



**FALL 2024
Professional Development
Program**



**SCOPE'S COURSES
ARE CTLE APPROVED**

**Courses designed to energize
today's classrooms!**

*** 9 New Classes***

**SCOPE Inservice Course Registration is
Available Online at: www.scopeonline.us**



SCOPE is a not-for-profit educational organization permanently chartered by the New York State Board of Regents to provide services to school districts. Founded in 1964 by school superintendents, it is a cooperative venture for sharing resources to deal with common concerns. It is governed by a Board of Directors of school superintendents and college representatives and serves as a regional School Study Council and School Board Institute.

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Ms. Betty Westcott Assistant Director for Instructional Services

Dear Colleague:

Online registration is now available for SCOPE's FALL 2024 Professional Development Courses.

**SCOPE IS AN APPROVED SPONSOR OF
CONTINUING TEACHER AND LEADER EDUCATION
(CTLE)**

Courses are limited in size, register early to ensure space availability. To register online please go to...


www.scopeonline.us

Sincerely,

Betty Westcott

Assistant Director for Instructional Services

Registration Fees:	<u>MEMBER District</u>	<u>NON-MEMBER District</u>
1 Credit Course	\$ 142.00	\$ 152.00
2 Credit Course	\$ 284.00	\$ 304.00
3 Credit Course	\$ 426.00	\$ 456.00

 = **SCOPE ONLINE COURSE**

Online Courses Start - October 9 — December 15


***Each credit is equal to 15 hours of Professional Development**

****SCOPE On-line Inservice course standards can be found on our website at www.scopeonline.us**




F24-01003  **SOCIAL MEDIA: THE GOOD, THE BAD AND THE UGLY**
Janine Simpson—Janine.crosby@yahoo.com
3 Credits—Inservice—October 9—December 15

Social Media is a significant part of our students' lives and it has a major impact on their overall functioning and mental health. There has been a significant increase in the amount of time teens spend online and on social media platforms. Participants will gain a better understanding of current trends in social media as well as the correlation between social media and mental health. You will be provided with resources and tips for mitigating the negative impact of social media as well as provide students and families with strategies to manage social media use while promoting positive digital citizenship among our students. Suitable grades K—12.

F24-01005  **BE A GAME CHANGER: "LIVE TO LEAD**
Cecile Wren - cecile@myeisolutions.com
1 Credit – Inservice - October 9 — December 15


This in-depth study will provide participants with the opportunity to develop, coordinate and integrate the power of being the change they want to see in the world into their daily lives. This expertise will enable them to grow professionally and personally and internalize the importance of being a life-long learner. As society changes we need to reflect on the changes and make adaptations that enable us to continue to grow, learn and achieve in a collaborative manner. Each assignment WILL be targeted for a different purpose and audience. Audiences may include the participant, students, parents, educators, or community members.

F24-01007  **PEACEFUL SCHOOLS: EASING ANXIETY AND DEPRESSION**
Kysten Ellison - Kysten@aol.com
3 Credits - Inservice - October 9 — December 15

The class will address the stress and anxiety students contend with on a daily basis by examining the causes and learning ways to help alleviate such within the classroom. By becoming more aware and versed in strategies of social emotional learning and practices through the lens of culturally responsive practices that embrace and reflect the many identities and experiences of the students in their care, educators will learn to support their students and lessen the stress and anxiety often felt by them. How the recent pandemic has changed student motivation and behavior and what to do in order to meet their unique and diverse will be included. IN all we will cultivate an awareness and provide resources & strategies to employ in creating a peaceful classroom that works to reduce stress and anxiety with the goal of developing equitable practices for all students.

F24-01008  **FOSTERING CORE SEL COMPETENCIES AT THE SECONDARY LEVEL**
NEW! **Tracey Hanes—traceyhanes28@gmail.com**
3 Credits—Inservice—October 9—December 15

In today's world, social-emotional learning is at the forefront of student success. Without mastery of the core SEL competencies, students lack an essential skill set, limiting their abilities to thrive socially, emotionally, and academically. Learn all there is to know about the five core SEL competencies: self-awareness, self-management, social-awareness, relationship skills, and responsible decision-making. Together, we will create a toolkit of strategies to pull from in order to foster these skills, promoting student growth & wellness.

F24-01019  **MINDFULNESS FOR POSITIVE AND PRODUCTIVE CLASSROOMS**
Patricia Magilligan—magilliganp@gmail.com
3 Credits — Inservice - October 9 — December 15

This course will discuss what Mindfulness is and is not. It will study how Mindfulness works in school communities. It will discuss the benefits of Mindful Practice in reducing teacher and student stress as well as how it can build attention, engagement and resilience in our students. This course will include scientific backing for Mindfulness as well as practical tips and activities to try out. Find out what so many successful people already know!



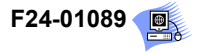
F24-01088

THE CALM CLASSROOM

Kysten Ellison - Kysten@aol.com

3 Credits - Inservice - October 9 — December 15

This class will address the stress and anxiety students incur in the classroom. Examine the causes of stress and anxiety and understand methods to alleviate these issues. This course will also discuss depression and how to recognize the symptoms and indicators as well as effective coping strategies.



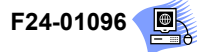
F24-01089

WARNING! EATING CAN BE DANGEROUS TO YOUR HEALTH

Chris Visco - cvisco@optonline.net

3 Credits – Inservice - October 9—December 15

As the human population continues to grow, the agriculture and meat industries have had to respond by increasing their output. This increase in food production does not come without a price. Mad cow disease, pesticide residues, antibiotic resistance, food additives and food poisoning are but a few of the concerns facing consumers today. This course will investigate the causes, effects and solutions to these problems.



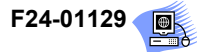
F24-01096

CHILDHOOD OBESITY: A MODERN DAY EPIDEMIC—Pre-K-12

Brianna Burghard—bburghard26@gmail.com

3 Credits—Inservice— October 9— December 15

This course focuses on the epidemiology of child and adolescent obesity with a focus on environmental and socioeconomic factors. This course will cover the potential implications of childhood obesity, including health and economic consequences. Environmentally focused interventions and programs to combat childhood obesity will be included.



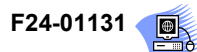
F24-01129

KEEPING OUR STUDENTS AND SCHOOLS SAFE

Richard Faber—Fabes888@gmail.com

3 Credits—Inservice— October 9 — December 15

School Violence can be prevented. Research shows that prevention efforts—by teachers, administrators, parents, community members, and even students can reduce violence and improve the overall school environment. No one fact in isolation causes school violence, so stopping school violence involves using multiple prevention strategies that address the many individual, relationship, community and societal factors and promote protective factors at these multiple levels of influence.



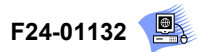
F24-01131

INSPIRING YOUNG MINDS—K—12

Amy Miller—amillerteach10@gmail.com

3 Credits—Inservice— October 9 — December 15

Teachers will be asked to read picture books that promote mindfulness, empathy, and social/emotional learning (can be used in all grade levels), view TED talks, and explore videos & articles. Learn to navigate the website GoNoodle.com, to help students cope with things that may arise in their daily lives. Teachers will participate in breathing and meditation exercises using the Insight Timer (this is a free app), which is for both the teacher and the student. Each assignment will explore a new aspect of mindfulness, social/emotional learning, and empathy and can be used in many subject areas. **All** material accessed from links provided.



F24-01132

ACE'S 101: WHAT'S IN YOUR STUDENT'S BACKPACK—K-12


Janine Simpson—Janine.crosby@yahoo.com

3 Credits—Inservice—October 9—December 15

NEW!
Adverse Childhood Experiences (ACE's) have increased significantly over the years-as educators, we are seeing more students impacted by ACE's. ACE's are linked to chronic health problems, mental illness, and substance use problems in adolescence and adulthood. They negatively impact education, job opportunities and earning potential. This course will delve into the definition of ACE's and trauma as well as its impact on a child's outcomes and educational experience.

F24-01206  **RESOURCES FOR ENHANCING SCHOOL CLIMATE**
Cecile Wren - cecile@myeisolutions.com
1 Credit – Inservice - October 9 - December 15


The research-based strategies and skills utilized will enable educators to help students build effective relationships, and work through life's challenges in constructive and ethical ways. Through these efforts you will be able to enhance school climate, make a difference in the lives of students, change the fabric of the classroom communities and impact systemic change in your district.

F24-01207  **EMBRACING DIVERSITY: CULTIVATING CULTURAL CONSCIOUSNESS IN EDUCATION**
Michelle Rosenoff - mrosenoff43@gmail.com
3 Credits — Inservice - October 9 — December 15


Through an in-depth exploration of cultural culture, participants will gain a deeper understanding of the multifaceted aspects of culture, including race, ethnicity, language, religion, and socio-economic backgrounds. You will examine the influence of cultural identity on learning and how it shapes students' perspectives, experiences, and academic achievements. This course provides practical strategies and pedagogical approaches for creating inclusive and culturally responsive classrooms, fostering an environment where all students feel valued, respected and supported. You will engage in discussions, and participate in experiential activities, enhance their cultural awareness, develop intercultural communication skills, and learn to integrate culturally relevant content in their curriculum. Ultimately you will emerge with the knowledge and confidence to promote cultural understanding, build bridges across differences and create a truly inclusive educational experience for all.

F24-01208  **THE POWER OF POSITIVE THINKING**
Michelle Rosenoff - mrosenoff43@gmail.com
3 Credits — Inservice - October 9 — December 15

This course is designed to illuminate the profound impact positive thoughts can have on our lives. Through an immersive and dynamic learning experience, this course empowers participants to harness the incredible potential of their minds and create an optimistic mindset. Delve into the depths of positive psychology, exploring the intricate connections between thoughts, emotions and actions. Learn practical techniques to reframe negative beliefs, develop resilience in the face of challenges, and cultivate a deep sense of gratitude and compassion. Interactive exercises, engaging discussions, and inspiring real-life examples converge to create a vibrant learning environment. Participants will emerge with a renewed sense of purpose, armed with an arsenal of tools that will help transform their classrooms.

F24-02006  **ENGAGING THE MATH LEARNER WITH GAMES—(K-6)**
Jill Cohen—jilly119@gmail.com
3 Credits – Inservice - October 9 — December 15


Learn to maximize the teaching & learning of math, by making it an engaging and exciting experience. Explore a variety of classic games, dice games, card games, board games, in non-electronic form, unless otherwise stated. Who doesn't love games? Games spark interest, enthusiasm for learning and help students to remember what was learned. The overall objective should be to help each child understand math concepts, enabling them to become mathematically literate. What better way to do that than through math games?

F24-02007  **ENGAGING THE MATH LEARNER WITH NUMBER TALKS**
Jill Cohen—jilly119@gmail.com
3 Credits – Inservice - October 9 — December 15


This course has been created for K-8 teachers who are seeking effective approaches that extend beyond mere memorization for fact fluency. This course will acquaint you with “number talks,” a classroom practice designed to actively involve students in employing strategies that bolster their proficiency in number manipulation. Aligned with Next Generation Learning Standards, you will learn about the reasoning behind number talks and gain access to practical tools for integrating these discussions into your mathematics instruction.

F24-02012  **MAKING MATH MEANINGFUL**
Danielle Waitz - dwaitz@hotmail.com
3 Credits – Inservice - October 9 — December 15

Do you feel like your math lessons are mundane? Do you feel like you can't motivate yourself to teach meaningful yet fun math lessons? Class will help teachers to make math more meaningful while keeping students interested by incorporating accessible resources. Participants will explore articles, multimedia and internet resources.

F24-02512  **EDUCATIONAL NEUROSCIENCE**
Dr. Peter A. Pece - doctorpece@icloud.com
3 Credits – Inservice - October 9 — December 15

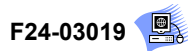
Neuroscientists and Educators were totally separate entities for many years. Then, each discipline realized that they needed the other. Educators realized that Neuroscience held many answers for them, and Neuroscientists realized that educators possessed knowledge that they could utilize in their research. This course will examine many different avenues of exploration for those in Education to have some questions answered regarding the brain and how they can use findings of Neuroscience in their classrooms.

F24-02514  **AI MAGIC FOR TEACHERS: ENHANCING PRODUCTIVITY & STUDENT ENGAGEMENT**
NEW!
Kristina Holzweiss—lieberrian@yahoo.com
3 Credits — Inservice - October 9 — December 15

This course is designed to empower teachers with the knowledge and skills to leverage AI tools in the classroom. Teachers will explore the innovative applications of ChatGPT, Canva, Goblin Tools, Drift, Twee, Curipod, Magic School, Brisk Teaching, Chat for Schools, Question Well, Hello History, and other AI tools to enhance their productivity and boost student engagement. Through hands-on learning experiences, you will discover how these tools can streamline lesson planning, create interactive and engaging content, and personalize student learning experiences whether you are a tech-savvy educator or a beginner.

F24-02515  **THE ART OF DIGITAL PORTFOLIOS: EMPOWERING ALL STUDENTS TO SHINE AND SUCCEED**
NEW!
Kristina Holzweiss—lieberrian@yahoo.com
3 Credits — Inservice - October 9 — December 15

Digital portfolios serve as a powerful tool for showcasing student skills and achievements by providing a comprehensive and dynamic collection of their work, progress, and accomplishments in various subject areas. Educators can guide students in creating, curating, and assessing digital portfolios to effectively demonstrate growth and learning over time. By incorporating digital portfolios into teaching practices, educators can engage students in reflective practices, encouraging them to take ownership of their learning journey and fostering a culture of continuous improvement and self-assessment.

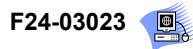


F24-03019 HYPED FOR HYPERDOCS—K—12

Danielle Pallatto - dpallattoscope@gmail.com

3 Credits – Inservice - October 9 — December 15

Are you interested in interactive, digital resources for students? Hyperdocs are an all-in-one document that allows students to explore, learn, and share their thinking with all of their digital tools in one place. Come learn how to create one for your students and how to adapt templates and ready made hyperdocs to fit your needs.

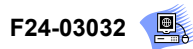


F24-03023 EXPLORING GOOGLE FOR EDUCATION - K - 12

Christina Sciarrotto - cmes724@yahoo.com

3 Credits - Inservice - October 9—December 15

This course will examine the components of a Google for Education including Google Drive, Docs, Sheets, Forms, Classroom, Calendar and Meet. Additionally, you will learn how to share, collaborate and edit using the features of Google.

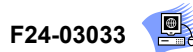


F24-03032 CREATING A WEBSITE WITH GOOGLE SITES

Sue Presberg—spresberg@gmail.com

3 Credits - Inservice - October 9 — December 15

This course is designed to help you step by step, create a website for yourself and/or your students. Creating a personalized Google website is a great way to track growth in real time. You will select and organize content and also reflect on student achievements, skills and future aspirations. This can be used for parents, administrators and the community as well as for professional growth of either the educator or their students. Using Google Sites can be a lifelong narrative that can be constantly updated, where the content is never lost over the years. It will be the educator's choice as to what type of website they will create.

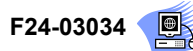


F24-03033 TOP DIGITAL TOOLS TO INCREASE STUDENT ENGAGEMENTS

Christina Sciarrotto - cmes724@yahoo.com

3 Credits - Inservice - October 9—December 15

As technological advances increase each day and everyone has become more dependent on the internet for daily activities, it is crucial to engage students in their learning. Book Creator, NearPod, Pear Deck, Screencastify, BrainPop and Padlet are a few examples that can be used to do this. Each has its own unique abilities and skills for engaging students.



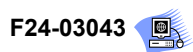
F24-03034 DISCOVERY EDUCATION: IT DOES WHAT NOW??

NEW!

Tracy Toth-tracy764@gmail.com

3 Credits – Inservice – October 9 — December 15

Discovery Education is SO much more than just videos. Take an in depth look at all that Discovery Education has to offer including interactive assignments, printable worksheets, instructional strategies, monthly calendars of activities by grade levels, and so much more. DE offers materials for all subject areas in multiple languages for grades K to 12.



F24-03043 INSPIRE AND ENHANCE YOUR CLASSROOM WITH TECH

Melissa Lubomski—mlubomski.SCOPE@gmail.com

3 Credits – Inservice – October 9 — December 15


This course is designed to provide educators with the tools necessary to immediately implement technology based activities in their classrooms. Participants will explore various online assessment methods, work spaces for collaboration, and apps to boost creativity. The vital role of teachers in the 21st-century depends on a deep understanding of best instructional practices in the digital world. All need a Gmail address and Google Drive.

F24-03067  **CONTENT CREATION AND COMMUNICATION WITH CANVA**
Kristina Holzweiss - lieberrian@yahoo.com
3 Credits – Inservice - October 9 — December 15

With Canva, you won't need a degree in graphic design to create content to support student learning, and to communicate with your colleagues. Learn the basics of Canva as well as how to animate GIFs, create videos, design learning materials, collaborate with other users, and to schedule social media posts. Learn how graphic design is an “on ramp” for reluctant writers and speakers. You will learn about the different templates offered by Canva, how to modify them, and how to creating teaching resources from scratch.

F24-03091  **IPAD APPS & WEBSITES TO HELP STRUGGLING READERS/ WRITERS**
Maureen Hanley - mobrien16@hotmail.com
3 Credits – Inservice - October 9—December 15

Add more to your RTI toolbox! Participants will familiarize themselves with common reading and writing difficulties, students experience and “The Big 5 Ideas of Reading.” Explore free and purchasable apps and websites for Phonemic Awareness, Alphabetic Principle, Reading Fluency, Vocabulary, Comprehension, Spelling, Writing & Notetaking. (Grades K—12)

F24-03351  **EVERYTHING YOU NEED TO KNOW TO 3D PRINT, NOW!**
Vincenzo La Ruina—vincenzoLaRuina@gmail.com
3 Credits – Inservice— October 9 — December 15

Whether or not you have access to a 3D printer, you will learn how to use them, how they can be used in your classroom (for any subject), and you'll even be able to print files without a 3D printer. This class makes 3D printing simple & it includes free PDF versions of the books you will need. Appropriate for K-12 teachers, including art and technology.

F24-04006  **CREATIVE WAYS TO TEACH KIDS TO MAKE INFERENCES**
Alissa Rosenberg - arosenbergteachesu@gmail.com
3 Credits – Inservice - October 9 — December 15

Making inferences rests at the heart of academic and social comprehension. Discuss what inferences are and how they directly relate to the Common Core. Learn fun ideas and/or sample lessons utilizing different creative techniques including the use of technology, movies, pictures, books, websites and apps.

F24-04017  **HOW TO TEACH RESEARCH PAPER WRITING AT ALL LEVELS**
Deirdre Cerrito - deirdrecerrito@yahoo.com
3 Credits - Inservice – October 9—December 15

The Next Generation Learning Standards have made students at all levels more responsible for directing their own learning, especially in the areas of science and social studies. Knowing how to conduct research responsibly is an essential skill that all learners need. When this class is complete, you will have all the lessons and materials needed to help your students write great research papers. No more non-informative, unfocused or plagiarized papers to grade!

F24-04024  **USING COOPERATIVE LEARNING IN THE CLASSROOM– K-12**
Marina Poulis - mpoulis100@gmail.com
3 Credits - Inservice - October 9 — December 15

Students too often are required to sit, listen and reiterate in the classroom. Outside the classroom, socialization has decreased, as technology has increased. In today's world, students need to learn socialization, cooperation & collaboration. Learn how to use the cooperative learning method to teach students how to help each other work together.

F24-04032  **ACTIVE LISTENING FOR POSITIVE, PRODUCTIVE, ENGAGED LEARNING**

Patricia Magilligan—magilliganp@gmail.com

3 Credits — Inservice - October 9 — December 15

The 21st century has brought many new opportunities and challenges for learning. Multitasking and distracted communication has become commonplace. Some research indicates that most people recall only 25% of a conversation only minutes after it occurs. The implication for learning can be staggering. Active listening and Accountable Talk can help us create the positive, productive learning environment that we all strive to have. Creating active learners who are motivated, engaged, nonjudgmental and compassionate should be a goal for all our schools. This course will go beyond active listening to include mindful listening, accountable talk, and creating responsive compassionate environments.

F24-04034  **THE POWER OF PROJECTS AND PRESENTATIONS FOR STUDENT CENTERED LEARNING**

Jill D'Aleo—jilldaleo@gmail.com

3 Credits — Inservice - October 9 — December 15

NEW!

This course is designed to guide teachers on how to empower their students by placing them at the center of their own learning experience. Teachers will learn vital educational practices to foster critical thinking, collaboration, and communication skills in their students through the use of structured presentations and project-based learning (PBL). The course will also encourage student creativity, problem-solving, and independent learning, which will prepare students for real-world challenges as well as the Next Generation Standards. By the end of this course, teachers will have their own set of useful projects and presentations for their subject area and course level.

F24-04056  **CHARACTER EDUCATION – (K – 12)**

Andrew Paskal - andrewpaskal@gmail.com

3 Credits – Inservice - October 9—December 15

Character Education is one 'hot issue' in education today. It is consistently being debated in households, classrooms, boardrooms and faculty rooms. Participants will be discussing the meaning of character education and whether it can be taught, and if so, how and by whom. Develop 6 lessons on the six pillars of character education.

F24-04058  **BULLYING – STRATEGIES FOR TEACHERS – (K – 12)**

Debbi Frechtman - deb5474@aol.com

3 Credits – Inservice - October 9—December 15

Participants will learn about children who bully and those who are bullied. This course will also help teachers and parents to have a better understanding of the many forms of bullying and how to effectively work with children who experience bullying.

F24-04101  **COMMUNICATION SKILLS FOR STUDENTS—K—12**

Jean Galima - jeangalima@yahoo.com

3 Credits - Inservice — October 9 — December 15

Providing students with the application of the elements of good communication skills, not only improves their self-image, but also raises their self-confidence level, assertiveness and respect for others' ideas. All teachers in addition to ENL teachers will have opportunities to explore and expand their repertoire of activities to give students experiences to sharpen their communication skills, share learned knowledge and become more effective, respectful communicators and listeners.


F24-04107  **MORPHOLOGY MATTERS: ELEVATING VOCABULARY FOR ALL LEARNERS K-12**

NEW!

Jeannette Walsh—jwalsh0324@gmail.com

3 Credits - Inservice - October 9 — December 15

Transform your approach to vocabulary instruction with the power of morphology, the study of meaningful word parts. This 45-hour asynchronous course, packed with engaging videos and informative articles, will provide you with strategies to enhance vocabulary, reading comprehension, and spelling for all students. Ideal for educators working with ELLs and students with learning disabilities, this course will show you how to integrate morphology seamlessly into your existing curriculum. By the end of this course, you'll have a wealth of practical resources and activities to revolutionize your teaching and boost your students' language abilities.

F24-04108  **TEACH LIKE A CHAMPION: BOOSTING STUDENT ENGAGEMENT**

NEW!

Jeannette Walsh—jwalsh0324@gmail.com

3 Credits - Inservice - October 9 — December 15

Do you find it difficult to engage all of your students in their learning? This asynchronous course offers invaluable strategies to boost student engagement through various means of participation. Based on the principles from Doug Lemov's acclaimed book, "Teach Like a Champion 3.0," the course features engaging video demonstrations and comprehensive materials. Participants will learn directly from expert educators, observing firsthand how to confidently implement proven instructional techniques. From increasing student engagement and refining classroom management to improving overall student performance, this course provides practical strategies to make teaching more effective and enjoyable. (Suggested reading: "Teach Like a Champion 3.0" by Doug Lemov, available for \$18.50 on Amazon).

F24-04111  **LOVING LITERATURE**

Danielle Waitz - dwaitz@hotmail.com

3 Credits – Inservice - October 9 —December 15

With so much emphasis on the NYS Exams, it's hard for students to look at literature as something enjoyable. This course will emphasize the importance of differentiating instruction, modeling and teaching reading strategies to help students not only become better readers but to enjoy reading. Teachers will create graphic organizers, activities and lessons that they will utilize in their classrooms to enhance their existing literacy program.

F24-04151  **THE POWER OF LANGUAGE**

Emily Eich - eeich@emoschools.org

3 Credits – Inservice - October 9 —December 15

This course is designed to show teachers how to use their most powerful teaching tool—**their words**—to bring out the best in children. You will learn how to use words effectively to deal with just about every challenging situation imaginable. We can help children develop self-control, build their sense of community and gain academic skills and knowledge through skillful teacher language. The course follows the approach of the *Responsive Classroom*.

F24-04158  **SUPPORTING STRUGGLING READERS - K - 12**

Jaclyn Graham—jaclyngraham79@gmail.com

3 Credits — Inservice - October 9 – December 15

This course is designed to provide teachers with meaningful reading strategies that will benefit all types of learners. Learn how to get to know your readers really well so that you can use easy-to-implement strategies. Teachers will have access to printable activities and educational websites that will enhance their reading instruction. Most importantly they will have a greater understanding of how to turn struggling readers into successful ones.

**F24-04163 EMBRACING, YET ADDRESSING THE CONSEQUENCES OF
THE EVOLUTION OF COMMUNICATION-K-12- Perfect for ELL
Jean Galima - jeangalima@yahoo.com
3 Credits - Inservice - October 9 — December 15**

Much has been gained; however, much has been lost during society's growing dependency (statistics are staggering) with the technological evolution of communication. Face to face, interpersonal and conversational skills have diminished, grammar, vocabulary and writing proficiencies have suffered, and distractions with communication patterns and behaviors have had other negative repercussions. Embrace, yet explore solutions & strategies for healthier, more socially productive balance of communications.

**F24-04167 THE BENEFITS, FLEXIBILITY AND VERSATILITY OF JOURNALING
FOR ALL STUDENTS IN ALL SETTINGS - K-12
Jean Galima - jeangalima@yahoo.com
3 Credits - Inservice - October 9 — December 15**

With changing educational platforms due to the Pandemic, journaling remains an adaptable constant for ALL teachers of ALL students (beginning with emergent learners' doodling) in ALL areas. Yes, it is perfect for Physical ed and ENL. Fluidity and organization of thought, self-expression, providing a sense of comfort, connectivity, questioning and critical thinking, increase self-directed learning and foster self-confidence. These are just a part of the endless benefits of journaling.

**F24-04169 THE SCIENCE OF READING
Christina Sciarrotto - cmes724@yahoo.com
2 Credits - Inservice - October 9— December 15**


What is the Science of Reading and why is everyone talking about it? In this course, you will learn about the different components of the science of reading and how to make the "shift" in your classroom.

**F24-04502 BEYOND BLOOM-BUILDING CRITICAL THINKING SKILLS
Gayle Meinkes-Lumia - gmeinkeslumia@bufsd.org
3 Credits — Inservice - October 9 — December 15**


The Common Core requires educators to infuse a plethora of higher order skills, as well as deductive reasoning techniques into the classroom. This course will enable educators to comprehend the cognitive domains of Bloom's taxonomy and subsequently move further and develop mastery level thematic strategies that guide students on their journey to success. Cross curricular teaching, interdisciplinary applications, analytic, philosophical and productive reasoning techniques will be addressed.

**F24-05004 BEST PRACTICES FOR TEACHING MULTI-LANGUAGE STUDENTS
Deirdre Cerrito - deirdrecerrito@yahoo.com
Jully Williams - gina102105@gmail.com
3 Credits - Inservice – October 9 — December 15**

CTLE regulations require teachers apply 15% of their required hours toward enhancing language acquisition skills for ENL and ELL students. For ELL teachers, the percentage is 50%. This class provides instruction in best practices as outlined by NYSEDF. Learn best practices in scaffolding, literacy development, aligning instructional resources & academic language. A must for teachers hoping to help their ENL, ELL & MLL students learn English & succeed.

F24-05006  **BOOST AND ACCELERATE YOUR ELL STUDENTS LEARNING:
ENSURE STUDENT SUCCESS WITH PRACTICAL STRATEGIES!**
Anthony Auciello - scopeauciello@aol.com
3 Credits – Inservice - October 9—December 15

Participants will be given the opportunity to learn about the various aspects of not only improving their ELL student's participation and achievement in class, but also how to engage their families in the classroom and the school as a whole. Learn strategies that will help students learn in all areas of the classroom. You will finish the class with a wealth of strategies, understand when and where to employ them, and the reasoning behind selecting each strategy. Participants will be prepared to work with any child/grade!

F24-06010  **THE MUSICAL BRAIN**
Dr. Peter A. Pece - doctorpece@icloud.com
3 Credits – Inservice - October 9 — December 15

The Brain is most complex organ in the human body, and Music is the most complex of all the arts. Put them together and you will ultimately get more questions than answers. In this course "The Musical Brain" we will examine many different aspects of music and how it affects the brain. Some of the interesting topics explored will be: The Effects of Music on the Brain, Synesthesia, Why Sad Songs make us happy (in a way), Amusia and Musical Savants among others.

F24-06047  **SMARTPHONE PHOTOGRAPHY & EDITING FOR THE EDUCATOR**
Sue Presberg—spresberg@gmail.com
3 Credits - Inservice - October 9 — December 15

Want to learn how to create stunning presentations and displays by taking photos with your Smartphone camera? Understand the techniques needed to take amazing photos! You will learn how to use apps on your cell phone to create quality, esthetically pleasing photographs. You will be able to edit those photos to use in a classroom to enhance presentations, displays and student work, and in turn, teach your students to do the same.

F24-06107E **MASSAPEQUA PHILHARMONIC: SYMPHONY AS THE WORLD**
David Bernard—3 Credits—Inservice—MASSAPEQUA—Berner MS
15 SESSIONS—7:00—10:00 PM, Starts: September 24

Mahler famously stated "A must be like the world. It must contain everything." Join the Massapequa Philharmonic for an in depth look at how Mahler conveyed the world through his First Symphony. Participants will work in depth with Maestro David Bernard on crafting a compelling interpretation and will focus on performance and rehearsal techniques to ensure success. Participation by audition only: <http://bit.ly/MPOAuditionRequest>. **Dates (each are three hours, 7:00-10:00PM at Berner MS) 9/24, 10/1, 10/8, 10/15, 10/22, 10/25, 10/29, 11/5, 11/12, 11/19, 11/26, 12/3, 12/6 Plus Sundays 10/27, 12/8 1:30-4:30.**

F24-06108 ORCHESTRAL CONDUCTING SEMINAR
David Bernard—2 Credits—Inservice—MASSAPEQUA—Berner MS
15 SESSIONS—6:00 PM—8:00 PM, Starts: September 24

Maestro David Bernard, Music Director of the Massapequa Philharmonic and Park Avenue Chamber Symphony, leads an in-depth seminar exploring the strategies, techniques and skills involved in Orchestral Conducting, including programming, selection of editions, score study & musicianship, conducting technique, rehearsal technique, personnel management and performance approach. Concepts will be illustrated during the seminar through repertoire chosen by Maestro Bernard, while participants will work independently on capstone projects using repertoire they choose, with guidance and approval by Maestro Bernard.

Dates: 6:00-8:00PM at Berner Middle School) 9/24, 10/1, 10/8, 10/15, 10/22, 10/25, 10/29, 11/5, 11/12, 11/19, 11/26, 12/3, 12/6 Plus Sundays 10/27, 12/8 12-2

Students enrolling in the Orchestral Conducting Seminar, must meet the following pre-requisites:

- Mastery of at least one orchestral instrument
- Ability to read full orchestral scores
- Current and/or prior experience conducting instrumental ensembles

Participation is by selection only through this form:


<https://bit.ly/DBConductingSeminarApplication>

F24-07001  DEVELOPING A COLLEGE/CAREER READY STUDENT
Francesca Cavallaro - fncavallaro@gmail.com
3 Credits - Inservice - October 9 — December 15

This course is geared towards making students more college and career ready. This can be accomplished by impeding a college/career focus in curriculum, through lessons and by exposing students to different opportunities that foster growth and awareness of the different colleges and careers available. Schools exposing students to a wide variety of supports will provide students with an opportunity to set individual postsecondary goals for themselves. This course aims to bring to light the different local opportunities, online resources and potential field trips schools can implement within their school.

F24-11005  POVERTY IN EDUCATION
Michael Sims - mikesimsduke1@yahoo.com
3 Credits – Inservice - October 9 — December 15

Participants will examine the relationship between poverty and learning. You will explore how poverty is truly defined and discover the different levels of poverty that exists in school districts we work and live in. You will develop effective ways to help students overcome the barriers to learning that result from enduring poverty. Since there is poverty in every town and district, this course is applicable for all educators.

F24-11006  MOTIVATING STUDENTS TO ACHIEVE:ENSURE STUDENT SUCCESS
Anthony Auciello - scopeauciello@aol.com
3 Credits – Inservice - October 9 — December 15

Participants will learn not only about motivating their students, but also teaching their students to motivate themselves. Identify students who need motivating. Develop, utilize, and analyze strategies that will help you teach students how to self-motivate and succeed. Participants will utilize the internet to build a large foundation of information that can be used at any grade level. This course will be the missing piece to any teacher's bag of tricks!

F24-11014  **BUILDING STUDENT RESILIENCY—K—12**
Michael Sims - mikesimsduke1@yahoo.com
3 Credits – Inservice - October 9 — December 15

Teachers today have to manage students that struggle with independence & self-reliance. This stems from many factors, like bulldozer parents smoothing the road so they don't encounter difficulties. Though their intentions are well placed, parents are actually denying opportunities for their kids to learn critical life skills like decision making, responsibility and coping strategies. Colleges have begun reporting students are not equipped to handle the rigors that come at the university level. To combat these trends, we will explore ways to create a culture where your students will learn resiliency & how to be independent thinkers.

F24-11019  **SUCCEEDING WITH DIFFICULT STUDENTS**
Joseph Bienz—jbienzscope@gmail.com
3 Credits—Inservice—October 9 — December 15

In education, we can't pick our students. You have students that are difficult and need special attention. This class will help you develop these students to succeed. You will discuss techniques from educators such as Fred Jones and Lee Canter. Topics include: Assertive Discipline, ODD,, strategies and ways to enhance classroom management and parental involvement.

F24-11032  **BUILDING POSITIVE RELATIONS WITH PARENTS**
Michael Sims - mikesimsduke1@yahoo.com
3 Credits – Inservice - October 9 — December 15

Explore the fundamental importance of encouraging real collaboration between schools and families. Developing good relations with parents is an essential tool for creating an optimal working environment for students. Construct materials, examine how to communicate proactively with parents, develop strategies for communicating negative information and how to remain professional with confrontational or hostile parents.

F24-11038  **ENGAGING ACTIVITIES!**
Deirdre Cerrito - deirdrecerrito@yahoo.com
3 Credits - Inservice – October 9— December 15

As classroom teachers, it is really our responsibility to engage our students in every step of the learning process. Active learners are happy and motivated, and they learn more. In this class you will read professional articles, create lesson plans and design fun activities to bring back to your students – all while strengthening your students' skills for the NYS Assessments and supporting the NYS Next Generation Standards.

F24-11040  **THE IMPACT OF LABELING AND STEREOTYPES ON EDUCATION**
Richard Faber - Fabes888@gmail.com
3 Credits - Inservice - October 9 - December 15


Preppy. Techie. Geek. Freak. Loser. Jock. Special Ed. These are just a few of the labels that students live with everyday. And some labels are a lot meaner. Who hands out these labels? What role do labels play? Do they help or hurt? Do people sometimes like their labels or do they always hate them? This course will examine the truth behind these labels and the impact that they have on student behavior and learning.

F24-11045  **RESTORATIVE PRACTICES**
Richard Faber - Fabes888@gmail.com
3 Credits - Inservice - October 9 — December 15

Educators recognize the importance of fostering positive, healthy school climates and helping students learn from their mistakes. They are partnering with parents, district officials, organizations, and policymakers to move away from harmful & counter-productive zero-tolerance discipline policies toward proven restorative approaches. Restorative practices is an emerging social science that students and all members of the school community can learn and practice.

F24-11047  **SKILLS THAT WILL BENEFIT ALL TEACHERS**
Joseph Bienz—jbienzscope@gmail.com
3 Credits—Inservice—October 9 — December 15

This course is designed to help teachers at every grade level and will focus on dealing with difficult parents and students, different classroom situations and effective teaching techniques. Teachers will create and design multiple lessons that they will use in their own classrooms and leave with many new strategies to they can share. The knowledge gained will benefit every teacher to enhance their own teaching abilities.

F24-11050  **TEACH LIKE A PRO: STRATEGIES AND TIPS FOR NEW(ISH) TEACHERS**
Melissa Lubomski—mlubomski.SCOPE@gmail.com
3 Credits – Inservice – October 9 — December 15

This course is designed to new(ish) teachers who are eager to learn and grow in their profession. Whether you're fresh out of college or transitioning from another career, this course will provide you with practical tips and tricks to help you succeed in your new role. You will be introduced to strategies for effective lesson planning, increasing student engagement, management tips, differentiation, partnering with parents and teaching with growth mindset. By the end of this course, you will have a toolbox of strategies that you can use to create a positive learning environment and enhance student achievement.

F24-11052  **MAKING SHIFT HAPPEN: HOW TO MAKE MEANINGFUL CHANGE**
Brittany Reilly — brittany.a.reilly@gmail.com
NEW! **3 Credits – Inservice – October 9 — December 15**

Feeling overwhelmed by classroom challenges? Looking to simplify your teaching life by learning a powerful problem-solving approach? This course offers an engaging and reflective learning experience that will equip you with the tools and techniques to view classroom challenges through a holistic lens. Reduce burnout and stress by learning how to break down complex problems into manageable issues you can address to make impactful change! By the end of this course you will become a systems thinker– someone who can get to the root cause of challenges and develop practical solutions. Suitable K-12.

F24-12002  **INTEGRATED CO-TEACHING: ENSURING STUDENT SUCCESS**
Anthony Auciello - scopeauciello@aol.com
3 Credits – Inservice - October 9 — December 15


Participants will be given the opportunity to learn about the various aspects of integrated co-teaching (ICT). In addition to learning the fundamentals, participants will learn how to use many techniques to foster a positive relationship with their co-teaching partners, while ensuring students grow, both socially and academically.

F24-12003  **DIFFERENTIATION IN ACTION**
Gayle Meinkes-Lumia - gmeinkeslumia@bufsd.org
3 Credits - Inservice - October 9 – December 15


Learn everything there is to know about differentiating your classrooms. Learn the secrets to recognizing and building on the individual talents of each student, while preparing all students for the rigors of standards and assessments. Learn student centered ideas, lessons that differentiate, challenging ways to motivate students, current research on differentiation, constructivist practices, ideas for putting research into action, examples & strategies that assist in differentiation, assessment & tiered lesson ideas and websites.

F24-12004  **IMPLEMENTING HELPFUL STRATEGIES FOR WORKING WITH SPEECH AND LANGUAGE STUDENTS**
Linda A. Cohen - lhardmancohen@gmail.com
3 Credits - Inservice - October 9 — December 15

What exactly is a Speech and Language Impairment? What does this mean for a classroom teacher? Working with students with Speech and Language needs can be challenging depending on the nature of the impairment. Learn what a teacher needs to know about working with students who exhibit Language, Articulation or Fluency Disorders, Auditory Processing weaknesses, higher functioning Autism, Selective Mutism and social issues. In today's highly language based classrooms, learn how to meet these needs.

F24-12005  **AUDITORY PROCESSING DISORDERS: AN OVERVIEW OF WORKING WITH CHILDREN WITH APD**
Linda A. Cohen - lhardmancohen@gmail.com
3 Credits - Inservice - October 9 — December 15

What does it mean to have an Auditory Processing Disorder? It is estimated that 5-7% of children sitting in the classroom suffer with APD. That means there is the likelihood of having a student with APD in your current classroom. Learn about the characteristics of an Auditory Processing Disorder and how to work with children that struggle with this disorder. You will also learn about the challenges students with APD face in their reading skills and what you can do as a teacher to help them.

F24-12006  **TRANSFORMATIVE TECHNOLOGY TOOLS FOR THE SPECIAL EDUCATION CLASSROOM**
Annie Warren—awarren.scope@gmail.com
3 Credits – Inservice – October 9 — December 15

Participants will learn how technology can transform their instruction and student learning in the special education classroom. You will learn how to implement technology as an avenue that unlocks students' potential across multiple disciplines and grade levels. Use technology to differentiate instruction, motivate student interest, address challenges and roadblocks, and support students in meeting their full potential.

F24-12008



SOCIAL SKILLS AND SOCIAL THINKING FOR STUDENTS

Alissa Rosenberg - arosenbergteachesu@gmail.com

3 Credits – Inservice – October 9 — December 15

The Common Core Standards recognize speaking and listening skills as an integral part of learning. Students with Asperger's Syndrome, High Functioning Autism and ADHD may score very high on traditional IQ tests, however demonstrate tremendous difficulties making friends and fitting in. These students have social cognitive deficits and their prevalence within the mainstream classroom is growing by leaps and bounds. Focus on defining **what** social skills are, **what** a social cognitive disorder is and **whom** it affects; then delve into **why** these students have such a difficult time understanding social cues & norms of our society. (Suitable K—12)

F24-12009



OPPOSITIONAL DEFIANCE DISORDER-STRATEGIES FOR TEACHERS – (K – 12)

Andrew Paskal - andrewpaskal@gmail.com

3 Credits – Inservice - October 9—December 15

The mandate of placing children in the Least Restrictive Environment (LRE) has resulted in more inclusion and mainstream students in general education classes. As general education teachers are dealing with new and diverse needs, there exists a need for training. Oppositional Defiance Disorder (ODD) requires training. As a result you will have a better understanding of how to work with these students.

F24-12010



SPECIAL EDUCATION LAW FOR THE CLASSROOM TEACHER

Andrew Paskal - andrewpaskal@gmail.com

3 Credits – Inservice - October 9—December 15

Learn about special education law and their responsibilities in the classroom. As a result , educators will have a better understanding of the special education process. You will also understand relevant laws, their role, and their implementation.

F24-12015



ASPERGER SYNDROME-STRATEGIES FOR TEACHERS - K-12

Debbi Frechtman - deb5474@aol.com

3 Credits – Inservice - October 9—December 15

The mandate of placing children in the Least Restrictive Environment has resulted in teachers dealing with children with new and diverse needs. Asperger Syndrome is one such disorder which requires training for teachers and parents resulting in a better understanding of the disorder, and how to effectively work with these students.

F24-12017




CREATING A SUCCESSFUL CLASSROOM FOR CHILDREN WITH DISABILITIES

Kysten Ellison - Kysten@aol.com

3 Credits - Inservice - October 9 — December 15

Students of all abilities and backgrounds want classrooms that are inclusive and convey respect. For those students with disabilities, the classroom setting may present certain challenges that need accommodation and consideration. This course will focus on various types of disabilities, how each disability may impact student learning, the accommodating classroom environment, accessing resources, and explore ways to use this information to better meet the needs of our developing students.

F24-12020  **DEFINING DYSLEXIA & THE ORTON GILLINGHAM READING METHODOLOGY - K - 12**

Maureen Hanley - mobrien16@hotmail.com

3 Credits – Inservice - October 9 — December 15

Dyslexia affects 1 out of 5 people. It is the most common reading disability, but many times is undiagnosed and untreated. It does not discriminate between race, ethnicity, or socioeconomic status, but the good news is that people with dyslexia can learn to read and spell. Course participants will familiarize themselves with the definition, causes, symptoms and early detection of dyslexia. They will listen to personal experiences of people with dyslexia. Explore the Orton-Gillingham Multisensory Reading methodology and discover reading and spelling techniques and programs that remediate students of all ages.

F24-12023  **AUGMENTATIVE AND ALTERNATIVE COMMUNICATION AND CORE VOCABULARY—WHERE TO BEGIN?**

Kristina Giannetti—Kgiannettiscope@gmail.com

3 Credits - Inservice - October 9 — December 15

Do you have a student who uses Augmentative and Alternative Communication to communicate? Have you heard of Core Vocabulary but do not know where to begin? This course will provide you with an introduction to all things AAC and Core Vocabulary. You will be introduced to a variety of activity ideas to implement during your lessons. This course is appropriate for all professionals who work with special needs students.

WITHDRAWAL AND REFUND POLICY

If a course is canceled, the fee will be refunded in full. Registrants may withdraw up to the working day before a course is to begin. **THERE WILL BE AN ADMINISTRATIVE CHARGE OF \$30.00 FOR ALL WITHDRAWALS.**
No refunds will be made after a course has started.

Courses are limited in size, register early to ensure space availability and to be able to access course on the first day of class. To register online please go to...www.scopeonline.us



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