

**HARRISON CENTRAL SCHOOL DISTRICT  
IN-SERVICE PROGRAM – 2019-2020**

Course Name – Instructor(s)	Course Description
<p><b>Academic Language Instruction - I</b></p> <p>Lauren Benjamin Marlene Colonna</p> <p>August 14 (8:00 - 4:30) August 15 (8:00 - 4:30)</p> <p>PUR Library</p> <p>24 Participants</p>	<p>Research repeatedly shows that academic language skills correlate very highly with reading ability and academic success. Students need to develop their understanding and use of this language register within the academic context in order to access the complexity of subject matter in content courses and to demonstrate their understanding in writing. This course will address these needs by providing theoretical background and practical strategies to teachers in this area of instruction.</p> <p>During the course, participants will:</p> <ul style="list-style-type: none"> <li>● Develop the necessary research-based theoretical background that underscores the need to teach academic language for student's success.</li> <li>● Develop a systematic approach to select what vocabulary and language functions to teach based on utility and degree of incidence in text.</li> <li>● Develop strategies and techniques proven to effectively teach language for retention.</li> </ul> <p>As a result of the course, teachers will be able to:</p> <ul style="list-style-type: none"> <li>● Design lessons/units of study and assessments incorporating the features of effective academic language development techniques.</li> <li>● Experiment with new methodology specifically designed for academic language development.</li> <li>● Self-assess their instruction using protocols (instruments used to observe, rate, and provide feedback on lessons) and reflect on their practice.</li> </ul> <p>Participant Profile: Grades 3 -12 Teachers</p>
<p><b>Addition/Subtraction: Exploring Big Ideas and Essential Understandings Gr. K-3 Study Group</b></p> <p>Christian McCourtney</p> <p>July 29th (8:30 - 2:30) July 30th (8:30 - 2:30) July 31st (8:30 - 2:30)</p> <p>PUR Portables</p> <p>12 participants</p>	<p>Working together with K-3 colleagues, participants in this study group will trace the development of addition and subtraction across the grades. With a focus on developing open-ended tasks, time will be spent intentionally exploring movement from concrete to pictorial representations while considering the purpose and time of abstract application. Additionally, participants will consider techniques for promoting flexible reasoning, fluency, depth of understanding and application within a real-world context.</p> <p>During this study group, teachers will:</p> <ul style="list-style-type: none"> <li>● Vertically unpack addition and subtraction standards</li> <li>● Design differentiated/personalized approaches to lesson design</li> <li>● Develop an approach for identifying and emphasizing critical content in math lessons</li> <li>● Develop mathematical explorations to promote student engagement and depth of conceptual understanding.</li> <li>● Engage in lesson study with students to observe theory in action.</li> </ul> <p>As a result of this study group, teachers will understand:</p> <ul style="list-style-type: none"> <li>● The progression of addition and subtraction across grade levels K-3</li> <li>● Techniques for identifying critical content within lessons</li> <li>● Lesson structures and routines that increase depth of conceptual understanding</li> </ul> <p>Participant Profile: Grades K-3 Math Teachers</p>

<p><b>Advanced Google Training Level 2</b></p> <p>Brian Seligman</p> <p>July 22 (8:00 – 2:00) July 23 (8:00 – 2:00) July 24 (8:00 – 2:00)</p> <p>PUR Library</p> <p>18 Participants</p>	<p>The way in which students access, process, and communicate information has changed as a result of an ever-increasing technological world. It is our responsibility as educators to ensure that we are using 21st century resources to reach this new type of learner. This requires continuous analysis and enhancement of what and how we teach. This course will focus on both understanding and applying available technological resources for planning, instruction, and assessment purposes. Participants will explore the various G Suite tools to become Level 2 Google Certified Educators.</p> <p>During the course participants will:</p> <ul style="list-style-type: none"> <li>• Learn how to use G Suite to integrate the 4 C's (Collaboration, Creativity, Communication, Critical thinking).</li> <li>• Learn how to use various Google Apps tools including advanced features of Drive, Docs, Slides, Sheets, Forms, Classroom, Gmail, Calendar, Sites, Groups, Youtube and Hangouts.</li> <li>• Master all the skills necessary to achieve Level 2 Google Certification.</li> </ul> <p>As a result of this course participants will be able to:</p> <ul style="list-style-type: none"> <li>• Use all Google tools available to educators</li> <li>• Use digital formative assessments to track student learning</li> <li>• Approach unit and lesson planning with a digital mindset to increase collaboration, access to information, and 21st century skills</li> </ul> <p>Participant Profile: Grades 3-12 Teachers - Must have taken at least one Google in-service course, or be Google Level 1 certified.</p>
<p><b>Bridges to Literacy Study Group</b></p> <p>Stephanie Goldman Jaimie Kanter</p> <p>July 19 (8:00 – 1:00) July 23 (12:00 - 2:30) July 30 (12:00 – 2:00) August 6 (12:00 - 2:30) 3 hours independent work</p> <p>HAS Library</p> <p>13 Participants</p>	<p>This study group will focus on exploring the use of Balanced Literacy during the Bridges to Literacy day to teach and track progress of targeted learning goals. Teachers will review the F and P Classroom materials and adjust and create lesson plans. Teachers will review student data in order to set targeted goals for individual students and track these students throughout the 15 day program. They will collaborate with colleagues in order to discuss students through an RTI process.</p> <p>Goals of this study group are to:</p> <ul style="list-style-type: none"> <li>• Review student data in order to set goals and intervention plans</li> <li>• Deepen understanding of best practices for using Balanced Literacy components through purposeful dialogue around reading interventions and pedagogy</li> <li>• Utilize the RTI process in order to set goals and plan interventions</li> </ul> <p>Participant Profile: Bridges to Literacy Classroom and ENL Teachers</p>
<p><b>Building Literacy Strategies for ELLs in Content Area Classes Study Group</b></p> <p>Veronica Cedillo-Tenaglia</p> <p>September 16 (2:45-4:45) October 21 (2:45-4:45) November 18 (2:45-4:45) December 16 (2:45-4:45) January 15 (2:45-4:45) February 10 (2:45-4:45) 3 hours of independent work</p> <p>Location TBD</p> <p>12 Participants</p>	<p>Close reading of nonfiction challenges students to think and question texts, authors, and their own thinking. The purpose of this study group is for content area teachers to use classroom-tested strategies from the work of researchers including Kyleene Beers and Robert E. Probst to lead students toward skillful disciplinary literacy in their classrooms while building a toolkit of literacy strategies for their English Language Learners.</p> <p>As an outcome of this study group, participants will:</p> <ul style="list-style-type: none"> <li>• utilize literacy strategies to teach nonfiction text</li> <li>• introduce students to closer readings of nonfiction texts</li> <li>• incorporate strategies readers can use to clear up confusions when the text gets challenging</li> <li>• build accessible topic-based text sets for English Language Learners</li> </ul> <p>The study group will consist of 4 sessions (12 hours) and include 3 hours of independent work to apply the strategies in the classroom. Each session will include a reading of the chapter about one of the strategies. Participants are expected to implement the strategy in the classroom, and discuss the strategies using a professional learning community protocol.</p> <p>Participant Profile: Grades 6-12 SPED, Reading, ENL, ELA, Science, and Social Studies Teachers</p> <p>*Recommended, but not required that teachers take the Literacy Strategies for Secondary ELLs (summer course)</p>

<p><b>Creating Powerful and Purposeful Experiences in the Elementary Social Studies Classroom</b></p> <p>Marlene Colonna</p> <p>July 1 (8:30-3:30) July 2 (8:30-3:30) November 13 (3:30-5:00) January 13 (3:30-5:00)</p> <p>PUR MPR</p> <p>18 Participants</p>	<p>The National Council for the Social Studies recently published a position paper in which they claim that, “In a world that demands independent, cooperative problem solving to address complex social, economic, and ethical concerns, core social studies content is as basic for success as reading, writing, and computing.” This course will explore how we make that happen for our students with so many competing claims on our classroom day. Organizing content around themes, utilizing interdisciplinary connections, reinforcing core literacy skills, and emphasizing relevant connections to current events will all serve to make even our limited time more impactful.</p> <p>During the course participants will: Investigate the NYS K-5 Frameworks Explore how a thematic approach can support inquiry into the commonality of the human experience Learn how to design social studies units that reinforce literacy and support rather than compete with ELA instruction Examine the role of civic participation and engagement in the elementary classroom</p> <p>As a result of this course, teachers will: Design a unit of study based on a theme identified by the NYS Frameworks for each grade level Choose source material for literary as well as content specific value Align social studies content to the ELA curriculum at each grade level Self-assess and consider instructional shifts along the way</p> <p>Participant Profile: Grades K-5 Teachers</p>
<p><b>Designing and Delivering Mathematics Instruction through the IB MYP Framework Study Group</b></p> <p>Veronica D’Andrea Jaya Bhavnani Consultant</p> <p>August 13 (8:00 – 4:30) August 14 (8:00 – 4:30)</p> <p>PUR MPR</p> <p>15 participants</p>	<p>How is mathematics taught using an inquiry approach? How do learners construct and transfer meaning and then apply with understanding? In this study group, teachers will continue to explore how inquiry can be used to deepen understanding of concepts and how it can be effectively implemented in the mathematics classroom. Through their continued exploration of contextual learning, authentic assessment tasks and inquiry-based instruction, participants will utilize the MYP framework to design a unit of study. In addition, this study group will provide teachers with a forum to share ideas and discuss the teaching and learning of mathematics.</p> <p>During this study group, participants will:</p> <ul style="list-style-type: none"> <li>● Enhance their understanding of assessment and rubrics in MYP Mathematics</li> <li>● Discuss and analyze standards and practices related to MYP Mathematics</li> <li>● Share best practices among middle and high school math teachers</li> </ul> <p>As a result of this study group, teachers will:</p> <ul style="list-style-type: none"> <li>● Design assessment task(s) related to a Statement of Inquiry</li> <li>● Develop task-specific rubrics aligned to Criterion A-D</li> <li>● Utilize the MYP framework to design a unit of study</li> <li>●</li> </ul> <p>Participant Profile: Grades 6-12 Math Teachers</p>
<p><b>Developing Trauma-Sensitive Classrooms Study Group</b></p> <p>Antonia Simao</p> <p>August 19 (8:00-3:00) September 25 (3:00-5:00) November 13 (3:00-5:00) January 6 (3:00-5:00) 3 hours independent work</p> <p>PUR MPR</p> <p>12 Participants</p>	<p>Did you know that the symptoms of trauma may look like ADHD or a behavior disorder? Students may appear to be hypervigilant, demonstrate inattention, struggle to form relationships with others, exhibit poor self-regulation, express negative thoughts, and present with executive functioning deficits. There is growing research to show the long term effects that trauma has on childhood and adolescent development. This study group will demystify what trauma is and how it can be addressed across different content areas and grade levels.</p> <p>This study group will invite participants to:</p> <ul style="list-style-type: none"> <li>● Study the literature in the field of childhood trauma and trauma-sensitive classrooms</li> <li>● Explore how trauma differs from other diagnoses (specifically delving into Adverse Childhood Experiences)</li> <li>● Examine how trauma impacts learning in the classroom</li> <li>● Ground the work in evidence based practices to create trauma sensitive classrooms.</li> </ul> <p>As a result of this study group, teachers will be able to:</p> <ul style="list-style-type: none"> <li>● Recognize and identify the symptoms of trauma</li> <li>● Employ evidence based practices to create a safe and nurturing environment for all students</li> </ul> <p>Readings: <i>Fostering Resilient Learners Strategies for Creating a Trauma Sensitive Classroom</i> by Kristen Sours and Pete Hall <i>Relationship, Responsibility, and Regulation: Trauma-Invested Practices for Fostering Resilient Learners</i> by Kristen Sours and Pete Hall</p> <p>Participant Profile: Grades 6-12 Teachers, Counselors and Psychologists</p>

<p><b>Dialectical Behavior Therapy in Schools</b></p> <p>Dr. Ashley Ribner Dana McCarthy</p> <p>July 15 (8:00 - 2:00) July 16 (8:00 - 2:00) July 17 (8:00 - 2:00)</p> <p>PUR MPR</p> <p>24 Participants</p>	<p>Emotional and behavioral dysregulation often impact students' ability to function to their fullest potential in the classroom. Students who exhibit behavioral difficulties often present with reduced awareness and focus, emotional dysregulation, impulsivity and interpersonal problems, as well as extreme thinking. Dialectical Behavioral Therapy (DBT) is a skills based treatment which aims to increase mindfulness, distress tolerance, emotional regulation, and interpersonal effectiveness. While primarily a treatment used in more clinical settings, over the last few years Miller and Rathus have adapted DBT to address high risk students' needs within the school setting.</p> <p>As an outcome of this course, participants will:</p> <ul style="list-style-type: none"> <li>• Understand the biosocial theory and how validation impacts students' emotional development.</li> <li>• Learn the language of DBT and how to apply it within the classroom environment.</li> <li>• Develop strategies to use in the classroom with students who demonstrate emotional needs.</li> </ul> <p>Targeted Audience, 6-12 teachers, psychologists, school counselors</p>
<p><b>Earth Science for Elementary Teachers</b></p> <p>Chelsea Cioffi Caitlin Pastor</p> <p>July 1 (8:00 – 4:30) July 2 (8:00 – 4:30)</p> <p>PUR Lib</p> <p>24 Participants</p>	<p>The New York State Science Learning Standards (NYSSLS/NGSS) includes a K-12 earth and space science strand with specific expectations for K-5 students to learn earth and space concepts. The importance of this content can be seen in our adopted Science 21 program. This course has been designed to provide teachers with a foundation in earth and space content which will serve to enhance the implementation of the Science 21 units of study. During this course, teachers will engage in a variety of interactive activities that will support their understanding of earth and space content appropriate for teaching elementary students.</p> <p>Participant Profile: Grades K-5 Teachers</p>
<p><b>Elementary Institute</b></p> <p>Jaimie Kanter Veronica D'Andrea Lauren Benjamin Dominique Ciaffone Stephanie Goldman Christian McCourtney</p> <p>August 20 (8:00-3:00) August 21 (8:00-3:00) August 22 (8:00-11:00)</p> <p>PUR MPR</p> <p>75 Participants</p>	<p>Students need a broad range of skills to be successful in today's classrooms. These skills are not only content based, but they require students to have a self-awareness of their own learning and where they are on a continuum of skills. During this three-day institute, teachers will focus on unpacking the progression of learning in literacy and mathematics and how that impacts our instructional decisions. Participants will explore tools for data collection and strategies for engaging students to be active participants in monitoring their own learning. Through an examination of theories around personalized learning and formative assessments, teachers will explore practical ways to bring these ideas to their classrooms.</p> <p>As a result of this institute, teachers will be able to:</p> <ul style="list-style-type: none"> <li>• Examine progressions of learning for critical concepts in literacy and mathematics</li> <li>• Identify strategies for using proficiency scales to design targeted instruction</li> <li>• Design tools for monitoring student progress towards learning goals</li> </ul> <p>Participant Profile: Grades K-5 Teachers</p>

<p><b>English Language Learners and RTI Study Group</b></p> <p>Jen Spagnola Tom Garbarino</p> <p>July 17 (8:00-3:30) September 25 (3:15-4:45) November 20 (3:15-4:45) January 6 (3:15-4:45) 3 hours independent work</p> <p>HAS Library</p> <p>12 Participants</p>	<p>Harrison Avenue School is home to a dynamic and growing population of English Language Learners (ELLs). These students represent a variety of linguistic, educational, and cultural backgrounds. As ELLs undertake the process of adjusting to a new school and in many cases a new country, they face unique obstacles and challenges. Teachers may likewise struggle to determine the best ways to support ELLs through this process. Concerns about a student's progress often lead teachers to begin the process of Response to Intervention (RTI). This process can provide valuable analysis and targeted support for a given student. However, the assessments and interventions with which teachers are most familiar may not be best-suited when applied to ELLs. In order to tailor the RTI process for ELLs, teachers must be aware of the fundamentals of second-language acquisition as well as the most meaningful ways to assess multilingual learners. It is also essential to examine cultural, linguistic, experiential, and social differences that may be contributing to a student's academic performance. Through this study group, participants will work collaboratively to research methods for properly identifying, assessing, and providing support for struggling ELLs using the framework of the RTI process.</p> <p>As an outcome of the study group, participants will learn and explore:</p> <ul style="list-style-type: none"> <li>• The stages of second language acquisition (SLA)</li> <li>• Factors specific to ELLs that impact academic performance</li> <li>• Assessment designed specifically for ELLs</li> <li>• How to design and implement supports/scaffolds to benefit all language learners.</li> </ul> <p>Participant Profile: Grades K-5 HAS Teachers</p>
<p><b>ENL for Grade 9 Biology Study Group</b></p> <p>Kristin Casey</p> <p>September 11 (2:40-4:40) October 2 (2:40-4:40) November 6 (2:40-4:40) January 8 (2:40-4:40) February 5 (2:40-4:40) March 4 (2:40-4:40) April 1 (2:40-4:40) May 6 (2:40-3:40)</p> <p>Location TBD</p> <p>6 Participants</p>	<p>Harrison remains committed to providing all of our students with an inclusive education which values diversity and the unique perspective and contributions of each student; ensures that each student feels safe and has a sense of belonging; and has high expectations of all. Our 9th grade biology course is an example of Harrison's commitment to an inclusive education. Through this study group, we will collaborate to ensure our core values of equity, access, rigor, and adaptability are applied to the English-Language Learners within our 9th grade biology population.</p> <p>During this study group, participants will:</p> <ul style="list-style-type: none"> <li>• develop an understanding of ENL learner profiles and the significant impact it has on planning for diverse learners in biology.</li> <li>• develop strategies, techniques and routines proven to effectively support linguistically diverse learners in the biology classroom.</li> <li>• evaluate existing resources to determine its effectiveness with linguistically diverse students.</li> </ul> <p>As a result of this study group, teachers will be able to:</p> <ul style="list-style-type: none"> <li>• create activities and assessments aligned to students profiles.</li> <li>• plan MYP units with diverse learners in mind.</li> <li>• share best practices and use protocols to reflect on their practice.</li> </ul> <p>Participant Profile: Grade 9 Biology Teachers</p>
<p><b>Examining the IB Mathematics Curriculum: IB Math Applications and Interpretations SL /IB Math Analysis and Approaches SL Study Group</b></p> <p>Veronica D'Andrea Pedro Monsalve Consultant</p> <p>July 16 ( 8:00-4:00) July 17 (8:00-4:00) Field Work: 1 hour</p> <p>PUR Portables 12 Participants</p>	<p>Through a continued inquiry-based approach to teaching mathematics, the new DP Mathematics curriculum has been designed to provide students with opportunities to deepen their understanding of concepts, principles and the nature of mathematics. With the new curriculum, students will develop mathematical skills including statistical literacy, algorithmic thinking, analysis, abstraction and generalization. In this study group, teachers will identify and analyze the changes to the curriculum of each course. Additionally, teachers will examine internal assessments and papers.</p> <p>During this study group, participants will:</p> <ul style="list-style-type: none"> <li>• Identify and analyze DP Mathematics curriculum</li> <li>• Examine changes to IB assessments</li> <li>• Design curriculum for IB Mathematics courses: IB Math Application and Interpretation SL/IB Math Analysis and Approaches SL</li> </ul> <p>Participant Profile: Grades 6-12 Math Teachers</p>

<p><b>Form-ative Assessment in Mathematics Study Group</b></p> <p>Marc Roberts Joanna Venditto</p> <p>August 1 (8:00 - 3:00) September 18 (3:00-5:00) November 13 (3:00-5:00) January 15 (3:00-5:00). Field Work: 3 hours</p> <p>12 participants</p>	<p>Formative assessment is considered to be one of the most powerful strategies for improving student learning enabling teachers to adapt and modify instruction based on real-time feedback. As a part of this study group, teachers will explore ways technology can be used to individualize instruction for students and provide teachers with formative data about where students are in the learning process. Through the use of ongoing feedback, data, and technology, teachers will explore the ways they can further differentiate instruction in the mathematics classrooms. Experience with Google Applications is strongly recommended for participation in this course.</p> <p>During this study group, participants will:</p> <ul style="list-style-type: none"> <li>• Explore tools for assessment and differentiation involving Google Applications</li> <li>• Design lessons that embed self monitoring and assessment tools within instruction</li> <li>• Share their findings with colleagues and reflect on their practice</li> </ul> <p>As a result of this study group, teachers will be able to:</p> <ul style="list-style-type: none"> <li>• Design lessons that automatically adjust to individual student’s level</li> <li>• Design formative assessments using tools such as Google Forms</li> <li>• Plan for instruction based on data</li> </ul> <p>Participant Profile: Grades 6-12 Math Teachers</p>
<p><b>IB MYP Institute</b></p> <p>Michael Greenfield Jen Egan, MYP Coordinator Natalie Colosimo Lynn Fusco</p> <p>June 27 (8:00 – 3:00) June 28 (8:00 – 1:00) Additional 4 hours TBD</p> <p>PUR MPR</p> <p>75 Participants</p>	<p>The IB Middle Years Program Institute will focus on deepening our understanding of how the MYP unit design framework impacts student learning. Teachers will continue to explore how concept-driven, inquiry-based instruction improves achievement, fosters high levels of engagement and builds student confidence in their own learning. Various workshops will be offered throughout the institute so that teachers may personalize their experience to focus on areas of interest and professional growth related to the MYP curriculum framework and instructional approach. The Institute is designed to meet the needs of teachers who have a wide range of understanding and experience teaching the MYP.</p> <p>As a result of this institute, teachers will:</p> <p>Deepen their understanding of the IB MYP philosophy and unit design framework Design and/or enhance components of their MYP units including SOI, performance assessments (GRASPS), task-specific rubrics and/or learning plans Refine assessments to enhance authenticity Evaluate and revise units to improve alignment between SOI, learning criteria, assessment tasks and rubrics Develop strategies for promoting inquiry-based learning in classrooms</p> <p>Breakout sessions will be facilitated by district leaders and Harrison teachers.</p> <p>Participant Profile: Grades 6-10 Teachers</p>
<p><b>IB MYP Study Group: Implementing the Program in the 6-8 Classroom</b></p> <p>Jen Egan MYP Coordinator</p> <p>September 23 (2:50-4:50) October 28 (2:50-4:50) November 20 (2:50-4:50) March 9 (2:50-4:50) April 27 (2:50-4:50) May 11 (2:50-4:50) 3 hours independent work</p> <p>Location TBD 12 Participants</p>	<p>After developing an MYP unit, teachers wonder how to effectively translate the written unit to classroom practice. How do I deliver the curriculum as designed in the written unit? How do I ensure that my lessons support the learning objectives for the unit? What does high quality, inquiry-based learning look like in the classroom?</p> <p>The purpose of this study group will be to collaboratively work through questions like these while considering various pedagogical approaches that help to bring the MYP framework to life in the classroom. Together we will:</p> <ul style="list-style-type: none"> <li>-Develop a collaborative and collegial approach to move the MYP framework from principle into practice</li> <li>-Develop effective teaching strategies to support the delivery of the MYP curriculum</li> <li>-Share successes and challenges in an effort to improve our pedagogy</li> </ul> <p>As an outcome of the study group, teachers will have engaged in different cycles of collegial work to identify and address an area of focus, implement new strategies, and reflect on best practices. Depending on the area of focus, these cycles could be structured as instructional rounds, a lesson study model and/or an action-research model. In between meetings, teachers will work independently to prepare for outcomes agreed upon by the group. We will set protocols as we progress to best meet the needs of the group.</p> <p>Participant Profile: Grades 6-8 Teachers</p>

<p><b>IB MYP Study Group: Implementing the Program in the 9-10 Classroom</b></p> <p>Jen Egan, MYP Coordinator</p> <p>September 9 (2:50-4:50) October 7 (2:50-4:50) November 25 (2:50-4:50) March 11 (2:50-4:50) April 29 (2:50-4:50) May 13 (2:50-4:50) 3 hours of independent work</p> <p>Location TBD</p> <p>12 Participants</p>	<p>After developing an MYP unit, teachers wonder how to effectively translate the written unit to classroom practice. How do I deliver the curriculum as designed in the written unit? How do I ensure that my lessons support the learning objectives for the unit? What does high quality, inquiry-based learning look like in the classroom?</p> <p>The purpose of this study group will be to collaboratively work through questions like these while considering various pedagogical approaches that help to bring the MYP framework to life in the classroom. Together we will:</p> <ul style="list-style-type: none"> <li>-Develop a collaborative and collegial approach to move the MYP framework from principle into practice</li> <li>-Develop effective teaching strategies to support the delivery of the MYP curriculum</li> <li>-Share successes and challenges in an effort to improve our pedagogy</li> </ul> <p>As an outcome of the study group, teachers will have engaged in different cycles of collegial work to identify and address an area of focus, implement new strategies, and reflect on best practices. Depending on the area of focus, these cycles could be structured as instructional rounds, a lesson study model and/or an action-research model. In between meetings, teachers will work independently to prepare for outcomes agreed upon by the group. We will set protocols as we progress to best meet the needs of the group.</p> <p>Participant Profile: Grades 9 - 10 Teachers</p>
<p><b>Instructional Rounds Study Group- HAS</b></p> <p>Jennifer Clampet Denise Riggio Jennifer Spagnola Valerie Hymes</p> <p>July 16 (8:00-3:30) October 7 (3:15-4:45) November 25 (3:15-4:45) January 29 (3:15-4:45) 3 hours independent work</p> <p>HAS Library</p> <p>12 Participants</p>	<p>All educators benefit when colleagues are invited to observe lessons and participate in a feedback loop. This type of peer learning capitalizes on the expertise that exists in a school and allows for the development of self-reflection in a setting that is non-evaluative. This study group will continue to build on the work that has started at Harrison Avenue in using instructional rounds as a mechanism for creating a collaborative culture and sharing best practices while building pedagogical repertoire. Instructional Rounds in Education by Elmore will be the guiding text used by the group to establish structures, collect data and help with overall school improvement.</p> <p>As an outcome of this study group, participants will:</p> <ul style="list-style-type: none"> <li>● Determine how instructional rounds will benefit their own pedagogy</li> <li>● Participate in pre &amp; post visitation meetings</li> <li>● Engage in a non-evaluative feedback loop</li> <li>● Use reflective feedback to inform instructional decisions</li> <li>● Participate and engage in meaningful conversations related to best practices</li> </ul> <p>Participant Profile: HAS K-5 General and Special Education Teachers, Reading Specialists, ENL Teachers, Encore Teachers, SLPs</p>
<p><b>Learner-Focused Mentoring: Principles and Practices</b></p> <p>Lynn Sawyer, Consultant</p> <p>July 8 (8:00 – 4:30) July 9 (8:00 – 4:30)</p> <p>PUR Library</p> <p>24 Participants</p>	<p>The purpose of Harrison’s Mentor Teacher Program is to provide collegial support to teachers who are new to the profession and/or new to the district. Learner-Focused Mentoring is a two day workshop designed to explore the important relationship between mentor teachers and their mentees. This training is mandatory for teachers interested in becoming mentors in Harrison.</p> <p>As an outcome of this course, mentor teachers will learn how to skillfully guide and support their colleagues through their first year in Harrison. While the course is primarily designed to certify teachers interested in becoming mentors during the 2019/20 school year, the learning outcomes are valuable for all educators.</p> <p>Participants will learn how to:</p> <ul style="list-style-type: none"> <li>● Promote reflective practice;</li> <li>● Facilitate shared planning and problem solving;</li> <li>● Utilize deliberate stances and strategies to coach mentees in a non-judgmental manner;</li> <li>● Ask questions that promote improved instructional decision making;</li> <li>● Provide feedback that supports continuous professional growth.</li> </ul> <p>Teachers who complete the Learner-Focused Mentoring course are strongly encouraged to continue their professional development by taking Learner-Focused Mentoring: Advanced Practice after serving as a mentor for one year.</p> <p>Participant Profile: Grades K-12 Teachers</p>

<p><b>Learner-Focused Mentoring: Advancing Practice</b></p> <p>Lynn Sawyer, Consultant</p> <p>July 10 (8:00 – 4:30) July 11 (8:00 – 4:30)</p> <p>PUR MPR</p> <p>24 Participants</p>	<p>Learner-Focused Mentoring: Advanced Practice is a two-day workshop for experienced mentors and district/school leaders designed to further explore the complex set of cognitive strategies and structures that develop learning-focused professional relationships. During this advanced seminar, participants will expand their knowledge and hone their skills as mentors and leaders by applying their own practical experience to authentic problems of practice. Teachers with mentoring experience as well as district and school leaders are encouraged to participate</p> <p>Participants will:</p> <ul style="list-style-type: none"> <li>• Develop their skills conducting intervisitations and provide evidence-based feedback;</li> <li>• Explore the continuum of learning-focused interactions including coaching, collaborating, consulting and collaborating;</li> <li>• Refine non-verbal and verbal skills to support the development of relationships and professional learning with colleagues;</li> <li>• Increase confidence navigating difficult conversations.</li> </ul> <p>* The pre-requisite for Learner-Focused Mentoring: Advanced Practice in Learner-Focused Mentoring: Principles and Practices or prior experience as a mentor in Harrison.</p> <p>Participant Profile: Grades K-12 Teachers and Leaders</p>
<p><b>Let them Speak! Empowering Students with Academic Conversations Skills to Deepen Content Understanding</b></p> <p>Dennis Kortright Marina Moran</p> <p>July 24 (8:00 – 4:30) July 25 (8:00 – 4:30)</p> <p>PUR MPR</p> <p>24 Participants</p>	<p>All students, regardless of their background and readiness for school, are learners of Academic Language. Academic Language is the set of words, grammar, and discourse strategies used to describe complex ideas, thinking skills, and abstract concepts. Students who have strong command of Academic Language are more likely to be successful with reading critically, writing and speaking effectively, and apply higher order thinking skills to challenging tasks.</p> <p>In this course participants will learn, build upon, utilize and reflect on the core academic skills developed through academic conversations - elaborating, clarifying, supporting with evidence, building on and/or challenge ideas, paraphrasing, and synthesizing.</p> <p>As a result of this course, participants will be able to support their students to:</p> <ol style="list-style-type: none"> <li>1) Understand some of the big ideas and features of academic language discourse.</li> <li>2) Know how to strategically design classroom discourse that is sustained and purposeful for specific content areas</li> <li>3) Know the power of teaching parts of speech explicitly to students.</li> <li>4) Develop cognitive tools for critical thinking - interpretation, considering multiple perspectives, evaluation and application.</li> <li>5) Foster literacy skills such as summarizing, predicting, and connecting to prior knowledge</li> <li>6) Create a classroom environment that ensures equity of voice and utilization of social emotional skills such as empathy, perseverance, and self awareness.</li> </ol> <p>The content of this course based on the highly regarded texts by author Jeff Zwiers: <i>Academic Conversations</i> and <i>The Guide to K-3 Academic Conversations</i>.</p> <p>Participant Profile: Elementary K-5 Classrooms, 6-12 content teachers, ENL teachers</p>
<p><b>Let's Eat Grandpa! The Power of Language and Its Impact on Meaning (6-12) Study Group</b></p> <p>Jaimie Kanter</p> <p>July 18 (8:00 – 4:00) September 18 (2:45 – 4:45) October 30 (2:45 – 4:45) November 4 (2:45 - 4:45) December 18 (2:45 – 4:45)</p> <p>PUR Portables</p>	<p>Grammar, language, words - they are all around us. In this study group, we will explore high leverage strategies for teaching language and conventions. Teachers will dive into <i>The Power of Grammar: Unconventional Approaches to the Conventions of Language</i> by Mary Ehrenworth and Vicki Vinton utilizing this resource as a guide for implementing research-based practices in their classroom.</p> <p>As result of this study group teachers will be able to:</p> <ul style="list-style-type: none"> <li>• Understand an inquiry approach to learning parts of speech, sentence patterns, and sentence transformations.</li> <li>• Collect various mentor texts to utilize as models for strong language</li> <li>• Learn how to analyze the grammar of the English language in order to design, implement and assess instruction.</li> </ul> <p>Texts: <u><a href="#">Mechanically Inclined: Building Grammar, Usage, and Style into Writer's Workshop</a></u> by Jeff Anderson <u><a href="#">A Fresh Approach to Teaching Punctuation</a></u> by Janet Augillo <u><a href="#">The Power of Grammar: Unconventional Approaches to the Conventions of Language</a></u> by Mary Mary Ehrenworth and Vicki Vinton</p> <p>Participant Profile: Grades 6 - 12 Teachers</p>

<p>12 Participants</p> <p><b>Let's Eat Grandpa! The Power of Language and Its Impact on Meaning (K-5) Study Group</b></p> <p>Lauren Benjamin</p> <p>July 18 (8:00 – 4:00)  September 18 (3:30 - 5:30)  October 30 (3:30 - 5:30)  November 4 (3:30 - 5:30)  December 18 (3:30 - 5:30)</p> <p>PUR MPR</p> <p>12 Participants</p>	<p>Grammar, language, words - they are all around us. In this study group, we will explore high leverage strategies for teaching language and conventions. Teachers will dive into <i>The Power of Grammar: Unconventional Approaches to the Conventions of Language</i> by Mary Ehrenworth and Vicki Vinton utilizing this resource as a guide for implementing research-based practices in their classroom.</p> <p>As result of this study group teachers will be able to:</p> <ul style="list-style-type: none"> <li>• Understand an inquiry approach to learning parts of speech, sentence patterns, and sentence transformations.</li> <li>• Collect various mentor texts to utilize as models for strong language</li> <li>• Learn how to analyze the grammar of the English language in order to design, implement and assess instruction.</li> </ul> <p>Texts: <u><a href="#">Mechanically Inclined: Building Grammar, Usage, and Style into Writer's Workshop</a></u> by Jeff Anderson  <u><a href="#">A Fresh Approach to Teaching Punctuation</a></u> by Janet Augillo  <u><a href="#">The Power of Grammar: Unconventional Approaches to the Conventions of Language</a></u> by Mary Mary Ehrenworth and Vicki Vinton</p> <p>Participant Profile: Grades K - 5 Teachers</p>
<p><b>Life Science for Elementary Teachers</b></p> <p>Janessa Wilson</p> <p>August 5 (8:00 – 4:30)  August 6 (8:00 – 4:30)</p> <p>PUR Library</p> <p>18 Participants</p>	<p>The New York State Science Learning Standards (NYSSLS/NGSS) includes a K-12 life science strand with specific expectations for K-5 students to learn biology concepts. The importance of this content can be seen in our adopted Science 21 program. This course has been designed to provide teachers with a foundation in biology content which will serve to enhance the implementation of the Science 21 units of study. During this course, teachers will engage in a variety of interactive activities that will support their understanding of biology appropriate for teaching elementary students.</p> <p>Participant Profile: Grades K-5 Teachers</p>
<p><b>Literacy Instruction for English Language Learners K-5 Study Group</b></p> <p>Andrew Del Rosso  Marcy French</p> <p>July 24 (12:00 – 3:00)  July 31 (12:00 – 3:00)  August 6th (12:00 – 3:00)  December 2 (3:30-5:30)  3 hours of fieldwork (during ENL summer literacy program)  1 hour of independent work</p> <p>PRE Library</p> <p>12 Participants</p>	<p>Research shows that primary literacy skills are imperative for students' future success as readers and learners. When instructing English Language Learners, additional language needs must be considered and attended to. This course will address the needs of emergent and beginning readers as they develop English language skills and provide insight into the most effective ways to develop literacy skills alongside the development of English language.</p> <p>During the study group, participants will:</p> <ul style="list-style-type: none"> <li>• Explore best practices for teaching literacy to ELLs</li> <li>• Conduct action research at the ENL Summer Academy</li> <li>• Observe and analyze instruction of ELLs</li> <li>• Practice assessing students language proficiency to guide lesson development</li> <li>• Plan, deliver and reflect upon a lesson they teach to a class of ENL students</li> </ul> <p>As a result of the course, teachers will be able to:</p> <ul style="list-style-type: none"> <li>• Apply the components of balanced literacy and best practices of teaching ELLs to their daily instruction</li> <li>• Assess ELLs based on their language proficiency development level</li> <li>• Differentiate both whole class and small group literacy instruction for ELLs</li> </ul> <p>Participant Profile: Grades K-5 Classroom, SPED, AIS, and ENL teachers</p>
<p><b>Literacy Strategies for Secondary Learners</b></p> <p>Jaimie Kanter  Marina Moran</p>	<p>Secondary level students can have a wide variety of needs in their reading and writing instruction. Be it English Learners (ELs) with interrupted formal education or struggling learners who are native English speakers, some students exhibit difficulty processing complex texts. Regardless of these students' profile, lagging literacy skills affect their achievement in most content areas. This course offers practical strategies to diagnose and remedy literacy skills based on the most current research in the field of bilingual adolescent literacy.</p>

<p>August 12 (8-1) August 13 (8-1) October 23 (2:45 – 4:45) Independent work – 3 hours</p> <p>PUR Library</p> <p>24 Participants</p>	<p>At the conclusion of this course, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Diagnose the root causes of reading or writing problems using running records and informal reading inventories</li> <li>• Use strategies to remedy literacy issues based on the three main cueing systems of semantics, graphophonics, and/or syntax.</li> <li>• Plan differentiated lessons using a common text.</li> </ul> <p><b>Resources:</b>  <u>The Reading Strategies Book</u> by Jennifer Serravallo  <u>Do I Really Have to Teach Reading?: Content Comprehension, Grades 6-12</u> by Cris Tovani  <u>Reading, Writing, and Learning in ESL- A Resource Book for Teaching K-12 ELs</u> by Suzanne Peregoy &amp; Owen Boyle</p> <p>Participant Profile: Grades 6-12 ELA, ENL, SS, Science, SPED teachers</p>
<p><b>A “Novel” Idea: A Student Centered Approach to Whole-Class Novels</b></p> <p>Natalie Colosimo Jaimie Kanter</p> <p>July 31 (8:00 – 2:30) August 1 (8:00 – 2:30) August 2 (8:00 – 12:00)</p> <p>PUR Library</p> <p>24 Participants</p>	<p>This course will focus on an exploration of the whole-class novel and what it means to increase engagement, build communities and provide strategies to readers. Teachers will read <i>A Novel Approach</i> by Kate Roberts to examine the ways to balance both independent reading and whole-class novels and maintain a student-centered classroom that emphasizes teaching reading skills and strategies over the books themselves.</p> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>• Unpack theories around reading instruction from New Criticism to Reader Response</li> <li>• Select meaningful texts that allow teachers to engage and increase independence</li> <li>• Develop strategy lessons that encourage students to deconstruct texts, the author’s purpose, author’s craft, and theoretical interpretations.</li> </ul> <p>Participant Profile: Grades 6-12 English Teachers</p>
<p><b>Phenomena-based Inquiry and Engineering Design through NYSSLS/NGSS</b></p> <p>Joan O’Keeffe</p> <p>July 17 (8:00 – 3:00) July 18 (8:00 – 3:00) 3 hours of independent work</p> <p>PUR Library</p> <p>18 Participants</p>	<p>This course will concentrate on two new foci of science instruction - phenomena-based inquiry and engineering design - as described in the new science standards (NYSSLS/NGSS). Phenomena-based inquiry instruction allows students to make sense of the world as they observe it. Engineering design instruction allows students to use the design cycle - a systematic approach to problem solving - with the application of science and technology.</p> <p>After an initial introduction to these learning approaches and processes, teachers will engage in interactive activities that consider these teaching approaches and reflect on their value to student learning. This will be followed by relevant application to the IB MYP units of study and the associated lesson plans of the courses they teach.</p> <p>Participant Profile: Grades 6-12 Science Teachers &amp; Science Co-Teachers</p>
<p><b>Physical Science for Elementary Teachers</b></p> <p>Randy Gunnell</p> <p>August 7 (8:00 – 4:30) August 8 (8:00 – 4:30)</p> <p>PUR Library</p>	<p>The New York State Science Learning Standards (NYSSLS/NGSS) includes a K-12 physical science strand with specific expectations for K-5 students to learn physics and chemistry concepts. The importance of this content can be seen in our adopted Science 21 K-5 program. This course has been designed to provide teachers with a foundation in physics and chemistry content which will serve to enhance the implementation of the Science 21 units of study. During this course, teachers will engage in a range of interactive activities that will support their understanding of physics and chemistry content appropriate for teaching elementary students.</p> <p>Participant Profile: Grades K-5 Teachers</p>

18 Participants	
<p><b>Rtl for Behavior: Expanding the General Educator's Toolkit</b></p> <p>Carbone Consultant</p> <p>July 15 (8:00 – 3:00)  July 16 (8:00 – 3:00)  September 23 (3:15 – 4:45)  October 28 (3:15 – 4:45)</p> <p>PUR Lib</p> <p>24 Participants</p>	<p>Our students are increasingly presenting emotional and behavioral dysregulation impacting their ability to learn and function to their fullest potential in the classroom. These students are not responding to more traditional classroom management techniques. This course hopes to further explore the science behind challenging behavior to include functions/causes of problem behavior and the power of reinforcement. With these deeper understanding, teachers will be able to expand their toolkit of evidence based strategies for addressing problem behavior.</p> <p>As an outcome of this course, participants will:</p> <ul style="list-style-type: none"> <li>• develop the skills in analyzing the effectiveness of classroom-wide management systems &amp; making adjustments as necessary</li> <li>• learn how to identify when an individual student or group of students needs a more targeted and individual plan within the general education classroom</li> <li>• learn how to design and implement targeted interventions (Tier 2) that address problem behavior and progress monitor those interventions</li> </ul> <p>Participant Profile: Grades K - 5 Teachers</p>
<p><b>Science 21 Study Group - Grade K</b></p> <p>Johnna Williams</p> <p>Sept 9 (3:30-5:00)  Oct 16 (3:30-5:00)  Dec 11 (3:30-5:00)  Jan 27 (3:30-5:00)  Feb 10 (3:30-5:00)  March 16 (3:30-5:00)  April 27 (3:30-5:00)  4.5 hours of independent work</p> <p>Location TBD</p> <p>12 Participants</p>	<p>Harrison remains committed to providing all of our elementary students with a science education that is content-rich, inquiry- and process-driven, hands-on, and literacy-rich. Our adoption of the Science 21 K-5 program, which is aligned to the NYSSLS/NGSS, has provided us with a framework and resources to do this. Through this study group, K teachers from all four elementary schools will collaborate to discuss and consider how to best use the time appropriated for science instruction to ensure that the most critical content, processes, and skills are learned without compromising student engagement.</p> <p>During this study group, participants will:</p> <ol style="list-style-type: none"> <li>a. reflect on the current implementation of the three Science 21 units and the associated lessons.</li> <li>b. streamline lessons and formative assessments.</li> <li>c. find replacement or supplemental resources.</li> <li>d. share each participants' understanding of content followed by a check for understanding.</li> </ol> <p>As a result of this study group, teachers will be able to:</p> <ol style="list-style-type: none"> <li>a. develop a more streamlined sequence of lessons with formative assessments that considers the appropriated science instruction time and ensures all three units are implemented fully and with fidelity.</li> <li>b. develop lessons that are more narrowly-focused on the goals of our elementary science education.</li> <li>c. ensure consistency in the Science 21 program in all four elementary schools.</li> </ol> <p>Participant Profile: Grade K Teachers and Co-teachers</p>
<p><b>Science 21 Study Group Grade 1</b></p> <p>Christina Boniello</p> <p>Sept 9 (3:30-5:00)  Oct 16 (3:30-5:00)  Dec 11 (3:30-5:00)  Jan 27 (3:30-5:00)  Feb 10 (3:30-5:00)  March 16 (3:30-5:00)  April 27 (3:30-5:00)  4.5 hours of independent work</p>	<p>Harrison remains committed to providing all of our elementary students with a science education that is content-rich, inquiry- and process-driven, hands-on, and literacy-rich. Our adoption of the Science 21 K-5 program, which is aligned to the NYSSLS/NGSS, has provided us with a framework and resources to do this. Through this study group, grade 1 teachers from all four elementary schools will collaborate to discuss and consider how to best use the time appropriated for science instruction to ensure that the most critical content, processes, and skills are learned without compromising student engagement.</p> <p>During this study group, participants will:</p> <ol style="list-style-type: none"> <li>a. reflect on the current implementation of the three Science 21 units and the associated lessons.</li> <li>b. streamline lessons and formative assessments.</li> <li>c. find replacement or supplemental resources.</li> <li>d. share each participants' understanding of content followed by a check for understanding.</li> </ol> <p>As a result of this study group, teachers will be able to:</p>

<p>Location TBD</p> <p>12 Participants</p>	<ol style="list-style-type: none"> <li>a. develop a more streamlined sequence of lessons with formative assessments that considers the appropriated science instruction time and ensures all three units are implemented fully and with fidelity.</li> <li>b. develop lessons that are more narrowly-focused on the goals of our elementary science education.</li> <li>c. ensure consistency in the Science 21 program in all four elementary schools.</li> </ol> <p>Participant Profile: Grade 1 Teachers and Co-teachers</p>
<p><b>Science 21 Study Group Grade 2</b></p> <p>Audrey Gherardi</p> <p>Sept 9 (3:30-5:00)  Oct 16 (3:30-5:00)  Dec 11 (3:30-5:00)  Jan 27 (3:30-5:00)  Feb 10 (3:30-5:00)  March 16 (3:30-5:00)  April 27 (3:30-5:00)  4.5 hours of independent work</p> <p>Location TBD</p> <p>12 Participants</p>	<p>Harrison remains committed to providing all of our elementary students with a science education that is content-rich, inquiry- and process-driven, hands-on, and literacy-rich. Our adoption of the Science 21 K-5 program, which is aligned to the NYSSLS/NGSS, has provided us with a framework and resources to do this. Through this study group, grade 2 teachers from all four elementary schools will collaborate to discuss and consider how to best use the time appropriated for science instruction to ensure that the most critical content, processes, and skills are learned without compromising student engagement.</p> <p>During this study group, participants will:</p> <ol style="list-style-type: none"> <li>a. reflect on the current implementation of the three Science 21 units and the associated lessons.</li> <li>b. streamline lessons and formative assessments.</li> <li>c. find replacement or supplemental resources.</li> <li>d. share each participants' understanding of content followed by a check for understanding.</li> </ol> <p>As a result of this study group, teachers will be able to:</p> <ol style="list-style-type: none"> <li>a. develop a more streamlined sequence of lessons with formative assessments that considers the appropriated science instruction time and ensures all three units are implemented fully and with fidelity.</li> <li>b. develop lessons that are more narrowly-focused on the goals of our elementary science education.</li> <li>c. ensure consistency in the Science 21 program in all four elementary schools.</li> </ol> <p>Participant Profile: Grade 2 Teachers and Co-teachers</p>
<p><b>Seesaw- Your Digital Portfolio Study Group - PART 2</b></p> <p>Thomasine Mastrantoni</p> <p>July 22 (8:30 - 4:00)  July 23 (8:30 - 4:00)  2 hours independent work</p> <p>PRE Lab</p> <p>12 Participants</p>	<p>Seesaw digital portfolios allow students to track, demonstrate and reflect on their growth over multiple grade levels. SeeSaw is the perfect tool to develop independence and accountability with even our youngest students.</p> <p>Part 2 of this Study Group will focus on the integration of Seesaw as a student-driven digital portfolio tool. Participants will expand their knowledge and use of Seesaw from a communication tool to an integrated technology learning tool. Teachers will explore the use of Seesaw as a tool to give students a variety modes of expression and means to demonstrate learning as well as an engaging opportunity to practice skills and deepen understandings.</p> <p>Participants will:</p> <ul style="list-style-type: none"> <li>● Explore interactive features of Seesaw</li> <li>● Develop activities specific to skill building or content knowledge for grade level units of study</li> <li>● Create a reading/writing reflective process for their students</li> <li>● Create a shared chronological reading log (potential)</li> <li>● Explore the possibility of using Seesaw as an RTI plan/tool</li> <li>● Develop an opportunity for students to build reflective practice for their learning</li> <li>● Develop routine use of app to meet learning goals of students</li> <li>● Continue to develop ways to deepen communication with families.</li> </ul> <p>Participant Profile: K-5 Preston Teachers ONLY</p>

<p><b>Six Principles for Exemplary Teaching of English Learners: Grades K-5 Study Group</b></p> <p>Denise Riggio</p> <p>January 22 (3:15 – 5:15)  February 12 (3:15 – 5:15)  March 9 (3:15 – 5:15)  April 20 (3:15 – 5:15)  May 11 (3:15 – 5:15)  June 1 (3:15 – 5:15)  3 hours of independent work</p> <p>HAS Library</p> <p>12 Participants</p>	<p>As the number of English Language Learners (ELLs) in our school increases, a common understanding of second language learning and effective instructional and assessment design is needed. The purpose of this study group is for teachers to gain the knowledge to make informed decisions to improve instruction and assessment for ELLs, so that language development is included in the design of rigorous and relevant curriculum and courses that include English Language Learners. The study group will consist of 4 sessions (12 hours) and include 3 hours of independent work to apply the 6 principles in the classroom.</p> <p>The content and design of this study group is based on the text, <i>The 6 Principles for Exemplary Teaching of English Learners</i>, written by Deborah Short (Lead Writer), Helene Becker, Nancy Cloud, Andrea B. Hellman, Linda New Levine.</p> <p>As an outcome of this study group, educators will:</p> <ul style="list-style-type: none"> <li>● further respect, affirm, and promote students' home languages and cultural knowledge and experiences as resources</li> <li>● celebrate multilingualism and diversity</li> <li>● support policies that promote individual language rights and multicultural education</li> <li>● guide students to be global citizens</li> <li>● design appropriate instruction and have reasonable expectations based on students' proficiency level</li> <li>● design content lessons and assessments with language learning in mind</li> <li>● develop and use assessments to monitor the growth and progress of English Language Learners</li> </ul> <p>Participant Profile: Grades K-5 HAS teachers who interact with English Language Learners</p>
<p><b>Strategies for Effective Expository Writing Instruction</b></p> <p>Rachel Lukashok</p> <p>July 8 (8:00 - 3:00)  July 9 (8:00 - 3:00)  Nov 26 (2:45 - 4:15)  Jan 29 (2:45 - 4:15)</p> <p>PUR Portables</p> <p>18 Participants</p>	<p>Writing often poses a unique challenge for students with disabilities. Learning disabilities, language impairments, and attention and executive functioning difficulties make the generative process of writing an especially daunting task. The expository writing requirements at the secondary level are dense which exacerbate the challenges students with disabilities face. Judith Hochman's <i>Writing Revolution</i> is a research-based systematic approach to the explicit teaching of writing. This course is designed to provide participants with an orientation to <i>Writing Revolution</i>.</p> <p>During the course, participants will learn:</p> <ul style="list-style-type: none"> <li>● the principles of the <i>Writing Revolution</i></li> <li>● a systematic approach to the teaching writing targeted for students with disabilities</li> <li>● how to explicitly teach vocabulary, sentence structure, conjunctions, note taking, and summarizing</li> <li>● how to explicitly teach revision and editing</li> </ul> <p>Participants will have 2 hours to collaborate and plan lessons integrating strategies learned in the course. Participants will share their lessons during the follow up sessions. Opportunities for peer visitations throughout the year will be encouraged in order to share how we are utilizing strategies from the program into our writing instruction.</p> <p>Book: <i>The Writing Revolution: A guide to advancing thinking through writing in all subjects and grades</i></p> <p>Participant Profile: Grades 6-10 Special Education Teachers</p>
<p><b>Teacher Institute: First-Year (Mandatory for First Year Teachers)</b></p> <p>Louis N. Wool  Michael Greenfield  Brian Ladewig  Building and District Leaders</p> <p>Aug. 26, 27, 28, 29 (8:00 – 3:00)</p> <p>PUR MPR</p>	<p>Harrison takes great pride in recruiting and hiring talented, dedicated and expert teachers. This four day Institute is designed to orient and prepare new teachers for a successful first year teaching in our schools. Through a series of targeted workshops and practical engagements with members of the district's leadership team, first year teachers will explore the organization's core values, expectations for teaching and learning, and systems for professional development and support. The week will begin with a guided tour of the district and culminate in a luncheon with colleagues, mentors, members of the Board of Education and district leaders.</p> <p>Day 1: District Mission and Core Values, Building Orientation  Day 2: Annual Professional Performance Review (APPR) Marzano Framework for Teaching  Day 3: Curriculum Overview and Instructional Design, Technology Systems  Day 4: Consultancy with Second Year Teachers, Reflecting on Teaching, Building Collegial Relationships</p>

<p><b>Teacher Institute: Second-Year Designing Instruction for Equity and Excellence (Mandatory for Second-Year Teachers)</b></p> <p>Michael Greenfield Building and District Leaders</p> <p>Aug 26, 27, 28, 29 (8:00 – 3:00)</p> <p>PUR MPR</p>	<p>Research reminds us that teaching is both art and science; educators need to be technically proficient in the design and delivery of research-based instruction while remaining artful in meeting the diverse needs of all students in their classroom.</p> <p>This Institute builds upon the first year experiences of Harrison teachers by focusing on instructional design and pedagogy that leads to effective differentiation. Participants will explore the principles of "equity-driven" education, explore the concept of "excellence", refine their understanding of the "backwards design" model and apply design elements that support differentiated instruction. Research-based models for the design of both formative and summative assessments will be explored.</p> <p>On the final day of the Institute, participants will engage in a peer review process with their first year colleagues followed by a celebratory luncheon.</p>
<p><b>Tracing Mathematical Pathways: The Progression for Teaching and Learning Fractions</b></p> <p>Veronica D'Andrea Shelly DuBose Consultant</p> <p>August 5 (8:00 – 3:30) August 6 (8:00 – 3:30) November 18 (3:30 - 5:30)</p> <p>PUR MPR</p> <p>24 participants</p>	<p>Proficiency with fractions is an important foundation for learning more advanced mathematics. Fractions provide students with an introduction to abstraction in mathematics that leads to algebraic thinking in elementary, middle and high school mathematics. As a result, it is critical for students to develop connections among fractions, decimals, percents and solve problems involving their use. In addition to unpacking the progression of learning fractions, time will be spent intentionally exploring the movement from concrete to pictorial representations and considering the purpose and timing of abstract application. Additionally, participants will consider techniques for promoting flexible reasoning, fluency, depth of understanding and application of content within real-world contexts.</p> <p>During this course, participants will: Trace and analyze the progression of learning fractions from elementary mathematics through Algebra I Consider key instructional practices utilized in the teaching and learning of fraction concepts grades 3-8 Vertically align units of study related to fractions</p> <p>Participant Profile: Grades 3-8 Math Teachers</p>
<p><b>Universal Design for Learning (UDL)</b></p> <p>Jen Toscano Antonia Simao</p> <p>July 22 (8:30-4:30) July 23 (8:30-4:30) October 16 (3:15 – 4:45)</p> <p>PUR MPR</p> <p>24 Participants</p>	<p>Universal Design for Learning (UDL) is an educational framework based on research in the learning sciences that guides the development of flexible learning environments. UDL provides access to the greatest number of students by accommodating individual learning differences. There are three principles of UDL in which teachers need to incorporate as part of their practice to remove barriers to learning and to provide access to all students.</p> <p>The three principles are to: Provide multiple means of engagement (the “why” of learning) Provide multiple means of representation (the “what” of learning) Provide multiple means of action and expression (the “how” of learning)</p> <p>The following texts will be consulted: Universal Design for Learning Theory and Practice by Ann Meyer, David H. Rose, and David Gordon Universal Design for Learning in Action: 100 Ways to Teach All Learners By: Dr. Whitney H. Rapp PhD</p> <p>Participants will:</p> <ul style="list-style-type: none"> <li>● Examine the current research</li> <li>● Gain an understanding of the UDL Principles</li> <li>● Understand the UDL Guidelines and how they apply to their planning and practice</li> <li>● Understand task analysis as a tool to identify potential barriers within lessons</li> <li>● Design or build lessons that provide access to the greatest number of students</li> <li>● Expand their repertoire of strategies that can be implemented in a classroom to allow for all students to access the learning.</li> </ul> <p>Participant Profile: Grades K-8 General Education and Special Education Teachers</p>

**Using Dramatic Instructional Strategies in the Secondary Classroom**

Nina Haberli  
Leah Moore

July 29 (8:00 – 2:00)  
July 30 (8:00 – 2:00)  
July 31 (8:00 – 2:00)

PUR MPR

24 Participants

The IB Learner Profile emphasizes instruction that affords students meaningful opportunities to “explore new ideas in innovative ways. IB also encourages teachers to utilize multiple modalities in presenting material to students. Using dramatic activities in the secondary classroom is an ideal way to engage students, address multiple learning styles and ask students to step outside of their comfort zone.

Dramatic activities invite students to gain a visceral understanding of content. It fosters empathy and understanding from various points of view. By getting up on their feet, students have no choice but to be active participants. The use of dramatic activities in the classroom can provide an alternative experience for our students.

Participants will:

- Examine the application of dramatic activities in the IB Diploma and Middle Years Program
- Develop a unit of study, based on current curriculum, that incorporates dramatic activities
- Create, facilitate, evaluate, and reflect on their own curriculum implementing dramatic activities

Participant Profile: Grades 6-12 Teachers