

**HARRISON CENTRAL SCHOOL DISTRICT
IN-SERVICE PROGRAM – 2020-2021**

Course Name – Instructor(s)	Course Description
<p>Applying Foundational Skills to Guided and Independent Reading</p> <p>Jennifer Driggers</p> <p>Session A: August 3, 5, 6 (11:00am) Session B: August 3, 5, 6 (2:00pm)</p>	<p>According to Wiley Blevins, "we teach phonics to give students access to words so that they can comprehend text. Phonics instruction develops word recognition skills by providing students with an important and useful way to figure out unfamiliar words"(2017). The transfer of skills developed during phonics lessons to students' guided and independent reading experiences is essential to emerging readers. This workshop will explore and define ways to explicitly revisit phonics skills and their application in guided reading experiences.</p> <p>In this workshop, participants will:</p> <ul style="list-style-type: none"> ● Examine a phonics sequence of skills according to text levels ● Explore the Fountas and Pinnell Digital Guided Reading books and match phonics skills with texts ● Develop an instructional routine/structure that incorporates explicit teaching/modeling, guided practice and independent application ● Plan a cycle of guided reading lessons using the instructional routine structure <p>Participants: K - 2 Teachers</p>
<p>Applying Trauma Sensitive Practices in Our New World</p> <p>Jennifer Markarian Caren Baruch-Feldman</p> <p>July 6, 8, 10 (10:00am)</p>	<p>We know that both educators and children are undergoing a major transition due to the effects of COVID-19. Although we are all in the same storm, "we are not all in the same boat. Some are on super-yachts. Some have just the one oar." As a result, both staff and students will have different reactions to our new world. However, what is clear is that prioritizing how we support the social-emotional needs of both students and staff will be a critical component in preparing for September. In this workshop, we will share with you guidance about how to be "trauma informed" when working with students.</p> <p>During this course participants will:</p> <ul style="list-style-type: none"> ● Create a working definition of trauma informed teaching ● Understand cognitive, academic, and behavioral responses to trauma and their impact on learning and classroom behaviors ● Identify strengths and areas of growth around their current trauma informed work ● Deepen their understanding of Trauma Informed Care and principles ● Build a tool box for responding to traumatic responses in real time <p>As a result of this course participants will be able to:</p> <ul style="list-style-type: none"> ● Set realistic expectations for students with a trauma informed lens ● Communicate with students with a trauma framework in mind ● Plan and implement trauma-responsive classrooms ● Utilize tools created for responding to traumatic responses ● Identify and implement effective elements of self-care and colleague care <p>Participants: Elementary School Teachers and Support Staff (K-5)</p>
<p>Assessing Readers Virtually</p> <p>Margaret Hanafin</p> <p>Session A: July 18, 20, 22 (8:00am) Session B: July 27, 29, 31 (2:00pm)</p>	<p>Accurate and timely assessment has always been a critical component in planning personalized reading instruction. In this workshop, participants will explore the shifts necessary and tools available for administering reading assessments virtually. Our work will focus on the purpose and administration of virtual running records as formative assessment.</p> <p>Teachers will:</p> <ul style="list-style-type: none"> ● explore the use of virtual running records as formative assessment ● gain fluency in accessing and implementing leveled texts and digital assessment resources in conjunction with Google Meets and/or Zoom ● explore the connection between the information gathered and the planning of personalized instruction/guided reading ● develop and plan to establish protocols for the role of parents as proctors when assessing in a virtual setting <p>Participants: K-5 Classroom Teachers</p>

<p>Collecting, Organizing, and Analyzing Data to Drive Instruction in the Classroom and Virtually</p> <p>Nicole Taliercio</p> <p>August 11, 12, 13 (1:00pm)</p>	<p>In this course, participants will explore virtual and classroom opportunities for assessment in their curricula. Participants will become familiar with using Google Sheets to collect, organize, manage, and analyze data across curricular areas.</p> <p>Teachers will become more versed at:</p> <ul style="list-style-type: none"> • generating assessments that pinpoint targeted learning goals • tracking and analyzing student assessments • analyzing data spreadsheets to form small groups based on student(s) need(s) • analyzing spreadsheets to identify strengths and needs of the class, groups, and/or individual students <p>Participants: K-5 Classroom Teachers</p>
<p>Connections Matter, Prioritizing Social-Emotional Learning in the Virtual Classroom</p> <p>Dennis Kortright Cindy Neese</p> <p>Session A: July 20, 22, 23 (10:00am) Session B: July 20, 22, 23 (1:00pm)</p>	<p>Connections matter. As Brene Brown states "...connection is the energy that exists between people when they feel seen, heard, and valued"" Prior to the pandemic, we knew that our students needed to feel connected in order to engage in the challenging work of being a student. Connections open students up to being vulnerable and courageous in their learning. Now, in the midst of the pandemic, we must transform what we already know about students and their social and emotional learning into action.</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Explore how to create and maintain connections with and among students • Determine the role connections play in a virtual platform • Establish tools to connect with students virtually <p>Participants: K-5 Classroom Teachers</p>
<p>Designing Quality Math Instruction in a Virtual World</p> <p>Dominique Ciaffone Christian McCourtney</p> <p>Session A: July 27, 29, 30 (11:00am) Session B: August 3, 5, 6 (1:00pm)</p>	<p>In this course we will investigate and identify effective practices for teaching mathematics virtually. Teachers will explore a variety of resources that can be used to plan and authentically assess students' understanding, reasoning, and application of key concepts in authentic mathematical contexts.</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Identify strategies to effectively teach mathematics utilizing virtual platforms • Develop mini-lessons for teaching student mathematicians • Design effective units of study - with an emphasis on sequencing learning experiences, teacher and student resources, assessment strategies, and differentiation options <p>Participants: K - 5 Teachers</p>
<p>Developing Quality Pre-Recorded Lessons</p> <p>Lauren Benjamin Aindree Hamann</p> <p>Session A: August 10, 11, 12 (9:00am) Session B: August 10, 11, 12 (10:30am)</p>	<p>In this class, we will explore the components of a high-quality lesson. Participants will consider the learning environment, the length of the lesson, the learning targets, the amount, types, and quality of interactions between students and teachers, as well as, the connections among lessons (strings of lessons or modules).</p> <p>As a result of this course, teachers will:</p> <ul style="list-style-type: none"> • Consider the learning environment within the video • Determine the appropriate duration of the lesson in relation to the content • Determine the learning targets of the lesson and the connection among other lessons • Consider the amount, types and quality of the interactions between student and teacher • Create one lesson for peer feedback <p>Participants: K-5 Classroom Teachers</p>

<p>Developing Quality Pre-Recorded Lessons for Curriculum Writing</p> <p>Lauren Benjamin Lilliana Ferreira</p> <p>June 29, July 1, 2 (10:00am)</p>	<p>In this class, we will explore the components of a high-quality lesson. Participants will consider the learning environment, the length of the lesson, the learning targets, the amount, types, and quality of interactions between students and teachers, as well as, the connections among lessons (strings of lessons or modules).</p> <p>As a result of this course, teachers will:</p> <ul style="list-style-type: none"> • Consider the learning environment within the video • Determine the appropriate duration of the lesson in relation to the content • Determine the learning targets of the lesson and the connection among other lessons • Consider the amount, types and quality of the interactions between student and teacher • Create one lesson for peer feedback <p>Participants: K-5 Classroom Teachers</p>
<p>Dialectical Behavior Therapy (DBT): Skills for the Classroom</p> <p>Deanna D'Onofrio</p> <p>July 14 (9:00am)</p>	<p>Emotions are important AND they can get in the way of learning. Utilizing effective coping strategies, particularly given the current environment, is crucial for all students to maximize their learning potential. Dialectical Behavior Therapy (DBT) teaches an approach to increase mindfulness, tolerate distress, and regulate emotions. Fortunately, teachers can deliver these strategies to their students to enhance the classroom experience and increase engagement of students both in person or virtually.</p> <p>During this course participants will:</p> <ul style="list-style-type: none"> • Gain a brief understanding of the theoretical underpinnings of DBT intervention • Learn ways to incorporate DBT skills in their classrooms • Recognize the utility of a variety of DBT skills • Encourage student engagement via mindfulness • Build a distress tolerance crisis survival tool kit and a repertoire of emotional regulation skills • Understand how to apply the aforementioned skills to both physical and virtual classroom settings <p>As a result of this course participants will be able to:</p> <ul style="list-style-type: none"> • Communicate with students within a DBT framework • Facilitate DBT-informed classrooms • Utilize tools created for responding to student emotion and behavioral dysregulation <p>Participants: Secondary (6-12) General Education Teachers and 6-12 Counselors</p>
<p>Digital Tricks of the Trade - Teaching in the Remote Learning Environment</p> <p>Brian Seligman Laura Brain Joanna Venditto</p> <p>Session A: June 29, July 1, 2 (8:00am) Session B: August 4, 5, 6 (8:00am) Session C: June 29, July 1, 2 (11:00am)</p>	<p>In the digital age of innovation, students and teachers alike should be using educational technology to explore, design, create, and collaborate. Educators must recognize the potential of digital tools and align necessary technologies with instructional goals to support teaching and learning. To that end, this 5 hour module introduces various digital tools that allow students and teachers to create, design, explore, and collaborate. Participants will explore various digital learning tools such as PearDeck, Canva, Remind, Poll Everywhere, Padlet, Flipgrid, Kahoot, Insert Learning, Scribble and many others.</p> <p>During this course participants will:</p> <ul style="list-style-type: none"> • Explore tools that will enhance their ability to teach in a remote learning environment. • Design tasks and lessons that utilize digital learning tools <p>Participants: Grades K-12 Teachers</p>

<p>Digitized Literacy Choice Boards to Support Student Learning</p> <p>Dominique Ciaffone Thomasine Mastrantoni</p> <p>Session A: July 6, 8, 9 (9:00am) Session B: July 6, 8, 9 (11:00am)</p>	<p>Within our virtual teaching world it has become more essential than ever to give students opportunities to share their thinking and demonstrate their understanding about the books that they are reading independently. This course will give teachers the resources to be able to create literacy choice boards utilizing a variety of digital platforms. Teachers will be able to equip students with the tools necessary to be independently engaged in their own personal literacy tasks. Participants will explore a variety of digital platforms that can be used to enhance each student's experience and make learning more personalized.</p> <p>As a result of this course, teachers will:</p> <ul style="list-style-type: none"> • Become equipped with the skills necessary to design a content-based literacy choice board to use with students • Explore a variety of digital platforms that can be used to enhance literacy choice boards • Design two live-linked Literacy Choice boards for a grade-level unit within the curriculum <p>Participants: K-5 Classroom Teachers</p>
<p>ELA Curriculum Writing Course K-5</p> <p>Lauren Benjamin Jennifer Markariam Christian McCourtney</p> <p>July 6, 7, 8 (11:00am)</p>	<p>This course requires that you have taken "Developing Quality Pre-Recorded Lessons." In this course, we will put into action the learning from "Developing Quality Pre-Recorded Lessons" by redesigning a unit of study and manipulating it in a virtual platform.</p> <p>Teachers will:</p> <ul style="list-style-type: none"> • Develop determine what aspects of the curriculum are essential within the curriculum • Design and record high-quality mini-lessons • Design authentic tasks or projects aligned with both the ELA curriculum <p>Participant Profile: K-5 Teachers</p>
<p>Guiding Young Readers in Our New Reality</p> <p>Jennifer Markarian Rebecca Kilminster</p> <p>Session A: July 20, 22, 23 (1:00pm) Session B: July 20, 22, 23 (2:00pm)</p>	<p>In our classrooms, guided reading is how we establish fundamental skills necessary for proficient reading. This workshop will explore the way virtual guided reading can be used as a powerful tool to support student growth.</p> <p>As a result of this workshop, teachers will:</p> <ul style="list-style-type: none"> • identify pedagogical parallels between guided reading in the physical and virtual classroom • consider the adjustments needed when guided reading is conducted virtually and the implementation of those shifts • become fluent in materials and platforms available to engage students during guided reading • become fluent in materials and platforms available to assess students during guided reading to • form appropriate student groupings and to plan effective lessons • learn how to access guided reading materials virtually • plan for virtual guided reading <p>Participants: K-2 Classroom, ENL and AIS Teachers</p>
<p>Labs without the Lab Room: Alternative Approaches to Hands-On Science & Design</p> <p>Joan O'Keeffe Kristin Casey</p> <p>Session A: June 29, July 2 (9:00am) Session B: August 3, 7 (11:00am)</p>	<p>Using sophisticated tools and equipment, Science & Design teachers develop elaborate and rigorous, hands-on experiences for students that support content understanding, application, and creative thinking. These goals can be met "almost as well" through effective planning using digital software, online resources and good old-fashioned, simple ideas. This module has been designed to support teachers as they consider and plan alternative real-world experiences for students.</p> <p>During this course, participants will be able to:</p> <ul style="list-style-type: none"> • consider different learning platforms & structures • consider how IB MYP/DP laboratory/design expectations can still be met • collaboratively develop an activity with subject-level colleagues that works for all students • develop parallel/modified activities for struggling learners (SPED teachers) <p>As a result of this course, participants will be able to:</p> <ul style="list-style-type: none"> • develop a toolbox of resources • develop a variety of learning platforms & structures • continue this process with grade-level colleagues in the 2020/2021 school year <p>Participants: Grades 6-12 Science & Tech Ed Teachers & Science SPED Co-Teachers</p>

<p>Learning to use Asynchronous Teaching/Learning Digital Tools</p> <p>Brian Seligman Mark Trebatch Natasha Merritt</p> <p>Session A: June 23, 25, 26 (9:00am) Session B: July 28, 29, 31 (9:00am) Session C: July 28, 29, 31 (11:00am)</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 course will focus on both understanding and applying available technological resources for planning, instruction, and assessment focused on an Asynchronous Teaching/Learning approach. Participants will explore various asynchronous learning tools such as Screencasting, EdPuzzle, YouTube Playlists, and the use of Google Classroom (grades 3-12).</p> <p>During this course participants will:</p> <ul style="list-style-type: none"> • Explore tools that will enhance their ability to teach in a remote learning environment. <p>Participants: Grades K-12 Teachers</p>
<p>Learning to use Synchronous Teaching/Learning Digital Tools</p> <p>Brian Seligman Aurora Russo Tara Xanthopoulos</p> <p>Session A: June 22, 24, 25 (8:00am) Session B: June 30, July 1, 2 (8:00am) Session C: July 14, 15, 17 (1:00pm)</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 course will focus on both understanding and applying available technological resources for planning, instruction, and assessment focused on a Synchronous Teaching/Learning approach. Participants will explore various synchronous learning tools such as video conferencing, and interactive whiteboards.</p> <p>During this course participants will:</p> <ul style="list-style-type: none"> • Explore tools that will enhance their ability to synchronously teach in a remote learning environment. <p>Participants: Grades K-12 Teachers</p>
<p>Math Curriculum Writing Course K-5</p> <p>Christian McCourtney DominiqueCiaffone</p> <p>July 6, 7, 8 (1:00pm)</p>	<p>This course requires that you have taken "Developing Quality Pre-Recorded Lessons." In this course, we will put into action the learning from "Developing Quality Pre-Recorded Lessons" by redesigning a unit of study in Math and manipulating it in a virtual platform.</p> <p>Teachers will:</p> <ul style="list-style-type: none"> • Develop determine what aspects of the curriculum are essential within the curriculum • Design and record high-quality mini-lessons • Design authentic tasks or projects aligned with both the content and Math curriculum <p>Participant Profile: K-5 Teachers</p>
<p>Maximizing Student Engagement in the Classroom and Virtually (3-5)</p> <p>Dennis Kortright Jennifer Arenella</p> <p>Session A: July 27, 29, 30 (9:00am) Session B: July 28, 29, 30 (10:00am)</p>	<p>In this course, participants will identify classroom practices and protocols that maximize engagement and support student thinking in both the face to face classroom and the virtual setting.</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Explore classroom practices that support learning • Identify structures that increase student engagement • Identify ways that hold students accountable for their learning <p>Participants: 3-5 Teachers</p>

<p>Maximizing Student Engagement in the Primary Classroom</p> <p>Dennis Kortright Allison Lofaro</p> <p>July 13, 15, 16 (11:00am)</p>	<p>In this course, participants will identify classroom practices and protocols that maximize engagement and support student thinking in both the face to face classroom and the virtual setting.</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Explore classroom practices that support learning • Identify structures that increase student engagement • Identify ways that hold students accountable for their learning <p>Participants: K-2 Teachers</p>
<p>Measuring Student Learning Through the MYP Framework - Humanities</p> <p>Jaimie Kanter Veronica D'Andrea Timothy Gronholm, IB Consultant</p> <p>Session A: July 13, 17 (11:00am) Session B: July 20, 24 (11:00am)</p>	<p>In this course, Humanities teachers will explore MYP assessment strategies in their subject areas. Teachers will apply their knowledge of the MYP framework for teaching and learning to build successful assessment practices using their subject-specific objectives and assessment criteria. Teachers will gain experience with the development of project based assessments and task-specific rubrics. In addition, teachers will learn how to adapt the MYP framework and assessment practices to a remote learning context.</p> <p>As a result of this course, participants will be able to:</p> <ul style="list-style-type: none"> • Design assessment task(s) related to Statements of Inquiry • Develop task-specific rubrics aligned to Criterion A-D • Utilize the MYP criteria to standardize evaluations of an assessment <p>Participants: Humanities Teachers Grades 6-10</p>
<p>Measuring Student Learning Through the MYP Framework - STEM</p> <p>Jaimie Kanter Veronica D'Andrea Timothy Gronholm, IB Consultant</p> <p>Session A: July 13, 17 (10:00am) Session B: July 20, 24 (10:00am)</p>	<p>In this course, STEM teachers will explore MYP assessment strategies in their subject areas. Teachers will apply their knowledge of the MYP framework for teaching and learning to build successful assessment practices using their subject-specific objectives and assessment criteria. Teachers will gain experience with the development of project based assessments and task-specific rubrics. In addition, teachers will learn how to adapt the MYP framework and assessment practices to a remote learning context.</p> <p>As a result of this course, participants will be able to:</p> <ul style="list-style-type: none"> • Design assessment task(s) related to Statements of Inquiry • Develop task-specific rubrics aligned to Criterion A-D • Utilize the MYP criteria to standardize evaluations of an assessment <p>Participants: STEM Teachers Grades 6-10</p>
<p>MYP: Approaches to Teaching and Learning</p> <p>Marlene Colonna Jennifer Egan Lynn Fusco</p> <p>Session A: July 27, 30 (9:00am) Session B: August 10, 13 (10:00am)</p>	<p>This course will focus on pedagogical strategies and practices with an emphasis on what we have learned from remote instruction. We will explore best practices for teaching in a blended environment including establishing instructor presence, creating a pattern or rhythm, refining expectations, providing feedback, and increasing student engagement through real world applications. We will consider how we can continue to utilize our recent professional learning when we return to the classroom.</p> <p>During this course participants will:</p> <ul style="list-style-type: none"> • Consider strategies and best practices for creating authentic learning experiences in a remote environment • Experience what asynchronous and synchronous learning looks and feels like in the digital environment • Work in discipline-specific teams to design engaging and effective online instruction • Learn how to provide meaningful feedback to students in the remote environment • Explore the potential of the new techniques we have acquired in a traditional classroom setting <p>As a result of this course participants will be able to:</p> <ul style="list-style-type: none"> • Design a lesson pattern that is appropriate to their subject area to make learning accessible for students rooted in inquiry cycles • Design learning experiences that can be actualized in a remote environment • Utilize a variety of digital tools to support asynchronous and synchronous instruction in their lessons <p>Participants: Teachers Grades 6-12</p>

<p>NOW WHAT? The Power of Teacher Reflection on Improving the Written Curriculum</p> <p>Jaimie Kanter Joan O’Keeffe</p> <p>Session A: July 6, 10 (9:00am) Session B: August 3, 7 (9:00am)</p>	<p>We wrote! We taught! We tested! NOW WHAT? Linda Darling-Hammond (2017) states "Feedback and reflection . . . help teachers move thoughtfully toward the expert visions of practice. . ." In this course, to ensure that the written, taught and assessed IB MYP curriculum is well-aligned, teachers will analyze two components of the written curriculum: teaching practices and students' learning experiences. Using research-supported reflection and feedback tools, teachers will become more skilled evaluators of their own work. Ultimately, this will lead to an iterative process in which teachers are able to develop more comprehensive and cohesive written IB MYP curriculum.</p> <p>During this course, participants will:</p> <ul style="list-style-type: none"> • Understand the concepts of iterative curriculum design • Understand the value of teacher reflection and feedback to curriculum refinement • Analyze the alignment between the written, taught and assessed curriculum focusing on teaching practices and students' learning experiences <p>As a result of this course, participants will be able to:</p> <ul style="list-style-type: none"> • Skillfully evaluate the alignment between the written, taught and assessed IB MYP curriculum • Revise and enhance IB MYP units of study with a focus on learning experiences and teaching practices <p>Participants: Grades 6-10 MYP Teachers</p>
<p>Online/Tele-Assessment During COVID-19: Ethical and Practical Considerations</p> <p>Caren Baruch-Feldman Lara Singer</p> <p>July 27, 29, 31 (10:00am)</p>	<p>In the current environment, there may be a need to adapt. It may be impossible to assess students in a traditional (face-face) manner for some time. If this is the case, what are the ethical and practical matters to consider for online/tele-assessment?</p> <p>In this course, we will closely examine what is the research for tele-assessment. What tests are best for tele-assessment and which are not? When is it best to pause all assessment until in person work is possible and when is it more ethical to proceed? What principles need to be kept in mind when contemplating tele-assessment, such as test security, technology, developmental and type of disability, data validity, use of a proctor, etc?</p> <p>During this course participants will:</p> <ul style="list-style-type: none"> • Explore what research exists for tele-assessment • Unpack the ethical and practical considerations associated with tele-assessment • Understand the modifications necessary to use tele-assessment appropriately • As a result of this course participants will be able to: • Understand when tele-assessment may be appropriate • Begin to learn how to use intellectual, educational, and speech and language tests remotely • Consider the pros and cons for tele-assessment <p>Participants: Psychologists, Special Education Teachers and Speech Pathologists</p>
<p>Post-Pandemic Pedagogy: Trauma-informed Teaching Practices</p> <p>Amy Price Lara Singer</p> <p>Session A: August 3, 6 (9:00am) Session B: August 3, 6 (1:00pm)</p>	<p>"We're not all in the same boat, but we're all in the same storm." As we navigate this new world, students are going to have varying reactions to our new normal. In the midst of, and following the pandemic, school staff will be considering evolving obstacles in order to meet the changing and unique needs of our students. In this course, teachers will learn to navigate the varying responses students may have following these changes.</p> <p>During this course participants will:</p> <ul style="list-style-type: none"> • Gain a deeper understanding of collective trauma and prolonged traumatic grief • Understand cognitive, academic, and behavioral responses to trauma and their impact on learning and classroom behaviors • Learn the difference between acute stress and trauma • Deepen their understanding of Trauma Informed Care and principals • Build a tool box for responding to traumatic responses in real time • Learn communication and distress tolerance skills to use in the classroom • Consider effective trauma-informed approaches to discipline <p>As a result of this course participants will be able to:</p> <ul style="list-style-type: none"> • Communicate with students with a trauma framework in mind

	<ul style="list-style-type: none"> • Facilitate trauma-responsive classrooms • Set realistic expectations for students with a trauma informed lens • Utilize tools created for responding to traumatic responses • Identify and implement effective elements of self-care to reduce burn-out <p>Participants: Secondary Teachers (+Support Staff/SLP's if interested)</p>
<p>Reimagining Math Assessment</p> <p>Joanna Venditto</p> <p>August 3, 7 (10:00am)</p>	<p>As math learning transitions to an online world, we need to reflect on and reimagine our formative and summative assessment practices. While designing assessment for the online world poses challenges, it also presents an opportunity for expanding our practice as we align new assessments with MYP Criterion.</p> <p>In this course, teachers will reflect on current assessment practices, research effective assessment practices, and redesign assessments for remote learning aligned to MYP criterion.</p> <p>During this course participants will:</p> <ul style="list-style-type: none"> • Reflect on and analyze past assessment practices in the math classroom • Explore assessments redesigned for virtual learning • Design digital math assessments aligned with MYP Criterion <p>As a result of this course participants will be able to:</p> <ul style="list-style-type: none"> • Adapt assessments to assess student learning in a remote learning environment • Develop assessments to meet varied student needs <p>Participants: Math, Special Educators, ENL, Grades 6-12</p>
<p>Releasing the Imagination: Exploring Creativity in the Classroom</p> <p>Michael Greenfield Jaimie Kanter</p> <p>Session A: July 7, 9 (9:15am) Session B: July 14, 16 (9:15am)</p>	<p>The International Baccalaureate Program aspires to develop students' capacity to be thinkers and inquirers. In her seminal work, <i>Releasing the Imagination</i>, Maxine Greene asks: "How does imagination help us as inquirers? Assuming the value of imagination for inquiry, what should teachers and schools do to encourage and further develop students' imaginative abilities?" In this course, participants will explore the critical role of imaginative and creative thinking in the inquiry learning process.</p> <p>During this course, participants will:</p> <ul style="list-style-type: none"> • Examine learning theories around creativity and imagination in the classroom • Develop strategies to engage students in processes that activate and cultivate creativity and imagination • Explore ways to assess creativity through authentic student learning <p>Participants: 6-12 Teachers</p>
<p>Rethinking the Text: An Exploration of Non-Literary Texts in the Classroom</p> <p>Jaimie Kanter Jen Daddino</p> <p>Session A: July 6, 10 (10:00am) Session B: July 27, 31 (10:00am)</p>	<p>As teachers of ELA, our emphasis is often focused on "the text": the linguistic and literary meanings that allow for interpretation. However, as our classrooms rapidly move online, we need to expand our traditional concepts of texts and reading. In doing so we open doors for all readers to find layers of meaning in a variety of texts: literary and non-literary. In this course, we will closely examine the International Baccalaureate's Area of Exploration: Readers, Writers and Texts by exploring how to use non-literary texts to increase engagement and rigor. This redefining of a text will provide an entrypoint for all students and support them in the literacy skills needed for success.</p> <p>During this course participants will:</p> <ul style="list-style-type: none"> • Engage in a close analysis of non-literary texts such as advertisements, paintings, and comic strips • Unpack the skills students will need to be successful in rigorous content • Explore methods of modification and differentiation of instruction <p>As a result of this course participants will be able to:</p> <ul style="list-style-type: none"> • Understand ways to modify and adapt a curriculum to support all learners • Utilize non-literary texts to engage students in critical analysis • Consider synchronous and asynchronous strategies for instruction and assessment • Embed a non-literary text type into a current unit of study create student opportunities for critical analysis • <p>Participants: ELA, Special Educators, ENL, Grades 6-12</p>

<p>Rules of Engagement: Managing Controversy in the Classroom</p> <p>Marlene Colonna</p> <p>Session A: August 3, 6 (10:00am) Session B: August 3, 6 (1:00pm)</p>	<p>How can we use the discussion and debate of controversial topics in the classroom to build common understandings and an appreciation for the perspective of others? Student voice is often stifled by a fear of conflict, but within a safe and respectful environment, disagreement can actually bring us closer together. This course will explore strategies to develop and nurture a positive classroom culture that embraces student advocacy.</p> <p>During this course participants will:</p> <ul style="list-style-type: none"> • Explore accountable talk in all of its facets • Develop standards for supporting one's assertions • Establish protocols for structured debate • Explore how debate can continue to be utilized in a blended learning environment <p>As a result of this course participants will be able to:</p> <ul style="list-style-type: none"> • Develop norm setting protocols for classroom discussion and debate • Model multiple perspective thinking • Utilize strategies to ensure that all students are heard in classroom discussions • Learn to frame and define parameters before engaging students in critical conversations <p>Participants: Grades 5-12</p>
<p>SCIENCE IS EVERYWHERE: STEM Experiences for Elementary Students in Any Environment</p> <p>Joan O'Keeffe Laura Brain</p> <p>Session A: July 27, 31 (11:00am) Session B: July 27, 31 (1:00pm)</p>	<p>Elementary students love learning science especially when engaged in hands-on experiences. The good news is that science can be learned anywhere (classroom, home, community, online)! This module has been designed to support K-5 teachers as they consider and plan fun, alternative science experiences for students. Capitalizing on students' wonder about the world around them, teachers will begin this process by observing an exemplar activity and using provided resources to develop their own.</p> <p>During this course participants will</p> <ul style="list-style-type: none"> • be immersed in STEM resources • observe a model of a highly-engaging STEM activity, which fosters students' own natural curiosity • collaboratively develop a STEM activity with grade-level colleagues (These activities may be adapted or enhanced from current Science 21 or other current science curriculum.) <p>As a result of this course participants will be able to</p> <ul style="list-style-type: none"> • Develop a toolbox of easily-accessible STEM resources • Develop highly-effective STEM activities <p>Participants: Teachers Grades K-5</p>
<p>Seesaw 2.0 - Kick It Up!</p> <p>Kristina Cascone Elizabeth Heller</p> <p>Session A: June 22, 24, Jul 1 (11:00am) Session B: June 22, 24, Jul 1 (1:30pm)</p>	<p>Now that you've gotten your feet wet using Seesaw, you're ready to kick it up a notch! In June, Seesaw plans to release its biggest update ever. With this module, teachers will:</p> <p>Explore the latest Seesaw features and techniques</p> <ul style="list-style-type: none"> • Create a single-activity daily flow to help students navigate online learning • Discover how Seesaw's built-in blog provides secure opportunities for student collaboration and celebration • Learn to incorporate outside apps with Seesaw, including G.A.F.E. & Bitmoji • Add activities to Personal and District Libraries <p>Participants: K - 5 teachers with basic knowledge of Seesaw</p>
<p>Shared Reading in a Virtual Platform (K-1)</p> <p>Jolie Vita</p> <p>Session A: June 29, July 1, 2 (1:00pm) Session B: June 29, July 1, 2 (2:00pm)</p>	<p>Shared reading is defined as an interactive reading experience in which the teacher and students share the responsibility of reading a text. It offers teachers an opportunity to target comprehension, decoding, and fluency goals while ensuring students feel successful and supported. But how is this done in a virtual platform?</p> <p>In this course, we will compare/contrast the similarities of shared reading in a face to face classroom experience with those in a virtual environment.</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Identify what structures of shared reading are non-negotiable • Explore how shared reading can support other literacy learning like word work and writing

	<ul style="list-style-type: none"> • Become familiar with the F&P Shared Reading materials • Design and record a week's worth of shared reading lessons • Receive peer feedback on lessons <p>Participants: K - 1 Teachers</p>
<p>STEM Odyssey 2020: Digital Science & Design Lessons that Work</p> <p>Allison Blunt Lisa Pastore</p> <p>Session A: July 13, 17 (9:00am) Session B: August 17, 21 (9:00am)</p>	<p>How do we take advantage of teacher expertise and existing research on effective teaching and learning practices to develop high-quality online science & design instruction? This module is designed to support science & design teachers as they plan, develop and organize successful lessons for any environment.</p> <p>During this course, participants will collaboratively:</p> <ul style="list-style-type: none"> • Design lessons with subject-area colleagues that can be implemented via an online learning platform effectively implementing research-based instructional design strategies and tools. • Explore ways for subject-area teams to organize lessons within an online platform to facilitate student access and improve understanding of content <p>As a result of this course participants will:</p> <ul style="list-style-type: none"> • Develop a toolbox of lesson design resources <p>Participants: Grades 6-12 Science & Tech Ed Teachers & Science SPED Co-Teachers</p>
<p>Supporting ELLs in the Remote Learning Environment</p> <p>Emily Fiore</p> <p>Session A: June 22, 26 (10:00am) Session B: July 20, 24 (10:00am)</p>	<p>So much work has been done by teachers throughout the district to support English Language Learners (ELLs) as they develop language and content area knowledge simultaneously. As we have transitioned to remote learning, many are wondering how the various pedagogical best practices for ELLs translate to the digital environment. Remote learning has also presented all students, but especially ELLs, with barriers to learning they have not encountered before.</p> <p>Previous group learning to support ELLs has focused on the SIOP Model, developing academic language and discussion skills, and equitable assessment. In this digital learning environment, we must be clear on whether we are assessing language, content, technological skill or a mix of the three. In this course, we will explore how to optimize your pedagogical toolbox for the digital world as well as how to essentialize content to provide a meaningful entrypoint for students at a variety of linguistic skill levels. Small group office hours will be available throughout each week to address questions pertaining to specific situations, materials, and questions.</p> <p>During this course participants will:</p> <ul style="list-style-type: none"> • Engage in an analysis of the challenges and opportunities that distance learning presents for ELLs • Refresh and reimagine existing pedagogical framework for instruction of ELLs • content and language goals to ensure teacher/student clarity. <p>As a result of this course participants will be able to:</p> <ul style="list-style-type: none"> • Build background knowledge and target vocabulary using digital tools • Make informed choices about how and when to provide ELLs with additional content, language, and/or technological input. • Adapt existing instructional materials to be accessible and meaningful to ELLs remotely • Monitor and assess ELL students using a variety of language modalities <p>Participants 6-12 Content Area Teachers</p>
<p>Teacher Institute: First-Year (Mandatory for First Year Teachers)</p> <p>Louis N. Wool Michael Greenfield Brian Ladewig Building and District Leaders</p> <p>Aug. 24, 25, 26, 27 (8:00 – 3:00)</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>Teacher Institute: Second-Year Designing Instruction for Equity and Excellence (Mandatory for Second-Year Teachers)</p> <p>Michael Greenfield Building and District Leaders</p> <p>Aug 24, 25, 26, 27 (8:00 – 3:00)</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>Teaching Foundational Skills (K-1)</p> <p>Kelly Adamiak</p> <p>Session A: August 3, 5, 6 (1:00pm) Session A: August 3, 5, 6 (2:00pm)</p>	<p>"Cracking the code" - our readers and writers need support in figuring out the alphabetic code. In this course, participants will investigate ways to take our current Foundations curriculum and modify it to a virtual platform.</p> <p>Participants will:</p> <ul style="list-style-type: none"> Identify the key components of the Foundations curriculum that can be translated into a virtual platform (phonemic awareness, phonics/word study, high-frequency words, reading fluency, vocabulary, and spelling) Plan a virtual structure for maximizing instructional time and student participation in a pre-recorded lesson Create some pre-recorded lessons that could be used in a foundations string of lessons <p>Participants: K - 1 Teachers</p>
<p>Teaching Thinking: The Importance of Academic Language</p> <p>Marlene Colonna</p> <p>July 21, 23 (9:00am)</p>	<p>"Language is a tool that teachers can use to enhance cognitive development. If we develop a successful program for teaching thinking, we must also develop a language of cognition." (Marzano, 2001) MYP provides a list of both subject specific and interdisciplinary command terms that help students develop strategies to break up larger tasks into "digestible bits." In this course teachers will develop instructional strategies to teach these terms explicitly and use them to scaffold thinking.</p> <p>During this course participants will:</p> <ul style="list-style-type: none"> Unpack the MYP/DP Command terms Perform an interdisciplinary crosswalk to establish a common academic language Develop instructional strategies for the explicit teaching of academic language Learn to layer that instruction vertically, gradually building the "staircase of complexity" from one grade level to the next <p>As a result of this course participants will be able to:</p> <ul style="list-style-type: none"> Utilize academic language purposefully Align learning outcomes and assessment objectives with MYP Command Terms Model cognitive strategies Better differentiate instruction and assessment <p>Participants: Grades 5-12</p>
<p>The DAW: Using a Digital Audio Workstation for Virtual Ensembles</p> <p>Meghan Test Scott Test</p> <p>July 20, 23, 24 (1:00pm)</p>	<p>Ensemble instruction in the performing arts has been greatly impacted by remote learning, namely that students are not able to rehearse/perform together in a large group. While teachers have great capacity for digital tools to support curriculum, many do not have the training to use a DAW (digital audio workstation) in order to create virtual recordings/video of their student ensembles. In this session, teachers will learn how to create a click or practice track, what to include in their instructions to students for creating their individual videos, and strategies on how to manually line up the videos and audio tracks to create an effective virtual ensemble.</p> <p>During this course participants will:</p> <ul style="list-style-type: none"> Learn how to navigate within a DAW Learn how to create a practice track for students Learn how to create a guidance document for students to follow as a resource for creating their own tracks and videos Learn how to upload tracks to the DAW and manipulate sound waves Learn how to layer video on top of the audio to create a virtual ensemble <p>As a result of this course participants will be able to:</p> <ul style="list-style-type: none"> Use a DAW as an instructional tool Create virtual ensembles

	<ul style="list-style-type: none"> • Use the recordings as a preservation of the live concert experience for students and their families
<p>Universal Design for Learning (UDL): Meeting the Needs of Diverse Learners in a Virtual World 6-12</p> <p>Sandra Bodnar Katie Heath</p> <p>Session A: July 13, 15 (9:00am) Session B: July 20, 22 (9:00am)</p>	<p>Participants: K-12 Music Teachers, 9-12 Theater & Dance Teachers</p> <p>Universal Design for Learning (UDL) is an educational framework based on research that guides the development of flexible learning environments. UDL provides access to all students by accommodating individual learning differences. There are three principles of UDL which teachers need to incorporate as part of their practice to remove barriers to learning and to provide access to all students. We will explore these three main principles of UDL: representation (what), action and expression (how), and engagement (why).</p> <p>UDL is especially important in the virtual world of teaching considering the many challenges of online instruction. As a framework, it encourages student engagement, enables self-pacing and supports individual styles of learning. Through UDL, students are encouraged to display their understanding in a style that is most comfortable to them.</p> <p>During this course participants will:</p> <ul style="list-style-type: none"> • Understand the UDL Guidelines and how they apply to virtual teaching • Explore the benefits of UDL and how it supports teaching in a virtual world • Create their own UDL virtual lesson for their students • Explore and analyze available online resources within the UDL lens • Share UDL virtual lessons with colleagues • Share findings with colleagues and reflect on their practice

 <p>Participants: Special Educators, ENL Educators, General education teachers, Grades 6-12</p>
<p>Universal Design for Learning (UDL): Meeting the Needs of Diverse Learners in a Virtual World K-5</p> <p>Margaret Hanafin Kayla Thompson</p> <p>August 4 (9:00am)</p>	<p>Participants: Special Educators, ENL Educators, General education teachers, Grades 6-12</p> <p>Universal Design for Learning (UDL) is a framework for instructional design that emphasizes student access to ensure equitable learning. Many barriers to learning have increased as a result of the remote instruction. This course will identify common barriers that children face while learning virtually as well as explore/expand technological tools/strategies that can be implemented in order to help "level the playing field."</p> <p>In this course participants will:</p> <ul style="list-style-type: none"> • Gain an understanding of the principles of UDL • Identify common barriers within the "traditional" & "virtual" classroom • Explore technological tools and strategies • Design/revise units that will support and extend equitable access in your classroom <p>Participants: Teachers Grades K - 5</p>
<p>Using Guitar for Instruction</p> <p>Scott Test</p> <p>July 13, 14, 16, 17 (10:00am)</p>	<p>In this course, teachers will be given the opportunity to learn guitar technique as well as tangible approaches for utilizing the instrument in the general music and orchestra classrooms. Rhythm guitar strategies such as left hand chord patterns and strumming techniques will be taught. Teachers will learn to play common chord progressions and exit the workshop able to accompany their classes on guitar.</p> <p>During this course participants will:</p> <ul style="list-style-type: none"> • Be exposed to the technical aspects of performance on guitar • Learn to play basic rhythmic accompaniment patterns • Develop a comfort level performing common chords on the guitar as well as progressions for accompanying students

 <p>As a result of this course participants will be able to:</p> <ul style="list-style-type: none"> • Understand ways to modify and adapt a curriculum using guitar to support classroom instruction • Consider synchronous and asynchronous strategies for instruction and assessment using guitar as an instructional tool • Accompany students in the classroom and in performance using guitar as a support <p>Participants: K-5 General Music, 4-12 Orchestra Teachers</p>

<p>Virtual Book Clubs</p> <p>Jennifer Markarian Emily Aleida</p> <p>Session A: July 28, 29, 31 (1:00pm) Session B: July 28, 29, 31 (8:00am)</p>	<p>In our classrooms, book clubs have the power to authentically develop young readers and thinkers, deepen and extend their understanding of text, as well as engage and motivate students. This workshop will explore the way virtual book clubs can be used as a powerful tool to support student growth.</p> <p>As a result of this workshop, teachers will:</p> <ul style="list-style-type: none"> ● reaffirm the value of book clubs in a virtual time ● identify pedagogical parallels between book clubs in the physical and virtual classroom ● consider the adjustments needed when book clubs are conducted virtually and the implementation of those shifts become fluent in materials and platforms available to engage students during book clubs ● plan for a virtual book club <p>Participants: 3 - 5 Classroom Teachers</p>
<p>Virtual Reading Conferences</p> <p>Lauren Benjamin</p> <p>July 13, 15, 16 (9:00am)</p>	<p>In this course, participants will explore how to take what they already know about reading conferences and apply these instructional practices to a virtual platform. Participants will explore various virtual structures to support effective reading conferences.</p> <p>As an outcome of the workshop, teachers will become more versed about:</p> <ul style="list-style-type: none"> ● Potential structures for virtual reading conferences ● Determining goals for readers ● Strategies for holding students accountable and supporting students with their goals ● Providing accessible feedback to students <p>Participants: K-5 Classroom Teachers</p>
<p>Virtual Writing Conferences</p> <p>Lauren Benjamin</p> <p>Session A: July 6, 8, 9 (9:00am) Session B: July 6, 8, 9 (10:00am)</p>	<p>In this course, participants will explore how to take what they already know about writing conferences and apply these instructional practices to a virtual platform. Participants will explore various virtual structures to support effective writing conferences.</p> <p>As an outcome of the workshop, teachers will become more versed about:</p> <ul style="list-style-type: none"> ● Potential structures for virtual writing conferences ● Determining goals for writers ● Strategies for holding students accountable and supporting students with their goals ● Providing accessible feedback to students <p>Participants: K-5 Classroom Teachers</p>
<p>Whatever Happened to Civics?</p> <p>Marlene Colonna</p> <p>Session A: August 17, 20 (10:00am) Session B: August 17, 20 (1:00pm)</p>	<p>A truly democratic society relies on its citizens to be informed and ready to act. What could be more important now, than reestablishing a connection to local, national, and global citizenship? As a result of this period of social isolation, students need more than ever to explore the relationship and responsibility of the individual to the wider community. This course will provide teachers with classroom methodology to reinvigorate civic education in September.</p> <p>During this course participants will:</p> <ul style="list-style-type: none"> ● Explore service-learning - how to utilize student communal experiences in the classroom ● Develop an inquiry cycle that ends in communal activity ● Establish SMART goals to actualize student advocacy <p>As a result of this course participants will be able to:</p> <ul style="list-style-type: none"> ● Establish classroom norms that mimic democratic engagement ● Develop explicit instructional techniques to help students negotiate and compromise when areas of difference and conflict arise among constituent groups ● Utilize relevant and age appropriate current events embedded within the curriculum ● Find authentic avenues for students to express/publish ideas <p>Participants: Grades K-12</p>