HARRISON CENTRAL SCHOOL DISTRICT
IN-SERVICE PROGRAM – 2011-2012

Course Name – Instructor	Course Description
Academic Vocabulary Instruction, K-12 Marina Moran July 27-28, 2011 Follow-up date during the school year.	Research repeatedly shows that vocabulary skills correlate very highly with reading ability. Reading comprehension has been repeatedly shown to be a good predictor of academic success at all school levels. So the chain is complete: vocabulary is an excellent predictor of reading ability, and reading ability is an excellent predictor of academic success. Vocabulary truly is at the center—not only of the ELA classroom, but in all of the content areas. During the course, participants will: • Develop the necessary research-based theoretical background that underscores the need to teach academic vocabulary for student's academic success. • Develop a systematic approach to select what vocabulary to teach based on utility and degree of incidence in text. • Develop strategies and techniques proven to effectively teach vocabulary for retention. • Construct and share lessons that include vocabulary development techniques in any given content area. As a result of the course, teachers will be able to: • Design lessons/units of study incorporating the features of effective vocabulary development techniques. • Experiment with new methodology specifically designed for academic language development. • Self-assess their instruction using the SIOP protocol (instrument used to observe, rate, and provide feedback on lessons) and reflect on their practice.
Assessment by Design: Further Study Michael Greenfield Mary Ellis Laurie Griffo July 12-13, 2011 Follow-up dates during the school year.	"Teachers are designers" (Wiggins & McTighe, 2005). Effective designers understand that instruction begins with the end in mind, starting with clearly defined learning outcomes and quality assessments. We also know that "college readiness" as defined by the Common Core Curriculum Standards requires students to meet an increasing set of cognitive demands including the transfer of knowledge and higher-order thinking skills to new situations. Through the lens of Understanding by Design, this workshop will continue to explore the relationship between assessment practices and high-efficacy student learning. The theory and instructional practices from noted experts in the field of assessment including W. James Popham, Rick Stiggins, Susan Brookhart, Robert Marzano, Douglas Fisher and Nancy Frey will be examined. Emphasis will be placed on the following: • Designing valid performance assessments particularly "performances of understanding" • Assessment of higher-order thinking skills including metacognition • Effective formative assessment practices – "Feed-Up, Feedback and Feed Forward" As a more advanced workshop, participants will be expected to have taken the Assessment by Design course or have sufficient background knowledge and understanding of the principles of backward design (UbD) and assessment. Participants will be encouraged to form Assessment by Design study groups during the school year to apply new learning through action research in their classrooms.

Course Name – Instructor	Course Description
Background Knowledge: The Missing Piece of the Comprehension Puzzle Cathy Rogers-Ganns September – December, 2011	This study group is a follow up to the study group, Teaching Engaged and Reflective Reading with Adolescents. In an effort to serve those students for whom reading is a challenging or even frustrating activity, this Study Group will explore the topic of building background knowledge through the research of Douglas Fisher and Nancy Frey, two well-regarded experts in the field. Many students struggle with comprehension due to limited background knowledge. It is widely recognized among experts in the field of reading that students need help in forming the schema to understand the reading material. The Study Group will work to develop subject area understanding. We will discuss and implement ideas for modeling; guided practice, productive group work, and independent work that to engage adolescents in developing, activating, and applying background knowledge. We will study how to: • Distinguish incidental knowledge from core background knowledge • Check students' understanding prior to a unit with tools such as opinionaires, interest surveys, and anticipation guides • Model how to activate and apply prior knowledge so students can wrestle with new content • Build up students' background knowledge through virtual field trips, YouTube, guest experts, and more • Provide collaborative ways for students to develop expertise, show what they know, and own their learning.
Background Knowledge: The Missing Piece of the Comprehension Puzzle, Part II Cathy Rogers-Ganns December, 2011 – March, 2012	This study group is focused on applying the research of Douglas Fisher and Nancy Frey as presented in Background Knowledge: The Missing Piece of the Comprehension Puzzle. Participation in Part I of the study group is required. After reviewing subject area understanding, work will be focused on designing learning activities to be implemented in units of study within specific grade levels and content areas. The activities will engage students in developing, activating, and applying background knowledge. All lessons will be designed within the instructional framework of: focus lesson, guided instruction, collaborative learning, culminating in independent learning. The finished products will include one or more of the following: • Anticipation guides, opinionaires • Cloze assessments, interest surveys • Readings of various lengths and lexile levels • KWL, text impressions, sentence and paragraph frames • Graphic organizers, field trip, virtual field trips, podcasts, videos. Participants will have opportunities to model lessons for the group, work collaboratively to review and revise lessons, conduct peer visitations and engage in action research.

Course Name – Instructor	Course Description
Classroom Instruction That Works Louise Cleveland Aug. 1-3, 2011	Drawing from the research and best practice of Classroom Instruction that Works (CITW), participants will examine instruction practices that effectively support student engagement and increased learning and achievement. In addition to studying the five CITW listed below, workshop participants will learn how the brain processes information, how to design lessons that enhance long-term memory and conceptual understanding, and understand how CITW supports Understanding by Design and Frameworks for Observation. This workshop addresses the following five CITW instructional practices and will provide time for teachers to apply strategies to lessons: - Teaching for Specific Types of Knowledge - Setting Objectives & Providing Feedback - Reinforcing Effort & Providing Recognition - Comparing, Classifying, Metaphor and Analogy - Summarizing & Notetaking - Non-linguistic Representations Participants should bring a unit of study that they have previously taught and are interested in refining by applying the instructional strategies taught during this workshop.
Common Core Standards: The Development of Place Value Dennis Kortright July 19-21, 2011	The development of the understanding of place value for young children is a challenging endeavor. They must construct an understanding of early counting strategies and concepts before they can understand the big ideas of place value. As a result of participating in the course, teachers will be able to answer the following questions: - What are the big ideas students need to construct to really understand place value? - What contexts and activities best develop beginning place value ideas? - What assessments best measure students' place value understandings? Teachers will be able to answer these questions by engaging in: - Viewing and analyzing video clips of a K/1 classroom - Engaging in doing mathematics - Analyzing student work - Reviewing a K/1 place value unit.
Common Core Standards: Properties of Operation for Multiplication and Division Dennis Kortright June 28-30, 2011	The goal of this course is for teachers to understand what the Common Core Standards mean by Properties of Operation and how it relates to students computational strategies for multiplication and division problems. Therefore, this course is most appropriate for teachers of grades 3-6. As a result of the course teachers will be able to answer the following questions: - What are the properties of operations and how do they play a critical role in students' computational strategies? - What activities support students to construct an understanding of the properties? - What assessments best measure students use of the properties in their computation? Participants will be able to answer these questions by engaging in: - Analyzing video clips of students - Analyzing student work - Reviewing activities and mini-lessons - Engaging in doing mathematics.

Course Name – Instructor	Course Description
Co-Teaching – What's Working? Study Group Michelle DiMiceli October, 2011-April, 2012	The district's commitment to access and rigor has been shown with its support for co-teaching over the past several years. Students with disabilities are given the chance to participate in the general education setting and are provided with valuable support from special education teachers. This support is at the core of Harrison's mission to give "access to all." The purpose of this study group is to examine the aspects of co-teaching that is currently successful in many classrooms. The group will share strategies and work that helps keep the classified students in the co-teaching classroom successful. Co-teaching pairs will share how they are making this model a successful part of the district's plan. The outcomes of this study group will include: • An understanding of the difference between equality and equity and how that impacts the partnerships • A coherent definition of what successful co-teaching is • A checklist to identify what commonalities are being used in co-teaching classrooms • Observing at least one other co-teaching pair to see what is working for others • Strategies for setting the scene within the classroom for successful equity between partnerships.
Effective Writing Conferences Marie Dionisio July 26-27, 2011 Follow-up date during the school year.	Quality writing instruction requires differentiated and targeted feedback to writing in process, namely effective writing conferences. As research has shown, talking one-on-one with students about their work is one of the most powerful instructional techniques a teacher can use. Such conversations encourage the reflection and feedback that is essential to student learning. Talking together about the writers' strengths and weaknesses helps both students and teachers focus on the students' continued growth as writers. In this way, effective writing conferences provide a rich source of formative assessment for the teacher and an equally rich vehicle for differentiating instruction. What exactly is an effective writing conference? It is a conversation focused on one significant area of weakness as identified by the writer and teacher. The outcome of an effective conference should be a new understanding or capability on the part of the writer that fosters revision and improves writing quality. This course is designed to define the components of effective writing conferences, including the roles and responsibilities of both writer and responder while providing participants with an opportunity to learn and practice the skills necessary to conduct such conferences in the classroom. Participants will: • Understand the role of effective writing conferences in differentiating writing instruction and formative assessment • Examine the roles and responsibilities of writer and responder in the conference • Explore the nature of the writing conference conversation and the place of direct demonstrations within the conference • Participate in role-playing and in actual conferences as both writer and responder • Explore methods for training students to participate in more focused and effective peer conferences and monitoring the quality of peer-response • Develop mechanisms for holding students accountable for providing appropriate response to peers in conferences and for improvements in their writing as a result of the feedback they receive in conferences.
Elements of Quality Reading Responses: Thinking, Talking and Writing about Reading Marina Moran Aug. 30-31, 2011	Reading is interpretation, reflection and communication. It allows us to make sense of the world on our own, and at the same time, make vital connections to others. Whether it is in a literature circle, in a reader's notebook or as part of a global community, we want our students to be able to engage in deep, meaningful communication about their reading. In this workshop participants will: • Examine examples of authentic texts (book reviews, letters and literary essays) to identify the essential elements of exemplary reading responses.

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Follow-up dates during the school year.	- Learn instructional strategies to elevate the quality of student responses to reading. - Practice reading response strategies in the context of their own reading lives. Participants are invited to engage in a follow-up study-group that will support their learning as they implement instructional strategies throughout the year.
Essential Understandings of Fractions for Grades 3-6 Dennis Kortright Helen Karasoulas November, 2011-March, 2012	*Developing Essential Understanding of Rational Numbers for Teaching Mathematics in Grades 3-5*, by Carne Barnett-Clark, will serve as the core text for this study group. Teachers will read the text together, work on the math problems in the book, and devise lesson plans and activities suggested in the text. Teachers will then analyze student results and reflect on how the suggested teaching strategies and activities impacted their students' learning. The goal of the study group is to help teachers get a better understanding of the common core standards for the study of fractions.
Facilitating Effective Study Groups Jerrod Blair Michael Greenfield July 14-15, 2011 Follow-up date during the school year.	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. 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. 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.
Harrison First Year Teacher Institute Michael Greenfield & Supervisors Aug. 22-25, 2011	Day 1: District Mission & Core Values, Framework for Teaching and Learning Day 2: Curriculum Design Principles - Designing backwards, setting instructional goals & aligning assessments Day 3: Instructional Strategies: Engaging Students in Learning Day 4: Reflecting on teaching, sharing work & building collegial relationships.
Harrison Second Year Teacher Institute: Integrating Understanding by Design and Differentiated Instruction Cindy Strickland Aug. 22-25, 2011 (Mandatory for Second-Year Teachers)	August 22-24: UbD & Differentiated Instruction. August 25: Developing a Community of Learners - Reflection, Collaboration and Professional Planning for 1st and 2nd year teachers. Understanding by Design and Differentiated Instruction are two powerful ways of thinking about and addressing student needs. In this three-day workshop with national expert, Cindy Strickland, 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: - 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. - 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.

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	• 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.

Introduction to Responsive Classroom, Gr. K-2
 	
Cindy Neese
 	
Aug. 10-12, 2011
	The goal of the Responsive Classroom approach is to enable optimal student learning. Developed by classroom teachers and continually refined to meet schools' needs, the Responsive Classroom approach is based on the premise that children learn best when they have both academic and social-emotional skills. The approach consists of classroom and school wide practices for deliberately helping children build academic and social-emotional competencies day in and day out, year in and year out. Seven principals guide the Responsive Classroom approach. They are:
	
	• The social curriculum is as important as the academic curriculum.
	• How children learn is as important as what they learn. Process and content go hand in hand.
	• The greatest cognitive growth occurs through social interaction.
	• To be successful academically and socially, children need a set of social skills: cooperation, assertion, responsibility, empathy, and self-control.
	• Knowing the children we teach—individually, culturally, and developmentally—is as important as knowing the content we teach.
	• Knowing the families of the children we teach and working with them as partners is essential to children's education.
	• How the adults at school work together is as important as their individual competence. Lasting change begins with the adult community.
	
	This class will include the following components of the Responsive Classroom approach:
	
	1. Morning Meeting
	  • greeting
	  • share
	  • activity
	  • morning message
	2. Rules Creation
	  • Helping students create classroom rules that allow all students to meet their learning goals.
	3. Guided Discovery
	  • Introducing materials using a format that encourages creativity and responsibility.
	4. Logical Consequences:
	  • Responding to misbehaviors in a way that allows students to fix and learn from their mistakes while preserving their dignity.

Responsive Classroom Study Group
 	
Cindy Neese
 	
December, 2011 – June, 2012
	How do we implement the Responsive Classroom philosophy in a way that it supports student growth both socially and academically? How do we measure the efficacy of a Responsive Classroom approach to teaching and learning? This study group is open to teachers who took Introduction to Responsive Classroom in August, 2011. Goals of the Study Group:
	  • To deepen understanding and knowledge of the philosophy and practice of Responsive Classroom with a focus on Morning Meeting
	  • To build a community of teachers with a common knowledge base
	  • To build a professional learning community and foster professional dialogue.

Course Name – Instructor	Course Description
Learning-Styles Based Assessment for the Tactual/Kinesthetic Learner Chris Miller July 20-21, 2011. Follow-up dates during the school year.	This course will focus on the student "Learning Profile" to enhance understanding and implementation practices around Differentiated Instruction. Researchers in the field of Learning Styles have shown that learning and achievement may be optimized when students are taught, and their learning is assessed, in ways that are congruent with their individual learning-style strengths. In this course, you will learn how to create research-based Tactual/Kinesthetic (T/K) materials to better meet the needs of students who exhibit T/K learning preferences, and whose learning and achievement are less responsive to more traditional interventions. Participants will design and create a set of T/K materials appropriate for assessing learners with T/K learning-styles preferences (Learning Fan, Learning Wheel, Electro-board, Pic-a-Hole, Flip-chute, and Kinesthetic Floor Game.
Literacy Summer Institute Erica Denman Leah Mermelstein Aug. 16-18, 2011	This three-day summer institute will deepen our knowledge on best practices for literacy instruction. As in past years, we will welcome back Leah Mermelstein and Erica Denman, who this year will be joined by a group of our teacher and administrator colleagues as presenters. In an effort to accommodate the needs of all participants, the institute will be run "conference style" with concurrent sessions on a variety of topics targeting various levels of expertise. Each day, participants will be able to partake in two sessions, totaling six by the end of the institute. Workshops will be available at least twice during the three days in order to maximize each teacher's ability to participate in a session of their choice, but enrollment will be on a first come, first serve basis. Participants should sign up for the institute first and, at a later time they will be asked for their selection of workshops in a prioritized manner. Below is a sampling of the sessions that will be offered: • Integration of ELA and content areas through Read-Alouds and Shared Reading • Structuring the workshop in K-2 classrooms • Conferring (K-2, 3-5) • Reading Responses and Reflection (K-1, 2-5) • The Purposeful Share: Deciding on the type of sharing session. • Determining Text Complexity when Addressing the Needs of Students • Digging Deeper into Guided Reading • Assessment and Instruction: Going from a DRA or F&P to designing meaningful differentiated instruction • Vocabulary Development in the Reading and Writing Workshop • Balanced Literacy for ELLs: How to Promote Language Development Through Literacy Development • Word Study • Embedding Grammar Instruction in the Reading and Writing Workshop
Researching the Needs of Struggling Learners Study Group Laurie Griffo July-Aug, 2011	The goal of this study group is to use our summer school program as the basis for action research to better understand and meet the needs of our struggling learners. Using concepts from the Fisher and Frey RTI model along with other research-based readings participants will incorporate strategies targeted on literacy skills, study skills and student motivation.
SMARTBoard for Special Educators Study Group Nicole Remenyi, Anne Tully March-May, 2012	Instructional technology is a resource that facilitates learning in many ways. It supports differentiation and allows students to quickly access and interact with materials and resources. The SMART Board, in particular, is a powerful tool for teachers, enabling them to meet the needs of each learner in their classrooms. The purpose of this study group is to work as a team to enhance lessons and improve instruction to meet the needs of special education students. We will focus on using the SMART Board as a visual support throughout the day, across

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	curricula with the goal of shifting instruction from receptive to more interactive student engagement. The group will explore ideas for using the SMART Board in our classrooms, ways of adapting existing Notebook projects and integrating these resources into each subject area. Among the possible topics that may be addressed are: visual supports, developing organizational tools, supporting classroom management, interactive lesson design and implementation. The expectation for this study group is that each participant will prepare SMART Notebook lessons using some of the techniques and ideas that will be discussed. Participants will use these lessons in their classrooms and present these lessons to the study group as a whole. In this way, each participant will come away with a collection of lessons developed by members of the group that they can use and implement in their own classroom. To facilitate district wide professional learning, we strongly encourage teams of teachers (minimum of two) from each building to participate in the study group.
SIOP for Special Education and Related Service Providers Marina Moran Aug. 29, 2011 Follow-up dates during the school year.	SIOP for Special Education and Related Service Providers The Sheltered Instruction Observation Protocol (SIOP), (Echevarria, Vogt & 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. 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. Target audience: SPED Teachers and their content area co-teachers (where possible). Could also include ESL teachers and their content area co-teachers who have had limited exposure to the SIOP protocol.
Tri-State Consortium Workshop Marty Brooks Kathleen Reilly July 25-26, 2011	Harrison is a member of the Tri-State Consortium, a learning community of more than 40 high performing school districts in NY, NJ, and CT. This organization is committed to providing districts with rigorous criteria for self-reflection and objective evaluation of performance. Additionally, membership affords us the opportunity to accredit our high school. As members, we are obligated to have a team of consortium members visit our district for an evaluation and participate in evaluation site visits of other member districts. To participate, administrators and teachers need to be trained in the model. This training prepares participants to go on site visits which last for three days. Through the combined training and site visits, one becomes immersed in the model. The sessions involve 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

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	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.
What's the Problem? Discipline Strategies for Difficult Children Louanna Andralliski Aug. 8, 2011 Follow-up dates during the school year.	Today, more and more children are increasingly demonstrating a combination of developmental, behavioral and sensory integration problems. How can we as teachers, effectively identify, understand and address these combined challenges in order to maximize learning for students with special needs? This workshop will: identify and create practical, research based interventions to build and improve the following skills sets: classroom survival skills, friendship making skills, skills for dealing with feelings, skill alternatives to aggression, skills for dealing with stress. Topics: • Increasing positive behaviors and reducing misbehavior • Preventing and Defusing Anger • Strengthening Problem Solving • Developing Responsibility • Meeting the Needs of Challenging Young People • Instilling Character at a Young Age • Preventing Conflict • Establishing a Positive Learning Environment • Building Bridges to the Family.
What is a Social Story? Teaching Social Skills to Students with ASD Nicole Remenyi, Rachel Lukashok July 26, 2011 Follow-up dates during the school year.	According to Carol Gray, the creator of Social Stories, "Social Stories are a tool for teaching social skills to children. Social Stories clearly describe challenging social situations and provide suggestions on how to behave. The goal of Social Stories is to increase the child's understanding of a specific social situation and to offer alternative, appropriate responses to it." With the number of children diagnosed with autism constantly on the rise, teachers are faced with the challenge of finding new methods and strategies to meet the social, emotional and behavioral needs of these students. As teachers, how can we use social stories to effectively teach social skills to students with autism? This workshop will identify the components of a social story and create social stories to fit the needs of students. It will also allow participants to learn how to implement social stories in various classroom settings and learn methods for effectively using visuals and technology to create, enhance and support social stories. Each participant will leave with the ability to create a meaningful social story as well as a portfolio of social stories create by themselves and their peers to use in the future and helpful technological resources to use with social stories. The target audience for this study group are special educators, speech teachers and social workers. Participants would benefit from having a background using social stories in their practice. Topics will include: • Increasing social awareness for students on the Autism Spectrum • Identifying and building social skills with the use of Social Stories • Using visuals to enhance social stories • Brief introduction to BoardMaker Software • Components of an effective Social Story • Establishing methods for implementing Social Stories • When to use, fade and remove Social Stories • Building bridges to the family.