



# SCOPE

FALL 2023  
Professional Development  
Program

**8 NEW CLASSES!!**

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

SCOPE Inservice Course Registration is  
Available Online at [www.scopeonline.us](http://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](mailto:bwestcott@scopeonline.us)

**\*MANY COURSES DESIGNED FOR  
DISTANCE LEARNING\***



# SCOPE

FALL 2023  
Professional Development  
Program

SCOPE'S COURSES  
ARE CTLE APPROVED



Courses designed to energize  
today's classrooms!

**\*8 New Classes\***

SCOPE Inservice Course Registration is  
Available Online at: [www.scopeonline.us](http://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.

**2022-2023 SCOPE Board of Directors:**

**President**

Mr. Lars Clemensen - Superintendent, Hampton Bays UFSD

**Vice President**

Dr. Lorna R. Lewis - Superintendent, Malverne UFSD

**Treasurer**

Dr. Kenneth Bossert - Superintendent, Great Neck UFSD

**Past President**

Dr. Joseph Famularo—Superintendent, Bellmore UFSD

**Executive Director**

Mr. George L. Duffy

**Board Members**

Dr. Anthony Annunziato - Associate Professor, Department of Instructional & Administrative Leadership, St. John's University

Dr. Yiendhy Farrelly - Superintendent, West Babylon UFSD

Dr. Robert Feirsen - Coordinator - Educational Leadership Program, Manhattanville College

Dr. Roberta Gerold - Superintendent, Middle Country CSD

Ms. Jill Gierasch—Superintendent, Cold Spring Harbor CSD

Mr. Henry Grishman- Superintendent, Jericho UFSD

Dr. Timothy Hearney- Superintendent, Bayport-Blue Point UFSD

Dr. Ronald Masera - Superintendent, Center Moriches UFSD.

Dr. Robert Moraghan - Director Emeritus, Stony Brook University

Dr. Dominick Palma - Superintendent, Merrick UFSD

**SCOPE Professional Development Staff**

Mr. Michael O'Brien Associate Director of Instructional Services


Ms. Betty Westcott Assistant Director for Instructional Services

**F23-12017  CREATING A SUCCESSFUL CLASSROOM FOR CHILDREN WITH DISABILITIES**

**Kysten Ellison - Kysten@aol.com**

**3 Credits - Inservice - October 11 — December 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.

**F23-12020  DEFINING DYSLEXIA & THE ORTON GILLINGHAM READING METHODOLOGY - K - 12**

**Maureen Hanley - mobrien16@hotmail.com**

**3 Credits – Inservice - October 11—December 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.

**F23-12022  DOWN SYNDROME AND AUTISM SPECTRUM DISORDERS—A SPEECH AND LANGUAGE PERSPECTIVE**

**Linda A. Cohen - lhardmancohen@gmail.com**

**3 Credits - Inservice - October 11—December 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.

**F23-12023  AUGMENTATIVE AND ALTERNATIVE COMMUNICATION AND CORE VOCABULARY—WHERE TO BEGIN?**

**Kristina Giannetti—Kgiannettiscope@gmail.com**

**3 Credits - Inservice - October 11—December 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](http://www.scopeonline.us)

**F23-12006**  **TRANSFORMATIVE TECHNOLOGY TOOLS FOR THE SPECIAL EDUCATION CLASSROOM**  
**Annie Warren—awarren.scope@gmail.com**  
**3 Credits – Inservice – October 11—December 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.

**F23-12008**  **SOCIAL SKILLS AND SOCIAL THINKING FOR STUDENTS**  
**Alissa Rosenberg - arosenbergteachesu@gmail.com**  
**3 Credits – Inservice – October 11—December 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)

**F23-12009**  **OPPOSITIONAL DEFIANCE DISORDER-STRATEGIES FOR TEACHERS – (K – 12)**  
**Andrew Paskal - apaskal@juno.com**  
**3 Credits – Inservice - October 11—December 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.

**F23-12010**  **SPECIAL EDUCATION LAW FOR THE CLASSROOM TEACHER**  
**Andrew Paskal - apaskal@juno.com**  
**3 Credits – Inservice - October 11—December 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.

**F23-12015**  **ASPERGER SYNDROME-STRATEGIES FOR TEACHERS - K-1 2**  
**Debbi Frechtman - deb5474@aol.com**  
**3 Credits – Inservice - October 11—December 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 FALL 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](http://www.scopeonline.us)

Sincerely,

Betty Westcott  
 Assistant Director for Instructional Services

| Registration Fees: | <u>MEMBER District</u> | <u>NON-MEMBER District</u> |
|--------------------|------------------------|----------------------------|
| 1 Credit Course    | \$ 142.00              | \$ 152.00                  |
| 2 Credit Course    | \$ 284.00              | \$ 304.00                  |
| 3 Credit Course    | \$ 426.00              | \$ 456.00                  |

 = **SCOPE ONLINE COURSE**

Online Courses Start - October 11—December 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](http://www.scopeonline.us)



**F23-01004**  **RISK BEHAVIORS IN ADOLESCENCE**  
Kysten Ellison - Kysten@aol.com  
**3 Credits - Inservice - October 11—December 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.

**F23-01005**  **BE A GAME CHANGER: “LIVE TO LEAD**  
Cecile Wren - cecile@myeisolutions.com  
**1 Credit – Inservice - October 11—December 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.

**F23-01006**  **DIGITAL CITIZENSHIP**  
Christina Sciarrotto - cmes724@yahoo.com  
**1 Credit - Inservice - October 11—December 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.

**F23-01015**  **BALANCE THE MIND AND HEART: CREATING RESILIENT SCHOOLS THAT MEET THE SOCIAL, EMOTIONAL, ETHICAL, AND ACADEMIC NEEDS OF STUDENTS - SEAL**  
Cecile Wren - cecile@myeisolutions.com  
**3 Credits – Inservice - October 11—December 15**

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

**F23-01019**  **MINDFULNESS FOR POSITIVE AND PRODUCTIVE CLASSROOMS**  
Patricia Magilligan—magilliganp@gmail.com  
**3 Credits — Inservice - October 11—December 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!

**F23-11051**  **THINKING ROUTINES TO UTILIZE IN YOUR CLASSROOM**  
Thomas Sicari—tsicari0722@gmail.com  
**NEW!**  
**3 Credits – Inservice – October 11—December 15**

Today's classroom environment should sustain a culture which scaffolds and supports student thinking. Thinking routines help us as teachers to provide structure and guidance for students to create, plan, reflect and inquire about their thought processes. Thinking routines encourage students to engage in critical thinking, analyze information, and make connections more efficiently and effectively. Through incorporating thinking routines regularly into one's classroom, educators will encourage student metacognition and promote active engagement for all.

**F23-12002**  **INTEGRATED CO-TEACHING: ENSURING STUDENT SUCCESS**  
Anthony Auciello - scopeauciello@aol.com  
**3 Credits – Inservice - October 11—December 15**


Participants will be given the opportunity to learn about the various aspects of integrated co-teaching (ICT). In addition to learning the fundamentals, 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.

**F23-12003**  **DIFFERENTIATION IN ACTION**  
Gayle Meinkes-Lumia - gmeinkeslumia@bufsd.org  
**3 Credits - Inservice - October 11 – December 15**

Learn everything there is to know about differentiating your classrooms. Learn the secrets to recognizing and building on the individual talents of each student, while preparing all students for the 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.

**F23-12004**  **IMPLEMENTING HELPFUL STRATEGIES FOR WORKING WITH SPEECH AND LANGUAGE STUDENTS**  
Linda A. Cohen - lhardmancohen@gmail.com  
**3 Credits - Inservice - October 11—December 15**


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

**F23-12005**  **AUDITORY PROCESSING DISORDERS: AN OVERVIEW OF WORKING WITH CHILDREN WITH APD**  
Linda A. Cohen - lhardmancohen@gmail.com  
**3 Credits - Inservice - October 11—December 15**

What does it mean to have an Auditory Processing Disorder? It is estimated that 5-7% of children sitting in the classroom suffer with APD. That means there is the likelihood of having a student with APD in your current classroom. Learn about the characteristics of an Auditory Processing Disorder and how to work with children that struggle with this disorder. You will also learn about the challenges students with APD face in their reading skills and what you can do as a teacher to help them.

**F23-11038**  **ENGAGING ACTIVITIES!**  
Deirdre Cerrito - deirdrecerrito@yahoo.com  
3 Credits - Inservice – October 11—December 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.

**F23-11041**  **THE EFFECT THAT STRESS HAS ON STUDENT LEARNING**  
Richard Faber - Fabes888@gmail.com  
3 Credits - Inservice - October 11—December 15


This course will describe the sources and consequences of stress. Stress is a common problem that will affect almost all of your students at some point in their lives. Learn to identify when a person is under stress, what causes stress, and different ways of coping. Instructional strategies will be taught that can help students self-regulate such as reducing extraneous noise, managing transitions, and understanding mindsets, to name a few.

**F23-11047**  **SKILLS THAT WILL BENEFIT ALL TEACHERS**  
Joseph Bienz—jbienzscope@gmail.com  
3 Credits—Inservice—October 11—December 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..

**F23-11049**  **HOW TO PROVIDE EFFECTIVE FEEDBACK**  
Richard Faber - Fabes888@gmail.com  
3 Credits - Inservice - October 11—December 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.

**F23-11050**  **TEACH LIKE A PRO: STRATEGIES AND TIPS FOR NEW(ISH) TEACHERS**  
**NEW!**  
Melissa Lubomski—mlubomski.SCOPE@gmail.com  
3 Credits – Inservice – October 11—December 15

This course is designed to new(ish) teachers who are eager to learn and grow in their profession. Whether you’re fresh out of college or transitioning from another career, this course will provide you with practical tips and tricks to help you succeed in your new role. You will be introduced to strategies for effective lesson planning, increasing student engagement, management tips, differentiation, partnering with parents and teaching with growth mindset. By the end of this course, you will have a toolbox of strategies that you can use to create a positive learning environment and enhance student achievement.

**F23-01023**  **UNVEILING THE COMPLEXITIES OF FOOD: EMPOWERING TEACHERS TO FOSTER HEALTHIER BEHAVIORS**  
**NEW!**  
Michelle Rosenoff - mrosenoff43@gmail.com  
3 Credits — Inservice - October 11—December 15


Our relationship with food can be multifaceted and intricate. The course offers educators valuable insights into the reasons behind our eating habits and where individuals fall on the eating continuum. Participants will delve into an exploration of various factors that influence our food choices, such as media, television and the internet. Engaging discussions will also touch upon the concept of food addiction, exploring whether it can be considered a diagnosable disease. By the end of the course, K-12 teachers will be equipped with the knowledge and tools to make conscious, healthier choices for their students and their classrooms.

**F23-01088**  **THE CALM CLASSROOM**  
Kysten Ellison - Kysten@aol.com  
3 Credits - Inservice - October 11—December 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.

**F23-01131**  **INSPIRING YOUNG MINDS—K—12**  
Amy Miller—amillerteach10@gmail.com  
3 Credits—Inservice— October 11—December 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.

**F23-01201**  **BUILDING STUDENT/TEACHER RELATIONSHIPS WITH SEL ACTIVITIES**  
**NEW!**  
Richard Faber—Fabes888@gmail.com  
3 Credits—Inservice— October 11—December 15


We define social and emotional 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, manage 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 environments 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.

**F23-02006**  **ENGAGING THE MATH LEARNER WITH GAMES—(K-6)**  
Jill Cohen—jilly119@gmail.com  
**3 Credits – Inservice - October 11—December 15**

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

**F23-02012**  **MAKING MATH MEANINGFUL**  
Danielle Waitz - dwaitz@hotmail.com  
**3 Credits – Inservice - October 11—December 15**

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

**F23-02512**  **EDUCATIONAL NEUROSCIENCE**  
Dr. Peter A. Pece - doctorpece@icloud.com  
**3 Credits – Inservice - October 11—December 15**

Neuroscientists and Educators were totally separate entities for many years. Then, each discipline realized that they needed the other. Educators realized that Neuroscience held many answers for them, and Neuroscientists realized that educators possessed knowledge that they could utilize in their research. This course will examine many different avenues of exploration for those in Education to have some questions answered regarding the brain and how they can use findings of Neuroscience in their classrooms.

**F23-02513**  **TEACHING IN A BRAVE NEW WORLD OF ARTIFICIAL INTELLIGENCE**  
Kristina Holzweiss - lieberrian@yahoo.com  
**3 Credits – Inservice - October 11—December 15**


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.

**F23-02519**  **GLOBAL CLIMATE CHANGE**  
Chris Visco - cvisco@optonline.net  
**3 Credits – Inservice - October 11—December 15**

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

**F23-11005**  **POVERTY IN EDUCATION**  
Michael Sims - mikesimsduke1@yahoo.com  
**3 Credits – Inservice - October 11—December 15**

Participants will examine the relationship between poverty and learning. You will explore how poverty is truly defined and discover the different levels of poverty that 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.

**F23-11006**  **MOTIVATING STUDENTS TO ACHIEVE:ENSURE STUDENT SUCCESS**  
Anthony Auciello - scopeauciello@aol.com  
**3 Credits – Inservice - October 11—December 15**

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

**F23-11014**  **BUILDING STUDENT RESILIENCY—K—12**  
Michael Sims - mikesimsduke1@yahoo.com  
**3 Credits – Inservice - October 11—December 15**

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

**F23-11019**  **SUCCEEDING WITH DIFFICULT STUDENTS**  
Joseph Bienz—jbienzscope@gmail.com  
**3 Credits—Inservice—October 11—December 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.

**F23-11032**  **BUILDING POSITIVE RELATIONS WITH PARENTS**  
Michael Sims - mikesimsduke1@yahoo.com  
**3 Credits – Inservice - October 11—December 15**

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

**F23-06047**  **SMARTPHONE PHOTOGRAPHY & EDITING FOR THE EDUCATOR**  
Sue Presberg—spresberg@gmail.com  
3 Credits - Inservice - October 11—December 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.

**F23-06107C** **MASSAPEQUA PHILHARMONIC: CLASSICAL PHILHARMONIC**  
David Bernard—3 Credits—Inservice—MASSAPEQUA  
10 SESSIONS—7:00—10:00 PM, Starts: September 26

An in depth look at how the ideals of of the Classical period were re-interpreted in the transition into the Romantic period and beyond, through music by Mozart (Sinfonia Concertante, K. 364), Brahms (Symphony No. 1) and Barber (Adagio for Strings). Participants will work in depth with Maestro David Bernard on crafting a compelling interpretation and will focus on performance and rehearsal techniques to ensure success. Participation is by audition only through this form: <http://bit.ly/MPOAuditionRequest>. Dates (each are three hours, 7:00-10:00PM at Berner Middle School) 9/26, 10/3, 10/10, 10/15, 10/17, 10/24, 10/31, 11/7, 11/14, 11/21, 11/28, 12/5, 12/8 Plus Sundays 10/15, 12/10 1:30-4:30.

**F23-06108** **ORCHESTRAL CONDUCTING SEMINAR**  
David Bernard—2 Credits—Inservice—MASSAPEQUA—Berner MS  
*NEW!* 15 SESSIONS\*—6:00 PM—8:00 PM, Starts: September 26

Maestro David Bernard, Music Director of the Massapequa Philharmonic and Park Avenue Chamber Symphony, leads an in-depth seminar exploring the strategies, techniques and skills involved in Orchestral Conducting, including programming, selection of editions, score study & musicianship, conducting technique, rehearsal technique, personnel management and performance approach. Concepts will be illustrated during the seminar through repertoire chosen by Maestro Bernard, while participants will work independently on capstone projects using repertoire they choose, with guidance and approval by Maestro Bernard. All sessions are Tuesday, 6-8PM, except, Friday, 6-8PM. \*\*...Sunday, 12-2PM (Dates: 6:00-8:00PM at Berner Middle School) 9/26, 10/3, 10/10, 10/15, 10/17, 10/24, 10/31, 11/7, 11/14, 11/21, 11/28, 12/5, 12/8 Plus Sundays 10/15, 12/10 12:00-2:0.


Students enrolling in the Orchestral Conducting Seminar, must meet the following pre-requisites:

- Mastery of at least one orchestral instrument
- Ability to read full orchestral scores, including transpositions and Treble, Alto, Tenor and Bass clefs
- Current and/or prior experience conducting instrumental ensembles


Participation is by selection only through this form:  
<https://bit.ly/DBConductingSeminarApplication>

**F23-07001**  **DEVELOPING A COLLEGE/CAREER READY STUDENT**  
Francesca Cavallaro - fncavallaro@gmail.com  
3 Credits - Inservice - October 11—December 15

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

**F23-02523**  **UPGRADING TO NGSS GRADE 3—5 SCIENCE ASSESSMENT**  
Michael Alvarez—mjvalvarez@optimum.net  
*NEW!* 3 Credits – Inservice - October 11—December 15

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. \*In order to be fully immersed in the hands-on learning experience, you will need to procure approximately \$35 worth of materials.”

**F23-03019**  **HYPED FOR HYPERDOCS—K—12**  
Danielle Pallatto - dpallattoscope@gmail.com  
3 Credits – Inservice - October 11—December 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.

**F23-03022**  **DIGITAL TOOLS TO ENHANCE LEARNING - K - 12**  
Lindsay Sauter—lindsayaudiino@gmail.com  
3 Credits—Inservice – October 11—December 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.

**F23-03024**  **CREATING ONLINE ASSIGNMENTS AND ASSESSMENTS—4—12**  
Tracy Toth-tracy764@gmail.com  
3 Credits – Inservice – October 11—December 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.

**F23-03026**  **BEYOND THE BASICS: TAKING GOOGLE APPS TO THE NEXT LEVEL— K—12**  
Christina Sciarrotto - cmes724@yahoo.com  
3 Credits - Inservice - October 11—December 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.

**F23-03031**  **TEACHING LITERACY THROUGH JAMBOARD—K –12**  
Jeannette Walsh—jwalsh0324@gmail.com  
1 Credit - Inservice - October 11—December 15

This course will provide 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, 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. Video lectures demonstrating how to use Jamboard features and resources provided weekly.

**F23-03032**  **CREATING A WEBSITE WITH GOOGLE SITES**  
Sue Presberg—spresberg@gmail.com  
3 Credits - Inservice - October 11—December 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.

**F23-03043**  **INSPIRE AND ENHANCE YOUR CLASSROOM WITH TECH**  
Melissa Lubomski—mlubomski.SCOPE@gmail.com  
3 Credits – Inservice – October 11—December 15


This course is designed to provide educators with the tools necessary to immediately implement technology based activities in their classrooms. Participants will explore various online assessment methods, work spaces for collaboration, and apps to boost creativity. The vital role of teachers in the 21st-century depends on a deep understanding of best instructional practices in the digital world. All participants need a Gmail address and Google Drive.

**F23-03067**  **CONTENT CREATION AND COMMUNICATION WITH CANVA**  
Kristina Holzweiss - lieberrian@yahoo.com  
3 Credits – Inservice - October 11—December 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.

**F23-03068**  **ESCAPE ROOMS AND CHOOSE YOUR OWN ADVENTURES USING GOOGLE FORMS—K—12**  
Alissa Rosenberg - arosenbergteachesu@gmail.com  
3 Credits – Inservice – October 11—December 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.

**F23-03071**  **EXPLORING AI AND CHATGBT IN THE CLASSROOM: PROS, CONS, ETHICAL USE AND CLASSROOM APPLICATIONS—K-12**  
**NEW!** Alissa Rosenberg - arosenbergteachesu@gmail.com  
3 Credits – Inservice – October 11—December 15

Class is designed to familiarize educators with ChatGBT, an advanced language model that can assist in instruction and education. Participants will explore the pros and cons of using ChatGBT, learn about ethical considerations when using in the classroom, and discover practical strategies for integrating ChatGBT effectively into their teaching practices.

**F23-04502**  **BEYOND BLOOM-BUILDING CRITICAL THINKING SKILLS**  
Gayle Meinkes-Lumia - gmeinkeslumia@bufsd.org  
3 Credits — Inservice - October 11—December 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.

**F23-0500**  **BEST PRACTICES FOR TEACHING MULTI-LANGUAGE STUDENTS**  
Deirdre Cerrito - deirdrecerrito@yahoo.com  
Jully Williams - gina102105@gmail.com  
3 Credits - Inservice – October 11—December 15

CTLE regulations require teachers apply 15% of their required hours toward enhancing language acquisition skills for ENL and ELL students. For ELL teachers, the percentage is 50%. This class provides instruction in best practices as outlined by 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.

**F23-05006**  **BOOST AND ACCELERATE YOUR ELL STUDENTS LEARNING: ENSURE STUDENT SUCCESS WITH PRACTICAL STRATEGIES!**  
Anthony Auciello - scopeauciello@aol.com  
3 Credits – Inservice - October 11—December 15

Participants will be given the opportunity to learn about the various aspects of not only improving their ELL student's participation and achievement in class, but also how to engage their families in the classroom and the school as a whole. Learn strategies that will help students learn in all areas of the classroom. You will finish the class with a wealth of strategies, understand when and where to employ them, and the reasoning behind selecting each strategy. Participants will be prepared to work with any child in any grade!


**F23-06010**  **THE MUSICAL BRAIN**  
Dr. Peter A. Pece - doctorpece@icloud.com  
3 Credits – Inservice - October 11—December 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.

**F23-06045**  **DESIGNING WITH PHOTOSHOP 1, CREATIVE PHOTO PROCESS**  
Sue Presberg—spresberg@gmail.com  
3 Credits - Inservice - October 11—December 15

This course is designed to improve your ability to communicate ideas photographically through print and digital media, so you can incorporate it into your curriculum. This course will emphasize digital photography and digital editing on the computer. You will be able to use Adobe Photoshop or a similar online site by the end of this course.




**F23-04104**  **SCIENCE OF READING PODCASTS FOR THE BUSY EDUCATOR**  
**Jeannette Walsh—jwalsh0324@gmail.com**  
**3 Credits - Inservice - October 11—December 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.

**F23-04111**  **LOVING LITERATURE**  
**Danielle Waitz - dwaitz@hotmail.com**  
**3 Credits – Inservice - October 11—December 15**

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

**F23-04158**  **SUPPORTING STRUGGLING READERS - K - 12**  
**Jaclyn Graham—jaclyngraham79@gmail.com**  
**3 Credits — Inservice - October 11 – December 15**

This course is designed to provide teachers with meaningful reading strategies that will benefit all types of learners. Learn how to get to know your readers really well so that you can use easy-to-implement strategies. Teachers will have access to printable activities and educational websites that will enhance their reading instruction. Most importantly they will have a greater understanding of how to turn struggling readers into successful ones.

**F23-04167**  **THE BENEFITS, FLEXIBILITY AND VERSATILITY OF JOURNALING FOR ALL STUDENTS IN ALL SETTINGS - K-12**  
**Jean Galima - jeangalima@yahoo.com**  
**3 Credits - Inservice - October 11—December 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.

**F23-04169**  **THE SCIENCE OF READING**  
**Christina Sciarrotto - cmes724@yahoo.com**  
**NEW!**  
**2 Credits - Inservice - October 11—December 15**

What is the Science of Reading and why is everyone talking about it? In this course, you will learn about the different components of the science of reading and how to make the “shift” in your classroom.

**F23-03091**  **IPAD APPS & WEBSITES TO HELP STRUGGLING READERS/ WRITERS**  
**Maureen Hanley - mobrien16@hotmail.com**  
**3 Credits – Inservice - October 11—December 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)

**F23-03351**  **EVERYTHING YOU NEED TO KNOW TO 3D PRINT, NOW!**  
**Vincenzo La Ruina—vincenzoLaRuina@gmail.com**  
**3 Credits – Inservice—October 11—December 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.

**F23-03403**  **INTEGRATING TECHNOLOGY AND LITERATURE INTO YOUR SCIENCE CURRICULUM**  
**Danielle Waitz - dwaitz@hotmail.com**  
**3 Credits – Inservice - October 11—December 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.

**F23-04006**  **CREATIVE WAYS TO TEACH KIDS TO MAKE INFERENCES**  
**Alissa Rosenberg - arosenbergteachesu@gmail.com**  
**3 Credits – Inservice - October 11—December 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.

**F23-04017**  **HOW TO TEACH RESEARCH PAPER WRITING AT ALL LEVELS**  
**Deirdre Cerrito - deirdrecerrito@yahoo.com**  
**3 Credits - Inservice – October 11—December 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!

**F23-04024**  **USING COOPERATIVE LEARNING IN THE CLASSROOM– K-12**  
**Marina Poulis - mpoulis100@gmail.com**  
**3 Credits - Inservice - October 11—December 15**


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

**F23-04028**  **THE ESSENTIALS OF TEACHING INFORMATION LITERACY**  
**Melissa Lubomski—mlubomski.SCOPE@gmail.com**  
**3 Credits – Inservice – October 11—December 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*.

**F23-04032**  **ACTIVE LISTENING FOR POSITIVE, PRODUCTIVE, ENGAGED LEARNING**  
**Patricia Magilligan—magilliganp@gmail.com**  
**3 Credits — Inservice - October 11—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.

**F23-04056**  **CHARACTER EDUCATION – (K – 12)**  
**Andrew Paskal - apaskal@juno.com**  
**3 Credits – Inservice - October 11—December 15**

Character Education is one 'hot issue' in education today. It is consistently being debated in households, classrooms, boardrooms and faculty rooms. Participants will be discussing the meaning of character education and whether it can be taught, and if so, how and by whom. Develop 6 lessons on the six pillars of character education.

**F23-04058**  **BULLYING – STRATEGIES FOR TEACHERS – (K – 12)**  
**Debbi Frechtman - deb5474@aol.com**  
**3 Credits – Inservice - October 11—December 15**

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

**F23-04062**  **CELEBRATING READING IN THE 21ST CENTURY**  
**Kristina Holzweiss - lieberrian@yahoo.com**  
**3 Credits – Inservice - October 11 - December 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..

**F23-04098**  **MULTICULTURALISM IN THE K-12 CLASSROOM**  
**Gayle Meinkes-Lumia - gmeinkeslumia@bufsd.org**  
**3 Credits - Inservice - October 11—December 15**


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

**F23-04101**  **COMMUNICATION SKILLS FOR STUDENTS—K—12**  
**Jean Galima - jeangalima@yahoo.com**  
**3 Credits - Inservice — October 11—December 15**

Providing students with the application of the elements of good communication skills, not only improves their self-image, but also raises their self-confidence level, assertiveness and respect for others' ideas. All teachers in addition to ENL 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.

**F23-04102**  **GRAMMAR GIMMICKS, WORD USAGE, PAINLESS PUNCTUATION**  
**Jean Galima - jeangalima@yahoo.com**  
**3 Credits - Inservice - October 11—December 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 transcend across all curriculum areas. Suitable K—12 and ENL teachers.

**F23-04103**  **POWER READING INTERVENTIONS THAT FOLLOW THE SCIENCE K-12**  
**Jeannette Walsh—jwalsh0324@gmail.com**  
**3 Credits - Inservice - October 11—December 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.