ELT PROFESSIONAL LEARNING COURSES AND SEMINARS

Spring 2021

f Be a fan.

elt.nysut.org
800-528-6208

ELT
nysut Education & Learning Trust

Brothers and Sisters,

Now, more than ever, Professional Learning takes the forefront as our students are depending on us for cutting edge strategies that will help them meet their highest learning potential! Please find inside, NYSUT's Education & Learning Trust's graduate and undergraduate course work, in-service programs, degree partnership programs and seminars that provide high-quality professional learning for educators: Teachers, School-related professionals, School Counselors, and more! We offer hands-on experiences, based on current research with you, a NYSUT member in mind. As I am sure, you already know, ELT is an approved provider as a Continuing Teacher and Leader Education (CTLE) by the New York State Education Department. That means all participants successfully completing courses and seminars offered by ELT will receive a certificate of completion with ELT's sponsor identification number to be used toward CTLE hour fulfillment.
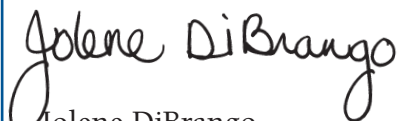
ELT can be as close as your own NYSUT Regional Office, Teacher Center, School District, and/or computer! Any way you look at it, NYSUT ELT meets all of our member's professional learning needs: face-to-face, remotely, and online!

Speaking of NYSUT members, did you know all of ELT's professional learning offerings are facilitated by your fellow brothers and sisters- your colleagues: teachers and school-related professionals? Educators who are walking in your shoes, know of your challenges and can relate. And the best part? ELT strategies can be brought back into your educational environment the very next day.

I am proud to share ELT's offerings, and I hope you will take advantage of ELT's over 40 years of expertise.

Please visit our website www.elt.nysut.org and see what NYSUT's ELT can do for you!

In solidarity,

Jolene DiBrango

Jolene DiBrango
NYSUT Executive Vice President

Complete course descriptions, refund policy and current course updates can be found online at elt.nysut.org

Dates may be subject to change.
Participants must have a Bachelor's degree to receive graduate credit.
Visit us for updates, critical information and networking:
Facebook "NYSUT Education & Learning Trust – ELT"

To register for a course, please visit us at elt.nysut.org

TABLE OF CONTENTS

COURSE SCHEDULES BY REGION

SUNY Empire State College courses in partnership with NYSUT ELT are graduate-level and can be used as an elective in the Master of Education (MEd) in Teaching and Learning Program. Additionally, these courses may also be used as electives in the following master's programs depending on the program's focus:

- Master of Arts in Adult Learning
- Master of Arts in Community and Economic Development
- Master of Arts in Learning and Emerging Technologies
- Master of Arts in Liberal Studies
- Master of Arts in Social and Public Policy
- Master of Arts in Work and Labor Policy

It important to note that this information does not change from year to year.

Additional information can be found on our website at *http://elt.nysut.org/register/courses/seeking-district-approval.*

NOTICE ON NON-DISCRIMINATORY POLICY AS TO STUDENTS: the NYSUT Education & Learning Trust admits students of any race, color, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students in its courses and programs. It does not discriminate on the basis of race, color, sex, national or ethnic origin in administration of its educational policies, admissions policies and other trust administered programs.

REGISTRATION INFORMATION

Most courses can be taken for Graduate or Inservice (professional learning) Credit.

COURSES	Site Based	Online
Three Graduate Credit	$1370	$1370**
45-hour Inservice Credit	$950	$950**
Three Graduate Credit (VESi Course)	N/A	$910
Three Undergraduate Credit (VESi Course)	N/A	$620
Two Graduate Credit (VESi Course)	N/A	$585
Two Undergraduate Credit (VESi Course)	N/A	$470
One Graduate Credit	$460	$460
15-hour Inservice Credit	$320	$320

*NYSUT Members will receive 40% off graduate tuition**

Prices in effect through August 31, 2021.

*Member who is enrolled in NYSUT Membership (active dues-paying member). Discount of 40% is not applicable to the 1 graduate credit or 15-hr inservice course.

**$30 tech fee will be paid on the first day of class via our Moodle platform. Tech fee is non-refundable.

Students should purchase the Required Text(s) for ELT courses directly via their own personal, favorite bookstore. Please see Course Descriptions for required text(s) or visit us at *elt.nysut.org*. Students are required to have the proper text(s) correct titles and editions are required in order to complete the course by the class start date.

- To register for a course, please visit our website at *elt.nysut.org*. Tuition is charged in-full two weeks prior to the course start date.
- Participants must have a Bachelor's degree to enroll in graduate courses.

For registration assistance or questions, please call 800-528-6208 or email *eltmail@nysutmail.org*

INSERVICE VS GRADUATE CREDIT:
Please be mindful, when registering for a course where there is the option of inservice (less tuition) vs. graduate credit (increased tuition due to receiving college credit/transcript).

Those seeking certification are required by New York State Education Department to turn in graduate credit transcripts. (Inservice certificates will not be accepted).

Student can take as many inservice credits as they like, however we do not encourage more than 12 in-service credits per semester.

Graduate credit is limited to nine (9) credits per college partner. Students may not take more than nine (9) credits per college partner as ELT students must be considered "part time students." Twelve (12) or more credits from one specific college puts students at "full time" status which is against college regulations.

IMPORTANT: Students are not eligible to register for a Mercy College course through NYSUT ELT or UFT if:
- they have already completed 15 Mercy College credits through NYSUT ELT or UFT;
- they are currently matriculated in a Mercy College degree or Advanced Certificate Program;
- they are on a financial hold with Mercy College; or
- they were academically dismissed by Mercy College.

ELT is not responsible for reimbursement of tuition for students who register for any Mercy courses if they meet any of the above criteria.

REFUND POLICY:
Be mindful, in order to be cost effective and offer quality programming, ELT must adhere to strict refund policies. Our college partners, instructors and program development are all encompassed in pricing. When deciding to withdraw from a course, please consider that we have already invested in your professional learning via our registration site, online platform, customer service, program development and overhead costs. We appreciate your understanding. If course is canceled by the Trust, all paid tuition is 100% refundable.

REGISTRATION INFORMATION

FOR ONSITE COURSES:

Paid tuition, less a $50 Administrative Fee, is refunded PRIOR to the first class.
All cancellations must be in writing and sent to either *eltmail@nysutmail.org* or by fax 518-213-6456.
Visit *elt.nysut.org* for complete refund policy.
No refund requests will be honored after class start date.

FOR ONLINE COURSES:

Paid tuition, less a $50 Administrative Fee, is refunded PRIOR to first session.
Participants who cancel within the first two weeks will be refunded half of paid tuition.
No refund for tech fee.

FOR VESI COURSES:

No refunds issued for VESi courses.
ELT is not responsible for reimbursement of tuition for students who register for the same course twice.

CERTIFICATION COURSES

ELT COURSES THAT FULFILL CERTIFICATION REQUIREMENTS

The following courses have been reviewed and approved by the NYS Education Department, Office of Teaching Initiatives, and are specified as fulfilling certification requirements for specific certification titles. Students must take courses for **graduate credit** for certification requirements and earn a minimum grade of B or higher.

Beyond the courses listed below, NYSUT cannot advise you as to which courses you should take to fulfill your specific certification requirements. NYSUT Education & Learning Trust strongly recommends that individuals seeking to fulfill specific certification course requirements consult the State Education Department's Certification Office at *www.highered.nysed.gov/tcert* when selecting courses to fulfill certification requirements.

All individuals pursuing their first teaching certificate should complete a registered program at an accredited university or college. As certification requirements may change, please check our website for the most current listing of approved courses.

Individuals pursing additional certificates are required to complete six clock hours of coursework or training in Dignity for All Students Act (DASA) in accordance with Article 2 Sections 10-18 of the Education Law. This training is available through ELT or other providers approved by the New York State Education Department.

Be mindful: New York State regulation (effective Fall of 2016) requires that all graduate schools of education use a standardized test as part of the admission process. If you are planning to matriculate into a Graduate Education Program, you will have to take the Graduate Record Examination (GRE) in order to meet this new regulation.

STUDENTS WITH DISABILITIES (SWD):

Certified teachers, who seek an additional certification in Students with Disabilities(SWD) at the same developmental level, can take **one** course under **each** of the four competency areas, for a **total** of 12 semester hours, to satisfy the requirement under additional pedagogy.

- **Assessment, Diagnosis and Evaluation**
  - **SPED 6060:** Psychoeducational Assessment Practices and IEP Development and Implementation
- **Curriculum Instruction:**
  - **EDUC 6015:** Exceptionalities: Individualized Learning
- **Foundations of Special Education:**
  - **SPED 6005:** Introduction to History of Special Education Law
- **Managing Environment:**
  - **SPED 6045:** Behavior Management and Intervention

Individuals pursuing this additional certificate will apply on their own to the State Education Department, must pass the Content Specialty Test for Students with Disabilities, must pass the Content Specialty Test (CST) - Multi-Subject: Secondary Teachers (Grade 7 - Grade 12), as well as complete the three-hour Autism workshop. ELT is an approved provider for the mandated three-hour Autism workshop.

CERTIFICATION COURSES

VARIOUS COMPETENCY AREAS

- **5-6 or 7-9 Extension (6 credits needed)**

  EDC 679: Middle Level Education: Foundations for the Middle Years - *(Required)*

  Choose One: **EDC 680:** Middle Level Education: Curriculum, Instruction and Assessment
  OR
  EDC 686: Increasing Middle Level Math

- **Adolescent Developmental Level, Grades 7-12, Pedagogical Core**

  CURI 6501: Adolescent Development Grades 7-12
  CURI 6502: Adolescent Literacy, Grades 7-12

- **Bilingual Extension**

  EDUC 505: Teaching English as a Second Language (ESL Methods course)

- **Childhood Developmental Level, Grades 1-6, Pedagogical Core**

  CURI 6504: Building Mathematical Understanding for Grades 3-5
  CURI 6521: Literacy Instruction in the Elementary Classroom

- **Childhood/Adolescent Literature**

  UNY 820: Multicultural Children's Literature

- **Curriculum, Instruction and Assessment, Pedagogical Core**

  ED 343: Curriculum Instruction and Assessment (Undergraduate Credit)

- **Early Childhood Developmental Level, Birth – Grade 2, Pedagogical Core**

  UNY 717: Beginning Reading, Grades PreK-2
  EDUC 513M: Introduction to Early Childhood Education: Foundations, Methods, and
  Materials

- **Human Development & Learning**

  CURI 6501: Adolescent Development Grades 7-12
  SED 672: Multiple Intelligences Theory & Practice
  ED 134: Human Development in the Educational Content (Undergraduate Credit)

- **Literacy Instruction and Assessment (Literacy certification, required competency):**

  UNY 717: Beginning Reading, Grades PreK-2
  UNY 802: Enhancing Literacy for All Students
  RDG 663: Creating a Balanced Reading & Writing Program

- **Literacy in the Content Areas (Literacy certification, required competency):**

  UNY 801: Reading & Writing Across Content Areas
  CURI 6523: Reading Across the Curriculum

- **Literacy: Teaching Literacy Skills Methods (for certificate titles that require 6 credits
  in literacy)**

  CURI 6572 & UNY 717: Beginning Reading, Grades PreK-2
  UNY 802: Enhancing Literacy for All Students
  RDG 663: Creating a Balanced Reading & Writing Program
  EDV 423: VESi-Reading Fundamentals #3 The Elements of Effective Reading Instruction &
  Assessment (Undergraduate credit)

CERTIFICATION COURSES

- **Literacy: Teaching Literacy Skills (for certificate titles that require 6 credits in literacy)**
  - **UNY 728:** Writing as Learning
  - **UNY 801:** Reading & Writing Across Content Areas
  - **CURI 6523:** Reading Across the Curriculum

- **Middle Childhood Developmental Level, Grades 5-9, Pedagogical Core**
  - **EDC 679:** Middle Level Education: Foundations for Middle Years
  - **EDC 680:** Middle Level Education: Curriculum, Instruction, and Assessment
  - **EDC 686:** Increasing Middle Level Math

- **Professional Certification, Applicable to 12 Credits in Content - Math**
  - **EDC 686:** Increasing Middle Level Math

- **School Counseling (for the 60 credits required for permanent certification)**
  - **EDU 671:** Encouraging Student Responsibility and Discipline
  - **EDU 691:** Successful Teaching for Acceptance of Responsibility
  - **UNY 704 & EDN 663:** Building Communication and Teamwork in Schools
  - **CURI 6515, UNY 701 & EDN 660:** Designing Motivation for All Learners
  - **UNY 678:** Proactive Strategies for All Students
  - **UNY 714 & CURI 6563:** Brain Compatible Learning
  - **UNY 729:** Inclusion: Education for All, PreK-12
  - **SED 661:** Cooperative Learning Students with Special Needs
  - **CURI 6503 & UNY 705:** Brain Based Ways We Think and Learn
  - **SED 672:** Multiple Intelligences: Theory and Practice
  - **UNY 807:** Applied Behavior Analysis
  - **UNY 811:** Cultural Proficiency
  - **UNY 812:** Autism Spectrum Disorder
  - **UNY 809:** Cyber-Bullying
  - **UNY 706:** Creative Controversy
  - **CURI 6506 & UNY 824:** Bullying: Preventing the Problem
  - **CURI 6524:** Using Response to Intervention for School Improvement
  - **CURI 6505:** Building Positive Connections with Diverse Families and Communities
  - **UNY 825:** Teaching Through Learning Channels
  - **CURI 6528:** The 21st Century Classroom
  - **UNY 823:** Teaching Students to be Peacemakers
  - **EDV 660:** Understanding Aggression
  - **EDV 508:** Drugs & Alcohol in Schools: Understanding Substance Abuse and Use
  - **EDV 512:** Harassment, Bullying and Cyber-Intimidation
  - **EDV 505:** Traumatized Child: The Effects of Stress, Trauma & Violence on Student Learning
  - **CURI 6500:** Activating a Motivated and Engaged Brain: The SEEKING System
  - **CURI 6526:** Social-Emotional Learning: A New Approach
  - **CURI 6568:** Mindfulness in Today's School
  - **CURI 6532 & UNY 736:** Childhood Trauma and Classroom Resiliency

- **Teaching Students with Disabilities and Special Health Care Needs**
  - **ED 210:** Introduction to Exceptionalities (Undergraduate Credit)

- **TESOL: Methods of Teaching English to Speakers of Other Languages**
  - **EDUC 505:** Teaching English as a Second Language

ONLINE COURSES

ONLINE, IN-DEPTH LEARNING EXPERIENCES FOR EDUCATORS AT ALL LEVELS

NYSUT Education & Learning Trust uses the Moodle platform to deliver its online courses. Participants will have 4, 8 or 10 weeks (depending on course) to complete their course(s) and should log in daily to review and post their assignments. Incompletes cannot be granted for online courses. **Log-in information will be emailed directly to participants on the course starting date**. Email addresses that change after the registration deadline should be emailed to *eltmoodle@nysutmail.org* to ensure receipt of log-in info.

Courses will run in two sessions:

4 WEEK COURSES:
Session I: 2/8 – 3/5/21 (registration deadline is 2/3/21)
Session II: 3/8 – 4/2/21 (registration deadline is 3/3/21)

8 WEEK COURSES:
Session I: 2/8 - 4/2/21 (registration deadline is 2/3/21)
Session II: 3/8 – 4/30/21 (registration deadline is 3/3/21)

10 WEEK COURSES:
Session I: 2/8 - 4/16/21 (registration deadline is 2/3/21)
Session II: 3/8 - 5/14/21 (registration deadline is 3/3/21)

Participants will purchase the Required Text(s) for online courses via their own personal, favorite bookstore. Please see Course Descriptions located at the back of this catalog. For required text(s) or visit us at *elt.nysut.org.* Students are required to have the proper text(s)by the class start date.

Effective June 1, 2019, a $30 tech will be paid on the first day of class via our Moodle platform. Tech Fee is non-refundable.

4 WEEK COURSES: February 8 – March 5 (Session I) or March 8 – April 2 (Session II)

ENHANCING ASSESSMENT IN YOUR CLASSROOM WITH DIGITAL APPLICATIONS
CURI 6534 SUNY Empire State College

ENHANCING CLASSROOM DIGITALLY
CURI 6535 SUNY Empire State College

FLIPPING THE CLASSROOM
CURI 6536 SUNY Empire State College

8 WEEK COURSES: February 8 – April 2 (Session I) or March 8 – April 30 (Session II)

READING ACROSS THE CURRICULUM*
CURI 6523 SUNY Empire State College

SUCCESSFUL TEACHING FOR ACCEPTANCE OF RESPONSIBILITY®*
EDU 691 The College of Saint Rose

TEACHING THROUGH LEARNING CHANNELS*
UNY 825 Adelphi University

10 WEEK COURSES: February 8 – April 16 (Session I) or March 8 – May 14 (Session II)

ADOLESCENT DEVELOPMENT GRADES 7-12*
CURI 6501 SUNY Empire State College

ADOLESCENT LITERACY GRADES 7-12*
CURI 6502 SUNY Empire State College

ONLINE COURSES

APPLIED BEHAVIOR ANALYSIS*
> UNY 807 Adelphi University

APPROACHES TO LITERACY INSTRUCTION IN EARLY CHILDHOOD THROUGH ADOLESCENCE
> EDUC 507 Mercy College

ASSESSMENT FOR STUDENT LEARNING
> EDU 678 The College of Saint Rose

BEGINNING READING Grades Pre K-2*
> CURI 6572 SUNY Empire State College
> UNY 717 Adelphi University

BEHAVIOR MANAGEMENT AND INTERVENTION*
> SPED 6045 SUNY Empire State College

BUILDING MATHEMATICAL UNDERSTANDING FOR GRADES 3-5*
> CURI 6504 SUNY Empire State College

BUILDING POSITIVE CONNECTIONS WITH DIVERSE FAMILIES AND COMMUNITIES*
> CURI 6505 SUNY Empire State College

BULLYING: PREVENTING THE PROBLEM*
> CURI 6506 SUNY Empire State College

COOPERATIVE LEARNING FOR STUDENTS WITH SPECIAL NEEDS*
> SED 661 The College of Saint Rose

CREATIVE CONTROVERSY*
> UNY 706 Adelphi University

CULTURALLY RESPONSIVE TEACHING WITH DIVERSE LEARNERS
> CURI 6514 SUNY Empire State College

CYBERBULLYING: THE NEW AGE OF HARASSMENT*
> UNY 809 Adelphi University

DEVELOPING INNOVATORS AND INNOVATION SKILLS
> CURI 6516 SUNY Empire State College

DIMENSIONS OF LEARNING AND LITERACY
> EDUC 648 Mercy College

ENCOURAGING STUDENT RESPONSIBILITY & DISCIPLINE*
> EDU 671 The College of Saint Rose

ENHANCING LITERACY FOR ALL STUDENTS*
> UNY 802 Adelphi University

EXCEPTIONALITIES: INDIVIDUALIZING LEARNING*
> EDUC 6015 SUNY Empire State College

INCREASING MIDDLE LEVEL MATH*
> EDC 686 The College of Saint Rose

INSTRUCTIONAL PLANNING, STRATEGIC TEACHING
> CURI 6519 SUNY Empire State College

ONLINE COURSES

INTEGRATED CO-TEACHING: STRATEGIES ENHANCING STUDENT ACHIEVEMENT
> CURI 6520 SUNY Empire State College

INTRODUCTION TO EARLY CHILDHOOD EDUCATION*
> EDUC 513M Mercy College

INTRODUCTION TO HISTORY OF SPECIAL EDUCATION LAW*
> SPED 6005 SUNY Empire State College

LEARNING TECHNOLOGY ACROSS THE ENGLISH LANGUAGE ARTS CURRICULUM
> EDUC 573 Mercy College

LITERACY INSTRUCTION FOR STUDENTS WITH SPECIAL NEEDS
> EDUC 561M Mercy College

LITERACY INSTRUCTION IN THE ELEMENTARY CLASSROOM*
> CURI 6521 SUNY Empire State College

MATH MADE MEANINGFUL
> EDC 663 The College of Saint Rose

MAXIMIZING THE LEARNING ENVIRONMENT FOR INCREASED STUDENT ACHIEVEMENT AND GROWTH
> CURI 6522 SUNY Empire State College

MIDDLE LEVEL EDUCATION: CURRICULUM, INSTRUCTION and ASSESSMENT*
> EDC 680 The College of Saint Rose

MIDDLE LEVEL EDUCATION: FOUNDATIONS FOR THE MIDDLE YEARS*
> EDC 679 The College of Saint Rose

MULTIPLE INTELLIGENCES: THEORY & PRACTICE*
> SED 672 The College of Saint Rose

PSYCHOEDUCATIONAL ASSESSMENT PRACTICES AND IEP DEVELOPMENT AND IMPLEMENTATION*
> SPED 6060 SUNY Empire State College

READING AND WRITING ACROSS THE CONTENT AREAS*
> UNY 801 Adelphi University

SOCIAL EMOTIONAL LEARNING: A NEW APPROACH*
> CURI 6526 SUNY Empire State College

TEACHING ENGLISH AS A SECOND LANGUAGE*
> EDUC 505 Mercy College

THE 21ST CENTURY CLASSROOM: HOW PROBLEM-BASED LEARNING WITH TECHNOLOGY CAN TRANSFORM STUDENT LEARNING*
> CURI 6528 SUNY Empire State College

THE ROLE OF DATA, ASSESSMENTS AND INSTRUCTION TO RAISE STUDENT ACHIEVEMENT
> CURI 6529 SUNY Empire State College

THE TEACHING OF WRITING AND THE WRITING PROCESS
> EDUC 590M Mercy College

USING RTI FOR SCHOOL IMPROVEMENT*

VESi ONLINE COURSES

NYSUT Education & Learning Trust has partnered with Virtual Education Software (VESi) to offer you convenient, relevant and affordable computer-based training courses and are available only as an online download. **Participants have a minimum of two weeks and a maximum of 1 year to complete the course.** *Course materials will be sent directly from VESi. It is the responsibility of the student to check with their district and/or academic institution for applicability to a particular program and/or credit approval. No refunds once the materials have been sent.*

Online Requirement: Requires, reliable/stable high speed internet connection.

UNDERGRADUATE COURSES

Students must obtain an overall score of 70% or higher, with no individual exam score below 50%, to successfully pass the course.

ADVANCED CLASSROOM MANAGEMENT: CHILDREN AS CHANGE AGENTS
EDV 411 Esteves School of Education at the Sage Colleges – 2 credits

ATTENTION DEFICIT/HYPERACTIVITY DISORDER: INFORMATION & INTERVENTIONS FOR EFFECTIVE TEACHING
EDV 410 Esteves School of Education at the Sage Colleges – 2 credits

AUTISM & ASPERGER'S DISORDER
EDV 404 Esteves School of Education at the Sage Colleges – 2 credits

BEHAVIOR IS LANGUAGE
EDV 402 Esteves School of Education at the Sage Colleges – 3 credits

BUILD SCHOOL COMMUNITIES: BRAIN SMART CLASSROOM MANAGEMENT
EDV 535 Esteves School of Education at the Sage Colleges – 2 credits

CHILD ABUSE
EDV 403 Esteves School of Education at the Sage Colleges – 2 credits

DRUGS & ALCOHOL IN SCHOOLS
EDV 408 Esteves School of Education at the Sage Colleges – 2 credits

EARLY CHILDHOOD: FAMILY-CENTERED SERVICES
EDV 428 Esteves School of Education at the Sage Colleges – 2 credits

EARLY CHILDHOOD: OBSERVATION & ASSESSMENT
EDV 427 Esteves School of Education at the Sage Colleges – 3 credits

EARLY CHILDHOOD: PROGRAM PLANNING
EDV 429 Esteves School of Education at the Sage Colleges – 3 credits

EARLY CHILDHOOD: TYPICAL & ATYPICAL DEVELOPMENT
EDV 426 Esteves School of Education at the Sage Colleges – 3 credits

EDUCATIONAL ASSESSMENT: ASSESSING STUDENT LEARNING IN THE CLASSROOM
EDV 424 Esteves School of Education at the Sage Colleges – 2 credits

ENGLISH LANGUAGE LEARNER: LANGUAGE ACQUISITION
EDV 433 Esteves School of Education at the Sage Colleges – 3 credits

VESi ONLINE COURSES

HARASSMENT, BULLYING & CYBER-INTIMIDATIONS IN SCHOOLS
> EDV 412 Esteves School of Education at the Sage Colleges – 2 credits

INCLUSION: WORKING WITH STUDENTS WITH SPECIAL NEEDS IN GENERAL EDUCATION CLASSROOMS
> EDV 425 Esteves School of Education at the Sage Colleges – 2 credits

INFANT & TODDLER MENTAL HEALTH: ISSUES & INFORMATION FOR EDUCATORS
> EDV 406 Esteves School of Education at the Sage Colleges – 2 credits

LEARNING DISABILITIES: PRACTICAL INFORMATION FOR THE CLASSROOM TEACHER
> EDV 407 Esteves School of Education at the Sage Colleges – 3 credits

READING & WRITING CONTENT AREA
> EDV 416 Esteves School of Education at the Sage Colleges – 2 credits

READING FUNDAMENTALS #1: AN INTRODUCTION TO SCIENTIFICALLY-BASED RESEARCH
> EDV 421 Esteves School of Education at the Sage Colleges – 2 credits

READING FUNDAMENTALS #2: LAYING THE FOUNDATION FOR EFFECTIVE READING INSTRUCTION
> EDV 422 Esteves School of Education at the Sage Colleges – 2 credits

READING FUNDAMENTALS #3: THE ELEMENTS OF EFFECTIVE READING INSTRUCTION & ASSESSMENT
> EDV 423 Esteves School of Education at the Sage Colleges – 3 credits

RESPONSE TO INTERVENTION: PRACTICAL INFORMATION FOR THE CLASSROOM TEACHER
> EDV 430 Esteves School of Education at the Sage Colleges – 3 credits

SIX TRAITS OF WRITING MODEL: TEACHING & ASSESSING
> EDV 432 Esteves School of Education at the Sage Colleges – 2 credits

TALENTED & GIFTED: WORKING WITH HIGH ACHIEVERS
> EDV 409 Esteves School of Education at the Sage Colleges – 2 credits

TEACHING DIVERSITY: INFLUENCES & ISSUES IN THE CLASSROOM
> EDV 418 Esteves School of Education at the Sage Colleges – 2 credits

TEACHING ELEMENTARY MATH CONCEPTUALLY: A NEW PARADIGM
> EDV 413 Esteves School of Education at the Sage Colleges – 2 credits

TEACHING SECONDARY MATH CONCEPTUALLY: MEETING MATHEMATICS STANDARDS
> EDV 431 Esteves School of Education at the Sage Colleges – 3 credits

TRAUMATIZED CHILD: THE EFFECTS OF STRESS, TRAUMA & VIOLENCE ON STUDENT LEARNING
> EDV 405 Esteves School of Education at the Sage Colleges – 2 credits

TRY DI!: PLANNING & PREPARING A DIFFERENTIATED INSTRUCTION PROGRAM
> EDV 419 Esteves School of Education at the Sage Colleges – 3 credits

VESi ONLINE COURSES

UNDERGRADUATE COURSES

UNDERSTANDING AGGRESSION: COPING WITH AGGRESSIVE BEHAVIOR IN THE CLASSROOM
> EDV 401 Esteves School of Education at the Sage Colleges – 3 credits

UNDERSTANDING & IMPLEMENTING COMMON CORE STANDARDS
> EDV 420 Esteves School of Education at the Sage Colleges – 3 credits

VIOLENCE IN SCHOOLS: IDENTIFICATION, PREVENTION & INTERVENTION STRATEGIES
> EDV 417 Esteves School of Education at the Sage Colleges – 2 credits

WHY DI?: AN INTRODUCTION TO DIFFERENTIATED INSTRUCTION
> EDV 414 Esteves School of Education at the Sage Colleges – 3 credits

GRADUATE COURSES

Students must obtain an overall score of 70% or higher, with no individual exam score below 50%, and successfully complete ALL writing assignments to pass the course.

ADVANCED CLASSROOM MANAGEMENT: CHILDREN AS CHANGE AGENTS
> EDV 511 Esteves School of Education at the Sage Colleges – 2 credits

ATTENTION DEFICIT/HYPERACTIVITY DISORDER: INFORMATION & INTERVENTIONS FOR EFFECTIVE TEACHING
> EDV 510 Esteves School of Education at the Sage Colleges – 2 credits

AUTISM & ASPERGER'S DISORDER
> EDV 504 Esteves School of Education at the Sage Colleges – 2 credits

BEHAVIOR IS LANGUAGE
> EDV 502 Esteves School of Education at the Sage Colleges – 3 credits

BUILD SCHOOL COMMUNITIES: BRAIN SMART CLASSROOM MANAGEMENT
> EDV 435 Esteves School of Education at the Sage Colleges – 2 credits

CHILD ABUSE
> EDV 503 Esteves School of Education at the Sage Colleges – 2 credits

DRUGS & ALCOHOL IN SCHOOLS: UNDERSTANDING SUBSTANCE USE & ABUSE*
> EDV 508 Esteves School of Education at the Sage Colleges – 2 credits

EARLY CHILDHOOD: FAMILY-CENTERED SERVICES
> EDV 528 Esteves School of Education at the Sage Colleges – 2 credits

EARLY CHILDHOOD: OBSERVATION & ASSESSMENT
> EDV 527 Esteves School of Education at the Sage Colleges – 3 credits

EARLY CHILDHOOD: PROGRAM PLANNING
> EDV 529 Esteves School of Education at the Sage Colleges – 3 credits

EARLY CHILDHOOD: TYPICAL & ATYPICAL DEVELOPMENT
> EDV 526 Esteves School of Education at the Sage Colleges – 3 credits

VESi ONLINE COURSES

GRADUATE COURSES

EDUCATIONAL ASSESSMENT: ASSESSING STUDENT LEARNING IN THE CLASSROOM
EDV 524 Esteves School of Education at the Sage Colleges – 2 credits

ENGLISH LANGUAGE LEARNER: LANGUAGE ACQUISITION
EDV 533 Esteves School of Education at the Sage Colleges – 3 credits

HARASSMENT, BULLYING & CYBER-INTIMIDATION*
EDV 512 Esteves School of Education at the Sage Colleges – 2 credits

INCLUSION: WORKING WITH STUDENTS WITH SPECIAL NEEDS IN GENERAL EDUCATION CLASSROOMS
EDV 525 Esteves School of Education at the Sage Colleges – 2 credits

INFANT & TODDLER MENTAL HEALTH: ISSUES & INFORMATION FOR EDUCATORS
EDV 506 Esteves School of Education at the Sage Colleges – 2 credits

LEARNING DISABILITIES: PRACTICAL INFORMATION FOR THE CLASSROOM TEACHER
EDV 507 Esteves School of Education at the Sage Colleges – 3 credits

READING & WRITING IN CONTENT AREA
EDV 516 Esteves School of Education at the Sage Colleges – 2 credits

READING FUNDAMENTALS #1:
AN INTRODUCTION TO SCIENTIFICALLY-BASED RESEARCH
EDV 521 Esteves School of Education at the Sage Colleges – 2 credits

READING FUNDAMENTALS #2:
LAYING THE FOUNDATION FOR EFFECTIVE READING INSTRUCTION
EDV 522 Esteves School of Education at the Sage Colleges – 2 credits

READING FUNDAMENTALS #3: THE ELEMENTS OF EFFECTIVE READING INSTRUCTION & ASSESSMENT
EDV 523 Esteves School of Education at the Sage Colleges – 3 credits

RESPONSE TO INTERVENTION: PRACTICAL INFORMATION FOR THE CLASSROOM TEACHER
EDV 526 Esteves School of Education at the Sage Colleges – 3 credits

SIX TRAITS OF WRITING MODEL: TEACHING & ASSESSING
EDV 532 Esteves School of Education at the Sage Colleges – 2 credits

TALENTED & GIFTED: WORKING WITH HIGH ACHIEVERS
EDV 509 Esteves School of Education at the Sage Colleges – 2 credits

TEACHING DIVERSITY: INFLUENCES & ISSUES IN THE CLASSROOM
EDV 518 Esteves School of Education at the Sage Colleges – 2 credits

TEACHING ELEMENTARY MATH CONCEPTUALLY
EDV 513 Esteves School of Education at the Sage Colleges – 2 credits

TEACHING SECONDARY MATH CONCEPTUALLY: MEETING MATHEMATICS STANDARDS
EDV 531 Esteves School of Education at the Sage Colleges – 3 credits

GRADUATE COURSES

TRAUMATIZED CHILD:
THE EFFECTS OF STRESS, TRAUMA & VIOLENCE ON STUDENT LEARNING*
EDV 505 Esteves School of Education at the Sage Colleges – 2 credits

TRY DI!: PLANNING & PREPARING A DIFFERENTIATED INSTRUCTION PROGRAM
EDV 519 Esteves School of Education at the Sage Colleges – 3 credits

UNDERSTANDING AGGRESSION*
EDV 501 Esteves School of Education at the Sage Colleges – 3 credits

UNDERSTANDING & IMPLEMENTING COMMON CORE STANDARDS
EDV 520 Esteves School of Education at the Sage Colleges – 3 credits

VIOLENCE IN SCHOOLS:
IDENTIFICATION, PREVENTION & INTERVENTION STRATEGIES
EDV 517 Esteves School of Education at the Sage Colleges – 2 credits

WHY DI? AN INTRODUCTION TO DIFFERENTIATED INSTRUCTION
EDV 514 Esteves School of Education at the Sage Colleges – 3 credits

SUNY EMPIRE STATE COLLEGE MASTER'S DEGREE PROGRAM

ONLINE M.Ed. IN ADOLESCENT SPECIAL EDUCATION DEGREE

NYSUT's Education & Learning Trust (NYSUT ELT) and SUNY Empire State College have partnered to make it easier for teachers to pursue an additional NYS certification in Students with Disabilities through its expanded online program.

Applicants to the online M.Ed. program in Adolescent Special Education are required to possess at minimum an initial teaching certificate in New York State and must be currently teaching. The 33–42 credits for the program are dependent on the applicant's background and prior coursework. Additional requirements include 50 hours of classroom field observations in inclusion, resource, and self-contained classrooms; a four-week clinical residency; a capstone action research project; and successful completion of the two Content Specialty Tests in Students with Disabilities and the Multi-Subject: Secondary Teachers (Grade 7–Grade 12) and the three-hour Autism workshop.

Completion of this degree program and passing scores on the New York State Teacher Certification Examinations lead to **NYS Students with Disabilities 7-12 Generalist Initial and Professional certification**.

NYSUT CORE COURSES	FIELD EXPERIENCE HOURS REQUIREMENT FOR M.Ed.*
SPED 6005: Introduction to the History of Special Education Law	5
EDUC 6015: Exceptionalities: Individualized Learning	15
SPED 6045: Behavior Management and Intervention	5
SPED 6060: Psychoeducational Assessment Practices and IEP Development and Implementation	5

For certified candidates seeking Initial SPED certification

After completing NYSUT core course(s) with a grade of B or above, students formally apply to Empire State College for matriculation in order to complete remaining requirements. Requirements can be found at www.esc.edu/graduate-studies/masters-degrees/education-programs/med-sped/

Partnership benefits include:
- Waiver of orientation fee in a degree or certificate program at time of submission of online admissions application ($50 for degree program; $25 for certificate program)
- A one-time, $100 Presidential Scholarship applied to the student's first term of enrollment in a degree or certificate program.

Note: Students must be enrolled past day 28 of the term to remain eligible for the scholarship. This scholarship is not available for Military and Veteran Educational Partnerships.

To access this benefit, please visit www.nysut.org, login with your NYSUT ID, select For Members/ Benefits and Services / Discount & Services to retrieve your discount code.

IMPORTANT INFORMATION:
- Empire State College's M.Ed. in Adolescent Special Education program is available fully online, but requires access to New York State schools.

SUNY EMPIRE STATE COLLEGE MASTER'S DEGREE PROGRAM

- The program's philosophy and subsequent courses are based on an inclusive model that prepares teacher candidates for collaboration and co-teaching in the inclusion classroom.

Be mindful: New York State regulation (effective Fall of 2016) requires that all graduate schools of education require a 3.0 GPA (undergraduate) in their admissions criteria, and use a standardized test as part of the admission process. If you are planning to matriculate into a Graduate Education Program, you will have to take the Graduate Record Examination (GRE) or another test as indicated by the college you apply to.

As of May 2018, current certified teachers or educational leaders who already hold a graduate degree are exempt from taking the standardized test. To become exempt it may be necessary to apply for a waiver through the admissions. Waivers may also be available for the 3.0 GPA requirement. Ask your admissions officer for more information about these polices.

MERCY COLLEGE MASTER'S DEGREE PROGRAM

LITERACY MASTER'S DEGREE

The NYSUT Education & Learning Trust (ELT) and Mercy College have partnered to deliver an online graduate education program to NYSUT members with flexible schedules at an affordable cost. NYSUT members can obtain a graduate degree and fulfill state certification requirements online. You do not need to be located within miles of a Mercy campus. Now all members across the state can take advantage of this opportunity!

PARTNERSHIP OVERVIEW

ELT courses are offered online so students can complete 5 courses in a few semesters or spread them over a longer period of time. Students register for NYSUT courses online at elt.nysut.org.

After completing up to 5 courses with NYSUT with a B or better average, students formally apply to the college for matriculation into one of the partnership programs. These courses are available to NYSUT members pursuing a Master's degree program as well as those members interested in individual courses only (i.e., not pursuing the full degree program).

NOTE: Only 5 NYSUT ELT courses can be applied to a Master's partnership program with Mercy College (2 for Advanced Certificate). The remaining courses are taken online through Mercy.
Ten (10) hours Field Work is required. If completing Field Work, a Taskstream account is required.

*Please visit the Mercy College web site at www.mercy.edu or contact the Mercy College faculty identified in the Key Contact Information sections on our website at elt.nysut.org for more detailed information for each of the degree programs and certifications offered.

TEACHING LITERACY PROGRAM

This program leads to NYS certification in Literacy Birth - Grade 6 and Literacy Grades 5- 12 and requires 33 total credits. Applicants to the program are required to possess an initial teaching certificate.

NYSUT CORE COURSES

- **EDUC 507:** Approaches to Literacy Instruction in Early Childhood through Adolescence including Students with Disabilities
- **EDUC 561:** Literacy Instruction for Students with Special Needs
- **EDUC 590:** The Teaching of the Writing Process
- **EDUC 573:** Learning Technology Across the English Language Arts
- **EDUC 648:** Dimensions of Learning and Literacy

IMPORTANT INFORMATION Students are NOT eligible to register for a Mercy sponsored course through NYSUT ELT or UFT if:
- they have already completed 15 Mercy College credits through NYSUT ELT or UFT;
- they are currently enrolled in a Mercy College degree or Advanced Certificate Program;
- they are on a financial hold with Mercy College, or they were academically dismissed by Mercy College

ELT is not responsible for reimbursement of tuition for students who register for any Mercy courses if they meet any of the above criteria.

Be mindful: New York State regulation (effective Fall of 2016) requires that all graduate schools of education use a standardized test as part of the admission process. If you are planning to matriculate into a Graduate Education Program, you will have to take the Graduate Record Examination (GRE) in order to meet this new regulation.

As of May 2018, current certified teachers or educational leaders who already hold a graduate degree are exempt from taking the standardized test. To become exempt it may be necessary to apply for a waiver through the admissions. Waivers may also be available for the 3.0 GPA requirement. Ask your admissions officer for more information about these policies.

MERCY COLLEGE ADVANCED CERTIFICATE PROGRAM

ADVANCED CERTIFICATE IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL) (15 CREDITS)

Applicants to the program are required to possess a master's degree and NYS teaching certificate other than TESOL, and provide documentation of 12 credits in a language other than English. The NYS certification in ESOL requirements include successful completion of the Content Specialty Test in ESOL, training for the Dignity for All Students Act (DASA), and participation in a 20-day clinical practice experience teaching ESL to ELLs.

NYSUT ELT CORE COURSES
- **EDUC 505:** Teaching English as a Second Language (3 credits)

MERCY COURSES
- **EDUC 504:** Cultural Perspectives Teaching and the Learning Process (3 credits)
- **EDUC 629:** Modern English Structure and the Teaching of English as a Second Language (3 credits)
- **EDUC 636:** (Pre-requisite for EDUC 707) Methods and Materials of Teaching English as a Second Language (3 credits)
- **EDUC 707:** Mentoring Seminar in TESOL (3 credits)

After completing NYSUT core course(s) with a grade of B or above, students formally apply to Mercy College for matriculation in order to complete remaining requirements.

IMPORTANT INFORMATION Students are NOT eligible to register for a Mercy sponsored course through NYSUT ELT or UFT if:
- they have already completed 15 Mercy College credits through NYSUT ELT or UFT
- they are currently enrolled in a Mercy College degree or Advanced Certificate Program
- they are on a financial hold with Mercy College OR
- they were academically dismissed by Mercy College

ELT is not responsible for reimbursement of tuition for students who register for any Mercy courses if they meet any of the above criteria.

NYSUT ELT is an approved provider of DASA training. Please contact us for more information.

See our website at elt.nysut.org for NYSUT/Mercy College TESOL and Bilingual Program Information flyer and Frequently Asked Questions

For information on Supplementary Certification in TESOL, view NYSUT's Fact Sheet 16-04: Requirements for Supplementary Certificates for Teaching English Language Learners in NYS.

Be mindful: New York State regulation (effective Fall of 2016) requires that all graduate schools of education require a 3.0 GPA (undergraduate) in their admissions criteria, and use a standardized test as part of the admission process. If you are planning to matriculate into a Graduate Education Program, you will have to take the Graduate Record Examination (GRE) or another test as indicated by the college you apply to.

As of May 2018, current certified teachers or educational leaders who already hold a graduate degree are exempt from taking the standardized test. To become exempt it may be necessary to apply for a waiver through the admissions. Waivers may also be available for the 3.0 GPA requirement. Ask your admissions officer for more information about these policies.

ONLINE SEMINARS ON LANGUAGE ACQUISITION REQUIREMENTS

NYSUT ELT offers a rapidly expanding array of online seminars for teachers on the topic of language acquisition and the needs of English language learners. These engaging sessions can be used to meet CTLE hours and C.R. Part 154 requirements and are 5 hours in length. Seminars run each semester and seminars occur asynchronously. Participants will work at their own pace, receive feedback and coaching from an experienced instructor and receive a pass or fail grade upon completion. There is no refund once the log in and enrollment key have been sent to the participant.

Participants have thirty (30) days from the day access is granted to complete and upload all the assignments. Registration is on a rolling admission basis. New registrations will be added every Monday.
Price includes $10 tech. fee and is available to NYSUT members only.

Online Requirement: Requires a reliable and stable high speed Internet connection.

ACADEMIC LANGUAGE FOR ENGLISH LEARNERS: WHAT TEACHERS NEED TO KNOW - *Meets Standards I, II, III, IV, V, VII*

This seminar will help general education teachers target and improve academic language for all learners across disciplines and grade levels, particularly those who are learning English. Participants will identify the differences between social and academic language, analyze the academic language demands of a text, and examine research-based strategies for targeting academic language development in all domains of language.
5 hours - $70*

ADVOCATING FOR ENGLISH LANGUAGE LEARNERS WITHIN THE SCOPE OF STATE AND FEDERAL LAW - *Meets Standards I, IV, VI, VII*

In an ever-shifting political and regulatory environment, teachers have more responsibility than ever before to not only teach but advocate for ELLs and their families. This seminar will familiarize participants with laws and regulations regarding ENL education both historically and in the present day, as well as those laws and regulations that are germane to many ELLs and their families, including but not limited to issues related to immigration and civil rights. Furthermore, participants will learn of support services available to ELLs and best practices in advocacy. *5 hours - $70**

CULTURALLY RESPONSIVE CLASSROOMS - *Meets Standards I, II, III, IV, V, VI, VII*

In order to meet the needs our diverse student population, educators must possess the mindset and skills needed to foster a positive learning environment for all students as it is critical to their academic success. Culturally responsive instructional practices honor and support this diversity, connecting learning to students' cultural and linguistic background while building on prior experiences. In this five hour online seminar, participants will learn how to build on their current practices to create a culturally responsive classroom for their students. *5 hours - $70**

EQUITABLE ASSESSMENT: IMPLICATIONS FOR INSTRUCTION OF ENGLISH LEARNERS - *Meets Standards II, III, IV, V, VI, VII*

Assessment is a powerful tool for teachers as the results are a quantifiable measure of students' knowledge of the content. As an integral part of the teaching and learning cycles, assessment is a key focus for the teachers of English learners as it influences future instructional practice. This five hour online seminar will guide participants through understanding the critical role both formative and summative assessments play and exploring practical assessment strategies for validly measuring English learners' knowledge in various content and grade-level classrooms. *5 hours - $70**

ONLINE SEMINARS ON
LANGUAGE ACQUISITION REQUIREMENTS

ESTABLISHING AN OPTIMAL CO-TEACHING CLASSROOM WITH ENGLISH LEARNERS IN MIND - *Meets Standards I, II, III, IV, V, VI, VII*

What do teachers need to know and do prior to stepping in front of students as a co-teaching team? Participants of this online seminar will learn how to create a positive relationship by building a foundation for collaboration, welcoming the strengths and contributions each brings to the partnership, and exploring ways to establish a presence where there is trust and respect. Through the co-teaching models for various classroom environments, participants will gain planning strategies to aid all students to learn at higher levels. *5 hours - $70**

GROWING GREAT MINDS WITH GROWTH MINDSET
Meets Standards I, II, III, IV, V, VI, VII

The perspective a person brings when doing anything in life can certainly impact their desired outcome. As educators, we want our students to discover a passion for learning that they can carry with them long after they leave our classrooms. Fostering a growth mindset will teach our students to understand the importance of mistakes and how to use them to their best advantage as mistakes prompt us to explore alternatives in the classroom and in life. Simply changing the way we interact with ourselves and others will open an endless world of possibilities. *5 hours - $70**

HELPING ENGLISH LEARNERS SUCCEED WITH A MULTI-TIERED SYSTEM OF SUPPORT (MTSS) FRAMEWORK - *Meets Standards I, II, III, V, VI, VII*

In a highly political climate of compliance in schools and a growing diversity in schools, teachers are required more than ever to implement culturally sustaining evidenced-based models of support that address the needs of students who are English language learners (ELLs) and those with disabilities. In the past, teachers have waited for students to fail before referring them to the student support team in their schools. Today, MTSS offers a prevention approach rather than a "wait to fail" method as it provides appropriate and responsive instruction for multilingual learners (MLLs) with and without disabilities in schools. In this seminar, you will look at how MTSS offers a tiered system of culturally-sustaining instructional practices, data-informed problem solving and academic and linguistic progress monitoring to address the needs of all learners, specifically those of multilingual learners with disabilities. *5 hours - $70**

INCLUSIVE CLASSROOMS FOR NEWCOMER ELLS
Meets Standards I, II, III, IV, V, VI, VII

Newcomer ELLs are recently-arrived immigrants representative of a range of languages, cultures, school experiences, literacy skills, and immigration circumstances. While they face myriad challenges to adapt and succeed in their new home and schools, they bring with them a world of culturally diverse experiences and knowledge. Guided by Eight Promising Practices, educators will learn ways to create a classroom environment that promotes diversity and inclusion, social-emotional well-being and development, models encouragement, support and resilience and engages newcomer ELLs with high-quality instruction. *5 hours - $70**

ONLINE SEMINARS ON LANGUAGE ACQUISITION REQUIREMENTS

INTERVENTION AND IDENTIFICATION: SUPPORTING ELLS WITH ABILITY DIFFERENCES - *Meets Standards I, II, V, VI*

Although all students demonstrate a wide range of strengths, needs, and social characteristics, the increasing diversity among English language learners (ELLs) presents puzzling questions for education professionals. This is especially true of ELLs who, despite receiving appropriate language-related supports and services, still do not demonstrate adequate growth or achievement in school. In these cases, we ask the question: Is this issue related to language acquisition or to disability? In this online seminar, you will explore critical issues related to interventions for ELLs who present unique learning challenges, as well as the assessment and disability identification processes which occur once intervention is proven ineffective. *5 hours - $70**

STRATEGIES FOR SIFE SUCCESS! - *Meets Standards I, II, III, IV, VI, VII*

Students with Interrupted/Inconsistent Formal Education (SIFE) are English language learners who enter U.S. schools at least two years below grade level in reading and/or math in their native language due to under schooling. These learners bring with them rich cultural and life experiences, but are doing double the work in learning English and academic skills simultaneously. Teachers looking for support in how to address the intense needs of this population will benefit from this course. In this seminar, participants will examine common characteristics and experiences of the SIFE population, and learn how to design classroom environments and apply specific strategies that honor students' backgrounds to foster SIFE success. *5 hours - $70**

TRANSFORMING THE LIVES OF STUDENTS WITH TRAUMA-INFORMED SCHOOLS - *Meets Standards I, II, III, IV, VI, VII*

Designed for K-12 educators and school-related professionals, this 5-hour online seminar addresses how trauma and adverse childhood experiences (ACEs) impact students' abilities to form trusting relationships, learn new concepts and self-regulate their behaviors in and out of school. The impact of early trauma on brain development and early attachment will be explored. While the topics addressed are relevant for supporting and sustaining the needs of ALL students, time will be spent examining trauma specifically experienced by ELLs such as the impact of prior experiences, pre-flight, flight and post-flight, and how to create a safe and supportive environment that is conducive to learning. The ideas presented will provide a new lens through which to see maladaptive behaviors and provide the necessary tools and strategies to support student healing and growth, both academically and socially emotionally. *5 hours - $70**

TRANSLATING IEP GOALS INTO CLASSROOM ACCOMMODATIONS
Meets Standards I, II, III, IV, VI, VII

Education in NY state has shifted to become progressively more inclusive for students thus requiring more collaboration between educators. Classroom teachers are faced with a wider array of abilities and proficiency levels in the classroom and are asked to differentiate curriculum to best meet the needs of all students. As the number of students with IEPs (Individualized Education Programs) in the classroom has increased, so has the expectation that classroom teachers will help students to meet IEP goals while maintaining a rigorous standards-based curriculum. This online seminar will offer accommodations that remove barriers and provide equal access to learning for all students with special needs in the general classroom setting including English language learners with IEPs. *5 hours - $70**

ONLINE SEMINARS ON TECHNOLOGY

The use of technology to support student success is a prevalent practice. When the pandemic struck, most school districts were not prepared with a continuity of learning plan in place that provided equitable access for all students nor the training for teachers to seamlessly plan and integrate it. The role of technology in education has certainly changed and needs to be flexible for student-centered learning whether that is fully online, in person or a mix of both. ELT's technology training empowers educators to gain the knowledge and skills they require to successfully engage with students across multiple teaching models. By being proactive, educators can be ready for whatever lies ahead.

REDESIGNING TEACHING THROUGH INSTRUCTIONAL TECHNOLOGY
Meets Standards I, II, III, IV, VII

Technology has the power to fundamentally change and even reinvent how instruction is delivered, as well as how we provide appropriate instruction for students with a wide variety of needs. However, technology, like any other tool, requires knowing how and when to use it in order to maximize its efficacy and provide opportunities for true inquiry. In this seminar, we will explore K-12 appropriate models for working with ALL students (e.g. ELLs and students with disabilities), demonstrating when and how to strategically use technology in any scenario (e.g. classroom, hybrid, distance learning, etc.), as well as standards-based best practices for fundamentally redesigning instruction using technology across the curriculum. NOTE: This training will mainly focus on the purposeful and strategic deployment of technology to transform instruction.
5 hours - $70*

Meets the Language Acquisition Requirement on the Needs of English Language Learners for CTLE and C.R. Part 154

WEB-BASED TOOLS TO BOOST INSTRUCTION IN THE CLASSROOM, HYBRID, AND DISTANCE/REMOTE LEARNING SCENARIOS
Meets Standards I, II, III, IV, V, VI, VII

In this 15-hour online seminar, participants will have the opportunity to learn about and practice with web-based tools from a variety of providers in order to enhance instruction in the classroom, hybrid, and distance/remote learning scenarios. Content will include best practices for use of the Google Suite in instruction, as well as discussion and practice with several other web-based instructional tools. Some familiarity with the Google Suite is helpful, but not required.   *15 hours - $225**

CAPITAL DISTRICT/NORTHERN NY

THREE GRADUATE CREDIT OR 45-HOUR INSERVICE COURSES

DIGITAL LITERACY
CURI 6530 SUNY Empire State College
Remote
Patricia Siano
1/2, 1/9, 1/16, 1/23, 1/30; Sat.; 8:00-5:00

LOWER AND MID-HUDSON

THREE GRADUATE CREDIT OR 45-HOUR INSERVICE COURSES

ACTIVE LEARNING IN THE CONTEMPORARY CLASSROOM
CURI 6569 SUNY Empire State College
Remote
Trish Calise
1/30; 2/6, 2/13, 2/20, 2/27; Sat.; 8:00-5:00

CHILDHOOD TRAUMA AND CLASSROOM RESILIENCY
CURI 6532 SUNY Empire State College
Remote
Chris Conti
2/15, 2/16, 2/17, 2/18, 2/19; Mon.-Fri.; 8:00-5:00

Remote
Trish Calise
3/2, 3/4, 3/6, 3/9, 3/11, 3/13, 3/20; Tues. & Thurs.; 4:00-8:30; Sat.; 8:00-5:00

CRITICAL AND CREATIVE THINKING FOR A GLOBAL AGE
CURI 6513 SUNY Empire State College
Remote
Jay Krass
3/2, 3/9, 3/16, 3/20, 3/23; 4/6, 4/13, 4/17, 4/20; Tues.; 4:00-8:00; Sat.; 8:30-4:30

DESIGNING MOTIVATION FOR ALL LEARNERS
CURI 6515 UNY Empire State College
Remote
Trish Calise
4/16, 4/17, 4/23, 4/24; 5/1, 5/15; Fri.; 4:00-8:30; Sat.; 8:00-5:00

DIGITAL LITERACY
CURI 6530 SUNY Empire State College
Remote
Nancy Sharoff
2/17, 2/21, 2/24, 2/28; 3/3, 3/7, 3/10, 3/14, 3/17, 3/21; Wed.; 6:00-9:00; Sun.; 9:00-3:00

LOWER AND MID-HUDSON

ENHANCING LITERACY FOR ALL STUDENTS*
UNY 802 Adelphi University
Remote
David Fritz
2/15, 2/16, 2/17, 2/18, 2/19; Mon.-Fri.; 8:30-5:30

RECLAIMING PERSONALIZED LEARNING
CURI 6533 SUNY Empire State College
Remote
Christine Calise
1/5, 1/7, 1/12, 1/14, 1/19, 1/21, 1/26, 1/28; 2/2, 2/4; Tues. & Thurs.; 4:00-8:30

TOOLBOX FOR THE INCLUSION CLASSROOM: PRACTICAL STRATEGIES FOR ALL STUDENTS
CURI 6531 SUNY Empire State College
Remote
David Fritz
1/8, 1/9, 1/10, 1/15, 1/16 & 1/17; Fri.; 4:00-8:30; Sat. & Sun.; 8:30-5:30

WRITING AS LEARNING
CURI 6566 SUNY Empires State College
Remote
David Fritz
3/29, 3/30, 3/31, 4/1, 4/2; Mon.-Fri.; 8:30-5:30

THREE UNDERGRADUATE CREDIT
INTRODUCTIONS TO EXCEPTIONALITIES
ED 210 Cazenovia College
Remote
Deborah Adams
2/22, 2/26; 3/1, 3/5, 3/8, 3/12, 3/19, 3/22, 3/26, 3/29; Mon. & Fri.; 4:00-8:30

LONG ISLAND NASSAU

THREE GRADUATE CREDIT OR 45-HOUR INSERVICE COURSES
8 CULTURAL FORCES TO TRANSFORM OUR SCHOOL
CURI 6570 SUNY Empire State College
Remote
Franca Fiorentino
1/8, 1/9, 1/10, 1/15, 1/16, 1/17; Fri.; 4:00-8:30; Sat. & Sun.; 8:00-5:00

Remote
Jaimee Hazel
3/12, 3/13, 3/14, 3/19, 3/20, 3/21; Fri.; 4:00-8:30; Sat. & Sun.; 8:00-5:00

Remote
Kira Martelli
3/24; 4/7, 4/14, 4/21, 4/28; 5/5, 5/12, 5/19, 5/26, 5/27; Wed. & Thurs.; 4:30-9:00

LONG ISLAND NASSAU

8 CULTURAL FORCES TO TRANSFORM OUR SCHOOL
UNY Adelphi University
Remote
Jaimee Hazel
1/15, 1/16, 1/17, 1/18, 1/22, 1/23; Fri.; 4:00-8:30; Sat. & Sun.; 8:00-5:00

ACTIVE LEARNING IN THE CONTEMPORARY CLASSROOM
CURI 6569 SUNY Empire State College
Remote
Jackie Nett
1/19, 1/20, 1/21, 1/22, 1/25, 1/26, 1/27, 1/28, 1/29, 1/30; Mon.-Fri.; 4:00-8:30; Sat.; 8:00-12:30

ACTIVATING A MOTIVATED AND ENGAGED BRAIN: THE SEEKING SYSTEM*
CURI 6500 SUNY Empire State College
Remote
Randi Azar
3/29, 3/30, 3/31; 4/1, 4/2; Mon.-Fri.; 8:30-5:30

ASSESSMENT FOR & OF STUDENT LEARNING
UNY 808 Adelphi University
Remote
Kathryn Travers
4/22, 4/23, 4/24, 4/25, 4/26; Thurs.-Mon.; 8:00-5:00

BEHAVIORAL ACADEMIC AND SOCIAL INTERVENTIONS FOR THE CLASSROOM (B.A.S.I.C)
UNY 707 Adelphi University
Remote
Kathryn Travers
3/5, 3/6, 3/7, 3/12, 3/13, 3/14; Fri.; 4:00-8:30; Sat. & Sun.; 8:00–5:00

BEHAVIOR MANAGEMENT AND INTERVENTION*
SPED 6045 SUNY Empire State College
Remote
Trish Burr
4/10, 4/17, 4/24; 5/1, 5/8; Sat.; 8:00–5:00

BRAIN BASED WAYS WE THINK AND LEARN*
UNY 705 Adelphi University
Remote
Dominick Genovese
2/27; 3/6, 3/13, 3/20; 4/10; Sat.; 8:30-5:30

BRAIN COMPATIBLE LEARNING*
CURI 6563 SUNY Empire State College
Remote
Kathryn Travers
1/8, 1/9, 1/10, 1/15, 1/16, 1/17; Fri.; 4:00-8:30; Sat. & Sun.; 8:00-5:00

Remote
Jackie Nett
2/22, 2/23, 2/24, 2/25, 2/26; 3/1, 3/2, 3/3, 3/4, 3/5; Mon.-Fri.; 4:00-8:30

BRAIN COMPATIBLE LEARNING*
UNY 714 Adelphi University
Remote
Kathryn Travers
2/5, 2/6, 2/7, 2/12, 2/13, 2/14; Fri.; 4:00-8:30; Sat. & Sun.; 8:00-5:00

CHILDHOOD TRAUMA CLASSROOM RESILIENCY
CURI 6532 SUNY Empire State College
Remote
Randi Azar
1/9, 1/10, 1/16, 1/17, 1/18; Sat.; Sun. & Mon.; 8:30-5:30

Remote
Kathryn Travers
1/22, 1/23, 1/24, 1/29, 1/30, 1/31; Fri.; 4:00-8:30; Sat. & Sun.; 8:00-5:00

Remote
Franca Fiorentino
3/27, 3/28, 3/29, 3/30, 3/31; Sat.-Wed.; 8:00-5:00

CREATIVE CONTROVERSY*
UNY 706 Adelphi University
Remote
Kathryn Travers
2/15, 2/16, 2/17, 2/18, 2/19; Mon.-Fri.; 8:00-5:00

CREATING THE DYNAMIC CLASSROOM ENVIRONMENT
CURI 6560 SUNY Empire State College
Remote
Kim Wagner
2/22, 2/24; 3/1, 3/3, 3/8, 3/10, 3/15 3/17, 3/22, 3/24; Mon. & Wed.; 4:00-8:30

Remote
Franca Fiorentino
4/23, 4/24, 4/25, 4/30; 5/1, 5/2; Fri.; 4:00-8:30; Sat. & Sun.; 8:00-5:00

Remote
Jackie Nett
5/3, 5/4, 5/5, 5/6, 5/7, 5/10, 5/11, 5/12, 5/13, 5/14; Mon.-Fri.; 4:00-8:30

LONG ISLAND NASSAU

CRITICAL AND CREATIVE THINKERS FOR A GLOBAL AGE
CURI 6513 SUNY Empire State College
Remote
Randi Azar
1/23,1/24, 1/30, 1/31; 2/6; Sat. & Sun.; 8:30-5:30

Remote
Jackie Nett
4/12, 4/13, 4/14, 4/15, 4/16, 4/19, 4/20, 4/21, 4/22, 4/23; Mon.-Fri.; 4:00-8:30

CULTURALLY RESPONSIVE TEACHING WITH DIVERSE LEARNERS
CURI 6514 SUNY Empire State College
Remote
Franca Fiorentino
5/14, 5/15, 5/16, 5/21, 5/22, 5/23; Fri.; 4:00-8:30; Sat. & Sun.; 8:00-5:00

DESIGNING MOTIVATION FOR ALL LEARNERS
UNY 701 Adelphi University
Remote
Kathryn Travers
5/7, 5/8, 5/9, 5/14, 5/15, 5/16; Fri.; 4:00-8:30; Sat.; 8:00-5:00

DEVELOPING INNOVATORS AND INNOVATION SKILLS
CURI 6516 SUNY Empire State College
Remote
Dominick Genovese
1/9, 1/16, 1/23, 1/30; 2/6; Sat.; 8:30-5:30

Remote
Randi Azar
2/26, 2/27; 3/5, 3/6, 3/7; Fri.; 4:00-8:30; Sat. & Sun.; 8:30-5:30

DIGITAL LITERACY
CURI 6530 SUNY Empire College
Remote
Franca Fiorentino
2/15, 2/16, 2/17, 2/18, 2/19; Mon.-Fri.; 8:00-5:00

ENHANCING LITERACY FOR ALL STUDENTS*
UNY 802 Adelphi College
Remote
Kim Wagner
4/6, 4/8, 4/13, 4/15, 4/20, 4/22, 4/27, 4/29; 5/4, 5/6; Tues. & Thurs.; 4:00-8:30

EXCEPTIONALITIES: INDIVIDUALIZING LEARNING*
EDUC 6015 SUNY Empire State College
Remote
Trish Burr
1/9, 1/16, 1/18, 1/23, 1/30; Sat. & Mon.; 8:00-5:00

LONG ISLAND NASSAU

INTRODUCTION TO HISTORY OF SPECIAL EDUCATION LAW*
SPED 6005 SUNY Empire State College
Remote
Trish Burr
2/6, 2/13, 2/16, 2/17, 2/18; Sat. & Tues.-Thurs.; 8:00-5:00

MAKING THINKING VISIBLE IN THE CLASSROOM
UNY 708 Adelphi University
Remote
Franca Fiorentino
1/22, 1/23, 1/24, 1/29, 1/30, 1/31; Fri.; 4:00-8:30; Sat. & Sun.; 8:00-5:00

Remote
Alison Gallina
3/12, 3/13, 3/14, 3/19, 3/20, 3/21; Fri.; 4:00-8:30; Sat & Sun.; 8:00-5:00

MAGIC (create MEANINGFUL ACTIVITIES TO GENERATE INTERESTING CURRICULUM)
EDU 682 The College of Saint Rose
Remote
Randi Azar
 4/23, 4/24, 4/25, 4/30; 5/1, 5/2; Fri.; 4:00-8:30; Sat. & Sun.; 8:30-5:30

MINDFULNESS IN TODAY'S CLASSROOM*
CURI 6528 SUNY Empire State College
Remote
Randi Azar
2/15, 2/16, 2/17, 2/18, 2/19; Mon.-Fri.; 8:30-5:30

Remote
Franca Fiorentino
4/9, 4/10, 4/11, 4/16, 4/17, 4/18; Fri.; 4:00-8:30; Sat. & Sun.; 8:00-5:00

PROFESSIONAL LEARNING FOR TEACHER EFFECTIVENESS (PLTE)
CURI 6564 SUNY Empire State College
Remote
Randi Azar
3/12, 3/13, 3/14, 3/19, 3/20, 3/21; Fri.; 4:00-8:30; Sat. & Sun.; 8:30-5:30

PSYCHOEDUCATIONAL ASSESSMENT PRACTICES & IEP DEVELOPMENT AND IMPLEMENTATION*
SPED 6060 SUNY Empire State College
Remote
Trish Burr
2/27; 3/6, 3/13, 3/20, 3/27; Sat.; 8:00-5:00

LONG ISLAND NASSAU

READING ACROSS THE CURRICULUM™
CURI 6523 SUNY Empire State College
Remote
Kathryn Travers
3/19, 3/20, 3/21, 3/26, 3/27, 3/28; Fri.; 4:00-8:30; Sat. & Sun.; 8:00-5:00

READING & WRITING ACROSS THE CONTENT AREA*
UNY 801 Adelphi University
Remote
Kathryn Travers
4/2, 4/3, 4/4, 4/9, 4/10, 4/11; Fri.; 4:00-8:30; Sat. & Sun.; 8:00-5:00

RECLAIMING PERSONALIZED LEARNING
CURI 6533 SUNY Empire College
Remote
Phillip Greco
1/2, 1/3, 1/9, 1/10, 1/16; Sat. & Sun.; 8:00-5:00

Remote
Kira Martelli
1/6, 1/13, 1/20, 1/27; 2/5, 2/10, 2/24; 3/3, 3/10, 3/17; Wed. & Fri.; 4:30-9:00

Remote
Alison Gallina
1/22, 1/23, 1/24, 1/29, 1/30, 1/31; Fri.; 4:00-8:30; Sat.; 8:00-5:00

Remote
Jaimee Hazel
2/15, 2/16, 2/17, 2/18, 2/19; Mon.-Fri.; 8:00-5:00

Remote
Phillip Greco
3/6, 3/7, 3/13, 3/14, 3/20; Sat. & Sun.; 8:00-5:00

RECLAIMING PERSONALIZED LEARNING
UNY Adelphi University
Remote
Jaimee Hazel
3/29, 3/30, 3/31; 4/1, 4/2; Mon.-Fri.; 8:00-5:00

SUCCESSFUL TEACHING FOR THE ACCEPTANCE OF RESPONSIBILITY (STAR)*
EDU 691 The College of Saint Rose
Remote
Randi Azar
5/8, 5/15, 5/16, 5/22, 5/23; Sat. & Sun.; 8:30-5:30

LONG ISLAND NASSAU

STRATEGIES FOR INCLUSIVE CLASSROOM
UNY 826 Adelphi University
Remote
Randi Azar
4/9, 4/10, 4/11, 4/16, 4/17, 4/18; Fri.; 4:00-8:30; Sat. & Sun.; 8:30-5:30

STUDENT ENGAGEMENT AND STANDARD BASED LEARNING
CURI 6527 SUNY Empire State College
Remote
Randi Azar
2/7, 2/13, 2/14, 2/20, 2/21; Sat. & Sun.; 8:30-5:30

TOOLBOX FOR THE INCLUSION CLASSROOM: PRACTICAL STRATEGIES FOR ALL STUDENTS
CURI 6531 SUNY Empire State College
Remote
Jackie Nett
1/4, 1/5, 1/6, 1/7, 1/8, 1/11, 1/12, 1/13, 1/14, 1/15; Mon.-Fri.; 4:00-8:30

Remote
Kim Wagner
1/19, 1/21, 1/26, 1/28; 2/2, 2/4, 2/9, 2/11, 2/23, 2/25; Tues. & Thurs.; 4:00-8:30

Remote
Kim Wagner
2/15, 2/16, 2/17, 2/18, 2/19; Mon.-Fri.; 8:00-5:00

Remote
Kim Wagner
3/13, 3/14, 3/20, 3/21, 3/22; Sat. & Sun.; 8:00-5:00

Remote
Trish Burr
4/30; 5/1, 5/2, 5/14, 5/15, 5/16; Fri.; 3:30-8:00; Sat. & Sun.; 8:00-5:00

LONG ISLAND SUFFOLK

THREE GRADUATE CREDIT OR 45-HOUR INSERVICE COURSES

ACTIVATING A MOTIVATED AND ENGAGED BRAIN: THE SEEKING SYSTEM*
CURI 6500 SUNY Empire State College
Remote
Christina Eannuzzi
2/19, 2/20, 2/21, 2/27, 2/28; Fri.; Sat. & Sun.; 8:00-5:00

LONG ISLAND SUFFOLK

BRAIN COMPATIBLE LEARNING*
CURI 6563 SUNY Empire State Collegee
Remote
Patricia Mastrandrea
3/13, 3/20; 4/10, 4/17, 4/24; Sat.; 8:00-5:00

CHILDHOOD TRAUMA AND CLASSROOM RESILIENCEY TRAINING
CURI 6532 SUNY Empire State College
Remote
Amy Cusumano
2/15, 2/16, 2/17, 2/18, 2/19; Mon.- Fri.; 8:00-5:00

DEVELOPING INNOVATORS & INNOVATION SKILLS
CURI 6516 SUNY Empire State College
Remote
Michelle Mattia
2/16, 2/17, 2/18, 2/19, 2/20; Tues.-Sat.; 8:00-5:00

DIGITAL LITERACY
CURI 6530 SUNY Empire State College
Remote
Joshua Maines
2/1, 2/4, 2/6, 2/8, 2/11, 2/22, 2/25, 2/27; Mon. & Thurs.; 4:30-9:00; Sat.; 9:00-5:00

Remote
Jeff Frankel
3/21, 3/27, 3/28; 4/3, 4/4; Sat. & Sun.; 8:00-5:00

ENHANCING LITERACY FOR ALL STUDENTS*
UNY 802 Adelphi University
Remote
Barbara Luna
1/9, 1/16, 1/23, 1/30; 2/6; Sat.; 8:00-5:00

INSTRUCTIONAL PLANNING, STRATEGIC TEACHING
CURI 6519 SUNY Empire State College
Remote
Michelle Mattia
2/27; 3/6, 3/13, 3/20, 3/27; Sat.; 8:00-5:00

INTRODUCTION TO THE HISTORY OF SPECIAL EDUCATION LAW*
SPED 6005 SUNY Empire State College
Remote
Lynn Stock
1/9, 1/22, 1/23, 1/29, 1/30; 2/5; Fri.; 4:00-8:30; Sat.; 8:00-5:00

LONG ISLAND SUFFOLK

MINDFULNESS IN THE CLASSROOM*
CURI 6568 SUNY Empire State College
Remote
Amy Cusumano
2/21, 2/28; 3/7, 3/14, 3/21; Sun.; 8:00-5:00

Remote
Jeff Frankel
3/6, 3/7, 3/13, 3/14, 3/20; Sat. & Sun.; 8:00-5:00

PROFESSIONAL LEARNING FOR TEACHER EFFECTIVENESS (PLTE)
CURI 6564 SUNY Empire State College
Remote
Christina Eannuzzi
3/27, 3/28, 3/29, 3/30, 3/31; Sat.-Wed.; 8:00-5:00

RECLAIMING PERSONALIZED LEARNING
CURI 6533 SUNY Empire State College
Remote
Christina Eannuzzi
5/22, 5/23, 5/29, 5/30, 5/31; Sat.; Sun. & Mon.; 8:00-5:00

UTICA

THREE GRADUATE CREDIT OR 45-HOUR INSERVICE COURSES

CHILDHOOD TRAUMA AND CLASSROOM RESILIENCY
CURI 6532 SUNY Empire State College
Remote
Tina Brett
2/6, 2/7, 2/27; 3/6, 3/7; Sat. & Sun.; 8:00-5:00

Remote
Lorna DeSantis
2/6, 2/13, 2/19, 2/20, 2/27; Sat.; 8:00-5:00

Remote
Lorna DeSantis
3/5, 3/6, 3/12, 3/13, 3/20, 3/27; Fri.; 4:00-8:30; Sat. 8:00-5:00

Remote
Lorna DeSantis
4/30; 5/1, 5/7, 5/8, 5/15, 5/22; Fri.; 4:00-8:30; Sat.; 8:00-5:00

WRITING AS LEARNING K-12*
CURI 6566 SUNY Empire State College
Remote
Lorna DeSantis
4/6, 4/7, 4/8, 4/9, 4/10; Tues.-Sat.; 8:00-5:00

SOUTHERN TIER

THREE GRADUATE CREDIT OR 45-HOUR INSERVICE COURSES

8 CULTURAL FORCES TO TRANSFORM OUR SCHOOLS
CURI 6570 SUNY Empire State College
Remote
Allyssa Graham
4/23, 4/24, 4/25, 4/30; 5/1, 5/2; Fri.; 4:00-8:30; Sat. & Sun.; 8:00-5:00

MINDFULNESS IN TODAY'S CLASSROOM
CURI 6568 SUNY Empire State College
Remote
Allyssa Graham
1/29, 1/30, 1/31; 2/5, 2/6, 2/7; Fri.; 4:00-8:30; Sat. & Sun.; 8:00-5:00

RECLAIMING PERSONALIZED LEARNING
CURI 6533 SUNY Empire State College
Remote
Allyssa Graham
1/8, 1/9, 1/10, 1/15, 1/16, 1/17; Fri.; 4:00-8:30; Sat.; 8:00-5:00

SYRACUSE

THREE GRADUATE CREDIT OR 45-HOUR INSERVICE COURSES

CHILDHOOD TRAUMA AND CLASSROOM RESILIENCY
CURI 6532 SUNY Empire State College
Julie Criss
1/4, 1/11, 1/25; 2/1, 2/8, 2/22; 3/1, 3/8, 3/15, 3/22; Mon.; 4:00-8:30

ENHANCING LITERACY FOR ALL STUDENTS*
UNY 802 Adelphi University
Remote
Julie Criss
1/5, 1/12, 1/19, 1/26; 2/2, 2/9, 2/23; 3/2, 3/9, 3/16; Wed.; 4:00-8:30

DIFFERENTIATED INSTRUCTION IN TODAY'S SCHOOLS
CURI 6517 SUNY Empire State College
Remote
Anna Giacobbe
1/9, 1/16, 1/23, 1/30; 2/6; Sat.; 8:00-5:00

THE 21ST CENTURY CLASSROOM: HOW PROBLEM-BASED LEARNING CAN TRANSFORM STUDENTS*
CURI 6578 SUNY Empire State College
Remote
Anna Giacobbe
2/15, 2/16, 2/17, 2/18, 2/19; Mon.-Fri.; 8:00-5:00

SYRACUSE

RECLAIMING PERSONALIZED LEARNING
CURI6533 SUNY Empire State College
Remote
Cheryl Meany
1/19, 1/21, 1/26, 1/28; 2/2, 2/4, 2/9, 2/11, 2/23, 2/25; 3/2, 3/4, 3/9, 3/11, 3/16, 3/18, 3/23, 3/25;
Tues. & Thurs.; 7:00-9:30

WESTERN NY

THREE GRADUATE CREDIT OR 45-HOUR INSERVICE COURSES

APPLIED BEHAVIOR ANALYSIS*
UNY 807 Adelphi University
Remote
Michele Amoia
3/12, 3/13, 3/14, 3/26, 3/27, 3/28; Fri.; 4:30-8:00; Sat. & Sun.; 8:00-5:00

DIGITAL LITERACY
CURI 6530 SUNY Empire State College
Remote
Rene Brock
1/8, 1/9, 1/10, 1/22, 1/23, 1/24; Fri.; 4:00-8:30; Sat. & Sun.; 8:30-5:30

PSYCHOEDUCATIONAL ASSESSMENT PRACTICES AND IEP DEVELOPMENT AND IMPLEMENTATION*
SPED 6060 SUNY Empire State College
Remote
Mary Galac:
3/5, 3/6, 3/7, 3/19, 3/20, 3/21; Fri.; 4:00-8:30; Sat. & Sun.; 8:30-5:30

COURSE DESCRIPTIONS

ONE GRADUATE CREDITS

EMBEDDING STUDY SKILLS
EDC 683 The College of Saint Rose
This course is available for all grade levels and helps participants focus attention on study skills as basic skills; understand the need to organize the teaching of study skills; and actively involve students in their own learning. **1 Graduate Credit.** *Teaching Standards I, II, III*

Two Required Text(s): Learning to Learn: Strengthening Study Skills and Brain Power, ISBN #9780865306073 & a Participant Manual available as a download in Frontline.

ENHANCING ASSESSMENT IN YOUR CLASSROOM WITH DIGITAL APPLICATIONS
CURI 6534 SUNY Empire State College – Online Course
This course will cover a variety of digital applications that can be used to facilitate formative assessment practices in the classroom. Several different digital applications will be explored that can be used to increase student engagement in the assessment process, while also providing educators with valuable data that can be used to inform their instruction. Written assignments will integrate these digital applications with theoretical and practical considerations pertaining to best practices in classroom assessment. **1 Graduate Credit.**

Required text: FormativeTech: Meaningful, Sustainable, and Scalable Formative Assessment With Technology by Monica Burns, ISBN 978-1506-36190-1

ENHANCING CLASSROOM DIGITALLY
CURI 6535 SUNY Empire State College – Online Course
Improving instruction to make it relevant, meaningful and engaging should be a goal of every 21st century educator. In this course, we will explore instructional practices, digital tools, platforms and pathways to facilitate meaningful learning experiences in the classroom and beyond. Additionally, there are a variety of contexts and resources in all districts that impact what and how we choose to implement technology in our classrooms. In this course, participants will investigate how to put pedagogy first and add digital resources second. The course will frame instruction with a digital lens that supports the SAMR (Substitute-Augment-Modify-Redefine) model, Bloom's Digital Taxonomy and the New York State K-12 Computer Science and Digital Fluency standards with consideration given to the privacy and educational laws surrounding student use of technology. **1 Graduate Credit.**

Required Text: Tech Like a PIRATE: Using Classroom Technology to Create an Experience and Make Learning Memorable, ISBN# 978-1951600204

FLIPPING THE CLASSROOM
CURI 6536 SUNY Empire State College – Online Course
This course covers the flipped classroom approach as it relates to teaching the 21st century classrooms. Topics that are covered include the development of a flipped classroom, creating a flipped classroom, the benefits of flipping a classroom, how to implement a flipped classroom, and how to create a positive learning environment in a flipped classroom. Written assignments will integrate theoretical and research-based concepts with classroom practice. **1 Graduate Credit.**

Required textbook Reaching Every Student in Every Class Every day. 1st edition. USA: International Society for Technology in Education, 2012. ISBN# 978-1564843159.

TWO GRADUATE CREDITS

ADVANCED CLASSROOM MANAGEMENT: CHILDREN AS CHANGE AGENTS
EDV 511 Esteves School of Education at the Sage Colleges – Online Course
Learn behavioral interventions with an emphasis on teaching students how to change and manage their own behavior. **2 graduate credits.**
Teaching Standards IV
Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

COURSE DESCRIPTIONS

ATTENTION DEFICIT/HYPERACTIVITY DISORDER: INFORMATION & INTERVENTIONS FOR EFFECTIVE TEACHING

EDV 510 Esteves School of Education at the Sage Colleges – Online Course

Explore the history of ADD and currently accepted methods to assess and identify students with the disorder. **2 graduate credits.** *Teaching Standards I*

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

AUTISM & ASPERGER'S DISORDER

EDV 504 Esteves School of Education at the Sage Colleges – Online Course

Understand the behavior and develop effective coping strategies for individual and educator. **2 graduate credits.** *Teaching Standards I, III, IV*

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

BUILD SCHOOL COMMUNITIES: BRAIN SMART CLASSROOM MANAGEMENT

EDV 535 Esteves School of Education at the Sage Colleges – Online Course

This course helps teachers build genuine bonds between themselves and their students and between students and their classmates, to create "kindred classhomes" with a foundation of acceptance, respect, and shared purpose. For many of our students, our classrooms may be a safe, nurturing refuge…the eye of the hurricane they experience as life. This course will help you develop strategies, rituals, and environmental design skills to create these safe havens of learning: kindred classhomes where students and teachers work together in synergistic ways that benefit all members of the school family. Students will learn how to differentiate for classroom management and discipline similarly to differentiating for students' diverse academic needs. One size does not fit all, but all sizes can fit together. **2 graduate credits.** *Teaching Standards I, IV*

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

CHILD ABUSE

EDV 503 Esteves School of Education at the Sage Colleges – Online Course

Identify and assist students affected by child abuse and/or neglect. **2 graduate credits.** *Teaching Standards I, IV*

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

DRUGS & ALCOHOL IN SCHOOLS: UNDERSTANDING SUBSTANCE USE & ABUSE*

EDV 508 Esteves School of Education at the Sage Colleges – Online Course

Learn and understand how alcohol and drugs affect students in the classroom. **2 graduate credits.** *Teaching Standards I, IV*

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

EARLY CHILDHOOD: FAMILY-CENTERED SERVICES

EDV 528 Esteves School of Education at the Sage Colleges – Online Course

Family-Centered Services is a continuum of services that employ the family-centered practice approach to promote the primary goals of child welfare: safety, permanency, and well-being. A family-centered practice approach is a way of organizing and delivering assistance and support to families based on interconnected beliefs and attitudes that shape the program philosophy and behavior of personnel as they organize and deliver services to children and families. **2 graduate credits.** *Teaching Standards I*
Required Text: Included in the cost of tuition.

Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering

EDUCATIONAL ASSESSMENT: ASSESSING STUDENT LEARNING IN THE CLASSROOM
EDV 524 Esteves School of Education at the Sage Colleges – Online Course

This course is designed to further develop the attitudes, knowledge, and conceptual and technical skills required by teachers to help them identify the educational goals of students and to select or design and implement relevant, meaningful, and beneficial instructional strategies for effective learning by students with special needs. The focus of this course will therefore be on assessment for instructional programming. **2 graduate credits.** *Teaching Standards V*

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

HARASSMENT, BULLYING & CYBER-INTIMIDATION*
EDV 512 Esteves School of Education at the Sage Colleges – Online Course

Explore preventative strategies as well as how to address bullying issues when they occur. **2 graduate credits.** *Teaching Standards IV, VI*

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

INCLUSION: WORKING WITH STUDENTS WITH SPECIAL NEEDS IN GENERAL EDUCATION CLASSROOMS
EDV 525 Esteves School of Education at the Sage Colleges – Online Course

This course was written to help teachers understand concepts and terms related to educating students in inclusive classrooms. The course also helps teachers learn about the continuum of placements school systems can use in providing special education and related services to students with disabilities. Information discussed is also designed to help you understand the federal definition of students entitled to special education services, as well as procedures you can use in determining whether these students can be educated in the regular classroom. The course also identifies and describes the roles and responsibilities of special and general educators in providing special education services to students educated in inclusive classrooms and instructional and classroom management strategies teachers can use to work with these students in the least restrictive environment. **2 graduate credits.** *Teaching Standards I, II, III*

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

INFANT & TODDLER MENTAL HEALTH: ISSUES & INFORMATION FOR EDUCATORS
EDV 506 Esteves School of Education at the Sage Colleges – Online Course

Understand infant and toddler mental health, child development, and learn strategies to promote positive relationships with children and families. **2 graduate credits.** *Teaching Standards I, II, III*

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

READING & WRITING IN CONTENT AREA
EDV 516 Esteves School of Education at the Sage Colleges – Online Course

This course offers instruction in teaching reading and writing in various subject matter fields at the secondary level. The material stresses the skills of vocabulary building, comprehension, and writing, as well as methods for motivating adolescents to read and write. **2 graduate credits.** *Teaching Standards II, III*

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

COURSE DESCRIPTIONS

READING FUNDAMENTALS #1: AN INTRODUCTION TO SCIENTIFICALLY-BASED RESEARCH

EDV 521 Esteves School of Education at the Sage Colleges – Online Course

Three-course Reading Fundamentals Course. Reading Fundamentals supports the concept of scientifically-based reading research to develop a phonetically-based approach to reading assessment, instruction, evaluation, and remediation. The course discusses the research that supports scientifically-based research as it applies to phonetically-based instruction, assessment, and evaluation. **2 graduate credits.** *Teaching Standards II,III,V*

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

READING FUNDAMENTALS #2: LAYING THE FOUNDATION FOR EFFECTIVE READING INSTRUCTION

EDV 522 Esteves School of Education at the Sage Colleges – Online Course

Three-course Reading Fundamentals Course. The purpose of this second course is to lay the foundation for effective reading instruction. As part of this course, you will learn about the elements of effective instruction. It is important that all teachers have a firm understanding of effective instructional procedures. Teachers benefit, and more importantly, students benefit, both in terms of their behavior and their academic performance, from effective instruction. Further, you will learn about the importance of reading instruction and read some sobering statistics on reading performance in this country and what happens when individuals are not proficient in reading. **2 graduate credits.** *Teaching Standards II,III,V*

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

TALENTED & GIFTED: WORKING WITH HIGH ACHIEVERS

EDV 509 Esteves School of Education at the Sage Colleges – Online Course

Understand ways to meet the affective needs of the gifted and talented student in the regular classroom. **2 graduate credits.** *Teaching Standards I, II, III*

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

TEACHING DIVERSITY: INFLUENCES & ISSUES IN THE CLASSROOM

EDV 518 Esteves School of Education at the Sage Colleges – Online Course

This course is designed to give participants the knowledge, tools and dispositions to effectively facilitate a diverse classroom. It will help participants understand and identify differences in approaches to learning and performance, including different learning styles and ways in which students demonstrate learning. **2 graduate credits.** *Teaching Standards I, IV*

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

TEACHING ELEMENTARY MATH CONCEPTUALLY

EDV 513 Esteves School of Education at the Sage Colleges – Online Course

Explore an innovative teaching model that incorporates strategies for teaching concepts, constructively and contextually. The goal is to gain a deeper understanding of the underlying concepts of various math topics and explore the principles of teaching those concepts to learners. **2 graduate credits.** *Teaching Standards II, III, VII*

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

COURSE DESCRIPTIONS

TRAUMATIZED CHILD: THE EFFECTS OF STRESS, TRAUMA & VIOLENCE ON STUDENT LEARNING*
EDV 505 Esteves School of Education at the Sage Colleges – Online Course

Learn strategies to reach and teach students affected by stress, trauma and/or violence. **2 graduate credits.** *Teaching Standards I, II, III*

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

VIOLENCE IN SCHOOLS: IDENTIFICATION, PREVENTION & INTERVENTION STRATEGIES
EDV 517 Esteves School of Education at the Sage Colleges – Online Course

This course is designed to give participants a better understanding of school violence and increase their interventions strategies. The course provides a foundational understanding of violence and motivational purposes behind aggression. **2 graduate credits.** *Teaching Standards I, IV*

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

THREE GRADUATE CREDITS OR 45-HOUR INSERVICE COURSES

8 CULTURAL FORCES TO TRANSFORM OUR SCHOOLS (NEW!)
CURI 6570 SUNY Empire State College
UNY 731 Adelphi University

In this course teachers will learn how to create "cultures of thinking": places where a group's collective as well as individual thinking is valued, visible, and actively promoted every day. They will learn the eight cultural forces that educators must master to transform our schools from the old standard of education to the new model requiring global thinkers, problem solvers, and independent learners. The teachers will learn the eight forces of language, time environment, opportunities, routines, modeling, interactions, and expectations. They will learn the latest research behind each cultural force, techniques to utilize the force in an educational setting, and strategies to change their classroom and school environments. They will also learn and develop the three core ideas based on the cultures: schools must be about developing students' thinking dispositions, the need to make students' thinking visible, and the crucial role of classroom culture in supporting and shaping learning. The course will also contain strategies to move toward transformation in teacher's schools and classroom. They will explore how to collaborate in a positive way with peers, how to build a vision across a school district and how to create opportunities for this transformation. **3 graduate credits.** *Teaching Standards II, III, IV*

Required Text(s): Creating Cultures of Thinking: The 8 Forces, ISBN #978-1118974605

ACTIVE LEARNING IN THE CONTEMPORARY CLASSROOM (NEW!)
CURI 6569 SUNY Empire State College
UNY 733 Adelphi University

Do we need active learning in today's classroom? Active learning is a form of learning in which teaching strives to involve students in the learning process more directly than in other methods. Active learning is important in the contemporary classroom. It creates a high level of self-monitoring, checking for understanding, and the application of various strategies. In doing this it helps students distinguish and differentiate between important and unimportant information, analyze, compare and contrast and dig deeper for meaning. This course is designed to help educators determine if contemporary classrooms serve as a context for active learning. In this course, participants will explore various practical active learning strategies and will learn how to successfully implement them into the classroom. Some of these strategies will include Flipped Classroom, Collaborative Grouping, Interactive Games, Stations, Reciprocal Questioning and Flexible Seating and Space Design. These strategies involve students working together and individually. Participants will learn how to create the right design for engaging students. **3 graduate credits.** *Teaching Standards*

COURSE DESCRIPTIONS

II, III, IV

Required Text: Teaching in the Fast Lane How to Create Active Learning Experiences, ISBN #978-1-4166-2338-0

ACTIVATING A MOTIVATED AND ENGAGED BRAIN: THE SEEKING SYSTEM*
CURI 6500 SUNY Empire State College
UNY 828 Adelphi University

This course focuses on improving student attention, engagement, and perseverance, by activating the innate SEEKING System that drives the motivated brain. Participants examine the brain science that underlies each processing network of motivation, memory, and higher-level thinking. They learn to design lessons and incorporate activators (or strategies) that support each processing level and maximize the SEEKING System of the motivated brain. **3 graduate credits.** *Teaching Standards I, II, III, IV, V*

Required Text(s): The Motivated Brain: Improving Student Attention, Engagement, and Perseverance, ISBN #9781416620488 & two booklets available as a download in Frontline.

ADOLESCENT DEVELOPMENT GRADES 7-12*
CURI 6501 SUNY Empire State College – Online Course

This course covers adolescent development as it relates to the 7-12 educational context. Topics that are covered include physical development, developmental learning theories, personal, social and emotional development, learner differences, social cognition, behaviorism, information processing, constructing and assessing understanding, and creating positive classroom learning environments. Written assignments will integrate theoretical and research-based concepts with classroom practice. **3 graduate credits.** *Teaching Standards I, III, IV*

Required Text: Adolescence, 17th Edition, ISBN #9781260137064

ADOLESCENT LITERACY K-12*
CURI 6502 SUNY Empire State College – Online Course

This course is designed for classroom teachers in grades 7-12 as well as individuals interested in adolescent literacy. As the course progresses, students will take an in-depth look at what adolescent literacy looks like in the 21st century American classroom, including increased awareness of NYS Learning Standards as they apply to content area literacy instruction. The role literacy plays in how adolescents construct meaning of the world, and their place in it will forefront instruction, discussions, and assignments.

Literacy is no longer the sole responsibility of the reading and English teacher. Research has shown that elevating literacy levels enhances the learning and performance of learners in all of the content areas. It is difficult for students to succeed in any content area if they cannot read instructions, interpret word problems, write up the results of a lab report, or interpret visual texts. Strategies and motivational techniques that encourage native English speakers and students who are learning English as a New Language to develop and refine their proficiency in reading, writing, speaking, listening, and viewing, both in school and in out of school settings, will be explored. **3 graduate credits.** *Teaching Standards I, II, III, IV*

Two Required Text(s): Differentiated Literacy Strategies: for English Language Learners, Grades 7-12, ISBN #9781412996471 & I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers, ISBN #9781571100894

APPLIED BEHAVIOR ANALYSIS*
UNY 807 Adelphi University – Also Available Online

Provides teachers and support staff with the information, tools, and skills needed to prevent anti-social behavior and/or to manage behavior when it arises. **3 graduate credits.** *Teaching Standards IV*

Required Text: No text required. Materials available through online platform.

APPROACHES TO LITERACY INSTRUCTION IN EARLY CHILDHOOD THROUGH ADOLESCENCE

EDUC 507 Mercy College – Online Course
Examination and analysis of effective literacy instruction for students at all levels. Includes the exploration of appropriate techniques for English language learners and students with special needs. Techniques for continued assessment in reading, remediation, and enrichment will also be discussed. Requires ten hours of practical application of methods in classroom and field assignments such as observation records, tutoring, and diagnostic evaluation and analysis. **3 graduate credits.**
Teaching Standards I, II, III, IV

Two Required Text(s): Teaching Reading in Today's Elem. Schools, ISBN #9781111298128 & Basic Reading Inventory Pre-Primer Thru Grade 12, ISBN #978075798524

ASSESSMENT FOR AND OF STUDENT LEARNING

UNY 808 Adelphi University
This course is grounded in the research shown to increase student motivation and learning through improved classroom assessment. Teachers will increase their knowledge and skills in student-involved classroom assessment through practical examples of what assessment for learning and assessment for learning. Participants will learn a format to assist them in working with collaborative teams in their schools and districts. **3 graduate credits.** *Teaching Standards I, II, V*

Required Text: Classroom Assessment for Student Learning: Doing It Right Using it Well, ISBN #9780132685887

ASSESSMENT FOR STUDENT LEARNING

EDU 678 The College of Saint Rose – Also Available Online
This course explores current research in assessment to understand the connections among subject matter knowledge, state and national standards, and assessment in the K-12 classroom. **3 graduate credits.** *Teaching Standards I, V*
Required Text for Classroom Course Only:
Classroom Assessment for Student Learning: Doing

it Right Using it Well, ISBN #9780132685887 & Participant Manual available as a download via Frontline.

Two Required Text for Online Course Only:
Classroom Assessment: What Teachers Need to Know, 7th ed., ISBN #9780132868600 & How to Assess Authentic Learning, 5th ed., ISBN #9781412962797

BEGINNING READING*

CURI 6572 SUNY Empire State College – Online Course
UNY 717 Adelphi University – Online Course
Participants learn a variety of decoding activities and comprehension activities traditionally taught to students in Pre-K – Grade 2, including phonemic awareness, alphabetic principles, letter-sound correspondence, phonics, word recognition, vocabulary, and comprehension. **3 graduate credits.**
Teaching Standards I, II, III

Required Text: Teaching Reading in the 21st Century, ISBN# 9780135196755

BEHAVIOR IS LANGUAGE

EDV 502 Esteves School of Education at the Sage Colleges – Online Course
Explore student behavior and strategies that facilitate positive student change. **3 graduate credits.**
Teaching Standards I, IV

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

BEHAVIORAL, ACADEMIC, AND SOCIAL INTERVENTIONS FOR THE CLASSROOM (B.A.S.I.C.)

UNY 707 Adelphi University
Examine research-based interventions in the behavioral, academic, and social areas of student performance. **3 graduate credits.**
Teaching Standards I, II, III, IV

Two Required Texts: You Can Handle Them All, ISBN #9780914607045 and the second is available as an electronic download through ELT for purchase

price of $65. Payment due at time of registration and is included in tuition price. Participants may print materials prior to class or bring laptop/ipad to access text online during class.

BEHAVIOR MANAGEMENT AND INTERVENTION*
SPED 6045 SUNY Empire State College – Online Course

This course is designed to help pre-service and in-service teachers identify, record, evaluate, and intervene with students who are displaying behavioral difficulties in the classroom. The course teaches universal and targeted behavior management assessments, techniques, and interventions for special educators within school-wide, classroom, and individual settings. This course focuses on both low and high-incidence emotional and behavioral problems encountered in general and special education environments. Specific emphasis will be on understanding the characteristics and interventions that work with the most challenging students, and assessment and intervention techniques for students with intensive behavioral needs will be emphasized. Intervention techniques will include functional behavior assessment, positive behavior support, crisis management, and applied behavior analysis. Students will learn how to develop classroom and individual behavior management plans. **3 graduate credits.** *Teaching Standards I, IV*

Required Text: Positive Behavioral Supports for the Classroom (2nd ed), ISBN# 978-0134019086

BLUEPRINTS FOR ACHIEVEMENT
EDU 670 The College of Saint Rose

This course presents a synthesis of established best practices for K-12 teachers based upon current research in the fields of cognitive instruction and cooperative learning. Participants explore and apply instructional strategies that promote higher-order thinking and positive student interactions. The course operates on the assumption that effective instruction requires a varied repertoire of teaching methods. **3 graduate credits.** *Teaching Standards I, III, IV*

Required Text: Blueprints for Achievement in the Cooperative Classroom, ISBN #9781575175485

BRAIN BASED WAY WE THINK & LEARN*
UNY 705 Adelphi University
CURI 6503 SUNY Empire State College

This course provides experienced and beginner educators with a comprehensive understanding of the ways in which findings from current brain research can be applied to teaching and learning. Participants apply key cognitive processes to their lesson planning and instructional practice to increase student comprehension and achievement. **3 graduate credits.** *Teaching Standards I, II, III, IV*

Required Text: Available as an electronic download through ELT for purchase price of $65. Payment due at time of registration and is included in tuition price. Participants may print materials prior to class or bring laptop/ipad to access text online during class.

BRAIN COMPATIBLE LEARNING*
UNY 714 Adelphi University
CURI 6563 SUNY Empire State College

Examine the role of emotion in the learning process, the connection between memory and learning and the role of experience in learning. **3 graduate credits.** *Teaching Standards I, II, III, IV*

Required Text: Brain Compatible Classrooms, 3rd edition, ISBN # 9781412938877

BUILDING COMMUNICATION AND TEAMWORK IN SCHOOLS*
UNY 704 Adelphi University
EDN 663 The College of Saint Rose

Equips educators with the knowledge and skills to foster an emotionally engaging classroom: leadership, communication and listening, positive thinking, student support, and team building. **3 graduate credits.** *Teaching Standards VI, VII*

Required Text: Available as an electronic download through ELT for purchase price of $65. Payment due at time of registration and is included in tuition price. Participants may print materials prior to class or bring laptop/ipad to access text online during class.

COURSE DESCRIPTIONS

BUILDING MATHEMATICAL UNDERSTANDING FOR GRADES 3-5*
CURI 6504 SUNY Empire State College – Online Course

This course is intended to help those who teach mathematics in Grades 3-5 understand the mathematical content, how mathematical ideas develop, and how to implement successful teaching practices that make it more likely for students to grasp and be comfortable with mathematics. The course includes research findings on which the teaching of solid mathematics is based. It highlights teacher practices that researchers found to be associated with greater learning of mathematics and that teachers found to be relevant and vital for teaching mathematics in all grades K-12 with a focus on grades 3-5. The course aligns the Ten Principles of Thinking Mathematics, the NYS Learning Standards for Mathematics, the Standards of Mathematical Practice and the National Research Council's Strands of Mathematical Proficiency, all vital frameworks for teaching mathematics. **3 graduate credits.** *Teaching Standards I, II, III, IV, V, VI, VII*

Two Required Texts: Common Core Mathematics in a PLC at Work, Grades 3-5, ISBN # 9781936764006 & the second is available as a download via Frontline.

BUILDING POSITIVE CONNECTIONS WITH DIVERSE FAMILIES AND COMMUNITIES*
CURI 6505 SUNY Empire State College – Also Available Online

Developing strong and positive connections with families and communities is critical in our educational settings today. This course will explore and discuss diverse perspectives that are critical to school-community relationships. Participants will develop a collection of tools, resources, and documents that will be helpful in creating positive collaboration between schools and their communities. **3 graduate credits.** *Teaching Standards IV, V, VI, VII*

Required Text for Classroom Course: Available as a download via Frontline.

Required Text for Online Course: No text required. Materials available through online platform.

BULLYING: PREVENTING THE PROBLEM*
UNY 824 Adelphi University – Also Available Online
CURI 6506 SUNY Empire State College – Also Available Online

According to the Centers for Disease Control, schools have a responsibility to prevent aggressive behaviors and an obligation to provide an environment that promotes children's health and safety. However, although anti-bullying education efforts have increased exponentially over the years, recent statistics show that the prevalence of bullying is not declining. This course provides teachers, counselors, administrators and staff with cutting edge developmental and applied research to effectively address bullying in the school context. **3 graduate credits.** *Teaching Standards IV, VI*

Three Required Texts for Classroom Course Only: School Where Everyone Belongs, ISBN #9780878225842, Girl Wars, ISBN #9780743249874 & Touching Spirit Bear, ISBN #9780380805600

Two Required Texts for Online Course Only: School Where Everyone Belongs, ISBN #9780878225842 & Touching Spirit Bear, ISBN #9780380805600

CHILDHOOD TRAUMA AND CLASSROOM RESILIENCY (NEW!)
CURI 6532 SUNY Empire State College
UNY 736 Adelphi University

This course will present the core concepts of ACEs, stress, trauma, restoration, self-care, and provide research-based strategies & practices to enhance resilience in the classroom environment. Class participants will be able to analyze and apply five components of a trauma informed classroom: ensuring safety, establishing trustworthiness, maximizing choice, maximizing collaboration, and prioritizing empowerment. Participants will be taught to avoid secondary traumatic stress or compassion fatigue by being aware of personal self-care. **3 graduate credits.**

Two Required Texts: Essentials of Trauma-informed Assessment and Intervention in School and Community Settings, ISBN #9781119274612 and

Fostering Resilient Learners: Strategies for Creating a Trauma Sensitive Classroom, ISBN #9781416621072 & Participant manual available as a download in Frontline.

CLASSROOM MANAGEMENT: ORCHESTRATING A COMMUNITY OF LEARNERS

UNY 703 Adelphi University

Equips educators with current, research-validated concepts and strategies for orchestrating classroom life and learning. Explore classroom climate, physical environment, rules and procedures, momentum and flow, positive behavior, responses to misbehavior, parental involvement, and personal resilience. **3 graduate credits.** *Teaching Standards I, IV*

Two Required Texts: Discipline and Learning Styles: An Educator's Guide, ISBN #9781935340850 and the second is available as an electronic download through ELT for purchase price of $65. Payment due at time of registration and is included in tuition price. Participants may print materials prior to class or bring laptop/ipad to access text online during class.

COLLABORATIVE INQUIRY FOR STUDENTS: PREPARING MINDS FOR THE FUTURE

CURI 6508 SUNY Empire State College
UNY 833 Adelphi University

Collaborative Inquiry provides educators with research-based strategies for designing and implementing collaborative inquiry for students. The strategies are based on the 4-Ds of Appreciative Inquiry. Collaborative inquiry fosters the skills students need now and in the future to develop a deeper understanding and mastery of content knowledge and skills. Participants will explore and experience the collaborative inquiry models of problem-based learning, hypothesis-based learning, project-based learning, Appreciative Inquiry, and performance-based learning.

Participants will develop standards-based essential questions, assessments, and rubrics; design strategies for teaching collaboration and teamwork; and explore the components of facilitative leadership, debriefing,

and feedback. **3 graduate credits.** *Teaching Standards I, II, III, V*

Required Text: Available as an electronic download through ELT for purchase price of $65. Payment due at time of registration and is included in tuition price. Participants may print materials prior to class or bring laptop/ipad to access text online during class.

COOPERATIVE LEARNING FOR STUDENTS WITH SPECIALS NEEDS*

SED 661 The College of Saint Rose – Also Available Online

This course focuses on promoting student achievement and development in a collaborative learning community. Communication skills for effective teaching in an inclusive or special education setting are described, modeled and then practiced by participants. **3 Graduate Credits.** *Teaching Standards I, IV*

Three Required Text(s) for Classroom Course Only : Cooperative Learning: Integrating Theory and Practice, ISBN #9781412940481 & Cooperative Learning in the Classroom Putting It Into Practice, ISBN #9781412923804 & a Supplement available as a download in Frontline.

Two Required Text(s) for Online Course Only: Cooperative Learning: Integrating Theory and Practice, ISBN #9781412940481 & Cooperative Learning in the Classroom Putting It Into Practice, ISBN #9781412923804

CREATING A BALANCED READING AND WRITING PROGRAM*

RDG 663 The College of Saint Rose

This course provides specific strategies to improve reading and writing instruction. The course emphasizes a balanced approach to literacy instruction, using whole-part-whole, phonemic awareness, and the integration of language arts. Instructional methods for teaching with literature at all grade levels and integrating phonemic skills with literature will be introduced and practiced.

Guided reading strategies, intended to improve comprehension at all levels, will be emphasized. Other topics include: primary reading strategies,

children's literature, writing in response to reading, spelling strategies, reading in the content areas, and assessment processes. **3 graduate credits.** *Teaching Standards I, II, III*

Required Text: How to Teach Balanced Reading & Writing, ISBN# 9781412937429

CREATING THE DYNAMIC CLASSROOM ENVIRONMENT

UNY 709 Adelphi University
CURI 6560 SUNY Empire State College

Participants will explore the extensive research base behind classroom management and work to create a classroom management plan that will provide a foundation on which to build instruction for the rest of the school year. They will investigate their curriculum and instruction to find ways to engage students in learning, which will virtually eliminate classroom management issues. Since preventive measures are not a failsafe, participants will explore some minor, escalating, and major behavior problems to better prepare you to address these situations as they arise. Participants will also explore how to address the special needs of inclusive classrooms as well as technology in the classroom. **3 graduate credits.** *Teaching Standards I, II, IV, V*

Required Text: What to do with the Kid Who… Developing Cooperation, Self-Discipline, 3rd ed.; ISBN #978-14129-3701-6

CREATIVE CONTROVERSY*

UNY 706 Adelphi University – Also Available Online

This course teaches participants how to use controversy to support the pedagogical shifts demanded by the NYS Learning Standards and to prepare students who are College and Career Ready in reading, writing, speaking, listening and language use. **3 graduate credits.** *Teaching Standards II, III, IV, VII*

Required Text for Classroom and Online Courses: Creative Controversy, ISBN #0939603232. Textbook can be ordered at www.co-operation.org/books-and-materials.

CRITICAL AND CREATIVE THINKERS FOR A GLOBAL AGE

CURI 6513 SUNY Empire State College
UNY 832 Adelphi University

This course focuses on developing critical and creative thinkers who can operate in and competently address the issues and challenges of a global age. It focuses on the practice of critical and creative thinking through the use of thinking routines and promotes student engagement, understanding, and independence by making thinking visible. Participants examine the standards and dispositions of critical and creative thinkers, as they explore precise and emotive language, effective communication, inferential reasoning, logical fallacies, thinking from multiple perspectives, creative problem solving, and media literacy. Based in the context of global issues and challenges, the course models over 21 critical and creative thinking routines for the classroom that make thinking visible, foster collaboration and communication, and enhance engagement and understanding in a culture of thinking. **3 graduate credits.** *Teaching Standards I, II, III, IV*

Two Required Texts: Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners, ISBN #978-0-470-91551-6 and a Participant Booklet available as an electronic download in Frontline

CULTURALLY RESPONSIVE TEACHING WITH DIVERSE LEARNERS

CURI 6514 SUNY Empire State College – Also Available Online
UNY 831 Adelphi University

This course focuses on improving student outcomes by increasing teacher understanding of the impact of race, culture and language in the learning environment. Culturally Responsive Teaching (CRT) is a research-based method designed to enhance student engagement by implementing strategies to develop stronger relationships, culturally-inclusive curriculum and instruction techniques and positive learning environments. Participants examine the elements of Culturally Responsive Teaching through personal reflection and development of culturally competent strategies to effectively differentiate

COURSE DESCRIPTIONS

instruction for students from linguistically, culturally and racially diverse backgrounds. Participants deepen knowledge of their own cultural background and the impact on instruction while implementing strategies to increase connections with students and improve learning outcomes through culturally-relevant curriculum and instruction.
3 graduate credits. *Teaching Standards I, II, IV*

Three Required Texts: How to Teach Students Who Don't Look Like You: Culturally Relevant Teaching Strategies, ISBN #9781452257914, Culturally and Linguistically Responsive Teaching and Learning: Classroom Practices for Student Success, ISBN #9781425806866, Participant Booklet available as a download in Frontline. Optional but not Required Text: Culturally Responsive Teaching: Theory, Research and Practice, ISBN #9780807750780

CYBERBULLYING: THE NEW AGE OF HARASSMENT*
UNY 809 Adelphi University – Also Available Online
Participants will understand what cyberbullying is, its impact upon teaching and learning, and be able to apply strategies and solutions to cyberbullying.
3 graduate credits. *Teaching Standards I, IV*

Required Text for Classroom Course Only: Bullying Beyond the Schoolyard: Preventing and Responding to Cyberbullying, ISBN #9781412966894 & Participant Manual available as a download via Frontline.

Two Required Texts for Online Course Only: School Climate 2.0, ISBN #9781412997836

DESIGNING MOTIVATION FOR ALL LEARNERS*
UNY 701 Adelphi University
CURI 6515 SUNY Empire State College
This course provides educators with a framework for creating motivating classroom experiences for all learners. Participants will examine the complex nature of learner motivation and the way in which it relies on both external, teacher-dependent factors and internal, student-dependent factors.
3 graduate credits. *Teaching Standards I, II, III, IV*

Required Text: Available as an electronic download

through ELT for purchase price of $65. Payment due at time of registration and is included in tuition price. Participants may print materials prior to class or bring laptop/ipad to access text online during class.

DEVELOPING INNOVATORS AND INNOVATION SKILLS
CURI 6516 SUNY Empire State College – Also Available Online
UNY 827 Adelphi University
This course focuses on developing innovation capabilities in students by exploring the discovery skills of associating, questioning, observing, networking, and experimenting. Participants learn how to create a culture of innovation and provide learning opportunities that promote perseverance, encourage curiosity, and ignite intrinsic motivation. Participants explore resources, strategies, and ideas for designing content- based lessons that incorporate discovery skills and foster the behaviors students need to be innovation-ready. **3 graduate credits.** *Teaching Standards I, II, III, IV, V*

Two Required Texts for Classroom and Online Courses: The Innovator's DNA Mastering the Five Skills of Disruptive Innovators, ISBN #9781422134818 & Participant Supplement available as a download on Frontline.

DIFFERENTIATED INSTRUCTION IN TODAY'S SCHOOLS
EDU 695 The College of Saint Rose
UNY 830 Adelphi University
CURI 6517 SUNY Empire State College
Understand and implement strategies associated with the essential, distinguishing components of differentiated instruction. **3 graduate credits.** *Teaching Standards I, II, III, IV, V*

Required Text: Available as an electronic download through ELT for purchase price of $65. Payment due at time of registration and is included in tuition price. Participants may print materials prior to class or bring laptop/ipad to access text online during class.

COURSE DESCRIPTIONS

DIGITAL LITERACY (NEW!)
CURI 6530 SUNY Empire State College
UNY 737 Adelphi University
This course will focus on digital literacy but include a brief introduction to the 4 other components of the new standards. Digital literacy includes both seamless integration of digital tools and skills across content areas as well as purposeful direct instruction on topics that include but are not limited to digital citizenship, safety, etiquette, privacy, laws and wellness. Through the exploration of these topics, participants will acquire skills, tools and knowledge to incorporate digital literacy across content areas and grade levels appropriately to enhance instruction. **3 graduate credits.**

Two Required Texts: A Primer on Media, Identity, and the Evolution of Technology, ISBN# 978-1433128219 & Participant manual available as a download in Frontline.

DIMENSIONS OF LEARNING AND LITERACY
EDUC 648M Mercy College – Also Available Online
Perspectives on the interdisciplinary views of how children learn, including students with special needs. Students will understand the cognitive, social, and linguistic interrelationships in the development of literacy. Field experience hours required.
3 graduate credits. *Teaching Standards I, II, III*

Required Text: Lenses on Reading: An Introduction to Theories & Models, ISBN# 9780162530649

EARLY CHILDHOOD: OBSERVATION & ASSESSMENT
EDV 527 Esteves School of Education at the Sage Colleges – Online Course
This course is designed to help educators, paraprofessionals and child caregivers observe and assess various aspects of children's development and programs. Participants will learn the components necessary for strong observation skills, such as self-awareness, objectivity, confidentiality and ethical guidelines. Web links to videos and other observation and assessment resources will be included.
3 graduate credits. *Teaching Standards I, V*

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

EARLY CHILDHOOD: PROGRAM PLANNING
EDV 529 Esteves School of Education at the Sage Colleges – Online Course
This course will discuss numerous considerations for planning and implementing a comprehensive, research-based curriculum for young children. Included will be topics such as Universal Design for Learning (UDL), Understanding by Design (UbD), differentiated instruction, and the use of developmentally appropriate technology for young children. Various perspectives on the history and theory behind early childhood education and child development will be examined, in addition to discussing various forms of diversity among children. Students will also discuss what curriculum is, and identify guidelines presented by the National Association for the Education of Young Children (NAEYC) for appropriate curriculum for young children through eight years of age. Students will take an overall look at the basic steps for creating an appropriate curriculum, planning a daily schedule, and creating lesson plans and activities for early childhood programs.
3 graduate credits. *Teaching Standards I, II*
Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

EARLY CHILDHOOD: TYPICAL & ATYPICAL DEVELOPMENT
EDV 526 Esteves School of Education at the Sage Colleges – Online Course
This interactive distance learning course will cover development during the first six years of life and research-based best practices in early learning.

COURSE DESCRIPTIONS

Included will be typical development from the prenatal stage to middle childhood with an emphasis is on individual differences, cultural influences, and the impact of developmental delay and disability. Discussion will also include instructional technology (IT) and assistive technology (AT) applications for this population.

3 graduate credits. *Teaching Standards I, II*

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

ENCOURAGING STUDENT RESPONSIBILITY & DISCIPLINE*

EDU 671 The College of Saint Rose – Online Course

Participants explore classroom management techniques and instructional strategies that address students' social and academic needs. **3 graduate credits.** *Teaching Standards I, II, III, IV*

Two Required Texts for Online Course: What to do with a Kid Who, ISBN # 9781412937016 & Comprehensive Classroom Management: Creating Communities of Support , ISBN #9780132697088

ENGLISH LANGUAGE LEARNER: LANGUAGE ACQUISITION

EDV 533 Esteves School of Education at the Sage Colleges – Online Course

English Language Learner: Language Acquisition was written to help teachers understand concepts and terms related to educating students whose first language is not English. This course discusses developmental theories and how they apply to English language learners. The focus of this course is on the process of second language acquisition and the role of the classroom teacher. Included in this course is information about literacy development, integrating language, co-teaching, ELL instructional needs and the legal obligations of schools and teachers to provide services and about the types of programs schools might provide. Also included is information on communicating with parents/guardians.

3 graduate credits. *Teaching Standards I, III*

Required Text: Included in the cost of tuition.

Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

ENHANCING LITERACY FOR ALL STUDENTS*

UNY 802 Adelphi University – Also Available Online

This course focuses on what all students, K-12 should know and be able to do in the English Language Arts. Included are research-based instructional strategies, activities and assessments to support teachers in improving students' literacy skills whatever their grade level and ability. Among the areas covered in reading are: phonological awareness, decoding, vocabulary, fluency, and comprehension. Writing topics will include the writing process, types and purposes of writing and a variety of writing products. Special consideration is addressed focusing on ENL students and students with disabilities. **3 graduate credits.** *Teaching Standards I, II, III*

Required Text: Literacy Development in the Early Years, ISBN# 978-0132484824, 8th edition

EXCEPTIONALITIES: INDIVIDUALIZING LEARNING*

EDUC 6015 SUNY Empire State College – Also Available Online

This course provides an overview of theories and research about students with special needs and a range of exceptionalities, as well as issues and strategies in developing educational programs and adapting instruction to meet the needs of all students. Students develop awareness of and sensitivity to individual differences and learn how to individualize instruction in the context of their certification areas. Topics include: physical, emotional and learning disabilities; gifted and talented students; gifted and talented students and computers; individualizing instruction for all students; uses of assistive and adaptive technologies and computers to meet special needs; inclusion; and assessing behavior problems and planning, implementing, and evaluating interventions. Students complete at least 15 hours in a middle or high school classroom (appropriate to the certification area) working with a certified special education teacher to explore the application of what

they are studying to a classroom setting. **3 graduate credits.** *Teaching Standards I, II, IV, V, VI, VII*
Two Required Texts: Exceptional Lives: Special Education in Today's Schools, 8th ed.; ISBN #978-0133-75407-0 and Methods for Teaching Culturally and Linguistically Diverse Exceptional Learners, ISBN# 978-01317-2023-7

INSTRUCTIONAL PLANNING, STRATEGIC TEACHING
CURI 6519 SUNY Empire State College – Also Available Online
This course is designed to provide participants with instructional strategies that meet the needs of all students at all grade levels. Emphasis will be placed on misconceptions of academic failure; curriculum organization; effective instructional design; curriculum evaluation and instructional strategies that enhance and improve academic performance for all students. The following concepts serve as the basis for the design of curriculum and instruction: core concepts, essential questions, background knowledge, judicious review, strategic integration, cognitive strategies, and mediated scaffolding.
3 graduate credits.
Teaching Standards I, II, III, IV, V
Required Text: No text required. Materials available through online platform and/or Frontline.

INTEGRATED CO-TEACHING: STRATEGIES ENHANCING STUDENT ACHIEVEMENT
CURI 6520 SUNY Empire State College – Also Available Online
This course is designed for all K-12 educators who are or will be working with a co-teaching model. The course will investigate the pedagogical and practical facets of a co-teaching approach that provides academic instruction to a diverse community of learners (i.e., students within general education, special education, ESL and gifted programs) so that each student may find success. **3 graduate credits.**
Teaching Standards I, II, III, IV, VI, VII

Two Required Text(s) for Classroom and Online Courses: Purposeful Co-Teaching, ISBN #9781412964494 & A Guide to Co-Teaching: Practical Tips for Facilitating Student Learning, ISBN

#9781452257785

INTRODUCTION TO EARLY CHILDHOOD EDUCATION: FOUNDATIONS, METHODS AND MATERIALS*
EDUC 513M Mercy College – Online Course
The course presents a historical overview of the foundations in early childhood education. Students will study and review the process of social, emotional cognitive, linguistic, physical and aesthetic growth and development in young children, birth through grade two. The significance and effectiveness of past and present trends regarding the different types of early childhood programs will be discussed. Attention will also focus on the importance of play in the life of the child; language literacy and communication; developmentally appropriate lessons and activities; creating learning environments conducive to learning; study of model programs, concept building, curriculum design, assessment strategies, classroom management, and parent involvement.
3 graduate credits. *Teaching Standards I, II, III, IV*

Required Text(s): Early Childhood Education: Learning Together, ISBN #978-0-07-337848-0 and Developmentally Appropriate Practice in Early Childhood Programs, 3rd edition, ISBN #978-1-928896-64-7

INTRODUCTION TO HISTORY OF SPECIAL EDUCATION LAW
SPED 6005 SUNY Empire State College – Online Course
This course will provide a comprehensive overview of the history of education law and the history of education of students with disabilities, advocacy, and disability laws from the mid-20th century. Students will be introduced to the role and responsibilities of the special education teacher in their legal obligation to the exceptional student, parents, and school. Particular emphasis will be placed on federal and New York State Education Department Law- Part 200 mandates and current special education laws and core issues that developed from the disability movement: Individuals with Disabilities Education Act – IDEA (PL 94-142), No Child Left Behind Act (NCLB), Individualized Education Programs (IEP), Parental Rights and Procedural Safeguards, Due Process,

COURSE DESCRIPTIONS

introduction to initiatives such as PBIS, FBA and RTI, and future litigation as it comes into effect. **3 graduate credits.** *Teaching Standards I, IV, VI, VII*

Two Required Texts: Special Education Law. 5th ed., ISBN#978-1-4522-4109-8 and Case Studies in Special Education Law: No Child Left Behind Act and Individuals with Disabilities Education Improvement Act, ISBN #978-013-2186-285

LEARNING DISABILITIES: PRACTICAL INFORMATION FOR THE CLASSROOM TEACHER*
EDV 507 Esteves School of Education at the Sage Colleges – Online Course
Available to NYSUT Members Only
Gain strategies to reach and teach students who have been affected by stress, trauma, and/or violence. **3 graduate credits.** *Teaching Standards I, II, III*

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

LEARNING TECHNOLOGY ACROSS THE ENGLISH LANGUAGE ARTS CURRICULUM
EDUC 573 Mercy College – Online Course
This is a hands-on course focusing on applications of learning technology to enhance the teaching and learning of English Language Arts as defined in the NYS Learning Standards. Effective use of technology for teaching the literacy skills of listening, speaking, reading, and writing to native English speakers and students who are English language learners will be discussed. Criteria for evaluating software and a variety of approaches to integration of technology into the curriculum will be explored as it applies to the age/grade level and content area of the students' teaching certificates. The course will also examine techniques to enable students to collaborate with and support other staff in their schools to develop their own skill in of technology. Please note: 10 hours field work is required for those students planning on matriculating into Mercy College to receive Master's and/or Advanced Certificate in Literacy. These logs serve as a chance for self-reflection, self-assessment, and conversation with others as they examine Literacy practices and issues. **3 graduate credits.** *Teaching Standards I, III*

Two Required Texts: Technology to Teach Literacy: A Resource for K-8 Teachers, ISBN #9780131989757 & Digital and Media Literacy: Connecting Culture and Classroom, ISBN #9781412981583.

LITERACY INSTRUCTION FOR STUDENTS WITH SPECIAL NEEDS
EDUC 561M Mercy College – Online Course
Participants will develop competencies enabling them to provide appropriate instruction for students experiencing difficulties in acquiring literacy skills. These include students receiving academic intervention services, and those in compensatory and special education programs. Ten hours of fieldwork required. **3 graduate credits.** *Teaching Standards I, II, III, IV, V*
Required Text: Reading Problems: Assessment and Teaching Strategies, 7th ed., ISBN #9780132837804

LITERACY INSTRUCTION IN THE ELEMENTARY CLASSROOM*
CURI 6521 SUNY Empire State College – Online Course
Teaching all children to read is a critical responsibility of our elementary teachers. In this course, participants will learn and share the knowledge and skills they will need to be highly effective elementary teachers of literacy. The course will integrate what we have known is good teaching of literacy in the past and will expand the teachers' skills needed to meet the NYS P-12 Learning Standards. The inclusion of diverse students with various needs requires teachers of today to team with other professionals to plan and create an instructional environment that teaches all students to read. **3 graduate credits.** *Teaching Standards I, II, III, V*

Required Text: All Children Read: Teaching for Literacy in Today's Diverse Classrooms, 4th edition, ISBN# 9780134894652

MAGIC (create MEANINGFUL ACTIVITIES TO GENERATE INTERESTING CURRICULUM)
EDU 682 The College of Saint Rose
Create "MAGIC" in the classroom by exploring the creativity of "possibility thinking" with students. Participants design and implement lessons that

promote active learning and that encourage student creativity. Increase student achievement in any content area by incorporating the strategies and techniques explored in this course.
3 graduate credits. *Teaching Standards I, II, III, IV*

Required Text: Available as an electronic download through ELT for purchase price of $65. Payment due at time of registration and is included in tuition price. Participants may print materials prior to class or bring laptop/ipad to access text online during class.

MAKING THINKING VISIBLE IN THE CLASSROOM
UNY 708 Adelphi University
CURI 6562 SUNY Empire State College
This course is an introduction to the theories proposed from the program called Project Zero at Harvard's Graduate School of Education. It is an introduction to the eight cultural forces that are found in educational settings. Specifically focusing on one cultural force which is making a student's thinking visible in the classroom. Participants will learn about thinking involved in understanding and how students think. Specific focus will be on Howard Gardner's "Multiple Intelligence Theory" and the eight intelligences. Participants will also explore how to make thinking visible in a classroom environment. This course will focus on twenty-two different thinking routines. The instructor will demonstrate each thinking routine by first teaching the philosophy of the routine and then how it can apply to all areas of the curriculum. The instructor will teach the setup of the routine and then complete examples of the routine with the participants. The participants will then be encouraged to discuss the benefits of the routine in their classrooms, which curriculum it can be used in, and how the routine creates visible thinking. **3 graduate credits.** *Teaching Standards I, II, IV, VI*

Required Text: Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners, ISBN #978-0-470-91551-6.

MATH MADE MEANINGFUL
EDC 663 The College of Saint Rose – Also

Available Online
This course is designed to help participants help children learn mathematical concepts and skills, including most important, problem solving skills.
3 graduate credits. *Teaching Standards I, II, III*

Required Text for Classroom Course Only: Available as a download via Frontline.

Required Text for Online Course Only: Learning Mathematics in Elementary and Middle Schools: A Learner- Centered Approach, ISBN #9780133519211

MAXIMIZING THE LEARNING ENVIRONMENT FOR INCREASED STUDENT ACHIEVEMENT AND GROWTH
CURI 6522 SUNY Empire State College – Also Available Online
This course addresses the fundamental aspects of teaching and learning that are relevant for educators in all grade levels and subject areas. It examines proven practices for many of the indicators on state and district wide teacher evaluation rubrics. **3 Graduate Credits.** *Teaching Standards I, II, III, IV*

Required Text: Available as a download via Frontline.

MEDIATED LEARNING IN THE SPECIAL EDUCATION AND INCLUSIVE CLASSROOM
UNY 713 Adelphi University
Participants investigate and apply the theory of Mediated Learning Experiences, based on the work of Dr. Reuven Feuerstein, in classroom or one-on-one interactions with students to identify students experiencing cognitive difficulties and to develop an appropriate remediation program. Participants become familiar with typical and atypical cognitive functioning and learn strategies to overcome cognitive difficulties based upon Feuerstein's 10 criteria for mediated learning. **3 graduate credits.** *Teaching Standards I, II, III*

Required Text: Mediated Learning: Teaching, Tasks and Tools, ISBN #9781412950701

MIDDLE LEVEL EDUCATION: CURRICULUM, INSTRUCTION AND ASSESSMENT*
EDC 680 The College of Saint Rose – Also

Available Online

The course focuses on using brain-based instruction as the basis for powerful learning and processes for making data-driven instructional decisions and for designing curriculum to address the standards. In addition, emphasis is given to three critical instructional strategies: cooperative group instruction, a multiple intelligences approach and higher order thinking. **3 graduate credits.** *Teaching Standards I, II, III, IV*

Two Required Text(s) for Classroom and Online Courses: Meet Me in the Middle, ISBN#9781571103284 & Teaching in the Middle School, 4th edition, ISBN #9780132487351

MIDDLE LEVEL EDUCATION: FOUNDATIONS FOR THE MIDDLE YEARS*
EDC 679 The College of Saint Rose – Also Available Online

This course is an all-encompassing course that addresses myriad concerns that emerge for early adolescents as they bridge the gap between elementary school and senior high school. Delineated in the course work are robust definitions about middle level education as a particular and unique aspect of k12 schooling. **3 graduate credits.** *Teaching Standards I, II, III*

Required Text for Classroom and Online Courses: What Every Middle School Teacher Should Know, ISBN #9780325057552

MINDFULNESS IN TODAY'S CLASSROOM* (NEW!)
UNY 732 Adelphi University
CURI 6568 SUNY Empire State College

Healthy stress is natural. Helping students learn how to appropriately deal with the daily stressors throughout their day is important so they can develop this life skill. Left unchecked, stress can reach unhealthy levels and impact all facets of children's development. In our current modern education system, toxic stress can lead to anxiety, depression, health issues, low academic performance, decreased social interactions and other emotional concerns. These negative effects of toxic stress impact both

teachers and students thus resulting in an unhappy classroom environment. In this course, participants will examine the causes of toxic classrooms and more importantly learn tools and strategies to address the stress in our schools. Mindfulness allows educators to discover their professional impact through five essential elements - Happiness, Engagement, Alliances, Risk and Thought (HEART). Through this exploration of the "heartprint" they leave on each child, teachers will be able to explore how their personal and professional qualities impact the students in their room. The author to the course text, Dr. Timothy Kanold indicates, "HEART provides a road map for the path of an educational professional: Professionals are emotionally more positive and thus **H**appier, are generally more **E**ngaged in their work, seek **A**lliances as part of happier collaborative communities, are more willing to take focused **R**isks, and exhibit a **T**hought and wisdom practice that results in increased student learning." **3 graduate credits.** *Teaching Standards I, IV, VII*

Two Required Texts: HEART! Fully Forming Your Professional Life as a Teacher and Leader, ISBN #978-1-943874-43-9 & Mindfulness for Teachers Simple Skills for Peace and Productivity in the Classroom, ISBN #978-0393708073

MULTICULTURAL CHILDREN'S LITERATURE*
UNY 820 Adelphi University

Examine a variety of genres appropriate for children from birth through 9th grade. Develop an awareness of multicultural perspectives and how they influence literature. **3 graduate credits.** *Teaching Standards I, II, III*

Two Required Text(s): Comprehensive Multicultural Education: Theory & Practice, 7th edition ISBN#9780137042616 & Multicultural Teaching: A Handbook of Activities 8th edition, ISBN#9780137011018 & Participant Manual available as a download via Frontline.

MULTIPLE INTELLIGENCES: THEORY & PRACTICE*
SED 672 The College of Saint Rose – Also

Available Online

The course provides participants practical strategies for awakening all of the eight intelligences, techniques for developing them, and tools to structure lessons and units that incorporate all of the multiple intelligences. **3 graduate credits.** *Teaching Standards I, II, III, IV*

Required Text for Classroom and Online Courses: Eight Ways of Knowing: Teaching for Multiple Intelligences, ISBN #9781575171180

PROACTIVE STRATEGIES FOR ALL STUDENTS*

UNY 678 Adelphi University

These strategies include what teachers can do in the classroom, administrators can do in the school building, and community members can do to support school personnel. It also provides opportunity for participants to create lessons geared to state learning standards, action plans to engage the entire learning community, and opportunities to talk to other educators through guided discussions. In addition to fifty strategies, participants will also gain insight to the latest research aligned with NCLB and state learning standards. **3 graduate credits.** *Teaching Standards I, II, III*

Required Text: Saving our Students, Saving our Schools ISBN# 9781412957939

PROFESSIONAL LEARNING FOR TEACHER EFFECTIVENESS (PLTE)

UNY 710 Adelphi University
CURI 6564 SUNY Empire State College

This course focuses on enhancing teacher effectiveness by exploring research-based theories and best practices that correlate to the New York State Teaching Standards. As participants delve into the elements and criteria delineated in The NYSUT Teacher Practice Rubric and The Framework for Teaching Evaluation Instrument, participants gain an understanding of what is expected of a professional in the classroom and essential for performance reviews. With a spotlight on teacher practice, participants experience the specific methods, strategies, and activities that ensure "Highly Effective" performance in all professional domains. **3 graduate credits.** *Teaching Standards I, II, III, IV, V, VI, VII*

Required Text: Available as an electronic download through ELT for purchase price of $65. Payment due at time of registration and is included in tuition price. Participants may print materials prior to class or bring laptop/ipad to access text online during class.

PROFESSIONAL PORTFOLIOS

UNY 711 Adelphi University

This course is designed to encourage teacher reflection and goal setting in an effort to enhance teacher performance and student achievements. Participants learn a systematic method for investigative study and the demonstration of those skills necessary to demonstrate quality teaching and student learning. Participants collect evidence to inform their own professional development plans. **3 graduate credits.** *Teaching Standards V, VI, VII*

Required Text: Designing Portfolios for A Change, ISBN #9781575170565

PSYCHOEDUCATIONAL ASSESSMENT PRACTICES & IEP DEVELOPMENT AND IMPLEMENTATION*

SPED 6060 SUNY Empire State College – Online Course

This course focuses on special education processes, including screening, assessment, Individualized Education Program (IEP) development/monitoring, and evaluation. Referral and assessment for special education eligibility, norm-referenced and teacher-developed assessments, legal and procedural issues in IEP development, and strategies for assessing students from culturally and linguistically diverse backgrounds will be included. The course will include discussion and practice of the components of effective assessment, including examination of evaluation procedures, from pre-referral intervention, eligibility/placement decision making to progress monitoring of scientifically-based instructional interventions based on Response to Intervention (RTI) and Positive Behavioral Interventions and Supports (PBIS). Focus will include academic, affective, behavioral, work-study skill, adaptive functioning, and environmental measures. Students will also learn how to interpret and evaluate the psychometric properties of psychoeducational assessments as part of choosing

valid and reliable assessment tools. Additional course topics will address emerging evaluation trends, test modifications/accommodations, parent involvement in the IEP process, and progress monitoring and reporting. **3 graduate credits.** *Teaching Standards I, V*

Required Text: Assessing Students with Special Needs (8th ed.) ISBN# 978-0-13-457570-4

READING AND WRITING ACROSS THE CONTENT AREAS*

UNY 801 Adelphi University – Also Available Online

This course explores content area teachers' roles in students' literacy development. Participants will learn how to utilize research-based teaching strategies in content-area instruction. **3 graduate credits.** *Teaching Standards I, II, III*

Required Text for Classroom Course Only: Reading & Writing Across the Content Area, 2nd edition, ISBN#9781412937627

Required Text for Online Course Only: Content Area Reading: Literacy and Learning Across the Curriculum, 11th ed, ISBN#9780133066784 or E-Text of the same book, ISBN#9780133388411.

READING ACROSS THE CURRICULUM™*

CURI 6523 SUNY Empire State College – Also Available Online

The course provides research-based active reading comprehension strategies that participants can apply to their grade level or content area. By learning how to implement these metacognitive reading strategies, participants will be able to plan lessons more effectively. **3 graduate credits.** *Teaching Standards I, II, III*

Two Required Text(s) for Classroom Course Only: Differentiated Instructional Strategies for reading in the Content Areas, 2nd edition, ISBN# 9781412972307 & the second available as an electronic download through ELT for purchase price of $65. Payment due at time of registration and is included in tuition price. Participants may print materials prior to class or bring laptop/ipad to access text online during class.

Required Text for Online Course Only: But I'm Not

a Reading Teacher: Strategies for Literacy Instruction in the Content Areas, ISBN #9781596670495.

READING FUNDAMENTALS #3: THE ELEMENTS OF EFFECTIVE READING INSTRUCTION & ASSESSMENT

EDV 523 Esteves School of Education at the Sage Colleges – Online Course

Three-course Reading Fundamentals Course This course will focus on learning to read, reading to learn, and an introduction to reading assessment. As part of these two key areas of reading instruction, the five elements of effective reading instruction will be highlighted, including definitions, implications for instruction, and future directions. These five elements include instruction in: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. **3 graduate credits.** *Teaching Standards II,III,V*

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

RECLAIMING PERSONALIZED LEARNING (NEW!)

CURI 6533 SUNY Empire State College
UNY 734 Adelphi University

Now is the time to create classrooms, schools, and school districts that will offer students, teachers, and administrators a wide range of strategies to reclaim personalized learning. Personalized learning doesn't mean individualization of curriculum. This class will help educators restore equity and humanity to their classrooms and schools through personalization of education. The lessons will help teachers shape whole-class instruction, leverage small-group interactions, and nurture a student's inner dialogue. The class will also help teachers design curriculum with a flexible frame that helps to emphasize the state standards. Teachers will be able to design new lessons that create multiple opportunities for students to become global thinkers and prepare them for a changing world. The overarching goal will be that teachers will reclaim personalized learning for all students that they interact with. **3 graduate credits.**

Required Text: Reclaiming Personalized Learning: A

Pedagogy for Restoring Equity and Humanity in Our Classrooms, 1st Edition, ISBN #9781544360669

RESPONSE TO INTERVENTION: PRACTICAL INFORMATION FOR THE CLASSROOM TEACHER

EDV 530 Esteves School of Education at the Sage Colleges – Online Course

RTI or Response to Intervention. RTI is a process that schools can and should use to help students who are struggling with academics or behavior. Even though RTI is primarily linked to special education and the early identification of learning problems, RTI is not just for students in special education. RTI is for all students and is based on the premise that a student might be struggling because of instruction or the curriculum in either a past or a current classroom. Every teacher will have students who are struggling, and RTI is a valuable tool for easing that struggle. Students will learn what RTI is and how to use it in their classroom.

3 graduate credits. *Teaching Standards I, II, III, IV*
Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

SOCIAL EMOTIONAL LEARNING: A NEW APPROACH*

CURI 6526 SUNY Empire State College – Also Available Online

This course will introduce participants to the concepts of emotional intelligence and the importance of incorporating social-emotional learning in the classroom in order to create academic environments that cultivate caring, empathic and successful students. Through research-based activities, participants will develop strategies to teach to the "whole child", learn ways to motivate and engage students and promote positive interactions amongst students in order to increase academic achievement.
3 graduate credits. *Teaching Standards I, II, IV, VI, VII*

Three Required Texts: The Educator's Guide to Emotional Intelligence and Academic Achievement: Social-Emotional Learning in the Classroom 1st Edition, ISBN # 9781412914819, The Brain

and Emotional Intelligence: New Insights, ISBN #9781934441152 & The Triple Focus: A New Approach to Education Paperback 2014, ASIN: #B010EVNDP8. An additional participant booklet available as a download in Frontline.

STRATEGIES FOR THE INCLUSIVE CLASSROOM

UNY 826 Adelphi University

In this course, participants will explore strategies and design lessons that enhance learning and proficiency for the general population and also meet the needs of the exceptional learners and the unique and specific challenges they encounter. **3 graduate credits.** *Teaching Standards I, II, III, IV*

Required Text: Available as an electronic download through ELT for purchase price of $65. Payment due at time of registration and is included in tuition price. Participants may print materials prior to class or bring laptop/ipad to access text online during class.

STUDENT ENGAGEMENT AND STANDARDS BASED LEARNING

CURI 6527 SUNY Empire State College

Using a standards-based approach as its foundation, Student Engagement and Standards-Based Learning is a Performance Learning Systems® course that explores high-impact learning activities designed to help teachers optimize student learning. Participants will use standards as a basis for designing learning activities, assessments, and scoring guides and will prioritize learning based on curriculum.

Using alignment criteria and the POINT design components, participants will evaluate, modify, expand, and design standards-based learning activities in order to maximize student learning, engagement, and achievement. A variety of learning activities aligned to standards and the QFL (Questions for Life) Process Skills are featured in this course as participants learn to address the needs of 21st Century Learners and foster progress toward deeper retention and transfer of learning. **3 graduate credits**. *Teaching Standards I, II, III, IV*
Required Text: Available as an electronic download through ELT for purchase price of $65. Payment due

COURSE DESCRIPTIONS

at time of registration and is included in tuition price. Participants may print materials prior to class or bring laptop/ipad to access text online during class.

SUCCESSFUL TEACHING FOR ACCEPTANCE OF RESPONSIBILITY (STAR)*
EDU 691 The College of Saint Rose – Also Available Online
Participants practice strategies and techniques that foster self-awareness, responsibility and eliminate "learned helplessness" in students. **3 graduate credits.** *Teaching Standards I, II, III, IV*

Two Required Texts for Classroom Course Only: Teacher Talk: What it Really Means, ISBN #9780961604622 and the second available as an electronic download through ELT for purchase price of $65. Payment due at time of registration and is included in tuition price. Participants may print materials prior to class or bring laptop/ipad to access text online during class.

Two Required Texts for Online Course Only: Teacher Talk: What It Really Means, ISBN #9780961604622 & Teaching Discipline & Self-Respect, ISBN #9781412915489

TEACHING ENGLISH AS A SECOND LANGUAGE*
EDUC 505 Mercy College – Online Course
Historical, legal, theoretical and practical aspects of teaching English to learners of English as a Second Language in pre-school through 12th grade. Course content includes language acquisition theories for children and adults, as well as for students with special needs. Student language assessment, identification, academic placement, and a variety of successful instructional approaches and strategies will be explored. Classroom discussion will include effective instructional models, assessment strategies, approaches and teaching practices used in teaching all language skills, the common core standards, and recognition of the psycho-social problems involved in second language acquisition and development. 10 hours of fieldwork required. **3 graduate credits**. *Teaching Standards I, II, III*

Required Text: Reading, Writing, and Learning in ESL, 6th edition, ISBN# 9780134014548

TEACHING SECONDARY MATH CONCEPTUALLY
EDV 531 Esteves School of Education at the Sage Colleges – Online Course
The course Teaching Secondary Math Conceptually: Meeting Mathematics Standards is designed to explain and connect the major concepts, procedures, and reasoning processes of mathematics. Current standards and practices in math education will be discussed to outline a teaching methodology that is conceptual, contextual, and constructive. Activities are presented to explain underlying concepts, and illustrate constructive teaching. The course has been divided into four chapters covering four math topics, i.e. integers, fractions, factoring, and functions. Emphasis is on exploring how to develop mathematical understanding in learners. **3 graduate credits**. *Teaching Standards I, II, III*

Required Text: I ncluded in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

TEACHING STUDENTS TO BE PEACEMAKERS*
UNY 823 Adelphi University
This course provides participants with strategies and skills to implement a peacemaker program in their classes and school. Participants experience conflict management procedures and skills and apply negotiating techniques and peer mediation strategies to manage conflict in the learning environment. **3 graduate credits**. *Teaching Standards I, III*

Required Text: Teaching Students to be Peacemakers, 4th ed., ISBN #0939603225. Textbook can be ordered at www.co-operation.org/books-and-materials

TEACHING THROUGH LEARNING CHANNELS™*
UNY 825 Adelphi University – Also Available Online
This course focuses on helping experienced and

beginner educators understand how to increase student achievement by addressing the brain's natural learning channels. **3 graduate credits.** *Teaching Standards I, III, IV*

Required Text for Classroom Course Only: Available as an electronic download through ELT for purchase price of $65. Payment due at time of registration and is included in tuition price. Participants may print materials prior to class or bring laptop/ipad to access text online during class.

Required Text for Online Course Only: No textbook needed. Participants will take the Kaleidoscope Profile online after the course begins.

THE 21ST CENTURY CLASSROOM: HOW PROBLEM-BASED LEARNING WITH TECHNOLOGY CAN TRANSFORM STUDENT LEARNING*

CURI 6528 SUNY Empire State College – Also Available Online

This practical course is designed to enable K-12 educators to synthesize newly framed requirements for highly effective teaching (APPR), the 21st Century Skills, the Learning Standards, existing research on best instructional practices, technology use and assessment into a high performing classroom that can transform their students' learning and ready students for college and career success in a global, digital world. The course shows educators the practical "how-to" create innovative but easy to implement, standards- aligned project-based learning units that integrate intuitive digital tools into daily differentiated instruction. **3 graduate credits.**
Teaching Standards I, III, IV

Two Required Texts for Classroom Course Only: Enriched Learning Projects: A Practical Pathway to 21st Century, ISBN # 9781934009741 & Participant Manual available as a download via Frontline.

Required Text for Online Course Only: Enriched Learning Projects: A Practical Pathway to 21st Century, ISBN #9781934009741

THE ROLE OF DATA, ASSESSMENTS AND INSTRUCTION TO RAISE STUDENT ACHIEVEMENT

CURI 6529 SUNY Empire State College – Also

Available Online

This course will provide participants with a better understanding of the realities of data use and will empower users to identify and use data more appropriately to identify school wide priorities, inform instruction and enhance student learning.
3 graduate credits. *Teaching Standards I, III, V*
Required Text for Classroom Course Only: Available as a download via Frontline.

Two Required Texts for Online Course Only: Data Dynamics: Aligning Teacher Team, School, & District Efforts, ISBN #9781935542230 & Transformative Assessment, ISBN# 9781416606673

THE TEACHING OF WRITING AND THE WRITING PROCESS

EDUC 590M Mercy College – Online Course

The interrelationship of teaching and writing are examined. Process writing and interactive methodologies will be reviewed. Emphasis will be placed on defining and describing the interactive writing process within the broader language and literacy. Ten hours of fieldwork required. **3 graduate credits.** *Teaching Standards II, III, V*

Two Required Texts: Teaching Writing: Balancing Process and Product, 6th edition, ISBN #9780132484817 & The Reading/Writing Connection: Strategies for Teaching & Learning in the Secondary Classrooms, ISBN#9780137056071

TOOLBOX FOR THE INCLUSION CLASSROOM: PRACTICAL STRATEGIES

CURI 6531 SUNY Empire State College
UNY 735 Adelphi University

This course is designed for all educators, both general and special as well as related service providers, at all grade levels. Participants will develop skills for setting up an inclusive classroom that meets the needs of all the students in their classroom. The course emphasizes many strategies and activities to make inclusive education effective and efficient. Participants will also learn the three principles of universal design for learning (UDL) and how to apply them in an inclusive classroom. **3 graduate credits.**

Required Text: The Inclusion Toolbox: Strategies and Techniques for All Teachers, ISBN: 978-1483344157

TRY DI!: PLANNING & PREPARING A DIFFERENTIATED INSTRUCTION PROGRAM
EDV 519 Esteves School of Education at the Sage Colleges – Online Course

This course is an invitation to reflect, explore, and anchor professional practices in the current literature and growing research base in support of DI. This course is designed for anyone working with a diverse learning population across the K-12 spectrum and will have the most direct application to professionals serving students within a mixed-ability classroom setting. **3 graduate credits.**
Teaching Standards II, III, IV, VII

Required Text: Included in the cost of tuition. Materials will be sent out directly from Virtual Education Software, Inc. (VESi) within 7 - 10 business days after registering.

UNDERSTANDING AGGRESSION: COPING WITH AGGRESSIVE BEHAVIOR IN THE CLASSROOM*
EDV 501 Esteves School of Education at the Sage Colleges – Online Course

Learn to evaluate aggressive behavior and implement interventions that de-escalate potentially violent situation. **3 graduate credits.** *Teaching Standards IV*

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

UNDERSTANDING & IMPLEMENTING COMMON CORE STANDARDS
EDV 520 Esteves School of Education at the Sage Colleges – Online Course

In this course you will learn a number of factors that contributed to the overall design of the Common Core Standards as well as practical pedagogical approaches that will support practitioners working toward deeper implementation. We will reflect on the instructional "shifts" emphasized throughout the Common Core

Standards and contextualize the shifts based on the diverse population of students course participants serve. **3 graduate credits.**
Teaching Standards I, II, III

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

USING RTI FOR SCHOOL IMPROVEMENT*
CURI 6524 SUNY Empire State College – Also Available Online

Participants will understand the RTI process, its impact upon teaching and learning, and apply strategies and data-based decision-making in process implementation **3 graduate credits.**
Teaching Standards I, II, III, IV, VII

Two Required Texts for Classroom & Online Courses: Using RTI for School Improvement: Raising Every Student's Ach. Scores, ISBN #9781412966412 & Participant Manual available as a download via Frontline.

WHY DI?... AN INTRODUCTION TO DIFFERENTIATED INSTRUCTION
EDV 514 Esteves School of Education at the Sage Colleges – Online Course

This course is designed to give an understanding of the framework of and need for creating supportive learning environments for diverse learning populations. **3 graduate credits.**
Teaching Standards II, III, IV, VII

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

WRITING AS LEARNING K-12*
UNY 728 Adelphi University
CURI 6566 SUNY Empire State College

The New York State Next Generation Learning Standards will require students to write completely and competently in every subject. This course will help assist teachers in implementing a systematic plan for teaching writing developmentally and consistently in every subject area. It will help students

to examine and learn writing strategies that guide them in producing the widest possible range of writing products. Each of the strategies is designed to foster creative thinking, analysis and synthesis. All of the strategies are adaptable from levels K-adults.

Participants in the course produce a wide range of written products to provide them the practice in using the strategies. This allows the participants to learn through application and internalize the understanding of each strategy. Writers have opportunities to work solo, in pairs, and in groups, fostering collaboration and cooperation.
3 graduate credits. *Teaching Standards I, II, III*

Required Text: Writing as Learning A Content Based Approach, 2nd ed., ISBN #9781412949613

UNDERGRADUATE COURSES

ADVANCED CLASSROOM MANAGEMENT: CHILDREN AS CHANGE AGENTS
EDV 411 Esteves School of Education at the Sage Colleges – Online Course
This course was developed as an alternative to traditional behavior modification approaches to changing student behavior. Although the course discusses and supports several behavior modification techniques, it goes beyond the boundaries of this approach. ACM teaches a social-cognitive approach to behavioral remediation. It compares and contrasts the two approaches, allowing students to gain a knowledge and understanding of each, but not refuting the use of either approach. **2 undergraduate credits.**

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

ATTENTION DEFICIT/HYPERACTIVITY DISORDER: INFORMATION & INTERVENTIONS FOR EFFECTIVE TEACHING
EDV 410 Esteves School of Education at the Sage Colleges – Online Course
Explore the history of ADD and ADHD, currently accepted methods to assess and identify students with the ADD/ADHD, and strategies and medications

currently used to treat the disorder. **2 undergraduate credits.**

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

AUTISM & ASPERGER'S DISORDER
EDV 404 Esteves School of Education at the Sage Colleges – Online Course
Understand the behavior and develop effective coping strategies for individuals and educators. **2 undergraduate credits.**

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

BEHAVIOR IS LANGUAGE
EDV 402 Esteves School of Education at the Sage Colleges – Online Course
Examine student behavior and strategies that facilitate positive student change. **3 undergraduate credits.**

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

BUILD SCHOOL COMMUNITIES: BRAIN SMART CLASSROOM MANAGEMENT
EDV 535 Esteves School of Education at the Sage Colleges – Online Course
This course helps teachers build genuine bonds between themselves and their students and between students and their classmates, to create "kindred classhomes" with a foundation of acceptance, respect, and shared purpose. For many of our students, our classrooms may be a safe, nurturing refuge…the eye of the hurricane they experience as life. This course will help you develop strategies, rituals, and environmental design skills to create these safe havens of learning: kindred classhomes where students and teachers work together in synergistic ways that benefit all members of the school family. Students will learn how to differentiate for classroom management and discipline similarly to differentiating for students' diverse

academic needs. One size does not fit all, but all sizes can fit together. **2 undergraduate credits.**

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

CHILD ABUSE

EDV 403 Esteves School of Education at the Sage Colleges – Online Course
Learn to identify and assist students affected by abuse and/or neglect. **2 undergraduate credits.**

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

DRUGS & ALCOHOL IN SCHOOLS

EDV 408 Esteves School of Education at the Sage Colleges – Online Course
Addiction is defined as a "biopsychosocial" disease. Drugs & Alcohol in Schools will explore each of these three elements individually, and then, discuss their interactions and impact on the substance using person. The information will be further processed in order to more readily translate that information into practical application in the classroom. Since the course is designed to increase your understanding and awareness of drugs and addiction, the final chapter builds upon what you have learned and offers options for how to respond. These options look at how to most effectively and appropriately manage the effects of substance use as it impacts your students and classroom. A review of various support groups and resources that are available is included. **2 undergraduate credits.**

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

EARLY CHILDHOOD: FAMILY-CENTERED SERVICES

EDV 428 Esteves School of Education at the Sage Colleges – Online Course
Family-Centered Services is a continuum of services that employ the family-centered practice approach to promote the primary goals of child welfare: safety, permanency, and well-being. A family-centered practice approach is a way of organizing and delivering assistance and support to families based on interconnected beliefs and attitudes that shape the program philosophy and behavior of personnel as they organize and deliver services to children and families. **2 undergraduate credits.**

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

EARLY CHILDHOOD: OBSERVATION & ASSESSMENT

EDV 427 Esteves School of Education at the Sage Colleges – Online Course
This course is designed to help educators, paraprofessionals and child caregivers observe and assess various aspects of children's development and programs. Participants will learn the components necessary for strong observation skills, such as self-awareness, objectivity, confidentiality and ethical guidelines. Web links to videos and other observation and assessment resources will be included. **3 undergraduate credits.**

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

EARLY CHILDHOOD: PROGRAM PLANNING

EDV 429 Esteves School of Education at the Sage Colleges – Online Course
This course will discuss numerous considerations for planning and implementing a comprehensive, research-based curriculum for young children. Included will be topics such as Universal Design for Learning (UDL), Understanding by Design (UbD), differentiated instruction, and the use of developmentally appropriate technology for young children. Various perspectives on the history and theory behind early childhood education and child development will be examined, in addition to discussing various forms of diversity among children.

COURSE DESCRIPTIONS

Students also discuss what curriculum is, and identify guidelines presented by the National Association for the Education of Young Children (NAEYC) for appropriate curriculum for young children through eight years of age. Students will take an overall look at the basic steps for creating an appropriate curriculum, planning a daily schedule, and creating lesson plans and activities for early childhood programs. **3 undergraduate credits.**

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

EARLY CHILDHOOD: TYPICAL & ATYPICAL DEVELOPMENT

EDV 426 Esteves School of Education at the Sage Colleges – Online Course

This course covers development during the first six years of life.   Students will learn typical and atypical development from prenatal- age eight in all developmental domains. Included will be researched-based emphasis on individual differences, cultural influences, and best practices. **3 undergraduate credits.**

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

EDUCATIONAL ASSESSMENT: ASSESSING STUDENT LEARNING IN THE CLASSROOM

EDV 424 Esteves School of Education at the Sage Colleges – Online Course

This course is designed to further develop the attitudes, knowledge, and conceptual and technical skills required by teachers to help them identify the educational goals of students and to select or design and implement relevant, meaningful, and beneficial instructional strategies for effective learning by students with special needs. The focus of this course will therefore be on assessment for instructional programming. **2 undergraduate credits.**

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

ENGLISH LANGUAGE LEARNER: LANGUAGE ACQUISITION

EDV 433 Esteves School of Education at the Sage Colleges – Online Course

English Language Learner: Language Acquisition was written to help teachers understand concepts and terms related to educating students whose first language is not English. This course discusses developmental theories and how they apply to English language learners. The focus of this course is on the process of second language acquisition and the role of the classroom teacher. Included in this course is information about literacy development, integrating language, co-teaching, ELL instructional needs and the legal obligations of schools and teachers to provide services and about the types of programs schools might provide. Also included is information on communicating with parents/guardians. **3 undergraduate credits.**

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

HARASSMENT, BULLYING & CYBER-INTIMIDATIONS IN SCHOOLS

EDV 412 Esteves School of Education at the Sage Collegess – Online Course

This course will discuss definitions and the personal, social, and legal ramifications associated with sexual harassment, bullying, and cyber-intimidation. The course will address what we know about these troubling areas. We will then explore preventative strategies as well as how school staff can address these issues when they occur. A clear understanding of what constitutes harassment and the harmful effects of harassment on people and institutions is essential to providing a safe and inclusive school environment for all. **2 undergraduate credits.**

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

COURSE DESCRIPTIONS

INCLUSION: WORKING WITH STUDENTS WITH SPECIAL NEEDS IN GENERAL EDUCATION CLASSROOMS

EDV 425 Esteves School of Education at the Sage Colleges – Online Course

This was course was written to help teachers understand concepts and terms related to educating students in inclusive classrooms. This course helps teachers learn about the continuum of placements school systems can use in providing special education and related services to students with disabilities. Information discussed is also designed to help you understand the federal definition of students entitled to special education services, as well as procedures you can use in determining whether these students can be educated in the regular classroom. The course also identifies and describes the roles and responsibilities of special and general educators in providing special education services to students educated in inclusive classrooms and instructional and classroom management strategies teachers can use to work with these students in the least restrictive environment.   **2 undergraduate credits.**

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

INFANT & TODDLER MENTAL HEALTH: ISSUES & INFORMATION FOR EDUCATORS

EDV 406 Esteves School of Education at the Sage Colleges – Online Course

The course has been divided into four chapters that are designed to inform parents, professionals, and care providers by: providing an overview of the core concepts of early development; reviewing developmental milestones; exploring current research on brain development; examining what curriculum looks like for infants and toddlers; exploring the importance of early attachment; reviewing different temperament traits; and providing suggestions for strengthening families. Upon completing this course you should have the basic framework for understanding the critical role of infant and toddler mental health, as well as developmental knowledge of children from birth to thirty-six months. **2 undergraduate credits.**

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering

LEARNING DISABILITIES: PRACTICAL INFORMATION FOR THE CLASSROOM TEACHER

EDV 407 Esteves School of Education at the Sage Colleges – Online Course

Learning Disabilities: Practical Information for the Classroom Teacher, is an interactive computer-based instruction undergraduate course, that provides an introduction to the field of Learning Disabilities for special education teachers, general classroom teachers, integration teachers and related professionals, especially those working in the areas of language, psychology and counseling. **3 undergraduate credits.**

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

READING & WRITING CONTENT AREA

EDV 416 Esteves School of Education at the Sage Colleges – Online Course

This undergraduate course offers instruction in teaching reading and writing in various subject matter fields at the secondary level. The material stresses the skills of vocabulary building, comprehension, and writing, as well as methods for motivating adolescents to read and write.   **2 undergraduate credits.**

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

READING FUNDAMENTALS #1: AN INTRODUCTION TO SCIENTIFICALLY-BASED RESEARCH

EDV 421 Esteves School of Education at the Sage

COURSE DESCRIPTIONS

Colleges – Online Course
Three-course Reading Fundamentals Course. Reading Fundamentals supports the concept of scientifically-based reading research to develop a phonetically-based approach to reading assessment, instruction, evaluation, and remediation. The course discusses the research that supports scientifically-based research as it applies to phonetically-based instruction, assessment, and evaluation. **2 undergraduate credits.**

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

READING FUNDAMENTALS #2: LAYING THE FOUNDATION FOR EFFECTIVE READING INSTRUCTION
EDV 422 Esteves School of Education at the Sage Colleges – Online Course
Three-course Reading Fundamentals Course

The purpose of this second course is to lay the foundation for effective reading instruction. As part of this course, you will learn about the elements of effective instruction. It is important that all teachers have a firm understanding of effective instructional procedures. Teachers benefit, and more importantly, students benefit, both in terms of their behavior and their academic performance, from effective instruction. Further, you will learn about the importance of reading instruction and read some sobering statistics on reading performance in this country and what happens when individuals are not proficient in reading. **2 undergraduate credits**

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

READING FUNDAMENTALS #3: THE ELEMENTS OF EFFECTIVE READING INSTRUCTION & ASSESSMENT*
EDV 423 Esteves School of Education at the Sage Colleges – Online Course
Three-course Reading Fundamentals Course
This course will focus on learning to read, reading to learn, and an introduction to reading assessment. As

part of these two key areas of reading instruction, the five elements of effective reading instruction will be highlighted, including definitions, implications for instruction, and future directions. These five elements include instruction in: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. **2 undergraduate credits.**

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

RESPONSE TO INTERVENTION: PRACTICAL INFORMATION FOR THE CLASSROOM TEACHER
EDV 430 Esteves School of Education at the Sage Colleges – Online Course
RTI is a process schools can and should use to help students who are struggling with academics or behavior. Even though RTI is primarily linked to special education and the early identification of learning problems, RTI is not just for students in special education. RTI is for all students and is based on the premise that a student might be struggling due to instruction or the curriculum in the past, or in the current classroom. Every teacher will have students who are struggling and whether it's short term or long term, RTI is a valuable tool. **3 undergraduate credits.**

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

SIX TRAITS OF WRITING MODEL: TEACHING & ASSESSING
EDV 432 Esteves School of Education at the Sage Colleges – Online Course
This course will discuss why writing is important and why teachers should include writing as often as possible in all content areas. The course will also include practical applications for assessing and teaching writing, including teaching students how to self-assess their own writing. The first chapter of this course will discuss why teaching writing is important and give you an introduction to the Six Traits of Writing Model. Through chapters 2, 3, and 4 we will discuss the elements of the Six Traits of Writing Model. Throughout those elements we will look at practical

COURSE DESCRIPTIONS

ways to use this model in your classroom.
2 undergraduate credits.

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

TALENTED & GIFTED: WORKING WITH HIGH ACHIEVERS
EDV 409 Esteves School of Education at the Sage Colleges – Online Course

This course was designed to help you achieve a better understanding of the talented and gifted student, methods used in identification, and strategies for instruction of these students in an inclusive classroom. Talented & Gifted provides information on the history of the exceptional in relation to education, current law, and accepted methods for referral, assessment, and identification of these students. The course also covers methods of differentiating instruction to meet the rate and level of learning of those students identified. The course gives you an understanding of ways to meet the affective needs of the gifted and talented student in the regular classroom. **2 undergraduate credits.**

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

TEACHING DIVERSITY: INFLUENCES & ISSUES IN THE CLASSROOM
EDV 418 Esteves School of Education at the Sage Colleges – Online Course

This course will help you understand and identify differences in approaches to learning and performance, including different learning styles and ways in which students demonstrate learning. It will emphasize understanding how students' learning is influenced by individual experiences, talents, disabilities, gender, language, culture, family, and community values. Students will be challenged to apply knowledge of the richness of contributions from our diverse society to your teaching field. **2 undergraduate credits.**

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

TEACHING ELEMENTARY MATH CONCEPTUALLY: A NEW PARADIGM
EDV 413 Esteves School of Education at the Sage Colleges – Online Course

The course will explore an innovative teaching model that incorporates strategies for teaching concepts constructively and contextually. The goal is for students to gain a deeper understanding of the underlying concepts of various math topics and to explore the principles of teaching those concepts to learners. The course will also explore the teaching methodology that supports learning the Common Core State Standards (CCSS). This course will focus on the topics of number sense, basic operations, and fractions. **2 undergraduate credits.**

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

TEACHING SECONDARY MATH CONCEPTUALLY: MEETING MATHEMATICS STANDARDS
EDV 431 Esteves School of Education at the Sage Colleges – Online Course

This course is designed to explain and connect the major concepts, procedures, and reasoning processes of mathematics. Current standards and practices in

math education will be discussed to outline a teaching methodology that is conceptual, contextual, and constructive. Activities are presented to explain underlying concepts, and illustrate constructive teaching. The course has been divided into four chapters covering four math topics, i.e. integers, fractions, factoring, and functions. Emphasis is on exploring how to develop mathematical understanding in learners. **3 undergraduate credits.**

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

TRAUMATIZED CHILD: THE EFFECTS OF STRESS, TRAUMA & VIOLENCE ON STUDENT LEARNING

EDV 405 Esteves School of Education at the Sage Colleges – Online Course

This course is designed to help you identify and effectively teach students affected by stress, trauma and/or violence. It teaches you to recognize the signs of stress, trauma or violence in students. It also discusses the specific factors that exist in families and communities where stress and violence are common. A major emphasis in this course is on helping the participant understand the special learning needs of the student who is experiencing stress, trauma or violence in his/her life and how to meet his/her needs in the regular classroom. Working with parents and community agencies is also emphasized. **2 undergraduate credits.**

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

TRY DI!: PLANNING & PREPARING A DIFFERENTIATED INSTRUCTION PROGRAM

EDV 419 Esteves School of Education at the Sage Colleges – Online Course

This course is designed to provide you an opportunity to learn about an instructional framework, Differentiated Instruction (DI), aimed at creating supportive learning environments for diverse learning populations. The course reflects an approach that aligns the principles of DI with the practices of DI. This course follows Why DI?: An Introduction to Differentiated Instruction, which addressed the What, Why, and Who of a classroom that reflects a DI approach. This course is designed for anyone working with a diverse learning population across the K-12 spectrum and will have the most direct application to professionals serving students within a mixed-ability classroom setting. **3 undergraduate credits.**

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

UNDERSTANDING AGGRESSION: COPING WITH AGGRESSIVE BEHAVIOR IN THE CLASSROOM

EDV 401 Esteves School of Education at the Sage Colleges – Online Course

This course is about violence in America, about the aggression in our schools, classrooms, streets, homes and elsewhere. The course speaks to the hate, the fights, the anger, the crimes committed and the victims in our schools and society. It is a course about students, children, teenagers, adults and neighbors, all of us. The goal of this course is to help educators and adults in general better understand how aggression affects our lives and the lives of children. **3 undergraduate credits.**

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

UNDERSTANDING & IMPLEMENTING COMMON CORE STANDARDS

EDV 420 Esteves School of Education at the Sage Colleges – Online Course

In this course you will learn a number of factors that contributed to the overall design of the Common Core Standards as well as practical pedagogical approaches that will support practitioners working toward deeper implementation. We will reflect on the instructional "shifts" emphasized throughout the Common Core Standards and contextualize the shifts based on the diverse population of students course participants serve. **3 undergraduate credits.**

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

VIOLENCE IN SCHOOLS: IDENTIFICATION, PREVENTION & INTERVENTION STRATEGIES

EDV 417 Esteves School of Education at the Sage Colleges – Online Course

This class will focus on developing new ways of handling violence without getting involved in the typical power struggles. Students will learn specific

strategies and practical ideas to aid in the reduction of school violence. Key intervention ideas for developing a civil climate within each school will be presented, and identification and recognition of potential violence will be discussed. Included in this approach will be an emphasis on safety for students and educators. This course is not attempting to be a "cure all" or "fix it" approach, but will aid educators in their ability to develop a safer environment in a school and community. **2 undergraduate credits**

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after

registering.

WHY DI?... AN INTRODUCTION TO DIFFERENTIATED INSTRUCTION
EDV 414 Esteves School of Education at the Sage Colleges – Online Course

This course is designed to give an understanding of the framework of and need for creating supportive learning environments for diverse learning populations. **3 undergraduate credits**

Required Text: Included in the cost of tuition. Materials will be sent directly from Virtual Education

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