



William Floyd Teacher Center

Summer & Fall 2019 Course Catalog



Continuing Teacher and Leader Education (CTLE) Sponsor

The William Floyd Teacher Center is a NYSED approved sponsor of
Continuing Teacher and Leader Education.

CTLE Sponsor # 23038

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About the William Floyd Teacher Center

Teacher Centers provide direct assistance with the development and training of school district professional development planning committees and mentoring programs that are required under Commissioner's Regulations 100.2 (dd). The Centers are governed through Education Law 316; Commissioner's Regulations Part 81 provides further guidance. One of the unique characteristics of Teacher Centers is that they are operated by a board, the majority of which are composed of elementary and secondary school teachers served by the center.

The 2019/20 William Floyd Teacher Center Policy Board is:

School	Representative	Representative	Representative	
High School (3)	Kate Devenney	Viveca Nargi	Gina Fumai	 <p>William Floyd Teacher Center Director: Mary Siano X. 7993</p>
WFMS (2)	Maria Gervasio	Stephen Seedorf		
Paca (2)	Melissa DiDonato	Melissa Moscatar		
Moriches (2)	Thomas Short	Leah Olivo		
NW (2)	Melissa Worthington	Eileen Randazzo		
Tangier Smith (2)	Darlene Savage	Andrew DeMasi		
Hobart (2)	Kristin McNamara	Shari Costello		
WFE (2)	Jennifer Berg	Kimberly Mina		
At Large (2)	Charles Cabrera	Kathleen Pantaleo		
WFLC (1)	Brianna Clarke			
Teaching Assistants (2)	Deena M. De Vito	Regina Folan		
Parent (1)	Maureen Benson			
Administrators (7)	Stacey Scalise	Mary Koehler	Kathleen Keane	
	TJ. Heintz	Christine Rosado	Keith Fasciana	Robert Lavigna
Institute of Higher Learning (1)	Diane Impagliazzo (Stony Brook University)	Community Member	MMS Community Library	Lindsay Davis

William Floyd Teacher Center Course Attendance Policy

The William Floyd Teacher Center is a NYSED approved sponsor of Continuing Teacher and Leader Education (CTLE). As such, the Teacher Center must uphold the highest standards of academic integrity and fidelity in ensuring teachers meet course requirements. Course participants not meeting the attendance requirements set forth below may be denied credit for course work.

In-person Courses:

Enrollment in in-person courses is a serious obligation that requires a commitment of time and effort. Participants are expected to be actively involved in the learning activities. Attendance for face-to-face courses is recorded using a sign-in sheet that is submitted to the Teacher Center Director and District Office for verification. It is the expectation that participants attend all face-to-face sessions and complete all assignments by the due dates specified by the instructor. In the event of a conflict or emergency that would inhibit in-person attendance, participants must contact the instructor as well as the Teacher Center Policy Board Director, Mary Siano, to establish an alternate assignment due date that falls before the next face-to-face session. Course participants not meeting the attendance requirements may be denied credit for course work.

Online Courses:

Enrollment in online courses is a serious obligation that requires a commitment of time and effort. Participants are expected to be actively involved in the learning activities. Attendance for online courses is recorded based on submitted online assignments and participation in the Moodle platform, which will be monitored by the instructor and the Teacher Center Policy Board Director, Mary Siano. **Participants are not permitted to login to the Moodle platform during work hours.** It is the expectation that participants complete all posted assignments for the online course, within the due dates specified on the course homepage and syllabus. In the event of an emergency, participants must contact the instructor as well as the Teacher Center Policy Board Director and complete missed work before the next Topic assignments are due. Course participants not meeting the attendance requirements may be denied credit for course work.

Hybrid Courses:

Enrollment in hybrid courses is a serious obligation that requires a commitment of time and effort. Participants are expected to be actively involved in the learning activities. It is the expectation that participants attend all face-to-face sessions and complete all assignments by the due dates specified by the instructor. Attendance for the *face-to-face* component of hybrid courses will be recorded using a sign-in sheet that is submitted to the Teacher Center Director and District Office for verification. Attendance for the *online* component of hybrid courses is recorded based on submitted online assignments and participation in the Moodle platform, which will be monitored by the instructor and the Teacher Center Director. **Participants are not permitted to login to the Moodle platform during work hours.** In the event of a conflict or emergency, participants must contact the instructor as well as the Teacher Center Policy Board Director and complete missed online work before the next Topic assignments are due or, for a missed in-person session, work with the instructor to establish a due date that falls before the next in-person class. Course participants not meeting the attendance requirements may be denied credit for course work.

New Teacher Institute (NTI) Courses:

NTI is required for all untenured William Floyd Teachers. As such, attendance is mandatory and participants may not miss or be late on any assignments, whether face-to-face or online.

Professional Learning Circles:

Participants must complete all required assignments to receive credit for participating in a Professional Learning Circle.

Targeted Action Research Projects:

Participants must complete all required assignments to receive credit for completing a Targeted Action Research Project.

Pricing and Payment

Learning Experience	Cost to Teachers and Administrators	Cost to Teaching Assistants*
Professional Circle	\$0	N/A
Targeted Action Research Project	\$0	\$0
National Board Cohort (Graduate Credit Pathway)	\$100 per credit up to 12 credits plus application fee (Shanker Grant Award funds can offset application fee)	N/A
One Credit Course (15 hours)	\$100	\$10
Two Credit Course (30 hours)	\$200	\$20
Three Credit Course (45 hours)	\$300	\$30
* Prices appearing in My Learning Plan(MLP) reflect cost to teachers and administrators. Teaching Assistants should refer to this table to determine their tuition rates.		

Payment Policy

Tuition is due two weeks before the start of class. **Tuition is nonrefundable after a course begins.** When withdrawal of a course occurs after tuition has been paid, funds deposited before the start of a course may be applied to another learning experience.

Payment Information

All one credit courses and Teaching Assistant fees must be paid in the form of a check or money order made out to *William Floyd Teacher Center* and delivered in-person to the receptionist at District Office. For your personal security, do not interoffice checks.

Teachers may pay for three credit courses in one of two ways:

1. Checks made out to *William Floyd Teacher Center* and delivered in-person to the receptionist at District Office. Do not interoffice checks.
2. Credit card payment can be made through [My School Bucks](#). **Please note:** an additional 4% user fee will be charged when using the online payment platform.

To use [My School Bucks](#):

- Go to www.myschoolbucks.com.
- If you do not have an account, you will need to create one.
- Once your account has been created **and you are logged in:**
 - Click on School Store (upper right of screen) or click directly on “Featured Item” located at the bottom of the screen;
 - Click View Details;
 - Enter First and Last Name;
 - Enter Course Title (optional);
 - Click Add to Cart;
 - Click on the cart and choose eCheck or credit card and enter the payment information.

Professional Circles

Teachers have indicated that they consider the sharing of ideas, teaching strategies, and techniques important to their professional growth. The Professional Circles program provides teachers with structured time for reflection on their classroom practices. The program empowers teachers to take responsibility for identifying and satisfying their needs for professional growth, and it establishes a formal support process for sharing expertise and for problem solving through group processes.

Participants are expected to actively participate in the professional circle, and attendance records will be kept. Upon completion of the group meetings, each participant must submit a personal evaluation accompanied by examples of the impact on his/her classroom resulting from the program.

Teachers may form groups of four to eight members by agreed upon common interests and needs. Each group must complete an application (applications are available on My Learning Plan), and send it to Kathleen Keane (secondary) or Stacey Scalise (elementary) for approval. The application will require the names of participants, the name of the facilitator, the time, day of week, location and dates of meetings, and the statement of purpose. Each group will receive a written confirmation of approval. Groups must plan to meet for fifteen hours in sessions ranging from 1 hour to 2 ½ hours each. A facilitator must be selected whose tasks will be to maintain the focus of the group, keep records and attendance, and notify members of dates of future meetings. A log of all sessions must be kept by the facilitator, including dates and times of meetings, attendance, and brief summaries of topics discussed, ideas shared, actions taken and decisions made. Each circle will be required to submit a final project and attendance sheet before in-service credit will be granted.

Professional Circle Applications are available on [My Learning Plan!](#)

The screenshot shows a web browser window displaying the application form. The URL is <https://www.mylarningplan.com/Forms/Aspx?F=63312&I=0&M=E>. The page title is "Instructions". The form includes the following sections:

- Directions:** The group's facilitator should complete one application for the group. Separate applications are not necessary. Send one copy of the completed application to the William Floyd Teacher Center and another to either Kathleen Keane (secondary) or Stacey Scalise (elementary) for approval.
- Participants:** Groups should have four members but not more than eight. A button labeled "click the button below to select users" is present.
- Name of facilitator:** Stacey Scalise
- Title of Project:** (Empty field)
- Dates and times of meetings:**
 - # of Meetings: 1
 - MeetingDate 1:**
 - Meeting 1 Date: (Date picker)
 - Start & End Time: (Time picker) :00 To (Time picker) :00
 - Location: (Text field)
 - Meeting Times: (Text field)
- Statement of purpose:** Please state the theme, areas of instruction or curriculum to be examined and goals of the group. Additional sheets may be attached if needed. (Text area)

A sidebar on the left contains a navigation menu with items such as "My Evaluations", "My Personal Goals", "My Salary Tracker", "My File Library", "Activity Catalogs", "District Catalog", "Calendar", "Nas: BOCES", "Western Suffolk Boces", "NYSUT", "District", "Greece Course Catalog", "Eastern Suffolk BOCES", "Fill-in Forms", "NTI Log Form", "Prof Circle Request", "Graduate Course Approval", "Inservice Course Approval", "Coaching Classes Approval", "PD His Request", "Activity Proposals", "WF Teacher Center Course P", "Account Options", "My User Profile", and "Change UserName".

Targeted Action Research Projects

Targeted Action Research Projects (TARP) are independent study options that provide educators opportunities to explore current issues impacting instructional practice. Completion of a Targeted Action Research Project will afford participants with in-service credit and CTLE hours **at no cost**.

Targeted Action Research Projects currently available include:

- *Becoming a Critically Reflective Teacher* (1 credit and 15 CTLE hours)
- *Becoming a Reflective Teacher* Marzano (1 or 2 credits and 15 or 30 CTLE hours based on number of completed assignments)
- *Differentiated Instruction* (1 credit and 15 CTLE hours)
- *English Language Learners: The Essential Guide*- Counts toward ENL CTLE requirement- (1 credit and 15 CTLE hours)
- *Life Cycle of the Career Teacher* (1 credit and 15 CTLE hours)
- *Mindset: The New Psychology of Success* (1 credit and 15 CTLE hours)
- *Poor Students, Rich Teaching: Mindsets for Change* (1 credit and 15 CTLE hours)
- *Teaching English Language Learners Across the Content Areas*- Counts toward ENL CTLE requirement- (1 or 2 credits and 15 or 30 CTLE hours based on number of completed assignments)
- *Teaching with Poverty in Mind* (1 or 2 credits and 15 or 30 CTLE hours based on number of completed assignments)

See your [Teacher Center Policy Board Representative](#) for more information about Targeted Action Research Projects.

National Board Pathway to Graduate Credits

There are many reasons to become board-certified. Board-certified teachers prove their effectiveness in the classroom every day:

- **Students learn more.** A decade of [research](#) shows that students of Board-certified teachers learn more than their peers without Board-certified teachers. Studies have also found that the positive impact of having a Board-certified teacher is even greater for minority and low-income students.
- **Teachers improve their practice.** Board Certification allows teachers to hone their practice, showcase their talent in the classroom and demonstrate their dedication to their students and their profession.
- **Demonstrate a commitment to excellence.** Schools with National Board Certified Teachers are characterized by better teacher morale and retention and increased community involvement. Districts and schools that want to drive student learning recognize the power of Board certification and are taking steps to empower and raise the status of accomplished teachers.
- **Pathway to Graduate Credits.** National Board Candidates will be awarded graduate credits for participation in the National Board Process. Participants may earn up to 12 graduate credits at a cost of \$100 per credit. (12 credits x \$100 per credit= \$1,200). Additional National Board registration fees may be covered through Shanker Grant Funds.
- **Support will be Provided.** Participants will be supported by William Floyd teachers who have achieved National Board Certification.

Contact Mary Siano at msiano@wfsd.k12.ny.us if you are interested in more information or would like to be part of the 2019/20 cohort.

NTI Requirement Chart 2019-2020

Years Towards Tenure*	Summer Session (August)	School Year Program (September-June)				
		School Counselors and Social Workers	Elementary Teachers (other than School Counselors and Social Workers)	High School and William Floyd Middle School (other than School Counselors and Social Workers)	Pilot William Paca and Floyd Academy (other than School Counselors and Social Workers)	
Year One	<u>All</u> expected to attend.	All members of this group may accrue 15 hours of NTI credit through work with Al Peterson. This will account as your free one credit course. (Years 1-4)	15 hours of NTI credit will be awarded upon successful completion of a one credit Teacher Center Course. Participants must attend all classes and complete all coursework. There will be no cost to attend this course. (Years 1&2)	15 hours of NTI credit will be awarded upon successful completion of a one credit Teacher Center Course. Participants must attend all classes and complete all coursework.	All members of this group may accrue 15 hours of NTI credit through work with their building Principal or Department Chair. This will account as your free one credit course. (Years 1&2)	
Year Two	<u>All</u> expected to attend.					
Year Three	No attendance required.			All members of this group may accrue 15 hours through work with their building Principal. Upon successful completion will account as your free one credit course. (Years 3-4)	There will be no cost to attend this course. (Years 1-4)	15 hours of NTI credit will be awarded upon successful completion of a one credit Teacher Center Course. Participants must attend all classes and complete all coursework. There will be no cost to attend this course. (Years 3-4)
Year Four	No attendance required.					

*If you are a mid-year hire, or are uncertain about your requirements, contact your assigned Assistant Superintendent's office for further information.

Summer and Fall 2019 Course Breakdown Chart

* Indicates that completion of this course may fulfill the New Teacher Institute (NTI) requirement.

Summer (July Start)		Fall (October Start)		
1 Credit	3 Credits	1 Credit	2 Credits	3 Credits
Practical Classroom Management* Hybrid	Formative Assessment Strategies for the 21st Century Classroom Online	Google Boot Camp* (TAs only) In-person	IEP Writing Online	Digital Citizenship Online
	Meeting the Needs of ELLs (counts toward ENL hours) Online	FUNDATIONS * (Elementary only) Hybrid		Inquiry Based Learning Online
	Teaching Resilience Online	Introduction to Benchmarking* (Elementary and middle school ELA, ENL and special education only) Hybrid		Supporting Students Online
	Teaching in Low Socioeconomic Schools Online	Teach Like a Champion* Hybrid		Social Emotional Learning Hybrid
	Understanding the History and Development of the William Floyd Community In-person	Connecting Pedagogy and Language Acquisition* (counts toward ENL hours) Hybrid		Socratic Seminars Online
				Three Dimensional Learning to Align with the NYSSLS Hybrid

Summer 2019 One Credit Courses

Practical Classroom Management*

(Hybrid) 7/8 - 7/28

Face-to-Face session: 7/8, from 8:00AM - 10:30AM; remaining coursework online until 7/28

This course is designed to assist newer teachers in all content areas and all grade levels with classroom management. Research-based strategies and techniques will be discussed with an emphasis on then bridging theory into practical application using the real-life management situations of those participating.

Instructor: Ryan Feldscher

*Completion of this course may fulfill the New Teacher Institute (NTI) requirement.

Summer 2019 Three Credit Courses

Formative Assessment Strategies for the 21st Century Classroom

(Online) 7/8 - 7/29

This course will provide an introduction to using student self-assessment, goal-setting, reflection and rubric tools. Throughout this course teachers will analyze multiple sources to determine appropriate student self-assessment, goal-setting, reflection and rubric strategies and tools. Teachers will come away from this course with a well-rounded collection of assessment strategies and tools to implement in their classroom.

Instructor: Jennifer Berg

Meeting the Needs of ELLs Counts toward ENL hours

(Online) 7/8 - 8/12

Every year the number of English Language Learners in our schools increases. Many teachers would love to learn more about meeting the needs of their students. In this course, teachers will develop an understanding and increase their knowledge of their English Language Learners. They will read articles and view videos that explain the process of language acquisition. They will learn about testing requirements and accommodations for their English Language Learners as well as develop a toolbox of strategies and resources that they can use with their ELLs. Teachers will reflect on their current practices and plan ways to improve future instruction. In this course teachers will create documents and resources that they can use in the classroom with their English Language Learners.

Instructors: Jennifer Hargrave and Coleen Spring

Teaching Resilience

(Online) 7/8 - 8/5

In order to achieve student engagement, we have to change the culture of mediocrity and encourage resilience. Success is not only built around intelligence but is built around students who understand grit. Evidence from research supports the correlation between attainment and resilience. Those who demonstrate resilience and perseverance in the face of adversity and who use grit find and build success. Can we teach our students strategies to foster these skills? This course will engage teachers in examining their practice and create more self-awareness on how they can instill metacognitive strategies and grit into the consciousness of their students. These strategies will help students foster a mindset that will help them achieve in school and in life.

Instructors: Lisa Incantalupo and Barbara Havelis

Teaching in Low Socioeconomic Schools

(Online) 7/8 - 8/5

From this course participants will learn how to address the physical, cognitive, emotional, and social needs of students who live in generational poverty.

Instructor: Christine Chieffo

Understanding the History and Development of the William Floyd Community

(In-person) 7/8, 7/10, 7/17, 7/18, and 7/19; from 8:00AM - 5:00PM

The Mastic, Moriches, Shirley community is rich in American history and draped in natural beauty; however, this area suffers from frequent negative publicity and misconceptions. The objective of this course is to highlight the positive aspects of this community and to identify the root of the negative perceptions. We will visit several historical sites (William Floyd Estate, The Manor of St. George: Home of William "Tangier" Smith, and the family graveyard of Nathaniel Woodhull). We will explore some natural treasures (Wertheim Nature Preserve, Fire Island National Seashore, and Southaven Park). We will also make stops at additional locations that have impacted the growth of this community (marinas, Neighborhood Road, and the MMS Community Library). While not on field trips, we will brainstorm ideas and develop lessons that will help teachers bring the community into their classrooms so as to promote a sense of pride and dignity in their students. This course will require teachers to drive to various points within the community and hike through a variety of nature trails. Appropriate shoes and clothing are advised.

Instructor: Ron Gross

Fall 2019 One Credit Courses

Google Boot Camp

Registrations for this course will be opened to Teaching Assistants Only until September 7th. After this date unfilled seats will be opened to teachers and school leaders.

(In-person) 10/7, 10/21, 10/28, 11/4, and 11/18; from 4:00PM - 7:00PM

G Suite is a group of apps and tools that will enable teachers to effectively bring their curriculum into the 21st Century. This course will be a survey of Google Apps including Docs, Sheets, Forms, Presentation, Drawing, Sites and an introduction to Classroom. Upon completion of the course, participants will have a classroom website or project portfolio, a google classroom, and an understanding of Google Drive.

Instructor: Kathleen Pantaleo

*Completion of this course may fulfill the New Teacher Institute (NTI) requirement.

FUNDATIONS* Elementary only

(Hybrid) 10/21 - 11/15

Face-to-Face sessions: 10/21, 10/28, 11/4, and 11/12, from 3:45PM - 5:45PM; remaining coursework online until 11/15

This course will provide ways to use FUNDATIONS as a supplemental tool in the classroom for struggling readers. Foundations® provides research-based materials and strategies essential to a comprehensive reading, spelling, and handwriting program. Foundations makes learning to read fun while laying the groundwork for lifelong literacy. Students in grades K-3 receive a systematic program in critical foundational skills, emphasizing: Phonemic awareness; Phonics/ word study; High frequency word study; Reading fluency; Vocabulary; Comprehension strategies; Handwriting; Spelling

Instructor: Jennifer Cella

*Completion of this course may fulfill the New Teacher Institute (NTI) requirement.

**Introduction to Benchmarking * K-5 and Middle School ELA, ENL, and Special Education Only
(Hybrid) 10/8 - 11/5**

Face-to-Face Sessions: 10/8, 10/15, 10/22, and 10/29, from 3:45PM - 5:45PM; remaining coursework online until 11/5

Elementary classroom teachers and some special education teachers are required to utilize the the Fountas and Pinnell System 1 (levels A-N) or System 2 (levels L-Z) to assess students individually in their classrooms. This course would support English Language Arts and help support teachers in driving their guided reading instruction and higher-order questioning.

Instructors: Jennifer Berg and Kelly Nelmes

*Completion of this course may fulfill the New Teacher Institute (NTI) requirement.

Teach Like a Champion: Setting and Maintaining High Behavioral Expectations*

(Hybrid) 10/7 - 11/4

Face-to-Face Sessions: 10/7, 11/4, from 3:45PM - 6:45PM; remaining coursework online until 11/4

In this course, participants will gain insight into classroom management and ways to keep a positive focus in the classroom. The positive effects of maintaining a well-structured classroom will be discussed as well as, how to set up a positive classroom culture. In this course, participants will learn about the “public praise/private conversations” philosophy and how it can change the dynamic of the classroom. A variety of techniques will be showcased from Teach Like a Champion to assist in setting high behavioral expectations, and ease teacher frustration.

Instructor: Madison Gunderson

*Completion of this course may fulfill the New Teacher Institute (NTI) requirement.

Connecting Pedagogy and Language Acquisition* Counts toward ENL hours

(In-person) 10/8, 10/15, 10/22, 10/29, and 11/5; from 4:00PM - 7:00PM

As we welcome an increasing amount of ENL students into our classrooms, the need for ENL resources and strategies has never been greater. Participants will combine web-based resources and current pedagogy to engage English Language Learners.

Instructor: Helene Hazzard

*Completion of this course may fulfill the New Teacher Institute (NTI) requirement.

Fall 2019 Two Credit Courses

IEP Writing

(Online) 10/21 - 11/24

The process of writing the IEP has changed over the past decade. This course will provide the most updated formats of IEP writing and implementation. Goals should be written to reflect students needs in the classroom and the course will link goals to data collection and lesson planning.

Instructors: Jeffrey Cronk and Matthew Hansen

Fall 2019 Three Credit Courses

Digital Citizenship

(Online) 10/5 - 11/23

According to Common Sense Education , “Internet safety or ‘e-Safety’ has become a fundamental topic in our digital world.” Participants in this course will explore critical e-Safety topics such as digital citizenship, cyberbullying, digital footprints, cybersecurity, privacy, and fake news. At the conclusion of this course, participants will have an arsenal of tools to help their students become effective and safe users of digital content.

Instructor: Kate Devenney

Inquiry Based Learning

(Online) 10/7 - 11/18

This course specifically targets and meets district curriculum guidelines by increasing student engagement through questioning techniques that lead to deeper understandings. Furthermore, the course teaches teachers how to coach their students into asking and developing their own questioning strategies when encountering new classroom material.

Instructor: Jacqueline Nett

Supporting Students

(Online) 10/7 - 11/22

This course will help educators better identify and understand the mental health issues that are impeding successful growth in their students. Upon completion of this course, educators will gain practical, easy to use tools that will effectively dismantle the anxiety and oppositional related behaviors being displayed in their classroom or office, helping their students become better learners.

Instructor: Rebecca Kristiansen

Social Emotional Learning

(Hybrid) 10/7 - 11/18

Face-to-Face sessions: 10/7, 10/14, 11/4, from 3:45PM - 6:45PM; remaining coursework online until 11/18

This course focuses on the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Social-emotional learning gives tomorrow's workforce the tools for success, while educators find it contributing to a positive school climate and increased academic success. Beyond immediate outcomes in the classroom, SEL prepares individuals to solve problems, manage emotions, and communicate. We will discuss how learning and teaching happen, what you teach and where you learn and techniques to inspire minds to become more compliant and engaged within the classroom setting from reviewing current empirically-based research from the New York State Education Department, American Psychological Association, PBIS World and more.

Instructor: Victoria DeRosa

Socratic Seminars

(Online) 10/7 - 11/27

This course will provide a practical and adaptable framework for implementing successful Socratic Seminars in classrooms of all grade levels and for all learning levels. The instruction will introduce all relevant elements of the Socratic Method, the necessary steps of the planning process, the educational goals seminars can serve and, finally, the procedures to be employed with the students. Teachers in this course will plan and implement several Socratic Seminars during the duration of the course and will reflect on and share their experiences, successes and struggles. This course will also explore several schools of thought, relevant scholarly research and educational philosophy that supports the utilization of the Socratic Method.

Instructor: Paul Tolksdorf

Three Dimensional Learning to Align with NYSSLS Standards

(Hybrid) 10/12 - 12/7

Face-to-Face sessions: 10/12, 10/26, 11/9, 11/16, 11/23, and 12/7, from 9:00AM - 12:00PM ; remaining coursework online until 12/7

The NYSSLS will change the way students learn and interact with science as well as how they will be assessed. This course will examine the K-12 Framework that inspired the Three Dimensional Learning aspect of NGSS/NYSSLS. Participants will learn and utilize Disciplinary Core Ideas, Science and Engineering Practices, and Cross Cutting Concepts in order to develop a storyline for one unit plan. Participants will learn and use claim-evidence-reasoning-justification, argument driven inquiry, POGIL, inquiry labs, and more strategies to help plan the unit. Participants will also start to determine how future assessments may be aligned and evaluate current resources for assessments.

Instructors: Kristen Drury and Martin Palermo

Appendix 1. Professional Learning Guidance Document for Teachers

There are several categories of professional learning that will be available to you over the course of your career. This document helps define each learning experience and how you can use it to meet your learning needs.

Teachers																						
Learning Experience	Description	CTLE Eligible	Eligible for Column Movement	Eligible for Graduate Credit																		
Inservice Courses	<p>If a teacher wishes to apply inservice credit(s) toward column movement, no more than three (3) inservice credits can be taken from a non-William Floyd provider, i.e., a provider other than the William Floyd Teacher Center.</p> <p>For example:</p> <table border="1"> <thead> <tr> <th># Grad. Credits</th> <th># WF in-service</th> <th># Other in-service</th> </tr> </thead> <tbody> <tr> <td>15</td> <td>0</td> <td>0</td> </tr> <tr> <td>9</td> <td>6</td> <td>0</td> </tr> <tr> <td>9</td> <td>3</td> <td>3</td> </tr> <tr> <td>6</td> <td>6</td> <td>3</td> </tr> <tr> <td>6</td> <td>9</td> <td>0</td> </tr> </tbody> </table> <p>Inservice professional learning experiences provide 15 hours of learning per credit hour earned (15 hours= 1 credit, 30 hours= 2 credits, 45 hours= 3 credits). In order to be eligible for inservice credits, participants must obtain pre-approval from the District. William Floyd Teacher Center courses may be used as inservice courses.</p>	# Grad. Credits	# WF in-service	# Other in-service	15	0	0	9	6	0	9	3	3	6	6	3	6	9	0	Yes	Yes	No
# Grad. Credits	# WF in-service	# Other in-service																				
15	0	0																				
9	6	0																				
9	3	3																				
6	6	3																				
6	9	0																				
Graduate Courses	<p>For every fifteen (15) credits utilized for purposes of column advancement, a minimum of six (6) credits must be graduate credits.</p> <p>Only coursework that is being <i>offered directly</i> from a college or university accredited by New York State will be approved as graduate credit, with the exception of NYSUT ELT graduate courses. NYSUT ELT is a third party provider that is recognized in the WFUT Collective Bargaining Agreement. *All other third party providers of graduate courses <u>do not meet</u> the WFUT Collective Bargaining Agreement graduate course requirement for column movement.</p>	Yes	Yes	Yes																		
Professional	<p>The Professional Circles program provides teachers with structured time for reflection on their classroom practices. The program empowers teachers to take responsibility for</p>	Yes	Yes	No																		

<p>Circles</p>	<p>identifying and satisfying their needs for professional growth, and it establishes a formal support process for sharing expertise and for problem-solving through group processes. Active participation is expected of participants and attendance records will be kept. Upon completion of the group meetings, each participant must submit a personal evaluation accompanied by examples of the impact on the classroom resulting from the program. Applications for Professional Circles should be made directly to your Assistant Superintendent.</p> <p>Teachers may form groups of four to eight members by agreed upon common interests and needs. Groups must plan to meet for fifteen hours in sessions ranging from one hour to 2 ½ hours each. A facilitator must be selected whose task is to maintain the focus of the group, keep records and attendance, notify members of the dates of future meetings, and provide brief summaries of topics discussed, ideas shared, actions taken and decisions made. Each circle is required to submit a final project and attendance record sheet before inservice credit is granted.</p>			
<p>Targeted Action Research Project (TARP)</p>	<p>Targeted Action Research Projects provide educators with an opportunity to earn inservice credit (CTLE hours) at no cost to them. Participants select work from a menu of topics and complete assignments independently. Participants are encouraged to reflect upon their own professional learning needs and the needs of the students they serve when selecting a topic. Participants of Targeted Action Research Projects will:</p> <ul style="list-style-type: none"> • be expected to complete all components of the project and • provide written evidence of work completed, including reflections and submission of artifacts that may include: <ul style="list-style-type: none"> ○ baseline data, ○ student work samples (names redacted), ○ student assessment scores (names redacted), ○ a written implementation plan, and/or ○ reflective journal entries. <p>Credit will be granted upon submission and review of work.</p>	Yes	Yes	No
<p>National Board Cohort (NBC)</p>	<p>National Board Certification (NBC) is a voluntary, advanced teaching credential that goes beyond state licensure. NBC has national standards for what accomplished teachers should know and be able to do. The National Board awards certification to teachers who successfully complete its rigorous certification process.</p> <p>Candidates are required to complete an assessment comprised of four components. The</p>	Yes	Yes	Yes (new)

	<p>content knowledge component is a computer-based assessment taken at a testing center; the other three components are portfolio-based and submitted through an electronic portfolio system.</p> <p>Candidates must submit all four components within the first three years of their candidacy. While it is possible to complete the process in as little as one year, there is a five-year window to achieve certification.</p>			
NYSUT ELT Graduate Courses	NYSUT's Education and Learning Trust (ELT) is the professional development arm of NYSUT and is recognized in the WFUT Collective Bargaining Agreement as a valued provider of graduate coursework. ELT delivers current, research-based courses that are immediately applicable in classrooms and other educational settings.	Yes	Yes	Yes <small>(requires pre-approval to ensure work is applicable and non-duplicative)</small>
Workshops	Workshops are professional learning experiences that are less than 15 hours, or more than 15 hours, and have not been pre-approved by the District as being eligible for inservice credit.	Yes	No	No
New Teacher Institute Summer Sessions	As part of their induction into the William Floyd School District, non-tenured teachers in their first two years of employment are required to attend 30 hours of summer workshops (15 hours each year).	Yes for teachers with a professional or permanent certification	Yes for teachers who hold a Masters Degree	No
New Teacher Institute (NTI) eligible courses	As part of their induction into the William Floyd School District, non-tenured teachers are provided with the opportunity to take one free one-credit course for each of the four years they are working towards tenure. NTI participants are expected to complete 15 hours worth of in-person and/or online assignments in order to receive these free credit hours. NTI participants are required to select courses carefully to ensure that they will be able to attend all required courses and complete all required assignments in a timely fashion. NTI participants who are unable to meet requirements for a course during one or more of their years as an untenured teacher will forfeit their opportunity to take advantage of these credits that may afford them with lifetime salary compensation.	Yes for teachers with a professional or permanent certification	Yes	No

Appendix 2. Professional Learning Guidance Document for Teaching Assistants

Teaching Assistants

Learning Experience	Description	CTLE Eligible						
Inservice Courses	<p>Professional learning experiences that are developed as inservice courses provide 15 hours of learning per credit hour earned.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">1 Credit Course</td> <td>15 Hours of Professional Learning</td> </tr> <tr> <td>2 Credit Courses</td> <td>30 Hours of Professional Learning</td> </tr> <tr> <td>3 Credit Courses</td> <td>45 Hours of Professional Learning</td> </tr> </table>	1 Credit Course	15 Hours of Professional Learning	2 Credit Courses	30 Hours of Professional Learning	3 Credit Courses	45 Hours of Professional Learning	Yes
1 Credit Course	15 Hours of Professional Learning							
2 Credit Courses	30 Hours of Professional Learning							
3 Credit Courses	45 Hours of Professional Learning							
Targeted Action Research Project (TARP)	<p>Target Action Research Projects provide educators with an opportunity for participants to earn inservice credit (CTLE hours) at no cost to them. Participants select work from a menus of topics and complete assignments independently. Participants are encouraged to reflect upon their own professional learning needs and the needs of the students they serve when selecting a topic.</p> <p>Participants of targeted action research projects will:</p> <ul style="list-style-type: none"> ● be expected to complete all components of the project and ● provide written evidence of work completed, including reflections and submission of artifacts that may include: <ul style="list-style-type: none"> ○ Baseline data, ○ Student work samples (names redacted), ○ Student assessment scores (names redacted), ○ W written implementation plan, and/or ○ Reflective journal entries. <p>CTLE hours will be granted upon submission and review of work.</p>	Yes						
Workshops	<p>Workshops are professional learning experiences that are less than 15 hours, or more than 15 hours, and have not been pre-approved by the District as being eligible for inservice credit.</p>	Yes						

Appendix 3. CTLE

Registration & Continuing Teacher and Leader Education (CTLE) Requirements			
Certificate Type	Employment Status	Registration Requirements	CTLE Requirements
Permanent Certificate Holders			
PERMANENT Classroom Teacher/School Leader	Practicing in a NYS Public or Non-Public School, Special Act District or BOCES	Active registration is required	NOT subject to CTLE
PERMANENT Classroom Teacher/School Leader	NOT practicing in a NYS Public or Non-Public School, Special Act District or BOCES	May choose "INACTIVE" status for their registration	NOT subject to CTLE
PERMANENT Pupil Personnel Services (PPS) such as School Attendance Teachers, School Counselors, School Psychologists, School Social Workers, School Dental Hygiene Teachers and School Nurse Teachers	Practicing OR NOT practicing in a NYS Public or Non-Public School, Special Act District or BOCES	NOT subject to registration	NOT subject to CTLE
Professional Certificate Holders			
PROFESSIONAL Classroom Teacher/School Leader	Practicing in a NYS Public or Non-Public School, Special Act District or BOCES	Active registration is required	100 hours of CTLE is required during every five-year registration period
PROFESSIONAL Classroom Teacher/School Leader	NOT practicing in a NYS Public or Non-Public School, Special Act District or BOCES	May choose "INACTIVE" status for their registration	NOT subject to CTLE if INACTIVE
Teaching Assistant Certificate Holders			
Level III Teaching Assistant	Practicing in a NYS Public or Non-Public School, Special Act District or BOCES	Active registration is required	100 hours of CTLE is required during every five-year registration period
Level III Teaching Assistant	NOT practicing in a NYS Public or Non-Public School, Special Act District or BOCES	May choose "INACTIVE" status for their registration	NOT subject to CTLE if INACTIVE
Continuing Teaching Assistant	Practicing OR NOT practicing in a NYS Public or Non-Public School, Special Act District or BOCES	NOT subject to registration	NOT subject to CTLE
Level I, Level I Renewal, Level II Teaching Assistants	Practicing OR NOT practicing in a NYS Public or Non-Public School, Special Act District or BOCES	NOT subject to registration	NOT subject to CTLE
Other Certificate Holders			
Initial Classroom Teacher/School Leader	Practicing OR NOT practicing in a NYS Public or Non-Public School, Special Act District or BOCES	NOT subject to registration	NOT subject to CTLE
Provisional Classroom Teacher or Provisional School Administrator/Supervisor	Practicing OR NOT practicing in a NYS Public or Non-Public School, Special Act District or BOCES	NOT subject to registration	NOT subject to CTLE
Provisional Pupil Personnel Services (PPS)	Practicing OR NOT practicing in a NYS Public or Non-Public School, Special Act District or BOCES	NOT subject to registration	NOT subject to CTLE
Individuals employed in NYS Charter schools are not required under the regulations to choose a registration status of registered or complete CTLE.			

Continuing Teacher and Leader Education (CTLE) Language Acquisition Addressing the Needs of English Language Learners Requirements		
Certificate Type	% of 100-Hour CTLE Requirement Devoted to Language Acquisition	Can Exemption* from the Language Acquisition Requirement Apply?
Professional Classroom Teacher other than English to Speakers of Other Languages	15%	Exemption may apply. Exemption does not reduce the 100-hour CTLE requirement.
Professional School Leader	15%	Exemption may apply. Exemption does not reduce the 100-hour CTLE requirement.
Level III Teaching Assistant	15%	Exemption may apply. Exemption does not reduce the 100-hour CTLE requirement.
Professional English to Speakers of Other Languages	50%	Exemption does NOT apply to holders of Professional English to Speakers of Other Languages certificates.
Professional Bilingual Extension Annotation	50%	Exemption does NOT apply to holders of Professional Bilingual Extension Annotation certificates.
Permanent Classroom Teacher other than English to Speakers of Other Languages	Permanent Certificate Holders are NOT subject to CTLE Requirements	N/A
Permanent School Leader	Permanent Certificate Holders are NOT subject to CTLE Requirements	N/A
Permanent English to Speakers of Other Languages	Permanent Certificate Holders are NOT subject to CTLE Requirements	N/A
Permanent Bilingual Extension Annotation	Permanent Certificate Holders are NOT subject to CTLE Requirements	N/A
Permanent Pupil Services (PPS) such as School Attendance Teachers, School Counselors, School Psychologists, School Social Workers, School Dental Hygiene Teachers and School Nurse Teachers	Permanent Certificate Holders are NOT subject to CTLE Requirements	N/A
Permanent Bilingual Education (PPS/Admin) Extension	Permanent Certificate Holders are NOT subject to CTLE Requirements	N/A
<p>*Exemption: A NYS school district or BOCES may be granted a waiver from providing Bilingual Education Programs in languages other than Spanish and Chinese. Please see: http://www.p12.nysed.gov/biling/bilinged/NEWCRPT.154.html for additional information.</p>		

Evaluation of Work

All Teacher Center work will be evaluated using Thomas Guskey's Rubric for evaluating professional learning. Credit for work will not be granted until course evaluations have been completed.

Figure 1. Five Levels of Professional Development Evaluation¹

Evaluation Level	What Questions Are Addressed?	How Will Information Be Gathered?	What Is Measured or Assessed?	How Will Information Be Used?
1. Participants' Reactions	<ul style="list-style-type: none"> • Did they like it? • Was their time well spent? • Did the material make sense? • Will it be useful? • Was the leader knowledgeable and helpful? • Were the refreshments fresh and tasty? • Was the room the right temperature? • Were the chairs comfortable? 	<ul style="list-style-type: none"> • Questionnaires administered at the end of the session 	<ul style="list-style-type: none"> • Initial satisfaction with the experience 	<ul style="list-style-type: none"> • To improve program design and delivery
2. Participants' Learning	<ul style="list-style-type: none"> • Did participants acquire the intended knowledge and skills? 	<ul style="list-style-type: none"> • Paper-and-pencil instruments • Simulations • Demonstrations • Participant reflections (oral and/or written) • Participant portfolios 	<ul style="list-style-type: none"> • New knowledge and skills of participants 	<ul style="list-style-type: none"> • To improve program content, format, and organization
3. Organization Support & Change	<ul style="list-style-type: none"> • What was the impact on the organization? • Did it affect organizational climate and procedures? • Was implementation advocated, facilitated, and supported? • Was the support public and overt? • Were problems addressed quickly and efficiently? • Were sufficient resources made available? • Were successes recognized and shared? 	<ul style="list-style-type: none"> • District and school records • Minutes from follow-up meetings • Questionnaires • Structured interviews with participants and district or school administrators • Participant portfolios 	<ul style="list-style-type: none"> • The organization's advocacy, support, accommodation, facilitation, and recognition 	<ul style="list-style-type: none"> • To document and improve organizational support • To inform future change efforts
4. Participants' Use of New Knowledge and Skills	<ul style="list-style-type: none"> • Did participants effectively apply the new knowledge and skills? 	<ul style="list-style-type: none"> • Questionnaires • Structured interviews with participants and their supervisors • Participant reflections (oral and/or written) • Participant portfolios • Direct observations • Video or audio tapes 	<ul style="list-style-type: none"> • Degree and quality of implementation 	<ul style="list-style-type: none"> • To document and improve the implementation of program content
5. Student Learning Outcomes	<ul style="list-style-type: none"> • What was the impact on students? • Did it affect student performance or achievement? • Did it influence students' physical or emotional well-being? • Are students more confident as learners? • Is student attendance improving? • Are dropouts decreasing? 	<ul style="list-style-type: none"> • Student records • School records • Questionnaires • Structured interviews with students, parents, teachers, and/or administrators • Participant portfolios 	<ul style="list-style-type: none"> • Student learning outcomes: <ul style="list-style-type: none"> – Cognitive (Performance & Achievement) – Affective (Attitudes & Dispositions) – Psychomotor (Skills & Behaviors) 	<ul style="list-style-type: none"> • To focus and improve all aspects of program design, implementation, and follow-up • To demonstrate the overall impact of professional development

1. Guskey, T. R. (2000). *Evaluating Professional Development*. Thousand Oaks, CA: Corwin Press.