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NYSUT ELT courses are a great way to brush up on your skills.

- Learn from New York's most dynamic teachers
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- Learn new research-based classroom strategies
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\$645[★]
books included!

FOR 3 GRADUATE CREDIT COURSES
Limited Time

What can NYSUT ELT do for you?

Teachers

- Meet state-mandated professional development requirements
- Keep current on new developments in education
- Learn practical, teacher-tested classroom applications
- Work toward your master's degree

Degree Programs

- D'Youville College
- Excelsior College - available statewide
- Mercy College
- Stony Brook University - online graduate program
- Touro College

School-Related Professionals

- Climb the career ladder by earning your New York state teaching assistant certificate
- Meet professional development requirements
- Work toward your associate or bachelor's degree, or your teaching certificate
- Keep abreast of new developments in education

Degree Programs

- Empire State College
- St. Francis College

Course Pricing Key

Classroom-based courses:

★ 3 graduate credits:	\$645
1 graduate credit:	\$198
In-service (45 hours):	\$375
In-service (15 hours):	\$125

Online courses:

3 graduate credits:	\$645
1 graduate credit:	\$215
In-service (45 hours):	\$425
In-service (15 hours):	\$175
Tech Fee:	\$35

CD-based courses:

3 graduate credits (VESI/Sage):	\$645
2 graduate credits (VESI/Sage):	\$425
3 undergraduate credits (VESI/Concordia):	\$375
2 undergraduate credits (VESI/Concordia):	\$280

Undergraduate courses:

3 undergraduate credits:	\$375
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Education & Learning Trust
800 Troy-Schenectady Road.,
Latham, NY 12110
www.nysut.org/elt

Course & Registration Information

A \$100 deposit is required to register for each course of which the \$50 non-refundable deposit is included.

Tuition must be paid in full on or before the course start date. Tuition can be paid by check or credit card (MasterCard, VISA or Discover). Checks should be made payable to NYSUT ELT.

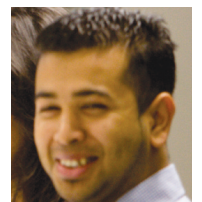
Participants must possess a Bachelor's Degree to register for graduate credit.

If a course is canceled by the Trust, all paid tuition is 100% refundable.

If a student provides a written request to drop a course*, paid tuition less the \$50 non-refundable registration fee is refundable. Request to drop a course can be faxed to 518-213-6456 or emailed to eltmail@nysutmail.org.

* Not applicable to CD courses

For additional information, please visit www.nysut.org/elt



Call 800-528-6208 or www.nysut.org/elt to register!

CAPITAL DISTRICT

For additional information, contact Gayle Ratner @ gayle.ratner@verizon.net

■ **THREE HOUR SEMINARS**

UNDERSTANDING ENGLISH LANGUAGE LEARNERS (ELLs)

WKS PROF56

This workshop will present the stages of verbal acquisition and identifying variables that influence the language acquisition process, strategies the research found to be successful at engaging the ELLs in learning, and accommodations in instruction/assessment that support the academic achievement of ELLs.

Section #: Workshop 11

Latham-NYSUT Headquarters
Laurie Cohn Sasson
8/30; M; 9-12
\$30 fee. To register call NYSUT ELT.

■ **15-HOUR INSERVICE COURSES**

CULTURAL PROFICIENCY

INS 811

Cultural Proficiency engages participants in conversations and activities concerning the impact and influence of race, culture, ethnicity, language, sexual orientation, socioeconomics, and class on educational practice.

Section #: Classroom 11

Latham-NYSUT Headquarters
Bernice Rivera
7/8-7/9; Th.-F; 9-5

MENTOR TRAINING PROGRAM

INS 133

Explore the roles of the mentor as a change agent, the mentee as an adult learner, and district administrator. Emphasis is placed on the role of reflective practice in the professional growth process of teachers and on identifying and developing the components of professional practice.

Section #: Classroom 11

Cherry Plain-Berlin High School (Library)
Lauren Nichols
7/19-7/21; M-W; 9-2

SECONDARY READING COMPREHENSION IN ALL CONTENT AREAS: STRATEGIES THAT WORK

INS 694

Provides active strategies to use with middle and high school students who struggle with reading comprehension. Both fiction and expository text structures will be included and corresponding graphic organizers, tips, and signals for use with students will be incorporated.

Section #: Classroom 11

Latham-NYSUT Headquarters
Karen Fribourg-Leong
7/19-7/20; M-T; 9-5

■ **ONE CREDIT OR 15-HOUR INSERVICE COURSES**

DEVELOPMENT AND USE OF STUDENT PORTFOLIO

EDU 679 College of Saint Rose

Examine and evaluate the portfolio process and develop rubrics and other assessments that measure different aspects of student growth. Incorporation of the NYS Learning Standards and performance indicators in developing portfolios is emphasized.

Section #: Classroom 11

Latham-NYSUT Headquarters
Jodi LaRock
7/6-7/7; T-W; 9-5

■ **THREE GRADUATE CREDIT OR 45-HOUR INSERVICE COURSES**

BEHAVIORAL, ACADEMIC, AND SOCIAL INTERVENTIONS FOR THE CLASSROOM (B.A.S.I.C.)

ENY 707 Adelphi University

Examine research-based interventions in the behavioral, academic, and social areas of student performance.

Section #: Classroom 11

Queensbury Elementary School (Library)
Hollie Combs
6/2,8,9,15,16,22,23, W & T; 4-8:30; 6/28-6/29; M-T; 9-4

Section #: Classroom 13

Colonie-Sand Creek Middle School
Mary Ann Taylor
7/26-7/30; M-F; 8-5

ENHANCING ENGLISH LANGUAGE LEARNING IN THE ELEMENTARY SCHOOLS

EDC 670 College of Saint Rose

Equips elementary teachers with strategies and skills to address the social and academic needs of limited English proficient students. Develop activities that promote language development and acquisition and also engage students socially and academically.

Section #: Classroom 11

Latham-NYSUT Headquarters
Laurie Cohn Sasson
7/6,7,8,9,12,13, T-F & M-T; 9-4:30

INCLUSION: EDUCATION FOR ALL PREK-12

ENY 729 Adelphi University

Designed for both special education and general education teachers at all grade levels. This course introduces participants to the process of planning for an inclusive classroom.

Section #: Classroom 11

Queensbury Elementary School (Library)
Hollie Combs
6/30; 7/1,6,7,8; W, Th & T-Th; 8-5

MATH MADE MEANINGFUL

EDC 663 College of Saint Rose

This course is designed to help participants help children learn mathematical concepts and skills, including most important, problem solving skills.

Section #: Classroom 11

Latham-NYSUT Headquarters
Helen Hemendinger
8/2-8/6; M-F; 8-5

MEANINGFUL ACTIVITIES TO GENERATE INTERESTING CURRICULUM (M.A.G.I.C.)

EDU 682 College of Saint Rose

Create "MAGIC" in the classroom by exploring the creativity of "possibility thinking" with students. Participants design and implement lessons that promote active learning

Section #: Classroom 11

Saratoga High School
Mary Martini Faith
7/5-7/9; M-F; 8:30-4:30

MIDDLE LEVEL EDUCATION: FOUNDATIONS FOR THE MIDDLE YEARS

EDC 679 College of Saint Rose

Develop a critical awareness and appreciation of multicultural children's literature and begin to classify various genres; such as picture books, folktales, fairy tales, fables, autobiographies, biographies, poetry, novels and other works of fiction and nonfiction.

Section #: Classroom 11

Exact Site TBA
Bernice E. Rivera
6/28-7/2; M-F; 8-5

Section #: Classroom 12

Latham-NYSUT Headquarters
Bernice E. Rivera
8/2,3,5,6,7; M, T, Th, F & Sa; 8-5

MIDDLE LEVEL EDUCATION: CURRICULUM, INSTRUCTION AND ASSESSMENT

EDC 680 College of Saint Rose

Emphasis is given to three critical instructional strategies: cooperative group instruction, a multiple intelligences approach and higher order thinking. Woven throughout the course content is the concept of differentiating instruction and assessment of individual learners.

Section #: Classroom 11
Averill Park-Algonquin Middle School
Bernice E. Rivera
8/23,24,26,27,28; M, T, Th, F & Sa; 8-5

NORTHERN NEW YORK

For additional information, contact **Gayle Ratner @ gayle.ratner@verizon.net**

■ THREE GRADUATE CREDIT OR 45-HOUR INSERVICE COURSES

BEHAVIORAL, ACADEMIC, AND SOCIAL INTERVENTIONS FOR THE CLASSROOM (B.A.S.I.C.)

ENY 707 Adelphi University

Examine research-based interventions in the behavioral, academic, and social areas of student performance.

Section #: Classroom 12
Plattsburgh-NYSUT Regional Office
Jodi LaRock
7/8,9,12,13,14; Th; F; M-W; 8-5

LONG ISLAND – NASSAU

For additional information, contact **Sharon Kimmel, Coordinator @ sfkim47@aol.com**

■ 15-HOUR INSERVICE COURSE

BEHAVIORAL, ACADEMIC, AND SOCIAL INTERVENTIONS FOR THE CLASSROOM (B.A.S.I.C.)

INS 707

Examine research-based interventions in the behavioral, academic, and social areas of student performance.

Section #: Classroom 31
Oceanside Professional Development Center
Betsy Weinman
7/8-7/9; Th-F; 8-4

■ ONE GRADUATE CREDIT OR 15-HOUR INSERVICE COURSES

DATA DRIVEN DECISIONS FOR STUDENT ACHIEVEMENT

EDC 676 College of Saint Rose

Practice setting SMART Goals: Specific, Measurable, Attainable, Results-oriented, and Time-bound. Use own district, school or class achievement data to analyze and interpret findings.

Section #: Classroom 31
Baldwin-Meadow School (Faculty Room)
(Spon. by Baldwin Teacher Center)
Betsy Weinman
7/6-7/7; T-W; 8-4

EMBEDDING STUDY SKILLS

EDC 683 College of Saint Rose

Available for all grade levels and helps participants focus attention on study skills as basic skills; understand the need to organize the teaching of study skills; and actively involve students in their own learning.

Section #: Classroom 31
Massapequa-McKenna School
(Spon. by Massapequa Teacher Center)
Dominick Genovese
7/6-7/7; T-W; 8:30-4:30

■ THREE GRADUATE CREDIT OR 45-HOUR INSERVICE COURSES

APPLIED BEHAVIORAL ANALYSIS

ENY 807 Adelphi University

Provide teachers and support staff with the information, tools, and skills needed to prevent antisocial behavior and/or to manage behavior when it arises.

Section #: Classroom 31
Garden City-Adelphi University
Patricia Burr
6/4,5,6,11,12,13; F; 4-8; Sa & Su; 8-5

ASSESSMENT FOR AND OF STUDENT LEARNING

ENY 808 Adelphi University

Increase your knowledge and skills in student-involved classroom assessment through practical examples of what assessment for learning looks like in everyday instruction.

Section #: Classroom 31
Garden City-Adelphi University-Harvey Hall (Room 109)
Kathryn Travers
6/6,12,13,19,20; Sa & Su; 8-5

AUTISTIC SPECTRUM DISORDER: ADJUSTING THE EDUCATIONAL IMAGE

ENY 812 Adelphi University

Review historical background; causes and diagnosis; signs, symptoms, and characteristics; strategies in education, social interactions, and language development; education-related laws and rights; impact on family dynamics and parent support.

Section #: Classroom 31
Roslyn High School (TC Room)
(Spon. by Roslyn's Laura Adler Teacher Center)
Barbara Luna
6/19; 7/6,7,8,9; Sa; T-F; 8-5

BEHAVIORAL, ACADEMIC, AND SOCIAL INTERVENTIONS FOR THE CLASSROOM (B.A.S.I.C.)

ENY 707 Adelphi University

Examine research-based interventions in the behavioral, academic, and social areas of student performance.

Section #: Classroom 31
Massapequa Park-Birch Lane Elem. School (Faculty Room)
(Spon. by Massapequa Teacher Center)
John Coyne
6/5,12,19,28,29; Sa; M & T; 8:30-5:30

Section #: Classroom 32
Port Washington-Weber Middle School
(Spon. by Port Washington Teacher Center)
Patricia Burr
6/28-7/2; M-F; 8-5

Section #: Classroom 33
Baldwin-Meadow School (Faculty Room)
(Spon. by Baldwin Teacher Center)
Betsy Weinman
7/12-7/16; M-F; 8-5

Section #: Classroom 34
Massapequa Park-Birch Lane Elem. School (Faculty Room)
(Spon. by Massapequa Teacher Center)
John Coyne
7/12-7/16; M-F; 8:30-5:30

Section #: Classroom 35
Hempstead High School
(Spon. by Hempstead Classroom Teachers Association)
Kathryn Travers
7/19-7/23; M-F; 8-5

Section #: Classroom 36
Oceanside Professional Development Center
Betsy Weinman
7/26-7/30; M-F; 8-5

Section #: Classroom 37
Freeport High School
(Spon. by Freeport Teacher Center)
Kathryn Travers
8/2-8/6; M-F; 8-5

Section #: Classroom 31 (FALL 2010 COURSE)
Hempstead High School
(Spon. by Hempstead Classroom Teachers Assoc.)
Kathryn Travers
10/15,16,17,29,30,31; F; 3:30-8:00; Sa & Su; 8-5

BLUEPRINTS FOR ACHIEVEMENT**EDU 670 College of Saint Rose**

This course presents a synthesis of established best practices for K-12 teachers based upon current research in the fields of cognitive instruction and cooperative learning. Participants explore and apply instructional strategies that promote higher-order thinking and positive student interactions. The course operates on the assumption that effective instruction requires a varied repertoire of teaching methods.

Section #: Classroom 31

Levittown Memorial Education Center
Jeri Abramson
6/28-7/2; M-F; 8:30-5:30

Section #: Classroom 32

Massapequa-McKenna School
(Spon. by Massapequa Teacher Center)
Joel Stoller
7/12-7/16; M-F; 8:45-5:45

BRAIN BASED WAYS WE THINK & LEARN**ENY 705 Adelphi University**

Examine research on how the brain takes in, stores and retrieves information. Understand the complex thinking processes.

Section #: Classroom 31

Massapequa-McKenna School
(Spon. by Massapequa Teacher Center)
Dominick Genovese
7/12-7/16; M-F; 8:30-5:30

Section #: Classroom 32

Baldwin-Meadow School (Faculty Room)
(Spon. by Baldwin Teacher Center)
Fran Manas
8/9-8/13; M-F; 8-5

BUILDING COMMUNICATION AND TEAMWORK IN SCHOOLS**ENY 704 Adelphi University**

Equips educators with the knowledge and skills to foster an emotionally engaging classroom: leadership, communication and listening, positive thinking, student support, and team building.

Section #: Classroom 31

Port Washington-Weber Middle School
(Spon. by Port Washington Teacher Center)
Judith Schutzman
7/19-7/23; M-F; 8-5

Section #: Classroom 32

Levittown Memorial Education Center
Kathryn Travers
7/26-7/30; M-F; 8-5

Section #: Classroom 33

Exact Site TBA
Rosanne Kerins
7/26-7/30; M-F; 8-5

CLASSROOM MANAGEMENT: ORCHESTRATING A COMMUNITY OF LEARNERS**ENY 703 Adelphi University**

Equips educators with current, research-validated concepts and strategies for orchestrating classroom life and learning. Explore classroom climate, physical environment, rules and procedures, momentum and flow, positive behavior, responses to misbehavior, parental involvement, and personal resilience.

Section #: Classroom 31

East Meadow-Woodland Middle School
(Spon. by East Meadow Teacher Center)
Valerie Rowe
6/28-7/2; M-F; 8-5

Section #: Classroom 32

Massapequa-McKenna School
(Spon. by Massapequa Teacher Center)

Dominick Genovese

7/19-7/23; M-F; 8:30-5:30

Section #: Classroom 33

Garden City-Adelphi University-Harvey Hall (Room 106)
Randi Azar
7/26-7/30; M-F; 8:30-5:30

COOPERATIVE DISCIPLINE**EDU 664 College of Saint Rose**

Manage and motivate student behavior in a manner consistent with optimum student growth; academic, social, and psychological.

Section #: Classroom 31

Massapequa-McKenna School
(Spon. by Massapequa Teacher Center)
Joel Stoller
7/19-7/23; M-F; 8:45-5:45

COOPERATIVE LEARNING: STUDENTS WITH SPECIAL NEEDS**SED 661 College of Saint Rose**

Participants develop a working knowledge of the classification system for exceptional students, discuss students' placements based upon this system, and plan and present lessons based upon cooperative learning principles that recognize the abilities of all students.

Section #: Classroom 31

Exact Site TBA
Rosanne Kerins
7/5-7/9; M-F; 8-5

Section #: Classroom 32

Baldwin-Meadow School (Faculty Room)
(Spon. by Baldwin Teacher Center)
Baldwin Teacher Center
Fran Manas
8/2-8/6; M-F; 8-5

CREATIVE CONTROVERSY**ENY 706 Adelphi University**

Participants learn to structure lessons that teach students how to organize and present a position, to defend a position using logical reasoning and communication skills, and to successfully integrate new information into an existing position or opinion.

Section #: Classroom 31

Garden City-Adelphi University-Harvey Hall (Room 106)
Randi Azar
7/19-7/23; M-F; 8:30-5:30

CRITICAL THINKING**EDUC 537 Long Island University**

This course is an introduction to the infusion of critical thinking skills and dispositions into classroom instruction. Topics include higher order questioning; inquiry; reasoning; effects of the media; and identifying inferences, assumptions, emotive language and arguments. Practical strategies for implementing these strategies in the classroom will be covered.

Section #: Classroom 31

Oceanside Professional Development Center
Elisse Arnell
7/26-7/30; M-F; 8-5

CULTURAL PROFICIENCY**ENY 811 Adelphi University**

Engages participants in conversations and activities concerning the impact and influence of race, culture, ethnicity, language, sexual orientation, socioeconomics, and class on educational practice. Educators' and students' cultural and/or racial identities are explored.

Section #: Classroom 31

Roslyn High School
(Spon. by Roslyn Teacher Center)
Kathryn Travers
6/28-7/2; M-F; 8-5

DESIGNING MOTIVATION FOR ALL LEARNERS

ENY 701 Adelphi University

Provides educators with a framework for creating motivating classroom experiences for all learners. Participants will examine the complex nature of learner motivation and the way in which it relies on both external, teacher-dependent factors and internal, student-dependent factors.

Section #: Classroom 31

Hempstead HS
Judy Bernstein
6/28-7/2; M-F; 8-5

DIFFERENTIATED INSTRUCTION IN TODAY'S SCHOOLS

EDU 695 College of Saint Rose

Understand and implement strategies associated with the essential, distinguishing components of differentiated instruction.

Section #: Classroom 31

Massapequa Park-Birch Lane Elem. School (Faculty Room)
(Spon. by Massapequa Teacher Center)
John Coyne
7/19-7/23; M-F; 8:30-5:30

Section #: Classroom 32

Massapequa Park-Birch Lane Elem. School (Faculty Room)
(Spon. by Massapequa Teacher Center)
John Coyne
7/26-7/30; M-F; 8:30-5:30

ENCOURAGING STUDENT RESPONSIBILITY AND DISCIPLINE

EDU 671 College of Saint Rose

Examine the classroom environment encountered by most teachers today. Explore classroom management techniques and instructional strategies that address students' social and academic needs.

Section #: Classroom 31

Exact Site TBA
Rosanne Kerins
6/15,17; T & Th; 3:30-7:15 & 6/28-7/1; M-Th.; 8-5

Section #: Classroom 32

Levittown Memorial Education Center
Irene Diller
8/23-8/27; M-F; 8-5

ENGLISH LANGUAGE ARTS IN THE MIDDLE & SECONDARY SCHOOLS

EDC 677 College of Saint Rose

Learn an integrated and interactive approach that utilizes listening, speaking, reading and writing in the construction of meaning. This process allows students to engage in all the language arts actively and consistently while contributing to a growing competency in each area.

Section #: Classroom 31

Port Washington-Weber Middle School
(Spon. by Port Washington Teacher Center)
Judith Schutzman
7/12-7/16; M-F; 8-5

ENHANCING ENGLISH LANGUAGE LEARNING IN THE ELEMENTARY SCHOOLS

EDC 670 College of Saint Rose

Equips elementary teachers with strategies and skills to address the social and academic needs of limited English proficient students. Develop activities that promote language development and acquisition and also engage students socially and academically.

Section #: Classroom 31

Oceanside Professional Development Center
Betsy Weinman
6/28-7/2; M-F; 8-5

INCLUSION: EDUCATION FOR ALL PREK-12

ENY 729 Adelphi University

Designed for both special education and general education teachers at all grade levels. This course introduces participants to the process of planning for an inclusive classroom.

Section #: Classroom 31

East Meadow-Woodland Middle School (Library)

(Spon. by East Meadow Teacher Center)

Valerie Rowe
7/26-7/30; M-F; 8-5

MEANINGFUL ACTIVITIES TO GENERATE INTERESTING CURRICULUM (M.A.G.I.C.)

EDU 682 College of Saint Rose

Create "MAGIC" in the classroom by exploring the creativity of "possibility thinking" with students. Participants design and implement lessons that promote active learning

Section #: Classroom 31

Baldwin-Meadow Elementary School (Faculty Room)
(Spon. by Baldwin Teacher Center)
Karla Lomangino
6/28-7/2; M-F; 8-5

Section #: Classroom 32

Massapequa Park-Birch Lane Elem.School (Faculty Room)
(Spon. by Massapequa Teacher Center)
John Coyne
8/2-8/6; M-F; 8:30-5:30

MEDIATED LEARNING IN THE SPECIAL EDUCATION AND INCLUSION CLASSROOM

ENY 713 Adelphi University

Investigate and apply the theory of Mediated Learning Experiences, based on the work of Dr. Reuven Feuerstein, in classroom or one-on-one interactions with students to identify students experiencing cognitive difficulties and to develop an appropriate remediation program. Participants become familiar with typical and atypical cognitive functioning and learn strategies to overcome cognitive difficulties based upon Feuerstein's 10 criteria for mediated learning.

Section #: Classroom 31

Garden City-Adelphi University-Harvey Hall (Room 106)
Randi Azar
7/12-7/16; M-F; 8:30-5:30

MIDDLE LEVEL EDUCATION: CURRICULUM, INSTRUCTION AND ASSESSMENT

EDC 680 College of Saint Rose

Emphasis is given to three critical instructional strategies: cooperative group instruction, a multiple intelligences approach and higher order thinking. Woven throughout the course content is the concept of differentiating instruction and assessment of individual learners.

Section #: Classroom 31

Baldwin-Meadow School (Faculty Room)
(Spon. by Baldwin Teacher Center)
Fran Manas
7/26-7/30; M-F; 8-5

MULTICULTURAL CHILDREN'S LITERATURE

ENY 820 Adelphi University

Examine a variety of genres appropriate for children from birth through 9th grade. Develop an awareness of multicultural perspectives and how they influence literature.

Section #: Classroom 31

Exact Site TBA
Rosanne Kerins
7/19-7/23; M-F; 8-5

Section #: Classroom 32

Oceanside Professional Development Center
Elisse Arnell
7/19-7/23; M-F; 8-5

PROFESSIONAL PORTFOLIOS

ENY 711 Adelphi University

Participants learn a systematic method for investigative study and the demonstration of those skills necessary to demonstrate quality teaching and student learning. Participants collect evidence to inform their own professional development plans.

Section #: Classroom 31

East Meadow-Woodland Middle School
(Spon. by East Meadow Teacher Center)
Valerie Rowe
6/1,3,5,8,10,15,17,19,22,24; T & Th; 3:45-7:30 & Sa; 8-3:30

READING AND WRITING ACROSS THE CONTENT AREAS

ENY 801 Adelphi University

This course explores content area teachers' roles in student's literacy development. Participants will learn how to utilize research-based teaching strategies in content-area instruction.

Section #: Classroom 31

Garden City-Adelphi University-Harvey Hall (Room 106)

Randi Azar

7/6,7,8,9,10; T-Sa; 8:30-5:30

Section #: Classroom 32

Levittown Memorial Education Center

Elisse Arnell

6/29-7/2 & 7/6; T-F & M; 8-5

READING COMPREHENSION

ENY 726 Adelphi University

Examine, discuss, and evaluate a range of strategies from highly explicit to implicit teaching of comprehension skills. Practice with instructional strategies and analysis of student work are embedded in each unit. Strategies are presented for comprehension of both narrative and expository texts.

Section #: Classroom 31

Garden City-Adelphi University-Harvey Hall (Room 106)

Randi Azar

6/28-7/2; M-F; 8:30-5:30

SUCCESSFUL TEACHING FOR ACCEPTANCE OF RESPONSIBILITY

EDU 691 College of Saint Rose

Practice strategies and techniques that foster self-awareness and responsibility and eliminate "learned helplessness" in students.

Section #: Classroom 31

Massapequa-McKenna School

(Spon. by Massapequa Teacher Center)

Dominick Genovese

6/28-7/2; M-F; 8:30-5:30

Section #: Classroom 32

Massapequa-McKenna School

(Spon. by Massapequa Teacher Center)

Dominick Genovese

7/26-7/30; M-F; 8:30-5:30

TEACHING STUDENTS TO BE PEACEMAKERS

EDUC 506F Long Island University

Provides strategies and skills to implement a peacemaker program in their classes and school. Experience conflict management procedures and skills and apply negotiating techniques and peer mediation strategies to manage conflict in the learning environment.

Section #: Classroom 31

Levittown Memorial Education Center

Jeri Abramson

7/12-7/16; M-F; 8:30-5:30

Section #: Classroom 32

Oceanside Professional Development Center

Elisse Arnell

8/2-8/6; M-F; 8-5

WRITING AS LEARNING

ENY 728 Adelphi University

Assists teachers in implementing a systematic plan for teaching writing developmentally and consistently in every subject area. Examine twelve writing strategies that guide participants through the English Language Arts Standards and their application to every content area.

Section #: Classroom 31

Freeport High School (Room TBA)

(Spon. by Freeport Teacher Center)

Mireille Taub

6/28-7/2; M-F; 8-5

TOURO COLLEGE – MASTER DEGREE PARTNERSHIP PROGRAM

Courses are open to all; except the field experience courses. Participants do not have to pursue a degree to register for these courses.

BASIC READING INSTRUCTION

EDSE 665 TOURO College

The first half of the course will be devoted to Birth-Grade 6 and the second half to instruction in grades 5-12.

Section #: Classroom 31

Exact Site TBA

Rosanne Kerins

7/12-7/16; M-F; 8-5

FIELD EXPERIENCE IN ELEMENTARY ED AND SPECIAL ED

EDSE 694 TOURO College

Work with appropriately certified supervisors or cooperating teachers at school site to gradually assume increased teacher-related responsibilities in the classroom. Logs and written assignments reviewed.

Section #: Classroom 31

Levittown Memorial Education Center

Irene Diller

June-Aug.

FIELD EXPERIENCE AND PRACTICUM I IN EARLY CHILDHOOD GENERAL AND SPECIAL ED.

EDSE 682 TOURO College

Students complete observational hours in general education at the birth-Pre-K, kindergarten, or grade 1-2 level. Students must have experience at all three developmental levels and in a high-need school or a school serving a high-need community.

Section #: Classroom 31

Levittown Memorial Education Center

Irene Diller

June-Aug.

FIELD EXPERIENCE IN MIDDLE SCHOOL AND SPECIAL ED

EDSE 676 TOURO College

Work with appropriately certified cooperating teachers at school site to gradually assume responsibilities in the classroom. Logs and written assignments reviewed.

Section #: Classroom 31

Levittown Memorial Education Center

Irene Diller

June-Aug.

HISTORY AND PHILOSOPHY OF EDUCATION

EDSE 600 TOURO College

Study of philosophical developments in the Renaissance, Reformation, and revolutionary periods; social, cultural and ideological forces which have shaped educational policies in the United States; current debates on meeting needs of students from diverse communities.

Section #: Classroom 31

N. Bellmore-Saw Mill Road School

(Spon. by North Bellmore Teacher Center)

Irene Diller

6/28-7/2; M-F; 8-5

INTRODUCTION TO SPECIAL EDUCATION

SPED 602 TOURO College

The historical background and current approaches to teaching children with disabilities. Legal, educational and social aspects are covered.

Section #: Classroom 31

Levittown Memorial Education Center

Patricia Burr

7/5-7/9; M-F; 8-5

LITERACY INSTRUCTION, BIRTH-GRADE 6

EDUC 605 TOURO College

A thorough study of the principles, practices, methodologies, and assessment tools utilized in the teaching of early literacy skills and strategies. Differentiating instruction for the at-risk student, special needs student and English language learner will be explored. Emergent literacy is emphasized with the focus on creating a balanced literacy program. Children's literature is examined within the context of literacy instruction at the level of birth- grade 6.

Section #: Classroom 31

Levittown Memorial Education Center
Elisse Arnell
7/12-7/16; M-F; 8-5

LITERACY INSTRUCTION, GRADES 5-12

EDUC 609 TOURO College

Provides students with the skills and knowledge necessary to support the developmental reading and literacy skills of middle and secondary students. Methods of teaching reading across the curriculum, literature for individual, group and whole-class reading in junior and senior high schools will be explored.

Section #: Classroom 31

Levittown Memorial Education Center
Elisse Arnell
6/29-7/2 & 7/6; T-F & M; 8-5

LOWER & MID-HUDSON REGION

For additional information, contact Bill Ferris @ HVRRegcoordBill@hotmail.com

ASSESSMENT FOR AND OF STUDENT LEARNING

ENY 808 Adelphi University

Increase your knowledge and skills in student-involved classroom assessment through practical examples of what assessment for learning looks like in everyday instruction.

Section #: Classroom 21

White Plains Staff Development Center
Jane Turk
6/28-7/2; M-F; 8-5
\$40 fee to be collected by teacher center

AUTISTIC SPECTRUM DISORDER: ADJUSTING THE EDUCATIONAL IMAGE

ENY 812 Adelphi University

Participants will review historical background; causes and diagnosis; signs, symptoms, and characteristics; strategies in education, social interactions, and language development; education-related laws and rights; impact on family dynamics and parent support.

Section #: Classroom 21

Nyack High School
Robin Kalmanson & Shirley Birmingham
6/28-7/2; M-F; 8-5

BEHAVIORAL, ACADEMIC, AND SOCIAL INTERVENTIONS FOR THE CLASSROOM (B.A.S.I.C.)

ENY 707 Adelphi University

Examine research-based interventions in the behavioral, academic, and social areas of student performance.

Section #: Classroom 21

Ossining High School (Library)
(Spon. by Ossining Staff Dev. Center)
Carole Ernest
6/26; 6/28-7/1; Sa; M-Th; 8-5
\$30 fee to be collected by Ossining Teacher Prof. Institute

Section #: Classroom 22

Yonkers-Richard Gazzola Teacher Center at YECAC
Helene Alalouf
6/28-7/2; M-F; 8-5
\$25 fee to be collected by teacher center

Section #: Classroom 23

Cortlandt Manor-Walter Panas High School
(Spon. by Hudson River Teacher Center at PNW BOCES)
Jim Desimone
7/19-7/23; M-F; 8-5
\$40 fee to be collected by teacher center

Section #: Classroom 24

Harrison-The Berlanti Building
(Spon. by Harrison Association of Teachers)
Donna McInerney
7/26-7/30; M-F; 8-5
\$40 site fee to be collected by HAT

BRAIN BASED WAYS WE THINK AND LEARN

ENY 705 Adelphi University

Examine research on how the brain takes in, stores and retrieves information. Understand the complex thinking processes.

Section #: Classroom 21

Exact Site TBA
Kevin McIntyre
8/9-8/13; M-F; 8-5

BRAIN COMPATIBLE LEARNING

ENY 714 Adelphi University

Examine the role of emotion in the learning process, the connection between memory and learning and the role of experience in learning.

Section #: Classroom 21

Valhalla- Mt. Pleasant Blythedale (Library)
Jim Desimone
6/28-7/2; M-F; 8-5

BUILDING COMMUNICATION AND TEAMWORK IN SCHOOLS

ENY 704 Adelphi University

Equips educators with the knowledge and skills to foster an emotionally engaging classroom: leadership, communication and listening, positive thinking, student support, and team building.

Section #: Classroom 21

North Salem-Pequenakonck Elementary School
(Spon. by NWP Teacher Center)
Jay Krass
7/19-7/23; M-F; 8-5
\$25 fee to be collected by teacher center

CLASSROOM MANAGEMENT: ORCHESTRATING A COMMUNITY OF LEARNERS

ENY 703 Adelphi University

Equips educators with current, research-validated concepts and strategies for orchestrating classroom life and learning. Explore classroom climate, physical environment, rules and procedures, momentum and flow, positive behavior, responses to misbehavior, parental involvement, and personal resilience.

Section #: Classroom 21

Harrison-The Berlanti Building
(Spon. by Harrison Association of Teachers)
Donna McInerney
7/5-7/9; M-F; 8-5
\$40 site fee to be collected by HAT

COOPERATIVE DISCIPLINE

EDU 664 College of Saint Rose

Manage and motivate student behavior in a manner consistent with optimum student growth; academic, social, and psychological.

Section #: Classroom 21

Cortlandt Manor-Walter Panas High School
(Spon. by Hudson River Teacher Center at PNW BOCES)
Debbie Adams
8/2-8/6; M-F; 8-5
\$40 fee to be collected by teacher center

COOPERATIVE LEARNING: STUDENTS WITH SPECIAL NEEDS

SED 661 College of Saint Rose

Participants develop a working knowledge of the classification system for exceptional students, discuss students' placements based upon this system, and plan and present lessons based upon cooperative learning principles that recognize the abilities of all students.

Section #: Classroom 21

Thiells-North Rockland Teacher Center

(Spon. by Rockland Teacher Center)

Kevin McIntyre

7/19-7/23; M-F; 8-5

\$75 fee to be collected by teacher center. To register contact teacher center @ 845-942-7600 or www.rockteach.org

CRITICAL THINKING

EDUC 537 Long Island University

This course is an introduction to the infusion of critical thinking skills and dispositions into classroom instruction. Topics include higher order questioning; inquiry; reasoning; effects of the media; and identifying inferences, assumptions, emotive language and arguments. Practical strategies for implementing these strategies in the classroom will be covered.

Section #: Classroom 21

Thiells-North Rockland Teacher Center

(Spon. by Rockland Teacher Center)

Kevin McIntyre

7/26-7/30; M-F; 8-5

\$75 fee to be collected by teacher center. To register contact teacher center @ 845-942-7600 or www.rockteach.org

CULTURAL PROFICIENCY

ENY 811 Adelphi University

Engages participants in conversations and activities concerning the impact and influence of race, culture, ethnicity, language, sexual orientation, socioeconomic, and class on educational practice. Educators' and students' cultural and/or racial identities are explored.

Section #: Classroom 21

Pelham Middle School

(Spon. by BEPT Teacher Center)

Pat DeSanto

7/5-7/9; M-F; 8-5

\$40 fee to be collected by teacher center at first class

CYBER-BULLYING: THE NEW AGE OF HARASSMENT

ENY 809 Adelphi University

Participants will understand what cyber-bullying is, its impact upon teaching and learning, and be able to apply strategies and solutions to cyber-bullying.

Section #: Classroom 21

West Nyack-Rockland BOCES (Main Campus, Bldg. 10)

Chris Conti

6/28-7/2; M-F; 8-5

DESIGNING MOTIVATION FOR ALL LEARNERS

ENY 701 Adelphi University

Provides educators with a framework for creating motivating classroom experiences for all learners. Participants will examine the complex nature of learner motivation and the way in which it relies on both external, teacher-dependent factors and internal, student-dependent factors.

Section #: Classroom 21

Pelham Middle School

(Spon. by BEPT Teacher Center)

Tricia Calise

7/26-7/30; M-F; 8-5

\$40 fee to be collected by teacher center

ENCOURAGING STUDENT RESPONSIBILITY AND DISCIPLINE

EDU 671 College of Saint Rose

This course examines the classroom environment encountered by most teachers today. Participants

explore classroom management techniques and instructional strategies that address students' social and academic needs.

Section #: Classroom 21

Thiells-North Rockland Teacher Center

(Spon. by Rockland Teacher Center)

Kevin McIntyre

6/28-7/2; M-F; 8-5

\$75 fee to be collected by teacher center. To register contact teacher center @ 845-942-7600 or www.rockteach.org

Section #: Classroom 22

Harrison-The Berlanti Building

(Spon. by Harrison Association of Teachers)

Donna McInerney

8/2-8/6; M-F; 8-5

\$40 site fee to be collected by HAT

INCLUSION: EDUCATION FOR ALL PREK-12

ENY 729 Adelphi University

Designed for both special education and general education teachers at all grade levels. This course introduces participants to the process of planning for an inclusive classroom.

Section #: Classroom 21

Pearl River-IONA College (Concourse Level)

Debbie Adams

7/19-7/23; M-F; 8-5

MEANINGFUL ACTIVITIES TO GENERATE INTERESTING CURRICULUM (M.A.G.I.C.)

EDU 682 College of Saint Rose

Create "MAGIC" in the classroom by exploring the creativity of "possibility thinking" with students. Participants design and implement lessons that promote active learning

Section #: Classroom 21

Harrison-The Berlanti Building

(Spon. by Harrison Association of Teachers)

Donna McInerney

7/12-7/16; M-F; 8-5

\$40 site fee to be collected by HAT

MIDDLE LEVEL EDUCATION: FOUNDATIONS FOR THE MIDDLE YEARS

EDC 679 College of Saint Rose

Participants will develop a critical awareness and appreciation of multicultural children's literature and begin to classify various genres; such as picture books, folktales, fairy tales, fables, autobiographies, biographies, poetry, novels and other works of fiction and nonfiction.

Section #: Classroom 21

Yorktown-BOCES School Services Building

(Spon. by Hudson River Teacher Center at PNW BOCES)

Jane Turk

7/26-7/30; M-F; 8-5

\$40 fee to be collected by teacher center

MULTICULTURAL CHILDREN'S LITERATURE

ENY 820 Adelphi University

Examine a variety of genres appropriate for children from birth through 9th grade. Develop an awareness of multicultural perspectives and how they influence literature.

Section #: Classroom 21

Pearl River-IONA College (Concourse Level)

Tricia Calise

7/19-7/23; M-F; 8-5

MULTIPLE INTELLIGENCES: THEORY AND PRACTICE

SED 672 College of Saint Rose

The course provides participants practical strategies for awakening all of the eight intelligences, techniques for developing them, and tools to structure lessons and units that incorporate all of the multiple intelligences.

Section #: Classroom 21

Harrison-The Berlanti Building
(Spon. by Harrison Association of Teachers)
Donna McInerney
6/28-7/2; M-F; 8-5
\$40 site fee to be collected by HAT

PROACTIVE STRATEGIES FOR ALL STUDENTS

ENY 678 Adelphi University

Examine fifty proven strategies for revitalizing at-risk and low-performing students. Strategies include what teachers can do in the classroom, administrators can do in the school building, and community members can do to support school personnel.

Section #: Classroom 21

Pelham Middle School
(Spon. by BEPT Teacher Center)
Pat DeSanto
7/19-7/23; M-F; 8-5
\$40 fee to be collected by teacher center at first class

Section #: Classroom 22

Yorktown-BOCES School Services Building
(Spon. by Hudson River Teacher Center at PNW BOCES)
Pat DeSanto
8/9-8/13; M-F; 8-5
\$40 fee to be collected by teacher center

PROBLEM BASED LEARNING

ENY 712 Adelphi University

In this course, participants will analyze and apply curriculum models that bring real-world problems into the classroom.

Section #: Classroom 21

Valhalla High School
(Spon. by The Teacher Center of Central Westchester)
Helene Alalouf
8/9-8/13; M-F; 8-5

READING AND WRITING ACROSS THE CONTENT AREAS

ENY 801 Adelphi University

This course explores content area teachers' roles in student's literacy development. Participants will learn how to utilize research-based teaching strategies in content-area instruction.

Section #: Classroom 22

Yorktown-BOCES School Services Building
(Spon. by Hudson River Teacher Center at PNW BOCES)
Carole Ernest
7/19-7/23; M-F; 8-5
\$40 fee to be collected by teacher center

SUCCESSFUL TEACHING FOR ACCEPTANCE OF RESPONSIBILITY

EDU 691 College of Saint Rose

Participants practice strategies and techniques that foster self-awareness and responsibility and eliminate "learned helplessness" in students.

Section #: Classroom 21

Marlboro Faculty Association Building
Shirley McCaffrey
7/19-7/23; M-F; 8-5
\$10 site fee to be collected by instructor

Section #: Classroom 23

Pearl River-IONA College (Concourse Level)
Tricia Calise
7/12-7/16; M-F; 8-5

TEACHING STUDENTS TO BE PEACEMAKERS

EDUC 506F Long Island University

This course provides participants with strategies and skills to implement a peacemaker program in their classes and school. Participants experience conflict management procedures and skills and apply negotiating techniques and peer mediation strategies to manage conflict in the learning environment.

Section #: Classroom 21

Pearl River-IONA College (Concourse Level)
Debbie Adams
6/28-7/2; M-F; 8-5

Section #: Classroom 22

North Salem-Pequenakonck Elementary School
(Spon. by NWP Teacher Center)
Jay Krass
6/28-7/2; M-F; 8-5
\$25 fee to be collected by teacher center

Section #: Classroom 23

Pelham-BEPT Teacher Center
(Spon. by BEPT Teacher Center)
Debbie Adams
7/12-7/16; M-F; 8-5
\$40 fee to be collected by teacher center at first class

Section #: Classroom 24

Cortlandt Manor-Walter Panas High School
(Spon. by Hudson River Teacher Center at PNW BOCES)
Jim Desimone
7/26-7/30; M-F; 8-5
\$40 fee to be collected by teacher center

NATIONAL BOARD CERTIFICATION

AWARENESS SESSION

Valhalla-The Teacher Center of Central Westchester
Helene Alalouf
5/26; Wed; 4:00-5:30
To register, call 914-358-1450 or Fax # 914-358-1449

PROFESSIONAL PORTFOLIOS: NATIONAL BOARD LAB

ENY 711L Adelphi University

Participants will develop the Board required portfolio that includes evidence of an understanding of the five core propositions and content area standards of the National Board.

Section #: Classroom 21 (FALL 2010 COURSE)

Valhalla-The Teacher Center of Central Westchester
Helene Alalouf
10/2; 12/11; 1/8; 2/5; 3/5; Sa; 8-5

MERCY COLLEGE MASTER'S DEGREE PARTNERSHIP

Courses are open to all; participants do not have to pursue a degree to register for these courses.

■ **THREE GRADUATE CREDIT COURSES**

APPROACHES TO LITERACY INSTRUCTION IN EARLY CHILDHOOD THROUGH ADOLESCENCE INCLUDING STUDENTS WITH DISABILITIES

EDUC 507M Mercy College

Examination and analysis of effective literacy instruction for students at all levels. Includes the exploration of appropriate techniques for English language learners and students with special needs.

Section #: Classroom 21

Middletown Teacher Center
Jane McClure
7/12-7/16; M-F; 8-5

Section#: Classroom 22
 Liberty-Sullivan County Teacher Center
 Jane McClure
 7/19-7/23; M-F; 8-5

Section #: Classroom 23
 Wappingers Falls-Roy C. Ketcham H.S. (Room 293)
 (Spon. by Wappingers Congress of Teachers)
 Lucretia Pannoza
 8/2-8/6; M-F; 8-5

CULTURAL PERSPECTIVES AND THE TEACHING LEARNING PROCESS

EDUC 504 Mercy College
 Students investigate those multicultural factors which have the greatest impact on teaching and learning: cultural, racial, ethnic, language and socioeconomic diversity. As a result of scholarly research, classroom presentation, and group discussion, students will adopt a more diverse perspective from which to deliver instructional curriculum content.

Section #: Classroom 21
 Yorktown Heights-Mercy College
 (Spon. by Hudson River Teacher Center at PNW BOCES)
 Jane Turk
 7/19-7/23; M-F; 8-5
 \$40 fee to be collected by teacher center

DIMENSIONS OF LEARNING AND LITERACY

EDUC 648M Mercy College
 Perspectives on the interdisciplinary views of how children learn, including students with special needs. Students will understand the cognitive, social, and linguistic interrelationships in the development of literacy.

Section#: Classroom 21
 Liberty-Sullivan County Teacher Center
 Dennis Rowen
 7/12-7/16; M-F; 8-5

EDUCATION IN TODAY'S SCHOOLS

EDUC 501M Mercy College
 This course provides a critical overview of the forces (historical, legal, financial, organizational, and philosophical) that provide for the foundation of education. It explores the current educational challenges including charter schools, global education, technology, bilingual education, diversity, racism, sexism, school violence, and child abuse.

Section #: Classroom 21
 Wappingers Falls-Roy C. Ketcham H.S. (Room 293)
 (Spon. by Wappingers Congress of Teachers)
 Jay Krass
 7/12-7/16; M-F; 8-5

INCLUSIVE EDUCATION

EDUC 512M Mercy College
 A comprehensive overview of inclusive education: the movement toward inclusion, instructional strategies including those pertaining to classroom management and organization, curricular adaptations and the process of implementation using collaborative models.

Section #: Classroom 21
 Wappingers Falls Roy C. Ketcham H.S. (Room 293)
 (Spon. by Wappingers Congress of Teachers)
 Debbie Adams
 7/26-7/30; M-F; 8-5

LANGUAGE DEVELOPMENT AND LITERACY ACQUISITION

EDUC 522M Mercy College
 This course focuses on child development from birth to grade 6, with an emphasis on oral language development as the foundation for literacy acquisition.

Section #: Classroom 21
 Yorktown Heights-Mercy College

(Spon. by Hudson River Teacher Center at PNW BOCES)
 Lucretia Pannoza
 7/19-7/23; M-F; 8-5
 \$40 fee to be collected by teacher center

LITERACY INSTRUCTION FOR STUDENTS WITH SPECIAL NEEDS

EDUC 561M Mercy College
 Students will develop competencies enabling them to provide appropriate instruction for students experiencing difficulties in acquiring literacy skills.

Section #: Classroom 21
 Yorktown Heights-Mercy College
 (Spon. by Hudson River Teacher Center at PNW BOCES)
 Lisa Sparano
 8/9-8/13; M-F; 8-5
 \$40 fee to be collected by teacher center

NEW SWD CERTIFICATION PROGRAM

SWD (Student's With Disabilities) Certified Teachers who seek an additional certification in Students with Disabilities can fulfill certification requirements by taking the four courses below as well as the mandated training in meeting the needs of children with autism. Students must also successfully complete the content specialty test in SWD and apply on their own to the State Education Department for this certification.

■ **THREE GRADUATE CREDIT COURSES**

COOPERATIVE LEARNING: STUDENTS WITH SPECIAL NEEDS

SED 661 College of Saint Rose
 Participants develop a working knowledge of the classification system for exceptional students, discuss students' placements based upon this system, and plan and present lessons based upon cooperative learning principles that recognize the abilities of all students.

Section#: Classroom 2
 White Plains-Southern Westchester BOCES Rye Lake Campus (Conference Room)
 RuthAnn Funari
 8/23-8/27; M-F; 8-5

METHODS AND MATERIALS FOR TEACHING STUDENTS WITH DISABILITIES

EDUC 503M Mercy College
 Study and analysis of effective teaching strategies for the education of students with disabilities. Identify strengths, and discuss methods of individualizing instruction and collaboration. Discuss effective ways of partnering with parents and other staff members.

Section#: Classroom 21
 White Plains-Southern Westchester BOCES Rye Lake Campus (Conference Room)
 Pat DeSanto
 6/28-7/2; M-F; 8-5

INCLUSION: EDUCATION FOR ALL K-12

ENY 729 Adelphi University
 Designed for both special education and general education teachers at all grade levels. This course introduces participants to the process of planning for an inclusive classroom.

Section #: Online 1
 6/7-8/13 – Registration Deadline 5/20

Section #: Online 21
 6/21-8/27 – Registration Deadline 6/3

UTICA/ROME

For additional information, contact Kay Chester @ Katherine.chester@gmail.com

■ 15-HOUR INSERVICE COURSES

PROFESSIONAL LEARNING COMMUNITIES

INS 221

Learn and practice some of the skills and strategies to facilitate the exchange of ideas to improve professional practice and increase student achievement.

Section #: Classroom 51

Utica-Proctor HS (Classroom 51)
(Spon. by the Utica Teacher Center)
Penny VanDusen
8/3-8/5; T-Th; 9-3

■ THREE GRADUATE CREDIT OR 45-HOUR INSERVICE COURSES

CLASSROOM MANAGEMENT: ORCHESTRATING A COMMUNITY OF LEARNERS

ENY 703 Adelphi University

Equips educators with current, research-validated concepts and strategies for orchestrating classroom life and learning. Explore classroom climate, physical environment, rules and procedures, momentum and flow, positive behavior, responses to misbehavior, parental involvement, and personal resilience.

Section #: Classroom 51

Verona-Madison-Oneida BOCES (TriPlexus Conf. Room)
Mary Beth Recchio & Amanda Barton
6/28-7/2; M-F; 8-5

Section #: Classroom 52

Clinton-Clinton Central School
Sheri Hunter
7/19-7/23; M-F; 8-5

CULTURAL PROFICIENCY

ENY 811 Adelphi University

Engages participants in conversations and activities concerning the impact and influence of race, culture, ethnicity, language, sexual orientation, socioeconomic, and class on educational practice. Educators' and students' cultural and/or racial identities are explored.

Section #: Classroom 51

New Hartford-NYSUT Regional Office
Tina Brett
7/6,7,8,12,13; T-Th & M-T; 8-5

CYBER-BULLYING: THE NEW AGE OF HARASSMENT

ENY 809 Adelphi University

Participants will understand what cyber-bullying is, its impact upon teaching and learning, and be able to apply strategies and solutions to cyber-bullying.

Section #: Classroom 51

Rome Teacher Center
Katherine Chester
6/28-7/2; M-F; 8-5

Section #: Classroom 52

Verona-JD George Elementary School
Katherine Chester
7/22,23,26,27,28; Th, F, M-W; 8-5

DIFFERENTIATED INSTRUCTION IN TODAY'S SCHOOLS

EDU 695 College of Saint Rose

Understand and implement strategies associated with the essential, distinguishing components of differentiated instruction.

Section #: Classroom 51

Rome Teacher Center

Rebecca Carter

7/7,8,9,12,13; W-F; & M-T; 8-5

ENCOURAGING STUDENT RESPONSIBILITY AND DISCIPLINE

EDU 671 College of Saint Rose

This course examines the classroom environment encountered by most teachers today. Participants explore classroom management techniques and instructional strategies that address students' social and academic needs.

Section #: Classroom 51

Holland Patent Teacher Center
Anna Giacobbe
6/28-7/2; M-F; 8-5

ENHANCING ENGLISH LANGUAGE LEARNING IN THE ELEMENTARY SCHOOLS

EDC 670 College of Saint Rose

Equips elementary teachers with strategies and skills to address the social and academic needs of limited English proficient students. Develop activities that promote language development and acquisition and also engage students socially and academically.

Section #: Classroom 51

New Hartford-NYSUT Regional Office
Leslie Bormann
7/21,22,23,26,27; W-F & M-T; 8-5

Section #: Classroom 52

New Hartford-NYSUT Regional Office
Leslie Bormann
8/23-8/27; M-F; 8-5

MIDDLE LEVEL EDUCATION: CURRICULUM, INSTRUCTION AND ASSESSMENT

EDC 680 College of Saint Rose

Emphasis is given to three critical instructional strategies: cooperative group instruction, a multiple intelligences approach and higher order thinking. Woven throughout the course content is the concept of differentiating instruction and assessment of individual learners.

Section #: Hybrid 51

Clinton Central School
Sheri Hunter
7/5,8; 8/2; M & Th; 8-4
Additional online sessions TBA

READING AND WRITING ACROSS THE CONTENT AREAS

ENY 801 Adelphi University

This course explores content area teachers' roles in student's literacy development. Participants will learn how to utilize research-based teaching strategies in content-area instruction.

Section #: Classroom 51

Rome Free Academy
Joe Crisafulli
8/23-8/27; M-F; 8-5

TOURO COLLEGE – MASTER DEGREE PARTNERSHIP PROGRAM

Courses are open to all; except the field experience courses. Participants do not have to pursue a degree to register for these courses.

CHILD DEVELOPMENT IN A CULTURAL CONTEXT

EDPS 620 TOURO College

The nature of motor, cognitive, emotional, social, and moral development from birth through adolescence, with implications for classroom teaching; integration of theory and research findings from the fields of developmental and educational psychology. Exploration of multicultural contexts for growth, development, and learning.

Section #: Classroom 51

Rome Free Academy
Rebecca Carter
6/28-7/2; M-F; 8-5

FIELD EXPERIENCE IN ELEMENTARY ED AND SPECIAL ED

EDSE 694 TOURO College

Work with appropriately certified supervisors or cooperating teachers at school site to gradually assume increased teacher-related responsibilities in the classroom. Logs and written assignments reviewed.

Section #: Classroom 51

New Hartford-NYSUT Regional Office
Katherine Chester
6/9;W; 4-7

FIELD EXPERIENCE AND PRACTICUM I IN EARLY CHILDHOOD GENERAL AND SPECIAL ED.

EDSE 682 TOURO College

Students complete observational hours in general education at the birth-Pre-K, kindergarten, or grade 1-2 level. Students must have experience at all three developmental levels and in a high-need school or a school serving a high-need community.

Section #: Classroom 51

New Hartford-NYSUT Regional Office
Katherine Chester
6/9;W; 4-7

FIELD EXPERIENCE IN MIDDLE SCHOOL AND SPECIAL ED

EDSE 676 TOURO College

Work with appropriately certified cooperating teachers at school site to gradually assume responsibilities in the classroom. Logs and written assignments reviewed.

Section #: Classroom 51

New Hartford-NYSUT Regional Office
Katherine Chester
6/9;W; 4-7

HISTORY AND PHILOSOPHY OF EDUCATION

EDSE 600 TOURO College

Study of philosophical developments in the Renaissance, Reformation, and revolutionary periods; social, cultural and ideological forces which have shaped educational policies in the United States; current debates on meeting needs of students from diverse communities.

Section #: Classroom 51

New Hartford-NYSUT Regional Office
Andrew Bankert
7/29,30; 8/2,3,4; Th, F, M-W; 8-5

INTRODUCTION TO SPECIAL EDUCATION

SPED 602 TOURO College

The historical background and current approaches to teaching children with disabilities. Legal, educational and social aspects are covered.

Section #: Classroom 51

New Hartford-NYSUT Regional Office
Tina Brett
6/5,13,19,26,27; Sa & Su; 8-5

PRACTICUM/SEMINAR – ELEMENTARY & SPECIAL EDUCATION

SPED 695 TOURO College

Students complete practicum experiences in special education in one or two of the two required developmental levels - grades 1-3 and grades 4-6.

Section #: Classroom 51

New Hartford-NYSUT Regional Office
Katherine Chester
6/10,24; 7/8,22; 8/12; Th.; 4-6

Please note: Students need to register at both the Touro and NYSUT sites for this course

LONG ISLAND – SUFFOLK

For additional information, contact Barbara Luna @ lunaba@verizon.net or Lynn Stock @ lstock@optonline.net

■ THREE GRADUATE CREDIT OR 45-HOUR INSERVICE COURSES

AUTISTIC SPECTRUM DISORDER: ADJUSTING THE EDUCATIONAL IMAGE

ENY 812 Adelphi University

Participants will review historical background; causes and diagnosis; signs, symptoms, and characteristics; strategies in education, social interactions, and language development; education-related laws and rights; impact on family dynamics and parent support.

Section #: Classroom 41

Hauppauge-NYSUT Regional Office
(Spon. by Huntington Teacher Center)
Lynn Stock
7/12-7/16; M-F; 8-5

BEHAVIORAL, ACADEMIC, AND SOCIAL INTERVENTIONS FOR THE CLASSROOM (B.A.S.I.C.)

ENY 707 Adelphi University

Examine research-based interventions in the behavioral, academic, and social areas of student performance.

Section #: Classroom 41

Westhampton High School
(Spon. by Teacher Center of the Western Hamptons)
Therese Burke
7/19-7/23; M-F; 8-5

Section #: Classroom 42

Hauppauge-NYSUT Regional Office
(Spon. by Commack Teacher Center)
Patricia Mastrandrea
7/19-7/23; M-F; 8-5

BRAIN COMPATIBLE LEARNING

ENY 714 Adelphi University

Examine the role of emotion in the learning process, the connection between memory and learning and the role of experience in learning.

Section #: Classroom 41

Islip Terrace-East Islip School District (Early Childhood Ctr.)
(Spon. by Staff Development Center for the Islips)
Patricia Mastrandrea
6/28-7/2; M-F; 8-5

CREATING A BALANCED READING AND WRITING CLASSROOM

RDG 663 College of Saint Rose

This course provides specific strategies to improve reading and writing instruction. The course emphasizes a balanced approach to literacy instruction, using whole-part-whole, phonemic awareness, and the integration of language arts.

Section #: Classroom 41

Huntington Station-Walt Whitman High School
(Spon. by South Huntington Teacher Center)
Barbara Luna
6/28-7/2; M-F; 8-5

CYBER-BULLYING: THE NEW AGE OF HARASSMENT

ENY 809 Adelphi University

Participants will understand what cyber-bullying is, its impact upon teaching and learning, and be able to apply strategies and solutions to cyber-bullying.

Section #: Classroom 41

Dix Hills-Half Hollow Hills High School West
(Spon. by Suffolk's Edge Teacher Center)
Jeff Frankel
7/5-7/9; M-F; 8-5
\$15 site fee to be collected by instructor

ENCOURAGING STUDENT RESPONSIBILITY AND DISCIPLINE

EDU 671 College of Saint Rose

This course examines the classroom environment encountered by most teachers today. Participants explore classroom management techniques and instructional strategies that address students' social and academic needs.

Section #: Classroom 41

Middle Island-Longwood High School (Library)
(Spon. by Mesttract Teacher Center)
Patricia Mastrandrea
7/12-7/16; M-F; 8-5

ENHANCING ENGLISH LANGUAGE LEARNING IN THE ELEMENTARY CLASSROOM

EDC 670 College of Saint Rose

This course will equip elementary teachers with strategies and skills to address the social and academic needs of limited English proficient students. Participants develop activities that promote language development and acquisition and also engage students socially and academically.

Section #: Classroom 41

Manorville-Eastport South Manor High School
(Spon. by Teacher Center of the Western Hamptons)
Mihaela Timis-Kuhnle
8/9-8/13; M-F; 8-5

INCLUSION: EDUCATION FOR ALL PREK-12

ENY 729 Adelphi University

Designed for both special education and general education teachers at all grade levels. This course introduces participants to the process of planning for an inclusive classroom.

Section #: Classroom 41

Commack Middle School
(Spon. by Commack Teacher Center)
Dennis McElheron
6/28-7/2; M-F; 8-5

MIDDLE LEVEL EDUCATION: CURRICULUM, INSTRUCTION AND ASSESSMENT

EDC 680 College of Saint Rose

Emphasis is given to three critical instructional strategies: cooperative group instruction, a multiple intelligences approach and higher order thinking. Woven throughout the course content is the concept of differentiating instruction and assessment of individual learners.

Section #: Classroom 41

Huntington Station-Walt Whitman High School
(Spon. by South Huntington Teacher Center)
Paul Schmelter
6/28-7/2; M-F; 8-5

MULTIPLE INTELLIGENCES: THEORY AND PRACTICE

SED 672 College of Saint Rose

The course provides participants practical strategies for awakening all of the eight intelligences, techniques for developing them, and tools to structure lessons and units that incorporate all of the multiple intelligences.

Section #: Classrooms 41

Dix Hills-Half Hollow Hills High School West
(Spon. by Suffolk's Edge Teacher Center)
Jeff Frankel
6/28-7/2; M-F; 8-5
\$15 site fee to be collected by instructor

Section #: Classroom 42

Middle Island-Longwood High School (Library)
(Spon. by MESTRACT Teacher Center)
Patricia Mastrandrea
7/26-7/30; M-F; 8-5

SUPPORTING PROFESSIONAL LEARNING COMMUNITIES THROUGH MENTORING, COACHING AND PROFESSIONAL COLLABORATION

ENY 803 Adelphi University

Provides participants with hands-on practice, as well as research and theory, related to the skills and strategies needed to encourage full participation of all stakeholder groups in achieving the goal of increasing student achievement.

Section #: Classroom 41

Wheatley Heights-James E. Allen Alternative School (DISS Computer Lab)
(Spon. by Suffolk's Edge Teacher Center)
Jane Lombardo
7/12-7/16; M-F; 8-5
Participants should enter at eastern side of the building, door marked "Instructional Support Services"

WRITING AS LEARNING

ENY 728 Adelphi University

This course assists teachers in implementing a systematic plan for teaching writing developmentally and consistently in every subject area.

Section #: Classroom 41

Setauket-Ward Melville High School (Room 413)
(Spon. by MESTRACT Teacher Center)
Amy Cusamano
8/23-8/27; M-F; 8-5

SOUTHERN TIER

For additional information, contact Kathy Cornacchio @ kbcornacchio@gmail.com

■ 15-HOUR INSERVICE COURSES

SECONDARY READING COMPREHENSION IN ALL CONTENT AREAS: STRATEGIES THAT WORK

INS 695

Provides active strategies to use with middle and high school students who struggle with reading comprehension. Both fiction and expository text structures will be included and corresponding graphic organizers, tips, and signals for use with students will be incorporated.

Section #: Classroom 561

Elmira-NYSUT Regional Office
Lida Bassler & Vicki Milunich
7/20,21; T-W; 8-4

■ THREE GRADUATE CREDIT OR 45-HOUR INSERVICE COURSES

AUTISTIC SPECTRUM DISORDER: ADJUSTING THE EDUCATIONAL IMAGE

ENY 812 Adelphi University

Participants will review historical background; causes and diagnosis; signs, symptoms, and characteristics; strategies in education, social interactions, and language development; education-related laws and rights; impact on family dynamics and parent support.

Section #: Classroom 561

Vestal-NYSUT Regional Office
Janice Fiore
8/23-8/27; M-F; 8-5

BEHAVIORAL, ACADEMIC, AND SOCIAL INTERVENTIONS FOR THE CLASSROOM (B.A.S.I.C.)

ENY 707 Adelphi University

Examine research-based interventions in the behavioral, academic, and social areas of student performance.

Section #: Classroom 561

Apalachin Elementary School
Peg Hellinga
7/7,8,9,15,16; W-F; & Th.-F; 8-5

Section #: Classroom 562
 Elmira-NYSUT Regional Office
 Lida Bassler & Vicki Milunich
 8/2-8/6; M-F; 8-5

BRAIN COMPATIBLE LEARNING

ENY 714 Adelphi University

Examine the role of emotion in the learning process, the connection between memory and learning and the role of experience in learning.

Section # Classroom 561
 Vestal-NYSUT Regional Office
 Janice Fiore
 6/28-7/2; M-F; 8-5

CYBER-BULLYING: THE NEW AGE OF HARASSMENT

ENY 809 Adelphi University

Participants will understand what cyber-bullying is, its impact upon teaching and learning, and be able to apply strategies and solutions to cyber-bullying.

Section #: Classroom 561
 Elmira-NYSUT Regional Office
 Lida Bassler & Vicki Milunich
 7/12-7/16; M-F; 8-5
 Note: Participants should bring a laptop

SYRACUSE REGION

For additional information, contact Cindy Pauldine @ cpauldin@twcny.rr.com

■ 15-HOUR INSERVICE COURSES

A GUIDE NAMED D.A.V.

INS 204

The D.A.V. process, an instrument for critical thinking, fosters, if not guarantees, progress, regardless of where the student starts and needs to arrive in the learning process. It is applicable in all content areas, K-12.

Section #: Classroom 551
 Fulton-G. Ray Bodley H.S.
 (Spons. by Fulton Teachers' Assoc.)
 Joe Crisafulli
 8/9,10; F-Sa; 8-4

ASSESSMENT FOR STUDENT LEARNING

INS 226

Formative assessment, reading where the student is throughout the learning process, engages both the student's responsibility for learning and the teacher's best practices for addressing the particular student's weaknesses and building on the student's strengths.

Section #: Classroom 551
 Fulton-G. Ray Bodley H.S.
 (Spons. by Fulton Teachers' Assoc.)
 Joe Crisafulli
 7/28,29; W-Th; 8-4

DIFFERENTIATED INSTRUCTION

INS 189

Understand and implement strategies associated with the essential, distinguishing components of differentiated instruction.

Section #: Classroom 551
 Jefferson-Lewis Teacher Center
 Cindy Pauldine
 7/15,16; Th-F; 8-4

READING AND WRITING ACROSS THE CONTENT AREAS 5-12

INS 194

This 15 hour program will focus content area teachers on teaching reading and writing, and embedding it into their curriculum in ways that will give their students a greater sense of independence and success.

Section #: Classroom 551
 Fulton-G. Ray Bodley H.S.
 (Spons. by Fulton Teachers' Assoc.)
 Joe Crisafulli
 7/26,27; M-Tu; 8-4

SECONDARY READING COMPREHENSION IN ALL CONTENT AREAS: STRATEGIES THAT WORK

INS 695

Provides active strategies to use with middle and high school students who struggle with reading comprehension. Both fiction and expository text structures will be included and corresponding graphic organizers, tips, and signals for use with students will be incorporated.

Section #: Classroom 551
 Central New York Teaching Center
 Linda Vaught
 7/13,14; T-W; 8-4

Section #: Classroom 552
 Watertown-Jefferson-Lewis Teacher Center
 Cindy Pauldine
 7/26,27; M-T; 8-4

■ ONE GRADUATE CREDIT OR 15-HOUR INSERVICE COURSES

DEVELOPMENT AND USE OF STUDENT PORTFOLIO

EDU 679 College of Saint Rose

Examine and evaluate the portfolio process and develop rubrics and other assessments that measure different aspects of student growth. Incorporation of the NYS Learning Standards and performance indicators in developing portfolios is emphasized.

Section #: Classroom 551
 Fulton-G. Ray Bodley H.S.
 (Spons. by Fulton Teachers' Assoc.)
 Joe Crisafulli
 8/11,12; W-Th; 8-4

■ THREE GRADUATE CREDIT OR 45-HOUR INSERVICE COURSES

APPLIED BEHAVIORAL ANALYSIS

ENY 807 Adelphi University

Provide teachers and support staff with the information, tools, and skills needed to prevent antisocial behavior and/or to manage behavior when it arises.

Section #: Classroom 551
 Syracuse-NYSUT Regional Office
 Fred Haag
 7/6-7/10; T-Sa; 8-5

AUTISTIC SPECTRUM DISORDER: ADJUSTING THE EDUCATIONAL IMAGE

ENY 812 Adelphi University

Review historical background; causes and diagnosis; signs, symptoms, and characteristics; strategies in education, social interactions, and language development; education-related laws and rights; impact on family dynamics and parent support.

Section #: Classroom 551
 North Syracuse Teacher's Association
 Colleen O'Connor
 7/12-7/16; M-F; 8:30-5:30

BEHAVIORAL, ACADEMIC, AND SOCIAL INTERVENTIONS FOR THE CLASSROOM (B.A.S.I.C.)

ENY 707 Adelphi University

Examine research-based interventions in the behavioral, academic, and social areas of student performance.

Section #: Classroom 551

North Syracuse Teacher's Association
Colleen O'Connor
6/28-7/2; M-F; 8:30-5:30

BLUEPRINTS FOR ACHIEVEMENT

EDU 670 College of Saint Rose

This course presents a synthesis of established best practices for K-12 teachers based upon current research in the fields of cognitive instruction and cooperative learning. Participants explore and apply instructional strategies that promote higher-order thinking and positive student interactions. The course operates on the assumption that effective instruction requires a varied repertoire of teaching methods.

Section #: Classroom 551

Syracuse-NYSUT Regional Office
Fred Haag
7/19-7/23; M-F; 8-5

COOPERATIVE DISCIPLINE

EDU 664 College of Saint Rose

Manage and motivate student behavior in a manner consistent with optimum student growth; academic, social, and psychological.

Section #: Classroom 551

Syracuse-NYSUT Regional Office
Fred Haag
8/2-8/6; M-F; 8-5

ENHANCING ENGLISH LANGUAGE LEARNING IN THE ELEMENTARY SCHOOLS

EDC 670 College of Saint Rose

Equips elementary teachers with strategies and skills to address the social and academic needs of limited English proficient students. Develop activities that promote language development and acquisition and also engage students socially and academically.

Section #: Classroom 551

Central New York Teaching Center
Linda Vaught
7/6-7/9; 7/12; T-F & M; 8-5

MULTIPLE INTELLIGENCES: THEORY AND PRACTICE

SED 672 College of Saint Rose

The course provides participants practical strategies for awakening all of the eight intelligences, techniques for developing them, and tools to structure lessons and units that incorporate all of the multiple intelligences.

Section #: Classroom 551

Syracuse-NYSUT Regional Office
Fred Haag
8/23-8/27; M-F; 8-5

SUCCESSFUL TEACHING FOR ACCEPTANCE OF RESPONSIBILITY

EDU 691 College of Saint Rose

Practice strategies and techniques that foster self-awareness and responsibility and eliminate "learned helplessness" in students.

Section #: Classroom 551

Syracuse-NYSUT Regional Office
Fred Haag
6/25-6/30; M-F; 8-5

ROCHESTER NEW YORK

For additional information, contact Ashli Dreher @ skuradreher@yahoo.com

■ 15-HOUR INSERVICE COURSES

PROFESSIONAL LEARNING COMMUNITIES

INS 221

Learn and practice some of the skills and strategies to facilitate the exchange of ideas to improve professional practice and increase student achievement.

Section #: Classroom 61

Rochester-NYSUT Regional Office
Frances A. Leo
6/1,8,15,22; T; 4-8

SECONDARY READING COMPREHENSION IN ALL CONTENT AREAS: STRATEGIES THAT WORK

INS 695

Provides active strategies to use with middle and high school students who struggle with reading comprehension. Both fiction and expository text structures will be included and corresponding graphic organizers, tips, and signals for use with students will be incorporated.

Section #: Classroom 61

Rochester-NYSUT Regional Office
Bonnie Dorschel & Marilyn Roy
6/28-7/1; M-Th; 8-12

■ THREE GRADUATE CREDIT OR 45-HOUR INSERVICE COURSES

BEHAVIORAL, ACADEMIC, AND SOCIAL INTERVENTIONS FOR THE CLASSROOM (B.A.S.I.C.)

ENY 707 Adelphi University

Examine research-based interventions in the behavioral, academic, and social areas of student performance.

Section #: Classroom 61

Rochester-Greece Teachers Association
Lorraine De Siena
7/12-7/16; M-F; 8-5

DIFFERENTIATED INSTRUCTION IN TODAY'S SCHOOLS

EDU 695 College of Saint Rose

Understand and implement strategies associated with the essential, distinguishing components of differentiated instruction.

Section #: Classroom 61

Rochester-Greece Teachers Association
Lorraine De Siena
7/19-7/23; M-F; 8-5

SUCCESSFUL TEACHING FOR ACCEPTANCE OF RESPONSIBILITY

EDU 691 College of Saint Rose

Practice strategies and techniques that foster self-awareness and responsibility and eliminate "learned helplessness" in students.

Section #: Classroom 61

Rochester-Greece Teachers Association
Lorraine De Siena
7/26-7/30; M-F; 8-5

WESTERN NEW YORK REGION

For additional information, contact Ashli Dreher @ skuradreher@yahoo.com

APPLIED BEHAVIORAL ANALYSIS

ENY 807 Adelphi University

Provide teachers and support staff with the information, tools, and skills needed to prevent antisocial behavior and/or to manage behavior when it arises.

Section #: Classroom 71

Williamsville-NYSUT Regional Office
Michele Amoia
7/12-7/16; M-F; 8-5

ASSESSMENT FOR AND OF STUDENT LEARNING

ENY 808 Adelphi University

Increase your knowledge and skills in student-involved classroom assessment through practical examples of what assessment for learning looks like in everyday instruction.

Section #: Classroom 71

Williamsville-NYSUT Regional Office
Ashli Dreher
8/23-8/27; M-F; 8-5

BEHAVIORAL, ACADEMIC, AND SOCIAL INTERVENTIONS FOR THE CLASSROOM (B.A.S.I.C.)

ENY 707 Adelphi University

Examine research-based interventions in the behavioral, academic, and social areas of student performance.

Section #: Classroom 71

Hamburg-Southtowns Teacher Center
Kimberly DeGal
7/5-7/9; M-F; 8-5

BRAIN COMPATIBLE LEARNING

ENY 714 Adelphi University

Examine the role of emotion in the learning process, the connection between memory and learning and the role of experience in learning.

Section #: Classroom 71

Williamsville-NYSUT Regional Office
Michele Amoia
6/1,2,3,8,10,15,16,17,22,24; T,W,Th; 4:30-9

CREATIVE CONTROVERSY

ENY 706 Adelphi University

Participants learn to structure lessons that teach students how to organize and present a position, to defend a position using logical reasoning and communication skills, and to successfully integrate new information into an existing position or opinion.

Section #: Classroom 71

Williamsville-NYSUT Regional Office
Michele Amoia
6/11,12,13,25,26,27; F; 4-8:30 & Sa-Su; 8-5

CULTURAL PROFICIENCY

ENY 811 Adelphi University

Engages participants in conversations and activities concerning the impact and influence of race, culture, ethnicity, language, sexual orientation, socioeconomics, and class on educational practice. Educators' and students' cultural and/or racial identities are explored.

Section #: Classroom 71

Williamsville-NYSUT Regional Office
Elena Wozniak
6/28-7/2; M-F; 8-5

Section #: Classroom 72

Patsy Clark
Sanborn-Orleans/Niagara BOCES Teacher Center
(Spons. by Orleans-Niagara TC)
8/9-8/13; M-F; 8-5

CYBER-BULLYING: THE NEW AGE OF HARASSMENT

ENY 809 Adelphi University

Participants will understand what cyber-bullying is, its impact upon teaching and learning, and be able to apply strategies and solutions to cyber-bullying.

Section #: Classroom 71

Sanborn - Orleans/Niagara BOCES Teacher Center
Rene Brock
7/26-7/30; M-F; 8-5

MEANINGFUL ACTIVITIES TO GENERATE INTERESTING CURRICULUM (M.A.G.I.C.)

EDU 682 College of Saint Rose

Create "MAGIC" in the classroom by exploring the creativity of "possibility thinking" with students. Participants design and implement lessons that promote active learning

Section #: Classroom 71

Williamsville-NYSUT Regional Office
Dave Lowrey
6/4,5,6,18,19,20; F; 4-8:30 & Sa-Su; 8-5

MIDDLE LEVEL EDUCATION: CURRICULUM, INSTRUCTION AND ASSESSMENT

EDC 680 College of Saint Rose

Emphasis is given to three critical instructional strategies: cooperative group instruction, a multiple intelligences approach and higher order thinking. Woven throughout the course content is the concept of differentiating instruction and assessment of individual learners.

Section #: Classroom 71

Williamsville-NYSUT Regional Office
Ashli Dreher
8/2-8/6; M-F; 8-5

UNDERGRADUATE COURSES

LOWER & MID-HUDSON REGION

For additional information, contact Bill Ferris @ HVRegcoordBill@hotmail.com

WRITING FOR LEARNING

EN 111 Cazenovia College

This course is designed to give the participants systematic instruction in writing that incorporates specific strategies in a wide range of content and genres

Section #: Classroom C1

Hartdale-Woodlands High School
(Spon. by Edith Winthrop Teacher Center)
Helene Alalouf
8/23-8/27; M-F; 8-5

LONG ISLAND- NASSAU

For additional information, contact Sharon Kimmel @ sfkim47@aol.com

COOPERATIVE DISCIPLINE

ED 441 Cazenovia College

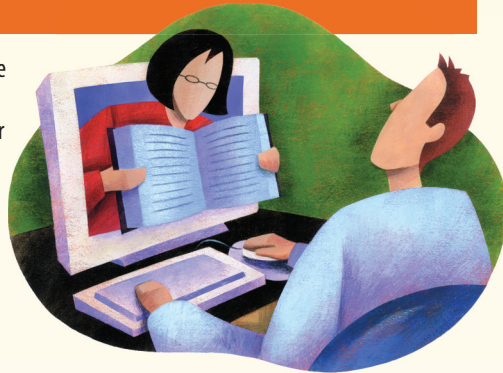
This course provides an approach to managing and motivating student behavior in a manner consistent with optimum student growth – academic, social, and psychological.

Section #: Classroom C1

Levittown Memorial Education Center
Lynn Stock
6/28-7/2; M-F; 8-5

ONLINE COURSES

Participants have 10 weeks to complete the online courses. Text/materials are sent directly to participants home by the vendor via UPS. UPS can not ship to P.O. Boxes; therefore a street address is necessary. Email addressed must be given at the time of registration and can not change after registration deadline. Passwords and sign on information are emailed directly to participant on the course starting date.



NYSUT ELT COURSES

ASSESSMENT FOR STUDENT LEARNING

EDU 678 College of Saint Rose

This course explores current research in assessment to understand the connections among subject matter knowledge, state and national standards, and assessment in the K-12 classroom.

Section #: Online 1 6/7-8/13 – Registration Deadline 5/20

Section #: Online 21 6/21-8/27 – Registration Deadline 6/3

BEGINNING READING

ENY 717 Adelphi University

Participants learn a variety of decoding activities in phonemic awareness, alphabetic principles, letter-sound correspondence, and phonics and word recognition. Participants identify and incorporate instructional strategies and assessments into their teaching that improves student reading abilities.

Section #: Online 1 6/7-8/13 – Registration Deadline 5/20

Section #: Online 21 6/21-8/27 – Registration Deadline 6/3

EDUCATIONAL TECHNOLOGY

EDSE 650 Touro College

Design and use of computer and other technological devices that facilitate communication, learning, and related functions in educational contexts for children in general education and children in special education (same course as EDUC 609M Integrating Computers).

Section #: Online 1 6/7-8/13 – Registration Deadline 5/20

Section #: Online 21 6/21-8/27 – Registration Deadline 6/3

ENCOURAGING STUDENT RESPONSIBILITY AND DISCIPLINE

EDU 678 College of Saint Rose

Participants explore classroom management techniques and instructional strategies that address students' social and academic needs.

Section #: Online 1 6/7-8/13 – Registration Deadline 5/20

Section #: Online 21 6/21-8/27 – Registration Deadline 6/3

INCLUSION: EDUCATION FOR ALL K-12

ENY 729 Adelphi University

Designed for both special education and general education teachers at all grade levels, this course introduces participants to the process of planning for an inclusive classroom.

Section #: Online 1 6/7-8/13 – Registration Deadline 5/20

Section #: Online 21 6/21-8/27 – Registration Deadline 6/3

INCREASING MIDDLE LEVEL MATH

EDC 686 College of Saint Rose

The course promotes that curriculum is more than a collection of activities; it must be coherent, focused on problem solving, and articulated across grade levels.

Section #: Online 1 6/7-8/13 – Registration Deadline 5/20

Section #: Online 21 6/21-8/27 – Registration Deadline 6/3

INTEGRATING COMPUTERS

EDUC 609M Mercy College

Participants will learn how to integrate microcomputers and other technology across the curriculum (same course as EDSE 650 Educational Technology).

Section #: Online 1 6/7-8/13 – Registration Deadline 5/20

Section #: Online 21 6/21-8/27 – Registration Deadline 6/3

MATH MADE MEANINGFUL

EDC 663 College of Saint Rose

This course is designed to help participants help children learn mathematical concepts and skills, including most important, problem solving skills.

Section #: Online 1 6/7-8/13 – Registration Deadline 5/20

Section #: Online 21 6/21-8/27 – Registration Deadline 6/3

PROBLEM BASED LEARNING

ENY 712 Adelphi University

In this course, participants will analyze and apply curriculum models that bring real-world problems into the classroom.

Section #: Online 1 6/7-8/13 – Registration Deadline 5/20

Section #: Online 21 6/21-8/27 – Registration Deadline 6/3

READING AND WRITING ACROSS THE CONTENT AREAS

ENY 801 Adelphi University

This course explores content area teachers' roles in student's literacy development. Participants will learn how to utilize research-based teaching strategies in content-area instruction.

Section #: Online 1 6/7-8/13 – Registration Deadline 5/20

Section #: Online 21 6/21-8/27 – Registration Deadline 6/3

TRENDS IN TECHNOLOGY

ENY 804 Adelphi University

Learn how to find virtually any curriculum materials available to educators on the Internet and how to directly integrate them into your classroom curriculum.

Section #: Online 1 6/7-8/13 – Registration Deadline 5/20

Section #: Online 21 6/21-8/27 – Registration Deadline 6/3

NYSUT ELT and Performance Learning Systems launch new online courses! These courses are offered at the low tuition rate of \$645* for three graduate credits through Long Island University or IONA College.

ACTION RESEARCH FOR THE CLASSROOM

EDU 950 IONA College

Explore instructional practices then develop, conduct, and analyze the results of a data collection plan.

Section #: Online PLS1 6/22-8/16 – Registration Deadline 6/15

To register, visit: [http://www.plsweb.com/Our-Partners/Iona-College/\(schedule\)/1#5G](http://www.plsweb.com/Our-Partners/Iona-College/(schedule)/1#5G)

ACTION RESEARCH IN THE E-LEARNING ENVIRONMENT™ ONLINE

EDU 517A Long Island University

Use research techniques to systematically examine personal instructional practice.

Section #: Online PLS1 6/22-8/16 – Registration Deadline 6/15

To register, visit:

[http://www.plsweb.com/Our-Partners/Long-Island-University-at-Riverhead/\(schedule\)/1#5G](http://www.plsweb.com/Our-Partners/Long-Island-University-at-Riverhead/(schedule)/1#5G)

BLENDED AND SYNCHRONOUS LEARNING DESIGN™ ONLINE

EDU 517B Long Island University

This online course focuses on designing courses and activities for blended (part online and part face-to-face) and synchronous online learning environments.

Section #: Online PLS1 6/22-8/16 – Registration Deadline 6/15

To register, visit:

[http://www.plsweb.com/Our-Partners/Long-Island-University-at-Riverhead/\(schedule\)/1#5G](http://www.plsweb.com/Our-Partners/Long-Island-University-at-Riverhead/(schedule)/1#5G)

BUILDING COLLABORATIVE ONLINE ENVIRONMENTS

EDU 783 IONA College

Experience the Web as a means of constructing new knowledge through conversation, networking, and collaboration. Harness the power of online technologies like blogs, podcasts, and wikis for student engagement and learning.

Section #: Online PLS1 6/22-8/16 – Registration Deadline 6/15
 To register, visit:
[http://www.plsweb.com/Our-Partners/Iona-College/\(schedule\)/1#SG](http://www.plsweb.com/Our-Partners/Iona-College/(schedule)/1#SG)

CLASSROOM MANAGEMENT: ORCHESTRATING A COMMUNITY OF LEARNERS®

EDU 824 IONA College
 Discover and practice skills for orchestrating classroom life and learning so that instruction flows smoothly, student misbehavior is minimized, and learning potential is maximized.

Section #: Online PLS1 6/22-8/16 – Registration Deadline 6/15
 To register, visit:
[http://www.plsweb.com/Our-Partners/Iona-College/\(schedule\)/1#SG](http://www.plsweb.com/Our-Partners/Iona-College/(schedule)/1#SG)

CULTURAL COMPETENCE: A TRANSFORMATIVE JOURNEY™

EDU 922 IONA College
 Discover how cultural lens influences relationships with students and families. Explore the framework “know yourself, your students, and your practice” to understand an educators role in student achievement and as an agent of change for social justice.

Section #: Online PLS1 6/22-8/16 – Registration Deadline 6/15
 To register, visit:
[http://www.plsweb.com/Our-Partners/Iona-College/\(schedule\)/1#SG](http://www.plsweb.com/Our-Partners/Iona-College/(schedule)/1#SG)

DEVELOPING 21ST CENTURY LITERACY SKILLS™

EDU 655 IONA College
 Examine 21st century frameworks and why information literacy is a critical skill in today’s classroom. Explore multimedia skills, digital storytelling, the read/writeWeb, metrics and assessment, and the need for organizational and social change as agents for integrating 21st century skills into today’s curriculum.

Section #: Online PLS1 6/22-8/16 – Registration Deadline 6/15
 To register, visit:
[http://www.plsweb.com/Our-Partners/Iona-College/\(schedule\)/1#SG](http://www.plsweb.com/Our-Partners/Iona-College/(schedule)/1#SG)

DIFFERENTIATED INSTRUCTION FOR TODAY’S CLASSROOM®

EDU 677 IONA College
 Learn key knowledge and skills to implement differentiated instruction successfully in the classroom.
 Section #: Online PLS1 6/22-8/16 – Registration Deadline 6/15
 To register, visit:
[http://www.plsweb.com/Our-Partners/Iona-College/\(schedule\)/1#SG](http://www.plsweb.com/Our-Partners/Iona-College/(schedule)/1#SG)

EDUCATING THE NET-GENERATION™ ONLINE

EDU 517C Long Island University
 Examine the learning styles, expectations, and technical acumen of the Net-Generation and its implication for classroom learning environments.
 Section #: Online PLS1 6/22-8/16 – Registration Deadline 6/15
 To register, visit:
[http://www.plsweb.com/Our-Partners/Long-Island-University-at-Riverhead/\(schedule\)/1#SG](http://www.plsweb.com/Our-Partners/Long-Island-University-at-Riverhead/(schedule)/1#SG)

FACILITATING ONLINE LEARNING COMMUNITIES™ ONLINE

EDU 517D Long Island University
 Practice specific online communication skills with multiple tools, manage assessments and feedback appropriately, analyze and solve problems, and create a plan of action for teaching an online course.
 Section #: Online PLS1 6/22-8/16 – Registration Deadline 6/15
 To register, visit:
[http://www.plsweb.com/Our-Partners/Long-Island-University-at-Riverhead/\(schedule\)/1#SG](http://www.plsweb.com/Our-Partners/Long-Island-University-at-Riverhead/(schedule)/1#SG)

INSTRUCTIONAL DESIGN FOR ONLINE EDUCATORS™

EDU 900 IONA College
 Understand the basics of instructional design, explore philosophies of e-learning, and receive hands-on experience with online delivery and interaction techniques and tools.
 Section #: Online PLS1 6/22-8/16 – Registration Deadline 6/15
 To register, visit:
[http://www.plsweb.com/Our-Partners/Iona-College/\(schedule\)/1#SG](http://www.plsweb.com/Our-Partners/Iona-College/(schedule)/1#SG)

MERGING EDUCATIONAL GOALS AND INTERACTIVE MULTIMEDIA PROJECTS® ONLINE

EDU 517E Long Island University
 This course helps experienced and beginning educators in all subject areas build expertise in using technology as an effective tool to support and enhance learning in their classrooms.

Section #: Online PLS1 6/22-8/16 – Registration Deadline 6/15
 To register, visit:
[http://www.plsweb.com/Our-Partners/Long-Island-University-at-Riverhead/\(schedule\)/1#SG](http://www.plsweb.com/Our-Partners/Long-Island-University-at-Riverhead/(schedule)/1#SG)

READING ACROSS THE CURRICULUM™

EDU 743 IONA College
 This course emphasizes learning styles, types of text, notation systems, content-area reading, assessments, fluency, motivation, and grade-level vocabulary.

Section #: Online PLS1 6/22-8/16 – Registration Deadline 6/15
 To register, visit:
[http://www.plsweb.com/Our-Partners/Iona-College/\(schedule\)/1#SG](http://www.plsweb.com/Our-Partners/Iona-College/(schedule)/1#SG)

SIMULATIONS AND GAMING TECHNOLOGIES FOR THE CLASSROOM™ ONLINE

EDU 517F Long Island University
 Analyze current beliefs and assumptions about using video and computer games in the classroom for learning purposes. Evaluate learning games to determine their effectiveness and suitability for students’ learning needs.

Section #: Online PLS1 6/22-8/16 – Registration Deadline 6/15
 To register, visit:
[http://www.plsweb.com/Our-Partners/Long-Island-University-at-Riverhead/\(schedule\)/1#SG](http://www.plsweb.com/Our-Partners/Long-Island-University-at-Riverhead/(schedule)/1#SG)

SUCCESSFUL TEACHING FOR ACCEPTANCE OF RESPONSIBILITY®

EDU 680 IONA College
 Gain new techniques to model, teach, and support responsible student behavior while creating a classroom that fosters personal power and self-responsible behaviors. Examine how educators can expand their own personal power by encouraging appropriate behavior and empowering students to make good decisions.

Section #: Online PLS1 6/22-8/16 – Registration Deadline 6/15
 To register, visit:
[http://www.plsweb.com/Our-Partners/Iona-College/\(schedule\)/1#SG](http://www.plsweb.com/Our-Partners/Iona-College/(schedule)/1#SG)

TEACHING THE ENGLISH LANGUAGE LEARNER™

EDU 672 IONA College
 Identify the academic content which English language learners need to compete with native speakers in a consistently competitive global and information society. Design and deliver appropriate language and content instruction for these students.

Section #: Online PLS1 6/22-8/16 – Registration Deadline 6/15
 To register, visit:
[http://www.plsweb.com/Our-Partners/Iona-College/\(schedule\)/1#SG](http://www.plsweb.com/Our-Partners/Iona-College/(schedule)/1#SG)

TEACHING THROUGH LEARNING CHANNELS® ONLINE

EDU 517G Long Island University
 Explores ones natural channels for learning and models strategies for designing and presenting lessons that use the various learning modalities and styles. Educators will gain insight into their channel preferences and processes and learn to recognize and identify the preferred learning channels of students.

Section #: Online PLS1 6/22-8/16 – Registration Deadline 6/15
 To register, visit:
[http://www.plsweb.com/Our-Partners/Long-Island-University-at-Riverhead/\(schedule\)/1#SG](http://www.plsweb.com/Our-Partners/Long-Island-University-at-Riverhead/(schedule)/1#SG)

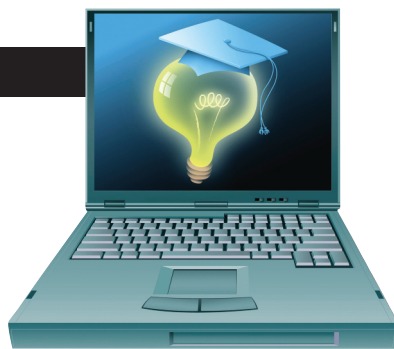
USING ONLINE RESOURCES TO BRING PRIMARY SOURCES TO THE CLASSROOM™ ONLINE

EDU 517H Long Island University
 Participants will use online resources to access and analyze primary sources, think critically about classroom applications, and develop authentic, engaging learning experiences for students.

Section #: Online PLS1 6/22-8/16 – Registration Deadline 6/15
 To register, visit:
[http://www.plsweb.com/Our-Partners/Long-Island-University-at-Riverhead/\(schedule\)/1#SG](http://www.plsweb.com/Our-Partners/Long-Island-University-at-Riverhead/(schedule)/1#SG)
 *does not include \$30 Tech. Fee.

CD COURSES

NYSUT Education & Learning Trust has partnered with Virtual Education Software (VESi) to offer you convenient, relevant and affordable professional development courses on CD-ROM. These courses allow participants up to one year to complete. Participants set the pace for their course.



UNDERGRADUATE COURSES

C097 - Attention Deficit Disorder

Concordia College – 2 credits

- Explore the history of ADD and ADHD, currently accepted methods to assess and identify students with the ADD/ADHD, and strategies and medications currently used to treat the disorder.

C098 - Autism & Asperger's Disorder

Concordia College – 2 credits

- Understand the behavior and develop effective coping strategies for individual and educator.

C091 - Behavior is Language

Concordia College – 3 credits

- Examine student behavior and strategies that facilitate positive student change.

C099 - Child Abuse

Concordia College – 2 credits

- Learn to identify and assist students affected by abuse and/or neglect.

GRADUATE COURSES

EDU 599-40 - Advanced Classroom Management: Children as Change Agents©

Sage College – 2 credits

- Learn behavioral interventions with an emphasis on teaching students how to change and manage their own behavior.

EDU 599-39 – Attention Deficit Disorder: Information & Interventions for Effective Teaching©

Sage College – 2 credits

- Explore the history of ADD and currently accepted methods to assess and identify students with the disorder

EDU 599-33 - Autism & Asperger's Disorder

Sage College – 2 credits

- Understand the behavior and develop effective coping strategies for individual and educator.

EDU 599-31 - Behavior is Language

Sage College – 3 credits

- Explore student behavior and strategies that facilitate positive student change.

EDU 599-32 - Child Abuse

Sage College – 2 credits

- Identify and assist students affected by child abuse and/or neglect.

EDU 599-47 – Drugs & Alcohol in School: Understanding Substance Use & Abuse©

Sage College – 2 credits

- Learn and understand how alcohol and drugs affect the classroom.

EDU 599-41 - Harassment, Bullying & Cyber-Intimidation

Sage College – 2 credits

- Explore preventative strategies as well as how to address these issues when they occur.

EDU 599-34 - Infant & Toddler Mental Health: Issues and Information for Educators

Sage College – 2 credits

- Understand infant and toddler mental health, child development, and learn strategies to promote positive relationships with children and families.

EDU 599-36 – Learning Disabilities: Practical Information for Classroom Teachers©

Sage College – 2 credits

- Gain strategies to reach and teach students who have been affected by stress, trauma, and/or violence.

EDU 599-38 – Talented & Gifted Education: Working with High Achievers©

Sage College – 2 credits

- Understand ways to meet the affective needs of the gifted and talented student in the regular classroom.

EDU 599-35 – Traumatized Child: The Effects of Stress, Trauma and Violence of Student Learning

Sage College – 2 credits

- Learn strategies to reach and teach students affected by stress, trauma and/or violence.

EDU 599-30 – Understanding Aggression

Sage College – 3 credits

- Learn to evaluate aggressive behavior and implement interventions that de-escalate potentially violent situation.



NEWS FLASH!

**ELT is now a provider for
NYS ED Certification for Students with Autism.**

45-hour course now available!

**3-hour workshop coming soon to your region!
Call ELT at 800-528-6208 for additional info**

REGISTRATION FORM

Site-Based Courses:

___ Three Graduate Credits	\$645
___ Inservice Credit (45-hours)	\$375
___ One Graduate Credit	\$198
___ Inservice Credit (15-hours)	\$125
___ Inservice Programs (15-hours)	\$125

Online/CD Courses:

___ Three Graduate Credits	\$645	___ CD Course (2-cr, graduate)	\$425
___ Inservice (45-hours)	\$425	___ CD Course (3-cr, graduate)	\$645
___ One Graduate Credit	\$198	___ CD Course (2-cr, undergraduate)	\$280
___ Inservice Credit (15-hours)	\$175	___ CD Course (3-cr, undergraduate)	\$375
___ Tech. Fee	\$35	*Prices in effect until 5/31/2010.	

Name: _____

Student ID or SS Number: _____

Address: _____

City: _____ State: _____ Zip: _____

Home Phone: _____ *E-mail: _____

Course #: _____ Section #: _____

Dates: _____

Instructor: _____ Site: _____

**Required to access web site and receive confirmation e-mail. Also required for online and CD courses. By providing your email, you are agreeing that ELT can contact you with course updates and information.*

Payment Option (please check one):

\$100 Deposit or Full Payment

Balances are due prior to first class session and can be paid online at <http://eltweb.nysut.org/igweb/> or by mail.

Payment Type (please check one):

\$ _____ Checks made payable to the NYSUT ELT, 800 Troy-Schenectady Road, Latham, NY 12110-2455.*

**Money orders are required for participants in New York City courses.*

Charge Discover® MasterCard® VISA® Amount \$ _____

Signature: _____

Expiration Date: _____ Account Number: _____

Cardholder's name (please print): _____

Participants MUST have a Bachelors Degree to be eligible for graduate credit.

Participants taking courses for Inservice credit should seek prior approval from their school districts.

There may be an additional site fee for courses sponsored by a Teacher Center. Those fees are paid directly to the Teacher Center.

REFUND POLICY:

If your course is cancelled by the Trust, 100% of your tuition will be refunded.

If you decide to drop a course, you must make the request in writing. These requests can be faxed to (518) 213-6456 or e-mailed to eltmail@nysutmail.org. You will then receive a refund for all paid tuition less the \$50 non-refundable registration fee.

Participants in site-based courses have up to the end of the first class session to withdraw and return any unused text to the instructor. If the text/materials are not returned, a \$130 textbook/materials fee will be charged to your account.

Participants in online courses have up to the first day of class to withdraw, but must return the unused texts (and/or materials) to ELT before a refund will be issued. A \$130 textbook/materials fee will be charged to your account if they are not returned.

Tuition for CD-based courses is non-refundable.

NOTICE ON NON-DISCRIMINATORY POLICY AS TO STUDENTS: the NYSUT Education and Learning Trust admits students of any race, color, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students in its courses and programs. It does not discriminate on the basis of race, color, sex, national or ethnic origin in administration of its educational policies, admissions policies and other trust administered programs.