

In-Service Summer Programs 2021-2022

Course	Course Description	Instructor	Dates
<b>A Fresh Look at Phonics: Applying Research to Practice</b>	<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 explore 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, A Fresh Look 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 have 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>Participants: K-3 Teachers, Resource Room Teachers, Literacy Specialists Total Hours: 15</p>	Allison Lofaro	<p>July 8 9-3pm Preston Library</p> <p>Oct. 25, Nov. 8, Dec. 6 3:15-5:15pm Synchronous</p>

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<b>Academic Language</b>	<p>"Language is a tool that teachers can use to enhance cognitive development. If we develop a successful program for teaching thinking, we must also develop a language of cognition." (Marzano, 2001) The IB provides a list of both subject specific and interdisciplinary command terms that help students develop strategies to break up large tasks into "digestible bits." In this course teachers will develop instructional strategies to teach these terms explicitly and use them to scaffold thinking.</p> <p>During this course participants will:</p> <ul style="list-style-type: none"> <li>Unpack the PYP/MYP/DP Command terms</li> <li>Perform an interdisciplinary crosswalk to establish a common academic language</li> <li>Develop instructional strategies for the explicit teaching of academic language</li> <li>Learn to layer that instruction vertically, gradually building the "staircase of complexity" from one grade level to the next</li> </ul> <p>As a result of this course participants will be able to:</p> <ul style="list-style-type: none"> <li>Utilize academic language purposefully</li> <li>Align learning outcomes and assessment objectives with IB Command Terms</li> <li>Model cognitive strategies</li> <li>Better differentiate instruction and assessment</li> </ul> <p>Participants: K-12 Teachers Total Hours: 5</p>	<p>Marlene Colonna</p>	<p>July 12 9-3pm LMK PD Room</p>
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<b>Advanced Mentoring and Leading Toward Highly Effective Teaching</b>	<p>This is a new course designed for experienced mentors and those in leadership positions such as supervisors, instructional coaches, or site level administrators (P's and AP's). Because teacher effectiveness links directly to student learning, supporting both beginning and experienced teachers in gaining expertise in highly effective teaching practice and continuous professional growth is imperative.</p> <p>Participants in this 2-day workshop will:</p> <ul style="list-style-type: none"> <li>• Enhance existing mentoring or instructional leadership skills</li> <li>• Explore a continuum of learning focused interactions: coaching, collaborating, consulting and calibration</li> <li>• Refine verbal and non-verbal skills that support the development of professional relationships and collegiality</li> <li>• Increase confidence and competence in leading and navigating difficult conversations</li> </ul> <p>Participants: K-12 Teachers who have completed the foundational mentoring course, AND persons in leadership roles such as supervisors, site administrators and instructional coaches.</p> <p>Total Hours: 15</p>	<p>Lynn Sawyer, Consultant</p>	<p>July 14, 15 8-3:00pm Purchase MPR</p> <p>3-4:30pm Asynchronous</p>
<b>Best Practices: IB Internal Assessments - Math</b>	<p>In the IB curriculum, the Internal Assessment (IA) is known as Mathematical Exploration. It is a written work that requires students to investigate an area of mathematics involving the collection, analysis and evaluation of data. In this course, math teachers will explore best practices for teaching IA topics in IB Math Analysis and Approaches and IB Math Applications and Interpretations. Teachers will also engage in critical conversations around scoring IAs and providing targeted feedback aligned to the IB Criterion.</p> <p>As a result of this course, teachers will:</p> <ul style="list-style-type: none"> <li>Unpack criterion-based rubrics for the IB mathematics courses</li> <li>Standardize grading practices</li> <li>Explore opportunities for IA topics</li> </ul> <p>Participants: 6-12 Math Teachers</p> <p>Total Hours: 5</p>	<p>Veronica D'Andrea Ellen Thompson (Consultant)</p>	<p>July 19 &amp; 20 8-10:30am Synchronous</p>

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<p><b>Beyond Numbers: Exploring Social and Cultural Contexts in the Math Classroom</b></p>	<p>Mathematics, like many other disciplines, is grounded in social and cultural contexts. To that end, our classrooms provide students with opportunities to see math as a tool that can help them understand, explore and investigate the world. Join us in this study group aimed at examining culturally responsive pedagogy and exploring opportunities to integrate meaningful and relevant contexts in the math classroom.</p> <p>During this study group, participants will:</p> <ul style="list-style-type: none"> <li>Explore the tenets of culturally responsive pedagogy</li> <li>Analyze classroom practice through the lens of culturally responsive pedagogy</li> <li>Examine examples of culturally relevant lessons.</li> </ul> <p>As a result of this study group, teachers will be able to:</p> <ul style="list-style-type: none"> <li>Explore the components of culturally responsive pedagogy</li> <li>Reflect upon instructional practices and consider next steps</li> </ul> <p>Participants: 6-12 Math teachers and co-teachers Total Hours: 5</p>	<p>Veronica D'Andrea Joanna Venditto</p>	<p>July 7, 21 9-10am Synchronous</p> <p>TBD 3hours Asynchronous</p>
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<b>Bridges to Learning</b>	<p>The Bridges Program has been designed to support students through the use of the Reading and Math Workshop model to teach and track progress of targeted learning goals. Teachers will review student data in order to set targeted goals for individual students and track these students throughout the 15 day program. Through an RTI process, teachers will collaborate with colleagues to examine student progress and develop interventions.</p> <p>Goals of this study group are to:  Review student data in order to set goals and intervention plans  Deepen understanding of best practices for using the components of the Workshop Model through purposeful dialogue around interventions and pedagogy  Utilize the RTI process in order to set goals and plan interventions</p> <p>Participants: K-5 Bridges Teachers  Total Hours: 15</p>	Christian McCourtney Stephanie Goldman	<p>July 16  8:30-12:30  Purchase MPR</p> <p>July 20, 27 &amp; Aug. 3  11:30-2:30pm  Synchronous</p>
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<b>Building Communication and Cultural Bridges through the Spanish Language</b>	<p>Effective communication between home and school plays a critical role in student success. When teachers and families do not speak the same language, it can present a barrier that hinders communication, limits family engagement, and takes away opportunities for intercultural understanding. This study group will attempt to remove that barrier through the instruction of the Spanish language and support teachers in understanding their diverse students and families who the language represents.</p> <p>This study group will:</p> <ul style="list-style-type: none"> <li>provide teachers with Spanish language lessons that are targeted specifically to build bridges between teachers and Spanish-speaking parents throughout the school year.</li> <li>foster intercultural understanding through language instruction.</li> <li>provide teachers with resources to support communication with Spanish-speaking families.</li> <li>allow for collective and continuous reflection on family engagement.</li> </ul> <p>Participants: 9-12 Teachers Total Hours: 15</p>	<p>Jen Egan Olga Garcia</p>	<p>Sept. 22, 2021 - June 15, 2022 3-4:00pm HHS Guidance Classroom and Asynchronous</p>
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<b>Building Resilience Through a Trauma Sensitive Lens</b>	<p>This course will explore what it means to build resilience and be trauma-sensitive. Together we will learn to navigate the varying responses students and adults may have following both stressful and traumatic experiences. During this course participants will:</p> <ul style="list-style-type: none"> <li>Create a working definition of what it means to be resilient and trauma sensitive and why both are so important.</li> <li>Understand cognitive, academic, and behavioral responses to trauma and their impact on learning and classroom behaviors</li> <li>Deepen their understanding of Trauma Informed Care.</li> <li>Through role playing and active strategies, build a tool box for responding to traumatic responses in real time.</li> <li>Develop practical strategies to build resilience in order to be better prepared for life.</li> </ul> <p>Participants: K-12 Total Hours: 15</p>	<p>Caren Baruch-Feldman Jenn Markarian</p>	<p>July 19, 20 9-1pm Synchronous</p> <p>July 21-Aug. 18 3 hours Asynchronous</p> <p>Aug. 19 9-1pm Synchronous</p>
<b>Conferring: The Heart of the Reading and Writing Workshop</b>	<p>Carl Anderson once said, "Conferring is not the icing on the cake; it is the cake." Conferring is an opportunity for teachers to provide personalized instruction for students. This course will examine the theories behind conferring, conferring strategies, learning progressions, and ways to use conferences as strong formative assessments.</p> <p>Participants: 6-12 ELA teachers Total Hours: 15</p>	<p>Jaimie Kanter Audra Robb, Consultant</p>	<p>Aug. 16, 17, 18 9-3:00pm Purchase MPR</p>

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<b>Creating High Quality Science &amp; Design Assessments &amp; Rubrics</b>	<p>IB MYP Science &amp; Design performance-based assessments are unique in their application of science and design processes to assess students. In the first part of this workshop, science and design teachers will take a deep dive into the strands of each IB MYP criterion. Science teachers will go a step further to determine the alignment between the IB MYP criterion and the new New York State Science Learning Standards. Teachers will then engage in the development of aligned performance-based assessments with student-friendly rubrics.</p> <p>Participants: 6-10 IB MYP Science &amp; Design Teachers (includes Digital Design &amp; Computer Science Teachers) Total Hours: 15</p>	<p>Lisa Pastore Christina Dakin</p>	<p>Aug. 25, 26,27 8-3pm LMK Library</p> <p>Aug. 26 2 hours - Time TBD Asynchronous</p>
<b>Culturally Responsive Classrooms and the ELA Classroom</b>	<p>Culturally responsive learning refers to the "combination of teaching, pedagogy, curriculum, theories, attitudes, practices, and instructional materials that center students' culture, identities, and contexts throughout educational systems." (NYU, 2019). Using the Culturally Responsive Scorecard, created by NYU, teachers will closely analyze their current ELA curriculum. This collaborative process "will provoke thinking about what students should learn, how they should learn it, why they should learn it, and how curriculum can be transformed to engage students effectively" (NYU, 2019)</p> <p>Participants: 6-12 ELA Teachers Total Hours: 15</p>	<p>Jaimie Kanter Lindsey Reilly Leah Moore</p>	<p>July 26 8-10:30am Asynchronous</p> <p>July 27, 28 8-1:00pm Purchase MPR</p> <p>July 29 8-10:30 Asynchronous</p>



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<b>DBT for the Classroom</b>	<p>During this course participants will learn a basic orientation to Dialectical Behavior Therapy (DBT), including mindfulness. Participants will also learn specific distress tolerance and emotion regulation skills for the classroom and work to incorporate concepts related to dialectical thinking into lessons. Self-care for teachers utilizing DBT as well as specific validation techniques for desecsalation and emotional connection with students will be taught.</p> <p>Participants will:</p> <ul style="list-style-type: none"> <li>Gain a brief understanding of the theoretical underpinnings of DBT intervention</li> <li>Recognize and incorporate DBT skills language for managing student responses, and what to do for hard-to-reach students</li> <li>Learn ways to incorporate DBT skills in their classrooms and lesson plans</li> <li>Encourage student engagement via mindfulness</li> <li>Learn distress tolerance and emotion regulation skills to encourage students' growth and address our own self-care as educators</li> </ul> <p>Participants: 6-12 Teachers (those who have not taken the course already) Total Hours: 15</p>	<p>Ashley Ribner Melville Francis</p>	<p>July 12, 13, 14 9-1:00pm HHS Guidance Classroom</p> <p>July 15 8-11:00am Asynchronous</p>
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<p><b>GoFormative! - Building Upon Best Practices</b></p>	<p>GoFormative is a web-app for classrooms that allows teachers to give live assignments to students, allowing instant teaching adjustments and immediate feedback to students. In addition to serving as a valuable assessment tool, GoFormative can be utilized to design effective instruction across disciplines. This course is designed for teachers who have prior experience using GoFormative in their classrooms. Join us to explore opportunities for using GoFormative to enhance instruction and assessment in your secondary classroom!</p> <p>During this study group, participants will:</p> <ul style="list-style-type: none"> <li>Learn how to set up GoFormative for assessment and instructional purposes</li> <li>Explore the variety of assessment features made available through GoFormative</li> <li>Share best practices of utilizing this platform in the classroom.</li> </ul> <p>As a result of this study group, teachers will be able to:</p> <ul style="list-style-type: none"> <li>Design formative assessments</li> <li>Create personalized assignments for students</li> <li>Monitor student progress through a variety of assessment features</li> </ul> <p>Participants: 6-12 Math, SPED and World Language Teachers with experience using GoFormative</p> <p>Total Hours: 5</p>	<p>Kristen Bies</p>	<p>Aug. 16. 17 8:30-10:00am Synchronous</p> <p>TBD 8-10:00am Asynchronous</p>
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<b>Google Teacher Shake Up - Elementary Toolkit</b>	<p>Hybrid learning has thrust teachers into instant Google Teacher “experts.” The expanse of G-Suite for Education tools and its constantly evolving updates, can initially seem overwhelming, but tackling the tools and their implementation one-by-one can be a game changer for teachers. This study group will allow participants to explore two rich resources that will develop the expertise needed to design, organize and manage the hybrid teaching model.</p> <p>Utilizing podcasts such as Shake Up Learning and The 10 Minute Teacher, the participants will explore specific strategies and implementation options for tools within the G-Suite for education platform that will transform their acuity in these tools.</p> <p>Topics include, but are not limited to:  Organizing Google Classroom to increase student access (Topics and filters)  Asynchronous communication/feedback  25 things you didn’t know about Google Slides  Chrome Extensions  Accessibility tools - Text to Speech  Virtual field trips via Google Expeditions</p> <p>Participants: K-5 Teachers  Total Hours: 15</p>	Deborah Goldstein	<p>July 12, 13, 14  8-1:00pm  Synchronous</p>
<b>Integrating Culturally Responsive Teaching Practices &amp; Resources to Enhance Classroom Libraries</b>	<p>Children’s literature plays a pivotal role in the development of our students, as both learners and people. In order to maximize our students’ literacy experience and growth as readers, writers and humans, it is imperative that our classroom libraries provide a rich representation of the cultures and life experiences of our students and beyond. Join us as we investigate the different types of bias that can exist in text, audit the texts and visuals that make up our classroom library, analyze the types of representation and explore resources and plan lessons with an equity lens.</p> <p>Participants: K-5 Classroom Teachers  Total Hours: 15</p>	Christian McCourtney Lauren Benjamin Dominique Ciaffone Jenn Markarian	<p>Aug. 5  8-3:00pm  Purchase Gymnasium</p> <p>Oct. 20, Nov. 10, Dec. 12  3:15-5:15pm  Synchronous</p> <p>TBD  3:15-6:15pm  Asynchronous</p>

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<b>Introduction to Developing Academic Conversations</b>	<p>Research shows that classroom discussion has a remarkable impact on student performance. Building a classroom environment that promotes respect for others' ideas, equity of voice, engagement, and mutual support are critical components of a scholarly learning community. This study group will focus on building teacher capacity around facilitating academic conversations with students. Teachers will participate in a lesson study to explore how conversations can encourage students to engage in back-and-forth dialogues where they can push each other to think by building on, challenging, negotiating ideas and master content. Participants will receive a copy of the text <i>Academic Conversations</i> by Jeff Zwiers and Marie Crawford, which will be used to drive a large portion of the learning.</p> <p>Participants: 3-5 Teachers, ENL, AIS, SPED Total Hours: 15</p>	<p>Denise Riggio Jenn Markarian</p>	<p>July 29 9-4:00pm Purchase MPR</p> <p>July 30 9-12:00pm Purchase MPR</p> <p>TBD 8-11am Asynchronous</p> <p>Sept. 29 , Oct. 27 3:30-5:30pm Purchase MPR</p>
<b>Introduction to GoFormative!</b>	<p>GoFormative is a web-app for classrooms that allows teachers to give live assignments to students, allowing instant teaching adjustments and immediate feedback to students. This course is designed as an introduction to the platform for those without prior experience with GoFormative. This platform will be made available to all teachers in grades 6-12 for the 2021-2022 school year. Join us to explore opportunities for using GoFormative to enhance instruction and assessment in your secondary classroom!</p> <p>During this course, participants will: Learn how to set up GoFormative for assessment and instructional purposes Explore the variety of assessment features made available through GoFormative Share best practices of utilizing this platform in the classroom</p> <p>As a result of this course, teachers will be able to: Design interactive lessons and formative assessments that integrate platforms (i.e. Google classroom, EdPuzzle) Monitor student progress through a variety of assessment features</p> <p>Participants: 6-12 Teachers Total Hours: 15</p>	<p>Joanna Venditto</p>	<p>Aug 12 8-1:00pm LMK Library</p> <p>Sept. 30 2:50-4:50pm Synchronous</p> <p>Oct. 28 2:50-4:50pm Synchronous</p> <p>Dec. 9 2:50-4:50pm Synchronous</p> <p>TBD 8-1:00pm Asynchronous</p>

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<p><b>It's Critical! A Deep Dive into Primary Mathematics (K-2)</b></p>	<p>Mathematics instruction in primary grades focuses on the learning of both content and processes for problem solving. Critical areas of study in primary mathematics includes number, operations and algebraic relationships, geometry and measurement. In this course, teachers will have an opportunity to unpack critical content and skills at each grade level. Through an examination of standards, teachers will engage in vertical conversations to gain an understanding of the learning progressions across grades K-2.</p> <p>During this course, participants will:</p> <ul style="list-style-type: none"> <li>Unpack critical New York State Next Generation Mathematics Learning Standards</li> <li>Explore how the Standards for Mathematical Practice enhance learning in upper elementary classrooms</li> <li>Engage in vertical articulation about learning progressions.</li> </ul> <p>As a result of this course, teachers will be able to:</p> <ul style="list-style-type: none"> <li>Strengthen their understanding of critical concepts and skills in upper elementary mathematics</li> <li>Integrate the New York State Next Generation Mathematics Learning Standards and Standards for Mathematical Practice into the planning of mathematics instruction.</li> </ul> <p>Participants: K-2 Math Teachers Total Hours: 15</p>	<p>Veronica D'Andrea Shelly DuBose, Consultant</p>	<p>Aug. 2, 3 8:30- 2:30pm Purchase MPR</p> <p>Oct. 7 3:30-5:30pm Synchronous</p> <p>TBD 8-11am Asynchronous</p>
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<p><b>It's Critical! A Deep Dive into Upper Elementary Mathematics (Grades 3-7)</b></p>	<p>Mathematics instruction in upper elementary classrooms focuses on the learning of both content and processes for problem solving. Critical areas of study in upper elementary mathematics includes number, operations and algebraic relationships, geometry and measurement. In this course, teachers will have an opportunity to unpack critical content and skills at each grade level. Through an examination of standards, teachers will engage in vertical conversations to gain an understanding of the learning progressions across grade levels.</p> <p>During this course, participants will:          Unpack critical New York State Next Generation Mathematics Learning Standards          Explore how the Standards for Mathematical Practice enhance learning in upper elementary classrooms          Engage in vertical articulation about learning progressions</p> <p>As a result of this course, teachers will be able to:          Strengthen their understanding of critical concepts and skills in upper elementary mathematics          Integrate the New York State Next Generation Mathematics Learning Standards and Standards for Mathematical Practice into the planning of mathematics instruction          Participants: Math Teachers Grades 3-7          Total Hours: 15</p>	<p>Veronica D'Andrea          Shelly DuBose,          Consultant</p>	<p>Aug. 4, 5          8:30-2:30pm          Purchase MPR</p> <p>Oct. 5          3:30-5:30pm          Synchronous</p> <p>TBD          8-11:00am          Asynchronous</p>
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<b>Learning Ally - An Audio Book for Struggling Readers</b>	<p>Learning Ally is a newly procured resource for all of LMK's teachers (although it has been utilized in special ed). This program provides access to over 80,000 human read audio books. Utilizing audio books provides equitable access to curriculum and core novels in a format that struggling readers can absorb. Learning Ally levels the playing field and allows students to access, connect and participate. Learning Ally goes beyond an extensive online library. It is packed with resources and tools that enable teachers to employ intervention strategies and manage student progress through the educator portal.</p> <p>This study group will provide participants with the opportunity to take a deep dive into the program itself, the collection, resources and tools available in Learning Ally. Following the exploration of the program, teachers will develop intervention strategies and instructional plans that embed Learning Ally into their existing ELA curriculum.</p> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>Explore &amp; learn educator portal</li> <li>Experience student portal</li> <li>Explore learning features of Learning Ally</li> <li>Align the use of Learning Ally with existing lessons in ELA &amp; IB criteria</li> <li>Design modifications/instructional support strategies for core novel units of study</li> <li>Identify ways Learning Ally can be a resource for students during SSR</li> </ul> <p>Participants: LMK Teachers of ELA, AIS, SGI, ENL, Special Education Total Hours: 15</p>	<p>Thomasine Mastrantoni</p>	<p>Aug. 2 8:30-3pm Synchronous</p> <p>Aug. 3 8-11am Asynchronous</p> <p>Aug. 5 8:30-12:30pm Synchronous</p> <p>Sept. 27 2:50-4:50pm LMK Library</p>
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<b>Learning-Focused Mentoring Foundations: Principles and Practices</b>	<p>The HCSD Mentor Teacher Program provides collegial support to teachers new to the district. This two-day workshop is designed to explore the important aspects of the mentor/mentee relationship and the benefits to both parties. The course is mandatory for teachers interested in becoming a mentor.</p> <p>Participants will learn how to skillfully guide and support new teachers to HCSD. All teachers are welcome to enroll, whether they intend to become mentors or not, as the learning outcomes are valuable for promoting highly effective teaching practice. Participants will learn to:</p> <ul style="list-style-type: none"> <li>• Promote reflective practice</li> <li>• Facilitate shared planning and problem solving</li> <li>• Utilize deliberate stances and strategies to coach mentees in a non-judgmental manner</li> <li>• Ask questions that promote improved instructional decision making</li> <li>• Provide feedback that promotes continuous professional growth</li> <li>• Use a toolkit of strategies and processes for supporting teacher colleagues</li> </ul> <p>Total Hours: 15</p> <p>Participants: Grades K-12 Teachers</p>	Lynn Sawyer, Consultant	<p>July 12, 13 8-3:00pm Purchase MPR</p> <p>3-4:30pm Asynchronous</p>
<b>Megawords</b>	<p>Megawords uses an Orton-Gillingham approach to teach reading, spelling, and contextual use of multisyllabic words through multisensory instruction and a systematic progression of skills. Since Megawords is skill based, it can be used in a variety of settings and across all RTI tiers depending on student need and grade level.</p> <p>This study group will provide background knowledge about the Orton-Gillingham approach to learning and its efficacy before delving into the Megawords program. Participants will learn how to choose a starting point for their students, become familiar with research based practices, and create, plan and present their own lessons.</p> <p>Participants: LMK special education teachers and reading specialists Total Hours: 15</p>	Dana Morello	<p>July 26 8-11:00am Synchronous</p> <p>July 27 8-3:00pm LMK PD Room</p> <p>July 29 8-12:00pm Asynchronous</p> <p>July 29 1-3:00pm Synchronous</p>



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<b>MYP Creating High Quality Rubrics</b>	<p>MYP rubrics create a shared language for students and teachers. This supports students' understanding of where they are as learners and where they need to grow. In this course, teachers will closely analyze the vertically aligned criteria within their discipline and analyze student work against these rubrics. Additionally, they will create more student-friendly, task-specific rubrics for existing tasks and assessments.</p> <p>As a result of this course teachers will:</p> <ul style="list-style-type: none"> <li>Design task-specific rubrics</li> <li>Calibrate scoring practices using MYP criteria</li> <li>Examine examples of tasks and rubrics across grade levels</li> </ul> <p>Participants: 6-10 Math and ELA Teachers Total Hours: 15</p>	<p>Jaimie Kanter Veronica D'Andrea Tim Gronholm, Consultant</p>	<p>Aug. 9 8-1:00pm Asynchronous</p> <p>Aug 10, 11 8am-2:00pm HHS C103</p>
<b>Parental Engagement: A Critical Issue in Education</b>	<p>Parental engagement is essential for student success and wellness. Often, we find ourselves involving parents but not engaging them. In this course, we will explore the difference between parental involvement and parental engagement, and how and why parental engagement can be incredibly challenging yet equally rewarding. Participants will learn how to effectively overcome obstacles to partnering with diverse parent populations. Learning outcomes for participants will include research-based strategies for communicating, sharing essential information, and problem solving with parents with the goal of providing support and intervention aligned with learning objectives, thus maximizing student achievement.</p> <p>Participants: 6-12 Teachers and support staff Total Hours: 15</p>	<p>Shari Heyen Kelly Malczewski</p>	<p>Aug 2, 3 8:30-2:30pm HHS Guidance Classroom</p>

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<b>Parents as Partners in Foundational Skills Learning</b>	<p>As primary teachers, we are always looking for ways to extend our instruction beyond the walls of our classroom. Students who have strong foundational skills often find more success when reading and writing. We ask families to partner with us to support students in the home environment. In this study group, we will analyze highly effective moves that could be done in the home environment to support the classroom learning. Teachers will engage with professional texts, discussions, and then create and organize home based literacy activities.</p> <p>Participants: K-2 Teachers Total Hours: 15</p>	<p>Jen Driggers</p>	<p>July 12, 13, 14 9-2:00pm Parsons Room 202/203</p> <p>TBD Three 1 hour sessions through the year Synchronous</p>
<b>Pivot Towards Relevance: Re-examining Practices in the Arts</b>	<p>As the world around us shifts, we too must adapt our curriculum and our programs to meet the needs of our students. This study group will allow participants the opportunity to choose their own lens to reevaluate an aspect of their teaching in a post-pandemic learning environment with particular emphasis on culturally responsive teaching and social/emotional learning. We will work as a team to construct goals, develop action plans, and focus on making realistic and relevant adjustments to our programs.</p> <p>Participants: K-12 Fine and Performing Arts Teachers Total Hours: 15</p>	<p>Meg Test</p>	<p>July 15, Aug 12 9-1pm HHS Chorus Room</p> <p>Oct. 7, March 31 3:13-5:30pm Synchronous</p>

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<b>PBL (Project Based Learning)</b>	<p>As educators we strive to increase engagement, build student agency and provide authentic tasks for skill application. In this study group, we will explore how to create clear and efficient project-based learning experiences to reinvigorate our students. These motivational experiences will facilitate deeper student learning and inquiry. Together we will:</p> <ul style="list-style-type: none"> <li>understand the structure and rationale of PBL</li> <li>examine the impact of brainstorming topic and task</li> <li>determine the importance of developing background knowledge</li> <li>design final products of our learning that consider both the assessment (aligned with benchmarks) as well as voice and choice for our students.</li> </ul> <p>Participants: Curiosity Camp Teachers Total Hours: 15</p>	<p>Christian McCourtney Stephanie Goldman Dominique Ciaffone</p>	<p>May 26 3:15-5:15pm Synchronous</p> <p>June 28 9-3:00pm Purchase MPR</p> <p>July 16 9-11:00am Synchronous</p> <p>July 23 9-11:00am Synchronous</p>
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<b>Rules of Engagement 1: Managing Controversy in the Classroom</b>	<p>How can we use the discussion and debate of controversial topics in the classroom to build common understandings and an appreciation for the perspective of others? Student voice is often stifled by a fear of conflict, but within a safe and respectful environment, disagreement can actually bring us closer together. This course will explore strategies to develop and nurture a positive classroom culture that embraces student advocacy.</p> <p>During this course, participants will: Explore accountable talk in all of its facets Develop standards for supporting one's assertions Establish protocols for structured debate Explore how debate can continue to be utilized in a blended learning environment</p> <p>As a result of this course, participants will be able to: Develop norm setting protocols for classroom discussion and debate Model thinking from multiple perspectives Utilize strategies to ensure that all students are heard in classroom discussions Learn to frame and define parameters before engaging students in critical conversations.</p> <p>Participants: 5-12 Teachers Total Hours: 5</p>	Marlene Colonna	July 19 9-3:00pm HHS C103
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<b>Rules of Engagement 2: Building and Nurturing Peer Based Discussion Groups</b>	<p>This course will focus on using the principles explored in the first course to create a year long implementation of student based discussion groups in the classroom.</p> <p>During this course, participants will:</p> <ul style="list-style-type: none"> <li>Use case study analysis, roleplay, and consultancy protocols to reflect on the past school year</li> <li>Build on their growing professional competencies with further research based practices</li> <li>Design a beginning of the year roll out for peer based discussion groups in the classroom</li> </ul> <p>As a result of this course, participants will be able to:</p> <ul style="list-style-type: none"> <li>Implement a year long plan for peer based discussion</li> <li>Help students become reflective about the roles they accept within these groups</li> <li>Assist students to monitor their progress toward meeting personal goals for engagement</li> </ul> <p>Participants: Teachers who took Rules of Engagement 1 Total Hours: 15</p>	<p>Marlene Colonna</p>	<p>July 20 9-3:00pm HHS C103</p> <p>July 21, 22, 23 TBD (5 hours) Synchronous</p> <p>TBD 8-1:00pm Asynchronous</p>
<b>Scarborough's Reading Rope and the Science of Teaching Reading: Decoding</b>	<p>Scarborough's Rope Model unravels the skills involved in becoming a proficient reader. The rope is shown as an intertwining of 2 braided cords; both braided cords (Language Comprehension and Word Recognition) are made up of several individual strands. This study group will dive deeply into the science of reading and looking closely at the word-recognition strands of decoding.</p> <p>Teachers will engage in readings and listening to podcasts and then have discussions on how to bring the science of reading into our instructional practices.</p> <p>Participants: K-3 Teachers, Reading Teachers Total Hours: 5</p>	<p>Lauren Benjamin</p>	<p>Aug. 11 9-10:00am Synchronous</p> <p>Aug. 11 10-1:00pm Asynchronous</p> <p>Aug. 11 2-3:00pm Synchronous</p>

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<b>Scarborough's Reading Rope and the Science of Teaching Reading: Phonological Awareness</b>	<p>Scarborough's Rope Model unravels the skills involved in becoming a proficient reader. The rope is shown as an intertwining of 2 braided cords; both braided cords (Language Comprehension and Word Recognition) are made up of several individual strands. This study group will dive deeply into the science of reading and looking closely at the word-recognition strand of phonological awareness.</p> <p>Teachers will engage in readings and listening to podcasts and then have discussions on how to bring the science of reading into our instructional practices.</p> <p>Participants: K-3 Teachers, Reading Teachers Total Hours: 5</p>	<p>Lauren Benjamin</p>	<p>Aug. 9 9-10:00am Synchronous</p> <p>Aug. 9 10-1:00pm Asynchronous</p> <p>Aug. 9 2-3:00pm Synchronous</p>
<b>Scarborough's Reading Rope and the Science of Teaching Reading: Sight Words</b>	<p>Scarborough's Rope Model unravels the skills involved in becoming a proficient reader. The rope is shown as an intertwining of 2 braided cords; both braided cords (Language Comprehension and Word Recognition) are made up of several individual strands. This study group will dive deeply into the science of reading and looking closely at the word-recognition strands of sight recognition of familiar words.</p> <p>Teachers will engage in readings and listening to podcasts and then have discussions on how to bring the science of reading into our instructional practices.</p> <p>Participants: K-3 Teachers, Reading Teachers Total Hours: 5</p>	<p>Lauren Benjamin</p>	<p>Aug. 12 9-10:00am Synchronous</p> <p>Aug. 12 10-1:00pm Asynchronous</p> <p>Aug. 12 2-3:00pm Synchronous</p>

# In-Service Summer Programs 2021-2022

<b>Sparkling Curiosity in Elementary Mathematics</b>	<p>How can we shift the math teachers role from the deliverer of knowledge to the facilitator of learning? How can we put students front and center in the learning process? How can we design our lessons in a way that truly values student thinking and agency in mathematics?</p> <p>In this course we will investigate these questions and identify ways in which we can SPARK curiosity for students and flip the traditional approach to teaching mathematics. Teachers will identify ways to structure their lessons using a Launch → Release → Return approach, which will allow for more personalized and targeted instruction.</p> <p>Participants: K-5 Math Teachers Total Hours: 5</p>	Dominique Ciaffone	July 6 9-2:00pm Synchronous
<b>Supporting Multilingual Learners in the Mathematics Classroom</b>	<p>Language plays a vital role in the teaching and learning of mathematics. To that end, supporting multilingual students to learn both language and mathematics requires an array of considerations both in and out of the classroom. In the mathematics classroom, multilingual learners interpret the meaning of problems, analyze, make conjectures, evaluate their progress, and discuss and understand their own approaches and the approaches of their peers. As a result, it is essential that we use a strengths-based approach to support the development of content and language skills by drawing on students' life experiences and cultural backgrounds in the mathematics classroom.</p> <p>As a result of this study group, teachers will:</p> <ul style="list-style-type: none"> <li>Explore best practices related to teaching mathematics to multilingual students</li> <li>Examine the functions of language in the math classroom</li> <li>Design instruction that draws upon culturally relevant contexts</li> </ul> <p>Participants: 6-12 Math and ENL Teachers Total Hours: 15</p>	Veronica Cedillo-Tenaglia Emily Fiore Veronica D'Andrea	Aug, 18, 19 8:30-10:30am Synchronous  Oct. 6, Nov. 8, Dec. 8 3-5:00pm Synchronous  TBD 8-1:00pm Asynchronous

# In-Service Summer Programs 2021-2022

<b>Supporting Students in the IB Middle Years Program</b>	<p>This course will focus on the IB MYP experience of our Special Education students and English Language Learners. Teachers will be given the opportunity to have components of the program clarified. We will then examine the MYP scores reported for these students at weeks 25 and 40 of the 2020-2021 school year and use that information to reflect and make adjustments such as modified assessments and/or task-specific clarifications on rubrics.</p> <p>Participants: ENL and Special Education Teachers Grades 6-8 Total Hours: 15</p>	<p>Jen Egan</p>	<p>June 28, 29, 30 8:30-12:30pm LMK PD Room</p> <p>July 1 8-11am Asynchronous</p>
<b>Teacher Institute: First-Year (Mandatory for First Year Teachers)</b>	<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> <p>First year teachers will be enrolled in this course by district office.</p>	<p>Louis N. Wool Michael Greenfield Brian Ladewig Building and District Leader</p>	<p>Aug.23, 24, 25, 26 8-3:00PM TBD</p>



In-Service Summer Programs 2021-2022

<b>Teacher Institute: Second-Year Designing Instruction for Equity and Excellence (Mandatory for Second-Year Teachers)</b>	<p>Research reminds us that teaching is both art and science; educators need to be technically proficient in the design and delivery of research-based instruction while remaining artful in meeting the diverse needs of all students in their classroom.</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 and culturally responsive teaching and learning. Participants will develop/refine curriculum utilizing the district's research-based instructional framework.</p> <p>On the final day of the Institute, participants will engage in a peer review process with their first year colleagues followed by a celebratory luncheon.</p> <p>Second year teachers will be enrolled in this course by district office.</p>	<p>Michael Greenfield Valerie Hymes Stephanie Goldman Building and District Leaders</p>	<p>Aug.23, 24, 25, 26 8-3:00PM TBD</p>
<b>Teacher-Child Interaction Therapy (TCIT)</b>	<p>Teacher-Child Interaction Therapy (TCIT) is an evidence-based intervention to strengthen the teacher-child relationship and address challenging behaviors. TCIT helps teachers prevent and manage disruptive, interfering behaviors in school settings through didactic training paired with the live coaching. Grounded in the principles of behaviorism, participants will learn:</p> <ul style="list-style-type: none"> <li>effective limit setting techniques</li> <li>how to implement disciplinary procedures tailored to particular students</li> <li>effective strategies to prevent and manage disruptive behavior</li> <li>how relationship-building will result in increasing behavioral regulation and decreasing disruptive behaviors</li> <li>PRIDE (praise, reflection, imitation, describe, enthusiasm) skills</li> </ul> <p>Participants: K-5 Teachers and Related Service Providers Total Hours: 15</p>	<p>Annie Josephson Melville Francis</p>	<p>Aug. 12 9-3:00pm HHS C103</p> <p>Aug. 13 9- 11:30am Synchronous</p> <p>Aug. 18 9-11:30am Synchronous</p>

In-Service Summer Programs 2021-2022

<b>Teaching Phonics and Word Study in the Intermediate Grades - Section A</b>	<p>“Once children grasp the alphabet principle and learn the most common sound-spelling they meet in primary grade texts, their next hurdle involves decoding multisyllabic words.”</p> <p>In this study group, we will explore highly effective moves that can have an impact on students’ reading, writing, and spelling ability. The work of the study group will be based on the text <u>Teaching Phonics and Word Study in the Intermediate Grades</u> by Wiley Blevins. Teachers will engage in reading and discussing the content of 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 have impacted student learning. As a result of the study group, teachers will be able to design instructional experiences for students that are targeted and impactful.</p> <p>Participants: 2-5 Teachers, Reading Teachers Total Hours: 15</p>	<p>Lauren Benjamin</p>	<p>Aug. 10 9-3:00pm Preston Library</p> <p>Sept. 29, Oct. 27, Dec. 1 3:15-5:15pm Synchronous</p>
<b>Teaching Phonics and Word Study in the Intermediate Grades - Section B</b>	<p>“Once children grasp the alphabet principle and learn the most common sound-spelling they meet in primary grade texts, their next hurdle involves decoding multisyllabic words.”</p> <p>In this study group, we will explore highly effective moves that can have an impact on students’ reading, writing, and spelling ability. The work of the study group will be based on the text <u>Teaching Phonics and Word Study in the Intermediate Grades</u> by Wiley Blevins. Teachers will engage in reading and discussing the content of 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 have impacted student learning. As a result of the study group, teachers will be able to design instructional experiences for students that are targeted and impactful.</p> <p>Participants: 2-5 Teachers, Reading Teachers Total Hours: 15</p>	<p>Lauren Benjamin</p>	<p>Aug. 17 9-3:00pm Preston Library</p> <p>Sept. 30, Oct. 28, Dec. 2 3:15-5:15pm Synchronous</p>

# In-Service Summer Programs 2021-2022

<b>Teaching Science through Phenomena-Driven Inquiry and CrossCutting Concepts</b>	<p>This course will concentrate on two aspects of science instruction - phenomena-based inquiry and crosscutting concepts as described in the new science standards (NYSSLS/NGSS). Phenomena-based inquiry instruction asks students to make sense of the world as they observe it when learning. Crosscutting concepts, including patterns, systems and models, have applications across all domains of science and address the deeper learnings embedded within science content.</p> <p>After an initial introduction, teachers will engage in interactive activities and reflect on their value to student learning. This will be followed by relevant application to the IB MYP/DP units of study.</p> <p>Participants: 6-12 IB MYP Science &amp; Science Co-Teachers Total Hours: 15</p>	<p>Joan O’Keeffe Angela Diecidue</p>	<p>June 29, 30 8- - 3:00pm LMK Library</p> <p>July 1 8-10am Asynchronous</p> <p>July 1 11-12pm Synchronous</p>
<b>The Flipped World Language Classroom: Creating Space for Intercultural Understanding</b>	<p>“The modern language classroom can serve as the ideal space where learners can investigate, interpret, and interact with other cultures to appreciate the ‘reality of complex and multiple identities’.” (Porto, Houghton, &amp; Byram, 2018). This course will examine how the flipped approach can create more space for this type of experience in the World Language classroom and will give teachers the opportunity to create content that can be digitally distributed to support this approach.</p> <p>Participants: World Language Teachers Grades 6-12 Total Hours: 15</p>	<p>Jen Egan</p>	<p>July 16 8-9:00am Asynchronous</p> <p>July 19, 20 8:30-1:30pm LMK PD Room</p> <p>July 21 8-11am Asynchronous</p> <p>July 26 8:30-9:30am Synchronous</p>

In-Service Summer Programs 2021-2022

<b>The Science of Reading: A Blueprint for Building Strong Readers</b>	<p>Research shows a systematic approach to teaching foundational literacy skills is essential. In this course we will explore the science behind how children learn to read. Together, we will reimagine the role of phonemic awareness and the way in which we teach phonics. Participants will consider how to maximize our foundational skill instruction with students and why we must shift the balance in our approach to literacy.</p> <p>Participants: K-2 Teachers, Reading Intervention Teachers, Resource Room Teachers Total Hours: 15</p>	Jenn Markarian Dominique Ciaffone Nikki Martelli	<p>July 21, 22 9-1:00pm Purchase MPR</p> <p>Sept. 13, Oct. 18, Dec. 20 3:15-4:35pm Synchronous</p>
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# In-Service Summer Programs 2021-2022

<b>Understanding Dyslexia</b>	<p>Dyslexia occurs in people of all backgrounds and intellectual levels. According to the International Dyslexia Association, as many as 15-20 percent of the general population show signs or symptoms of dyslexia. In this course, participants will develop a deep understanding about Dyslexia and study remediations supported by relevant research in the field. By examining case studies, we will discuss current accommodations available to students with dyslexia and how the implementation of these accommodations are essential.</p> <p>The following text will be consulted:</p> <p>Overcoming Dyslexia by Sally Shaywitz</p> <p>Participants will:</p> <p>Gain an understanding of what the term dyslexia means and explore common myths and misunderstandings.  Examine the research/brain science behind learning how to read.  Understand what indicators/factors go into diagnosing dyslexia at various ages.  Gain an understanding of challenges and other disabilities often seen co-existing in an individual with dyslexia.  Examine various interventions/methods/strategies to be used with students with dyslexia  Understand the value and variety of classroom accommodations and testing accommodations available to students with dyslexia.</p> <p>Participants: K-12 Special Education Teachers, Interventionists  Total Hours: 15</p>	<p>Jen Toscano  Antonia Simao</p>	<p>Aug. 3, 4, 5  8:30-12:30pm  HHS C 103</p> <p>Aug. 3, 4, 5  1:30-2:30  Asynchronous</p>
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In-Service Summer Programs 2021-2022

<b>Universal Design for Learning (UDL): Meeting the Needs of Diverse Learners</b>	<p>Universal Design for Learning (UDL) is an educational framework based on research that guides the development of flexible learning environments. UDL provides access to all students by accommodating individual learning differences. There are three principles of UDL which teachers need to incorporate as part of their practice to remove barriers to learning and to provide access to all students. We will explore these three main principles of UDL: representation (what), action and expression (how), and engagement (why).</p> <p>Participants: Classroom teachers grades 6-12 Total Hours: 15</p>	<p>Katie Heath Sandra Bodnar</p>	<p>July 9, 16 8-2:00pm LMK Library</p> <p>July 9-15 8-12:00pm Asynchronous</p>
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In-Service Summer Programs 2021-2022

<p><b>Utilizing Digital Tools in Flexible Instructional Environments</b></p>	<p>When it comes to technology, one of the biggest complaints is that people have trouble keeping up with it. Not that it's too hard, not that it's too "technical," but that keeping track of all that is available is impossible. In order to promote behaviors of productivity, collaboration, and creativity, the updating of instructional pedagogy through technology can be carefully designed to unleash the potential of higher order learning and engagement.</p> <p>This course will be the filter that lets you sort through tech tools, learn the newest features in Google, and quickly determine which technology is worth your time. You will learn how to integrate a wide range of effective, technological tools - whatever the teaching environment may be.</p> <p>Participants will gain a wide-variety of skills that enhance subject material, productivity, and creativity for all members of the district learning community including: Development of a "toolbox" to plan and integrate technology Creation and management of Google Classroom and other GAFE productivity tools.</p> <p>Participants: 3-12 Teachers Total Hours: 15</p>	<p>Nicole Reed Tara Xanthopolous Brian Seligman</p>	<p>July 19, 21 8-3:00pm Purchase MPR</p> <p>July 20, 22 8-9:30am Asynchronous</p>
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In-Service Summer Programs 2021-2022

<p><b>Whatever Happened to Civics? 1</b></p>	<p>A truly democratic society relies on its citizens to be informed and ready to act. What could be more important now than reestablishing a connection to local, national, and global citizenship? As a result of this period of social isolation, students need more than ever to explore the relationship and responsibility of the individual to the wider community. This course will provide teachers with classroom methods for reinvigorating civic education. During this course participants will:</p> <ul style="list-style-type: none"> <li>Explore service-learning - how to utilize student communal experiences in the classroom</li> <li>Develop an inquiry cycle that ends in communal activity</li> <li>Establish SMART goals to actualize student advocacy</li> </ul> <p>As a result of this course participants will be able to:</p> <ul style="list-style-type: none"> <li>Establish classroom norms that mimic democratic engagement</li> <li>Develop explicit instructional techniques to help students negotiate and compromise when areas of difference and conflict arise among constituent groups</li> <li>Utilize relevant and age appropriate current events embedded within the curriculum</li> <li>Find authentic avenues for students to express/publish ideas</li> </ul> <p>Participants: K-12 Teachers Total Hours: 5</p>	<p>Marlene Colonna</p>	<p>July 21 9-3:00pm HHS C103</p>
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In-Service Summer Programs 2021-2022

<p><b>Whatever Happened to Civics? 2</b></p>	<p>This course will focus on using the principles explored in the first course to create dedicated opportunities throughout the year for students to exercise civic involvement in both their school and local communities. We will unpack the NYS Seal of Civic Readiness program as a model for developing our own emphasis on creating meaningful experiences for students.</p> <p>During this course participants will:</p> <ul style="list-style-type: none"> <li>Perform an audit of clubs, activities, and structures that currently exist within our district to support student civic engagement</li> <li>Explore areas of curricular alignment to civic experiences</li> <li>Examine how many of our current project based assessments might include elements of student action as an option</li> </ul> <p>As a result of this course participants will be able to:</p> <ul style="list-style-type: none"> <li>Identify age appropriate and actionable opportunities</li> <li>Include student civic action, using a choice board model, in the fulfillment of course requirements</li> <li>Seek out appropriate partnerships both within our school community and the local community of Harrison to support this work</li> </ul> <p>Participants: 6-12 teachers who took the first course Total Hours: 15</p>	<p>Marlene Colonna</p>	<p>July 13 9-3:00pm HHS C103</p> <p>July 14, 15, 16 TBD 5 hours Synchronous</p> <p>TBD 5 hours Asynchronous</p>
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