

**HARRISON CENTRAL SCHOOL DISTRICT
IN-SERVICE PROGRAM – 2017-2018
(as of May 6, 2017)**

Course Name – Instructor(s)	Course Description
<p>Academic Language Instruction</p> <p>Marina Moran Marlene Colonna Dennis Kortright</p> <p>July 25, 26, 27 (9:00 – 3:00)</p> <p>LMK Library</p>	<p>Research repeatedly shows that academic language skills correlate very highly with reading ability and academic success. Students need to develop their understanding and use of this language register within the academic context in order to access the complexity of subject matter in content courses and to demonstrate their understanding in writing. This course will address these needs by providing theoretical background and practical strategies to teachers in this area of instruction.</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 language for student's success. · Develop a systematic approach to select what vocabulary and language functions to teach based on utility and degree of incidence in text. · Develop strategies and techniques proven to effectively teach language for retention. <p>As a result of the course, teachers will be able to:</p> <ul style="list-style-type: none"> · Design lessons/units of study and assessments incorporating the features of effective academic language development techniques. · Experiment with new methodology specifically designed for academic language development. · Self-assess their instruction using protocols (instruments used to observe, rate, and provide feedback on lessons) and reflect on their practice. <p>Target Audience: Grades 3 -12 Teachers</p>
<p>Approaches for Teaching High Readiness Learners</p> <p>Adam Gutterman Christian McCourtney</p> <p>July 10 (8:00 – 4:00pm) November 8 (3:30-5:30) January 10 (3:30-5:30) February 28 (3:30-5:30) April 18 (3:30-5:30)</p> <p>PUR MPR</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. This course will explore the assessment, lesson design and instructional techniques aimed at providing purposeful and rigorous literacy experiences to push students who are performing at the high end of grade level or above grade level expectations. Elements of this course will touch upon the Continuum of Literacy Learning and Jennifer Serravallo's The Reading Strategies Book and The Writing Strategies Book.</p> <p>Participants will:</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: Grades K-5 Teachers</p>
<p>Bridges to Literacy Study Group</p> <p>Stephanie Goldman</p> <p>July 20 (9:00 – 2:00) July 25 (12:00 – 2:00) August 1 (12:00 -2:00) August 8 (12:00 – 2:00) *with 4 hours of independent work</p> <p>HAS</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>Creating Student-Centered Units with Hyperdocs – Advanced</p> <p>Tara Xanthopoulos</p> <p>July 31, Aug 1, 2 (8:00 – 2:00)</p> <p>LMK Library</p>	<p>This interactive course will demonstrate how teachers in the secondary classroom can really do it all- through the use of Hyperdoc Unit Planning. Learn how to create units of design in an appropriate, rigorous manner. Whether new to the Google Chrome/Classroom world, or already using emerging technologies in the classroom on a daily basis, to prepare all students for college, the workforce, and beyond! By combining the principles of GAFE, PBL, and differentiated instruction, all goals can be met with unparalleled success. Differentiated instruction tactics will help educators understand how students learn so you can teach in a way that makes sense to them- through the chunking of skills, use of active technology and thematic literary connections. The result is a classroom full of students who are able to negotiate increasingly challenging texts and technology with unprecedented fluency. This course is critical for today's educators who are facing the task of modifying curriculum daily in a landscape of ever changing expectations.</p> <p>During the course participants will:</p> <ul style="list-style-type: none"> · Understand the importance of PBL and Student-Centered Learning · Utilize GAFE and technology in combination with CCSS and ISTE standards to create effective curriculum · Gain an understanding of how Google add-ons to address diverse student needs · Design units of study using “models” and resources provided. · Analyze unit and lesson plans to find ways to more efficiently utilize a digital environment <p>***Prerequisite - Must have Google Level 1 Certification or taken a Google course.</p> <p>Target Audience: Grades K-12 Teachers</p>
<p>Elementary Literacy Institute: Got Rubric? Supporting Writers with Targeted Feedback and Clear Outcomes</p> <p>Megan Gleason Christian McCourtney Lauren Benjamin Stephanie Goldman Teacher Facilitators</p> <p>July 5, 6 (8:00 – 3:30) *with 2 hours independent work</p> <p>PUR MPR</p>	<p>How can we build upon our students' capacity to express opinions, emotions, and creativity through high quality writing instruction and feedback? This year's institute has been designed as a set of workshops focused on unpacking and implementing rubrics throughout the writing process. Transferring the rubric from a summative/evaluative tool to an instructional guide, we will develop skills to provide targeted feedback to students and ultimately create opportunities for students to become increasingly adept at reflecting on their work.</p> <p>Throughout the institute, participants will compose several written pieces. Through this experience, teachers will gain insight into the series of decisions our students make as writers. Additionally, they will serve as mentor texts and exemplars of process writing for our students.</p> <p>Drawing on the expertise of practitioners in our district, the Institute will include breakout sessions facilitated by both our faculty members and members of the leadership team. The Writing Strategies Book by Jennifer Serravallo will be used to enhance instructional practices and influence breakout session topics. The sessions will be differentiated by teacher interest and readiness.</p> <p>As outcomes of the Institute, participants will:</p> <ul style="list-style-type: none"> · Gain deeper understanding of the use of rubrics for feedback · Engage in inquiry-based dialogue about current research and professional practice · Expand their repertoire of best practices in writing workshop · Explore ways to differentiate instruction · Synthesize their learning across all sessions and professional book club experiences <p>Target Audience: Grades K-5 Teachers</p>

Course Name – Instructor(s)	Course Description
<p>Google Certification Training Level 1</p> <p>Brian Seligman Tara Xanthopoulos Meghan Orban Alicia Conte</p> <p>August 8, 9, 10 (8:00 – 2:00)</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 course will focus on both understanding and applying available technological resources for planning, instruction, and assessment purposes. Participants will explore the various GSuite tools to become Level 1 Google Certified Educators.</p> <p>During the course participants will:</p> <ul style="list-style-type: none"> · Learn how to use GSuite to integrate the 4 C's (Collaboration, Creativity, Communication, Critical thinking). · Learn how to use various Google Apps tools including basic features of Drive, Docs, Slides, Sheets, Forms, Classroom, Gmail, Calendar, Sites, Groups, Youtube and Hangouts. · Master all the skills necessary to achieve Level 1 Google Certification. <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: Grades 3-12 Teachers</p>
<p>Google Certification Training Level 2 On-Line Course</p> <p>Brian Seligman</p> <p>July 24 (8:00 – 9:30am) August – February on-line work</p> <p>LMK Room 130</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 the various GSuite tools to become Level 2 Google Certified Educators.</p> <p>During the course participants will:</p> <ul style="list-style-type: none"> • Learn how to use GSuite to integrate the 4 C's (Collaboration, Creativity, Communication, Critical thinking). • Learn how to use various Google Apps tools including advanced features of Drive, Docs, Slides, Sheets, Forms, Classroom, Gmail, Calendar, Sites, Groups, Youtube and Hangouts. • Master all the skills necessary to achieve Level 2 Google Certification. <p>As a result of this course participants will be able to:</p> <ul style="list-style-type: none"> • Use all Google tools available to educators • Use digital formative assessments to track student learning • Approach unit and lesson planning with a digital mindset to increase collaboration, access to information, and 21st century skills <p>Target Audience: Grades 3-12 Teachers</p>
<p>Integrated Co-Teaching Workshop</p> <p>Goldmansour & Rutherford</p> <p>August 16 (9:00 – 4:00)</p> <p>LMK Library</p>	<p>A Goldmansour & Rutherford Consultant will run this one day workshop for elementary co-teaching teams.</p> <p>Participants will learn</p> <ul style="list-style-type: none"> · The importance and meaning of the six Components of Co-Teaching · How to collaborate and communicate as a Team · The definition of and use for each of the six Co-Teaching Models · Various planning tools and strategies for implementing each of the Models · How to create an inclusive, differentiated lesson-plan that provides access for the whole group and removes barriers for students with learning differences · The use of Adaptive Material for whole group and individual students <p>General and special education elementary co-teaching teams will be encouraged to participate together. Additional Curriculum Writing hours may be offered to those teams who participate in this one day workshop.</p> <p>Target Audience: Grades K-5 Co-Teachers</p>

Course Name – Instructor(s)	Course Description
<p>iPad Integration Study Group</p> <p>Thomasine Mastrantoni</p> <p>July 26, 27 (8:30 - 2:00) September 18 (3:30 - 5:30) October 16 (3:30 - 5:30) December 11 (3:30 - 5:30)</p> <p>PRE Library</p>	<p>Educators and students are becoming more comfortable with integrating technology into the classroom. This allows us to shift from thinking about the technical side of integrating a new tool to focusing on how it improves learning. While the sheer number of education apps is still overwhelming, increasingly teachers are weeding through and have found what works for them and their students. Teachers will explore multiple uses of creative apps that are already being used in education. We will also have the opportunity to work together to explore new and innovative apps and how to incorporate them into your classroom to develop literacy skills with your students.</p> <p>The apps that we will explore in this study group will provide you with engaging ways to strengthen literacy skills and incorporate technologies that will enable your students to show you what they have learned and understand in a creative way. This study group is designed to develop a professional learning community of teachers who use apps in their classrooms and then bring their best practices back to the group to share. It will also allow the novice app user to be able to be part of a learning community to increase their readiness to teach with apps. By collaboratively learning, we will exponentially grow our knowledge and idea-base about how to use apps to develop literacy skills in our students.</p> <p>Throughout the study group we will each contribute to an electronic resource which will act as our 'go to' toolkit during the school year as we integrate iPads and apps into our teaching.</p> <p>Target Audience: Grades K-2 Teachers</p>
<p>Learner-Focused Mentoring: Principles and Practices</p> <p>Lynn Sawyer Consultant</p> <p>July 13, 14 (8:00 – 4:30)</p> <p>LMK Library</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: Grades K-12 Teachers</p>
<p>Learner- Focused Mentoring: Advanced Practice</p> <p>Lynn Sawyer Consultant Michael Greenfield</p> <p>July 17, 18 (8:00 – 4:30)</p> <p>LMK Library</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:</p> <ul style="list-style-type: none"> · 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>*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: Grades 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 14, 15 (8:00 – 4:30)</p> <p>LMK PD Room</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.</p> <p>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>Target Audience: Grades K-5 Teachers</p>
<p>Marzano Assessment Institute (Elementary)</p> <p>Cameron Rains Marzano Consultant</p> <p>June 27, 28 (8:30 – 4:00pm) + 2 hrs independent work</p> <p>LMK Library</p>	<p>The focus of this two day Marzano Assessment Institute will be to develop an understanding of high quality assessment practices and how to align assessments to proficiency scales. The Institute will take a deep dive into a range of assessment types including selected response items, constructed response items, and ways to make classroom assessments more valid and reliable.</p> <p>The two days will consist of both learning about quality assessment practices as well as ample work time to develop assessment items aligned to our proficiency scales. Participants should bring current resources with them that might be helpful with assessment development. These resources may include current program assessments (e.g. Math in Focus, Schoolwide), locally developed assessments and classroom-based materials that you might use to create assessments. During the working portions of the two days, teachers will be divided into grade level teams to collaborate while building assessments aligned to their proficiency scales. Each team will receive feedback on the assessments they build.</p> <p>Goals:</p> <ol style="list-style-type: none"> 1) Increase knowledge of high quality assessment practices 2) Further understand how to build assessments aligned to proficiency scales 3) Begin creating assessment items aligned to proficiency scales 4) Archive these assessments or assessment items so that teacher can pilot them in the fall <p>Participants:</p> <p>Teachers will be invited to participate in this Institute based on several criteria:</p> <ul style="list-style-type: none"> · Interest and commitment to working with a design team to design and pilot assessments that align to proficiency scales. · School and grade level assignment - the district is targeting participants who represent the four elementary schools and all grades K-5.
<p>IB Curriculum Design Institute (Secondary)</p> <p>Michael Greenfield Marlene Colonna Curriculum Directors</p> <p>June 27, 28 (8:30 – 4:00pm) + 2 hrs independent work</p> <p>PUR MPR</p>	<p>In preparation for the launch of the IB Middle Years Program, the two day Curriculum Design Institute will offer secondary teachers a structured opportunity to explore the IB MYP philosophy, approach to curriculum design and application of assessment rubrics. During the institute, teachers will work with disciplinary colleagues and curriculum directors to understand and apply the foundational principles of IB's curriculum design model including auditing and/or revising existing units of study, assessments and task specific rubrics/scales.</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Unpack IB rubrics/scales, disciplinary criterion and learning objectives • Explore similarities and the differences among the IB MYP discipline specific criterion • Examine the vertical learning progression of learning outcomes for the five year program • Review and refine units of study, assessments and task specific rubrics or scales • Engage in peer review of units and assessments <p>As an outcome of the institute, departmental teams will develop an implementation action plan for 2017-18 curriculum development aligned to IB MYP.</p> <p>Participants:</p> <p>Teachers will be approved to participate in this Institute based on their interest and commitment to work with a disciplinary team to design units of study and pilot assessments in their classrooms. Additional curriculum development hours will be allocated to teams for summer work based on action plans developed during the institute.</p>

Course Name – Instructor(s)	Course Description
<p>Math in Focus Assessment Workshop</p> <p>Shelly DuBose Consultant</p> <p>July 19, 20 (8:00 – 4:30pm)</p> <p>PUR MPR</p>	<p>As teachers advance their understanding of Math in Focus content and pedagogy, it is valuable to recognize the relationship between how they assess students and how they instruct them. This course will provide opportunities to closely explore Math in Focus assessments and strategies for using them as a vehicle to inform day-to-day classroom practices.</p> <p>During this two-day course, participants will be encouraged to:</p> <ul style="list-style-type: none"> · Understand the scope and intent of Math in Focus assessments · Directly connect assessment opportunities to content and instructional practices · Determine how to differentiate instruction and assessments based on students' needs and readiness · Experience instructional techniques that promote frequent and effective formative assessment · Engage in discussions regarding depth of understanding and mastery · Collaborate with colleagues to plan and prioritizing within lessons and units of study. <p>Target Audience: Grades K-5 Teachers</p>
<p>Mindfulness for Educators Study Group</p> <p>Betsey Ensign</p> <p>July 31 (8:00 – 3:00) October 30 (3:30 - 5:00) November 27 (3:30 – 5:00) January 22 (3:30 - 5:00) March 19 (3:30 – 5:00) + 3 hours independent work</p> <p>PUR Library</p>	<p>According to recent studies, the explicit teaching of mindfulness has a positive influence on the climate of the classroom and improves learning outcomes for students. Working together, this study group will explore how mindfulness can help our students with concentration and focus, decrease anxiety, regulate emotions and improve self control. Mindfulness can help to create an atmosphere that benefits not only the student, but the teacher and the learning community on the whole.</p> <p>As an outcome of the study group, participants will be able to:</p> <ul style="list-style-type: none"> · Understand the neuroscience of the brain and its' connection to mindfulness · Identify the components of mindfulness · Explore practical applications and hands on activities that support mindfulness · Share successful practices with colleagues through protocols and inter-visitation <p>Target Audience: Grades K-5 Teachers</p>
<p>The Pedagogy and Application of Flipped Classrooms</p> <p>Meredith Devine Brittany DeGrazia</p> <p>July 11, 12 (8:30 – 3:30pm) November 20 (3:00 – 4:30pm) February 12 (3:00 – 4:30pm)</p> <p>LMK Library</p>	<p>Flipping the classroom is a model in which traditional lecture-style lessons and homework/practice are switched. Short lesson videos replace direct instruction in the classroom for content that students are able to study outside of the classroom. The time in class can then be spent primarily on deepening discussions, investigations, practice, and/or extension problems.</p> <p>As an outcome of this workshop, participants will be able to:</p> <ul style="list-style-type: none"> · understand the benefit of flipping the classroom and techniques for effective implementation · identify appropriate content for flipping the classroom in their own curriculum · apply the flipped classroom model to one or more topics during the year <p>Target Audience: Grades 5-12 Math Teachers</p>
<p>Physical Science for Elementary Teachers</p> <p>Randy Gunnell</p> <p>August 21, 22 (8:00 – 4:30)</p> <p>LMK PD Room</p>	<p>This course is focused on providing Harrison elementary teachers with a core understanding of the physical 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 physical science concepts and understand their vertical progression within the standards.</p> <p>As an outcome of this course, teachers will develop a general understanding of the new standards with a focus on the K-5 Physical Science Strand and Disciplinary Core Ideas. Through applied practice, teachers will engage in a study of pedagogy specific to science instruction.</p> <p>Target Audience: Grades K-5 Teachers</p>

Course Name – Instructor(s)	Course Description
<p>Seesaw – Your Digital Portfolio</p> <p>Deborah Goldstein</p> <p>July 24, 25 (9:00 - 2:00) September 25 (3:30 - 5:30) October 23 (3:30 - 5:30) November 20 (3:30 - 5:30)</p> <p>PUR Computer Lab</p>	<p>Teachers will begin to explore the idea of developing digital portfolios with their students beginning in Kindergarten. Digital portfolios add to the techniques available to students and educators to demonstrate learning. With digital literacy so much a part of our learning day, enabling students to incorporate pictures, videos and audio recordings to the typical paper and pencil tasks students complete will demonstrate a more complete portfolio of their learning. Teachers will explore the use of Seesaw as a tool to give struggling students alternative modes of expression and means to demonstrate learning. Seesaw digital portfolios allow students to track, demonstrate and reflect on their growth over multiple grade levels. While paper portfolios get stored or discarded at the end of a term or school year, digital portfolios can remain available and easily accessible to students, parents, and educators.</p> <p>The website/app Seesaw, will be our tool to produce digital portfolios beginning in Kindergarten through 2nd grade. With its simple interface, and ease of use, Seesaw is the perfect tool to develop independence and accountability with even our youngest students.</p> <p>Participants will:</p> <ul style="list-style-type: none"> · Identify purpose(s) of portfolios · Identify which types of samples can be included · Explore numerous examples of in-district student work · Create a reading/writing reflective process for their students · Create a shared chronological reading log · Learn how to incorporate reflective practice by students into their daily teaching <p>Target Audience: Grades K-2 Teachers</p>
<p>Successful Collaborative and Co-Teaching Practices for English Language Learners and Special Education Students</p> <p>Andrea Honigsfeld, Consultant Marlene Colonna Claire Kaitz Marina Moran</p> <p>July 17 (8:30 – 3:30) July 18 (8:30 – 3:30) November 13 (3:00 – 4:30) January 29 (3:00 – 4:30)</p> <p>PUR MPR</p>	<p>The purpose of this workshop series is to explore a comprehensive framework for collaborative practices for general education teachers and ENL/SPED specialists. The goal of the workshop series is threefold: (1) to help participating educators engage in critical conversations and action planning around collaborative practices, (2) to review, evaluate, and adapt several co-teaching models that promote an integrated service delivery in K-12 instructional settings and (3) Apply the newly acquired skills into the curriculum planning process. Co-Teaching pairs should attend these workshops together. Administrators are welcome to participate.</p> <p>Participants will:</p> <ul style="list-style-type: none"> · Determine how specific collaborative and co-teaching practices can offer effective support for inclusive practices to accommodate the needs of diverse learners, help all students meet national and state learning standards, and enhance collaboration among their teachers · Identify, describe, and evaluate several co-teaching models; view and analyze video clips of co-teaching in authentic and realistic situations. · Compare the advantages and challenges of each of these collaborative arrangements in elementary and secondary context · Select, adapt, and combine collaborative arrangements presented that would be feasible for their own teaching situation including identifying specific types of classroom practices that work best in combination with various co-teaching models. · Co-plan content curriculum incorporating differentiated strategies for English Learners and SPED.
<p>Teacher Institute: First-Year (Mandatory for First Year Teachers)</p> <p>Michael Greenfield Brian Ladewig Valerie Hymes Curriculum Directors</p> <p>Aug. 21, 22, 23, 24 (8:00 – 3:00)</p> <p>PUR MPR</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 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</p>

Course Name – Instructor(s)	Course Description
<p>Teacher Institute: Second-Year Designing Instruction for Equity and Excellence (Mandatory for Second-Year Teachers)</p> <p>Michael Greenfield Joan O’Keeffe Marina Moran Stephanie Goldman</p> <p>Aug 21, 22, 23, 24 (8:00 – 3:00)</p> <p>PUR MPR</p>	<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>
<p>Teaching for Global and Cultural Awareness Study Group</p> <p>Michael Greenfield Marina Moran</p> <p>July 10 (9:00 – 3:00) October 18 (3:30 – 5:00) November 15 (3:30 – 5:00) December 18 (3:30 – 5:00) + 5 hours field work</p> <p>LMK Library</p>	<p>The mission of the IB Program is “to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect” (Hill, 2002).</p> <p>Schools are a reflection of our rapidly changing world. 21st century learners require an understanding of global cultures in order to become empathic, open-minded citizens who appreciate perspectives different from their own. As a district committed to the IB mission, Harrison educators are engaged in a continuing exploration of how global and cultural awareness influences teaching and learning in our schools. This study group invites teachers and administrators to examine the broader issues associated with learning in a culturally diverse learning community and to address, in pragmatic ways, how to engage students in meaningful, developmentally appropriate activities and discussion for understanding.</p> <p>Participants will:</p> <ul style="list-style-type: none"> · Explore the meaning of the terms cultural awareness, global awareness and international-mindedness as they relate to classroom learning; · Examine the influence of culture on identity and personal values; · Investigate the many ways identity and personal values influence teaching and learning in the classroom; · Identify and/or develop instructional strategies and resources that foster cultural and global awareness and international-mindedness (IB philosophy). <p>Target Audience: K-12 Teachers and Administrators</p>
<p>Teaching International Literature in our 5-12 English Classrooms</p> <p>Megan Gleason Rachel Voss</p> <p>July 19 (8:30 – 3:00) July 20 (8:30 – 3:00) + 4 hours digital follow up in the fall</p> <p>LMK LGIR</p>	<p>This course is designed to explore the important role international literature plays in a secondary English program. During the workshop, participants will develop a common understanding of what makes international literature unique, the impact of translation, and how to study a literary work in a multi-dimensional way.</p> <p>Participants will learn how to turn readers into cultural linguists and philosophers who appreciate the roles time and place play on the production and reception of literature. In addition to the academic goals, participants will explore the powerful impact international literature can have on our students’ concept of identity. When students engage in the imaginative study of characters and plots that differ from what they experience, they are more prepared to reflect upon their own identity and the culture in which they are immersed.</p> <p>As an outcome of this workshop, participants will be able to build powerful text sets that engage learners in the following skills and understandings:</p> <ul style="list-style-type: none"> · Making connections across texts · Analyzing author’s craft · Understanding the culture and experience of the author · Understanding the culture and experience of the reader <p>Target Audience: Grades 5-12 English Language Arts Teachers</p>

Course Name – Instructor(s)	Course Description
<p>Therapeutic Crisis Intervention for Schools (TCIS) developed by Cornell University</p> <p>Kristin Kearney Sara Roth Jan Bailey</p> <p>July 24, 25, 26 (8:30 – 2:30)</p> <p>PUR MPR</p>	<p>This course will provide staff members with the skills, knowledge and attitudes to help students with emotion and behavior regulation. This course will also provide the school staff with an appreciation of the influence that adults can have with troubled students, and the sensitivity to respond to both the feelings and behavior of an upset student in crisis. The goal of TCIS is to provide adults with the skills and knowledge so that they can become the catalyst through which the child changes old habits, destructive responses, and maladaptive behavior patterns. In all phases of this process from prevention and de-escalation to crisis management, this workshop is oriented toward giving school personnel the tools they need to help students learn developmentally appropriate and constructive ways to deal with feelings of frustration, failure, anger and pain. Skills, knowledge, and professional judgment are critical in helping students learn constructive and adaptive ways to deal with frustration, failure, anger, rejection, hurt, and depression.</p> <p>This course will be highly engaging and interactive. Participation is required. This course does NOT include training in physical intervention and restraints.</p> <p>Target Audience: Grades K-12 Teachers and Related Service Providers</p>
<p>Unpacking “Withitness” Study Group</p> <p>Kim Beukema Kelly Malczewski</p> <p>July 19 (9:00 - 3:00) September 27 (2:45 - 4:15) November 1 (2:45 – 4:15) January 10 (2:45 – 4:15) February 7 (2:45 - 4:15) March 21 (2:45 – 4:15) + 2.5 hours of independent work LMK PD Room</p>	<p>Marzano uses <i>Withitness</i> as a term to describe a teacher’s continual awareness of all that is going on in the classroom. This study group is designed to dig deeper into understanding <i>Withitness</i> beyond foundational classroom management. Using case studies and participant generated scenarios, we will explore a range of challenges teachers encounter in the classroom including differentiation, maintaining student engagement, and planning for the unexpected. Attention will be placed on maximizing instructional time and utilizing strategies/practices during the 40 minute class period.</p> <p>Participants will:</p> <ul style="list-style-type: none"> · Understand the components of lesson design as a way to engage all learners · Explore methods for designing sophisticated instruction that anticipates barriers · Develop a toolkit of strategies and resources · Establish a protocol for examining instructional challenges <p>The study group is appropriate for all teachers, novice to experienced.</p> <p>Target Audience: Grades 9-12 Teachers</p>
<p>Working With Culturally and Linguistically Diverse Students I</p> <p>Jennifer Daddino Denise Riggio</p> <p>July 13, 14 (8:30 – 3:00) October 25 (3:30-5:30) November 29 (3:30-5:30) January 17 (3:30-4:30)</p> <p>PUR MPR</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: Grades K-12 content/classroom teachers (regardless of whether they co-teach with ENL colleagues or not), ENL teachers</p>
<p>Working With Culturally and Linguistically Diverse Students II</p> <p>Jennifer Daddino Kim Grogan</p> <p>June 26 (9:00-3:00) October 11 (3:30-5:30) November 9 (3:30-5:30) December 21 (3:30-5:30) LMK Library</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. 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: Grades K-12 content/classroom teachers, ENL teachers, and SPED teachers</p> <p>Pre-Requisite for this course: <i>SIOP I or Working With Culturally and Linguistically Diverse Students I</i></p>