

**HARRISON CENTRAL SCHOOL DISTRICT
IN-SERVICE PROGRAM – 2016-2017**

Course Name – Instructor(s)	Course Description
<p>Aligning Assessment to the Teaching of Mathematics (3-5)</p> <p>Shelly DuBose</p> <p>August 1, 2 (8:00 – 4:30pm)</p> <p>PUR</p>	<p>Why assess? Assessments are used to determine and communicate depth of understanding as well as to inform instruction. Math in Focus offers a range of opportunities for assessment including performance tasks, chapter tests and benchmark assessments. Led by a nationally recognized expert in Math in Focus, this course is structured to further your understanding of assessment.</p> <p>At the end of this two day course, participants will be able to:</p> <p>Understand the intent of Math in Focus assessment types Connect assessment opportunities to the teaching of content and concepts Know how to differentiate the assessments based on students' needs and readiness Use a backwards planning design process to make decisions regarding individual lessons within units Collaborate with colleagues to map the implementation of assessments</p> <p>Target Audience: Grades 3-5 Teachers</p>
<p>Aligning Assessment to the Teaching of Mathematics (K-2)</p> <p>Shelly DuBose</p> <p>August 3, 4 (8:00 – 4:30pm)</p> <p>PUR</p>	<p>Why assess? Assessments are used to determine and communicate depth of understanding as well as to inform instruction. Math in Focus offers a range of opportunities for assessment including performance tasks, chapter tests and benchmark assessments. Led by a nationally recognized expert in Math in Focus, this course is structured to further your understanding of assessment.</p> <p>At the end of this two day course, participants will be able to:</p> <p>Understand the intent of Math in Focus assessment types Connect assessment opportunities to the teaching of content and concepts Know how to differentiate the assessments based on students' needs and readiness Use a backwards planning design process to make decisions regarding individual lessons within units Collaborate with colleagues to map the implementation of assessments</p> <p>Target Audience: Grades K-2 Teachers</p>
<p>Bridges to Literacy Study Group</p> <p>Stephanie Goldman</p> <p>July 26 (9:00 – 12:00) July 29 (11:00 – 2:00) August 2 (12:00 -2:00) August 9 (12:00 – 2:00) August 16 (12:00 – 2:00) *with 3 hours of independent work</p> <p>PRE</p>	<p>This study group will focus on students attending Bridges to Literacy. Teachers will have the opportunity to review student data and set a specific targeted goal for each student. There will be time to plan the interventions and collaborate with colleagues in order to discuss students through an RTI process. Each teacher will construct a case study focusing on a student in his or her Bridges to Literacy class who acts as a model for interventions within the RTI process.</p> <p>Goals of this study group are to:</p> <ul style="list-style-type: none"> • Review student data • Utilize the RTI process in order to set goals and plan interventions • Engage in purposeful dialogue around reading interventions • Construct a case study specific to a student in need of classroom interventions <p>Target Audience: BTL Teachers</p>

Course Name – Instructor(s)	Course Description
<p>Dialectical Behavioral Therapy</p> <p>Cognitive Behavioral Consultants</p> <p>July 11, 12, 14 (9:00 – 3:00)</p> <p>LMK PD Room</p>	<p>Dialectical Behavioral Therapy (DBT) Training is for Psychologists, Social Workers, Select Counselors, Special Education Teachers and Administrators.</p> <p>This three day workshop will teach participants: treatment modes and functions, stages and targets, commitment strategies, validation strategies, change and dialectical strategies. Training will also include an overview of the skills groups and strategies for teaching mindfulness, distress tolerance, emotion regulation, interpersonal effectiveness, and “walking the middle path” skills. The application of DBT principles in individual therapy sessions, the structure of skills groups and site-specific adaptation will be addressed.</p> <p>Target Audience: K-12 Related Service Providers, Teachers</p>
<p>Educational Apps Study Group</p> <p>Deborah Goldstein</p> <p>July 18, 19 (9:00 - 2:00) September 12 (3:30 - 5:30) October 24 (3:30 - 5:30) December 20 (3:30 - 5:30) *with independent work</p> <p>PUR</p>	<p>In this study group, participants will explore multiple uses of educational apps that are already being used by Library Media Specialists. We will also have the opportunity to work together to explore new and innovative apps that will enhance your instruction. The study group is designed to allow novice app users to be part of a learning community that will support their professional growth as 21st Century teachers. During the study group participants will be expected to contribute to an electronic resource that will act as our ‘go to’ toolkit during the school year as we integrate iPads and apps into our teaching. Even if your grade level does not have iPads, this class will help you find ways to integrate technology in teaching and learning in your classroom.</p> <p>Target Audience: K-5 Teachers</p>
<p>Elementary Literacy Institute</p> <p>Carolyn Barbera Christian McCourtney Stephanie Goldman Valerie Hymes Maggie White</p> <p>July 11, 12, 13 (9:00 – 3:00)</p> <p>PUR</p>	<p>How can we build independence and voice through quality Reading and Writing instruction? This is the focus of this year’s Literacy Institute.</p> <p>The Institute has been designed as a set of workshops focused on best practices in reading and writing. Specifically, we will consider how we use class structures within reading/writing workshop, targeted strategy instruction, student talk, and a reading like a writer as a lens to build independence and voice. 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.</p> <p>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 current research and professional practice • Expand their repertoire of best practices in reading and writing workshop • Explore ways to differentiate instruction • Synthesize their learning across all sessions and book club experiences <p>Target Audience: K-5 Teachers</p>

Course Name – Instructor(s)	Course Description
<p>Exploring Topics in IB Math SL</p> <p>Michael Ciavarella</p> <p>June 28, 2016 (7:30am-2pm), August 31, 2016 (10am-1pm) September 28, 2016 (3-4:30) Nov 2, 2016 (3-5) January 4, 2017 (3-4:30) March 15, 2017 (3-5)</p> <p>LMK Library</p>	<p>Participants will explore the topics in IB math SL and gain both a conceptual and procedural understand of the IB math SL content. This study group will provide members with the opportunity to learn and ask questions about Calculus, vectors, probability, statistics, and functions. We will discuss how these topics are connected to one another as well as topics in prior courses. Participants will be given the opportunity to incorporate ideas and knowledge from this course into their lessons and unit plans. The study group will revisit ideas and plans during the year to discuss struggles and success.</p> <p>Target Audience: Teachers (9-12)</p>
<p>Finding the Teaching Opportunities in Text</p> <p>Carolyn Barbera</p> <p>July 7 (9:00-3:00) July 8 (9:00-2:00) September 28 (3:30-5:00) October 19 (3:30- 5:00) November 9 (3:30- 5:00) *with independent work</p> <p>LMK Library</p>	<p>One challenge we often face as language arts teachers 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 learn how to analyze texts to find teaching opportunities that align with student needs.</p> <p>Participants will use the <i>Continuum of Literacy Learning</i> to study the challenges at each level of text and become more proficient in understanding the levels within each grade level band. Participants will create a digital resource using Google Sheets that will serve as an annotated guide for texts in the bookroom including skills and strategies that match those texts. This resource will be something participants use to plan small group reading instruction. Additionally, participants will look at books and short text that have not been formally leveled in the Fountas & Pinnell database and learn how to approximate levels to use in small group instruction.</p> <p>Target Audience: K-5 Teachers</p>
<p>Google Apps For Education Introductory Institute</p> <p>Brian Seligman Adam Gutterman</p> <p>July 27, 28, 29 (9:00 – 3:00)</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 Institute will focus on both understanding and applying available technological resources to enhance instructional design, pedagogy, and assessment. Participants will explore instructional technology frameworks, basic functions of Google Apps for Education (Drive, Docs, Sheets, Slides, Forms, Sites, and Classroom), Google Chrome Web Browser Add-ons, formative assessment 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 3-12</p>

Course Name – Instructor(s)	Course Description
<p>Google Apps for Education (6-12) Advanced Course - Focus on Literacy Based Classes</p> <p>Jessica Burack Tara Xanthopoulos</p> <p>August 22, 23 (8:00 -12:00) September 26, November 14, December 12 (3:15 - 5:15) *with independent work</p> <p>PUR – MPR & Computer Labs</p>	<p>This advanced course is an interactive professional development opportunity designed to empower the 21st century secondary educator to actively use Google Classroom. At the conclusion of this course, educators will be able to enhance curriculum and instruction in their classrooms. With a focus on meaningful and authentic curriculum design, the course will spotlight the importance for both an understanding and application of available technological resources for planning, instruction, and assessment purposes. Topics to be covered include advanced functions of Google Classroom, Google Apps for Education (drive, docs, sheets, slides, forms, sites, and classroom), formative assessments and performance based assessments in the digital classroom. This course will provide the necessary tools for teachers to communicate with students and provide access to the classroom outside the confines of the scheduled school day.</p> <p>During the course participants will:</p> <ul style="list-style-type: none"> ● Create lessons which utilize this technology in combination with CCSS ● Gain an understanding of how Google add-ons enhance student learning ● 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 as a means of collaborating with and between students ● Use the Google environment as a continuation of the classroom discourse ● 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: Secondary teachers of English and Social Studies</p>
<p>Learner- Focused Mentoring – Advanced Practice</p> <p>Lynn Sawyer</p> <p>July 27, 28 (8:00 – 4:30)</p> <p>LMK PD Room</p>	<p>Learner-Focused Mentoring: Advanced Practice is a two day workshop for experienced mentors designed to further explore and examine the complex roles and responsibilities of mentor teachers. During this advanced seminar, participants will expand their knowledge and skills as teacher leaders by applying their experience as mentors to authentic problems of practice working with teachers new to Harrison.</p> <p>Participants will: Develop their skills conducting intervisitations with mentees; Explore the continuum of learning-focused interactions including coaching, collaborating, consulting and collaborating; Refine non-verbal and verbal skills to support the development of relationships and professional learning with colleagues; Increase confidence navigating difficult conversations.</p> <p>*The pre-requisite for Learner-Focused Mentoring: Advanced Practice in Learner-Focused Mentoring: Principles and Practices or prior experience as a mentor in Harrison.</p> <p>Target Audience: K-12 Teachers</p>
<p>Learner-Focused Mentoring: Principles and Practices</p> <p>Lynn Sawyer</p> <p>July 25, 26 (8:00 – 4:30)</p> <p>LMK PD Room</p>	<p>The purpose of Harrison’s Mentor Teacher Program is to provide collegial support to teachers who are new to the profession and/or new to the district. Learner-Focused Mentoring is a two day workshop designed to explore the important relationship between mentor teachers and their mentees. This training is mandatory for teachers interested in becoming mentors in Harrison.</p> <p>As an outcome of this course, mentor teachers will learn how to skillfully guide and support their colleagues through their first year in Harrison. While the course is primarily designed to certify teachers interested in becoming mentors during the 2016/17 school year, the learning outcomes are valuable for all educators.</p> <p>Participants will learn how to:</p> <ul style="list-style-type: none"> ● Promote reflective practice; ● Facilitate shared planning and problem solving; ● Utilize deliberate stances and strategies to coach mentees in a non-judgmental manner; ● Ask questions that promote improved instructional decision making; ● Provide feedback that supports continuous professional growth. <p>Teachers who complete the Learner-Focused Mentoring course are strongly encouraged to continue their professional development by taking Learner-Focused Mentoring: Advanced Practice after serving as a mentor for one year.</p> <p>Target Audience: K-12 Teachers</p>

Course Name – Instructor(s)	Course Description
<p>Life Sciences for Elementary Teachers</p> <p>Laura Brain Janessa Wilson</p> <p>August 8, 9 (8:00 – 4:30)</p> <p>LMK Library</p>	<p>This course is focused on providing Harrison elementary teachers with a core understanding of the life sciences through the lens of the draft New York State Science Learning Standards (NYSSLS)*. These new draft standards were developed to align with the national Next Generation Science Standards (NGSS). The intent of the course is for teachers to become comfortable with life science concepts and understand their vertical progression within the standards. As an outcome of this course, teachers will develop a general understanding of the new standards with a focus on the K-5 Life Science Strand and Disciplinary Core Ideas. Through applied practice, teachers will engage in a study of pedagogy specific to science instruction.</p> <p>*It is important to note at this time, the standards have not been adopted by the Board of Regents nor have core curriculum guides been developed.</p> <p>Target Audience: K-5 Teachers</p>
<p>Practical Applications for Integrated Co-Teaching Study Group - Year 4</p> <p>Nicole Taliercio Lauren Masi</p> <p>September 14 (3:30 – 5:00) November 1 (3:30 – 5:00) November 29 (3:30 – 5:00) December 21 (3:30 – 5:00) January 23 (3:30 – 5:00) February 13 (3:30 – 5:00) March 13 (3:30 – 5:00) April 24 (3:30 – 5:00) May 15 (3:30 – 5:00) June 12 (3:30 – 5:00)</p> <p>PUR</p>	<p>Teachers in an integrated co-teaching classroom are presented with unique challenges. Two educators are tasked with collaborating to deliver differentiated instruction to students with diverse social, emotional, and academic needs. Developing tools to support communication, planning, and implementation of instruction is important to the evolution of co-teaching throughout Harrison Central School District. In the book, <i>A Practical Guide to Co-teaching</i>, Villa, Thousand, and Nevin (2008) accurately describe the distinct role of a co-teacher as a professional balancing act. The author suggests that co-teachers "Engage in the dual roles of teacher and learner, expert and novice, and giver and recipient of knowledge of skills." This study group intends to mirror that experience drawing from the unique expertise of its members to serve the group as a whole. In an effort to enhance the collaboration between pairs of co-teachers, participation of both members of a partnership is strongly encouraged.</p> <p>Participants will explore best practices for the co-teach classroom including effective instructional design and models for co-teaching. They will also engage in classroom inter-visitations to support and advance understanding of instructional practices. Participants will be encouraged to implement and reflect upon the best practices discussed during the work sessions.</p> <p>Target Audience: K - 5 Special Education and General Education Teachers</p>
<p>Targeted Literacy Instruction for High Readiness Students</p> <p>Christian McCourtney</p> <p>July 19 (9:00 – 3:00) October 24 (3:30 – 5:00) December 1 (3:30 – 5:00) January 25 (3:30 – 5:00) February 15 (3:30 – 5:00) April 19 (3:30 – 5:00)</p> <p>PRE Library</p>	<p>Developing literacy instruction to meet the diverse needs of students in our classrooms presents unique challenges. In order to meet the needs of high readiness learners, in particular, teachers must be able to design instruction that pushes students' into and beyond their cognitive comfort zone.</p> <p>This study group will explore the lesson design, assessment and instructional techniques aimed at providing purposeful and rigorous literacy experiences for students who are performing beyond grade level expectations. The work of the study group will be based on the <i>Continuum of Literacy Learning</i> and Jennifer Serravallo's <i>The Reading Strategies Book</i>.</p> <p>Participants will collaborate with colleagues throughout the year to:</p> <ul style="list-style-type: none"> • Develop and administer tools focused on specific literacy skills • Analyze student work samples, including oral and written responses to reading • Develop, instruct and reflect on lessons informed by data • Use a range of collaborative tools and structures for sharing best practices (intervisitation, consultancy protocols, student work protocols, etc.) <p>Target Audience: K-5 Teachers</p>
<p>Teacher Institute: First-Year (Mandatory for First Year Teachers)</p> <p>Michael Greenfield Brian Ladewig</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>

Course Name – Instructor(s)	Course Description
Brian Seligman Curriculum Directors Aug. 22, 23, 24, 25 (8:00 – 3:00) PUR	Day 1: District Mission and Core Values, Building Orientation Day 2: Annual Professional Performance Review (APPR) Marzano Framework for Teaching Day 3: Curriculum Overview and Instructional Design, Technology Systems Day 4: Consultancy with Second Year Teachers, Reflecting on Teaching, Building Collegial Relationships
Teacher Institute: Second-Year Designing Instruction for Equity and Excellence (Mandatory for Second-Year Teachers) Michael Greenfield, Joan O’Keeffe, Marina Moran, Stephanie Goldman Aug 22, 23, 24, 25 (8:00 – 3:00) PUR	<p>Teaching for equity and excellence requires a moral purpose. Successful teachers in Harrison understand and can apply the district's mission and core values to their instructional practice. Because teaching is both art and science, educators need to be technically proficient in the design and delivery of research-based instruction while remaining adaptive and responsive to student needs.</p> <p>This Institute builds upon the first year experiences of Harrison teachers by focusing on instructional design and pedagogy that leads to effective differentiation. 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.</p> <p>Outcomes will be differentiated to meet the unique needs and/or priorities of each participant. On the fourth day of the Institute participants will share their work with 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>
Teacher as Researcher Dennis Kortright Michael Greenfield July 14 (8:30-2:30) October 26 (3:30 - 5:30) November 21 (3:30 - 5:30) January 11 (3:30 - 4:30) February 8 (3:30 - 5:30) PRE Library	<p>Have you analyzed student work? Observed your students' behaviors? Do you wonder why students are struggling to understand a concept?</p> <p>If you have questions about your teaching and/or student learning, then you are a Teacher-Researcher and your classroom can become a learning laboratory. Curiosity and inquiry leads you to engage in action research, recognized as one of the most effective types of professional development. The goal of this course is to provide teachers with a set of accessible tools and strategies for researching their own questions about teaching and learning.</p> <p>In this course, participants will design a question (i.e., how do I improve small group instruction? what type of homework impacts learning?) that they want to investigate throughout the school year. The teacher-research process will include:</p> <ul style="list-style-type: none"> Collecting student work samples; Video/audio recordings of teaching and learning; Interviewing students and/or colleagues; Examining data with other teacher-researchers; Collaborating with other teacher-researchers for their research. <p>The content of this course is based on the book, <i>The Art of Classroom Inquiry, a Handbook for Teacher-Researchers</i>. The first session of the course will be focused on designing research questions and begin to identify tools and strategies that are helpful in doing research. The follow-up sessions will continue the work from the launch, using real-time data.</p> <p>Target Audience: K-12 Teachers</p>

Course Name – Instructor(s)	Course Description
<p>Teachers of Multi-Graded Classrooms - Year 5 Study Group</p> <p>Nicole Mias</p> <p>October 19 November 29 January 31 March 13 April 24 May 15</p> <p>PUR</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. 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.</p> <p>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.</p> <p>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>Target Audience: K-8 Teachers</p>
<p>Tri-State Consortium Workshop</p> <p>Marty Brooks Kathleen Reilly</p> <p>August 29, 30 (8:00 – 4:30)</p> <p>PUR</p>	<p>Harrison is an active member of the Tri-State Consortium, a learning community of more than 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, the most recent in 2014 focused on Disciplinary Writing.</p> <p>To participate on a Tri-State Consortium team visiting another district, Harrison teachers must receive training in the model. The 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>Target Audience K-12 Teachers</p>
<p>Working With Culturally and Linguistically Diverse Students I</p> <p>Denise Riggio Jennifer Toscano Marina Moran</p> <p>July 5, 6 (9:00 - 3:00) Oct 6 (3:30 - 5:30) Dec 19 (3:30 - 5:30) Jan 18 (3:30 - 4:30)</p> <p>LMK PD Room</p>	<p>In order to address the specific language -based learning needs of English Language Learners, educators need to develop instructional skills to facilitate effective learning experiences that are culturally sensitive, support language development and are rigorous. Sheltered Instruction is the most widely-recognized research-based approach in the field of second language education and the theoretical cornerstone for this course. This methodology has also proven to be highly effective with all struggling learners, not just those for whom English is a new language.</p> <p>During the course, participants will:</p> <ul style="list-style-type: none"> Develop a practical understanding of sheltered instruction; Conceptualize how linguistic scaffolds can be put into place to support content learning; Construct lessons incorporating the features 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 that consider the impact of linguistic load on content attainment; Scaffold and adapt lessons/materials to make the content accessible to a diverse group of learners; Self-assess instruction using the SIOP protocol (instrument used to observe, rate, and provide feedback on lessons) and reflect on their practice. <p>Target audience: K-12 content/classroom teachers (regardless of whether they co-teach with ENL colleagues or not), ENL teachers, and</p>

Course Name – Instructor(s)	Course Description
<p>Working With Culturally and Linguistically Diverse Students II</p> <p>Jennifer Daddino Marina Moran</p> <p>July 5 (9:00 - 3:00) Sep 21, Nov 28, Jan 30, Mar 27 (3:30 - 5:30) *with 2 hrs of independent work LMK Library</p>	<p>SPED teachers</p> <p>This course is a continuation of SIOP I (renamed Working With Culturally and Linguistically Diverse Students I) and will help participants deepen their understanding of sheltered instruction practices for ELs and other struggling learners.</p> <p>Participants will review theoretical principles of effective instruction for second language learners and will apply them to their own lesson design. Through a combination of workshop time, independent planning time, and group work using the critical friend's model, participants will have the opportunity to discuss new lesson design with peers using foundations learned in SIOP I. Participants will share them with peer practitioners for critical constructive feedback.</p> <p>Target audience: K-12 content/classroom teachers, ENL teachers, and SPED teachers</p> <p>Pre-Requisite for this course: SIOP I</p>