



2017 - 2018
Course Catalogue

**Richard Gazzola Teacher Center
Museum 25 School
579 Warburton Avenue
Yonkers, New York 10701**

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Registration Deadline – November 8, 2017

*** Deadline has been extended until December 8, 2017 for all classes commencing after November 13, 2017.**

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Our Mission

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 2,000 teachers employed by the Yonkers City School District and 500 from the non-public schools who, in turn, serve over 27,000 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 (Mentoring Experienced and Evolving Teachers) 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.

Teachers Teaching Teachers

RICHARD GAZZOLA TEACHER CENTER REGISTRATION FORM

Employee #: _____ New to the Teacher Center

Name as it appears on TEACH website:

Last Name: _____ First Name: _____

Date of Birth _____ Last (4) Digits of Social Security # _____

Home Address: _____

City: _____ State: _____ Zip: _____

Cell Phone: _____ School Phone: _____

Personal Email Address (ONLY): _____

School: _____ Year Started in Yonkers: _____

Teaching Assignment: _____

Employment Status

Public Elementary Teacher Public Secondary Teacher

Teacher Assistant Substitute

Non-Public Elementary Teacher Non-Public Secondary Teacher

Course #	(Online) 2 Credits	Session
EDUCU 610	Intro to Applied Behavior Analysis (ABA) Part I NEW	Online
EDUCU 611	Intro to Applied Behavior Analysis (ABA) Part II NEW	Online
CCS 213	Becoming an Expert Teacher Leader in the Common Core Learning Standards: ELA K-6	Online
EDCU 218	Rethinking Homework	Online
REL 206	A Framework for Teaching about Religion in Public Schools	Online
CMP524	Moodle and Blended Learning	Online
(Onsite) 1 Credit		
CMP 265	Introduction to Online Databases: Elementary Electronic Library Resources for the Common Core	Onsite M-Th

Undergraduate Course
Cazenovia College

ED 441	Cooperative Discipline	Onsite Wed
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**In-service registrations must be mailed or faxed.
We do not accept phone or walk-in registrations.**

Richard Gazzola Teacher Center Policy Board

Lia Council, Teacher Center Director
Dr. Kara Popiel, Chair
Dr. Christopher Macaluso, Vice Chair
Jeanne Ismail, Policy Board Secretary

Kirk Bauer	Roz Kendrick-Jones
Noelle Beale	Jen Lorio
Bryan Boyd	Ellen Meier
Carma Cacace	Bill Roney
Kevin Clifford	Elaine Shine
Cynthia Eisner	Laura Warner
Dan Florin	John Wrynn
Jordan Gonzalez	

Teachers will receive in-service credit for the listed courses. Registration will only be accepted on the official form. 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.

District and State Professional Development Requirements

The Yonkers Public School District requires that all probationary teachers and teaching assistants receive mandated professional development as follows:

TEACHERS

1st year 24 hours	2nd year 20 hours	3rd year 12 hours
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TEACHING ASSISTANTS

1st year 12 hours	2nd year 10 hours	3rd year 6 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 probationary teachers' and teaching assistants' staff development requirement. Teachers and teaching assistants will receive course credit and hours toward the non-tenured mandated hours only upon completion of the course.

The New York State Education Department requires all professional certificate holders to complete 100 hours of Continuing Teacher and Leader Education (CTLE) professional development every 5 years to maintain their certification.

The New York State Education Department has approved the Richard Gazzola Teacher Center as a sponsor for the Continuing Teacher and Leader Education (CTLE) requirements.

Mentoring Experienced and Evolving Teachers (MEET)

The Richard Gazzola Teacher Center of Yonkers provides any teacher who requests assistance an opportunity to gain guidance and support from their accomplished peers through our Mentoring Experienced and Evolving Teachers (MEET) program.

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

ED 441 Cooperative Discipline

Instructor: Marilyn Fanelli

This 6-credit undergraduate course will give participants strategies to manage and motivate student behavior in a manner consistent with optimum student growth; academic, social, and psychological.

Cost: \$1,230.00

6 undergraduate credits (registration fee included)

For more information or to register contact
Marilyn Fanelli: (914) 751-6519

Schedule: 3:45 pm – 5:45 pm Wednesdays

January 10, 17, 24,31

February 7, 14, 28

March 7, 14, 28

April 11, 18, 25

May 2

(Snow/make up days: May 9th, 16th, 23rd)

Location: All classes held at School 15 – Library

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

NEW YORK STATE STANDARDS UPDATE

The New York State Board of Regents adopted the newly revised Next Generation Learning Standards for English Language Arts and Mathematics on September 11, 2017.

The projected timeline is as follows:

- **September 2017:** Adoption of Next Generation Learning Standards
- **Awareness Building 2017-2018 School Year:** Two-day assessments measuring the current standards; professional development on Next Generation Learning Standards;
- **Capacity Building 2018-2019 School Year:** Two-day assessments measuring the current standards; professional development continuing on Next Generation Learning Standards;
- **Capacity Building 2019-2020 School Year:** Two-day assessments measuring the current standards; professional development continuing on Next Generation Learning Standards;
- **Full Implementation September 2020:** Full implementation of the Next Generation Learning Standards;
- **Spring 2021:** New grade 3-8 tests measuring Next Generation Learning Standards.

*This information has been adapted from the NYSED website.
(<http://www.nysed.gov/curriculum-instruction/teachers/next-generation-learning-standards-and-assessment-implementation>)*

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.

CMP 265 Introduction to Online Databases: Elementary
Electronic Library Resources for the Common Core

Instructor: Carol Westphal

This onsite course is designed for all K-6 educators. Participants will gain familiarity with the various Online Databases and Resources available through Library Services and how they can use these resources to develop lessons and activities to meet the Common Core Learning Standards.

COMMON CORE STANDARDS: R.1.a, 2.a. W.3.a, SL.1.a, 2.a
PROFESSIONAL DEVELOPMENT STANDARDS: 4, 9
DISTRICT INITIATIVES: Common Core, Data-driven Instruction, integrating Technology, 21st Century Skills

We will confirm acceptance and notify of cancellation, waitlist and over enrollment via email.

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

Schedule: 3:45 pm – 6:45 pm
Thursday, November 16th
Tuesday, November, 28th
Monday, December 4th
Tuesday, December 12th
Monday, December 18th
(Snow/make up days: January 3rd, 9th, 16th)

Location: All classes held at Riverside HS Library

Credits: One in-service credit from Yonkers and
Six hours toward non-tenured requirements

CMP 524 Moodle & Blended Learning

Instructor: Kavita Sapra

Blended learning is defined as “a combination of various instructional modalities intertwined with synchronous and/or asynchronous web-based technologies to facilitate interactive and reflective individual and collective learning” (Lupshenyuk & Adams, 2009, p. 428). This online course will allow participants to design quality online instruction for blended learning using Moodle as a Learning Management System.

COMMON CORE STANDARDS: ELA, Literacy & Math

PROFESSIONAL DEVELOPMENT STANDARDS: All

Information Systems: Information technology is used to retrieve, process, and communicate information and as a tool to enhance learning.

Participants are required to email completed work to the instructor.

We will confirm acceptance and notify of cancellation, waitlist and over enrollment via email.

One week prior to the start of class, you will receive 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.

Schedule: 30 hours: February 28th – March 29th

Location: All sessions online

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

In-Service Courses at a Glance

Course #	(Online) 2 Credits	Session
EDUCU 610	Intro to Applied Behavior Analysis (ABA) Part I NEW	Online
EDUCU 611	Intro to Applied Behavior Analysis (ABA) Part II NEW	Online
CCS 213	Becoming an Expert Teacher Leader in the Common Core Learning Standards – ENGLISH K-6	Online
EDCU 218	Rethinking Homework	Online
REL 206	A Framework for Teaching about Religion in Public Schools	Online
CMP 524	Moodle and Blended Learning	Online

All 2 credit courses require participants to spend 30 hours to complete projects and email them to the instructor.

Course #	(Onsite) 1 Credits	Session
CMP 265	Introduction to Online Databases: Elementary Electronic Library Resources for the Common Core	Onsite M-Th

All 1 credit courses require participants to meet 15 hours for class and to complete projects.

Undergraduate Course at a Glance

Course #	Cazenovia College	Onsite
ED 441	Cooperative Discipline	Wed

In-service registrations **must** be mailed or faxed.
We do not accept phone or walk-in registrations.

KEEP THIS FORM FOR YOUR RECORDS

REGISTRATION INFORMATION

Absences: No absences are permitted in any one (1) credit or Saturday course. Two (2) credit courses are allowed 1 absence.

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

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

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.

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. **No credit will be awarded for late or incomplete work.**

The deadline for registration is **November 8, 2017***. **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.

All courses in this catalogue are aligned with both the Professional Development and NYS Standards. Each course lists the standards it addresses.

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REL 206 A Framework for Teaching About Religion in Public Schools

Instructor: Ms. Jael Rivas, Ed.S

Educators in the United States and around the globe acknowledge that study about religion in social studies, literature, art, and music is an important part of a well-rounded education. This online course will remediate content deficits experienced by educators in regards to teaching about religion. The course promotes the use of technology and media, cultural diversity and the integrations of Common Core ELA Standards in various subject areas. Participants will align the CCLS for Literacy in History/Social Studies, the Humanities and the College, Career, and Civic Life (C3) Framework as proposed by the National Council for the Social Studies (NCSS).

COMMON CORE STANDARDS: All

PROFESSIONAL DEVELOPMENT STANDARDS: All

Participants are required to email completed work to the instructor.

We will confirm acceptance and notify of cancellation, waitlist and over enrollment via email.

One week prior to the start of class, you will receive 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.

Schedule: 30 hours: January 8th – February 8th

Location: All sessions online

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

EDUCU 218 Rethinking Homework**Instructor: Joan Carrozza**

For so long, the generally accepted view of homework has been as practice of the skills learned in the classroom. How can we change our beliefs on what is good homework? This online course will take a closer look at what we are trying to achieve and discuss best practices that support the diverse needs of our students. Teachers need to design and differentiate quality homework, as well as implement strategies and support programs. Participants will learn how to create homework that is looked upon as purposeful and appropriate for 21st Century learners.

Participants must know how to attach documents, and be able to use Microsoft Word and Power Point programs.

COMMON CORE STANDARDS: All
PROFESSIONAL DEVELOPMENT STANDARDS: All
DISTRICT INITIATIVES: APPR, Developing Highly Effective Teachers

Participants are required to email completed work to the instructor.

We will confirm acceptance and notify of cancellation, waitlist and over enrollment via email.

One week prior to the start of class, you will receive 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.

Schedule: 30 hours: January 12th – February 12th

Location: All sessions are online

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

EDUCU 610 Intro to Applied Behavior Analysis (ABA) Part I
NEW**Instructor: Julie Cupertino**

This online course is an introduction to Applied Behavior Analysis (ABA), which is a field dedicated to the application of behavioral principles and procedures. ABA provides a proven method for modifying target behaviors to improve outcomes and yield academic success for students in general education and special education classrooms. In this course, you will be introduced to basic principles such as reinforcement, punishment, extinction, etc. and learn to use them to effect positive change in your students and improve overall classroom management.

COMMON CORE STANDARDS: College and Career Readiness
NEW YORK STATE LEARNING STANDARDS: All
PROFESSIONAL DEVELOPMENT STANDARDS: All

Participants are required to email completed work to the instructor.

We will confirm acceptance and notify of cancellation, waitlist and over enrollment via email.

One week prior to the start of class, you will receive 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.

Required Text: Behavioral Detectives by Bobby Newman and Dana R. Reinecke (available on Amazon and at Barnes and Noble).

Schedule: 30 hours: November 13th – December 20th

Location: All sessions are on-line

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

EDUCU 611 Intro to Applied Behavior Analysis (ABA) Part II
NEW

Instructor: Julie Cupertino

You can only take this course if you have taken EDUCU 610 Intro to Applied Behavior Analysis (ABA) Part I or EDUCU 609 Introduction to Applied Behavior Analysis (ABA).

This online course will delve deeper into the tenets and ideals of Applied Behavior Analysis (ABA) in order to effect change in your classroom to the utmost capacity. In this course, you will discuss class contingencies, functional behavior analyses, behavior intervention plans, data collection and analyses.

COMMON CORE STANDARDS: College and Career Readiness
NEW YORK STATE LEARNING STANDARDS: All
PROFESSIONAL DEVELOPMENT STANDARDS: All

Participants are required to email completed work to the instructor.

We will confirm acceptance and notify of cancellation, waitlist and over enrollment via email.

One week prior to the start of class, you will receive 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.

Required Text: Behavioral Detectives by Bobby Newman and Dana R. Reinecke (available on Amazon and at Barnes and Noble).

Schedule: 30 hours: January 9th – February 20th

Location: All sessions are on-line

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

CCS 213 Becoming an Expert Teacher Leader in the Common
Core Learning Standards: ELA K-6

Instructor: Claire Connors

This online course will train teacher leaders to become experts in the K-6 English Language Arts Common Core Learning Standards while maximizing their relevance to teachers' Annual Profession Performance Review (APPR). Participants will use available resources to create and evaluate the quality, rigor and alignment of their lessons to the CCLS in ELA. Furthermore, this course will address strategies/methodologies of coaching fellow teachers.

COMMON CORE STANDARDS: All ELA
PROFESSIONAL DEVELOPMENT STANDARDS: 1, 2, 3, 4, 6,
DISTRICT INITIATIVES: APPR, Developing Highly Effective Teachers

Participants are required to email completed work to the instructor.

We will confirm acceptance and notify of cancellation, waitlist and over enrollment via email.

One week prior to the start of class, you will receive 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.

Schedule: 30 hours: November 13th – December 13th

Location: All sessions are online

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