



Course Catalogue

SPRING 2010

Richard Gazzola Teacher Center

@YECAC

**1109 North Broadway
Yonkers, New York 10701**

Tel: (914) 376-8614

Fax: (914) 376-8617

Email: tchcntr@westnet.com

Website: www.rgteachercenter.org

Registration Deadline – January 19, 2010

Richard Gazzola Teacher Center Policy Board

Lia Council, Chairperson
Bernadette Dunne, Vice Chairperson

Kirk Bauer	James Hayes
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Jeanne Ismail, Policy Board Secretary

Paul J. Diamond, Director

Yonkers Public School Teachers will receive in-service credit for Teacher Center courses.

Registration will only be accepted on the official form. As noted in the introduction, a lottery will determine placement for all oversubscribed classes.

We will do our best to honor your requests.

Upon completion of your course, you will be asked to provide feedback about your experience and the value of the course you have completed. This information is very important to the Center. We use this information to improve existing courses and to report to New York State how instruction is enhanced by our course offerings. Please take your time in recording your thoughts. Not only do we value what you say, we need to hear from you.

The Richard Gazzola Teacher Center is run by teachers for teachers. It is a unique institution. We strive to offer these courses to our teachers at no cost. By following these registration requirements, we can ensure another successful year of professional development.

Teachers Teaching Teachers

774.1T Improvement of Teaching: Behavior Modification and
774.2T Whole Class Teaching

Instructor: Dean Martin

Course Description: This course covers teaching models and strategies to extend the in-service teacher's conceptual scheme of teaching. Teachers will evaluate self-analysis systems and apply current theory which will be evaluated by feedback mechanisms. Teachers will explore various practices in behavior modification and whole class teaching skills. Teachers are encouraged to videotape classroom experiences which reflect topics covered in this class.

You will be required to schedule meetings with the Instructor on the first day of class. You may schedule them before or after classes.

Schedule:

774.1T 3:45 - 6:15 Tuesday; February 23; March 2, 9, 16, 23;
April 6, 13, 20, 27; May 4, 11, 18, 25
Two additional days scheduled on the first day of class
(snow/make-up days: June 1,8,15)

774.2T Schedule to be arranged first day of class

Location: All classes held at Saunders High School, room 229

Credits: Six graduate credits from Brooklyn College and 36 hours toward non-tenured requirement from Yonkers Public Schools

Cost: **\$870.00 CHECK REQUIRED WITH REGISTRATION, dated for the first day of class and made payable to the: DANY CONSULTANTS**

Registration: Complete the Teacher Center Registration form. Submit your application by mail or in person with a **check made payable to: DANY CONSULTANTS**

Enrollment is accepted in the order in which it is received.

Please note: All teachers born after January 1, 1957 must submit a Student Immunization Record. The Meningitis form must be completed by everyone.

Table of Contents

	<u>PAGE</u>
Courses at a Glance	4 - 5
Professional Development Standards	6
New York State Standards	7 - 10
In-Service Courses	11 - 16 23 - 33
What You Need to Know about Registration	17
For Your Records Form	18
Registration Form	19
Richard Gazzola Teacher Center Mission Statement MEET (Mentor Program)	22
Undergraduate Courses	34 - 35
Graduate Courses	36 - 38
Policy Board	39



In-Service Courses at a Glance

Course #	(One and Two Credits)	Session
EDUCU 221	Using Data to Improve Student Learning and Performance	On-line
EDUCU 212	Differentiating Inst. to Accommodate Learning Styles	On-line
SCI 227	Global Climate Change: The Science, Impact and Politics of a World Environmental Crisis	On-line
CMP 260	Students and the Internet: Cyber Bullying and Other Current Topics	On-line
EDUCU 222	Critical Thinking Skills and Questioning Techniques	On-line
EDUCU 209	Teaching Study Skills	On-line
ELA 204	Literacy Props and Famous Authors	On-line
CMP 246	Internet Content for the Classroom Using Thinkfinity (One Credit)	On-line
EDUCU 220	Guiding Teaching Partnerships	On-line
EDUCU 214	A Practical Guide to Improving Classroom Instruction	On-line
CMP 262	Using Technology to Accelerate Learning	On-line
ENG 220	Developing Life Long Readers (One Credit)	Monday
HUM 202	Teaching Young Philanthropists (One Credit)	Wednesday
LAN 236	Spanish Conversation – Part I	Thursday
ELA 201	Make and Take Learning Center Activities for Reading – Part I (One Credit)	Thursday
Course #	New York City Cultural Class/Tours:	Session
CIV 203 A	War In New York	Fri/Sat/Fri
CIV 203 B	War In New York	Fri/Sun/Fri
CIV 204 A	Italian Culture and Heritage	Fri/Sat/Fri
CIV 204 B	Italian Culture and Heritage	Fri/Sun/Fri
SOC 285 A	New York City’s Left Bank – Greenwich Village	Fri/Sat/Fri
SOC 285 B	New York City’s Left Bank – Greenwich Village	Fri/Sun/Fri

The Yonkers Public School District requires that all non-tenured teachers receive mandated professional development as follows:

1st year - 24 hours	2nd year - 20 hours	3rd year - 12 hours
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No more than half of these hours shall be required within the school year beyond the school day. The Yonkers Public School District has agreed that all classes (unless specifically identified) count toward the non-tenured teachers’ staff development requirement. Teachers will receive course credit and hours toward the non-tenured mandated hours only upon completion of the course.

In-service registrations may be mailed or faxed to the Teacher Center at
(914) 376-8617

We do not accept phone registrations

BROOKLYN COLLEGE

727T Childhood and Adolescence in the Urban Community
--

Instructors: Sue and Art Zuckerman

Course Description: Cultural, social, and economic composition of urban communities. Effects of social background on attitudes, behavior, and learning. Implication for guidance, especially in large urban areas.

Schedule: 3:45 – 6:45 Friday, February 12th
 8:30 – 4:30 Saturday, February 13th
 8:30 – 4:30 Sunday, February 14th
 8:30 – 4:30 Monday, February 15th
 8:30 – 4:30 Tuesday, February 16th
 8:30 – 12:00 Wednesday, February 17th

Location: First class held at Teacher Center @ YECAC

Credit: Three graduate credits from Brooklyn College

Cost: **\$435.00 CHECK REQUIRED WITH REGISTRATION,**
dated for the first day of class and made payable to:
DANY CONSULTANTS

Registration: Complete the Teacher Center Registration form. Submit your application by mail or in person with a **check made payable to: DANY CONSULTANTS**

Enrollment is accepted in the order in which it is received.

Please note: All teachers born after January 1, 1957 must submit a Student Immunization Record. The Meningitis form must be completed by everyone.

GRADUATE CLASSES
NYSUT LEARNING TRUST/ADELPHI UNIVERSITY

ENY 812 Autistic Spectrum Disorders: Adjusting the Educational Image

Instructor: Lia Council

Course Description: Participants will review historical background; causes and diagnosis; signs, symptoms, and characteristics; strategies in education, social interactions, and language development; education-related laws and rights; impact on family dynamics and parent support.

Schedule: 8:30 – 4:30 January 16, 23, 30; February 13, 27

Location: All classes held at NYSUT Regional Office,
Tarrytown - room 21

Credits: Three graduate credits from Adelphi University

Cost: \$645.00

Registration: Call (800)528-6208 or www.nysut.org/elt to register

ENY 707 Behavioral, Academic, and Social Interventions for the Classroom

Instructor: Helene Alalouf

Course Description: This course has vital information, brand new activities, and takes a thorough look at research-based interventions in the behavioral, academic, and social areas of student performance. Through a multi-tiered response to intervention model, educators implement a solution-seeking cycle for gathering information, identifying issues, and planning and assessing early and effective interventions. The course focuses on the teacher as the primary interventionist and includes universal and targeted classroom interventions that promote student resiliency and encourage students to reach for success.

Schedule: 8:00 – 5:00 June 28, 29, 30; July 1, 2

Location: All classes held at the Teacher Center @ YECAC

Credits: Three graduate credits from Adelphi University

Cost: \$645.00

Registration: Call (800)528-6208 or www.nysut.org/elt to register

College/Graduate Courses at a Glance

NYSUT Learning Trust		
ED 133 C1	Intro. to Education for Paraeducators: Helene Alalouf	Saturday
ED 441	Cooperative Discipline: Marilyn Fanelli	Wednesday
ENY 812	Autistic Spectrum Disorders: Adjusting The Educational Image: Lia Council	Saturday
ENY 707	Behavioral, Academic, and Social Interventions for the Classroom: Helene Alalouf	June 28- July 2
Westchester Community College		
HSERV 201	Methods in the Helping Process: Don Bluestone	Mon or Wed
Brooklyn College		
727T	Childhood and Adolescence in the Urban Community: Sue & Art Zuckerman	February Vacation
774.1T 774.2T	Improvement of Teaching: Behavior Modification and Whole Class Teaching: Dean Martin	Tuesday

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Yonkers Public Schools Closed

SCHEDULING CONFLICTS MAY EXIST
PLEASE CHOOSE YOUR COURSES CAREFULLY

PROFESSIONAL DEVELOPMENT STANDARDS

Standard 1: Designing Professional Development

Professional development design is based on data; is derived from the experience, expertise and needs of the recipients; reflects best practices in sustained job-embedded learning; and incorporates knowledge of how adults learn.

Standard 2: Content Knowledge and Quality Teaching

Professional development expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.

Standard 3: Research-based Professional Learning

Professional development is research-based and provides educators with opportunities to analyze, apply and engage in research.

Standard 4: Collaboration

Professional development ensures that educators have the knowledge, skill and opportunity to collaborate in a respectful and trusting environment.

Standard 5: Diverse Learning

Professional development ensures that educators have the knowledge and skill to meet the diverse learning needs of all students.

Standard 6: Student Learning Environments

Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.

Standard 7: Parent, Family and Community Engagement

Professional development ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education.

Standard 8: Data-driven Professional Practice

Professional development uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.

Standard 9: Technology

Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.

Standard 10: Evaluation

Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

WESTCHESTER COMMUNITY COLLEGE

WCC offers a 3 semester program geared for teachers. The program offers both academic and practical components – use your class as a learning lab! Only \$153 per credit (plus fees)

HSERV201 Methods & the Helping Process

Instructor: Don Bluestone

Accompanies Human Services Field Experience II and provides continued opportunity for students to integrate field work experience with the social systems approach to helping. The class learns the basic skills of the helping process, including interviewing techniques. Students examine their own value systems, strengths and weaknesses, and how these may affect their interpersonal relationships in a multicultural society. They analyze their field settings, use of helping skills, behavioral concepts, and they assess the utility and limitations of the tools of the human service worker

Schedule: 4:00 – 6:50 Monday, January 25 through May 10

Location: YECAC, 1109 North Broadway, Yonkers, New York

Credit: Three College credits class plus three additional credits for field experience

Reference #: **2942**

OR

Schedule: 6:30 – 9:20 Wednesday, January 27 through May 12

Location: Roosevelt High School, Tuckahoe Road, Yonkers, New York

Credit: Three College credits class plus three additional credits for field experience

Reference #: **2941**

Registration:

- Continuing students may use WebReg - www.sunywcc.edu
- New students must register in person in the Registrar's Office located in the Administration building on the Valhalla Campus.
- Application and immunization/meningitis form and registration forms are available on-line at: www.sunywcc.edu

For course information - call Don Bluestone (718) 882-4000 ext. 303

For registration information - call Gabrielle Fox (914) 606-6534

Email – Gabrielle.Fox@sunywcc.edu

Please note: All teachers born after January 1, 1957 must submit a Student Immunization Record at the time of registration.

The Meningitis form must be completed by everyone.

UNDERGRADUATE CLASSES

NYSUT EDUCATION & LEARNING TRUST /CAZENOVIA COLLEGE

ED 133 C1 Introduction to Education for Paraeducators

Instructor: Helene Alalouf

This course will focus on the interactions taking place in the classroom and within the school system from the perspective of the paraeducator/teaching assistant. Participants will gain relevant understanding, knowledge, and skill from analysis of these interactions. Among the areas covered are: the changing nature of K-12 education in contemporary society; roles and responsibilities of paraeducators and teachers; federal and state laws and regulations; child and adolescent development and learning; classroom and behavior management; instructional strategies to improve student learning; and the paraeducator's role in assessment.

Schedule: 8:30 – 4:00 Saturday, January 23, 30; Feb 6, 27, Mar 6, 13

Location: All classes held at Woodlands HS
475 Hartsdale Avenue, Hartsdale, NY 10530

Credits: Three undergraduate credits from Cazenovia College

Cost: \$360.00 for undergraduate credits plus \$30.00 for textbook:
The Paraprofessional's Guide to the Inclusive Classroom

Registration: Call 800-528-6208 or www.nysut.org/elt to register

ED 441 Cooperative Discipline

Instructor: Marilyn Fanelli

Manage and motivate student behavior in a manner consistent with optimum student growth; academic, social, and psychological.

Schedule: 3:45 - 6:45 Wednesday, February 24; March 3, 10, 17, 24;
April 7, 14, 21, 28; May 5, 12, 19
(snow/make-up days: May 26; June 2, 9)

Location: All classes held at PEARLS - room 303

Credits: Three undergraduate credits plus three additional credits for practicum from Cazenovia College and 36 hours toward non-tenured requirement from Yonkers Public Schools

Cost: \$1020.00 for six undergraduate credits - includes registration fee.

For further information and to register contact Marilyn Fanelli: (914) 751-6519

NEW YORK STATE STANDARDS

The Arts

Standard 1: Creating, Performing and Participating in the Arts

Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre and visual arts) and participate in various roles in the arts.

Standard 2: Knowing and Using Arts Materials and Resources

Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

Standard 3: Responding to and Analyzing Works of Art

Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

Standard 4: Understanding the Cultural Contributions of the Arts

Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

Career Development and Occupational Studies

Standard 1: Career Development

Students will be knowledgeable about the world of work, explore career options and relate personal skills, aptitudes and abilities to future career decisions.

Standard 2: Integrated Learning

Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

Standard 3a: Universal Foundation Skills

Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

Standard 3b: Career Majors

Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement and success in postsecondary programs.

English Language Arts

Standard 1: Language for Information and Understanding

Students will listen, speak, read and write for information and understanding. As listeners and readers, students will collect data, facts and ideas; discover relationships, concepts and generalizations; and use knowledge generated from oral, written and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply and transmit information.

Standard 2: Language for Literary Response and Expression

Students will read and listen to oral, written and electronically produced texts and performances from American and world literature; relate texts and performances to their own lives; and develop an understanding of the diverse social, historical and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creation.

Standard 3: Language for Critical Analysis and Evaluation

Students will listen, speak, read and write for critical analysis and evaluation. As listeners and readers, students will analyze experiences, ideas, information and issues presented by others using a variety of established criteria. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.

Standard 4: Language for Social Interaction

Students will listen, speak, read and write for social interaction. Students will use oral and written language that follows the accepted conventions of the English language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.

Languages Other Than English

Standard 1: Communication Skills

Students will be able to use a language other than English for communication.

Standard 2: Cultural Understanding

Students will develop cross-cultural skills and understandings.

SOC 285 New York City Cultural Class/Tours:
New York City's Left Bank - Greenwich Village

Instructors: Sue and Art Zuckerman

Topics such as Bohemians, artists, literary masters, architectural geniuses like Stanford White and "the Murder of the Century" will be covered in this course. Historical facts and anecdotes, along with the music of such diverse greats as John Phillip Sousa, Bob Dylan and Jimi Hendrix, will all be presented. Participants will travel through New York City's area of culture, academia, prohibition and the "gay" movement. Learn about the origins of NYU and some of its famous professors and the beginnings of the Whitney Museum.

Through lecture, discussion, multimedia resources, literary critique and a guided tour of the neighborhood, participants will learn the historical significance of Greenwich Village as well as its impact on society, the sciences and the arts. Literary lions such as Mark Twain, Eugene O'Neill, Edna St. Vincent Millay, Edgar Allen Poe, O. Henry, Clement Clarke Moore and Edith Wharton will be featured. In addition, there will be an examination of the tragedy that changed the labor movement in the United States: the Triangle Shirtwaist Fire. Attendees will explore the "Ashcan" school of art that changed American art forever and learn the Greenwich Village origins of many clichés such as "up the river" "keeping up with the Joneses" and "86 it!" Teachers of different grade levels and subjects will gain information, as never imagined, about New York City's glorious history and culture.

NYS PROFESSIONAL DEVELOPMENT STANDARDS: 2, 6

NYS LEARNING STANDARDS: Arts: 4; CDOS: 1; ELA: 2; S.S: 1, 2

Tour A

Schedule: 3:45-6:45 Friday, April 30; Teacher Center @ YECAC
9:00-6:00 Saturday, May 1; NYC Tour

Credits: 3:45-6:45 Friday, May 7; Teacher Center @ YECAC
One in-service credit from the Yonkers Public Schools and
Six hours toward non-tenured requirement

OR

Tour B

Schedule: 3:45-6:45 Friday, April 30; Teacher Center @ YECAC
9:00-6:00 Sunday, May 2; NYC Tour
3:45-6:45 Friday, May 14; Teacher Center @ YECAC

Credits: One in-service credit from the Yonkers Public Schools and
Six hours toward non-tenured requirement

CIV 204 New York City Cultural Class/Tours: Italian Culture and Heritage

Instructors: Sue and Art Zuckerman

Italians are one of the largest immigrant groups who have settled in New York City. They have made numerous contributions to life in the city, the nation and the world in all fields including the arts, sciences, history, politics, economics and culture. Many words commonly used in the English language today are words that have been assimilated from Italian, and many of the foods we eat have their origins with Italian-Americans.

This course will cover the origins of the Italian-Americans, their immigration to New York and their impact on the City and the rest of the country. Participants will explore a Tuscan garden, learn what it was like to travel to America in steerage, face the trials and tribulations of Ellis Island and form several "Little Italies" in New York City.

Teachers in all grades and all disciplines will be able to gain an understanding of the Italian culture and heritage, and will in turn be able to use what they have learned with their own students

NYS PROFESSIONAL DEVELOPMENT STANDARDS: 2, 6

NYS LEARNING STANDARDS: Arts: 3; LOTE: 2; SS: 1, 2

Tour A

Schedule: 3:45-6:45 Friday, April 9; Teacher Center @ YECAC

9:00-6:00 Saturday, April 10; NYC Tour

3:45-6:45 Friday, April 16; Teacher Center @ YECAC

Credits: One in-service credit from the Yonkers Public Schools and Six hours toward non-tenured requirement

OR

Tour B

Schedule: 3:45-6:45 Friday, April 9; Teacher Center @ YECAC

9:00-6:00 Sunday, April 11; NYC Tour

3:45-6:45 Friday, April 23; Teacher Center @ YECAC

Credits: One in-service credit from the Yonkers Public Schools and Six hours toward non-tenured requirement

Mathematics, Science and Technology

Standard 1: Analysis, Inquiry and Design

Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.

Standard 2: Information System

Students will access, generate, process and transfer information using appropriate technologies.

Standard 3: Mathematics

Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability and trigonometry.

Standard 4: Science

Students will understand and apply scientific concepts, principles and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

Standard 5: Technology

Students will apply technological knowledge and skills to design, construct, use and evaluate products and systems to satisfy human and environmental needs.

Standard 6: Interconnectedness: Common Themes

Students will understand the relationships and common themes that connect mathematics, science and technology and apply the themes to these and other areas of learning.

Standard 7: Interdisciplinary Problem Solving

Students will apply the knowledge and thinking skills of mathematics, science and technology to address real-life problems and make informed decisions.

Health, Physical Education and Family and Consumer Sciences

Standard 1: Personal Health and Fitness

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity and maintain personal health.

Standard 2: A Safe and Healthy Environment

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

Standard 3: Resource Management

Students will understand and be able to manage their personal and community resources.

Social Studies

Standard 1: History of the United States and New York

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments and turning points in the history of the United States and New York.

Standard 2: World History

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments and turning points in world history and examine the broad sweep of history from a variety of perspectives.

Standard 3: Geography

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national and global—including the distribution of people, places and environments over the Earth's surface.

Standard 4: Economics

Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies and how an economy solves the scarcity problem through market and non market mechanisms.

Standard 5: Civics, Citizenship and Government

Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights and responsibilities of citizenship, including avenues of participation and technology to address real-life problems and make informed decisions.

CIV 203 New York City Cultural Class/Tours: War in New York

Instructors: Sue and Art Zuckerman

Since the first Europeans landed, New York has been a pivotal force in war. From the days of the American Revolution, with fighting centered around the City, to the “war on terrorism” and its impact, this course will examine the role that New York and New Yorkers have played. The course will also address how various wars such as the American Revolution, War of 1812, the Civil War, Spanish-American War, World War I, World War II, the Korean War, the Viet Nam War, the Gulf War and the War on Terrorism have impacted the development of the City physically, economically, politically and culturally.

Teachers in all grades and in all disciplines will be able to gain an understanding of both the direct and indirect effects of war on the City. This, in turn, will have an impact on student learning

NYS PROFESSIONAL DEVELOPMENT STANDARDS: 2, 6

NYS LEARNING STANDARDS: SS: 1, 2, 4, 5

Tour A

Schedule: 3:45-6:45 Friday, March 5; Teacher Center @ YECAC
9:00-6:00 Saturday, March 6; NYC Tour

3:45-6:45 Friday, March 12; Teacher Center @ YECAC

Credits: One in-service credit from the Yonkers Public Schools and
Six hours toward non-tenured requirement

OR

Tour B

Schedule: 3:45-6:45 Friday, March 5; Teacher Center @ YECAC
9:00-6:00 Sunday, March 7; NYC Tour

3:45-6:45 Friday, March 19; Teacher Center @ YECAC

Credits: One in-service credit from the Yonkers Public Schools and
Six hours toward non-tenured requirement

ELA 201 Make and Take Learning Center Activities for Reading - Part I

Instructor: Antigone Allen

This course is designed to help elementary school teachers K-3 create and implement learning center “workshop” activities for phonics, phonemic awareness, fluency, vocabulary and comprehension in reading. Teachers will read and discuss data based articles about each of the five reading principles. Teachers will create their own activities for their own classroom using their own reading program. A final project and presentation will be required. Teachers will create three activities, one for each reading skill for one story in the reading series. Teachers will present and submit a one page summary of each activity including the title and author of the story they are using.

NYS PROFESSIONAL DEVELOPMENT STANDARDS: 1, 2, 3, 4, 5, 6, 8

NYS LEARNING STANDARDS: ELA: 3, 4, 5, 6

Schedule: 3:45-6:45 Thursday, March 4, 11, 18, 25; April 8
(snow/make-up days: April 15, 22, 29)

Location: All classes held at School 23 room 21

Credits: One in-service credit from the Yonkers Public Schools and
Six hours toward non-tenured requirement

EDUCU 221 Using Data to Improve Student Learning and Performance

An On-line Course

Instructor: Joan E. Carrozza

Using data can be a manageable and engaging process to increase student learning. In this course, participants will improve their organization of completing and maintaining data, and develop skills in using data to inform and improve teaching and learning. Participants will explore research based strategies for analyzing data, experience a collaborative inquiry approach to data study, and examine how teachers use data in their classroom. Lastly, participants will develop an action plan to implement and drive the instruction process that will ultimately lead to student success.

Participants must have access to the Internet, be willing to use Thinkfinity and have a current email address. This course requires participants to spend 30 hours to complete projects and email them to the Instructor. Participants must know how to attach documents, and be able to use Microsoft Word and PowerPoint programs.

Email address must be on the registration form

We will confirm acceptance for all online classes by email. Correspondence regarding waitlist and over enrollment will be mailed to your school or home address as indicated on your registration. One week prior to the start of class, the Center will send an email with directions on how to proceed. If you do not receive any registration information, please contact us.

All assignments must be submitted prior to the end of the course.

NYS PROFESSIONAL DEVELOPMENT STANDARDS: 3, 8, 9, 10

Schedule: 30 hours: February 1 – February 26

Location: All sessions on-line

Credits: Two in-service credits from the Yonkers Public Schools and
Twelve hours toward non-tenured requirement

EDUCU 212 Differentiating Instruction to Accommodate Learning Styles
An On-line Course

Instructor: Diane Banyai

This on-line course will enable participants to:

1. Understand the principles and strategies for addressing individual learning styles and multiple intelligences
2. Identify characteristics of the eight multiple intelligences described by Howard Gardner
3. Identify strategies and techniques to use in lesson design to address students' multiple intelligences and identify characteristics of many learning styles
4. Identify and use a variety of assessment techniques to provide for students' learning styles and intelligences
5. Develop a technology-rich, standards-based planning which provides for students' learning styles and multiple intelligences

This course is divided into six one-week sessions which include readings, an activity, and an on-line discussion among participants.

Course Requirements:

- Participants must have regular access to the Internet with current web browsers and a working email account
- Participants must take part in discussions and complete the reading and activities on-line each week, as well as submit a final workshop product
- Expected time commitment is approximately five hours per week totaling 30 hours

Email address must be on the registration form

We will confirm acceptance for all online classes by email. Correspondence regarding waitlist and over enrollment will be mailed to your school or home address as indicated on your registration. One week prior to the start of class, the Center will send an email with directions on how to proceed. If you do not receive any registration information, please contact us.

All assignments must be submitted prior to the end of the course.

NYS PROFESSIONAL DEVELOPMENT STANDARDS: 1, 3, 4, 5, 8, 9, 10

NYS LEARNING STANDARDS: The Arts: 2; ELA: 1, 2, 3, 4; MST: 2, 5, 7

On-line Orientation: February 1 - 2

Schedule: 30 hours: February 1 – March 23

Location: All sessions on-line

Credits: Two in-service credits from the Yonkers Public Schools and Twelve hours toward non-tenured requirement

HUM 202 Teaching Young Philanthropists

Instructor: Joan Monk

Philanthropy is the result of the powerful interface of virtues in the greater community. Empathy, kindness, and generosity are important values to instill and model for students. These traits are not only vital at home and school but in the larger community as well. The goal of character education is to create ethical, sophisticated decision-makers and caring human beings.

Philanthropy education inspires them to be generous and make a difference! Throughout the class, teachers will learn strategies to integrate both character and philanthropy education into their programs. The final project will be a 5 Point Plan, highlighting those practices each teacher plans to integrate into his/her program. Class participation is of the utmost importance as well.

NYS PROFESSIONAL DEVELOPMENT STANDARDS: 1, 3, 4, 5, 7

NYS LEARNING STANDARDS: ELA: 1, 2, 3, 4

Schedule: 3:45-6:45 Tuesday, April 6, 13, 20, 27; May 4
(snow/make-up days: May 11, 18, 25)

Location: All classes held at the Teacher Center @ YECAC

Credits: One in-service credit from the Yonkers Public Schools and Six hours toward non-tenured requirement

LAN 236 Spanish Conversation - Part I

Instructor: Dora Manzo

Participants will be able to understand simple conversations and engage in basic communication in Spanish. We will cover everyday situations, as well as gain an understanding and knowledge of the culture.

For beginning speakers

Active classroom participation, outside study and practice required

NYS PROFESSIONAL DEVELOPMENT STANDARDS: 1, 2, 4, 7

NYS LEARNING STANDARDS: LOTE: 1, 2

Schedule: 3:45-6:45 Thursday, February 25; March 4, 11, 18, 25
April 8, 15, 22, 29; May 6
(snow/make-up days: May 13, 20; June 3)

Location: All classes held at the Teacher Center @ YECAC

Credits: Two in-service credits from the Yonkers Public Schools and Twelve hours toward non-tenured requirement

ENG 220 Developing Life Long Readers

Instructor: Michael Boraczek, Ed.D.

The intent of this course is to provide participants an opportunity to develop practical reading and writing lesson plans based upon the theories of Kelly Gallagher and Kylee Beers and the experiences of the instructor and the participants. Each meeting will include a time for reading and reacting to Gallagher's book. A lesson plan will be provided by the instructor and will serve as a basis for teacher developed plans that will be shared with each member of the group. Finally, teachers will have an opportunity to explore young adult literature that will encourage students to become life-long readers.

While the course is appropriate for teachers of all subject areas in middle and high school, teachers of English, Reading and ESL teachers will find the material of particular use.

Participants will need a copy of Kelly Gallagher's book: *Readicide: How Schools Are Killing Reading and What You Can Do About It*. Stenhouse Publishers, 2009.

NYS PROFESSIONAL DEVELOPMENT STANDARDS: 1, 2, 3, 4, 5, 6

NYS LEARNING STANDARDS: ELA 1, 2, 3, 4,

Schedule: 3:45-6:45 Monday, April 12, 19, 26; May 3, 10
(snow/make-up days: May 17, 24; June 7)

Location: All classes held at the Teacher Center @ YECAC

Credits: One in-service credit from the Yonkers Public Schools and
Six hours toward non-tenured requirement

SCI 227 Global Climate Change: The Science, Impact and Politics
of a World Environmental Crisis – An On-line Course

Instructor: Christopher Visco

The Greenhouse effect is not the same thing as global warming. There is a difference between weather and climate. The Earth's average temperature is changing. Global warming is caused primarily by carbon dioxide from burning coal, oil and gas. There are feedback loops that can lessen or intensify global warming.

Participants will learn strategies to enhance instructions and resources to deliver clear and meaningful lessons about the world in which we live.

Participants must have access to the Internet, be willing to use Thinkfinity and have a current email address. This course requires participants to spend 30 hours to complete projects and email them to the Instructor.

Email address must be on the registration form

We will confirm acceptance for all online classes by email. Correspondence regarding waitlist and over enrollment will be mailed to your school or home address as indicated on your registration. One week prior to the start of class, the Center will send an email with directions on how to proceed. If you do not receive any registration information, please contact us.

All assignments must be submitted prior to the end of the course.

NYS PROFESSIONAL DEVELOPMENT STANDARDS: 1, 2, 6

NYS LEARNING STANDARDS: MST: 1, 2, 3, 4, 5, 6, 7; CDOS: 1, 2; SS: 3, 4

Schedule: 30 hours: February 3 – February 22

Location: All sessions on-line

Credits: Two in-service credits from the Yonkers Public Schools and
Twelve hours toward non-tenured requirement

CMP 260 Students and the Internet: Cyber Bullying and Other Current Topics
An On-line Course

Instructor: Dean Martin

With every passing year, the Internet becomes more entrenched in the lives of our students and we adults do not have the time to follow them to ensure their safety and oversee the value of their experience. This class is designed to help teachers guide, support and understand the impact of student interaction in this environment. By taking advantage of important resources available to adults and educators, teachers can learn about cyber-safety and etiquette and help ensure a successful virtual experience.

Participants must have access to the Internet, be willing to use Thinkfinity and have a current email address. This course requires participants to spend 30 hours to complete projects and email them to the Instructor.

Email address must be on the registration form

We will confirm acceptance for all online classes by email. Correspondence regarding waitlist and over enrollment will be mailed to your school or home address as indicated on your registration. One week prior to the start of class, the Center will send an email with directions on how to proceed. If you do not receive any registration information, please contact us.

All assignments must be submitted prior to the end of the course.

NYS PROFESSIONAL DEVELOPMENT STANDARDS: 1, 4, 5, 6, 7, 9

NYS LEARNING STANDARDS: CDOS 1, 2; MST 1, 2, 7

Schedule: 30 hours: February 5 – March 8

Location: All sessions on-line

Credits: Two in-service credits from the Yonkers Public Schools and
Twelve hours toward non-tenured requirement

CMP 262 Using Technology to Accelerate Learning - An On-line Course

Instructor: Joan E. Carrozza

Welcome to Using Technology to Accelerate Learning. This class has been created to aide teachers in using technology in a most effective way. I am a strong advocate that using technology is an effective teaching and learning tool when it is used properly. It is important that as teachers, we stay ahead of technologies and terminologies when it comes to computers. It is also important that we are delivering a quality education using these technologies. We need to remember that we need to create projects and make opportunities for students that enhance and accelerate the learning process. Technology needs to advance academic standards within the curriculum, promote engaged and cooperative learning among students, and foster critical thinking required for collaboration among twenty first century workforce. In this class, we will be creating an interactive classroom that allows for all types of learners to be successful. We will look at current and future trends of technology.

Participants must have access to the Internet, be willing to use Thinkfinity and have a current email address. This course requires participants to spend 30 hours to complete projects and email them to the Instructor. Participants must know how to attach documents, and be able to use Microsoft Word and PowerPoint programs.

Email address must be on the registration form

We will confirm acceptance for all online classes by email. Correspondence regarding waitlist and over enrollment will be mailed to your school or home address as indicated on your registration. One week prior to the start of class, the Center will send an email with directions on how to proceed. If you do not receive any registration information, please contact us.

All assignments must be submitted prior to the end of the course.

NYS PROFESSIONAL DEVELOPMENT STANDARDS: 1, 2, 3, 4, 6, 8, 10

NYS LEARNING STANDARDS: MST: 1, 2, 5

Schedule: 30 hours: May 3 – May 28

Location: All sessions on-line

Credits: Two in-service credits from the Yonkers Public Schools and
Twelve hours toward non-tenured requirement

EDUCU 214 A Practical Guide to Improving Classroom Instruction
An On-line Course

Instructor: Christopher Visco

This course is primarily designed for teachers who want to benefit from other teachers' experiences. The success enjoyed by veteran teachers is not achieved by accident or luck; it is a result of years of trial and error and the lessons learned are priceless. By relying on teacher experience, we can help prepare newer teachers to become effective. This course will help to answer your questions about how to maximize your time in the classroom, keep your students motivated and have them learn, all while maintaining your sanity. Participants must complete a total of 21 assignments.

Open to Secondary Teachers Only

Participants must have access to the Internet, be willing to use Thinkfinity and have a current email address. This course requires participants to spend 30 hours to complete projects and email them to the Instructor.

Email address must be on the registration form

We will confirm acceptance for all online classes by email. Correspondence regarding waitlist and over enrollment will be mailed to your school or home address as indicated on your registration. One week prior to the start of class, the Center will send an email with directions on how to proceed. If you do not receive any registration information, please contact us.

All assignments must be submitted prior to the end of the course.

NYS PROFESSIONAL DEVELOPMENT STANDARDS: 1, 3, 4, 5, 6, 7, 10
NYS LEARNING STANDARDS: MST: 1, 2, 7; ELA: 1, 2, 3; CDOS: 1, 5; Health, Physical Education, Family & Consumer Sciences: 1, 2

Schedule: 30 hours: April 13 – May 11
Location: All sessions on-line
Credits: Two in-service credits from the Yonkers Public Schools and
Twelve hours toward non-tenured requirement

EDUCU 222 Critical Thinking Skills and Questioning Techniques
An On-line Course

Instructor: Joan E. Carrozza

In this course participants will explore critical thinking and questioning skills. Critical thinking involves logical thinking and reasoning including skills such as comparison, classification, sequencing, cause/effect, patterning, webbing, analogies, deductive and inductive reasoning, forecasting, planning, hypothesizing, and critiquing. Participants will link critical thinking skills and questioning techniques by taking an in depth look at Bloom's Taxonomy. We will apply this theory to various literatures and other subject matter that we are studying in school and create our own lesson plans. Taking this course will provide you with a whole new way to ask questions that will truly get our students to think outside of the box.

Participants must have access to the Internet, be willing to use Thinkfinity and have a current email address. This course requires participants to spend 30 hours to complete projects and email them to the Instructor. Participants must know how to attach documents, and be able to use Microsoft Word and PowerPoint programs.

Email address must be on the registration form

We will confirm acceptance for all online classes by email. Correspondence regarding waitlist and over enrollment will be mailed to your school or home address as indicated on your registration. One week prior to the start of class, the Center will send an email with directions on how to proceed. If you do not receive any registration information, please contact us.

All assignments must be submitted prior to the end of the course.

NYS PROFESSIONAL DEVELOPMENT STANDARDS: 1, 2, 3, 5, 6, 8, 9, 10
NYS LEARNING STANDARDS: ELA: 1, 3; MST 1, 6

Schedule: 30 hours: March 1 – March 28
Location: All sessions on-line
Credits: Two in-service credits from the Yonkers Public Schools and
Twelve hours toward non-tenured requirement

EDUCU 209 Teaching Study Skills - An On-line Course

Instructor: Christopher Visco

How many times have you said to your students, "It's time to study"? Well, for many students, it's easier said than done. This course will cover a variety of methods and techniques for improving scholastic performance, including improving listening skills, textbook reading, and textbook marking, taking effective notes and writing constructive papers. Participants will learn to assist students in managing test anxiety, test taking strategies, time management and dealing with general anxiety and stress.

Course Requirements:

- Participants must complete a total of 17 assignments
- Participants will explore the methods that students can use to improve their writing and research skills including information gathering, outlining and drafts
- Participants will be given 10 actual student scenarios, involving students who are having difficulty in school
- Participants must apply the knowledge gained in this course and determine solutions for each of the scenarios

Participants must have access to the Internet, be willing to use Thinkfinity and have a current email address. This course requires participants to spend 30 hours to complete projects and email them to the Instructor.

Email address must be on the registration form

We will confirm acceptance for all online classes by email. Correspondence regarding waitlist and over enrollment will be mailed to your school or home address as indicated on your registration. One week prior to the start of class, the Center will send an email with directions on how to proceed. If you do not receive any registration information, please contact us.

All assignments must be submitted prior to the end of the course.

NYS PROFESSIONAL DEVELOPMENT STANDARDS: 1, 3, 5, 6, 8, 9

NYS LEARNING STANDARDS: Health, Physical Education and Family and Consumer Sciences: 3; ELA: 1, 2, 3, 4; MST: 7; CDOS: 1, 2, 3a, 3b, 4

Schedule: 30 hours: March 9 – April 6

Location: All sessions on-line

Credits: Two in-service credits from the Yonkers Public Schools and Twelve hours toward non-tenured requirement

EDUCU 220 Guiding Teaching Partnerships - An On-line Course

Instructor: Claire T. Connors

This course has 5 topics which help prepare for co-teaching. Each segment is designed to help teachers identify common goals, classroom structures and responses to students. Discussion from these topics evolves into respectful approaches for increased student performance and most importantly, how to critique in a supportive manner. After participants address these topics, they take a self-inventory and delve into successful experiences and occurrences which could have been handled differently. The course ends with self-evaluation and projects for future partnerships.

Participants must have access to the Internet, be willing to use Thinkfinity and have a current email address. This course requires participants to spend 30 hours to complete projects and email them to the Instructor.

Email address must be on the registration form

We will confirm acceptance for all online classes by email. Correspondence regarding waitlist and over enrollment will be mailed to your school or home address as indicated on your registration. One week prior to the start of class, the Center will send an email with directions on how to proceed. If you do not receive any registration information, please contact us.

All assignments must be submitted prior to the end of the course.

Under the **IDEA law 2004, Chapter 352**, participants will focus on improving the academic and functional outcomes for students with disabilities.

NYS PROFESSIONAL DEVELOPMENT STANDARDS: 1, 2, 3, 4, 5, 6

Schedule: 30 hours: April 12 – May 13

Location: All sessions on-line

Credits: Two in-service credits from the Yonkers Public Schools and Twelve hours toward non-tenured requirement

CMP 246 Internet Content for the Classroom Using Thinkfinity
An On-line Course

Instructor: Beverly Parnes

Explore Thinkfinity Internet content for the classroom. Thinkfinity interactive training provides teachers a wealth of free resources, including dynamic standards-based, commercial-free lesson plans in almost every subject area and grade level, as well as links to educational sites reviewed by scholars and approved by educators. Thinkfinity provides six content specific websites to facilitate instruction in economics, geography, humanities, mathematics, science and the arts. Each partner link provides excellent source material such as up to date maps, weekly news magazines, interactive educational games, and even an on-line museum.

This course will provide participants with the skills necessary to effectively manage classroom integration of Internet content. Additionally participants will learn to analyze Internet based activities lesson plans that focus upon New York State or national educational standards and how to incorporate this in the classroom.

Participants must have access to the Internet Microsoft Word, and have a current email address. This course requires participants to spend 15 hours to complete projects and email them to the Instructor.

Email address must be on the registration form

We will confirm acceptance for all online classes by email. Correspondence regarding waitlist and over enrollment will be mailed to your school or home address as indicated on your registration. One week prior to the start of class, the Center will send an email with directions on how to proceed. If you do not receive any registration information, please contact us.

All assignments must be submitted prior to the end of the course.

NYS PROFESSIONAL DEVELOPMENT STANDARDS: 1, 2, 3, 4, 5, 8, 9

NYS LEARNING STANDARDS: Arts: 1, 2, 3, 4; ELA: 1, 2, 3, 4; MST: 3, 4, SS: 1, 2

Schedule: 15 hours: April 8 – May 4

Location: All sessions on-line

Credits: One in-service credit from the Yonkers Public Schools and Six hours toward non-tenured requirement

WHAT YOU NEED TO KNOW ABOUT REGISTRATION

The Richard Gazzola Teacher Center of Yonkers is offering a wide variety of courses this Semester. In-service and Graduate credit will be available. This catalogue contains details about the courses and registration procedures.

Credits: Teachers in the Yonkers Public Schools are eligible to receive in-service credit from the Board of Education. Teachers from other schools should consult local policies regarding in-service credit. Each course description indicates the number of in-service credits and non-tenured hours for each course. There will be no credit awarded for late or incomplete work.

College and Graduate credits are also offered through Cazenovia College in conjunction with the NYSUT Learning Trust, Westchester Community College, Brooklyn College, Adelphi University, and the Effective Teaching Program (NYSUT).

Requirements: Both in-service and college credits require class work and tests. Some courses may also require midterms, final examinations, term papers, reports and outside reading assignments.

There are no absences in any one credit or Saturday course. Only one absence is allowed in a two-credit course.

Late arrivals or early departures will be counted as partial absences.

The deadline for registration is January 19th. A lottery will determine placement for all over-subscribed in-service courses.

Scheduling conflicts may exist, please choose your courses carefully. If space allows, late registrations will be honored.

In this catalogue, we have included the Professional Development and the NYS Standards. Our courses are aligned to these Standards. Each course lists the Standards it addresses.

Cancellations: In-service courses will be cancelled if the course enrollment is insufficient up to and including the first class. Graduate courses will be cancelled if the total registration is deemed insufficient by the college.

KEEP THIS FORM FOR YOUR RECORDS

Course #	Course Title	Choice	
		1 st	2 nd
	On-line (One and Two Credits)		
EDUCU221	Using Data to Improve Student Learning and Performance		
EDUCU212	Differentiating Inst. to Accommodate Learning Styles		
SCI 227	Global Climate Change: The Science, Impact and Politics of a World Environmental Crisis		
CMP 260	Students and the Internet: Cyber Bullying and Other Current Topics		
EDUCU222	Critical Thinking Skills and Questioning Techniques		
EDUCU209	Teaching Study Skills		
ELA 204	Literacy Props and Famous Authors		
CMP 246	Internet Content for the Classroom Using Thinkfinity (One Credit)		
EDUCU220	Guiding Teaching Partnerships		
EDUCU214	A Practical Guide to Improving Classroom Instruction		
CMP 262	Using Technology to Accelerate Learning		

Course #	On Site One and Two Credit Courses	Choice	
ENG 220	Developing Life Long Readers (One Credit)		
HUM 202	Teaching Young Philanthropists (One Credit)		
LAN 236	Spanish Conversation – Part I		
ELA 201	Make and Take Learning Center Activities for Reading – Part I (One Credit)		

Course #	New York City Cultural Class/Tours: (One Credit)	A	B
CIV 203	War in New York		
CIV 204	Italian Culture and Heritage		
SOC 285	New York City's Left Bank – Greenwich Village		

Brooklyn College

Course #	Course Title	X	Check #
727T	Childhood and Adolescence in the Urban Community		
774.1T 774.2T	Improvement of Teaching: Behavior Modification and Whole Class Teaching		

ELA 204 Literacy Props and Famous Authors - An On-line Course

Instructor: Joan E. Carrozza

Creating ways to retell stories will not only build student comprehension skills, but will also build a love of reading. Comprehension strategies will be a large focus of this course, as well as incorporating different ways to encourage reading and writing activities. Famous authors and their websites will be critiqued including Caldecott and Newberry Award Winners. What does Thinkfinity have to offer us on comprehension? Let's find out...

Participants must have access to the Internet, be willing to use Thinkfinity and have a current email address. This course requires participants to spend 30 hours to complete projects and email them to the Instructor. Participants must know how to attach documents, and be able to use Microsoft Word and PowerPoint programs.

Email address must be on the registration form

We will confirm acceptance for all online classes by email. Correspondence regarding waitlist and over enrollment will be mailed to your school or home address as indicated on your registration. One week prior to the start of class, the Center will send an email with directions on how to proceed. If you do not receive any registration information, please contact us.

All assignments must be submitted prior to the end of the course.

NYS PROFESSIONAL DEVELOPMENT STANDARDS: 1, 2, 3, 4, 5, 6, 10
NYS LEARNING STANDARDS: ELA: 1, 3; MST 1, 6

Schedule: 30 hours: April 5 – April 30

Location: All sessions on-line

Credits: Two in-service credits from the Yonkers Public Schools and Twelve hours toward non-tenured requirement

The mission of the Richard Gazzola Teacher Center of Yonkers is to meet the needs of teachers in an ever-changing society and school system. Its program is designed to improve teacher effectiveness in the classroom thus increasing student learning. This involves presenting specific content/strategies for classroom use, providing general knowledge, developing an understanding of Learning Standards and meeting outside needs that indirectly affect classroom training.

The Center provides staff development activities for approximately 2,300 teachers employed by the Yonkers City School District and 500 from the non-public schools who, in turn, serve over 32,000 students. In addition to providing undergraduate, graduate and in-service courses, the Teacher Center provides access to education data, materials and research in order to enhance classroom performance. The Center also provides teachers an opportunity to share ideas and exchange information with their colleagues throughout the district on an informal basis, through workshops and discussion groups. The **MEET** Program (**M**entoring **E**xperienced and **E**volving **T**eachers) offers an opportunity for classroom support and guidance for any teachers who request assistance. Monthly newsletters and mailings to the schools are used to keep teachers informed of available outside resources.

Mentoring Experienced and Evolving Teachers (MEET)

What We Believe:

We believe that teachers know how to help teachers. We believe that by creating a confidential environment, teachers can honestly identify specific needs and create an approach which builds on instruction. We believe the non-evaluative nature and environment of trust, driven by mentee needs, supports a program which grows in popularity every year and continues to provide a sure method to impact education.

Our Goals:

- Improve teaching and learning through self-initiated peer-mentoring professional development
- Provide immediate targeted assistance to teachers who apply for it
- Support the mentee in the transition from theory to practice
- Assist the mentee in improving teaching practices and communication skills so as to raise-up the achievement level of the students in accordance with the standards, while at the same time establishing a solid rapport with students, parents, colleagues and administration

To request or become a mentor call Diane Brinkman, **MEET** Coordinator.

PULL - OUT

REGISTRATION

FORM

Registration Deadline – January 19, 2010

SPRING 2010

RICHARD GAZZOLA TEACHER CENTER REGISTRATION FORM

Employee #: _____ New to the Teacher Center

 Last Name: _____ First Name: _____

 Home Address: _____

 City: _____ State: _____

 Zip: _____ Home Phone: _____

 Cell Phone: _____ School Phone: _____

 Email Address: _____

 School: _____ Year Started in Yonkers: _____

 Teaching Assignment: _____

 Graduates Tuition Check #: _____ Number of Checks Enclosed: _____

Course #	Course Title	Choice	
		1 st	2 nd
	On-line (One and Two Credits)		
EDUCU221	Using Data to Improve Student Learning and Performance		
EDUCU212	Differentiating Inst. to Accommodate Learning Styles		
SCI 227	Global Climate Change: The Science, Impact and Politics of a World Environmental Crisis		
CMP 260	Students and the Internet: Cyber Bullying and Other Current Topics		
EDUCU222	Critical Thinking Skills and Questioning Techniques		
EDUCU209	Teaching Study Skills		
ELA 204	Literacy Props and Famous Authors		
CMP 246	Internet Content for the Classroom Using Thinkfinity (One Credit)		
EDUCU220	Guiding Teaching Partnerships		
EDUCU214	A Practical Guide to Improving Classroom Instruction		
CMP 262	Using Technology to Accelerate Learning		

Course #	(One and Two Credits)	Choice	
ENG 220	Developing Life Long Readers (One Credit)		
HUM 202	Teaching Young Philanthropists (One Credit)		
LAN 236	Spanish Conversation – Part I		
ELA 201	Make and Take Learning Center Activities for Reading – Part I (One Credit)		

New York City's Cultural Class/Tours:

Course #	Title	A	B
CIV 203	War In New York		
CIV 204	Italian Culture and Heritage		
SOC 285	New York City's Left Bank – Greenwich Village		

Brooklyn College

Course #	Title	X	Check #
727T	Childhood and Adolescence in the Urban Community		
774.1T 774.2T	Improvement of Teaching: Behavior Modification and Whole Class Teaching		

SCHEDULING CONFLICTS MAY EXIST PLEASE CHOOSE YOUR COURSES CAREFULLY

Registration for Brooklyn College: Complete the Teacher Center Registration form. Submit your registration by mail or in person to the Teacher Center with a **check for each course made payable to the DANY CONSULTANTS.**

All teachers born after January 1, 1957 must submit a Student Immunization Record. The Meningitis form must be completed by everyone.

All Registrations which require checks can be submitted in person, by interoffice or through the US Mail to:

**Richard Gazzola Teacher Center @ YECAC
1109 North Broadway, Yonkers, NY 10701**