

# WINTER/SPRING 2024 Professional Development Program

\*7 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\*



# WINTER/SPRING 2024 Professional Development Program

SCOPE'S COURSES ARE CTLE APPROVED



# Courses designed to energize today's classrooms!

# \*7 New Classes\*

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

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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Mr. Michael O'BrienAssociate Director of Instructional ServicesMs. Betty WestcottAssistant Director for Instructional Services



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

3 Credits - Inservice - April 18 — June 13

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.



#### DEFINING DYSLEXIA & THE ORTON GILLINGHAM READING METHODOLOGY - K - 12 Maureen Hanley - mobrien16@hotmail.com 3 Credits – Inservice - April 18—June 13

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.

W24-12022

#### DOWN SYNDROME AND AUTISM SPECTRUM DISORDERS— A SPEECH AND LANGUAGE PERSPECTIVE Linda A. Cohen - Ihardmancohen@gmail.com 3 Credits - Inservice - February 7—April 5

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.

W24-12023

#### AUGMENTATIVE AND ALTERNATIVE COMMUNICATION AND CORE VOCABULARY—WHERE TO BEGIN? Kristina Giannetti—Kgiannettiscope@gmail.com 3 Credits - Inservice - February 7—April 5

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

#### WITHDRAWAL AND REFUND POLICY

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

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

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



#### TRANSFORMATIVE TECHNOLOGY TOOLS FOR THE SPECIAL EDUCATION CLASSROOM Annie Warren—awarren.scope@gmail.com 3 Credits – Inservice – April 18— June 13

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.

#### W24-12008 SOCIAL SKILLS AND SOCIAL THINKING FOR STUDENTS Alissa Rosenberg - arosenbergteachesu@gmail.com 3 Credits – Inservice – April 18 – June 13

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)



#### OPPOSITIONAL DEFIANCE DISORDER-STRATEGIES FOR TEACHERS – (K – 12) Andrew Paskal - apaskal@juno.com 3 Credits – Inservice - February 7—April 5

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

#### W24-12010 SPECIAL EDUCATION LAW FOR THE CLASSROOM TEACHER Andrew Paskal - apaskal@juno.com 3 Credits – Inservice - February 7—April 5

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.

#### W24-12015 ASPERGER SYNDROME-STRATEGIES FOR TEACHERS - K-1 2 Debbi Frechtman - deb5474@aol.com 3 Credits – Inservice - April 18—June 13

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 WINTER/SPRING 2024 Professional Development Courses.

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

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

www.scopeonline.us

Sincerely,

## **Betty Westcott**

Assistant Director for Instructional Services

Registration Fees: <u>MEN</u>	BER District	NON-MEMBER District
1 Credit Course 2 Credit Course 3 Credit Course	\$ 142.00 \$ 284.00 \$ 426.00	\$ 152.00 \$ 304.00 \$ 456.00
= SCOPE ONLINE COURSE		

Online Courses Start - February 7— April 5 April 18—June 13

\*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





#### DIGITAL CITIZENSHIP Christina Sciarrotto - cmes724@yahoo.com 1 Credit - Inservice - April 18—June 13

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.

#### W24-01007 PEACEFUL SCHOOLS: EASING ANXIETY AND DREPRESSION Kysten Ellison - Kysten@aol.com NEW! 3 Credits - Inservice - February 7 — April 5

The class will address the stress and anxiety students contend with on a daily basis by examining the causes and learning ways to help alleviate such within the classroom. By becoming more aware and versed in strategies of social emotional learning and practices through the lens of culturally responsive practices that embrace and reflect the many identities and experiences of the students in their care, educators will learn to support their students and lessen the stress and anxiety often felt by them. How the recent pandemic has changed student motivation and behavior and what to do in order to meet their unique and diverse will be included. IN all we will cultivate an awareness and provide resources & strategies to employ in creating a peaceful classroom that works to reduce stress and anxiety with the goal of developing equitable practices for all students.



#### **IDENTIFYING & PREVENTION OF TEENAGE ADDICTION** Kysten Ellison - Kysten@aol.com 3 Credits - Inservice - February 7 — April 5

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



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.

#### W24-01023 UNVEILING THE COMPLEXITIES OF FOOD: EMPOWERING **TEACHERS TO FOSTER HEALTHIER BEHAVIORS** Michelle Rosenoff - mrosenoff43@gmail.com 3 Credits — Inservice - February 7 — April 5

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.



#### 3 Credits – Inservice – February 7 – April 5

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.

#### W24-12002 INTEGRATED CO-TEACHING: ENSURING STUDENT SUCCESS Anthony Auciello - scopeauciello@aol.com 3 Credits – Inservice - February 7—April 5

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

W24-12003 

#### DIFFERENTIATION IN ACTION Gavle Meinkes-Lumia - gmeinkeslumia@bufsd.org 3 Credits - Inservice - April 18 – June 13

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.

W24-12004

#### IMPLEMENTING HELPFUL STRATEGIES FOR WORKING WITH SPEECH AND LANGUAGE STUDENTS Linda A. Cohen - Ihardmancohen@gmail.com 3 Credits - Inservice - February 7—April 5

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.

W24-12005 

#### AUDITORY PROCESSING DISORDERS: AN OVERVIEW OF WORKING WITH CHILDREN WITH APD Linda A. Cohen - Ihardmancohen@gmail.com 3 Credits - Inservice - February 7—April 5

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



#### **BUILDING POSITIVE RELATIONS WITH PARENTS** Michael Sims - mikesimsduke1@yahoo.com 3 Credits – Inservice - April 18—June 13

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.

#### W24-11038 **ENGAGING ACTIVITIES!** Deirdre Cerrito - deirdrecerrito@yahoo.com 3 Credits - Inservice – February 7—April 5

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

#### W24-11042 UNDERSTANDING GROWTH MINDSET Richard Faber - Fabes888@gmail.com 3 Credits - Inservice - February 7 - April 5

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

#### W24-11047 SKILLS THAT WILL BENEFIT ALL TEACHERS Joseph Bienz—jbienzscope@gmail.com 3 Credits—Inservice—February 7— April 5

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.

#### W24-11048 Chris Visco - cvisco@optonline.net 3 Credits – Inservice - February 7 - April 5

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

#### W24-11049 HOW TO PROVIDE EFFECTIVE FEEDBACK Richard Faber - Fabes888@gmail.com 3 Credits - Inservice - April 18—June 13

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.



#### ADJUSTING YOUR MINDSET: BE PASSIONATE, BE PATIENT, BE PERSISTENT AND PERSEVERE Cecile Wren - cecile@myeisolutions.com 1 Credit – Inservice - February 7—April 5

Throughout this course participants will be provided with the opportunity for independent inguiry, 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. These activities will enhance professional dialogue and effectively blend different, innovative and practical strategies for program implementation.



## W24-01088 THE CALM CLASSROOM

#### Kysten Ellison - Kysten@aol.com 3 Credits - Inservice - April 18—June 13

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.

W24-01096 NEW!

#### CHILDHOOD OBESITY: A MODERN DAY EPIDEMIC Brianna Burghard—bburghard26@gmail.com 3 Credits—Inservice— February 7— April 5

This course focuses on the epidemiology of child and adolescent obesity with a focus on environmental and socioeconomic factors. This course will cover the potential implications of childhood obesity, including health and economic consequences. Environmentally focused interventions and programs to combat childhood obesity will be included. Suitable Pre-K -12.



#### **INSPIRING YOUNG MINDS—K—12** Amy Miller—amillerteach10@gmail.com 3 Credits—Inservice— February 7— April 5

Teachers will be asked to read picture books that promote mindfulness, empathy, and social/emotional learning (can be used in all grade levels), view TED talks, and explore videos & articles. Learn to navigate the website GoNoodle.com, to help students cope with things that may arise in their daily lives. Teachers will participate in breathing and meditation exercises using the Insight Timer (this is a free app), which is for both the teacher and the student. Each assignment will explore a new aspect of mindfulness, social/emotional learning, and empathy and can be used in many subject areas. All material accessed from links provided.

W24-01200 

#### WHEN STUDENTS ARE IN CRISIS Richard Faber—Fabes888@gmail.com 3 Credits—Inservice— April 18—June 13

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

W24-01201 📜

#### **BUILDING STUDENT/TEACHER RELATIONSHIPS WITH SEL** ACTIVITIES Richard Faber—Fabes888@gmail.com

#### 3 Credits—Inservice— February 7—April 5

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 schoolfamily-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.

#### W24-01206 RESOURCES FOR ENHANCING SCHOOL CLIMATE Cecile Wren - cecile@myeisolutions.com 1 Credit – Inservice - February 7 - April 5

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



NEW!

#### **EMBRACING DIVERSITY: CULTIVATING CULTURAL** CONSCIOUSNESS IN EDUCATION Michelle Rosenoff - mrosenoff43@gmail.com 3 Credits — Inservice - February 7 — April 5

Through an in-depth exploration of cultural culture, participants will gain a deeper understanding of the multifaceted aspects of culture, including race, ethnicity, language, religion, and socio-economic backgrounds. You will examine the influence of cultural identity on learning and how it shapes students' perspectives, experiences, and academic achievements. This course provides practical strategies and pedagogical approaches for creating inclusive and culturally responsive classrooms, fostering an environment where all students feel valued, respected and supported. You will engage in discussions, and participate in experiential activities, enhance their cultural awareness, develop intercultural communication skills, and learn to integrate culturally relevant content in their curriculum. Ultimately you will emerge with the knowledge and confidence to promote cultural understanding, build bridges across differences and create a truly inclusive educational experience for all.

#### W24-02006

#### ENGAGING THE MATH LEARNER WITH GAMES—(K-6) Jill Cohen—jilly119@gmail.com 3 Credits – Inservice - February 7— April 5

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



#### **DEVELOPING A COLLEGE/CAREER READY STUDENT** Francesca Cavallaro - fncavallaro@gmail.com 3 Credits - Inservice - February 7— April 5

This course is geared towards making students more college and career ready. This can be accomplished by impeding a college/career focus in curriculum, through lessons and by exposing students to different opportunities that foster growth and awareness different colleges and careers available. Schools exposing students to a wide of the 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.

W24-11005 🖳

### **POVERTY IN EDUCATION**

#### Michael Sims - mikesimsduke1@yahoo.com 3 Credits – Inservice - April 18—June 13

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.

W24-11006

#### MOTIVATING STUDENTS TO ACHIEVE: ENSURE STUDENT SUCCESS Anthony Auciello - scopeauciello@aol.com

#### 3 Credits – Inservice - April 18—June 13

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!

# W24-11014

#### **BUILDING STUDENT RESILIENCY-K-12** Michael Sims - mikesimsduke1@vahoo.com 3 Credits – Inservice - February 7—April 5

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.

W24-11019

#### SUCCEEDING WITH DIFFICULT STUDENTS Joseph Bienz-jbienzscope@gmail.com 3 Credits—Inservice—February 7—April 5

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



#### **SMARTPHONE PHOTOGRAPHY & EDITING FOR THE EDUCATOR** Sue Presberg—spresberg@gmail.com 3 Credits - Inservice - April 18 — June 13

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.

#### MASSAPEQUA PHILHARMONIC: AMERICAN ROMANTICISM W24-06107D David Bernard—3 Credits—Inservice—MASSAPEQUA—Berner MS 15 SESSIONS-7:00-10:00 PM, Starts: February 6

An in depth look how American Composers Aaron Copland and George Gershwin developed their own voice that reflects the individualistic expression of Romanticism in the  $20^{m}$ Century, including Copland's Appalachian Spring, Gershwin's "An American in Paris" and "Rhapsody in Blue" 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) 2/6, 2/13, 2/27, 3/5, 3/12, 3/19, 3/26, 4/2, 4/9, 5/1, 5/7, 5/14, 5/21 Plus Sundays 3/24, 5/5 1:30-4:30.

#### W24-06108 **ORCHESTRAL CONDUCTING SEMINAR** David Bernard—2 Credits—Inservice—MASSAPEQUA—Berner MS 15 SESSIONS—6:00 PM—8:00 PM, Starts: February 6

Maestro David Bernard, Music Director of the Massapegua 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.

#### Dates: 6:00-8:00PM at Berner Middle School) 2/6. 2/13. 2/27. 3/5. 3/12. 3/19. 3/26. 4/2. 4/9, 5/1, 5/7, 5/14, 5/21 Plus Sundays 3/24, 5/5 12-2

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
- Current and/or prior experience conducting instrumental ensembles

Participation is by selection only through this form: https://bit.lv/DBConductingSeminarApplication

#### W24-06109 **BAY AREA SYMPHONY ORCHESTRA: WORLD PREMEIRE AND FAMILY CONCERT** Bradely S. Hartman—Bradley.s.hartman@gmail.com 2 Credits—Inservice—James Wilson Young Middle School

15 SESSIONS—7:30 PM—9:30 PM, Starts: February 7

Rehearse and perform with Fellow musicians in the Bay Area Symphony Orchestra for a two-concert series. For the first concert, Bradley S. Hartman is both the composer and the conductor for the world premier of his own symphony. Learn directly from the composer and fine tune your skills to perform his symphony and bring his vision to life. Then, rehearse for the second concert which is a Family/Children's concert that will be performed in collaboration with the Bay Area Chorus. Dates: 2/7, 2/14, 2/28, 3/6, 3/13, 3/20. 4/3, 17, 5/1, 5/8, 5/15, 5/22, 5/29, 6/5, Concerts 3/15 & 6/8—4PM at Bayport Blue Point HS.



#### EDUCATIONAL NEUROSCIENCE Dr. Peter A. Pece - doctorpece@icloud.com 3 Credits – Inservice - February 7—April 5

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

W24-02513

#### **TEACHING IN A BRAVE NEW WORLD OF AI** Kristina Holzweiss - lieberrian@yahoo.com 3 Credits – Inservice - April 18—June 13

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. pedagoov, 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 Al based technologies will be provided with an opportunity to discuss with peers their own observations and perspectives of AI in education.

#### W24-02519 GLOBAL CLIMATE CHANGE Chris Visco - cvisco@optonline.net 3 Credits - Inservice - April 18-June 13

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.

W24-03019

#### HYPED FOR HYPERDOCS—K—12 Danielle Pallatto - dpallattoscope@gmail.com 3 Credits – Inservice - February 7—April 5

Are you interested in interactive, digital resources for students? Hyperdocs are an all-inone 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.



#### **EXPLORING GOOGLE FOR EDUCATION - K - 12** Christina Sciarrotto - cmes724@yahoo.com 3 Credits - Inservice - February 7—April 5

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

W24-03026 🖳

#### BEYOND THE BASICS: TAKING GOOGLE APPS TO THE NEXT LEVEL-K-12

#### Christina Sciarrotto - cmes724@yahoo.com 3 Credits - Inservice - April 18—June 13

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

### W24-03032

#### **CREATING A WEBSITE WITH GOOGLE SITES** Sue Presberg—spresberg@gmail.com 3 Credits - Inservice - February 7—April 5

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.

#### W24-03043 ۲ INSPIRE AND ENHANCE YOUR CLASSROOM WITH TECH Melissa Lubomski-mlubomski.SCOPE@gmail.com 3 Credits – Inservice – April 18 – June 13

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.



#### SUPERCHARGE YOUR GOOGLE SLIDES: STRATEGIES FOR SPICING UP YOUR STUDENTS' LEARNING - K-12 Kristina Holzweiss - lieberrian@yahoo.com 3 Credits – Inservice - April 18—June 13

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.

#### W24-03067 CONTENT CREATION AND COMMUNICATION WITH CANVA Kristina Holzweiss - lieberrian@yahoo.com 3 Credits – Inservice - February 7— April 5

With Canva, you won't need a degree in graphic design to create content to support student learning, and to communicate with your colleagues. Learn the basics of Canva as well as how to animate GIFs, create videos, design learning materials, collaborate with other users, and to schedule social media posts. 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.

#### ESCAPE ROOMS AND CHOOSE YOUR OWN ADVENTURES USING W24-03068 GOOGLE FORMS—K—12 Alissa Rosenberg - arosenbergteachesu@gmail.com 3 Credits – Inservice – February 7— April 5

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.



#### THE SCIENCE OF READING Christina Sciarrotto - cmes724@yahoo.com 2 Credits - Inservice - February 7— April 5

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.



#### **BEYOND BLOOM-BUILDING CRITICAL THINKING SKILLS** Gayle Meinkes-Lumia - gmeinkeslumia@bufsd.org 3 Credits — Inservice - April 18—June 13

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.

#### W24-05004 BEST PRACTICES FOR TEACHING MULTI-LANGUAGE STUDENTS

Deirdre Cerrito - deirdrecerrito@vahoo.com Jully Williams - gina102105@gmail.com 3 Credits - Inservice - February 7 - April 5

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

#### W24-05006 BOOST AND ACCELERATE YOUR ELL STUDENTS LEARNING: ENSURE STUDENT SUCCESS WITH PRACTICAL STRATEGIES! Anthony Auciello - scopeauciello@aol.com 3 Credits – Inservice - February 7—April 5

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!

W24-06010

#### THE MUSICAL BRAIN Dr. Peter A. Pece - doctorpece@icloud.com 3 Credits – Inservice - February 7—April 5

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

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#### LOVING LITERATURE Danielle Waitz - dwaitz@hotmail.com 3 Credits – Inservice - April 18—June 13

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.



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#### BEST PRACTICES IN CONTENT AREA LITERACY Gayle Meinkes-Lumia - gmeinkeslumia@bufsd.org 3 Credits — Inservice - February 7—April 5

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!

#### W24-04158 SUPPORTING STRUGGLING READERS - K - 12 Jaclyn Graham—jaclyngraham79@gmail.com 3 Credits — Inservice - April 18 – June 13

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.



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.



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.

# W24-03071

#### EXPLORING AI, CHATGBT & MAGICSCHOOL IN THE CLASSROOM: PROS, CONS, ETHICAL USE AND CLASSROOM APPLICATIONS Alissa Rosenberg - arosenbergteachesu@gmail.com 3 Credits – Inservice – February 7— April 5

Class is designed to familiarize eductors with various AI platforms, concentrating mostly on ChatGBT and MagicSchool.ai, advanced language models that can assist in instruction and education Participants 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.



### THE EDUCATORS GUIDE TO DECLUTTERING AND ENHANCING PRODUCTIVITY

#### Kristina Holzweiss - lieberrian@yahoo.com 3 Credits – Inservice - February 7— April 5

In today's fast-paced educational landscape, educators often find themselves overwhelmed by clutter, both physical and mental, which can hinder their productivity and impact thrir ability to inspire and guide students effectively. This comprehensive course goes beyond tidying up physical spaces; it delves into the psychology of clutter and time management, offering practical solutions to create a harmonious and efficient teaching environment. Educators will learn how to streamline their physical surroundings, declutter their digital lives, and implement effective time management techniques.



#### IPAD APPS & WEBSITES TO HELP STRUGGLING READERS/ WRITERS Maureen Hanley - mobrien16@hotmail.com

3 Credits – Inservice - February 7—April 5

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

# W24-03351 🖳

#### EVERYTHING YOU NEED TO KNOW TO 3D PRINT, NOW! Vincenzo La Ruina—vincenzoLaRuina@gmail.com 3 Credits – Inservice—April 18— June 13

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.



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

#### 3 Credits – Inservice - February 7— April 5

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



#### **CREATIVE WAYS TO TEACH KIDS TO MAKE INFERENCES** Alissa Rosenberg - arosenbergteachesu@gmail.com 3 Credits – Inservice - April 18 – June 13

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.



#### HOW TO TEACH RESEARCH PAPER WRITING AT ALL LEVELS Deirdre Cerrito - deirdrecerrito@yahoo.com 3 Credits - Inservice – April 18–June 13

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!



#### W24-04023 MULTIPLE INTELLIGENCES IN THE CLASSROOM K-12 Marina Poulis - mpoulis100@gmail.com 3 Credits - Inservice - April 18—June 13

The theory of multiple intelligences helps teachers understand that all students have strengths in different abilities. This course will help participants develop lesson plans to reach all students with varying intelligences and help them reach their full potential. At the end, participants will have gained strategies for applying this theory in their classrooms.



#### **USING COOPERATIVE LEARNING IN THE CLASSROOM- K-12** Marina Poulis - mpoulis100@gmail.com 3 Credits - Inservice - April 18—June 13

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.

#### W24-04028 THE ESSENTIALS OF TEACHING INFORMATION LITERACY Melissa Lubomski—mlubomski.SCOPE@gmail.com 3 Credits – Inservice – February 7 – April 5

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.



#### CHARACTER EDUCATION - (K - 12) Andrew Paskal - apaskal@juno.com 3 Credits – Inservice - April 18—June 13

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



#### BULLYING – STRATEGIES FOR TEACHERS – (K – 12) Debbi Frechtman - deb5474@aol.com 3 Credits – Inservice - February 7—April 5

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

## W24-04098

#### **MULTICULTURALISM IN THE K-12 CLASSROOM** Gayle Meinkes-Lumia - gmeinkeslumia@bufsd.org 3 Credits - Inservice - February 7—April 5

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.

W24-04101

#### COMMUNICATION SKILLS FOR STUDENTS—K—12 Jean Galima - jeangalima@yahoo.com 3 Credits - Inservice — February 7—April 5

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

#### W24-04102 SRAMMAR GIMMICKS, WORD USAGE, PAINLESS PUNCTUATION Jean Galima - jeangalima@yahoo.com 3 Credits - Inservice - February 7—April 5

Participants will learn to help their students eliminate frequent errors in speaking and writing by utilizing gimmicks that work. This course will bridge the connection between oral language and written communication more effectively with successful writing strategies that students will remember and apply. Learn fascinating language facts to enhance your teaching experiences. Gather activities, techniques and resources that will transgress across all curriculum areas. Suitable K—12 and ENL teachers.



#### SCIENCE OF READING PODCASTS FOR THE BUSY EDUCATOR Jeannette Walsh—jwalsh0324@gmail.com 3 Credits - Inservice - April 18—June 13

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.

W24-04105

NEW!

#### THE WRITING REVOLUTION IN ACTION: ELEVATING STUDENT WRITING SKILLS—GRADES 2—12 Jeannette Walsh-jwalsh0324@gmail.com 3 Credits - Inservice - February 7—April 5

Discover the transformative world of The Writing Revolution (TWR) as you embark on a comprehensive journey to master its methods and seamlessly implement them in your classroom. Tailored for educators, this course will equip you with the essential tools to elevate your students' writing skills, ensuring that their writing aligns harmoniously with the content they read. Join us in this enriching educational adventure and revolutionize the way you teach writing Recommended Book: The Writing Revolution by Judith C. Hochman & Natalie Wexler (\$20 on Amazon). 10