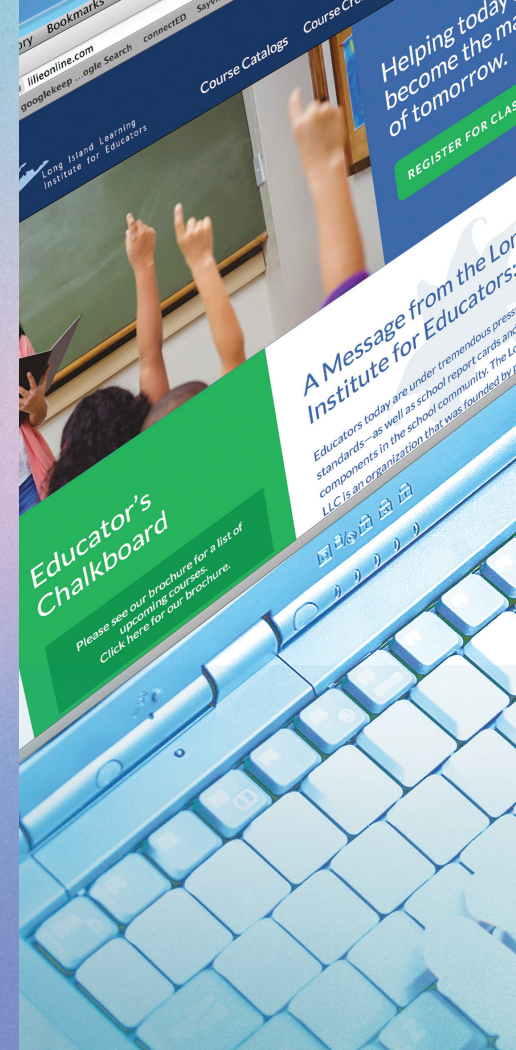


ONLINE COURSE CATALOGUE

In-Service, Graduate & Coaching

SEPTEMBER 2023 - SEPTEMBER 2024

P.O. Box 634,
Stony Brook, NY 11790
www.lilieonline.com
Ph: 631.696.5454



A Message from the Long Island Learning Institute for Educators, LLC

Educators today are under tremendous pressure. Federal, state, and local standards, as well as school report cards and media commentary have become critical components in the school community. The Long Island Learning Institute for Educators, LLC is an organization that was founded by practicing teachers who face the same 21st century challenges as those who enroll in our courses. LILIE was formed to be an educator's tool to meet the challenges of ensuring student success. LILIE courses are designed to complement professional development plans, district strategic plans, and the current educational issues of all involved in the educating of our youth. We pride ourselves in providing meaningful courses that are realistically applicable and beneficial in the classroom. It is our goal that each teacher who participates in our classes, exits with practical knowledge and new teaching insights and/or methods that can be successfully applied to his or her classroom.

CHECK OUT OUR
CHALKBOARD PAGE ONLINE AT

 www.lilieonline.com

FOR COURSES
AND INFORMATION

For detailed information regarding professional development GRAD course offerings and costs please visit www.lilieonline.com and click on COURSE CREDIT/INFO.

The Long Island Learning Institute for Educators, LLC is a proud provider of professional services through ESBOCES, Nassau BOCES Model Schools program and NYC ASPDP. For more information please visit www.lilieonline.com

Register Online
www.lilieonline.com

Contact us for details at:
questions@lilieonline.com
(631) 696-5454

Register
electronically at
www.lilieonline.com

Kindly visit our secure site online at www.lilieonline.com to register for all courses listed in this catalog as well as find additional information regarding the various courses we offer.

Registrations require a \$50.00 non-refundable, but transferable deposit. Transferability is voided if enrollee is dropped or chooses to drop due to failure to meet course requirements.

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Certificate of Completion

Educators are required to complete a log attesting to a minimum of 45 hours of course work. This log will be evaluated and approved in order for a teacher/enrollee to earn a certificate of completion.

Attendance Policy

100% Attendance (internet participation) is required in order to receive a certificate of completion. No exceptions will be made.

Course Loads

Please note that all courses require ample time, attention and commitment and it is therefore recommended that you plan your course schedule accordingly. To provide teachers with the benefits of such rigorous and meaningful coursework, L.I.L.I.E., LLC recommends that no more than 2 courses be taken in any one month while enrollees are working full time during the academic year. In addition, it is advised that teachers consult with their district's policies regarding such matters.

Registrants failure to comply with minimum requirements are automatically withdrawn from course and may not be notified nor refunded.

EASY REFERENCE

Calendar of Courses

— SEPTEMBER 2023 —

Building Connections in the Post –
Pandemic Classroom
(GRAD - UMASS GLOBAL)

Instructional Needs of
Neuro Diverse Students
(GRAD - MANHATTAN COLLEGE)

Supporting Students in Crisis
(GRAD - UMASS GLOBAL)

Tech Effects on
Student Behavior and Learning
(GRAD - UMASS GLOBAL)

Supporting ELLs Through Cultural,
Social, and Educational Transitions
(GRAD - UMASS GLOBAL)

Philosophy*

— OCTOBER —

Effects of the
Mind-Body Connection
(GRAD - MANHATTAN COLLEGE)

Depression is More Than Sadness
(GRAD - UMASS GLOBAL)

Cultivating Student Leadership
(GRAD - UMASS GLOBAL)

Changing Minds
(GRAD - UMASS GLOBAL)

Classroom as Community: **NEW!**
Responsibility of All
(GRAD - UMASS GLOBAL)

Literacy: A Fundamental Human Right
(GRAD - MANHATTAN COLLEGE) **NEW!**

Shifting the Perspective on Poverty
(GRAD - MANHATTAN COLLEGE)

Health Sciences*

— NOVEMBER —

Academic Vocabulary Infusion
(GRAD - MANHATTAN COLLEGE)

Asset-Based Instruction to Empower Students
(GRAD - UMASS GLOBAL)

Bridging Our Connectivity **NEW!**
(GRAD - UMASS GLOBAL)

Displaced Students and the
Educational Impact of Homelessness
(GRAD - UMASS GLOBAL)

Creating Dynamic Learning
Experiences in the Diverse Classroom
(GRAD - MANHATTAN COLLEGE)

Engaging Family: Strengthening Ties
through an Equity Based Approach **NEW!**
(GRAD - UMASS GLOBAL)

Theory & Techniques*

— DECEMBER —

Teacher Rescue -
Preventing and Reversing Burnout
(GRAD - MANHATTAN COLLEGE)

Bilingual Educations: Theory to Practice
(GRAD - MANHATTAN COLLEGE)

Supporting Students with ADHD
(GRAD - UMASS GLOBAL)

The Self Driven Learner
and Motivational Strategies
(GRAD - MANHATTAN COLLEGE)

New World Language Standards:
Preparing Global Citizens
(GRAD - MANHATTAN COLLEGE)

Building Connections in
the Post Pandemic Classroom
(GRAD - UMASS GLOBAL)

The Dyslexic Mind
(GRAD - MANHATTAN COLLEGE)

— JANUARY 2024 —

Response to Trauma-Informed Instruction
(GRAD - UMASS GLOBAL)

Mental Health in the Classroom
(GRAD - UMASS GLOBAL)

Aspiring Educational Leaders and Administrators
(GRAD - MANHATTAN COLLEGE)

Encouraging Mindfulness into Today's
Classroom (GRAD - UMASS GLOBAL)

Enriching the ENL Experience
(GRAD - MANHATTAN COLLEGE)

Engaging K-12 Learners through Gamification
(GRAD - MANHATTAN COLLEGE)

Supporting and Empowering the LGBTQ+
Student: Using SEL to Create Community
(GRAD - UMASS GLOBAL)

Philosophy*

— FEBRUARY —

STEM and the New Generation
(GRAD - MANHATTAN COLLEGE)

Positive Discipline: Ending School to Prison Pipeline
(GRAD - MANHATTAN COLLEGE)

Amplifying Cultural Competency & Student Voice
(GRAD - MANHATTAN COLLEGE)

Anxiety Disorders and Students Today:
What Teachers Can Do
(GRAD - UMASS GLOBAL)

Cooperative Learning Structures & Strategies
(GRAD - MANHATTAN COLLEGE)

EdTech Tools for Equity **NEW!**
(GRAD - UMASS GLOBAL)

Engaging Family: Strengthening Ties
through an Equity Based Approach **NEW!**
(GRAD - UMASS GLOBAL)

Health Sciences*

*Coaching Courses - The coaching courses may now be taken as graduate courses by employed public schools teachers as a professional development option. Please note that these graduate courses cover the NYSED coaching requirement for non PE teachers wishing to coach, but are NOT affiliated with a Manhattan College degree program.

EASY REFERENCE

Calendar of Courses

— MARCH —

The Peaceful Classroom and Easing Student Anxiety and Stress (GRAD - UMASS GLOBAL)

Growing the Critically Consciousness Classroom (GRAD - UMASS GLOBAL)

Cultivating Student Leadership (GRAD - UMASS GLOBAL)

Teaching Gifted Students (GRAD - MANHATTAN COLLEGE)

Bridging Our Connectivity (GRAD - UMASS GLOBAL) **NEW!**

Creating Dynamic Learning Experiences in the Diverse Classroom (GRAD - MANHATTAN COLLEGE)

Theory & Techniques*

— APRIL —

Reading Strategies for all Teachers (GRAD - MANHATTAN COLLEGE)

Strength through SEL (GRAD - MANHATTAN COLLEGE)

Asset-Based Instruction to Empower Students (GRAD - UMASS GLOBAL)

Building Productive and Enduring Educational Partnerships (GRAD - UMASS GLOBAL)

Literacy: A Fundamental Human Right (GRAD - MANHATTAN COLLEGE) **NEW!**

Instructional Needs of Neuro Diverse Students (GRAD - MANHATTAN COLLEGE)

Managing the Culturally Responsive Classroom (GRAD - MANHATTAN COLLEGE)

Philosophy*

— MAY —

Effects of the Mind-Body Connection (GRAD - MANHATTAN COLLEGE)

Depression is More Than Sadness (GRAD - UMASS GLOBAL)

Building Connections in the Post Pandemic Classroom (GRAD - UMASS GLOBAL)

Endless Opportunities:

Crafting a Google App Classroom (GRAD - UMASS GLOBAL) **NEW!**

Shifting the Perspective on Poverty (GRAD - MANHATTAN COLLEGE)

The Autism Spectrum (GRAD - MANHATTAN COLLEGE)

Displaced Students and the Educational Impact of Homelessness (GRAD - UMASS GLOBAL)

Health Sciences*

— JUNE —

Cooperative Learning Structures & Strategies (GRAD - MANHATTAN COLLEGE)

The Peaceful Classroom and Easing Student Anxiety and Stress (GRAD - UMASS GLOBAL)

Teacher Rescue -

Preventing and Reversing Burnout (GRAD - MANHATTAN COLLEGE)

Supporting Students with ADHD (GRAD - UMASS GLOBAL)

21ST Century Classroom Technologies (GRAD - MANHATTAN COLLEGE)

Positive Discipline:

Ending School to Prison Pipeline (GRAD - MANHATTAN COLLEGE)

The Self Driven Learner and Motivational Strategies (GRAD - MANHATTAN COLLEGE)

— JUNE CONTINUED —

Engaging Family: Strengthening Ties through an Equity Based Approach (GRAD - UMASS GLOBAL) **NEW!**

Theory & Techniques*

— JULY —

Strength through SEL (GRAD - MANHATTAN COLLEGE)

Changing Minds: Using Growth Mindset to Encourage Student Development (GRAD - UMASS GLOBAL)

The Good & Bad of Social Media - Function, Psychology & Usefulness of Social Media in our Students & Classrooms (GRAD - UMASS GLOBAL)

Shifting the Perspective on Poverty (GRAD - MANHATTAN COLLEGE)

Interactive Notebooks and other Note-taking Strategies (GRAD - UMASS GLOBAL)

Creating Dynamic Learning Experiences in the Diverse Classroom (GRAD - MANHATTAN COLLEGE)

Affirming Student Identity: Curators of Content (GRAD - UMASS GLOBAL) **NEW!**

Bridging Our Connectivity (GRAD - UMASS GLOBAL) Philosophy* **NEW!**

Health Sciences*

Theory & Techniques*

*Coaching Courses - The coaching courses may now be taken as graduate courses by employed public schools teachers as a professional development option. Please note that these graduate courses cover the NYSED coaching requirement for non PE teachers wishing to coach, but are NOT affiliated with a Manhattan College degree program.

— AUGUST —

Reading Strategies for all Teachers
(GRAD - MANHATTAN COLLEGE)

Asset-Based Instruction
to Empower Students
(GRAD - UMASS GLOBAL)

Anxiety Disorders and Students Today:
What Teachers Can Do
(GRAD - UMASS GLOBAL)

EdTech Tools for Equity
(GRAD - UMASS GLOBAL) **(NEW!)**

Classroom as Community:
Responsibility of All
(GRAD - UMASS GLOBAL) **(NEW!)**

Maximizing Strengths and Abilities:
A Supportive Approach for Students
with Learning Diversity
(GRAD - UMASS GLOBAL) **(NEW!)**

Teaching Digital Literacy
(GRAD - UMASS GLOBAL) **(NEW!)**

Philosophy*

Health Sciences*

Theory & Techniques*

— SEPTEMBER 2024 —

Mental Health in the Classroom
(GRAD - UMASS GLOBAL)

STEAM Education
(GRAD - UMASS GLOBAL)

The Tween/Teenager's Mind
(GRAD - UMASS GLOBAL)

The Self Driven Learner
and Motivational Strategies
(GRAD - MANHATTAN COLLEGE)

Changing Minds -
Using Growth Mindset to
Encourage Student Development
(GRAD - UMASS GLOBAL)

Classroom as Community:
Responsibility of All
(GRAD - UMASS GLOBAL)

Unlocking Student Potential with AI
(GRAD - UMASS GLOBAL) **(NEW!)**

Supporting Students with ADHD
(GRAD - UMASS GLOBAL)

Building Knowledge and Big Ideas
through Critical Thinking
(GRAD - UMASS GLOBAL) **(NEW!)**

Philosophy*

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Online Courses

Online courses are 3 credit/45 hours and will be conducted via the LILLIE website at www.lillieonline.com. Courses will run for one month, and teachers will be required to log into their class throughout each week. Questions or comments should be e-mailed to questions@lillieonline.com. After registering/enrolling online, participants will receive an automatic reply from LILLIE confirming registration, providing directions for accessing course(s) and alike.

21st Century Classroom Technologies

Course #: EDPD 634 Instructor: Liz Scott-Pothier
GRAD THROUGH MANHATTAN COLLEGE OR IN-SERVICE

Technology is not only the machine itself but is the whole set of relationships between human beings, utensils and fields of knowledge. “Too many view technology as a silver bullet to the challenges they face. It’s sometimes assumed, consciously or not, that the mere presence of digital tools will improve education. There’s a relationship between technology, content, and pedagogy, and the purposeful blending of them is key.” (Schoology Exchange)

21st Century Technology Instruction will explore the changing dynamics of new technologies and next generation education (Learning 2.0, 3.0 and 4.0). The Next Generation Learning Standards and the increase of “user generated content” require students to hone their critical thinking skills of collaboration, creativity, research and technological skills as well as embrace their role of potential (global) change agents. Instructional strategies will include (but are not limited to) topics such as: teched equity, student voice, the impact and use of social media, podcasts, blogging, electronic white boards, productivity applications, video-on-demand, internet use and websites as well as other aspects of the digital media that can be used to level the playing field and foster growth of all students with a focus on under-represented and marginalized student populations in school-based, virtual or hybrid learning environments.

June 1st - 28th, 2024

June 17th - July 15th, 2024 - No Graduate

Academic Vocabulary Infusion

Course #: EDPD 618 Instructor: Jennifer DeCollibus
GRAD THROUGH MANHATTAN COLLEGE OR IN-SERVICE

Standards four, five, and six in Vocabulary Acquisition and Use in the Next Generation Learning Standards focus on academic vocabulary and the needs for students to consistently build upon their vocabulary to access complex texts. This course will explore information on language acquisition and the importance of academic vocabulary in all content area classrooms. It will also provide numerous vocabulary activities and opportunities to develop vocabulary instruction that can be implemented and evaluated. Research shows that students of color, multilingual students, and students with disabilities often have gaps in their personal vocabularies. This course provides support for educators to design and implement vocabulary instruction that embraces diversity while adhering to NYS Standards and curriculum. Educators will be prepared to encourage their students to participate in a brave learning environment where proper use of terminology, acknowledgement of diverse words, and teacher modeling will result in greater equity in their learning experiences.

November 1st - 28th, 2023

Affirming Student Identity:

Curators of Content

Course #: TBA Instructor: Valerie Fiano
GRAD THROUGH UMASS GLOBAL
OR IN-SERVICE



Affirming student identity refers to the practice of recognizing, valuing, and supporting the diverse identities of our students, including but not limited to race, ethnicity, gender, sexual orientation and ability. We implement this through inclusive curriculum, classroom practices, and interactions. Additionally, we need to provide authentic resources that support marginalized groups and fosters a positive sense of self-worth among all students. We need to empower students to take an active role in selecting, organizing, and presenting the content they are learning. By providing students the opportunity to curate their own learning experiences they can develop critical thinking, problem-solving, and strong communication skills. We can implement this in a variety of ways, such as project-based learning, student led discussions, and diverse student curated resources.

July 1st - 28th, 2024

Amplifying Cultural Competency & Student Voice

Course #: EDPD 669
Instructor: Catherine Carella-Dean
GRAD THROUGH MANHATTAN COLLEGE OR IN-SERVICE

Student voice refers to the expression of ideas, perspectives, values, and beliefs of our learners. In this course, educators will learn how to engage their students in self-expression and how to amplify their students' voices. Participants will define and analyze the many facets of student voice and they will learn how to create a variety of opportunities for their students to be heard. Throughout the course, culturally responsive teaching will be discussed as it pertains to helping students develop and promote their own unique voice. Participants will create and share lesson plans that are realistic and practical for immediate use.

February 1st - 28th, 2024

February 12th - March 11th, 2024 - No Graduate

Anxiety Disorders & Students Today: What Teachers Can Do

Course #: EDNU 9654 Instructor: Allison Jahn
GRAD THROUGH UMASS GLOBAL OR IN-SERVICE

Anxiety Disorders & Students Today will focus on the biology of anxiety disorders and how they affect the brain. The course will educate teachers and staff on the formation, symptoms, and impact of anxiety disorders, as well as current treatments and therapies. Through culturally responsive practices, participants will learn strategies to support students with anxiety disorders and improve success for all students. The course will study the most commonly seen disorder types in our students today. The role of the school in supporting students with anxiety disorders will also be discussed. Finally, the course will cover managing anxiety disorders in the classroom, including immediate care, preventative measures, and curriculum modification.

February 1st - 28th, 2024

February 12th - March 11th, 2024 - No Graduate

August 1st - 28th, 2024

Aspiring Educational Leaders and Administrators

Course #: EDPD 623 Instructor: Cathy Carella-Dean
GRAD THROUGH MANHATTAN COLLEGE OR IN-SERVICE

This course is designed to give teachers the opportunity to explore and gain an authentic understanding of educational leadership and administration. Participants in this course will learn the fundamental principles of building and district leadership roles. Participants will understand the framework of developing one's own leadership capacity and will explore how to do so in a critically conscious and culturally responsive manner that builds relationships with students, staff, and parents. Participants will delve into research-based leadership theories and practices, as well as use the NYS Educational Leadership Standards, to understand how quality leadership stewards excellence in education.

January 1st - 28th, 2024

Asset-Based Instruction to Empower Students

Course #: EDCU 9106 Instructor: Valerie Fiano
GRAD THROUGH UMASS GLOBAL OR IN-SERVICE

This course will focus on how we can empower all students to be successful both academically and socially within the learning community and what we can do as a teacher and facilitator to foster a brave learning environment that supports students to utilize their own assets, knowledge and abilities to take a role in their own learning and success. Further, we will explore ways we can encourage families to support students and integrate their own assets and perspectives into the learning environment and to create a stronger home, school and community connection. We will see a shift of mindset in focusing on student struggle but rather their personal strengths, abilities and knowledge. Additionally, specific strategies teachers can incorporate into their classes will be explored as well as methods to support culturally responsive instruction for empowering students to overcome various academic obstacles.

November 1st - 28th, 2023

April 1st - 28th, 2024

August 1st - 28th, 2024

Bilingual Education - From Theory to Practice

Course # EDPD 667 Instructor: Kevin Gross
GRAD THROUGH MANHATTAN COLLEGE
OR IN-SERVICE

This course is designed to prepare bilingual, ESOL, and interested mainstream teachers to successfully work with English Language Learners, in the context of bilingual/ESL programs. It includes the study of the historical, psychological, social, cultural, political, theoretical, and legal foundations of bilingual education programs in the United States. Participants will examine different bilingual program models and will explore and implement effective research-based strategies of instruction in the main content areas. Communication with parents and families, concerning students' academic and social outcomes will be highlighted.

December 1st - 28th, 2023

Bridging Our Connectivity

Course #: TBA Instructor: Edward Storck
GRAD THROUGH UMASS GLOBAL
OR IN-SERVICE

Connections are a bedrock in education. Educators know that meaningful connections can better engage students and motivate them to reach their potential and these ties can and should extend beyond students to their families, the greater community, and beyond. In this course, we will explore how we can create intentional connections to best serve all students, including students that have been historically under served and marginalized. We will collaborate as a think tank to learn what role technology can play in bridging the home-school divide and we will create a turnkey action plan that can enhance existing relationships and build new ones that leverage students' strengths to maximize their learning.

November 1st - 28th, 2023

March 1st - 28th, 2024

July 1st - 28th, 2024



Building Connections in the Post – Pandemic Classroom

Course # EDUU 9064 Instructor: Valerie Fiano
GRAD THROUGH UMASS GLOBAL OR IN-SERVICE

This course will focus on reflecting on changes in students and classrooms post-pandemic and developing skills of independence and addressing social and emotional needs. We will focus on building strong relationships and trust, helping students become aware of their needs as learners and finding their identity and discuss specific activities and interactions that will help students find their purpose and make personal connections with the content, teacher, and diverse learning community. We will also address the social and emotional needs of students and strategies for guiding under served populations in building connections and identifying their needs as learners.

September 1st - 28th, 2023

December 1st - 28th, 2023

May 1st - May 24th, 2024

Building Knowledge and Big Ideas Through Critical Thinking

Course # TBA Instructor: Valerie Fiano
GRAD THROUGH UMASS GLOBAL
OR IN-SERVICE



In this course, participants will learn to elevate the thinking process to curate knowledge and connect ideas through critical thinking - which includes actively engaging with all types of information, questioning assumptions, evaluating evidence and analyzing arguments to develop a deeper understanding of concepts, ideas, and themselves as learners and individuals. Participants will guide students into approaching information with skepticism, curiosity, and an open mind in seeking to make connections, identify patterns, and draw reasoned conclusions that are inclusive of various perspectives, ideas, and consider various social groups. Building these skills will become evident in students reading and writing as they further develop their ideas. All of these processes and thinking protocols will help participants and the learners in their classroom community to develop a more nuanced and well-informed perspective on various topics, enabling them to make better decisions, develop bigger ideas, increase literacy functions, and use their own knowledge, experiences and curated resources in order to contribute meaningfully along with their peers in open dialogue within the brave learning community.

September 1st - 28th, 2024

Building Productive and Enduring Educational Partnerships

Course # EDAU 9759
Instructor: Catherine Carella-Dean
GRAD THROUGH UMASS GLOBAL OR IN-SERVICE

Educational partnerships take form when stakeholders come together for the sake of enhancing the good of the school and for improving student outcomes. Partners include students, educators, parents, community members, and others who have an interest in promoting lifelong learning. This course will examine the specifics of how educators can forge ahead with building productive and enduring partnerships that will serve to benefit their students now and in the future. This course will explore research-based rationales for building partnerships and it will analyze best practices for creating and sustaining bonds with various educational partners. Further, participants will discuss how to appropriately integrate critical consciousness with their students, adopting the mindset, and to have that dialogue within the classroom. Additionally, student grouping, instructional practices, etc., regarding cultural responsiveness will be discussed as well. Participants will learn how to develop strategies and action plans that engage all partners in collaborative efforts that help students achieve their full potential now and in their lives. Participants will create and implement more equitable practices for students in their classrooms, in particular those who have been historically under served and marginalized. Educators will discuss and analyze research-based, best practices that improve instructional strategies and collaborative approaches to student learning. Educators will examine their underlying personal beliefs, norms, practices, and assumptions, and reflect on how a student's race or culture may have influenced school culture. Educators identify they will implement to meet the needs of their students with a careful eye to how cultural responsiveness works to achieve this.

April 1st - 28th, 2024

Changing Minds: Using Growth Mindset to Encourage Student Development

Course #: EDDU 9506 Instructor: Jennifer DeCollibus
GRAD THROUGH UMASS GLOBAL OR IN-SERVICE

The image of a successful person can vary from one individual to the next; however, upon closer inspection those who succeed share a common quality: their mindset. Teachers will examine various ways to positively alter their own lives as a result of mindset, but equally important, how students can benefit from a growth mindset culture in the classroom. It is apparent that we want our students to develop and maintain a growth mindset; however, it is also necessary that we foster an awareness within them that allows them to respectfully question social injustices and determine ways to promote change. This course provides the foundation for understanding mindset, the difference between a fixed and growth mindset, the importance of the brain and how it works, specific ways to foster a growth mindset environment, the role of critical thinking, differentiation and critical consciousness and cultural responsiveness, ways to change mindsets, and strategies that promote a growth mindset. An educator can use this information to continue to develop challenging instruction that is also designed for students to recognize how potential and effort impact the outcome in any life situation.

With the expectation for educators to consistently challenge students, many students are encountering new learning difficulties and experiencing feelings of frustration and failure. Since a growth mindset is the belief that dedication and hard work can produce positive results that lead to success, it is an idea that all educators should learn. Before students can adopt a mindset that is critically conscious, it is useful for them to possess a growth mindset in order to be able to do so. Through understanding course content, self-reflection, and the opportunity to develop lesson plans that promote critical thinking skills, the philosophy of differentiation, participants will complete this course with a new methodology that will become an integral component in their teaching repertoire. Ultimately, participants will learn a new way of thinking that can transform students' learning experiences.

October 1st -28th, 2023

July 1st - 28th, 2024

September 1st - 28th, 2024

Classroom as Community: Responsibility of All

Course #: TBA Instructor: Valerie Fiano
GRAD THROUGH UMASS GLOBAL
OR IN-SERVICE



What defines a community? How do we envision a classroom community to look and sound like? This course will focus on the skills necessary to foster an environment in which both students and teachers display both self-awareness and social awareness - are able to vocalize this and share perspectives. The course will also discuss the needs of having empathy for others, identifying emotions and causes, positive goal setting, responsible decision making, and focusing on personal assets to maintain respectful relationships in a diverse learning community.

October 1st - 28th, 2023

August 1st - 28th, 2024

September 1st - 28th, 2024

Close Reading: Strategies to Mine Meaning

Course #: EDPD 644 Instructor: Jennifer DeCollibus
GRAD THROUGH MANHATTAN COLLEGE
OR IN-SERVICE

All teachers are working to implement the Common Core Learning Standards and share in the responsibility of literacy instruction; however, many are presented with the additional challenge of correctly teaching the skills of close reading. The CCLS emphasize closely reading a text through the process of reading, re-reading, and analyzing with the purpose of accurately understanding it at a deeper level. Students are expected to examine texts, evaluate author's craft and purpose, text structure, and recognize patterns and significant details to ultimately reach a more in-depth comprehension of a whole text. This course will provide the foundation of what close reading is, how to teach it, and the opportunity to develop activities that foster the application of this skill. Participants will complete this course with the essential framework for close reading that will help create life-long independent critical thinkers and readers.

September 1st - 28th, 2024

Cooperative Learning Structures and Strategies

Course #: EDPD 601 Instructor: Valerie Fiano
GRAD THROUGH MANHATTAN COLLEGE OR IN-SERVICE

This course will examine the basics of cooperative learning focusing on how to integrate this teaching method, how cooperative learning helps students meet the Next Generation Learning Standards, benefiting from a variety of perspectives and viewpoints, all while integrating technology. The benefits are student content mastery, increased intrinsic motivation through extrinsic motivation, and increased accountability and engagement. An analysis of a variety of cooperative learning methods and practices will be explored. In addition, teachers will examine overall student participation and engagement in learning teams versus traditional classroom configurations and determine successful configurations for different content areas and grade levels at meeting academic expectations. Further, participants will discuss how to appropriately integrate critical consciousness with their students and to have that dialogue within the classroom. Additionally, grouping and instructional practices regarding cultural responsiveness will be discussed as well. While working in cooperative groups students will be encouraged to share various perspectives and personal experiences that reflect their personal experiences and cultural identity and social location. Implementation of various strategies will be shared and reflected upon during the course. During each week, there are specific themes to explore and discussion questions to answer that consider multiple perspectives. Students will address the Discussion Questions (DQs) and reflect their answers to the course content and their own instructional practice, but also their classmates' postings and opinions to examine many perceptions of how cooperative learning and learning teams can affect classrooms, pedagogies and student outcomes.

February 1st - 28th, 2024

February 12th - March 11th, 2024 - No Graduate

June 1st - 28th, 2024

June 17th - July 15, 2024 No Graduate

Creating Dynamic Learning Experiences in the Diverse Classroom

Course # EDPD 675 Instructor: Kim Turri
GRAD THROUGH MANHATTAN COLLEGE
OR IN-SERVICE

“Technology is not a magic solution for education. It is an opportunity! An opportunity to shake things up, connect, grow, and create dynamic learning experiences for our students.” In this course, you will learn practical strategies to help you move your classroom from static teaching to dynamic learning. Educators will explore why it’s time to “Shake Up Learning,” what changes can be made in the classroom to support dynamic learning experiences, and how to plan meaningful lessons to meet the needs of diverse learners.

As educators, we are aware that technology is constantly evolving. The digital age demands are transforming the way we live and the way we learn. Students must develop specific cultural awareness, active listening, and empathy skills to thrive in a globally connected environment. This course will take learning beyond the classroom walls to incorporate these essential skills to empower and engage students. Best practices will be explored to help educators implement digital tools to create optimal and equitable learning environments and deliver meaningful, integrated learning experiences for students that provide student agency over time, path, and place.

Learning doesn’t have to stop when the bell rings. Education can take on a life of its own! Educators will explore the ways technology can empower and engage students. A strong emphasis will be placed on developing students’ “voice and choice” to ensure student agency over learning. Educators will also discover strategies and tools to help students advocate for themselves, make choices, practice self-awareness, and understand themselves as learners.

November 1st -28th, 2023

March 1st - 28th, 2024

July 1st - 28th, 2024

Cultivating Student Leadership

Course # EDAU 9757
Instructor: Catherine Carella-Dean
GRAD THROUGH UMASS GLOBAL OR IN-SERVICE

The principles of student leadership are rooted in the belief that a drive to benefit the greater good lends itself to establish, harness, and achieve a common purpose. Educators are in a unique position to identify and cultivate the leadership qualities in all of their students. This course will give participants the tools to identify the leadership characteristics that their individual students possess to help in developing a culturally responsive student leaders that incorporate the promoting a school climate inclusive of minoritized students, particularly those historically underrepresented and marginalized. This course will impart knowledge about how to design and implement lesson plans and action plans that provide ongoing, structured student leadership opportunities for all as well as how to inspire and steward student leaders into broader community initiatives and activism.

October 1st - 28th, 2023

March 1st - 28th, 2024

Depression is More Than Sadness: An Epidemic in Our Students Today

Course # EDUU 9805 Instructor: Allison Jahn
GRAD THROUGH UMASS GLOBAL OR IN-SERVICE

Mental illness, social-emotional awareness and our students' overall well-being is part of our classrooms today. Teaching is no longer just reading and writing. In this course, we will equip educators to understand, connect and manage depression. We will see how depression demonstrates itself within varying communities and culture and with different age groups. With the statistics surrounding depression growing each year, relating to & managing this disorder is vital to success in our hallways & classrooms. The course will instruct participants about what defines depression, the various types of depression, the signs and symptoms of depression and what schools & teachers can do to support students. Further, we will study and review common approaches to treating and managing depression - both in and out of school. A full discussion on typical medications and holistic approaches will occur, as well as a focus on communication skills and appropriate terminology to connect and reach families.

October 1st - 28th, 2023

May 1st - May 24th, 2024

Displaced Students and the Educational Impact of Homelessness

Course # EDUU9981 Instructor: Thomas Fabian
GRAD THROUGH UMASS GLOBAL OR IN-SERVICE

The number of homeless, or displaced, students has been consistently increasing over the past several years. In fact, in NYC alone, that number has reached a record high where nearly 1 in 10 students have been considered homeless at some point. Understandably, this living situation can have an extreme impact on a child's education. This course will discuss a topical overview of the McKinney-Vento Act as it relates to the classroom, common misconceptions of the definition of homelessness, some of the challenges that displaced students face, tips to communicate with the families of displaced students, and strategies to accommodate for this group's diverse academic needs.

November 1st - 28th, 2023

May 1st - May 24th, 2024

EdTech Tools for Equity

Course # TBA Instructor: Kim Turri
GRAD THROUGH UMASS GLOBAL
OR IN-SERVICE



There is no time like the present for educators to reflect on their role in culturally responsive teaching and use new educational technology tools to build an even stronger school community inclusive of English Language Learners and marginalized students. Students bring rich and diverse backgrounds to the classroom! Technology can be a powerful tool for transforming learning and reinventing our learning approach. It can help affirm and advance relationships between educators and students and remove the barriers to long-standing equity and accessibility gaps.

Opportunities to reflect on digital tools to help adapt learning experiences to meet the needs of English Language Learners, economically disadvantaged, and other groups that have been historically underserved and marginalized will be enhanced. With equity in mind, educators can develop a climate in which students' backgrounds, experiences, and cultures are honored to build a stronger and more diverse learning community. The tools and strategies included specifically address teaching English Language Learners and marginalized students but are suited for all educators teaching grades K 12.

February 1st - 28th, 2024

February 12th - March 11th, 2024 - No Graduate

August 1st - 28th, 2024

Effects of the Mind Body Connection

Course #: EDPD 631 Instructor: Kysten Ellison-Martin
GRAD THROUGH MANHATTAN COLLEGE OR IN-SERVICE

The "Mind-Body Connection" has a profound effect on an individual's learning. The mind-body connection can be explained as the physical and mental connection between our existence and how we perceive the world. Some researchers believe that the mind is a result of electrical activity in the brain. Others believe the mind exists outside of the body and affects the brain, causing the electromagnetic activity that we can observe with technology. This course will focus on various mind-body aspects all through a lens of understanding and promoting culturally responsive practices. The course will address; Contemporary Mind-body Perspectives, the Emotion's Effect on the body, how the mind and body are functionally inseparable, how thought affects physiology, how to harness the power of positive attitude, unconscious and conscious awareness, responsibility and creative intelligence, core beliefs and seed thoughts, emotion and the body's language, mental projections and expectations, interpersonal versus intrapersonal communication, body messages, technological feedback, brain- body integration, how the brain and body communicate, the stress response, the relaxation response, the subconscious mind and behavior, how exercise, physical fitness, nutrition, and sleep affect learning, how a healthy body fosters a healthy mind, and how to improve the capacity to learn.

October 1st - 28th, 2023

May 1st - May 24th, 2024

Encouraging Mindfulness into Today's Classroom

Course #: EDUU 9050 Instructor: Danielle Gagnon
GRAD THROUGH UMASS GLOBAL OR IN-SERVICE

This course will encourage teachers to use mindfulness techniques to enhance their curriculum. Using mindfulness in the classroom can help meet the challenges of the twenty-first century. Becoming mindful will deepen knowledge and foster an environment in which the school community will become self-aware. More students than we know come to our classrooms with social and emotional deficits, trauma and behaviors that can get in the way of learning. Mindfulness practices enhances learning, helps students to better understand themselves, recognize and identify their emotions, improves their social behavior, promotes healthy development and helps them function more effectively as individuals. If we teach children how to become aware of their feelings, minds and bodies, students will be more apt to show empathy for others, make responsible decisions and develop positive relationships. Through mindfulness, we will lay the foundation for a better way to learn in a culturally responsive and loving context.

January 1st - 28th, 2024

Endless Opportunities: Crafting a Google App Classroom

Course #: TBA Instructor: Christine Knoell
GRAD THROUGH UMASS GLOBAL OR IN-SERVICE



Google Apps is what your students have been waiting for! This course will provide the digital tools necessary to prepare students for the jobs of tomorrow. Using these tools, students will develop the 21st-century skills of collaboration, communication, creativity and innovation, critical thinking, and problem-solving. Step by step instructions will guide you through the process of creating and sharing documents and calendars, creating a website and blog, setting up Google groups and Google +, and improving search results for information and images. At the end of this course, you will be able to use Google Apps to create engaging learning experiences for your students. You will find it easy to incorporate Google Apps into your elementary, middle school, or high school curriculum.

May 1st - May 24th, 2024

Engaging K-12 Learners Through Gamification

Course # EDPD 672 Instructors: Ed Storck
GRAD THROUGH MANHATTAN COLLEGE OR IN-SERVICE

What were some of your favorite games as a child? What made these games so engaging? In this course, participants will learn about gamification and how to utilize game-based strategies in their classrooms. To enrich our discussion and understanding, participants will review research on engagement theory and consider how these techniques can motivate all learners, especially those who have been historically underserved. Together, as a think tank, we will evaluate examples of gamification and brainstorm turnkey activities that you can try with your students the very next day!

January 1st- 28th, 2024

Engaging Family: Strengthening Ties through an Equity Based Approach

Course # TBA Instructor: Kerri Coudrey
GRAD THROUGH UMASS GLOBAL OR IN-SERVICE



“Engaging Family: Strengthen Ties through an Equity Based Approach” is a course designed to help educators improve their skills in building strong, supportive relationships with families from diverse cultural backgrounds. This course will focus on using an equity-based approach to family engagement, which involves actively working to eliminate barriers and create opportunities for all families to participate in and benefit from their children’s education and development. Throughout the course, participants will learn about the importance of cultural responsiveness in family engagement, including how to recognize and respect the unique values, beliefs, and practices of different cultural groups. They will also learn how to use a variety of strategies and techniques to effectively communicate with and support families, including through the use of interpreters, home visits, and other forms of outreach to work towards developing a deeper understanding of the complexities of family engagement and gain practical skills for building strong, supportive relationships with families from diverse backgrounds.

November 1st - 28th, 2023
February 1st - 28th, 2024
February 12th - March 11th, 2024 - No Graduate
June 1st - 28th, 2024
June 17th - July 15th, 2024 - No Graduate



Enriching the ENL Experience

Course # EDPD 671 Instructor: Kevin Gross
GRAD THROUGH MANHATTAN COLLEGE OR IN-SERVICE

This course is focused on enriching the experience for both educators and students in their mainstream classes. The course is designed to promote educator understanding of their students' backgrounds, analyze research-based strategies to assist their learning, while creating a culturally-responsive classroom that enables ENL educational attainment. Participants will explore both federal and NYS legislation that has historically and currently impacted English Language Learner experiences. Participants will also analyze language proficiencies in order to develop strategies best geared to their classroom. Participants will incorporate academic and social language in lesson planning in order to increase student engagement of content and mastery of English.

Topics to be covered include:

- Federal and NYS ENL Legislation
- NYS ENL Demographics and the Achievement Gap
- Creating a Culturally-Responsive Classroom
- Language Proficiencies and Best Strategies in Content Areas
- Lesson Planning and Assessment
- Enhancing Comprehensible Input
- Making connections with student families

January 1st - 28th, 2024

Growing the Critically Conscious Classroom

Course #: EDDU 9949 Instructor: Valerie Fiano
GRAD THROUGH UMASS GLOBAL OR IN-SERVICE

In this course participants will be introduced to the concept and theory of Critical Consciousness and how it can be applied to classroom instruction to directly affect student outcome and success. Participants will be encouraged to think about their own perspectives, working within a diverse environment and implementing culturally responsive instruction. The focus of this course will be on how to infuse the mindset of critical consciousness within our students with also infusing cultural responsiveness in our daily instructional practices. Throughout the course, participants will be encouraged to reflect on their own and student's complex identities. This will be done with questioning leading to self-reflection and keen observation of our students and interactions between students and teacher and student. Further, participants will be provided time to reflect upon their own understanding of what it is to be critically consciousness which will help in modeling for students. The key components of both theories will be introduced, discussed and implemented within a variety of instructional techniques and daily classroom interactions that promote and support a brave learning community. Being able to engage diverse student population has a strong and direct effect on student development and varied tolerance. As educators we need to design and implement activities that lessons that encourage students to share multiple perspectives but also feel confident in speaking out against social injustices, thus creating a brave learning community. Using a language of critique in regards to presented information, media presentations and opinions of others.

March 1st - 28th, 2024

Instructional Needs of Neurodiverse Students

Course #: EDPD 635 Instructor: Colette Tarantino
GRAD THROUGH MANHATTAN COLLEGE
OR IN-SERVICE

In embracing such unique attributes as the learning styles, cultures, and family dynamics of students. An exciting and new horizon is the undeniable benefits of also understanding and adapting to students' neurodiversity, a skill all teachers must embrace and flourish. Neurodiversity includes, but may not be limited to, learning disabilities, attention deficit hyperactivity disorder, autism, intellectual disabilities, and emotional and behavioral disorders. Teachers' expertise in understanding how such neurodiversity impacts learning and development of the student can surely ensure a positive environment in which all can thrive in the classroom. This course will focus on the characteristics of the various neurodiversities, strategies for each that can be used to teach and progress students, the benefits of such strategies and exercises for both the neurodiverse and neurotypical students as well as information and discussions on how to support the parents of such students.

September 1st - 28th, 2023

April 1st - 28th, 2024

Interactive Notebooks and other Note-taking Strategies

Course #: EDDU 9327 Instructor: Liz Scott-Pothier
GRAD THROUGH UMASS GLOBAL OR IN-SERVICE

Get ready to answer the question: “How does note-taking impact student achievement” while helping your students adopt ways to take control their educational destiny; promote the philosophy “All students need to learn how to learn”; level the playing field. Foster a more inclusive, equitable learning experience and teach your students how to improve critical thinking, increase creativity, and become better organized by explicitly teaching effective note-taking skills.

Research has shown that personalization, relevance, and using both visual and linguistic intelligences facilitate learning while increasing student achievement and success. Participants in this course will learn: the value of interactive note-taking, strategies to develop right and left brain thinking in their students and how to provide opportunities for information processing and differentiated learning. This course will explore differentiated methods of note-taking techniques, tips and strategies to meet the needs of all of our students in all educational settings as well as the methodology to create individual interactive student notebooks, physical and digital while growing participants’ critical consciousness and exploring and implementing opportunities of culturally responsive and equitable practices.

July 1st - 28th, 2024

Literacy: A Fundamental Human Right

Course #: EDPD 677 Instructor: Valerie Capriotti
GRAD THROUGH MANHATTAN COLLEGE
OR IN-SERVICE

95% of students CAN learn to read when provided with structured literacy instruction based on the body of knowledge known as the “science of reading.” How can educators turn research into practice to ensure that all learners are given the instruction they deserve and make the progress they are capable of?

This course will provide educators with an introduction to the knowledge and tools necessary to make decisions regarding what is working in current literacy instruction and what will need work, in order to provide equitable literacy instruction for all. Educators will gain knowledge of how to assess foundational literacy skills, and plan instruction to prevent reading difficulty and intervene appropriately when students struggle. Literacy is a fundamental civil right, and this course will empower teachers to accelerate student growth by utilizing evidence-based practices to improve student outcomes. Part II of this course will delve more deeply into evidence-based approaches for language comprehension, fluency and writing.

October 1st - 28th, 2023

April 1st - 28th, 2024

Managing the Culturally Responsive Classroom

Course # EDPD 668 Instructor: Valerie Fiano
GRAD THROUGH MANHATTAN COLLEGE OR IN-SERVICE

In this course participants will be introduced to the concept and theory of Cultural Responsiveness and how it can be applied to classroom instruction and daily interactions with students, classroom environment, and parents and within the community. Being aware and reflective of this mindset helps to engage all students from a diverse background and experience. The focus of this course will be on how to infuse the mindset of cultural responsiveness within our classroom communities and interactions with students in order to maximize our daily instructional practices for overall student success. The key components will be introduced, discussed and implemented within a variety of instructional techniques and daily classroom interactions. Being able to engage diverse student population has a strong and direct effect on student development and varied tolerance.

Additionally, as the classroom teacher and facilitator we have the responsibility to create a classroom environment along with lesson design that engages students from multiple backgrounds and interests so that we are reaching as many students as possible and integrating topics and language that is of interest to them and that they are also able to relate to personally – it is increasingly important for us to make students aware of the world around them and how they can relate what they are learning to real-life experiences. This course will also train participants to teach all students to understand and promote diversity. Further, participants will discuss how to appropriately integrate cultural responsiveness with their students, adopting the mindset, and to have that dialogue within the classroom. Learning about diversity in different populations allows us to learn different ways to approach, empower and instruct these students. This course is also beneficial to all educators that work in the school, not just the traditional classroom, but counselors, psychologists, and those working within the small group and/or alternative settings.

April 1st - 28th, 2024

Maximizing Strengths and Abilities Supportive Approach for Students with Learning Diversity

Course #: TBA

Instructor: Carmella Currao-McAleavey
GRAD THROUGH UMASS GLOBAL
OR IN-SERVICE



“Learning diversity” recognizes that individuals with learning disabilities have unique strengths and abilities, and emphasizes the importance of building on these assets in order to support their learning and development.

The concept of learning diversity acknowledges that there is diversity within the ways that individuals learn, and that this diversity should be valued and supported rather than viewed as a deficit emphasizing the importance of creating inclusive and supportive learning environments that recognize and accommodate the needs of all learners, including those with learning disabilities.

By using an asset-based approach and framing learning disabilities as learning diversity, educators can shift their focus from deficits to strengths, and work to create inclusive and supportive learning environments that empower all students to succeed. This course will also focus on strategies for helping students with learning diversities succeed in the classroom with techniques for differentiating instruction, adapting materials and assessments, and using assistive technology. In addition, there will be continual exploration in which culture can impact learning and considering the unique needs and experiences of students from diverse backgrounds.

Overall, the goal of this course is to provide educators with the knowledge, skills, and strategies they need to support and empower students with learning diversities to reach their full potential.

August 1st - 28th, 2024

Mental Health in the Classroom

Course #: EDUU 9982 Instructor: Tom Fabian
GRAD THROUGH UMASS GLOBAL OR IN-SERVICE

As districts implement the new, mandated, Mental Health law into their curriculum, it is important that classroom teachers understand the components of this education law and possess the necessary knowledge to integrate mental health awareness into their practice. Participants in this course will become familiar with the NYSED Amendments to CR Part 135 regarding Mental Health Education. An overview of mental health and the curriculum will be provided and teachers will attain the skills necessary to develop students’ mental health, self-esteem, and well-being in, and out of, the classroom. Attention is focused on how culturally responsive practices and policies work to enable school personnel to address the social, behavioral, and mental health needs of students from diverse cultures. The impact of mental health on social and academic success across various cultures will be analyzed and action plans will be created to develop an educational climate that is inclusive of all students in one’s care.

January 1st - 28th, 2024

September 1st - 28th, 2024

New World Language Standards: Preparing Global Citizens

Course #: EDPD 676 Instructor: Daniela Panasci
GRAD THROUGH MANHATTAN COLLEGE OR IN-SERVICE

This course will examine the revised NYS World Language Standards and how it will impact teaching practices and use of teaching resources and materials. This course will also explore the pedagogical shift toward preparing students for a globalized world through foreign language instruction with a focus on how to ensure our students are prepared with 21st century communication skills.

December 1st - 28th, 2023

Positive Discipline: Ending the School-to-Prison Pipeline

Course # EDPD 609 Instructor: Daniela Panasci
GRAD THROUGH MANHATTAN COLLEGE
OR IN-SERVICE

This course will focus on learning about the impact of school discipline in creating the School-to-Prison pipeline and the increased rate of incarceration among at-risk students. In exploring the School-to-Prison pipeline enrollees will learn about the connections between the bias seen in disciplinary action and policy, which according to research is racist and inequitable when reporting offenses and administering disciplinary consequences. This resulting in the classroom to prison pipeline. Through research-based practices participants will learn to recognize examples of bias and acquire methods effectively address behavioral issues in an unbiased, student-centered approach. The direct outcome of this teaching methodology will foster improved teacher-student relationships, school climate, resolution behavioral issues, and ultimately prevent future student offenses by creating a more productive, welcoming learning and teaching environment. This course is also beneficial to all school staff, including counselors, psychologists, security guards, and those working within the small group and/or alternative settings.

February 1st - 28th, 2024

June 1st - 28th, 2024

June 17th - July 15th, 2024 - No Graduate

Reading Strategies for All Teachers

Course #: EDPD 638 Instructor: Jennifer DeCollibus
GRAD THROUGH MANHATTAN COLLEGE OR IN-SERVICE

The rigors of the Common Core and now the Next Generation Learning Standards have impacted all teachers regardless of subject area, and one of the most integral parts of this educational overhaul is the undeniable move forward and upward with improving reading abilities and comprehension skills across all areas. Teachers that want to improve and inspire students to be successful readers will benefit from this course. It has been designed to meet the needs of the teacher by examining the Common Core Learning Standards and Next Generation Learning Standards to ensure understanding of the changes that will directly impact instruction, access resources that highlight instructional strategies and ways to select appropriate texts to address the theories and ideas of critical consciousness and cultural responsiveness and how to teach students to use language of critique, allow time for the creation of activities that reflect the needs of a 21st Century learner, the qualities of highly effective reading instruction, choice activities that reflect participants' needs based on the diversity of their own student populations, and formative and summative assessments that are based upon key instructional strategies and tools that should be taught and modeled for students. The modification of reading activities that can be incorporated into many different content areas and grade levels, and the development and sharing of lesson plans that integrate reading strategies and those that are content specific will also be taught and implemented by participants. Those taking this course will also be able to reflect on ways to promote a classroom environment that establishes a culture for reading and increases students' reading "muscles" to ensure that students consistently improve their personal reading skills and continue to learn and grow.

April 1st - 28th, 2024
August 1st - 28th, 2024

Response to Trauma - Informed Instruction

Course #: EDUU 9226 Instructor: Allison Jahn
GRAD THROUGH UMASS GLOBAL OR IN-SERVICE

The impact of trauma and crisis on our students is tremendous. Research states that up to two-thirds of U.S. children have experienced at least one type of serious childhood trauma, such as abuse, neglect, natural disaster, or experiencing or witnessing violence. Understandably, these experiences can have an extreme impact on a child's education. This course will discuss a topical overview of trauma and how it relates to the classroom instruction through a lens of culturally responsive practices to ensure the diverse needs of those in our care are met. We will also discuss how underrepresented groups face further challenges and trauma's as well as understand strategies, tips and methods to support students, including opportunities to infuse equity.

January 1st - 28th, 2024

Shifting the Perspective on Poverty: Asset Based Mindset and Strategies

Course # EDPD 678 Instructor: Kerri Coudrey
GRAD THROUGH MANHATTAN COLLEGE
OR IN-SERVICE

Students in poverty has long been viewed through a deficit perspective, one that immediately eliminates the assets and strengths such students surely have. One in five American children under the age of 18 live in poverty making the effects on students' well-being and academic success vast. As educators, we must delve in to understand it and how to best reach the students by shifting our perspective. Instead of a deficit viewing, this course will show how to shift one's perspective and mindset, connect with students, teach and empower students through an asset-based lens. This course will explore shifting perspectives on poverty to one of deficit to one of asset based and how this shift in mindset will provide a new way to better reach and support students. Awareness, strategies and outreach opportunities educators can put into practice will be provided, assessed and ultimately implemented by those participating in this course. Further, this course will give participants the tools to develop structures and routines to engage students and opportunities to grow.

October 1st - 28th, 2023
May 1st - May 24th, 2024
July 1st - 28th, 2024

STEAM Education

Course #: EDDU 9400 Instructor: Liz Scott-Pothier
GRAD THROUGH UMASS GLOBAL OR IN-SERVICE

Science, Technology, Engineering, Arts, and Mathematical elements all wrapped in one. Join us in learning more about this educational framework created for all disciplines and types of learners. It is an integrative, multi-disciplinary avenue for teaching the inter-relationships of how subjects relate in real-life. By adding the arts element educators will learn new ways to: stimulate and develop the imagination, refine cognitive and creative skills, strengthen problem solving and critical thinking skills, nurture team-building, cultural and alternative perspective values, and develop a sense of craftsmanship and goal setting skills needed in the classroom and beyond.

September 1st - 28th, 2024

Strength through SEL

Course #: EDPD 670 Instructors: Edward Storck
GRAD THROUGH MANHATTAN COLLEGE
OR IN-SERVICE

This course will empower educators to successfully address the important task of cultivating empathy and social harmony in K-12 classrooms to improve equity within their schools for all learners, including student populations that have been historically underserved and marginalized. Participants will develop and deepen their knowledge, mindsets, and skills necessary to foster an environment in which adults and students display self-awareness and social awareness. In addition, participants will learn how to recognize and identify emotions, their root cause(s), and their impact on the larger community. Discussion and assignments incorporate strategies that can be used to foster acceptance and understanding for diverse individuals and promote social-emotional learning (SEL). Designed as a sort of “think tank,” educators will brainstorm and share various SEL activities in the following environments: classroom, remote learning, school, and home and community, so that by the end of the course, educators have access to dozens of turnkey ideas that they can implement the very next day with their students. This course is also beneficial to all educators that work in the school, not just the traditional classroom, but counselors, psychologists, and those working within the small group and/or alternative settings.

April 1st - 28th, 2024

July 1st - 28th, 2024

STEM and the New Generation

Course #: EDPD 662 Instructor: Christine Knoell
GRAD THROUGH MANHATTAN COLLEGE OR IN-SERVICE

The NGL Standards have placed a great emphasis on Mathematics and English Language Arts with STEM in the US receiving greater attention as the nation continues to be a major competitor in the world economy and in the research and development of new technologies. Students must be able to see in themselves the potential to pursue STEM interests and careers by having the instruction embrace the diversity that comprises the typical classroom; this means becoming culturally competent. This course provides a general overview of the three initiatives that will drive the curriculum across all areas of K-12 education. The course starts with an overview and a brief history of STEM initiatives as well as the reasons why these subject areas are critical to the success of all students, most notable reaching those historically underrepresented and underserved being seen and included. Participants will gain a deeper understanding of the importance of these critical areas and their role in promoting the tenets of STEM while meeting student needs. Participants will have an opportunity to conduct in-depth analysis and review of the Next Generation Science Standards and how these will direct K-12 education in the 21st century. While learning how to create an engaging STEM classroom, participants will simultaneously learn the importance for students need to see in themselves the potential to pursue STEM interests and career through culturally responsive practice within their instruction. Participants will also research and utilize STEM, culturally responsive resources and lesson plans for their own classrooms. During the course a pedagogical analysis of STEM standards will permit participants to examine how courses in specific content areas can complement and support STEM education to further prepare students for college and competitive careers.

February 1st - 28th, 2024

February 12th - March 11th, 2024 - No Graduate



Supporting ELLs Through Cultural, Social, and Educational Transitions

Course #: EDUU 9066 Instructor: Paige Macleod
GRAD THROUGH UMASS GLOBAL OR IN-SERVICE

There is a wide spectrum of needs that ELLs have as they immerse themselves into not only a new language, but often, a new culture and educational system. As teachers of ELLs, we have the potential to be a person of guidance and safety for our students. These students have greater stresses and challenges beyond our classroom curriculum and these difficulties can frequently be divided into the categories of cultural, social, and educational. Once we understand the common issues they may face, we will know the signs to look for and, more importantly, what strategies and resources we can provide them with.

Through the lens of culturally responsive practices and growing our own critical consciousness, participants will gain an understanding of common stressors that ELL students face beyond our classroom and will share different strategies and resources to implement into their own practice.

September 1st - 28th, 2023

Supporting and Empowering the LGBTQ+ Student: Using SEL to Create Community

Course #: EDUU 9049 Instructor: Jonathan Chiamonte
GRAD THROUGH UMASS GLOBAL OR IN-SERVICE

An educator's classroom includes a diverse group of pupils, which will consist of LGBTQ+ students. Families of LGBTQ+ students expect and deserve a fair and safe learning environment for their children to learn. Educators know that in order for meaningful learning to take place, all students must feel safe and supported in the school community. This is especially true for students who identify as lesbian, gay, bisexual, or transgender, or are questioning their sexuality. Statewide legislation such as DASA and provisions under the federal law, Title IX do protect LGBTQ+ pupils, however, the true impact begins from a compassionate and informed educators that embrace SEL and cultivate brave learning spaces. As an advocate, an educator renders a tremendous difference on students who are struggling with their identities. Ultimately this course will inform educators on the diverse and powerful perspectives, experiences, struggles and needs of our LGBTQ+ students in our care as well as how to work with parents, administrators, support staff and LGBTQ+ students to promote a safe, respectful learning environment. Further, participants will discuss how to appropriately integrate critical consciousness with their students and to have that dialogue within the classroom.

January 1st - 28th, 2024

Supporting Students with ADHD

Course #: EDNU 9043 Instructor: Allison Jahn
GRAD THROUGH UMASS GLOBAL
OR IN-SERVICE

The course delves into the many aspects of ADHD; history, theory and brain research, diagnosis, symptoms, medical treatments, behavioral modifications and classroom suggestions. Students have the opportunity to individual classroom philosophies/manuals, which detail ADHD accommodations across multi-leveled curriculum settings.

December 1st - 28th, 2023

June 1st - 28th, 2024

June 17th - July 15th, 2024 - No Graduate

September 1st - 28th, 2024

Supporting Students in Crisis

Course #: EDCU 9029 Instructor: Allison Jahn
GRAD THROUGH UMASS GLOBAL
OR IN-SERVICE

A number of students today enter our classrooms in crisis, and this crisis affects academic performance. This class will delve into the different issues students may be dealing with on a day-to-day basis and discuss the role of the classroom teacher in supporting students with specific problems. Issues that will be covered include death of a parent or loved-one, sibling rivalry, divorce or remarriage, a parent's loss of employment, moving to a different school district, and other pertinent issues.

September 1st - 28th, 2023

Teacher Rescue: Preventing and Reversing Burnout

Course # EDPD 624 Instructor: Cathy Carella-Dean
GRAD THOUGH MANHATTAN COLLEGE
OR IN-SERVICE



The role of an educator has increasingly become more and more demanding. In addition to being content specialists, or service providers, educators find that their roles encompass so much more than delivering instruction and/or services. Educators' daily work includes elements of counseling, caregiving, mentoring, mediating, coaching, and so much more. Over time, these demands can lead educators to feel "burnt out." This course will give participants the tools to recognize what teacher burn out is and how it negatively impacts teacher and student outcomes. Participants will go beyond identifying issues and will analyze research-based strategies, techniques, and actions to help prevent or reverse burn out. Educators will learn about the positive and invigorating effects of participating in PLCs, PDs, stress management activities, reflections, and leadership opportunities. Educators will discuss and analyze research-based, best practices that improve instructional strategies and collaborative approaches to student learning. Educators will examine their underlying personal beliefs, norms, practices, and assumptions, and reflect on how a student's race or culture may have influenced school culture. Educators identify they will implement to meet the needs of their students with a careful eye to how cultural responsiveness works to achieve this. Educators will synthesize fresh lesson plans and faculty presentations that improve student outcomes, and serve to prevent and reverse teacher burnout.

December 1st -28th, 2023

June 1st - 28th, 2024

June 17th - July 15th, 2024 - No Graduate

Teaching Gifted Students

Course #: EDPD 603 Instructor: Liz Scott-Pothier
GRAD THROUGH MANHATTAN COLLEGE OR IN-SERVICE

Educators will study the current status of gifted education and identify the special needs of gifted students in our school-based and online classrooms. And investigate the unique obstacles many gifted students face in the educational process today including the possibility of their own personal implicit biases. They will identify and select strategies that can be used to help these children realize their full potential.

It is the objective of this course to explore the inequities in the system and reasons for which many gifted students are not identified or sufficiently challenged on a daily basis. The first half of the course will be dedicated to defining gifted and distinguishing the gifted student from others in our classrooms in order to begin to understand his/her particular academic, social, cultural and emotional needs and perspectives. The second half of the course will be dedicated to reflecting on personal practices, analyzing different approaches to working with this population, identifying those which appear to be most useful, and designing critically conscious, culturally responsive materials and lesson plans that will foster the development of our best and brightest students in any brave educational setting.

March 1st - 28th, 2024

Teaching Digital Literacy

Course #: TBA Instructor: Liz Scott-Pothier
GRAD THROUGH UMASS GLOBAL
OR IN-SERVICE

Standing between kids and the onslaught of fake news is the educator. Many of today's media outlets are filled with cleverly delivered and phrased misinformation making it dire for students to be critical thinkers in order to be able to spot that misinformation. This course will assist teachers in developing specific content-based lessons that will empower students to apply the strategies and analysis skills necessary in order to recognize real, hard fact based and credible information and dismiss the phonies.

August 1st - 28th, 2024

Tech Effects on Student Behavior and Learning

Course #: EDKU 9160 Instructor: Hal Kench
GRAD THROUGH UMASS GLOBAL OR IN-SERVICE

Kids growing up in the digital age have a different outlook on life and learning and technology is affecting the way they think and focus. This course will explore how technology influences a student's attention span, decision-making, reasoning, memory and ability to learn. Teachers taking the course will discuss how to integrate technology into lessons that will enhance student achievement while examining countermeasures to ease the influence of the negatives of technology that impede on student academic achievement.

September 1st - 28th, 2023



The Autism Spectrum and Today's Classroom

Course #: EDPD 605 Instructor: Colette Tarantino
GRAD THROUGH MANHATTAN COLLEGE OR IN-SERVICE

Teaching students on the Autism Spectrum presents many challenges for teachers. A clear understanding of these challenges is essential, especially when these students are mainstreamed into the regular education settings. This class will thoroughly review the traits of the brain disorder in K-12 children, its origins, and discuss the environmental and social considerations that need to be made in the educational setting. Teachers will be given an overview of autistic characteristics, importance of the parent-teacher relationship, and successful classroom methodologies used in the mainstream classroom. Culturally responsive practices and equity will be woven into the class in order to strengthen the support our students receive in the way of strategies, cultural strengths, success, open-mindedness and a supportive learning environment.

May 1st - May 24th, 2024

The Dyslexic Mind

Course #: EDPD 659 Instructor: Valerie Capriotti
GRAD THROUGH MANHATTAN COLLEGE OR IN-SERVICE

Dyslexia impacts an estimated one in five students. This course will allow educators to develop an accurate understanding of dyslexia, so that they can work to dispel myths and advocate for proper supports for students, both in their classrooms and larger school communities. This course will address the current inequities in education faced by students with dyslexia. We will discuss the current state of dyslexia identification and support in our schools and explore ways to develop more equitable practices for students with dyslexia. We will consider how race, language and socioeconomic factors can impact proper identification and support. Educators will explore and discuss how structured literacy instruction along with Universal Design for Learning practices can create greater learning equity and accessibility for all learners with dyslexia.

December 1st - 28th, 2023

The Good & Bad of Social Media: Function, Psychology & Usefulness of Social Media in our Students & Classrooms Today

Course #: EDKU 9689 Instructor: Allison Jahn
GRAD THROUGH UMASS GLOBAL OR IN-SERVICE

Today's standards place a heavy emphasis on the various types of technology in the classroom. This course focuses on the social, physical and academic impact of social media on our students, their well-being and their learning. We will analyze and evaluate the role of social media today and its impact on teens in order to discover ways to link popular medias and apps with both academic and personal success. The course will study both the positive and negative roles social media plays in kids' lives, as well as educate Participants on how to utilize this type of technology in our classrooms to foster meaningful learning. Through the lens of culturally responsive practices and growing our own critical consciousness, participants will learn about methods to support and strengthen the success of all students and their unique and diverse backgrounds. Specifically, we will read about incorporating Common Core standards while teaching with social media. In addition to strategies and technology that supports both participants and students, a timely and valuable benefit of this course will help educate and better protect students on the dangers of social media while focusing on the positive connections to their education. Further, participants will discuss how to appropriately integrate critical consciousness with their students and to have that dialogue within the classroom. Additionally, grouping and instructional practices regarding cultural responsiveness will be discussed as well.

July 1st - 28th, 2024

The Peaceful Classroom and Easing Student Anxiety and Stress

Course #: EDUU 9048
Instructor: Kysten Elliston-Martin
GRAD THROUGH UMASS GLOBAL OR IN-SERVICE

The class will address the stress and anxiety students contend with on a daily basis by examining the causes and learning ways to help alleviate such within the classroom. By becoming more aware and versed in strategies of social emotional learning and practices through the lens of culturally responsive practices that embrace and reflect the many identities and experiences of the students in their care, educators will learn to support their students and lessen the stress and anxiety often felt by them. How the recent pandemic has changed student motivation and behavior and what to do in order to meet their unique and diverse interests will be included in this timely course as well. In all, this course will cultivate an awareness and provide resources and strategies to employ in creating a peaceful classroom that works to reduce stress and anxiety of students with the goal of developing equitable practices for the students in one's care, notably for those marginalized populations.

March 1st - 28th, 2024

June 1st - 28th, 2024

June 17th - July 15th, 2024 - No Graduate



The Self Driven Learner and Motivational Strategies

Course #: EDPD 636 Instructor: Valerie Fiano
GRAD THROUGH MANHATTAN COLLEGE OR IN-SERVICE

Explore various research-based motivational theories in regards on how to motivate students through instruction and classroom management. There will be an emphasis on intrinsic and extrinsic motivational factors and how this can be applied to the classroom setting. Intrinsic motivators will also include giving students opportunities to make personal connections to curriculum while opening up dialect in the classroom to allow for multiple perspectives. Learn how to incorporate role-models and peer-models into classroom activities. Also learn how to promote a culture of learning by taking on supportive/coaching roles within a traditional classroom setting. Concepts learned in this course will enable participants to meet the rigor of the Common Core Learning Standards and motivate their students to excel with academic goals. Students learning how to self-monitor and reflect upon their own motivation will be modeled and encouraged. Learn how to craft and deliver student-centered lessons that involves the students more in their own learning and teaching them how to reflect upon what they have learned and how they can improve. Developing a heightened knowledge of cultural responsiveness will help participants to explore ways to implore and motivate students to participate in a brave learning community, combat societal norms, recognize the underserved and marginalized social groups, while giving students a voice in the classroom to become leaders of cultural change.

December 1st - 28th, 2023

June 1st - 28th, 2024

June 17th - July 15th, 2024 - No Graduate

September 1st - 28th, 2024

The Tween & Teenager's Mind Being an Educator with Kids Today

Course # EDDU 9037 Instructor: Allison Jahn
GRAD THROUGH UMASS GLOBAL OR IN-SERVICE

Our middle school and high school students today are raised in a culture different than what many of us were raised in. The result is a generation of 'Gen Z' kids who have a different mindset. This course will dive into what it means to be Gen Z, how that impacts relationships, education and life outlook. This course will look at the factors that impact these tweens and teens such as economics, different types of households, social media, etc. We will study the biology of the developing teen mind and the stages of development to further understand the behaviors we see in our classrooms. Comparing 'nature vs. nurture' and using strategies like Mindfulness and quality classroom practices will enhance student relationships and promote a positive environment that prompts learning and social-emotional development is our goal.

September 1st - 28th, 2024

Unlocking Student Potential with AI

Course # EDDU 9037 Instructor: Allison Jahn
GRAD THROUGH UMASS GLOBAL
OR IN-SERVICE



Our middle school and high school students today are raised in a culture different than what many of us were raised in. The result is a generation of 'Gen Z' kids who have a different mindset. This course will dive into what it means to be Gen Z, how that impacts relationships, education and life outlook. This course will look at the factors that impact these tweens and teens such as economics, different types of households, social media, etc. We will study the biology of the developing teen mind and the stages of development to further understand the behaviors we see in our classrooms. Comparing 'nature vs. nurture' and using strategies like Mindfulness and quality classroom practices will enhance student relationships and promote a positive environment that prompts learning and social-emotional development is our goal.

September 1st - 28th, 2024

September 23rd - October 20th - No Graduate

June 1st - 28th, 2025

June 23rd - July 20th, 2025-No Graduate

Coaching Courses

NYS Accredited Online Coaching Courses

For questions regarding enrollment of sports specific sections 6-9, please contact us at kristina@lilieonline.com



According to the mandates of the state education department, teachers who are not certified in the area of physical education are required to complete Theory & Techniques of Coaching and Health Sciences Applied to Coaching within 3 years of his/her employment as a coach at the secondary level. Philosophy, Principles and Organization of Athletics in Education must be completed within the first 2 years of employment as a coach.

New Graduate Option with Manhattan College \$525.00

The coaching courses may now be taken as graduate courses by employed public schools teachers as a professional development option. Please note that these graduate courses cover the NYSED coaching requirement for non PE teachers wishing to coach, but are NOT affiliated with a Manhattan College degree program.

The Theory & Techniques of Coaching

Course: EDPD 650 Instructor: Paul Pedersen

This course will delve into the theories and techniques associated with coaching athletics at the secondary level. Topics will include the history of high school athletics in New York state, state and local regulations and procedures, planning, scouting, strategies, safety, officials and guidelines for working with them, the preseason, season and postseason, management, motivation, and instruction on various secondary level sports. **Please note:** it is highly suggested that participants take this course during or the same season of the sport in which they will or do coach.

November 1st - 28th, 2023

June 1st - 28th, 2024

August 1st - 28th, 2024

March 1st - 28th, 2024

July 1st - 28th, 2024

Health Sciences Applied to Coaching

Course: EDPD 649 Instructor: Paul Pedersen

The course is a series of interactive exercises and activities designed to study Health Sciences as they apply to coaching sports. Through these activities, exercises and health application to coaching topics, participants will gain information, organize it for professional and personal use, and apply it to their particular programs. Health Sciences as applied to coaching will also help define: selected principles of biology, anatomy, physiology, kinesiology related to coaching; risk minimization; mixed competition; NYSED selection and classification of athletes; age and maturity of athletes. The course is divided into three parts: philosophy, physiology, and psychology, fitness, conditioning, sport specific training, nutrition, weight management and current and on-going health issues and administrative procedures.

October 1st - 28th, 2023

May 1st - 28th, 2024

August 1st - 28th, 2024

February 1st - 28th, 2024

July 1st - 28th, 2024

The Philosophy, Principles, and Organization of Athletics in Education

Course: EDPD 648 Instructor: Matteo De Vincenzo

This coaching course will evaluate the goals of athletic programs in New York State, the philosophy of athletics and the role of interscholastic athletics in education. In addition, this course will focus on the regulations and procedures set by national, state, and local Governments, and explore the legal and moral responsibility of coaching. Specific topics include: the coaches responsibility to players, spectators, and student athletes, team discipline and supervision, sportsmanship, motivational techniques, coaching methodology, coaching concerns, evaluations, the business aspects of coaching, and challenges for the modern day athlete.

September 1st - 28th, 2023

April 1st - 28th, 2024

August 1st - 28th, 2024

January 1st - 28th, 2024

July 1st - 28th, 2024

September 1st - 28th, 2024

SPECIAL PRICING for our coaching courses: \$270 per class. If you take two coaching courses, take **10% OFF**. In addition, if you **BUNDLE ALL THREE** coaching courses, the cost is \$695.* For information and to register for the bundle, please contact kristina@lilieonline.com

*Customers must pay in full for the bundle. There is no additional discount that applies to the bundle.