



# SCOPE

## SUMMER 2026

### Professional Development Program

**\*9 NEW CLASSES!!**

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

SCOPE Inservice Course Registration is  
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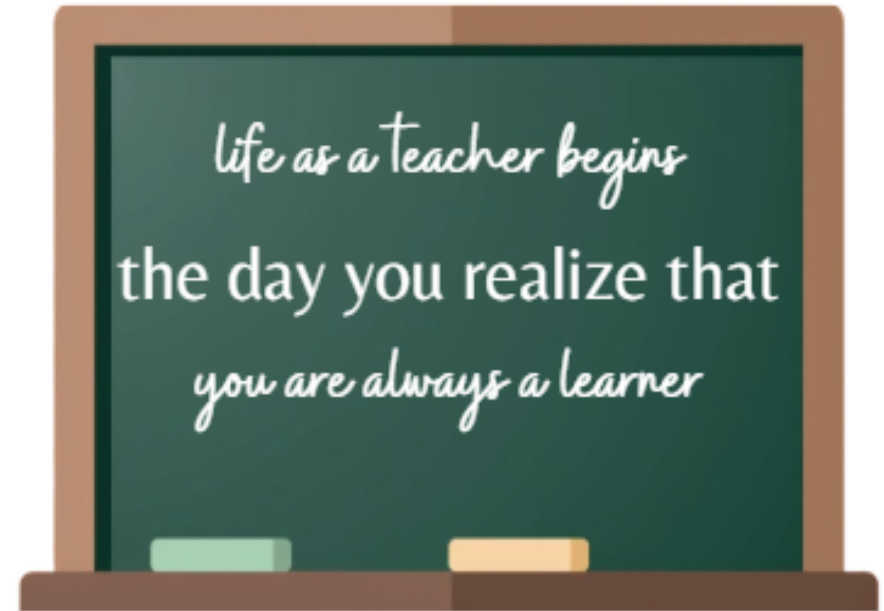
SCOPE courses can be tailored to meet the  
needs of your school district.

If you have any questions, please call  
SCOPE at 631-881-9651 or email  
[bwestcott@scopeonline.us](mailto:bwestcott@scopeonline.us)

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



SCOPE  
EDUCATION SERVICES



### PROFESSIONAL DEVELOPMENT PROGRAM SUMMER 2026

*Courses designed to energize today's classrooms*

*SCOPE Courses are CTLE Approved*

**\*9 New Classes!**

**REGISTER NOW:  
[WWW.SCOPEONLINE.US](http://WWW.SCOPEONLINE.US)**





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

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### **SCOPE Professional Development Staff**

Mr. Michael O'Brien Deputy Director of Instructional Services

Ms. Betty Westcott Assistant Director for Instructional Services

### **S26-12025 DIFFERENTIATING LANGUAGE DIFFERENCE AND LANGUAGE DISORDER**

**Angie Elkaray—elkarayangie@yahoo.com**

**3 Credits - Inservice - June 24 — August 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:**

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### **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.**

**S26-12010**  **SPECIAL EDUCATION LAW FOR THE CLASSROOM TEACHER**  
**Andrew Paskal - andrewpaskal@gmail.com**  
**3 Credits – Inservice - June 24 — August 15**


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

**S26-12017**  **CREATING A SUCCESSFUL CLASSROOM FOR CHILDREN WITH DISABILITIES**  
**Kysten Ellison - Kysten@aol.com**  
**3 Credits - Inservice - June 24 — August 15**

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

**S26-12020**  **DEFINING DYSLEXIA & THE ORTON GILLINGHAM READING METHODOLOGY - K - 12**  
**Maureen Hanley - mobrien16@hotmail.com**  
**3 Credits – Inservice - June 24—August 15**

Dyslexia affects 1 out of 5 people. It is the most common reading disability, but many times is undiagnosed and untreated. It does not discriminate between race, ethnicity, or socioeconomic status, but the good news is that people with dyslexia can learn to read and spell. Course participants will familiarize themselves with the definition, causes, symptoms and early detection of dyslexia. They will listen to personal experiences of people with dyslexia. Explore the Orton-Gillingham Multisensory Reading methodology and discover reading and spelling techniques and programs that remediate students of all ages.

**S26-12024**  **INTEGRATING TECHNOLOGY TO ENHANCE STUDENTS LANGUAGE SKILLS**  
**Kristina Giannetti—Kgiannettiscope@gmail.com**  
**3 Credits - Inservice - June 24 — August 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.

Dear Colleague:

Online registration is now available for SCOPE's SUMMER 2026 Professional Development Courses.

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

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

[www.scopeonline.us](http://www.scopeonline.us)

Sincerely,

Betty Westcott

Assistant Director for Instructional Services

**Registration Fees: MEMBER District    NON-MEMBER District**

<b>1 Credit Course</b>	<b>\$ 149.00</b>	<b>\$ 160.00</b>
<b>2 Credit Course</b>	<b>\$ 298.00</b>	<b>\$ 304.00</b>
<b>3 Credit Course</b>	<b>\$ 447.00</b>	<b>\$ 479.00</b>



**= SCOPE ONLINE COURSE**

Online Courses Start - June 24 — August 15


**\*Each credit is equal to 15 hours of Professional Development**

**\*\*SCOPE On-line Inservice course standards can be found on our website at [www.scopeonline.us](http://www.scopeonline.us)**




**S26-01003**  **SOCIAL MEDIA: THE GOOD, THE BAD AND THE UGLY**  
Janine Simpson—Janine.crosby@yahoo.com  
3 Credits—Inservice — June 24 — August 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.

**S26-01004**  **BUILDING A POSITIVE CLASSROOM COMMUNITY THROUGH MORNING MEETING**  
Krystina White - krystinawhitescope@gmail.com  
3 Credits - Inservice - June 24 — August 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.

**S26-01007**  **PEACEFUL SCHOOLS: EASING ANXIETY AND DEPRESSION**  
Kysten Ellison - Kysten@aol.com  
3 Credits - Inservice - June 24 — August 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.

**S26-01008**  **FOSTERING CORE SEL COMPETENCIES**  
Tracey Hanes—traceyhanes28@gmail.com  
3 Credits—Inservice— June 24 — August 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.

**S26-11053**  **YADA, YADA, YADA-A LOOK AT PEDAGOGY THROUGH SEINFELD**  
Brittany Reilly — brittany.a.reilly@gmail.com  
3 Credits – Inservice – June 24 — August 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 learners 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.*

**S26-11054**  **THE REFLECTIVE TEACHER**  
Jill D'Aleo—jilldaleo@gmail.com  
3 Credits — Inservice - June 24 — August 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.

**S26-12003**  **DIFFERENTIATION IN ACTION**  
Gayle Meinkes-Lumia - gmeinkeslumia@bufsd.org  
3 Credits - Inservice – June 24 — August 15


Learn everything there is to know about differentiating your classrooms. Learn the secrets to recognizing and building on the individual talents of each student, while preparing all students for the rigors of standards and assessments. Learn student centered ideas, lessons that differentiate, challenging ways to motivate students, current research on differentiation, constructivist practices, ideas for putting research into action, examples & strategies that assist in differentiation, assessment & tiered lesson ideas and websites.

**S26-12005**  **AUDITORY PROCESSING DISORDERS: AN OVERVIEW OF WORKING WITH CHILDREN WITH APD**  
Linda A. Cohen - lhardmancohen@gmail.com  
3 Credits - Inservice - June 24 — August 15


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

**S26-12009**  **OPPOSITIONAL DEFIANCE DISORDER-STRATEGIES FOR TEACHERS – (K – 12)**  
Andrew Paskal - andrewpaskal@gmail.com  
3 Credits – Inservice - June 24 — August 15

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

**S26-11005**  **POVERTY IN EDUCATION**  
Michael Sims - mikesimsduke1@yahoo.com  
3 Credits – Inservice - June 24 — August 15


Participants will examine the relationship between poverty and learning. You will explore how poverty is truly defined and discover the different levels of poverty that exists in school districts we work and live in. You will develop effective ways to help students overcome the barriers to learning that result from enduring poverty. Since there is poverty in every town and district, this course is applicable for all educators.

**S26-11014**  **BUILDING STUDENT RESILIENCY—K—12**  
Michael Sims - mikesimsduke1@yahoo.com  
3 Credits – Inservice - June 24 — August 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.

**S26-11032**  **BUILDING POSITIVE RELATIONS WITH PARENTS**  
Michael Sims - mikesimsduke1@yahoo.com  
3 Credits – Inservice - June 24 — August 15


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

**S26-11038**  **ENGAGING ACTIVITIES!**  
Deirdre Cerrito - deirdrecerrito@yahoo.com  
3 Credits - Inservice – June 24 — August 15


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

**S26-11052**  **MAKING SHIFT HAPPEN: HOW TO MAKE MEANINGFUL CHANGE**  
Brittany Reilly — brittany.a.reilly@gmail.com  
3 Credits – Inservice – June 24 — August 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.

**S26-01019**  **HAVING A MINDFUL MINDSET TO ACHIEVE OPTIMAL WELLNESS**  
Stefan Serie — stefanserieSCOPE@yahoo.com  
3 Credits—Inservice — June 24 — August 15


This course explores the powerful connection between **mindfulness** (being present in the moment) and **mindset** (how we choose to think) as the foundational tools for achieving **optimal wellness**. Wellness is approached as an **active pursuit of positive tendencies, constructive decision-making, and a healthy lifestyle** that integrates physical, emotional, and social health. By mastering these two concepts, educators and students will learn to move beyond passive health goals toward a proactive, fulfilling and resilient way of life. An optional Google Meet will be offered on **7/8/26** & **7/22/26** to support participant discussion, questions, and real-time collaboration.

**S26-01088**  **THE CALM CLASSROOM**  
Kysten Ellison - Kysten@aol.com  
3 Credits - Inservice - June 24 — August 15

This class will address the stress and anxiety students incur in the classroom. Examine the causes of stress and anxiety and understand methods to alleviate these issues. This course will also discuss depression and how to recognize the symptoms and indicators as well as effective coping strategies.

**S26-01096**  **CHILDHOOD OBESITY: A MODERN DAY EPIDEMIC—Pre-K-12**  
Brianna Burghard—bburghard26@gmail.com  
3 Credits—Inservice— June 24 — August 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.

**S26-01131**  **INSPIRING YOUNG MINDS—K—12**  
Amy Miller—amillerteach10@gmail.com  
3 Credits—Inservice — June 24 — August 15


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

**S26-01132**  **ACE'S 101: WHAT'S IN YOUR STUDENT'S BACKPACK—K-12**  
Janine Simpson—Janine.crosby@yahoo.com  
3 Credits—Inservice— June 24 — August 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.

**S26-01133**  **PORTRAIT OF A WELL ROUNDED TEACHER**  
**Richard Faber—Fabes888@gmail.com**  
**3 Credits—Inservice — June 24 — August 15**

This course is designed to empower and support teachers in their professional careers. Participants will foster a collaborative environment for sharing insights and tackling advanced challenges, covering topics such as advanced classroom management, effective assessment techniques, innovative technology applications, and comprehensive inclusive education. This course also emphasized developing leadership skills, peer mentoring, professional advocacy, self-care and resilience.

**S26-01201**  **BUILDING STUDENT/TEACHER RELATIONSHIPS WITH SEL ACTIVITIES**  
**Richard Faber—Fabes888@gmail.com**  
**3 Credits—Inservice — June 24 — August 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.

**S26-01202**  **STRATEGIES FOR DYNAMIC, STUDENT-CENTERED CLASSROOMS**  
**Richard Faber—Fabes888@gmail.com**  
**3 Credits—Inservice — June 24 — August 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.

**S26-01207**  **EMBRACING DIVERSITY: CULTIVATING CULTURAL CONSCIOUSNESS IN EDUCATION**  
**Michelle Rosenoff - mrosenoff43@gmail.com**  
**3 Credits — Inservice - June 24 — August 15**

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.

**S26-05004**  **BEST PRACTICES FOR TEACHING MULTI-LANGUAGE STUDENTS**  
**Deirdre Cerrito - deirdrecerrito@yahoo.com**  
**Jully Williams - gina102105@gmail.com**  
**3 Credits - Inservice – June 24 — August**

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.


**S26-06047**  **SMARTPHONE PHOTOGRAPHY & EDITING FOR THE EDUCATOR**  
**Sue Presberg—spresberg@gmail.com**  
**3 Credits - Inservice - June 24 — August 15**

Want to learn how to create stunning presentations and displays by taking photos with your Smartphone camera? Understand the techniques needed to take amazing photos! You will learn how to use apps on your cell phone to create quality, esthetically pleasing photographs. You will be able to edit those photos to use in a classroom to enhance presentations, displays and student work, and in turn, teach your students to do the same.

**S26-06049**  **ENHANCING IMAGES: LIGHTROOM SKILLS FOR TEACHERS**  
**Sue Presberg—spresberg@gmail.com**  
**3 Credits - Inservice - June 24 — August 15**

This course is designed for you to gain proficiency in both digital photography and editing, utilizing Adobe Lightroom on both your computer and smartphone. You will enhance your ability to convey ideas through digital photography, equipping you with the skills to integrate these tools into your curriculum. By the end of the course, you will be fully capable of using Lightroom to elevate your photographic content. This course is for beginners or for those wanting a refresher of Adobe Lightroom CC or LR Mobile.


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 available for the assignments.

**S26-07001**  **DEVELOPING A COLLEGE/CAREER READY STUDENT**  
**Francesca Cavallaro - fncavallaro@gmail.com**  
**3 Credits - Inservice - June 24 — August 15**


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

**S26-04176**  **THE MICROLEARNING ADVANTAGE**  
**NEW!** Angela Trager—tragera18@gmail.com  
3 Credits—Inservice— June 24 — August 15

Microlearning is an instructional approach delivering content in short, focused, and purposeful learning segments designed to improve attention, retention, and application. Rooted in cognitive principles such as chunking, spaced practice, and retrieval, microlearning helps teachers create instruction that is student-centered. This course equips educators with the knowledge, tools, and strategies to design, implement, and assess high-impact microlearning experiences that increase engagement, strengthen retention, support social-emotional learning, and maximize instructional efficiency. Participants will also explore microlearning for professional development to enhance teacher growth.

**S26-04177**  **LEARNING IN ACTION: A PROJECT BASED APPROACH—K—12**  
**NEW!** Deb Fitzpatrick — noelanddebfitz@gmail.com  
3 Credits—Inservice— June 24 — August 15


This course will help educators master Project-Based Learning (PBL) You will gain the knowledge and confidence to design, run and assess PBL lessons that keep students deeply engaged. Participants will be introduced to PBL where knowledge will be gained through hands-on projects instead of traditional lectures. After this course you will be able to transform your classroom into a dynamic space where students own their learning and create meaningful work that showcases their creativity and critical thinking. There will be two Optional Google Meets in June and July offered to support participant discussion, questions, and real-time collaboration.

**S26-04178**  **THE POWER OF PLAY: LEARNING TO BOOST ENGAGEMENT**  
**NEW!** Deb Fitzpatrick — noelanddebfitz@gmail.com  
3 Credits—Inservice— June 24 — August 15

This course invites educators to rediscover the classroom as a vibrant space where play and learning converge. By exploring the psychological and developmental underpinnings of play, teachers will be equipped with innovative strategies to spark curiosity, creativity and collaboration among their students. Integrating theory with hands-on applications, the course guides you in creating dynamic lesson plans, designing flexible spaces, an using both traditional and digital tools to cultivate an environment where learning is joyful and meaningful. Participants will leave with a toolbox of practical techniques to boost student engagement, foster emotional resilience and promote lifelong learning through the power of play. There will be two Optional Google Meets in June and July offered to support participant discussion, questions, and real-time collaboration.

**S26-04502**  **BEYOND BLOOM-BUILDING CRITICAL THINKING SKILLS**  
Gayle Meinkes-Lumia - gmeinkeslumia@bufsd.org  
3 Credits — Inservice - June 25 — August 15

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


**S26-01210**  **UNDERSTANDING AND SUPPORTING STUDENTS WITH ADHD EXECUTIVE FUNCTIONING & BEHAVIORAL CHALLENGES IN THE CLASSROOM - K-12**  
Jo Anna Ferreira - jojoant3@gmail.com  
3 Credits — Inservice - June 24 — August 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, this course offers two optional Google Meet sessions, each approximately 20 minutes long.** 1st meet 7/08, 2nd meet 8/10 7:00 PM—7:30 PM.

**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>

**S26-01211**  **BEYOND BEHAVIOR: TEACHING EMOTIONAL REGULATION IN THE CLASSROOM**  
**NEW!** Jo Anna Ferreira - jojoant3@gmail.com  
2 Credits — Inservice - June 24 — August 15


Some students struggle to manage big emotions—and when they do, learning can take a back seat. This course helps educators uncover the “why” behind emotional dysregulation and respond with practical, easy-to-use strategies that truly make a difference. Explore simple tools like breathing exercises, pressure techniques, fidgets, headphones and other creative supports that help students reset and refocus. Learn how to guide children in naming their feelings, choosing coping tools, and building self-regulation skills they can use at school and beyond. **As an alternative to the discussion forums, this course offers three optional Google Meet sessions, each approximately 20 minutes long.** 1st meet 7/08, 2nd meet 7/29, 3rd meet 8/10 –7:30 PM.

**S26-02006**  **ENGAGING THE MATH LEARNER WITH GAMES—(K-6)**  
Jill Cohen—jilly119@gmail.com  
3 Credits – Inservice - June 24 — August 15


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

**S26-02007**  **ENGAGING THE MATH LEARNER WITH NUMBER TALKS**  
Jill Cohen—jilly119@gmail.com  
3 Credits – Inservice - June 24 — August 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 Next Generation Learning Standards, you will learn about the reasoning behind number talks and gain access to practical tools for integrating these discussions into your math instruction.

**S26-02009**  **ENGAGING STUDENTS THROUGH LEARNING BREAKS**  
Jill Cohen—jilly119@gmail.com  
3 Credits – Inservice - June 24 — August 15

This course is designed to help educators enhance student engagement, focus, and well-being through intentional and inclusive Brain Breaks. Participants will explore the neuroscience behind learning breaks, design differentiated and culturally responsive strategies, and implement Brain Breaks across content areas to promote belonging, attention and academic growth.

**S26-02015**  **DECODING THE LANGUAGE AND GENRE OF MATH WORD PROBLEMS—Grades K-5**  
**NEW!** Dina Carlucci - kdcarlucci@gmail.com  
3 Credits– Inservice - June 24 — August 15


This course will explore the language barriers present in word problems in order to assist teachers/students in decoding the complexity by defining the specific word problem types and genres. For example, not all word problems are the same as they fall into one of the specific classifications of Result Unknown, Start Unknown and Change Unknown. Being able to “crack the code” and understand the different categories will assist students in reaching solutions with confidence using any of the mathematical operations of addition, subtraction, multiplication and division with flexibility. **Optional Google Meet will be offered to support participant discussion, questions, and real-time collaboration.**

**S26-02016**  **FIVE FANASTIC MATH ROUTINES FOR FIVE DAYS A WEEK— Grades K—6**  
**NEW!** Dina Carlucci - kdcarlucci@gmail.com  
3 Credits– Inservice - June 24 — August 15


This course will provide elementary teachers with 5 enriching meaningful math routines to engage students each day of the week. The five different routines are so unique and innovative that they promote learning and math discourse centered around the concepts of estimation, estimation with adjustment, addition, subtraction, prediction and critical thinking. Most significantly, you will be supplied with the templates and means to immediately implement these fast and flexible routines in an easy and effortless way with your classroom. **One Google Meet and a continuous Discussion Board in order to promote interaction is included.**

**S26-02513**  **TEACHING IN A BRAVE NEW WORLD OF AI**  
Kristina Holzweiss - lieberrian@yahoo.com  
3 Credits – Inservice - June 26—August 15

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

**S26-02514**  **AI MAGIC FOR TEACHERS: ENHANCING PRODUCTIVITY & STUDENT ENGAGEMENT**  
Kristina Holzweiss—lieberrian@yahoo.com  
3 Credits — Inservice - June 24 — August 15


This course is designed to empower teachers with the knowledge and skills to leverage AI 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 AI 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.

**S26-04171**  **EMPOWERING STUDENT VOICE IN THE CLASSROOM**  
Angela Trager—tragera18@gmail.com  
1 Credit—Inservice—June 24 — August 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.

**S26-04172**  **DIVE INTO THE SCIENCE OF READING**  
Christina Sciarrotto - cmes724@yahoo.com  
1 Credit - Inservice - June 24 — August 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.

**S26-04173**  **TOOLS, TRICKS AND TEMPLATES FOR DIFFERENTIATED INSTRUCTION**  
Katelyn Bucchio — teachkatelynucchio@gmail.com  
3 Credits — Inservice - June 24 – August 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!.

**S26-04174**  **ENHANCING NARRATIVE SKILLS**  
Angie Elkaray—elkarayangie@yahoo.com  
3 Credits - Inservice - June 24 — August 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.

**S26-04175**  **THE POWER OF YET: GRIT GROWTH AND GREATNESS**  
Angela Trager—tragera18@gmail.com  
1 Credit—Inservice— June 24 — August 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.

**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**

**S26-04152**  **BEST PRACTICES IN CONTENT AREA LITERACY**  
Gayle Meinkes-Lumia - gmeinkeslumia@bufsd.org  
3 Credits — Inservice - June 24—August 15

Literacy is at the forefront of education today. All teachers are expected to be “teachers of reading,” no matter what their subject area may be. Teachers need a repertoire of lessons and ideas to motivate learners and elevate student abilities. This course provides a plethora of lessons, graphic organizers, best practice techniques, strategic thinking skills, collaborative, small group activities and models that enhance student learning. In the end you will walk away with a literary bag of tricks!

**S26-04158**  **SUPPORTING STRUGGLING READERS - K - 12**  
Jaclyn Graham—jaclyngraham79@gmail.com  
3 Credits — Inservice - June 24 – August 15


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

**S26-04167**  **THE BENEFITS, FLEXIBILITY AND VERSATILITY OF JOURNALING FOR ALL STUDENTS IN ALL SETTINGS - K-12**  
Jean Galima - jeangalima@yahoo.com  
3 Credits - Inservice - June 24 — August 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, questioning and critical thinking, increase self-directed learning and foster self-confidence. These are just a part of the endless benefits of journaling.

**S26-04168**  **PICTURE PERFECT: JOURNEYING THROUGH PICTURE BOOKS**  
Deb Fitzpatrick — noelanddebfitz@gmail.com  
3 Credits—Inservice— June 24 — August 15

Explore the power of picture books as a tool for engaging learners of all ages! In this course, we’ll dive into the rich storytelling, vivid illustrations, and cross-curricular connections that make picture books an essential resource in any classroom. Discover creative strategies for using picture books to spark curiosity, deepen comprehension, and enhance learning across subjects. Whether you’re teaching young readers or older students, this course will help you bring stories to life in meaningful and impactful ways. 2 Optional Google Meets will be offered to support participant discussion, questions, and real-time collaboration. Suitable grades K-12.

**S26-02516**  **TEACHING TODAY’S STUDENTS: SPARKING AI CURIOSITY IN THE CLASSROOM**  
Kristina Holzweiss—lieberrian@yahoo.com  
3 Credits — Inservice - June 24 — August 15

In this course, educators will gain the knowledge and skills needed to teach artificial intelligence (AI) to students of all ages. Designed for teachers with no technical background, this course provides an approachable guide to AI education. Participants will explore key AI concepts, from machine learning to AI ethics and applications in daily life, and learn how to integrate these concepts into their classroom practices. By the end of this course, teachers will feel confident in their ability to introduce AI concepts to their students, empowering the next generation of innovators, problem solvers, and ethical thinkers. Whether you’re a seasoned educator or new to AI, this course will equip you with the tools and insights to make AI a natural part of your teaching toolkit.

**S26-03008**  **UNPACKING THE MAGIC OF CANVA**  
Christina Sciarrotto - cmes724@yahoo.com  
2 Credits - Inservice - June 24 — August 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, AI images, coding and more. Get ready to unleash your creativity and unpack the magic of Canva.

**S26-03023**  **EXPLORING GOOGLE FOR EDUCATION - K - 12**  
Christina Sciarrotto - cmes724@yahoo.com  
3 Credits - Inservice - June 24 — August 15


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

**S26-03032**  **CREATING A WEBSITE WITH GOOGLE SITES**  
Sue Presberg—spresberg@gmail.com  
3 Credits - Inservice - June 24—August 15

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

**S26-03037**  **THE AI-EMPOWERED EDUCATOR: UNIVERSAL STRATEGIES FOR GEMINI**  
**NEW!**  
Richard Faber—fabes888@gmail.com  
3 Credits—Inservice—June 24—August 15

Welcome to the AI-Empowered Educator, a professional development experience designed not to add to your plate, but to help you clear it. In the rapidly evolving landscape of education technology, Artificial Intelligence (AI) has emerged not as a replacement for teachers, but as a powerful co-pilot. This course cuts through the hype and focuses entirely on practicality. We are moving beyond “chatting with a bot” to integrating deep, functional AI strategies directly into the Google ecosystem you already use every day. Whether you are a kindergarten teacher looking for visual aids, a HS History teacher needing to summarize complex texts, or a PE teacher designing injury-modification plans, this course is built for you. **Optional Google Meet will be offered to support participant discussion, questions, and real-time collaboration.**

**S26-03038**  **INCLUSIVE CHOICE BOARDS IN EDUCATION**  
**Heather Schneider—heatherjschneider@gmail.com**  
**3 Credits—June 24—August 15**

**NEW!**

What if one lesson could spark curiosity, support every learner, and give students real choice in how they learn? In this course, you'll explore how Choice Boards can bring energy and flexibility to your classroom while making differentiation feel manageable—and even fun. Whether you're looking to challenge early finishers, support students who need more scaffolding, or simply boost engagement, Choice Boards offer creative ways for students to take ownership of their learning. You'll discover easy-to-use strategies and tech tools aligned to learning standards, and you'll design your own ready-to-use Choice Boards tailored to your students. Walk away with practical ideas, fresh inspiration, and a toolkit that works across grade levels and subject areas. **As an alternative to the discussion forums, this course offers two optional Google Meet sessions, each approximately 20 minutes long weeks 2 and 6.**

**S26-03045**  **AI IN ACTION!**  
**Danielle Pallatto - dpallattoscope@gmail.com**  
**3 Credits – Inservice - June 24 — August 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 AI tools, as well as some that are lesser known, but equally as resourceful. There is something for everyone in the world of AI!

**S26-03351**  **EVERYTHING YOU NEED TO KNOW TO 3D PRINT, NOW!**  
**Vincenzo La Ruina—vincenzoLaRuina@gmail.com**  
**3 Credits – Inservice — June 24 — August 15**

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

**S26-04034**  **THE POWER OF PROJECTS AND PRESENTATIONS FOR STUDENT CENTERED LEARNING**  
**Jill D'Aleo—jilldaleo@gmail.com**  
**3 Credits — Inservice - June 24 — August 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.

**S26-04098**  **MULTICULTURALISM IN THE K-12 CLASSROOM**  
**Gayle Meinkes-Lumia - gmeinkeslumia@bufsd.org**  
**3 Credits - Inservice - June 24 — August 15**


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

**S26-04101**  **COMMUNICATION SKILLS FOR STUDENTS—K—12**  
**Jean Galima - jeangalima@yahoo.com**  
**3 Credits - Inservice — June 24 — August 15**


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

**S26-04102**  **GRAMMAR GIMMICKS, WORD USAGE, PAINLESS PUNCTUATION**  
**Jean Galima - jeangalima@yahoo.com**  
**3 Credits - Inservice - June 24 — August 15**


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

**S26-04109**  **USING KAMI TO STRENGTHEN READING AND WRITING ACROSS CONTENT AREAS—K—12**  
**NEW!**  
**Jeannette Walsh—jwalsh0324@gmail.com**  
**3 credits—Inservice—June 24– August 15**

Do your students skim text without fully understanding, give one-word answers or shut down during reading and writing tasks? Many learners struggle across content areas because they lack the skills and scaffolds needed to process text and express their thing. This course supports K-12 content-area teachers by showing how to use **Kami**, an interactive PDF annotation and accessibility tool, to turn AI-generated resources (from tools such as Canva or ChatGPT) into engaging, scaffolded learning experiences. Participants will use elements of the Hochman Method to explicitly teach sentence construction and develop text-based extended responses.

**S26-04112**  **HOW THE BRAIN LEARNS TO READ: PRACTICAL TOOLS FOR EVERY CLASSROOM — Grades K-5**  
**Krystina White - krystinawhitescope@gmail.com**  
**3 Credits - Inservice - June 24 — August 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. Optional Google Meet will be offered Week 5 to support participant discussion, questions, and real-time collaboration.

**S26-04113**  **EXPLICITLY TEACHING WRITING: RESEARCH-DRIVEN STRATEGIES FOR EVERY CLASSROOM — Grades K-5**  
**Krystina White - krystinawhitescope@gmail.com**  
**3 Credits - Inservice - June 24 — August 15**

This asynchronous virtual course provides educators with a deep understanding of the *science of writing* and the explicit instructional practices that help all students become stronger, more confident writers. Grounded in research and aligned with the principles of *The Writing Revolution*, teachers will explore high-impact, sentence-level strategies that build toward clear, coherent, and content-rich writing. Participants will engage with model lessons, video demonstrations, and ready-to-use classroom resources. By the end of the course, teachers will leave with a practical toolkit of routines and scaffolds that can be integrated into any grade level or subject area to support student thinking, writing, and academic success.