



Brentwood Union Free School District Professional Development Proposal

2017-2018

The Brentwood Union Free School District recognizes that motivated and knowledgeable teachers are one of the most important school-related factors influencing student success. It is necessary to pay close attention to how teachers are trained and supported as educators. The best professional development is continuing, collaborative, and connected to and derived from working with students. As a result, the BUFSD understands that staff development is an integral component in keeping administrators, teachers, and teacher assistants current regarding research-based best practices. This professional development should include information on how children learn, the best utilization of curriculum resources, and program/training that complements the research on second language acquisition in an effort to achieve more positive student results.

The process of setting priorities for professional development is based on the analysis of State, District, and local assessments, reading and math proficiency data, Local Assistance Plans (LAP), classroom observations, and professional development evaluations. During the 2016-2017 school year, ENL, Bilingual, Embedded, Special Education, and General Education teachers along with district and building administrators received training sessions in the implementation of Sheltered Instruction Observation Protocol (SIOP), Collins Writing to Learn strategies, Language Acquisition Vs. Learning Disabilities, Instructional Strategies for ELL/MLL students in the context of the Next Generation Science Standards, RTI, Data Analysis, Math and ELA embedded workshops. *Please refer to table below which specifies the workshops provided during the 2016-2017 school year.

The BUFSD has identified the need to expand our staff development workshops for ENL, Bilingual, General Education, and Special Education teachers to implement effective English Language Development strategies. Building-based meetings, faculty meetings, department and/or grade level meetings will be devoted to professional learning to meet the needs of English language learners, students with disabilities, and all other students who struggle academically. Professional learning will be tracked via My Learning Plan to fulfill the Continuing Teacher and Leader Education (CTLE) requirements under the new provision for Professional Certificate holders. Therefore, during the 2017-2018 school year, Title III and Title I funds will be utilized to deepen secondary teachers' understanding of English language development and the research based strategies included in the SIOP and Writing and Reading to Learn models. Additionally, at the elementary and middle school level, training will be provided to teachers to help them distinguish between language difficulty and learning disability. All new teachers will be given a "tour" of the new CR Part 154-2 regulations. District funds will also be utilized to provide a series of introductory workshops at the elementary level on the Next Generation Science Standards including the supports built around SIOP anchors. The Coordinators of Bilingual and ENL Programs, ELA, math and Departmental Heads, and the BUFSD Teacher Center will continue to provide K-12 teachers with professional learning workshops and embedded coaching sessions connected to the new Common Core State Standards and the SIOP instructional components that when used in combination consistently and systematically have been found to improve English learners' academic achievement.

Professional Learning Development 2017-2018

Event	Target Audience	Description	Provider	Date(s)	Standard(s)
Cross-Curricular Literacy Initiative	Content area teachers from the Four Middle Schools, the Freshman Center, and Brentwood HS, including ELA/ENL and Social Studies Teachers	Teachers will learn how to improve students' literacy skills through the use of meta-cognitive markers, annotation, close reading strategies. Facilitators will provide individual and small group coaching to teachers in their schools through coaching, observation, and feedback. Facilitators will also work with administrators to align expectations and design professional development that reinforces the classroom coaching.	Generation Ready	48 days	<ul style="list-style-type: none"> 1. Designing Professional Development 2. Content Knowledge and Quality Teaching 4. Collaboration 5. Diverse Learning 6. Student Learning Environment 8. Data-driven Professional Practice 10. Evaluation
Guided Reading and GHGR Implementation Elementary Level	Kindergarten and New Elementary Teachers	Teachers will explore the reading process and how it is supported throughout a guided reading lesson. They will examine the use of systematic observation and assessment to form groups and inform instruction. The Fountas & Pinnell Literacy Continuum will be presented for planning instruction for guided reading groups.	Reading Consultants	Ongoing	<ul style="list-style-type: none"> 1. Designing Professional Development 2. Content Knowledge and Quality Teaching 5. Diverse Learning 6. Student Learning Environment 8. Data-driven Professional Practice 9. Technology 10. Evaluation

Event	Target Audience	Description	Provider	Date(s)	Standard(s)
SYSTEM 44 & READ 180 Programs	System 44 and READ 180 for Special Education Teachers, New Teachers and Administrators	Teachers will learn how to use System 44 to support our most challenged readers. Teachers will learn how to help students master the foundational reading skills required for success with the new standards through explicit instruction in phonics, comprehension, and writing. Additionally, new teachers and administrators will learn how to incorporate READ 180 into whole-group instruction and small-group instruction.	Bianca Clark-Muhammad, HMH Consultant	4 days	1. Designing Professional Development 2. Content Knowledge and Quality Teaching 5. Diverse Learning 6. Student Learning Environment 8. Data-driven Professional Practice 9. Technology 10. Evaluation
Data Analysis	Administrators	An HMH Consultant will provide district and building level administrators with an annual and mid-year gains analysis summary including how to use local proficiency data for placement and scheduling, instructional adjustment and accommodations, and inform classroom instruction.	HMH Consultant (TBD)	2 days	1. Designing Professional Development 2. Content Knowledge and Quality Teaching 4. Collaboration 5. Diverse Learning 6. Student Learning Environment 8. Data-driven Professional Practice 9. Technology 10. Evaluation
Developing Balanced Rigor and Using Data to Inform Instruction	Grades 3-5 teachers and 6-10 ELA and Social Studies	Teachers will how to focus on data to learn the major skills emphasized on the NYS Common Core ELA as well as the application of Webb's Depth of Knowledge (DOK) to Bloom's Cognitive Process Dimensions. Dr. Randy Simmons will also show how the regional/local interim assessments are designed to measure student mastery of standard based skills to inform teachers' instructional planning.	Dr. Randy Simmons, BOCES	15 days -- One day per school	1. Designing Professional Development 2. Content Knowledge and Quality Teaching 4. Collaboration 5. Diverse Learning 6. Student Learning Environment 8. Data-driven Professional Practice 9. Technology 10. Evaluation

Event	Target Audience	Description	Provider	Date(s)	Standard(s)
Summer Literacy Design Cohort (LDC)	LDC Cohort One	Teachers will work collaboratively with to develop Mini-Tasks for Units of Study connected to their curriculum. These units of study will be presented to district and building level administrators and teachers throughout the 2017-2018 school year as model lessons and examples of effective of instructional plans.	20 ELA, ENL, SS, Bilingual, Special Ed. teachers	6 days	2. Content Knowledge and Quality Teaching 4. Collaboration 5. Diverse Learning 6. Student Learning Environment 8. Data-driven Professional Practice
Embedded Coaching iRead Training	Grades K-2	iRead is a digital foundational reading program designed to close the achievement gap early and place all K–2 children on a predictable path to reading proficiently by Grade 3. iRead is organized around five foundational principles to deliver early-reading instruction: Personalized learning progression for each student, embedded assessment, best thinking from cognitive science and gaming theory, technology that complements what teachers do best, and an engaging and supportive environment for both students and families.	Webinar Training: Building Reading Consultants	3 days	2. Content Knowledge and Quality Teaching 3. Research-based Professional Learning 4. Collaboration 5. Diverse Learning 6. Student Learning Environment 8. Data-driven Professional Practice 9. Technology 10. Evaluation
i-Ready Training	7-8 AIS and ENL teachers	The Ready New York CCLS English Language Arts program uses a gradual-release model that ensures students get the modeled and guided instruction they need to build mastery of the CCLS, while providing point-of-use professional development for teachers to help them teach the CCLS most effectively.	Training from previous year	TBD	2. Content Knowledge and Quality Teaching 3. Research-based Professional Learning 5. Diverse Learning 6. Student Learning Environment 8. Data-driven Professional Practice 9. Technology 10. Evaluation

Event	Target Audience	Description	Provider	Date(s)	Standard(s)
New Global Regents	Grades 9 and 10	Teachers will learn about the new 2018 Global Regents Exam, its development, how the Framework aligns to the exam, and discuss the shifts in classroom instructional practice. Also, teachers will learn about the critical role of the Social Studies Practices/skills and what this means for teachers, leaders, and K-12 vertical alignment. Lastly, practical and strategic steps will be shared in how to use and adapt Inquiries from the NYS Toolkit as they align to the changes in the Framework.	Eastern Suffolk BOCES	TBD	2. Content Knowledge and Quality Teaching 5. Diverse Learning 6. Student Learning Environment 8. Data-driven Professional Practice 9. Technology 10. Evaluation
New Common Core English Regents	New teachers in Grades 9 - 11	Teachers will learn about the new 2018 Common Core English Regents Exam and its development and discuss the shifts in classroom instructional practice.	Eastern Suffolk BOCES	TBD	2. Content Knowledge and Quality Teaching 4. Collaboration 5. Diverse Learning 6. Student Learning Environment 8. Data-driven Professional Practice
Rubicon Atlas	Global 9 and 10 Teachers and Grades 6-8 Science Middle Schools	Teachers and administrators will use the Rubicon platform to map curriculum and resources and ensure that lessons and assessments are aligned to standards and higher order thinking skills.	Ann Palmer, Paula Santorelli, and Kris Curran	Rubicon Atlas Training PowerPoint : Teachers will have access to the interface.	2. Content Knowledge and Quality Teaching 3. Research-based Professional Learning 5. Diverse Learning 6. Student Learning Environment 8. Data-driven Professional Practice 9. Technology 10. Evaluation

Event	Target Audience	Description	Provider	Date(s)	Standard(s)
Bridges - ENL/SIFE State Curriculum –	ENL and Bilingual SIFE Teachers at the High School Level	Continue the Implementation of Bridges Programs for SIFE students. Focus will be on guided reading instruction, vocabulary development, assessment, and center work. <ul style="list-style-type: none"> ▪ Monthly Administrator meetings: Planning and feedback ▪ Support in intake and assessment as well as data collection ▪ Embedded Coaching ▪ SIFE Writing Workshop ▪ HLA SIFE curriculum development ▪ Inter-visitations 	Lisa Launder, Fordham University Researcher, and Team	Fall and Spring Dates TBD	1. Designing Professional Development 2. Content Knowledge and Quality Teaching 4. Collaboration 5. Diverse Learning 6. Student Learning Environment 8. Data-driven Professional Practice
Bridges ENL/SIFE Teachers	Bilingual SIFE Teachers	Teachers will learn to administer a Spanish reading assessment to determine SIFE's reading level.	American Reading Company	TBD	8. Data-driven Professional Practice 10. Evaluation
HLA Bilingual Classroom Instruction	HLA K-12	Focus on curriculum and instructional practice in order to strengthen students' interdisciplinary knowledge and establish a bridge to develop language and cultural literacy in both the home language and English. We will also focus on language acquisition strategies and methodology to help students access the content necessary to develop home language literacy. These tools include strategies for listening, speaking, reading, and writing. HLA frameworks and summer curriculum projects will be presented to teachers for planning HLA instruction.	Wanda Ortiz-Rivera and Paula Ribiero, and HMH Consultant	TBD	1. Designing Professional Development 2. Content Knowledge and Quality Teaching 4. Collaboration 5. Diverse Learning 6. Student Learning Environment

Event	Target Audience	Description	Provider	Date(s)	Standard(s)
Rosetta Stone Training	ENL teachers at the Elementary and Secondary Level	Rosetta Stone helps ELL students speak, read, write, and understand English in order to succeed across the curriculum. Webinars focus on best practices in effective instruction and data as well as the materials available to plan and drive instruction.	Rosetta Stone Consultant	2 days (Webinars)	2. Content Knowledge and Quality Teaching 5. Diverse Learning 6. Student Learning Environment 8. Data-driven Professional Practice 9. Technology 10. Evaluation
Collins Thinking and Writing Across the Curriculum Connected to SIOP	High School staff - English Teachers/ENL, Special Education, and Co-Teachers in Grades 9-12	Training, Coaching, and Support in the Sheltered Instruction Observation Protocol (SIOP) and Writing to Learn for Secondary Teachers In-classroom Coaching: Demonstration Lessons, Co-teaching, and Observation and Feedback	Erick Hermann, Consultant	8 days	Designing Professional Development 2. Content Knowledge and Quality Teaching 4. Collaboration 5. Diverse Learning 6. Student Learning Environment 8. Data-driven Professional Practice 10. Evaluation
Distinguishing between Language Difficulty and Learning Disability	Elementary and Secondary Level Teachers Bilingual and ENL and Co-Teachers	The workshop will address key questions for teachers to consider when they are trying to determine if an English Learner is having difficulty in school due to common second language acquisition issues or if the learner is showing signs of a learning disability. A pre-referral data collection tool -- developed by Dr. Andrea Honigsfeld and Dr. Cohan -- will be shared. Additionally, the "Needs are Special" article will be analyzed as there are many different definitions for learning disabilities. The participants will discuss overrepresentation, underrepresentation, and misidentification of ELLs in special education.	Dr. Audrey Cohan	8 days	1. Designing Professional Development 2. Content Knowledge and Quality Teaching 5. Diverse Learning 6. Student Learning Environment 8. Data-driven Professional Practice 10. Evaluation

Event	Target Audience	Description	Provider	Date(s)	Standard(s)
Trauma-Informed Teaching and Support	Guidance Counselors, Teachers, Administrators	<p>Creating Collaborative Systems to Support the Needs of Students. Overall Goals include:</p> <ol style="list-style-type: none"> 1. Create awareness about each other's roles (counselor, teacher, administrator) (Level 1 training) 2. Create awareness about trauma in general and for some groups of refugee/immigrant students (Level 1 training) 3. Identify a few key trauma-informed classroom and counseling strategies for supporting students (Level 2 training) 4. Action plan and scope out some strategies for collaboration (Level 3 training) <ul style="list-style-type: none"> ▪ Sharing information about students ▪ Process for escalation ▪ Create Internal process and steps Share one model ▪ Allow participants to generate one of their own ▪ External resources & how/when to use them 	Wayne Abenes, Dr. Lisa Auslander, and Dr. Adeyinka Akinsulure-Smith	TBD	3. Research-based Professional Learning 4. Collaboration 5. Diverse Learning 6. Student Learning Environment 7. Parent, Family, and Community Engagement
Job-Embedded Coaching/ Modeling Writing to Learn in Math and Science	Math and Science Teachers at the Middle School and FC	<p>Middle school math and science teachers and FC math teachers will use the Collins Model and its connection to SIOP methodology. Teachers will perfect strategies through shared observation, lesson modelling, debriefing, and collaborative design. Teachers and administrators will identify priorities and next steps tailored to the unique needs of each building.</p>	Bill Atwood (Collins), Maureen Carrion and Eileen Welch	3 days at each MS and 2 days at FC	1. Designing Professional Development 2. Content Knowledge and Quality Teaching 3. Research-based Professional Learning 4. Collaboration 5. Diverse Learning 6. Student Learning Environment 8. Data-driven Professional Practice 9. Technology 10. Evaluation

Event	Target Audience	Description	Provider	Date(s)	Standard(s)
Job-Embedded Coaching/ Modeling Teaching Science: The New Standards	Science Teachers in K and Grades 1, 2, and 6	These four grades will be implementing new curriculum this year aligned to the new NYS Science Standards. Professional development is critical to beginning the transition for all students to prepare for the next generation of science learning. The International Center for Leadership in Education (ICLE), a division of Houghton Mifflin Harcourt, will assist Brentwood SD in the development and implementation of a district-wide initiative to foster rigorous and relevant science learning environments. Consultants will make connections to existing district supports for English Language Learners built around the SIOP anchors.	ICLE, HMH, and Eileen Welch	One day per elementary and middle school.	<ol style="list-style-type: none"> 1. Designing Professional Development 2. Content Knowledge and Quality Teaching 3. Research-based Professional Learning 4. Collaboration 5. Diverse Learning 6. Student Learning Environment 8. Data-driven Professional Practice 9. Technology 10. Evaluation
Dimensions Training	K, 1, 2 and 6 grade Science Teachers	Dimensions will be piloted in select Grade K, 1, 2, and 6 classrooms across the district. However, all teachers and all students will be provided with digital access this year. Dimensions training for all teachers will include building inquiry and STEM skills, virtual labs, hands-on activities, and develop important critical-thinking skills that prepare students for success in science and in the workplace.	HMH Trainers and Eileen Welch	TBD	<ol style="list-style-type: none"> 2. Content Knowledge and Quality Teaching 3. Research-based Professional Learning 5. Diverse Learning 6. Student Learning Environment 7. Parent, Family, and Community Engagement 9. Technology 10. Evaluation

Event	Target Audience	Description	Provider	Date(s)	Standard(s)
Job-Embedded Coaching/Modeling Teaching Science: The New Standards	Grades 3, 4, 5, 7 and 8 Science Teachers	The International Center for Leadership in Education (ICLE), a division of Houghton Mifflin Harcourt, will assist Brentwood SD in the development and implementation of a district-wide initiative to foster rigorous and relevant science learning environments. Consultants will make connections to existing district supports for English Language Learners built around the SIOP anchors.	ICLE, HMH, and Eileen Welch	15 Days -- One day per elementary and middle school.	1. Designing Professional Development 2. Content Knowledge and Quality Teaching 3. Research-based Professional Learning 4. Collaboration 6. Student Learning Environment 10. Evaluation
Job-Embedded Coaching/Training ALEKS	6-12 Math Teachers including Bilingual and Special Education	ALEKS software, (Assessment and Learning in Knowledge Spaces) is a Web-based, artificially intelligent assessment and learning system. ALEKS uses adaptive questioning to quickly and accurately determine exactly what a student knows and doesn't know in a course. As a student works through a course, ALEKS periodically reassesses the student to ensure that topics learned are also retained. ALEKS courses (from 3rd grade - AP Calculus in both English and Spanish) avoids multiple-choice questions. ALEKS also provides the advantages of one-on-one instruction, 24/7, from virtually any Web-based computer. Teachers are expected to ensure that all students and parents are aware of the access to ALEKS. Teachers can use reports to identify student needs and tailor instructional plans accordingly. ALEKS is expected to be available to all secondary students in 2017-18 and math teachers will need on going assistance in order to implement the program with fidelity.	Eileen Welch, Maureen Carrion and respective trainers		3. Research-based Professional Learning 5. Diverse Learning 6. Student Learning Environment 7. Parent, Family, and Community Engagement 8. Data-driven Professional Practice 9. Technology 10. Evaluation

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Envisions Algebra	Algebra Teachers	Pearson's Envision for Algebra program was recommended for adoption this year at the high school and will be piloted in other secondary schools this year. Training will be provided to teachers in how to implement the program with fidelity focusing on: providing content area support to teachers; developing a process to deliver instruction; collaborating to look at student work and analyze errors to diagnose students' needs; implement targeted and differentiated instructional strategies to create pathways to success for all learners; and incorporate a digital platform for 21st century learning.	Pearson Coaches and Kristin DeVita	TBD	3. Research-based Professional Learning 5. Diverse Learning 6. Student Learning Environment 7. Parent, Family, and Community Engagement 8. Data-driven Professional Practice 9. Technology 10. Evaluation
Instructional Rounds	Middle Schools Freshman Center and High School	Adapted from the medical rounds philosophy, teachers will participate in instructional rounds as a way to help them work together systematically to discern and address "stuck points" or "problems of practice" and then improve classroom instruction through collaborative plans of strategic practice.	Instructional Rounds Team	TBD	1. Designing Professional Development 2. Content Knowledge and Quality Teaching 4. Collaboration 5. Diverse Learning 6. Student Learning Environment 8. Data-driven Professional Practice 10. Evaluation
Crisis Prevention Intervention (CPI) Workshops	Teacher Assistants Pre K - 12	CPI is a non-confrontational method of diffusing classroom situations in which there is potential for aggressive or physical behavior.	TBD	2 Half-day workshops	3. Research-based Professional Learning 4. Collaboration 5. Diverse Learning 6. Student Learning Environment

Event	Target Audience	Description	Provider	Date(s)	Standard(s)
Implementation workshops focusing on the use of Scholastic Read 180, System 44, SRI, and iRead Reports	Teacher Assistants in Special Ed, Reading lab, and ENL classrooms	These workshops will facilitate the use of literacy software in a variety of K through 12 classrooms.	TBD	5 Two-day workshops (2 hrs./workshop)	2. Content Knowledge and Quality Teaching 3. Research-based Professional Learning 4. Collaboration 5. Diverse Learning 6. Student Learning Environment 8. Data-driven Professional Practice 9. Technology
Co-teaching workshops focusing on the role of the TA in the classroom.	Teacher Assistants in Special Ed., ENL, and SIFE Classrooms	These workshops will provide an understanding of co-teaching practices and the importance of teacher assistants in these classrooms.	TBD	5 Two-day workshops (2 hrs./workshop)	2. Content Knowledge and Quality Teaching 3. Research-based Professional Learning 4. Collaboration 5. Diverse Learning 6. Student Learning Environment 8. Data-driven Professional Practice

Proposed Professional Learning Development Dr. Jerry Brophy Brentwood Learning Center 2017-2018

Event	Target Audience	Description	Provider	Standard(s)
School District Leadership (EDL 515)	Teachers of Grades Pre K-12 45 hours	This course is an examination of theories and practices related to school district leadership, administration, supervision, and evaluation. Topics included are organizational structure, engaging teachers, staff, and parents in the decision-making process, curriculum, leadership, supervision, staff development, monitoring and evaluating the school's or program's performance and involving staff in making changes, mechanisms for effecting change, establishing and maintaining ongoing cooperation and collaboration between the home and the school, personnel administration, business management, and school law.	Dr. Jerry Brophy Brentwood Teacher Center (BTC)/SUNY Stony Brook	<ol style="list-style-type: none"> 1. Designing Professional Development 2. Content Knowledge and Quality Teaching 3. Research-based Professional Learning 4. Collaboration 5. Diverse Learning 6. Student Learning Environment 8. Data-driven Professional Practice 10. Evaluation

Event	Target Audience	Description	Provider	Standard(s)
Elementary New Teacher Course	Teachers of Grades PreK-5 15 hours	This course covers the programs, techniques and strategies to be utilized and incorporated into the elementary classroom. Topics include: Classroom Management, Reading, Writing, Math, New Language Learners, Technology, APPR	BTC	1. Designing Professional Development 2. Content Knowledge and Quality Teaching 3. Research-based Professional Learning 4. Collaboration 5. Diverse Learning 6. Student Learning Environment 7. Parent, Family, and Community Engagement 8. Data-driven Professional Practice 9. Technology 10. Evaluation
Middle School New Teacher Course	Teachers of Grades 6-8 15 hours	This course covers the programs, techniques and strategies to be utilized and incorporated into the middle school classroom. Topics include: Classroom Management, procedures and protocols, time management, lesson plan development and implementation, assessment, and technology.	BTC	1. Designing Professional Development 2. Content Knowledge and Quality Teaching 3. Research-based Professional Learning 4. Collaboration 5. Diverse Learning 6. Student Learning Environment 7. Parent, Family, and Community Engagement 8. Data-driven Professional Practice 9. Technology 10. Evaluation

Event	Target Audience	Description	Provider	Standard(s)
High School New Teacher Course	Teachers of Grades 9-12 15 hours	This course covers the programs, techniques and strategies to be utilized and incorporated into the high school classroom. Topics include: Classroom Management, procedures and protocols, time management, lesson plan development and implementation, assessment, and technology.	BTC	1. Designing Professional Development 2. Content Knowledge and Quality Teaching 3. Research-based Professional Learning 4. Collaboration 5. Diverse Learning 6. Student Learning Environment 7. Parent, Family, and Community Engagement 8. Data-driven Professional Practice 9. Technology 10. Evaluation
Text Dependent Questions-Pathways to Close and Critical Reading	Teachers of Grades PreK-12 45 hours	This course explores the deeper meaning of texts. Participants will explore close reading techniques, collaborative conversations, text dependent strategies, and close reading strategies.	BTC	1. Designing Professional Development 2. Content Knowledge and Quality Teaching 3. Research-based Professional Learning 4. Collaboration 5. Diverse Learning 6. Student Learning Environment 7. Parent, Family, and Community Engagement 8. Data-driven Professional Practice 10. Evaluation

Event	Target Audience	Description	Provider	Standard(s)
Internet and Online Educational Resources	Teachers of Grades PreK-12 15 hours	This course covers various educational websites for the purpose of differentiating instruction and addressing the needs of ELLs and diverse student populations.	BTC	1. Designing Professional Development 2. Content Knowledge and Quality Teaching 3. Research-based Professional Learning 4. Collaboration 5. Diverse Learning 6. Student Learning Environment 8. Data-driven Professional Practice 9. Technology 10. Evaluation
Microsoft Word in the Classroom	Teachers of Grades PreK-12 15 hours	This course covers a variety of curriculum based Word documents for teacher, as well as student use.	BTC	1. Designing Professional Development 2. Content Knowledge and Quality Teaching 3. Research-based Professional Learning 4. Collaboration 5. Diverse Learning 6. Student Learning Environment 8. Data-driven Professional Practice 9. Technology 10. Evaluation

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Outlook	Teachers of Grades PreK-12 15 hours	This course covers the advanced functions of Outlook (a personal information manager used primarily as an email application).	BTC	1. Designing Professional Development 2. Content Knowledge and Quality Teaching 3. Research-based Professional Learning 4. Collaboration 5. Diverse Learning 6. Student Learning Environment 8. Data-driven Professional Practice 9. Technology 10. Evaluation
Long Island History	Teachers of Grades PreK-12 45 hours	Utilizing local site visits, this course covers Long Island history dating back to Native Americans and early settlers. Content includes the Revolutionary and Civil War periods, formation of communities and counties, formation of government and politics, influential leaders, slavery, transportation, economic structure, agriculture, whaling, railroad and shipping, religious rights.	BTC	1. Designing Professional Development 2. Content Knowledge and Quality Teaching 3. Research-based Professional Learning 4. Collaboration 5. Diverse Learning 6. Student Learning Environment 7. Parent, Family, and Community Engagement 8. Data-driven Professional Practice 10. Evaluation

Event	Target Audience	Description	Provider	Standard(s)
School Building Leadership (EDL 541)	Teachers of Grades PreK-12 45 hours	This course focuses on the leadership and administrative roles of elementary and secondary school building leaders. Topics include: tasks of a building administrator; building organizations and staff utilization; curriculum development; evaluating the school or program performance and involving the staff in making changes; leadership; engaging teachers, staff, and parents in the decision-making process; facilities management; employee relations, student affairs; public relations; maintaining collaboration between the home and the school and school law.	Brentwood Teacher Center (BTC)/SUNY Stony Brook	1. Designing Professional Development 2. Content Knowledge and Quality Teaching 3. Research-based Professional Learning 4. Collaboration 5. Diverse Learning 6. Student Learning Environment 7. Parent, Family, and Community Engagement 8. Data-driven Professional Practice 10. Evaluation
Guided Reading: Best Practices in the K-5 Classroom	Classroom Management for the Secondary Teacher PreK-5 15 hours	This course introduces guided reading, including practical suggestions for its implementation in the K-5 classroom. Topics include, elements and goals of guided reading, grouping readers, text complexity, text selection, book introductions, using assessment of inform instruction, coaching readers, selecting teaching points and record keeping.	BTC	1. Designing Professional Development 2. Content Knowledge and Quality Teaching 3. Research-based Professional Learning 4. Collaboration 5. Diverse Learning 6. Student Learning Environment 7. Parent, Family, and Community Engagement

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How Can I Improve My Teaching?	Teachers of Grades PreK-12 15 hours	Utilizing the Goodwin & Hubbell's 12 Touchstones of Good Teaching – A Checklist for Staying focused Every Day, this course covers the key components highly effective teachers utilize in daily practice.	BTC	1. Designing Professional Development 2. Content Knowledge and Quality Teaching 3. Research-based Professional Learning 4. Collaboration 5. Diverse Learning 6. Student Learning Environment 7. Parent, Family, and Community Engagement 8. Data-driven Professional Practice 9. Technology 10. Evaluation
Beginning Conversational Spanish	Teachers of Grades PreK-12 15 hours	This beginning Spanish course focuses on basic conversational Spanish terms and vocabulary.	BTC	1. Designing Professional Development 2. Content Knowledge and Quality Teaching 3. Research-based Professional Learning 4. Collaboration 5. Diverse Learning 6. Student Learning Environment 7. Parent, Family, and Community Engagement 8. Data-driven Professional Practice 9. Technology 10. Evaluation

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Microsoft Excel for Teachers	Teachers of Grades PreK-12 15 hours	This course covers the application of Excel (a software program that allows users to organize, format and calculate data with formulas using a spreadsheet system) for instructional and record keeping purposes.	BTC	1. Designing Professional Development 2. Content Knowledge and Quality Teaching 3. Research-based Professional Learning 4. Collaboration 5. Diverse Learning Environment 6. Student Learning Environment 8. Data-driven Professional Practice 9. Technology 10. Evaluation
Edline-Creation of Classroom Web Pages	Teachers of Grades PreK-12 15 hours	This course covers the application of Edline (a tool that provides teachers the opportunity to create websites through which parents and students may access materials and information at home) as a tool for increasing communication with parents and students.	BTC	1. Designing Professional Development 2. Content Knowledge and Quality Teaching 3. Research-based Professional Learning 4. Collaboration 5. Diverse Learning Environment 6. Student Learning Environment 7. Parent, Family, and Community Engagement 8. Data-driven Professional Practice 9. Technology

Event	Target Audience	Description	Provider	Standard(s)
Internship Seminar	Teachers of Grades PreK-12 90 hours	This course is a cooperatively guided leadership experience at the school district central office level and school building level, strategically designed to immerse candidates in educational experiences that support and rely upon the information and skills attained from courses taken in the combined certification program.	Brentwood Teacher Center (BTC)/SUNY Stony Brook	1. Designing Professional Development 2. Content Knowledge and Quality Teaching 3. Research-based Professional Learning 4. Collaboration 5. Diverse Learning 6. Student Learning Environment 7. Parent, Family, and Community Engagement 8. Data-driven Professional Practice 9. Technology 10. Evaluation
Content Based Instruction for ELLs	Teachers of Grades PreK-6 15 hours	This course introduces participants to strategies for providing ELLs with additional language support for learning in the content area.	Brentwood Teacher Center (BTC)	1. Designing Professional Development 2. Content Knowledge and Quality Teaching 3. Research-based Professional Learning 4. Collaboration 5. Diverse Learning 6. Student Learning Environment 7. Parent, Family, and Community Engagement 8. Data-driven Professional Practice 9. Technology 10. Evaluation

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Supporting the Struggling Learner	Teachers of Grades PreK-8 30 hours	This course covers addresses goal setting, rigorous instruction, data utilization to advance student achievement, growth mindset, and factors impacting the struggling learners including English language learners.	BTC	1. Designing Professional Development 2. Content Knowledge and Quality Teaching 3. Research-based Professional Learning 4. Collaboration 5. Diverse Learning 6. Student Learning Environment 8. Data-driven Professional Practice 9. Technology 10. Evaluation
Developing Lessons with Interactive Instructional Boards	Teachers of Grades PreK-12 15 hours	This course focuses on the creation of outstanding presentations for interactive instructional boards and SMART Board and SMART Notebook technology. Teachers explore the basics of using these tools to create Interactive instructional board lessons blending text, videos, and graphics for the purpose of differentiating instruction, addressing the needs of ELLs and diverse student populations.	BTC	1. Designing Professional Development 2. Content Knowledge and Quality Teaching 3. Research-based Professional Learning 4. Collaboration 5. Diverse Learning 6. Student Learning Environment 8. Data-driven Professional Practice 9. Technology 10. Evaluation

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PowerPoint for Teachers	Teachers of Grades PreK-12 15 hours	The course focuses on the use of PowerPoint as an instructional tool in the classroom.	BTC	1. Designing Professional Development 2. Content Knowledge and Quality Teaching 3. Research-based Professional Learning 4. Collaboration 5. Diverse Learning 6. Student Learning Environment 8. Data-driven Professional Practice 9. Technology 10. Evaluation
Virtual Reference Collection (VRC)	Teachers of Grades PreK-12 15 hours	This course covers all online subscriptions available to Brentwood teachers.	BTC	1. Designing Professional Development 2. Content Knowledge and Quality Teaching 3. Research-based Professional Learning 5. Diverse Learning 6. Student Learning Environment 8. Data-driven Professional Practice 9. Technology 10. Evaluation

Event	Target Audience	Description	Provider	Standard(s)
Publisher	Teachers of Grades PreK-12 15 hours	This course covers the software program Publisher. Participants create lesson plans incorporating Publisher into classroom instruction for the purpose of providing students with real-world reasons to communicate information effectively.	BTC	1. Designing Professional Development 2. Content Knowledge and Quality Teaching 3. Research-based Professional Learning 4. Collaboration 5. Diverse Learning 6. Student Learning Environment 7. Parent, Family, and Community Engagement 8. Data-driven Professional Practice 9. Technology 10. Evaluation
New Teacher Mentoring	Teachers of Grades PreK-12	Embedded Coaching for first year teachers	BTC	1. Designing Professional Development 2. Content Knowledge and Quality Teaching 3. Research-based Professional Learning 4. Collaboration 5. Diverse Learning 6. Student Learning Environment 7. Parent, Family, and Community Engagement 8. Data-driven Professional Practice 9. Technology 10. Evaluation

Event	Target Audience	Description	Provider	Standard(s)
Making Sense of the NGSS	Teachers of grades PreK-12 (Secondary Science Teachers) 15 hours	This course addresses the recently adopted NYS Science standards and the NGSS website that as a valuable resource for teachers.	BTC	1. Designing Professional Development 2. Content Knowledge and Quality Teaching 3. Research-based Professional Learning 4. Collaboration 5. Diverse Learning 6. Student Learning Environment 7. Parent, Family, and Community Engagement 8. Data-driven Professional Practice 9. Technology 10. Evaluation
Learning Centers in the Elementary Classroom	Teachers of grades PreK-6 30 hours	This course introduces teachers to Learning Centers as a means to accommodate different learning styles and allow students to self-direct as they apply skills and strategies. This course will address classroom management, grouping strategies, purposeful tasks, and evaluation technique.	BTC	Designing Professional Development 2. Content Knowledge and Quality Teaching 3. Research-based Professional Learning 4. Collaboration 5. Diverse Learning 6. Student Learning Environment 7. Parent, Family, and Community Engagement 8. Data-driven Professional Practice 9. Technology 10. Evaluation

Event	Target Audience	Description	Provider	Standard(s)
Interactive Instructional Boards	Teachers of grades PreK-12 15 hours	This course will provide an introduction to the interactive instructional board (SMART board, Aquos board, etc.). Participants will design lessons incorporating the technology for the purpose of creating an immersive and collaborative learning environment.	BTC	1. Designing Professional Development 2. Content Knowledge and Quality Teaching 3. Research-based Professional Learning 4. Collaboration 5. Diverse Learning 6. Student Learning Environment 7. Parent, Family, and Community Engagement 8. Data-driven Professional Practice 9. Technology 10. Evaluation
Supervision of Instruction (EDL 555)	Teachers of Grades PreK-12 45 hours	This course covers the basic aspects of the supervisory process. Areas included are an overview of supervision, theory and research, organization and function, roles of various personnel in the supervisory process, factors influencing change, improving instruction through individuals and groups, curriculum development, effective use of learning resources and evaluating supervisory programs.	Brentwood Teacher Center (BTC)/SUNY Stony Brook	1. Designing Professional Development 2. Content Knowledge and Quality Teaching 3. Research-based Professional Learning 4. Collaboration 5. Diverse Learning 6. Student Learning Environment 7. Parent, Family, and Community Engagement 8. Data-driven Professional Practice 10. Evaluation

Event	Target Audience	Description	Provider	Standard(s)
School Personnel (EDL 572)	Teachers of Grades PreK-12 45 hours	This course examines the nature, scope, and organization of the personnel function and will look at the planning process, collective bargaining (negotiations and contract administration), personnel recruitment (selection, induction, and development), effective work performance appraisal, compensation, and job security issues. An examination of the Federal and State laws and regulations that govern district personnel operations will be included.	Brentwood Teacher Center (BTC)/SUNY Stony Brook	1. Designing Professional Development 2. Content Knowledge and Quality Teaching 3. Research-based Professional Learning 4. Collaboration 5. Diverse Learning 6. Student Learning Environment 7. Parent, Family, and Community Engagement 8. Data-driven Professional Practice 10. Evaluation
Teaching English Language Learners (EDU 514)	Teachers of Grades PreK-12 45 hours	This course will assist participants in developing a necessary frame of reference for the education of ELLs. This course will provide an overview of the theoretical and practical aspects of teaching speakers of other languages of all age groups and language proficiency levels. Instructional design, evaluation, and classroom management strategies tailored to the needs of ELLs will be considered.	Brentwood Teacher Center (BTC)/Molloy College	1. Designing Professional Development 2. Content Knowledge and Quality Teaching 3. Research-based Professional Learning 4. Collaboration 5. Diverse Learning 6. Student Learning Environment 7. Parent, Family, and Community Engagement 8. Data-driven Professional Practice 10. Evaluation

Event	Target Audience	Description	Provider	Standard(s)
Introduction to Languages (EDU 540)	Teachers of Grades PreK-12 45 hours	This course will provide an introduction to the scientific study of language, with a specific emphasis on areas relevant for TESOL and bilingual education professionals. These areas will include phonology, morphology, syntax, semantics and pragmatics. Topics in linguistics related to issues of first and second language acquisition, and language development and teaching will receive special emphasis. Theoretical and applied linguistic issues will be discussed through the analysis of English language output. Teacher candidates will have the opportunity to identify core elements of selected linguistic theories, to describe common components of selected language systems, and to relate this knowledge to the linguistic characteristics they encounter in the second language classroom.	Brentwood Teacher Center (BTC)/Molloy College	<ol style="list-style-type: none"> 1. Designing Professional Development 2. Content Knowledge and Quality Teaching 3. Research-based Professional Learning 4. Collaboration 5. Diverse Learning 6. Student Learning Environment 7. Parent, Family, and Community Engagement 8. Data-driven Professional Practice 10. Evaluation

Event	Target Audience	Description	Provider	Standard(s)
Structure and Application of American English (EDU 542)	Teachers of Grades PreK-12 45 hours	The purpose of this course is to help teacher candidates (a) develop a thorough understanding of English grammar, (b) apply a professional command of grammar in their own writing, (c) enhance their ability to critique the grammar and composition of their students, and (d) acquire practical, instructional strategies and approaches for teaching English grammar in a meaningful way. The course will provide participants with an overview of selected structures of American English and will lay a foundation for continuing study of English grammar.	Brentwood Teacher Center (BTC)/Molloy College	1. Designing Professional Development 2. Content Knowledge and Quality Teaching 3. Research-based Professional Learning 4. Collaboration 5. Diverse Learning 6. Student Learning Environment 7. Parent, Family, and Community Engagement 8. Data-driven Professional Practice 10. Evaluation

Event	Target Audience	Description	Provider	Standard(s)
Bilingual and TESOL Teaching Practices and Assessment (EDU 544-05)	Teachers of Grades PreK-12 45 hours	The purpose of this course is to introduce teacher candidates in the TESOL and Bilingual Extension programs to the principles of content-based English and native language instruction and appropriate assessment techniques. The course will assist participants in developing a theoretical frame of reference, the necessary knowledge and skills and practical techniques for teaching ELA, math, science, and social studies to ELLs and bilingual learners, and assessing their language and content area progress.	Brentwood Teacher Center (BTC)/Molloy College	<ol style="list-style-type: none"> 1. Designing Professional Development 2. Content Knowledge and Quality Teaching 3. Research-based Professional Learning 4. Collaboration 5. Diverse Learning 6. Student Learning Environment 7. Parent, Family, and Community Engagement 8. Data-driven Professional Practice 10. Evaluation