

**HARRISON CENTRAL SCHOOL DISTRICT  
IN-SERVICE PROGRAM – 2013-2014**

Course Name – Instructor(s)	Course Description
<p><b>Academic Dependence to Independence through Executive Functioning Study Group</b></p> <p>Dominic Zanot July – August, 2013</p>	<p>Executive Function is the driver of all decision making. Students come to school with a wide range of development in this area. As teachers, we can directly help our students grow in their ability to independently make decisions, process directions and complete the academic tasks we expect of them. This course will provide a general background of executive functioning and how we, as educators, can scaffold academic expectations to help our students independently develop their ability to complete the tasks that are expected of them.</p>
<p><b>Addressing Challenging Behaviors in the Early Elementary Classroom (K-2) and (3-8)</b> (2 separate activities by grade level)</p> <p>Susan Lockhart Michelle Salerno Liane Douglas</p> <p>K-2: July 17-18, 2013 3-8: Aug. 13-14</p> <p>Follow-up dates during the school year.</p>	<p>The number of children with behavioral, developmental, and learning issues is increasing across the general population and as they are being educated in general education classrooms, it becomes increasingly important to understand their learning styles, strengths, and weaknesses. This knowledge, in combination with an understanding of behavior management principles, will lead to a more productive and successful learning environment for all students. Based on the principles of RTI, learning environments and behavioral supports can be designed to maximize the progress of each student.</p> <p>Participants will:</p> <ul style="list-style-type: none"> <li>• Understand the behavior and learning characteristics of students with autistic spectrum disorders (ASD) and ADHD/self-regulation issues.</li> <li>• Design learning environments to support the needs of all students.</li> <li>• Understand the principles of behavior management and data collection.</li> <li>• Design positive behavioral supports to be used for the whole class as well as adaptations for students with more intensive behavioral needs.</li> </ul> <p>Target Audience: K-2 and 3-8 classroom teachers and school psychologists.</p>
<p><b>Best Books Study Group</b></p> <p>Thomasine Mastrantoni</p> <p>March through June 2014</p>	<p>Common Core State Standards have increased the need for teachers to utilize great children's literature in their teaching. Finding those perfect books is a challenge. This study group is designed to bring together the expertise of elementary classroom teachers, library media specialists and literacy specialists to identify, discuss, and integrate great children's literature into our instruction. The focus of the study group will be to find nonfiction, informational texts as well as great fiction books.</p> <p>Participants will be expected to prepare and present work developed in the study group with their colleagues in their school buildings either through a short faculty meeting presentation or a before/after school workshop.</p>
<p><b>Common Core Literacy Institute (K-12)</b></p> <p>Michael Greenfield Marina Moran Lynn Holcomb Valerie Hymes Teacher Facilitators</p> <p>July 8-10, 2013</p>	<p>With "college and career readiness" as its overarching goal, The Common Core State Standards (CCSS) outline a common definition of grade level readiness in language arts. "This progression of student readiness is one of the central principles of the standards. If students are to graduate high school fully prepared, they must meet the benchmarks set by the Common Core – at every grade and in every classroom. It is to these benchmarks that we must now teach. It is student mastery of these benchmarks that we must now assess." (EngageNY, 2013)</p> <p>This three-day summer institute is designed to develop participants' knowledge, skills and strategies for teaching the Common Core Learning Standards in Language Arts and Literacy in the Content Areas. The focus of this year's institute will be on the development of student language and literacy skills across curricular areas, with an emphasis on writing.</p> <p>The institute will be kicked off with a plenary session for all participants followed by topic-specific workshop strands designed to promote a coherent and intensive professional learning experience moving from theory to application to reflection. The Institute will conclude with a closing session for all participants. As in past years, we will welcome back members of Harrison's faculty and leadership team as presenters.</p> <p>As an outcome of the Institute, participants will:</p> <ul style="list-style-type: none"> <li>• Understand the district's vision for writing aligned to the Common Core.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Develop a deeper understanding of the research and theoretical concepts related to literacy instruction.</li> <li>• Examine the reading-writing connection through curriculum design and pedagogy.</li> <li>• Design instruction applying new knowledge and skills.</li> </ul> <p>A sampling of workshop offerings follows:</p> <ul style="list-style-type: none"> <li>• Common Core writing types: Narrative, Informational and Persuasive</li> <li>• Teaching writing in the content areas: Why and how</li> <li>• Assessing writing across the content areas: Why and how</li> <li>• Formative assessment strategies</li> <li>• Designing effective rubrics for writing assessment</li> <li>• Teaching writing versus assigning writing: Pedagogy and Practice</li> <li>• Reimagining the Writing Process</li> <li>• Making the reading and writing connection</li> <li>• Teaching Conventions: Strategies that work</li> <li>• Text complexity: Implications for reading instruction</li> <li>• Teaching Research: Pedagogy and practice</li> </ul>
<p><b>Designing Valid Reliable Summative Assessments (K-12)</b></p> <p>Joan O’Keeffe</p> <p>July 17-18, 2013</p> <p>Follow-up date during the school year</p>	<p>Since the introduction of the new APPR, the ability of teachers to develop valid and reliable summative assessments for units of study, midterms and final exams for student evaluation have become even more important. In addition, the results can be used to inform a teacher’s future instruction. This is true for assessments created in all grade levels from K-12.</p> <p>The Standards for Educational and Psychological Testing (1999) are often used in standardized testing including those designed and used by the New York State Department of Education (NYSED). These standards ensure validity and reliability. This course will present these standards using a teacher-friendly approach and framework for easy implementation and is sequenced into the following segments:</p> <ul style="list-style-type: none"> <li>• Learn the skills and gather the resources to design a high-quality assessment.</li> <li>• Apply these skills and resources to design assessments for the course(s) and students you teach.</li> <li>• Implement the use of these assessments in your course.</li> <li>• Evaluate the effectiveness of the assessment.</li> </ul> <p>By course end, teachers will become more fluent in assessment development which can be used in future assessments ultimately leading to a better understanding of students’ mastery of a subject.</p>
<p><b>Facilitating Effective Study Groups</b></p> <p>Jerrod Blair</p> <p>Aug. 7 &amp; 8, 2013</p> <p>Follow-up date during the school year.</p>	<p>Harrison has made a commitment to the development of study groups as an integral component of professional learning for teachers. A study group is defined as a collaborative leadership team led by a facilitator and unified through a set of common objectives. The collective work of the group should support and extend the district’s mission, challenge existing structures and inspire new practice. Facilitators are responsible for 1) developing purposeful learning objectives, 2) selecting relevant resources, and 3) utilizing appropriate strategies and protocols to foster effective facilitation.</p> <p>According to Lipton and Wellman’s Groups at Work, “effective groups own their processes, actions and outcomes resulting in cooperation, coordination and shared understanding of procedures and protocols.” This course will explore and apply the six functions of purposeful study group facilitation: 1) activating, 2) assessing, goal setting and planning 3) dialogue and discussion, 4) generating ideas, 5) summarizing and synthesizing, 6) text and information processing.</p> <p>In addition to evaluating the functions of study group facilitation, participants will be encouraged to develop their own proposal for a study group to be facilitated using the strategies and functions learned during the in-service sessions.</p>

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<p><b>“Flip” Your Classroom and Extend Student Learning (K-5)</b></p> <p>Thomasine Mastrantoni Marissa Coulehan Brian Seligman</p> <p>July 22, 24-25, 2013</p>	<p>This course will introduce teachers to the idea of technology integration to inform and facilitate planning, instruction and collaborative learning through a flipped classroom model. Teachers will develop the skills and resources needed to foster a successful flipped classroom. Common Core states that students who are college and career ready “use technology and digital media strategically and capably” and specifically in writing students are expected to “use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.”</p> <p>Through the lens of Flipped Classroom, this workshop will explore the benefits of using technology to enhance teacher practice, as well as positively affect student engagement and productivity inside and outside the classroom. Emphasis will be placed on the following:</p> <ul style="list-style-type: none"> <li>• Integrating technology addressing the Common Core Learning Standards</li> <li>• Using technology and digital media to support a blended learning approach</li> <li>• Collaborating with colleagues with the help of technology</li> <li>• Using “My Big Campus” and district technology resources to create a “virtual library” of resources</li> <li>• Redesigning an existing lesson or unit of study to integrate technology.</li> </ul> <p>Participants will be exposed to existing technology resources (My Big Campus &amp; Subscription Databases) and new technology resources (iPads &amp; active presenter) and shown how they can be used to create a successful flipped classroom experience.</p> <p>Participants will be expected to use each of the resources introduced to create their own “library” of resources and/or lessons to use in their instruction. Teachers will experience first-hand learning through a flipped classroom by participating in a portion of the PD course at home through the use of My Big Campus and actively engage in an online discussion board.</p>
<p><b>Harrison First Year Teacher Institute</b></p> <p>Michael Greenfield, Brian Ladewig &amp; Directors/Supervisors Aug. 26-29, 2013</p>	<p>Day 1: District Mission &amp; Core Values, Framework for Teaching and Learning</p> <p>Day 2: Curriculum Design Principles - Designing backwards, setting instructional goals &amp; aligning assessments</p> <p>Day 3: Reflecting on teaching, sharing work &amp; building collegial relationships.</p>
<p><b>Harrison Second Year Teacher Institute: Integrating Understanding by Design and Differentiated Instruction</b></p> <p>Aug. 26-29, 2013</p> <p>Michael Greenfield &amp; Directors/Supervisors Aug. 29, 2012</p> <p>(Mandatory for Second-Year Teachers)</p>	<p>August 26-29: UbD &amp; Differentiated Instruction. August 29: Developing a Community of Learners - Reflection, Collaboration and Professional Planning for 1st and 2nd year teachers.</p> <p>Understanding by Design and Differentiated Instruction are two powerful ways of thinking about and addressing student needs. In this three-day participants will learn ways in which these two models of instruction can seamlessly work together to provide all students with access to high quality curriculum that is clearly focused on standards and goals and matched to the varied interests, learning profile, and readiness levels of today's diverse student body. The key components of the workshop will demonstrate how to plan a unit of study using the following process:</p> <ul style="list-style-type: none"> <li>• UbD/DI Stage 1: Focus on Content. Participants will identify desired results using standards and goals to frame essential questions, understandings, and knowledge and skill.</li> <li>• UbD/DI Stage 2: Focus on Product. Participants will determine acceptable evidence of student growth through the design of a variety of assessments, including preassessment, on-going assessments, and summative assessments. Focus will be on helping teachers gain a clear picture of students' knowledge, understanding, and skill as well as insight into their interests and learning profile.</li> <li>• UbD/DI Stage 3: Focus on Process. Participants will plan and sequence a variety of learning experiences designed to match students' varied interests, learning profiles and readiness.</li> </ul>
<p><b>Learning to Write and Think in the Math Classroom</b></p> <p>Kelly Fahmer Lara Sawamukai</p>	<p>There are a number of demands that seem to be increasing the amount of content that must be "taught" in the math classroom. Common core brings with it even more of an awareness of the importance of literacy in all subject areas, including mathematics. Simultaneously, the changes in Common Core change and increase the rigor of content in math courses and many teachers are left feeling that there is no way to do it all (and do it right). How can we, as teachers, identify and implement ways in which writing and problem solving can be incorporated into the student experience so that it enhances their understanding and their skill? How can we ensure that writing is not just another</p>

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<p>Sept. through February, 2014</p>	<p>activity in the classroom? In order to be most effective, there must be a connection between the rigor of a mathematical task and the necessity of writing for that mathematical task. Participants in this study group will identify strategies, create and implement lessons that include elements of writing and problem solving that maximize thinking and engagement for all students in the math classroom.</p> <p>Topics to be considered:</p> <ul style="list-style-type: none"> <li>• Writing as an activity vs. writing as a vehicle for learning</li> <li>• How discussion can impact the effectiveness of writing in the classroom</li> <li>• Identification of writing tasks that cause students to write to improve their understanding</li> <li>• Identification of teaching strategies necessary to implement writing effectively</li> <li>• Frequency with which to implement writing and problem solving in the classroom</li> <li>• "Letting go" of some content standards, in order to emphasize process standards.</li> </ul>
<p><b>Literacy Interventions for the Struggling Reader (K-2)</b></p> <p>Jeremy Barker Lynn Holcomb</p> <p>June 24, Aug. 6, 13, 20, 2013</p> <p>Follow-up dates during the school year</p>	<p>An essential part of any school system is its approach to early intervention for students who are having difficulty becoming fluent readers. Developing the expertise to diagnose deficits and design specific, targeted intervention plans focused on student growth is important for each teacher of literacy in the Harrison Central School District.</p> <p>The purpose of this study group is to develop expertise among the Bridges to Literacy faculty as they work with the most struggling readers in the district during the summer intervention program August 5 – 23, 2013. Using Richard Allington's work on RTI as a research base and Fountas and Pinnell's Continuum of Literacy Learning and Barbara Taylor's Catching</p> <p>Readers as resources, teachers will engage in the following:</p> <ul style="list-style-type: none"> <li>• Study the research base around early intervention in literacy through the lens of Response to Intervention.</li> <li>• Review available data of incoming BTL students to develop student profiles and identify initial interventions.</li> <li>• Set goals for student growth, including specific targets for progress monitoring using the district's RTI database.</li> <li>• Utilize formative assessment tools to track student progress.</li> <li>• Through a modified lesson study format, which includes peer observation, reflect on effectiveness of intervention plans and revise based on student assessment data.</li> <li>• Develop a plan to apply new learning from the study group to teaching responsibilities during 2013 – 2014 school year.</li> </ul> <p>Target audience: Teachers participating in the Bridges to Literacy Program.</p>
<p><b>Learner-Focused Mentoring (Part 1)</b></p> <p>Lynn Sawyer</p> <p>August 1 &amp; 2, 2013</p>	<p>This workshop series explores the important relationship between mentor teachers and the novice teachers they support. Designed as a two-course sequence leading to Harrison certification as a mentor teacher, participants will learn to become skillful guides, capable of supporting professional growth and development in the first- year teacher's classroom. While this course is primarily designed for teachers interested in becoming mentors, the learning outcomes are valuable for all educators, classroom teachers and specialists alike, as they are highly transferable strategies and skills critical for advancing professional practice.</p> <p>Participants will learn how to:</p> <ul style="list-style-type: none"> <li>• Balance the novice teacher's immediate needs with a longer-term view of professional practice</li> <li>• Consult to offer expertise and provide technical resources</li> <li>• Collaborate for shared planning and problem solving</li> <li>• Coach new teachers in a nonjudgmental manner</li> <li>• Ask questions that promote improved instructional decision making and delivery of lessons</li> <li>• Learn strategies for guiding standards-driven conversations</li> <li>• Offer feedback that supports high-level instructional decision making</li> <li>• Promote reflective practice as a professional habit of mind.</li> </ul> <p>For those teachers interested in applying to become a mentor during 2012/13 school year, it is obligatory to take four days of training including the Advanced Mentoring workshop that runs on the days following this course.</p>

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<p><b>Advanced Mentoring (Part 2)</b></p> <p>Lynn Sawyer</p> <p>August 5 &amp; 6, 2013</p>	<p>This workshop series explores the important relationship between mentor teachers and the novice teachers they support. The second of a two course sequence leading to certification as a mentor teacher, participants will continue to expand their knowledge and skills in research-based strategies designed to support first- year teachers in Harrison.</p> <p>Participants will learn how to:</p> <ul style="list-style-type: none"> <li>• Balance the novice teacher's immediate needs with a longer-term view of professional practice</li> <li>• Consult to offer expertise and provide technical resources</li> <li>• Collaborate for shared planning and problem solving</li> <li>• Coach new teachers in a nonjudgmental manner</li> <li>• Ask questions that promote improved instructional decision making and delivery of lessons</li> <li>• Learn strategies for guiding standards-driven conversations</li> <li>• Offer feedback that supports high-level instructional decision making</li> <li>• Promote reflective practice as a professional habit of mind.</li> </ul> <p>For those teachers interested in applying to become a mentor during 2012/13 school year, it is obligatory to complete this course in addition to Mentoring (Part 1) prior to submitting an application to the Mentor Advisory Committee.  Note: This course also satisfies the “retraining” requirement outlined in the Harrison Mentoring Plan</p>
<p><b>Math Workshop: Beads &amp; Shoes, Making Twos; Extending Number Sense Study Group</b></p> <p>Dorianne Nardi Deborah Pojednic</p> <p>November through March 2014</p>	<p>This study group will explore the text, Beads and Shoes, Making Twos; Extending Number Sense, and its implementation in the first grade classroom. Participants will engage in the selected reading material for instruction and student practice. Participants will develop and implement mini-lessons based on their shared reading. The group will examine the connection between the NYS Common Core Standards for Mathematical Practices and NYS Common Core Learning Objectives and the application of meaningful, real-life scenarios (i.e. walking in line, using students' shoes to develop ideas related to doubling, etc.) to aide in designing cohesive instruction related to the Math Workshop. Participants should have a working knowledge of the NYS Common Core Learning Standards for Mathematics in Grade 1.</p> <p>Anticipated Outcomes:</p> <ul style="list-style-type: none"> <li>• Understanding the connection between the Common Core Standards and the content of this unit, through the application of best practices grounded in text-based study and collegial collaboration.</li> <li>• A collection of mini-lessons, suggested resources, pre and post assessments, and SmartBoard related activities/tools, based on our shared reading, that support first grade students' higher level thinking skills and facilitates the implementation of instruction concerning early and extended number sense.</li> <li>• Greater understanding of NYS Common Core Standards for Mathematical Practices and NYS Common Core Learning Objectives embedded in the topics of unitizing, doubles, doubles plus or minus one, and near doubles.</li> </ul>
<p><b>My Big Campus District Study Group</b></p> <p>Brian Seligman Anne Tully</p> <p>January through May, 2014</p>	<p>My Big Campus is a web-based social learning network. It is designed with built-in safety features and provides a secure means of providing social media tools to aide learning in and out of the classroom. It encourages collaboration and includes digital classroom tools allowing educators to create and post, resources, assignments, build calendars and utilize assessment tools for quizzes and polls. Students may use My Big Campus to collaborate, share resources, and manage their learning. The goal of this study group is to pilot My Big Campus at the elementary level. All participants are expected to pilot My Big Campus with their students during the course of the in-service / study group. The time has been divided into ten sessions. The sessions are designed to complement each other by alternating five in-person meetings with five online discussions.</p> <p>The first two in-person meetings will be formatted as an in-service. The participants will be presented information about the tools and techniques needed to begin using My Big Campus in their classrooms. The remaining three in-person meetings will utilize a study group format. During this time, participants will work collaboratively to explore and share their learning. Topics to be discussed include: tools and techniques, security concerns, digital citizenship, parental involvement and the rise of social media. Participants will pilot My Big Campus at the elementary level and to create a resource bundles that will help our peers bring MBC to their own classrooms.</p> <p>Target Audience: All Gr. 3-5 Teachers</p>

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<p><b>My Big Campus Study Group</b></p> <p>Elizabeth Heller</p> <p>December through March 2014</p>	<p>Our goal as educators is to create twenty-first century learners. To that end, the district has adopted My Big Campus as its social media platform. The program has been successful at both the middle and high schools. However, integrating this online community into the elementary classroom presents special challenges.</p> <p>The goal of this study group is to pilot My Big Campus at the elementary level and to create a resource bundle that will help our peers bring MBC to their own classrooms. This study group has been divided into eight sessions. The sessions are designed to complement each other by alternating in-person meetings with online discussions. Topics to be discussed include: tools and techniques, security concerns, digital citizenship, parental involvement and the rise of social media. . All participants are expected to pilot My Big Campus with their students during the course of the study group. .</p> <p>PRE-REQUISITE: While prior experience with My Big Campus is not required, participants should be comfortable using technology and exploring independently. You must activate your my Big Campus account before the first group meeting. Instructions will then be sent on how to join our MBC group. Please contact the facilitator with any readiness questions. Target Audience: Teachers in Grades 3-5.</p>
<p><b>Practical Applications for Integrated Co-Teaching Study Group (K-5)</b></p> <p>Christian McCourtney Anne Stern</p> <p>October through May, 2-14</p>	<p>Teachers in an integrated co-teaching classroom are presented with unique challenges. Two educators are tasked with collaborating to deliver seamless, differentiated, instruction to students with diverse social, emotional, and academic needs. Developing tools to support communication, planning, and the implementation of instruction is important to the evolution of co-teachers throughout Harrison Central School district.</p> <p>In the book, A Practical Guide to Co-Teaching, Villa, Thousand, and Nevin (2008) accurately describe the distinct role of a co-teacher as a sort of professional balancing act. The authors suggest that co-teachers "Engage in the dual roles of teacher and learner, expert and novice, and giver and recipient of knowledge and skills." This study group intends to mirror that experience, drawing from the unique expertise of each of its members to serve the group as a whole.</p> <p>Using the professional texts, A Practical Guide to Co-teaching, and Marilyn Friend and Lynne Cook's Interactions: Collaboration Skills for School Professionals (2012), members of this study group will develop expertise in co-teaching theory. Furthermore, the group will draw upon their own professional experiences to continue to shape best co-teaching practices within our district. In an effort to enhance the invaluable collaboration between pairs of co-teachers, participation by both members of a partnership is strongly encouraged.</p> <p>Members of this study group will engage in the following:</p> <ul style="list-style-type: none"> <li>• action research via the deliberate application of co-teaching models</li> <li>• examination of best practices - effective planning practices, roles and responsibilities, refining communication, etc.</li> <li>• use of consultancy protocol to share challenges and possible solutions</li> <li>• create online workspace with supportive resources specific to co-teachers.</li> </ul>
<p><b>Preparing Teachers to Lead Math &amp; Science Classroom Discussions (4-7)</b></p> <p>Michael Ciavarella Vernon Morris</p> <p>June 24-25, 2013 Follow-up date during the school year.</p>	<p>Discussion is central to the teaching and learning of science and mathematics. It affords learners the opportunity to make meaning of content. During classroom discussions teachers lead students to understand multiple solutions, analyze efficient strategies, and make connections to other topics and disciplines. Facilitating classroom discussion is complex, requiring deep understanding of content, knowledge of learning theory and pedagogical skill.</p> <p>Outcomes for this course include:</p> <ul style="list-style-type: none"> <li>• Unpacking specific strategies that result in quality classroom discourse</li> <li>• Framing strategic questions that cause students to think deeply and engage in rich conversation</li> <li>• Clarifying roles and responsibilities of the students and teacher during discussion</li> <li>• Connecting facilitation practices and differentiated instruction.</li> </ul> <p>This course prepares teachers to implement the Mathematical Practices described in the Common Core Standards.</p>
<p><b>Positive Discipline</b></p> <p>Robert Kalman</p>	<p>Imagine a classroom environment in which students are invested in being cooperative, kind and caring with one another, demonstrate efficient problem solving skills, and engage behaviors that exhibit mutual respect. Imagine that instead of spending instructional time controlling behavior, you can spend that time teaching what matters; instead of confronting "attitude," you will experience students who are eager and motivated to learn.</p>

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<p>Aug. 15-16, 2013</p> <p>Follow-up date during the school year.</p>	<p>Positive Discipline is a proven method for establishing a community of learners. It is a method that profoundly shifts the social and emotional climate in any classroom. Teachers can expect to learn how to:</p> <ul style="list-style-type: none"> <li>• Create a classroom climate that enhances academic learning.</li> <li>• Use encouragement rather than praise and rewards to motivate students.</li> <li>• Instill valuable social skills and positive behavior through the use of class meetings.</li> <li>• Understand the motivation behind students' misbehavior instead of searching for causes.</li> <li>• Help students achieve self-reliance and independence.</li> </ul> <p>In explaining the importance of establishing a classroom that reflects positive relationships and rapport, education researcher Charlotte Danielson has written, "The classroom environment is a critical aspect of a teacher's skill in promoting learning... Students can't concentrate on the academic content if they don't feel comfortable in the classroom. If the atmosphere is negative, if students fear ridicule, if the environment is chaotic, no one---neither students nor teacher---can focus on learning. So although the strategies behind the establishment of an effective classroom environment do not deal with instructional skills, they make the teacher's exercise of instructional skills possible." This is the promise of Positive Discipline.</p>
<p><b>Rituals, Routines &amp; Expectations in the Workshop Model (K-2)</b></p> <p>Colleen Bertolino</p> <p>June 25-26, 2013</p> <p>Follow-up date during the school year.</p>	<p>This course has been designed to examine and reevaluate the rituals, routines, and student expectations that optimize the effectiveness of the workshop model for literacy instruction. A consistent approach to the model is critical for implementation of the ELA curriculum designed by Harrison teachers. In this class, participants will develop a deeper understanding of the workshop components focusing on vertical alignment in grades K to 2 and how student behaviors, expectations and skills spiral as students gradually gain autonomy in the classroom.</p> <ul style="list-style-type: none"> <li>• Participants will know the specific structures and features of the Workshop Model and how to implement them to establish an effective learning environment for students.</li> <li>• Participants will further develop their understanding of what a highly effective Reader's and Writer's Workshop looks like, sounds like, and feels like for students and teachers.</li> <li>• Participants will reflect, interpret, and analyze Launch Units of Reader's and Writer's Workshop to create goals and plans for establishing rituals, routines and expectations for implementation.</li> <li>• Participants will transfer the knowledge gained relative to building rituals, routines and expectations to the Workshop in all content areas.</li> <li>• Participants will create a K-2 continuum for clarifying implementation of the workshop.</li> </ul>
<p><b>SIOP I (6-12)</b></p> <p>Krystle Martino</p> <p>July 15-16, 2013</p> <p>Follow-up dates during the school year.</p>	<p>The Sheltered Instruction Observation Protocol (SIOP), (Echevarria, Vogt &amp; Short, 2000) is a research-based instructional model originally developed to provide ESL specialists and content teachers alike with an explicit framework to facilitate the planning and delivery of high quality instruction for English Learners. This work has since been broadened to be used as the basis for designing instruction for a broad spectrum of learners.</p> <p>The SIOP protocol provides concrete methodology and examples for sheltered instruction (e.g. co-teaching and other inclusive learning environments) that can enhance and expand teachers' instructional practice. The protocol is composed of thirty features grouped into eight main components: Lesson Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice/Application, Lesson Delivery, and Review/Assessment. These components emphasize the instructional practices that are critical for English Language Learners as well as students with special needs. During the course, participants will: Develop a practical understanding of the SIOP model Construct and share lessons incorporating the features of each component of the SIOP model using specifically designed lesson-planning templates Observe and evaluate lessons for evidence of fidelity of model implementation with an emphasis on collaborative revision. As a result of the course, teachers will be able to: design lessons/units of study incorporating features in the eight components of SIOP Experiment with new methodology Self-assess their instruction using the SIOP protocol (instrument used to observe, rate, and provide feedback on lessons) and reflect on their practice.</p>
<p><b>Study Group for Teachers of Multi-Graded Classrooms – Year 2</b></p> <p>Louanna Andralliski</p>	<p>The multi-grades level classroom presents its teachers with unique challenges. Students enter the classroom with diverse academic, language, social, emotional &amp; physical needs. This study group aims to meet such needs with careful examination of the complexities of multi-graded, self-contained, special education classrooms within the Harrison Central School District.</p>

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<p>Oct. 2013 – May 2014</p>	<p>This continuing study group will meet as a team to collaborate on ways to enhance instruction in multi-graded classrooms in order to best meet the needs of special education students. The two major foci of this year's study group will be; designing an assessment for our newly adopted social skills curriculum and sharing expertise to improve classroom design &amp; instruction.</p> <p>Members of this study group will commit to visiting multi-graded classrooms in various districts as well as conduct in-house classroom visits. Participants will also further examine topics related to organizing and managing a multi-graded classroom. Members will share their expertise with the group including the information they have gathered during site visits. Participants will also use a consultation protocol to share work, present challenges &amp; inquire collaboratively.</p> <p>The expectation for this study group is that each participant will to continue to utilize the Website created for this group. Participants will share information, connect with colleagues, and expand the resources already posted. Participants are also expected to share information from classroom visitations. In this way, each participant will expand their knowledge of instruction, organization &amp; differentiation used in a multi-grade, self-contain classroom through careful analysis of their practice &amp; the practice of their colleagues. This study group will meet for seven two-hour scheduled meeting times, one hour of independent work for a total of 15 hours.</p>
<p><b>Teacher Leadership: New Paradigms and Practices I (K-12)</b></p> <p>Michael Greenfield Valerie Hymes</p> <p>July 11, 2013</p> <p>Follow-up dates during the school year.</p>	<p>There is an emerging body of work focused on sustainable improvement in schools that highlights the critical role of teacher leaders. Through both formal and informal roles, teacher leadership influences change by mobilizing colleagues around mission, common goals and effective use of research-based practices in the classroom. As an organization committed to continuous, sustainable improvement, Harrison understands the value of cultivating leadership capacity among teachers.</p> <p>This seminar and study group is designed to promote and support teachers as emergent leaders in Harrison schools. Through examination of leadership theory and applied practice, the course will provide participants with an extended opportunity to deepen their understanding of the changing role of teachers in educational organizations and its application in professional practice.</p> <p>Topics to be explored:</p> <ul style="list-style-type: none"> <li>• Adaptive vs. technical challenges</li> <li>• Creativity and innovation</li> <li>• Change agency</li> <li>• Difficult conversations</li> <li>• Collective accountability</li> <li>• Compliance vs. commitment</li> <li>• Developing a “political lens”</li> </ul> <p>Participants will:</p> <ul style="list-style-type: none"> <li>• Become familiar with the leadership theories and relevant studies of Michael Fullan, Douglas Reeves, Ron Heifetz and Robert Marzano, among others.</li> <li>• Self assess and reflect upon leadership behaviors and dispositions</li> <li>• Learn strategies for engaging colleagues in focused, learner-centered work</li> <li>• Develop professional relationships with colleagues in a critical friends group</li> <li>• Develop an understanding of leadership style</li> </ul> <p>Following the initial session in July, participants will meet monthly beginning in September to engage in text-based dialogue and consultancies about authentic leadership challenges.</p>
<p><b>Teacher Leadership: New Paradigms and Practices II</b></p> <p>Michael Greenfield Valerie Hymes</p>	<p>As the educational landscape continues to evolve, schools are faced with complex, adaptive challenges that require entire systems to re-imagine traditional roles and responsibilities in order to develop and sustain cultures of continuous improvement. Teacher Leadership: New Paradigms and Practice II is a continuing seminar and study group for more experienced practitioners.</p> <p>Participants will:</p> <ul style="list-style-type: none"> <li>• Further examine adaptive challenges in their professional practice, applying the theories of Marzano, Heifetz, Fullan and others.</li> </ul>

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<p>Aug. 19, 2013</p> <p>Follow-up dates during the school year.</p>	<ul style="list-style-type: none"> <li>• Establish critical friends groups focused on applying leadership theory in practice.</li> <li>• Develop skills utilizing analytical protocols (e.g. consultancy) to examine relevant educational issues.</li> <li>• Continue to explore the dimensions of change at the school and organization level.</li> </ul> <p>The seminar will meet for 15 hours, four hours during the summer and the remaining time scheduled throughout the school year. Two sessions will be whole group meetings and the remaining time will be CFG group scheduled meetings. Prerequisite for this seminar is Teacher Leadership: New Paradigms &amp; Practices I or approval of the instructors.</p>
<p><b>Teaching Toward Independence in Reading (K-2)</b></p> <p>Lynn Holcomb</p> <p>June 27-28, 2013</p> <p>Follow-up date during the school year.</p>	<p>Teaching through guided reading requires a balance between supporting our young readers so that they experience success and stretching them to become independent problem-solvers of text. The guided reading structure helps teachers pinpoint specific challenges for readers, make informed instructional moves, and continually monitor progress.</p> <p>Participants in this course will use current reading research, data from running records, F&amp;Ps, recorded guided reading lessons, and conferring notes to prepare targeted instruction for readers at all levels. Teachers will be engaged in:</p> <ul style="list-style-type: none"> <li>• Studying research base around early intervention in literacy</li> <li>• Reviewing available data for incoming students to set goals</li> <li>• Analyzing guided reading texts to determine challenges as well as opportunities for text complexity work</li> <li>• Creating guided reading lesson forms that are tailored to the needs of the teacher and best record student learning</li> <li>• Planning guided reading lessons that are within students' zones of proximal development</li> <li>• Develop a plan to apply new learning from the course to teaching responsibilities during 2013 – 2014 school year.</li> </ul> <p>Target audience: Grades K-2 teachers and literacy specialists.</p>
<p><b>Tri-States Consortium Training</b></p> <p>Marty Brooks Kathleen Reilly</p> <p>Aug. 21-22, 2013</p>	<p>Harrison has been a member of the Tri-State Consortium for the past several years, a learning community of more than 40 high performing school districts in NY, NJ, and CT. This organization is designed to provide member districts a rigorous process for self-reflection and external evaluation according to eight comprehensive performance indicators. As consortium members we receive a three day site visit by an evaluation team once every three years focused on a specific content area. In 2014 we will be evaluating our K-12 Writing Program.</p> <p>To participate on a Tri-State Consortium visit to another district, administrators and teachers must receive training in the model. The two day workshop involves an analysis of the Tri-State assessment model, opportunities for teams to create storyboards that describe the district's work on specific indicators, and a series of simulation exercises that reflect the visit process. Working with protocols that outline the specific stages in each activity, participants review interviewing techniques, examine evidence, and consider the scoring rubric. At the conclusion of the training, participants are given the opportunity to sign up to become members of a Tri-State visit team.</p>
<p><b>Using MAP Data to Effectively Inform Instruction to Meet the Needs of All Students (K-12)</b></p> <p>Brian Seligman Lynn Holcomb Dennis Kortright Marina Moran</p> <p>July 29-31, 2013</p> <p>Follow-up date during the school year.</p>	<p>An effective standards-based, formative assessment program can help to dramatically enhance student achievement throughout the K-12 system (Marzano, 2006.) Created by educators for educators, MAP assessments provide detailed, actionable data about where each child is on their unique learning path. By using MAP assessments, teachers know precisely where each student needs additional instruction, and how students may be grouped for a more effective learning dynamic. MAP tests also help educators prepare for the coming year by providing them with reliable information to guide instructional planning.</p> <p>This course will focus on purposeful strategies for utilizing MAP data to inform instructional decisions in both mathematics and reading. This group is intended for all K-5 or the 6-10 classroom teachers.</p> <p>As a result of this course, teachers will:</p> <ul style="list-style-type: none"> <li>• Develop a practical understanding of NWEA's MAP assessments.</li> <li>• Understand the various reports available for each student.</li> <li>• Analyze comparative student data to inform instructional decisions around readiness.</li> <li>• Apply knowledge of student readiness through the use of data with DesCartes to design differentiated lessons and to create flexible groupings of students.</li> <li>• Learn to use MAP data to set student goals, and monitor growth and progress. Use MAP data to inform intervention strategies at all stages of the RTI process.</li> </ul>

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<p><b>Using the SMART Board to Meet the Needs of Diverse Learners (K-8)</b></p> <p>Nicole Remenyi Anne Tully</p> <p>July 1-2, 11, 2013</p> <p>Follow-up date during the school year.</p>	<p>Technology in the classroom is a resource that allows us to improve clarity of instruction, differentiate lessons &amp; quickly access materials &amp; resources for our students to interact with. With the use of the SMART board, teachers have the opportunity to address &amp; meet the needs of each learner in their classroom. How can we, as teachers, use the SMART board most effectively across academic, social &amp; emotional curriculums?</p> <p>The purpose of this study group is to work as a team to improve &amp; enhance lessons &amp; instruction to meet the needs of our special education &amp; ESL students. This study group will focus on using the SMART board as a visual support throughout the day &amp; across curriculums. This group is not designed to serve as an introduction to how to use the SMART board &amp; SMART Notebook, but rather a means of designing &amp; gathering new tools &amp; ideas for using the SMART board to specifically meet the needs of special education &amp; ESL students. We will explore ideas for using the SMART board in our classrooms, ways of adapting existing Notebook projects &amp; integrating these resources into each subject area. Topics to be covered:</p> <ul style="list-style-type: none"> <li>• SMART board as a visual support</li> <li>• Using the Smart board in a Responsive Classroom</li> <li>• Developing organizational tools to use on the SMART board</li> <li>• Using the SMART board as a tool for social &amp; emotional growth</li> <li>• How to use the SMART board for each aspect of the day</li> <li>• Supporting classroom management</li> <li>• Literacy &amp; Math centers on the SMART board</li> <li>• Supporting the needs of learners through the use of the SMART board</li> <li>• Enhancing SMART board lessons across curriculums</li> <li>• Differentiating SMART board lessons</li> <li>• Online Resources</li> </ul> <p>Outcome of this study group is for each participant to prepare lessons using the techniques &amp; ideas discussed, then share &amp; present them to the group. Target audience: Special Education Teachers, General Ed Co-teachers, Literacy Specialists, ESL &amp; Speech Teachers.</p>
<p><b>What are Bar Models, Number Bonds and Sprints? (K-6)</b></p> <p>Beth Warren Dennis Kortright</p> <p>July 23-24, 2013</p> <p>Follow-up date during the school year.</p>	<p>The Common Core Standards for the elementary grades require students to be able to problem solve by using a mathematical model, know their facts fluently, and understand part-whole relationships. Students who are fluent with these ideas are considered to be mathematically proficient. Bar models, Number Bonds, and Sprints, are models and activities that support students' problem solving skills and fluency with facts.</p> <p>Using the math modules from the Engage New York website, teachers will understand how the bar model, number bonds, and Sprints are developed and implemented. Teachers will be able to make connections to the ideas and routines they already use to teach problem solving and fact fluency to bar models, number bonds, and Sprints.</p> <p>As a result of the workshop, teachers will be able to:</p> <ul style="list-style-type: none"> <li>• Make connections between decomposing a number to the idea of a number bond</li> <li>• Understand how to develop and use the idea of a Sprint for practice of fact fluency</li> <li>• Create word problems for practice with the bar model.</li> </ul> <p>Target audience: Grades K-6 teachers.</p>