



**SUMMER 2023
Professional Development
Program**

11 NEW CLASSES!!

**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***



**SUMMER 2023
Professional Development
Program**

**SCOPE'S COURSES
ARE CTLE APPROVED**



*Professional
Development
for Teachers*



**Courses designed to energize
today's classrooms!**

11 New Classes

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Available Online at: www.scopeonline.us**



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

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Ms. Betty Westcott Assistant Director for Instructional Services

S23-12017  CREATING A SUCCESSFUL CLASSROOM FOR CHILDREN WITH DISABILITIES

Kysten Ellison - Kysten@aol.com

3 Credits - Inservice - June 26 — August 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.

S23-12020  DEFINING DYSLEXIA & THE ORTON GILLINGHAM READING METHODOLOGY - K - 12

Maureen Hanley - mobrien16@hotmail.com

3 Credits – Inservice - June 26—August 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.

S23-12022  DOWN SYNDROME AND AUTISM SPECTRUM DISORDERS—A SPEECH AND LANGUAGE PERSPECTIVE

Linda A. Cohen - lhardmancohen@gmail.com

3 Credits - Inservice - June 26—August 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.

S23-12023  AUGMENTATIVE AND ALTERNATIVE COMMUNICATION AND CORE VOCABULARY—WHERE TO BEGIN?

Kristina Giannetti—Kgiannettiscope@gmail.com

3 Credits - Inservice - June 26—August 15

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 online please go to...www.scopeonline.us


S23-12006  **TRANSFORMATIVE TECHNOLOGY TOOLS FOR THE SPECIAL EDUCATION CLASSROOM**

NEW!
Annie Warren—awarren.scope@gmail.com
3 Credits – Inservice – June 26—August 15


Participants will learn how technology can transform their instruction and student learning in the special education classroom. You will learn how to implement technology as an avenue that unlocks students’ potential across multiple disciplines and grade levels. Use technology to differentiate instruction, motivate student interest, address challenges and roadblocks, and support students in meeting their full potential.

S23-12008  **SOCIAL SKILLS AND SOCIAL THINKING FOR STUDENTS**
Alissa Rosenberg - alissaspieces@gmail.com
3 Credits – Inservice – June 26—August 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)

S23-12009  **OPPOSITIONAL DEFIANCE DISORDER-STRATEGIES FOR TEACHERS – (K – 12)**
Andrew Paskal - apaskal@juno.com
3 Credits – Inservice - June 26—August 15

The mandate of placing children in the Least Restrictive Environment (LRE) has resulted in more inclusion and mainstream students in general education classes. As general education teachers are dealing with new and diverse needs, there exists a need for training. Oppositional Defiance Disorder (ODD) requires training. As a result you will have a better understanding of how to work with these students.

S23-12010  **SPECIAL EDUCATION LAW FOR THE CLASSROOM TEACHER**
Andrew Paskal - apaskal@juno.com
3 Credits – Inservice - June 26—August 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.

S23-12015  **ASPERGER SYNDROME-STRATEGIES FOR TEACHERS - K-1 2**
Debbi Frechtman - deb5474@aol.com
3 Credits – Inservice - June 26—August 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.

Dear Colleague:

Online registration is now available for SCOPE’s SUMMER 2023 Professional Development Courses.

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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: MEMBER District NON-MEMBER District

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



= SCOPE ONLINE COURSE

Online Courses Start - June 26—August 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**



S23-01004  **RISK BEHAVIORS IN ADOLESCENCE**
Kysten Ellison - Kysten@aol.com
3 Credits - Inservice - June 26—August 15

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.

S23-01005  **BE A GAME CHANGER: “LIVE TO LEAD**
NEW! Cecile Wren - cecile@myeisolutions.com
1 Credit – Inservice - June 26—August 15


This in-depth study will provide participants with the opportunity to develop, coordinate and integrate the power of being the change they want to see in the world into their daily lives. This expertise will enable them to grow professionally and personally and internalize the importance of being a life-long learner. As society changes we need to reflect on the changes and make adaptations that enable us to continue to grow, learn and achieve in a collaborative manner. Each assignment WILL be targeted for a different purpose and audience. Audiences may include the participant, students, parents, educators, or community members.

S23-01006  **DIGITAL CITIZENSHIP**
NEW! Christina Sciarrotto - cmes724@yahoo.com
1 Credit - Inservice - June 26—August 15

As technological advances increase each day and everyone has become more dependent on the internet for daily activities, it is crucial to teach students digital citizenship. You will learn what is Digital Citizenship and why is it important to teach. Additionally, you will learn about the different components and how to apply them in your classroom.

S23-01013  **IDENTIFYING & PREVENTION OF TEENAGE ADDICTION**
Kysten Ellison - Kysten@aol.com
3 Credits - Inservice - June 26 — August 15

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

S23-01019  **MINDFULNESS FOR POSITIVE AND PRODUCTIVE CLASSROOMS**
Patricia Magilligan—magilliganp@gmail.com
3 Credits — Inservice - June 26—August 15

This course will discuss what Mindfulness is and is not. It will study how Mindfulness works in school communities. It will discuss the benefits of Mindful Practice in reducing teacher and student stress as well as how it can build attention, engagement and resilience in our students. This course will include scientific backing for Mindfulness as well as practical tips and activities to try out. Find out what so many successful people already know!

S23-11049  **HOW TO PROVIDE EFFECTIVE FEEDBACK**
NEW! Richard Faber - Fabes888@gmail.com
3 Credits - Inservice - June 26—August 15

The aim of feedback is reducing the gap between students' current abilities and learning goals. With an effect size of .79, the practice of giving students feedback enhances successful learning through all phases of instruction. Feedback achieves great results especially when students make errors or demonstrate a lack of understanding, presenting an opportunity for deeper learning and positive growth.

S23-12002  **INTEGRATED CO-TEACHING: ENSURING STUDENT SUCCESS**
Anthony Auciello - scopeauciello@aol.com
3 Credits – Inservice - June 26—August 15


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.

S23-12003  **DIFFERENTIATION IN ACTION**
Gayle Meinkes-Lumia - gmeinkeslumia@bufsd.org
3 Credits - Inservice - June 26– August 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.

S23-12004  **IMPLEMENTING HELPFUL STRATEGIES FOR WORKING WITH SPEECH AND LANGUAGE STUDENTS**
Linda A. Cohen - lhardmancohen@gmail.com
3 Credits - Inservice - June 26—August 15


What exactly is a Speech and Language Impairment? What does this mean for a classroom teacher? Working with students with Speech and Language needs can be challenging depending on the nature of the impairment. Learn what a teacher needs to know about working with students who exhibit Language, Articulation or Fluency Disorders, Auditory Processing weaknesses, higher functioning Autism, Selective Mutism and social issues. In today's highly language based classrooms, learn how to meet these needs.

S23-12005  **AUDITORY PROCESSING DISORDERS: AN OVERVIEW OF WORKING WITH CHILDREN WITH APD**
Linda A. Cohen - lhardmancohen@gmail.com
3 Credits - Inservice - June 26—August 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.

S23-11038  **ENGAGING ACTIVITIES!**
Deirdre Cerrito - deirdrecerrito@yahoo.com
3 Credits - Inservice – June 26—August 15

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.

S23-11044  **PEER MENTORING**
Michael Sims - mikesimsduke1@yahoo.com
3 Credits – Inservice - June 26—August 15


Peer Mentoring will explore & develop effective practices to successfully mentor novice professionals in a school setting. New personnel must have a support system that allows the transition from learning theory as an undergraduate to actual teaching. For that reason this course is applicable for all professionals whether their school has a formal mentoring program or not. Explore the benefits experienced teachers gain by collaborating with colleagues in mentoring situations. Educators are lifetime learners and working in partnerships will enhance everyone's ability to grow and improve. The mentoring process improves individual teacher performance and the total school environment.

S23-11045  **RESTORATIVE PRACTICES**
Richard Faber - Fabes888@gmail.com
3 Credits - Inservice - June 26—August 15

Educators recognize the importance of fostering positive, healthy school climates and helping students learn from their mistakes. They are partnering with parents, district officials, organizations, and policymakers to move away from harmful & counter-productive zero-tolerance discipline policies toward proven restorative approaches. Restorative practices is an emerging social science that students and all members of the school community can learn and practice.

S23-11046  **BECOMING AN INNOVATIVE INSTRUCTOR**
Richard Faber - Fabes888@gmail.com
3 Credits - Inservice - June 26—August 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.

S23-11047  **SKILLS THAT WILL BENEFIT ALL TEACHERS**
Joseph Bienz—jbienzscope@gmail.com
3 Credits—Inservice—June 26—August 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..

S23-01025  **ADJUSTING YOUR MINDSET: BE PASSIONATE, BE PATIENT, BE PERSISTENT AND PERSEVERE**
Cecile Wren - cecile@myeisolutions.com
1 Credit – Inservice - June 26—August 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.

S23-01088  **THE CALM CLASSROOM**
Kysten Ellison - Kysten@aol.com
3 Credits - Inservice - June 26—August 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.

S23-01131  **INSPIRING YOUNG MINDS—K—12**
Amy Miller—amillerteach10@gmail.com
3 Credits—Inservice— June 26—August 15


Teachers will be asked to read picture books that promote mindfulness, empathy, and social/emotional learning (can be used in all grade levels), view TED talks, and explore videos & articles. Learn to navigate the website GoNoodle.com, to help students cope with things that may arise in their daily lives. 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.

S23-02006  **ENGAGING THE MATH LEARNER WITH GAMES—(K-6)**
Jill Cohen—jilly119@gmail.com
3 Credits – Inservice - June 26—August 15


Learn to maximize the teaching & learning of math, by making it an engaging and exciting experience. Explore a variety of classic games, dice games, card games, board games, in non-electronic form, unless otherwise stated. Who doesn't love games? Games spark interest, enthusiasm for learning and help students to remember what was learned. The overall objective should be to help each child understand math concepts, enabling them to become mathematically literate. What better way to do that than through math games?

S23-02012  **MAKING MATH MEANINGFUL**
Danielle Waitz - dwaitz@hotmail.com
3 Credits – Inservice - June 26—August 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.


S23-02512  **EDUCATIONAL NEUROSCIENCE**
Dr. Peter A. Pece - doctorpece@icloud.com
3 Credits – Inservice - June 26—August 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.

S23-02513  **TEACHING IN A BRAVE NEW WORLD OF ARTIFICIAL INTELLIGENCE**
Kristina Holzweiss - lieberrian@yahoo.com
3 Credits – Inservice - June 26—August 15

NEW

Explore the ways in which artificial intelligence is transforming the way educators teach and engage with your students. Learn about the implications of AI for curriculum design, pedagogy, and assessment, and the impact that AI is having on the educational landscape. You will explore the ethical implications and the challenges of effectively integrating technology into the classroom. A broad overview of current AI based technologies will be provided with an opportunity to discuss with peers their own observations and perspectives of AI in education.

S23-02523  **UPGRADING TO NGSS FOR GRADE 3—5 SCIENCE ASSESSMENT**
Michael Alvarez—mjalvarez@optimum.net
3 Credits – Inservice - June 26—August 15

NEW

The NGSS Grade 5 Science Assessment will be administered for the first time in Spring of 2024. This course will take participants through the NYS 3-5 Science Learning Standards and guide them through designing STEM lesson plans geared toward the Grade 5 Exam. Participants will perform each of the four Grade 3-5 Investigations.

S23-03019  **HYPED FOR HYPERDOCS—K—12**
Danielle Pallatto - dpallattoscope@gmail.com
3 Credits – Inservice - June 26—August 15


Are you interested in interactive, digital resources for students? Hyperdocs are an all-in-one document that allows students to explore, learn, and share their thinking with all of their digital tools in one place. Come learn how to create one for your students and how to adapt templates and ready made hyperdocs to fit your needs.

S23-03022  **DIGITAL TOOLS TO ENHANCE LEARNING - K - 12**
Lindsay Sauter—lindsayaudiino@gmail.com
3 Credits—Inservice – June 26—August 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. Participants will have created a portfolio of formative assessment tools and lessons that are a right fit for your classroom and student population. This portfolio of ideas can be used to differentiate and personalize instruction.

S23-03023  **EXPLORING GOOGLE FOR EDUCATION - K - 12**
Christina Sciarrotto - cmes724@yahoo.com
3 Credits - Inservice - June 26—August 15


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.

S23-11005  **POVERTY IN EDUCATION**
Michael Sims - mikesimsduke1@yahoo.com
3 Credits – Inservice - June 26—August 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.

S23-11006  **MOTIVATING STUDENTS TO ACHIEVE:ENSURE STUDENT SUCCESS**
Anthony Auciello - scopeauciello@aol.com
3 Credits – Inservice - June 26—August 15

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

S23-11014  **BUILDING STUDENT RESILIENCY—K—12**
Michael Sims - mikesimsduke1@yahoo.com
3 Credits – Inservice - June 26—August 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.

S23-11019  **SUCCEEDING WITH DIFFICULT STUDENTS**
Joseph Bienz—jbienzscope@gmail.com
3 Credits—Inservice—June 26—August 15


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.

S23-11032  **BUILDING POSITIVE RELATIONS WITH PARENTS**
Michael Sims - mikesimsduke1@yahoo.com
3 Credits – Inservice - June 26—August 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.

S23-05006  **BOOST AND ACCELERATE YOUR ELL STUDENTS LEARNING: ENSURE STUDENT SUCCESS WITH PRACTICAL STRATEGIES!**
Anthony Auciello - scopeauciello@aol.com
3 Credits – Inservice - June 26—August 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!

S23-06010  **THE MUSICAL BRAIN**
Dr. Peter A. Pece - doctorpece@icloud.com
3 Credits – Inservice - June 26—August 15

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

S23-06045  **DESIGNING WITH PHOTOSHOP 1, CREATIVE PHOTO PROCESS**
Sue Presberg—spresberg@gmail.com
3 Credits - Inservice - June 26—August 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.

S23-06047  **SMARTPHONE PHOTOGRAPHY & EDITING FOR THE EDUCATOR**
Sue Presberg—spresberg@gmail.com
3 Credits - Inservice - June 26—August 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.

S23-07001  **DEVELOPING A COLLEGE/CAREER READY STUDENT**
Francesca Cavallaro - fncavallaro@gmail.com
3 Credits - Inservice - June 26—August 15

This course is geared towards making students more college and career ready. This can be accomplished by impeding a college/career focus in curriculum, through lessons and by exposing students to different opportunities that foster growth and awareness of the different colleges and careers available. Schools exposing students to a wide variety of supports will provide students with an opportunity to set individual postsecondary goals for themselves. This course aims to bring to light the different local opportunities, online resources and potential field trips schools can implement within their school.

S23-03024  **CREATING ONLINE ASSIGNMENTS AND ASSESSMENTS—4—12**
Tracy Toth-tracy764@gmail.com
3 Credits – Inservice – June 26—August 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.

S23-03026  **BEYOND THE BASICS: TAKING GOOGLE APPS TO THE NEXT LEVEL– K—12**
Christina Sciarrotto - cmes724@yahoo.com
3 Credits - Inservice - June 26—August 15

Participants will engage in activities that are beyond the basic Google Apps. You will take Google Slides to the next level by creating Stop Motion, Games, Comic Strips, Timelines, Magnetic Poetry, Digital Escape Rooms and Jamboards. You will also learn about Google Keep, Sites, Add-ons and Extensions, and YouTube.

S23-03030  **AMERICA'S TREASURES: NATIONAL PARKS AS CLASSROOMS**
Chris Visco - cvisco@optonline.net
3 Credits – Inservice - June 26—August 15

There are over 360 National Parks scattered across the US. No matter where you live, whether it is in the city or the country, there is probably a National Park Site near you. Hidden within each National Park is a exciting story waiting to be discovered. It would be impossible for a teacher to bring his or her class to visit all of them, but thanks to the World Wide Web, it is now possible to take virtual field trips without ever leaving the classroom.

S23-03031  **TEACHING LITERACY THROUGH JAMBOARD**
Jeannette Walsh—jwalsh0324@gmail.com
NEW!
1 Credit - Inservice - June 26—August 15

This course will provide K-12 teachers with practical and engaging strategies for teaching literacy through Jamboard. Jamboard is a digital whiteboard developed by Google that allows users to collaborate in real-time. From phonics to comprehension, participants will leverage technology to teach essential reading and writing skills. To apply the strategies presented in the course, additional resources and support materials, such as Jamboard templates for lesson plans, will be provided. Participants will explore topics and create interventions and lessons to support classroom practice. Lessons will follow a standard lesson plan and will be a shared resource with others in the course. Video lectures demonstrating how to use Jamboard features and resources will be provided weekly.

S23-03032  **CREATING A WEBSITE WITH GOOGLE SITES**
Sue Presberg—spresberg@gmail.com
NEW!
3 Credits - Inservice - June 26—August 15

This course is designed to help you step by step, create a website for yourself and/or your students. Creating a personalized Google website is a great way to track growth in real time. You will select and organize content and also reflect on student achievements, skills and future aspirations. This can be used for parents, administrators and the community as well as for professional growth of either the educator or their students. Using Google Sites can be a lifelong narrative that can be constantly updated, where the content is never lost over the years. It will be the educator's choice as to what type of website they will create.

S23-03042  **GAMIFYING YOUR CLASSROOM****Tracy Toth-tracy764@gmail.com****3 Credits – Inservice – June 26—August 15**

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.

S23-03043  **INSPIRE AND ENHANCE YOUR CLASSROOM WITH TECH****Melissa Lubomski—mlubomski.SCOPE@gmail.com****3 Credits – Inservice – June 26—August 15****NEW!**


The vital role of teachers in the 21st century depends on a deep understanding of best instructional practices in the digital world. Technology can customize learning, encourage collaboration and boost creativity. It enhances the way teachers teach and revolutionizes the way students learn. There is no better time than now to learn how to inspire and enhance your classroom with tech!

S23-03066  **CREATIVE USES OF GOOGLE SLIDES — K—12****Kristina Holzweiss - lieberrian@yahoo.com****3 Credits – Inservice - June 26—August 15**

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? 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.

S23-03067  **CONTENT CREATION AND COMMUNICATION WITH CANVA****Kristina Holzweiss - lieberrian@yahoo.com****3 Credits – Inservice - June 26—August 15**

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. 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.

S23-03068  **ESCAPE ROOMS AND CHOOSE YOUR OWN ADVENTURES USING GOOGLE FORMS—K—12****Alissa Rosenberg - alissaspieces@gmail.com****3 Credits – Inservice – June 26—August 15**

Learn 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.

S23-03091  **IPAD APPS & WEBSITES TO HELP STRUGGLING READERS/WRITERS****Maureen Hanley - mobrien16@hotmail.com****3 Credits – Inservice - June 26—August 15**

Add more to your RTI toolbox! Participants will familiarize themselves with common reading and writing difficulties, students experience and “The Big 5 Ideas of Reading.” Explore free and purchasable apps and websites for Phonemic Awareness, Alphabetic Principle, Reading Fluency, Vocabulary, Comprehension, Spelling, Writing & Notetaking. (Grades K—12)

S23-04167  **THE BENEFITS, FLEXIBILITY AND VERSATILITY OF JOURNALING FOR ALL STUDENTS IN ALL SETTINGS - K-12****Jean Galima - jeangalima@yahoo.com****3 Credits - Inservice - June 26—August 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.

S23-04502  **BEYOND BLOOM-BUILDING CRITICAL THINKING SKILLS****Gayle Meinkes-Lumia - gmeinkeslumia@bufsd.org****3 Credits — Inservice - June 26—August 15**

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

S23-04503  **“900 SHOWS A YEAR—SNAPSHOTS OF TEACHING”****Gayle Meinkes-Lumia - gmeinkeslumia@bufsd.org****3 Credits — Inservice - June 26—August 15**

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 resources such as articles, interviews, 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!

S23-05004  **BEST PRACTICES FOR TEACHING MULTI-LANGUAGE STUDENTS****Deirdre Cerrito - deidrecerrito@yahoo.com****Jully Williams - gina102105@gmail.com****3 Credits - Inservice – June 26—August 15**


CTLE regulations require teachers apply 15% of their required hours toward enhancing language acquisition skills for ENL and ELL students. For ELL teachers, the percentage is 50%. This class provides instruction in best practices as outlined by NYSEDF. Learn best practices in scaffolding, literacy development, aligning instructional resources & academic language. A must for teachers hoping to help their ENL, ELL & MLL students learn English & succeed.

S23-04152  **BEST PRACTICES IN CONTENT AREA LITERACY**
Gayle Meinkes-Lumia - gmeinkeslumia@bufsd.org
3 Credits — Inservice - June 26—August 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!

S23-04155  **DEVELOPING READERS IN THE PRIMARY GRADES - K - 2**
Christina Sciarrotto - cmes724@yahoo.com
3 Credits - Inservice - June 26—August 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.

S23-04158  **SUPPORTING STRUGGLING READERS - K - 12**
Jaclyn Graham—jaclyngraham79@gmail.com
3 Credits — Inservice - June 26 – August 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.

S23-04163  **EMBRACING, YET ADDRESSING THE CONSEQUENCES OF THE EVOLUTION OF COMMUNICATION - K - 12**
Jean Galima - jeangalima@yahoo.com
3 Credits - Inservice - June 26—August 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.

S23-04164  **ACCELERATE LITERACY SUCCESS WITH CONFERRING & SMALL GROUP INSTRUCTION**
Patricia Magilligan—magilliganp@gmail.com
3 Credits — Inservice - June 26—August 15

Examine how Confering 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.

S23-03351  **EVERYTHING YOU NEED TO KNOW TO 3D PRINT, NOW!**
Vincenzo La Ruina—vincenzoLaRuina@gmail.com
3 Credits – Inservice—June 26—August 15

Whether or not you have access to a 3D printer, you will learn how to use them, how they can be used in your classroom (for any subject), and you’ll even be able to print files without a 3D printer. This class makes 3D printing simple & it includes free PDF versions of the books you will need. Appropriate K-12 teachers, including art and technology.

S23-03403  **INTEGRATING TECHNOLOGY AND LITERATURE INTO YOUR SCIENCE CURRICULUM**
Danielle Waitz - dwaitz@hotmail.com
3 Credits – Inservice - June 26—August 15


Does science get put on the back burner? Do you feel like there is not enough time in the day to teach science? Do you feel like you can’t motivate yourself to teach fun science lessons? This class will help you to make science fun and interesting through incorporating literature and technology into your science curriculum. You will explore articles, multimedia and internet resources.

S23-04006  **CREATIVE WAYS TO TEACH KIDS TO MAKE INFERENCES**
Alissa Rosenberg - alissapieces@hotmail.com
3 Credits – Inservice - June 26—August 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.

S23-04017  **HOW TO TEACH RESEARCH PAPER WRITING AT ALL LEVELS**
Deirdre Cerrito - deirdrecerrito@yahoo.com
3 Credits - Inservice – June 26—August 15


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!

S23-04024  **USING COOPERATIVE LEARNING IN THE CLASSROOM– K-12**
Marina Poulis - mpoulis100@gmail.com
3 Credits - Inservice - June 26—August 15


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

S23-04028  **THE ESSENTIALS OF TEACHING INFORMATION LITERACY**
NEW!
Melissa Lubomski—mlubomski.SCOPE@gmail.com
3 Credits – Inservice – June 26—August 15


The most important building block of a quality education is the ability to locate, use and evaluate data/materials/facts. Information literacy equips students with the skills necessary to become independent life-long learners. It enables learners to think critically about information and to determine if information is accurate, appropriate, and/or relevant to meet their needs. This course will enable teachers to prepare their students for a future which will require this expertise by introducing and analyzing the *Five Components Information Literacy*.

S23-04029  **UTILIZING KAMI TO ASSIST STUDENTS IN REACHING THE ELA STANDARDS (GRADES K-12)**
NEW! Jeannette Walsh—jwalsh0324@gmail.com
3 Credits - Inservice - June 26—August 15

Participants will learn how Kami can be used to support instruction in the skills that lead to reading comprehension. It will also provide hands-on activate to help you integrate Kami into your classroom practice, as well as tips and best practices for using Kami to assess and monitor student progress. Participants are required to have their own Google and Kami accounts. Using a district kami account will grant access to advanced features, otherwise a free trial can be signed up for.

S23-04032  **ACTIVE LISTENING FOR POSITIVE, PRODUCTIVE, ENGAGED LEARNING**
Patricia Magilligan—magilliganp@gmail.com
3 Credits — Inservice - June 26—August 15

The 21st century has brought many new opportunities and challenges for learning. Multitasking and distracted communication has become commonplace. Some research indicates that most people recall only 25% of a conversation only minutes after it occurs. The implication for learning can be staggering. Active listening and Accountable Talk can help us create the positive, productive learning environment that we all strive to have. Creating active learners who are motivated, engaged, nonjudgmental and compassionate should be a goal for all our schools. This course will go beyond active listening to include mindful listening, accountable talk, and creating responsive compassionate environments.

S23-04056  **CHARACTER EDUCATION – (K – 12)**
Andrew Paskal - apaskal@juno.com
3 Credits – Inservice - June 26—August 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.

S23-04058  **BULLYING – STRATEGIES FOR TEACHERS – (K – 12)**
Debbi Frechtman - deb5474@aol.com
3 Credits – Inservice - June 26—August 15


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

S23-04062  **CELEBRATING READING IN THE 21ST CENTURY**
Kristina Holzweiss - lieberrian@yahoo.com
3 Credits – Inservice - June 26 - August 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..

S23-04101  **COMMUNICATION SKILLS FOR STUDENTS—K—12**
Jean Galima - jeangalima@yahoo.com
3 Credits - Inservice — June 26—August 15


Providing students with the application of the elements of good communication skills, not only improves their self-image, but also raises their self-confidence level, assertiveness and respect for others' ideas. All teachers will have opportunities to explore and expand their repertoire of activities to give students experiences to sharpen their communication skills, share learned knowledge and become more effective, respectful communicators and listeners.

S23-04102  **GRAMMAR GIMMICKS, WORD USAGE, PAINLESS PUNCTUATION**
Jean Galima - jeangalima@yahoo.com
3 Credits - Inservice - June 26—August 15


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.

S23-04103  **POWER READING INTERVENTIONS THAT FOLLOW THE SCIENCE k-12**
Jeannette Walsh—jwalsh0324@gmail.com
3 Credits - Inservice - June 26—August 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.

S23-04104  **SCIENCE OF READING PODCASTS FOR THE BUSY EDUCATOR**
Jeannette Walsh—jwalsh0324@gmail.com
3 Credits - Inservice - June 26—August 15

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.

S23-04111  **LOVING LITERATURE**
Danielle Waitz - dwaitz@hotmail.com
3 Credits – Inservice - June26—August 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.