



# East Ramapo Teachers Association

## PROFESSIONAL DEVELOPMENT INSTITUTE

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Website: [www.ertaonline.org](http://www.ertaonline.org)

For information: 845-577-6375

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### *Winter/Spring 2010 Inservice / Technology Courses . . .*

#### **STUDENT RESPONSE SYSTEM: USING STUDENT DATA TO DRIVE YOUR INSTRUCTION**

**CREDITS:** Three (3) Inservice Credits  
**LEVEL:** K - 12  
**INSTRUCTORS:** Erin Higgins, Instructional Technology Associate;  
Andrew Chalfin, ERCSD elementary teacher; and  
Paul Mindich, Hillcrest elementary teacher  
**DATES:** **MONDAYS – February 1, 8, 22, March 1, 8, 15, 22, April 5, 12, 19, & 26** (snowdate: May 3)  
**TIME:** 4 to 7:25 p.m.  
**PLACE:** Teachers' Center  
**FEE:** Inservice - \$225; Audit - \$60  
**PROJECT:** Participants will use a **Lesson Development Worksheet** as a guide to create  
Three (3) interactive TurningPoint lessons to meet their individual class needs.

Learn how to use Turning Technologies' Student Response System for formative assessment and frequent progress monitoring in order to promote data-driven differentiated instruction to meet the learning needs of each of your students. The Student Response System technology is the ideal tool to implement educational and pedagogical best practices effectively. Participants in this course will be able to create lessons using the Turning Point System, and to build data-driven assessments that will improve teaching, assessments, reflection, and overall pedagogy effectiveness.

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#### **INTEGRATING HEALTH SKILLS INTO EVERYDAY LEARNING EXPERIENCES**

**CREDITS:** Three (3) Inservice Credits  
**LEVEL:** K - 12  
**INSTRUCTOR:** Diane Schneider, a Ramapo H. S. teacher, participated in the state's Comprehensive School Health and Wellness Goals training. In addition to being an Authentic Classroom Assessment Trainer, she has written a skills-based health curriculum and is also an adjunct professor teaching a variety of topics including classroom management skills to teachers in New York State.  
**DATES:** **TUESDAYS – February 2, 9, 23, March 2, 9, 16, 23, April 13, 20 & 27** (snowdate: May 4)  
**TIME:** 4 to 7:45 p.m.  
**PLACE:** Ramapo High School  
**FEE:** Inservice - \$225; Audit - \$60  
**PROJECT:** Participants will create a portfolio with lessons that integrate the skills taught.

The new guidance document on health education suggests that when students learn certain skills they will have emotionally and physically healthier lives. Since health is only offered for two semesters in a child's educational career, is it important for teachers of other disciplines to integrate these skills and concepts into their lessons. Participants in this course will learn how to integrate health skills to maximize student learning.

After each skill is taught, there will be an opportunity for participants to work with someone who teaches a similar grade level or subject to create an authentic lesson to integrate the skill with what they teach. There will be a portfolio created with lessons that integrate these skills.

**AN ORTON-GILLINGHAM BASED MULTISENSORY LANGUAGE EDUCATIONAL PROGRAM:  
SPECTOR PHONICS with JoAnn Lense**

**CREDITS:** Three (3) Inservice credits  
**LEVEL:** All K – 12 teachers (who have not already received trained)  
*This course will assist all teachers – regular education, special education, ELL, reading teachers, resource, speech & language, etc – to develop another tool to reach students who have not learned with other methods. MSLE is the choice teaching methodology for all students with problematic language skills, no matter the age.*  
**INSTRUCTOR:** **JoAnn Lense**, Literacy Now: Director of Training for the NY Branch of the International Dyslexia Association and National Lecturer re: Dyslexia, MSLE Techniques, Assistive Technology and Advocacy  
**DATES:** **TUESDAYS – January 26, February 2, 9, 23, March 2, 9, 16, 23, April 13 & 20** (snowdate: April 27)  
**TIME:** 4:00 to 7:45 p.m. **PLACE:** Teachers' Center  
**FEE:** Inservice - \$225; Audit - \$60  
**PROJECT:** Participants will create lesson plans applying orthographic and phonological rules as well as creating tools for implementing the Spector Phonics program.

This course will focus on the theoretical and biological underpinnings and instructional implementation of scientifically research-based multisensory language (MSLE) reading instruction for students with learning disabilities, for students who are at-risk, and for students who display limited English proficiency. Participants will learn how to recognize and identify learning disabilities, perform pre and post language arts assessment, create lesson plans that follow the systematic, sequential and cumulative application of an Orton-Gillingham based MSLE teaching methodology and create teacher made tools for implementing the Spector Phonics MSLE technique. The class will include contents and principles of a multisensory language education, including: phonemic awareness and phonology instructions; sound to symbol association; the six syllable types and syllabication patterns; morphology (root and affixes); syntax (the grammatical mechanics of writing); vocabulary instruction and handwriting instruction.

Spector Phonics, is for students who perform below grade level in their reading, writing and or spelling ability. This course will enable participants to perform non-normed phonemic awareness assessment and will enable them to incorporate MSLE techniques either on a 1:1 setting, a small group environment or across the curriculum base.

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**WHAT EVERY MAINSTREAM TEACHER NEEDS TO KNOW ABOUT SPECIAL EDUCATION & RTI  
(Response to Intervention)**

**CREDITS:** Three (3) Inservice  
**LEVEL:** K - 12  
**INSTRUCTOR:** **Greg Donniss, Psy.D.**, is a school psychologist at Grandview School.  
**DATES:** **TUESDAYS – January 26, February 2, 9, 23, March 2, 9, 16, 23 & April 13** (snowdate: April 20)  
**TIME:** 4 to 8:10 p.m.  
**PLACE:** To be determined  
**FEE:** Inservice - \$225; Audit - \$60  
**PROJECT:** Using case examples, each participant will develop a written **Response to Intervention (RTI)** plan for a non-classified, at-risk student, demonstrating their knowledge of the course material.

This class is designed as a refresher course for mainstream teachers who are increasingly being asked to educate children with distinctive learning needs. It will help update teachers' understanding of disabilities, terminology, behavioral principles, IEPs, and the referral process. In addition, participants will learn how to address the NYS **Response to Intervention** initiative. Through an increased understanding of the needs of at-risk students, participants will be able to develop unique interventions to assist these children. Class discussions will draw upon teacher experiences and case examples.

## Web 2.0 TOOLS FOR THE 21<sup>ST</sup> CENTURY CLASSROOM

**CREDITS:** Three (3) Inservice  
**LEVEL:** K - 12  
**INSTRUCTOR:** **Erin Higgins**, Instructional Technology Associate;  
**Andrew Chalfin**, ERCSD elementary teacher  
**DATES:** **WEDNESDAYS – February 3, 10 & 24** (face-to-face)  
+ online learning / assignments (snowdate: March 3)  
**TIME:** **4 to 8:00 p.m.**  
**PLACE:** To be determined  
**FEE:** Inservice - \$225; Audit - \$60  
**PROJECT:** Create three lesson plans incorporating at least one of the web 2.0 tools you learned about in each of the 3 lesson plans. Each lesson plan should be completed according to the **Web 2.0 for the 21st Century Classroom** template that is included at the end of this document. At least one of the lessons must be completed with your respective class somewhere between module 2 and module 3. A response of how things went should be included with the project, also to be shared during the final session. Responses may include what went well, technical difficulties, back up plan if the network is down, etc.

*New*

This hands-on course, hybrid course is a blend of face-to-face instruction with online learning. In a hybrid course, a significant part of the course learning is online and as a result, the amount of classroom seat-time is reduced. The class would be structured to allow 3 nights of fac-to-face contact, 4:00-8:00, that would involve many web-based activities. Each of these web-based tools is meant to compliment the classroom, engage the learners and to be integrated into the actual lesson. At no time is technology meant to be the actual lesson. Each teacher is expected to gain enough knowledge and self-confidence to step in and out of the technology resources as needed. The teacher's webpage will act as the platform for exploring the functions and capabilities of exisiting web 2.0 tools such as:

- skype
- blogs
- podcasting/vodcasting - using flip videos
- aviary
- schoolcenter webpage as a host for projects
- wikis, RSS

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## Google TOOLS FOR THE 21<sup>ST</sup> CENTURY CLASSROOM

**CREDITS:** Three (3) Inservice  
**LEVEL:** K - 12  
**INSTRUCTOR:** **Erin Higgins**, Instructional Technology Associate;  
**Andrew Chalfin**, ERCSD elementary teacher  
**DATES:** **WEDNESDAYS – March 10, 24, April 7** (face-to-face).  
+ online learning / assignments (snowdate: April 14)  
**TIME:** **4 to 8:00 p.m.**  
**PLACE:** To be determined  
**FEE:** Inservice - \$225; Audit - \$60  
**PROJECT:** Students will post and share 3 lesson plans on-line using Google Apps for teachers. Each lesson plan will follow the template included and will also include:  
1. A personalized, customized search engine using Google Custom Search Engine that searches only across sites that you specify and displays results that you know will be right for the teacher and his/her students. Google Custom Search Engine (CSE) will be the platform to do do just that. The teacher chooses the websites and pages she or he would like to search, then follow a few simple steps to create a CSE.  
2. Use of at least one Collaborative Google Document such as:  
◦ Google Document ◦ Presentation ◦ Form ◦ Spreadsheet

*New*

This hands-on course, hybrid course is a blend of face-to-face instruction with online learning. In a hybrid course, a significant part of the course learning is online and as a result, the amount of classroom seat-time is reduced. The class would be structured to allow 3 nights of face-to-face contact that would involve many Google based activities. Hybrid Courses have higher expectations and many advantages such as:

- exposure to virtual classes: Google Talk, Gmail, and Google Docs
- encourage discipline and time management skills
- classes are technologically advanced. The instructor can easily program multimedia learning aids into the courses, including links to relevant websites
- you do need to be computer literate and comfortable with technology
- online classes give flexibility so participants can work in their own time and their own space
- exposure to Web 2.0 tools and digital literacy
- creation of Google Search Engines particularly catered to a teacher's needs for both instructional and professional development

## **HELPING YOUR STRUGGLING READERS**

- CREDITS:** Three (3) Inservice
- LEVEL:** Elementary, special education and ES teachers; English teachers grades 7 – 12
- INSTRUCTOR:** **Rich Bernstein** has been a Reading Teacher in East Ramapo since 1986. He has had the unique experience of successfully servicing students at the elementary, middle, and high school levels. Rich has run numerous workshops for the district and the Teacher's Center, and has participated in Johns Hopkins' balanced literacy program.
- DATES:** **WEDNESDAYS – February 10, March 17, 24, April 7, 14, 21, 28, May 5, 12 & 19**  
(snowdate: May 26)
- TIME:** 4 to 7:45 p.m.
- PLACE:** To be determined
- FEES:** \$225
- PROJECT:** Participants will complete the following required projects:
- Observe children reading, diagnose strengths and weaknesses and prescribe remediation for these students.
  - Create 2 mini-lessons and develop Word Study activities that could be used to remediate struggling readers' weaknesses.

*How do I help my struggling readers gain the skills and confidence necessary to be successful learners?* The objective of this course is to help teachers diagnose the strengths and weakness of their students in reading, and then use this information to remediate student weaknesses. Participants will develop a repertoire of skills and strategies they will be able to take back into their classrooms. Participants will learn of the factors that make students successful readers. Participants will develop check-lists that will help them assess student strengths and weaknesses. Participants will then hone their diagnostic skills by observing students engaged in the reading process and make a diagnosis of the student's weaknesses. Strategies and materials for remediation will be developed. **Visits to a book room will enhance student learning.**

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## **USING THE SMARTBOARD TO ENHANCE INSTRUCTION**

- CREDITS:** Three (3) Inservice credits **LEVEL:** K - 12
- INSTRUCTOR:** **Brian Patterson**, Eldorado School teacher, is a SMARTBoard trainer for the Teachers' Center. adjunct professor for Mercy College.
- DATES:** **WEDNESDAYS & SATURDAYS – February 3 & 6; February 24 & 27; March 3 & 6; & Wednesday, March 10**  
(snowdates: Saturday, March 13; Wednesday, March 24)
- TIME:** Wednesdays from 4 to 8:15 p.m.; Saturdays from 8 a.m. to 3:00 p.m.
- PLACE:** **Teachers' Center**
- FEE:** Inservice - \$225; Audit - \$60
- PROJECT:** Teachers will create a lesson using *Notebook* software which includes a minimum of 10 pages, an internet hyperlink, student interaction, use of gallery and online images, text boxes, spotlight, screen shade, integration of Microsoft Word, Excel or PowerPoint, lines, use of floating tools and transparency. Teachers will also create an interactive concept map using *Smart Ideas* software.

This course will provide teachers with the foundations of how to integrate the Smart Board to enhance their instruction. Teachers will learn how to use the Smart Board's signature programs *Notebook* and *Smart Ideas*. Teachers will learn the basic functions of the board and its program and learn how to design innovative, cutting edge and interactive lessons using the technology. Teachers will be able to create, organize and save interactive *Notebook* and *Smart Ideas* lessons, create their own project, incorporate clip art/ pictures, print lessons, create internet hyperlinks directly in lessons, manage pages, create templates, use smart board tools and use gallery templates and pictures, record and play back lessons and use the board as a audio-conferencing tool. Teachers will be able to use *Smart Ideas* Software to create concept maps that display and capture ideas and their relationships in a clear, graphical way.

## **EDUCATION AND THE “AT Risk” STUDENT**

**CREDITS:** Three (3) Inservice  
**LEVEL:** K – 12 teachers and Guidance Counselors  
**INSTRUCTOR:** **Bill Ryan**, M.A., P.D., school psychologist at Lime Kiln Elementary School, is also an adjunct professor with the College of Mount St. Vincent.  
**DATES:** **FRIDAYS & SATURDAYS – February 26 & 27; March 5 & 6; March 12 & 13**  
(snowdates: March 19 & 20)  
**TIME:** **Fridays: 4:00 to 8:15 p.m.; Saturdays 8:00 a.m. to 3:00 p.m. \***  
**PLACE:** To be determined  
**FEE:** Inservice - \$225; Audit - \$60  
**PROJECT:** Participants will create a program designed to meet the needs of at risk students.  
\* Each of the three weeks will require 30 minutes of internet-based research time outside of class time.

Education and the “at risk” student is a course that is oriented around learning and discussing the issues, while creating programs designed to meet the needs of “at risk” students. Participants will explore the most recent research and then create a program to deal with the set of at risk factors that educators find in the classroom. The program can be hypothetical or actually implemented in the participant’s school or classroom. Either way, a research paper/grant asking for funds supporting the need for the program will be written as a practical means of espousing the merits of the program. Participants are encouraged to draw from their own creative and practical classroom experiences when creating their program. The program will be shared with their peers at the end of the class. Class time will feature recent research, including articles, films and role-playing scenarios that stimulate discussion and problem solving. The nature of society and the problems therein continue to change and often manifest in a host of academic, emotional and behavioral problems that educators face in the classroom and school. This class is a practical means of exploring and addressing these issues. The following questions give examples of issue addressed in class and can stimulate ideas about what participants may want to research and present.

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## **DIFFERENTIATED INSTRUCTION: CREATING TIERED TASKS**

**CREDITS:** Three (3) Inservice  
**LEVEL:** K - 6  
**INSTRUCTOR:** **Astrid Johnson**, an Instructional Facilitator for Hillcrest and Summit Park Schools, shares her expertise on this topic through the Teachers’ Center.  
**DATES:** **SATURDAYS – January 23, February 27, March 20, April 24, May 8 & May 22**  
(snowdate: TBD)  
**TIME:** 8:30 a.m. to 3:00 p.m. (brown-bag lunch)  
**PLACE:** **Teachers’ Center**  
**FEE:** Inservice - \$225; Audit - \$60  
**PROJECT:** Participants will prepare 4 lessons including tiered tasks, assessments and reflections of students and or teachers of experiences in their classrooms with differentiated instruction.

Teachers in this course will learn how to respond to individual learner’s needs which are guided by general principles of differentiated instruction including tiered tasks, tiered centers, on-going assessments, flexible grouping, and instructional strategies. Through a hands-on approach participants will learn how to differentiate content, the process and products of lessons based on the multiple intelligence model, students’ readiness, interest, and learning profile. This course in Differentiated Instruction is a researched based program primarily reflecting the works of Carol Ann Tomlinson. According to Tomlinson we no longer teach in a one-size-fits-all classroom. Struggling learners must have their needs met through more repetitions of fewer ideas, the hands-on approach, more monitoring, and modifications. While the advanced learner may require less up-front information and an opportunity to ask questions in order to apply the learned skills.