

DedicatED Professional Development

Course Descriptions

Spring 2026



DedicatED Professional Development

www.dedicatedpd.com

Reaching Learners with Picture Books in the Social Studies Classroom

3 In-service Credits/45 Hours | **Course #:** A100

Instructor: K. Karatuna

Dates: March 15 – June 1

Grades: K-12

Course Description:

Unlock the power of using read-alouds in the social studies classroom! Participants will discover how picture books can ignite cultural exploration, engage students in historical narratives, and deepen comprehension of events in history. This course is suggested for social studies teachers but can be adapted for science teachers.

Course Goals:

- Understanding the role and importance of picture books in content areas in the classroom
- Exploring the benefits of picture books to differentiate instruction, especially for English Language Learners and students with disabilities
- Analyzing various historical narratives to understand different viewpoints and foster critical thinking skills
- Integrating read-alouds as a gateway to more advanced texts and topics, providing a foundation for deeper understanding
- Designing activities that enhance students' learning about significant historical events, figures, periods, and topics



Level Up Your Engagement: Games for Any Subject

3 In-service Credits/45 Hours | **Course #:** A101

Instructor: K. Karatuna

Dates: March 15 – June 1

Grades: K-12

Course Description:

This course explores the integration of games into the classroom to foster student engagement and learning. Participants will discover strategies to effectively incorporate game-based learning across various subjects and grade levels through hands-on activities, discussions, and case studies. This course offers practical insights and tools to promote critical thinking, collaboration, and motivation to help transform your classroom.

Course Goals:

- Understanding the principles of gaming and game-based learning
- Exploring different types of educational games and their applications
- Designing game-based learning experiences aligned with curriculum objectives
- Assessing student learning and engagement in game-based environment
- Addressing challenges and best practices for successful implementation



Social Emotional Learning

3 In-service Credits/45 Hours | **Course #:** A102

Instructor: B. Bauernfeind

Dates: March 15 – June 1

Grades: K-12

Description:

This professional development course is designed for educators who seek to incorporate Social Emotional Learning (SEL) into their classroom practices. The course provides educators with the knowledge, strategies, and tools necessary to effectively teach and model SEL competencies. By fostering a supportive learning environment, educators will help students develop critical social and emotional skills essential for academic success and personal well-being.

Course Goals:

1. Understanding SEL Framework:

- Gain a comprehensive understanding of the five core SEL competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.
- Learn the benefits of SEL for students' academic performance, mental health, and overall well-being.

2. Creating a Positive Classroom Environment:

- Develop strategies to create a safe, inclusive, and supportive classroom climate that promotes students' social and emotional growth.
- Implement classroom norms and routines that encourage respect, empathy, and positive interactions.

3. Integrating SEL into Curriculum:

- Explore methods for embedding SEL into existing academic curriculum across various subjects and grade levels.
- Design lesson plans and activities that incorporate SEL principles and practices.

4. Modeling and Teaching SEL Skills:

- Learn techniques for modeling SEL competencies through teacher behavior and classroom management.
- Develop instructional practices that explicitly teach SEL skills, such as emotional regulation, empathy, and effective communication.

By the end of the course, educators will possess a thorough understanding of SEL and its impact on student learning and behavior. They will be able to create and maintain a classroom environment that nurtures students' social and emotional development. This course aims to empower educators to seamlessly integrate SEL into their teaching



Enhancing the Elementary and Middle School Math and Science Curriculum with STEM

3 In-service Credits/45 Hours | **Course #:** A103

Instructor: B. Harvey

Dates: March 15 – June 1

Grades: K-8

Description:

This professional development course is for educators who are looking to enhance math, science, and technology lessons and activities to their students. This class will give teachers the resources and background to get a better understanding of what STEM/STEAM is, and how to implement lessons effectively. Websites, apps, technology, literature and more will be shared among the class for everyone to use. This course is designed for grades K-8.

Course Goals:

By the end of this course, participants will be able to:

- To know what are the key components of teaching STEM/STEAM effectively.
- To know what an elementary and middle school STEM/STEAM classroom looks like and really needs.
- To know the principles and components of effective STEM/STEAM instruction.
- To introduce useful literature to enhance co-curricular activities.
- To understand the effectiveness of incorporating critical thinking and project-based learning on a daily basis.
- To have access to a wide variety of resources and tools that exist and preview a few.
- To see the positives, rationale and effectiveness of STEM/STEAM instruction.
- To make use of a wide variety of interactive websites that exist to support all students.



Project-Based Learning Across the Curriculum

3 In-service Credits/45 Hours | **Course #:** A104

Instructor: A. Bauernfeind

Dates: March 15 – June 1

Grades: K-12

Course Description:

A great class for educators seeking professional development that incorporates multiple disciplines is "Project-Based Learning (PBL) Across the Curriculum." Project-Based Learning is a teaching method that engages students in authentic, real-world tasks and challenges, which naturally lends itself to integrating various subjects.

In this class, educators will learn how to design and implement projects that span multiple disciplines, such as science, math, language arts, social studies, and even art or technology. The class can cover topics such as:

Course Goals:

1. Introduction to Project-Based Learning: Understanding the principles and benefits of PBL in education.
2. Designing Interdisciplinary Projects: Strategies for creating projects that integrate multiple subjects.
3. Authentic Assessment: Methods for assessing student learning and achievement within interdisciplinary projects.
4. Inquiry-Based Learning: Incorporating inquiry-based approaches into interdisciplinary projects to foster critical thinking and problem-solving skills.
5. Technology Integration: Leveraging technology tools to enhance interdisciplinary learning experiences.
6. Collaboration and Teamwork: Promoting collaboration among students and fostering teamwork skills through interdisciplinary projects.
7. Differentiation and Personalization: Tailoring interdisciplinary projects to meet the diverse needs and interests of students.
8. Connecting with Real-World Contexts: Incorporating real-world connections and community partnerships into interdisciplinary projects to enhance relevance and engagement.

By participating in this class, educators can gain practical strategies and resources for designing and implementing interdisciplinary projects that not only meet academic standards but also promote deeper learning and transferable skills across multiple disciplines.



Methods of Teaching Vocabulary in the Classroom

3 In-service Credits/45 Hours | **Course #:** A105

Instructor: S. Mallahy

Dates: March 15 – June 1

Grades: K-12

Course Description:

This course focuses on enhancing teachers' skills in using explicit instruction to teach vocabulary effectively in the classroom. Participants will learn to integrate online tools like Quizlet, Gimkit, and Blooket to create engaging and interactive vocabulary review sessions. Additionally, the course will cover a variety of offline strategies and resources to reinforce vocabulary learning, ensuring that teachers are equipped with a comprehensive toolkit to support their students' language development and retention.

Course Goals:

- Understanding the importance of explicit vocabulary instruction in the classroom
- Exploring types of direct vocabulary instruction and different ways they benefit students
- Creating online resources to use to help students learn, study, and practice vocabulary
- Experimenting with multiple vocabulary strategies to assess student learning
- Adapting different strategies to use for the elementary, ELL, special education, or content-area classroom



Movement, Brain Breaks, and Physical Activity in Schools

3 In-service Credits/45 Hours | **Course #:** A106

Instructor: B. Bauernfeind

Dates: March 15 – June 1

Grades: K-12

Description:

This professional development course is designed to equip educators with the knowledge and skills to integrate movement, brain breaks, and physical activity into the school day. Recognizing the significant impact of physical activity on students' cognitive function, behavior, and overall well-being, this course provides practical strategies and evidence-based approaches for enhancing the learning environment through movement. Participants will explore the science behind physical activity and brain function, learn a variety of movement-based activities, and develop plans to implement these strategies in their own classrooms and schools.

Course Goals:

1. Understand the Science:
 - Gain a comprehensive understanding of how physical activity affects brain function, cognitive development, and academic performance.
 - Explore the relationship between movement and improved behavior and emotional regulation in students.
2. Learn Practical Strategies:
 - Discover a variety of brain breaks and movement activities that can be easily integrated into the classroom.
 - Understand how to adapt activities to different age groups and classroom settings.
3. Design and Implement Plans:
 - Develop personalized plans to incorporate movement and physical activity into daily routines.
 - Learn how to create a classroom environment that encourages and supports regular physical activity.
4. Assess and Reflect:
 - Learn methods to assess the effectiveness of movement-based interventions on student outcomes.
 - Reflect on personal teaching practices and identify opportunities for integrating more physical activity into the school day.
5. Collaborate and Share:
 - Engage in collaborative discussions with peers to share ideas, challenges, and successes.
 - Build a supportive community focused on promoting physical activity and well-being in schools.

By the end of this course, participants will be well-equipped to foster a more dynamic and engaging learning environment that supports both the physical and cognitive development of their students.



Using Best Practices to Achieve Mastery Across the Curriculum

3 In-service Credits/45 Hours | **Course #:** A107

Instructor: T. Pufahl

Dates: March 15 – June 1

Grades: K-12

Course Description:

In this course, participants will explore effective strategies and best practices to promote mastery learning across various academic disciplines. We will delve into curriculum mapping, alignment, and student-focused outcomes. By examining practical approaches, participants will gain the knowledge and skills needed to enhance student achievement and program coherence.

Course Goals:

- **Curriculum Mapping and Assessment:**
 - Understand the role and importance of curriculum mapping in teaching.
 - Develop student-centered learning outcomes.
 - Assess course outcomes in relation to program-level goals.
 - Create graphical curriculum maps illustrating the relationship between course learning outcomes and overall program outcomes.
- **Alignment and Coherence:**
 - Clarify the connection between learning outcomes and actual student experiences.
 - Identify program strengths and gaps.
 - Determine assessment measures for specific learning outcomes.
- **Student Learning Outcomes (SLOs):**
 - Focus on student-centered outcomes.
 - Craft specific, measurable, and observable SLOs.
 - Consider Bloom's Taxonomy levels for SLOs.
- **Mastery Learning Strategies:**
 - Build practice and multiple learning opportunities for students.
 - Introduce, practice, reinforce, and assess mastery.
 - Utilize curriculum maps to identify learning opportunities aligned with program outcomes.

By the end of this course, participants will be equipped to use evidence-based practices to achieve mastery across diverse academic contexts. Join us on this journey toward enhancing teaching effectiveness and student success!



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Embracing Diversity and Equity in Education

3 In-service Credits/45 Hours | **Course #:** A108

Instructor: T. Pufahl

Dates: March 15 – June 1

Grades: K-12

Course Description:

This course aims to empower high school educators with the knowledge, skills, and strategies necessary to create inclusive and equitable learning environments. Participants will explore culturally responsive teaching practices, examine biases, and develop tools to meet the diverse needs of their students.

Course Goals:

By the end of this course, participants will be able to:

1. **Recognize Diversity:** Understand the value of diversity in the classroom.
2. **Address Bias:** Identify and mitigate implicit biases.
3. **Design Inclusive Curriculum:** Develop lessons that honor diverse backgrounds.
4. **Promote Equity:** Advocate for equitable opportunities and outcomes.
5. **Foster Inclusive Communities:** Create safe spaces for all students and learners.

Let's empower our educators to create classrooms where every student feels seen, valued, and supported!



Using AI as an Educational Tool in a Middle and High School Setting

3 In-service Credits/45 Hours | **Course #:** A109

Instructor: T. Pufahl

Dates: March 15 – June 1

Grades: 7-12

Course Description:

This course aims to equip middle and high school educators with the knowledge and practical skills necessary to integrate artificial intelligence (AI) into their teaching practices. Participants will explore how AI can enhance authentic learning experiences, foster critical thinking, and prepare students for the digital age.

Course Goals:

By the end of this course, participants will be able to:

1. Understand the fundamentals of AI and its applications in education.
2. Evaluate AI tools and platforms suitable for high school classrooms.
3. Design authentic learning experiences using AI technologies.
4. Address ethical considerations related to AI adoption in education.
5. Collaborate with colleagues to implement AI-infused lessons.

Let's empower our middle and high school teachers to harness the potential of AI for authentic and transformative learning experiences!



Spanish for Educators: Enhancing your Communication Skills with Spanish-Speaking Students and Families

3 In-service Credits/45 Hours | **Course #:** A110

Instructor: L. Collado

Dates: March 15 – June 1

Grades: K-12

Course Description:

Maintaining good, effective communication with students and parents is one of the most important tasks as educators. This course focuses on developing your ability to communicate in Spanish with students and families. The material provided will help you enhance your Spanish skills which will assist you in encouraging student engagement in the classroom. Every worksheet is designed to help you identify words, phrases, and sentences that you will utilize very often while communicating with students and parents/guardians.

Course Objectives:

- To learn common words, phrases, and expressions in Spanish
- To be able to communicate with students whose first language is Spanish/ELL students
- To provide a comprehensive list of materials such as practice worksheets that will enhance your Spanish skills
- To learn specific punctuations, accents and grammatical rules while writing in Spanish
- To build more confidence in your conversations with students and families through developing your Spanish linguistic skills



Growth Mindset and Motivation: Strategies to Motivate Students in the Classroom

3 In-service Credits/45 Hours | **Course #:** A111

Instructor: L. Collado

Dates: March 15 – June 1

Grades: 6-12

Course Description:

Description: Educators play a vital role in the lives of their students. Each teacher has not only the responsibility of teaching part of the curriculum, but also the beautiful task of impacting young minds through motivation. This course focuses on learning strategies to motivate students in the classroom. You will also explore, through self-reflection, how motivation can contribute to fostering a growth mindset in your students. The material in this course also explores some challenges we face as educators while trying to instill motivation in the students we serve.

Course Objectives:

- To define motivation in the classroom and how it is shown in students' progress
- To provide examples of how motivation can foster a growth mindset in students
- To provide a comprehensive list of material related to motivation and growth mindset
- To reflect on current strategies implemented in the classroom
- To utilize self-reflection as a strategy to help motivate students



The Neurodiverse Learner

3 In-service Credits/45 Hours | **Course #:** A112

Instructor: K. Locke

Dates: March 15 – June 1

Grades: K-12

Course Description:

Neurodiverse learners are found in every classroom and have unique needs. This course begins by identifying what defines a neurodiverse learner, then moves into exploring the challenges they face within the school setting and discussing strategies for supporting their needs. At the end of this course, participants will have an understanding of neurodiverse students and the tools necessary for supporting them in school.

Course Goals:

- Understanding what defines a neurodiverse learner.
- Understanding challenges that neurodiverse learners face in the classroom and school environment.
- Exploring various strategies to assist neurodiverse learners in the classroom, school-based services and school environment.
- Developing tools and strategies to utilize in your classroom, school-based services and schoolwide activities to create an inclusive and support environment for neurodiverse learners.



Creating Measurable IEP Goals

3 In-service Credits/45 Hours | **Course #:** A113

Instructor: K. Locke

Dates: March 15 – June 1

Grades: K-12

Course Description:

Creating a solid and measurable goal is integral to adequately assessing a student's progress. In this course, participants will discuss identifying present levels, creating measurable goals based on those levels, and exploring different methods to track progress towards goals. You will leave this class more confident in your ability to create a goal that you can easily collect data on.

Course Goals:

- Understanding of all areas of the IEP and how they are integral in the development of measurable goals.
- Understanding the importance of having measurable goals that data can be collected on in order to indicate progress towards the student's goals.
- Creating present levels that inform goal writing and adequately indicate the student's present level, strengths, needs and concerns of the student's parents/guardians.
- Developing measurable goals that can be utilized in IEPs in all areas of need
- Developing tools to facilitate measuring IEP goals accurately.



Making Learning Accessible for All ELLs

3 In-service Credits/45 Hours | **Course #:** A114

Instructor: M. Finnerty

Dates: March 15 – June 1

Grades: K-12

Course Description:

In this class we will explore the different models of ELL Programs and how to make content accessible to your ELLs in the mainstream classroom. We will focus on scaffolding instruction across the 4 language modalities and how to reach all levels of learners. You will learn strategies and techniques that will work across all grade levels and content areas.

Course Goals:

- Understanding what an English language learner is and how language is acquired
- Designing lessons and activities to promote content and language learning
- Exploring various strategies to teach ELLs at any level
- Developing meaningful materials to use in your classroom



Behind the Curtain: What They Didn't Teach You in College

3 In-service Credits/45 Hours | **Course #:** A115

Instructor: T. Bauernfeind

Dates: March 15 – June 1

Grades: K-12

Course Description:

Undergraduate courses provide the building blocks of a teaching career. While these courses give educators a strong base, there are often overlooked aspects of education. This course digs deeper into valuable facets of a teaching career, such as the importance of flexibility, classroom management skills, communication with families, self-awareness of talents, and active involvement within the school community.

Course Goals:

- Understanding the importance of flexibility within the classroom and school environment.
- Identifying strengths and utilizing them in the classroom and school community.
- Recognizing the significance of developing strong, collaborative relationships with parents/guardians.
- Highlighting the importance of active participation in school and district events for professional growth and community building.
- Understanding why classroom management is crucial to creating a successful classroom environment.



Perspectives on 9/11

3 In-service Credits/45 Hours | **Course #:** A116

Instructor: K. Raby

Dates: March 15 – June 1

Grades: K-12

Course Description:

As time passes and memories fade, reminding and instructing today's students about the day America was attacked in September of 2001 is more important than ever. While most of us can remember exactly where we were, what we were doing, and who we were with when we heard the news, today's students are learning about it as if it is just another event in America's history. This course examines different aspects of the terrorist attacks that occurred on September 11th, as well as its aftermath and offers varied and unique activities to foster learning and promote discussion. This course is designed for social studies teachers but can also be adapted for ELA and primary teachers as well.

Course Goals:

- Explore the impact of September 11th on American society, fostering a sense of civic responsibility awareness.
- Consider the concepts of safety, security, and travel and analyze how they have changed as a result of the September 11th attacks.
- Investigate and examine educational resources that would be appropriate to present in elementary and secondary grade levels.
- Explain how 9/11 impacted and affected your own life and how those impacts are still being felt.
- Examine a variety of resources related to 9/11 that will encourage the use of critical thinking skills.
- Participants will be exposed to different lessons and activities that can be adapted and expanded to teach about September 11th to all age groups.



Classroom Behavior Interventions

3 In-service Credits/45 Hours | Course #: A118

Instructor: J. Marinello

Dates: March 15 – June 1

Grades: K-6

Course Description:

This course explores an array of behavior interventions to implement for students with behavioral challenges. The course will focus on classwide behavior management as a preventative strategy. Teachers will learn the importance of routines, setting expectations, and proximity control in their classroom. In addition, it will focus on Tier 1 interventions that can be utilized in the classroom for individuals or small groups of students. Teachers will learn how to identify the function of behaviors, which in turn will assist in choosing the appropriate intervention strategy.

Course Goals:

- Exploring a variety of behavior difficulties students are currently exhibiting
- Understanding the different functions of behavior
- Identifying preventative classroom strategies that can be implemented
- Designing appropriate behavior interventions based on student's need



De-escalation Strategies

3 In-service Credits/45 Hours | **Course #:** A119

Instructor: J. Marinello

Dates: March 15 – June 1

Grades: K-6

Course Description:

This course will focus on the crisis cycle and appropriate means of de-escalating at each level. The course will address means of preventing escalated behaviors in the school setting. By participating in this class, educators will gain a better understanding of the crisis cycle and specific means of de-escalating at each point of the cycle.

Course Goals:

- Understanding the global behavior crisis
- Understanding the crisis cycle
- Exploring common issues that cause behavior crisis in schools
- Exploring means to appropriate de-escalate students at each level of the cycle
- Developing a de-escalation plan



Character Education Through Literacy

3 In-service Credits/45 Hours | **Course #:** A120

Instructor: J. Marinello

Dates: March 15 – June 1

Grades: K-6

Course Description:

Participants will learn about the benefits of teaching character education and how this will carry over into their classroom on a daily basis. This course will focus on how to incorporate character education into lessons, which will help to run a more effective classroom and school building. This course will begin by exploring the six universal themes of character education — trustworthiness, respect, responsibility, fairness, caring, and citizenship. Teachers and staff will then identify ways to incorporate these themes into literacy lessons and activities. Teachers will learn specific strategies for incorporating the themes of character into their lessons through the use of specific literature with reflective questions and through classroom/building wide activities. By the end of the course, teachers will have a strong understanding of the benefits of character education. In addition, they will have a wide variety of resources to utilize in their classroom.

Course Goals:

- Understanding the rationale for the implementation of character education
- Understanding the pillars of character education
- Exploring ways to incorporate character education through books
- Developing lesson plans to utilize in the future



Strategies to Support Struggling Readers

3 In-service Credits/45 Hours | **Course #:** A121

Instructor: M. Moore

Dates: March 15 – June 1

Grades: K-6

Course Description:

This course will explore the reasons some students struggle to learn to read and best practices for addressing reading difficulties. We will delve into reading disabilities and difficulties and strategies to address phonics, comprehension, and reading fluency in the classroom. By participating in this course, educators can gain practical strategies to promote reading success for all students.

Course Goals:

- Understand the building blocks of the reading process and reasons some students struggle to learn to read
- Explore strategies for addressing various components of reading instruction including phonics, comprehension, and fluency
- Address challenges and best practices for successful implementation of reading strategies
- Explore how read-alouds can support struggling readers
- Reflect on past practices and consider how to improve reading instruction
- Design learning experiences that target struggling readers



Making Math Fun: Movement and Fluency

3 In-service Credits/45 Hours | **Course #:** A122

Instructor: K. Castellano

Dates: March 15 – June 1

Grades: K-5

Course Description:

This course will explore how to help students at the elementary level retain fluency facts suitable for their grade level. Teachers will also look closely at how movement in the math classroom can help increase retention, improve participation, and make math fun! Educators will learn how to incorporate different types of movement and activities (kinesthetic, whole body, tactile) to boost engagement and confidence in their math students.

Course Goals:

- Understand the fluency skills associated with each grade level.
- Explore different types of movements and create ways to incorporate those movements into a math classroom.
- Understand how to address different types of math learners in your classroom and how to best help them.
- Lesson plan activities and or movement breaks to help students retain math facts.
- Assess students on their growth in fluency.



Visuals Help! Using Visual Aids to Support and Enhance Language

3 In-service Credits/45 Hours | **Course #:** A123

Instructor: D. Russo

Dates: March 15 – June 1

Grades: K-12

Course Description:

This course explores what visual aids in the school setting are and discusses how visual aids are important for all students. From using visuals to establish a natural learning environment to scaffolding, educators will learn how to transform their lessons so that students stay engaged and successfully support and enhance their students' language skills. Participants will feel more confident in using visuals to transform learning experiences. Participants will leave with strategies to incorporate visual aids into learning to impact better understanding and use of language throughout the school day.

Course Goals:

- Gain a comprehensive understanding of visual aids and how they impact student success
- Examine current research on how the use of visual aids can break learning barriers
- Acquire strategies that educators can use to incorporate visual aids throughout the school day and to promote the use of visual aids across settings



What is Auditory Memory and How Does it Impact Learning?

3 In-service Credits/45 Hours | **Course #:** A124

Instructor: D. Russo

Dates: March 15 – June 1

Grades: K-12

Course Description:

This comprehensive course will discuss the role that auditory memory plays in learning and retraining information and the relationship it has with speaking, reading, and writing skills. It begins by outlining the processes of memory and skills required to retain learned information. Participants will leave with learned strategies, treatment approaches and purposeful activities to enhance auditory memory in the school setting and increasing student success.

Course Goals:

- Gain a comprehensive understanding of auditory memory and how it impacts student success
- Examine current research on how auditory memory can make a difference in a student's progress
- Learning approaches and tips in working with a student with poor auditory memory skills
- Acquire strategies that educators can use to increase auditory memory abilities



Organizing Your Digital Life: Maximizing Efficiency Using Google Tools

3 In-service Credits/45 Hours | **Course #:** A125

Instructor: S. Mallahy

Dates: March 15 – June 1

Grades: K-12

Course Description:

This professional development course is designed to help educators streamline their digital workflows and enhance organizational skills using Google's suite of tools. Participants will explore practical strategies for managing everyday tasks, organizing digital content, and creating efficient systems to support both teaching and administrative functions. By mastering these techniques, teachers will be better equipped to maintain an orderly digital environment, facilitating a more productive and focused work experience.

Course Goals:

- Learn how to pin frequently accessed websites to the Google Chrome bar for quick access.
- Develop skills to create and manage folders in Google Drive, including numbering assignments in subfolders.
- Create a Google Site and QR code for efficient substitute plans management.
- Utilize Google Docs for organizing tasks, creating lists, and student sign-ups.
- Explore effective uses of Google Sheets for tracking and managing data.
- Implement Google Forms to collect and organize information seamlessly.
- Enhance organization and management within Google Classroom for a more streamlined teaching experience.



ENL 101

3 In-service Credits/45 Hours | **Course #:** A126

Instructor: M. Finnerty

Dates: March 15 – June 1

Grades: K-12

Course Description:

In this course you will learn the basics of English as a New Language including program models and what an English Language Learner is. We will also dive into the topic of SIFE students. We will begin to explore the best way to reach all levels of English Learners including SIFE students.

Course Goals:

- Understanding what an English language learner is and how language is acquired
- Understanding the different program models for ELLs available in New York State across all grade levels
- Developing a knowledge of all levels of ELLs including SIFE students
- Beginning to explore strategies to teach ELLs at any level

