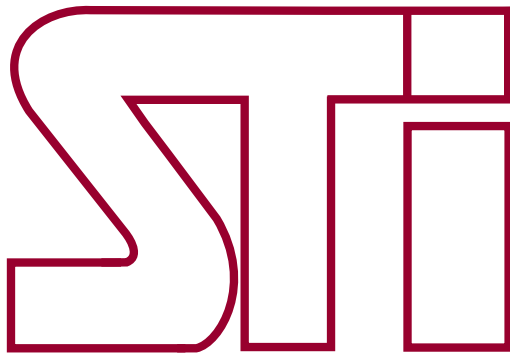


# SCARSDALE TEACHERS INSTITUTE



COURSE CATALOG AND CALENDAR  
AVAILABLE ONLINE  
AT  
[WWW.SCARSDALESCHOOLS.ORG/STI](http://WWW.SCARSDALESCHOOLS.ORG/STI)

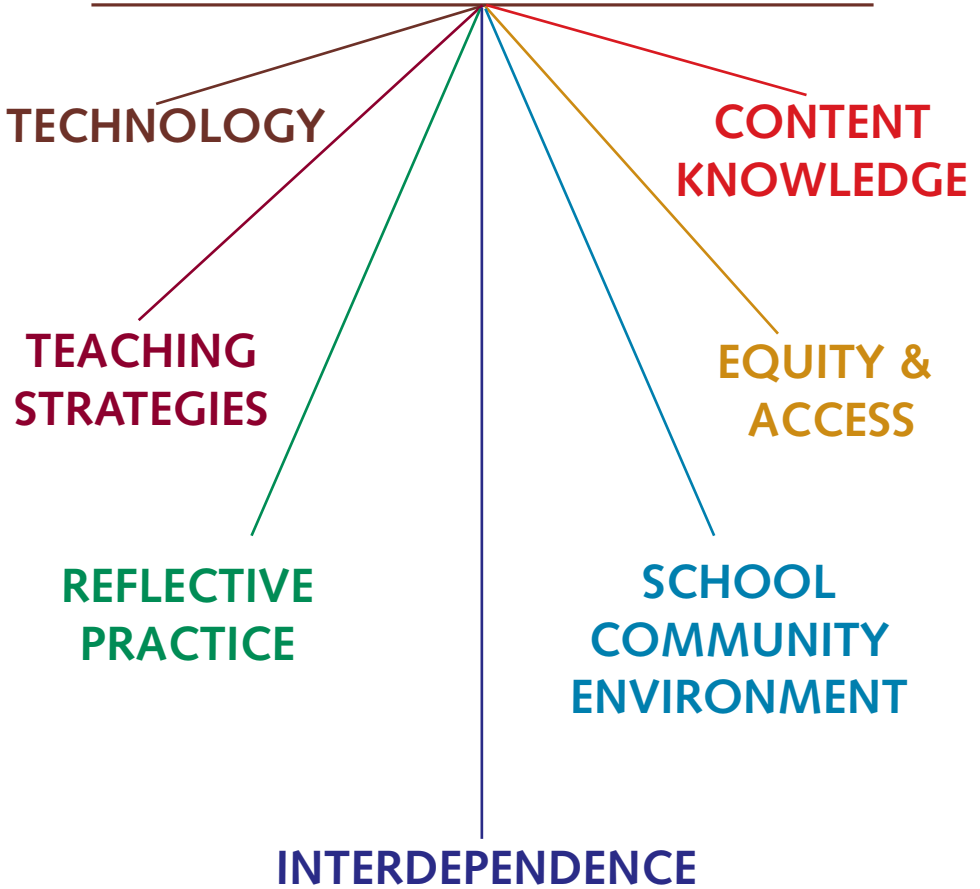


SPRING/SUMMER  
2015

SERVING THE SCARSDALE AND EDGEMONT  
COMMUNITIES

# STI Spring & Summer Program

## A LEARNING COMMUNITY



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EWS - Edgewood School	QRS - Quaker Ridge School
FMS - Fox Meadow School	SHS - Scarsdale High School
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S4679	Interpretive Strategies for Educators: Using Nature Walks, Outdoor Classrooms, and Local Sites	8/3-7	All	3	R. Clark	49
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# Principles

The purpose of the Scarsdale Teachers Institute is to offer planned and continuous education to the professional staff of the Scarsdale and Edgemont schools, teachers in other school districts, and community residents.

Scarsdale teachers began this program because they believe that the best teachers are alert, open-minded people who continue to learn and to translate their insights into appropriate experiences for their students.

Offering a variety of professional experiences in response to the needs of those working with children, the Institute contributes to an atmosphere of intellectual inquiry that stimulates the staff to continue learning. This professional interaction on educational issues benefits the students and the staff of the Scarsdale and Edgemont School Districts.

Scarsdale and Edgemont teachers also endorse the principle that cooperation among autonomous groups is fundamental to growth and is essential to progress in education. They view the Institute as a laboratory for this principle. Here, various groups of teachers, administrators, and community leaders may work together for a valued purpose.

Supported and sponsored by the Scarsdale Teachers Association, the Edgemont Teachers Association, and the Scarsdale and Edgemont Boards of Education, the Institute reaffirms the principles of professional autonomy and professional collaboration inherent in the highest quality of professional development. Thus, through STI organization, administration, and planning, teachers assume a large degree of responsibility for their professional growth.

The Scarsdale Teachers Institute is a member of the Teacher Resource and Computer Training Centers of New York State. The STI is governed by a Policy Board of teachers, administrators, community residents, and parents. As one of the founding members of the Lower Hudson Teacher Center Network, the Scarsdale Teachers Institute collaborates and cooperates with other teacher centers to provide professional growth opportunities for the entire educational community.

# Technology

The Scarsdale Teachers Institute offers a full range of beginning to advanced courses for staff and community members. Courses are designed collaboratively by teachers and administrators to meet the district goal of integrating technology into the school curriculum.

# Responding to Individual Student Needs

Curriculum and pedagogy must respond to individual learning differences among students. This fundamental principle of teaching and learning, stated in the Scarsdale district goals, also informs teacher practice in the classroom and in STI programs. Courses that specifically address differentiated techniques and strategies of instruction can be found in the Equity and Access section of the catalogue. Courses in all areas are designed to address the varied ways children learn.

# Incentives for Innovation

The Scarsdale Teachers Institute Incentives for Innovation Program enables teachers and other educators to design, implement, and assess creative projects aimed at improving learning and teaching. Teachers may collaborate with colleagues, implement a Professional Performance Review Project, design assessment, technology, cooperative learning, or other creative projects. Teachers have the opportunity to develop new teaching strategies, to engage in particular research related to teaching, or to work with other teachers on topics of specific educational interest.

Requests for proposals are sent to the Scarsdale and Edgemont faculties once each year.

## National Board for Professional Teaching Standards

Teachers who are interested in applying for NBPTS certification may receive scholarships to fund the cost of the application and mentoring to support the process. The STI offers a support seminar for teachers engaged in seeking National Board certification. Additional resources from the National Board will be available. For further information about this seminar call the STI office.

## Professional Performance Review Program

The expanded Professional Performance Review Program offers opportunities for teachers to design programs for professional growth that reflect their particular interests and goals.

STI courses are designed to support the Professional Performance Review Program by furthering inquiry based learning, alternative assessment, standards for evaluation, and student centered classrooms. Almost any STI course may be used as part of the Professional Performance Review.

## Teacher as Reader

“We need to make reading, which is in its essence a solitary endeavor, a social one as well, to encourage that great thrill of finding kinship in shared experiences of books. We must weave reading back into the very fabric of the culture, and make it a mainstay of community.” Andrew Solomon, “The Closing of the American Book,” *NYT*, July 10, 2004.

The importance of reading literature for adults has gained nationwide attention with the publication of recent studies indicating that pleasure reading among Americans in every group is down. The STI *Teacher as Reader* courses counter this trend. Participants meet throughout the year to read classic and new literature. In addition to genre, participants examine themes, character development, and all other aspects of literary form. Adults who love reading communicate this enthusiasm to the children in their care. Because of the popularity of this course, the STI offers a number of sections determined by enrollment or interest at individual schools.

# Collaborations with Other Organizations

The Scarsdale Teachers Institute enhances its program through collaborations with other educational institutions. These relationships provide teachers from Edgemont and Scarsdale with access to extensive outside resources, including input from experts in a variety of disciplines. The STI partners with:

## **East-West Center's AsiaPacificEd Program for Schools**

The STI collaborates with the AsiaPacificEd Center in several course offerings, including summer institutes. AsiaPacificEd has brought international educators and scholars to the Edgemont and Scarsdale school communities.

## **Facing History and Ourselves**

Facing History and Ourselves is an international educational and professional development organization whose mission is to engage students of diverse backgrounds in an examination of racism, prejudice, and antisemitism in order to promote the development of a more humane and informed citizenry. The programs of Facing History have a continuing impact on the Scarsdale schools. Teachers participate in summer institutes as well as yearlong programs.

## **Holocaust and Human Rights Education Center**

The Holocaust and Human Rights Education Center works to enhance the teaching and learning of the Holocaust, to encourage all students to speak up and act against all forms of bigotry and prejudice. The STI continues its affiliation with the HHREC to bring distinguished scholars to the community.

## **Jacob Burns Film Center**

The Jacob Burns Film Center supports STI programs by providing innovative film programming and resources in the teaching of visual and media literacy. The STI collaborates with Jacob Burns Film Center on the content offerings of specific courses as well as an annual summer institute.

## **Kennedy Center for the Performing Arts at Purchase College**

The STI collaborates with the Performing Arts Center at Purchase College to offer teachers the opportunity to work with guest artists from the Kennedy Center's Education Program.

## **Lincoln Center Education**

Lincoln Center Education provides opportunities for engagement with the arts onstage, in the classroom, digitally, and in the community. The STI brings Lincoln Center teaching artists and performances to teachers and students through its summer institutes as well as yearlong training involving specific works performed in the Scarsdale schools.

## **Lower Hudson Teacher Center Network**

The 21 teacher centers in the Lower Hudson region meet regularly to share resources and develop programs for local educators. Call the STI office for further information.

### **New York Institute of Technology Educational Enterprise Zone**

The Educational Enterprise Zone (EEZ) is a K-12 videoconferencing consortium of providers and receivers that meets regularly at various sites throughout New York City. EEZ offers support to members in designing and implementing videoconferencing units of study.

### **New York University Kevorkian Center for Near Eastern Studies**

The STI collaborates with NYU's Kevorkian Center to bring individual scholars and the most recent resources on the Middle East to Scarsdale teachers. Kevorkian's Saturday seminars feature lectures by respected scholars in the field with occasional pedagogy workshops designed by the NYU School of Education. Past seminar topics have included: *Social Movements*, *The Politics of Water*, *Teaching about Islam*, *The Ottoman Empire*, *The Multi-layered Lives of Muslim Women*, and many more.

### **Windward School Teacher Training Institute**

Windward School provides an instructional program for children with language-based learning disabilities. Windward Teacher Training Institute (WTTI) offers professional development based on scientifically validated research in child development, learning theory, and pedagogy. Courses, workshops, and lectures address a broad range of developmental and curricular topics appropriate for both mainstream and remedial settings. WTTI serves as a resource for educators and professionals in allied disciplines such as speech and language therapists and psychologists, as well as for parents.

WTTI workshops may be considered for STI credit. One credit is offered for every 12 hours of workshops. WTTI's course offerings are available at the Windward Teacher Training Institute link on Windward School's Web site: [www.windwardny.org](http://www.windwardny.org). Partial tuition reduction for Edgemont and Scarsdale staff is available. Call the STI for additional information.

### **Yale University Programs in International Educational Resources (PIER)**

Programs in International Educational Resources (PIER) at Yale draws upon the university's extensive resources to advance the understanding of international and world regional issues. The STI offers credit for PIER's summer seminars and offers weekend courses at Yale on a variety of topics.

## REFLECTIVE PRACTICE

### Effective Methods for Teaching Science #4638A

The purpose of this course is to provide professional development in exploring current events in science, modern laboratory techniques, instrumentation and best-practices in teaching science as recommended by Tri-States. The course will allow teachers to link their curricula to real world applications, making the material more relevant to their students. In this course, teachers will explore methods for making classroom demonstrations more productive for students using the inquiry-based method SQER<sup>3</sup> (Survey, Question, Experiment, Recite, Reflect, and Review) and will investigate how to utilize Process Oriented Guided Inquiry Learning (POGIL) in the classroom.

Through examples, demonstrations, and hands on laboratory experiences, participants will be introduced to the concept of SQER<sup>3</sup>, a method of presenting laboratory demonstrations in the science classroom that increases student participation and engagement. Participants will apply SQER<sup>3</sup> to demonstrations that they can use in their science classrooms and discuss POGIL and its application to teaching science. Teachers will collaborate on how to refine and create lessons using these techniques.

Requirements: Attend all sessions; complete assigned readings; participants will demonstrate applications of SQER<sup>3</sup> and POGIL in their respective specialty.

**Course Coordinators:** *Sharon Baylis, William Scalley*

**Open to:** *6-12 Science Teachers*

**Time:** *W 3/11, 3/18, 4/15, 4/22, 3:30-6:30*

**Location:** *EHS E7*

**Credit:** *One point salary credit or stipend*

### NMR Spectrometry Science Seminar #4638B

Nuclear Magnetic Resonance (NMR) spectrometric techniques are currently in use in modern chemistry and biology research throughout the world to determine the molecular structure of compounds. The purpose of this course is to provide professional development in modern laboratory techniques and instrumentation as recommended by Tri-States. The

course will allow teachers to link their curricula to real world applications, allowing students to see the importance of science in their lives.

Through lecture and discussion, participants will be introduced to the concept of Nuclear Magnetic Resonance (NMR), a method of determining the molecular structure of compounds and discuss how to integrate this information into their teaching. The final session will include a hands-on workshop at the NMR Facility at Columbia University to observe NMR instrumentation in use.

Requirements: Attend all sessions; complete assigned readings; participants will need to show written evidence of how this method can be incorporated into class teaching.

**Course Coordinators:** Sharon Baylis, William Scalley

**Open to:** 6-12 Science

**Time:** W 5/6, 5/20, 3:30-6:30; M 6/29, 9-3

**Location:** EHS E7 and NMR Facility at Columbia University

**Credit:** One point salary credit or stipend

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## Particle Physics Science Seminar #4638C

*What we are made of? Where did matter come from? How did the Universe begin? How will it end?*

The field of particle physics seeks to answer these thought-provoking, fundamental questions. In recent years, a wide range of material for understanding particle physics has been developed. The purpose of this course is to provide professional development in scientific instrumentation and current events as recommended by Tri-States. Participants will be introduced to particle physics experimentation currently in use in modern chemistry and physics research throughout the world and will visit the Brookhaven National Laboratories particle accelerator to observe the instrumentation and detectors used in this field.

Through lectures, readings and discussion, participants will be introduced to the field of particle physics and the current science being performed at particle accelerators throughout the world. The final session will be held at

the Brookhaven National Laboratory particle accelerator.

**Requirements:** Attend all sessions; complete assigned readings; participants will need to show written evidence of how particle physics will be incorporated into class teaching.

**Course Coordinators:** *Sharon Baylis, William Scalley*

**Open to:** *6-12 Science*

**Time:** *W 6/3, 6/17, 3:30-6:30; Tu 6/30, 9-3*

**Location:** *EHS E7 and the Brookhaven National Laboratory*

**Credit:** *One point salary credit or stipend*

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## Teachers College Reading and Writing Project Seminar #4639

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Ensuring that all students develop high levels of literacy requires teachers to make a concerted, coordinated effort to improve students' proficiency as readers, writers, and critical and creative thinkers. As the Edgemont and Scarsdale districts continue to review and improve reading instruction and assessment, teachers will benefit from engaging with researchers in the field and discussing the teaching of reading and writing with their colleagues. The Reading and Writing Project of Teachers College at Columbia University has been a think tank in the area of literacy for 25 years, developing state of the art teaching methods and offering professional development in using these methods. Through this course, participants will combine information from researchers at Teachers College Reading and Writing Project with discussion with colleagues to tailor best practices to the needs of their students.

The first session will include conducting and discussing relevant research on best practices in developing literacy. In the second session, participants will attend Teachers College Reading and Writing Project Saturday Seminar, where they will have the opportunity to choose from literacy-based workshops, including argumentative writing, aligning instruction to the Common Core Standards, utilizing performance based-assessments, guided reading, nonfiction through text sets, and many more. The third session will include debriefing and reflecting on workshops attended. Participants will create a plan for updating best practices in their own classrooms.

**Requirements:** Attend all sessions; complete assigned readings; reflect on workshops and create a plan of action for implementing

components of the workshops into classroom practice.

**Course Coordinators:** *Marisa Ferrara, Arielle Landeck*

**Open to:** *K-8*

**Time:** *Tu 3/24, 3:30-5:30; Sa 3/28, 9-4; Tu 4/21, 3:30-6:30*

**Location:** *GRV and Teachers College at Columbia University*

**Credit:** *One point salary credit or stipend*

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## ***Visible Learning: A Research Based Perspective on Learning #4640***

Knowledge of the factors influencing student achievement is essential to effective teaching. In his book, *Visible Learning*, John Hattie synthesizes 15 years of accumulated research and analyses related to numerous influences on student performance. Hattie's findings and conclusions shatter commonly accepted educational myths about learning and highlight best classroom practices from a comprehensive, research-based perspective. *Visible Learning* provides evidence of the vast array of factors that impact achievement as well as the means to interpret the quantitative data in support of interventions and approaches that enhance student learning.

Participants will read *Visible Learning: A Synthesis of Over 800 Meta-analyses* by John Hattie. Class sessions will focus on individual chapters for discussion, analyses, and reflection as teachers consider how commonly held educational beliefs stand up under the scrutiny of Hattie's research findings. For example, how does student feedback by teachers affect student performance? Course leaders will guide the group through the interpretation of quantitative data related to student achievement in order to develop interventions and approaches in the classroom. Teachers will reflect on specific components that they may use to alter their current practice based on home, school, or teacher factors outlined in *Visible Learning*. At the conclusion of the course, participants will have gathered a collection of research-based best practices designed to raise student achievement in their grade levels or subject areas.

**Requirements:** Attend all sessions; complete assigned readings; develop a reflection paper identifying components of *Visible Learning* that may impact or modify teaching.

**Course Coordinator:** *Bob Saya*

**Course Speaker:** *Dr. Joseph Lemke, Director of Social Studies, K-12, Bay Shore Schools*



**Open to:** All

**Time:** F 3/20, 3:30-7:30; Sa 3/21, 8:30-4:30

**Location:** SMS P83

**Materials:** Visible Learning: A Synthesis of Over 800 Meta-analyses by John Hattie should be purchased before class. A limited number of copies will be available for purchase at class.

**Credit:** One point salary credit or stipend

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## World Language and the New Standards #4641

The American Council on the Teaching of Foreign Language (ACTFL) has recently revised the Standards for Foreign Language Learning: Preparing for the Twenty-first Century (1996). The new World-Readiness Standards for Learning Languages guide learners to develop competence to communicate effectively and interact with cultural understanding. By incorporating the theme, “World-Readiness,” the Council signals to teachers and students that the standards focus on literacy developed through exposure to the real-world applications. In this course, language teachers will pool their knowledge and share best practices from their use of the original Standards and discuss the evolution and future of the new World Readiness Standards, with an eye to creating new projects and activities.

The line of inquiry for this course is based on the revised standards and their relationship to the original five standards: communication, cultures, connections, comparisons, and communities. Participants will read and react to the new publication, share ways that they promote these goals currently, and discuss alternative methods to promote exposure and preparation for the real world. Participants will explore already demonstrated projects through online resources and will collaborate to design and to implement new or similar projects.

**Requirements:** Attend all sessions; complete assigned readings: *World Readiness Standards for World Languages*, *Words and Actions: Teaching Languages Through the Lens of Social Justice*, “*Service Learning as a pedagogical tool for language teachers*”; design a lesson plan using the course content.

**Course Coordinator:** Sarah Whittington

**Open to:** K-12 World Language

**Time:** F 4/17, 3:30-7:30; Sa 4/18, 8:30-4:30

**Location:** SMS T109

**Credit:** One point salary credit or stipend

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## Teaching Writing in Social Studies #4642

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The process of articulating an argument, describing relevant evidence in detail, and offering authentic analysis requires consistent practice for students across grade levels. This course is designed to provide a forum for social studies teachers to share and discuss best practices for writing in social studies for the purpose of reinforcing continuity of skills and expectations across the middle school and high school curricula. Topics may include, but are not limited to: a discussion on grade level expectations, skills, and structure of assignments; sharing of best practices and teaching strategies; an analysis of feedback and assessment; and discussion of common vocabulary. The course is flexible to address the specific needs or concerns of the participants.

This course will be discussion and workshop based. Teachers will work collaboratively to share best practices for teaching writing and/or develop new lessons. Participants will gain a greater understanding of what social studies teachers expect from their students across grade levels, and develop additional pedagogical tools to enhance their own instruction of historical writing.

**Requirements:** Attend all sessions; participate in discussions and workshops and bring in appropriate materials (in the weeks before the course, participants will be instructed to gather examples of writing lessons, teaching tools, and student work); choose a current writing assignment and revise it so the assignment incorporates one or more of the pedagogical techniques and strategies that discussed during the course; provide a written copy of the lesson/assignment as well as a summary of how the assignment was adapted.

**Course Coordinators:** Emily Block, Nicola Minchillo-Barber

**Open to:** 5-12 Social Studies

**Time:** F 4/24, 3:30-7:30; Sa 4/25, 8:30-4:30

**Location:** SHS 303

**Credit:** One point salary credit or stipend

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## **Design Thinking and More for Educators: A Summer Institute S4643**

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This summer institute will feature an exploration of several innovative 21st century educational practices including Design Thinking. Those new to Design Thinking and those with experience will find there is more to learn and something to do. In addition, participants will consider how to create and to use flexible spaces to foster innovation. They will learn about the makerspace movement and ways to incorporate this program, now sweeping the educational world, into design thinking practice. Working with experts, the group will experience first-hand how makerspaces facilitate critical and creative thinking.

The class begins with the coordinators sharing experiences and observations from their study of “innovation education” in practice. Guest speakers will contribute their expertise to the topic. Group members will take part in an interactive workshop that demonstrates the effectiveness of Design Thinking in analyzing and solving real world problems. In addition, teachers will add to their repertoire of techniques for integrating technology into curriculum through challenge-based learning. Participants will select elements from their own curriculum for redesign and meet in collaborative groups to apply Design Thinking or other innovation practices to existing lessons and units or to new ones. They will also develop assessment strategies for their units and lessons. Having explored several innovative education practices, participants will engage in a culminating challenge to design spaces that facilitate 21<sup>st</sup> learning.

**Requirements:** Attend all sessions; complete assigned readings; redesign elements of curriculum and assessment based on course content.

**Course Coordinators:** *Christine Boyer, Maggie Favretti, Lisa Yokana*

**Open to:** *All*

**Time:** *M 7/6-W 7/8, 8-4*

**Location:** *SHS 170*

**Credit:** *Two points salary credit or stipend*

The journey of a life long reader is a search to gain insight and understanding by reading, discussing, and reflecting. By transforming reading into a community event through discussion groups, teachers learn differing perspectives on the same work and gain knowledge of literature, genre, and technique. The commitment to read widely and deeply is an important endeavor for teachers as they model the love of reading and the skills of reading and understanding for their students.

This course is geared toward secondary science teachers, but it is open to all. Participants will meet to discuss readings on science-based themes, and applications to the science classroom will be explored. An article or other short reading will be distributed before the first meeting. Additional readings will be selected from group suggestions.

Requirements: Attend all sessions; read assigned materials; keep a journal of readings and reflections as they apply to the classroom.

**Course Coordinator:** *Nicole Pisano*

**Open to:** 6-12

**Time:** *Th 6/25, 3:30-6:30, with remaining dates to be determined by group*

**Location:** *SHS 381*

**Credit:** *One point salary credit or stipend*

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**CONTENT KNOWLEDGE**

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**A Look into New York City: Upper West Side #4645**

From Columbus Circle (the geographic center of New York City) up along Central Park West, Broadway, Riverside Drive, Amsterdam Avenue to Columbus Avenue, are some of the most diverse examples of urban growth. Once the home of shanty towns, gang violence and crime, mental institutions, orphanages and farms, the Upper West Side is today one of the most desirable neighborhoods in New York City. It is the home of world-class museums, elegant apartment buildings, two of the most beautiful parks in the country as well as the center for New York City's performing arts and many religious and cultural institutions. This class will explore the reasons for these changes, how they came about and the impact they have had on New York as well as the nation and the world. Primary source documents associated with the area will enhance and enliven any study

of urban history and geography. The content meets the New York State Common Core Standards in various disciplines.

Through lecture, discussion, multi-media resources and a guided tour of the area, participants will learn the historical significance of the Upper West Side from its early development to the present. A further examination of the area will include its impact on the arts, culture, urban planning and sciences. Site visits will include a variety of areas along the Upper West Side including Lincoln Center, the New York Historical Society, Riverside Park and Central Park, and other cultural institutions and museums. Teachers of different grade levels and subjects will gain information, materials and teaching methods to help develop meaningful lessons on local history, culture, science and the arts.

**Requirements:** Attend all sessions; complete assigned readings; create a unit of instruction or a multimedia project on the Upper West Side.

**Course Coordinators:** *David Paquette, Steven Scharf*

**Course Speakers:** *Art and Susan Zuckerman, hosts of a WVOX show and contributors to the Travel Channel*

**Open to:** *All*

**Time:** *F 5/1, 3:30-7:30; Sa 5/2, 8:30-4:30*

**Location:** *SMS library and New York City*

**Credit:** *One point salary credit or stipend*

**Course limited to 18 participants.**

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## **From Independence to Constitution #4646**

Walking in the footsteps of history provides sensory learning that expands the textbook and goes beyond the four walls of a classroom. When the walk is made by a cast of teachers and their related team members, it becomes a powerful collaborative learning experience. From Independence to Constitution is designed to deepen teacher knowledge and appreciation for the ideas and ideals of the American Revolution and the Constitution through a visit to Philadelphia. When teachers become researchers of the people and events that have changed history and when they explore the historical sites, they enrich their own understanding of history and that of their students.

In advance of the Philadelphia excursion, participants will meet at the Scarsdale Middle School to research individually assigned topics. These topics range from Carpenter's Hall, where the First Continental Congress met, to Independence Hall, where both the Declaration of Independence and the Constitution were signed. Based on the research of the specific topics, participants will prepare oral presentations that will be given at their sites as they inform and enliven their topic to others. During the actual walk of the historic trail, teachers will create photo-journals documenting their experience for sharing with students.

**Requirements:** Attend all sessions; complete assigned readings; complete a podcast and report of an assigned topic.

**Course Coordinator:** *Cindy Parrott*

**Course Speakers:** *Len Tallevi, Social Studies Chair, Scarsdale Middle School, retired; Marie Tallevi, Teacher, Quaker Ridge, retired*

**Open to:** 4-12

**Time:** *Th 5/28, 3:30-7:30; Sa 5/30, 8:30-4:30*

**Location:** *SMS library and Philadelphia*

**Credit:** *One point salary credit or stipend*

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## **How Does the Brain Work? #4647**

The acquisition of sensory and emotional information makes understanding of the world possible. How sensory data and emotional context are perceived, communicated to the central nervous system, and integrated into a whole, seamless experience is a complex process combining many simultaneous channels in different sensory modalities. Knowledge of how these systems operate can be of great assistance to teachers seeking an understanding of the biological basis of different learning styles, the role of emotion in memory, and in deficits students may have in a specific area.

Have you held a brain in your hands? Have you looked at its parts through a microscope? In this course participants will learn what the parts of the brain are and what they do, how nerve cells talk to each other and how the brain constructs a seamless perception of the world. Learning depends on perceptions that are stored as memories and the association of one piece of knowledge with another. Teachers will explore the parts of the brain that serve learning, memory, attention and emotion. In addition they will study the molecules that are mimicked by psychoactive drugs and look at what

happens when parts of the brain go wrong, affecting perceptions, memory and emotions.

Requirements: Attend all sessions; complete assigned readings; develop a classroom application of course content.

**Course Coordinator:** *Paul Good*

**Open to:** *All*

**Time:** *Tu 5/5, 5/12, 5/19, 6/9, 6/16, and Th 6/11, 3:30-5:30*

**Location:** *EHS B3*

**Credit:** *One point salary credit or stipend*

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### **Classic *Film Noir* #4648**

Classic *film noir* developed during the 1940s and 1950s and reflected a postwar ambiance of anxiety, pessimism, and suspicion. Futility, dingy realism, defeat and entrapment were characteristics of this film genre that often integrated detective and crime fiction. *Film noir* provides a striking visual representation of the five main elements of a story: setting, plot, character, conflict, and theme. By viewing four important films of the genre, participants can discuss and reflect on how these movies developed these story elements, and how they might use film of any genre to enhance their content area lessons and/or stimulate writing using a film as a visual aid to instruct. A film can be used in a variety of lesson plans from the introduction of a concept or period in history, as a tool for creating a comparison essay or even as a way of developing a descriptive response with details from the visual representation. The medium of film can be incorporated into any discipline or grade level, and be instrumental in comprehension skills and development of writing skills.

Participants will view four *film noir* films, and participate in a discussion of elements such as characters, plot, conflict, and mood, comparing the works with other films viewed. Participants will read any articles and background information and focus on these informational pieces to enhance discussions and reflections, in order to develop a final project that may include personal responses to and/or ways in which the films and subsequent discussions helped them to develop an idea or lesson in their classrooms appropriate to their grade and lesson contents.

Requirements: Attend all sessions; complete Reading; write a personal

reflection on topic and how a use of film might be applied to classroom lesson involving a written component.

**Course Coordinator:** *JoAnn Nahabedian*

**Open to:** *All*

**Time:** *Tu 3/3, 3/10, 3/17, 4/14, 3:30-6:30*

**Location:** *GRA library*

**Credit:** *One point salary credit or stipend*

**Course limited to 20 participants.**

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## **A Look into New York City: Central Park #S4649**

From 59th Street to 110th Street and from Fifth Avenue to Central Park West was once an area of bone-boiling factories where wild pigs roamed free. Today, this area of New York City has been transformed into the country's most elegant showplace of landscape architecture. It has served as the model for most of the major urban parks of the world. More than "just a park," Central Park is an area steeped in history, science, art and literature. Primary source documents associated with the area will enhance and enliven any study of urban history and geography. The content meets the New York State Common Core Standards in various disciplines.

Through lecture, discussion, multi-media resources and a guided tour of the area, participants will learn the historical significance of Central Park from its early planning stages to the present. A further examination of the Park will include its impact on the arts and sciences. Site visits will include a variety of areas within Central Park as well as along Fifth Avenue's "Millionaire's Mile," home to some of the most important and influential people in New York City. Teachers of different grade levels and subjects will gain information, materials and teaching methods to help develop meaningful lessons on local history, culture, science and the arts.

**Requirements:** Attend all sessions; complete assigned readings; create a unit of instruction or a multimedia project on Central Park.

**Course Coordinators:** *David Paquette, Steven Scharf*

**Course Speakers:** *Art and Susan Zuckerman, hosts of a WVOX show and contributors to the Travel Channel*

**Open to:** *All*



**Time:** M 6/29, 9-1; Tu 6/30, 9-5

**Location:** SMS library and New York City

**Credit:** One point salary credit or stipend

**Course limited to 18 participants.**

## **INTERDEPENDENCE**

### **Dots and Points on the Map: Mali #4650**

The integration of creative arts into the academic curriculum, a mandate of state and national arts standards, exposes students to the imagination and innovation embedded in classic art forms of people around the globe. An exploration of painting, film, fashion, stained glass, cuisine, and even games, inspires an appreciation of the multiple modes in which creativity is expressed through different cultures. Students of all learning styles respond to hands-on, multi-sensory teaching as they examine and replicate the design features evident in the realities of historical and everyday artifacts developed through the culture of Mali.

In this course, join an Edgemont teacher, and an Edgemont parent from Mali who will use a unique multi-sensory approach to help educators reach students with different learning styles. Discovery of geography, traditions and transitions in Malian culture will be combined with an artistic and sensory overview of the country. This course will share the craft sensibility and many traditions in Malian life both ancient and modern such as traditional mud-cloth fabric, and include other playful art forms and real life activities. A greater understanding of this country in the news will be reached through, art exploration, creation, and informative discussion with a global view.

**Requirements:** Attend all sessions; complete assigned readings and work; create an art project for curriculum using course content.

**Course Coordinator:** *Jeannette Stockton*

**Course Speaker:** *Haby Keita, Malian Citizen*

**Open to:** *All*

**Time:** *F 5/15, 3:30-7:30; Sa 5/16, 8:30-4:30*

**Location:** *EHS E-9*

**Materials fee:** *\$15*

**Credit:** *One point salary credit or stipend*

**Course limited to 15 participants.**

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## **Multiculturalism Through the Arts: The Culture of Food in Global Film #4651**

To implement the goal of educating for diversity, the Scarsdale Interdependence Institute has been charged with supporting programs for teachers and students that explore cultures other than one's own, providing a global perspective on current events, and preparing students for the interdependent world in which they will live and work. With the purpose of widening the international focus of the school community, the Interdependence Institute and the STI are jointly sponsoring a program of multiculturalism through the arts in film.

This contribution to the global film series explores the role of food in different cultures. Movies that highlight national cuisines raise important questions about history, politics, identity, and ideology. What can we learn about a people by focusing on what and how they eat? How did certain foods become associated with certain groups? How do distinctive practices of preparing and consuming meals influence the nature of family and the society at large? How can we, as teachers, exploit the power of cinema to help students understand the lifecycle of foods (production, distribution, presentation, consumption, and disposal) and appreciate the many ways that food figures in their lives and in our multicultural world?

Th 4/16: The semester series begins with selected film clips that introduce the concept of "foodways," a structured approach to food studies that examines the cultural, social, and economic practices relating to the production and consumption of food. Participants will trace the cultural norms associated with sharing sustenance and how these norms are culturally diverse or universally shared in the global community. They

will discuss food connections within their personal cultural heritage and the global economy, how food can define and enhance our knowledge of a country or a culture, and ways to use the study of food to apply multicultural concepts and understandings in their curriculum areas.

W 4/29 ***Le Chef*** (France, 2012) directed by Daniel Cohen

In the heady world of French cuisine, chefs are national celebrities and a three-star rating is the Holy Grail. To save his reputation and his kitchen, Chef Alexandre seeks help from a young enthusiast who knows more about his cooking than the renowned chef himself. This light-hearted comedy pokes fun at France's fastidious fascination with cuisine while demonstrating how food can be a consuming passion, a distraction from responsibility, and the enduring tie that binds families and friendships.

(84 minutes. In French with English subtitles)

Th 5/7 ***The Hundred-Foot Journey*** (India, 2014) directed by Lasse Hallström

The patriarch of a displaced Indian family decides to open a restaurant in France featuring the spicy foods of his homeland. When he opens his new business across the street from an established bastion of French haute-cuisine, his efforts spark a war of competing cooks and cultures while fanning the flames of love.

(122 minutes, In English, French, and Hindi, with English subtitles)

W 5/20 TBA

Requirements: Attend all sessions; read assigned materials, including selections from *Appetites and Anxieties: Food, Film, and the Politics of Representation*, by Cynthia Baron, Diane Carson, and Mark Bernard; create classroom applications through a unit of study based on the films and discussion that will extend the global studies curriculum.

**Course Coordinators:** *Carole Phillips, Joan Weber*

**Course Speaker:** *Bill Costanzo, Distinguished SUNY Teaching Professor of English and Film*

**Open to:** *All*

**Time:** *Th 4/16, 5/7, and W 4/29, 5/20, 3:30-6:30*

**Location:** *SHS 170 and 1N4*

**Credit:** *One point salary credit or stipend*

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## Mosaic Art Piecing Together Cultures and Community # 4652

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Mosaic-making is a multilayered art form that fosters problem solving, cooperative learning, and creative expression. Mosaics have a long and celebrated history from the ruins of Mesopotamia to the present. Mosaic artists across the ages have integrated aspects of life and community into their art as a record of their times. The exploration of this classical art form will inspire an appreciation of global creativity from Pompeii to Gaudi. In an age of mass marketed images, mosaic making creates a tiled passage to express individual and community ideas.

The coordinators of the course take great pride in sharing ancient and modern mosaic art techniques studied at workshops in Ravenna, Italy and Boulogne, France. This course will focus on creating individual glass tile mosaics. Participants will view examples of historical and contemporary mosaics works and learn about various alternative techniques for creating mosaics with younger students. Discussion will focus on the application and integration of this art form into the classroom. The following link will provide information on the unique techniques that will be covered in this course: <http://goo.gl/v6ViG5>

**Requirements:** Attend all sessions; complete assigned readings; demonstrate competence with mosaic technique by creating a mosaic project.

**Course Coordinators:** *Linda Fisher, Miriam Freedman-Carmen*

**Open to:** *All*

**Time:** *Tu 5/5, 5/12, 5/19, 6/9, 6/16 and Th 6/11, 3:30-5:30*

**Location:** *SMS T117*

**Material fee:** *\$15*

**Credit:** *One point salary credit or stipend*

**Course limited to 15 participants.**

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## A Short Course on Islam and Muslims #4653

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Educators need cultural understanding and historical perspective as well as tools that can be used in the classroom (i.e. film clips, bibliographies, and other resources) in order to place Islam in its proper perspective and contextual setting. Anisa Mehdi, journalist, lecturer, and Emmy-award winning filmmaker, will guide participants to a deeper understanding of

Islamic traditions and current issues.

*Session 1: The life of Muhammad the Prophet.* A monumental man of his times whose message is widely misunderstood today by Muslims and non-Muslims alike, Muhammad is one of the most influential men in human history. We will explore the culture in which he lived, discuss the dramatic circumstances of the birth of Islam, and take a critical look at the lives of the women in early Muslim society.

*Session 2: Basics of Islam.* What are the rites and rituals of Muslim practice? Are there inequalities between men and women? How do Muslims around the world recognize one another?

*Session 3: Followers of Abraham.* Islam is a branch on the Abrahamic family tree. How does it relate to Judaism and Christianity? Who are the famous women of Islam?

*Session 4: Muslim Women.* Much attention goes to the plight of Muslim women worldwide today. Is that the full story? We take a 10,000 foot view and also zoom in on real women Anisa Mehdi has met in the course of reporting this subject over the last 30 years.

*Session 5: Islamic Arts and Sciences.* Although today many Muslim-majority countries are “underdeveloped,” Islam’s early civilizations were among the most cultured on the planet. What influenced the flowering of arts and sciences in Muslim-majority regions for nearly 1000 years? We enjoy an exploration of the beauty and intellect that once typified this religious tradition.

*Session 6: Islam and Politics.* Whatever happened to the “Arab Spring?” What is ISIS? Are Islam and democracy compatible? We will discuss these difficult questions and more as we wrap up this seminar series.

There will be film clips and handouts in most sessions; a reading list will be provided.

Requirements: Attend all sessions; complete assigned readings; classroom discussion; must have a classroom/curriculum application from an interdisciplinary perspective.

**Course Coordinators:** *Leila El-Chehabi, Joan Weber*

**Course Speaker:** *Anisa Mehdi, journalist; Emmy award-winning filmmaker and lecturer on Islam whose most recent film premiered on PBS Dec. 23, 2014 in Sacred Journeys with Bruce Feiler*

**Open to:** *All*

**Time:** *Tu 3/17, 3/24, 4/14, 5/5, 5/12, 5/19, 3:30-5:30*

**Location:** *SHS 170*

**Credit:** *One point salary credit or stipend*

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## **Origami Boot Camp III #4654**

Origami is the Japanese art of folding paper into shapes. Practiced in Japan for hundreds of years, origami has evolved into a modern art form that is recognized worldwide. Paper folding can be a valuable addition to the curriculum. It accommodates a variety of learning styles and helps children of all ages develop educational, cultural, and social skills. It requires eye-hand coordination and careful attention to directions, engages math reasoning, and is fun to do. At the end of the process, students have beautiful paper sculptures to show for their efforts. Teachers who use origami point out the benefits that also include multi-cultural awareness and cooperative learning.

The course will be an intensive, hands-on origami workshop, and participants will learn a range of paper folding techniques from basics to geometric construction. Ideas for curriculum will be discussed, and teachers will learn how to make shapes based on curriculum themes. Elementary teachers will find origami to be an excellent technique to enrich cultural awareness, science, social studies, art, math, and more. Upper level teachers will learn origami's relationship to geometry including angle bisectors and perpendiculars. Participants will learn how angles converge as simple bases and how to create paper shapes beyond the square. Projects will be geared to curriculum integration across the grades.

**Requirements:** Attend all sessions; create art projects using course content; develop a curriculum connection using course content.

**Course Coordinators:** *Jeannette Stockton*

**Open to:** *All*

**Time:** *F 3/27, Friday 3:30-7:30; Sa 3/28, 8:30-4:30*

**Location:** EHS E-9

**Material fee:** \$5

**Credit:** One point salary credit or stipend

**Course limited to 15 participants.**

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## Multiculturalism Through Paper Art #4655

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Relating artistic ideas and works with societal, cultural and historical contexts deepens understanding and is a National Standard for Arts Education that can be applied to all disciplines to motivate student learning. The art of paper cutting has represented cultural values of diverse groups since the sixth century. Understanding cultural symbols and celebrations through observing paper cutting will stimulate an interest in world cultures and help students to experiment with symbols and storytelling in a unique format.

This course will examine the ancient folk art of paper cutting as lens for understanding world cultures. In China, paper cutting, known as *jianzhi*, is one of the oldest and most popular folk arts. Some Chinese designs express the wish for a harvest or a wealthy life, while others illustrate scenes from traditional myths or stories. In Mexico, *papel picado* is used for both secular and religious occasions. The beautifully layered *wycinanki* cutting of Poland, *kamikiri* of Japan and the festive paper cutting of Israel are associated with holidays and ceremonies in each country. Participants in this course will examine the techniques and cultural traditions associated with paper cutting for incorporation into their classrooms.

**Requirements:** Attend all sessions; complete assigned readings provided by instructors to enhance understanding of the cultures and symbols; complete a paper cutting project that fits with the participant's curriculum and expresses a cultural connection.

**Course Coordinators:** Linda Fisher, Miriam Freedman-Carmen

**Open to:** All

**Time:** F 3/6, 3:30-7:30; Sa 3/7, 8:30-4:30

**Location:** SMS T117

**Credit:** One point salary credit or stipend

**Course limited to 20 participants.**

Historically, the challenges of immigration, citizenship, and belonging have molded both the Chinese American experience and the development of America as a nation. In recent years, China's steady rise in economic and political influence has reshaped international politics and intensified interest in building connections at all levels between the U.S. and China. The growth in the Chinese community in Scarsdale and the wider New York area as well as the adoption of Mandarin language programs and exchange programs further reflect these changes locally. This course will foster a greater understanding of the history and culture of China and Chinese Americans, and help teachers better appreciate the immigration experience of a growing segment of the community.

Participants will explore the history, art, language and culture of people of Chinese descent in the United States. Through hands-on activities, site visits and document-based discussions, teachers will be able to incorporate a range of new interdisciplinary resources to their classrooms. Friday evening's workshop will give participants an opportunity to learn basic Chinese phrases, examine the historical the push/pull factors of Chinese immigration, and probe recent controversies surrounding stereotypes and identity. Discussion will continue Saturday at the exhibit *Chinese American: Exclusion/Inclusion* at the New York Historical Society and during a Chinatown field study led by educational outreach specialists from the Museum of Chinese in America.

**Requirements:** Attend all sessions; complete assigned readings; develop a classroom application of course content.

**Course Coordinators:** Kendra Claussen, Wenhui Gu

**Course Speakers:** Educational Outreach Staff, New York Historical Society; Museum of Chinese in America

**Fee:** \$25

**Open to:** All

**Time:** F 3/13, 3:30-7:30; Sa 3/14, 8:30-4:30

**Location:** SHS 3N4, and New York Historical Society and Museum of Chinese in America

**Credit:** One point salary credit or stipend



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## Latin America in World History #4657

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Teachers of world history and U.S. history require a sound foundation of knowledge about Latin American history and culture. This course will help teachers prepare lessons ranging from Mesoamerica and Andean societies to Colonial Latin America; from Latin America in the 19th century to today's immigration policy.

The purpose of this course is to provide teachers with extensive materials to prepare interdisciplinary lessons that reference some aspect of Latin American history, art, politics, culture and/or comparative lessons with other regions of the world. In Friday's session, there will be a lecture and discussion about Latin America and the global themes that affect the region as a whole. Saturday's session will follow a workshop format in which teachers examine resources and work together to develop lessons in a variety of areas. Teachers will also select film clips and develop video "viewing guides" for use in the classroom.

**Requirements:** Attend all sessions; complete assigned readings; must have a classroom/curriculum application and must be shared in a common folder available to course participants.

**Course Coordinator:** *Maria Valentin*

**Open to:** *All*

**Time:** *F 5/29, 3:30-7:30; Sa 5/30, 8:30-4:30*

**Location:** *SHS 170*

**Credit:** *One point salary credit or stipend*

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## Middle Eastern Studies at NYU #4658

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The Kevorkian Center for Near Eastern Studies at NYU draws on university resources to offer Saturday Seminars on prescient global topics. Leading university scholars in a variety of disciplines bring their latest research to K-12 teachers, while encouraging participants to view issues from multiple perspectives. Activities and resources include films; museum and other site visits; hands-on cultural activities; lectures, and pedagogy and strategy sessions. Discussions for STI participants before and after these seminars will make these programs even more relevant to our curricula here in Scarsdale.

These seminars feature lectures by scholars on the Middle East with occasional pedagogy workshops designed by the NYU School of Education. Also participating are cultural organizations in the NY area such as the Metropolitan Museum of Art and National Video Resources to coordinate special pedagogy sessions or field trips so teachers become aware of other educational resources in the NY area. This year's seminars are: *Spotlight on Lebanon: Pluralism, Citizenship and Daily Living 1920-2015*; *Music Inside-Out Iran: Popular Music, Politics and Culture*; *New Voices in North African Poetry*.

Requirements: Attend all sessions; complete assigned readings; create a relevant curriculum lesson based on course content.

**Course Coordinator:** *Maggie Favretti*

**Open to:** *All*

**Time:** *Sa 2/28, 4/18, 5/9, 10-2*

**Location:** *NYU*

**Credit:** *One point salary credit or stipend*

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## **Yale University: PIER Summer Institutes 2015 #S4659**

Programs in International Educational Resources (PIER) draw upon Yale University's extensive collections and associations to advance understanding of international and world regional issues for the purpose of enhancing classroom instruction. PIER's summer institutes are intensive, interdisciplinary programs. This institute includes lectures and seminars by leading scholars from Yale and other institutions; films; workshops; field trips and site visits; hands-on cultural activities; pedagogy and strategy sessions; and an exploration of technological resources. STI participants will learn the latest scholarship to develop curriculum in collaboration with colleagues from around the nation.

This year's seminar is *Climate Change and Global Food Security*. Specific speakers and syllabus will be announced.

Requirements: Attend all sessions; complete assigned readings; create a relevant curriculum unit based on course content.

**Course Coordinator:** *Maria Valentin*

**Open to:** *All*

**Date/Location:** M 7/6-F 7/10 at Yale University

**Fee:** Institute carries a \$165 non-refundable fee payable to Yale University.

**Credit:** Three points salary credit or stipend

## **TEACHING STRATEGIES**

### **The Sewn Book #4660**

Bookbinding is an art form with a wide range of applications. Handmade books create a strong link between the arts and academics. For the students, the process of creating a book develops many skills such as patience, precision, following directions and small motor coordination. Self-made books encourage children's involvement in language, social studies, the visual arts and the sciences.

For centuries people have created books using paper and strings to both retain and spread knowledge. In this workshop participants will learn traditional and non-traditional ways to sew papers together to form books. The complexity of the bindings will range from simple to intricate. Projects can be used by teachers and students to enhance curriculum.

**Requirements:** Attend all sessions; complete assigned readings; complete 5-7 books using the techniques learned in course.

**Course Coordinator:** Alice Yugovich

**Course Speakers:** Mary Dee Merrell, Book Artist; Karin Reetz, Book Artist

**Open to:** All

**Time:** F 3/20, 3:30-7:30; Sa 3/21, 8:30-4:30

**Location:** HCS art rm

**Materials fee:** \$30

**Credit:** One point salary credit or stipend

**Course limited to 20 participants.**

### **The Reggio Wonder of Learning Exhibit #4661**

*The Wonder of Learning: The Hundred Languages of Children* is a highly innovative exhibit of early childhood learning experiences. In 1991, *Newsweek* hailed the schools of Reggio Emilia as one of the best school

systems in the world. International acclaim and interest followed and the Wonder of Learning exhibit was created to bring the work of the children and teachers of Reggio Emilia to the world. The 7,000 square-foot exhibit of the work of the children and teachers in Reggio Emilia makes their learning process visible. The exhibit is composed of six sections and a variety of media, learning including three-dimensional objects, videos, booklets, audio recordings, and children’s work. In every city it has visited, the exhibit has influenced early childhood education and the local communities in positive ways. Visitors have called the exhibit “phenomenal,” “groundbreaking,” full of “fresh ideas,” and “a one-of-a-kind early childhood exhibit.” For more information go to [www.newyorkcitywol.org](http://www.newyorkcitywol.org)

This weekend course will consist of a Friday introduction to the exhibit in Scarsdale and a Saturday visit to the exhibit in Brooklyn. The Friday session will include an introduction to the exhibit through videos and discussions as well as hands-on studio experiences to introduce the Reggio concept of the studio. Participants will read excerpts from Lella Gandini’s *In the Spirit of the Studio* to gain insight into the pedagogical foundation of the concepts of the studio and the environment as the third teacher. The Saturday session will consist of a guided exhibit visit, discussions, and hands-on experiences in the exhibit studios lead by experienced studio teachers. Through experiencing the exhibit, teachers, parents, and students will deepen their understanding of how children think and how to build collaborative- and relationship-based learning. Participants will also gain an understanding of the use and exploration of materials in the learning environment, a pedagogy that forms the basis of the modern Maker Space movement.

**Requirements:** Attend all sessions; complete and discuss all assigned readings; complete a curriculum/classroom application using the course content.

**Course Coordinators:** *Lindsey Hicks, Lorella Lamonaca*

**Open to:** *All*

**Time:** *F 5/1, 3:30-7:30; Sa 5/2, 8:30-4:30*

**Location:** *HCS library and NYC*

**Credit:** *One point salary credit or stipend*

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## **Integrating Positive Psychology in Schools #4662**

Teachers know that positive emotions, qualities, and attitudes promote both academic achievement in individuals and a healthy social and emotional school climate for all students and staff. Positive Psychology, the scientific study of strengths that enable individuals and communities to thrive, has been influencing educational and medical practice for more than a decade. When educators have the opportunity to explore Positive Psychology with colleagues, they gain knowledge of the pedagogy that can be integrated into classroom practice and the school environment. Methods applied from this field can guide students to flourish, to take appropriate risks, and to develop resiliency in the face of challenges.

Course content focuses on research and strategies for classroom practice from the field of Positive Psychology. Sessions feature a combination of lectures, individual and small group exercises, discussions of the literature, and individual reflections and presentations. Topics to be explored include: cultivating positive student development; encouraging optimism and resilience in children; motivating confident attitudes; setting constructive goals; preventing school-based bullying; establishing class environments that affirm student growth. Participants will develop multiple ways to incorporate Positive Psychology as a strategy in their classrooms and in their schools.

Requirements: Attend all sessions; complete assigned readings; design a lesson based on the content and experiences of the course.

**Course Coordinator:** *Mary Bunt*

**Course Speaker:** *Ilene Smith, Teacher, Edgemont Jr/Sr High School, retired*

**Open to:** *All*

**Time:** *F 3/13, 3:30-7:30; Sa 3/14, 8:30-4:30*

**Location:** *EHS A-School*

**Credit:** *One point salary credit or stipend*

**Course limited to 15 participants.**

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## **Picture Book Murals #4663**

Teachers create positive, visually rich classroom environments as a means of engaging students and stimulating their interest in learning. By producing

art murals based on picture books from the elementary curriculum, teachers can encourage the development of diverse student abilities especially the visual, tactile, and kinesthetic. In addition to improving classroom aesthetics, picture book art murals may be used as interactive manipulatives to connect students to the curriculum and make it accessible to all learners. The mural art form meets a variety of curricular objectives.

Participants will plan, design, and execute a large mural for display in the classroom. Murals may be interdisciplinary, thematic, or specific to a particular elementary curriculum. Instruction on the elements of art will guide participants to create murals that are dramatic as well as effective. Art techniques will be taught and used in the painting process. Murals may be for classroom display, or they may be transformed into an interactive model or game board. Participants, working alone or in small groups, will produce a functional, aesthetically pleasing, work of art for their classrooms.

Requirements: Attend all sessions; complete assigned readings; create a mural for the classroom based on a picture book used in the curriculum.

**Course Coordinator:** *Denise Cassano*

**Open to:** *K-6 and reading*

**Time:** *Fr 5/1, 3:30-7:30; Sa 5/2, 8:30-4:30*

**Location:** *SMS T17*

**Materials fee:** *\$25*

**Credit:** *One point salary credit or stipend*

**Course limited to 12 participants.**

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## **Tablet-to-Tablet: Pop-up Workshop III # 4664**

The National Standards for Arts Education and experienced classroom teachers affirm the connection between the visual arts and other academic subjects as a means of motivating student learning. An examination of the printed word through history is a rich vehicle for this integration and has been the theme of the Tablet-to-Tablet courses. From clay tablets to the iPad, the record of the human need to tell stories and the materials and technologies developed in support of this determination provide a unique and fascinating multisensory exploration into the history of the human race.

Books with movable parts have been in use for centuries, for the most part to illustrate concepts in astrology or medicine for adults. Not until the 19th century did pop-up books become popular for children. Pop-up books are easy to make, and participants will engage in creating a pop-up book or books to be used with their students. Guided instruction focuses on the structure and artistic design of the book, the selection of objects for 3D creation and placement, the choice of materials, and the inclusion of text. Interactive books have great adaptability and application across the curriculum from K to 12th grades.

**Requirements:** Attend all sessions; create a pop-up book based on curriculum for use in the classroom.

**Course Coordinator:** *Jeannette Stockton*

**Open to:** *All*

**Time:** *F 5/8, 3:30-7:30; Sa 5/9, 8:30-4:30*

**Location:** *EHS E-9*

**Credit:** *One point salary credit or stipend*

**Course limited to 15 participants.**

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## **Art Museums as Resources for Teachers #4665**

In addition to exhibiting art objects, museums provide abundant resources for teachers to use at the museums and in their classrooms. Museum web sites, teacher resource and education centers, and museum libraries offer access to electronic and print educational materials, at minimal or no cost. Web casts and opportunities for videoconferencing are also available, and they can often be tailored to the specific needs of teachers and their curricula.

This course will offer participants a guide to educational resources available at museums such as the Metropolitan Museum of Art, the Guggenheim Museum, the Whitney Museum of American Art, and the Smithsonian. Friday evening's class at Scarsdale High School will introduce participants to classroom resources available through museum websites. The Saturday class will meet at two New York City museum Education Centers, the Uris Center at the Metropolitan Museum and another selected by class participants based on their interests. Guided tours of galleries in the museum will also be included with an overview of object-based teaching

strategies to integrate into curriculum and focal points in planning field trips for students.

Requirements: Attend all sessions; complete assigned readings; create a project that integrates art museum educational materials into curricula.

**Course Coordinator:** *Beth Colleary*

**Open to:** *All*

**Time:** *F 6/13, 3:30-7:30; Sa 6/14, 8:30-4:30*

**Location:** *SHS 354 and NYC*

**Fee:** *Museum entrance fees*

**Credit:** *One point salary credit or stipend*

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## **Keeping Current with Young Adult Literature #4666**

Teachers need to stay current with high quality fiction that holds strong appeal for young readers. With the knowledge of trends and themes in age-appropriate literature, teachers can inspire enthusiasm for reading. With enhanced awareness of new titles, participants can be confident in recommending appropriate literature for young adults.

Book discussions will focus on literary elements, themes, and publishing trends in young adult literature. An annotated list of current well-reviewed titles will be provided for each session. Participants will be required to read two titles from each list. Relevant reading materials, activities, and speakers will be offered from time to time to supplement discussion. The first two books that will be read are *Vigilant Poet of Selwyn Academy* by Kate Hattener and *The Red Pencil* by Andrea Pinkney.

Requirements: Attend all sessions; read two books per session; prepare reader responses.

**Course Coordinators:** *Cara Hiller, Sharon Waskow*

**Open to:** *5-9*

**Time:** *Tu 3/3, 4/14, 5/12, 6/9, 3:30-6 with one date to be determined by group.*

**Location:** *SMS library*

**Credit:** *One point salary credit or stipend*

**Course limited to 24 participants.**



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## Differentiation Through Type #4667

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An ongoing pursuit for the Scarsdale school community is the question of how best to respond to students' individual learning differences. The district's work with Carol Ann Tomlinson in the field of differentiation has deepened and enriched faculty knowledge and understanding of the issue. An additional resource on differentiation with which many staff members are familiar is the Myers-Briggs Type Indicator, and teachers are interested in applying their knowledge of Myers-Briggs to classroom planning and practice. This course demonstrates how to use psychological Type as a natural part of the curriculum planning process to accommodate learning styles and to differentiate instruction for all students.

Participants will review the tenets of Type, examine Type-based lessons that differentiate instruction, and use these models of curriculum design to develop lessons that accommodate the individual style learning needs of their students. The goal of this course is to provide participants with a variety of learning style approaches that will enhance instruction in their classrooms while promoting a love of learning for their students.

**Requirements:** Attend all sessions; complete assigned readings; create and critique lessons that demonstrate differentiation through Type.

**Course Coordinator:** *Jennifer Gilbert*

**Course Speakers:** *Len Tallevi, Social Studies Chair, Scarsdale Middle School, retired, and Education Coordinator for the Association of Psychological Type; Marie Tallevi, Teacher, Quaker Ridge, retired*

**Open to:** *All*

**Time:** *F 4/17, 3:30-7:30; Sa 4/18, 8:30-4:30*

**Materials fee:** *\$15 for MBTI test*

**Location:** *SMS library*

**Credit:** *One point salary credit or stipend*

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## Advanced Flip Your Classroom #4668

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The flipped classroom is a model of teaching where some student learning takes place outside of the classroom in teacher-prepared lectures

and lessons delivered through audio and visual technology. Class time is then freed for inquiry-based learning where the teacher spends more time interacting with students rather than lecturing. Many educators are experimenting with a flipped classroom model. They already understand the philosophy and rationale of this model and are interested in deepening their knowledge through an exploration of newly developed teaching resources specifically designed for flipped classroom use.

This course is intended for teachers who have already begun to explore the benefits of the flipped classroom and are looking to take their learning to the next level. Participants will explore ways to make existing videos more interactive and entertaining using new apps and web-based tools. Additionally, course members will use Educanon, an online educational community, to monitor student progress with video materials. By the end of the weekend, participants will have created an Educanon account and learned to design and develop a video lesson, activity, or unit that utilizes this technology.

**Requirements:** Attend all sessions; complete assigned readings; create a curriculum unit for the advanced flipped classroom using Educanon or other tools presented in the course.

**Course Coordinators:** *Kristin Martin, Cindy Parrott*

**Open to:** *All*

**Time:** *F 6/5, 3:30-7:30; Sa 6/6, 8:30-4:30*

**Location:** *SMS C159*

**Credit:** *One point salary credit or stipend*

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## **Withdrawn #4669**

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## **Assessing Reading Through the *Fountas and Pinnell Benchmark Assessment System* #4670**

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The *Fountas and Pinnell Benchmark Assessment System* provides a comprehensive assessment of reading. This assessment allows students to engage in authentic fiction and nonfiction texts giving teachers valuable information on decoding, fluency, comprehension, and reading behaviors. *The Fountas and Pinnell Benchmark Assessment System* offers suggestions for instruction and allows teachers to make informed decisions about the placement of students.

In this course, teachers will explore the materials in the *Fountas and Pinnell Benchmark Assessment System*. Teachers will have the opportunity to learn more about the implementation of the assessment. Through the use of videos and sample running records, teachers will learn about each component of the assessment. After dissecting and using the assessment, teachers will discuss the implications for instruction with a focus on accuracy, comprehension, fluency, and writing. This course will provide teachers with time to collaborate on using the assessment and identify implications for instruction.

**Requirements:** Attend all sessions; complete assigned readings; reflect on the *Fountas and Pinnell Benchmark Assessment System* and how this assessment can be used within the classroom; create a written plan for incorporating this assessment.

**Course Coordinators:** Marisa Ferrara, Arielle Landeck, Jessica Leonard, Deborah Tashjian

**Open to:** K-8 Edgemont

**Time:** Sa 3/14, 8:30-4:30 with additional date to be determined by group

**Location:** SPS/GRV

**Credit:** One point salary credit or stipend

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## **Art, Science, and Eric Carle #4671**

Eric Carle's children's books are conduits of information, entertainment and beautiful art, with themes drawn from Carle's extensive knowledge of nature. The American artist and beloved writer of over 70 children's books stimulates intellectual growth in children by marrying child-friendly images with factual content. *A House for Hermit Crab* and *The Very Hungry Caterpillar* are examples of his work that inspire children to discover the natural world around them. Eric Carle's books, words and images can be used to inspire creative writing and scientific inquiry in a variety of classroom settings.

Participants will learn the painting and collage techniques that Carle used in his children's books and incorporate those techniques into resources for the classroom. Teachers will examine and create images that reflect a range of curricular topics. For example, Carle's *A House for a Hermit Crab* promotes understanding the structure of crabs, coral reefs, and

other underwater sea life; it shows the relationship animals have with their environment and how they survive under adverse conditions; and it demonstrates symbiotic relationships between species. Additional topics from other Carle books may include plant growth, the water cycle, ecosystems, metamorphosis, ecology, rocks, food chains, and the phases of the moon. Participants will learn how to use Carle's artistic techniques to develop science and writing lessons that encourage creative expression in students.

**Requirements:** Attend all sessions; complete assigned readings; create a piece of art with a written lesson incorporating literacy and science.

**Course Coordinator:** *Denise Cassano*

**Open to:** K-8

**Time:** F 4/24, 3:30-7:30, Sa 4/25, 8:30-4:30

**Location:** SMS T17

**Materials fee:** \$30

**Credit:** *One point salary credit or stipend*

**Course limited to 15 participants.**

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## **Teaching and Learning with Monarch Butterflies #4672**

The story of the monarch butterfly is a story about North America, its people, and the land that sustains all. It is a narrative of great transformations, epic journeys, and a tiny hero: the monarch butterfly. Each fall, monarch butterflies migrate. Many travel east of the Rocky Mountains making a 2,000 mile trip to Mexico, while most go west of the Rockies heading for the California coast. The monarch's journey provides a unifying theme to teach essential skills in science, literacy, geography, mathematics, world languages, and more in a combination of hands-on classroom and field experiences. Participants will gain the knowledge, skills, and materials necessary to raise monarchs in the classroom and create an outstanding learning experience for students.

The course will be led by Brian Hayes of the Monarch Teacher Network, a program of the Educational Information and Resource Center (EIRC) of New Jersey. Participants will develop lessons that integrate multidisciplinary aspects of the monarch butterfly's story into curriculum. Instruction begins with the monarch's life-cycle and the importance of

milkweed gardens, the caterpillar's only food source. Participants will be provided with rich and varied materials: Journeys, a comprehensive booklet guide to monarchs; Journeys and Transformations, a 28-minute movie on the same theme; a tri-lingual monarch life cycle poster in English/French/Spanish; rearing cages for the butterflies, and more. Course sessions will guide teachers through standards-based activities for students of all ages and abilities, with instructions on raising monarchs, developing butterfly gardens, applying inquiry-based science, exploring Mexican/pre-Hispanic culture, and much more. Participants interested in distance learning will be able to connect with schools in Canada, the United States, and Mexico.

**Requirements:** Attend all sessions; complete assigned readings; develop lesson plans centered on the monarch butterfly.

**Course Coordinator:** *Rich Clark*

**Course Speakers:** *Brian Hayes, Educational Information and Resource Center, Erik Mollehnauer, Educational Information and Resource Center*

**Open to:** *All*

**Time:** *F 6/12, 3:30-7:30; Sa 6/13, 8:30-4:30*

**Location:** *SHS 170/72*

**Materials fee:** *\$30*

**Credit:** *One point salary credit or stipend*

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## **Oversized Photography and Collage #4673**

Collage, which derives from the French word for glue, is an art form in which new images are created from the arrangement of a variety of materials. The use of collage dates back to the invention of paper by the Chinese and has endured and evolved over time. Collage in the classroom taps into the imagination of children as they work with design elements and found objects, including photographs, to explore the possibilities for organizing colors, patterns, and pieces in different ways to communicate ideas. Collage and photography provide a satisfying, tactile activity for students to enjoy as they engage in hands-on construction.

The collages of Romare Bearden, Karen Landey, and Jessica Lawrence will serve as models and inspiration for the course. In addition to collage techniques and examples, participants will be introduced to the art of

oversized photographs, the history of photography, the effects of repetition in design, and various approaches to printing photos. Individuals will be able to apply their own creative expression to oversized photographic collages that can easily be integrated into curriculum concepts and assessments across the grades.

**Requirements:** Attend all sessions; complete assigned readings; create a photo collage for application to classroom practice.

**Course Coordinator:** *Kim Kilcoyne*

**Open to:** *All*

**Time:** *F 6/5, 3:30-7:30; Sa 6/6, 8:30-4:30*

**Location:** *SPS art rm*

**Materials fee:** *\$10*

**Credit:** *One point salary credit or stipend*

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## **Printmaking in the Classroom #S4674**

Teachers continually strive to enhance their practice with new ideas and teaching strategies to engage students in course content. By integrating the arts into curriculum, teachers provide students satisfying, tactile activities that enrich learning through a process of personal creation and design with selected materials. The techniques of printing and collage are easily learned and readily transferable to any academic area and to all age groups. When teachers infuse the arts of printmaking into course content, students will develop strong and rich connections to their learning.

Participants will focus on the works of Andy Warhol and Vincent Van Gogh. They will be introduced to the art of oversized photographs, collage, repetition of design and printmaking. Individuals will be able to apply their own creative expression to oversized photographic collages that can easily be integrated into classroom studies and curriculum. Teachers will be taught a number of carving techniques from potato and styrofoam carving to block print carving, all of which can be used in a classroom setting.

**Requirements:** Attend all sessions; participate in activities; create a collage using course content; plan a classroom/curriculum application.

**Course Coordinator:** *Kimberly Kilcoyne*

**Open to:** *All*

**Time:** M 7/27-Tu 7/28, 9-3:30

**Location:** SPS art rm

**Materials fee:** \$20

**Credit:** One point salary credit or stipend

**Course limited to 15 participants.**

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## **Unit Plans Through *Understanding by Design* #S4675**

*Understanding by Design* is a framework for improving student achievement that helps teachers clarify learning goals, devise assessments that reveal student understanding, and craft effective and engaging learning activities. Developed by renowned educators Grant Wiggins and Jay McTighe, this method of curriculum development reflects a process called “backward design” that delays the planning of classroom activities until goals have been clarified and assessments have been produced. Unit planning using backward design provides teachers with a sense of direction and organization that helps the class to achieve significant academic gains within a particular time period. This course will provide teachers with a common framework to better collaborate in building meaningful curriculum.

Participants will read current research on backwards design and unit planning, including excerpts from Wiggins and McTighe’s book *Understanding by Design*. Teachers will identify the broader “understandings” students should gain and craft unit plans that achieve these outcomes. Teachers will design appropriate assessments that evaluate desired learning outcomes and learn how to create daily teaching points to support their unit plans. Opportunities to stimulate student interest through lessons that are creative and relevant will be emphasized.

**Requirements:** Attend all sessions; read all assigned material; plan reading units using *Understanding By Design* with daily teaching points.

**Course Coordinators:** Marisa Ferrara, Arielle Landeck

**Open to:** K-6

**Time:** M 8/17-Th 8/20, 8-5

**Location:** GRV library

**Credit:** Two points salary credit or stipend

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## **Type in the Classroom: Improving Instruction Through the *Myers-Briggs Type Indicator* #S4676**

In order to promote a love of learning and to improve academic achievement, teachers need to recognize how individual differences influence the learning process. Awareness of *Type* is an invaluable resource for teachers in creating a classroom environment that supports and enhances children's learning preferences and strengths. *Type* analysis can become a natural part of the lesson planning process while addressing the need to accommodate to less preferred modes of learning.

All participants will take the *Myers-Briggs Type Indicator (MBTI)* to learn individual personality type and then review the characteristics that influence how they, as well as their students, colleagues, administrators, significant others, and family members tend to acquire information, make decisions, and react to the world around them. This workshop will present the most current type research on teaching and learning and how to improve both. Models for developing K-12 lessons and assessments across all curriculum areas will be introduced and applied so that by the conclusion of the course participants will have developed meaningful activities for their own classes that can be put to immediate use.

**Requirements:** Attend all sessions; read assigned materials; create and critique lessons that will be shared with the group.

**Course Coordinator:** *Jennifer Gilbert*

**Course Speakers:** *Len Tallevi, Social Studies Chair, Scarsdale Middle School, retired; Marie Tallevi, teacher, Quaker Ridge, retired*

**Open to:** *All*

**Time:** *M 8/17-Th 8/20, 8–5*

**Location:** *SHS 170 and library*

**Materials fee:** *\$15 for MBTI test.*

**Credit:** *Three points salary credit or stipend*

**Course limited to 20 participants.**



What should education in the arts look like for elementary, middle, and high school students? What could arts and aesthetic education become in the Scarsdale and Edgemont schools? This intensive summer workshop for beginners includes a minimum of five days for participants to experience the arts of music, dance, theater, and visual arts directly, under the guidance of professional teaching artists. The course prepares participants for the 2015-2016 Lincoln Center programs with visiting artists who work closely with classroom teachers to implement the Lincoln Center Education (LCE) pedagogy with regard to selected works of music, dance, theater, and visual arts.

This intensive summer workshop immerses participants in the Lincoln Center Education experience, which encompasses music, dance, theater, and visual arts. The workshop is experiential and interactive, with participants collaborating with one another under the direction of the Lincoln Center artists and course coordinators. Participants will visit a city museum, after they create forms of dance, music, art, and drama. Additionally, participants will meet to reflect on the Lincoln Center pedagogy, to review literature on aesthetic education, and to plan with colleagues the Lincoln Center experience for students.

For those who have previously participated in the LCE summer workshop, there will be an opportunity for a two- or three-day workshop with dates to be determined. Details of the program for returnees will be published as soon as the Lincoln Center Education makes them available.

**Requirements:** Attend all sessions; complete assigned readings; participate in activities; keep a journal of workshop activities and ideas; write a paper about the LCE summer workshop experience.

**Course Coordinator:** *Lisa Forte*

**Course Speaker:** *Diane Celentano, Dance/Lincoln Center Coordinator, Scarsdale, retired*

**Open to:** *All*

**Time:** *M 7/6-F 7/10, 9-4:30*

**Location:** *Lincoln Center*

**Credit:** *Three points salary credit or stipend for new participants; One-, two- or three-points salary credit or stipend for returnees*

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## Jacob Burns Film Center Summer Institute # S4678

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The Jacob Burns Film Center sponsors an annual Summer Teachers Institute in support of its commitment to the professional development of educators. Teacher training at the Center is essential to the mission of raising a generation of students equipped to analyze, assess, and communicate using the visual and aural media of the 21st century. The Institute programs guide teachers in media literacy and teach them to empower students to be active viewers, critical thinkers, engaged world citizens, and inspired creators.

In 2015, the JBFC's Summer Teachers Institute will offer a multi-disciplinary experience to serve educators at every grade level and experience, and across subject area. The expansive list of offerings will provide curriculum, strategies and resources for K-12 and across content areas such as English Language Arts, Social Studies, Art, and Science. Educators will choose from a diverse array of offerings to ensure a customized and immediately applicable professional development experience. The workshops will feature JBFC's international faculty, as well as special guest keynote speakers and filmmakers. Participants will pre-select their choice of workshops.

Requirements: Attend all sessions; complete assigned readings; write a reflective paper or curriculum application based on course content.

**Course Coordinators:** *Stacey Dawes, Natalie Farina*

**Course Speakers:** *JBFC's International Faculty as well as special guests*

**Open to:** *All*

**Time:** *M 7/20-F 7/24, 9-3:30*

**Location:** *Jacob Burns Film Center*

**Credit:** *Three points salary credit or stipend*

**Course limited to 35 participants**

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## Interpretive Strategies for Educators: Using Nature Walks, Outdoor Classrooms, and Local Sites #S4679

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Education, by its very nature, is a multidisciplinary venture. For example, prose, poetry, and art can express the general themes of natural science or any other discipline. Interpretive, or nature, walks promote good teaching,

energize existing approaches, and inspire new ones. Place-based education using interpretive walks will be used to generate the observations, dialogue, and discoveries about relationships and meaning in nature that are at the very heart of critical and creative thinking.

Teachers will learn techniques to incorporate nature walks as well as outdoor classrooms and local sites into art, English, math, social studies, world language, and science curricula. Interpretive nature walks will be modeled, with an emphasis on developing skills of observation and identification, posing questions, and connecting discoveries to a broader context. A myriad of presentation strategies will be explored that incorporate art, prose, or poetry to express the discoveries of the nature walks. These strategies encourage students to express their findings in more dynamic modes than traditional lab reports, and they entertain endless possibilities for communicating scientific information. Journaling techniques and sketching will be explored, as well as field trips with interpretive walks that will engage participants in pond studies, biodiversity of the intertidal zone, and the ecosystems of the salt marsh. Participants will prepare a single interpretive nature walk or outdoor lesson plan based on a theme to be used as a blueprint for future incorporation into their curriculum. Participants will be required to read material prior to the course. Trips to Rockefeller State Park, Scarsdale High School woods, Marshlands Conservancy, Edith Read Sanctuary, The Bronx River Conservancy, Weinberg Nature Center, Constitution Marsh and other local sites are planned. Walks include themes based on historical perspectives, pond study, biodiversity, and natural habitats.

**Requirements:** Attend all sessions; complete assigned readings; develop an interpretive walk based on a curriculum theme for use in the classroom.

**Course Coordinator:** *Richard Clark*

**Open to:** *All*

**Time:** *M 8/3-F 8/7, 8:30-4:30*

**Location:** *SHS 172 and off-campus sites*

**Materials needed:** *Art book, watercolors, journal, Last Child in the Woods, by Richard Louv*

**Credit:** *Three points salary credit or stipend*

**Course limited to 20 participants.**

*Facing History and Ourselves* is devoted to teaching the dangers of indifference and the values of civility by helping students confront the complexities of history in ways that promote critical and creative thinking about the challenges we face and the opportunities we have for positive change.

—*Facing History and Ourselves*, Resource Book

Social studies and language arts teachers, and all those whose curriculum responds to the impact of current events, can look to the Facing History staff development program for guidance in framing essential questions, modeling pedagogy, and providing significant resources for classroom use. This summer's FHAO institute will use *To Kill a Mockingbird*, by Harper Lee as a model for teaching methods that can be used for a variety of literary works.

This course introduces *Facing History's* newest resource, *Teaching Mockingbird*, which incorporates civic education into English Language Arts curricula through the exploration of themes such as identity, difference, race, justice, and how individuals and communities define their responsibilities toward other members of their communities. *Facing History* resources and strategies will be used to understand the historical, economic, and political context of racism through the teaching of *To Kill a Mockingbird*. Peter Nelson and Karen Scher, senior program associates in the New York FHAO office, will lead the sessions. In the first portion of this course, participants will engage in a variety of online activities that include reading materials, viewing video clips, and creating journal entries. Facilitated online discussion forums will begin the conversation that will continue through the two-day face-to-face portion of the course and beyond.

**Requirements:** Attend all sessions, online and in person; complete assigned readings; write a reflective paper or curriculum application based on course content.

**Course Coordinator:** *Marge Ross*

**Course Speaker:** *Peter Nelson and Karen Scher*, Facing History and Ourselves

**Open to:** *All*

**Time:** *Pre-course online work to be determined; M 8/10-Tu 8/11, 9-3:30*

**Location:** *Online and SHS 170*

**Credit:** *One point salary credit or stipend*

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## **Creating Resiliency in the Classroom #S4681**

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Resilience, from the Latin *resilire*: “to bounce back,” refers to the capacity of an individual to return to solid mental health after experiencing challenging and difficult situations. Resilience underlies the capacity to make and carry out realistic plans, to manage strong feelings, emotions, and impulses, to have an optimistic view of life, and to develop effective communication and problem solving skills. Personal resilience is related to many factors including individual health and well-being, life history, and social support. Resilience can be learned, and, therefore, strengthened in a supportive classroom environment.

In this course, teachers will identify the best practices for creating environments that foster resiliency and develop strategies working with the strength-based *Resilience Model*. After reading and discussing seminal research on resiliency, participants will develop strategies to link the material to curriculum. The course features two inspiring presenters who together provide integration and synthesis of resilience research and practice in the real world. Dr. Lawrence Edwards, neurofeedback expert, will present the latest research on plasticity and the “resilient brain.” Sarah Bellantoni will share her summer teaching experiences in The Kibera School for Girls in Kenya where she worked with the most at-risk students whose lives have been transformed by a school culture of resiliency and hope. At the conclusion of the course, each participant will have developed a personal toolkit for integrating current scientific research on resilience into classroom practice.

**Requirements:** Attend all sessions; complete assigned readings; develop a professional toolkit for integrating resilience research into classroom practice.

**Course Coordinator:** *Mary Bunt*

**Course Speakers:** *Sarah Bellantoni, The Kibera School for Girls in Kenya; Dr. Lawrence Edwards, Neurofeedback Researcher; Ilene Smith, Teacher, Edgemont Jr/Sr High School, retired*

**Open to:** *All*

**Time:** *M 6/29-Th 7/2, 9-3:30*

**Location:** *SHS 170*

**Credit:** *Two points salary credit or stipend*

## **EQUITY AND ACCESS**

### **A Study Group on the Neuropsychology of Reading, Writing, and Math #4682**

Knowledge of the human brain and its functioning is essential to understanding of how children learn. In recent years, cognitive neuropsychology has emerged as a leading discipline in forging the alliance between neuroscience and education. Research and theory in cognitive neuropsychology have much to offer teachers in comprehending a child's individual difficulties in reading, writing, or math skills, and also in the development of remedial approaches. An exploration of the specific neural pathways involved with phonological and orthographical functioning—the elementary components of language, executive functioning skills, and motor skill output offers new and promising strategies to identify and remediate individual learning needs and difficulties.

Members of the course will participate in a study group to explore the work of Dr. Steven Feifer and others on the neuropsychology of learning disabilities in reading, writing, and math. Participants will discuss webinars by nationally renowned speakers and authors in the field of learning disabilities and emotional disorders. Participants will analyze the underlying skills that enable children to learn and discover how to design interventions tailored to individual student needs. The group will focus on reading, writing, and math. Participants will use what they learn from the class to guide their assessment of and interventions with children.

Requirements: Attend all sessions; participate in group discussions; write a reflection paper based on course content.

**Course Coordinator:** *Jennifer Turetzky*

**Open to:** All

**Time:** Th 3/5, 3/12, 3/19, 3/26, 4/16, 4/23, 3:30-5:30

**Location:** HCS staff lounge

**Credit:** One point salary credit or stipend

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## Teaching Kindness Through *Read Aloud* and Guided Conversations #4683

In a classroom community, each student brings strengths and weaknesses, and has something unique and special to contribute to the class. The Scarsdale students themselves have felt that “Circle of Friends” best described the ideals that we strive for in our community. It is essential to students’ social emotional growth and development, self-esteem, ability to make and sustain friendships, and acceptance of self and others that they feel like a contributing member of the classroom community. *Read Aloud*, a familiar and proven instructional technique, can be used as a powerful way to neutralize bullying behavior and create community in the classroom and school.

This course is based on the work of Lester Laminack and Reba Wadsworth, in *Bullying Hurts: Teaching Kindness in Read Alouds and Guided Conversations*. The group will read and explore Laminack and Wadsworth’s work and various read aloud books recommended by them. Teachers will use their guide to plan guided classroom conversations that help establish students’ relationship skills and build empathy. The guided discussions allow teachers to plan lessons that define and discuss the important lesson about bullying embedded in the book and develop literacy skills and strategies, conversation, critical thinking, character analysis and reflection.

**Requirements:** Attend all sessions; engage in all activities; create and implement a classroom activity based on course material.

**Course Coordinator:** Jennifer Turetzky

**Open to:** All

**Time:** Th 4/30, 5/7, 5/14, 5/21, 5/28, 6/4, 3:30-5:30

**Location:** HCS staff lounge

**Credit:** One point salary credit or stipend

Regardless of ability or age level, students struggle with organization, time management, homework, note-taking and study skills. This course will show teachers how to target these executive functioning skills. Teachers will explore ways of helping students manage their own learning by utilizing effective instructional and management techniques and strategies. The course will also touch on behavior management with regard to teaching students how to become effective independent learners. Teachers will learn strategies to help implement proactive student skills training, student skill self-check lists, and the monitor the progress of academic survival skills interventions.

During each session, reading materials and documents will be presented for use in the classroom. Each teacher will choose one of their own students as a case study who has executive functioning issues, who they will use throughout the course with the different management strategies. The teachers will become familiar with effective management techniques and strategies as well as the full Study Skills Curriculum by the end of the course. Strategies to help families support student work in the home will also be included. The class will take place over the course of four sessions-one per month:

March: Study Skills and Homework

April: Note Taking and Time Management

May: Organization

June: Self-Management for Learners

Requirements: Attend all sessions; complete assigned readings; write a case study on a current student who exhibits difficulties with executive functioning in the areas of time management, organization, study skills, homework and note taking.

**Course Coordinator:** *Eileen Cagner*

**Course Speaker:** *Pamela Caldara, Special Education Teacher, Ardsley Middle School*

**Open to:** *All*

**Time:** *W 3/11, 4/1, 5/13, 6/3, 3:30-6:30*

**Location:** *SHS 170*

**Credit:** *One point salary credit or stipend*



## Response to Intervention: Creating Games to Differentiate Instruction #S4685

Response to Intervention (RTI) became New York State policy in 2007. RTI is a framework for academic intervention by teachers to identify and to provide supplemental instruction to children who are having difficulty learning. Specific RTI regulations apply to the core curriculum and the general education classroom teacher who must develop interventional strategies that differentiate in the classroom. The games course has been a popular STI professional development offering for many years, and participants have requested an expanded course to examine RTI requirements and to probe the theory of games and play in learning while developing additional individualized activities for children. The use of games is an effective activity for targeting the skills that the struggling student needs to master. Games provide the repetition and review often needed to learn in an enjoyable and fun way in all subject areas. Children are active learners; games engage them in learning and can be used to supplement instruction within the RTI framework.

This course offers teachers specific instruction that can be used in Tier 1 for RTI. In the Tier I phase, the teacher identifies a student who is at risk and assesses the skill area for supplemental instruction to be provided during the school day. Teachers in grades K-4 will examine RTI specifications and create games and activities that can be used immediately in their classrooms to reinforce curriculum and to differentiate instruction for students experiencing difficulty learning. An integral part of the course will be the exploration of multiple intelligences, learning styles, and individualized instructional strategies. Teachers will examine their curricular areas in the primary grades to develop numerous and varied games to target particular learning problems. Participants should bring reference materials for the concepts and skills they would like to individualize in their supplemental instruction.

Requirements: Attend all sessions; share with colleagues personal strategies, games, and activities to differentiate instruction; complete 15 new games or activities for the classroom that can be used as supplemental instruction following the RTI framework.

**Course Coordinator:** *Bevin Pagel*

**Open to:** *K-4 and Special Ed*

**Time:** *M 7/20-Th 7/23, 9-3:30*

**Location:** *SHS 170-172*

**Materials Fee:** *\$20*

**Credit:** *Two points salary credit or stipend*

**Course limited to 18 participants.**

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## **Child Development for All Educators: Focus on Adolescence #S4686**

The nature and variability of adolescence can pose unique challenges for educators at the elementary, middle and high school levels. Teachers require a deeper understanding of a student's social, psychological, and cognitive development, especially as he/she navigates contemporary society. In addition, collaborative strategizing with colleagues can be quite useful in maximizing the learning and performance of these students. This course furthers Scarsdale's strategic plan to support faculty in their efforts to individualize student learning.

Participants will examine the challenges students face as they grow and mature in today's world. Specific focus will be given to the impact of developmental processes upon school function and performance. A range of adolescent issues including, but not limited to, independence, identity, popularity, peer pressure, social challenges, daily habits, e.g. sleep and experimentation, will be reviewed. Film footage that dramatize adolescence will be merged with discussion and lecture for a better understanding of the topic. Methods for how educators can best work with students in this age group will be discussed.

**Requirements:** Attend all sessions; complete all readings; write a paper reflecting on course content and its application to professional practice.

**Course Coordinator:** *Elliot Cohen*

**Open to:** *All*

**Time:** *M 7/13-Th 7/16, 9-3:30*

**Location:** *SHS 170*

**Credit:** *Two points salary credit or stipend*

**Course limited to 15 participants.**

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## **Best Educational Practice for Classroom Management and Student Engagement #S4687**

Students with learning and behavioral differences often pose challenges in the classroom. When professionals examine individual case histories, they are able to apply educational and psychological research and theory to develop a deeper understanding of their students. In addition, collaborative strategizing with colleagues can be quite useful in maximizing the learning and performance of the target student as well as classmates. Educators need the time and opportunity to review, develop, and share best practice strategies within the framework of case material and relevant literature and resources. This course furthers Scarsdale's strategic plan to support faculty in their efforts to individualize student learning.

Course concepts and activities feature a review of teaching methods including innovative approaches to maximize student engagement in learning and to build teacher-student connections. Participants will use case studies, videos, group discussion and collaborative approaches to analyze the needs of individual students and develop educational and psychological techniques to enhance learning and performance.

**Requirements:** Attend all sessions; complete assigned readings; develop an individual case analysis applying course resources and methodology.

**Course Coordinator:** *Elliot Cohen*

**Open to:** *All*

**Time:** *M 7/27-Th 7/30, 9-3:30*

**Location:** *SHS 170*

**Credit:** *Two points salary credit or stipend*

**Course limited to 15 participants.**

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## **Core Skills for Success: Beyond Intelligence and the Three Rs #S4688**

Bright students with strong academic skills — reading, writing, arithmetic — sometimes fail to experience academic success in school. At the same time, some students with seemingly subpar academic skills perform well

in their elementary, middle, and high school programs, and go on to equally high performance in college. Cognitive psychology, neuroscience, and educational research and theory are coming to a consensus about what it really takes to succeed in school. It is imperative for educators to study these factors in order to develop interventions and educational methods, which will maximize student success.

In the classroom, the successful students are the ones who either inherently possess or, through good teaching and training, develop a different set of skills, which are core determinants of academic success. Such abilities include social skills, resiliency, self-regulation, and a host of other higher-level executive processes. Participants will review current ideas, theories, and research in the fields of psychology, neuroscience, and education that identify these core determinants of success. Participants will also be guided through steps teachers can take to enhance student performance. This course furthers Scarsdale's strategic plan to support faculty in their efforts to individualize student learning.

**Requirements:** Attend all sessions; complete assigned readings; design a project applying course content to teaching practice.

**Course Coordinator:** *Elliot Cohen*

**Open to:** *All*

**Time:** *M 8/3-Th 8/6, 9-3:30*

**Location:** *SHS 170*

**Credit:** *Two points salary credit or stipend*

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## **Teaching Children with Anxiety Problems #S4689**

Students experiencing elevated anxiety are at significant risk for academic and social difficulties. In order to maximize the performance of these vulnerable students, teachers must understand the nature of the anxious child and develop appropriate methods and teaching skills. Educators need opportunities to learn from the research the serious impact of anxiety disorders on development and performance as well as effective strategies for coping with anxiety and associated problems. This course furthers Scarsdale's strategic plan to support faculty in their efforts to individualize student learning.

Course instruction and discussion will focus on the relationship between

anxiety problems and school performance from both theoretical and practical perspectives. Teachers will learn to recognize behaviors with roots in anxiety and to develop a more informed understanding of children with anxiety disorders and anxious temperament. Classroom manifestations and best practice models of school intervention will be reviewed. Teachers will also have opportunities to discuss specific cases from their own practice, and will learn specific strategies to help their students.

**Requirements:** Attend all sessions; complete assigned readings; outline a classroom intervention plan for a student with anxiety problems based on course content.

**Course Coordinator:** *Elliot Cohen*

**Open to:** *All*

**Time:** *M 8/10-Tu 8/11, 9-3:30*

**Location:** *SHS 1N2*

**Credit:** *One point salary credit or stipend*

**Course limited to 17 participants**

## **SCHOOL, COMMUNITY, ENVIRONMENT**

### **Getting the Most Out of *Infinite Campus* #4690**

Using technology to track student learning and maintain communication with parents is increasingly important in today's world. For the past nine years, Scarsdale has been making increasing use of *Infinite Campus* (IC) to track student information. Over time, many new features have been added to IC to make it even more useful for teachers and administrators. Knowing how to make better use of IC can help teachers save time, track student progress, and keep parents even better informed of their child's progress in class. In this course, participants will learn how to use the *Infinite Campus Gradebook*, the various reports to which we have access, and *Campus Messenger*. In addition, participants will learn how to use *Campus Instruction*, the new teacher interface that has recently been added to *Infinite Campus*.

Participants in this course will learn how to set up the *Infinite Campus Gradebook*, and use the various features of the *Gradebook* to enter grades, flag grades, and calculate and post quarter grades. At least two of the course sessions will be devoted to IC *Gradebook*. Other sessions will be devoted to

reporting, *Teacher Messenger*, student groups, and the *Planner*.

Requirements: Attend all sessions; use *Infinite Campus* outside of class sessions to develop a list of questions for us to address in the course; participants will set up a gradebook in *Infinite Campus*, a seating chart, and at least one message template that can be used to communicate with parents.

**Course Coordinator:** *Douglas Vermes*

**Open to:** *All*

**Time:** *Tu 5/5, 5/12, 5/19, 6/9, 6/16, Th 6/11, 3:30-5:30*

**Location:** *SHS 351*

**Credit:** *One point salary credit or stipend*

**Course limited to 20 participants.**

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## **Water for Westchester #4691**

Clean water from the Croton reservoir system has serviced New York City and Westchester for over one hundred years. Nine million individuals consume approximately 1.4 billion gallons of water per day and over 500 billion gallons per year from this remarkable system, a unique feat of engineering. The story of the construction and development of the Croton reservoir system recounts a fascinating intersection of science, politics, and the environment with vital policy implications for today. Teachers and their students will find important lessons in this history.

Through readings and discussion, participants will deepen their knowledge and awareness of Westchester's water supply and the system through which it travels. On Saturday, the class will tour the Croton Watershed area and learn of the ecology, evolution, and development of the Croton Reservoir system from a local historian. In addition, the impact of individual and community actions to sustain a clean water supply for the future will be explored, and the chemistry of water will be examined as it relates to the maintenance of this complex water system. Throughout the course, classroom applications and curriculum integration will be emphasized.

Requirements: Attend all sessions; complete assigned readings; based on course content, develop a curriculum project reflecting on policy alternatives to preserve the reservoir system.

**Course Coordinators:** *Steve Boyar, Elise Levine*

**Course Speaker:** *Friends of the Old Croton Aqueduct*

**Open to:** *All*

**Time:** *F 5/15, 3:30-7:30; Sa 5/16, 8:30-4:30*

**Location:** *SHS 391*

**Materials fee:** *\$5.50 for The Old Croton Aqueduct*

**Credit:** *One point salary credit or stipend*

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## **School Nurse Study Group # 4692**

Teachers, parents, and students often look to district nurses as resources for advice on health issues that arise in the news or in the schools. Medical information is constantly being updated, and the school nurses require adequate time and opportunity to meet with colleagues to discuss the latest findings in their field. Study group participation provides the nurses a venue to read, listen, and share information that will enhance health office practices.

Participants will choose books and articles on topics that are relevant to school health office concerns. Through reading, participation in discussions, and sharing daily-based practice information, school nurses will become better-informed advocates and resources for their students and families.

**Requirements:** Attend all sessions; complete assigned readings and discussion questions; maintain reflection journal.

**Course Coordinators:** *Marcia Koff*

**Open to:** *Nurses*

**Time:** *Tu 3/10, 4/14, 5/5, 6/9, 3:30-6:30*

**Location:** *SMS nurses office*

**Credit:** *Stipend*

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## **From the Mine to the Drill Pad: Exploring Fossil Fuels #S4693**

The United States is currently in the midst of a significant energy shift in the generation of electricity from predominantly coal to natural gas, an

important source of home heating fuel, obtained from tight-rock shale formations. The extraction of natural gas to meet the nation's burgeoning energy needs uses horizontal drilling and hydraulic fracture — popularly known as “fracking”—methods that raise issues of water use and rights, land management, wildlife preservation, environmental impact, and sustainable practice. There are no easy answers to meeting these energy demands; each choice involves far-reaching environmental, economic, and social implications for policy decisions at all levels of government. The topic of energy and related societal issues is integral to the natural science curricula. Teachers and students must have opportunities to deepen their background knowledge in order to understand the current issues, to separate fact from fiction in media reporting, much of it biased, and to make informed policy choices as citizens.

This three-day, two-credit course will begin at Scarsdale High School with instruction on the basics of the natural formation and extraction of fossil fuels, i.e. coal, oil, and natural gas, and a discussion on the big questions related to the use and dependence on fossil fuels in every day life. This first day also includes an exploration of teaching materials. The following two days will be spent in the field in central Pennsylvania, with an overnight in Williamsport. To explore coal mining, participants will tour the Pioneer Tunnel Coal Mine Museum in the anthracite fields of eastern Pennsylvania, will visit the town of Centralia that was abandoned because of an underground coal fire, and explore the remnants of an open-pit coal mine at which coal samples and plant fossils can be collected. To gain a better understanding of natural gas drilling and hydrofracking, participants will spend a day at an operating natural gas drilling site. Arianne Proctor, a Pennsylvania state geologist who specializes in the mining of natural gas, will explain the process of fracking from extraction to delivery. Participants are encouraged to document their field experiences with an extensive set of photographs.

**Requirements:** Attend all sessions; complete assigned readings; design a unit of study using information learned in course.

**Course Coordinators:** *Steve Boyar, Elise Levine*

**Course Speaker:** *Arianne Proctor, PA State Geologist, Pioneer Tunnel Coal Mine Museum*

**Open to:** *All*

**Time:** *M 6/29-W 7/1, 8:30-4:30*

**Location:** *SHS 391 and Williamsport, PA*



**Additional costs:** *Pioneer Tunnel Museum admission; Overnight accommodations – one night*

**Credit:** *Two points salary credit or stipend*

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## Challenge Course Workshop I #4694A

Challenge Course Workshop I creates a setting for participants to develop essential skills that enhance personal leadership, effective teamwork, and decision-making. Through challenging group and individual experiences, teachers deepen their capacities for problem solving and working with others as they complete a succession of tasks. When teachers take on the role of learners in the face of demanding activities, they can better empathize with the challenges their own students face.

Participants will test their problem-solving strategies and communication skills through a series of experiences designed to foster effective teamwork. They will examine realistic goal-setting and collaborative decision-making, observe different leadership styles, and identify their own management skills. Participants will experience growth related activities in the area of physical, social, and emotional risk-taking. Strategies that create a classroom environment fostering self-esteem will be emphasized.

**Requirements:** Participate in all course activities; select a “challenge by choice” alternative based on readiness for specific physical challenges; keep a journal reflecting on personal experiences and observations gained from participation in activities and prepare a presentation for the group based on journal reflections.

**Course Coordinators:** *Barney Foltman, Robert Keith, Kevin Roemer*

**Open to:** *All*

**Time:** *F 6/5, 3:30-7:30; Sa 6/6, 8:30-4:30*

**Location:** *SMS, gyms A & B*

**Credit:** *One point salary credit or stipend*

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## Challenge Course Workshop II #S4694B

Challenge Course participants overcome their own limits as they cooperate with colleagues to complete a challenging program of physical activities. In the process, teachers put themselves in the place of learners often faced with daunting classroom tasks to complete. Through the experiential learning

at the heart of the Challenge Course process, participants enhance their own problem-solving and decision-making skills, learn the importance of debriefing sessions after lessons, and develop effective questioning techniques that guide student reflection on learning. When individuals, teachers and students alike, stretch beyond their perceived strengths and weaknesses, they enhance self-esteem, an important goal of the Challenge Course workshops.

While working with their colleagues in a more physically and emotionally demanding setting, Challenge Course Workshop II participants will expand their comfort zones beyond the Challenge Course I experience. This course will utilize both low ropes elements and high ropes climbing activities to provide teachers first hand practice in the challenges and stressors faced by students striving to achieve new heights or simply to survive in the classroom. Debriefing activities will provide teachers opportunities to share experiences and to network with each other on best practices and strategies to foster empathy and self-esteem in the classroom environment.

**Requirements:** Attend all sessions; complete assigned readings; keep a personal reflections journal and develop a lesson plan from the course content.

**Course Coordinators:** Barney Foltman, Robert Keith, Kevin Roemer

**Open to:** All

**Time:** M 6/29-Th 7/2, 8-5

**Location:** SMS gym and Bedford Training Center

**Facilities Fee:** \$55

**Credit:** Three points salary credit or stipend

**Course limited to 18 participants**

## TECHNOLOGY

### Discovering *iBooks Author* and *iTunes U* #4695

Apple promotes its *iTunes U* app as “the world’s largest online catalog of free education content.” Stanford and Harvard Universities were early users, and K-12 districts across the country post educational courses, lectures, and curriculum for sharing. Educators describe *iTunes U* as a valuable program for creating and distributing lessons and curriculum ideas with colleagues. In addition, teachers can develop classroom resources,

textbooks and other reading material, for students to access through the *iPad* and other devices. *iTunes U* is rich in possibilities for the classroom, and teachers need time, opportunity, and guidance to take full advantage of this 21<sup>st</sup> century technology tool.

Through the *iTunes U* app on an *iPad* and other devices, teachers will learn how to use *iTunes U* to enhance their practice by posting and sharing materials and resources. Handouts, video and audio lectures, internet links, *iBooks*, and more can be made accessible to students and teachers. *iTunes U* keeps documents, notes, highlights, and bookmarks up to date across multiple devices. By the end of the course, participants will know how to transform existing curriculum into rich online lessons with 3-D models, graphics, interactive quizzes, and embedded movies or sound clips for student use and sharing with colleagues.

Requirements: Attend all sessions; design and share an *iTunes U* course or iBook supporting current curriculum using *iTunes U Course Manager*.

**Course Coordinator:** Erik Holvig

**Open to:** All

**Time:** F 5/8, 3:30-7:30; Sa 5/9, 8:30-4:30

**Location:** GRA computer lab

**Credit:** One point salary credit or stipend

**Course limited to 15 participants.**

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## **Making Makerspaces Work #4696**

For educators, this maker movement overlaps with the natural inclinations of children and the power of learning by doing. The active learner is at the center of the learning process, amplifying the best traditions of progressive education.

*Invent to Learn*, Stager and Martinez

A team of elementary teachers have designed and implement makerspaces to engage elementary students in “engineering and design work, and promote experiential learning in STEM (Science-Technology-Engineering-Math).” The maker lab the team developed features a variety of computers, creative software, circuit and robotic kits, and an assortment of tools to encourage children, individually and in groups, to tinker, to play, to design,

to create. The maker movement, while new, encompasses all that is best in teaching and learning.

Participants will experience the makerspace process from start to finish, observing examples of makerspace projects from paper to electronics. They will learn the rationale for school makerspaces and how to document and assess student learning. Working in teams, teachers will research a topic and build a related project. Large group and small group activities will guide teachers in designing, planning, and structuring makerspace areas and projects in their schools. Some examples of final projects are: 3-D printing, wearable electronics, interactive robotics, cardboard arcade, interactive electronic books, and circuits.

**Requirements:** Attend all sessions; complete assigned readings; create a makerspace project that can be used to further STEM learning and understanding.

**Course Coordinators:** Peter McKenna, Jan Schorr, Duncan Wilson

**Open to:** All

**Time:** F 3/27, 3:30-7:30; Sa 3/28, 8:30-4:30

**Location:** FMS

**Materials fee:** \$30

**Credit:** One point salary credit or stipend

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## ***SMARTBoard in the Elementary Math Classroom #4697A***

Scarsdale's elementary math program, Singapore's *Primary Math*, requires teachers to introduce math concepts concretely, then gradually head to pictorial and abstract representations of ideas. *SMARTBoards*, interactive white boards, have the capability to assist teachers in this progressive methodology. *SMARTBoard's* capabilities, along with its related *Notebook* software, contain the tools to enable teachers to create interactive math lessons that incorporate virtual concrete manipulatives that students need *SMARTBoards* to engage with to build understanding of math concepts. Because of the interactive nature, lessons and activities are engaging and motivating for students and encourage dialogue and participation in the learning process.

*SMARTBoard* in the Elementary Math Classroom will accommodate the

novice to the more experienced *SMARTBoard* user. Through the use of demonstrations, exploration and individual projects participants will build on their current understanding of and proficiency with the *SMARTBoard* and *Notebook* software and its integration with our math curriculum. Participants will have the opportunity to develop interactive lesson and activities for a unit of study in *Primary Math*.

Requirements: Attend all sessions; complete assigned reading; complete assigned weekly explorations; create and Share math lessons and plans.

**Course Coordinators:** *Jennifer Chueng, Nancy Pavia*

**Open to:** *K-5 Scarsdale*

**Time:** *Th 3/5, 3/12, 3/19, 3/26, 4/16, 4/23, 3:30-5:30*

**Location:** *QRS computer lab*

**Credit:** *One point salary credit or stipend*

**Course limited to 20 participants.**

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## **Getting Smart with *SMARTBoards* #4697B**

Teachers need exposure and time to collaborate in an effort to become comfortable with all that the *SMARTBoard* has to offer. Through the use of technology, teachers will learn to implement *SMART Notebook* tools and strategies. This course will also assist teachers developing different modalities to reach all learners.

Teachers will become experienced with incorporating different tools into future *SMART Notebook* presentations such as dice, rulers, protractors, interactive multimedia documents, moving GIFs, backgrounds, and more. Tools for varying subject matter will be discussed and practiced within the class to ensure that all participants can utilize learned material. This course will help teachers to reach multiple learning styles within the classroom through the use of appropriate technology use.

Requirements: Attend all sessions; each participant will create a *SMART Notebook* file to incorporate with a lesson in the classroom; share a reflection with comments on how the lesson went.

**Course Coordinators:** Heather Butler, Michele Vourliotis

**Open to:** K-6 Edgemont

**Time:** F 5/8, 3:30-7:30; Sa 5/9, 8:30-4:30

**Location:** GRV 105

**Credit:** One point salary credit or stipend

**Course limited to 20 participants.**

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## **Using Social Media to Create Meaningful Communication with Students and Parents #4698**

The 21<sup>st</sup> century classroom requires 21<sup>st</sup> century communications. Students share their thoughts and lives via *Facebook*, *Instagram*, text, *Twitter*, and *Vine*, while digital communication remains a largely untapped resource for teachers. *Remind 101*, is a messaging program for educators, and *Twitter* can also be used to make contact with parents and to share work being done within the classroom on a daily or weekly basis. *Edmodo* and Google provide safe and easy ways for students and teachers to collaborate, share content, assign, and complete work. Teachers can harness the power of these platforms to customize instruction and extend the learning community beyond the walls of the classroom and to communicate with colleagues in the District, the nation, and the world.

Through demonstrations and guided activities, participants will learn to use and customize *Edmodo*, *Twitter*, *Remind 101*, *Instagram*, and *Google Drive* for their classrooms and curriculum. An *Edmodo* tutorial will instruct participants in how to personalize their profiles, create groups, add and assess assignments, generate quizzes and polls, and share *Google Docs* with students. Teachers will explore the *Google Platform* including *Google Drive*, *Sites*, *Hangout*, *Presentation*, and more. Texting and tweeting as a means of parent-student communication will also be discussed, and participants will be encouraged to set up *Remind 101* accounts. Throughout the course, participants will share experiences and engage in discussions about the important and changing role of communication in education.

**Requirements:** Attend all sessions; complete assigned readings; create an *Edmodo*, *Remind 101* and *Google Drive* account for classroom use that will support curriculum or classroom goals; create all related parent letters and communication.

**Course Coordinators:** *Meghan Lahey, Marci Rothman*

**Open to:** *All*

**Time:** *F 4/17, 3:30-7:30; Sa 4/18, 8:30-4:30*

**Location:** *SMS P183*

**Credit:** *One point salary credit or stipend*

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## ***Google Apps Educator Certification #4699***

The introduction of the *Google Apps* suite in Edgemont and Scarsdale has opened new and exciting avenues for creation of digital content and collaboration among students and teachers. *Google Apps* is a massive new technology platform with many components and features. Google has developed a Google Certified Teacher curriculum whose goal is to arm classroom teachers with a working knowledge of the main pieces of the *Google Apps* platform. The goal of this course is to review the Google curriculum in order to help Edgemont and Scarsdale teachers become Google Certified. In addition to preparing participants to take the five online exams required to achieve the certification, attaining this level of knowledge of *Google Apps* will enable participants to identify and deploy tools to support a wide range of classroom and professional activities with confidence.

This course will consist of six sessions that will cover content to help participants prepare for and take exams for Google Educator Certification. The sessions will include training in *Google Apps* technical capabilities as well as profiling curriculum integration projects. All sessions will include time for hands-on practice, and participant real-time collaborative learning experiences will allow teachers to understand how the use of *Google Apps* can transform learning.

Session 1. Overview/Google Docs & Drive

Session 2. Docs & Drive, Part II

Session 3. Google Sites - sharing publications with others

Session 4. *Gmail* and Advanced Search

Session 5. *Google Calendar*

Session 6. Project work/Chromebooks

**Requirements:** Attend all sessions; complete at least one exam to qualify for Google Certified Educator status (cost of exam is not included in the course); teachers will design a lesson that incorporates one or more of the

tools introduced in the course, document it using one of the Google tools, and present it to the group during the final class session.

**Course Coordinators:** Jerry Crisci, Michael Curtin

**Open to:** All

**Time:** Th 3/5, 3/12, 3/19, 3/26, 4/16, 4/23, 3:30-5:30

**Location:** EHS A11, SHS 170

**Materials fee:** To achieve Google Educator Certification, teachers must pass five online exams, each of which costs \$15. While taking the full suite of five exams is optional, participants must pass a minimum of one Google exam in order to meet the requirements of the course.

**Credit:** One point salary credit or stipend

**Course limited to 20 participants.**

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## Become a Google Ninja #4700

Teachers familiar with *Google Docs* and users of the core tools of the *Google Apps* suite in the classroom—*Docs*, *Calendar*, and *Sites*—have requested instruction in Google’s more advanced features. The Google toolbox is deep, and the most familiar apps only begin to tap Google’s full power and potential with students. To move to the next level of expertise, experienced Google users need time, opportunity, and guided instruction to master *Google Archive*, *Books*, *News*, *Reader*, and more for classroom use.

This advanced exploration of Google software features demonstrations, instruction, and hands-on experience with Google’s revolutionary tools including *Google Archive Books*, *News*, and *Maps*. Participants will become familiar with technological advances developed through Google’s fabled *20% program*. The *20% program*, heralded by Tony Wagner as a model for encouraging innovation, provides for Google employees to devote 20% of their time to passion-based projects. Participants will also consider power-user strategies to leverage the unique capabilities of Google into curriculum. Sessions will include examples of best practices as models for participants to develop their own projects for sharing with the group. Newly minted Google Ninjas will return to their classrooms with a full toolbox of strategies and tools to employ.

**Requirements:** Attend all sessions; complete assigned readings; design a project or classroom use demonstrating competence with *Google Docs* features.



**Course Coordinators:** *John Calvert, Michael Pincus*

**Open to:** *All*

**Time:** *F 6/13, 3:30-7:30; Sa 6/14, 8:30-4:30*

**Location:** *SMS C159*

**Credit:** *One point salary credit or stipend*

**Course limited to 20 participants**

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## **Geocaching: A High-Tech Treasure Hunt #4701**

Geocaching, a term coined in 2000, combines the prefix geo for earth with cache for a hiding place. Geocaching is an outdoor treasure hunting game, similar to orienteering, with the standard compass replaced by a GPS-enabled device set to specific coordinates where a geocache container is hidden. The successful finder of a cache signs a log at the site and shares the treasure find with geocachers online. There are 1,796,434 active geocaches and over 5 million geocachers worldwide. Participating in a geocaching activity engages students in a highly motivating activity that enhances mapping skills, reinforces knowledge of latitude/longitude, creates a global community of geocachers, and reinforces awareness of GPS operations and their use. Geocaching engages teachers and students in a scientific process of exploring the world around them using new technologies.

In this course, teachers will learn how to use GPS units to gather and record digital data and to access related online resources and maps. Workshop participants, with GPS devices in hand, will collaborate with colleagues to find the location of geocaches set at hidden places around the Fox Meadow property. Course activities include instruction on setting caches and marking waypoints, using *Google Earth* for mapping and navigating, and taking a field trip to locate real world caches nearby. Participants will engage in a team building experience, a learn-by-doing activity that can enhance and enrich classroom learning across the grades. Participants will plan and implement curricular units that utilize GPS units and geocaching in the classroom.

**Requirements:** Attend all sessions; complete assigned readings; create a lesson plan that integrates geocaching in the classroom.

**Course Coordinators:** Peter McKenna, Doug Rose

**Open to:** All

**Time:** F 5/15, 3:30-7:30; Sa 5/16, 8:30-4:30

**Location:** FM computer lab

**Credit:** One point salary credit or stipend

**Course limited to 16 participants.**

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## Digital Storybooks with a Twist of *Photoshop* #4702

Teachers continually look for ways to expand their knowledge of computers and technology into curricular areas unimagined just a few years ago. Book publishing is an example. The tools necessary to publish a professional quality book with digitally enhanced photographs are just a few mouse clicks away with Apple's *iBook Author*, a publishing app for teachers. The classroom applications for digital storybooks span the grades, and teachers and their students will be able to present their work in creative and enduring book forms. Mobile devices such as the *iPad* provide the perfect platform for digital storytelling.

Participants will create digital multimedia storybooks for use in both the classroom and library by learning to combine scanned images, video, and *Keynote* slides into a single integrated project. During the first session of this weekend course, participants will be introduced to Apple's new *iBooks Author* and *Adobe Photoshop* and will practice the features of these applications that are necessary to complete the book project. Also, participants will be introduced to *Booksmart-Blurb* and *My Publisher*, two additional online book-publishing sites. Creation of *eBooks* for *iPads* and tablet devices will be explored. During the second session, participants will design, develop, and publish a book, complete with photos and interactive content, based on a unit of study from their curriculum.

**Requirements:** Attend all sessions; design and publish a curriculum-oriented book.

**Course Coordinator:** Andy Verboys

**Dates:** F 3/20, 3:30-7:30; Sa 3/21, 8:30-4:30

**Location:** SMS rm T 14

**Open to:** All

**Credit:** One point salary credit or stipend

Course limited to 15 participants.

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## **Understanding and Creating Digital Music: An Interdisciplinary Experience #4703**

From the 1870s, when Thomas Edison's first experiments with sound resulted in the wax cylinder, to today's complete digital audio workstations, the evolution of music making methods has influenced society and culture. In the past century, an unprecedented acceleration of music technology has fundamentally changed the way listeners interact with sound and has created a cultural, consumer, and artistic revolution. Sound technology is at the intersection of science, history, and the arts, and a course is needed to help teachers understand and appreciate the impact of technology on the creation of music. Course content is relevant for science teachers who teach the physics of sound, for music teachers who want to teach digital music production, and for history teachers who reference the lives of inventors and their inventions as catalysts for change.

The course will begin with the science, history, and arts foundations of digital music development across a timeline of technology. From the earliest recording devices, to Robert Moog's innovative synthesizer, to today's digital platforms, innovation in music making has been inextricably linked to technological advances. Participants will engage in activities with wax cylinders, piano rolls, wire recordings, and analog tape recordings as they explore sound production. They will experiment with electronic instruments using a variety of analog and digital synthesizers and work with the physics of sound through FM synthesis, sampling, and effects editing. Some of the most highly sophisticated and widely used music production software and sound libraries available today will allow both non-musicians and professionals in the class to produce musical compositions. Participants will create short musical pieces, related to curriculum, edit their recordings, and burn them to CD's. The use of sound technology and music production software can provide an interdisciplinary experience to every classroom.

**Requirements:** Attend all sessions; create an original composition using *Logic Pro*; develop an interdisciplinary application of course content to curriculum.

**Course Coordinators:** *Jerry Crisci, Lisa Forte*

**Open to:** *All*

**Time:** *F 3/6, 3:30-7:30; Sa 3/7, 8:30-4:30*

**Location:** *EWS music rm*

**Credit:** *One point salary credit or stipend*

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## **Coding K-8 #4704**

Teachers will learn how the visual coding platforms *Scratch* and *Tynker* can teach the fundamentals of programming and design. Teachers will learn how these platforms allow students to learn core computational and mathematical concepts that are consistent with mainstream programming languages. This work develops problem solving, creativity and reasoning skills. Most importantly, students gain important experience and skill with a critical project design process: thinking creatively, communicating clearly, analyzing systematically, collaborating effectively, designing iteratively, learning continuously.

Teachers will learn how the visual coding platforms *Scratch* and *Tynker* introduce central programming concepts, as well as provide resources for managing and assessing student progress. Teachers will work through a series of lessons in both environments before moving on to develop student activities in which games, simulations, animations and projects can be integrated into individual curriculum areas.

**Requirements:** Attend all sessions; complete assigned readings; design unit of instruction, including a sample project, which integrates the use of *Scratch* or *Tynker* into the teacher's curriculum area.

**Course Coordinators:** *Michael Pincus, Doug Rose*

**Open to:** *K-8*

**Time:** *F 4/24, 3:30-7:30; Sa 4/25, 8:30-4:30*

**Location:** *SMS C159*

**Credit:** *One point salary credit or stipend*

**Course limited to 20 participants.**

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## One to One Technology #4705

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Starting this year in the sixth grade, the Middle School has initiated a One to One Technology program in which all students will have access to a computer or *iPad* in all classrooms. This course provides support for this program, introducing teachers to central principles of each device as well as benefits and challenges associated with this kind of access. In addition, the course is designed to serve as a cohort of teachers, sharing what is working in their classrooms and approaches for addressing the challenges. Finally, in this, the program's first year, the course will allow teachers to evaluate the program and make recommendations for the future.

The course will introduce and consolidate essential principles of using Chromebooks and *iPads*. Topics covered will include a review of the Chrome browser and *Google Drive* and *Apps* as a platform for student work. In addition, teachers will be introduced to a core suite of apps available for the *iPad*, as well as procedures for learning about and making available additional apps for student use. Teachers will create model lessons—both for original work and revisions of existing lessons—that demonstrate approaches for both teacher and student that would not be possible without the use of these resources. Teachers will design assessment tools appropriate for a one to one setting.

**Requirements:** Attend all sessions; complete assigned readings; design of model lesson(s), including assessment instrument.

**Course Coordinators:** *Michael Pincus, Doug Rose*

**Open to:** SMS

**Time:** Th 5/7, 5/14, 5/21, 5/28, 6/4, 6/11, 3:30-5:30

**Location:** SMS C159

**Credit:** *One point salary credit or stipend*

**Course limited to 20 participants.**

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## Withdrawn #4706

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## Teaching and Learning with Interactive Infographics and Maps #S4707

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From the chart on the front page of the local newspaper's website to the maps and directions that increasingly seem like an essential part of planning

any outing, the need to interpret visual information is critical throughout our lives. This course allows teachers to learn how the complex ideas and information associated with their subject area can be presented and understood more clearly through the use of information-rich interactive web-based charts, infographics and mapping resources. Teachers will learn how they and their students can create and use these resources to learn and present information across the curriculum.

Course activities begin with a basic foundation of *Google Earth* in the area of Digital Mapping and a variety of spreadsheets (*Microsoft Excel*, *Google Sheets*, Apple's *Pages*) for the analysis of data. After learning how maps and charts are essential tools for presenting and analyzing information, teachers will be introduced to models of interactive web-based mapping and data analysis platforms found on the web sites of a variety of sources, including respected news and human rights organizations. Teachers will learn how these resources allow users to understand complex ideas and sets of information by presenting them in powerful creative visual ways, including seeing information through a geospatial lens. Teachers will learn about relevant tools and complete the class by creating an infographic. Teachers will design lessons using these resources and activities in which students apply these approaches within their subject areas.

Requirements: Attend all sessions; complete assigned readings; using these resources, teachers will create an original model infographic and a series of activities and lessons for their curriculum area.

**Course Coordinator:** *Doug Rose*

**Open to:** *All*

**Time:** *M 7/27-Th 7/30, 9-3:30*

**Location:** *SMS computer lab*

**Credit:** *Two points salary credit or stipend*

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## **Video Production Boot Camp #S4708**

Teachers are integrating video into classroom practice with increasing frequency. The video format has proved to be an effective tool for teaching and learning as well as a means to motivate students with different learning styles. Teachers who are familiar with video techniques want to expand their knowledge to the next level of enhancement: the creative and technical aspects of video production and editing. By participating in the stages of pre-

production, production, and post-production on their own videos, teachers will discover additional ways in which video production can be used to enhance any subject area.

Matt Beals, a video consultant, will lead the course beginning with a review of video vocabulary, the basic technical aspects of video cameras, and the roles necessary for a video project. Participants will then be ready for the pre-production phase of selecting a script and breaking it down into all the necessary components by creating storyboards, shot-lists, prop-lists, location scouting, and shooting schedules. During the production stage, the teachers will become a full running video crew, rotating positions and bringing their scripts to life with actors and video equipment. In the post-production phase, participants will learn the basics of *Adobe Premiere* and edit their own videos. A final screening of multiple edits of the same story will reveal the power of video and the ways in which the video maker can influence the viewer through short angles, composition, and editing.

**Requirements:** Attend all sessions; read assigned materials; complete a short video produced and edited using techniques demonstrated in the course.

**Course Coordinator:** *Greg Leong*

**Course Speaker:** *Matt Beals, Video Consultant*

**Open to:** *All*

**Time:** *M 7/13-Th 7/16, 8-5*

**Location:** *SHS 350*

**Credit:** *Three points salary credit or stipend*

**Course limited to 18 participants.**

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## **Stop the Presses! Citizen Journalists in the Classroom #S4709**

Digital communication technology is changing the way information is viewed and absorbed. News media trends indicate that more information is available to the public than ever before, and it is being delivered through outlets that did not exist until this century. Newspapers and broadcast stations routinely feature websites, blogs, videos, and social networking sites to expand their conventional modes of communication. This means that the varied ways of analyzing information requires not only traditional reading and writing skills, but online literacy skills, strategies, and dispositions as well. Teachers need to know, and students need to be taught, how to adapt and utilize these tools. Students must

understand current issues if they are to become informed, critical thinkers in the 21st century global community and users of its ever-expanding technologies.

This weeklong course will engage participants in the study of journalism, and online reading and writing comprehension to help teachers integrate media literacy into instruction. Teachers will produce a news program for which they will research and report on issues, trends, and ideas related to a curriculum area, community events, or current events. They will use *Google Docs*, Wikis, blogs, videochats, and podcasts, while engaging in collaborative online discussions through *Edmodo* to develop an understanding of these resources and how students can use them in the classroom. Working in teams, participants will learn to use digital communication technology in the service of the young people they teach.

Requirements: Attend all sessions; complete assigned projects and activities; participate in group and online discussions.

**Course Coordinators:** Sue Luft, Paul Tomizawa

**Open to:** All

**Time:** M 8/3-Th 8/6, 8-5

**Location:** SMS C159

**Credit:** Three points salary credit or stipend

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## **iWeek: Harnessing the Power of *iLife* #S4710**

Apple's *iLife '14* software provides users a means for expressing themselves through professional-quality projects of all kinds: movies, photo essays, presentations, podcasts, websites, written reports, data analyses, and more. Best of all, these applications work together seamlessly, and educators can use them in concert to build a curriculum that fosters creativity in the classroom. The potential for developing instructional strategies using the various elements of the digital hub has become central to technology-supported instruction.

Participants will learn how the digital hub relates to the use of technology in the curriculum. Exemplars will be provided for *iApps: iMovie, iPhoto, iTunes, iBooks Author and GarageBand*. Also, training will be provided for the new *iWork '14* suite: *Keynote, Pages, and Numbers*. Each participant will create an instructional activity using at least one element of the digital hub and develop an assessment strategy for the activity. At the conclusion



of the course, teachers should understand the basics of each application and be able to produce curriculum-based technology activities drawing on elements of the digital hub. Instructors will differentiate instruction to accommodate all skill levels.

**Requirements:** Attend all sessions; read assigned material; create an instructional activity and assessment strategy using at least one element of the digital hub.

**Course Coordinators:** *Jerry Crisci, Erik Holvig, Andy Verboys*

**Open to:** *All*

**Time:** *M 8/10-W 8/12, 8-5*

**Location:** *SMS T14*

**Credit:** *Two points salary credit or stipend*

## **SPECIAL PROGRAMS**

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### **Conversational English for Adult Language Learners #4711**

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The Scarsdale Teachers Institute in collaboration with the Interdependence Institute offers this class for adults whose first language is not English. Participants practice and refine spoken English and improve communication and pronunciation skills.

Through a series of engaging exercises, discussions, and games, participants improve their listening skills, gain pronunciation awareness, talk about local and international current events, and learn colloquial expressions.

**Course Coordinator:** *Jennifer Adler*

**Time:** *Tu 3/3, noon-1, with remaining dates to be determined by the group.*

**Location:** *FMS*

**Fee:** *No fee*

**Course limited to 10 participants.**

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### **CPR for Professional Rescuers #4712**

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This course is consistent with the Guidelines 2000 for Emergency Cardiopulmonary Resuscitation and Emergency Cardiovascular Care. If

participants wish, the use of the Automatic External Defibrillator can be taught.

CPR for Professional Rescuers will be given as a new certification, nine to twelve hours, depending on the amount of time needed for completion. Recertification requires seven to nine hours, depending on participant proficiency with new skills and familiarity with CPR.

Requirements: Attend all sessions; read assigned materials; demonstrate competence with techniques taught.

**Course Coordinator:** *Marcia Koff*

**Course Speaker:** *Joyce Hoffman, Nurse, Quaker Ridge, Retired*

**Open to:** *Nurses, professional rescuers*

**Time:** *Sa 3/14, 8-5*

**Location:** *SMS nurses office*

**Credit:** *Stipend*

**Materials Fees:** *\$12 for book (send check made out to American Red Cross to Joyce Hoffman); \$15 for new card (check made out to the American Red Cross after completing course)*

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# Registration and Credit Information

You must register prior to the start of a course; registration and tuition payment ensure your place in a course. Please note that some courses have limited enrollment; register early to obtain your first choice. You may obtain a registration form from the STI office or online. You may also register by phone at the STI office, 721-2580. Checks should be made payable to the Scarsdale Teachers Institute.

## HOW TO REGISTER

- Online: By email to [fgarafolo@scarsdaleschools.org](mailto:fgarafolo@scarsdaleschools.org)
- At the STI Office: Scarsdale High School, room 102
- By phone: 721-2580
- By mail: complete form and a check made payable to **Scarsdale Teachers Institute** to the STI, 2 Brewster Road, Scarsdale, New York 10583

Receipt of payment secures your place in a course.

## NON-CREDIT COURSES

Courses in this catalogue labeled “non-credit” are those for which the Institute will not request Board of Education support. These courses will be supported solely by teachers’ tuition fees.

## SALARY STUDY CREDIT, STIPENDS FOR COURSES

According to the STA contract, the Board of Education has agreed to approve, at the recommendation of the Accreditation Committee, courses for salary credit or a stipend and has set aside a sum of money to pay the instructional expenses of these courses.

The Board approves a course for credit according to the following procedure. If a course furthers the educational goals of the District, the Institute Director submits it to the Accreditation Committee for review and recommendation and then to the Superintendent and Board of Education for approval. **Assignments of salary credit will usually be announced before the course begins.** In order to obtain salary credit or a stipend for an approved course, a teacher will be responsible for completing the course requirements within ninety days of completion of the course. **With the start of the 2014/15 school year, the STA/BOE contract limits the number of in-service credits to six (6) per year for Scarsdale teachers. Any STI credits above the six (6) credit limit shall not be accorded salary credit but will receive a stipend in the amount of \$300.00 per credit.**

## Emergency Closing

In the event that the Scarsdale or Edgemont Schools are closed for the day or are closed during the day, STI courses for that day are cancelled. Course coordinators will arrange make-up times.

# Registration Form

## PAYMENT POLICY

Please return entire page to the Scarsdale Teachers Institute, 2 Brewster Road, Scarsdale, New York 10583. Receipt of this registration form with payment secures your place in a course. The STI office will notify you if a course is not running. If you have any questions, please call 721-2580. Payment must be made before the course begins. No credit or stipend will be awarded without full payment.

Please make checks payable to the Scarsdale Teachers Institute. Check must accompany registration form.

## CANCELLATION POLICY

No refunds will be issued for courses unless participant gives two-day notice to STI office.

Scarsdale, Edgemont, and other Westchester residents are welcome to enroll in STI courses listed as "programs open to all."

Name \_\_\_\_\_

School \_\_\_\_\_ Grade(s) \_\_\_\_\_ Tel. ext. \_\_\_\_\_

Home Address \_\_\_\_\_

\_\_\_\_\_ Home Phone \_\_\_\_\_

Cell Phone \_\_\_\_\_

Email Address \_\_\_\_\_

Course #	Course Title	Amount
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____

Amount Enclosed \$ \_\_\_\_\_

Please send this form to STI and keep a copy to remind yourself of upcoming courses for which you have registered.

## Register beforehand!

**Your timely registration assures your place  
in a course and can make the difference between  
a course running or being cancelled!**

Fee Schedule:

\$75 per credit for Scarsdale and Edgemont faculty and residents

\$45 per course for Scarsdale and Edgemont non-teaching staff, retired teachers,  
and senior citizens

\$85 per credit for non-residents

\$45 per course for outside teachers auditing

# STI Policy Board 2014-2015

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*Judith Schwartz 1980-2002*

*Doris Breslow 1979-1980*

*Ralph Ricci 1975-1979*

*Werner Feig 1972-1975*

*Doris Breslow 1969-1972, founder*

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