

SPRING 2016

ELT Professional Learning Courses and Seminars



Advance your career. Refresh your mind.

nysut.org/elt • 800-528-6208

Dear sisters and brothers,

When it comes to graduate or undergraduate course work, including our college degree partnership programs, in-service programs, and seminars, the Education & Learning Trust (ELT) is the go-to choice for high-quality professional learning.



With more than 30 years experience, ELT offers the latest and most relevant research-based strategies and resources, taught by your colleagues – fellow classroom teachers and school-related professionals. Educators who have walked the walk, mentoring, facilitating and implementing the research-based methods and practices they teach. Courses are offered either online or at convenient locations throughout New York state.

I encourage you to take advantage of these opportunities for professional growth! Please read through this catalog, visit NYSUT ELT's website at www.nysut.org/elt, and visit the ELT Facebook page to see what ELT can do for you.

And remember, sisters and brothers – be the union! Show up, sign up, speak up, do whatever you can, big or small, to advance our cause as unionists and as professionals. We remain strong when we collectively fight for, and advocate on behalf of, public education.

In solidarity,

A handwritten signature in black ink that reads "Catalina R. Fortino". The script is cursive and fluid.

Catalina R. Fortino

Vice President, NYSUT ELT

Board of Trustees

- Karen E. Magee, Chair
- Andrew Pallotta
- Catalina R. Fortino
- Paul Pecorale
- Martin Messner

Complete course descriptions, refund policy and current course updates can be found online at www.nysut.org/elt

Dates may be subject to change.

Participants must have a Bachelor's degree to receive graduate credit.

Visit us for updates, critical information and networking: Facebook "NYSUT ELT"

About the 2016 Catalog

ELT courses meet the high academic standards of our higher education partners. The colleges have strict guidelines and expectations which ELT must adhere to for approving both our instructors as well as our courses.

ELT programs are modeled on best practices, current research-based strategies, classroom application, and are built on the principle of “members teaching members”. The NYS Teaching Standards were developed to provide a common foundation to improve teaching and learning in New York State. ELT has aligned all teacher seminars and courses to the teaching standards to assist our members in their professional development choices. For further information on the New York State Teaching Standards go to www.nysut.org/elt.

ELT’s 2016 Catalog of Professional Learning Programs offers online and classroom courses for graduate, undergraduate and inservice credit. Many courses may be used to satisfy degree requirements as well as electives. We offer professional development training in important public education issues, such as school quality, student achievement, the achievement gaps, teacher retention, special education, cultural diversity, classroom management, and more.

With you in mind our online and classroom courses are designed to fit your schedule!

What’s New:

- Mercy College TESOL and Bilingual Certification Courses (page 10-11)
- Mercy College Master’s Degree Program in Teaching Literacy, Birth-Grade 12 (page 10)

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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.

REGISTRATION INFORMATION

Most courses can be taken for Graduate or Inservice (professional development) Credit.

Courses	Site Based	Online/VESi
Three Graduate Credit	\$645	\$665
45-hour Inservice Credit	\$375	\$445
Three Graduate Credit (VESi Course)	N/A	\$545
Three Undergraduate Credit (VESi Course)	N/A	\$375
Two Graduate Credit (VESi Course)	N/A	\$350
Two Undergraduate Credit (VESi Course)	N/A	\$280
One Graduate Credit	\$198	N/A
15-hour Inservice Credit	\$125	N/A

Tuition prices in effect until 5/31/16.

Students should purchase the Required Text(s) for ELT courses directly via their own personal, favorite bookstore. Please see Course Descriptions for required text(s) or visit us at www.nysut.org/elt. Students are required to have the proper text(s)** by the class start date.

- To register for a course, please visit our website at www.nysut.org/elt. Tuition is charged in-full two weeks prior to the course start date.
- Participants must have a Bachelor's degree to enroll in graduate courses. For current MLP users, please register online at www.nysut.org/elt.

For registration assistance or questions, please call 800-528-6208 or email eltmail@nysutmail.org

**correct titles and editions are required in order to complete the course.

IMPORTANT: Students are not eligible to register for a Mercy College course through NYSUT ELT or UFT if:

- they have already completed 15 Mercy College credits through NYSUT ELT or UFT;
- they are currently matriculated in a Mercy College degree or Advanced Certificate Program,
- they are on a financial hold with Mercy College, or
- they were academically dismissed by Mercy College.

ELT is not responsible for reimbursement of tuition for students who register for any Mercy courses if they meet any of the above criteria.

REFUND POLICY:

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

For Onsite Courses:

Paid tuition, less a \$50 Administrative Fee, is refunded PRIOR to the first class.

All cancellations must be in writing and sent to either eltmail@nysutmail.org or by fax 518-213-6456. Log onto www.nysut.org/elt for complete refund policy.

No refund requests will be honored after class start date.

For Online Courses:

Paid tuition, less a \$50 Administrative Fee, is refunded PRIOR to first session.

Participants who cancel within the first two weeks will be refunded half of paid tuition.

For VESi Courses

No refunds issued for VESi courses.

ELT is not responsible for reimbursement of tuition for students who register for the same course twice.

ELT Courses That Meet Certification Requirements

The following courses have been reviewed and approved by the NYS Education Department, Office of Teaching Initiatives, as specified as fulfilling certification requirements for specific certification titles. Students must take courses for graduate credit for certification requirements and earn a minimum grade of B or higher.

Beyond the courses listed below, NYSUT cannot advise you as to which courses you should take to fulfill your specific certification requirements. NYSUT Education & Learning Trust strongly recommends that individuals seeking to fulfill specific certification course requirements consult the State Education Department's Certification Office at www.highered.nysed.gov/tcert when selecting courses to fulfill certification requirements.

All individuals pursuing their first teaching certificate should complete a registered program at an accredited university or college. As certification requirements may change, please check our website for the most current listing of approved courses.

Individuals pursuing additional certificates are required to complete six clock hours of coursework or training in Dignity for All Students Act (DASA) in accordance with Article 2 Sections 10-18 of the Education Law. This training is available through ELT or other providers approved by the New York State Education Department:

Students with Disabilities (SWD):

Certified teachers, who seek an additional certification in Students with Disabilities at the same developmental level, can take one course under each of the four competency areas, for a total of 12 semester hours, to satisfy the requirement under additional pedagogy.

- **Assessment, Diagnosis and Evaluation:**
EDUC 516M: Curricular Assessment and Behavior Management
- **Curriculum Instruction:**
EDUC 503M: Methods & Materials Students with Disabilities*
SED 661: Cooperative Learning for Students with Special Needs
- **Foundations of Special Education:**
UNY 729: Inclusion: Education for All, PreK-12
EDUC 502M: Foundations in Education for Students with Disabilities
- **Managing Environment:**
EDUC 503M: Methods & Materials Students with Disabilities*

If you choose to take EDUC 503M Methods and Materials for Students with Disabilities* you will fulfill two of the four competency areas. You may then take SED 672: Multiple Intelligences Theory & Practice, to use toward the 12 semester hour requirement.

Individuals pursuing this additional certificate will apply on their own to the State Education Department, must pass the Content Specialty Test for Students with Disabilities as well as complete the three-hour autism workshop. (ELT is an approved provider for the mandated three-hour autism workshop. To find available seminars near you, go to www.nysut.org/elt.)

Literacy

For Certificate Titles that Require 6 Semester Hours in Literacy:

- **Teaching Literacy Skills Methods:**
UNY 717: Beginning Reading, Grades PreK-3 Online
UNY 802: Enhancing Literacy for All Students
RDG 663: Creating a Balanced Reading & Writing Program
- **Teaching Literacy Skills:**
UNY 728: Writing as Learning
UNY 801: Reading & Writing Across Content Areas
EDU 661110: Reading Across the Curriculum
- **For Literacy Certification in the Competency Area of Literacy Instruction and Assessment:**
UNY 717: Beginning Reading, Grades PreK-3 Online
UNY 802: Enhancing Literacy for All Students
RDG 663: Creating a Balanced Reading & Writing Program

Various Certificate Titles:

- **Early Childhood Developmental Level**
UNY 717: Beginning Reading, Grades PreK-3
EDUC 513M: Introduction to Early Childhood
- **5-6, 7-9 Extensions**
EDC 679: Middle Level Education: Foundations for Middle Years
EDC 680: Middle Level Education: Curriculum, Instruction, and Assessment
EDC 686: Increasing Middle Level Math
- **School Guidance (Approved for the 60 required credits)**
EDU 664: Cooperative Discipline
EDU 671: Encouraging Student Responsibility and Discipline
EDU 691: Successful Teaching for Acceptance of Responsibility
UNY 704 & EDN 663: Building Communication and Teamwork in Schools
UNY 701 & EDN 660: Designing Motivation for All Learners
UNY 678: Proactive Strategies for All Students
UNY 714: Brain Compatible Learning
UNY 729: Inclusion: Education for All, PreK-12
SED 661: Cooperative Learning Students w/ Special Needs
UNY 705: Brain Based Ways We Think and Learn
SED 672: Multiple Intelligences: Theory and Practice
UNY 807: Applied Behavior Analysis
UNY 811: Cultural Proficiency
UNY 812: Autism Spectrum Disorder
UNY 809: Cyber Bullying
UNY 706: Creative Controversy
EDU 661100 & UNY 824: Bullying: Preventing the Problem
EDU 661107: Using Response to Intervention (RTI) for School Improvement
EDU 661101: Building Positive Connections with Diverse Families and Communities
UNY 825: Teaching Through Learning Channels
EDU 661109: The 21st Century Classroom

- **UNY 823:** Teaching Students to be Peacemakers
- **EDV 501:** Understanding Aggression
- **EDV 508:** Drugs & Alcohol in Schools: Understanding Substance Abuse and Use
- **EDV 512:** Harassment, Bullying and Cyber-Intimidation
- **EDV 505:** Traumatized Child: The Effects of Stress, Trauma & Violence on Student Learning
- **Human Development & Learning**
 - SED 672:** Multiple Intelligences Theory & Practice
 - ED 134:** Human Development in the Educational Content (Undergraduate Credit)
- **Childhood/Adolescent Literature**
 - UNY 820:** Multicultural Children's Literature
- **Literacy in the Content Areas**
 - UNY 801:** Reading & Writing Across Content Areas
 - EDU 661110:** Reading Across the Curriculum
- **Professional Certification— 12 Credits in Content**
 - EDC 686:** Increasing Middle Level Math
- **Bilingual Extension**
 - EDUC 505:** Teaching English as a Second Language (ESL Methods course)
 - EDUC 509:** Linguistics and Language Development (Sociolinguistics)
 - EDUC 504:** Cultural Perspectives: The Teaching and Learning Process
- **Teaching Students with Disabilities and Special Health Care Needs**
 - ED 210:** Introduction to Exceptionalities (Undergraduate Credit)
- **English Language Arts of Communication Skills**
 - CM 110:** Introduction to Human Communication (Undergraduate Credit)
- **Curriculum, Instruction and Assessment, Pedagogical Core**
 - ED 343:** Curriculum Instruction and Assessment (Undergraduate Credit)
- **Foundations of Education**
 - ED 102:** Foundations of Education (Undergraduate Credit)
- **Student Development Level Childhood Education Grades 1-6**
 - EDU 661115:** Literacy Instruction in the Elementary Classroom
 - EDC 670:** Enhancing English Language Learning in Elementary Classroom

Full course descriptions can be found on My Learning Plan. Please visit www.nysut.org/elt and select "Search Courses" to view and register for a course.

Online, In-Depth Learning Experiences for Educators at All Levels

NYSUT Education & Learning Trust uses the Moodle platform to deliver its online courses. Participants will have 8 or 10 weeks (depending on course) to complete their course(s) and should log in daily to review and post their assignments. Incompletes cannot be granted for online courses. **Log-in information will be emailed directly to participants on the course starting date.** Email addresses that change after the registration deadline should be emailed to eltmoodle@nysutmail.org to ensure receipt of log-in info.

Courses will run in two sessions:

8 WEEK COURSES:

Session I: 2/8-4/1/16 (registration deadline 2/3)

Session II: 3/7-4/29/16 (registration deadline 3/2)

10 WEEK COURSES:

Session I: 2/8-4/15/16 (registration deadline 2/3)

Session II: 3/7-5/13/16 (registration deadline 3/2)

Participants will purchase the Required Text(s) for online courses via their own personal, favorite bookstore.

Please see Course Descriptions located at the back of this catalog, for required text(s) or visit us at

www.nysut.org/elt Students are required to have the proper text(s)** by the class start date.

8 WEEK COURSES – 2/8-4/1/16 and 3/7-4/29/16

READING ACROSS THE CURRICULUM*

EDU 661110 SUNY Empire State College

SUCCESSFUL TEACHING FOR ACCEPTANCE OF RESPONSIBILITY®*

EDU 691 College of Saint Rose

TEACHING THROUGH LEARNING CHANNELS*

UNY 825 Adelphi University

10 WEEK COURSES – 2/8-4/15/16 and 3/7-5/13/16

APPLIED BEHAVIOR ANALYSIS*

UNY 807 Adelphi University

ASSESSMENT FOR STUDENT LEARNING

EDU 678 College of Saint Rose

BEGINNING READING*

UNY 717 Adelphi University

BUILDING MATHEMATICAL UNDERSTANDING FOR GRADES 3-5

EDU 661116 SUNY Empire State College

BUILDING POSITIVE CONNECTIONS WITH DIVERSE FAMILIES AND COMMUNITIES*

EDU 661101 SUNY Empire State College

BULLYING: PREVENTING THE PROBLEM*

EDU 661100 SUNY Empire State College

COOPERATIVE LEARNING FOR STUDENTS WITH SPECIAL NEEDS*

SED 661 College of Saint Rose

CREATIVE CONTROVERSY*

UNY 706 Adelphi University

CURRICULAR ASSESSMENT AND BEHAVIOR MANAGEMENT FOR STUDENTS WITH DISABILITIES*

EDUC 516M Mercy College

Visit us for updates, critical information and networking: [Facebook “NYSUT ELT”](#)

CYBERBULLYING: THE NEW AGE OF HARASSMENT*

UNY 809 Adelphi University

DEVELOPING INNOVATORS AND INNOVATION SKILLS

EDU 661113 SUNY Empire State College

ENCOURAGING STUDENT RESPONSIBILITY & DISCIPLINE

EDU 671 College of Saint Rose

INCLUSION: EDUCATION FOR ALL K-12*

UNY 729 Adelphi University

INCREASING MIDDLE LEVEL MATH*

EDC 686 College of Saint Rose

INSTRUCTIONAL PLANNING, STRATEGIC TEACHING

EDU 661114 SUNY Empire State College

INTEGRATED CO-TEACHING: STRATEGIES ENHANCING STUDENT ACHIEVEMENT

EDU 661102 SUNY Empire State College

INTRODUCTION TO EARLY CHILDHOOD EDUCATION: FOUNDATIONS, METHODS, AND MATERIALS*

EDUC 513M Mercy College

LITERACY INSTRUCTION FOR STUDENTS WITH SPECIAL NEEDS

EDUC 561M Mercy College

LITERACY INSTRUCTION IN THE ELEMENTARY CLASSROOM

EDU 661115 SUNY Empire State College

MATH MADE MEANINGFUL

EDC 663 College of Saint Rose

MAXIMIZING THE LEARNING ENVIRONMENT FOR INCREASED STUDENT ACHIEVEMENT AND GROWTH

EDU 661111 SUNY Empire State College

METHODS & MATERIALS FOR STUDENTS WITH DISABILITIES*

EDUC 503M Mercy College

MIDDLE LEVEL EDUCATION: CURRICULUM, INSTRUCTION & ASSESSMENT*

EDC 680 College of Saint Rose

MIDDLE LEVEL EDUCATION: FOUNDATIONS FOR THE MIDDLE YEARS*

EDC 679 College of Saint Rose

MULTIPLE INTELLIGENCES: THEORY & PRACTICE*

SED 672 College of Saint Rose

READING AND WRITING ACROSS THE CONTENT AREAS

UNY 801 Adelphi University

TEACHING ENGLISH AS A SECOND LANGUAGE

EDUC 505 Mercy College

THE 21ST CENTURY CLASSROOM: HOW PROBLEM-BASED LEARNING WITH TECHNOLOGY CAN TRANSFORM STUDENT LEARNING IN THE DIGITAL AGE

EDU 661109 SUNY Empire State College

THE ROLE OF DATA, ASSESSMENTS AND INSTRUCTION TO RAISE STUDENT ACHIEVEMENT

EDU 661104 SUNY Empire State College

THE TEACHING OF WRITING AND THE WRITING PROCESS

EDUC 590M Mercy College

USING RTI FOR SCHOOL IMPROVEMENT*

EDU 661107 SUNY Empire State College

*Course applicable for NYSED Certification. See pages 3-5 for additional information.

VESi ONLINE COURSES

NYSUT Education & Learning Trust has partnered with Virtual Education Software (VESi) to offer you convenient, relevant and affordable courses as an online download. Participants have a minimum of two weeks and a maximum of 1 year to complete the course. Course materials will be sent directly from VESi. It is the responsibility of the student to check with their district and/or academic institution for applicability to a particular program and/or credit approval. No refunds once the materials have been sent.

UNDERGRADUATE COURSES

ATTENTION DEFICIT/HYPERACTIVITY DISORDER: INFORMATION & INTERVENTIONS FOR EFFECTIVE TEACHING

EDU 2091 Concordia College – 2 credits

AUTISM & ASPERGER'S DISORDER

EDU/SWK 2902 Concordia College – 2 credits

BEHAVIOR IS LANGUAGE

EDU 2903 Concordia College – 3 credits

CHILD ABUSE

EDU/SWK 2904 Concordia College – 2 credits

READING FUNDAMENTALS #1: AN INTRODUCTION TO SCIENTIFICALLY-BASED RESEARCH

EDU 2915 Concordia College –
2 credits

READING FUNDAMENTALS #2: LAYING THE FOUNDATION FOR EFFECTIVE READING INSTRUCTION

EDU 2916 Concordia College –
2 credits

READING FUNDAMENTALS #3: THE ELEMENTS OF EFFECTIVE READING INSTRUCTION & ASSESSMENT

EDU 2917 Concordia College –
3 credits

EDUCATIONAL ASSESSMENT: ASSESSING STUDENT LEARNING IN THE CLASSROOM

EDU 2920 Concordia College –
2 undergraduate credits

UNDERSTANDING & IMPLEMENTING COMMON CORE STANDARDS

EDU 2927 Concordia College –
3 credits

WHY DI? AN INTRODUCTION TO DIFFERENTIATED INSTRUCTION

EDU 2924 Concordia College – 3 credits

GRADUATE COURSES

ADVANCED CLASSROOM MANAGEMENT: CHILDREN AS CHANGE AGENTS

EDV 511 Esteves School of Education at the
Sage Colleges – 2 credits

ATTENTION DEFICIT/HYPERACTIVITY DISORDER: INFORMATION & INTERVENTIONS FOR EFFECTIVE TEACHING

EDV 510 Esteves School of Education at the
Sage Colleges – 2 credits

AUTISM & ASPERGER'S DISORDER

EDV 504 Esteves School of Education at the
Sage Colleges – 2 credits

BEHAVIOR IS LANGUAGE

EDV 502 Esteves School of Education at the
Sage Colleges – 3 credits

CHILD ABUSE

EDV 503 Esteves School of Education at the
Sage Colleges – 2 credits

DRUGS & ALCOHOL IN SCHOOLS: UNDERSTANDING SUBSTANCE USE & ABUSE*

EDV 508 Esteves School of Education at the
Sage Colleges – 2 credits

EARLY CHILDHOOD: FAMILY-CENTERED SERVICES

EDV 528 Esteves School of Education at the Sage Colleges – 2 credits

EARLY CHILDHOOD: OBSERVATION & ASSESSMENT

EDV 527 Esteves School of Education at the Sage Colleges – 3 credits

EARLY CHILDHOOD: PROGRAM PLANNING

EDV 529 Esteves School of Education at the Sage Colleges – 3 credits

EARLY CHILDHOOD: TYPICAL & ATYPICAL DEVELOPMENT

EDV 526 Esteves School of Education at the Sage Colleges – 3 credits

EDUCATIONAL ASSESSMENT: ASSESSING STUDENT LEARNING IN THE CLASSROOM

EDV 524 Esteves School of Education at the Sage Colleges – 2 credits

HARASSMENT, BULLYING & CYBER-INTIMIDATION*

EDV 512 Esteves School of Education at the Sage Colleges – 2 credits

INFANT & TODDLER MENTAL HEALTH: ISSUES & INFORMATION FOR EDUCATORS

EDV 506 Esteves School of Education at the Sage Colleges – 2 credits

LEARNING DISABILITIES: PRACTICAL INFORMATION FOR THE CLASSROOM TEACHER

EDV 507 Esteves School of Education at the Sage Colleges – 3 credits

READING & WRITING IN CONTENT AREA

EDV 516 Esteves School of Education at the Sage Colleges – 2 credits

READING FUNDAMENTALS #1: AN INTRODUCTION TO SCIENTIFICALLY-BASED RESEARCH

EDV 521 Esteves School of Education at the Sage Colleges – 2 credits

READING FUNDAMENTALS #2: LAYING THE FOUNDATION FOR EFFECTIVE READING INSTRUCTION

EDV 522 Esteves School of Education at the Sage Colleges – 2 credits

READING FUNDAMENTALS #3: THE ELEMENTS OF EFFECTIVE READING INSTRUCTION & ASSESSMENT

EDV 523 Esteves School of Education at the Sage Colleges – 3 credits

TALENTED & GIFTED: WORKING WITH HIGH ACHIEVERS

EDV 509 Esteves School of Education at the Sage Colleges – 2 credits

TEACHING DIVERSITY: INFLUENCES & ISSUES IN THE CLASSROOM

EDV 518 Esteves School of Education at the Sage Colleges – 2 credits

TEACHING ELEMENTARY MATH CONCEPTUALLY

EDV 513 Esteves School of Education at the Sage Colleges – 2 credits

TRAUMATIZED CHILD: THE EFFECTS OF STRESS, TRAUMA & VIOLENCE ON STUDENT LEARNING*

EDV 505 Esteves School of Education at the Sage Colleges – 2 credits

TRY DI!: PLANNING & PREPARING A DIFFERENTIATED INSTRUCTION PROGRAM

EDV 519 Esteves School of Education at the Sage Colleges – 3 credits

UNDERSTANDING AGGRESSION*

EDV 501 Esteves School of Education at the Sage Colleges – 3 credits

UNDERSTANDING & IMPLEMENTING COMMON CORE STANDARDS

EDV 520 Esteves School of Education at the Sage Colleges – 3 credits

VIOLENCE IN SCHOOLS: IDENTIFICATION, PREVENTION & INTERVENTION STRATEGIES

EDV 517 Esteves School of Education at the Sage Colleges – 2 credits

WHY DI? AN INTRODUCTION TO DIFFERENTIATED INSTRUCTION

EDV 514 Esteves School of Education at the Sage Colleges – 3 credits

NEW MERCY COLLEGE MASTER'S DEGREE PROGRAM: TEACHING LITERACY, BIRTH-GRADE 12

The NYSUT Education & Learning Trust (NYSUT ELT) and Mercy College have partnered to deliver an **online** graduate education program to NYSUT members with flexible schedules at an affordable cost. NYSUT members can obtain a graduate degree and fulfill state certification requirements **online** while benefiting from specially negotiated tuition rates especially for them. You do not need to be located within miles of a Mercy campus. **Now, all members across the state can take advantage of this opportunity!**

ELT courses are offered online on a rotating semester schedule so students can complete 5 courses in a few semesters or spread them over a longer period of time. Students register for NYSUT courses online at www.nysut.org/elt.

In order for NYSUT members to complete certification requirements, students will need to matriculate into Mercy's programs with a B or better average. The exact program details are as follows:

Students are not eligible to register for a Mercy College course through NYSUT ELT or UFT if:

- they have already completed 15 Mercy College credits through NYSUT ELT or UFT,
- they are currently matriculated into a Mercy College degree or Advanced Certificate Program,
- they are on a financial hold with Mercy College, or
- they were academically dismissed by Mercy College.

These courses are available to NYSUT members pursuing a Master's program as well as those members interested in individual courses only (i.e., not pursuing the full degree program).

New Mercy College Partnerships: Online

In an effort to address the need for certified teachers for the Integrated ESL requirement, the Education & Learning Trust has partnered with Mercy College and will make available the following online programs to qualified members, state-wide, at a reduced cost:

- **Advanced Certificate in Teaching English to Speakers of Other Languages**
- **Bilingual Extension**

ADVANCED CERTIFICATE IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES: (12 CREDITS)

**Applicants to the program are required to possess a master's degree and NYS teaching certificate in other discipline other than TESOL, and provide documentation of 12 credits in a language other than English. The NYS certification in ESOL requirements include successfully completing the Content Specialty Test in ESOL and the workshop for the Dignity for All Students Act (DASA), and participate in a 20-day clinical practice experience teaching ESL to ELLs.*

Participants interested in the Advanced Certificate will take EDUC 505 with NYSUT ELT and the remaining three courses can be taken through Mercy online.

NYSUT ELT CORE COURSE

- **EDUC 505** Teaching English as a Second Language (3 credits)

MERCY COURSES (3 credits NYSUT ELT/9 credits Mercy College)

- **EDUC 629** Modern English Structure and the Teaching of English as a Second Language (3 credits)
- **EDUC 636** Methods and Materials of Teaching English as a Second Language (3 credits)
- **EDUC 707** Mentoring Seminar in TESOL (3 credits)
-

BILINGUAL EXTENSION TO A TEACHING CERTIFICATE: (15 CREDITS)

*Applicants to the program are required to possess a NYS teaching certificate, and successfully complete the Bilingual Education Assessment (BEA). The Bilingual Extension certification requires the workshop for the Dignity for All Students Act (DASA), and students must participate in a college supervised field experience.

Participants interested in the advanced certificate will take EDUC 505 with NYSUT ELT in the Summer 2015 and EDUC 508 Theory and Practice in Bilingual Education in the Fall 2015*. The remaining three courses can be taken through Mercy online.

NYSUT ELT CORE COURSES

- **EDUC 505** Teaching English as a Second Language (3 credits)
- **EDUC 508** Theory and Practice of Bilingual Education (3 credits)

MERCY COURSES (6 credits NYSUT ELT/9 credits Mercy College)

- **EDUC 509** Linguistics and Language Development, from Birth through Adulthood (3 credits)
- **EDUC 602** Native Language Arts and Social Studies in Bilingual Education (3 credits)
- **EDUC 604** Mathematics and Science Bilingual Education (3 credits)

Students are not eligible to register for a Mercy College course through NYSUT ELT or UFT if:

- they have already completed 15 Mercy College credits through NYSUT ELT or UFT,
- they are currently matriculated into a Mercy College degree or Advanced Certificate Program,
- they are on a financial hold with Mercy College, or
- they were academically dismissed by Mercy College.

CAPITAL DISTRICT

THREE HOUR SEMINARS

DEVELOPING DATA LITERACY TO STRENGTHEN RESULTS

Ravena-RCS Senior HG (Room 34A)

Anna Marie Bonafide

1/14; Thurs.; 4:00-7:15

\$50 Seminar Fee

15-HOUR INSERVICE COURSES

IMPLEMENTING THE NYS LEARNING STANDARDS IN ELA

Ravena-RCS Senior HG (Room 34A)

Anna Marie Bonafide

1/21,28; 2/4,11,25; Thurs.; 4:00-7:15

NORTHERN NEW YORK

15-HOUR INSERVICE COURSES

INTEGRATING 21ST CENTURY SKILLS IN THE CLASSROOM

Plattsburgh-NYSUT Regional Office

Jodi LaRock

1/9; Sat.; 8:00-5:00; 1/10; Sun.; 9:00-4:00

(Snow dates: 1/23 & 1/24)

LOWER AND MID-HUDSON

THREE GRADUATE CREDIT OR 45-HOUR INSERVICE COURSES

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

UNY 707 Adelphi University

Harrison Assoc. of Teachers (Berlanti Building)

(Spon. by the Harrison Assoc. of Teachers)

Donna McInerney

3/21-3/25; Mon.-Fri.; 8:00-5:00

\$40 site fee to be collected by teacher association

BULLYING: PREVENTING THE PROBLEM*

EDU 661100 SUNY Empire State College

Yorktown-Putnam/Westchester BOCES

(Spon. by the Hudson Teacher Center)

Jay Krass

4/6,13,16,20,27; 5/4,7,11,18; Wed.; 4:15-8:15 & Sat.; 8:00-5:00

\$40 site fee to be collected by teacher center

CLASSROOMMANAGEMENT: ORCHESTRATING A COMMUNITY OF LEARNERS

UNY 703 Adelphi University

Harrison Assoc. of Teachers (Berlanti Building)

(Spon. by the Harrison Assoc. of Teachers)

Donna McInerney

4/8,9,10,15,16,17; Fri.; 3:30-7:00; Sat. & Sun.; 8:00-5:30

\$40 site fee to be collected by teacher association

COOPERATIVE LEARNING FOR STUDENTS WITH SPECIAL NEEDS*

SED 672 The College of Saint Rose

Eastchester High School

(Spon. by Lower Westchester Teachers' Institute)

Debbie Adams

3/31; 4/2,7,9,14,21,28; 5/5; Thurs.; 4:00-8:30 & Sat.; 8:00-5:00

\$50 fee to be collected by teacher center

CYBERBULLYING: THE NEW AGE OF HARRASSMENT

UNY 809 Adelphi University

West Nyack-Rockland BOCES (Building 10)

Chris Conti

2/22,24,29; 3/2,7,9,14,16,21,23; Mon. & Wed.; 4:00-8:30

\$55 site fee to be collect by instructor at first class session

DIFFERENTIATED INSTRUCTION IN TODAY'S SCHOOLS

EDU 695 College of Saint Rose

Valhalla-Mt. Pleasant Blythedale UFSD (Board Room A)

(Spon. by Hudson River Teacher Center)

Jim Desimone

2/25,27,28; 3/10,12,13; Thurs.; 4:15-8:15; Sat. & Sun.; 8:00-5:00

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

MULTICULTURAL CHILDREN'S LITERATURE

UNY 820 Adelphi University

Yorktown Heights-Putnam Northern Westchester BOCES (Exact Location TBA)

(Spon. by Hudson River Teacher Center)

Tricia Calise

1/22,23,29,30; 2/6,13; Fri.; 4:00-8:30 & Sat.; 8:00-5:00

\$40 fee to be collected by teacher center

MULTIPLE INTELLIGENCES: THEORY & PRACTICE*

SED 672 The College of Saint Rose

Eastchester High School

(Spon. by Lower Westchester Teachers' Institute)

Tricia Calise

2/26,27; 3/4,5,12,19, Fri.; 4:00-8:30 & Sat.; 8:00-5:00

\$50 fee to be collected by teacher center

READING AND WRITING ACROSS THE CONTENT AREAS*

UNY 801 Adelphi University

Westchester (Exact Location TBA)

(Spon. by Edith Winthrop Teacher Center of Westchester)

Tricia Calise

4/29,30; 5/6,7,14,21; Fri.: 4:00-8:30 & Sat.: 8:00-5:00

\$40 fee to be collected by teacher center

LONG ISLAND NASSAU

THREE HOUR SEMINARS

CLASSROOM MANAGEMENT

Rockville Centre Riverside School (Professional Development Center)

(Spon. by RVC Teacher Center)

Marianne Mancusi

5/19; Thurs.; 3:45-6:45

\$50 Seminar Fee

NEW MENTOR

Rockville Centre Riverside School (Professional Development Center)

(Spon. by RVC Teacher Center)

Marianne Mancusi

4/6; Wed.; 3:45-6:45

\$50 Seminar Fee

VIDEOTAPING CLASSROOM PRACTICES FOR FEEDBACK, EVALUATIONS, AND PROFESSIONAL GROWTH

Rockville Centre Riverside School (Professional Development Center)

(Spon. by RVC Teacher Center)

Marianne Mancusi

3/15; Tues.; 3:45-6:45

\$50 Seminar Fee

THREE GRADUATE CREDIT OR 45-HOUR INSERVICE COURSES

APPLIED BEHAVIOR ANALYSIS*

UNY 807 Adelphi University

Port Washington Teacher's Center

(Spon. by the Port Washington Teacher's Center)

Trish Burr

4/25-4/29; Mon.-Fri.; 8:00-5:00

ASSESSMENT FOR AND OF STUDENT LEARNING

UNY 808 Adelphi University

Garden City-Adelphi University Garden City Campus

Kathryn Travers

1/8,9,10,15,23,24; Fri.; 4:00-8:30; Sat. & Sun.; 8:00-5:00

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

UNY 707 Adelphi University

Garden City-Adelphi University Garden City Campus

Kathryn Travers

2/5,7,12,13,20,21; Fri.; 4:00-8:30; Sat. & Sun.; 8:00-5:00

Birch Lane Elementary School (Faculty Room)

(Spon. by M-TRACT)

John Coyne

2/27; 3/5/12/19; 4/2; Sat.; 8:30-5:30

\$30 site fee to be collected teacher center

BUILDING COMMUNICATION AND TEAMWORK IN SCHOOLS*

UNY 704 Adelphi University

Baldwin Senior High School (Room TBA)

(Spon. by Baldwin Teacher Center)

Judy Bernstein

3/12,19; 4/2,9,16; Sat.; 8:30-5:30

\$30 site fee to be collected by teacher center

BUILDING POSITIVE CONNECTIONS WITH DIVERSE FAMILIES AND COMMUNITIES*

EDU 661101 SUNY Empire State College

Farmingdale High School (Room 202)

(Spon. by Farmingdale Teachers' Center)

Trish Burr

5/3,5,12 14,17,19,21,24; Tues. & Thurs.; 4:00-8:30 & Sat.; 8:00-5:00

CLASSROOM MANAGEMENT: ORCHESTRATING A COMMUNITY OF LEARNERS

UNY 703 Adelphi University

Massapequa-McKenna Elementary School (Senior Center)

(Spon. by M-TRACT)

Dominick Genovese

1/9,23,30; 2/6,27; Sat.; 8:30-5:30

\$30 site fee collected by teacher center

Oceanside Jewish Center

Randi Azar

2/15-2/19; Mon.-Fri.; 8:30-5:30

\$30 site fee to be collected at first class session

COOPERATIVE LEARNING FOR STUDENTS WITH SPECIAL NEEDS*

SED 672 The College of Saint Rose

Port Washington Teacher's Center

(Spon. by the Port Washington Teacher's Center)

Trish Burr

3/29,31; 4/2,5,7,9,16; Tues. & Thurs.; 4:00-8:30 & Sat.; 8:00-5:00

Full course descriptions can be found on My Learning Plan. Please visit www.nysut.org/elt and select "Search Courses" to view and register for a course.

CREATIVE CONTROVERSY*

UNY 706 Adelphi University

Hempstead T.A.

Sharon Kimmel

2/13,15,16,17,18; Sat.; Mon.; Tues.; Wed.; Thurs.; 8:00-5:00

CURRICULAR ASSESSMENT AND BEHAVIOR MANAGEMENT FOR STUDENTS WITH DISABILITIES*

EDUC 516M Mercy College

Farmingdale-Howitt Middle School (Room 711)

Grace DeStefano

1/9,16,23,30; 2/6; Sat.; 8:00-5:00

DESIGNING MOTIVATION FOR ALL LEARNERS*

UNY 701 Adelphi University

Garden City-Adelphi University Garden City Campus

Kathryn Travers

3/4,6,11,12, 13,19; Fri.; 4:00-8:30; Sat. & Sun.; 8:00-5:00

DEVELOPING INNOVATORS AND INNOVATION SKILLS

EDU 661113 SUNY Empire State College

Baldwin High School Room (611A/B)

(Spon. by Baldwin Teacher Center)

Randi Azar

2/27; 3/5,12,19; 4/2; Sat.; 8:30-5:30

\$30 site fee to be collect by teacher center

Farmingdale HS (Library)

Sharon Kimmel

3/12,19; 4/2,9,16; Sat.; 8:00-5:00

METHODS AND MATERIALS FOR STUDENTS WITH DISABILITIES*

EDUC 503M Mercy College

Baldwin High School (Room 524/Library)

(Spon. by the Baldwin Teacher's Center)

Trish Burr

3/1,3,5,8,10,12,19; Tues. & Thurs.; 4:00-8:30; Sat.; 8:00-5:00

\$30 site fee to be collected by the teacher center

MIDDLE LEVEL EDUCATION: CURRICULUM, INSTRUCTION AND ASSESSMENT*

EDC 680 The College of Saint Rose

Oceanside Professional Development Center

Elisse Arnell

3/19; 4/2,9,16,30; Sat.; 8:00-5:00

MIDDLE LEVEL EDUCATION: FOUNDATIONS FOR THE MIDDLE YEARS*

EDC 679 The College of Saint Rose

Baldwin Senior High School (Room TBA)

(Spon. by Baldwin Teacher Center)

Judy Bernstein

1/9,23,30; 2/6,27; Sat.; 8:30-5:30

\$30 site fee to be collected by teacher center

READING ACROSS THE CURRICULUM*

EDU 661110 SUNY Empire State College

Birch Lane Elementary School (Faculty Room)

(Spon. by M-TRACT)

John Coyne

4/9,16; 5/7,14,21; Sat.; 8:30-5:30

\$30 site fee to be collected teacher center

SUCCESSFUL TEACHING FOR ACCEPTANCE OF RESPONSIBILITY (STAR)*

EDU 691 The College of Saint Rose

Oceanside Jewish Center

Randi Azar

1/10,17,24,31; 2/7; Sun.; 8:30-5:30

\$30 site fee to be collected by instructor

THE 21ST CENTURY CLASSROOM

EDU 661109 SUNY Empire State College

Baldwin High School (Room 611A/B)

(Spon. by Baldwin Teacher Center)

Randi Azar

1/9,16,23,30; 2/6; Sat.; 8:30-5:30

\$30 site fee to be collected by teacher center

TEACHING STUDENTS TO BE PEACEMAKERS

UNY 823 Adelphi University

Baldwin High School (Room 611A/B)

(Spon. by Baldwin Teacher Center)

Randi Azar

4/9,16; 5/7,14,21; Sat.; 8:30-5:30

\$30 site fee to be collected by teacher center

LONG ISLAND SUFFOLK

THREE GRADUATE CREDIT OR 45-HOUR INSERVICE COURSES

ASSESSMENT FOR STUDENT LEARNING

EDU 678 The College of Saint Rose

Hauppauge-NYSUT Regional Office

Pat Mastrandrea

2/27; 3/5,12,19; 4/9; Sat.; 8:00-5:00

BRAIN COMPATIBLE LEARNING*

UNY 714 Adelphi University

Hauppauge-Adelphi University Campus (Room TBA)

Patricia Mastrandrea

4/16,30; 5/7,14,21; Sat.; 8:00-5:00

COOPERATIVE LEARNING FOR STUDENTS WITH SPECIALS NEEDS*

SED 661 College of Saint Rose

East Setauket-Ward Melville High School (Room 413)

Amy Cusumano

2/16-2/20; Tues.-Sat.; 8:00-5:00

CURRICULAR ASSESSMENT AND BEHAVIOR MANAGEMENT FOR STUDENTS WITH DISABILITIES*

EDUC 516M Mercy College

South Huntington District Office

(Spon. by South Huntington Teacher Center)

Lynn Stock

2/16-2/20; Tues.-Sat.; 8:00-5:00

\$25 site fee to be collected by teacher center

DEVELOPING INNOVATORS AND INNOVATION SKILLS

EDU 661113 SUNY Empire College

Huntington Station-Walt Whitman High School (Room TBA)

(Spon. by South Huntington Teacher Center)

Michelle Mattia

2/16-2/20; Tues.-Sat.; 8:00-5:00

\$25 site fee to be collected by teacher center

ENHANCING LITERACY FOR ALL STUDENTS*

UNY 802 Adelphi University

Hauppauge-NYSUT Suffolk Regional Office

Barbara Luna

2/15-2/19; Mon.-Fri.; 8:00-5:00

INCLUSION: EDUCATION FOR ALL K-12*

UNY 729 Adelphi University

Huntington Station-Walt Whitman High School (Room TBA)

(Spon. by South Huntington Teacher Center)

Amy Cusumano

2/27; 3/4,5,12,18,19; Fri.; 4:30-9:00 & Sat.; 8:00-5:00

\$25 site fee to be collected by teacher center

READING AND WRITING ACROSS THE CONTENT AREAS*

UNY 801 Adelphi University

Islip Terrace-East Islip High School

(Spon. by the Staff Development Center of the Islips)

Barbara Luna

3/5,12,19; 4/2,9; Sat.; 8:00-5:00

SYRACUSE

THREE GRADUATE CREDIT OR 45-HOUR INSERVICE COURSES

BULLYING: PREVENTING THE PROBLEM*

EDU 661100 SUNY Empire State College

Syracuse-NYSUT Regional Office

Fred Haag

4/25-4/29; Mon.-Fri.; 8:00-5:00

CREATIVE CONTROVERSY*

UNY 706 Adelphi University

Syracuse-NYSUT Regional Office

Fred Haag

5/7,14,20,21,27,28; Fri.; 4:00-8:30 & Sat.; 8:00-5:00

DESIGNING MOTIVATION FOR ALL LEARNERS*

UNY 701 Adelphi University

Syracuse-NYSUT Regional Office

Fred Haag

2/27; 3/5,12,19; 4/2; Sat.; 8:00-5:00

DEVELOPING INNOVATORS AND INNOVATION SKILLS

EDU 661113 SUNY Empire State College

Syracuse-NYSUT Regional Office

Fred Haag

2/15-2/19; Mon.-Fri.; 8:00-5:00

SOUTHERN TIER

THREE GRADUATE CREDIT OR 45-HOUR INSERVICE COURSES

STRATEGIES FOR THE INCLUSIVE CLASSROOM

UNY 826 Adelphi University

Vestal-NYSUT Regional Office

Judy Brown

1/7,14,22,28; 2/4,11,18,25; 3/4,10,17,24; Thurs.; 4:00-8:00

UTICA

THREE GRADUATE CREDIT OR 45-HOUR INSERVICE COURSES

DEVELOPING INNOVATORS AND INNOVATION SKILLS

EDU 661113 SUNY Empire State College

Holland Patent Teacher Center (Conference Room)

Anna Giacobbe

1/25; 2/1,8,22,29; 3/7,14,21,28; 4/4,11; Mon.; 3:45-8:00

READING ACROSS THE CURRICULUM*

EDU 661110 SUNY Empire State College

New Hartford-NYSUT Utica Regional Office

Tina Brett

4/2,9,16,23,30; Sat.; 8:00-5:00

ROCHESTER

THREE GRADUATE CREDIT OR 45-HOUR INSERVICE COURSES

DIFFERENTIATED INSTRUCTION IN TODAY'S SCHOOLS

EDU 695 College of Saint Rose

Rochester-Greece Teachers Assoc.

Lorrie DeSiena

1/9,16,23,30; 2/6; Sat.; 8:30-5:30

WESTERN NEW YORK

THREE GRADUATE CREDIT OR 45-HOUR INSERVICE COURSES

APPLIED BEHAVIOR ANALYSIS*

UNY 807 Adelphi University

Williamsville-NYSUT Regional Office

Michele Amoia

4/8,9,10,19,21,22,23; Tues., Thurs., Fri.; 4:00-8:30; Sat. & Sun.; 8:00-5:00

BRAIN COMPATIBLE LEARNING*

UNY 714 Adelphi University

Williamsville-NYSUT Regional Office

Michele Amoia

5/6,7,10,12,20,21,22; Tues., Thurs., Fri.; 4:00-8:30; Sat. & Sun.; 8:00-5:00

METHODS AND MATERIALS FOR STUDENTS WITH DISABILITIES*

EDUC 503M Mercy College

Williamsville-NYSUT Regional Office

Mary Galac

2/26,27,28; 3/11,12,13; Fri.; 4:00-8:30; Sat. & Sun.; 8:00-5:00

MULTIPLE INTELLIGENCES: THEORY & PRACTICE*

SED 672 College of Saint Rose

Lockport High School (Room TBA)

David Lowrey

1/26; 2/2,9,16,23; 3/1,8,15,22, 29; Tues.;4:00-8:30

SUCCESSFUL TEACHING FOR ACCEPTANCE OF RESPONSIBILITY (STAR)*

EDU 691 The College of Saint Rose

Lockport High School (Room TBA) & Williamsville-NYSUT Regional Office

David Lowrey

1/14,15,16,17,18,28,29; Thurs., Fri.; 4:00-8:30; Sat.; Sun. & Mon.; 8:00-5:00

STRATEGIES FOR THE INCLUSIVE CLASSROOM

UNY 826 Adelphi University

Williamsville-NYSUT Regional Office

Rene Brock

1/8,9,10,22,23,24; Fri.; 4:00-8:30; Sat. & Sun.; 8:00-5:00

COURSE DESCRIPTIONS

THREE HOUR SEMINARS

CLASSROOM MANAGEMENT

Learn how to establish a framework for developing a personal system of classroom management that includes organizing the classroom to facilitate learning and enhancing the competence of all students. This seminar will model and investigate several conditions that are integral to an effectively managed classroom.

DEVELOPING DATA LITERACY TO STRENGTHEN RESULTS

Teachers and school staff who are data literate understand sound data use practices, know the types of data to use to generate dependable student achievement information, and use report card grades, assessments, portfolios, conferences, etc., to effectively communicate achievement results to intended users.

NEW MENTORS

The New Mentors helps to prepare mentor teachers to work effectively with their mentees. The mentoring relationship is often a new one for both parties. Interpersonal skills needed for developing this relationship, especially those of confidentiality and trust, will be emphasized. The seminar will also discuss: the rationale and goals for mentoring; the roles of the mentor, including the roles of coach and guide; and effective strategies for helping the mentee develop the reflective skills needed in order to learn and grow professionally.

VIDEOTAPING CLASSROOM PRACTICES FOR FEEDBACK, EVALUATION & PROFESSIONAL GROWTH

This three-hour seminar is designed to support educators in examining the personal benefits of classroom self-videotaping. By taking a critical look from an observer's view, a teacher can interpret and apply any teacher evaluation rubric to support the distinction of rating levels and allow for documenting improvement in practice over time. Through interactive activities, participants consider the planning required to capture evidence of one's practice aligned to the NYS Teaching Standards and identify WHAT aspects of their teacher practice they wish to capture on video along with HOW to best showcase that in their classroom, including choosing artifacts.

ONE GRADUATE CREDIT OR 15-HOUR INSERVICE COURSES

IMPLEMENTING THE NYS LEARNING STANDARDS IN ELA

INS 240

In this 15-hour program, participants will investigate the New York State Learning Standards and how to align them with the ELA curriculum by grade level. Some of the essential questions for this program are as follows:

- What is the rationale behind the development of the ELA Standards?
- What are the shifts from the ELA standards to the newer ELA Standards?
- How can I apply the six shifts to my instruction?
- What are some tools, strategies and techniques I can use to address the ELA Standards?

INTEGRATING 21ST CENTURY SKILLS IN THE CLASSROOM

INS 109

This 15-hour inservice program will engage participants as a professional learning community to use Problem Based Learning in order to define differentiated instructional practices that will enable students to develop 21st Century Learning Skills. Participants will design units that incorporate high effects instructional strategies and technological applications that are rigorous, relevant and results-based. The PBL units will be focused on core cognitive tasks and explicit skill instruction that align to NYS Standards.

TWO GRADUATE CREDITS

ADVANCED CLASSROOM MANAGEMENT: CHILDREN AS CHANGE AGENTS

EDV 511 Esteves School of Education at the Sage Colleges

Learn behavioral interventions with an emphasis on teaching students how to change and manage their own behavior. **2 graduate credits.** *Teaching Standards IV*

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

ATTENTION DEFICIT/HYPERACTIVITY DISORDER: INFORMATION & INTERVENTIONS FOR EFFECTIVE TEACHING

EDV 510 Esteves School of Education at the Sage Colleges

Explore the history of ADD and currently accepted methods to assess and identify students with the disorder. **2 graduate credits.** *Teaching Standards I*

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

AUTISM & ASPERGER'S DISORDER

EDV 504 Esteves School of Education at the Sage Colleges

Understand the behavior and develop effective coping strategies for individual and educator. **2 graduate credits.** *Teaching Standards I, III, IV*

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

CHILD ABUSE

EDV 503 Esteves School of Education at the Sage Colleges

Identify and assist students affected by child abuse and/or neglect. **2 graduate credits.** *Teaching Standards I, IV*

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

DRUGS & ALCOHOL IN SCHOOLS: UNDERSTANDING SUBSTANCE USE & ABUSE*

EDV 508 Esteves School of Education at the Sage Colleges

Learn and understand how alcohol and drugs affect students in the classroom. **2 graduate credits.** *Teaching Standards I, IV*

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

EARLY CHILDHOOD: FAMILY-CENTERED SERVICES

EDV 528 Esteves School of Education at the Sage Colleges

This course seeks to promote the development of thoughtful, knowledgeable, effective educators for a diverse society. The course provides conceptual frameworks for working with families of children from a variety of backgrounds. Course content places an emphasis on family-centered practices designed to help early childhood professionals involve and support families in the care and education of children. **2 graduate credits.** *Teaching Standards I*

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

Full course descriptions can be found on My Learning Plan. Please visit www.nysut.org/elt and select "Search Courses" to view and register for a course.

EDUCATIONAL ASSESSMENT: ASSESSING STUDENT LEARNING IN THE CLASSROOM

EDV 524 Esteves School of Education at the Sage Colleges

This course is designed to further develop the attitudes, knowledge, and conceptual and technical skills required by teachers to help them identify the educational goals of students and to select or design and implement relevant, meaningful, and beneficial instructional strategies for effective learning by students with special needs. The focus of this course will therefore be on assessment for instructional programming.

2 graduate credits. *Teaching Standards V*

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

HARASSMENT, BULLYING & CYBER-INTIMIDATION*

EDV 512 Esteves School of Education at the Sage Colleges

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

2 graduate credits. *Teaching Standards IV, VI*

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

INFANT & TODDLER MENTAL HEALTH: ISSUES & INFORMATION FOR EDUCATORS

EDV 506 Esteves School of Education at the Sage Colleges

Understand infant and toddler mental health, child development, and learn strategies to promote positive relationships with children and families. **2 graduate credits.** *Teaching Standards I, II, III*

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

READING & WRITING IN CONTENT AREA

EDV 516 Esteves School of Education at the Sage Colleges

This course offers instruction in teaching reading and writing in various subject matter fields at the secondary level. The material stresses the skills of vocabulary building, comprehension, and writing, as well as methods for motivating adolescents to read and write. **2 graduate credits.** *Teaching Standards II, III*

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

READING FUNDAMENTALS #1: AN INTRODUCTION TO SCIENTIFICALLY-BASED RESEARCH

EDV 521 Esteves School of Education at the Sage Colleges

Three-course Reading Fundamentals Course. Reading Fundamentals supports the concept of scientifically-based reading research to develop a phonetically-based approach to reading assessment, instruction, evaluation, and remediation. The course discusses the research that supports scientifically-based research as it applies to phonetically-based instruction, assessment, and evaluation.

2 graduate credits. *Teaching Standards II, III, V*

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

READING FUNDAMENTALS #2: LAYING THE FOUNDATION FOR EFFECTIVE READING INSTRUCTION

EDV 522 Esteves School of Education at the Sage Colleges

Three-course Reading Fundamentals Course. The purpose of this second course is to lay the foundation for effective reading instruction. As part of this course, you will learn about the elements of effective instruction. It is important that all teachers have a firm understanding of effective instructional procedures. Teachers benefit, and more importantly, students benefit, both in terms of their behavior and their academic performance, from effective instruction. Further, you will learn about the importance of reading instruction and read some sobering statistics on reading performance in this country and what happens when individuals are not proficient in reading.

2 graduate credits. *Teaching Standards II, III, V*

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

TALENTED & GIFTED: WORKING WITH HIGH ACHIEVERS

EDV 509 Esteves School of Education at the Sage Colleges

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

2 graduate credits. *Teaching Standards I, II, III*

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

TEACHING DIVERSITY: INFLUENCES & ISSUES IN THE CLASSROOM

EDV 518 Esteves School of Education at the Sage Colleges

This course is designed to give participants the knowledge, tools and dispositions to effectively facilitate a diverse classroom. It will help participants understand and identify differences in approaches to learning and performance, including different learning styles and ways in which students demonstrate learning.

2 graduate credits. *Teaching Standards I, IV*

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

TEACHING ELEMENTARY MATH CONCEPTUALLY

EDV 513 Esteves School of Education at the Sage Colleges

Explore an innovative teaching model that incorporates strategies for teaching concepts, constructively and contextually. The goal is to gain a deeper understanding of the underlying concepts of various math topics and explore the principles of teaching those concepts to learners.

2 graduate credits. *Teaching Standards II, III, VII*

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

TRAUMATIZED CHILD: THE EFFECTS OF STRESS, TRAUMA & VIOLENCE ON STUDENT LEARNING*

EDV 505 Esteves School of Education at the Sage Colleges

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

2 graduate credits. *Teaching Standards I, II, III*

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

VIOLENCE IN SCHOOLS: IDENTIFICATION, PREVENTION & INTERVENTION STRATEGIES

EDV 517 Esteves School of Education at the Sage Colleges

This course is designed to give participants a better understanding of school violence and increase their interventions strategies. The course provides a foundational understanding of violence and motivational purposes behind aggression. **2 graduate credits.** *Teaching Standards I, IV*

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

THREE GRADUATE CREDIT OR 45-HOUR INSERVICE COURSES

APPLIED BEHAVIOR ANALYSIS*

UNY 807 Adelphi University - Also Available Online

Provides teachers and support staff with the information, tools, and skills needed to prevent anti-social behavior and/or to manage behavior when it arises. **3 graduate credits.** *Teaching Standards IV*

Required Text: No text required. Materials available through online platform.

APPROACHES TO LITERACY INSTRUCTION IN EARLY CHILDHOOD THROUGH ADOLESCENCE

EDUC 507 Mercy College – Online Course

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. Techniques for continued assessment in reading, remediation, and enrichment will also be discussed. Requires ten hours of practical application of methods in classroom and field assignments such as observation records, tutoring, and diagnostic evaluation and analysis. **3 graduate credits.** *Teaching Standards I, II, III, IV*

Two Required Text(s): *Teaching Reading in Today's Elem. Schools*, ISBN #9781111298128 & *Basic Reading Inventory Pre-Primer Thru Grade 12*, ISBN #978075798524

ASSESSMENT FOR AND OF STUDENT LEARNING

UNY 808 Adelphi University

This course is grounded in the research shown to increase student motivation and learning through improved classroom assessment. Teachers will increase their knowledge and skills in student-involved classroom assessment through practical examples of what assessment for learning and assessment for learning. Participants will learn a format to assist them in working with collaborative teams in their schools and districts. **3 graduate credits.** *Teaching Standards I, II, V*

Required Text: *Classroom Assessment for Student Learning: Doing It Right Using it Well*, ISBN #9780132685882

ASSESSMENT FOR STUDENT LEARNING

EDU 678 College of Saint Rose - Also Available Online

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.

2 graduate credits. *Teaching Standards I, V*

Required Text for Classroom Course Only: *Classroom Assessment for Student Learning: Doing it Right Using it Well*, ISBN #9780132685887 & Participant Manual available as a download via MLP.

Two Required Text(s) for Online Course Only: *Classroom Assessment: What Teachers Need to Know*, 7th ed., ISBN #9780132868600 & *How to Assess Authentic Learning*, 5th ed., ISBN #9781412962797

BEGINNING READING*

UNY 717 Adelphi University - Online Course

Participants learn a variety of decoding activities and comprehension activities traditionally taught to students in Pre-K–Grade 2, including phonemic awareness, alphabetic principles, letter-sound correspondence, phonics, word recognition, vocabulary, and comprehension.

3 graduate credits. *Teaching Standards I, II, III*

Required Text: *Teaching Reading in the 21st Century*, ISBN #9780132092258

BEHAVIOR IS LANGUAGE

EDV 502 Esteves School of Education at the Sage Colleges

Explore student behavior and strategies that facilitate positive student change.

3 graduate credits. *Teaching Standards I, IV*

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

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

UNY 707 Adelphi University

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

3 graduate credits. *Teaching Standards I, II, III, IV*

Two Required Texts: One is available as an electronic download through ELT for purchase price of \$65. Payment due at time of registration and is included in tuition price and *You Can Handle Them All*, ISBN #9780914607045. **DIRECTIONS FOR ELECTRONIC DOWNLOAD WILL BE EMAILED TO PARTICIPANTS TWO WEEKS PRIOR TO COURSE START DATE.** Participants may print materials prior to class or bring lap- top/ipad to access text online during class.

BRAIN COMPATIBLE LEARNING*

UNY 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. **3 graduate credits.** *Teaching Standards I, II, III, IV*

Required Text: *Brain Compatible Classrooms*, 3rd edition, ISBN # 9781412938877

BUILDING COMMUNICATION AND TEAMWORK IN SCHOOLS*

UNY 704 Adelphi University

EDN 663 College of Saint Rose

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

3 graduate credits. *Teaching Standards VI, VII*

Required Text: Available as an electronic download through ELT for purchase price of \$65. Payment due at time of registration and is included in tuition price. **DIRECTIONS FOR ELECTRONIC DOWNLOAD WILL BE EMAILED TO PARTICIPANTS TWO WEEKS PRIOR TO COURSE START DATE.** Participants may print materials prior to class or bring laptop/ipad to access text online during class.

BUILDING MATHEMATICAL UNDERSTANDING FOR GRADES 3-5

EDU 661116 SUNY Empire State College – Online Course

This course is intended to help those who teach mathematics in Grades 3-5 understand the mathematical content, how mathematical ideas develop, and how to implement successful teaching practices that make it more likely for students to grasp and be comfortable with mathematics. The course includes research findings on which the teaching of solid mathematics is based. It highlights teacher practices that researchers found to be associated with greater learning of mathematics and that teachers found to be relevant and vital for teaching mathematics in all grades K-12 with a focus on grades 3-5. The course aligns the Ten Principles of Thinking Mathematics, the NYS P-12 Learning Standards for Mathematics, the Standards of Mathematical Practice and the National Research Council's Strands of Mathematical Proficiency, all vital frameworks for teaching mathematics.

3 graduate credits. *Teaching Standards I, II, III, IV, V, VI, VII*

Two Required Texts: *Common Core Mathematics in a PLC at Work, Grades 3-5*, ISBN # 9781936764006 & the second is available as a download via MLP.

BUILDING POSITIVE CONNECTIONS WITH DIVERSE FAMILIES AND COMMUNITIES*

EDU 661101 Empire State College – Also Available Online

Developing strong and positive connections with families and communities is critical in our educational settings today. This course will explore and discuss diverse perspectives that are critical to school-community relationships. Participants will develop a collection of tools, resources, and documents that will be helpful in creating positive collaboration between schools and their communities. **3 graduate credits.** *Teaching Standards IV, V, VI, VII*

Required Text for Classroom Course: Available as a download via MLP.

Required Text for Online Course: No text required. Materials available through online platform.

BULLYING: PREVENTING THE PROBLEM*

UNY 824 Adelphi University - Also Available Online

EDU 661100 Empire State College - Also Available Online

According to the Centers for Disease Control, schools have a responsibility to prevent aggressive behaviors and an obligation to provide an environment that promotes children's health and safety. However, although anti-bullying education efforts have increased exponentially over the years, recent statistics show that the prevalence of bullying is not declining. This course provides teachers, counselors, administrators and staff with cutting edge developmental and applied research to effectively address bullying in the school context.

3 graduate credits. *Teaching Standards IV, VI*

Three Required Texts for Classroom Course Only: *School Where Everyone Belongs*, ISBN #9780878225842, *Girl Wars*, ISBN #9780743249874 & *Touching Spirit Bear*, ISBN #9780380805600

Two Required Texts for Online Course Only: *School Where Everyone Belongs*, ISBN #9780878225842 & *Touching Spirit Bear*, ISBN #9780380805600

CLASSROOM MANAGEMENT: ORCHESTRATING A COMMUNITY OF LEARNERS

UNY 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.

3 graduate credits. *Teaching Standards I, IV*

Two Required Texts: One is available as an electronic download through ELT for purchase price of \$65. Payment due at time of registration and is included in tuition price and *Discipline and Learning Styles: An Educator's Guide*, ISBN #9781935340850. **DIRECTIONS FOR ELECTRONIC DOWNLOAD WILL BE EMAILED TO PARTICIPANTS TWO WEEKS PRIOR TO COURSE START DATE.** Participants may print materials prior to class or bring laptop/ipad to access text online during class.

COOPERATIVE LEARNING FOR STUDENTS WITH SPECIALS NEEDS*

SED 661 College of Saint Rose – Also Available Online

This course focuses on promoting student achievement and development in a collaborative learning community. Communication skills for effective teaching in an inclusive or special education setting are described, modeled and then practiced by participants. **3 Graduate Credits.** *Teaching Standards I, IV*

Three Required Text(s) for Classroom Course Only: *Cooperative Learning: Integrating Theory and Practice*, ISBN #9781412940481 & *Cooperative Learning in the Classroom Putting It Into Practice*, ISBN #9781412923804 & a Supplement available as a download in MLP.

Two Required Text(s) for Online Course Only: *Cooperative Learning: Integrating Theory and Practice*, ISBN #9781412940481 & *Cooperative Learning in the Classroom Putting It Into Practice*, ISBN #9781412923804

CREATIVE CONTROVERSY*

UNY 706 Adelphi University - Also Available Online

This course teaches participants how to use controversy to support the pedagogical shifts demanded by the NYS P-12 Learning Standards and to prepare students who are College and Career Ready in reading, writing, speaking, listening and language use. **3 graduate credits.** *Teaching Standards II, III, IV, VII*

Required Text for Classroom and Online Courses: *Creative Controversy*, ISBN #0939603233. Textbook can be ordered at www.co-operation.org/books-and-materials

CURRICULAR ASSESSMENT AND BEHAVIOR MANAGEMENT FOR STUDENTS WITH DISABILITIES*

EDUC 516M Mercy College - Also Available Online

This course is designed to develop the conceptual and technical skills (with emphasis on assessment) required by teachers to help them implement meaningful instructional and behavioral strategies for effective learning by students with disabilities. **3 graduate credits.** *Teaching Standards I, II, III, IV, VII*

Two Required Text(s) for Classroom and Online Courses: *Assessing Learners with Special Needs An Applied Approach 7th edition*, ISBN #9780131367104 & *Functional Assessment: Strategies to Prevent and Remediate Challenging Behavior in School Settings, 3rd edition*, ISBN #9780138126926

Students who have previously taken EDUC 654M Behavior Management are not eligible to receive graduate credit for EDUC 516M.

CYBERBULLYING: THE NEW AGE OF HARASSMENT*

UNY 809 Adelphi University - Also Available Online

Participants will understand what cyberbullying is, its impact upon teaching and learning, and be able to apply strategies and solutions to cyberbullying. **3 graduate credits.** *Teaching Standards I, IV*

Required Text for Classroom Course Only: *Bullying Beyond the Schoolyard: Preventing and Responding to Cyberbullying*, ISBN #9781412966894 & Participant Manual available as a download via MLP.

Required Text for Online Course Only: *School Climate 2.0*, ISBN #9781412997836

DESIGNING MOTIVATION FOR ALL LEARNERS*

UNY 701 Adelphi University

This course 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.

3 graduate credits. *Teaching Standards I, II, III, IV*

Required Text: Available as an electronic download through ELT for purchase price of \$65. Payment due at time of registration and is included in tuition price. **DIRECTIONS FOR ELECTRONIC DOWNLOAD WILL BE EMAILED TO PARTICIPANTS TWO WEEKS PRIOR TO COURSE START DATE.**

Participants may print materials prior to class or bring laptop/ipad to access text online during class

DEVELOPING INNOVATORS AND INNOVATION SKILLS

EDU 66113 SUNY Empire State College - Also Available Online

UNY 827 Adelphi University

This course focuses on developing innovation capabilities in students by exploring the discovery skills of associating, questioning, observing, networking, and experimenting. Participants learn how to create a culture of innovation and provide learning opportunities that promote perseverance, encourage curiosity, and ignite intrinsic motivation. Participants explore resources, strategies, and ideas for designing content-based lessons that incorporate discovery skills and foster the behaviors students need to be innovation-ready.

3 graduate credits. *Teaching Standards I, II, III, IV, V*

Two Required Texts for Classroom and Online Courses: *The Innovator's DNA Mastering the Five Skills of Disruptive Innovators*, ISBN #9781422134818 & Participant Supplement available as a download on MLP.

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. **3 graduate credits.** *Teaching Standards I, II, III, IV, V*

Required Text: Available as an electronic download through ELT for purchase price of \$65. Payment due at time of registration and is included in tuition price. **DIRECTIONS FOR ELECTRONIC DOWNLOAD WILL BE EMAILED TO PARTICIPANTS TWO WEEKS PRIOR TO COURSE START DATE.**

Participants may print materials prior to class or bring laptop/ipad to access text online during class.

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. Field experience hours required. **3 graduate credits.** *Teaching Standards I, II, III*

Required Text: *Lenses on Reading: An Introduction to Theories & Models*, ISBN #9781462504701

EARLY CHILDHOOD: OBSERVATION & ASSESSMENT

EDV 527 Esteves School of Education at the Sage Colleges - Online

This course is an interactive distance learning course which explores observation and assessment instruments, as well as recommended practices and available resources for infants, toddlers, and preschoolers. Content includes an emphasis on observing young children and assessing their early childhood learning environments. **3 graduate credits.** *Teaching Standards I, V*

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

EARLY CHILDHOOD: PROGRAM PLANNING

EDV 529 Esteves School of Education at the Sage Colleges – Online Course

In this course you will learn what is meant by curriculum, assessment, evaluation, and program planning as these terms apply to early childhood education. We will discuss several historical perspectives and theories on child development and examine best practice for early childhood education. We will also examine key concepts and specific activities for teaching various curricular content areas, including language and literacy, mathematics and science, and the expressive arts. **3 graduate credits. *Teaching Standards I, II***

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

EARLY CHILDHOOD: TYPICAL & ATYPICAL DEVELOPMENT

EDV 526 Esteves School of Education at the Sage Colleges – Online Course

This interactive distance learning course covers development during the first six years of life and research-based best practices in early learning. Included will be typical development from the prenatal stage to middle childhood with an emphasis is on individual differences, cultural influences, and the impact of developmental delay and disability. Discussion will also include instructional technology (IT) and assistive technology (AT) applications for this population. **3 graduate credits. *Teaching Standards I, II***

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

ENCOURAGING STUDENT RESPONSIBILITY & DISCIPLINE*

EDU 671 College of Saint Rose - Also Available Online

Participants explore classroom management techniques and instructional strategies that address students' social and academic needs. **3 graduate credits. *Teaching Standards I, II, III, IV***

Required Text for Classroom Courses: *What to do with a Kid Who...Developing Cooperation, Self-Discipline, 3rd edition*, ISBN #9781412937016

Two Required Texts for Online Course: *What to do with a Kid Who*, ISBN # 9781412937016 & *Comprehensive Classroom Management: Creating Communities of Support*, ISBN #9780132697088

ENHANCING LITERACY FOR ALL STUDENTS*

UNY 802 Adelphi University

Participants investigate research-based strategies, activities and assessments that are designed to improve students' literacy skills. Topics include development of decoding skills, building vocabulary, increasing reading comprehension, and types and purposes of writing. The role of literacy skills in all the New York State Learning Standards is also addressed. **3 graduate credits. *Teaching Standards I, II, III***

Required Text: *Literacy Development in the Early Years, 7th edition*, ISBN #9780132484824

INCLUSION: EDUCATION FOR ALL K-12*

UNY 729 Adelphi University - Also Available Online

This course is designed for both special education and general education teachers at all grade levels. Participants are introduced to the process of planning for an inclusive classroom.

3 graduate credits. *Teaching Standards I, II, III*

Required Text for Classroom Course Only: *Inclusive Classroom, The Strategies for Effective Instruction*, ISBN #9780132659857

Required Text for Online Course Only: *Including Students with Special Needs: A Practical Guide for Classroom Teachers*, ISBN #9780133564433

Full course descriptions can be found on My Learning Plan. Please visit www.nysut.org/elt and select "Search Courses" to view and register for a course.

INCREASING MIDDLE LEVEL MATH*

EDC 686 College of Saint Rose - Online Course

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. **3 graduate credits.** *Teaching Standards I, II, III*

Required Text: *Elementary and Middle School Mathematics: Teaching Developmentally*, 8th ed., ISBN #9780132612265

INSTRUCTIONAL PLANNING, STRATEGIC TEACHING

EDU 661114 SUNY Empire State College – Online Course

This course is designed to provide participants with instructional strategies that meet the needs of all students at all grade levels. Emphasis will be placed on misconceptions of academic failure; curriculum organization; effective instructional design; curriculum evaluation and instructional strategies that enhance and improve academic performance for all students. The following concepts serve as the basis for the design of curriculum and instruction: core concepts, essential questions, background knowledge, judicious review, strategic integration, cognitive strategies, and mediated scaffolding.

3 graduate credits. *Teaching Standards I, II, III, IV, V*

Required Text: No text required. Materials available through online platform

INTEGRATED CO-TEACHING: STRATEGIES ENHANCING STUDENT ACHIEVEMENT

EDU 661102 Empire State College - Also Available Online

This course is designed for all K-12 educators who are or will be working with a co-teaching model. The course will investigate the pedagogical and practical facets of a co-teaching approach that provides academic instruction to a diverse community of learners (i.e., students within general education, special education, ESL and gifted programs) so that each student may find success.

3 graduate credits. *Teaching Standards I, II, III, IV, VI, VII*

Two Required Text(s) for Classroom and Online Courses: *Purposeful Co-Teaching*, ISBN #9781412964494 & *A Guide to Co-Teaching: Practical Tips for Facilitating Student Learning*, ISBN #9781452257785

INTRODUCTION TO EARLY CHILDHOOD EDUCATION: FOUNDATIONS, METHODS & MATERIALS*

EDUC 513M Mercy College - Also Available Online

This course presents an historical overview of the foundations in early childhood education. Students study and review the process of social, emotional, cognitive, linguistic, physical and aesthetic growth and development in young children, birth through grade 2. **3 graduate credits.** *Teaching Standards I, II, III, IV*

Required Text for Classroom and Online Courses: *Early Childhood Education Today with Education Lab*, ISBN #9780133436501

LEARNING DISABILITIES: PRACTICAL INFORMATION FOR THE CLASSROOM TEACHER*

EDV 507 Esteves School of Education at the Sage Colleges – Online Course

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

3 graduate credits. *Teaching Standards I, II, III*

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

LEARNING TECHNOLOGY ACROSS THE ENGLISH LANGUAGE ARTS CURRICULUM

EDUC 573 Mercy College – Online Course

This is a hands-on course focusing on applications of learning technology to enhance the teaching and learning of English Language Arts as defined in the Learning Standards. Effective use of technology for teaching the literacy skills of listening, speaking, reading, and writing to native English speakers and students who are English language learners will be discussed. Criteria for evaluating software and a variety of approaches to integration of technology into the curriculum will be explored as it applies to the age/grade level and content area of the students' teaching certificates. The course will also examine techniques to enable students to collaborate with and support other staff in their schools to develop their own skill in of technology. Please note: 10 hours field work is required for those students planning on matriculating into Mercy College to receive Master's and/or Advanced Certificate in Literacy. These logs serve as a chance for self-reflection, self-assessment, and conversation with others as they examine Literacy practices and issues. **3 graduate credits.** *Teaching Standards I, III*

Two Required Texts: *Technology to Teach Literacy: A Resource for K-8 Teachers*, ISBN #9780131989757 & *Digital and Media Literacy: Connecting Culture and Classroom*, ISBN #9781412981583.

LITERACY INSTRUCTION FOR STUDENTS WITH SPECIAL NEEDS

EDUC 561M Mercy College – Online Course

Participants will develop competencies enabling them to provide appropriate instruction for students experiencing difficulties in acquiring literacy skills. These include students receiving academic intervention services, and those in compensatory and special education programs. Ten hours of fieldwork required.

3 graduate credits. *Teaching Standards I, II, III, IV, V*

Required Text: *Reading Problems: Assessment and Teaching Strategies*, 7th ed.; ISBN #9780132837804

LITERACY INSTRUCTION IN THE ELEMENTARY CLASSROOM

EDU 661115 SUNY Empire State College – Online Course

Teaching all children to read is a critical responsibility of our elementary teachers. In this course, participants will learn and share the knowledge and skills they will need to be highly effective elementary teachers of literacy. The course will integrate what we have known is good teaching of literacy in the past and will expand the teachers' skills needed to meet the NYS P-12 Learning Standards (CCLS). The inclusion of diverse students with various needs requires teachers of today to team with other professionals to plan and create an instructional environment that teaches all students to read. **3 graduate credits.** *Teaching Standards I, II, III, V*

Required Text: *All Children Read: Teaching for Literacy in Today's Diverse Classrooms*, 4th edition, ISBN #9780133066821

MATH MADE MEANINGFUL

EDC 663 College of Saint Rose - Also Available Online

This course is designed to help participants help children learn mathematical concepts and skills, including most important, problem solving skills. **3 graduate credits.** *Teaching Standards I, II, III*

Required Text for Classroom Course Only: *Available as a download via MLP*

Required Text for Online Course Only: *Learning Mathematics in Elementary and Middle Schools: A Learner-Centered Approach*, ISBN #9780133519211

Full course descriptions can be found on My Learning Plan. Please visit www.nysut.org/elt and select "Search Courses" to view and register for a course.

MAXIMIZING THE LEARNING ENVIRONMENT FOR INCREASED STUDENT ACHIEVEMENT AND GROWTH

EDU 66111 SUNY Empire State College – Also Available Online

This course addresses the fundamental aspects of teaching and learning that are relevant for educators in all grade levels and subject areas. It examines proven practices for many of the indicators on state and district-wide teacher evaluation rubrics. **3 Graduate Credits.** *Teaching Standards I, II, III, IV*

Required Text: *Available as a download via MLP.*

METHODS AND MATERIALS FOR STUDENTS WITH DISABILITIES*

EDUC 503M Mercy College - Also Available Online

Participants will identify strengths, and discuss methods of individualizing instruction and collaboration. They will examine learning processes, lesson and unit planning across the curriculum, motivation, communication and classroom management in order to stimulate and sustain student interest, cooperation, and achievement. Participants will discuss effective ways of partnering with parents and other staff members.

3 graduate credits. *Teaching Standards I, II, III, IV, VII*

Required Text for Classroom and Online Courses: *Strategies for Teaching Learners with Special Needs*, ISBN #9780132626156

MIDDLE LEVEL EDUCATION: CURRICULUM, INSTRUCTION AND ASSESSMENT*

EDC 680 College of Saint Rose - Also Available Online

The course focuses on using brain-based instruction as the basis for powerful learning and processes for making data-driven instructional decisions and for designing curriculum to address the standards. In addition, emphasis is given to three critical instructional strategies: cooperative group instruction, a multiple intelligences approach and higher order thinking. **3 graduate credits.** *Teaching Standards I, II, III, IV*

Two Required Text(s) for Classroom and Online Courses: *Meet Me in the Middle*, ISBN #9781571103284 & *Teaching in the Middle School*, 4th edition, ISBN #9780132487351

MIDDLE LEVEL EDUCATION: FOUNDATIONS FOR THE MIDDLE YEARS*

EDC 679 College of Saint Rose - Also Available Online

This course is an all-encompassing course that addresses myriad concerns that emerge for early adolescents as they bridge the gap between elementary school and senior high school. Delineated in the course work are robust definitions about middle level education as a particular and unique aspect of K12 schooling. **3 graduate credits.** *Teaching Standards I, II, III*

Required Text for Classroom and Online Courses: *What Every Middle School Teacher Should Know*, ISBN #9780325057552

MULTICULTURAL CHILDREN'S LITERATURE*

UNY 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. **3 graduate credits.** *Teaching Standards I, II, III*

Two Required Text(s): *Comprehensive Multicultural Education: Theory & Practice*, 7th edition ISBN #9780137042616 & *Multicultural Teaching: A Handbook of Activities* 8th edition, ISBN #9780137011018 & Participant Manual available as a download via MLP.

MULTIPLE INTELLIGENCES: THEORY & PRACTICE*

SED 672 College of Saint Rose- Also Available Online

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. **3 graduate credits.** *Teaching Standards I, II, III, IV*

Required Text for Classroom and Online Courses: *Eight Ways of Knowing: Teaching for Multiple Intelligences*, ISBN #9781575171180

READING AND WRITING ACROSS THE CONTENT AREAS*

UNY 801 Adelphi University – Also Available Online

This course explores content area teachers' roles in students' literacy development. Participants will learn how to utilize research-based teaching strategies in content-area instruction. **3 graduate credits.**

Teaching Standards I, II, III

Required Text for Classroom Course Only: *Reading & Writing Across the Content Area*, 2nd edition, ISBN #9781412937627

Required Text for Online Course Only: *Content Area Reading: Literacy and Learning Across the Curriculum*, 11th ed, ISBN#9780133066784 or E-Text of the same book, ISBN#9780133388411.

READING ACROSS THE CURRICULUM™*

EDU661110 SUNY Empire State College-Also Available Online

The course provides research-based active reading comprehension strategies that participants can apply to their grade level or content area. By learning how to implement these metacognitive reading strategies, participants will be able to plan lessons more effectively. **3 graduate credits.** *Teaching Standards I, II, III*

Two Required Text(s) for Classroom Course Only: *Differentiated Instructional Strategies for reading in the Content Areas*, 2nd edition, ISBN# 9781412972307 & the second available as an electronic download through ELT for purchase price of \$65. Payment due at time of registration and is included in tuition price. **DIRECTIONS FOR ELECTRONIC DOWNLOAD WILL BE EMAILED TO PARTICIPANTS TWO WEEKS PRIOR TO COURSE START DATE.** Participants may print materials prior to class or bring laptop/ipad to access text online during class.

Required Text for Online Course Only: *But I'm Not a Reading Teacher: Strategies for Literacy Instruction in the Content Areas*, ISBN #9781596670495.

READING FUNDAMENTALS #3: THE ELEMENTS OF EFFECTIVE READING INSTRUCTION & ASSESSMENT

EDV 523 Esteves School of Education at the Sage Colleges

Three-course Reading Fundamentals Course

This course will focus on learning to read, reading to learn, and an introduction to reading assessment. As part of these two key areas of reading instruction, the five elements of effective reading instruction will be highlighted, including definitions, implications for instruction, and future directions. These five elements include instruction in: phonemic awareness, phonics, fluency, vocabulary, and text comprehension.

3 graduate credits. *Teaching Standards II, III, V*

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

Full course descriptions can be found on My Learning Plan. Please visit www.nysut.org/elt and select "Search Courses" to view and register for a course.

STRATEGIES FOR THE INCLUSIVE CLASSROOM

UNY 826 Adelphi University

In this course, participants will explore strategies and design lessons that enhance learning and proficiency for the general population and also meet the needs of the exceptional learners and the unique and specific challenges they encounter. **3 graduate credits.** *Teaching Standards I, II, III, IV*

Required Text: Available as an electronic download through ELT for purchase price of \$65. Payment due at time of registration and is included in tuition price. **DIRECTIONS FOR ELECTRONIC DOWNLOAD WILL BE EMAILED TO PARTICIPANTS TWO WEEKS PRIOR TO COURSE START DATE.** Participants may print materials prior to class or bring laptop/ipad to access text online during class.

SUCCESSFUL TEACHING FOR ACCEPTANCE OF RESPONSIBILITY*

EDU 691 College of Saint Rose – Also Available Online

Participants practice strategies and techniques that foster self-awareness, responsibility and eliminate “learned helplessness” in students. **3 graduate credits.** *Teaching Standards I, II, III, IV*

Two Required Texts for Classroom Course Only: One is available as an electronic download through ELT for purchase price of \$65. Payment due at time of registration and is included in tuition price and teacher *Talk: What it Really Means*, ISBN #9780961604622. **DIRECTIONS FOR ELECTRONIC DOWNLOAD WILL BE EMAILED TO PARTICIPANTS TWO WEEKS PRIOR TO COURSE START DATE.** Participants may print materials prior to class or bring laptop/ipad to access text online during class.

Two Required Texts for Online Course Only: *Teacher Talk: What It Really Means*, ISBN #9780961604622 & *Teaching Discipline & Self-Respect*, ISBN #9781412915489

TEACHING STUDENTS TO BE PEACEMAKERS*

UNY 823 Adelphi 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.

3 graduate credits. *Teaching Standards I, III*

Required Text: *Teaching Students to be Peacemakers*, 4th ed., ISBN #0939603225. Textbook can be ordered at www.co-operation.org/books-and-materials

TEACHING THROUGH LEARNING CHANNELS™*

UNY 825 Adelphi University – Also Available Online

This course focuses on helping experienced and beginner educators understand how to increase student achievement by addressing the brain’s natural learning channels. **3 graduate credits.** *Teaching Standards I, III, IV*

Required Text for Classroom Course Only: Available as an electronic download through ELT for purchase price of \$65. Payment due at time of registration and is included in tuition price. **DIRECTIONS FOR ELECTRONIC DOWNLOAD WILL BE EMAILED TO PARTICIPANTS TWO WEEKS PRIOR TO COURSE START DATE.** Participants may print materials prior to class or bring laptop/ipad to access text online during class.

Required Text for Online Course Only: No textbook needed. Participants will take the *Kaleidoscope Profile* online after the course begins.

THE 21ST CENTURY CLASSROOM: HOW PROBLEM-BASED LEARNING WITH TECHNOLOGY CAN TRANSFORM STUDENT LEARNING IN THE DIGITAL AGE*

EDU 661109 SUNY Empire State College – Also Available Online

This practical course is designed to enable K-12 educators to synthesize newly framed requirements for highly effective teaching (APPR), the 21st Century Skills, the NYS Learning Standards, existing research on best instructional practices, technology use and assessment into a high performing classroom that can transform their students' learning and ready students for college and career success in a global, digital world. The course shows educators the practical "how-to" create innovative but easy to implement, standards-aligned project-based learning units that integrate intuitive digital tools into daily differentiated instruction. **3 graduate credits.** *Teaching Standards I, III, IV*

Two Required Texts for Classroom Course Only: *Enriched Learning Projects: A Practical Pathway to 21st Century*, ISBN # 9781934009741 & Participant Manual available as a download via MLP.

Required Text for Online Course Only: *Enriched Learning Projects: A Practical Pathway to 21st Century*, ISBN #9781934009741

THE ROLE OF DATA, ASSESSMENTS AND INSTRUCTION TO RAISE STUDENT ACHIEVEMENT

EDU 661104 SUNY Empire State College – Also Available Online

This course will provide participants with a better understanding of the realities of data use and will empower users to identify and use data more appropriately to identify school wide priorities, inform instruction and enhance student learning. **3 graduate credits.** *Teaching Standards I, III, V*

Required Text for Classroom Course Only: Available as a download via MLP.

Two Required Texts for Online Course Only: *Data Dynamics: Aligning Teacher Team, School, & District Efforts*, ISBN #9781935542230 & *Transformative Assessment*, ISBN# 9781416606673

THE TEACHING OF WRITING AND THE WRITING PROCESS

EDUC 590M Mercy College – Online Course

The interrelationship of teaching and writing are examined. Process writing and interactive methodologies will be reviewed. Emphasis will be placed on defining and describing the interactive writing process within the broader language and literacy. Ten hours of fieldwork required.

3 graduate credits. *Teaching Standards II, III, V*

Two Required Texts: *Teaching Writing: Balancing Process and Product*, 6th edition, ISBN #9780132484817 & *The Reading/ Writing Connection: Strategies for Teaching & Learning in the Secondary Classrooms*, ISBN#9780137056071

THEORY AND PRACTICE IN BILINGUAL EDUCATION

EDUC 508 Mercy College – Online Course

This course is designed to prepare bilingual and ESOL teachers to successfully work with language minority students, in the context of bilingual/ESL programs. It includes the study of the historical, psychological, social, cultural, political, theoretical, and legal foundations of bilingual education programs in the United States. Students will examine and analyze different bilingual program models so that they may apply such knowledge to the implementation of pedagogically effective practices for second language learners using both the L1 and L2, in curriculum implementation. Communication with parents and families, concerning students' academic and social outcomes will be highlighted. In addition, the use of community resources, programs and services to effectively improve instruction in bilingual programs will be discussed. 10 hours of fieldwork required. **3 graduate credits.** *Teaching Standards I, II, III, IV,*

Required Text: *Bilingual and ESL Classroom: Teaching in Multicultural Context*, 5th edition, ISBN #9780073378381

Full course descriptions can be found on My Learning Plan. Please visit www.nysut.org/elt and select "Search Courses" to view and register for a course.

TRY DI!: PLANNING & PREPARING A DIFFERENTIATED INSTRUCTION PROGRAM

EDV 519 Esteves School of Education at the Sage Colleges

This course is an invitation to reflect, explore, and anchor professional practices in the current literature and growing research base in support of DI. This course is designed for anyone working with a diverse learning population across the K-12 spectrum and will have the most direct application to professionals serving students within a mixed-ability classroom setting. **3 graduate credits.** *Teaching Standards II, III, IV, VII*

Required Text: Included in the cost of tuition. Materials will be sent out directly from Virtual Education Software, Inc. (VESi) within 7 - 10 business days after registering.

UNDERSTANDING AGGRESSION*

EDV 501 Esteves School of Education at the Sage Colleges

Learn to evaluate aggressive behavior and implement interventions that de-escalate potentially violent situation. **3 graduate credits.** *Teaching Standards IV*

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

UNDERSTANDING & IMPLEMENTING COMMON CORE STANDARDS

EDV 520 Esteves School of Education at the Sage Colleges

In this course you will learn a number of factors that contributed to the overall design of the Common Core Standards as well as practical pedagogical approaches that will support practitioners working toward deeper implementation. We will reflect on the instructional “shifts” emphasized throughout the Common Core Standards and contextualize the shifts based on the diverse population of students course participants serve. **3 graduate credits.** *Teaching Standards I, II, III*

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

USING RTI FOR SCHOOL IMPROVEMENT*

EDU 661107 SUNY Empire State College – Also Available Online

Participants will understand the RTI process, its impact upon teaching and learning, and apply strategies and data-based decision-making in process implementation **3 graduate credits.** *Teaching Standards I, II, III, IV, VII*

Required Text for Classroom & Online Courses: *Using RTI for School Improvement: Raising Every Student's Ach. Scores*, ISBN #9781412966412 & Participant Manual available as a download via MLP.

WHY DI?... AN INTRODUCTION TO DIFFERENTIATED INSTRUCTION

EDV 514 Esteves School of Education at the Sage Colleges

This course is designed to give an understanding of the framework of and need for creating supportive learning environments for diverse learning populations. **3 graduate credits.** *Teaching Standards II, III, IV, VII*

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering

UNDERGRADUATE COURSES

ATTENTION DEFICIT/HYPERACTIVITY DISORDER: INFORMATION & INTERVENTIONS FOR EFFECTIVE TEACHING

EDU 2901 Concordia College

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. **2 undergraduate credits.**

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

AUTISM & ASPERGER'S DISORDER

EDU/SWK 2902 Concordia College

Understand the behavior and develop effective coping strategies for individuals and educators. **2 undergraduate credits.**

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

BEHAVIOR IS LANGUAGE

EDU 2903 Concordia College

Examine student behavior and strategies that facilitate positive student change. **3 undergraduate credits.**

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

CHILD ABUSE

EDU/SWK 2904 Concordia College

Learn to identify and assist students affected by abuse and/or neglect. **2 undergraduate credits.**

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

EDUCATIONAL ASSESSMENT: ASSESSING STUDENT LEARNING IN THE CLASSROOM

EDU 2920 Concordia College

This course is designed to further develop the attitudes, knowledge, and conceptual and technical skills required by teachers to help them identify the educational goals of students and to select or design and implement relevant, meaningful, and beneficial instructional strategies for effective learning by students with special needs. The focus of this course will therefore be on assessment for instructional programming. **2 undergraduate credits.**

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

READING FUNDAMENTALS #1: AN INTRODUCTION TO SCIENTIFICALLY-BASED RESEARCH

EDU 2915 Concordia College

Three-course Reading Fundamentals Course. Reading Fundamentals supports the concept of scientifically-based reading research to develop a phonetically-based approach to reading assessment, instruction, evaluation, and remediation. The course discusses the research that supports scientifically-based research as it applies to phonetically-based instruction, assessment, and evaluation. **2 undergraduate credits.**

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

Full course descriptions can be found on My Learning Plan. Please visit www.nysut.org/elt and select "Search Courses" to view and register for a course.

READING FUNDAMENTALS #2: LAYING THE FOUNDATION FOR EFFECTIVE READING INSTRUCTION

EDU 2916 Concordia College

Three-course Reading Fundamentals Course

The purpose of this second course is to lay the foundation for effective reading instruction. As part of this course, you will learn about the elements of effective instruction. It is important that all teachers have a firm understanding of effective instructional procedures. Teachers benefit, and more importantly, students benefit, both in terms of their behavior and their academic performance, from effective instruction. Further, you will learn about the importance of reading instruction and read some sobering statistics on reading performance in this country and what happens when individuals are not proficient in reading. **2 undergraduate credits**

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

READING FUNDAMENTALS #3: THE ELEMENTS OF EFFECTIVE READING INSTRUCTION & ASSESSMENT

EDU 2917 Concordia College

Three-course Reading Fundamentals Course

This course will focus on learning to read, reading to learn, and an introduction to reading assessment. As part of these two key areas of reading instruction, the five elements of effective reading instruction will be highlighted, including definitions, implications for instruction, and future directions. These five elements include instruction in: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. **2 undergraduate credits.**

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

UNDERSTANDING & IMPLEMENTING COMMON CORE STANDARDS

EDU 2927 Concordia College

In this course you will learn a number of factors that contributed to the overall design of the Common Core Standards as well as practical pedagogical approaches that will support practitioners working toward deeper implementation. We will reflect on the instructional “shifts” emphasized throughout the Common Core Standards and contextualize the shifts based on the diverse population of students course participants serve. **3 undergraduate credits.**

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

WHY DI?...AN INTRODUCTION TO DIFFERENTIATED INSTRUCTION

EDU 2924 Concordia College

This course is designed to give an understanding of the framework of and need for creating supportive learning environments for diverse learning populations. **3 undergraduate credits**

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.



NYSUT is an approved Dignity Act provider



NEW! Dignity for All Students Act (DASA) Training Program

Training in Harassment, Bullying, Cyberbullying and Discrimination in Schools: Prevention and Intervention

The Dignity Act requires that all students in NYS public schools are afforded an environment free of discrimination and harassment (Education Law §10).

This interactive program examines the acts of harassment, discrimination and bullying as it relates to, but is not limited to, those acts based on a person's actual or perceived race, color, weight, national origin, gender or sex. Participants will engage in authentic conversations, activities and reflections about harassment, discrimination and bullying as well as explore the impact of social constructs in their personal and professional lives.

This training fulfills SED requirements for the Dignity Act (DASA) certificate

Space is limited! Visit www.nysut.org/elt for training information and to register.

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Contact NYSUT ELT at 800-528-6208 or visit www.nysut.org/elt



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Complete course descriptions, refund policy and current course updates can be found online at www.nysut.org/elt