

**HARRISON CENTRAL SCHOOL DISTRICT
IN-SERVICE PROGRAM – 2018-2019**

Course Name – Instructor(s)	Course Description
<p>Academic Language Instruction Level I</p> <p>Marlene Colonna Marina Moran Mark Woodard</p> <p>July 10 (9:00 - 3:00) July 11 (9:00 - 3:00) July 12 (9:00 - 3:00)</p> <p>LMK PD Room</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>Participant Profile: Grades 3 - 8 Teachers</p>
<p>Academic Language Instruction Level II: A Focus on Academic Conversations</p> <p>Dennis Kortright Marina Moran</p> <p>August 6 (8:00 – 4:30) August 7 (8:00 – 4:30)</p> <p>LMK Library</p>	<p>“We need Language to do just about everything, especially school work.” - Jeff Zweirs “Learning is in the talk” - Isabel Beck</p> <p>All students, regardless of their background and readiness for school, are learners of Academic Language. Academic Language is the set of words, grammar, and discourse strategies used to describe complex ideas, thinking skills, and abstract concepts. Students who have strong command of Academic Language are more likely to be successful with reading critically, writing and speaking effectively, and apply higher order thinking skills to challenging tasks.</p> <p>In this course, teachers will:</p> <ul style="list-style-type: none"> • Understand some of the big ideas and features of academic language. • Know how to strategically design classroom discourse for specific content areas that are sustained and purposeful. • Design units of study with selecting Tier 2 words, language functions and phrases. • Know the power of teaching parts of speech explicitly to students. <p>As a result of this course, teachers will be able to:</p> <ul style="list-style-type: none"> • Structure academic conversations with purpose. • Design lessons and units that include the big ideas of Academic Language. • Implement strategies that will develop students’ critical thinking skills. <p>The content of the course is design from the texts, <u>Building Academic Language</u> and <u>Academic Conversations</u>, both written by Jeff Zweirs. <u>Strategies from the Academic Toolkit</u>, written by Kate Kinsella will also be used in the course.</p> <p>Participant Profile: Grades 3-12 Teachers who have completed Academic Language Level I or similar experience</p>

Course Name – Instructor(s)	Course Description
<p>Applying the IB MYP Framework of Language Acquisition to Curriculum Development Study Group</p> <p>Ariel Mankes</p> <p>June 9 (10:00 – 1:00) November 14 (3:00 – 5:00) January 16 (3:00 – 5:00) March 13 (3:00 – 5:00) May 15 (3:00 – 5:00) 4 hours independent work</p> <p>LMK Library</p>	<p>Translating exit outcomes into meaningful instruction in discrete lessons can be a challenging aspect of the adoption of the MYP framework. In this study group, World Language teachers 6-10 will examine how an inquiry statement and summative assessment can be used to inform day to day teaching of an IB unit in the language classroom. Participants will explore how the IB pedagogy can be applied in structuring unit development as we observe critical learning moments throughout the course of a unit. We will use an action-research model to give each other feedback on how best to align our activities and formative assessments to encourage students to achieve the unit goals.</p> <p>At the end of the study group, participants will have interacted with the implementation of an IB MYP unit at different key stages and will have a better concept of what IB MYP unit development looks like in practice. The first session will be a 3-hour summer session where the focus will be on aligning summative assessments to inquiry statements. Four meetings will take place during the year, at which time shared readings will be discussed and pairs will present their observations from in-class visitations using a critical friend protocol.</p> <p>Guiding questions:</p> <ul style="list-style-type: none"> • Which criterion/criteria is a focus for the unit (at most 2)? • What are the essential skills students need to develop to achieve the summative goals? How will these be assessed? • How does the summative assessment show knowledge of the inquiry statement? • There will be an opportunity for 3 peer visitations during the year (1 hour each) we will visit colleagues in pairs to see lessons at different points during a unit: introduction, formative assessment, and summative assessment; each pair of study group participants would observe a different teacher/unit. <p>Participant Profile: Grades 6-10 World Language Teachers</p>
<p>Designing Effective Small Group Reading Instruction</p> <p>Carolyn Barbera Rostkowski</p> <p>August 14 (8:00 – 4:30) August 15 (8:00 – 4:30)</p> <p>LMK Library</p>	<p>Small group reading instruction could be argued as the most critical component of a balanced literacy approach. It is a fundamental time when a child's individual needs can be targeted and children can work in their zone of proximal development. However, it can be difficult to design small group instruction since there are many philosophies and no predetermined curriculum. In this course, teachers will explore the structure and purpose of guided reading, strategy group and a hybrid model. This course will demystify these various methods, highlight the purpose of each and help teachers determine the key elements to use when planning. We will explore how to form groups, what to teach and how to make small group instruction manageable.</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Teachers will be able to explain the components of each approach (guided reading, strategy group and hybrid) and be able to determine which approach to use based on the purpose. • Teachers will be able to analyze texts to identify the skills and strategies that match that particular text. • Teachers will be able to design instruction based on student need and using the key elements of small group instruction. <p>Participant Profile: Grades K-5 Teachers</p>
<p>Designing Inquiry Based Learning Experiences</p> <p>Marlene Colonna Catherine Johnson</p> <p>July 19 (9:00-3:00) July 20 (9:00-3:00) September 26 (3:30-5:30) October 24 (3:30-5:00) November 28 (3:30-5:00)</p> <p>HHS Library</p>	<p>Inquiry based learning is a teaching method that engages students in sense-making activities. Students are given tasks requiring them to solve problems, conjecture, experiment, explore, create, and communicate. This method of instructional delivery and content application is central to fulfilling the potential of the IB MYP and DP. This course will explore instructional methodology as well as tools to support independent student research within the constraints of a traditional classroom.</p> <p>During the course participants will:</p> <ul style="list-style-type: none"> • Investigate the components of lessons/units designed for student driven inquiry. • Examine instructional techniques that permit for multiple investigations while still maintaining a common class focus and purpose. • Learn how to utilize Noodletools to initiate and complete inquiry-based research projects. • Examine areas of interdisciplinary cooperation. <p>As a result of this course, teachers will be able to:</p> <ul style="list-style-type: none"> • Design lessons/units of study that incorporate student inquiry. • Use Noodletools as a means of coaching students through the process of inquiry based research. • Self-assess and reflect at critical points during instructional delivery. <p>Participant Profile: Grades 6-12 Teachers</p>

Course Name – Instructor(s)	Course Description
<p>Dialectical Behavior Therapy (DBT) in Schools</p> <p>Dr. Amabell Abbott, PsyD Ms. Dana McCarthy, MSW Dr. Ashley Ribner, PsyD</p> <p>July 16 (9:00 – 3:00) July 17 (9:00 – 3:00) July 18 (9:00 – 3:00)</p> <p>LMK Library</p>	<p>Emotional and behavioral dysregulation often impact students’ ability to function to their fullest potential in the classroom. Students who exhibit behavioral difficulties often present with reduced awareness and focus, emotional dysregulation, impulsivity and interpersonal problems, as well as extreme thinking. Dialectical Behavioral Therapy (DBT) is a skills based treatment which aims to increase mindfulness, distress tolerance, emotional regulation, and interpersonal effectiveness. While primarily a treatment used in more clinical settings, over the last few years Miller and Rathus have adapted DBT to address high risk student’s needs within the school setting.</p> <p>As an outcome of this course, participants will:</p> <ul style="list-style-type: none"> • Understand the biosocial theory and how validation impacts students’ emotional development. • Learn the language of DBT and how to apply it within the classroom environment. • Develop strategies to use in the classroom with students who demonstrate emotional needs. <p>Participant Profile: Grades 6-12 Teachers, K-12 Psychologists, 6-12 School Counselors</p>
<p>Differentiating Instruction in the Math Classroom</p> <p>Christine Layton Marc Roberts</p> <p>July 23 (8:00 – 3:00) July 24 (8:00 – 3:00) Oct 24 (3:00-4:30) Dec 13 (3:00-4:30)</p> <p>LMK Library</p>	<p>The purpose of this workshop is to analyze the core strategies that enhance retention mathematical concepts in the classroom. Our focus will be to emphasize methods that support math learning and identify strategies to reduce the learning gap among students in the mathematics classroom. This workshop will also highlight and synthesize Dr. Riccomini’s most recent research-based evidence for teaching mathematics to all learners, and the best approaches to improving retention and knowledge of algebraic concepts. It is intended to be practical and accessible for teachers to use and implement into their current instructional practices across all mathematics curricula.</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> • Participants will work collaboratively to develop strategies to teach all learners • Participants will explore specific strategies that support the development of higher order thinking skills within the mathematics curriculum • Participants will understand the influence of “mindset” in math teaching and learning. • Participants will apply teaching strategies that enhance retention of mathematical concepts within their own curriculum. • Participants will reflect on their implementation of strategies and student results. <p>Participant Profile: Mathematics Teachers 6-12, Special Education Co-Teachers 6-12</p>
<p>Early Literacy Instruction for English Language Learners</p> <p>Kelly Adamiak Allison Holden</p> <p>July 20 (8:00 -1:00) August 6,7,8 (12:00 – 3:00) October 30 (3:30 – 5:30)</p> <p>LMK PD Room/PRE</p>	<p>Research shows that primary literacy skills are imperative for students’ future success as readers and learners. When instructing English Language Learners, additional language needs must be considered and attended to. This course will address the needs of emergent and beginning readers as they develop English language skills and provide insight into the most effective ways to develop literacy skills alongside the development of English language.</p> <p>During the course, participants will:</p> <ul style="list-style-type: none"> • Develop techniques to teach word work to K-2 readers. • Develop strategies to teach vocabulary in and about a text. • Develop strategies to teach fluency to K-2 readers learning English. • Develop strategies to engage students in effective interactive writing. <p>As a result of the course, teachers will be able to:</p> <ul style="list-style-type: none"> • Implement literacy instruction techniques in whole and small group settings. • Select and teach relevant vocabulary in whole and small group settings. • Examine and interpret the language demands of texts at various levels in order to most effectively scaffold texts for students. <p>Participant Profile: Grades K-2 Classroom, SPED and ENL Teachers</p>

Course Name – Instructor(s)	Course Description
<p>Earth Science for Elementary Teachers</p> <p>Chelsea Cioffi Caitlin Pastor</p> <p>July 16 (8:00 – 4:30) July 17 (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 earth 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 earth 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 Earth Science Strand and Disciplinary Core Ideas. Through applied practice, teachers will engage in a study of pedagogy specific to science instruction.</p> <p>Participant Profile: Grades K-5 Teachers</p>

Course Name – Instructor(s)	Course Description
<p>Elementary Literacy Institute: Exploring Critical Tools for Backwards Planning, Tracking Student Growth and Giving Effective Feedback</p> <p>Lauren Benjamin Christian McCourtney Maggie White</p> <p>June 27 (8:30 – 3:30) June 28 (8:30 – 3:30) June 29 (8:30 – 11:30)</p> <p>LMK Library</p>	<p>How can we target the instruction, assessment and feedback we give our readers and writers such that their experiences are personalized and meaningful? This year's institute has been designed as a set of workshops focused on understanding the impact of knowing the expectations for Reading and Writing units and assessments, as determined by Marzano's <u>Critical Concepts for Reading</u> and HCSD's revised rubrics for Writing. Transferring the Critical Concepts and rubric dimensions from a summative/evaluative tool to an instructional guide, we will develop skills to plan explicit instruction and provide targeted feedback to students, ultimately creating opportunities for students to become increasingly adept at reflecting on their individual goals and progress.</p> <p>Throughout the institute, participants will focus their attention on the following areas:</p> <ul style="list-style-type: none"> • Goal Setting • Ongoing targeted feedback and tracking student progress • Unit design with outcomes at the center • Targeted assessment <p>In addition, participants will begin to deepen knowledge of the key Critical Concepts for Reading and the Writing Dimensions for each grade level. 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. We will draw upon professional readings to enhance instructional practices and influence breakout session topics.</p> <p>As outcomes of the Institute, participants will:</p> <ul style="list-style-type: none"> • Engage in inquiry-based dialogue about current research and professional practice. • Gain deeper understanding of the expectations for Reading and Writing outcomes across the school year, using proficiency scales and HCSD rubrics. • Expand their repertoire of best practices for targeted instruction, assessment and feedback within Reading and Writing Workshop. • Explore ways to differentiate instruction. • Synthesize their learning across all sessions and professional book club experiences. <p>Participant Profile: Grades K-5 Teachers</p>
<p>ELLs and the RTI Process Study Group</p> <p>Alison Chattman Andrew DelRosso</p> <p>July 2 (8:00-3:30) October 3 (3:15-4:45) November 7 (3:15-4:45) January 30 (3:15-4:45) 3 hours independent work</p> <p>PAR Library</p>	<p>As our student population becomes more linguistically diverse, teachers struggle to determine if an English Language Learner (ELL) has needs beyond second-language learning and cultural adjustment. With the advent of response to intervention (RTI), schools have come closer to meeting the needs of ELLs. However, the systems designed for assessment and intervention do not always reflect what we know about second-language and literacy development or offer culturally and linguistically responsive interventions that account for the student's ELL status. Instead, these systems are designed for native language speakers who are familiar with U.S. cultural norms, values, and life experiences and, when used with ELLs, they can lead to unnecessary referrals to special education. In this study group, participants will convene to explore research related to the best practices to assess, diagnose and support struggling ELLs with the purpose of applying them to the building level RTI process.</p> <p>As an outcome of the study group, participants will learn about:</p> <ul style="list-style-type: none"> • The process for second language acquisition and acculturation and its effect on learning. • Tools for progress monitoring against Second Language Standards and acculturation indices. • Instruction, intervention, and assessment techniques specific to English Learners. • Using Response to Intervention (RTI) model to make sound decisions regarding a student's education. <p>Participant Profile: Parsons Grades K-5 Teachers</p>

Course Name – Instructor(s)	Course Description
<p>Formative Assessment in Mathematics: Why, What and How Study Group</p> <p>Veronica D’Andrea Shelly DuBose Consultant</p> <p>July 30 (9:00 - 3:00) July 31 (9:00 - 3:00) October 9th: (3:30-5:00) December 10th (3:30-5:00) 2 hours independent work</p> <p>PUR MPR</p>	<p>Formative assessment is considered to be one of the most powerful strategies for improving student learning enabling teachers to adapt and modify instruction based on real-time feedback. Through this study group, we will collaborate to develop a common understanding of the <i>why</i> behind formative assessment, design formative assessments for use in our classrooms, and analyze the impact of these high-leverage strategies in our teaching of mathematics.</p> <p>During this study group, participants will:</p> <ul style="list-style-type: none"> • Understand and apply the Understanding by Design (UbD) framework. • Ground their work on research-based best practices for formative assessment. • Share their findings with colleagues and reflect on their practice. <p>As a result of this study group, teachers will be able to:</p> <ul style="list-style-type: none"> • Develop formative assessments to monitor student progress toward identified goals/critical areas. • Plan for instruction based on: standards, critical areas of instruction, goals, and student needs. <p>Participant Profile: Grades K-8 Math Teachers</p>
<p>Foundational Skills Study Group</p> <p>Lauren Benjamin Dennis Kortright</p> <p>August 22 (8:00 - 3:00) September 12 (3:30 – 5:30) September 26 (3:30 – 5:30) October 24 (3:30 – 5:30) 3 hours of independent work</p> <p>PRE Library</p>	<p><i>“Phonics helps students gain access to words, which in turn help them gain access to meaning. And that is the point of reading - to comprehend information, to learn something new, to enjoy the world of story.”</i> Wiley Blevins</p> <p>The goal of this study group is to study highly effective moves that have an impact on students’ decoding and encoding skills. The work of the study group will be based on the text, <u>A Fresh Look</u> at Phonics, by Wiley Blevins. Teachers will engage in reading and discussing the content in the text and implement literacy activities in their classrooms based on the big ideas and strategies explained. An action research approach will be utilized for analyzing how the activities implemented in classrooms has impacted student learning. As a result of the study group, teachers will be able to design literacy center activities that are targeted and impactful.</p> <p>Participant Profile: Preston K-3 Teachers, Resource Room Teachers, Literacy Specialists</p>
<p>Games and Routines: Ensuring the Development of Mathematical Content and Practices Study Group</p> <p>Veronica D’Andrea Shelly DuBose Consultant</p> <p>August 1 (9:00 - 3:00) August 2 (9:00 - 3:00) October 10 (3:30-5:00) December 11 (3:30-5:00) 2 hours independent work</p> <p>PUR MPR</p>	<p>Why Games? Games and routines engage students and provide them with opportunities to deepen reasoning skills by revisiting mathematical understandings. Additionally, these instructional approaches provide students with opportunities to explore fundamental concepts and promote flexibility. Engaging mathematical games and routines can also encourage students to explore number combinations, place value, patterns, and big ideas across mathematical concepts and practices.</p> <p>During this study group, participants will:</p> <ul style="list-style-type: none"> • Develop an understanding of the research that underscores the benefits of using games to support students in exploring fundamental number concepts. • Develop strategies, techniques and routines proven to effectively support students’ development of computational fluency as it relates to accuracy, flexibility and efficiency. • Evaluate existing games and routines (content, purpose, big ideas) and identify opportunities to embed them within current units of study. <p>As a result of this study group, teachers will be able to:</p> <ul style="list-style-type: none"> • Design engaging math centers that are differentiated to target specific student needs. • Develop formative assessment tools that can be utilized to gather data through the use of math games. <p>Participant Profile: Grades K-5 Math Teachers</p>

Course Name – Instructor(s)	Course Description
<p>IB Curriculum Institute: Designing Authentic Units</p> <p>Michael Greenfield</p> <p>June 27 (8:30 – 3:30) June 28 (8:30 – 3:30) June 29 (8:30 – 11:30)</p> <p>PUR MPR</p>	<p>Imagine students preparing original executive briefings about global conflicts in social studies, designing innovative solutions to community and world problems in science or applying statistics in math class to analyze environmental issues. Now imagine these students presenting their work to peers or members of the community in a structured forum, video-conferencing in a target language with students in another part of the world and publishing their own poetry or short fiction to an online peer-reviewed journal.</p> <p>Authentic learning, as illustrated by these examples, develops student content knowledge and skills through provocative, engaging tasks. It also affords students the opportunity to learn by doing and to demonstrate their understanding through meaningful, real-world contexts. In both principle and practice, authentic assessment is a critical design component of an IB Middle Years Program (MYP) unit of instruction and has the potential to transform learning.</p> <p>This year's IB Curriculum Institute will understand and apply a framework for designing units of study that promote inquiry-based learning in the classroom and lead to explorations of IB's six global contexts culminating in authentic assessments. Through the design process, participants will also study instructional strategies that foster critical and creative thinking.</p> <p>As a result of this workshop, teachers will:</p> <ul style="list-style-type: none"> • Deepen their understanding of the IB philosophy, curriculum design principles, learning progressions and rubrics. • Design high quality, authentic assessments and task specific rubrics or proficiency scales. • Develop strategies for designing and delivering inquiry-based instruction and integrating Approaches to Learning (ATL). • Engage in peer review of units and assessments. <p>Breakout sessions will be facilitated by district leaders and Harrison teachers. These sessions will target authentic assessment design and inquiry-based instructional strategies within disciplinary contexts.</p> <p>Participant Profile: Grades 6-12 Teachers</p>
<p>iPad/Seesaw</p> <p>Deborah Goldstein</p> <p>July 23 (9:00 - 3:30) July 24 (9:00 - 3:30) Sept 24 (3:30 – 5:30) Nov 19 (3:30 – 5:30)</p> <p>PUR LMC 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>Participant Profile: Grades K-5 Teachers</p>

Course Name – Instructor(s)	Course Description
<p>Learner-Focused Mentoring: Principles and Practices</p> <p>Lynn Sawyer, Consultant</p> <p>July 5 (8:00 – 4:30) July 6 (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. 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 2018/19 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>Participant Profile: Grades K-12 Teachers</p>
<p>Learner- Focused Mentoring: Advanced Practice</p> <p>Lynn Sawyer, Consultant</p> <p>July 9 (8:00 – 4:30) July 10 (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>Participant Profile: Grades K-12 Teachers</p>
<p>Life Sciences for Elementary Teachers</p> <p>Laura Brain Janessa Wilson</p> <p>June 25 (8:00 – 4:30) June 26 (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>Participant Profile: Grades K-5 Teachers</p>

Course Name – Instructor(s)	Course Description
<p>Mindfulness for Educators Study Group</p> <p>Betsey Ensign</p> <p>August 20 (8:00 – 3:00) November 26 (3:30-5:00) December 17 (3:30 – 5:00) January 14 (3:30 – 5:00) February 11 (3:30 – 5:00) 3 hours independent work</p> <p>LMK PD Room</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. Mindfulness has been closely linked to successful Social Emotional Learning (SEL) programs, as the goals of mindfulness are embedded in all five aspects of the SEL wheel. Working together, this study group will explore how mindfulness can help our students with concentration/focus, decreasing anxiety, regulating emotions, improving relationships, developing better self control/decision making strategies, and building empathy and compassion. Mindfulness helps to create an atmosphere that benefits not only the student, but the teacher, and the learning community on a whole.</p> <p>Participants will be able to:</p> <ul style="list-style-type: none"> • Define and explain what mindfulness is. • Identify the components of mindfulness as it applies to education. • Identify the components of SEL and how mindfulness connects to this systemic framework. • Understand the neuroscience of the brain and its connection to mindfulness. • Explore practical applications and hands on mindful activities through engaged practices. • Begin applying basic mindfulness techniques with children. • Incorporate strategies to create a more thoughtful, kind and considerate classroom. <p>Participant Profile: Grades K-5 Teachers who have not already taken this study group in HCSD</p>
<p>The Pedagogy and Application of Flipped Classrooms</p> <p>Meredith Devine Brittany DeGrazia</p> <p>June 25 (8:30am – 3:30pm) June 26 (8:30am – 3:30pm) December 5 (3:00 – 4:30pm) February 13 (3:00 – 4:30pm)</p> <p>HHS 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 course, 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>Participant Profile: Grades 6-12 Teachers</p>
<p>Physical Science for Elementary Teachers</p> <p>Randy Gunnell</p> <p>July 2 (8:00 – 4:30) July 3 (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>Participant Profile: Grades K-5 Teachers</p>

Course Name – Instructor(s)	Course Description
<p>Responding to Reading: Why, What, and How</p> <p>Christian McCourtney</p> <p>August 7 (9:00 – 3:00) August 8 (9:00-3:00) October 29 (3:30 – 5:00) January 16 (3:30 – 5:00) March 20 (3:30 – 5:00)</p> <p>PUR Library</p>	<p>As educators, we understand the value of teaching students to employ a metacognitive approach to reading. To foster the powerful intersection of the mind with the text, we design opportunities for students to respond to their reading. The results can range from rigid formulaic responses to loosely related musings. In this course we will clarify and understand the components of a powerful reading response. We will explore and design a variety of approaches that encourage students to interact with a text in meaningful and engaging ways. We will develop avenues to teach students that their thinking around a text matters.</p> <p>This course will borrow from the action research of a team of Harrison teachers, the work of Jennifer Serravallo's <u>The Reading Strategies Book</u>, and Lapp, Moss, Grant, and Johnson's <u>A Close Look at Close Reading</u> to support our approach in enhancing students' ability to think, talk, and write about their reading. We will meet three times during the year to evaluate the effectiveness of our instruction and assess student work.</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Analyze students written and oral responses to reading. • Understand the different types of reading responses and their purpose. • Define the four core elements of a strong reading response. • Develop instruction and a progression of lessons designed to engage students in the interactive process of reading. <p>Participant Profile: Grades 2-5 Teachers</p>
<p>Six Principles for Exemplary Teaching of English Learners: Grades 6–12 Study Group</p> <p>Veronica Cedillo-Tenaglia Emily Fiore</p> <p>August 13 (8:00 – 3:45) September 12 (3:00 – 4:45) October 15 (3:00 – 4:45) January 16 (3:00 – 4:45) 3 hours of independent work</p> <p>LMK Library</p>	<p>As the number of English Language Learners (ELLs) in our school increases, a common understanding of second language learning and effective instructional and assessment design is needed. The purpose of this study group is for teachers to gain the knowledge to make informed decisions to improve instruction and assessment for ELLs so that language development is included in the design of rigorous and relevant curriculum and courses that include English Language Learners. The study group will consist of 4 sessions (12 hours) and include 3 hours of independent work to apply the 6 principles in the classroom.</p> <p>As an outcome of this study group, participants will be able to:</p> <ul style="list-style-type: none"> • Respect, affirm, and promote students' home languages and cultural knowledge and experiences as resources. • Celebrate multilingualism and diversity. • Support policies that promote individual language rights and multicultural education. • Guide students to be global citizens. <p>Participant Profile: Grades 6-12 Teachers who interact with English Language Learners</p>
<p>Six Principles for Exemplary Teaching of English Learners: Grades K-5 Study Group</p> <p>Kelly Adamiak Andrew DelRosso</p> <p>August 13 (8:00 – 3:00) September 12 (3:30 – 5:30) October 15 (3:30 – 5:30) January 16 (3:30 – 5:30) 3 hours of independent work</p> <p>PAR Library</p>	<p>As the number of English Language Learners (ELLs) in our school increases, a common understanding of second language learning and effective instructional and assessment design is needed. The purpose of this study group is for teachers to gain the knowledge to make informed decisions to improve instruction and assessment for ELLs, so that language development is included in the design of rigorous and relevant curriculum and courses that include English Language Learners. The study group will consist of 4 sessions (12 hours) and include 3 hours of independent work to apply the 6 principles in the classroom.</p> <p>As an outcome of this study group, educators will:</p> <ul style="list-style-type: none"> • Further respect, affirm, and promote students' home languages and cultural knowledge and experiences as resources. • Celebrate multilingualism and diversity. • Support policies that promote individual language rights and multicultural education. • Guide students to be global citizens. <p>Participant Profile: Grades K-5 Teachers who interact with English Language Learners</p>

Course Name – Instructor(s)	Course Description
<p>Social Emotional Learning in the Primary Classroom Study Group</p> <p>Jennifer Driggers Katelynn Franckowiak</p> <p>August 21 (9:00 - 1:00) August 22 (9:00 - 1:00) October 11 (3:30 - 5:30) November 8 (3:30 - 5:30) December 5 (3:30 - 5:30) 1 hour independent work</p> <p>LMK PD Room</p>	<p>“Social Emotional Learning refers to the skills and knowledge that students need to communicate effectively, interact with peers, resolve conflicts, and manage their emotional responses to stressful situations” (Hanover Research, 2017).</p> <p>This study group is designed to explore the research focusing on social emotional learning in schools. Studies by Hanover Research and The University of Chicago will be examined as well as the work of Kristine Mraz, <u>Purposeful Play</u>. Participants will connect learning from this research to plan for implementation in the primary classroom. Following summer sessions, the meetings held during the school year will give participants the opportunity to reflect and revise instruction as well as create ways to assess learning by identifying benchmarks for specific grade-levels.</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Explore social and emotional learning research. • Develop a plan to implement social emotional learning competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making) in the primary classroom. • Create a method to assess learning and development. • Reflect and revise instruction based on ongoing implementation embedded across the curriculum. <p>Participant Profile: Grades K – 2 Teachers</p>
<p>Student Ownership Over Learning- Using Protocols with Students for Engagement, Discourse and Deep Analysis Study Group</p> <p>Lauren Benjamin Maggie White</p> <p>July 18 (8:30-2:30) July 19 (8:30- 2:30) Oct 25 (3:30-5:10) Nov 29 (3:30-5:10) Dec 18 (3:30-5:10)</p> <p>PAR Library</p>	<p>This study group will focus on student learning protocols that teachers can embed in their practice to push students to become leaders of their own learning. Teachers will explore protocols that allow students to:</p> <ul style="list-style-type: none"> • Develop deeper background knowledge • Encourage purposeful academic discourse • Solidify academic vocabulary • Self-assess their learning • Engage in meaningful shares • Develop fluency in writing through quick writes <p>As part of the study group, teachers will learn these protocols and will have an opportunity to explore units of study in their yearlong curriculum in order to find places where they can embed these practices. As a result of the course, teachers will be able to:</p> <ul style="list-style-type: none"> • Identify opportunities to use protocols to deepen students’ ability to draw on background knowledge, preview complex text or words, analyze a text or topic, and collaborate with peers to deepen understanding of ideas. • Design a lesson that incorporates use of student learning protocol(s) for a specific purpose to deepen understanding. <p>Participant Profile: Grades K-8 Teachers</p> <p>*Summer Bridges teachers are encouraged to participate in this study group and use the Bridges classroom as a lab for practicing and reflecting on using these instructional practices.</p>
<p>Successful Collaborative and Co-Teaching Practices for English Language Learners and Special Education Students</p> <p>Andrea Honigsfeld, Consultant Kim Beukema Marlene Colonna Marina Moran</p> <p>August 16 (8:00 – 4:30) August 17 (8:00 – 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 ELL/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>Participant Profile: Grades K-12 Classroom, Content, ELL and SPED Teachers</p>

Course Name – Instructor(s)	Course Description
<p>Summer Bridges Study Group</p> <p>Maggie White</p> <p>July 16 (8:00- 2:00) July 25 (12:00-2:00) July 30 (12:00-2:00) Aug 8 (12:00-2:00) Sept 13 (3:30-4:30) And 3 hours independent/team work for RTI meetings</p> <p>HAS Library</p>	<p>This study group will focus on exploring how to use Balanced Literacy methods and protocols for student engagement to teach and track progress of targeted literacy goals. Teachers will work with Summer Bridges participants as they review student data in order to set targeted goals for individual students. In addition, teachers will work together to determine how to best use an array of balanced literacy components (Shared Reading, Read Aloud, Interactive Writing, Word Work, Conferring, Small Group Instruction during Independent Reading) in order to help students meet their individual goals. Teachers will also have an opportunity to review new teaching materials (F&P Classroom) to support these goals and will work together to adjust/create lesson plans and interventions. They will collaborate with colleagues in order to discuss students through an RTI process.</p> <p>Goals of this study group are to:</p> <ul style="list-style-type: none"> • Review student data in order to set goals and intervention plans. • Deepen understanding of best practices for using Balanced Literacy components and protocols for engagement to target student literacy goals. • Review of F&P Classroom teaching materials. • Engage in purposeful dialogue around reading interventions and pedagogy that supports differentiated instruction for struggling readers. • Utilize the RTI process in order to set goals and plan interventions. <p>Participant Profile: Summer Bridges Teachers *Recommended, but not required, that teachers attend the Student Ownership Over Learning Study Group on July 18, 19 with follow up dates.</p>
<p>Teaching with Google, SeeSaw and iPads</p> <p>Thomasine Mastrantoni Brian Seligman</p> <p>July 9 (8:00 - 2:00) July 10 (8:00 - 2:00) July 11 (8:00 - 2:00)</p> <p>PUR LMC Lab</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 various G Suite tools, SeeSaw and several new iPad apps.</p> <p>During the course participants will:</p> <ul style="list-style-type: none"> • Learn how to use G Suite, SeeSaw and several new iPad apps to integrate the 4 C's (Collaboration, Creativity, Communication, Critical thinking.) • Learn how to use various Google Apps tools including Drive, Docs, Slides, Sheets, Forms, Gmail, Calendar, Sites, Groups, Youtube and Hangouts. • Explore the use of Seesaw as a tool to give students alternative modes of expression and means to demonstrate learning. The Seesaw digital portfolios allow students to track, demonstrate and reflect on their growth over multiple grade levels. • Learn how to utilize several new iPad apps that will provide teachers with engaging ways to strengthen literacy skills and incorporate technologies. <p>As a result of this course participants will be able to:</p> <ul style="list-style-type: none"> • Use G Suite as a means of collaborating with colleagues. • 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>Participant Profile: Grades K-2 Teachers</p>
<p>Teacher Institute: First-Year (Mandatory for First Year Teachers)</p> <p>Louis N. Wool Michael Greenfield Brian Ladewig Valerie Hymes Curriculum Directors</p> <p>Aug. 20, 21, 22, 23 (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 Curriculum Directors</p> <p>Aug 20, 21, 22, 23 (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>Understanding Students of High Readiness Study Group</p> <p>Valerie Hymes Jennifer Spagnola</p> <p>August 16 (9:00 – 1:00) October 15 (3:30 – 5:00) November 28 (3:30 – 5:00) January 9 (3:30 – 5:00) March 11 (3:30 – 5:00) April 29 (3:30 – 5:00) 3.5 hours independent work</p> <p>HAS Library</p>	<p>There are many students in Harrison who are meeting grade level expectations and beyond at the elementary level. How do we best serve the learning needs of this growing population of students? How do we use existing resources, knowledge and expertise to understand the attributes of high readiness learners?</p> <p>This study group will engage in text based inquiry and discussion regarding how best to address the learning needs of high readiness learners. Within the study group participants will:</p> <ul style="list-style-type: none"> • Define the skills and dispositions of students of high readiness. • Research best practice that aligns with students’ needs. • Implement instructional strategies, resources and create the conditions for these students to thrive in the classroom setting. • Deepen our understanding of rigor. <p>Participant Profile: Grades K-5 Teachers</p>
<p>Universal Design for Learning (UDL)</p> <p>Jen Toscano</p> <p>July 10 (8:30 – 3:30) July 11 (8:30 - 3:30) October 22 (3:30 – 5:00) January 28 (3:30 – 5:00)</p> <p>LMK LGIR</p>	<p>Universal Design for Learning (UDL) is an educational framework based on research in the learning sciences that guides the development of flexible learning environments. UDL provides access to the greatest number of students by accommodating individual learning differences. There are three principles of UDL in which teachers need to incorporate as part of their practice to remove barriers to learning and to provide access to all students.</p> <p>The three principles are to:</p> <ul style="list-style-type: none"> • Provide multiple means of engagement (the “why” of learning.) • Provide multiple means of representation (the “what” of learning.) • Provide multiple means of action and expression (the “how” of learning.) <p>The following texts will be consulted: <u>Universal Design for Learning Theory and Practice</u> by Ann Meyer, David H. Rose, and David Gordon <u>Universal Design for Learning In The Classroom, Practical Applications</u> by Tracy Hall, Ann Meyer and David Rose</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Examine the current research. • Gain an understanding of the UDL Principles. • Understand the UDL Guidelines and how they apply to their planning and practice. • Understand task analysis as a tool to identify potential barriers within lessons. • Design or build lessons that provide access to the greatest number of students. • Expand their repertoire of strategies that can be implemented in a classroom to allow for all students to access the learning. <p>Participant Profile: Grades K-12 General Education and Special Education Teachers</p>

Course Name – Instructor(s)	Course Description
<p>Using Dramatic Instructional Strategies in the Secondary Classroom</p> <p>Nina Haberli Leah Moore</p> <p>August 1 (9:00 – 3:00) August 2 (9:00 – 3:00) August 3 (9:00 – 3:00)</p> <p>LMK Library</p>	<p>Engaging students in content and instilling their desire to learn is ongoing challenge for teachers. Through the IB Learner Profile students are expected to “work cooperatively” and “explore new ideas and innovative strategies” and teachers are encouraged to utilize multiple modalities in presenting material to students. Using dramatic activities in the secondary classroom is a way to engage students, address multiple learning styles and ask students to step outside of their comfort zone.</p> <p>Jeffrey Wilhelm discusses this issue in <u>You Gotta BE the Book: Teaching Engaged and Reflective Reading with Adolescents</u>. He states, “the main problem for students who don’t like to read or write is that they cannot visualize what they are producing, something that many take for granted. Theatre helps them visualize” (1997). Involvement in dramatic activities allows students the opportunity to contextualize language with their bodies. It allows students to gain a visceral understanding of the material by activating it with all of their physical and mental facilities. It fosters empathy and understanding from various points of view. By getting up on their feet, students have no choice but to be active participants. The use of dramatic activities in the classroom can provide an alternative experience for our students.</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Examine the application of dramatic activities in the IB Diploma and Middle Years Program. • Develop a unit of study, based on current curriculum, which incorporates dramatic activities. • Create, facilitate, evaluate, and reflect on their own curriculum implementing dramatic activities. <p>Participant Profile: Grades 6-12 Teachers</p>