

**HARRISON CENTRAL SCHOOL DISTRICT
IN-SERVICE PROGRAM – 2015-2016**

Course Name – Instructor(s)	Course Description
<p>Academic Vocabulary Instruction (6-12)</p> <p>M. Moran</p> <p>June 29, 30 (8:30 – 3:00) Oct. 1 (3:30 – 5:30) Nov. 9 (3:30 – 5:30)</p> <p>LMK Library LMK PD Room</p>	<p>Research shows that vocabulary skills have a high correlation 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.</p> <p>During the course, participants will:</p> <ul style="list-style-type: none"> • 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. <p>As a result of the course, teachers will be able to:</p> <ul style="list-style-type: none"> • 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.
<p>Common Core State Standards: Where do Statistics and Probability Fit In? (6-12)</p> <p>Monica DeBold</p> <p>Aug. 18, 19 (8:30 – 3:30) Feb. 29 (3:15 – 6:15)</p> <p>LMK PD Room</p>	<p>The Common Core State Standards emphasize the study of Statistics and Probability in grades 6-8, and the Algebra I and II high school courses. As a result, teachers need to understand the progression of the standards and its implication on curriculum. Participants will learn the progression of the Statistics and Probability standards through the middle and high school courses. Knowing the progression will give teachers clarity of the intent of the standards at each level.</p> <p>Teachers will:</p> <ul style="list-style-type: none"> • Engage in solving mathematical problems • Analyze tasks that meet the standards • Apply the study of statistics to real-world contexts • Connect the Mathematical Practices with content standards <p>As a result of this course teachers will be able to:</p> <ul style="list-style-type: none"> • Describe the progression of Statistics and Probability in the Common Core State Standards • Plan lessons that meet the Common Core Standards • Differentiate content for students of varying readiness <p>Target Audience: Teachers of grades 6-12</p>
<p>Co-Teaching in the Middle School (6-8)</p> <p>Adam Gutterman Karen Jordan</p> <p>August 4, 5 (8:30 -3:00) Oct 21 (3:30 – 5:30) Jan 20 (3:30 – 5:30)</p> <p>LMK PD Room</p>	<p>Being a co-teacher in the middle school environment is a multi-faceted role. Based on a deep understanding of students' needs, teachers must deliver differentiated instruction and choose appropriate models of instruction. It is critical for teachers to build relationships with their co-teaching partners in developing curriculum, gathering assessment data, and creating classroom culture and pedagogy. Participants do not have to attend with their co-teaching partners but are encouraged to do so, and will explore the many aspects of co-teaching and the structures currently in place.</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Learn how to create an effective co-teaching classroom • Explore data collection management for progress monitoring • Understand the special education role in the implementation of accommodations • Examine case studies which will allow for feedback and further development of the co-teaching environment • Investigate and discuss co-teaching models and how they can be used in relation to student need and curriculum.

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<p>Creativity: Fostering Independent Thought in the Arts and ELA Classrooms (K-12)</p> <p>Lynn Fusco Megan Gleason</p> <p>August 10, 11 (8:30 – 3:00) Oct. 7 (3:30 – 5:30) Jan. 27 (3:30 – 5:30)</p> <p>LMK PD Room</p>	<p>One key element of 21st century learning is creativity. By fostering creativity, we enable students to become effective problem solvers and approach situations from multiple perspectives. Creativity transcends all disciplines, allows a child to realize his/her true potential, and illuminates a child's intrinsic motivation. When a student activates their creative spirit and inner voice, they're more likely to enthusiastically engage in rigorous learning. If creativity is something we value, how do we measure it as a skill? How do we build a foundation of skills for students to be the types of practitioners (writers, musicians, and visual artists) who hold creativity and craft at the heart of their work?</p> <p>Course content will focus on the district initiative of actualizing a writing vision where writing is a mechanism for communicating independent ideas, creative thought, and dispositions of inquiry. Likewise, the content of this course will focus on the Fine and Performing Arts departmental initiative of helping students along a continuum of progress as creativity relates to the artistic process. Participants will engage in a series of activities that will enable teachers and students alike to gain an awareness of the role creativity plays in both the writing and artistic processes.</p> <p>To bridge the disciplines, the growth mindset will be highlighted, as it identifies creativity as something we all have the capacity to develop. As members of the Harrison learning community, it is our belief that it is time to more actively instill this mindset in our students, beginning with a focus on creativity in the arts and ELA classrooms.</p> <p>This course will also connect to the PADI initiative of creating authentic assessments that measure what we value. Participants will engage in discourse and activities centered on how we can more explicitly link assessment with the creative process.</p> <p>Target Audience: K-12 teachers of Fine and Performing Arts and English Language Arts.</p>
<p>Designing Inquiries for Disciplinary Literacy (K-12)</p> <p>Larry Paska</p> <p>July 13, 14 (8:30 – 3:00) October 19 (3:30 – 6:30)</p> <p>LMK Library LMK PD Room</p>	<p>This course will provide hands-on experience in developing inquiries (units of study) for your classroom, based on the new Inquiry Design Model (IDM) that supports the K-12 Social Studies Framework. It will explore how the IDM supports thinking and writing strategies unique to individual subject areas, to promote disciplinary literacy at all levels. The IDM begins with a compelling question that students answer through scaffolded activities: a staging question, 2 – 4 supporting questions, formative performance tasks, featured sources, a summative performance task, and “taking informed action” to foster civic engagement. Inquiries can be tailored to individual learning needs and class interests.</p> <p>As a result of this course, participants will:</p> <ul style="list-style-type: none"> • Define examples of disciplinary literacy and inquiry in theory and practice. • Apply the IDM to course curriculum design and implementation. • Create one inquiry for classroom use, based on disciplinary literacy practices and the IDM. • Outline potential future inquiries, based on disciplinary literacy and other practices reflected in the Common Core and the K-12 Social Studies Framework.
<p>Designing Valid and Reliable Performance-Based Summative Assessments (4-12)</p> <p>Joan O’Keeffe</p> <p>Aug. 12, 13, 14 (12-3, 8-3, 8-3)</p> <p>LMK Library</p>	<p>The most valid way to assess students' understanding of content, processes and skills is to use an assessment that is authentic, defined as an assessment serving a real purpose using a real audience. This course will present teachers with an opportunity to learn more about authentic performance-based assessments and apply this new learning to begin developing an authentic assessment that meets the Common Core Reading and Writing Standards. This course will be modeled after the two recently-developed authentic performance-based assessments developed by three of our LMK teachers at a PADI (Performance Assessment Design Initiative) workshop. Both of these assessments were implemented successfully with all of our 7th and 8th grade students. The course will be sequenced in the following way:</p> <ul style="list-style-type: none"> • Learn the value of authentic performance assessments. • Learn the skills and gather the resources to design a high-quality authentic performance-based assessment. • Apply these skills and resources to begin designing authentic performance-based assessments for the course(s) and students you teach. • Implement the use of these assessments in your course. • Evaluate the effectiveness of the assessment. <p>By course end, teachers will become more fluent in authentic performance-based assessment development which can be used in future assessments ultimately leading to a better understanding of students' mastery of a subject.</p>

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<p>Designing Valid and Reliable Traditional Summative Assessments (K-12)</p> <p>Joan O’Keeffe</p> <p>Aug. 10, 11, 12 (8-3, 8-3, 8-11)</p> <p>LMK Library</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 has 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. 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"> • Learn the skills and gather the resources to design a high-quality assessment. • Apply these skills and resources to design assessments for the course(s) and students you teach. • Implement the use of these assessments in your course. • Evaluate the effectiveness of the assessment. <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>Developing Confident Problem Solvers (2-5)</p> <p>Dennis Kortright Beth Warren</p> <p>July 21, 22, 23 (8-3, 8-3, 9-12)</p> <p>PUR</p>	<p>How can students develop a toolkit of strategies that give them the confidence to be able to solve routine and non-routine problems? This question will be the focus of the course.</p> <p>Using the Mathematical Practice Standards, participants will :</p> <ul style="list-style-type: none"> • Solve routine and non-routine problems • Understand the goals of the Common Core Mathematical Practices • Learn how to use and teach the Bar Modeling Method <p>As a result of this course, teachers will be able to:</p> <ul style="list-style-type: none"> • Select and Identify problems that align to the Mathematical Practices • Build confidence and fluency using the bar model method • Understand the problem solving strategies utilized in the Math In Focus curriculum • Develop students to become confident problem solvers <p>Target Audience: Teachers of grades 2-5</p>
<p>Elementary Literacy Institute (K-5)</p> <p>Carolyn Barbera Kate Dembowski Stephanie Goldman Valerie Hymes Marina Moran</p> <p>July 7, 8, 9 (9:00 – 3:00)</p> <p>PUR</p>	<p>How do we continue to meet the diverse needs of Harrison students as standards adjust, develop and challenge us as educators? This is a question that we continually reflect upon, and around which this year’s Literacy Institute has been developed.</p> <p>The Institute has been designed to be a process-oriented set of workshops focused on best practices in reading instruction. The Institute will also include text-based discussions around current professional literature that will be used to enhance instructional practices. Workshop sessions and professional text-based discussion groups will be differentiated by teacher interest and need. The workshops will include topics such as strategies for responding to text, close reading, differentiating instruction for a range of readers, supporting English Language Learners in the reading workshop, using a book club structure throughout the year, and utilizing interactive versus instructional read-alouds. Drawing on the expertise of practitioners in our district, the Institute sessions will be facilitated by both faculty and members of the leadership team.</p> <p>As an outcome of the Institute, participants will:</p> <ul style="list-style-type: none"> • Gain deeper understanding of literacy content, process and structure • Engage in inquiry-based dialogue about a current research and professional practice • Expand their repertoire of best practices in the reading workshop • Explore ways to differentiate instruction in the reading workshop • Synthesize their learning across all sessions and book club experiences

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<p>Finding the Teaching Opportunities in Text (K-5)</p> <p>Carolyn Barbera</p> <p>July 28, 29 (9-3, 9-2) Sept. 30 (3:30 – 5:00) Nov. 18 (3:30 – 5:00) + 3 hours application in home buildings</p> <p>LMK Library LMK PD Room</p>	<p>One challenge we often face in reading instruction is finding the resource that matches the strategy or skill we know our students need. For example, a group of students may be struggling to infer how the setting impacts the story, but it can be challenging to find the right text to teach this skill. The purpose of this course will be to provide teachers with an opportunity to learn how to analyze guided reading texts to find the teaching opportunities within them. Using the <i>Continuum of Literacy Learning</i>, participants will first study the challenges at various levels of text and become more proficient in understanding the levels within his or her grade level band. Participants will then analyze texts from their own bookrooms and classrooms with the purpose of creating a resource that identifies the skills and strategies that can be taught with those texts. This resource will be something participants use to plan small group reading instruction. Additionally, we know that there are many texts that contain wonderful teaching opportunities but are not leveled, such as short texts. During this course we will dedicate some time to looking at these texts to determine approximate levels and also to identify the teaching opportunities in those texts. This course addresses the district goal of raising the level of expertise in differentiated instruction by improving small group instruction within the reading workshop.</p> <p>Goals:</p> <ul style="list-style-type: none"> • Teachers will be able to analyze a text to identify the teaching opportunities that match that particular text • Teachers will be able to use <i>The Continuum of Literacy Learning</i> to determine challenges at each text level and approximate the level of texts that are not formally leveled • Teachers will be able to match texts to students’ instructional needs when planning for small group reading instruction <p>Audience: K-5 Classroom Teachers, Reading Teachers</p>
<p>Google Apps For Education (4-12)</p> <p>Scott Fried Brian Seligman Megan Gleason Adam Gutterman</p> <p>July 15, 16, 17 (9-3, 9-2, 9-2) Oct. 29 (3:30 – 5:30)</p> <p>PUR – MPR & Computer Labs</p>	<p>The way in which students access, process, and communicate information has changed as a result of an ever-increasing technological world. It is our responsibility as educators to ensure that we are using 21st century resources to reach this new type of learner. This requires continuous analysis and enhancement of what and how we teach. This course will focus on both understanding and applying available technological resources for planning, instruction, and assessment purposes. Participants will explore instructional technology frameworks, basic functions of Google Apps for Education (Drive, Docs, Sheets, Slides, Forms, Sites, and Classroom), formative assessment in the digital age, Google Chrome Web Browser Add-ons, and performance-based assessment in the digital classroom.</p> <p>During the course participants will:</p> <ul style="list-style-type: none"> • Understand how to access and share items through google drive • Create and share documents, sheets, and slides • Gain an understanding of how google add-ons enhance student learning • Learn how to set up a google classroom • Analyze unit and lesson plans to find ways to more efficiently utilize a digital environment <p>As a result of this course participants will be able to:</p> <ul style="list-style-type: none"> • Use google documents as a means of collaborating with and between students • Use digital formative assessments to track student learning • Use google add-ons to address diverse student needs • Approach unit and lesson planning with a digital mindset to increase collaboration, access to information, and 21st century skills <p>Target Audience: Teachers in grades 4-12 across all disciplines</p>
<p>How Social Language Skills Impact Learning (K-5)</p> <p>Claire Zucker</p> <p>Aug 5, 6, 7 (9:00 – 3:00)</p> <p>LMK Room 122</p>	<p>Social Language or Pragmatic Language refers to how we use language to get our ideas across to others and how we interpret other peoples’ messages. There are many unspoken rules that most of us intuitively know and use to guide our behavior. Behaviors that may be appropriate in some situations are inappropriate in other situations. Children who have poor pragmatic language skills have difficulty internalizing the implied rules and judging when certain behaviors are acceptable and when they are not. Often children with social language difficulties exhibit behavior problems because they misinterpret another person’s intent and this leads to difficulty socializing with peers. We communicate messages not only via words, but through our tone of voice, stress on certain words or syllables, pitch and body language. Children with poor pragmatic skills do not pick up these subtle clues. They do not understand sarcasm, humor, figurative language, multiple meaning words or indirect requests. Pragmatic language difficulties impact reading comprehension and written expression. It is difficult to write a persuasive essay when you do not realize someone else might have a difference of opinion. The Common Core expects students to be able to infer the character’s feelings and inner thought and state what the character might say in a given situation. Children with pragmatic language difficulties have difficulty understanding different points of view and tend to be concrete thinkers. This course will help teachers understand the impact social language weaknesses have on reading comprehension, written expression and peer relationships. At the conclusion of this course, teachers will be able to identify students who have weak social language skills and have a toolbox of strategies and methods that they can apply to improve their students’ social language skills.</p>

Course Name – Instructor(s)	Course Description
<p>Learner- Focused Mentoring – Advancing Practice (K-12)</p> <p>Lynn Sawyer</p> <p>July 16, 17 (8:00 – 4:30)</p> <p>LMK PD Room</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"> • Balance the novice teacher's immediate needs with a longer-term view of professional practice • Consult to offer expertise and provide technical resources • Collaborate for shared planning and problem solving • Coach new teachers in a nonjudgmental manner • Ask questions that promote improved instructional decision making and delivery of lessons • Learn strategies for guiding standards-driven conversations • Offer feedback that supports high-level instructional decision making • Promote reflective practice as a professional habit of mind. <p>For those teachers interested in applying to become a mentor during 2015-16 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.</p> <p>Note: This course also satisfies the “retraining” requirement outlined in the Harrison Mentoring Plan.</p>
<p>Learner-Focused Mentoring (K-12)</p> <p>Lynn Sawyer</p> <p>July 14, 15 (8:00 – 4:30)</p> <p>LMK PD Room</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"> • Balance the novice teacher's immediate needs with a longer-term view of professional practice • Consult to offer expertise and provide technical resources • Collaborate for shared planning and problem solving • Coach new teachers in a nonjudgmental manner • Ask questions that promote improved instructional decision making and delivery of lessons • Learn strategies for guiding standards-driven conversations • Offer feedback that supports high-level instructional decision making • Promote reflective practice as a professional habit of mind. <p>For those teachers interested in applying to become a mentor during 2015-16 school year, it is obligatory to take four days of training including the Advanced Mentoring workshop that runs on the two days following this course.</p>
<p>Practical Applications for Integrated Co-Teaching Study Group (K-5)</p> <p>Christian McCourtney Julie Ticehurst Anthony Arenella</p> <p>academic year – dates TBD</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. 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 and inter-visitation 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"> • Provide classroom inter-visitation opportunities to support and advance understandings of co-teaching instructional practices • Examine best practices - roles and responsibilities, effective planning, refining communication, develop common language, curriculum etc. Use of consultancy protocol to share challenges and possible solutions • Establish Google Docs forum as a means for supporting co-teachers district wide

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<p>SIOP I (K-12)</p> <p>Jennifer Daddino Denise Riggio</p> <p>July 23, 24 (8:30 – 3:00) Sept. 16 (3:30 – 5:00) Oct 28 (3:30 – 5:00) Dec. 14 (3:30 – 5:00)</p> <p>LMK PD Room</p>	<p>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.</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 other struggling learners.</p> <p>During the course, participants will:</p> <ul style="list-style-type: none"> • 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. <p>As a result of the course, teachers will be able to:</p> <ul style="list-style-type: none"> • 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>Teacher Institute: Second-Year Designing Instruction for Equity and Excellence (Mandatory for Second-Year Teachers)</p> <p>Michael Greenfield, Joan O’Keeffe, District Leadership Team</p> <p>Aug 24, 25, 26, 27 (8:00 – 3:00)</p> <p>PUR</p>	<p>Teaching for equity and excellence requires a moral purpose (Fullan, 2003; Goodlad, 1990). Successful teachers in Harrison understand and can apply the district’s mission and core values. Because teaching is both art and science (Marzano, 2007), educators need to be technically proficient in the design and delivery of research-based instruction while remaining adaptive and responsive to student needs. This Institute builds upon the first year experiences of Harrison teachers focusing on developing skills and instructional practice that lead to effective differentiation of instruction. Participants will explore the principles of equity-driven education through text-based discussion, refine their understanding of the “backwards design” model and apply design elements that support differentiated instruction. Research-based models for the design of both formative and summative assessments will be explored. Outcomes will be differentiated to meet the unique needs and/or priorities of each participant. On the fourth day of the Institute, second year teachers will share their work with the first year teachers for constructive feedback through a peer review process. All first and second year teachers are invited to a celebratory luncheon on the last day of the Institute.</p>
<p>Teacher Institute: First-Year (Mandatory for First Year Teachers)</p> <p>Lou Wool, Michael Greenfield, Brian Ladewig & District Leadership Team</p> <p>Aug. 24, 25, 26, 27 (8:00 – 3:00)</p> <p>PUR</p>	<p>Harrison takes great pride in recruiting and hiring talented, dedicated and expert teachers. This four day Institute is designed to orient and prepare new teachers for a successful first year teaching in our schools. Through a series of targeted workshops and practical engagements with members of the district’s leadership team, first year teachers will explore the organization’s core values, expectations for teaching and learning, and systems for professional development and support. The week will begin with a guided tour of the district and culminate in a luncheon with colleagues, mentors, members of the Board of Education and district leaders.</p> <p>Day 1: District Mission and Core Values, Building Orientation Day 2: Annual Professional Performance Review (APPR) Marzano <i>Framework for Teaching</i> Day 3: Curriculum Overview and Instructional Design, Technology Systems Day 4: Consultancy with Second Year Teachers, Reflecting on Teaching, Building Collegial Relationships</p>
<p>Teacher Leadership II: New Paradigms and Practices (K-12)</p> <p>Michael Greenfield Valerie Hymes</p> <p>July 10 (8:30 – 12:30) Sept. 28 (3:30 – 5:30) Oct. 26 (3:30 – 5:30) Nov. 23 (3:30 – 5:30) Jan. 25 (3:30 – 5:30) March 28 (3:30 – 5:30)</p>	<p>As the educational landscape continues to evolve, schools are faced with complex, adaptive challenges that require entire systems to reimagine 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 teachers looking to continue their development as leaders.</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Further examine leadership challenges in their professional practice, applying theories of Marzano (second order change), Heifetz (adaptive leadership), Fullan (moral leadership and change agency), Goleman (emotional intelligence) and others. • Cultivate peer-facilitated, “critical friends” groups focused on applying leadership theory to practice. • Develop skills utilizing analytical protocols (e.g. consultancy) to examine relevant educational issues. • Continue to explore the dimensions of change at the school and organization level. <p>Prerequisite for this seminar is <i>Teacher Leadership I: New Paradigms & Practices</i> and/or approval of the instructors.</p>

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<p>LMK Library LMK PD Room</p> <p>Teachers of Multi-Graded Classrooms – Year 4 Study Group (K-8)</p> <p>Louanna Andralliski</p> <p>All meetings 3:30 – 5:30 + 3 program visits</p> <p>Oct. 7 Purchase Nov. 9 Parsons Jan. 11 LMK Feb. 8 HAS Apr. 18 Purchase May 9 Parsons</p>	<p>The multi-graded level classroom presents its teachers with unique challenges. Students enter the classroom with diverse academic, language, social, emotional, behavioral and 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. This study group is designed exclusively for the K-2 and 3-5 communication development, ESP and K-8 FASE teachers as well as the sixth grade SGI program in the Harrison Central School District.</p> <p>The purpose of this study group is to work as a team to enhance instruction in multi-graded classrooms in order to best meet the needs of special education students. This study group will have two major foci; sharing expertise to improve classroom design and instruction through discussion and interschool visitations as well as using the consultation protocol to discuss the unique needs of these programs. Members of this study group will commit to visiting their critical friend dyads /triads at least three times throughout the year. Members will share the information gathered from each visitation with the members of the group. Additionally, participants will use a consultation protocol to share work, present challenges and inquire collaboratively. Topics may include: techniques for differentiation and delivery of instruction, handling the demands of a self-contained program, structure of the classroom and classroom environment, behavior plans and modification, methods for collecting data, designing and implementing schedules, and training and management of classroom staff. Members will also use webinars and literature to focus discussions and become reflective practitioners. This study group will meet for a total of 15 hours which will include six after school meetings and 3 inter-district Critical Friend visits.</p>
<p>The Role Speech & Language Classroom (K-5)</p> <p>Claire Zucker</p> <p>August 12, 13, 14 (9:00 -3:00)</p> <p>LMK Room 122</p>	<p>The Common Core Standards require students to develop the skills in reading, writing, speaking and listening to demonstrate their understanding of information across all content areas. Language is the foundation upon which all of these skills are built. By understanding the impact language development has on academic performance, teachers will be able to tailor their instruction to meet their students' language needs, resulting in a productive and successful learning environment for all students.</p> <p>Teachers will:</p> <ul style="list-style-type: none"> • Understand the various components of language • Form, content, usage (grammar, syntax, vocabulary, pragmatics) • Receptive / expressive language • Understand the role memory plays in acquiring language skills • Identify difficulties in the above areas • Develop strategies for addressing difficulties in the above areas. <p>Target Audience: General Education Teachers K-5 and Reading teachers.</p>
<p>Tri-States Consortium Training (K-12)</p> <p>Marty Brooks Kathleen Reilly</p> <p>Dates TBD</p> <p>LMK Library</p>	<p>Harrison is an active member of the Tri-State Consortium, a learning community of 45 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 benchmarking according to eight comprehensive performance indicators. As a consortium member, we receive a benchmarking visit by an evaluation team once every three years.</p> <p>To participate on a Tri-State Consortium team visiting another district, Harrison teachers must receive training in the model. This two-day workshop involves an analysis of the Tri-State assessment model, opportunities 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>Using MAP Data to Effectively Inform Instruction To Meet the Needs of All Students (K-9) – Part II</p> <p>Brian Seligman</p> <p>August 17, 18, 19 (9-3, 9-3, 9-12) December 21 (3:30 – 5:30)</p> <p>PUR Library</p>	<p>As a follow up to Using MAP Data to Effectively Inform Instruction Part I, this course provides more in-depth instruction. 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>As a result of this course, teachers will:</p> <ul style="list-style-type: none"> • Develop a thorough understanding of NWEA's MAP assessments. • Understand all reports available for each student, including how to develop appropriate RIT targets and establish year-long goals. • Analyze comparative student data to inform instructional decisions around readiness. • Apply knowledge of student readiness through the use of data with DesCartes to design differentiated lessons and to create flexible groupings of students.

Course Name – Instructor(s)	Course Description
<p>Using MAP Data to Effectively Inform Instruction To Meet the Needs of All Students (K-9)</p> <p>Brian Seligman</p> <p>July 20, 21, 22 (9-3, 9-3, 9-12) December 16 (3:30 – 5:30)</p> <p>LMK PD Room</p>	<ul style="list-style-type: none"> • Learn to use MAP data to monitor growth and progress and to inform intervention strategies at all stages of the RTI process. <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-9 classroom teachers.</p> <p>As a result of this course, teachers will:</p> <ul style="list-style-type: none"> • Develop a practical understanding of NWEA's MAP assessments. • Understand the various reports available for each student. • Analyze comparative student data to inform instructional decisions around readiness. • Apply knowledge of student readiness through the use of data with DesCartes to design differentiated lessons and to create flexible groupings of students. • 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.
<p>Using the SMARTBoard to Meet the Needs of Diverse Learners Study Group (K-5)</p> <p>Nicole Mias Anne McNicholas</p> <p>July 15, 16 (9:00 – 3:00)</p> <p>Oct. 26, Nov. 16 (3:30 – 5:30) + 1 hour outside work</p> <p>PRE Computer Lab PAR Computer Lab</p>	<p>This study group is designed for teachers K-8 (general education, special education, ESL, related-service providers, AIS - reading and math). It is designed by teachers who already possess basic SmartBoard skills and are looking to refine their practice to make SmartBoard programs more interactive and more accessible for all learners. We will build upon the basic SmartBoard skills that each member enters with.</p> <p>The purpose of this study group is to work as a team to improve and enhance instruction to meet the needs of the diverse learners in our classes. This study group will focus on using the SmartBoard as an interactive support throughout the day and across curriculums. This group is not designed to serve as an introduction on how to use Smart Notebook, but rather as a means of designing and gathering new tools and ideas for using the SmartBoard to specifically meet the needs all students. We will explore ideas for using the SmartBoard in our classrooms, ways of adapting existing Notebook projects and integrating these resources into each subject area.</p> <p>Topics to be covered:</p> <ul style="list-style-type: none"> • Activity Builder tool • Linked programs such as Interactive Jeopardy • Using the Quad-Touch SmartBoard • Designing Touch and Reveal programs • Using the Network Gallery and Lesson Activity Toolkit • Developing organizational tools to use on the SmartBoard • Using the SmartBoard as a tool for social and emotional growth • Supporting classroom management • Designing differentiated literacy and math centers • Differentiating SmartBoard lessons • Online resources <p>The expectation for this study group is that each participant will complete one hour of work time outside of the study group. This will be used to prepare and deliver Smart Notebook lessons using the techniques and ideas that will be discussed. Participants will then share and present these lessons with the study group as a whole.</p>
<p>Working With Linguistically Diverse Learners Study Group (9-12)</p> <p>J. Daddino</p> <p>Sept. 3 (3:00 – 5:00), Oct. 21 (3:00 – 4:30) Nov. 4 (3:00 – 4:00), Dec. 9 (3:00 – 4:30) Jan. 20 (3:00 – 4:00), Feb. 24 (3:00 – 4:30) Mar. 30 (3:00 – 4:00), Apr. 20 (3:00 – 4:30) + 4 hours of independent work HHS D118</p>	<p>This course is designed to support teachers working with emergent bilingual students in non-integrated content classrooms. We will begin our first meeting with a formal review and/or preview of language acquisition, SIOP methodologies and the diverse needs of our emergent bilingual population. Subsequent meetings will focus on differentiated lesson design and research-based strategies for working with linguistically diverse learners. The structure of each session will be driven by the unique needs of the participants. We will utilize a variety of models such as “critical friends” protocols, peer observation and feedback and text-based discussion. By the end of this study group, participants will have a better working knowledge of how to differentiate instruction for linguistically diverse learners.</p> <p>Targeted Audience: Teachers with emergent bilingual students (i.e. ELLs) in their 2015/16 classes.</p>

