

FALL 2025 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 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'Brien
Ms. Betty Westcott
Deputy Director of Instructional Services
Assistant Director for Instructional Services

Dear Colleague:

Online registration is now available for SCOPE's FALL 2025 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

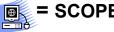
Sincerely,

Betty Westcott

Assistant Director for Instructional Services

Registration Fees: MEMBER District NON-MEMBER District

1 Credit Course	\$ 149.00	\$ 160.00
2 Credit Course	\$ 298.00	\$ 304.00
3 Credit Course	\$ 447.00	\$ 479.00



= SCOPE ONLINE COURSE

Online Courses Start - October 8 — 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





F25-01003 SOCIAL MEDIA: THE GOOD, THE BAD AND THE UGLY Janine Simpson—Janine.crosby@yahoo.com 3 Credits—Inservice — October 8 — December 15

Social Media is a significant part of our students' lives and it has a major impact on their overall functioning and mental health. There has been a significant increase in the amount of time teens spend online and on social media platforms. Participants will gain a better understanding of current trends in social media as well as the correlation between social media and mental health. You will be provided with resources and tips for mitigating the negative impact of social media as well as provide students and families with strategies to manage social media use while promoting positive digital citizenship among our students. Suitable grades K-12.

F25-01004



MORNING MEETING: BUILDING A POSITIVE CLASSROOM COMMUNITY

NEW!

Krystina White - krystinawhitescope@gmail.com 3 Credits - Inservice - October 8 — December 15

This asynchronous virtual course introduces K-5 educators to Morning Meeting, a core practice of The Responsive Classroom approach. Participants will learn how to structure and implement Morning Meetings to build strong classroom communities, foster student engagement, and set a positive tone for each day. Through modeling, collaborative planning, and reflection, educators will develop tools to immediately apply in their own classrooms. An optional Google Meet will be offered during Week 8 to support participant discussion, questions, and real-time collaboration.

F25-01006



DIGITAL CITIZENSHIP Christina Sciarrotto - cmes724@yahoo.com 1 Credit - Inservice - October 8 — 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.

F25-01007



PEACEFUL SCHOOLS: EASING ANXIETY AND DEPRESSION Kysten Ellison - Kysten@aol.com 3 Credits - Inservice - October 8 — December 15

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.

F25-01008



FOSTERING CORE SEL COMPETENCIES Tracey Hanes—traceyhanes28@gmail.com 3 Credits—Inservice— October 8 — December 15

In today's world, social-emotional learning is at the forefront of student success. Without mastery of the core SEL competencies, students lack an essential skill set, limiting their abilities to thrive socially, emotionally, and academically. Learn all there is to know about the five core SEL competencies: self-awareness, self-management, social-awareness, relationship skills, and responsible decision-making. Together, we will create a toolkit of strategies to pull from in order to foster these skills, promoting student growth & wellness.



THE CALM CLASSROOM

Kysten Ellison - Kysten@aol.com

3 Credits - Inservice - October 8 — 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.

F25-01096



CHILDHOOD OBESITY: A MODERN DAY EPIDEMIC—Pre-K-12 Brianna Burghard—bburghard26@gmail.com 3 Credits—Inservice— October 8— December 15

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.

F25-01131



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



F25-01132 ACE'S 101: WHAT'S IN YOUR STUDENT'S BACKPACK—K-12 Janine Simpson—Janine.crosby@yahoo.com 3 Credits—Inservice— October 8 — December 15

Adverse Childhood Experiences (ACE's) have increased significantly over the years-as educators, we are seeing more students impacted by ACE's. ACE's are linked to chronic health problems, mental illness, and substance use problems in adolescence and adulthood. They negatively impact education, job opportunities and earning potential. This course will delve into the definition of ACE's and trauma as well as its impact on a child's outcomes and educational experience.

F25-01201



BUILDING STUDENT/TEACHER RELATIONSHIPS WITH SEL ACTIVITIES

Richard Faber—Fabes888@gmail.com 3 Credits—Inservice — October 8 — 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.

F25-01202 · NEW!



STRATEGIES FOR DYNAMIC, STUDENT-CENTERED CLASSROOMS

Dishard Fahar Fak

Richard Faber—Fabes888@gmail.com

3 Credits—Inservice — October 8 — December 15

This course equips adult educators with practical insights and proven strategies to design and facilitate dynamic, student-centered learning environments. Grounded in adult learning theory and responsive teaching practices, participants will explore ways to foster engagement, autonomy, and collaboration in both in-person and virtual settings. Through reflection, hands-on assignments, and peer exchange, educators will leave with tools to shift from traditional instruction to facilitation that honors student voice, experience, and growth. Ideal for educators seeking to revitalize their teaching and create inclusive, meaningful learning experiences.

F25-01208



THE POWER OF POSITIVE THINKING Michelle Rosenoff - mrosenoff43@gmail.com 3 Credits — Inservice - October 8 — December 15

This course is designed to illuminate the profound impact positive thoughts can have on our lives. Through an immersive and dynamic learning experience, this course empowers participants to harness the incredible potential of their minds and create an optimistic mindset. Delve into the depths of positive psychology, exploring the intricate connections between thoughts, emotions and actions. Learn practical techniques to reframe negative beliefs, develop resilience in the face of challenges, and cultivate a deep sense of gratitude and compassion. Interactive exercises, engaging discussions, and inspiring real-life examples converge to create a vibrant learning environment. Participants will emerge with a renewed sense of purpose, armed with an arsenal of tools that will help transform their classrooms.

F25-01209



HOW TO LIVE TO 100 AND LOVE IT! Michelle Rosenoff - mrosenoff43@gmail.com 3 Credits — Inservice - October 8 — December 15

This course aims to empower educators with essential knowledge on how even young students, starting in Kindergarten, can make choices that positively influence their future health and well-being. By examining lifestyle choices and behaviors, we'll highlight their crucial role in longevity and overall health. Participants will explore key topics such as what are lifestyle diseases, including but not limited to diabetes, heart disease, cancer, obesity, high blood pressure, unhealthy diets, lack of exercise, and the critical role of sleep in maintaining health. You will also delve into the concept of Blue Zones-regions where people live significantly longer, healthier lives-and discuss how these insights can inform teaching practices. Through engaging discussions and practical strategies, participants will learn effective interventions to help prevent serious health issues.

F25-01210 *NEW!*



UNDERSTANDING AND SUPPORTING STUDENTS WITH ADHD EXECUTIVE FUNCTIONING & BEHAVIORAL CHALLENGES IN THE CLASSROOM - K-12

Jo Anna Ferreira - jojoant3@gmail.com 3 Credits — Inservice - October 8 — December 15

Looking to better support students with ADHD? This practical course helps educators understand ADHD and executive function, and equips you with proven strategies to boost motivation, reduce stress, and improve communication. Gain tools to create a more supportive classroom and collaborate effectively with families and teams—so every student can thrive. As an alternative to the discussion forums in week 3 & 5 (ONLY), this course offers two optional Google Meet sessions, each approximately 20 minutes long.

Suggested Text: ADHD, Executive Function and Behavioral challenges in the classroom: Managing the Impact on Learning, Motivation and Stress.

It can be purchased between \$14-\$20 dollars on Amazon

https://a.co/d/difDyH4



ENGAGING THE MATH LEARNER WITH GAMES—(K-6) Jill Cohen—jilly119@gmail.com

3 Credits - Inservice - October 8 — 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?

F25-02007



ENGAGING THE MATH LEARNER WITH NUMBER TALKS Jill Cohen—jilly119@gmail.com

3 Credits - Inservice - October 8 — December 15

This course has been created for K-8 teachers who are seeking effective approaches that extend beyond mere memorization for fact fluency. This course will acquaint you with "number talks," a classroom practice designed to actively involve students in employing strategies that bolster their proficiency in number manipulation. Aligned with Generation Learning Standards, you will learn about the reasoning behind number talks and gain access to practical tools for integrating these discussions into your mathematics instruction.

F25-02012



MAKING MATH MEANINGFUL Danielle Waitz - dwaitz@hotmail.com

3 Credits - Inservice - October 8 - 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.

F25-02013



SUPPORTING ELLS IN MATH CLASS Dionne Serrette - dserrette.cci@outlook.com

3 Credits - Inservice - October 8 - December 15

This course is designed to provide teachers with the tools necessary to support English Language Learners in math courses that may not receive support from an ENL teacher. Learn best practices in supporting multilingual learners in engaging math conversations and math vocabulary acquisition. Develop lesson plans that include language objectives, the use of manipulatives, and math instructional routines. This course is ideal for math teachers that are only proficient in English and want to support the ELLs in their math class. A unit plan with lessons that include strategies and supports for ELLs will be developed.

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 ADMINISTRA-TIVE CHARGE OF \$30.00 FOR ALL WITHDRAWALS.

No refunds will be made after a course has started.



AI MAGIC FOR TEACHERS: ENHANCING PRODUCTIVITY & STUDENT ENGAGEMENT

Kristina Holzweiss—lieberrian@vahoo.com 3 Credits — Inservice - October 8 — December 15

This course is designed to empower teachers with the knowledge and skills to leverage Al tools in the classroom. Teachers will explore the innovative applications of ChatGPT, Canva, Goblin Tools, Drift, Twee, Curipod, Magic School, Brisk Teaching, Chat for Schools, Question Well, Hello History, and other Al tools to enhance their productivity and boost student engagement. Through hands-on learning experiences, you will discover how these tools can streamline lesson planning, create interactive and engaging content, and personalize student learning experiences whether you are a tech-savvy educator or a beginner.

F25-03008 NEW!



UNPACKING THE MAGIC OF CANVA Christina Sciarrotto - cmes724@yahoo.com 2 Credits - Inservice - October 8— December 15

This course is your all-access pass to mastering Canva. Whether you are a beginner or looking to expand your skills, we will dive into Canva's templates, videos, Al images, coding and more. Get ready to unleash your creativity and unpack the magic of Canva.

F25-03026



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

Christina Sciarrotto - cmes724@yahoo.com 3 Credits - Inservice - October 8 — December 15

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.

F25-03045



AI IN ACTION!

Danielle Pallatto - dpallattoscope@gmail.com 3 Credits - Inservice - October 8 - December 15

There is so much buzz around AI, especially in the education world. Come join us as we learn how to use different AI apps and digital tools in our teaching practices. We will dive into some of the popular Al tools, as well as some that are lesser known, but equally as resourceful. There is something for everyone in the world of Al!



F25-03067 CONTENT CREATION AND COMMUNICATION WITH CANVA Kristina Holzweiss - lieberrian@yahoo.com

3 Credits - Inservice - October 8 — 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.

F25-03074



BEYOND THE WORKSHEET: CANVA ASSESSMENTS TO INSPIRE **CREATIVITY**

Kristina Holzweiss - lieberrian@yahoo.com 3 Credits - Inservice - October 8 - December 15

This course is designed for educators across all grade levels and subject areas who have a foundational understanding of CANVA and are looking to enhance their assessment strategies. You will focus on harnessing Canva's versatile tools to design engaging, visually appealing, and pedagogically effective assessments that go beyond traditional assessments. Through hands-on activities and real-world examples, you will learn how to utilize Canva's features-such as templates, multimedia integration, and interactive elements-to develop assessments that foster creativity, critical thinking, and student engagement. By the end of the course, teachers will have a toolkit of dynamic assessment strategies that can be tailored to diverse learning needs & instructional goals.

F25-03351



EVERYTHING YOU NEED TO KNOW TO 3D PRINT, NOW! Vincenzo La Ruina—vincenzoLaRuina@gmail.com

3 Credits – Inservice— October 8 — 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 for K-12 teachers, including art and technology.

F25-04034



THE POWER OF PROJECTS AND PRESENTATIONS FOR STUDENT CENTERED LEARNING

Jill D'Aleo—jilldaleo@gmail.com

3 Credits — Inservice - October 8 — December 15

This course is designed to guide teachers on how to empower their students by placing them at the center of their own learning experience. Teachers will learn vital educational practices to foster critical thinking, collaboration, and communication skills in their students through the use of structured presentations and project-based learning (PBL). The course will also encourage student creativity, problem-solving, and independent learning, which will prepare students for real-world challenges as well as the Next Generation Standards. By the end of this course, teachers will have their own set of useful projects and presentations for their subject area and course level.



Character Education is one 'hot issue' in education today. It is consistently 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.

F25-04101



COMMUNICATION SKILLS FOR STUDENTS—K—12 Jean Galima - jeangalima@yahoo.com 3 Credits - Inservice — October 8 — 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 especially ENL and PE teachers will have opportunities to explore and expand their repertoire of activities to give students experiences to sharpen their communication skills, share learned knowledge and become more effective, respectful communicators and listeners.



GRAMMAR GIMMICKS, WORD USAGE, PAINLESS PUNCTUATION Jean Galima - jeangalima@yahoo.com 3 Credits - Inservice - October 8 — 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 transgress across all curriculum areas. Suitable K—12 especially ENL teachers.

F25-04111



LOVING LITERATURE

Danielle Waitz - dwaitz@hotmail.com 3 Credits - Inservice - October 8 - 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. You will create graphic organizers, activities & lessons that you will utilize in your classrooms to enhance their existing literacy program.



THE BRAIN AND READING: INSIGHTS FROM COGNITIVE

SCIENCE — Grades K-5

NEW!

Krystina White - krystinawhitescope@gmail.com 3 Credits - Inservice - October 8 — December 15

This asynchronous virtual course explores how the brain processes reading and how cognitive science informs reading development and instruction. Educators will deepen their understanding of how students learn to read, what causes reading difficulties, and how research-based strategies can support all learners. Practical application of theory to instructional design will be a focus throughout the course. An optional Google Meet will be offered during Week 5 to support participant discussion, questions, and real-time collaboration.

F25-04158



SUPPORTING STRUGGLING READERS - K - 12 Jaclyn Graham—jaclyngraham79@gmail.com 3 Credits — Inservice - October 8 - 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.



F25-04167 THE BENEFITS, FLEXIBILITY AND VERSATILITY OF JOURNALING FOR ALL STUDENTS IN ALL SETTINGS - K-12

Jean Galima - jeangalima@yahoo.com

3 Credits - Inservice - October 8 — December 15

With changing educational platforms due to the Pandemic, journaling always 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, critical thinking, increase self-directed learning and foster questioning and self-confidence. These are just a part of the endless benefits of journaling.

F25-04171



EMPOWERING STUDENT VOICE IN THE CLASSROOM Angela Trager—tragera18@gmail.com 1 Credit—Inservice—October 8—December 15

Student voice is the expression of opinions, values, beliefs, and perspectives. This course examines the importance of implementing student voice into teaching and learning practices while emphasizing how valuing students' input can enhance engagement, motivation, and academic achievement.



DIVE INTO THE SCIENCE OF READING Christina Sciarrotto - cmes724@yahoo.com 1 Credit - Inservice - October 8 — December 15

Dive into the Science of Reading with a course tailored to decodables. In this course you will learn what is a decodable and how to effectively utilize decodable texts to support readers. Additionally, you will discover innovative ways to utilize AI tools to create decodable text and access to a wealth of free resources.

F25-04173



TOOLS, TRICKS AND TEMPLATES FOR DIFFERENTIATED INSTRUCTION

Katelyn Bucchio — teachkatelynbucchio@gmail.com 3 Credits — Inservice - October 8 - December 15

This course is designed to look at the evolution of education and how all learners come to us with different educational needs, strengths, interests, supports and passions. Teachers will use their past and current classes to refine their lessons to ensure each student is progressively and productively performing in their classroom using the portfolio process. The tools, trick and templates offered in this course will ensure that every student has the opportunity to progress at a quicker pace—particularly our ELL, SIFE, special Education, lowly motivated learners and accelerated learners. Empower and elevate your classroom!.



F25-04174 ENHANCING NARRATIVE SKILLS Angie Elkaray-elkarayangie@yahoo.com 3 Credits - Inservice - October 8 — December 15

This professional development course, "Narrative Skills Intervention," equips educators and related professionals with evidence-based strategies to enhance narrative skills in children and adolescents. Participants will explore the critical role of narrative skills in language development, literacy, and social-emotional growth. Interactive sessions include modeling, scaffolding, and hands-on practice with tools like story maps and visual supports. By the end of the course, participants will have the confidence and resources to implement impactful narrative interventions that support academic and social success for their students.

NEW!



F25-04175 THE POWER OF YET: GRIT GROWTH AND GREATNESS Angela Trager—tragera18@gmail.com 1 Credit—Inservice—October 8—December 15

By the end of this course, teachers will understand the concept of grit and its impact on student success. Participants will explore strategies and activities to foster grit, resilience, and a growth mindset in students, gaining practical tools to apply in the classroom.



BEYOND BLOOM-BUILDING CRITICAL THINKING SKILLS Gayle Meinkes-Lumia - gmeinkeslumia@bufsd.org 3 Credits — Inservice - October 8 — 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.



F25-05004 BEST PRACTICES FOR TEACHING MULTI-LANGUAGE STUDENTS Deirdre Cerrito - deirdrecerrito@yahoo.com Jully Williams - gina102105@gmail.com

3 Credits - Inservice - October 8 - 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.

F25-06048 NEW!



ENHANCING IMAGES: LIGHTROOM SKILLS FOR TEACHERS Sue Presberg—spresberg@gmail.com

NEW! 3 Credits - Inservice - October 8 — December 15
This course is designed to enhance your ability to convey ideas through digital photography, equipping you with the skills to integrate these tools into your curriculum. You will gain proficiency in both digital photography and editing, utilizing Adobe Light room on both your computer and smartphone. By the end of the course, you will be fully capable of using Lightroom to elevate your photographic content. Proficient computer skills needed. Adobe Lightroom is necessary to take this course. Adobe Lightroom free trial is available for use if needed. You can use LR mobile (free version) as well but it is recommended to take the free trial (or purchase for \$9.99 a month) so you can use all the premium features.

F25-06107E MASSAPEQUA PHILHARMONIC: BRILLANCE ON STAGE & SCREEN David Bernard—3 Credits—Inservice—MASSAPEQUA—Berner MS 15 SESSIONS—7:00—10:00 PM, Starts: September 16

An in depth look at the genius of John Williams through his scores to Raiders of the Lost Arc, Harry Potter and Schindler's List. 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.lv/MPOAuditionRequest. Dates (each are three hours, 7:00-10:00PM at Berner Middle School) 9/16, 9/30, 10/7, 10/14, 10/21, 10/24, 10/28, 11/4, 11/11, 11/18, 11/25, 12/2, 12/5 Plus Sundays 10/26, 12/7 1:30-4:30.

ORCHESTRAL CONDUCTING SEMINAR F25-06108 David Bernard—2 Credits—Inservice—MASSAPEQUA—Berner MS 15 SESSIONS-6:00 PM-8:00 PM, Starts: September 16

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. Dates: 6:00-8:00PM at Berner Middle School) Dates (each are three hours, 7:00-10:00PM at Berner Middle School) 9/16, 9/30, 10/7, 10/14, 10/21, 10/24, 10/28, 11/4, 11/11, 11/18, 11/25, 12/2, 12/5 Plus Sundays 10/26, 12/7 12:00-2:00.

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.ly/DBConductingSeminarApplication



F25-07001 DEVELOPING A COLLEGE/CAREER READY STUDENT Francesca Cavallaro - fncavallaro@gmail.com 3 Credits - Inservice - October 8 — 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.



POVERTY IN EDUCATION

Michael Sims - mikesimsduke1@yahoo.com 3 Credits - Inservice - October 8 — 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.



MOTIVATING STUDENTS TO ACHIEVE: ENSURE STUDENT **SUCCESS**

Anthony Auciello - scopeauciello@aol.com 3 Credits - Inservice - October 8 - 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!

F25-11014



BUILDING STUDENT RESILIENCY—K—12 Michael Sims - mikesimsduke1@yahoo.com

3 Credits - Inservice - October 8 — December 15

Teachers today have to manage students that struggle with independence and 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.

F25-11032



BUILDING POSITIVE RELATIONS WITH PARENTS Michael Sims - mikesimsduke1@yahoo.com 3 Credits - Inservice - October 8 - 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.



F25-11038 ENGAGING ACTIVITIES!

Deirdre Cerrito - deirdrecerrito@yahoo.com 3 Credits - Inservice - October 8 - 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 Assessments and supporting the NYS Next Generation Standards. for the NYS

F25-11041 THE EFFECT THAT STRESS HAS ON STUDENT LEARNING Richard Faber - Fabes888@gmail.com

3 Credits - Inservice - October 8—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

F25-11049



HOW TO PROVIDE EFFECTIVE FEEDBACK Richard Faber - Fabes888@gmail.com 3 Credits - Inservice - October 8 — 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.



F25-11052 MAKING SHIFT HAPPEN: HOW TO MAKE MEANINGFUL CHANGE Brittany Reilly — brittany.a.reilly@gmail.com 3 Credits - Inservice - October 8 - December 15

Feeling overwhelmed by classroom challenges? Looking to simplify your teaching life by learning a powerful problem-solving approach? This course offers an engaging and reflective learning experience that will equip you with the tools and techniques to view classroom challenges through a holistic lens. Reduce burnout and stress by learning how to break down complex problems into manageable issues you can address to make impactful change! By the end of this course you will become a systems thinker- someone who can get to the root cause of challenges and develop practical solutions. K-12.



F25-11053 XADA, YADA, YADA-A LOOK AT PEDAGOGY THROUGH SEINFELD Brittany Reilly - brittany.a.reilly@gmail.com

3 Credits - Inservice - October 8 - December 15

This course will provide you with the opportunity to dive into pedagogy and the foundation of educational practice through the lens of the iconic TV show Seinfeld. This course connects key educational psychology concepts with the antics of Jerry, George, Elaine, Kramer and...Newmannnn. Improve your instructional strategy, enhance student engagement, and meet the needs of diver learns by understanding the underlying theories that drive best practice. **You will need Netflix, Apple TV, You Tube or Amazon Prime to Stream the show** Suitable grades K-12.

F25-11054



THE REFLECTIVE TEACHER Jill D'Aleo—jilldaleo@gmail.com

NEW!

3 Credits — Inservice - October 8 — December 15

Whether you've been teaching for a long time or have just started your journey, being a good teacher requires reflection on your practices, lessons and teaching style. We are constantly looking for new ways to improve out practice; therefore, this course is designed to help you analyze your own teaching practices to help you grow professionally.



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

3 Credits - Inservice - October 8 - 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.

F25-12003



DIFFERENTIATION IN ACTION

Gayle Meinkes-Lumia - gmeinkeslumia@bufsd.org 3 Credits - Inservice - October 8 — 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.

F25-12005



AUDITORY PROCESSING DISORDERS: AN OVERVIEW OF WORKING WITH CHILDREN WITH APD

Linda A. Cohen - Ihardmancohen@gmail.com 3 Credits - Inservice - October 8 — 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 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.

F25-12009



OPPOSITIONAL DEFIANCE DISORDER-STRATEGIES FOR **TEACHERS - (K - 12)**

Andrew Paskal - andrewpaskal@gmail.com 3 Credits - Inservice - October 8 — 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.





F25-12015 ASPERGER SYNDROME-STRATEGIES FOR TEACHERS - K-12 Debbi Frechtman - deb5474@aol.com

3 Credits - Inservice - October 8 - 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.

F25-12017



CREATING A SUCCESSFUL CLASSROOM FOR CHILDREN WITH DISABILITIES

Kysten Ellison - Kysten@aol.com

3 Credits - Inservice - October 8 — 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.

F25-12023



AUGMENTATIVE AND ALTERNATIVE COMMUNICATION AND CORE VOCABULARY—WHERE TO BEGIN?

Kristina Giannetti—Kgiannettiscope@gmail.com 3 Credits - Inservice - October 8 — 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.

F25-12024



INTEGRATING TECHNOLOGY TO ENHANCE STUDENTS **LANGUAGE SKILLS**

Kristina Giannetti—Kgiannettiscope@gmail.com 3 Credits - Inservice - October 8 — December 15

This course was created for Speech Language Pathologists, Classroom Teachers, and special Education Teachers to enhance their students' language skills by utilizing engaging technology in your classroom. You will be provided with tips and strategies to assist students with speech-language disorders. However, these tips are applicable to ALL learners. This course will introduce you to or help you learn more about a variety of different technology sources. Most of them are completely free or have a free version you can utilize. Upon completion, you will have a portfolio of lessons to be used in the classroom.



DIFFERENTIATING LANGUAGE DIFFERENCE AND LANGUAGE DISORDER

Angie Elkaray—elkarayangie@yahoo.com 3 Credits - Inservice - October 8 — December 15

Differentiating Language Difference and Language Disorder is a comprehensive course designed to equip speech-language pathologists (SLPs) and related professionals with the knowledge and skills needed to accurately distinguish between language differences stemming from cultural and linguistic diversity and true language disorders. Participants will explore foundational concepts, cultural competence, and evidence based assessment and intervention strategies.

NOTES:

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.



FALL 2025 Professional Development Program

*8 NEW CLASSES!!

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

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