

District 75 Professional Development Course Offerings for 2011-2012

Applied Learning

3-D Worlds

Course Code and Section: D75-11-003- 1

Instructor(s): Cara Coffina

Seats Available: 35

Primary Email Contact:

ccoffin@schools.nyc.gov

Course Dates: 10/20/11; 8:10 am to 3:00 pm

Course Site: D.O., 400 First Avenue, 8th Fl, New York, NY 10010

Course Description:

This course is for teachers of High School aged students in Alternate Assessment whose goals focus specifically on expanding communication, social and life skills. Students selected to participate in the Virtual World must have a basic level of ability navigating on a computer using a keyboard and mouse as well as a basic level of verbal communication skills in order to benefit from the program. Teachers attending the workshop commit to participation in the Citywide World Curriculum for the school year, including planning and executing weekly online learning sessions supported by “in-world” staff. In addition to the online component, teachers are responsible for planning and implementing the year-long curriculum as well as integrating specific content-area work into the lessons.

Certain technology requirements must be met in order to participate. Please contact Cara Coffina if there are concerns about the technology requirements.

Debate!

Course Code and Section: D75-11-004- 1

Instructor(s): Cara Coffina

Seats Available: 35

Primary Email Contact:

ccoffin@schools.nyc.gov

Course Dates: 10/05/11; 8:10 am to 3:00 pm

Course Site: D.O., 400 First Avenue, 8th Fl, New York, NY 10010

Course Description:

Teachers will be introduced to the exciting District 75 online debate program. Workshop will include approaches to collaborative planning and learning incorporating technology and current events. Returning and new debate teachers (ELA, Social Studies, Technology and classroom teachers) are welcome. Participation signifies commitment to the Debate program for the entire school year. The program is targeted towards students in Standardized Assessment, although Alternate Assessment classes have participated. This PD will support CCLS in speaking and listening.

Arts

EASE – Level I Group A (Everyday Arts For Special Education)

Course Code and Section: D75-11-005- 1

Instructor(s): Katherine London

Seats Available: 25

Primary Email Contact:

kmikulewicz@schools.nyc.gov

Course Dates: 10/21/11, 12/13/11, 02/10/12; 8:10 am to 3:00 pm

Course Site: Chelsea Studios, 151 W. 26th Street, 5th & 6th Floors, New York, NY 10001

Course Description:

This 3-session professional development workshop is designed for teachers of elementary aged students who participate in standard assessment AND teachers of alternate assessment developmentally disabled students of all ages.

Using simple and effective activities, learn to improve students' communication, socialization, and academic learning through integrated, arts-based approaches. No previous arts experience is required.

This course is based upon the Everyday Arts for Special Education i3 Investing In Innovation Grant and is appropriate for both classroom and arts teachers of all disciplines.

Participants who meet course requirements will receive a Certificate of Completion.

Please do not register for this course if your school is already an EASE Grant participant.

EASE – Level I, Group B (Everyday Arts For Special Education)

Course Code and Section: D75-11-005- 2

Instructor(s): Katherine London

Seats Available: 25

Primary Email Contact:

kmikulewicz@schools.nyc.gov

Course Dates: 11/16/11, 01/20/12, 03/27/12; 8:10 am to 3:00 pm

Course Site: Chelsea Studios, 151 W. 26th Street, 5th & 6th Floors, New York, NY 10001

Course Description:

This 3-session professional development workshop is designed for teachers of elementary aged students who participate in standard assessment AND teachers of alternate assessment developmentally disabled students of all ages.

Using simple and effective activities, learn to improve students' communication, socialization, and academic learning through integrated, arts-based approaches. No previous arts experience is required.

This course is based upon the Everyday Arts for Special Education i3 Investing In Innovation

Grant and is appropriate for both classroom and arts teachers of all disciplines.

Participants who meet course requirements will receive a Certificate of Completion.

Please do not register for this course if your school is already an EASE Grant participant.

EASE – Level I, Group C (Everyday Arts For Special Education)

Course Code and Section: D75-11-005- 3

Instructor(s): Katherine London

Seats Available: 25

Primary Email Contact:

kmikulewicz@schools.nyc.gov

Course Dates: 01/05/12, 02/29/12, 05/01/12; 8:10 am to 3:00 pm

Course Site: Chelsea Studios, 151 W. 26th Street, 5th & 6th Floors, New York, NY 10001

Course Description:

This 3-session professional development workshop is designed for teachers of elementary aged students who participate in standard assessment AND teachers of alternate assessment developmentally disabled students of all ages.

Using simple and effective activities, learn to improve students' communication, socialization, and academic learning through integrated, arts-based approaches. No previous arts experience is required.

This course is based upon the Everyday Arts for Special Education i3 Investing In Innovation Grant and is appropriate for both classroom and arts teachers of all disciplines.

Participants who meet course requirements will receive a Certificate of Completion.

Please do not register for this course if your school is already an EASE Grant participant.

EASE – Level II Group A (Everyday Arts For Special Education Level II)

Course Code and Section: D75-11-009- 1

Instructor(s): Katherine London

Seats Available: 25

Primary Email Contact:

kmikulewicz@schools.nyc.gov

Course Dates: 01/10/12, 04/18/12; 8:10 am to 3:00 pm

Course Site: Chelsea Studios, 151 W. 26th Street, 5th & 6th Floors, New York, NY 10001

Course Description:

This 2-day workshop will continue and expand previously learned EASE activities and strategies, offer additional activities, and demonstrate how they can be used with the academic curriculum to increase engagement, focus, communication, and socialization skills.

Participants who meet course requirements will receive a Certificate of Completion.

EASE – Level II Group B (Everyday Arts For Special Education Level II)

Course Code and Section: D75-11-009- 2

Instructor(s): Katherine London

Seats Available: 25

Primary Email Contact:

kmikulewicz@schools.nyc.gov

Course Dates: 01/12/12, 04/20/12; 8:10 am to 3:00 pm

Course Site: Chelsea Studios, 151 W. 26th Street, 5th & 6th Floors, New York, NY 10001

Course Description:

This 2-day workshop will continue and expand previously learned EASE activities and strategies, offer additional activities, and demonstrate how they can be used with the academic curriculum to increase engagement, focus, communication, and socialization skills.

Participants who meet course requirements will receive a Certificate of Completion.

Performing Arts and the Common Core

Course Code and Section: D75-11-011- 1

Instructor(s): Katherine London

Seats Available: 30

Primary Email Contact:

kmikulewicz@schools.nyc.gov

Course Dates: 12/05/11, 03/05/12; 8:10 am to 3:00 pm

Course Site: Leroy Neiman Arts Center, 2785 Frederick Douglass Blvd. (at 148th St.) New York, NY 10039

Course Description:

This 2-day workshop will focus on implementation of Common Core Standards in the performing arts (dance, music, theater) to meet 2011-12 Instructional Expectations. Participants will develop Common Core aligned tasks integrated within a performing arts unit of study. Appropriate for all performing arts (dance, music, theater) teachers. A Certificate will be issued upon completion of the course.

Visual Arts and the Common Core

Course Code and Section: D75-11-012- 1

Instructor(s): Katherine London

Seats Available: 30

Primary Email Contact:

kmikulewicz@schools.nyc.gov

Course Dates: 12/08/11, 03/07/12; 8:10 am to 3:00 pm

Course Site: The Museum of Modern Art's (MOMA) Cullman Education Center 54th St. between 5th & 6th Avenues

Course Description:

This 2-day workshop will focus on implementation of Common Core Standards in the visual arts to meet 2011-12 Instructional Expectations. Participants will develop Common Core aligned tasks integrated within a visual arts unit of study. Appropriate for all visual arts teachers. A Certificate will be issued upon completion of the course.

Autism

Behavior Management Strategies (1)

Course Code and Section: D75-11-014- 1

Instructor(s): Thomasina Howe
Deborah Goldman

Seats Available: 25

Primary Email Contact:
thowe@schools.nyc.gov;
dgoldma7@schools.nyc.gov

Course Dates: 11/18/11; 8:10 am to 3:00 pm

Course Site: D.O., 400 First Avenue, 8th Fl, New York, NY 10010

Course Description:

This workshop will address how to understand and analyze behavior according to A-B-C contingencies. Participants will learn how to apply the principles of behavior to impact positive changes in patterns of problem behavior as well as increase learning behaviors. Additional specific topics include: data collection procedures, reinforcement systems, extinction procedures, replacement skill development, and other proactive strategies.

Behavior Management Strategies (2)

Course Code and Section: D75-11-014- 2

Instructor(s): Thomasina Howe

Seats Available: 25

Primary Email Contact:
thowe@schools.nyc.gov

Course Dates: 01/17/12; 8:10 am to 3:00 pm

Course Site: DO, 400 First Avenue, 3rd Fl, New York, NY 10010

Course Description:

This workshop will address how to understand and analyze behavior according to A-B-C contingencies. Participants will learn how to apply the principles of behavior to impact positive changes in patterns of problem behavior as well as increase learning behaviors. Additional specific topics include: data collection procedures, reinforcement systems, extinction procedures, replacement skill development, and other proactive strategies.

Behavior Management Strategies (2)

Course Code and Section: D75-11-014- 3

Instructor(s): Thomasina Howe

Seats Available: 25

Primary Email Contact:
thowe@schools.nyc.gov

Course Dates: 01/17/12; 8:10 am to 3:00 pm

Course Site: DO, 400 First Avenue, 3rd Fl, New York, NY 10010

Course Description:

This workshop will address how to understand and analyze behavior according to A-B-C

contingencies. Participants will learn how to apply the principles of behavior to impact positive changes in patterns of problem behavior as well as increase learning behaviors. Additional specific topics include: data collection procedures, reinforcement systems, extinction procedures, replacement skill development, and other proactive strategies.

Getting Started: Understanding Autism (Cohort 1)

Course Code and Section: D75-11-018- 1

Instructor(s): Thomasina Howe
Jill Post

Seats Available: 25

Primary Email Contact:
thowe@schools.nyc.gov;
jpost@schools.nyc.gov

Course Dates: 10/04/11, 11/15/11, 01/10/12, 03/06/12; 8:10 am to 3:00 pm

Course Site: P723X @ 189 3441 Steenwick Avenue, Bronx, NY 10475

Course Description:

Participants will learn about the characteristics and culture of Autism, current research, resources, assessment strategies, lesson planning, data collection, staff management, and effective teaching strategies. The participants will learn through hands-on activities how to establish the basics in their classroom, set instructional priorities, classroom routines, and utilize proactive behavioral strategies. The primary objective of this workshop is to put theory into practice. Session Topics will include: Understanding Autism, Communication Strategies, Visual Supports, and Social Skills. Assignments will be given at the end of each session and participants will be expected to complete and bring back to the next meeting to share and collaborate with their colleagues.

Getting Started: Understanding Autism (Cohort 2)

Course Code and Section: D75-11-018- 2

Instructor(s): Thomasina Howe
Jill Post

Seats Available: 25

Primary Email Contact:
thowe@schools.nyc.gov;
jpost@schools.nyc.gov

Course Dates: 10/25/11, 12/01/11, 01/26/12, 03/15/12; 8:10 am to 3:00 pm

Course Site: 3441 Steenwick Avenue, Bronx, NY 10475

Course Description:

Participants will learn about the characteristics and culture of Autism, current research, resources, assessment strategies, lesson planning, data collection, staff management, and effective teaching strategies. The participants will learn through hands-on activities how to establish the basics in their classroom, set instructional priorities, classroom routines, and utilize proactive behavioral strategies. The primary objective of this workshop is to put theory into practice. Session Topics will include: Understanding Autism, Communication Strategies, Visual Supports, and Social Skills. Assignments will be given at the end of each session and participants will be expected to complete and bring back to the next meeting to share and collaborate with

their colleagues.

Picture Exchange Communication System Training (Cohort 1)

Course Code and Section: D75-11-019- 1

Instructor(s): Thomasina Howe
Deborah Goldman

Seats Available: 25

Primary Email Contact:
thowe@schools.nyc.gov;
dgoldma7@schools.nyc.gov

Course Dates: 10/13/11, 10/14/11; 8:10 am to 3:00 pm

Course Site: D.O., 400 First Avenue, 3rd Fl, New York, NY 10010

Course Description:

This active hands-on workshop will examine the functional communication system in which students learn to exchange pictures to communicate their needs and wants. Participants will learn the difference between PECS (Picture Exchange Communication System) and other general visual/picture supports. Topics include: motivation and reinforcement, the importance of student initiation, data collection, effective teaching procedures, prompting, and error correction strategies to teach the specific sequence of PECS Phases I-VI.

Picture Exchange Communication System Training (Cohort 2)

Course Code and Section: D75-11-019- 2

Instructor(s): Thomasina Howe
Jill Post

Seats Available: 25

Primary Email Contact:
thowe@schools.nyc.gov;
jpost@schools.nyc.gov

Course Dates: 02/03/12, 02/07/12; 8:10 am to 3:00 pm

Course Site: D.O., 400 First Avenue, 8th Fl & 3rd Fl, New York, NY 10010

Course Description:

This active hands-on workshop will examine the functional communication system in which students learn to exchange pictures to communicate their needs and wants. Participants will learn the difference between PECS (Picture Exchange Communication System) and other general visual/picture supports. Topics include: motivation and reinforcement, the importance of student initiation, data collection, effective teaching procedures, prompting, and error correction strategies to teach the specific sequence of PECS Phases I-VI.

Social Skills MS/HS Level I

Course Code and Section: D75-11-021- 1

Instructor(s): Thomasina Howe

Seats Available: 25

Primary Email Contact:
thowe@schools.nyc.gov

Course Dates: 04/19/12; 8:10 am to 3:00 pm

Course Site: D.O., 400 First Avenue, 8th Fl, New York, NY 10010

Course Description:

This workshop will examine the social interaction challenges characteristic to students with ASD (social recognition, social communication and social imagination). Instructional priorities will be identified which include student self-awareness, self-regulation and self-advocacy. Participants will learn and apply various instructional approaches which assist students in developing social interaction skills.

Social Skills Pre-K/Elementary Level I

Course Code and Section: D75-11-022- 1

Instructor(s): Thomasina Howe

Seats Available: 25

Primary Email Contact:
thowe@schools.nyc.gov

Course Dates: 04/05/12; 8:10 am to 3:00 pm

Course Site: D.O., 400 First Avenue, 8th Fl, New York, NY 10010

Course Description:

This workshop will examine the social interaction challenges characteristic to students with ASD (social recognition, social communication and social imagination). Instructional priorities will be identified which include student self-awareness, self-regulation and self-advocacy. Participants will learn and apply various instructional approaches which assist students in developing social interaction skills.

Structured Teaching MS/HS

Course Code and Section: D75-11-024- 1

Instructor(s): Thomasina Howe

Seats Available: 25

Primary Email Contact:
thowe@schools.nyc.gov

Course Dates: 04/03/12, 04/05/12; 8:10 am to 3:00 pm

Course Site: D.O., 400 First Avenue, 8th Fl, New York, NY 10010

Course Description:

Participants will acquire and apply a deeper understanding of the “culture” of autism to proactively enhance student learning, communication, and independence, as well as to address challenging behaviors. Instructional strategies based on TEACCH include creating a well organized environment through physical structure, visual schedules, various visual supports, establishing routines, and strategies for teaching communication, independent and social leisure, and functional/vocational skills. Emphasis will be placed on teaching based on student interests and strengths. The needs of older students are specifically addressed in this training.

Structured Teaching MS/HS Cohort1

Course Code and Section: D75-11-023- 1

Instructor(s): Thomasina Howe

Seats Available: 25

Primary Email Contact:
thowe@schools.nyc.gov

Course Dates: 12/02/11, 12/08/11; 8:10 am to 3:00 pm

Course Site: D.O., 400 First Avenue, 8th Fl, New York, NY 10010

Course Description:

Participants will acquire and apply a deeper understanding of the “culture” of autism to proactively enhance student learning, communication, and independence, as well as to address challenging behaviors. Instructional strategies based on TEACCH include creating a well organized environment through physical structure, visual schedules, various visual supports, establishing routines, and strategies for teaching communication, independent and social leisure, and functional/vocational skills. Emphasis will be placed on teaching based on student interests and strengths. The needs of older students are specifically addressed in this training.

Structured Teaching Pre-K/Elementary Cohort 1

Course Code and Section: D75-11-025- 1

Instructor(s): Thomasina Howe
Jill Post

Seats Available: 25

Primary Email Contact:
thowe@schools.nyc.gov;
jpost@schools.nyc.gov

Course Dates: 11/01/11, 11/04/11; 8:10 am to 3:00 pm

Course Site: D.O., 400 First Avenue, 8th Fl, New York, NY 10010

Course Description:

Participants will acquire and apply a deeper understanding of the “culture” of autism to proactively enhance student learning, communication, and independence, as well as to address challenging behaviors. Instructional strategies based on TEACCH include creating a well organized environment through physical structure, visual schedules, various visual supports, classroom routines, and strategies for teaching communication and independent play and social skills. Emphasis will be placed on teaching based on student interests and strengths. The needs of younger students are specifically addressed in this training.

Structured Teaching Pre-K/Elementary Cohort 2

Course Code and Section: D75-11-025- 2

Instructor(s): Thomasina Howe
Jill Post

Seats Available: 25

Primary Email Contact:
thowe@schools.nyc.gov;
jpost@schools.nyc.gov

Course Dates: 02/28/12, 02/29/12; 8:10 am to 3:00 pm

Course Site: P94M @ 276 55 Battery Place, Rm 713, New York, NY 10280

Course Description:

Participants will acquire and apply a deeper understanding of the “culture” of autism to proactively enhance student learning, communication, and independence, as well as to address challenging behaviors. Instructional strategies based on TEACCH include creating a well organized environment through physical structure, visual schedules, various visual supports, classroom routines, and strategies for teaching communication and independent play and social skills. Emphasis will be placed on teaching based on student interests and strengths. The needs of younger students are specifically addressed in this training.

Transition Planning: Successful Transitions to Adult Life with Autism

Course Code and Section: D75-11-027- 1

Instructor(s): Thomasina Howe

Seats Available: 25

Primary Email Contact:

thowe@schools.nyc.gov

Course Dates: 10/24/11, 11/21/11; 8:10 am to 3:00 pm

Course Site: D.O., 400 First Avenue, 8th Fl, New York, NY 10010

Course Description:

This two-day workshop, a collaboration between the offices of autism, transition and travel training, will examine the process of planning for a successful transition to adult life for students with autism spectrum disorders. Hand-on activities and discussions will revolve around: students’ deep and focused interests; vocational assessments; self-advocacy; digital resumes; community integration; independent living skills, lesson planning and human dignity.

Understanding the ABLLS –R Assessment

Course Code and Section: D75-11-013- 1

Instructor(s): Thomasina Howe
Deborah Goldman

Seats Available: 12

Primary Email Contact:

thowe@schools.nyc.gov;

dgoldma7@schools.nyc.gov

Course Dates: 09/13/11; 8:10 am to 3:00 pm

Course Site: D.O., 400 First Avenue, 8th Fl, New York, NY 10010

Course Description:

This workshop will provide participants with understanding how to conduct an ABLLS-R Assessment beginning with an overview of Skinner’s analysis of how language is a learned behavior as a background for insight in the use of the assessment. Participants will be able to set up assessment materials, gather data information and learn how to use the findings as a basis for the selection of educational objectives and comprehensive language-based curriculum planning.

Assistant Principals, Unit Coordinators and School Based Coaches are strongly encouraged to

attend.

English Language Learners

ELL Compliance Professional Development Institute Series: Session#1: LAB-R, ATS, LAP, Title III and Compliance Binder Documents

Course Code and Section: D75-11-048- 1

Instructor(s): Larisa Kabbaj

Seats Available: 60

Primary Email Contact:

lkabbaj@schools.nyc.gov

Course Dates: 09/16/11; 8:10 am to 3:00 pm

Course Site: Long Island University (LIU), 9 Hanover Place, Brooklyn, NY 11201

Course Description:

The purpose of this session is to clarify the process by which ELL students are identified as eligible for the Language Arts Battery-Revised (LAB-R) by extracting specific information from ATS Reports, to prepare participants in the administration of the LAB-R, and in the writing of their school's Language Allocation Policy (LAP), Title III and Appendix 3 of the SCEP, as well as in the completion of District-based compliance documents.

ELL Compliance Professional Development Institute Series: BESIS Training Session #2A: How to complete the Bilingual Education Student Identification Survey (BESIS)

Course Code and Section: D75-11-049- 1

Instructor(s): Larisa Kabbaj

Seats Available: 25

Primary Email Contact:

lkabbaj@schools.nyc.gov

Course Dates: 11/18/11; 8:10 am to 10:10 pm

Course Site: Brooklyn ISC, 131 Livingston Street, Brooklyn, NY 11201

Course Description:

The purpose of each two-hour session is to assist ELL Compliance Liaisons in the proper completion of their school's BESIS document in order to ensure that schools receive funding appropriate to the number of students requiring ESL/Bilingual services. Register for only one of the sessions.

ELL Compliance Professional Development Institute Series: BESIS Training Session #2B: How to complete the Bilingual Education Student Identification Survey (BESIS)

Course Code and Section: D75-11-050- 1

Instructor(s): Larisa Kabbaj

Seats Available: 25

Primary Email Contact:

lkabbaj@schools.nyc.gov

Course Dates: 11/18/11; 10:15 am to 12:15 pm

Course Site: Brooklyn ISC, 131 Livingston Street, Brooklyn, NY 11201

Course Description:

The purpose of each two-hour session is to assist ELL Compliance Liaisons in the proper completion of their school's BESIS document in order to ensure that schools receive funding appropriate to the number of students requiring ESL/Bilingual services. Register for only one of the sessions.

ELL Compliance Professional Development Institute Series: BESIS Training Session #2C: How to complete the Bilingual Education Student Identification Survey (BESIS)

Course Code and Section: D75-11-052- 1

Instructor(s): Larisa Kabbaj

Seats Available: 25

Primary Email Contact:

lkabbaj@schools.nyc.gov

Course Dates: 11/18/11; 1:00 p.m. to 3:00 p.m.

Course Site: Brooklyn ISC, 131 Livingston Street, Brooklyn, NY 11201

Course Description:

The purpose of each two-hour session is to assist ELL Compliance Liaisons in the proper completion of their school's BESIS document in order to ensure that schools receive funding appropriate to the number of students requiring ESL/Bilingual services. Register for only one of the sessions.

ELL Compliance Professional Development Institute Series: Session #3: Administration of the NYSESLAT 2012

Course Code and Section: D75-11-051- 1

Instructor(s): Larisa Kabbaj

Seats Available: 60

Primary Email Contact:

lkabbaj@schools.nyc.gov

Course Dates: 04/03/12; 8:10 am to 3:00 pm

Course Site: Brooklyn ISC, 131 Livingston Street, Brooklyn, NY 11201

Course Description:

Compliance Liaisons/ESL providers will be trained in the proper administration of the four modalities of the New York State English as a Second Language Achievement Test (NYSESLAT), including permissible accommodations, and will be provided with additional samples of each modality at all five Band Levels.

ELL Teacher Professional Development Institute Series: Session #1: Immigration's Influence on the Life of America Through the Centuries for ELLs with Disabilities

Course Code and Section: D75-11-040- 1

Instructor(s): Larisa Kabbaj

Seats Available: 60

Primary Email Contact:

lkabbaj@schools.nyc.gov

Course Dates: 10/28/11; 8:10 am to 3:00 pm

Course Site: Long Island University (LIU), 9 Hanover Place, Brooklyn, NY 11201

Course Description:

The inaugural session of this series will demonstrate, through the content area of Social Studies, how immigrants from the world over have influenced life in America via experiences brought from their own countries' history, geography, culture, traditions and customs. Emphasis will be placed on preparing appropriate instruction for students in 6:1:1 and 12:1:4 settings.

ELL Teacher Professional Development Institute Series: Session #2: How Music of Many Lands Has Affected the American Musical Landscape for ELLs with Disabilities

Course Code and Section: D75-11-041- 1

Instructor(s): Larisa Kabbaj

Seats Available: 60

Primary Email Contact:

lkabbaj@schools.nyc.gov

Course Dates: 01/27/12; 8:10 am to 3:00 pm

Course Site: Long Island University (LIU), 9 Hanover Place, Brooklyn, NY 11201

Course Description:

This session will demonstrate how the music of European, Middle Eastern, African and Asian lands has been affected by history, and how it has been transformed as both people and their music immigrated to the United States. Musical examples, which mirror historical events, will be demonstrated, and serve as a backdrop to illustrate how various nations have dealt with life's ups and downs through music.

ELL Teacher Professional Development Institute Series: Session #3: The Literature of Immigrants to America for ELLs with Disabilities and Participant Showcase

Course Code and Section: D75-11-042- 1

Instructor(s): Larisa Kabbaj

Seats Available: 60

Primary Email Contact:

lkabbaj@schools.nyc.gov

Course Dates: 06/01/12; 8:10 am to 3:00 pm

Course Site: Long Island University (LIU), 9 Hanover Place, Brooklyn, NY 11201

Course Description:

In the first half of this final session of the series, participants will be exposed to literature illustrating the hopes, dreams, fears, and joys of immigrants who came to America for a better life, and how to use such literature to create appropriate instruction for ELL students with disabilities. In the second half of the series, participants will showcase the work they have done with their students using elements gleaned from the series.

English Language Learners Professional Development Institute Series: Jose P. Training

Course Code and Section: D75-11-043- 1

Instructor(s): Larisa Kabbaj

Seats Available: 40

Primary Email Contact:

lkabbaj@schools.nyc.gov

Course Dates: 11/08/11, 06/07/12; 8:10 am to 3:00 pm

Course Site: 370K @ 3000 West 1st Street, Brooklyn, NY 11224

Course Description:

Non-ESL and bilingual teachers will learn the history of the litigation which became the means to providing students of language backgrounds other than English with equal access to learning, and will be exposed to theories of first and second language acquisition, ESL methodologies past and present, and will experience hands-on practice in the approaches and strategies used to foster second language acquisition. Certificates will be provided following each 5-hour session. Participants must attend both 5-hour sessions in order to obtain the State-mandated ten (10) hours of ESL training.

New ELL Teacher Professional Development Institute Series: Session #1: Elements of a Good Lesson Plan for ELLs with Disabilities

Course Code and Section: D75-11-044- 1

Instructor(s): Larisa Kabbaj

Seats Available: 12

Primary Email Contact:

lkabbaj@schools.nyc.gov

Course Dates: 10/04/11; 8:10 am to 3:00 pm

Course Site: 811K @ 2525 Haring Street, Brooklyn, NY 11235

Course Description:

The session will demonstrate how to approach different grade levels (elementary, middle and high school) in the writing of lessons which contain ESL and Content Area standards, address access skills, are age appropriate and follow an interdisciplinary theme through the use of ESL and NL methodologies. Emphasis will be placed on pre-planning and creating an appropriate assessment tool, including a student and teacher self-evaluation rubric

New ELL Teacher Professional Development Institute Series: Session #2: Structure in Behavior Management for ELLs with Disabilities

Course Code and Section: D75-11-045- 1

Instructor(s): Larisa Kabbaj

Seats Available: 12

Primary Email Contact:

lkabbaj@schools.nyc.gov

Course Dates: 01/13/12; 8:10 am to 3:00 pm

Course Site: 811K @ 2525 Haring Street, Brooklyn, NY 11235

Course Description:

Through the use of best instructional practices, this session teaches participants how to structure behavior management while taking into consideration environment, socialization, communication, behavioral motivation and cross-cultural influences. Participants will be instructed in the development of an assessment tool, including student and teacher self-evaluation rubric.

New ELL Teacher Professional Development Institute Series: Session #3: Adapted Books for ELLs with Disabilities, Part I

Course Code and Section: D75-11-046- 1

Instructor(s): Larisa Kabbaj

Seats Available: 12

Primary Email Contact:

lkabbaj@schools.nyc.gov

Course Dates: 02/28/12; 8:10 am to 3:00 pm

Course Site: The John F. Kennedy Jr. School (721Q) @ 57-12 94th Street, Elmhurst, NY 11373

Course Description:

Participants will receive step-by-step instruction in the adaptation of books for ELL students with disabilities. Attendees will practice adapting “Classic” and “Coffee Table” books via web searches, finding appropriate power point layouts and designs, importing pictures from the internet, and using animation to make books come alive.

New ELL Teacher Professional Development Institute Series: Session #4: Adapted Books for ELLs with Disabilities, Part II

Course Code and Section: D75-11-047- 1

Instructor(s): Larisa Kabbaj

Seats Available: 12

Primary Email Contact:

lkabbaj@schools.nyc.gov

Course Dates: 04/27/12; 8:10 am to 3:00 pm

Course Site: The John F. Kennedy Jr. School (721Q) @ 57-12 94th Street, Elmhurst, NY 11373

Course Description:

Participants will continue their journey into the creation of adapted books for ELL students with disabilities. Attendees will take a look at contemporary books following a theme, and use the tools garnered in Session #3 to transform these works into tools which foster literacy in our students.

Instructional Technology

Adapted Books

Course Code and Section: D75-11-154- 1

Instructor(s): Charles Bender

Seats Available: 20

Primary Email Contact:

cbender@schools.nyc.gov

Course Dates: 10/27/11, 11/18/11; 8:10 am to 3:00 pm

Course Site: 811K @ 2525 Haring St, Rm 205, Brooklyn, NY 11235

Course Description:

This is a 2 day, hands-on training. Participants will use PowerPoint, Digital Images, and Boardmaker to adapt stories and books for the classroom.

This workshop is for staff in alternate and standard assessment classrooms. By the end of the workshop, participants will have created their own adapted book (both digital and printed). A certificate will be issued upon completion of the course.

Adapted Books

Course Code and Section: D75-11-155- 1

Instructor(s): Elizabeth Tierney

Seats Available: 20

Primary Email Contact:

etierne@schools.nyc.gov

Course Dates: 10/27/11, 11/18/11; 8:10 am to 3:00 pm

Course Site: D.O., 400 First Avenue, 1st Fl, New York, NY 10010

Course Description:

This is a 2 day, hands-on training. Participants will use PowerPoint, Digital Images, and Boardmaker to adapt stories and books for the classroom.

This workshop is for staff in alternate and standard assessment classrooms. By the end of the workshop, participants will have created their own adapted book (both digital and printed). A certificate will be issued upon completion of the course.

Apple iMovie Institute

Course Code and Section: D75-11-140- 1

Instructor(s): Charles Bender

Seats Available: 15

Primary Email Contact:

cbender@schools.nyc.gov

Course Dates: 02/02/12, 02/14/12; 8:10 am to 3:00 pm

Course Site: 811K @ 2525 Haring St, Rm 205, Brooklyn, NY 11235

Course Description:

Hands-on iMovie training for alternate and standardized teachers. Participants will learn how to import their raw video footage (for example, of a class play, school assembly, student project, field trip) into iMovie, add titles, music, and effects, and end up with a professional-looking DVD. A certificate will be issued upon completion of the course. Intended audience: K-12, standard/alt.

Apple iMovie Institute

Course Code and Section: D75-11-141- 1

Instructor(s): Elizabeth Tierney

Seats Available: 18

Primary Email Contact:

etierne@schools.nyc.gov

Course Dates: 02/02/12, 02/14/12; 8:10 am to 3:00 pm

Course Site: D.O., 400 First Avenue, 1st Fl, New York, NY 10010

Course Description:

Hands-on iMovie training for alternate and standardized teachers. Participants will learn how to import their raw video footage (for example, of a class play, school assembly, student project, field trip) into iMovie, add titles, music, and effects, and end up with a professional-looking DVD. A certificate will be issued upon completion of the course. Intended audience: K-12, standard/alt.

April Technology Liaison Meeting

Course Code and Section: D75-11-137- 1

Instructor(s): Leslie Schecht

Seats Available: 60

Primary Email Contact:

Lschech@schools.nyc.gov

Course Dates: 04/26/12; 8:10 am to 3:00 pm

Course Site: D.O., 400 First Avenue, 1st Fl, New York, NY 10010

Course Description:

This is for technology liaisons and the focus has yet to be determined.

Creating eBooks in the accessible and widely used EPUB format for use with computers, iPads/iPods, Sony eReader and other ebook readers.

Course Code and Section: D75-11-156- 1

Instructor(s): Elizabeth Tierney

Charles Bender

Seats Available: 30

Primary Email Contact:

etierne@schools.nyc.gov ;

cbender@schools.nyc.gov

Course Dates: 01/18/12; 8:10 am to 3:00 pm

Course Site: D.O., 400 First Avenue, 1st Fl, New York, NY 10010

Course Description:

This is a one day, hands-on training. Participants will look at various software and websites to create EPUB format books. Participants will create their own EPUB books using Pages software. Please bring a laptop or iPad with Pages software to this training.

A certificate will be issued upon completion of the course.

December Technology Liaison Meeting

Course Code and Section: D75-11-138- 1

Instructor(s): Leslie Schecht

Seats Available: 60

Primary Email Contact:

Lschech@schools.nyc.gov

Course Dates: 12/21/11; 8:10 am to 3:00 pm

Course Site: D.O., 400 First Avenue, 1st Fl, New York, NY 10010

Course Description:

Pot luck breakfast. Google earth and technology best practices will be covered at this meeting.

February Technology Liaison Meeting

Course Code and Section: D75-11-139- 1

Instructor(s): Leslie Schecht

Seats Available: 60

Primary Email Contact:

Lschech@schools.nyc.gov

Course Dates: 02/16/12; 8:10 am to 3:00 pm

Course Site: D.O., 400 First Avenue, 1st Fl, New York, NY 10010

Course Description:

Blogs, wikis and podcasts will be the focus of the day. We will look at award winning Blogs and Wikis in the classroom. We will also continue looking at best practices

Integrating iPads into Classroom

Course Code and Section: D75-11-142- 1

Instructor(s): Leslie Schecht

Seats Available: 35

Primary Email Contact:

lschech@schools.nyc.gov

Course Dates: 11/03/11; 8:10 am to 3:00 pm

Course Site: D.O., 400 First Avenue, 1st Fl, New York, NY 10010

Course Description:

iPads are coming into our schools in greater numbers than ever before. If you have received iPads then this workshop is for you. A certificate will be issued upon completion of the course.

iPhoto and Adobe Photoshop Elements

Course Code and Section: D75-11-143- 1

Instructor(s): Charles Bender

Seats Available: 15

Primary Email Contact:
cbender@schools.nyc.gov

Course Dates: 01/04/12, 02/01/12, 02/29/12; 8:10 am to 3:00 pm

Course Site: 811K @ 2525 Haring St., Rm 205, Brooklyn, NY 11234

Course Description:

Learn how to use Apple's iPhoto and Adobe Photoshop Elements in your classroom. iPhoto topics include: importing and organizing images; editing images; and making slideshows and movies. Photoshop Elements topics include: using the toolbar; layers and layer styles; and creating art and collages. Intended audience: standardized and alternate teachers, librarians, and cluster teachers (art, computer). Adobe Photoshop Elements software will be distributed on day two. A certificate will be distributed on day three.

June Technology Liaison Meeting

Course Code and Section: D75-11-144- 1

Instructor(s): Leslie Schecht

Seats Available: 60

Primary Email Contact:
Lschech@schools.nyc.gov

Course Dates: 06/13/12; 8:10 am to 3:00 pm

Course Site: D.O., 400 First Avenue, 1st Fl, New York, NY 10010

Course Description:

Schools will be presenting technology projects to share out.

Mac Basics

Course Code and Section: D75-11-145- 1

Instructor(s): Leslie Schecht

Seats Available: 20

Primary Email Contact:
lschech@schools.nyc.gov

Course Dates: 10/13/11; 8:10 am to 3:00 pm

Course Site: D.O., 400 First Avenue, 1st Fl, New York, NY 10010

Course Description:

If you have the computer but don't know how to do some of the most basic operations, then this workshop is for you. This workshop will give you the tools you need to feel comfortable behind the keyboard and in front of the screen. This professional development opportunity is for alternate and standardized classroom teachers who are interested in learning the Mac operating system and basic operations including Universal Access.

Mac Basics

Course Code and Section: D75-11-146- 1

Instructor(s): Leslie Schecht

Seats Available: 20

Primary Email Contact:
lschech@schools.nyc.gov

Course Dates: 01/12/12; 8:10 am to 3:00 pm

Course Site: D.O., 400 First Avenue, 1st Fl, New York, NY 10010

Course Description:

If you have the computer but don't know how to do some of the most basic operations, then this workshop is for you. This workshop will give you the tools you need to feel comfortable behind the keyboard and in front of the screen. This professional development opportunity is for alternate and standardized classroom teachers who are interested in learning the Mac operating system and basic operations including Universal Access.

Math-Kitecture for Teaching Geometry and Architecture

Course Code and Section: D75-11-147- 1

Instructor(s): Charles Bender

Seats Available: 15

Primary Email Contact:

Cbender@schools.nyc.gov

Course Dates: 04/02/12, 04/30/12; 8:10 am to 3:00 pm

Course Site: 811K @ 2525 Haring St, Rm 205, Brooklyn, NY 11235

Course Description:

Math-kitecture is a program that uses architecture to teach mathematics. Students will learn how to turn floor plans drawn by hand, and to scale, into computer-aided masterpieces. Participants will learn how to create 3D models with SketchUp software. Intended audience: grade 2-6/computer/ math teachers. A certificate will be issued upon completion of the course.

November Technology Liaison Meeting

Course Code and Section: D75-11-148- 1

Instructor(s): Leslie Schecht

Seats Available: 60

Primary Email Contact:

Lschech@schools.nyc.gov

Course Dates: 11/08/11; 8:10 am to 3:00 pm

Course Site: D.O., 400 First Avenue, 1st Fl, New York, NY 10010

Course Description:

Positive behavior support for technology liaisons. iMovie 09 will be presented and related back to the common core standards.

Now that you have the Smart Board, what do you do? Smart board and Notebook for Beginners

Course Code and Section: D75-11-152- 1

Instructor(s): Elizabeth Tierney

Seats Available: 25

Primary Email Contact:

etierne@schools.nyc.gov

Course Dates: 10/06/11; 8:10 am to 3:00 pm

Course Site: D.O., 400 First Avenue, 1st Fl, New York, NY 10010

Course Description:

This workshop is for standardized and alternate assessment classroom teachers looking to use the Smart board and become familiar with the Smart board Notebook software and activities.

Participants will begin to utilize and/or create Smart board Notebook activities for the classroom.

This will course will provide the basic skills for a user who is new to the technology, OR those teachers that have not used the Smart board Notebook software.

This is a hands-on opportunity, so please bring a laptop with the latest Notebook software pre-loaded. A certificate will be issued upon completion of the course.

Now that you have the Smart Board, what do you do? Smart board and Notebook for Beginners

Course Code and Section: D75-11-153- 1

Instructor(s): Charles Bender

Seats Available: 25

Primary Email Contact:

cbender@schools.nyc.gov

Course Dates: 10/06/11; 8:10 am to 3:00 pm

Course Site: 811K @ 2525 Haring St, Rm 205, Brooklyn, NY 11235

Course Description:

This workshop is for standardized and alternate assessment classroom teachers looking to use the Smart board and become familiar with the Smart board Notebook software and activities.

Participants will begin to utilize and/or create Smart board Notebook activities for the classroom.

This will course will provide the basic skills for a user who is new to the technology, OR those teachers that have not used the Smart board Notebook software.

This is a hands-on opportunity, so please bring a laptop with the latest Notebook software pre-loaded.

A certificate will be issued upon completion of the course.

October Technology Liaison Meeting

Course Code and Section: D75-11-149- 1

Instructor(s): Leslie Schecht

Seats Available: 60

Primary Email Contact:

Lschech@schools.nyc.gov

Course Dates: 10/20/11; 8:10 am to 3:00 pm

Course Site: D.O., 400 First Avenue, 1st Fl, New York, NY 10010

Course Description:

Software vendors will be present and we will decide on the software initiative for the 2011-2012

school year. Cloud computing and 21st century skills will be the foci for the year. We will also review best practices for iPad use in the classroom.

Smart board utilizing Notebook Software for ELA and Social Studies.

Course Code and Section: D75-11-151- 1

Instructor(s): Elizabeth Tierney
Charles Bender

Seats Available: 40

Primary Email Contact:
etierne@schools.nyc.gov;
cbender@schools.nyc.gov

Course Dates: 01/10/12; 8:10 am to 3:00 pm

Course Site: D.O., 400 First Avenue, 1st Fl, New York, NY 10010

Course Description:

This workshop is for standardized and alternate assessment classroom teachers looking to improve their technology integration skills utilizing the Smart Board to deliver interesting and hands-on ELA or Social Studies content.

A certificate will be issued upon completion of the course.

Smart board utilizing Notebook Software for Math and Science.

Course Code and Section: D75-11-150- 1

Instructor(s): Elizabeth Tierney
Charles Bender

Seats Available: 40

Primary Email Contact:
etierne@schools.nyc.gov;
cbender@schools.nyc.gov

Course Dates: 12/06/11; 8:10 am to 3:00 pm

Course Site: D.O., 400 First Avenue, 1st Fl, New York, NY 10010

Course Description:

This workshop is for standardized and alternate assessment classroom teachers looking to improve their technology integration skills utilizing the Smart Board to deliver interesting and hands-on Math or Science content.

A certificate will be issued upon completion of the course.

Literacy

Back to Basics Balanced Literacy Practicum

Course Code and Section: D75-11-077- 1

Instructor(s): jodi ader
Kristine Gonzalez

Seats Available: 40

Primary Email Contact:
JAder@schools.nyc.gov;
KGonzalez3@schools.nyc.gov

Course Dates: 09/20/11, 10/20/11, 12/20/11, 04/24/12; 8:10 am to 3:00 pm

Course Site: D.O., 400 First Avenue, 8th Fl, New York, NY 10010

Course Description:

This 4-day workshop is geared to supporting literacy instruction for students who participate in standardized assessment.

In keeping with the Common Core State Standards for ELA, participants will explore grade-specific standards for Reading and Writing with attention to the “Range of Reading and Level of Text Complexity” and “Range of Writing” strands respectively.

Participants will review the instructional components of Balanced Literacy including the Readers and Writers Workshop, Interactive Read Aloud, Interactive Writing, Guided Reading and Writing, and Shared Reading and Writing. The first session is devoted to Best Practices for building student portfolios across the year and the types of assessments that document student growth in ELA. Teachers will learn to analyze student performance data from computer based ELA assessments, as well as how to administer running records and conduct miscue analysis to drive their classroom instruction and identify individualized learning goals for reading, writing, and word work.

Because much of this work is conducted in small learning groups, the District Office strongly recommends that principals send teams of three (3) teachers to support collaboration in the school between sessions.

As part of this workshop, District Coaches/presenters will schedule two (2) visitations with each participant in their classroom during ELA instruction to support the work of balanced literacy. Participants will receive short reading assignments in advance of the workshop sessions to build background knowledge and will be expected to present samples of student work, running records, and portfolio development as part of a collegial review process. Exciting and engaging techniques and strategies will be demonstrated during workshop sessions 2, 3, and 4 to assist teachers in motivating students in becoming lifelong, independent readers and writers. An emphasis on the need to establish independent reading and writing in classrooms will be discussed. Resource materials will be provided to support teachers in implementing techniques learned. Workshop participants are invited to contribute to the existing ARIS Community as “members” and are expected to blog, discuss, and share student work and resources in between

sessions. Participants who attend and satisfactorily complete the workshop will receive a Certificate of Course Completion from the Office of Literacy.

CCLS and Informational Text Instruction for Middle and High School Classrooms

Course Code and Section: D75-11-078- 1 Instructor(s): jodi ader
Robert Stefani

Seats Available: 40

Primary Email Contact:
JAder@schools.nyc.gov;RStefani2@schools.nyc.gov

Course Dates: 10/04/11, 12/13/11, 02/02/12, 04/20/12; 8:10 am to 3:00 pm

Course Site: D.O., 400 First Avenue, 1st Fl, New York, NY 10010

Course Description:

The overarching tenet of this workshop is to align CCLS with informational text. Participants will learn how to teach critical thinking skills using a variety of materials, visual aids, and interactive technology (Smart Board). Through hands-on activities, participants will gain practice in differentiating lessons to support academic instruction for a range of learners by incorporating informational resources such as: media, video, documentary films, books, newspapers, search engines, interviews, etc... Participants will also learn how to support learners to conduct research by analyzing information to develop comprehension skills, use content vocabulary in fun and engaging ways, as well as to incorporate speaking and listening skills through inquiry questions and debates. Join us in discovering how to motivate your students through engaging and interactive instruction and gain access into our students' curiosity about the world around them!

Participants who attend and satisfactorily complete this workshop will receive a 'Certificate of Course Completion' from the Office of Literacy

Common Core in Grade Four – Informational Text

Course Code and Section: D75-11-079- 1 Instructor(s): Leah Vasquez
Robert Stefani

Seats Available: 40

Primary Email Contact:
LVasque7@schools.nyc.gov;
RStefani2@schools.nyc.gov

Course Dates: 10/11/11, 11/29/11, 12/16/11, 01/19/12; 8:10 am to 3:00 pm

Course Site: D.O., 400 First Avenue, 1st Fl, New York, NY 10010

Course Description:

This series of workshops will help literacy coaches and grade four teachers examine their English Language Arts teaching strategies and curriculum choices through the lens of the Common Core State Standards.

The CCSS begin in the earliest grades with a focus on college and career readiness and increase in complexity across the grade levels. We will look at the standards and analyze the type of

instruction needed to prepare students for their post-high school lives. By examining the 4th grade level, schools will establish a “band-level” expert who will develop a depth of knowledge regarding how 3rd grade teachers should be working to prepare their students for the next grade and 4th grade teachers will know the standards of skills and understandings required according to the 5th grade standards.

As specified by CCSSO and NGA, the Standards are:

- (1) research and evidence based
- (2) aligned with college and work expectations
- (3) rigorous
- (4) internationally benchmarked.

Participants who attend and satisfactorily complete this workshop will receive a ‘Certificate of Course Completion’ from the Office of Literacy

Data in the ELA Classroom

Course Code and Section: D75-11-080- 1

Instructor(s): Susan Abrahams

Seats Available: 40

Primary Email Contact:

SAbraha6@schools.nyc.gov

Course Dates: 10/04/11, 12/13/11, 02/02/12, 04/20/12; 8:10 am to 3:00 pm

Course Site: D.O., 400 First Avenue, 8th Fl, New York, NY 10010

Course Description:

This professional development series is designed to support teachers with the use of various assessment tools, authentic student work portfolios, and analysis of data to plan instruction.

This interactive hands-on workshop, is aligned with the Common Core Learning Standards and Depth of Knowledge Levels.

Teacher will be expected to bring in samples of assessment data and student work. Participants will learn how to take records of oral reading as a vehicle for error analysis. Attention will also be given to viewing writing samples, reading logs, conference notes, writing notebooks, writing journals, and results from performance assessment tests, to direct literacy instruction. Analyzing these various forms of data will inform the instructional decisions made to help students progress along a continua of reading and writing.

Participants who attend and satisfactorily complete this workshop will receive a ‘Certificate of Course Completion’ from the Office of Literacy

Effective Teaching Equals Natural Test Preparation

Course Code and Section: D75-11-081- 1 Instructor(s): Robert Stefani
Leah Vasquez

Seats Available: 40 Primary Email Contact:
RStefani2@schools.nyc.gov;LVasque7@schools.nyc.gov

Course Dates: 11/22/11, 01/10/12, 02/14/12, 03/30/12; 8:10 am to 3:00 pm

Course Site: D.O., 400 First Avenue, 8th Fl, New York, NY 10010

Course Description:

This workshop is open to TEAMS of three (3) participants from each school; the District Office recommends that team members include an Assistant Principal, a School-Based Coach, and a Lead Teacher for students in grades 3 through 8 who participate in standardized assessment. This workshop is geared towards supporting schools in providing school-based professional development for the NYS ELA test including collecting and analyzing students' performance data, increasing familiarity with test question formats (multiple choice, short-response, extended-response, and graphic organizer), analyzing student work using scoring rubrics, note taking for the listening section, and navigating the writing mechanics section. Workshop participants will examine sound practices for literacy instruction across the school year and ways to assist developing readers confront challenging test passages and questions with confidence.

As part of this workshop, District Coaches/presenters will schedule one (1) school visitation with each organization to support turn-key training in test sophistication for teachers and paraprofessionals in your building. Workshop participants are also invited to contribute to the existing ARIS Community as "members" and are expected to blog, discuss, and share student work and resources in between sessions. Training materials including sample PowerPoint presentation, agenda, testing passages and questions will also be available on the ARIS Community to support turn-key delivery in your school.

Participants who attend and satisfactorily complete this workshop will receive a 'Certificate of Course Completion' from the Office of Literacy

English Regents Exam Preparation

Course Code and Section: D75-11-082- 1 Instructor(s): Susan Abrahams
Kristine Gonzalez

Seats Available: 40 Primary Email Contact:
SAbraha6@schools.nyc.gov;
KGonzalez3@schools.nyc.gov

Course Dates: 01/24/12, 04/26/12; 8:10 am to 3:00 pm

Course Site: D.O., 400 First Avenue, 8th Fl, New York, NY 10010

Course Description:

This workshop is designed to familiarize teachers with the format of the English Regents Exam

while focusing efforts on critical college and career ready skills as presented in the new Common Core Learning Standards.

This interactive hands-on workshop is designed to support teachers with authentic literacy instruction while preparing their student to succeed on standardized exams. The focus will be on reading and writing informational text aligned with the Common Core Learning Standards for Language and Writing.

Participants who attend and satisfactorily complete this workshop will receive a ‘Certificate of Course Completion’ from the Office of Literacy

Multi-Sensory Reading Instruction

Course Code and Section: D75-11-083- 1

Instructor(s): Susan Abrahams
jodi ader

Seats Available: 40

Primary Email Contact:
SAbraha6@schools.nyc.gov;
JAder@schools.nyc.gov

Course Dates: 10/28/11, 12/01/11, 12/09/11; 8:10 am to 3:00 pm

Course Site: D.O., 400 First Avenue, 1st Fl, New York, NY 10010

Course Description:

This 2 day workshop is designed to instruct teachers on the basic principles of reading instruction, regardless of the programs provided by the schools. All teachers who work with students capable of learning to read are invited to participate.

Day 1 will provide teachers of all grade levels the multi-sensory strategies for teaching the “Big Five” of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Day 2 will be divided by grade level in order to focus on the particular developmental needs of students. Elementary teachers will work together on December 1, 2011 while middle school/ high school teachers will work together on December 9, 2011.

During these interactive hands-on workshops, participants will learn instructional strategies and activities aligned with the Common Core Learning Standards for Language in the areas of Conventions of Standard English and Vocabulary Acquisition and Use.

Participants who attend and satisfactorily complete this workshop will receive a ‘Certificate of Course Completion’ from the Office of Literacy

The Writer’s Workshop

Course Code and Section: D75-11-086- 1

Instructor(s): Kristine Gonzalez
Leah Vasquez

Seats Available: 40

Primary Email Contact:
KGonzalez3@schools.nyc.gov;
LVasque7@schools.nyc.gov

Course Dates: 09/22/11, 11/10/11, 01/05/12; 8:10 am to 3:00 pm

Course Site: D.O., 400 First Avenue, 1st Fl, New York, NY 10010

Course Description:

This course will give attention to the structure of the writer's workshop and will outline the fundamental principles of setting up a structure for writing to occur every day in your classroom. The course will also examine the writing cycle, defining the steps within the writing process: collecting, drafting, revising, editing, and publishing. It will introduce the Writers Notebook as a tool for storing ideas and beginning writing pieces.

Teachers will be given the strategies to move students forward on the writing continuum, regardless of their current skill and level. Analysis of authentic student writing will serve as a vehicle to assess writing strengths and needs.

Teachers will be expected to participate as writers during the course in order to experience the process themselves. We recommend participants bring a notebook to store their own writing. Participants who attend and satisfactorily complete this workshop will receive a 'Certificate of Course Completion' from the Office of Literacy

Unearthing the Units of Study as a Pathway to Set Instructional Expectations for Students

Course Code and Section: D75-11-084- 1

Instructor(s): Raizy Blau
Leah Vasquez

Seats Available: 40

Primary Email Contact:
RBlau@schools.nyc.gov;
LVasque7@schools.nyc.gov

Course Dates: 09/27/11, 11/01/11, 12/06/11, 01/31/12, 02/16/12, 04/19/12; 8:10 am to 3:00 pm

Course Site: D.O., 400 First Avenue, 8th Fl, New York, NY 10010

Course Description:

This course is designed to push beyond general overviews of the District 75 Units of Study. Participants will learn the guiding principles upon which units of study are made. Participants will also learn the predictable sections that constitute a unit of study- what generally happens at the beginning of any unit, in the middle and at the end. The workshop aims to give teachers what is needed to start every unit so as to support the highest possible levels of student achievement and to give a sense of control and perspective. You will be provided with an initial understanding of ways you might alter units so that you feel prepared to make adaptations and or modifications, establish priorities, and to proceed with confidence.

Emphasis will be given to units that are connected to the Common Core Literacy Focus for the 2011-2012 school year.

Participants who attend and satisfactorily complete this workshop will receive a 'Certificate of Course Completion' from the Office of Literacy

Word Work: Making Every Minute Count/D75 ANNUAL SPELLING BEE

Course Code and Section: D75-11-085- 1

Instructor(s): Robert Stefani
Susan Abrahams

Seats Available: 40

Primary Email Contact:
RStefani2@schools.nyc.gov;
SAbraha6@schools.nyc.go

Course Dates: 11/17/11, 02/07/12, 04/03/12, District 75 Spelling Bee: 06/01/12; 8:10 am to 3:00 pm

Course Site: D.O., 400 First Avenue, 1st Fl, New York, NY 10010

Course Description:

This workshop is open to all teachers in grades 3-8 with students who participate in either standardized or alternate assessment. In keeping with the Common Core State Standard for ELA, participants will explore grade-specific standards for Language with attention to the “Vocabulary Acquisition and Use” strand and what the Common Core asks students to know and be able to do. Participants will review the components of effective word work including developing “word consciousness,” explicit word teaching strategies, and independent word solving techniques; practical strategies for teaching phonics, phonemic awareness, and vocabulary will be reviewed in depth.

Participants will explore fiction and nonfiction texts to identify Tier 1, Tier 2, and Tier 3 vocabulary and consider which vocabulary is most appropriate for explicit classroom instruction.

Within the framework of Balanced Literacy, participants will explore the relationships between reading, writing, and word work. Using spelling patterns, manipulating sounds, and building automaticity of high frequency words are some of the skills that will also be presented. This workshop will help teachers identify opportunities throughout the day to practice word solving skills and interact with print in the classroom, during transitions, and as extension activities at home.

Following the second session, District Coaches/ presenters will schedule one (1) visitation with each participant in their classroom during word work to support effective instruction and implementation of teaching strategies demonstrated. Workshop participants are invited to contribute to the existing ARIS Community as “members” and are expected to blog, discuss, and share student work and resources in between sessions.

Participating teachers will enable their school to participate in District 75 Annual Spelling Bee in June, 2012.

Participants who attend and satisfactorily complete this workshop will receive a ‘Certificate of Course Completion’ from the Office of Literacy

Mathematics

Developing High School Mathematics Problem Solving Sense through Literacy and Technology

Course Code and Section: D75-11-088- 1

Instructor(s): Ursula Endara

Seats Available: 30

Primary Email Contact:

uendara@schools.nyc.gov

Course Dates: 12/15/11, 02/09/12; 8:10 am to 3:00 pm

Course Site: D.O., 400 First Avenue, 1st Fl, New York, NY 10010

Course Description:

This two-day institute will be looking at integrating and using literacy strategies and technology to develop mathematical understanding and conceptual understanding to increase problem solving skills real world applications. Participants will participate in interactive activities and planning to integrate mathematical tasks and projects to support student engagement and student outcomes in problem solving as it relates to the new CCSS rigor in mathematics. All participants will receive a Certificate at the end of the two-day workshop.

Introduction to Problem Solving Strategies (K-5)

Course Code and Section: D75-11-091- 1

Instructor(s): Rosemary Nieves

Seats Available: 25

Primary Email Contact:

RNieves2@schools.nyc.gov

Course Dates: 12/16/11, 01/19/12; 8:10 am to 3:00 pm

Course Site: D.O., 400 First Avenue, New York, NY 10010

Course Description:

This two-day course will focus on looking at the NYS common core for mathematics, how students solve mathematics problems, questioning techniques and the strategies that will assist them. Utilizing Norman Webb's DOK, teachers will be able to see how a problem grows and how the vocabulary and strategies used will be able to grow with the student in order to assist with problem solving skills. Participants will have an opportunity to engage in interactive activities and assessment planning. This workshop will also address the CCSS as it addresses the mathematics content Operations and Algebraic Thinking as well as numbers and operations. Participants will receive a Certificate upon completion of this two- day course.

Mathematics/Problem Solving through Literacy and Technology

Course Code and Section: D75-11-087- 1

Instructor(s): Christopher Bejar

Seats Available: 25

Primary Email Contact:

cbejar@schools.nyc.gov

Course Dates: 12/22/11, 02/28/12; 8:10 am to 3:00 pm

Course Site: D.O., 400 First Avenue, New York, NY 10010

Course Description:

This 2-day course will focus on designing a more rigorous instruction in teaching students to be problem solvers through Literacy and Technology by examining the alignment of New York State Mathematics Core Curriculum and Common Core State Standards. Participants will have an opportunity to engage in hands-on activities, explore the workshop model, interactive activities, and assessment planning. Participants who attend the complete series workshop will receive a Certificate of Completion.

Strategies to use in Preparation for NYS Algebra Test (Grades 9-12)

Course Code and Section: D75-11-094- 1

Instructor(s): Lothar Troeller

Seats Available: 24

Primary Email Contact:

LTroeller@schools.nyc.gov

Course Dates: 03/06/12; 8:10 am to 3:00 pm

Course Site: D.O., 400 First Avenue, 1st Fl, New York, NY 10010

Course Description:

This workshop addresses Danielson's domain components 1a (Demonstrating Knowledge of Current Trends in Specialty Area and Professional Development), 2b (Establishing a Culture for ongoing Instructional Improvement), 3b (Engaging Teachers in Learning New Instructional Skills), and 4d (Participating in a Professional Community.)

This workshop will assist teachers in preparing standardized assessment high school students for the 2012 Regents Tests. Teachers will be analyzing content specific test items to determine strategic ways to incorporate aligned practice into daily instruction. Additionally, problem solving and test taking strategies, that is, the reading and writing of mathematics, as well as an understanding of the scoring rubrics, scoring policies, use of manipulative tools, reference guides and question formats will be addressed.

The graphing calculator is not mentioned in the new CCSS, but the content strongly suggests its use.

We will utilize Webb's DOK to work on all 4 levels.

Strategies to use in Preparation for NYS Algebra Test (Grades 9-12)

Course Code and Section: D75-11-095- 1

Instructor(s): Lothar Troeller

Seats Available: 24

Primary Email Contact:

LTroeller@schools.nyc.gov

Course Dates: 04/03/12; 8:10 am to 3:00 pm

Course Site: D.O., 400 First Avenue, 1st Fl, New York, NY 10010

Course Description:

This workshop will assist teachers in preparing standardized assessment high school students for

the 2012 Regents Tests. Teachers will be analyzing content specific test items to determine strategic ways to incorporate aligned practice into daily instruction. Additionally, problem solving and test taking strategies, that is, the reading and writing of mathematics, as well as an understanding of the scoring rubrics, scoring policies, use of manipulative tools, reference guides and question formats will be addressed. Participants will receive a Certificate of Completion.

Strategies to Use in Preparation for NYS Mathematics Regents

Course Code and Section: D75-11-089- 1

Instructor(s): Ursula Endara

Seats Available: 30

Primary Email Contact:

uendara@schools.nyc.gov

Course Dates: 11/17/11; 8:10 am to 3:00 pm

Course Site: D.O., 400 First Avenue, New York, NY 10010

Course Description:

This one-day course will be focusing on test prep strategies. Participants will be analyzing content specific test items from the NYS Core Curriculum State Standards to determine strategic ways to incorporate aligned practice into daily instruction for NYS Regents multiple choice and problem solving question formats. The Common Core States Standards will also be explored as they relate to the expectations of problem solving in mathematics reading and writing. We will also address the understanding of the scoring rubrics and allowed accommodations for District 75 students. Participants will receive a Certificate at the end of the workshop.

Strategies to Use In Preparation for NYS Mathematics Test

Course Code and Section: D75-11-098- 1

Instructor(s): Rosemary Nieves

Seats Available: 25

Primary Email Contact:

RNieves2@schools.nyc.gov

Course Dates: 02/03/12; 8:10 am to 3:00 pm

Course Site: D.O., 400 First Avenue, New York, NY 10010

Course Description:

This one-day course will focus in depth on the content strands via standards addressed in Mathematics. As described in Norman Webb's DOK, Teachers will be analyzing content specific test items to determine strategic ways to incorporate aligned practice into daily instruction. Additionally, problem solving and test taking strategies, that is, the reading and writing of mathematics, as well as an understanding of the scoring rubrics, scoring policies, accommodations for D 75 students, use of manipulative tools, reference guides and question formats will be addressed. This workshop will also address the CCSS as it addresses the mathematics content Operations and Algebraic Thinking, geometry, Measurement and Data as well as Numbers and Operations. Participants will receive a Certificate upon completion of this one day course.

Strategies to Use in Preparation for NYS Mathematics Test for Grades 6-8

Course Code and Section: D75-11-092- 1

Instructor(s): Christopher Bejar

Seats Available: 25

Primary Email Contact:
cbejar@schools.nyc.gov

Course Dates: 10/06/11, 01/26/12; 8:10 am to 3:00 pm

Course Site: D.O., 400 First Avenue, New York, NY 10010

Course Description:

This 2-day course will focus on preparing Grade 6-8 students in standardized assessment in New York State Mathematics Test 2012. Participants will analyze content specific test items, New York State Mathematics Core Curriculum, and Common Core State Standards to determine strategic ways to incorporate aligned practice into daily instruction. Additionally, problem solving and test taking strategies, that is, the reading and writing of mathematics, as well as an understanding of the scoring rubrics, scoring policies, use of manipulative tools, reference guides and question formats will be addressed. Participants who attend the complete series workshop will receive a Certificate of Completion.

The High School Balanced Mathematics Classroom using the Workshop Model

Course Code and Section: D75-11-090- 1

Instructor(s): Ursula Endara

Seats Available: 30

Primary Email Contact:
uendara@schools.nyc.gov

Course Dates: 10/18/11; 8:10 am to 3:00 pm

Course Site: D.O., 400 First Avenue, New York, NY 10010

Course Description:

This one-day workshop will focus on the workshop model to optimize instruction for a balanced mathematics. Participants will engage in interactive activities for planning instruction to increase mathematics language and problem solving skills in the context of Norman Webb's Depth of Knowledge (DOK) levels for cognitive demand. Participants will explore and develop tasks that are on a level of complexity for the student(s), are meaningful and make sense for students to sustain engaging and interacting with content for solving mathematics problems. The CCSS will also be reviewed as they pertain to the high school mathematics. A Certificate will be given to all participants at the end of the workshop.

Understanding Number Sense (High School, Grades 9-12)

Course Code and Section: D75-11-096- 1

Instructor(s): Lothar Troeller

Seats Available: 24

Primary Email Contact:
LTroeller@schools.nyc.gov

Course Dates: 11/08/11, 01/10/12; 8:10 am to 3:00 pm

Course Site: D.O., 400 First Avenue, 1st Fl, New York, NY 10010

Course Description:

This workshop addresses Danielson's domain components 1a (Demonstrating Knowledge of Current Trends in Specialty Area and Professional Development), 2b (Establishing a Culture for ongoing Instructional Improvement), 3b (Engaging Teachers in Learning New Instructional Skills), and 4d (Participating in a Professional Community.)

During the years from kindergarten to eighth grade, students must repeatedly extend their conception of number. During middle school, fractions are augmented by negative fractions to form the rational numbers. In Grade 8, students extend this system once more, augmenting the rational numbers with the irrational numbers to form the real numbers. In high school, students will be exposed to yet another extension of number, when the real numbers are augmented by the imaginary numbers to form the complex numbers.

This last step is new following the implementation of the CCSS.
We will utilize Webb's DOK to work on all 4 levels.

Understanding Number Sense (High School, Grades 9-12)

Course Code and Section: D75-11-097- 1

Instructor(s): Lothar Troeller

Seats Available: 24

Primary Email Contact:

LTroeller@schools.nyc.gov

Course Dates: 11/08/11; 8:10 am to 3:00 pm

Course Site: D.O., 400 First Avenue, 1st Fl, New York, NY 10010

Course Description:

We will look at the set of Real Numbers and how they are augmented by the Imaginary Numbers to form the Complex Numbers. This will be aligned to the CCSS for Mathematics under Number and Quantity. Participants will receive a Certificate of Completion.

Use of graphing calculators in D75 schools (Grade 9-12)

Course Code and Section: D75-11-093- 1

Instructor(s): Lothar Troeller

Seats Available: 24

Primary Email Contact:

LTroeller@schools.nyc.gov

Course Dates: 10/04/11; 8:10 am to 3:00 pm

Course Site: D.O., 400 First Avenue, 1st Fl, New York, NY 10010

Course Description:

This is a one-day graphing calculator training for teachers in District 75. The graphing calculator is part of the Integrated Algebra I program. The graphing calculator is a visual and hands on manipulative that aids in the understanding of Algebraic thinking and understanding. Teachers will learn how to use the calculator as a tool to gain deeper understanding to teach the concepts necessary for the NYS Regents Exam. Participants will receive a Certificate of Completion.

Using the Workshop Model as part of a Balanced Mathematics Classroom to Understand Number Sense

Course Code and Section: D75-11-099- 1

Instructor(s): Rosemary Nieves

Seats Available: 25

Primary Email Contact:

RNieves2@schools.nyc.gov

Course Dates: 12/02/11, 02/28/12; 8:10 am to 3:00 pm

Course Site: D.O., 400 First Avenue, New York, NY 10010

Course Description:

Two-day course will focus in depth on the content strand of number sense and instructional techniques in Mathematics that may be integrated across curricula such as literacy and technology to address this strand. Attendees will also look into the common core standards and see how number strand is addressed in the grades above and below their targeted instructional grade. Participants will also have an opportunity to engage in interactive activities and assessment planning as stated in Norman Webb's DOK. This workshop will also address the CCSS as it addresses the mathematics content Operations and Algebraic Thinking as well as numbers and operations. Participants will receive a Certificate upon completion of this two day course.

Inclusive Education

Nuts and Bolts

Course Code and Section: D75-11-073- 1

Instructor(s): Sherryl Berti

Seats Available: 20

Primary Email Contact:
Sberti@schools.nyc.gov

Course Dates: 09/22/11, 10/13/11, 10/25/11, 11/15/11, 12/13/11, 01/12/12, 02/07/12; 8:10 am to 3:00 pm

Course Site: D.O., 400 First Avenue, 8th Floor or 3rd Floor, New York, NY 10010

Course Description:

Nuts & Bolts is the initial series of basic workshops that teach inclusive best practices. These workshops are for SETSS providers, paraprofessionals, general education colleagues, administrators, etc. who are working for the first time in an inclusive environment, and for anyone who wants a review of the topic. Each session covers a different area of inclusive practice. Getting Started (Day 1) will enable participants to set up systems that structure their programs. The Philosophy & Values of Inclusive Education (Day 2) teaches the models of inclusive education currently in place in New York City and the belief systems behind those models. Building the Inclusive IEP (Day 3) teaches the process of writing the IEP. Day 4 introduces the concepts of Differentiating Instruction and provides hands-on experiences teaching learners with different abilities. Supporting Positive Behaviors (Day 5) presents research-based protocols and strategies that encourage student self-monitoring of behavior. Teaming and Collaboration (Day 6) engages participants in the development of individual and school-wide environments that encourage all people to thrive academically, socially and professionally. Articulation and Transition (Day 7) creates a working plan for addressing student life-goals.

Therapeutic Crisis Intervention (Cohort 4)

Course Code and Section: D75-11-075- 1

Instructor(s): Sherryl Berti

Seats Available: 20

Primary Email Contact:
Sberti@schools.nyc.gov

Course Dates: 12/01/11, 12/08/11, 12/15/11, 12/22/11; 8:10 am to 3:00 pm

Course Site: D.O., 400 First Avenue, 3rd Floor or 1st Floor, New York, NY 10010

Course Description:

Therapeutic Crisis Intervention is a 4 day certificate bearing course. Staff learns skills that enable them to become the catalyst through which young people can change old habits, destructive responses and maladaptive behavior patterns. The goals include assisting organizations in preventing crisis from occurring, de-escalating potential crisis, managing acute physical behavior, and reducing potential and actual injury to young people and staff.

Two Day Institute: Bringing Behavior Intervention Plans to Life

Course Code and Section: D75-11-071- 1

Instructor(s): Sherryl Berti

Seats Available: 20

Primary Email Contact:
Sberti@schools.nyc.gov

Course Dates: 01/13/12, 02/10/12; 8:10 am to 3:00 pm

Course Site: D.O., 400 First Avenue, New York, NY 10010; 8th Floor or 3rd Floor

Course Description:

This two day institute is a collaboration between the Offices of Positive Behavior Supports & Inclusive Education. The course teaches participants how to conduct a Functional Behavior Assessment (FBA) in multiple environments and use it to design a Behavior Intervention Plan (BIP) for a student with challenging behaviors. Day 1 will focus on the FBA: teamwork, understanding the context of behavior, collecting data, and reinforcement. Day 2 will focus on analyzing the data and developing a targeted BIP. The course teaches FBA-BIP according to State Commissioner's Regulations Part 200.22. Participants must bring an example of a student they work with that exhibits severe challenging behaviors. They will be required to collect data on the student's behavior between days one and two, from which they will develop a BIP.

Two Day Institute: Developing the Inclusive IEP

Course Code and Section: D75-11-072- 1

Instructor(s): Sherryl Berti

Seats Available: 20

Primary Email Contact:
Sberti@schools.nyc.gov

Course Dates: 09/27/12, 11/01/12; 8:10 am to 3:00 pm

Course Site: D.O., 400 First Avenue, 8th Floor or 3rd Floor, New York, NY 10010

Course Description:

Two Day Institute: Developing the Inclusive IEP focuses for two days on writing quality Individual Education Programs for students in inclusive settings. Day one introduces basic language and laws impacting the building of IEPs through SESIS. Day two follows-up with addressing and monitoring IEP goals in the general education environment.

Two Day Institute: Strategies for Accessing the General Education Curriculum

Course Code and Section: D75-11-074- 1

Instructor(s): Sherryl Berti

Seats Available: 20

Primary Email Contact:
Sberti@schools.nyc.gov

Course Dates: 02/02/11, 02/16/11; 8:10 am to 3:00 pm

Course Site: D.O., 400 First Avenue, New York, NY 10010; 8th Floor or 3rd Floor

Course Description:

Two Day Institute: Strategies for Accessing the General Education Curriculum is a 2 day institute for SETSS providers, paraprofessionals, general education colleagues and administrators. Specific strategies that can be used across content and grade level will enable

participants to expand their repertoire of skills for making general education content and Common Core Standards accessible to all students, regardless of ability.

Two Day Institute: Thinking Maps

Course Code and Section: D75-11-076- 1

Instructor(s): Sherryl Berti

Seats Available: 20

Primary Email Contact:
Sberti@schools.nyc.gov

Course Dates: 11/29/11, 01/17/12; 8:10 am to 3:00 pm

Course Site: D.O., 400 First Avenue, 3rd Floor or 8th Floor, New York, NY 10010

Course Description:

Two Day Institute: Thinking Maps focuses on the use of Thinking Maps as an instructional tool that structures and supports 8 cognitive processes involved in learning. Day 1 provides an overview of all maps and focuses on strategies for immediate application. Day 2 follows up on the work done by the participants, and teaches strategies for expanding the use of Thinking Maps.

Office of School Safety and PBIS

Anger Management Strategies for Special Educators (1)

Course Code and Section: D75-11-100- 1

Instructor(s): Mary Mason Simpson

Seats Available: 20

Primary Email Contact:

mmasonsimpson@schools.nyc.gov

Course Dates: 10/13/11; 8:10 am to 3:00 pm

Course Site: P.S. 208M @ 21 West 111th Street, Room 339, New York, NY 10026

Course Description:

This 1-day course is offered 5 times during the year. It is designed for both mandated and interested staff who work with students who have challenging behaviors. This course is not intended to teach anger management for students. It focuses on adult management of anger. It will present cognitive-behavioral strategies and relaxation techniques for anger management. Staff will learn self-calming techniques to assist them in their jobs as educators of students with challenging behaviors. They will also learn techniques for reducing trigger situations through effective classroom management.

Anger Management Strategies for Special Educators (2)

Course Code and Section: D75-11-100- 2

Instructor(s): Mary Mason Simpson

Seats Available: 20

Primary Email Contact:

mmasonsimpson@schools.nyc.gov

Course Dates: 12/06/11; 8:10 am to 3:00 pm

Course Site: P.S. 208M @ 21 West 111th Street, Room 339, New York, NY 10026

Course Description:

This 1-day course is offered 5 times during the year. It is designed for both mandated and interested staff who work with students who have challenging behaviors. This course is not intended to teach anger management for students. It focuses on adult management of anger. It will present cognitive-behavioral strategies and relaxation techniques for anger management. Staff will learn self-calming techniques to assist them in their jobs as educators of students with challenging behaviors. They will also learn techniques for reducing trigger situations through effective classroom management.

Anger Management Strategies for Special Educators (3)

Course Code and Section: D75-11-100- 3

Instructor(s): Mary Mason Simpson

Seats Available: 20

Primary Email Contact:

mmasonsimpson@schools.nyc.gov

Course Dates: 01/26/12; 8:10 am to 3:00 pm

Course Site: P.S. 208M @ 21 West 111th Street, Room 339, New York, NY 10026

Course Description:

This 1-day course is offered 5 times during the year. It is designed for both mandated and interested staff who work with students who have challenging behaviors. This course is not intended to teach anger management for students. It focuses on adult management of anger. It will present cognitive-behavioral strategies and relaxation techniques for anger management. Staff will learn self-calming techniques to assist them in their jobs as educators of students with challenging behaviors. They will also learn techniques for reducing trigger situations through effective classroom management.

Anger Management Strategies for Special Educators (4)

Course Code and Section: D75-11-100- 4

Instructor(s): Mary Mason Simpson

Seats Available: 20

Primary Email Contact:

mmasonsimpson@schools.nyc.gov

Course Dates: 04/26/12; 8:10 am to 3:00 pm

Course Site: P.S. 208M @ 21 West 111th Street, Room 339, New York, NY 10026

Course Description:

This 1-day course is offered 5 times during the year. It is designed for both mandated and interested staff who work with students who have challenging behaviors. This course is not intended to teach anger management for students. It focuses on adult management of anger. It will present cognitive-behavioral strategies and relaxation techniques for anger management. Staff will learn self-calming techniques to assist them in their jobs as educators of students with challenging behaviors. They will also learn techniques for reducing trigger situations through effective classroom management.

Anger Management Strategies for Special Educators (5)

Course Code and Section: D75-11-100- 5

Instructor(s): Mary Mason Simpson

Seats Available: 20

Primary Email Contact:

mmasonsimpson@schools.nyc.gov

Course Dates: 05/25/12; 8:10 am to 3:00 pm

Course Site: TBD

Course Description:

This 1-day course is offered 5 times during the year. It is designed for both mandated and interested staff who work with students who have challenging behaviors. This course is not intended to teach anger management for students. It focuses on adult management of anger. It will present cognitive-behavioral strategies and relaxation techniques for anger management. Staff will learn self-calming techniques to assist them in their jobs as educators of students with challenging behaviors. They will also learn techniques for reducing trigger situations through effective classroom management.

Classroom Management Strategies for Special Educators (1)

Course Code and Section: D75-11-105- 1

Instructor(s): Mary Mason Simpson

Seats Available: 20

Primary Email Contact:

mmasonsimpson@schools.nyc.gov

Course Dates: 12/13/11, 12/20/11; 8:10 am to 3:00 pm

Course Site: P721Q @ 57-12 94th Street, Elmhurst, New York, NY 11373

Course Description:

Classroom Management is a 2-day workshop for New Teachers. Day 1 - Participants will learn to develop a systems-based approach to integrating Positive Behavior Interventions and Supports into their classrooms in order to proactively address potential behavior problems. They will self reflect on their own management beliefs and explore best practices in terms of establishing behavioral expectations, structuring their physical space, developing and implementing effective routines and procedures, and planning engaging and meaningful instruction for all students. Day 2 - They will also be exposed to research based interventions to handle student non-compliance and defuse student emotional escalation. Specifically, staff will learn about behavioral escalation and learn verbal and instructional techniques to use with students who have chronic patterns of self-defeating behavior.

Classroom Management Strategies for Special Educators (2)

Course Code and Section: D75-11-105- 2

Instructor(s): Mary Mason Simpson

Seats Available: 20

Primary Email Contact:

mmasonsimpson@schools.nyc.gov

Course Dates: 01/24/12, 01/31/12; 8:10 am to 3:00 pm

Course Site: P721Q @ 57-12 94th Street, Elmhurst, New York, NY 11373

Course Description:

Classroom Management is a 2-day workshop for New Teachers. Day 1 - Participants will learn to develop a systems-based approach to integrating Positive Behavior Interventions and Supports into their classrooms in order to proactively address potential behavior problems. They will self reflect on their own management beliefs and explore best practices in terms of establishing behavioral expectations, structuring their physical space, developing and implementing effective routines and procedures, and planning engaging and meaningful instruction for all students. Day 2 - They will also be exposed to research based interventions to handle student non-compliance and defuse student emotional escalation. Specifically, staff will learn about behavioral escalation and learn verbal and instructional techniques to use with students who have chronic patterns of self-defeating behavior.

Classroom Management Strategies for Special Educators (3)

Course Code and Section: D75-11-105- 3

Instructor(s): Mary Mason Simpson

Seats Available: 20

Primary Email Contact:

mmasonsimpson@schools.nyc.gov

Course Dates: 02/09/12, 02/16/12; 8:10 am to 3:00 pm

Course Site: P721Q @ 57-12 94th Street, Elmhurst, New York, NY 11373

Course Description:

Classroom Management is a 2-day workshop for New Teachers. Day 1 - Participants will learn to develop a systems-based approach to integrating Positive Behavior Interventions and Supports into their classrooms in order to proactively address potential behavior problems. They will self reflect on their own management beliefs and explore best practices in terms of establishing behavioral expectations, structuring their physical space, developing and implementing effective routines and procedures, and planning engaging and meaningful instruction for all students. Day 2 - They will also be exposed to research based interventions to handle student non-compliance and defuse student emotional escalation. Specifically, staff will learn about behavioral escalation and learn verbal and instructional techniques to use with students who have chronic patterns of self-defeating behavior.

Classroom Management Strategies for Special Educators (4)

Course Code and Section: D75-11-105- 4

Instructor(s): Mary Mason Simpson

Seats Available: 20

Primary Email Contact:

mmasonsimpson@schools.nyc.gov

Course Dates: 04/20/12, 04/27/12; 8:10 am to 3:00 pm

Course Site: P721Q @ 57-12 94th Street, Elmhurst, New York, NY 11373

Course Description:

Classroom Management is a 2-day workshop for New Teachers. Day 1 - Participants will learn to develop a systems-based approach to integrating Positive Behavior Interventions and Supports into their classrooms in order to proactively address potential behavior problems. They will self reflect on their own management beliefs and explore best practices in terms of establishing behavioral expectations, structuring their physical space, developing and implementing effective routines and procedures, and planning engaging and meaningful instruction for all students. Day 2 - They will also be exposed to research based interventions to handle student non-compliance and defuse student emotional escalation. Specifically, staff will learn about behavioral escalation and learn verbal and instructional techniques to use with students who have chronic patterns of self-defeating behavior.

Classroom Management Strategies for Special Educators (5)

Course Code and Section: D75-11-105- 5

Instructor(s): Mary Mason Simpson

Seats Available: 20

Primary Email Contact:

mmasonsimpson@schools.nyc.gov

Course Dates: 05/15/12, 05/22/12; 8:10 am to 3:00 pm

Course Site: P721Q @ 57-12 94th Street, Elmhurst, New York, NY 11373

Course Description:

Classroom Management is a 2-day workshop for New Teachers. Day 1 - Participants will learn

to develop a systems-based approach to integrating Positive Behavior Interventions and Supports into their classrooms in order to proactively address potential behavior problems. They will self reflect on their own management beliefs and explore best practices in terms of establishing behavioral expectations, structuring their physical space, developing and implementing effective routines and procedures, and planning engaging and meaningful instruction for all students. Day 2 - They will also be exposed to research based interventions to handle student non-compliance and defuse student emotional escalation. Specifically, staff will learn about behavioral escalation and learn verbal and instructional techniques to use with students who have chronic patterns of self-defeating behavior.

Functional Behavior Assessment (FBA) (1)

Course Code and Section: D75-11-110- 1 Instructor(s): Mary Mason Simpson

Seats Available: 30

Primary Email Contact:
mmasonsimpson@schools.nyc.gov

Course Dates: 10/20/11, 11/03/11; 8:10 am to 3:00 pm

Course Site: D.O., 400 First Avenue, 3rd Fl, New York, NY 10010

Course Description:

Functional Behavior Assessment is a 2-day course that teaches participants how to conduct a Functional Behavior Assessment (FBA) and use it to design a Behavior Intervention Plan (BIP) for a student with challenging behaviors. Day 1 will focus on the FBA: teamwork, understanding the context of behavior, collecting data, and reinforcement. Day 2 will focus on analyzing the data and developing a targeted BIP. The course teaches FBA-BIP according to State Commissioner's Regulations Part 200.22. Participants must bring an example of a student they work with who exhibits severe challenging behaviors. They will be required to collect data on the student's behavior between Days 1 and 2, from which they will develop a BIP.

NOTE: THIS COURSE IS RECOMMENDED FOR TEAMS OF CLINICIANS, COUNSELORS AND TEACHERS WHOSE RESPONSIBILITY INCLUDES CONDUCTING AND WRITING FBA-BIPs. PARTICIPANTS MUST ATTEND AS A TEAM

Functional Behavior Assessment (FBA) (2)

Course Code and Section: D75-11-110- 2 Instructor(s): Mary Mason Simpson

Seats Available: 30

Primary Email Contact:
mmasonsimpson@schools.nyc.gov

Course Dates: 11/17/11, 12/01/11; 8:10 am to 3:00 pm

Course Site: D.O., 400 First Avenue, 3rd Fl, New York, NY 10010

Course Description:

Functional Behavior Assessment is a 2-day course that teaches participants how to conduct a Functional Behavior Assessment (FBA) and use it to design a Behavior Intervention Plan (BIP) for a student with challenging behaviors. Day 1 will focus on the FBA: teamwork, understanding

the context of behavior, collecting data, and reinforcement. Day 2 will focus on analyzing the data and developing a targeted BIP. The course teaches FBA-BIP according to State Commissioner's Regulations Part 200.22. Participants must bring an example of a student they work with who exhibits severe challenging behaviors. They will be required to collect data on the student's behavior between Days 1 and 2, from which they will develop a BIP.

NOTE: THIS COURSE IS RECOMMENDED FOR TEAMS OF CLINICIANS, COUNSELORS AND TEACHERS WHOSE RESPONSIBILITY INCLUDES CONDUCTING AND WRITING FBA-BIPs. PARTICIPANTS MUST ATTEND AS A TEAM

Functional Behavior Assessment (FBA) (3)

Course Code and Section: D75-11-110- 3

Instructor(s): Mary Mason Simpson

Seats Available: 30

Primary Email Contact:

mmasonsimpson@schools.nyc.gov

Course Dates: 01/13/12, 02/10/12; 8:10 am to 3:00 pm

Course Site: D.O., 400 First Avenue, 3rd Fl, New York, NY 10010

Course Description:

Functional Behavior Assessment is a 2-day course that teaches participants how to conduct a Functional Behavior Assessment (FBA) and use it to design a Behavior Intervention Plan (BIP) for a student with challenging behaviors. Day 1 will focus on the FBA: teamwork, understanding the context of behavior, collecting data, and reinforcement. Day 2 will focus on analyzing the data and developing a targeted BIP. The course teaches FBA-BIP according to State Commissioner's Regulations Part 200.22. Participants must bring an example of a student they work with who exhibits severe challenging behaviors. They will be required to collect data on the student's behavior between Days 1 and 2, from which they will develop a BIP.

NOTE: THIS COURSE IS RECOMMENDED FOR TEAMS OF CLINICIANS, COUNSELORS AND TEACHERS WHOSE RESPONSIBILITY INCLUDES CONDUCTING AND WRITING FBA-BIPs. PARTICIPANTS MUST ATTEND AS A TEAM

Functional Behavior Assessment (FBA) (4)

Course Code and Section: D75-11-110- 4

Instructor(s): Mary Mason Simpson

Seats Available: 30

Primary Email Contact:

mmasonsimpson@schools.nyc.gov

Course Dates: 03/09/12, 03/30/12; 8:10 am to 3:00 pm

Course Site: TBD

Course Description:

Functional Behavior Assessment is a 2-day course that teaches participants how to conduct a Functional Behavior Assessment (FBA) and use it to design a Behavior Intervention Plan (BIP)

for a student with challenging behaviors. Day 1 will focus on the FBA: teamwork, understanding the context of behavior, collecting data, and reinforcement. Day 2 will focus on analyzing the data and developing a targeted BIP. The course teaches FBA-BIP according to State Commissioner's Regulations Part 200.22. Participants must bring an example of a student they work with who exhibits severe challenging behaviors. They will be required to collect data on the student's behavior between Days 1 and 2, from which they will develop a BIP.

NOTE: THIS COURSE IS RECOMMENDED FOR TEAMS OF CLINICIANS, COUNSELORS AND TEACHERS WHOSE RESPONSIBILITY INCLUDES CONDUCTING AND WRITING FBA-BIPs. PARTICIPANTS MUST ATTEND AS A TEAM

Life Space Crisis Intervention (LSCI) Cluster 91

Course Code and Section: D75-11-114- 1

Instructor(s): Mary Mason Simpson

Seats Available: 20

Primary Email Contact:

mmasonsimpson@schools.nyc.gov

Course Dates: 10/04/11, 10/11/11, 10/18/11, 10/25/11, 11/01/11, 11/15/11; 8:10 am to 3:00 pm

Course Site: P.S. 208M @ 21 West 111th Street, Room 339, New York, NY 10026

Course Description:

Life Space Crisis Intervention (LSCI) is a 6-day certificate course. LSCI is a therapeutic, verbal strategy to be used with students who have chronic patterns of self-defeating behavior. Staff will learn to calm students in crisis, promote insight, encourage responsibility and teach new skills.

PLEASE NOTE: THIS COURSE IS RECOMMENDED FOR CLINICIANS AND DEANS/CIT.

Life Space Crisis Intervention (LSCI) Cluster 92

Course Code and Section: D75-11-115- 1

Instructor(s): Mary Mason Simpson

Seats Available: 20

Primary Email Contact:

mmasonsimpson@schools.nyc.gov

Course Dates: 03/01/12, 03/08/12, 03/15/12, 03/22/12, 03/29/12, 04/05/12; 8:10 am to 3:00 pm

Course Site: P.S. 208M @ 21 West 111th Street, Room 339, New York, NY 10026

Course Description:

Life Space Crisis Intervention (LSCI) is a 6-day certificate course. LSCI is a therapeutic, verbal strategy to be used with students who have chronic patterns of self-defeating behavior. Staff will learn to calm students in crisis, promote insight, encourage responsibility and teach new skills.

PLEASE NOTE: THIS COURSE IS RECOMMENDED FOR CLINICIANS AND DEANS/CIT.

School Safety Workshop Series (1)

Course Code and Section: D75-11-116- 1

Instructor(s): Mary Mason Simpson

Seats Available: 30

Primary Email Contact:

mmasonsimpson@schools.nyc.gov

Course Dates: 09/22/11, 09/23/11; 8:10 am to 3:00 pm

Course Site: D.O., 400 First Avenue, 3rd Fl, New York, NY 10010

Course Description:

This 2-day School Safety Workshop Series is designed to increase the ability to effectively ensure a safe and supportive educational environment through the use of behavioral expectations, physical structure modifications by discussing how to create well-structured procedures and routines. Day-1 will consist of discussion in emergency preparedness on a system and individual school level. This includes Go-bags, table top drills and the responsibility of the school's BRT. Participants will strengthen their understanding in the implementation of School Safety Plans (SSPs); Conducting Fire Drills; and Facilitating School Safety Committee Meetings. Day-2 Participants will their understanding of the Online Occurrence Reporting System (OORS); Suspensions and Office of Hearings Online (SOHO) application; Chancellor's Regulations; City-wide Standards on the Discipline Code; Violent and Disruptive Incident Reporting System (VADIR); and Weighted Incident Exemption Process (WIEP).

School Safety Workshop Series (2)

Course Code and Section: D75-11-116- 2

Instructor(s): Mary Mason Simpson

Seats Available: 30

Primary Email Contact:

mmasonsimpson@schools.nyc.gov

Course Dates: 10/20/11, 10/21/11; 8:10 am to 3:00 pm

Course Site: D.O., 400 First Avenue, 3rd Fl, New York, NY 10010

Course Description:

This 2-day School Safety Workshop Series is designed to increase the ability to effectively ensure a safe and supportive educational environment through the use of behavioral expectations, physical structure modifications by discussing how to create well-structured procedures and routines. Day-1 will focus on emergency preparedness on a system and individual school level which includes Go-bags, table top drills and the responsibility of the school's BRT; participants will discuss School Safety Plans (SSPs); Fire Drills; and School Safety Committee Meetings to meet compliance. Day-2 Participants will increase their understanding of Online Occurrence Reporting System (OORS); Suspensions and Office of Hearings Online (SOHO) application; Chancellor's Regulations; City-wide Standards on the Discipline Code; Violent and Disruptive Incident Reporting System (VADIR); and Weighted Incident Exemption Process (WIEP).

School Safety Workshop Series (3)

Course Code and Section: D75-11-116- 3

Instructor(s): Mary Mason Simpson

Seats Available: 30

Primary Email Contact:

mmasonsimpson@schools.nyc.gov

Course Dates: 11/17/11, 11/18/11; 8:10 am to 3:00 pm

Course Site: D.O., 400 First Avenue, 3rd Fl, New York, NY 10010

Course Description:

This 2-day School Safety Workshop Series is designed to increase the ability to effectively ensure a safe and supportive educational environment through the use of behavioral expectations, physical structure modifications by discussing how to create well-structured procedures and routines. Day-1 will focus on emergency preparedness on a school level. This includes Go-bags, table top drills and the responsibility of the school's BRT. Participants will strengthen their understanding in the implementation of School Safety Plans (SSPs); Conducting Fire Drills; and Facilitating School Safety Committee Meetings. Day-2 Participants will increase their understanding of Online Occurrence Reporting System (OORS); Suspensions and Office of Hearings Online (SOHO) application; Chancellor's Regulations; City-wide Standards on the Discipline Code; Violent and Disruptive Incident Reporting System (VADIR); and Weighted Incident Exemption Process (WIEP).

Therapeutic Crisis Intervention (TCI) Core Without Physical Restraint (1)

Course Code and Section: D75-11-119- 1

Instructor(s): Mary Mason Simpson

Seats Available: 20

Primary Email Contact:

mmasonsimpson@schools.nyc.gov

Course Dates: 10/07/11, 10/14/11, 10/21/11, 10/28/11; 8:10 am to 3:00 pm

Course Site: TBD

Course Description:

PLEASE NOTE: The Core Therapeutic Crisis Intervention (TCI) is a 4-day Certificate Course. It is offered 10 times throughout the school year.

Staff learn skills so that they can become the catalyst through which young people can change old habits, destructive responses, and maladaptive behavior patterns. The goals of the training program include assisting organizations in preventing crises from occurring, de-escalating potential crises, managing acute physical behavior, and reducing potential and actual injury to young people and staff. This model gives organizations a framework for implementing a crisis prevention and management system that reduces the need to rely on high-risk interventions. Day 4 of Core TCI will cover important safety concerns when working with students with challenging behaviors.

This course is RECOMMENDED for all members of a school's staff including Assistant Principals, Deans, Crisis Intervention Teachers, Teachers, Clinicians and Paraprofessionals. It is most effective when it is being used consistently by all Staff.

Therapeutic Crisis Intervention (TCI) Core Without Physical Restraint (10)

Course Code and Section: D75-11-119- 10

Instructor(s): Mary Mason Simpson

Seats Available: 20

Primary Email Contact:

mmasonsimpson@schools.nyc.gov

Course Dates: 05/03/12, 05/10/12, 05/17/12, 05/24/12; 8:10 am to 3:00 pm

Course Site: P186X @ 750 Jennings Street, Bronx, NY 10459

Course Description:

PLEASE NOTE: The Core Therapeutic Crisis Intervention (TCI) is a 4-day Certificate Course. It is offered 10 times throughout the school year.

Staff learn skills so that they can become the catalyst through which young people can change old habits, destructive responses, and maladaptive behavior patterns. The goals of the training program include assisting organizations in preventing crises from occurring, de-escalating potential crises, managing acute physical behavior, and reducing potential and actual injury to young people and staff. This model gives organizations a framework for implementing a crisis prevention and management system that reduces the need to rely on high-risk interventions. Day 4 of Core TCI will cover important safety concerns when working with students with challenging behaviors.

This course is RECOMMENDED for all members of a school's staff including Assistant Principals, Deans, Crisis Intervention Teachers, Teachers, Clinicians and Paraprofessionals. It is most effective when it is being used consistently by all Staff.

Therapeutic Crisis Intervention (TCI) Core Without Physical Restraint (2)

Course Code and Section: D75-11-119- 2

Instructor(s): Mary Mason Simpson

Seats Available: 20

Primary Email Contact:

mmasonsimpson@schools.nyc.gov

Course Dates: 10/20/11, 10/27/11, 11/03/11, 11/17/12; 8:10 am to 3:00 pm

Course Site: P752Q @ 142-10 Linden Blvd, Jamaica, NY 11436

Course Description:

PLEASE NOTE: The Core Therapeutic Crisis Intervention (TCI) is a 4-day Certificate Course. It is offered 10 times throughout the school year.

Staff learn skills so that they can become the catalyst through which young people can change old habits, destructive responses, and maladaptive behavior patterns. The goals of the training program include assisting organizations in preventing crises from occurring, de-escalating potential crises, managing acute physical behavior, and reducing potential and actual injury to young people and staff. This model gives organizations a framework for implementing a crisis prevention and management system that reduces the need to rely on high-risk interventions. Day 4 of Core TCI will cover important safety concerns when working with students with challenging behaviors.

This course is RECOMMENDED for all members of a school's staff including Assistant Principals, Deans, Crisis Intervention Teachers, Teachers, Clinicians and Paraprofessionals. It is most effective when it is being used consistently by all Staff.

Therapeutic Crisis Intervention (TCI) Core Without Physical Restraint (3)

Course Code and Section: D75-11-119- 3

Instructor(s): Mary Mason Simpson

Seats Available: 20

Primary Email Contact:

mmasonsimpson@schools.nyc.gov

Course Dates: 11/15/11, 11/22/11, 11/29/11, 12/06/11; 8:10 am to 3:00 pm

Course Site: P721R @ 155 Tompkins Avenue, Staten Island, NY 10304

Course Description:

PLEASE NOTE: The Core Therapeutic Crisis Intervention (TCI) is a 4-day Certificate Course. It is offered 10 times throughout the school year.

Staff learn skills so that they can become the catalyst through which young people can change old habits, destructive responses, and maladaptive behavior patterns. The goals of the training program include assisting organizations in preventing crises from occurring, de-escalating potential crises, managing acute physical behavior, and reducing potential and actual injury to young people and staff. This model gives organizations a framework for implementing a crisis prevention and management system that reduces the need to rely on high-risk interventions. Day 4 of Core TCI will cover important safety concerns when working with students with challenging behaviors.

This course is RECOMMENDED for all members of a school's staff including Assistant Principals, Deans, Crisis Intervention Teachers, Teachers, Clinicians and Paraprofessionals. It is most effective when it is being used consistently by all Staff.

Therapeutic Crisis Intervention (TCI) Core Without Physical Restraint (4)

Course Code and Section: D75-11-119- 4

Instructor(s): Mary Mason Simpson

Seats Available: 20

Primary Email Contact:

mmasonsimpson@schools.nyc.gov

Course Dates: 12/01/11, 12/08/11, 12/15/11, 12/22/11; 8:10 am to 3:00 pm

Course Site: P371K @ 355 37th Street, Brooklyn, NY 11232

Course Description:

PLEASE NOTE: The Core Therapeutic Crisis Intervention (TCI) is a 4-day Certificate Course. It is offered 10 times throughout the school year.

Staff learn skills so that they can become the catalyst through which young people can change old habits, destructive responses, and maladaptive behavior patterns. The goals of the training program include assisting organizations in preventing crises from occurring, de-escalating potential crises, managing acute physical behavior, and reducing potential and actual injury to young people and staff. This model gives organizations a framework for implementing a crisis prevention and management system that reduces the need to rely on high-risk interventions. Day 4 of Core TCI will cover important safety concerns when working with students with challenging

behaviors.

This course is RECOMMENDED for all members of a school's staff including Assistant Principals, Deans, Crisis Intervention Teachers, Teachers, Clinicians and Paraprofessionals. It is most effective when it is being used consistently by all Staff.

Therapeutic Crisis Intervention (TCI) Core Without Physical Restraint (5)

Course Code and Section: D75-11-119- 5

Instructor(s): Mary Mason Simpson

Seats Available: 20

Primary Email Contact:

mmasonsimpson@schools.nyc.gov

Course Dates: 01/05/12, 01/12/12, 01/19/12, 01/26/12; 8:10 am to 3:00 pm

Course Site: P186X @ 750 Jennings Street, Bronx, NY 10459

Course Description:

PLEASE NOTE: The Core Therapeutic Crisis Intervention (TCI) is a 4-day Certificate Course. It is offered 10 times throughout the school year.

Staff learn skills so that they can become the catalyst through which young people can change old habits, destructive responses, and maladaptive behavior patterns. The goals of the training program include assisting organizations in preventing crises from occurring, de-escalating potential crises, managing acute physical behavior, and reducing potential and actual injury to young people and staff. This model gives organizations a framework for implementing a crisis prevention and management system that reduces the need to rely on high-risk interventions. Day 4 of Core TCI will cover important safety concerns when working with students with challenging behaviors.

This course is RECOMMENDED for all members of a school's staff including Assistant Principals, Deans, Crisis Intervention Teachers, Teachers, Clinicians and Paraprofessionals. It is most effective when it is being used consistently by all Staff.

Therapeutic Crisis Intervention (TCI) Core Without Physical Restraint (6)

Course Code and Section: D75-11-119- 6

Instructor(s): Mary Mason Simpson

Seats Available: 20

Primary Email Contact:

mmasonsimpson@schools.nyc.gov

Course Dates: 01/27/12, 02/03/12, 02/10/12, 02/17/12; 8:10 am to 3:00 pm

Course Site: TBD

Course Description:

PLEASE NOTE: The Core Therapeutic Crisis Intervention (TCI) is a 4-day Certificate Course. It is offered 10 times throughout the school year.

Staff learn skills so that they can become the catalyst through which young people can change old habits, destructive responses, and maladaptive behavior patterns. The goals of the training

program include assisting organizations in preventing crises from occurring, de-escalating potential crises, managing acute physical behavior, and reducing potential and actual injury to young people and staff. This model gives organizations a framework for implementing a crisis prevention and management system that reduces the need to rely on high-risk interventions. Day 4 of Core TCI will cover important safety concerns when working with students with challenging behaviors.

This course is RECOMMENDED for all members of a school's staff including Assistant Principals, Deans, Crisis Intervention Teachers, Teachers, Clinicians and Paraprofessionals. It is most effective when it is being used consistently by all Staff.

Therapeutic Crisis Intervention (TCI) Core Without Physical Restraint (7)

Course Code and Section: D75-11-119- 7

Instructor(s): Mary Mason Simpson

Seats Available: 20

Primary Email Contact:

mmasonsimpson@schools.nyc.gov

Course Dates: 03/01/12, 03/08/12, 03/15/12, 03/22/12; 8:10 am to 3:00 pm

Course Site: P12X @ 2555 Tratman Avenue, Bronx, NY 10461

Course Description:

PLEASE NOTE: The Core Therapeutic Crisis Intervention (TCI) is a 4-day Certificate Course. It is offered 10 times throughout the school year.

Staff learn skills so that they can become the catalyst through which young people can change old habits, destructive responses, and maladaptive behavior patterns. The goals of the training program include assisting organizations in preventing crises from occurring, de-escalating potential crises, managing acute physical behavior, and reducing potential and actual injury to young people and staff. This model gives organizations a framework for implementing a crisis prevention and management system that reduces the need to rely on high-risk interventions. Day 4 of Core TCI will cover important safety concerns when working with students with challenging behaviors.

This course is RECOMMENDED for all members of a school's staff including Assistant Principals, Deans, Crisis Intervention Teachers, Teachers, Clinicians and Paraprofessionals. It is most effective when it is being used consistently by all Staff.

Therapeutic Crisis Intervention (TCI) Core Without Physical Restraint (8)

Course Code and Section: D75-11-119- 8

Instructor(s): Mary Mason Simpson

Seats Available: 20

Primary Email Contact:

mmasonsimpson@schools.nyc.gov

Course Dates: 03/06/12, 03/13/12, 03/20/12, 03/27/12; 8:10 am to 3:00 pm

Course Site: P.S. 208M @ 21 West 111th Street, Room 339, New York, NY 10026

Course Description:

PLEASE NOTE: The Core Therapeutic Crisis Intervention (TCI) is a 4-day Certificate Course. It is offered 10 times throughout the school year.

Staff learn skills so that they can become the catalyst through which young people can change old habits, destructive responses, and maladaptive behavior patterns. The goals of the training program include assisting organizations in preventing crises from occurring, de-escalating potential crises, managing acute physical behavior, and reducing potential and actual injury to young people and staff. This model gives organizations a framework for implementing a crisis prevention and management system that reduces the need to rely on high-risk interventions. Day 4 of Core TCI will cover important safety concerns when working with students with challenging behaviors.

This course is RECOMMENDED for all members of a school's staff including Assistant Principals, Deans, Crisis Intervention Teachers, Teachers, Clinicians and Paraprofessionals. It is most effective when it is being used consistently by all Staff.

Therapeutic Crisis Intervention (TCI) Core Without Physical Restraint (9)

Course Code and Section: D75-11-119- 9

Instructor(s): Mary Mason Simpson

Seats Available: 20

Primary Email Contact:

mmasonsimpson@schools.nyc.gov

Course Dates: 04/17/12, 04/24/12, 05/01/12, 05/08/12; 8:10 am to 3:00 pm

Course Site: P9Q@IS5, 50-40 Jacobs Street, Elmhurst, NY 11373

Course Description:

PLEASE NOTE: The Core Therapeutic Crisis Intervention (TCI) is a 4-day Certificate Course. It is offered 10 times throughout the school year.

Staff learn skills so that they can become the catalyst through which young people can change old habits, destructive responses, and maladaptive behavior patterns. The goals of the training program include assisting organizations in preventing crises from occurring, de-escalating potential crises, managing acute physical behavior, and reducing potential and actual injury to young people and staff. This model gives organizations a framework for implementing a crisis prevention and management system that reduces the need to rely on high-risk interventions. Day 4 of Core TCI will cover important safety concerns when working with students with challenging behaviors.

This course is RECOMMENDED for all members of a school's staff including Assistant Principals, Deans, Crisis Intervention Teachers, Teachers, Clinicians and Paraprofessionals. It is most effective when it is being used consistently by all Staff.

Therapeutic Crisis Intervention (TCI) Without Physical Restraint – DEVELOPMENTAL DISABILITIES (1)

Course Code and Section: D75-11-129- 1

Instructor(s): Mary Mason Simpson

Seats Available: 20

Primary Email Contact:
mmasonsimpson@schools.nyc.gov

Course Dates: 12/09/11; 8:10 am to 3:00 pm

Course Site: TBD

Course Description:

This 1 day training focuses on identifying and reducing conditions and events that may trigger challenging behaviors in students with Developmental Disabilities. It will provide strategies that will minimize challenging behaviors.

This course is offered 3 times during the school year and is open to anyone who has completed the core TCI course.

Therapeutic Crisis Intervention (TCI) Without Physical Restraint – DEVELOPMENTAL DISABILITIES (2)

Course Code and Section: D75-11-129- 2

Instructor(s): Mary Mason Simpson

Seats Available: 20

Primary Email Contact:
mmasonsimpson@schools.nyc.gov

Course Dates: 02/28/12; 8:10 am to 3:00 pm

Course Site: P.S. 208M @ 21 West 111th Street, Room 339, New York, NY 10026

Course Description:

This 1 day training focuses on identifying and reducing conditions and events that may trigger challenging behaviors in students with Developmental Disabilities. It will provide strategies that will minimize challenging behaviors.

This course is offered 3 times during the school year and is open to anyone who has completed the core TCI course.

Therapeutic Crisis Intervention (TCI) Without Physical Restraint – DEVELOPMENTAL DISABILITIES (3)

Course Code and Section: D75-11-129- 3

Instructor(s): Mary Mason Simpson

Seats Available: 20

Primary Email Contact:
mmasonsimpson@schools.nyc.gov

Course Dates: 06/01/12; 8:10 am to 3:00 pm

Course Site: TBD

Course Description:

This 1 day training focuses on identifying and reducing conditions and events that may trigger challenging behaviors in students with Developmental Disabilities. It will provide strategies that will minimize challenging behaviors.

This course is offered 3 times during the school year and is open to anyone who has completed the core TCI course.

Office of Teacher Development

Introduction to Quality Mentoring

Course Code and Section: D75-11-029- 1

Instructor(s): Marilyn King
Yvonne Vega

Seats Available: 30

Primary Email Contact:
mking@schools.nyc.gov;
yvega2@schools.nyc.gov

Course Dates: 09/22/11, 10/06/11; 8:10 am to 3:00 pm

Course Site: D.O., 400 First Avenue, 1st Fl, New York, NY 10010

Course Description:

The 2-day course will be facilitated by the District 75 Teacher Development Specialists, and is designed to meet the needs of the newly-assigned mentor or one who has not attended a D75 Mentoring course.

The focus will be on developing basic mentoring skills:

- Developing mentor language as a strategy for building relationship;
- Effective practices for supporting adult learners;
- Using the Formative Assessment System (FAS) tools to reflect on instructional practice;
- Logging interactions into the Mentor Tracking System (MTS); and
- Exploring and identifying best practices aligned with the Charlotte Danielson's Framework for Teaching (FFT).

Participants attending all the sessions will receive a Certificate of Completion.

Mentor Seminar

Course Code and Section: D75-11-028- 1

Instructor(s): Marilyn King
Yvonne Vega

Seats Available: 50

Primary Email Contact:
mking@schools.nyc.gov;
yvega2@schools.nyc.gov

Course Dates: 12/08/11, 01/12/12, 04/19/12; 8:10 am to 3:00 pm

Course Site: TBD

Course Description:

The three-session seminar will be facilitated by the Teacher Development Specialists. These sessions are designed for ALL mentors: new, novice and veteran. The participants will engage in a variety of activities to enhance their mentoring skills.

The participants will develop an understanding of Charlotte Danielson's Framework for Teaching (FFT); explore ARIS Learn for the purpose of self-assessment, setting professional

goals and utilizing the embedded learning opportunities. Participants will also access Teacher Data Reports and other data sources to analyze.

A certificate of completion will be provided to participants attending all sessions.

Related Services-Transdisciplinary

Introduction to Feeding and Positioning for Children with Multiple Disabilities for Related Service Providers (1)

Course Code and Section: D75-11-030- 1

Instructor(s): Kelly Morel

Seats Available: 40

Primary Email Contact:

kmorel@schools.nyc.gov

Course Dates: 09/28/11; 8:10 am to 3:00 pm

Course Site: 79M @ 55 East 120th Street, New York, NY 10035

Course Description:

This 1 day introductory inter-disciplinary workshop for physical therapists, occupational therapists, and speech therapists is on feeding and positioning students with primary issues related to motor difficulties. Topics include, but will not be limited to, principles regarding proper positioning, therapeutic facilitation techniques, oral motor issues, swallowing, self-feeding and the use of adaptive feeding equipment, performing a comprehensive assessment, and the development of a team-based mealtime plan. Participants will have the opportunity to practice techniques on each other and discuss the use of strategies with their own students.

Speech providers must pre-register via email or phone by the school administration and speech supervisor.

This course will be presented by Kelly Morel, SLP; Cara Peyronel, OTR/L; and Kimberly McInnis-Wray, DPT

Introduction to Feeding and Positioning for Children with Multiple Disabilities for Related Service Providers (2)

Course Code and Section: D75-11-030- 2

Instructor(s): Kelly Morel

Seats Available: 40

Primary Email Contact:

kmorel@schools.nyc.gov

Course Dates: 12/21/11; 8:10 am to 3:00 pm

Course Site: 811X @ 1434 Longfellow Avenue, Bronx, NY 10459

Course Description:

This 1 day introductory inter-disciplinary workshop for physical therapists, occupational therapists, and speech therapists is on feeding and positioning students with primary issues related to motor difficulties. Topics include, but will not be limited to, principles regarding proper positioning, therapeutic facilitation techniques, oral motor issues, swallowing, self-feeding and the use of adaptive feeding equipment, performing a comprehensive assessment, and the development of a team-based mealtime plan. Participants will have the opportunity to practice techniques on each other and discuss the use of strategies with their own students.

Speech providers must pre-register via email or phone by the school administration and speech supervisor.

This course will be presented by Kelly Morel, SLP; Cara Peyronel, OTR/L; and Kimberly McInnis-Wray, DPT.

Introduction to Feeding and Positioning for Children with Multiple Disabilities for Related Service Providers (3)

Course Code and Section: D75-11-030- 3

Instructor(s): Kelly Morel

Seats Available: 40

Primary Email Contact:

kmorel@schools.nyc.gov

Course Dates: 02/01/12; 8:10 am to 3:00 pm

Course Site: 371 K (Annex) @ 360 36th Street, Brooklyn, NY 11232

Course Description:

This 1 day introductory inter-disciplinary workshop for physical therapists, occupational therapists, and speech therapists is on feeding and positioning students with primary issues related to motor difficulties. Topics include, but will not be limited to, principles regarding proper positioning, therapeutic facilitation techniques, oral motor issues, swallowing, self-feeding and the use of adaptive feeding equipment, performing a comprehensive assessment, and the development of a team-based mealtime plan. Participants will have the opportunity to practice techniques on each other and discuss the use of strategies with their own students.

Speech providers must pre-register via email or phone by the school administration and speech supervisor.

This course will be presented by Kelly Morel, SLP; Cara Peyronel, OTR/L; and Kimberly McInnis-Wray, DPT

Introduction to Feeding and Positioning for Children with Multiple Disabilities for Related Service Providers (4)

Course Code and Section: D75-11-030- 4

Instructor(s): Kelly Morel

Seats Available: 40

Primary Email Contact:

kmorel@schools.nyc.gov

Course Dates: 04/18/12; 8:10 am to 3:00 pm

Course Site: 169M @ 110 East 88th Street, New York, NY 10028

Course Description:

This 1 day introductory inter-disciplinary workshop for physical therapists, occupational therapists, and speech therapists is on feeding and positioning students with primary issues related to motor difficulties. Topics include, but will not be limited to, principles regarding proper positioning, therapeutic facilitation techniques, oral motor issues, swallowing, self-feeding and the use of adaptive feeding equipment, performing a comprehensive assessment, and

the development of a team-based mealtime plan. Participants will have the opportunity to practice techniques on each other and discuss the use of strategies with their own students.

Speech providers must pre-register via email or phone by the school administration and speech supervisor.

This course will be presented by Kelly Morel, SLP; Cara Peyronel, OTR/L; and Kimberly McInnis-Wray, DPT

Mealtime Strategies for Students with Limited Diets (1)

Course Code and Section: D75-11-034- 1

Instructor(s): Kelly Morel

Seats Available: 40

Primary Email Contact:

kmorel@schools.nyc.gov

Course Dates: 11/16/11; 8:10 am to 3:00 pm

Course Site: 373R @ 91 Henderson Avenue, Staten Island, NY 10301

Course Description:

This 1 day workshop is for CSS speech therapists, occupational therapists, and physical therapists working with students who appear to have feeding difficulties that result in a limited diet that may include picky eaters, problem feeders, or non-eaters. These issues are often seen in children on the autism spectrum or children who have been tube-fed. Classroom teachers and paraprofessionals may also attend, and we strongly recommend teams to attend. Possible causes, contributing factors, assessment and current treatments will be discussed. Medical, sensory, motor and behavioral factors contributing to these mealtime challenges will also be reviewed.

This course was formally known as Sensory Based Feeding Disorders.

Speech providers must pre-register for this workshop through their speech supervisors and school administrator. This course will be presented by Kelly Morel, SLP; Naomi Joseph, SLP; and Cara Peyronel, OTR/L.

Mealtime Strategies for Students with Limited Diets (2)

Course Code and Section: D75-11-034- 2

Instructor(s): Kelly Morel

Seats Available: 40

Primary Email Contact:

kmorel@schools.nyc.gov

Course Dates: 12/14/11; 8:10 am to 3:00 pm

Course Site: 10X @ 2750 Lafayette Avenue, Bronx, NY 10465

Course Description:

This 1 day workshop is for CSS speech therapists, occupational therapists, and physical therapists working with students who appear to have feeding difficulties that result in a limited diet that may include picky eaters, problem feeders, or non-eaters. These issues are often seen in children on the autism spectrum or children who have been tube-fed. Classroom teachers and

paraprofessionals may also attend, and we strongly recommend teams to attend. Possible causes, contributing factors, assessment and current treatments will be discussed. Medical, sensory, motor and behavioral factors contributing to these mealtime challenges will also be reviewed.

This course was formally known as Sensory Based Feeding Disorders.

Speech providers must pre-register for this workshop through their speech supervisors and school administrator. This course will be presented by Kelly Morel, SLP; Naomi Joseph, SLP; and Cara Peyronel, OTR/L.

Mealtime Strategies for Students with Limited Diets (3)

Course Code and Section: D75-11-034- 3

Instructor(s): Kelly Morel

Seats Available: 40

Primary Email Contact:

kmorel@schools.nyc.gov

Course Dates: 02/15/12; 8:10 am to 3:00 pm

Course Site: 811K @ 2525 Haring Street, Brooklyn, NY 11235

Course Description:

This 1 day workshop is for CSS speech therapists, occupational therapists, and physical therapists working with students who appear to have feeding difficulties that result in a limited diet that may include picky eaters, problem feeders, or non-eaters. These issues are often seen in children on the autism spectrum or children who have been tube-fed. Classroom teachers and paraprofessionals may also attend, and we strongly recommend teams to attend. Possible causes, contributing factors, assessment and current treatments will be discussed. Medical, sensory, motor and behavioral factors contributing to these mealtime challenges will also be reviewed.

This course was formally known as Sensory Based Feeding Disorders.

Speech providers must pre-register for this workshop through their speech supervisors and school administrator. This course will be presented by Kelly Morel, SLP; Naomi Joseph, SLP; and Cara Peyronel, OTR/L.

Mealtime Strategies for Students with Limited Diets (4)

Course Code and Section: D75-11-034- 4

Instructor(s): Kelly Morel

Seats Available: 40

Primary Email Contact:

kmorel@schools.nyc.gov

Course Dates: 05/30/12; 8:10 am to 3:00 pm

Course Site: 169M @ 110 East 88th Street, New York, NY 10028

Course Description:

This 1 day workshop is for CSS speech therapists, occupational therapists, and physical therapists working with students who appear to have feeding difficulties that result in a limited diet that may include picky eaters, problem feeders, or non-eaters. These issues are often seen in

children on the autism spectrum or children who have been tube-fed. Classroom teachers and paraprofessionals may also attend, and we strongly recommend teams to attend. Possible causes, contributing factors, assessment and current treatments will be discussed. Medical, sensory, motor and behavioral factors contributing to these mealtime challenges will also be reviewed.

This course was formally known as Sensory Based Feeding Disorders.

Speech providers must pre-register for this workshop through their speech supervisors and school administrator. This course will be presented by Kelly Morel, SLP; Naomi Joseph, SLP; and Cara Peyronel, OTR/L.

Team Based Approach to Feeding and Positioning for Children with Multiple Disabilities (1)

Course Code and Section: D75-11-038- 1

Instructor(s): Kelly Morel

Seats Available: 40

Primary Email Contact:
kmorel@schools.nyc.gov

Course Dates: 10/19/11, 10/26/11, 12/07/11; 8:10 am to 3:00 pm

Course Site: 811K @ 2525 Haring Street, Brooklyn, NY 11235

Course Description:

This 3 day collaborative workshop is for school-based teams, including a teacher, paraprofessional, occupational therapist, physical therapist and speech therapist, who work with the same 12:1:4 class. Other team members, such as administrators and cluster teachers, are encouraged to attend.

This workshop provides a review of the assessment and treatment of issues related to mealtime for students with multiple handicaps (12:1:4 programs).

The components of a classroom-based/school-based feeding program will also be reviewed.

Participants will be asked to complete a school-based project implementing strategies and techniques learned throughout the course. Each team will then present this project to the other workshop participants on the third day.

This workshop is limited to 10 teams. Therefore, at least 3 professionals of different disciplines from a particular classroom are sent from the school. Speech providers must pre-register via email or phone by the school administration and speech supervisor.

This course will be presented by Kelly Morel, SLP; Cara Peyronel, OTR/L; and Kimberly McInnis-Wray, DPT

Team Based Approach to Feeding and Positioning for Children with Multiple Disabilities (1)

Course Code and Section: D75-11-038- 2

Instructor(s): Kelly Morel

Seats Available: 40

Primary Email Contact:

kmorel@schools.nyc.gov

Course Dates: 01/04/12, 01/11/12, 03/07/12; 8:10 am to 3:00 pm

Course Site: 811Q @ 61-25 Marathon Parkway, Little Neck, NY 11362

Course Description:

This 3 day collaborative workshop is for school-based teams, including a teacher, paraprofessional, occupational therapist, physical therapist and speech therapist, who work with the same 12:1:4 class. Other team members, such as administrators and cluster teachers, are encouraged to attend. This workshop provides a review of the assessment and treatment of issues related to mealtime for students with multiple handicaps (12:1:4 programs). The components of a classroom-based/school-based feeding program will also be reviewed.

Participants will be asked to complete a school-based project implementing strategies and techniques learned throughout the course. Each team will then present this project to the other workshop participants on the third day.

This workshop is limited to 10 teams. Therefore, at least 3 professionals of different disciplines from a particular classroom are sent from the school.

Speech providers must pre-register via email or phone by the school administration and speech supervisor.

This course will be presented by Kelly Morel, SLP; Cara Peyronel, OTR/L; and Kimberly McInnis-Wray, DPT

Related Services-Vision

Braille Notetaker Nemeth for EVS Staff

Course Code and Section: D75-11-065- 1

Instructor(s): David Cohen

Seats Available: 15

Primary Email Contact:

dcohen2@schools.nyc.gov

Course Dates: 10/25/11, 12/01/11; 8:10 am to 3:00 pm

Course Site: D.O. Tech Center, 400 First Avenue, 1st Fl, New York, NY 10010

Course Description:

Training on the use of the BrailleNote for students requiring Nemeth math. Staff will be admitted at discretion of EVS Director, EVS Supervisor or EVS Tech Coach. Open to EVS Related Service Staff, EVS Director and EVS Supervisors only.

eBook Training for EVS Staff - Manhattan

Course Code and Section: D75-11-056- 1

Instructor(s): David Cohen

Seats Available: 15

Primary Email Contact:

dcohen2@schools.nyc.gov

Course Dates: 12/15/11, 01/19/12; 8:10 am to 3:00 pm

Course Site: D.O. Tech Center, 400 First Avenue, 1st Fl, New York, NY 10010

Course Description:

A more intensive look at the methods of acquiring and accessing electronic texts for access by visually impaired and blind students. We will look at Daisy books as well as devices such as the Victor Reader and the APH BookPort +. While this training is a follow up to last year's sessions, attendance at those sessions is not mandatory and staff will be admitted at discretion of EVS Director, EVS Supervisor or EVS Tech Coach. Open to EVS Related Service Staff, EVS Director and EVS Supervisors only.

eBook Training for EVS Staff - Manhattan

Course Code and Section: D75-11-057- 1

Instructor(s): David Cohen

Seats Available: 15

Primary Email Contact:

dcohen2@schools.nyc.gov

Course Dates: 12/13/11, 01/24/12; 8:10 am to 3:00 pm

Course Site: Queens Tech Center, P721Q, 57-12 94th Street, Queens, NY 11373

Course Description:

A more intensive look at the methods of acquiring and accessing electronic texts for access by visually impaired and blind students. We will look at Daisy books as well as devices such as the Victor Reader and the APH BookPort +. While this training is a follow up to last year's sessions,

attendance at those sessions is not mandatory and staff will be admitted at discretion of EVS Director, EVS Supervisor or EVS Tech Coach. Open to EVS Related Service Staff, EVS Director and EVS Supervisors only.

EVS General Staff Meeting

Course Code and Section: D75-11-055- 1

Instructor(s): Laurence Gardner

Seats Available: 160

Primary Email Contact:

lgardne@schools.nyc.gov

Course Dates: 06/07/11; 8:10 am to 3:00 pm

Course Site: VA Hospital, 423 East 23rd Street, New York, NY 10010

Course Description:

General training session on EVS procedures & policies. Additional content TBA

EVS General Staff Meeting

Course Code and Section: D75-11-058- 1

Instructor(s): Laurence Gardner

Seats Available: 160

Primary Email Contact:

lgardne@schools.nyc.gov

Course Dates: 11/08/11; 8:10 am to 3:00 pm

Course Site: VA Hospital, 423 East 23rd Street, New York, NY 10010

Course Description:

General training session on EVS procedures & policies. Additional content TBA

EVS General Staff Meeting

Course Code and Section: D75-11-069- 1

Instructor(s): Laurence Gardner

Seats Available: 160

Primary Email Contact:

lgardne@schools.nyc.gov

Course Dates: 09/06/11; 8:10 am to 3:00 pm

Course Site: VA Hospital, 423 East 23rd Street, New York, NY 10010

Course Description:

Welcome Back to School, Chancellor's Rules and Regulations. Distribution of Caseloads

EVS Technology Turnkey Training

Course Code and Section: D75-11-070- 1

Instructor(s): David Cohen

Seats Available: 15

Primary Email Contact:

dcohen2@schools.nyc.gov

Course Dates: 09/14/11, 10/05/11, 11/02/11, 12/07/11, 01/03/12, 02/01/12, 03/07/12, 04/04/12, 05/02/12, 06/06/12; 8:10 am to 3:00 pm

Course Site: D.O. Tech Center, 400 First Avenue, 1st Fl, New York, NY 10010

Course Description:

As part of the EVS Technology initiative, the Turnkey Trainers will receive staff development related to assistive and adaptive technology for the visually impaired to share with the rest of the EVS staff. Open to EVS Staff, EVS Director and EVS Supervisors only

Intensive Braille Notetaker Training for EVS Staff - Manhattan

Course Code and Section: D75-11-063- 1

Instructor(s): David Cohen

Seats Available: 15

Primary Email Contact:

dcohen2@schools.nyc.gov

Course Dates: 12/19/11, 01/31/12; 8:10 am to 3:00 pm

Course Site: D.O. Tech Center, 400 First Avenue, 1st Fl, New York, NY 10010

Course Description:

Intensive hands-on training in using the BrailleNote notetaker. Included will be Internet setup and other advanced features of the device. Continuing training on the APH Braille+ will also be part of the training.. While this training is a follow up to last year's sessions, attendance at those sessions is not mandatory and staff will be admitted at discretion of EVS Director, EVS Supervisor or EVS Tech Coach. Open to EVS Related Service Staff, EVS Director and EVS Supervisors only.

Intensive Braille Notetaker Training for EVS Staff – Queens

Course Code and Section: D75-11-064- 1

Instructor(s): David Cohen

Seats Available: 15

Primary Email Contact:

dcohen2@schools.nyc.gov

Course Dates: 12/20/11, 01/30/12; 8:10 am to 3:00 pm

Course Site: Queens Tech Center, P721Q, 57-12 94th Street, Queens, NY 11373

Course Description:

Intensive hands-on training in using the BrailleNote notetaker. Included will be Internet setup and other advanced features of the device. Continuing training on the APH Braille+ will also be part of the training.. While this training is a follow up to last year's sessions, attendance at those sessions is not mandatory and staff will be admitted at discretion of EVS Director, EVS Supervisor or EVS Tech Coach. Open to EVS Related Service Staff, EVS Director and EVS Supervisors only.

Laptop Training for EVS Related Services Staff - Bronx

Course Code and Section: D75-11-059- 1

Instructor(s): David Cohen

Seats Available: 30

Primary Email Contact:

dcohen2@schools.nyc.gov

Course Dates: 10/06/11, 05/10/12; 8:10 am to 3:00 pm

Course Site: Bronx Tech Center, P754X, 470 Jackson Avenue, Bronx, NY 10455

Course Description:

Continuing training for EVS RS staff in computer accessibility and using computers with EVS students to for integration into their curriculum. Sessions will also assist staff in the use of new Reso A equipment. Open to EVS Related Service Staff, EVS Director and EVS Supervisors only.

Laptop Training for EVS Related Services Staff - Brooklyn

Course Code and Section: D75-11-061- 1 Instructor(s): David Cohen

Seats Available: 30

Primary Email Contact:
dcohen2@schools.nyc.gov

Course Dates: 09/27/11, 05/08/12; 8:10 am to 3:00 pm

Course Site: Brooklyn Tech Center, P811K, 2525 Haring Street, Brooklyn, NY 11235

Course Description:

Continuing training for EVS RS staff in computer accessibility and using computers with EVS students to for integration into their curriculum. Sessions will also assist staff in the use of new Reso A equipment. Open to EVS Related Service Staff, EVS Director and EVS Supervisors only.

Laptop Training for EVS Related Services Staff - Manhattan

Course Code and Section: D75-11-060- 1 Instructor(s): David Cohen

Seats Available: 30

Primary Email Contact:
dcohen2@schools.nyc.gov

Course Dates: 09/26/11, 05/01/12; 8:10 am to 3:00 pm

Course Site: D.O. Tech Center, 400 First Avenue, 1st Fl, New York, NY 10010

Course Description:

Continuing training for EVS RS staff in computer accessibility and using computers with EVS students to for integration into their curriculum. Sessions will also assist staff in the use of new Reso A equipment. Open to EVS Related Service Staff, EVS Director and EVS Supervisors only.

Laptop Training for EVS Related Services Staff - Queens

Course Code and Section: D75-11-062- 1 Instructor(s): David Cohen

Seats Available: 30

Primary Email Contact:
dcohen2@schools.nyc.gov

Course Dates: 10/11/11, 05/09/12; 8:10 am to 3:00 pm

Course Site: Queens Tech Center, P721Q, 57-12 94th Street, Queens, NY 11373

Course Description:

Continuing training for EVS RS staff in computer accessibility and using computers with EVS students to for integration into their curriculum. Sessions will also assist staff in the use of new Reso A equipment. Open to EVS Related Service Staff, EVS Director and EVS Supervisors only.

Laptop Training for Visually Impaired EVS Staff

Course Code and Section: D75-11-054- 1

Instructor(s): David Cohen

Seats Available: 15

Primary Email Contact:

dcohen2@schools.nyc.gov

Course Dates: 11/29/11; 8:10 am to 3:00 pm

Course Site: D.O. Tech Center, 400 First Avenue, 1st Fl, New York, NY 10010

Course Description:

Training on the use of the laptops for EVS staff with severe visual impairments. Included will be access to email, SESIS, EVS database and DOE needs that may be difficult due to the teachers' visual impairment. Open to EVS Related Service Staff, EVS Director and EVS Supervisors only.

Staff Development for EVS 3R Classroom Teachers

Course Code and Section: D75-11-053- 1

Instructor(s): Laurence Gardner

Seats Available: 35

Primary Email Contact:

lgardne@schools.nyc.gov

Course Dates: 10/03/11, 04/03/12; 8:10 am to 3:00 pm

Course Site: VISIONS, 500 Greenwich Street, New York, NY 10013

Course Description:

General Staff Development Workshop for EVS 3R Classroom Teachers Specific content TBD. Open to EVS Related Service Staff, EVS Director and EVS Supervisors only.

Staff Development for EVS Related Service Staff – Brooklyn & Staten Island Teachers

Course Code and Section: D75-11-066- 1

Instructor(s): Giovanka Brignoni

Seats Available: 35

Primary Email Contact:

gbrignoni@schools.nyc.gov

Course Dates: 02/08/12; 8:10 am to 3:00 pm

Course Site: HKSB, 57 Willoughby Street, Brooklyn, NY 11201

Course Description:

General Staff Development Workshop for EVS Related Service Staff. Specific content TBD. Open to EVS Related Service Staff, EVS Director and EVS Supervisors only.

Staff Development for EVS Related Service Staff – Manhattan & Bronx Teachers

Course Code and Section: D75-11-067- 1

Instructor(s): Laurence Gardner

Seats Available: 35

Primary Email Contact:

lgardne@schools.nyc.gov

Course Dates: 02/06/12; 8:10 am to 3:00 pm

Course Site: VA Hospital, 423 East 23rd Street, New York, NY 10010

Course Description:

General Staff Development Workshop for EVS Related Service Staff. Specific content TBD. Open to EVS Related Service Staff, EVS Director and EVS Supervisors only.

Staff Development for EVS Related Service Staff – Queens Teachers

Course Code and Section: D75-11-068- 1

Instructor(s): Maria Fridas

Seats Available: 35

Primary Email Contact:

Mfridas2@schools.nyc.gov

Course Dates: 02/07/12; 8:10 am to 3:00 pm

Course Site: PS 201 @ 65-11 155th Street, Flushing, NY 11367

Course Description:

General Staff Development Workshop for EVS Related Service Staff. Specific content TBD. Open to EVS Related Service Staff, EVS Director and EVS Supervisors only.

Science

Best Practices for Special Education Science

Course Code and Section: D75-11-132- 1

Instructor(s): Beverly Baller

Seats Available: 25

Primary Email Contact:

bballer@schools.nyc.gov

Course Dates: 10/11/11; 8:10am to 3:00 pm

Course Site: D.O., 400 First Avenue, 8th Fl, New York, NY 10010

Course Description:

This course focuses on elementary or middle classroom educators teaching science in a non-lab setting and newer science cluster teachers at the middle or high school level. This course will give an overview of best practices in setting up and maintaining a science classroom to service students with disabilities. Topics include how to set up a functional science lab (physical environment), instructional best practices, the new common core and state science standards, Webb's depth of knowledge questioning techniques, science note-taking, core curriculum materials, scope and sequence. A certificate of attendance will be granted to each participant upon completion.

Embedding Literacy in Science (All Grades)

Course Code and Section: D75-11-133- 1

Instructor(s): Beverly Baller

Seats Available: 25

Primary Email Contact:

bballer@schools.nyc.gov

Course Dates: 11/15/11; 8:10am to 3:00 pm

Course Site: D.O., 400 First Avenue, 8th Fl, New York, NY 10010

Course Description:

This course will address the commonalities in thinking and problem solving skills in literacy and science. The focus will be on helping teachers by presenting instructional strategies to assist their students with finding and locating meaningful information (reading comprehension); as well as learning how to dispute from evidence and detail cause and effect (writing). The use of student journal logs will be addressed. Also, we will explore how the use of the new Common Core Standards and Depth of Knowledge questioning techniques will support these aims. A certificate of attendance will be granted to each participant upon completion.

Enhancing Science Instruction Through the Use of Technology (All Grades)

Course Code and Section: D75-11-134- 1

Instructor(s): Rosemary Nieves

Beverly Baller

Seats Available: 25

Primary Email Contact:

RNieves2@schools.nyc.gov;

bballer@schools.nyc.gov

Course Dates: 10/27/11; 8:10am to 3:00 pm

Course Site: D.O., 400 First Avenue, 8th Fl, New York, NY 10010

Course Description:

This workshop will be focused on helping teachers integrate technology into their science instruction and assist their students in developing 21st century and cross-curricular skills. We will discuss Webb's depth of knowledge (DOK) questioning techniques, and how to address the new Common Core State Standards (CCSS). Participants will have an opportunity to explore web-based resources, Interactive whiteboarding, science & math iPad applications, ect. Teachers who sign up for this course will need access to technology in their respective school (e.g. SMARTBoard, labtops/computers, ect). A certificate of attendance will be granted to each participant upon completion.

Inquiry Based Hands-On Science for Alternate Assessment Students

Course Code and Section: D75-11-135- 1

Instructor(s): Beverly Baller

Seats Available: 25

Primary Email Contact:

bballer@schools.nyc.gov

Course Dates: 12/16/11; 8:10am to 3:00 pm

Course Site: D.O., 400 First Avenue, 8th Fl, New York, NY 10010

Course Description:

This workshop is designed for teachers interested in doing hands-on inquiry-based science with alternate assessment student populations. The focus will be how to effectively use and manage hands-on activities and materials to increase students' engagement in and understanding of science content. Participants will engage in these activities and practice differentiating instruction, utilizing Webb's depth of knowledge (DOK) questioning techniques, the Common Core State Standards (CCSS) and modifying and adapting the materials to meet their students' special needs. A certificate of attendance will be granted to each participant upon completion.

Inquiry Based Hands-On Science for Standardized Assessment Students

Course Code and Section: D75-11-136- 1

Instructor(s): Rosemary Nieves
Beverly Baller

Seats Available: 25

Primary Email Contact:

RNieves2@schools.nyc.gov;
bballer@schools.nyc.gov

Course Dates: 02/10/12; 8:10am to 3:00 pm

Course Site: D.O., 400 First Avenue, 8th Fl, New York, NY 10010

Course Description:

This workshop is designed for teachers interested in doing hands-on inquiry-based science with standardized assessment student populations. The focus will be how to effectively use and manage hands-on activities and materials to increase students' engagement in and understanding of science content. Participants will engage in these activities and practice differentiating

instruction utilizing Webb's depth of knowledge questioning techniques to address the new Common Core State Standards via science fair or exit projects. If possible, participants should bring examples of student work and past projects to share in either powerpoint or posterboard form. Text based resource book(s) and certificate of attendance will be granted to each participant upon completion.

Transition

IEP Development/SEGIS applications

Course Code and Section: D75-11-157- 1

Instructor(s): natalie mcqueen

Seats Available: 40

Primary Email Contact:

nmcqueen@schools.nyc.gov

Course Dates: 11/16/11, 01/18/12; 8:10 am to 3:00 pm

Course Site: 751M @ 113 E 4th St. New York, NY, 10003

Course Description:

This workshop will provide an overview of the NYS IEP form and the guiding principles of IEP development as it relates student needs, strengths, preferences. Staff will understand the role of the IEP as a tool that facilitates and drives instruction and identify academic and vocational resources that can support this process. Additionally, staff will review key SEGIS applications that are required to manage and maintain IEPs that are compliant with NYS and Federal Regulations. This professional development would best benefit Administrators, Transition Coordinators and Job Developers, Teachers and Related Service Providers. A certificate will be issued upon successful completion of this course.

Introduction to Transition Services and Planning

Course Code and Section: D75-11-158- 1

Instructor(s): natalie mcqueen

Seats Available: 40

Primary Email Contact:

nmcqueen@schools.nyc.gov

Course Dates: 09/22/11; 8:10 am to 3:00 pm

Course Site: 751M @ 113 E 4th St. New York, NY, 10003

Course Description:

This workshop will provide an introduction and overview of transition services and planning. Staff will learn about the laws and regulations that govern transition services delivery, vocational assessments, VTEA, and the role of staff and students in the initiation, monitoring and delivery of instructional and vocational transition activities. This professional development would best benefit ALL new elementary, middle & high school personnel, teachers, paraprofessionals, related service providers and parent coordinators. A certificate will issued upon successful completion of this course.

Post secondary Options including OPWDD/ACCES-VR/OMH/Post Secondary Education (including College)

Course Code and Section: D75-11-159- 1

Instructor(s): natalie mcqueen

Seats Available: 60

Primary Email Contact:

nmcqueen@schools.nyc.gov

Course Dates: 10/05/11; 8:10 am to 3:00 pm

Course Site: 751M @ 113 E 4th St. New York, NY, 10003

Course Description:

Overview of adult agency resources and postsecondary options for all student populations. The goal is to familiarize staff with adult agencies and postsecondary options in order to support the achievement of student measurable postsecondary goals and optimize post secondary outcomes. Staff will also learn about data collection and reporting options (such as the Exit Summary) that will support a smooth transition to postsecondary options. This professional development would best benefit Administrators, Transition Coordinators and Job Developers, Teachers, Counselors (and other related service providers)and Paraprofessionals. A certificate will issued upon successful completion of this course.

Transition Focused IEP and the State Performance Plan (SPP) Indicator 13 Self Review Process and Protocol

Course Code and Section: D75-11-160- 1

Instructor(s): natalie mcqueen

Seats Available: 40

Primary Email Contact:

nmcqueen@schools.nyc.gov

Course Dates: 12/14/11, 02/15/12; 8:10 am to 3:00 pm

Course Site: 751M @ 113 E 4th St. New York, NY, 10003

Course Description:

This workshop will provide an introduction to the State Performance Plan Indicators with emphasis on Indicator 13. Participants will learn how to develop a Transition focused IEP based on students' needs, strengths and preferences and how to conduct self reviews of IEPs at the school level to determine if they meet compliance guidelines. A certificate will issued upon successful completion of the prerequisite and this course.

Vision Screening and Immunization Requirements

Health Compliance Training

Course Code and Section: D75-11-002- 1

Instructor(s): Joan Boreland

Seats Available: 60

Primary Email Contact:
jboreland@schools.nyc.gov

Course Dates: 09/22/11; 9:00 am to 12:00 pm

Course Site: Veterans Hospital, 423 East 23rd Street, New York, NY 10010, Rm. 2 North

Course Description:

To ensure compliance with various health mandates, such as immunization requirements, immunization exemption, Tb report, and vision screening, the following training is being offered by the Office of School Health. Each organization should send a minimum of 2 people to be trained, the person who does the vision screening and the person that will input information into ATS.