



**EAST RAMAPO
TEACHERS' CENTER**

"creating, growing, connecting . . ."

WINTER/SPRING 2010 PROFESSIONAL DEVELOPMENT PROGRAMS

- **Reflective Practice/Professional Study Groups**
- **National Board Certification Candidate Support**
 - **OnLine Courses for Inservice Credit**
 - **Inservice Courses**

The East Ramapo Teachers' Center is pleased to announce our relationship with . . .

The East Ramapo Teachers Association Professional Development Institute

Inservice courses are approved by the East Ramapo Teachers' Center and the East Ramapo Central School District, and are available to East Ramapo teachers. The ERTA Professional Development Institute will handle course registration.

All course & registration information will be available online by January 4th at

www.ertaonline.org

(Contact the TC to receive a hard copy of the brochure of winter/spring programs)



**Registration will OPEN on JANUARY 4th
Deadline to register: JANUARY 15th**

MATTHEW MULLIGAN, *Chairperson*

PAULA ACUNTO, *Coordinator*

JENNIFER LERCH, *Admin. Ass't.*

(845) 577-6375 Fax: 577-6372

e-mail: pacunto@ercsd.k12.ny.us

"To pursue education, equality, and excellence by providing opportunities for administrators, teachers, educational support personnel, parents, students, and community members to grow professionally and personally in order to impact the teaching/learning environment."

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THE EAST RAMAPO TEACHERS' CENTER

The East Ramapo Teachers' Center is one of 132 state-funded Teacher Resource and Computer Training Centers in New York State. In cooperation with the East Ramapo Central School District and the East Ramapo Teachers Association, we provide professional development programs for our educational community. The Teachers' Center program is based on the research that clearly identifies the characteristics of effective professional development -- namely, that teachers have a voice in their own professional development. Programs are planned according to the expressed *needs* of teachers, and are implemented by *teachers for teachers*. The Teachers' Center offers teachers the opportunity to take charge of their own professional growth, share their expertise, upgrade their skills, and develop collaborative relationships among colleagues.

The Center is governed by a Policy Board, comprised of teachers (at least 51%), and administrators, and a business, non-public school, higher education, board of education, and parent representative.

THE EAST RAMAPO TEACHERS' CENTER POLICY BOARD MEMBERS . . .

Matthew Mulligan, Chairperson

Marilyn Aguayo-Fincken

Irene Bielski

Therese Calvano

Jean Fields

Pierre Gay

Diane Gonzalez

Richard Neidhart

Jeanine Parnell

Roz Shustak

Margo Spielberg

Duane Stilwell

Rita Bass

Margaret Contaldi

Rhoda Fischer

Dr. Howard Goldstein

Chris Hutter

Susan LoRusso

Simone Nenner

Patrick Peltier

Dr. Pearl Solomon

Diana St. Victor

Eliyahu Solomon (alternate - Morris Kohn)

SERVICES OF THE EAST RAMAPO TEACHERS' CENTER . . .

All of the Center's programs, courses and professional development opportunities are publicized in each building via flyers and brochures. Each building has a Teacher Center "Ambassador" who assists in disseminating information from the Center. The following is a listing of our Teachers' Center's programs:

- **Inservice/Courses:** The ERTC is pleased to announce our relationship with The East Ramapo Teachers Association Professional Development Institute. Inservice courses approved by the ERTC and the ERCSD are available to ER teachers.
- **Technology Training:** The Center has trained Building Resource Teachers in each of the following technologies, to serve as a resource person to assist colleagues in the use of: SmartBoard, 21Century Technology Skills, Student Response Systems, and the Instructional Information Portal. The Center has also trained Verizon *Thinkfinity* field trainers in the use of this FREE Internet resource site for teachers, which contains over 30,000 activities including lessons aligned with NYS Standards.
- **Professional development programs:** The Center collaborates with the District to provide programs and training. Programs have included: SmartBoard, *Thinkfinity* and technology integration training; analyzing data to inform instruction; math workshops and classroom modeling; implementation of NYS Learning Standards; classroom visitations; grant writing; awareness workshops; and **Reflective Practice Facilitator** training to assist teachers with their professional development needs.

- **National Board Certification** - The Teachers' Center offers a program to inform those considering National Board about the process, and to support those who are candidates through the process.
- **Conference Attendance:** The Center provides supplemental support for attendance at a professional development conference. (*Applications are in your building.*)
- **Reflective Practice/Professional Study Group Program:** Support of up to \$1500, or inservice credit, for collaborative, professional development projects aimed at identified needs for improving learning and teaching in support of NYS Learning Standards, and District's educational goals. **NOTE:** *This program is available on a rolling basis, contingent upon funding and sufficient implementation time.*
- **Teacher/Parent Partnership Program:** Support of up to \$1,000 for a project that creates an ongoing home/school partnership, assists teachers in addressing the needs of ALL students, and increases parent participation and partnership with the school.
- **Professional Development Plan Program:** Project funding of up to \$1,500 to support collaborative, professional development projects at the building level that meet the goals of the PDP, and is based on student needs/data.
- **Professional Resource Library:** The Center maintains a library of professional books, periodicals, journals, and videos for teachers to borrow. A **Poster Maker** is also housed in the Center's library for teachers to use.
- **New Teacher Mentor Program:** Beginning its eleventh year this fall, the East Ramapo Central School District and the East Ramapo Teachers' Center provide a mentoring program for *newly hired* teachers in East Ramapo. The purpose of this program is to pair a new teacher with a more experienced teacher in order to provide support, orientation and encouragement to new teachers. The program has been combined with the new teacher orientation workshops, so that mentors and mentees can discuss effective teaching models and strategies, and share issues and concerns.

The Teachers' Center is *YOUR* Center. Please feel free to call the Center at 577-6375 if you have any questions or would like more information. Or perhaps, drop in for a visit and a cup of coffee! We want to hear what your needs are, so that we can provide what you need to be successful.

About our logo . . . The Teachers' Center logo was designed by Terri Angel Cherney-Haring, Chestnut Ridge MS fine art and art/technology teacher, and 1980 Ramapo HS graduate. The flowering shape signifies growth; the symbolic figures within the forever-popular apple shape represents outreach and support between teacher/student, teacher/parent, teacher/teacher, and parent/student. The logo captures the essence of the Center and was also an inspiration in the creation of our mission statement. We hope that you have come to recognize it as a symbol of your Center. FYI . . . The NYS Teachers' Center logo is a symbol of Teacher Centers statewide.

ER Teachers' Center Winter/Spring 2010 Programs



2009-10 REFLECTIVE PRACTICE/PROFESSIONAL STUDY GROUPS

East Ramapo teachers who wish to participate in a *Reflective Practice/Professional Study Group* **must** contact the Center to arrange for an information/application meeting prior to submitting your proposal.

WHAT IS THE PURPOSE OF THIS PROGRAM?

The purpose of this program is to:

- 1) support teacher learning and collaboration
- 2) link professional development with the goals of the District
- 3) provide support for a department/grade level-based study group using NYS assessment results to examine teaching practice and improve learning.
- 4) enable teachers to design, implement, assess and reflect on replicable innovative activities aimed at improving learning and teaching in support of the New York State Learning Standards and assessments.
- 5) assist teachers who are revising their curriculum, developing/adapting lessons, or planning new instructional strategies to meet the needs of all students and prepare them to be successful on State assessments.
- 6) assist teachers in forming and sustaining Reflective Practice Groups that include teachers from all grade levels and departments across the district.
- 7) develop useful instructional or professional development resources available for dissemination to colleagues through the ERTC Professional Resource Library.

WHAT IS A REFLECTIVE PRACTICE GROUP?

A Reflective Practice Group is any group of teachers (minimum of 5, maximum of 10) who participate in this collaborative professional development process. The group utilizes specific protocols to examine teacher and/or student work in a non-evaluative environment with the goal of offering collegial insight to optimize student learning.

HOW YOU CAN PARTICIPATE IN A REFLECTIVE PRACTICE GROUP?

Participants should first contact the Teachers' Center for program information and application. They must then submit a **proposal** for the Reflective Practice Group option.

Upon approval of the Teachers' Center Policy Board, the group of teachers may set up a Reflective Practice Group that will meet regularly at scheduled sessions. Participants may each elect to receive ONE of the following:

- 1) **Inservice Credit** – one (1) inservice credit - Upon approval of Assistant Superintendent
- 2) **Funding Awards** – A stipend of up to \$250 per member, not to exceed \$1,500 per group.
- 3) **Annual Professional Performance Review** - Upon approval of the participant's principal, Reflective Practice may also be used as collaborative work for tenured teachers' annual professional performance review.

GUIDELINES/CRITERIA FOR APPROVAL OF A REFLECTIVE PRACTICE GROUP (RPG)

- Reflective Practice Groups will consist of five to ten members, one of whom will function as coordinator.
- Teachers will participate in at least EIGHT (8) regularly-scheduled, two-hour sessions. The minimum time between scheduled sessions would be two weeks.
- The final meeting of each Reflective Practice Group will be an afternoon "Retreat" where members can discuss the group's accomplishments throughout the year and reflect on their growth as teachers.
- For **stipend** or **credit** - each participant in a RPG is required to complete and submit a year-end report in the form of a **reflective narrative journal** to the Teachers' Center. This report will include: a) the work that the participant did as part of the RPG; b) what the participant learned by participating in the RPG; and c) how the participant is going to apply what they learned to their practice.
- Any participant who wishes to use their participation in a RPG for their **Annual Professional Performance Review** must submit a rationale to their school principal for approval by October 31st of the year in question.

WHAT IS A PROFESSIONAL STUDY GROUP?

A Professional Study Group is any group of teachers (minimum of 3, maximum of 7) who develop their own collaborative professional development plan to address the needs of teaching and learning, e.g. studying/implementing/sharing new practices, modifying curriculum, developing lessons, sharing professional literature, etc.

HOW YOU CAN PARTICIPATE IN A PROFESSIONAL STUDY GROUP?

Participants must submit a proposal for the Professional Study Group option.

Upon approval of the Teachers' Center Policy Board, the group of teachers may set up a Professional Study Group. Participants may each elect to receive ONE of the following:

- 1) **Inservice Credit** – Study group of teachers may propose a project for up to three (3) inservice credits.
- 2) **Funding Awards** – Awards of up to \$250 per member, not exceeding \$1,000 per group will be made on a rolling basis until funds are expended. Awards cannot be applied for substitute teacher pay, transportation for field trips or excursions, text books, trade books, audio visual equipment, and computer hardware and software. Awards are intended to pay for educators' professional time in project development and documentation, and other related expenses.
- 3) **Annual Professional Performance Review** - Upon approval of the principal, may be used as collaborative work for teachers' performance review.

GUIDELINES/CRITERIA FOR APPROVAL OF A PROFESSIONAL STUDY GROUP

- Participants will develop their own study plan (following proposal narrative on application) and submit it to the Professional Study Group Committee of the Teachers' Center. The committee will review the plan, and upon approval will recommend it to the TC Policy Board.
- Projects proposed for **credit** will also be sent to the respective Assistant Superintendent for final approval. If working with a mentor would strengthen the study, the Teachers' Center may be able to assist in identifying possible mentors.

The proposal/project should:

- Meet the identified needs of students and/or Professional Development Plan; be aligned to District's educational goals and NYS Learning Standards and Assessments.
- Include a well-defined proposal (form attached), including a plan of how the project will be shared with others (report, video, workshop presentation, performance, or method selected by the participants). Projects will be included in the TC Resource Library. *Recipients will also participate in a "sharing display" of projects for colleagues.*
- Meet the following standards of a graduate level course, upon completion.
 - 1) Include a review/bibliography of the literature supporting your project.
 - 2) Submit a log of the group's hours (course credit = 15 hours per credit).
 - 3) Submit an individual log and self-reflection of your experience.
- *A rubric for rating proposals and one for evaluating projects are both attached for your information.*
- The Teachers' Center Policy Board retains authority to grant final approval for credit or award.

National Board Certification

A Higher Quality Professional Experience

JOIN THE LEADERS IN EDUCATION

and become

A NATIONALLY BOARD CERTIFIED TEACHER!

IN EAST RAMAPO NATIONAL CERTIFICATION MEANS:

- THE HIGHEST QUALITY PROFESSIONAL EXPERIENCE
- ENHANCING STUDENT ACHIEVEMENT
- THE OPPORTUNITY FOR ADDITIONAL COMPENSATION AND EDUCATIONAL CREDITS

FOR INFORMATION ON HOW TO BECOME A NATIONALLY CERTIFIED TEACHER
PLEASE ATTEND AN INFORMATIONAL MEETING ON

WEDNESDAY, January 13th

or January 20th

at 4:00 P.M. at the Teachers' Center

An inservice course will be offered this Winter/Spring for those interested in "The Path to National Board Certification." Facilitated by National Board Certified teachers, Therese Calvano and Jeanne Lively, participants/candidates in the course will be supported through the process for National Board Certification.

To register for an information session, please e-mail your name, school and home phone number to pacunto@ercsd.k12.ny.us



THE PATH TO NATIONAL BOARD CERTIFICATION - Part II

CREDITS: Three inservice credits **LEVEL:** All teachers
INSTRUCTOR: **Therese Calvano**, National Board Certified Teacher at Margetts
Jeanne Lively, National Board Certified Teacher at Early Childhood Center
DATES: **WEDNESDAYS - January 27, February 3, 10, 24, March 3, 10, 17, 24, April 7, 14, 21 & 28** (snowdate: May 5th)
TIME: 4 to 7:10 p.m.
PLACE: **Teachers' Center**
PROJECT: Participants will create a portfolio section for National Board candidates.

This course will *continue* to inform and guide you on a reflective journey, and will support *candidates* through the National Board process. Teachers will look closely at student work and their teaching practices. Through support networks, teachers will analyze, reflect, and evaluate the impact their instruction has on student learning.

Course Objectives:

- Participants will develop strategies that will assist them in reflecting.
- Participants will learn to analyze student work to meet the needs of their students.
- Participants will collaborate and share best practices to inform and instruct their students.



REFLECTIVE PRACTICE / LOOKING AT STUDENT WORK: Facilitator Training

CREDITS: **THREE (3)** inservice credits **LEVEL:** All teachers K-12
INSTRUCTOR: **Howard Rodstein**, Director - Scarsdale Alternative School, is a trained coach in the national Annenberg Institute model of Looking at Student Work.
DATES: **Saturdays - February 27, March 6, 13, 20, April 10 & 17**
TIME: 8:00 a.m. to 2:45 p.m. (1/2 hour lunch)
PLACE: **Teachers' Center**
FEE: Training is available for **THREE FREE** inservice credits OR **\$250 STIPEND** for ERCSD teachers interested in becoming a facilitator and agreeing to facilitate a RPG during the 2010-11 school year.
PROJECT: Participants will develop a set of written reflections on their work with students, colleagues and their Reflective Practice Group.

Now 3 credits!

"Reflective practice/looking at student work" is a collaborative examination of teacher and/or student work in a non-evaluative environment with the goal of offering collegial insight to optimize student learning in each learning experience developed by the classroom teacher. The intent of this program is to promote positive change in classroom practice by helping teams of practitioners reflect together on the core issues of teaching and learning.

In this course, participants will:

- look collaboratively at concrete examples of teacher and student work
- learn of the various protocols for looking at student work and reflecting on practice
- begin the process and become familiar with the protocols
- learn the techniques for beginning and facilitating a RP group
- be introduced to the topic of peer observations and coaching
- discuss the impact of these professional development models on the teaching and learning process



Winter/Spring 2010 Inservice / Technology Courses . . .

PLEASE check the ERTA website at www.ertaonline.org for complete course details, dates, fees, etc. **before** registering for the following courses.

- | | <u>Begins</u> |
|--|---------------|
| ▪ STUDENT RESPONSE SYSTEM: USING DATA TO DRIVE INSTRUCTION | Mon. 2/1 |
| ▪ MULTISENSORY LANGUAGE EDUCATIONAL PROGRAM: SPECTOR PHONICS | Tues. 1/26 |
| ▪ INTEGRATING HEALTH SKILLS INTO EVERYDAY LEARNING | Tues. 2/2 |
| ▪ MAINSTREAM TEACHER and SPECIAL ED & RTI..... | Tues. 1/26 |
| ▪ NEW! WEB 2.0 TOOLS FOR THE 21 ST CENTURY CLASSROOM | Wed. 2/3 |
| ▪ NEW! GOOGLE TOOLS FOR THE 21 ST CENTURY CLASSROOM..... | Wed. 3/10 |
| ▪ HELPING YOUR STRUGGLING READERS | Wed. 2/10 |
| ▪ USING THE SMARTBOARD TO ENHANCE INSTRUCTION | Wed/Sat. 2/3 |
| ▪ EDUCATION & THE "AT-RISK" STUDENT | Fri/Sat. 2/26 |
| ▪ DIFFERENTIATED INSTRUCTION..... | Sat. 1/23 |

PBS TeacherLine

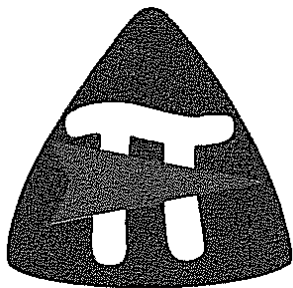
Online Inservice Courses . . .

Information regarding PBS TeacherLine courses and registration can be found at: www.pbs.org/teacherline. A complete listing of the PBS TeacherLine courses approved by ERCSD for inservice credits can be found on our website at www.ertonline.org

The following is a complete listing of the PBS TeacherLine online courses that have been approved by ERCSD for inservice credits:

- INST120 – Creating Units to Support Differing Learning Styles K-12
- INST125 – Building Critical Thinking Skills for Online Research K-12
- INST130 – Utilizing Technology in creating a Problem-Based Curriculum (Grades 3-12)
- INST180 – Differentiated Instruction for Middle School Students (Grades 6-8)
- INST300 – Curriculum Mapping I By Heidi Hayes Jacobs K-12
- INST305 – Curriculum Mapping II by Heidi Hayes Jacobs (Grades K-12)
- INST315 – Teaching for Multiple Intelligences K-12
- INST325 – Using Assessment and Evaluation K-12
- INST330 – Improving Learning Through Collaboration K-12
- MATH120 – Fostering Cooperative Learning, Discussion, and Critical Thinking in Elementary Math (Grades K-5)
- MATH126 – Ahead of the Curve: Exponential and Other Functions for Grades 6-8
- MATH150 – Making Comparisons with Data Analysis (Grades 6-8)
- MATH156 – The Concept of Function for Grades 9-12
- MATH160 – Gender Equity in the Mathematics Classroom (Grades 4-8)
- MATH165 – Enabling Students with Special Needs to Succeed in Math Class (Grades 3 - 8)
- MATH175 – Developing Algebraic Thinking in Grades K-2
- MATH181 – Math in Everyday Life for Grades K-5
- MATH186 – Math in Everyday Life for Grades 6-8
- MATH226 - Teaching Fractions Part 1: Helping Your Students Overcome Challenges (Grades 4-6)

- MATH230 – Fostering Collaboration, Discussion, and Critical Thinking in Middle School Math (Grades 6-8)
- MATH236 – Patterns and Relations: Algebra Concepts (Grades K-5)
- MATH246 – Rational Numbers, Fractions, Decimals, and Percents in Grades 6-8
- MATH250 – Understanding Numbers and Operations: Addition and Subtraction in Grades PreK-3
- MATH270 – Developing Algebraic Thinking (Grades 3-5)
- MATH305 – Applying the NCTM Principles in Grades 9-12
- MATH410 – Seeing Math: Linear Functions (Grades 6-12)
- MATH420 – Seeing Math: Linear Equations (Grades 6-12)
- MATH430 – Seeing Math: Proportional Reasoning (Grades 6-12)
- MATH445 – Seeing Math: Quadratic Equations (Grades 6-12)
- RDLA120 – Integrating the Internet into the Language Arts Curriculum (Grades K-2)
- RDLA125 – Children’s Authors On The Web: Online Site That Motivate Students To Write (K-8)
- RDLA130 – Teaching Reading in Science (Grades 3-12)
- RDLA150 – An Introduction to Underlying Principles and Research for Effective Literacy Instruction (Grades K-8) – 30 hrs.
- RDLA152 - An Introduction to Underlying Principles and Research for Effective Literacy Instruction (Grades K-8) – 45 hrs
- RDLA155 – Teaching Phonemic Awareness and Phonics (Grades PreK-5) – 30hrs
- RDLA157 - Teaching Phonemic Awareness and Phonics (Grades PreK-5) – 45 hrs
- RDLA160 – Teaching Phonics and Spelling for Emergent Readers (Grades PreK-2) – 30hrs.
- RDLA162 - Teaching Phonics and Spelling for Emergent Readers (Grades PreK-2) – 45 hrs
- RDLA165 – Teaching Phonics and Spelling for Beginning and Transitional Readers (Grades K-5) – 30 hrs
- RDLA167 – Teaching Phonics and Spelling for Beginning and Transitional Readers (Grades K-5) – 45 hrs.
- RDLA170 – Teaching Vocabulary: Word Meaning and Word Knowledge (Grades PreK-2) – 30 hrs.
- RDLA177 - Teaching Vocabulary: Word Meaning and Word Knowledge (Grades PreK-2) – 45 hrs.
- RDLA182 - Teaching Narrative and Expository Text Comprehension (PreK-2)
- RDLA195 – Teaching Reading Fluency (Grades K-5)
- RDLA215 - Effective Writing Instruction (Grades 3-8)
- RDLA220 – Teaching Writing Across the Content Areas (Grades 6-12)
- RDLA 340 – Teaching Reading Across the Content Areas (Grades 3-12)
- RDLA366 - Supporting ELLs: Assessing Language Development (Grades K-2)
- SCIE120 – Scientific Inquiry and Field Work: Discovering with Technology for Grades 6-8
- SCIE125 – Fostering Cooperative Learning, Inquiry, and Critical Thinking in Elementary Science (Grades K-5)
- SCIE130 – Fostering Collaboration, Inquiry, and Critical Thinking in Middle School Science (Grades 5-8)
- SCIE502 – Science and the Living World (Grades K-4)
- SCIE512 – Structure and Function (Grades 5-8)
- SCIE520 – Teaching High School Biology – Special Collection: Teachers’ Domain, produced by WGBH Boston (Grades 9-12)
- SCIE528 – Designing Effective Lessons (Grades 9-12)
- SCIE530 – Teaching Elementary Physical Science (Grades K-4)
- SCIE532 – Motion and Forces in Your World (Grades K-4)
- SCIE544 - Understanding Waves (grades 5-8)
- SCIE550 – Teaching High School Physical Science (Grades 9-12)
- SCIE554 – Assessing Understanding (Grades 9-12)
- SCIE558 – Teaching Effective Lessons – Special Collection: Teachers’ Domain, produced by WGBH Boston (Grades 9-12)
- SCIE562 – Introduction to the Earth System – Special Collection: Teachers’ Domain, produced by WGBH Boston (Grades 6-12)
- SCIE564 – Structure of the Earth System (grades 6-12)
- TECH145 – Teaching with WebQuests (Grades K-12)
- TECH160 – Putting Technology to Use in the Classroom: Where to Start (Grades K-12)
- TECH320 – Introduction to a One-Computer Classroom (Grades K -12)
- TECH335 – Publishing on the Web (Grades K -12)
- TECH340 - Evaluating and Organizing Internet Resources and Content (Grades K-12)



East Ramapo Teachers Association

PROFESSIONAL DEVELOPMENT INSTITUTE

Website: www.ertaonline.org

For information: 845-577-6375

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.

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.

**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 21ST 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

Google TOOLS FOR THE 21ST 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.**

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.

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.

- **FOUNDATIONS OF READING AND LITERACY (K-6)**
In this course, participants will learn how to integrate new research with traditional reading instruction and lead your students to success.
- **DESIGNING CURRICULUM AND INSTRUCTION WITH THE LEARNER IN MIND**
Learn how to plan day-to-day classroom instruction to help your students succeed. Discover flexible framework for developing units and lessons to meet the various needs of your students.
- **SUPPORTING THE STRUGGLING READER (K-6)**
Key issues and research-based activities involved in planning and providing the instruction and extra support that many students need in order to achieve higher literacy standards.
- **ASSERTIVE DISCIPLINE AND BEYOND**
This powerful, result-oriented course will help you create a safe, positive learning environment where your students behave responsibly and feel good about themselves.
- **SUCCEEDING WITH DIFFICULT STUDENTS**
Learn to reach students who are disruptive, defiant, unmotivated, and verbally or physically aggressive.
- **HOW TO GET PARENTS ON YOUR SIDE**
Learn how to get parents to assume an active role in their children's education and gain the support you deserve. Experience the difference in your classroom and boost your teaching success.
- **THE HIGH-PERFORMING TEACHER**
Strategies for teaching success are outlined and course concepts are modeled by actual teachers in live classroom scenes. Learn practical techniques to overcome challenges and feel empowered to make a difference in the lives of your students.
- **TEACHING STUDENTS TO GET ALONG**
Reduce time you spend on student conflicts by fostering teamwork, developing positive social behavior and teaching children to manage their anger in appropriate ways. Reinforce these social skills to establish a cohesive classroom community and achieve your teaching goals.
- **MOTIVATING TODAY'S LEARNER**
Create a motivational classroom environment. Learn skills and easy-to-use techniques to reach all types of learners; demonstrated by teachers in actual classroom situations.
- **INCLUDING STUDENTS WITH SPECIAL NEEDS IN THE REGULAR CLASSROOM**
Learn strategies for adapting curriculum, integrating students, managing students with ADD and ADHD, working collaboratively, and gaining support from other professionals.
- **BUILDING YOUR REPERTOIRE OF TEACHING STRATEGIES**
Expand your ability to encourage reasoning, problem solving, collaboration, cooperative learning, to help your students master content and prepare them for a lifetime of high-level learning.
- **HELPING STUDENTS BECOME SELF-DIRECTED LEARNERS**
Learn how to inspire students to develop the self-discipline and flexibility they'll need for a lifetime of learning.
- **LEARNING DIFFERENCES: Effective Teaching with Learning Styles and Multiple Intelligences -**
Help your students learn in different ways, exhibit a diversity of intellectual talents, and come to school expecting to learn. Identify your own teaching style and your students' learning styles.

The following [DRAKE University Video Courses](#) are available for graduate credit and require group study. All course info and outlines are available at TC, or at the Drake website: www.videocourses4teachers.com

Fee: \$350; early bird \$330

DEADLINE: March 26, 2010; early bird March 12th

- **STRATEGIES FOR BUILDING HOME-SCHOOL PARTNERSHIPS**
Learn how to overcome barriers to parental involvement and gain the support of all parents, even the difficult ones.
- **IMPROVING STUDENT ACHIEVEMENT**
Learn to present brain-friendly lessons in a positive learning environment; explore classroom strategies that will improve student achievement.
- **RESPONSIBILITY, RESPECT AND RELATIONSHIPS**
Learn why emotional safety is essential for learning; recognize and respond effectively to students who are experiencing emotional crises.
- **TEACHING IN THE 21ST CENTURY: NEW SOLUTIONS TO NEW PROBLEMS**
Learn how to prevent students' destructive and self-destructive behavior. Explore these 5 areas: Character Education; Student-Teacher Relationships; Multiple Intelligences; Student Hyperactivity; and Responsibility Education.
- **TEACHING IN THE INCLUSIVE CLASSROOM: INSTRUCTIONAL STRATEGIES FOR ALL STUDENTS**
Based on the work of Dr. William Glasser, this course is designed to give K-12 teachers the theory and skills to create and teach lessons that are effective with both special education and general education students.
- **DEALING WITH DISCIPLINE PROBLEMS: AN ANALYTICAL APPROACH**
Practical, step-by-step approach for dealing with students, based on the work of Dr. William Glasser.
- **TEACHING STUDENTS RESPONSIBLE BEHAVIOR**
Based on the work of Dr. William Glasser, this course will show you why students are misbehaving, how to stop the unwanted behavior, and how to teach the students to behave more appropriately.
- **TEACHING IN THE QUALITY CLASSROOM: EMPOWERING YOURSELF AND YOUR STUDENTS**
Based on the work of Dr. William Glasser, this course is about raising your students' achievement to a new level. Quality work is a reachable daily goal. Learn how to create lessons that invite and encourage students to do their best work on each and every assignment.
- **CO-OPERATION AND THE QUALITY CLASSROOM**
Based on the work of Dr. William Glasser, David Johnson and Roger Johnson, this course is about a different way of understanding human behavior. Combining Control Theory and Cooperative Learning, the basis for more effective instruction and behavior management is formed.

East Ramapo Teachers' Center

ABSENCE POLICY

Allowable absence during an Inservice Course:

In the case of a serious emergency (illness, death in family, emergency situation) the following absence is allowed:

One credit course (15 hours)	-one hour
Two credit course (30 hours)	-two hours
Three credit course (45 hours)	-three hours

Participants are not to consider the above listed hours as time that can be taken if so desired. The time is allotted for an emergency, and is not a "cut" time.

The course instructor and the Teachers' Center must be notified of an absence and all classwork and homework must be made up. Participants must make up the work/time missed and they settle this with the instructor. The instructor will then sign off that they have completed the necessary assignments, etc. No other absence from a course is permitted.

If, however, you miss more than the allowable absence time, you may choose the following "Future Class Session" option to complete the course.

- A. You must obtain and complete an application for a make up and submit it before the last session of the course you are taking.
- B. To make up the session(s) that you missed, you are responsible to watch for future offerings of the course and send in a request to make up the session. (The TC will not be responsible for notification of future course offerings.)
- C. You will be allowed to attend the make up session(s) only if there is space available.
- D. This must be completed within two years of the original class missed. *If the course is not offered or space is unavailable in that time period, you will forfeit In-Service credit.*

The Teachers' Center reserves the right to issue credits for a course based on attendance, class participation, completion of the required project, and recommendation of the instructor.

Professional decorum, attention in class, courtesy to others, and a true spirit for learning is demonstrated by the large majority of our students, and is a tribute to the professionals that you are. We encourage all of our participants to join our programs in the same spirit of professionalism.

Adopted 11/00

COMPLETION OF COURSE ASSIGNMENTS/PROJECTS

PLEASE NOTE: All course materials/projects are due by the course completion date unless an extension is granted by the course instructor and the Teachers' Center Coordinator.

ER COURSE CREDIT POLICY FOR SALARY INCREMENT

A copy of the policy for East Ramapo teachers can be found on the district's "*Request for Course Approval Toward Salary Increment*" form, and on the Center's website at www.ertconline.org

EAST RAMAPO TEACHERS' CENTER Winter/Spring 2010
Professional Development Programs

REGISTRATION FORM

- **REGISTRATION DEADLINE:** You **MUST** register by **JANUARY 15th**. **COURSES/PROGRAMS THAT DO NOT MEET MINIMUM ENROLLMENT BY JANUARY 15TH WILL BE CANCELED.**
- To register, send form below by **JANUARY 15TH** -- to the Teachers' Center at 461 Viola Road, Spring Valley, NY 10977. Please indicate the course title on each check.
- For **ERTA Professional Development Institute** courses – A check payable to the Institute for the **FULL INSERVICE TUITION FEE** must be included with your registration form. Checks for canceled courses will be returned. **NO REFUNDS for courses dropped.**
- A **SEPARATE CHECK** must be submitted for each course.
- Registration is by MAIL or COURIER only, on a first-come, first-serve basis. **Online registration is not available for this semester.**
- For salary credit, please be sure to submit a **course approval form to the Personnel office, PRIOR** to registering.

You will be notified **ONLY** if you are **NOT** registered in your choice **OR** if a course is **cancelled**. Please indicate whether you wish credit for the course or if you wish to audit. If a course has a prerequisite, please list title and date of previous course.

COURSE/WORKSHOP TITLE(S)

	<u>Inservice</u>	<u>Audit*</u>
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____

Prerequisites: TITLE _____ Date: _____

For online courses (PBS / OLA) for inservice credit - Following district approval, you should register online with the provider and notify the ERTC of the course.

For video courses, please indicate 1st and 2nd choice of days for your group to meet. You will be contacted by the Teachers' Center regarding group study and registration with the provider.

- 1. Video Course: _____ 1st & 2nd choice day _____
- 2. Video Course: _____ 1st & 2nd choice day _____

NAME _____ Employee ID # _____

SCHOOL _____ GRADE _____ SCHOOL PHONE _____

SCHOOL ADDRESS _____

HOME ADDRESS _____

HOME PHONE _____ E-MAIL _____