR ALL STUDENTS IN ALL SETTINGS - K-12 Jean Galima - jeangalima@yahoo.com 3 Credits - Inservice - April 12-June 15

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.



BEYOND BLOOM-BUILDING CRITICAL THINKING SKILLS Gayle Meinkes-Lumia - gmeinkeslumia@bufsd.org 3 Credits — Inservice - April 12—April 5

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.

W23-04503

NEW!

"900 SHOWS A YEAR—SNAPSHOPTS OF TEACHING" Gayle Meinkes-Lumia - gmeinkeslumia@bufsd.org 3 Credits — Inservice - February 8—April 5

Educators are actors putting on five shows a day, 900 shows a year, all which produce transorative learning from students. In this course, participants will learn everything there is to know about creating a successful environment that motivates students. Explore various resouces suh as articles, interciews, reading, differentiated learning sites, lesson plans and links to literary sites. Teachers will gain student centered ideas, lessons that differentiate, challenging ways to motivate students, current research on pedagogy, various interdisciplinary websites and Socratic Seminars and philosophical rounds that take literacy and learning to a new Level!

W23-05004 BEST PRACTICES FOR TEACHING MULTI-LANGUAGE STUDENTS Deirdre Cerrito - deirdrecerrito@yahoo.com

Jully Williams - gina102105@gmail.com

3 Credits - Inservice - Inservice - February 8-April 5

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.

W23-05006 SOUD AND ACCELERATE YOUR ELL STUDENTS LEARNING: ENSURE STUDENT SUCCESS WITH PRACTICAL STRATEGIES! Anthony Auciello - scopeauciello@aol.com 3 Credits – Inservice - April 12—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!

THE MUSICAL BRAIN Dr. Peter A. Pece - doctorpece@icloud.com 3 Credits – Inservice - February 8—April 5

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.

W23-06044

CREATING AN ePORTFOLIO:IMPROVING YOUR PHOTOGRAPHIC PROCESS Sue Presberg—spresberg@gmail.com 3 Credits - Inservice - February 8—April 5

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. computer use is necessary but **no** knowledge of photography or Photoshop Proficient camera or cell phone camera required. Adobe Photoshop, Pixir (free needed. Digital online) will be used.

W23-06045 (DESIGNING WITH PHOTOSHOP 1, CREATIVE PHOTO PROCESS Sue Presberg—spresberg@gmail.com 3 Credits - Inservice - February 8-April 5

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.

W23-06047

SMARTPHONE PHOTOGRAPHY & EDITING FOR THE EDUCATOR Sue Presberg—spresberg@gmail.com 3 Credits - Inservice - April 12—June 15

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.

W23-06107C MASSAPEQUA PHILHARMONIC: SYMPHONIC IMAGERY David Bernard—3 Credits—Inservice—MASSAPEQUA 10 SESSIONS—7:00—10:00 PM, Starts: February 14

An in depth look at how classical symphonic music portrays the world both real and imagined through art, including music by Beethoven (Pastorale Symphony), Haydn's Creation and more. Participants will work in depth with Maestro David Bernard on crafting a complelling interpretation and will focus on performance and rehearsal techniques to enrsure success. Participation is by audition only through this form:

http://bit.ly/MPOAuditionRequest

Dates (each are three hours, 7:00-10:00PM at Berner Middle School)

2/14/23, 2/18, 3/14, 3/21, 3/24, 3/28, 4/4, 4/18, 4/25, 5/2,, 5/5, 5/8 Plus Sundays 3/26 & 5/7— 1:30 pm-4:30 pm.

W23-07001 DEVELOPING A COLLEGE/CAREER READY STUDENT Francesca Reardon - fncavallaro@gmail.com 3 Credits - Inservice - February 8—April 5

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.

W23-11005

POVERTY IN EDUCATION

Michael Sims - mikesimsduke1@yahoo.com 3 Credits – Inservice - February 8—April 5

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.

W23-11006 MOTIVATING STUDENTS TO ACHIEVE:ENSURE STUDENT SUCCESS Anthony Auciello - scopeauciello@aol.com 3 Credits – Inservice - February 8—April 5

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!

W23-11009

TOP TEN SITES FOR ALL TEACHERS - K - 12 Kristina Holzweiss - lieberrian@yahoo.com 3 Credits – Inservice – February 8 - April 5

Designed to introduce teachers to the top ten sites for teaching. Learn how to create your learning materials, flashcards, worksheets, WebQuests & own hotlists, rubrics, 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.

W23-11014 📵 **BUILDING STUDENT RESILIENCY-K-12** Michael Sims - mikesimsduke1@yahoo.com 3 Credits – Inservice - April 12–June 15

Teachers today have to manage students that struggle with independence & self-reliance. This stems from many factors, like bulldozer parents smoothing the road so they don't encounter difficulties. Though their intentions are well placed, parents are actually denying opportunities for their kids to learn critical life skills like decision making, responsibility and coping strategies. Colleges have begun reporting students are not equipped to handle the rigors that come at the university level. To combat these trends, we will explore ways to create a culture where your students will learn resiliency & how to be independent thinkers.

SUCCEEDING WITH DIFFICULT STUDENTS Joseph Bienz—jbienzscope@gmail.com

3 Credits—Inservice—February 8—April 5 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.

W23-11032

BUILDING POSITIVE RELATIONS WITH PARENTS Michael Sims - mikesimsduke1@yahoo.com 3 Credits – Inservice - February 8—April 5

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.

W23-11038

ENGAGING ACTIVITIES! Deirdre Cerrito - deirdrecerrito@yahoo.com 3 Credits - Inservice - February 8-April 5

As classroom teachers, it is really our responsibility to engage our students in every step of the learning process. Active learners are happy and motivated, and they learn more. In this class you will read professional articles, create lesson plans and design fun activities to bring back to your students – all while strengthening your students' skills for the NYS Assessments and supporting the NYS Next Generation Standards.

W23-11039 ENGAGING THE DISENGAGED LEARNER Richard Faber - Fabes888@gmail.com 3 Credits - Inservice - April 12—June 15

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

W23-11042 Richard Faber - Fabes888@gmail.com 3 Credits - Inservice - February 8—April 5

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 8—April 5

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.

W23-11046 **BECOMING AN INNOVATIVE INSTRUCTOR** Richard Faber - Fabes888@gmail.com 3 Credits - Inservice - April 12—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.

W23-11047 SKILLS THAT WILL BENEFIT ALL TEACHERS Joseph Bienz—jbienzscope@gmail.com 3 Credits—Inservice—April 12—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 teacher to enhance their own teaching abilities...

W23-12002

INTEGRATED CO-TEACHING: ENSURING STUDENT SUCCESS Anthony Auciello - scopeauciello@aol.com

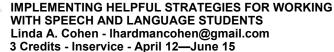
3 Credits – Inservice - February 8—April 5

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.

W23-12003

DIFFERENTIATION IN ACTION Gayle Meinkes-Lumia - gmeinkeslumia@bufsd.org 3 Credits - Inservice - April 12- 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 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.



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.

W23-12005

AUDITORY PROCESSING DISORDERS: AN OVERVIEW OF WORKING WITH CHILDREN WITH APD Linda A. Cohen - Ihardmancohen@gmail.com 3 Credits - Inservice - February 8—April 5

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.

W23-12008 (SOCIAL SKILLS AND SOCIAL THINKING FOR STUDENTS Alissa Rosenberg - alissaspieces@gmail.cm 3 Credits - Inservice - April 12-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)

W23-12009 📵

OPPOSITIONAL DEFIANCE DISORDER-STRATEGIES FOR TEACHERS AND PARENTS - (K - 12) Andrew Paskal - apaskal@juno.com 3 Credits – Inservice - February 8—April 5

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.

W23-12010 DECIAL EDUCATION LAW FOR THE CLASSROOM TEACHER Andrew Paskal - apaskal@juno.com

3 Credits – Inservice - April 12—June 15

Learn about special education law and their responsibilities in the classroom. As a result, educators will have a better understanding of the special education process. You will also understand relevant laws, their role, and their implementation.

W23-12015 💾 ASPERGER SYNDROME-STRATEGIES FOR TEACHERS - K-1 2 Debbi Frechtman - deb5474@aol.com 3 Credits – Inservice - April 12—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.

W23-12017 CREATING A SUCCESSFUL CLASSROOM FOR CHILDREN WITH DISABILITIES Kysten Ellison - Kysten@aol.com

3 Credits - Inservice - April 12 — June 15

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

W23-12020

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

W23-12022 BOWN SYNDROME AND AUTISM SPECTRUM DISORDERS— A SPEECH AND LANGUAGE PERSPECTIVE Linda A. Cohen - Ihardmancohen@gmail.com 3 Credits - Inservice - April 12—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.

W23-12023 AUGMENTED AND ALTERNATIVE COMMUNICATION AND CORE VOCABULARY—WHERE TO BEGIN? Kristina Giannetti—Kgiannettiscope@gmail.com 3 Credits - Inservice - February 8—April 5

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. THERE WILL BE AN ADMINISTRATIVE CHARGE OF \$30.00 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



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