SUMMER 2014
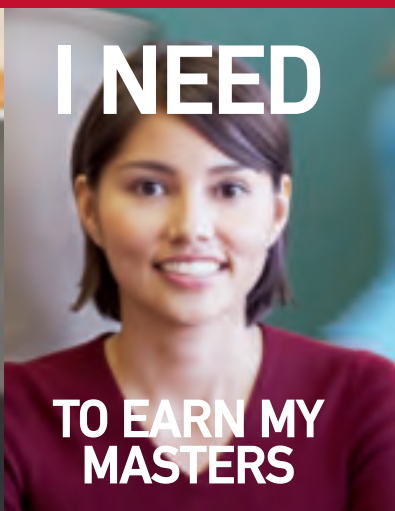
Coming Fall 2014!! Online Seminars!

I WANT TO INSPIRE CHILDREN

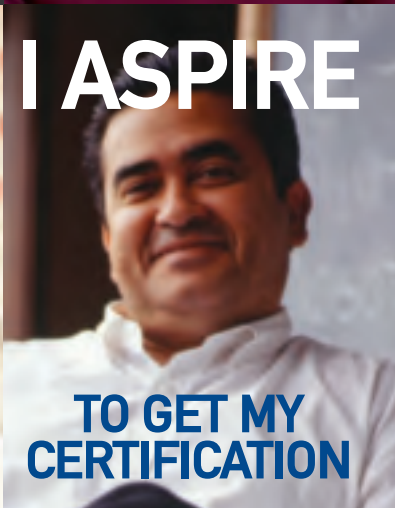**I ASPIRE** TO STAY CURRENT

I NEED TO EARN MY MASTERS

I NEED TO LEARN NEW METHODS

I WANT TO IMPROVE MY TECHNIQUE

I ASPIRE TO GET MY CERTIFICATION

ELT Courses are aligned with NYS Teaching Standards

ELT
nysut Education & Learning Trust

Check out our new course offerings available both online & site-based!

Advance your career. Refresh your mind.

nysut.org/elt • 800-528-6208

Table of Contents

For more than 30 years, the NYSUT Education & Learning Trust (ELT), a nonprofit professional development organization, has been focused on delivering quality professional development designed to improve the quality of teaching and learning to advance your career.

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. Many of our courses may be used to satisfy degree requirements as well as electives.

ELT programs are modeled on best practices, current research-based strategies, classroom application, and are built on the principle of "members teaching members."

ELT offers online, CD or in-classroom courses for graduate, undergraduate and inservice credit. 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.

Created with you in mind with online, CD and classroom courses to fit your schedule!

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

REGISTRATION INFORMATION

To register for a course, please visit our website at www.nysut.org/elt. Most courses can be taken for Graduate or Inservice (professional development) Credit.

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

Tuition prices in effect until 8/31/14.

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.

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 receive graduate credit.

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

*includes $50 non-refundable deposit

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

REFUND POLICY:
If course is canceled by the Trust, all paid tuition is 100% refundable

For Classroom Courses:
Paid tuition, less the $50 non-refundable deposit, 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 refunds after class start date.

For Online Courses:
Paid tuition, less the $50 non-refundable deposit, is refunded PRIOR to first session.

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

For CD Courses
No refunds given for CD-based courses.

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

ELT Courses That Fulfill Certification Requirements

The following courses have been reviewed and approved by the NYS Education Department, Office of Teaching Initiatives, as specified here. As certification requirements may change, please check our website for the most current listing of approved courses.

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:

- **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

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.*)*

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

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

- **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
  EDU 599-30: Understanding Aggression
  EDU 599-37: Drugs & Alcohol in Schools: Understanding Substance Abuse and Use
  EDU 599-41: Harassment, Bullying and Cyber-Intimidation
  EDU 599-35: 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 Developmental Level, Pedagogical Core**
  EDC 670: Enhancing English Language Learning in Elementary Classroom

- **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)

Please contact the Office of Teaching Initiatives if you need clarification of your individual certification needs. Beyond the courses listed above, NYSUT cannot advise you as to which courses you should take to fulfill your specific certification requirements.

Select NYSUT Education & Learning Trust (ELT) courses are approved by the New York State Education Department, Office of Teaching Initiatives, as fulfilling certification requirements for specific certification titles. Students must take courses for graduate credit for certification requirements.

NYSUT Education & Learning Trust strongly recommends that individuals seeking to fulfill specific certification competency areas 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.

Effective 12/31/13, individuals pursing additional certificates are required to complete six clock hours of coursework or training in DASA in accordance with Article 2 Sections 10-18 of the Education Law. This training is available only from a provider approved by the New York State Education Department.

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 session**s**:

8 WEEK COURSES:
Session I: 6/2-7/25/14 (registration deadline 5/28)
Session II: 6/23-8/15/14 (registration deadline 6/18)

10 WEEK COURSES:
Session I: 6/2-8/8/14 (registration deadline 5/28)
Session II: 6/23-8/29/14 (registration deadline 6/18)

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

8 WEEK COURSES – 6/2-7/25/14 and 6/23-8/15/14

READING ACROSS THE CURRICULUM*
EDU 661110 SUNY Empire State College

SUCCESSFUL TEACHING FOR THE ACCEPTANCE OF RESPONSIBILITY*
EDU 691 College of Saint Rose

TEACHING THROUGH LEARNING CHANNELS*
UNY 823 Adelphi University

10 WEEK COURSES – 6/2-8/8/14 and 6/23-8/29/14

APPLIED BEHAVIOR ANALYSIS*
UNY 807 Adelphi University

ASSESSMENT FOR STUDENT LEARNING
EDU 678 College of Saint Rose

AUTISTIC SPECTRUM DISORDER*
UNY 812 Adelphi University

BEGINNING READING*
UNY 717 Adelphi University

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

CURRICULAR ASSESSMENT AND BEHAVIOR MANAGEMNET FOR STUDENTS WITH DISABILITIES*
EDUC 516M Mercy College

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

CYBERBULLYING: THE NEW AGE OF HARASSMENT*
UNY 809 Adelphi University

INCLUSION: EDUCATION FOR ALL K-12*
UNY 729 Adelphi University

INCREASING MIDDLE LEVEL MATH*
EDC 686 College of Saint Rose

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

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

SHOWING EVIDENCE: TEACHER PERFORMANCE AND STUDENT ACHIEVEMENT
EDU 661103 SUNY Empire State 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

USING RTI FOR SCHOOL IMPROVEMENT*
EDU 661107 Empire State College

New Online Courses Coming Soon!

CREATIVE CONTROVERSY
UNY 706 Adelphi University

STRATEGIES FOR THE INCLUSIVE CLASSROOM
UNY 826 Adelphi University

ELEMENTARY READING

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

CD COURSES

NYSUT Education & Learning Trust has partnered with Virtual Education Software (VESi) to offer you convenient, relevant and affordable courses either on a CD-ROM or 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 DISORDER
C097 Concordia College – 2 credits

AUTISM & ASPERGER'S DISORDER
C098 Concordia College - 2 credits

BEHAVIOR IS LANGUAGE
C091 Concordia College – 3 credits

CHILD ABUSE
C099 Concordia College – 2 credits

ETHICS & SAFETY IN EDUCATION
(online version only)
EDU 2923 Concordia College – 2 credits

WHY DI? AN INTRODUCTION TO DIFFERENTIATED INSTRUCTION
EDU 2924 Concordia College – 3 credits

GRADUATE COURSES

ADVANCED CLASSROOM MANAGEMENT: CHILDREN AS CHANGE AGENTS
EDU 599-40 Esteves School of Education at the Sage Colleges – 2 credits

ATTENTION DEFICIT DISORDER: INFORMATION & INTERVENTIONS FOR EFFECTIVE TEACHING
EDU 599-39 Esteves School of Education at the Sage Colleges – 2 credits

AUTISM & ASPERGER'S DISORDER
EDU 599-33 Esteves School of Education at the Sage Colleges – 2 credits

BEHAVIOR IS LANGUAGE
EDU 599-31 Esteves School of Education at the Sage Colleges – 3 credits

CHILD ABUSE
EDU 599-32 Esteves School of Education at the Sage Colleges – 2 credits

DRUGS & ALCOHOL IN SCHOOLS: UNDERSTANDING SUBSTANCE USE & ABUSE*
EDU 599-37 Esteves School of Education at the Sage Colleges – 2 credits

ETHICS & SAFETY IN EDUCATION: GUIDELINES FOR TEACHERS & ADMINISTRATORS (online version only)
EDU 599-44 Esteves School of Education at the Sage Colleges – 2 credits

HARASSMENT, BULLYING & CYBER-INTIMIDATION*
EDU 599-41 Esteves School of Education at the Sage Colleges - 2 credits

INFANT & TODDLER MENTAL HEALTH: ISSUES & INFORMATION FOR EDUCATORS
EDU 599-34 Esteves School of Education at the Sage Colleges – 2 credits

LEARNING DISABILITIES: PRACTICAL INFORMATION FOR THE CLASSROOM TEACHER
EDU 599-36 Esteves School of Education at the Sage Colleges – 3 credits

READING & WRITING IN CONTENT AREA
EDU 599-45 Esteves School of Education at the Sage Colleges - 2 credits

TALENTED & GIFTED: WORKING WITH HIGH ACHIEVERS
EDU 599-38 Esteves School of Education at the Sage Colleges – 2 credits

TEACHING DIVERSITY: INFLUENCES & ISSUES IN THE CLASSROOM
EDU 599-47 Esteves School of Education at the Sage Colleges - 2 credits

TEACHING ELEMENTARY MATH CONCEPTUALLY
EDU 599-42 Esteves School of Education at the Sage Colleges – 2 credits

TRAUMATIZED CHILD: THE EFFECTS OF STRESS, TRAUMA & VIOLENCE ON STUDENT LEARNING*
EDU 599-35 Esteves School of Education at the Sage Colleges – 2 credits

TRY DI!: PLANNING & PREPARING A DIFFERENTIATED INSTRUCTION PROGRAM
EDU 599-51 Esteves School of Education at the Sage Colleges – 3 credits

UNDERSTANDING AGGRESSION*
EDU 599-30 Esteves School of Education at the Sage Colleges – 3 credits

VIOLENCE IN SCHOOLS: IDENTIFICATION, PREVENTION & INTERVENTION STRATEGIES
EDU 599-46 Esteves School of Education at the Sage Colleges - 2 credits

WHY DI? AN INTRODUCTION TO DIFFERENTIATED INSTRUCTION
EDU 599-43 Esteves School of Education at the Sage Colleges – 3 credits

CAPITAL DISTRICT

15-HOUR INSERVICE COURSES

IMPLEMENTING THE COMMON CORE LEARNING STANDARDS IN ENGLISH LANGUAGE ARTS & LITERACY
INS 240
Ravena Coeymans Selkirk Senior HS (Room 34A)
Anna Marie A. Bonafide
6/4,11,18,24,25; Wed. & Tues.; 4:00-7:15

THREE GRADUATE CREDIT OR 45-HOUR INSERVICE COURSES

COACHING: BUILDING CAPACITY THROUGH PROFESSIONAL CONVERSATIONS
EDU 661112 SUNY Empire State College
Berlin Middle/High School (Library)
Lauren Nichols
7/7,8,9,10,11,14,15,16,17,18; Mon.-Fr.; 9:00-1:30

CREATIVE CONTROVERSY*
UNY 706 Adelphi University
Latham-NYSUT Headquarters (Conference Room TBA)
Thea MacFawn
6/30; 7/1,2,3,7; Mon.-Thurs.; 9:00-6:00

THE ROLE OF DATA, ASSESSMENTS AND INSTRUCTION TO RAISE STUDENT ACHIEVEMENT
EDU 661104 SUNY Empire State College
Latham-NYSUT Headquarters (Conference Room TBA)
Karen Jones
6/30; 7/1,2,7,8; Mon.; Tues. & Wed.; 8:30-5:30

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

NORTHERN NEW YORK

THREE GRADUATE CREDIT OR 45-HOUR INSERVICE COURSES

COOPERATIVE LEARNING FOR STUDENTS WITH SPECIALS NEEDS*
SED 661 College of Saint Rose
Plattsburgh State University-No. Country Teacher Resource Center (Sibley Hall)
Diane White
6/10,12,17,19,24,26; Tues., Thurs.; 4:00-7:00 & 7/1,2,8,9,10; Tues.; Weds.; 9:00-3:00; Thurs.; 9:00-12:00

ENCOURAGING STUDENT RESPONSIBILITY & DISCIPLINE*
EDU 671 College of St. Rose
Potsdam-NYSUT Regional Office
Carol Ann Kissam
7/7-7/11; Mon.-Fri.; 8:00-5:00

MAXIMIZING THE LEARNING ENVIRONMENT FOR INCREASED STUDENT ACHIEVEMENT AND GROWTH
EDU 661111 SUNY Empire State College
Plattsburgh-NYSUT Regional Office
Jodi LaRock
6/30; 7/1,2,7,8; Mon.; Tues.; Wed.; 8:30-5:30

STRATEGIES FOR THE INCLUSIVE CLASSROOM
UNY 826 Adelphi University
Corinth Elementary School (Room 111)
Lisa Frinton
6/30; 7/1,2,7,8; Mon.; Tues.; Wed.; 8:30-5:30

SUCCESSFUL TEACHING FOR ACCEPTANCE OF RESPONSIBILITY (STAR)*
EDU 691 College of Saint Rose
Plattsburgh-NYSUT Regional Office
Bridgette Arthur
6/7,8,14,15,21; Sat. & Sun.; 8:00-5:00

LOWER AND MID-HUDSON

THREE GRADUATE CREDIT OR 45-HOUR INSERVICE COURSES

ASSESSMENT FOR AND OF STUDENT LEARNING
UNY 808 Adelphi University
Yorktown Heights Putnam/Northern Westchester BOCES
(Spon. by the Hudson River Teacher Center)
Jane Turk
7/21-7/25; Mon.-Fri.; 8:00-5:00
$40 site fee to be collected by teacher center

To register for a course, please visit us at www.nysut.org/elt

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
7/28-8/1; Mon.-Fri. 8:30-5:30
$40 site fee to be collected by teacher association

BRAIN COMPATIBLE LEARNING*

UNY 714 Adelphi University
Yorktown Heights-Putnam/Northern Westchester BOCES (School Services Bldg.)
(Spon. by the Hudson River Teacher Center)
Jim Desimone
7/28-8/1; Mon.-Fri.; 8:00-5:00
$40 site fee to be collected by teacher center

BUILDING COMMUNICATION AND TEAMWORK IN SCHOOLS

UNY 704 Adelphi University
North Salem-Pequenakonck Elementary School (Multi-Purpose Room)
(Spon. by the Hudson River Teacher Center)
Jay Krass
7/28-8/1; Mon.-Fri.; 8:00-5:00
$40 site fee to be collected by teacher center

BULLYING: PREVENTING THE PROBLEM*

EDU 661100 SUNY Empire State College
North Salem-Pequenakonck Elementary School (Multi-Purpose Room)
(Spon. by the Hudson River Teacher Center)
Jay Krass
7/14-7/18; Mon.-Fri.; 8:00-5:00
$40 site fee to be collected by teacher center

CLASSROOM MANAGEMENT: ORCHESTRATING A COMMUNITY OF LEARNERS

UNY 703 Adelphi University
Harrison Assoc. of Teachers (Berlanti Building)
(Spon. by the Harrison Assoc. of Teachers)
Donna McInerney
6/28-7/2; Sat.-Wed.; 8:30-5:30
$40 site fee to be collected by teacher association

Yorktown Heights Putnam/Northern Westchester BOCES
(Spon. by the Hudson River Teacher Center)
David Fritz
7/14-7/18; Mon.-Fri.; 8:00-5:00
$40 site fee to be collected by teacher center

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

COOPERATIVE LEARNING FOR STUDENTS WITH SPECIALS NEEDS*
SED 661 College of Saint Rose
Valhalla-Mt. Pleasant Blythedale (Media Center)
(Spon. by the Hudson River Teacher Center)
Jim Desimone
6/28-7/2; Sat.-Wed.; 8:00-5:00
$40 site fee to be collected by teacher center

CREATIVE CONTROVERSY*
UNY 706 Adelphi University
Yorktown Heights Putnam/Northern Westchester BOCES
(Spon. by the Hudson River Teacher Center)
David Fritz
7/7-7/11; Mon.-Fri.; 8:00-5:00
$40 site fee to be collected by teacher center

New Rochelle-Isaac E. Young Middle School (Room 315)
Ellen Mastro
7/14-7/18; Mon.-Fri.; 8:30-5:30

DESIGNING MOTIVATION FOR ALL LEARNERS*
UNY 701 Adelphi University
North Salem-Pequenakonck Elementary School (Multi-Purpose Room)
(Spon. by the Hudson River Teacher Center)
Jay Krass
7/7-7/11; Mon.-Fri.; 8:00-5:00
$40 site fee to be collected by teacher center

DIFFERENTIATED INSTRUCTION IN TODAY'S SCHOOLS
EDU 695 College of Saint Rose
Yorktown Heights Putnam/Northern Westchester BOCES (School Services Bldg.)
(Spon. by the Hudson River Teacher Center)
Jim Desimone
7/7-7/11; Mon.-Fri.; 8:00-5:00
$40 site fee to be collected by teacher center

INCLUSION: EDUCATION FOR ALL K-12*
UNY 729 Adelphi University
Yorktown Heights Putnam/Northern Westchester BOCES
(Spon. by the Hudson River Teacher Center)
Deborah Adams
7/14-7/18; Mon.-Fri.; 8:00-5:00
$40 site fee to be collected by teacher center

MAXIMIZING THE LEARNING ENVIRONMENT FOR INCREASED STUDENT ACHIEVEMENT AND GROWTH
EDU 661111 SUNY Empire State College
West Nyack-Rockland BOCES (Bldg. 10 – Conf. Center)
Chris Conti
7/7-7/11; Mon.-Fri.; 8:00-5:00
$50 site fee to be collected by BOCES

To register for a course, please visit us at www.nysut.org/elt

METHODS AND MATERIALS FOR STUDENTS WITH DISABILITIES*
EDUC 503M Mercy College
Yorktown Heights Putnam/Northern Westchester BOCES
(Spon. by the Hudson River Teacher Center)
Deborah Adams
7/28-8/1; Mon.-Fri.; 8:00-5:00
$40 site fee to be collected by teacher center

PROBLEM BASED LEARNING
UNY 712 Adelphi University
Bronxville HS (Room B208)
(Spon. by the Bronxville Professional Development Center)
Helene Alalouf
6/27,30; 7/1,2,3; Fri.; Mon.-Thurs.; 8:00-5:00

READING ACROSS THE CURRICULUM*
EDU 661110 SUNY Empire State College
Yorktown Heights Putnam/Northern Westchester BOCES
(Spon. by the Hudson River Teacher Center)
Jane Turk
7/14-7/18; Mon.-Fri.; 8:00-5:00
$40 site fee to be collected by teacher center

SHOWING EVIDENCE: TEACHER PERFORMANCE AND STUDENT ACHIEVEMENT
EDU 661103 SUNY Empire State College
West Nyack-Rockland BOCES (Bldg. 10 – Conf. Center)
Chris Conti
7/21-7/25; Mon.-Fri.; 8:00-5:00
$50 site fee to be collected by BOCES

STRATEGIES FOR THE INCLUSIVE CLASSROOM
UNY 826 Adelphi University
Yorktown Heights-Putnam/Northern Westchester BOCES (School Services Bldg.)
(Spon. by the Hudson River Teacher Center)
Tricia Calise
7/7-7/11; Mon.-Fri.; 8:00-5:00
$40 site fee to be collected by teacher center

Bronxville HS (Room B208)
(Spon. by the Bronxville Professional Development Center)
Helene Alalouf
7/14-7/18; Mon.-Fri.; 8:00-5:00

Harrison Assoc. of Teachers (Berlanti Building)
(Spon. by the Harrison Assoc. of Teachers)
Tricia Calise
8/11-8/15; Mon.-Fri.; 8:00-5:00
$40 site fee to be collected by teacher association

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

TEACHING STUDENTS TO BE PEACEMAKERS
UNY 823 Adelphi University
Yorktown Heights-Putnam/Northern Westchester BOCES (School Services Bldg.)
(Spon. by the Hudson River Teacher Center)
Jim Desimone
7/21-7/25; Mon.-Fri.; 8:00-5:00
$40 site fee to be collected by teacher center

TEACHING THROUGH LEARNING CHANNELS
UNY 825 Adelphi University
New Rochelle-Isaac E. Young Middle School (Room 315)
Ellen Mastro
7/7-7/11; Mon.-Fri.; 8:30-5:30

Pelham-Exact Location TBA
(Spon. by BEPT Teacher Center)
Tricia Calise
8/4-8/8; Mon.-Fri.; 8:00-5:00
$50.00 fee to be collected by teacher center

THE ROLE OF DATA, ASSESSMENTS AND INSTRUCTION TO RAISE STUDENT ACHIEVEMENT
EDU 661104 SUNY Empire State College
West Nyack-Rockland BOCES (Bldg. 10 – Conf. Center)
Chris Conti
7/14-7/18; Mon.-Fri.; 8:00-5:00
$50 site fee to be collected by BOCES

LONG ISLAND NASSAU

ONE GRADUATE CREDIT OR 15-HOUR INSERVICE COURSE

EMBEDDING STUDY SKILLS
EDC 683 College of Saint Rose
Massapequa Park-McKenna Elementary School (Senior Center)
(Spon. by M-TRACT)
Dominick Genovese
6/30; 7/1, Mon. & Tues., 8:30-4:30
$30 site fee collected by instructor

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
Birch Lane Elementary School (Faculty Room)
(Spon. by M-TRACT)
John Coyne
7/14-7/18; Mon.-Fri.; 8:30-5:30
$30 site fee to be collected by teacher center

BRAIN BASED WAYS WE THINK AND LEARN*
UNY 705 Adelphi University
Massapequa Park-McKenna Elementary School (Senior Center)
(Spon. by M-TRACT)
Dominick Genovese
7/28-8/1; Mon.-Fri.; 8:30-5:30
$30 site fee collected by instructor

BUILDING COMMUNICATION AND TEAMWORK IN SCHOOLS*
UNY 704 Adelphi University
Baldwin Middle School
(Spon. by Baldwin Teacher Center)
Judy Bernstein
7/7-7/11; Mon.-Fri.; 8:00-5:00
$30 site fee to be collected by teacher center

Hempstead High School (Room TBA)
Kathryn Travers
7/14-7/18; Mon.-Fri.; 8:00-5:00

BULLYING: PREVENTING THE PROBLEM*
UNY 824 Adelphi University
Hempstead High School (Room TBA)
Kathryn Travers
7/7-7/11; Mon.-Fri.; 8:00-5:00

COLLABORATIVE INQUIRY FOR STUDENTS: PREPARING MINDS FOR THE FUTURE
EDU 661108 SUNY Empire State College
Birch Lane Elementary School (Faculty Room)
(Spon. by M-TRACT)
John Coyne
7/21-7/25; Mon.-Fri.; 8:30-5:30
$30 site fee to be collected by teacher center

COOPERATIVE LEARNING FOR STUDENTS WITH SPECIAL NEEDS*
SED 661 College of Saint Rose
Freeport High School (Room 102)
(Spon. by Freeport Teacher's Center)
Trish Burr
7/28-8/1; Mon.-Fri.; 8:00-5:00

CREATING A BALANCED READING & WRITING CLASSROOM*
RDG 663 College of Saint Rose
Freeport High School
(Spon. by Freeport Teachers Union)
Elisse Arnell
7/7-7/11; Mon.-Fri.; 8:00-5:00

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

CREATIVE CONTROVERSY*

UNY 706 Adelphi University
Farmingdale HS (Library)
Kathryn Travers
7/28-8/1; Mon.-Fri.; 8:00-5:00

Bethpage-Plainedge Middle School (Faculty Room)
(Spon. by Plainedge Teacher Center)
Randi Azar
7/14-7/18; Mon.-Fri.; 8:30-5:30
$30 site fee to be collected at first session

DESIGNING MOTIVATION FOR ALL LEARNERS*

UNY 701 Adelphi University
Massapequa Park-McKenna Elementary School (Senior Center)
(Spon. by M-TRACT)
Dominick Genovese
7/21-7/25; Mon.-Fri.; 8:30-5:30
$30 site fee collected by instructor

DIFFERENTIATED INSTRUCTION IN TODAY'S SCHOOLS

EDU 695 College of Saint Rose
Birch Lane Elementary School (Faculty Room)
(Spon. by M-TRACT)
John Coyne
7/7-7/11; Mon.-Fri.; 8:30-5:30
$30 site fee to be collected by teacher center

INCLUSION: EDUCATION FOR ALL K-12*

UNY 729 Adelphi University
Garden City-Adelphi University
Kathryn Travers
6/5,6,8,12,13,14,15; Thurs. & Fri.; 3:30-8:00; Sat. & Sun.; 8:00-5:00

MAXIMIZING THE LEARNING ENVIRONMENT FOR INCREASED STUDENT ACHIEVEMENT AND GROWTH

EDU 661111 SUNY Empire State College
Oceanside Professional Development Ctr.
Elisse Arnell
7/21-7/25; Mon.-Fri.; 8:00-5:00

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

EDU 682 College of Saint Rose
Baldwin Middle School (Library)
(Spon. by Baldwin Teacher Center)
Randi Azar
7/21-7/25; Mon.-Fri.; 8:30-5:30
$30 site fee to be collected at first session

Birch Lane Elementary School (Faculty Room)
(Spon. by M-TRACT)
John Coyne
6/7,14,21,30; 7/1; Sat.; Mon.; Tues.; 8:30-5:30
$30 site fee to be collected by teacher center

METHODS AND MATERIALS FOR STUDENTS WITH DISABILITIES*
EDUC 503M Mercy College
Freeport High School (Room 102)
(Spon. by Freeport Teacher's Center)
Trish Burr
7/7-7/11; Mon.-Fri.; 8:00-5:00

MIDDLE LEVEL EDUCATION: CURRICULUM, INSTRUCTION AND ASSESSMENT*
EDC 680 College of Saint Rose
Oceanside Professional Development Ctr.
Elisse Arnell
7/14-7/18; Mon.-Fri.; 8:00-5:00

MIDDLE LEVEL EDUCATION: FOUNDATIONS FOR THE MIDDLE YEARS*
EDC 679 College of Saint Rose
Baldwin Middle School
(Spon. by Baldwin Teacher Center)
Judy Bernstein
7/28-8/1; Mon.-Fri.; 8:00-5:00
$30 site fee to be collected by teacher center

MULTICULTURAL CHILDREN'S LITERATURE*
UNY 820 Adelphi University
Oceanside Professional Development Ctr.
Elisse Arnell
7/28-8/1; Mon.-Fri.; 8:00-5:00

MULTIPLE INTELLIGENCES: THEORY & PRACTICE*
SED 672 College of Saint Rose
Baldwin Middle School (Library)
(Spon. by Baldwin Teacher Center)
Randi Azar
7/28-8/1; Mon.-Fri.; 8:30-5:30
$30 site fee to be collected at first session

READING ACROSS THE CURRICULUM*
EDU 661110 SUNY Empire State College
Hempstead High School (Room TBA)
Kathryn Travers
7/21-7/25; Mon.-Fri.; 8:00-5:00

READING AND WRITING ACROSS THE CONTENT AREAS*
UNY 801 Adelphi University
Oceanside Professional Development Ctr.
Elisse Arnell
6/26,27,30; 7/1,2; Thurs.; Fri.; Mon.; Tues. & Wed.; 8:00-5:00

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

STRATEGIES FOR THE INCLUSIVE CLASSROOM
UNY 826 Adelphi University
Bethpage-Plainedge Middle School (Faculty Room)
(Spon. by Plainedge Teacher Center)
Randi Azar
7/7-7/11; Mon.-Fri.; 8:30-5:30
$30 site fee to be collected at first session

STUDENT ENGAGEMENT AND STANDARDS-BASED LEARNING
EDU 661106 SUNY Empire State College
Weber Middle School (Teacher's Center)
(Spon. by the Port Washington Teacher's Center)
Trish Burr
7/14-7/18, Mon.-Fri.; 8:00-5:00

Birch Lane Elementary School (Faculty Room)
(Spon. by M-TRACT)
John Coyne
8/4-8/8; Mon.-Fri.; 8:30-5:30
$30 site fee to be collected by teacher center

SUCCESSFUL TEACHING FOR ACCEPTANCE OF RESPONSIBILITY (STAR)*
EDU 691 College of Saint Rose
Oceanside Jewish Center
Randi Azar
6/29-7/3; Sun.-Thurs.; 8:30-5:30
$30 site fee to be collected at first session

Massapequa Park-McKenna Elementary School (Senior Center)
(Spon. by M-TRACT)
Dominick Genovese
7/14-7/18; Mon.-Fri.; 8:30-5:30
$30 site fee collected by instructor

TEACHING STUDENTS TO BE PEACEMAKERS*
UNY 823 Adelphi University
Baldwin Middle School (Library)
(Spon. by Baldwin Teacher Center)
Randi Azar
8/4-8/8; Mon.-Fr.; 8:30-5:30
$30 site fee to be collected at first session

THE ROLE OF DATA, ASSESSMENTS AND INSTRUCTION TO RAISE STUDENT ACHIEVEMENT
EDU 661104 SUNY Empire State College
Riverside School
(Spons. by Rockville Centre Teacher Center)
Marianne Mancusi
6/30, 7/1,2,3,7; Mon.-Thurs.; 8:00-5:00

LONG ISLAND SUFFOLK

THREE GRADUATE CREDIT OR 45-HOUR INSERVICE COURSES

ASSESSMENT FOR STUDENT LEARNING
EDU678 College of Saint Rose
Hauppauge-NYSUT Suffolk Regional Office
Barbara Luna
7/7-7/11; Mon.-Fri.; 8:00-5:00

COOPERATIVE LEARNING FOR STUDENTS WITH SPECIALS NEEDS*
SED 661 College of Saint Rose
East Setauket-Ward Melville High School (Room 130)
Amy Cusumano
7/14-7/18; Mon.-Fri.; 8:00-5:00

East Setauket-Ward Melville High School (Room 130)
Amy Cusumano
8/4-8/8; Mon.-Fri.; 8:00-5:00

CREATING A BALANCED READING AND WRITING CLASSROOM*
RDG 663 College of Saint Rose
Islip Terrace-East Islip Middle School (Library)
(Spon. by Staff Development Center of the Islips)
Patricia Mastrandrea
7/7-7/11; Mon.-Fri.; 8:00-5:00

CREATIVE CONTROVERSY*`
UNY 706 Adelphi University
Hauppauge-NYSUT Suffolk Regional Office
Michelle Mattia
7/21-7/25; Mon.-Fri.; 8:00-5:00

CURRICULAR ASSESSMENT AND BEHAVIOR MANAGEMENT FOR STUDENTS WITH DISABILITIES*
EDUC 516M Mercy College
Huntington Station-Walt Whitman High School
(Spon. by South Huntington Teacher Center)
Lynn Stock
7/7-7/11; Mon.-Fri.; 8:00-5:00

CYBER BULLYING: THE NEW AGE OF HARASSMENT*
UNY 809 Adelphi University
Dix Hills-Half Hollow Hills HS East (Room 705)
Jeff Frankel
7/7-7/11; Mon.-Fri.; 8:00-5:00
$20 site fee to be collected by instructor

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

ENRICHING CONTENT CLASSES FOR MIDDLE AND HIGH SCHOOL ENGLISH LANGUAGE LEARNERS

EDU 696 College of Saint Rose
Manorville-Eastport South Manor HS
Mihaela Timis-Kuhnle
7/7-7/11; Mon.-Fri.; 8:00-5:00

ENHANCING ENGLISH LANGUAGE LEARNING IN THE ELEMENTARY CLASSROOM*

EDC 670 College of Saint Rose
Huntington HS
(Spon. by Huntington Teacher Center)
Mihaela Timis-Kuhnle
7/21-7/25; Mon.-Fri.; 8:00-5:00

INCLUSION: EDUCATION FOR ALL K-12*

UNY 729 Adelphi University
East Setauket-Ward Melville High School (Room 130)
Amy Cusumano
6/28,30; 7/1,2,3; Sat.; Mon.-Thurs.; 8:00-5:00

East Setauket-Ward Melville High School (Room 130)
Amy Cusumano
7/21-7/25; Mon.-Fri.; 8:00-5:00

INTEGRATED CO-TEACHING: STRATEGIES ENHANCING STUDENT ACHIEVEMENT

EDU 661102 SUNY Empire State College
Dix Hills-Half Hollow Hills HS East (Room 705)
Jeff Frankel
7/14-7/18; Mon.-Fri.; 8:00-5:00
$20 site fee to be collected by instructor

READING AND WRITING ACROSS THE CONTENT AREAS*

UNY 801 Adelphi University
Huntington Station-Walt Whitman High School
(Spon. by South Huntington Teacher Center)
Barbara Luna
7/21-7/25; Mon.-Fri.; 8:00-5:00

STRATEGIES FOR THE INCLUSIVE CLASSROOM

UNY 826 Adelphi University
Dix Hills-Half Hollow Hills HS East (Room 705)
Jeff Frankel
6/30-7/4; Mon.-Fri.; 8:00-5:00
$20 site fee to be collected by instructor

WRITING AS LEARNING

UNY 728 Adelphi University
East Setauket-Ward Melville High School (Room 130)
Amy Cusumano
7/7-7/11; Mon.-Fri.; 8:00-5:00

To register for a course, please visit us at www.nysut.org/elt

ROCHESTER

THREE GRADUATE CREDIT OR 45-HOUR INSERVICE COURSES

STUDENT ENGAGEMENT AND STANDARDS-BASED LEARNING
EDU 661106 SUNY Empire State College
Rochester-Greece Teachers Association
(Spon. by Greece Teachers Association)
Lorrie De Siena
8/4-8/8; Mon.-Fri.; 8:30-5:30

SOUTHERN TIER

THREE GRADUATE CREDIT OR 45-HOUR INSERVICE COURSES

SUCCESSFUL TEACHING FOR ACCEPTANCE OF RESPONSIBILITY (STAR)*
EDU 691 College of Saint Rose
Vestal-NYSUT Regional Office
Beth Wolfer
7/14-7/18 & 7/21-7/25; Mon.-Fri.; 9:00-1:30

MAXIMIZING THE LEARNING ENVIRONMENT FOR INCREASED STUDENT ACHIEVEMENT AND GROWTH
EDU 661111 SUNY Empire State College
Vestal-NYSUT Regional Office
Cathie DeLuca
6/9,11,12,16,18,19,23,25,26,30; Mon.; Wed.; Thurs.; 4:00-8:30

Greene Intermediate School (Band & Chorus Room)
Carolyn Hunter
7/7-7/11; Mon.-Fri.; 8:00-5:00

SHOWING EVIDENCE: TEACHER PERFORMANCE AND STUDENT ACHIEVEMENT
EDU 661103 SUNY Empire State College
Vestal-NYSUT Regional Office
Kathy Cornacchio
6/30; 7/1,2,3,7; Mon.; Tues.; Wed.; Thurs.; 8:00-5:00

SYRACUSE

SEMINARS

INTRODUCTION TO THE PROFESSIONAL LEARNING COMMUNITY AND THE TUNING PROTOCOL
WKS PROF100
Syracuse-NYSUT Regional Office
Joe Crisafulli
7/9; Wed.; 9:00-4:30
$100 registration fee

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

THREE GRADUATE CREDIT OR 45-HOUR INSERVICE COURSES

BLUEPRINTS FOR ACHIEVEMENT
EDU 670 College of Saint Rose
Syracuse-NYSUT Regional Office
Fred Haag
7/28-8/1; Mon.-Fri.; 8:00-5:00

BRAIN COMPATIBLE LEARNING*
UNY 714 Adelphi University
Syracuse-NYSUT Regional Office
Fred Haag
8/25-8/29; Mon.-Fri.; 8:00-5:00

CREATIVE CONTROVERSY*
UNY 706 Adelphi University
Syracuse-NYSUT Regional Office
Fred Haag
7/14-7/18; Mon.-Fri.; 8:00-5:00

DESIGNING MOTIVATION FOR ALL LEARNERS*
UNY 701 Adelphi University
Syracuse-NYSUT Regional Office
Fred Haag
6/7,14,21,28; 7/12; Sat.; 8:00-5:00

DIFFERENTIATED INSTRUCTION IN TODAY'S SCHOOLS
EDU 695 College of Saint Rose
Syracuse-NYSUT Regional Office
Fred Haag
8/4-8/8; Mon.-Fri.; 8:00-5:00

UTICA/ROME REGION

THREE GRADUATE CREDIT OR 45-HOUR INSERVICE COURSES

APPROACHES TO LITERACY INSTRUCTION IN EARLY CHILDHOOD THROUGH ADOLESCENCE
EDUC 507 Mercy College
Holland Patent MS (Conference Room)
(Spon. by Holland Patent Teacher Center)
Anna Giacobbe
6/27,30; 7/1,2,3; Fri.; Mon.-Thurs.; 8:00-5:00

CREATIVE CONTROVERSY*
UNY 706 Adelphi University
Rome Free Academy
(Spon. by the Rome Teachers Center
Lorna DeSantis
6/29,30; 7/1,7,8 Sun.-Tues. &; Mon. & Tues.; 8:00-5:00

To register for a course, please visit us at www.nysut.org/elt

DESIGNING MOTIVATION FOR ALL LEARNERS*

UNY 701 Adelphi University
New Hartford-Utica NYSUT Regional Office
Lorna DeSantis
7/10,11,12,14,15; Thurs.; Fri.; Sat.; Mon.; Tues.; 8:00-5:00

WESTERN NEW YORK

THREE GRADUATE CREDIT OR 45-HOUR INSERVICE COURSES

BLUEPRINTS FOR ACHIEVEMENT

EDU 670 College of Saint Rose
Williamsville-NYSUT Regional Office
Michele Amoia
7/7-7/11; Mon.-Fri.; 8:00-5:00

INTEGRATED CO-TEACHING: STRATEGIES ENHANCING STUDENT ACHIEVEMENT

EDU 661102 SUNY Empire State College
Williamsville-NYSUT Regional Office
Ashli Dreher
7/23,24,25; 8/4,5; Wed.-Fri. & Mon.-Tues.; 8:00-5:00

READING ACROSS THE CURRICULUM*

EDU 661110 SUNY Empire State College
Williamsville-NYSUT Regional Office
Michele Hoff
7/14-7/18; Mon.-Fri.; 8:00-5:00

STRATEGIES FOR THE INCLUSIVE CLASSROOM

UNY 826 Adelphi University
Williamsville-NYSUT Regional Office
Rene Brock
6/6,7,8,20,21,22; Fri.; 4-8:30; Sat. & Sun.; 8:00-5:00

TEACHING THROUGH LEARNING CHANNELS*

UNY 823 Adelphi University
Williamsville-NYSUT Regional Office
David Lowrey
6/3,5,10,12,17,19,24,26,27,28; Tues.; Thurs.; Fri.; 4:00- 8:30 & Sat.; 8:00-12:30

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

Undergraduate Courses

CD COURSES

NYSUT Education & Learning Trust has partnered with Virtual Education Software (VESi) to offer you convenient, relevant and affordable courses either on a CD-ROM or 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.

ATTENTION DEFICIT DISORDER
C097 Concordia College – 2 credits

AUTISM & ASPERGER'S DISORDER
C098 Concordia College - 2 credits

BEHAVIOR IS LANGUAGE
C091 Concordia College – 3 credits

CHILD ABUSE
C099 Concordia College – 2 credits

ETHICS & SAFETY IN EDUCATION (online version only)
EDU 2923 Concordia College – 2 credits

WHY DI? AN INTRODUCTION TO DIFFERENTIATED INSTRUCTION
EDU 2924 Concordia College – 3 credits

LOWER AND MID-HUDSON

FOUNDATIONS OF AMERICAN EDUCATION
ED 102 Cazenovia College
Yorktown Heights Putnam/Northern Westchester BOCES
(Spon. by the Hudson River Teacher Center)
David Fritz
7/21-7/25; Mon.-Fri.; 8:00-5:00
$40 site fee to be collected by teacher center
To register call Cazenovia College at 800-654-3210 x 7107

COURSE DESCRIPTIONS

THREE HOUR SEMINARS

BALANCED ASSESSMENTS
WKS STAN2
In this workshop we will examine the concept of Balanced Assessment - what it means, why it's important, what effective models exist. Finally, we'll examine how we might most easily and effectively plan and implement Balanced Assessment in our own classroom, school, or district.

CYBER BULLYING
WKS PROF59
Advances in technology have radically reshaped the social landscape in which students find themselves. While there are many positive aspects of living in an increasingly wired world, cyber-bullying has emerged as a growing concern for children, schools, families and society. Participants will understand what cyber-bullying is, its impact upon teaching and learning, and be able to apply strategies and solutions to cyber bullying.

DESIGNING A SUCCESSFUL MENTORING EXPERIENCE
WRK PROF1
This three hour seminar will help prepare mentor teachers and mentees to work together effectively. Participants will discuss the rationale and goals of mentoring, the roles of the mentor and some of the effective strategies used by the mentor to help the mentee learn and grow professionally.

DIFFERENTIATED INSTRUCTION
WKS INST3
Analyze sample differentiated lessons, examine instructional options for differentiation, and write a plan for a differentiated lesson.

DISABILITY AWARENESS
WKS PROF16
Participants will acquire a general understanding of the 13 disability categories and key concepts related to the education of students with disabilities. Participants will experience what it is like to have a disability and learn strategies for improving student learning and behavior.

EDUCATOR ACADEMY - MODULE 1: STANDARDS AND PERFORMANCE RATING
WKS EDUC1
This overview of the APPR requirements for teachers explores the components of a teacher's evaluation using the NYS Teaching Standards, NYSUT Teacher Practice Rubric, teacher effectiveness rating categories and composite score information.

EDUCATOR ACADEMY - MODULE 2: ANALYSIS OF TEACHING ARTIFACTS
WKS EDUC2
Identify evidence using teacher and student artifacts. Participants will explore the three priorities of the NYS Teaching Standards: cognitive engagement; constructivist teaching and learning; and 21st Century Skills. Evidence will be based on performance, rubrics, and multiple measures.

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

INCREASING COMPREHENSION FOR ENGLISH LANGUAGE LEARNERS (ELLs)

WKS SRP37

In this three hour seminar, participants will learn about the NYS regulations for identifying and providing services to English Language Learners (ELLs), examine cultural factors that affect instruction for ELLs, and explore strategies for making academic content accessible to ELLs.

INTRODUCTION TO THE PROFESSIONAL LEARNING COMMUNITY AND THE TUNING PROTOCOL

WKS PROF100

Engaging our peers as professionals can turn evidence of student learning into documentation for the APPR. The Tuning Protocol will be practiced by participants in order to drive their teaching careers and manage their professional evaluations through continual growth and expertise.

PERFORMANCE BASED LEARNING AND ASSESSMENTS

WRK PROF1

Performance-based learning and assessment represent a set of strategies for acquiring and applying knowledge, skills and work habits through tasks that are meaningful and engaging to students. This seminar will provide an overview of characteristics of performance and guidelines for developing performance tasks

RESPONSE TO INTERVENTION

WKS PROF58

This program provides educators with an understanding of Response to Intervention (RTI): where it came from, its intent, basic model and suggestions for practical application of the process in their classrooms and schools. Participants examine research-based interventions at each tier that target specific student needs and achievement levels and practice gathering, recording and analyzing data in order to meet the needs of all learners.

TIME MANAGEMENT

WKS PROF68

During this seminar, participants will learn how habits consume time. Participants will examine time wasters and learn to plan effectively. Time is given for effective paper and meeting tips and participants share ideas for effective classroom time management. This seminar enables participants to examine their philosophy regarding time and use of time.

UNDERSTANDING STUDENTS WITH AUTISM SPECTRUM DISORDER

WKS PROF71

This three-hour training provides up-to-date information on the clinical and associated features of Autism Spectrum Disorders (ASDs), including Asperger's Disorder. Attention will be given to how these features manifest themselves and present unique instructional and learning challenges within educational settings. The workshop goes beyond the core features of the disorders and covers evidence-based, pro-active strategies for helping children and adolescents with ASDs succeed in schools today. ***This workshop is approved by NYS Ed. Dept. in the Needs of Students with Autism training.***

UNDERSTANDING ENGLISH LANGUAGE LEARNERS (ELLS)

WKS PROF56

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

15 HOUR INSERVICE COURSES

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

INS 707

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

DATA DRIVEN INSTRUCTION

INS 676

This 15-hour course combines the theoretical rationale for data-driven decisions with a practical focus that provides participants with a simple process for immediate site-based application. This process includes three basic elements for powerful school improvement: meaningful teams; managed data; and measurable goals.

DIFFERENTIATED INSTRUCTION IN TODAY'S SCHOOLS

INS 189

Differentiated instruction focuses on planning for and addressing differences for mixed-ability students within the same classroom. This program provides teachers with specific and practical approaches in topics such as: establishing clear and meaningful objectives; diversifying material and content; varying instructional approaches; and selecting appropriate assessments.

EDUCATOR ACADEMY

INS 110

The 15-hour Educator Academy is geared for teachers seeking to proactively navigate the new teacher evaluation process. Participants will gain a deeper understanding of the components of the integrated evaluation process based on multiple measures of teacher practices and student learning, identify and articulate professional practice through evidence presentation, and align evidence with performance indicators. The focus of the training will be on the following topics: Standards and performance rating, analysis of teaching artifacts, best practices in observation, examining student work, goal setting and constructing a professional learning plan.

EDUCATORS TAKING THE INITIATIVE FOR CHANGE

INS 236

This 15-hour course is designed for teachers to explore issues of curriculum, instruction and educational policy and consider how they might position themselves as teacher leaders for change in these domains.

EXPLORING COMMON CORE MATHEMATICS

INS 239

This 15- hour program offers an exploration of the mathematics standards forK-5 and 6-11. The Common core Learning Standards for Mathematics are designed to be focused, coherent, clear, and rigorous, as well as internationally benchmarked, anchored in college and career readiness, and researched based. Starting with a historical overview, participants will examine the shifts in mathematical instruction, assessments, progressions, and mathematical practices and applications. Participants will have the opportunity to explore common core activities and to write and evaluate core-connected lesson plans.

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

IMPLEMENTING THE COMMON CORE LEARNING STANDARDS IN ELA

INS 240

In this 15-hour program, participants will investigate the New York State Common core 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 Common Core Standards?, What are the shifts from the ELA standards to the newer Common Core Standards?, How can I apply the six shifts to my instruction?, What are some tools, strategies and techniques I can use to address the Common Core Standards?

INTRODUCTION TO MENTORING

INS 133

Review relevant research that supports the need for mentoring new teachers and examines the necessary attitudes, skills and components of a successful mentoring program. Participants explore the roles of the mentor as a change agent, the mentee as an adult learner, and district administrator.

PROACTIVE STRATEGIES FOR ALL STUDENTS

INS 678

This 15-hour course examines several proven strategies for revitalizing at-risk and low-performing students. These strategies include what teachers can do in the classroom, administrators can do in the school building, and community members can do to support school personnel.

READING AND WRITING IN THE CONTENT AREAS

INS 194

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

SECONDARY READING COMPREHENSION IN ALL CONTENT AREAS: STRATEGIES THAT WORK

INS 695

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

SHOWING EVIDENCE: TEACHER PERFORMANCE AND STUDENT ACHIEVEMENT

INS 237

This 15-hour course will provide participants with the opportunity to acquire both practical knowledge and theoretical approaches to two types of portfolio assessment: student learning and teacher professional practice.

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

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 and Common Core State Standards.

THE PORTFOLIO CONNECTION

INS 679

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

WINNING OVER THE CHALLENGING STUDENT

INS 225

Participants explore classroom activities and strategies that contribute to a more positive learning environment and create lessons that encourage students to make appropriate choices regarding their learning.

ONE GRADUATE CREDIT OR 15-HOUR INSERVICE COURSES

EMBEDDING STUDY SKILLS

EDC 683 College of Saint Rose

This course is available for all grade levels and helps participants focus attention on study skills as basic skills; understand the need to organize the teaching of study skills; and actively involve students in their own learning. **1 graduate credit. *Teaching Standards I, II, III***

Required Text(s): *Learning to Read: Strengthening Study Skills and Brain Power,* ISBN #9780865306073 & Participant Manual available as a download via MLP.

TWO GRADUATE CREDITS

ADVANCED CLASSROOM MANAGEMENT: CHILDREN AS CHANGE AGENTS

EDU 599-40 Esteves School of Education at the Sage Colleges – CD Course

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 DISORDER: INFORMATION & INTERVENTIONS FOR EFFECTIVE TEACHING

EDU 599-39 Esteves School of Education at the Sage Colleges – CD Course

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

EDU 599-33 Esteves School of Education at the Sage Colleges – CD Course

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.

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

CHILD ABUSE
EDU 599-32 Esteves School of Education at the Sage Colleges – CD Course
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*
EDU 599-37 Esteves School of Education at the Sage Colleges – CD Course
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.

ETHICS & SAFETY IN EDUCATION: GUIDELINES FOR TEACHERS & ADMINISTRATORS
EDU 599-44 Esteves School of Education at the Sage Colleges - CD not available, Online version only
The course is intended to keep ethical teachers ethical and to be a part of a larger school district plan to protect the district's teachers, staff, and students. **2 graduate credits.** *Teaching Standards 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.

HARASSMENT, BULLYING & CYBER-INTIMIDATION*
EDU 599-41 Esteves School of Education at the Sage Colleges - CD Course
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
EDU 599-34 Esteves School of Education at the Sage Colleges – CD Course
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
EDU 599-45 Esteves School of Education at the Sage Colleges – CD Course
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.**

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

EDU 599-38 Esteves School of Education at the Sage Colleges – CD Courses

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

EDU 599-47 Esteves School of Education at the Sage Colleges – CD Course

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**.

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

EDU 599-42 Esteves School of Education at the Sage Colleges - CD Course

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*

EDU 599-35 Esteves School of Education at the Sage Colleges – CD Course

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

EDU 599-46 Esteves School of Education at the Sage Colleges – CD Course

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.**

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: Available as a download via MLP.

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

APPROACHES TO LITERACY INSTRUCTION IN EARLY CHILDHOOD THROUGH ADOLESCENCE

EDUC 507 Mercy College

Examination and analysis of effective literacy instruction for students at all levels. Includes the exploration of appropriate techniques for English language learners and students with special needs. 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, 10th edition,* ISBN #9780618938575 & *Basic Reading Inventory Pre-Primer Thru Grade 12, 10th edition,* ISBN #9780757551277

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.

Two Required Text(s): *Classroom Assessment for Student Learning: Doing It Right Using it Well,* ISBN #9780132548762 & *Assessment for Learning: an Action Guide for School Leaders, 2nd ed.;* ISBN #9780132548779.

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.
3 graduate credits. *Teaching Standards I, V*

Required Text for Classroom Course Only: *Classroom Assessment for Student Learning: Doing it Right Using it Well,* ISBN #9780132548762 & Participant Manual available as a download via MLP.

Two Required Text(s) for Online Course Only: *Classroom Assessment: What Teachers Need to Know, 6th ed.,* ISBN #9780137002337 *& How to Assess Authentic Learning,* 5th ed., ISBN #9781412962797

AUTISM SPECTRUM DISORDERS: ADJUSTING THE EDUCATIONAL IMAGE *

UNY 812 Adelphi University - Also Available Online

Participants will review historical background; causes and diagnosis; signs, symptoms, and characteristics; strategies in education, social interactions, and language development; education-
related laws and rights; impact on family dynamics and parent support.
3 graduate credits. *Teaching Standards I, III, IV*

Two Required Text(s) for Classroom and Online Courses: *You're Going to Love this Kid: Teaching Students with Autism,* 2nd edition, ISBN #9781598570793 & Participant Manual available as a download via MLP.

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
EDU 599-31 Esteves School of Education at the Sage Colleges – CD Course
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*

Required Text: Available as an electronic download through ELT for purchase price of $60. 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.

BLUEPRINTS FOR ACHIEVEMENT
EDU 670 College of Saint Rose
This course presents a synthesis of established best practices for K-12 teachers based upon current research in the fields of cognitive instruction and cooperative learning. Participants explore and apply instructional strategies that promote higher-order thinking and positive student interactions. The course operates on the assumption that effective instruction requires a varied repertoire of teaching methods.
3 graduate credits. *Teaching Standards I, III, IV*

Required Text: *Blueprints for Achievement in the Cooperative Classroom,* ISBN #9781575175485

BRAIN BASED WAYS WE THINK AND LEARN*
UNY 705 Adelphi University
This course provides experienced and beginner educators with a comprehensive understanding of the ways in which findings from current brain research can be applied to teaching and learning. Participants apply key cognitive processes to their lesson planning and instructional practice to increase student comprehension and achievement. **3 graduate credits**. *Teaching Standards I, II, III, IV*

Required Text: Available as an electronic download through ELT for purchase price of $60. 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.

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

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

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 $60. 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 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 and Online Courses: Available as a download via MLP.

BULLYING: PREVENTING THE PROBLEM*

UNY 824 Adelphi University - Also Available Online

EDU 661100 Empire State College - Also Available Online

This course will explore and discuss critical perspectives on school-community relationships and has been designed to provide enough variety in the readings, activities, reflections, and discussions that each participant should find practical value in the diversity of perspectives. The final project will be a portfolio of issues and activities that relate to a model of one's choice, combined with an action plan.
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

CHILD AND ADOLESCENT LITERATURE

EDUC 591M Mercy College

This course examines child and adolescent literature, including picture books, poems, fiction, non-fiction, and trade books. It promotes using literature for literacy instruction by discussing curricular and pedagogical issues of literacy instruction such as reading for information, vocabulary development, and the reading-writing connection. It is also designed to develop a critical and a multicultural perspective by examining diverse literature resources. Field experience hours required. **3 graduate credits**. *Teaching Standards I, II, III, VII*

Two Required Text(s): *Young Adult Literature: Exploration, Evaluation, and Appreciation 2nd edition,* ISBN #9780137145324 & *Multicultural Children's Literature: Through the Eyes on Many,* ISBN #9780135145289

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*

Required Text: Available as an electronic download through ELT for purchase price of $60. 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.

COACHING: BUILDING CAPACITY THROUGH PROFESSIONAL CONVERSATIONS

EDU 661112 SUNY Empire State College

This course models how coaching relationships enhance professional conversations and communication among educators. It builds teacher capacity and strengthens teacher effectiveness. It integrates national, state, and local standards. The course offers a comprehensive overview of coaching that addresses: Brain research, adult learning principles, effective communication and the micro-skills of coaching conversations. In addition, structured maps for pre-visit and post-visit meetings for teacher evaluation will be explored. 3 graduate credits. *Teaching Standards VI, VII*

Required Text: *Talk About Teaching: Leading Professional Conversations,* ISBN #9781412941419

COLLABORATIVE INQUIRY FOR STUDENTS: PREPARING MINDS FOR THE FUTURE™

EDU 661108 Empire State College

This course provides educators with research-based strategies for designing and implementing collaborative inquiry for students. Participants will explore and experience the collaborative inquiry models of problem-based learning, hypothesis-based learning, project-based learning, Appreciative Inquiry, and performance-based learning. **3 graduate credits.** *Teaching Standards I, II, III, VII*

Required Text: Available as an electronic download through ELT for purchase price of $60. 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.

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*

Two Required Text(s) for Classroom and Online Courses: *Cooperative Learning: Integrating Theory and Practice,* ISBN #978141294081 *and Cooperative Learning in the Classroom Putting It Into Practice,* ISBN #9781412923804

CREATING A BALANCED READING AND WRITING PROGRAM*

RDG 663 College of Saint Rose

This course provides specific strategies to improve reading and writing instruction. The course emphasizes a balanced approach to literacy instruction, using whole-part-whole, phonemic awareness, and the integration of language arts. Instructional methods for teaching with literature at all grade levels and integrating phonemics skills with literature will be introduced and practiced. **3 graduate credits.** *Teaching Standards I, II, III*

Required Text: *How to Teach Balanced Reading & Writing, 2nd edition,* ISBN# 9781412937429

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

CREATIVE CONTROVERSY*

UNY 706 Adelphi University

This course teaches participants how to use controversy to support the pedagogical shifts demanded by the NYS P-12 Common Core 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: *Creative Controversy,* ISBN #9780939603237

CULTURAL PERSPECTIVES AND THE TEACHING LEARNING PROCESS*

EDUC 504 Mercy College

Students investigate those multicultural factors which have the greatest impact on teaching and learning: cultural, racial, ethnic, language and socioeconomic diversity. As a result of scholarly research, classroom presentation, and group discussion, students will adopt a more diverse perspective from which to deliver instructional curriculum content. **3 graduate credits**. *Teaching Standards I, II, III, IV*

Required Text: *Teaching Strategies for Ethnic Studies, 8th edition,* ISBN #9780205594276

CULTURAL PROFICIENCY*

UNY 811 Adelphi University

Engages participants in conversations and activities concerning the impact and influence of race, culture, ethnicity, language, sexual orientation, socioeconomics, and class on educational practice. Educators' and students' cultural and/or racial identities are explored. **3 graduate credits**. *Teaching Standards I, IV*

Three Required Text(s): *How to Teach Students that Don't Look Like Me,* ISBN #9781412924474; *What is it About Me You Can't Teach? An Instructional Guide for the Urban Educator,* ISBN #978141293 & *Culturally Proficient Instruction: A Guide for People Who Teach,* ISBN #9781412924313

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.

CYBER BULLYING: THE NEW AGE OF HARASSMENT*

UNY 809 Adelphi University - Also Available Online

Participants will understand what cyber-bullying is, its impact upon teaching and learning, and be able to apply strategies and solutions to cyber-bullying. **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 $60. 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.

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 $60. 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*

Two Required Text(s): *Lenses on Reading: An Introduction to Theories & Models,* ISBN #9781593852962 & *Get Real: Bringing Kids' Learning Lives Into Your Classroom,* ISBN #9781571100566

EDUCATIONAL, EVALUATION AND ASSESSMENT FROM EARLY CHILDHOOD THROUGH ADOLESCENCE

EDUC 506M Mercy College

Study of testing concepts and the application of assessment to the classroom setting. Concepts include reliability, validity, grade and age norms, and percentiles. Specific emphasis will be placed on the educational application of intelligence, aptitude, and achievement tests, as well as on the more traditional multiple choice, true-false, and essay tests. **3 graduate credits**. *Teaching Standards I, III, V*

Required Text: *Measurement & Assessment in Teaching, 10th edition,* ISBN #9780132408937

EDUCATIONAL FOUNDATIONS FROM DIVERSE PERSPECTIVES

EDUC 500 Mercy College

This course provides a critical overview of the forces (historical, legal, financial, organizational, and philosophical) that provide for the foundation of education. It will provide a forum for students to examine, debate and speculate about the controversies that impact schools and teachers now and into the future.
3 graduate credits. *Teaching Standards I, II, III*

Required Text: *Educational Foundations: Diverse Histories, Diverse Perspectives,* ISBN# 9780618562558

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

EDUCATORS TAKING THE INITIATIVE FOR CHANGE
EDU 661105 Empire State College
The course is designed as an introduction to the scope of conceptual frameworks around teacher leadership: systems thinking, individual skills and dispositions, education policy creation, and tools and models for building personal leadership. **3 graduate credits**. *Teaching Standards VI, VII*

Required Text: *Uncovering Teacher Leadership: Essays and Voices from the Field*, ISBN #9781412939409

ENCOURAGING STUDENT RESPONSIBILITY & DISCIPLINE*
EDU 671 College of Saint Rose
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: *What to do with a Kid Who…Developing Cooperation, Self-Discipline, 3rd edition,* ISBN #9781412937016

ENHANCING ENGLISH LANGUAGE LEARNING IN THE ELEMENTARY CLASSROOM*
EDC 670 College of Saint Rose
Equips elementary teachers with strategies and skills to address the social and academic needs of limited English proficient students. Participants develop activities that promote language development and acquisition and also engage students socially and academically. **3 graduate credits**. *Teaching Standards I, II, III*

Required Text: *Enhancing English Language Learning in the Elementary Classrooms Learning Study Guide,* ISBN #9781887744485

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

ENRICHING CONTENT CLASSES FOR MIDDLE SCHOOL AND HIGH SCHOOL ENGLISH LANGUAGE LEARNERS
EDU 696 College of Saint Rose
This course is designed for middle and high school teachers and educators whose mainstream classes include English language learners. The course provides strategies to develop social and academic skills for their limited English proficient students and supports their success in school.
3 graduate credits. *Teaching Standards I, II, III*

Required Text: *Enriching Content Classes for Secondary ESOL Students Study Guide,* ISBN #9781887744164

FOUNDATIONS IN SPECIAL EDUCATION FOR STUDENTS WITH DISABILITIES*
EDUC 502M Mercy College
This course will assist teachers in their understanding of the nature of students within the full range of disabilities, special health-care needs, and the effect of those disabilities and needs on learning and behavior. Students will examine current trends, historical, legal, and social foundations of education for students with disabilities. **3 graduate credits**. *Teaching Standards I, II, III*

Required Text: *Introduction to Special Education: Making a Difference, 7th edition,* ISBN #9780136101390

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 #9780136101277

Required Text for Online Course Only: *Including Students with Special Needs: A Practical Guide for Classroom Teachers,* 6th ed., ISBN #9780132179720

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

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 #9781412960595

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, 12th edition,* ISBN #9780137034581

LANGUAGE DEVELOPMENT AND LITERACY ACQUISITION

EDUC 522M Mercy College

This course focuses on child development from birth to grade 6, with an emphasis on oral language development as the foundation for literacy acquisition. Field experience hours required**.**
3 graduate credits. *Teaching Standards I, II, III*

Required Text(s)*: Literacy Development in Early Childhood: Reflective Teaching Birth to 8,* ISBN #9780131721449 & *Early Language & Literacy Classroom Observation Pre-K Tool & Early Language & Literacy Classroom Observaiotn k-3 Tool*

Early Language & Literacy Classroom Observation Tools are ordered directly thru the Mercy Bookstore
http://www.mercy-dobbs.bkstr.com

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

LEARNING DISABILITIES: PRACTICAL INFORMATION FOR THE CLASSROOM TEACHER*

EDU 599-36 Esteves School of Education at the Sage Colleges – CD 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.

LINGUISTICS AND LANGUAGE DEVELOPMENT*

EDUC 509 Mercy College

This course introduces students to the concepts of language development and modern linguistics that are most relevant to first and second language teaching. Training is given in the fundamentals of phonological, morphological and syntactic analysis of typologically different languages. Students become familiar with important findings in the field of psycholinguistics and sociolinguistics**.**
3 graduate credits. *Teaching Standards I, II, III*

Required Text: *Contemporary Linguistics: An Introduction, 6th ed.,* ISBN #9780312555283

LITERACY INSTRUCTION FOR STUDENTS WITH SPECIAL NEEDS

EDUC 561M Mercy College

Participants will develop competencies enabling them to provide appropriate instruction for students experiencing difficulties in acquiring literacy skills. These include participants receiving academic intervention services, and those in compensatory and special education programs. Field experience required.
3 graduate credits. *Teaching Standards I, II, III, V*

Required Text: *Reading Problems, Assessment and Teaching Strategies, 6th edition,* ISBN #9780137008575

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 Test for Classroom Course Only: Available as an electronic download through ELT for purchase price of $60. 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: *Learning Mathematics in Elementary and Middle Schools: A Learner-Centered Approach,* 5th ed., ISBN #9780131381384 (Pearson)

MAXIMIZING THE LEARNING ENVIRONMENT FOR INCREASED STUDENT ACHIEVEMENT AND GROWTH (NEW!)

EDU 661111 SUNY Empire State College

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.*

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

EDU 682 College of Saint Rose

Create "MAGIC" in the classroom by exploring the creativity of "possibility thinking" with students. Participants design and implement lessons that promote active learning**. 3 graduate credits**.
Teaching Standards I, II, III, IV

Required Text: Available as an electronic download through ELT for purchase price of $60. 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.

MEDIATED LEARNING SPECIAL EDUCATION AND INCLUSIVE CLASSROOM

UNY 713 Adelphi University

Participants investigate and apply the theory of Mediated Learning Experiences, based on the work of Dr. Reuven Feuerstein, in classroom or one-on-one interactions with students to identify students experiencing cognitive difficulties and to develop an appropriate remediation program.   Participants become familiar with typical and atypical cognitive functioning and learn strategies to overcome cognitive difficulties based upon Feuerstein's 10 criteria for mediated learning.   **3 graduate credits.** *Teaching Standards I, II, III*

Required Text: *Mediated Learning: Teaching, Tasks and Tools,* ISBN #9781412950701

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, 9th edition,* ISBN #9780131791558

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 & T*eaching 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 #9780325009537

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

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

PROACTIVE STRATEGIES FOR ALL STUDENTS*

UNY 678 Adelphi University

Strategies include what teachers can do in the classroom, administrators can do in the school building, and community members can do to support school personnel. Participants will create lessons geared to state learning standards, action plans to engage the entire learning community, and opportunities to talk to other educators through guided discussions. **3 graduate credits.** *Teaching Standards I, II, III*

Required Text: *Saving our Students, Saving our Schools,* ISBN #9781412957939

PROFESSIONAL PORTFOLIOS

UNY 711 Adelphi University

This course is designed to encourage teacher reflection and goal setting in an effort to enhance teacher performance and student achievement. Participants learn a systematic method for investigative study and the demonstration of those skills necessary to demonstrate quality teaching and student learning. Participants collect evidence to inform their own professional development plans. **3 graduate credits.**
Teaching Standards V, VI, VII

Required Text: *Designing Portfolios for A Change,* ISBN #9781575170565

PROFESSIONAL PORTFOLIOS NATIONAL BOARD LAB

UNY 711L Adelphi University

This lab is conducted as a 45-hour 3-credit graduate course or inservice program that addresses the National Board certification requirements. Participants will develop the Board required portfolio that includes evidence of an understanding of the five core propositions and content area standards of the National Board**. 3 graduate credits**. *Teaching Standards VII*

Two Required Text(s): *The National Board Certification Workbook: How to Develop Your Portfolio,* ISBN #9780325007878 & *The Teacher's Guide to National Board Certification,* ISBN #9780325005492

PROBLEM BASED LEARNING

UNY 712 Adelphi University

Participants will analyze and apply curriculum models that bring real-world problems into the classroom. The course is divided into three distinct sections, with connections to the NYS Standards interwoven in each section. **3 graduate credits.** *Teaching Standards I, II, III*

Two Required Text(s): *Problem Based Learning: A Collection of Articles,* ISBN # 9781575170473 & *Problem Based Learning & Other Curriculum Models,* ISBN #9781575170671

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™*

EDU 661110 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 $60. 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.

SHOWING EVIDENCE: TEACHER PERFORMANCE AND STUDENT ACHIEVEMENT

EDU 661103 SUNY Empire State College - Also Available Online

This course will provide participants with a professional community in which they will acquire both practical knowledge and theoretical approaches to portfolio assessment in education. Reflective practice tools and assessments based on state standards for teaching will be presented in formats that promote self-reflection and career goal setting. **3 graduate credits.** *Teaching Standards VI, VII*

Required Text for Classroom Course Only: *The Portfolio Connection: Student Work Linked to Standards, 3rd edition*, ISBN #9781412959742.

Two Required Texts for Online Course Only: *The Portfolio Connection*, *3rd edition* ISBN# 9781412959742 & *The Handbook for Enhancing Professional Practice: A Framework for Teaching in Your School*, ISBN# 978149907090.

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

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 $60. 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.

STUDENT ENGAGEMENT AND STANDARDS-BASED LEARNING

EDU 661106 SUNY Empire State College

Participants will use standards as a basis for designing learning activities, assessments, and scoring guides and will prioritize learning based on curriculum. Using alignment criteria and the POINT design components, participants will evaluate, modify, expand, and design standards-based learning activities in order to maximize student learning, engagement, and achievement. **3 graduate credits.** *Teaching Standards I, II, III, V*

Required Text: Available as an electronic download through ELT for purchase price of $60. 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*

Required Text for Classroom Course Only: Available as an electronic download through ELT for purchase price of $60. 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.

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

SUPPORTING PROFESSIONAL LEARNING COMMUNITIES THROUGH MENTORING, COACHING AND PROFESSIONAL COLLABORATION

UNY 803 Adelphi University

This course is designed to prepare teacher leaders to take an active role in moving their schools and districts toward becoming professional learning communities. The course provides participants with hands-on practice, as well as research and theory, related to the skills and strategies needed to encourage full participation of all stakeholder groups in achieving the goal of increasing student achievement. **3 graduate credits.** *Teaching Standards VI, VII*

Two Required Text(s): *Professional Learning Communities at Work: Best Practices for Enhancing,* ISBN #9781879639607 & *Creating Dynamic Schools Through Mentoring, Coaching, and Collaboration,* ISBN #9781416602965

TEACHING ENGLISH AS A SECOND LANGUAGE*

EDUC 505 Mercy College

Theoretical and practical aspects of teaching English to learners of English as a Second Language. Students will: be introduced to theories of first and second language acquisition and literacy development; acquire the background knowledge, skills, and attitudes needed to identify and place students appropriately; integrate the ELA standards into daily instruction. 10 hours of fieldwork are required.
3 graduate credits. *Teaching Standards I, II, III*

Required Text: *Reading, Writing and Learning in ESL: A Resource Book with Teaching,* ISBN #9780132685153.

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

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 $60. 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 Common Core 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

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

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

TRY DI!: PLANNING & PREPARING A DIFFERENTIATED INSTRUCTION PROGRAM

EDU 599-51 Esteves School of Education at the Sage Colleges - CD Course

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*

EDU 599-30 Esteves School of Education at the Sage Colleges – CD Course

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.

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

EDU 599-43 Esteves School of Education at the Sage Colleges – CD Course

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.

WRITING AS LEARNING*

UNY 728 Adelphi University

This course assists teachers in implementing a systematic plan for teaching writing developmentally and consistently in every subject area. Participants examine twelve writing strategies that guide participants through the English Language Arts Standards and their application to every content area. Participants produce a wide range of written products as they practice and apply the writing strategies. **3 graduate credits.** *Teaching Standards I, II, III*

Required Text: *Writing as Learning A Content Based Approach, 2nd edition,* ISBN #9781412949613

UNDERGRADUATE COURSES

ATTENTION DEFICIT DISORDER

C097 Concordia College – CD Course

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

C098 Concordia College – CD Course

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

C091 Concordia College – CD Course

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

C099 Concordia College – CD Course

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.

COOPERATIVE DISCIPLINE

ED 441 Cazenovia College

This course provides an approach to managing and motivating student behavior in a manner consistent with optimum student growth, academic, social, and psychological. Building on the relationship between misbehavior and self-esteem, Cooperative Discipline offers corrective, supportive, and preventive strategies for achieving order and control in today's classrooms while creating a positive classroom climate for all. **3 undergraduate credits.**

Required Text: *Cooperative Discipline*, ISBN #0785433635

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

ETHICS & SAFETY IN EDUCATION
EDU 2923 Concordia College – ONLINE ONLY

The course's central premise is that the vast majority of ethics and boundary violations occurring in schools today are being committed by competent and ethical educators who, for reasons to be discussed, are making very poor decisions during susceptible periods in their careers.
2 undergraduate credits. *Teaching Standards IV, VI, 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.

HUMAN DEVELOPMENT IN THE EDUCATION CONTEXT
ED 134 Cazenovia College

This course provides an overview of the theories, current research, and controversial issues in human development from birth to adolescence. It focuses on the physical, cognitive, social, emotional, and moral development of learners with different abilities and needs in the school environment. Various aspects of developmental contexts are explored, including heredity, culture, community, socioeconomic level/backgrounds, family, and school environment. **3 undergraduate credits.**

Required Text: *Child Development: Principles and Perspectives*, Allyn & Bacon, 2009, ISBN #0205494064

INTRODUCTION TO EXCEPTIONAL CHILDREN
EDU 170 UCCC – Online Course

This course provides a broad overview of special education and the characteristics and needs of exceptional learners. Among the topics covered are: the history of special education; significant federal and state legislation and litigation; current trends and issues; and the definition, prevalence, causes, characteristics, educational approaches and placement alternatives for different exceptionalities, including learning disabilities, communication disorders, and gifted and talented. **3 undergraduate credits.**

Required Text: *Exceptional Children: An Introduction to Special Education, 9th edition*, ISBN# 9780135035295

SUPPORTING STUDENTS IN READING AND WRITING
ED 209 Cazenovia College

This course provides an overview of the components of early reading and writing, composition, and motivation to read and write. It includes research-based instructional strategies, activities and assessments aimed at improving students' reading and writing abilities. Among the areas covered in reading are: reading readiness, phonemic awareness, phonics, fluency. **3 undergraduate credits.**

Required Text: *Literacy for the 21st Century,* Gail E. Tompkins, *3rd or 4th edition*. Merrill Prentice Hall

WHY DI? AN INTRODUCTION TO DIFFERENTIATED INSTRUCTION
EDU 2924 Concordia College - CD Course

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.

WRITING AS LEARNING
EN 111 Cazenovia College

This course is designed to give the participants systematic instruction in writing that incorporates specific strategies in a wide range of content and genres. The major goal is to enable learners to achieve fluency and organizational schema to produce writing products that are interesting, well-crafted, and appropriate for the many writing needs required as students and eventual instructors of other students. **3 undergraduate credits.**

Required Text: *Writing as Learning*, Rothstein, Andrew, Evelyn and Gerald Lauber. Corwin Press, 2nd edition.

ELT courses are now aligned with the NYS Teaching Standards!
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our website at www.nysut.org/elt and click on My Learning Plan.

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I.   **Knowledge of Students and Student Learning**

II.   **Knowledge of Content and Instructional Planning**

III. **Instruction Practice**

IV. **Learning Environment**

V.   **Assessment for Student Learning**

VI. **Professional Responsibilities and Collaboration**

VII. **Professional Growth**

The NYS Teaching Standards were developed to provide a common foundation to improve teaching and learning in NYS. ELT has aligned all teacher seminars and courses to the teaching standards to assist our members in their professional development choices.

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

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