



## PROFESSIONAL DEVELOPMENT PROGRAM FALL 2026

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

**SCOPE Courses are CTLE Approved**

**\*5 New Classes!**

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

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Ms. Betty Westcott      Assistant Director for Instructional Services

Dear Colleague:

Online registration is now available for SCOPE's FALL 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>\$ 158.00</b> | <b>\$ 168.00</b> |
| <b>2 Credit Course</b> | <b>\$ 315.00</b> | <b>\$ 335.00</b> |
| <b>3 Credit Course</b> | <b>\$ 470.00</b> | <b>\$ 500.00</b> |



**= SCOPE ONLINE COURSE**

Online Courses Start - October 7 — December 15

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

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



**F26-01003**  **SOCIAL MEDIA: THE GOOD, THE BAD AND THE UGLY**  
**Janine Simpson—Janine.crosby@yahoo.com**  
**3 Credits—Inservice — October 7 — 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.

**F26-01004**  **BUILDING A POSITIVE CLASSROOM COMMUNITY THROUGH MORNING MEETING**  
**Krystina White - krystinawhitescope@gmail.com**  
**3 Credits - Inservice - October 7 — 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.

**F26-01007**  **PEACEFUL SCHOOLS: EASING ANXIETY AND DEPRESSION**  
**Kysten Ellison - Kysten@aol.com**  
**3 Credits - Inservice - October 7 — 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.

**F26-01008**  **FOSTERING CORE SEL COMPETENCIES**  
**Tracey Hanes—traceyhanes28@gmail.com**  
**3 Credits—Inservice— October 7 — 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.

**F26-01019**  **HAVING A MINDFUL MINDSET TO ACHIEVE OPTIMAL WELLNESS**  
**Stefan Serie — stefanserieSCOPE@yahoo.com**  
**3 Credits—Inservice — October 7 — December 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 ? & ? to support participant discussion, questions, and real-time collaboration.

**F26-01088**  **THE CALM CLASSROOM**  
**Kysten Ellison - Kysten@aol.com**  
**3 Credits - Inservice - October 7 — 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.

**F26-01096**  **CHILDHOOD OBESITY: A MODERN DAY EPIDEMIC—Pre-K-12**  
**Brianna Burghard—bburghard26@gmail.com**  
**3 Credits—Inservice— October 7 — 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.

**F26-01131**  **INSPIRING YOUNG MINDS—K—12**  
**Amy Miller—amillerteach10@gmail.com**  
**3 Credits—Inservice — October 7 — 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.

*The information was useful and I loved how the interaction with other students enrolled was integrated into the curriculum.*  
*....Teacher*

**F26-01132**  **ACE'S 101: WHAT'S IN YOUR STUDENT'S BACKPACK—K-12**  
**Janine Simpson—Janine.crosby@yahoo.com**  
**3 Credits—Inservice— October 7 — 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.

**F26-01203**  **TEACHER AI LITERACY**  
**Richard Faber—Fabes888@gmail.com**  
**3 Credits—Inservice — October 7 — December 15**

Artificial Intelligence is rapidly transforming the world around us—including how we teach, learn, and engage with information. As K–12 educators, it's essential to understand what AI is, how it functions, and how it can responsibly be used in our classrooms. This course is designed to equip teachers with foundational AI knowledge, hands-on experience with educational tools, and the ethical frameworks necessary to guide students in an AI-driven world. Whether you're new to the concept of AI or already experimenting with tools like ChatGPT, this course will help you critically explore the opportunities, limitations, and responsibilities of using AI in education. By the end of these nine weeks, you'll not only be more confident using AI as a professional but also better prepared to foster AI literacy in your students. An optional Google Meet session will be available to facilitate real-time collaboration, participant discussions, and Q&A.

**F26-01207**  **EMBRACING DIVERSITY: CULTIVATING CULTURAL CONSCIOUSNESS IN EDUCATION**  
**Michelle Rosenoff - mrosenoff43@gmail.com**  
**3 Credits — Inservice - October 7 — December 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.

F26-01208



**THE POWER OF POSITIVE THINKING**

**Michelle Rosenoff - mrosenoff43@gmail.com**

**3 Credits — Inservice - October 7 — 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.

F26-01209



**FUTURE WALLETS MODERN FINANCIAL LITERACY FOR MIDDLE SCHOOL EDUCATORS**

**NEW!**

**Angiela Trager—tragetta@yahoo.com**

**3 Credits - Inservice - October 7 — December 15**

This course is designed to help educators teach relevant, real-world financial literacy skills to middle school students in today's digital economy. You will explore topics such as budgeting, saving, digital spending, credit, online scams, consumer behavior, careers, and financial decision-making through the lens of adolescent experiences and social media culture. Using resources from organizations including NGPF, the FTC, the Federal Reserve, and Jump\$tart, educators will examine practical classroom strategies, culturally responsive instruction, and interdisciplinary connections. Participants will complete the course by developing a standards-aligned financial literacy lesson or mini-unit for middle school learners.

*As a school counselor for the past 20 years, I know how important it is to continue learning and growing throughout your career, and SCOPE Educational Services has been an invaluable part of that journey for me. I appreciate the variety of professional development courses they offer with topics that are relevant, engaging, and immediately applicable to my work with students. I have consistently come away from their courses with practical strategies, renewed enthusiasm, and ideas that have made a positive impact in my school. Whether you're a new educator building your foundation or a seasoned professional looking for fresh perspectives there is something meaningful for everyone.*

*Jennifer Kehoe,  
School Counselor*

F26-01210



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

Jo Anna Ferreira - [jojoant3@gmail.com](mailto:jojoant3@gmail.com)

**3 Credits — Inservice - October 7 — 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, this course offers an optional Google Meet session, each approximately 20 minutes** long on Tuesday, November 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>

F26-01211



**BEYOND BEHAVIOR: TEACHING EMOTIONAL REGULATION IN  
THE CLASSROOM**

Jo Anna Ferreira - [jojoant3@gmail.com](mailto:jojoant3@gmail.com)

**2 Credits — Inservice - October 7 — December 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 an optional Google Meet session, each approximately 20 minutes** long on Tuesday, November 10 –7:30 PM.

F26-02006



**ENGAGING THE MATH LEARNER WITH GAMES—(K-6)**

Jill Cohen—[jilly119@gmail.com](mailto:jilly119@gmail.com)

**3 Credits – Inservice - October 7 — 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?

F26-02009



**ENGAGING STUDENTS THROUGH LEARNING BREAKS**

Jill Cohen—[jilly119@gmail.com](mailto:jilly119@gmail.com)

**3 Credits – Inservice - October 7 — December 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.

F26-02015



**DECODING THE LANGUAGE AND GENRE OF MATH WORD PROBLEMS—Grades K-5**

Dina Carlucci - [kdcarlucci@gmail.com](mailto:kdcarlucci@gmail.com)

**3 Credits— Inservice - October 7 — December 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.**

F26-02016



**FIVE FANASTIC MATH ROUTINES FOR FIVE DAYS A WEEK—  
Grades K—6**

Dina Carlucci - [kdcarlucci@gmail.com](mailto:kdcarlucci@gmail.com)

**3 Credits— Inservice - October 7 — December 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 within your classroom. **One Google Meet and a continuous Discussion Board in order to promote interaction is included.**

F26-02552



**ASSIGNMENT MAKEOVER: DESIGNING MEANINGFUL LEARNING EXPERIENCES IN THE AI AGE—SUITABLE GRADES K-12**

**NEW!**

Kristina Holzweiss - [lieberrian@yahoo.com](mailto:lieberrian@yahoo.com)

**3 Credits – Inservice - October 7—December 15**

If artificial intelligence can complete an assignment in seconds, it may be time to rethink the assignment. This course will help you transform traditional worksheets, reports, research projects, presentations, and assessments into meaningful learning experiences that require students to think critically, make decisions, solve problems, communicate, collaborate, reflect, and contribute their own ideas and voices. One optional Google Meet will give participants an opportunity to ask questions, share ideas, and connect in real time. Throughout the course, you will choose one existing assignment and redesign it step by step. You will explore practical ways to add student choice, authentic audiences, real-world connections, creative products, process documentation, feedback, and reflection. You will also create no-tech, low-tech, digital, and high-tech pathways so students can participate meaningfully without advanced technology being required. This course is not about adding technology simply because it is available. It is about deciding when technology strengthens learning—and when conversation, paper, building materials, observation, role-playing, or other hands-on approaches are more effective. You will leave with a complete, classroom-ready assignment, project, or learning experience designed for deeper thinking, greater creativity, and stronger student engagement.

**F26-02553**  **GEMINI READY: PRACTICAL GOOGLE AI FOR EDUCATORS**

**NEW!**

**Kristina Holzweiss - lieberrian@yahoo.com**

**3 Credits – Inservice - October 7—December 15**

You already use Google tools every day. Now learn how to make Gemini work within them. This hands-on course will help you move beyond basic prompts and use Google's AI tools to plan, create, differentiate, research, communicate, and solve real problems in your professional work. Aligned with the publicly available Google Gemini Certified Educator Exam Guide, the course gives you practical experience you can apply right away. One optional Google Meet will give you an opportunity to ask questions, share ideas, and connect in real time. You will learn how to write stronger prompts, create differentiated materials, and streamline everyday responsibilities. You will explore Gemini, Gems, Gemini in Google Classroom and Google Workspace, NotebookLM, Google Vids, Google Forms, and available image-generation tools while creating lessons, assessments, communications, videos, and other useful resources for your own classroom or professional setting. This is not a general overview of artificial intelligence or a tour of disconnected tools. It is a practical course designed to help you use Google AI with greater confidence, purpose, and good judgment while keeping your creativity and professional expertise at the center. Taking the Google Gemini Certified Educator exam is recommended but not required.

**F26-03008**  **UNPACKING THE MAGIC OF CANVA**

**Christina Sciarrotto - cmes724@yahoo.com**

**2 Credits - Inservice - October 7 — 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, AI images, coding and more. Get ready to unleash your creativity and unpack the magic of Canva.

**F26-03026**  **BEYOND THE BASICS: TAKING GOOGLE APPS TO THE NEXT LEVEL— K—12**

**Christina Sciarrotto - cmes724@yahoo.com**

**3 Credits - Inservice - October 7 — December 15**

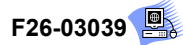
Participants will engage in activities that are beyond the basic Google Apps. Participants will take Google Slides to the next level by creating Stop Motion, Games, Comic Strips, Timelines, Magnetic Poetry, Digital Escape Rooms and Figjam. You will also learn about Google Keep, Sites, Add-ons and Extensions,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

**F26-03032**  **CREATING A WEBSITE WITH GOOGLE SITES**

**Sue Presberg—spresberg@gmail.com**

**3 Credits - Inservice - October 7—December 15**

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

**F26-03039 UNLOCK THE POWER OF GENIALLY****Christina Sciarrotto - cmes724@yahoo.com****NEW!****1 Credit - Inservice - October 7 — December 15**

Unlock the power of **Genially** to create interactive presentations, engaging games and dynamic visuals that bring learning to Life! In this course, teachers will explore how to design activities that captivate students, from clickable infographics to escape rooms and quizzes.

**F26-03045 AI IN ACTION!****Danielle Pallatto - dpallattoscope@gmail.com****3 Credits – Inservice - October 7 — 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 AI tools, as well as some that are lesser known, but equally as resourceful. There is something for everyone in the world of AI!

**F26-03074 BEYOND THE WORKSHEET: CANVA ASSESSMENTS TO INSPIRE CREATIVITY****Kristina Holzweiss - lieberrian@yahoo.com****3 Credits – Inservice - October 7 — December 15**

Already comfortable with the basics of Canva and ready to do more with it? This course will help you move beyond posters, presentations, and traditional worksheets to create engaging assessments that invite students to think critically, make choices, communicate ideas, and demonstrate learning in creative and meaningful ways. It is designed for educators across all grade levels and subject areas. Through hands-on activities and real-world examples, you will explore Canva templates, multimedia, interactive elements, and other versatile features that can transform everyday assessments. You will create options that are visually appealing, purposeful, and flexible enough to support different learners, instructional goals, and classroom settings. This course is not about making assignments look prettier. It is about rethinking how students show what they know. You will leave with a practical toolkit of dynamic assessment strategies and classroom-ready ideas designed to inspire creativity, strengthen critical thinking, and increase student engagement.

**F26-03351 EVERYTHING YOU NEED TO KNOW TO 3D PRINT, NOW!****Vincenzo La Ruina—vincenzoLaRuina@gmail.com****3 Credits – Inservice — October 7 — 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.

**F26-04034 THE POWER OF PROJECTS AND PRESENTATIONS FOR STUDENT CENTERED LEARNING****Jill D'Aleo—jilldaleo@gmail.com****3 Credits — Inservice - October 7 — 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.

**F26-04015**



**NEW!**

**TRANSFORM YOUR READING INSTRUCTION WITH PRACTICAL, RESEARCH BASED STRATEGIES THAT SUPPORT EVERY LEARNER**

**Heather Schneider—heatherjschneider@gmail.com**

**3 Credits— October 7— December 15**

This course equips educators with evidence-based approaches to differentiated literacy instruction for students with learning disabilities, multilingual learners, and other diverse populations. Grounded in the New York State Next Generation English Language Arts Learning Standards, participants will explore Universal Design for Learning (UDL), Culturally Responsive-Sustaining Education (CRSE), equitable assessment, and effective literacy interventions—all with classroom-ready applications. Optional Google Meet sessions offer opportunities to collaborate, ask questions, and connect with fellow educators.

**F26-04101**



**COMMUNICATION SKILLS FOR STUDENTS—K—12**

**Jean Galima - jeangalima@yahoo.com**

**3 Credits - Inservice — October 7 — 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.

**F26-04102**



**GRAMMAR GIMMICKS, WORD USAGE, PAINLESS PUNCTUATION**

**Jean Galima - jeangalima@yahoo.com**

**3 Credits - Inservice - October 7 — 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.

**F26-04112**



**HOW THE BRAIN LEARNS TO READ: PRACTICAL TOOLS FOR EVERY CLASSROOM — Grades K-5**

**Krystina White - krystinawhitescope@gmail.com**

**3 Credits - Inservice - October 7 — 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. Optional Google Meet will be offered Week 5 to support participant discussion, questions, and real-time collaboration.

**F26-04168**



**PICTURE PERFECT: JOURNEYING THROUGH PICTURE BOOKS**

**Deb Fitzpatrick — noelanddebfitz@gmail.com**

**3 Credits—Inservice— October 7 — December 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.

**F26-04171**



**EMPOWERING STUDENT VOICE IN THE CLASSROOM**

**Angela Trager—tragera18@gmail.com**

**1 Credit—Inservice—October 7 — 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.

**F26-04173**



**TOOLS, TRICKS AND TEMPLATES FOR DIFFERENTIATED INSTRUCTION**

**Katelyn Bucchio — teachkatelynbucchio@gmail.com**

**3 Credits — Inservice - October 7 – 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!.

*The professor provided opportunities for me to learn and grow as an educator and the assignments posted were relevant and helpful. Quick detailed feedback and additional information were provided...*

*Teacher*

**F26-04175**  **THE POWER OF YET: GRIT GROWTH AND GREATNESS**

**Angela Trager—tragera18@gmail.com**

**1 Credit—Inservice— October 7 — 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.

**F26-04178**  **THE POWER OF PLAY: LEARNING TO BOOST ENGAGEMENT**

**Deb Fitzpatrick — noelanddebfitz@gmail.com**

**3 Credits—Inservice— October 7 — December 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, and 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.

**F26-04502**  **BEYOND BLOOM-BUILDING CRITICAL THINKING SKILLS**

**Gayle Meinkes-Lumia - gmeinkeslumia@bufsd.org**

**3 Credits — Inservice - October 7 — 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.

**F26-05004**  **BEST PRACTICES FOR TEACHING MULTI-LANGUAGE STUDENTS**

**Deirdre Cerrito - deirdrecerrito@yahoo.com**

**Jully Williams - gina102105@gmail.com**

**3 Credits - Inservice – October 7 — 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 NYSED. 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.

**F26-06047**  **SMARTPHONE PHOTOGRAPHY & EDITING FOR THE EDUCATOR**  
**Sue Presberg—spresberg@gmail.com**  
**3 Credits - Inservice - October 7 — December 15**

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

**F26-06049**  **ENHANCING IMAGES: LIGHTROOM SKILLS FOR TEACHERS**  
**Sue Presberg—spresberg@gmail.com**  
**3 Credits - Inservice - October 7 — December 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.

**F26-07001**  **DEVELOPING A COLLEGE/CAREER READY STUDENT**  
**Francesca Cavallaro - fncavallaro@gmail.com**  
**3 Credits - Inservice - October 7 — 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.

*Gave me incredible resources that can be immediately implemented in my classroom. This course also challenged me to write lesson plans on how to implement these resources, making it easier to apply what was learned in the classroom.*

**F26-11005**  **POVERTY IN EDUCATION**  
**Michael Sims - mikesimsduke1@yahoo.com**  
**3 Credits – Inservice - October 7 — 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.

**F26-11014**  **BUILDING STUDENT RESILIENCY—K—12**  
**Michael Sims - mikesimsduke1@yahoo.com**  
**3 Credits – Inservice - October 7 — 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.

**F26-11032**  **BUILDING POSITIVE RELATIONS WITH PARENTS**  
**Michael Sims - mikesimsduke1@yahoo.com**  
**3 Credits – Inservice - October 7 — 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.

**F26-11046**  **BECOMING AN INNOVATIVE INSTRUCTOR**  
**Richard Faber - Fabes888@gmail.com**  
**3 Credits - Inservice—October 7— December 15**

This course is designed to enhance the knowledge base for professionals in an era of school restructuring, technological innovation and social change. Teachers and administrators will learn first-hand about innovative practices and recent research in the field. Topics include: student self-assessment, teacher reflection, cooperative learning, mentoring, the use of technology in schools, home-school communication, inclusion to support learning diversity and the challenge of school restructuring. Also covers the dilemma children face who are experiencing difficulty in learning situations because of ethnic group frustrations in the community, problems of social adjustment, socio-economic inequities and learning gaps. The role of the school in facilitating the program for children of various cultures to become valued members of the community is discussed. Activities, content and material are related to current and relevant frameworks and standards. An optional Google Meet session will be available to facilitate real-time collaboration, participant discussions, and Q&A.

**F26-11049**  **HOW TO PROVIDE EFFECTIVE FEEDBACK**  
**Richard Faber - Fabes888@gmail.com**

**3 Credits - Inservice - October 7 — 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. An optional Google Meet session will be available to facilitate real-time collaboration, participant discussions, and Q&A.

**F26-11052**  **MAKING SHIFT HAPPEN: HOW TO MAKE MEANINGFUL CHANGE**  
**Brittany Reilly — brittany.a.reilly@gmail.com**

**3 Credits – Inservice – October 7 — 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.

**F26-11053**  **YADA, YADA, YADA-A LOOK AT PEDAGOGY THROUGH SEINFELD**  
**Brittany Reilly — brittany.a.reilly@gmail.com**

**3 Credits – Inservice – October 7 — 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 diverse learners by understanding the underlying theories that drive best practice. **\*\*You will need Netflix, Apple TV, YouTube or Amazon Prime to Stream the show\*\* Suitable grades K-12.**

**F26-11054**  **THE REFLECTIVE TEACHER**  
**Jill D'Aleo—jilldaleo@gmail.com**

**3 Credits — Inservice - October 7 — 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 our practice; therefore, this course is designed to help you analyze your own teaching practices to help you grow professionally.

**F26-12003**



**DIFFERENTIATION IN ACTION**

**Gayle Meinkes-Lumia - gmeinkeslumia@bufsd.org**

**3 Credits - Inservice - October 7 — 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.

**F26-12005**



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

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

**3 Credits - Inservice - October 7 — December 15**

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

**F26-12009**



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

**Andrew Paskal - andrewpaskal@gmail.com**

**3 Credits - Inservice - October 7 — 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.

**F26-12017**



**CREATING A SUCCESSFUL CLASSROOM FOR CHILDREN WITH DISABILITIES**

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

**3 Credits - Inservice - October 7 — 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.

**F26-12024**  **INTEGRATING TECHNOLOGY TO ENHANCE STUDENTS  
LANGUAGE SKILLS**

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

**3 Credits - Inservice - October 7 — 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.

**F26-12025**  **DIFFERENTIATING LANGUAGE DIFFERENCE AND LANGUAGE  
DISORDER**

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

**3 Credits - Inservice - October 7 — 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:**

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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.**



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