

ONLINE COURSE CATALOGUE

In-Service, Graduate & Coaching



SEPTEMBER 2021 -
SEPTEMBER 2022



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L.I.L.I.E.

Long Island Learning
Institute for Educators

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

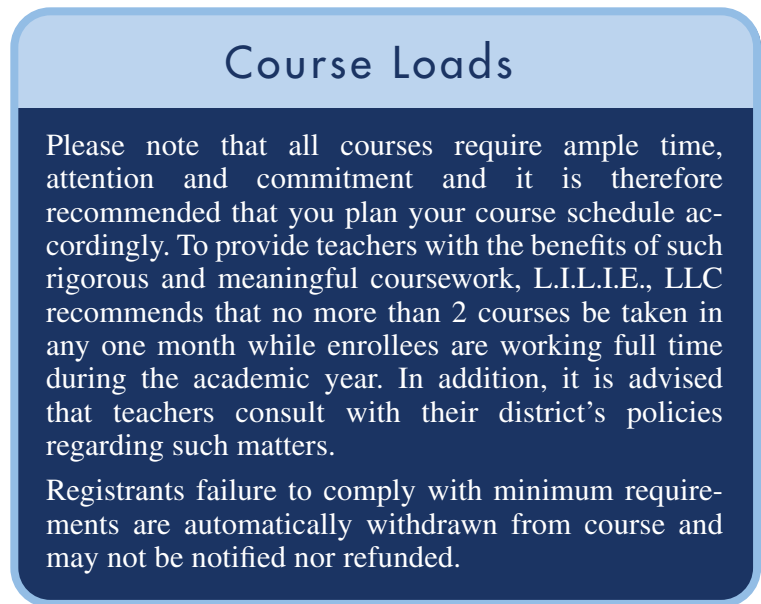
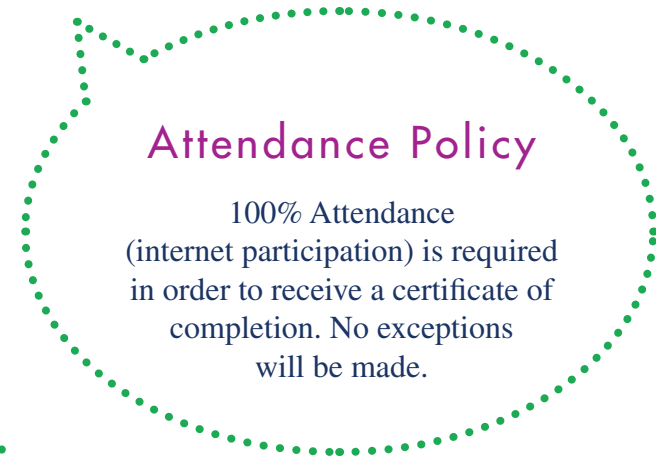
Contact us for details at:
questions@lilieonline.com
(631) 696-5454

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Coaching Course Descriptionspage 19



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.



EASY REFERENCE

Calendar of Courses

— SEPTEMBER 2021 —

- Instructional Needs of Neuro Diverse Students (GRAD - MANHATTAN COLLEGE)
- The New Civil Rights Era Within Our Classrooms: Embracing the LGBTQ Student (GRAD - MANHATTAN COLLEGE)
- Managing the Culturally Responsive Classroom (GRAD - MANHATTAN COLLEGE)
- Supporting Students in Crisis (GRAD - UMASS GLOBAL)
- Whole School, Whole Community, Whole Child (GRAD - UMASS GLOBAL)
- Media Literacy Education: Skills and Strategies for Determining the Reliability of Sources (GRAD - MANHATTAN COLLEGE)
- Philosophy* Theory & Techniques*

— OCTOBER —

- Bilingual Education - from Theory To Practice (GRAD - MANHATTAN COLLEGE)
- Teacher Rescue (GRAD - MANHATTAN COLLEGE) **NEW!**
- Displaced Students and the Educational Impact of Homelessness (GRAD - UMASS GLOBAL)
- Habits of Mind (GRAD - UMASS GLOBAL)
- Effective Feedback (GRAD - UMASS GLOBAL)
- The Autism Spectrum (GRAD - MANHATTAN COLLEGE)
- Addiction Awareness: Knowing your Students (GRAD - UMASS GLOBAL)
- Philosophy* Health Sciences*

— NOVEMBER —

- Mental Health in the Classroom (GRAD - UMASS GLOBAL)
- Amplifying Cultural Competency & Student Voice (GRAD - MANHATTAN COLLEGE) **NEW!**
- Combating the Effects of Poverty on Student Learning (GRAD - UMASS GLOBAL)
- Redefining Classroom Management for Distance Learning (GRAD - MANHATTAN COLLEGE) **NEW!**
- Anxiety Disorders and Students Today: What Teachers Can Do (GRAD - UMASS GLOBAL)
- Social Emotional Learning (GRAD - UMASS GLOBAL)
- Teaching Gifted Students (GRAD - MANHATTAN COLLEGE)
- Philosophy* Theory & Techniques*

— DECEMBER —

- Cooperative Learning Structures & Strategies (GRAD - MANHATTAN COLLEGE)
- Changing Minds: Using Growth Mindset to Encourage Student Development (GRAD - UMASS GLOBAL)
- Integrated Co-Teaching in an Inclusion Classroom (GRAD - UMASS GLOBAL)
- Cultivating Student Leadership (GRAD - UMASS GLOBAL)
- The New Civil Rights Era Within Our Classrooms: Embracing The LGBTQ Student (GRAD - MANHATTAN COLLEGE)
- The Humanistic Approach to Education (GRAD - UMASS GLOBAL)
- Positive Discipline: Ending School to Prison Pipeline (GRAD - MANHATTAN COLLEGE)
- Depression is more than Sadness: An Epidemic in Students Today (GRAD - UMASS GLOBAL)
- Health Sciences*

— JANUARY 2022 —

- Building a Positive School Culture (GRAD - MANHATTAN COLLEGE)
- Effective Strategies for Dual Language and Bilingual Learner (GRAD - MANHATTAN COLLEGE)
- Depression is more than Sadness: An Epidemic in Students Today (GRAD - UMASS GLOBAL)
- Elevating Learning Objectives and Instructional Planning (GRAD - MANHATTAN COLLEGE)
- Cyberbullying and Internet Safety (GRAD - UMASS GLOBAL)
- Positive Discipline: Ending School to Prison Pipeline (GRAD - MANHATTAN COLLEGE)
- Philosophy* Theory & Techniques*

— FEBRUARY —

- Instructional Strategies for Special Education (GRAD - MANHATTAN COLLEGE)
- Embracing Diversity (GRAD - UMASS GLOBAL)
- The Good and the Bad of Social Media (GRAD - UMASS GLOBAL)
- Engaging K-12 Learners through Gamification (GRAD - MANHATTAN COLLEGE) **NEW!**
- Proactive Practice: Fostering High Achievement through Culturally Competent & Restorative Practices (GRAD - MANHATTAN COLLEGE) **NEW!**
- Enriching the ENL Experience (GRAD - MANHATTAN COLLEGE) **NEW!**
- Supporting & Empowering the LGBTQ+ Student: Using SEL to Create Community (GRAD - UMASS GLOBAL) **NEW!**
- Writing as a Tool to Promote Advanced Thinking in All Students (GRAD - MANHATTAN COLLEGE)
- Infusing Rigor into your Classroom (GRAD - MANHATTAN COLLEGE)
- Philosophy* 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 —

- Anxiety Disorders and Students Today: What Teachers Can Do (GRAD - UMASS GLOBAL)
- Classroom Strategies of Differentiated Learning (GRAD - MANHATTAN COLLEGE)
- Effects of the Mind Body Connection (GRAD - MANHATTAN COLLEGE)
- The Dyslexic Mind (GRAD - MANHATTAN COLLEGE)
- Growing The Critically Conscious Classroom (GRAD - UMASS GLOBAL)
- Building Productive and Enduring Educational Partnerships (GRAD - UMASS GLOBAL)
- Overview of Learning Disabilities (GRAD - MANHATTAN COLLEGE)
- Mental Health in the Classroom (GRAD - UMASS GLOBAL)
- Philosophy* Theory & Techniques*

— APRIL —

- Aspiring Educational Leaders and Administrators (GRAD - MANHATTAN COLLEGE)
- Stem and the New Generation (GRAD - MANHATTAN COLLEGE)
- Displaced Students and the Educational Impact of Homelessness (GRAD - UMASS GLOBAL)
- Dangerous Trends in Adolescent Behavior (GRAD - UMASS GLOBAL)
- Managing the Culturally Responsive Classroom (GRAD - MANHATTAN COLLEGE)
- Strength through SEL (GRAD - MANHATTAN COLLEGE) **(NEW!)**
- Responsive Trauma-Informed Instruction (GRAD - UMASS GLOBAL) **(NEW!)**
- Health Sciences*

— MAY —

- Cultivating Student Leadership (GRAD-UMASS GLOBAL)
- The Peaceful Classroom and Easing Student Anxiety and Stress (GRAD - UMASS GLOBAL) **(NEW!)**
- Reading Strategies for all Teachers (GRAD - MANHATTAN COLLEGE)
- The Tween/Teenager's Mind (GRAD - UMASS GLOBAL)
- Redefining Classroom Management for Distance Learning (GRAD - MANHATTAN COLLEGE) **(NEW!)**
- The Autism Spectrum (GRAD - MANHATTAN COLLEGE)
- 21ST Century Classroom Technologies (GRAD - MANHATTAN COLLEGE)
- Encouraging Mindfulness into Today's Classroom (GRAD - UMASS GLOBAL) **(NEW!)**
- Philosophy* Theory & Techniques*

— JUNE —

- Instructional Needs of Neurodiverse Students (GRAD - MANHATTAN COLLEGE)
- Integrated Co-Teaching in an Inclusion Classroom (GRAD - UMASS GLOBAL)
- Combating the Effects of Poverty on Student Learning (GRAD - UMASS GLOBAL)
- Changing Minds: Using Growth Mindset to Encourage Student Development (GRAD - UMASS GLOBAL)
- Supporting Students with ADHD (GRAD - UMASS GLOBAL)
- The Self Driven Learner and Motivational Strategies (GRAD - MANHATTAN COLLEGE)
- Positive Discipline: Ending School to Prison Pipeline (GRAD - MANHATTAN COLLEGE)
- Health Sciences* Philosophy*

— JULY —

- Mental Health in the Classroom (GRAD - UMASS GLOBAL)
- Proactive Practice: Fostering High Achievement through Culturally Competent & Restorative Practices (GRAD - MANHATTAN COLLEGE) **(NEW!)**
- Cooperative Learning Structures & Strategies (GRAD - MANHATTAN COLLEGE)
- Depression is more than Sadness, an Epidemic in our Students Today (GRAD - UMASS GLOBAL)
- Strength through SEL (GRAD - MANHATTAN COLLEGE) **(NEW!)**

— JULY Continued —

- Teacher Rescue (GRAD - MANHATTAN COLLEGE) **(NEW!)**
- Academic Vocabulary Infusion (GRAD - MANHATTAN COLLEGE)
- Teaching Gifted Students (GRAD - MANHATTAN COLLEGE)
- Health Sciences* Philosophy* Theory & Techniques*

— AUGUST —

- Amplifying Cultural Competency & Student Voice (GRAD - MANHATTAN COLLEGE) **(NEW!)**
- Engaging K-12 Learners through Gamification (GRAD - MANHATTAN COLLEGE)
- Asset-Based Instruction to Empower Students (GRAD - UMASS GLOBAL) **(NEW!)**
- Whole School, Whole Community, Whole Child (GRAD - UMASS GLOBAL)
- Anxiety Disorders & Students Today (GRAD - UMASS GLOBAL)
- Interactive Notebooks and other Note-taking Strategies (GRAD - UMASS GLOBAL)
- Enriching the ENL Experience (GRAD - MANHATTAN COLLEGE) **(NEW!)**
- Supporting & Empowering the LGBTQ+ Student: Using SEL to Create Community (GRAD - UMASS GLOBAL) **(NEW!)**
- Health Sciences* Philosophy* Theory & Techniques*

— SEPTEMBER 2022 —

- Instructional Strategies for Special Education (GRAD - MANHATTAN COLLEGE)
- Close Reading: Strategies to Mine Meaning (GRAD - MANHATTAN COLLEGE)
- Creating a Successful Classroom for Children with Disabilities (GRAD - UMASS GLOBAL)
- STEAM Education (GRAD - UMASS GLOBAL)
- Tech Effects on Student Behavior and Learning (GRAD - UMASS GLOBAL)
- Teaching with Graphic Organizers (GRAD - UMASS GLOBAL)
- Philosophy* 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.

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

Objective: 21st Century Technology Instruction will explore the changing dynamics of new technologies and next generation education (Learning 2.0). The Common Core Curriculum and the increase of “user generated content” require students to hone their critical thinking skills of collaboration, creativity, research and technological skills. Instructional strategies will include (but are not limited to) topics such as the impact and use of social media, podcasts, blogging, electronic white boards, smart phones, video-on-demand, internet use and websites as well as other aspects of the digital media. Teachers will ultimately explore the how and when to include technology in order to broaden the spectrum of instructional strategies and enhance lesson plans.

May 1st - 28th, 2022

Academic Vocabulary Infusion

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

Objective: Shift 6 for the CC focuses on Academic Vocabulary and the needs for students to consistently build upon their vocabulary to access the complex texts they will be charged with mastering in their various courses. Through an interdisciplinary analysis of the content areas, this course will explore vocabulary that relates to all content areas and its connection to student success as well as cover the goals of the shift, movement from esoteric literary terms to pivotal terms found in complex texts and assessments and how to infuse such into both instruction and content.

July 1st - 28th, 2022

Addiction Awareness: Knowing Your Students

Course #: EDDU 9495 Instructor: Kysten Ellison-Martin
GRAD THROUGH UNIVERSITY OF MASSACHUSETTS
GLOBAL OR IN-SERVICE

Objective: Like adults, children develop addictions that may interfere with their social and academic development. Through the information provided in this class, teachers will be given the tools to help support staff identify students suffering from an addiction. An overview of the different types of addictions, symptoms, and preventative methods will be discussed. Materials and will also include methods teachers can implement when planning to support their students academically and help them cope with their addictions.

October 1st - 28th, 2021

Amplifying Cultural Competency & Student Voice



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

Objective: 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.

November 1st - 28th, 2021

August 1st - 28th, 2022

Anxiety Disorders & Students Today: What Teachers Can Do

Course #: EDNU 9654 Instructor: Allison Jahn
GRAD THROUGH UNIVERSITY OF MASSACHUSETTS
GLOBAL OR IN-SERVICE

Objective: Throughout this course, educators will understand the various forms of anxiety that exist today. Many anxiety disorders consume our students and distract them from learning and achieving while in school. Participants will understand the signs and symptoms kids often display as well as the co-disorders that commonly lead to or are a result of this ever-powerful emotional disorder. We will study the history and development of labeled anxiety disorders, how they are recognized in our schools, understanding/recognizing the symptoms and the impact on education. Further, course participants will be trained on classroom management techniques and learn ways to assist students in need and in an anxiety crisis.

November 1st - 28th, 2021

March 1st - 28th, 2022

August 1st - 28th, 2022

Aspiring Educational Leaders and Administrators

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

April 1st - 28th, 2022

Asset-Based Instruction to Empower Students

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

Objective: 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.

August 1st - 28th, 2022



Bilingual Education - From Theory to Practice

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

Objective: 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.

October 1st - 28th, 2021

Building a Positive School Culture

Course # EDPD 665 Instructor: Cathy Carella-Dean
GRAD THROUGH MANHATTAN COLLEGE OR IN-SERVICE

Objective: School Culture refers to the values, beliefs, norms, and rituals that make up a school's "persona". This course will examine the specifics of what school culture is and how it impacts student outcomes. Participants will understand the role they have in sustaining or changing school and classroom culture. Additionally, participants will analyze the effects that Positive Behavior Interventions & Supports (PBIS) and Professional Learning Communities (PLC) have in shaping a positive school culture. Participants will create, collaborate on, and share out action plans that will ultimately lead to increased opportunities to move along the continuum of positive school cultures.

January 1st - 28th, 2022

Building Productive and Enduring Educational Partnerships

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

Objective: 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. 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.

March 1st - 28th, 2022

Changing Minds: Using Growth Mindset to Encourage Student Development

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

Objective: 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. This course will examine how teachers have the ability to positively impact their own lives as a result of mindset, but equally important, how students can benefit from a growth mindset culture. Participants will discover what mindsets are and how they affect the classroom, specific ways to cultivate this culture, the role of critical thinking, a fixed mindset or a growth mindset, ways to change mindsets, and ultimately, a new way of thinking that can transform students' learning experiences.

December 1st - 28th, 2021

June 1st - 28th, 2022

June 14th - July 12th, 2022 - No Graduate



Classroom Strategies of Differentiated Learning

Course #: EDPD 615 Instructor: Jennifer DeCollibus
GRAD THROUGH MANHATTAN COLLEGE OR IN-SERVICE

Objective: This instructional course will focus on the applied classroom practice of differentiated instruction theory. Teachers will research and evaluate the specific methodologies of differentiation in terms of organization and management, and modify and or design lessons relevant to their specific content area and grade level. Specific elements of differentiation covered in the course include tired lesson planning, homework choice boards, flexible grouping, project based-learning, formative assessment, and other facets in consideration of student learning styles, interest, or readiness level.

March 1st - 28th, 2022

Close Reading: Strategies to Mine Meaning

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

Objective: 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, 2022

Combating the Effects of Poverty on Student Learning

Course #: EDDU 9989 Instructor: Kerri Coudrey
GRAD THROUGH UNIVERSITY OF MASSACHUSETTS
GLOBAL OR IN-SERVICE

Objective: 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, must delve in to understand it and how to best combat its effects on our students and classrooms. This course will explore the reasons poverty impacts our students, the ramifications on their personal lives, self-esteem and academic progress. Awareness, strategies and outreach opportunities educators can put into practice to support the students will be provided, assessed and ultimately implemented by those participating in this course. The end product of this class are well-versed educators that understand the impact poverty has on our students, can identify such and put into practice strategies that will minimize the struggles our students face and help lead them to more robust levels of success. Participants will be asked to create and implement the strategies as well to provide feedback, evaluation and participate in an anonymous case study to make the skills and information learned as useful and beneficial to our daily instruction and lives of our students.

November 1st - 28th, 2021

June 1st -28th, 2022

Cooperative Learning Structures and Strategies

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

Objective: The cooperative learning and learning structures course offers educators and an opportunity to become proficient in social learning theory, project based learning as well as the elements involved in creating and structuring cooperative learning groups and teams in their classrooms. Ultimately, teachers will exit the course with concrete lessons that may be implemented in their classrooms

December 1st - 28th, 2021

July 1st - 28th, 2022

Creating a Successful Classroom for Children with Disabilities

Course# EDDU 9986 Instructor: Kysten Ellison-Martin
GRAD THROUGH UNIVERSITY OF MASSACHUSETTS
GLOBAL OR IN-SERVICE

Objective: Students of all abilities and backgrounds want classrooms that are inclusive and convey respect. For those students with disabilities, the classroom setting may present certain challenges that need accommodation and consideration. This course will focus on the various types of disabilities, how each disability may impact student learning, the accommodating classroom environment, accessing resources, and explore ways to use this information to better meet the needs of our developing students.

September 1st - 28th, 2022

Cultivating Student Leadership

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

Objective: 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. This course will impart knowledge about how to design and implement lesson plans and action plans that provide ongoing, structured student leadership opportunities. Additionally, participants will learn how to inspire and steward student leaders into broader community initiatives and activism.

December 1st - 28th, 2021

May 1st - 28th, 2022

Cyber Bullying and Internet Safety

Course #: EDKU 9825 Instructor: Hal Kench
GRAD THROUGH UNIVERSITY OF MASSACHUSETTS
GLOBAL OR IN-SERVICE

Objective: Internet safety and the rise of Cyber bullying are two serious educational concerns that are affecting the school community. The goal of this course is to educate teachers on the issue of internet safety and how teachers may contribute the development of a cyber-smart student as well as promote internet safety through instruction.

January 1st - 28th, 2022

Dangerous Trends in Adolescent Behavior

Course #: EDCU 9020 Instructor: Colette Tarantino
GRAD THROUGH UNIVERSITY OF MASSACHUSETTS
GLOBAL OR IN-SERVICE

Objective: The Dangerous Trends in Adolescent Behavior course will provide educators with insights into ways children and adolescents engage in self-destructive behaviors. Teachers will be educated on current trends such as the choking game, extreme eating disorders, secret cutting, and behaviors associated with OCD. Ultimately teachers will be versed in identifying warning signs and the various support available to help their students who suffer due to self-destructive behavior.

April 1st - 28th, 2022

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

Course # EDUU 9805 Instructor: Allison Jahn
GRAD THROUGH UNIVERSITY OF MASSACHUSETTS
GLOBAL OR IN-SERVICE

Objective: Is the word ‘depression’ a casual term used too often today in our students? What exactly is it and how it impacts the mind and body of our students will be studied. With an enhanced understanding of this far-to-common disorder, we will better be able to support and educate our students. In this course we will study the physical and emotional impact of depression, the role schools can play to support diagnosed students, talking to parents and families, and the diagnosing process. We will study formal treatments, holistic approaches, co-morbid disorders and strategies to help depressed students cope. Classroom management and recognizing symptoms in our students will also be discussed at length.

December 16th, 2021 - January 13th, 2022

January 1st - 28th, 2022

July 1st - 28th, 2022

Displaced Students and the Educational Impact of Homelessness

Course # EDUU9981 Instructor: Thomas Fabian
GRAD THROUGH UNIVERSITY OF MASSACHUSETTS
GLOBAL OR IN-SERVICE

Objective: 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.

October 1st - 28th, 2021

April 1st - 28th, 2022

Effective Feedback

Course #: EDCU 9041 Instructor: Liz Scott-Pothier
GRAD THROUGH UNIVERSITY OF MASSACHUSETTS
GLOBAL OR IN-SERVICE

Objective: An important aspect of successful classroom instruction is the teacher’s ability to give effective feedback to his or her students. This course will explore the various methods and techniques of feedback, types of feedback including oral and written, and the use of adjusting feedback practices for the different types of learners.

October 1st - 28th, 2021

Effective Strategies for the Dual Language and Bilingual Learner

Course #: EDPD 652 Instructor: Valerie Fiano
GRAD THROUGH MANHATTAN COLLEGE OR IN-SERVICE

Objective: This course will highlight the specific structure of the Dual Language and Bilingual classrooms. Strategies and best teaching practices will be discussed in order to promote student success. Each week will highlight a specific idea. 1. Effective features of instruction. 2. How to promote literacy and strategies 3. Assessment of these learners and programs. 4. Community and parent involvement. In addition, students are encouraged to participate in the complimentary course Differentiating the World Language Classroom, which will further delve into the techniques all can incorporate to meet the needs of these highly diverse learners.

January 1st - 28th, 2022

Effects of the Mind Body Connection

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

Objective: 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 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.

March 1st - 28th, 2022

Elevating Learning Objectives and Instructional Planning

Course # EDPD 666 Instructor: Kerri Coudrey
GRAD THROUGH MANHATTAN COLLEGE
OR IN-SERVICE

Objective: The best educators often make teaching look effortless because they focus on the process of learning and a growth mindset rather than content alone. This course is designed to help educators of all levels, from the new teacher to the experienced one, understand the nuances of crafting thoughtful and powerful lessons and in turn deliver powerful lessons that are engaging, meaningful and with measurable outcomes. Designing meaningful lessons is essential to both the teaching process and the learning process. Lesson planning needs to be thoughtful and strategic, as it encourages student responsibility for learning. Instructional planning is the blue print that addresses the specific learning needs of students and how best to structure learning to help students achieve and demonstrate their understanding in multiple ways.

Through a cycle of learning, participants will be taught the theory and objective of instructional planning, the language to both provide and assess depths of knowledge and thinking, opportunities to craft and pilot such lessons in their own instructional practices or school and ways to better modify and deliver such powerful lessons. Participants in this course will exit with the depth of understanding needed to actively create their own lessons that challenge, inspire and meets the various needs of all learners in their care.

January 1st - 28th, 2022

Embracing Diversity

Course #: EDDU 9924 Instructor: Valerie Fiano
GRAD THROUGH UNIVERSITY OF MASSACHUSETTS
GLOBAL OR IN-SERVICE

Objective: In this course participants will gain a thorough understanding and respect for racial and multicultural diversity as it relates to education, family life, specific customs, and community. As our society becomes more and more diverse it is especially important for educators in all areas of education to have knowledge about various cultures in order to ensure that we can work with these students effectively and help them to become successful learners. Additionally, participants will learn ways to infuse cultural diversity into their classroom environment so that all students are welcome, feel comfortable, and confident within the learning environment.

February 8th - March 8th, 2022

Encouraging Mindfulness into Today’s Classroom



Course #: EDUU 9050 Instructor: Danielle Gagnon
GRAD THROUGH UNIVERSITY OF MASSACHUSETTS
GLOBAL OR IN-SERVICE

Objective: 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. 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, 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, we will lay the foundation for a better way to learn.

May 1st - 28th, 2022

Engaging K-12 Learners Through Gamification



Course # EDPD 672

Instructor: Ed Storck and Alana Philcox
GRAD THROUGH MANHATTAN COLLEGE
OR IN-SERVICE

Objective: 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 the most reluctant learners. 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!

February 8th - March 8th, 2022

August 1st - 28th, 2022

Enriching the ENL Experience

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



Objective: 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.

February 8th - March 8th, 2022

August 1st - 28th, 2022

Growing the Critically Conscious Classroom

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

Objective: What is critical consciousness? In this course, participants will learn about a theory first documented by Paulo Freire and now becoming the forefront in education as we start to have an increasingly culturally diverse population of students in our classroom. The need to empower all students and engage them in not only in the classroom but in their communities as well has become extremely important in long-term success. Participants will learn and implement various instructional practices related to growing a more critically conscious classroom including but not limited to opening up the dialogue with students in regards to social justice issues in class discussions, various questioning techniques in order to see various perspectives, differentiating instruction and assessments in order to give opportunities for all students to demonstrate understanding, and to lead students in challenging and examining texts, social interactions and situations.

March 1st - 28th, 2022

Habits of Mind: Elements of Students Success

Course #: EDDU 9161 Instructor: Valerie Fiano
GRAD THROUGH UNIVERSITY OF MASSACHUSETTS
GLOBAL OR IN-SERVICE

Objective: The Habits of Mind course will allow teachers of all content areas, grade levels, and experience to examine the educational philosophy behind habits of mind that have been linked to the optimal success of students. Participants will look at all sixteen successful student behaviors in detail and determine how to promote these behaviors in their classroom practice.

October 1st - 28th, 2021

Infusing Rigor into your Classroom

Course #: EDPD 633 Instructor: Liz Scott-Pothier
GRAD THROUGH MANHATTAN COLLEGE
OR IN-SERVICE

Objective: Participants in this course will examine ways they can create meaningful, challenging instruction that provides opportunities for higher level thinking in their students. By approaching personal teaching practices with the goal of increasing levels of rigor and relevance student achievement will increase. Educators will explore resources and develop teaching strategies that can be incorporated immediately across content areas, grades, and subjects to provide challenging and significant learning experiences in their classrooms.

February 8th - March 8th, 2022

Integrated Co-Teaching in an Inclusion Classroom

Course #: EDDU 9826
Instructor: Carmella Currao-Mcaleavey
GRAD THROUGH UNIVERSITY OF MASSACHUSETTS
GLOBAL OR IN-SERVICE

Objective: The inclusive classroom is one that welcomes all and provides focused differentiated instruction to not only meet the needs of a unique special education population but also challenge those in the mainstream. This course will not only discuss the various models for inclusion but provide all teachers with concrete strategies to incorporate into their daily instruction that will help and empower all students in both the academic setting as well as social. Special emphasis will be placed on exploring and implementing the talented and expert techniques used by successful inclusion classrooms that can be easily translated into any class.

December 1st - 28th, 2021

June 1st - 28th, 2022

Interactive Notebooks and other Note-taking Strategies

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

Objective: Teach your students how to improve critical thinking, increase creativity, and become better organized. Research has shown that personalization, relevance, and using both visual and linguistic intelligences facilitates 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 including suggestions for how to make an interactive student notebook.

August 1st - 28th, 2022

Instructional Needs of Neuro Diverse Students

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

Objective: 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, 2021

June 1st -28th, 2022

Instructional Strategies for Special Education

Course #EDPD 653 Instructor: Colette Tarantino
GRAD THROUGH MANHATTAN COLLEGE
OR IN-SERVICE

Objective: This course is designed for both the regular education teacher and the special education teacher. Participants will focus on how to provide brain-based instruction for students with learning disabilities in the regular education and special education classroom. Teachers will learn how to plan for their instruction to provide for cognitive strategy instruction allowing students with special needs the opportunity to "learn how to learn." In addition, behavior modification strategies that work to limit student frustration and increase participation and motivation will be addressed. Overall participants will exit the course with a better understanding of how to create and modify lessons with their special education students in mind.

February 8th - March 8th, 2022

September 1st - 28th, 2022

Managing the Culturally Responsive Classroom

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

Objective: As cultural diversity increases in our schools – it is imperative that we adjust the way in which we manage our classrooms. In a comprehensive, and practical course participant will learn how why today's classrooms are best managed through valuing culturally responsive engagement and what they can do in their classrooms for both students and teachers to flourish. Participants will begin by reflecting upon their current management styles and will begin to implement changes that support students of all cultural backgrounds. Several specific strategies and techniques will be introduced for a variety of classroom environments and situations. Highlights will include how to modify response to student behavior, reward systems, small and whole group communication skills, enhancing parent-teacher collaboration and student-teacher communication to name a few. All strategies will be implemented and then shared among all participants and instructor for detailed feedback and suggestions.

September 1st - 28th, 2021

April 1st - 28th, 2022

Media Literacy Education: Skills and Strategies for Determining the Reliability of Sources

Course #: EDPD 657 Instructor: Liz Scott-Pothier
GRAD THROUGH MANHATTAN COLLEGE OR IN-SERVICE

Objective: 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.

September 1st - 28th, 2021



Mental Health in the Classroom

Course #: EDUU 9982 Instructor: Tom Fabian
GRAD THROUGH UNIVERSITY OF MASSACHUSETTS
GLOBAL OR IN-SERVICE

Objective: 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.

November 1st - 28th, 2021

March 1st - 28th, 2022

July 1st - 28th, 2022

Overview of Learning Disabilities

Course # EDPD 606 Instructor: Carmella McAleavey
GRAD THROUGH MANHATTAN COLLEGE
OR IN-SERVICE

Objective: The rise of learning disabilities seen in students has been seen throughout all levels and subject areas and the skill to understand, assess and develop lessons for learning are of paramount importance for educators. The prognosis, treatments and research surrounding learning disabilities in this course will promote strategies teachers may use to encourage success in students with disorders that affect spoken and written language, mathematical calculations, coordinate movements, and direct attention. Teachers will exit the course with an understanding and ability of how to create/modify lessons geared towards children with learning disabilities so that all students within their classroom settings learn and show progress.

March 1st - 28th, 2022

Positive Discipline: Ending the School-to-Prison Pipeline

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

Objective: This course will focus on the 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.

December 16th, 2021 - January 13th, 2022

January 1st - 28th, 2022

June 1st - 28th, 2022

June 14th - July 12th, 2022 - No Graduate

Proactive Practice: Fostering High Achievement through Culturally Competent & Restorative Practices

Course #: EDPD 673 Instructors: Kerri Coudrey/Tom Fabian
GRAD THROUGH MANHATTAN COLLEGE OR IN-SERVICE

Objective: This course is designed to provide educators with in-depth knowledge and techniques to implement a proactive discipline approach that integrates social and emotional learning while decreasing challenging student behaviors. Educators will explore the various theories and 21st century research-based practices to building an equitable classroom community where students can learn and thrive. Ultimately, educators will discover strategies and develop a plan to intervene and minimize conflicts, establishing a learning-focused classroom environment that is built on mutual respect in order to support a pathway to success. Planning, implementing and assessing inclusive and equitable practices and policies within the classroom and beyond will provide participants with the tools to support students from all backgrounds.

February 8th - March 8th, 2022

July 1st - 28th, 2022

Reading Strategies for All Teachers

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

Objective: The rigors or Common Core impact 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 both improve and inspire students to be successful readers are encouraged to participate in this course. The course has been designed to meet the needs of the teacher by providing specific skills and strategies for both the teachers and students to help decode texts, understand variations and clues within genres, exercises to build reading muscles and ways in which to run a class in order to foster a developing and subsequently strong reading community that ensures progress both academically and personally.

May 1st - 28th, 2022

Redefining Classroom Management for Distance Learning



Course #: EDPD 629 Instructor: Valerie Fiano
GRAD THROUGH MANHATTAN COLLEGE
OR IN-SERVICE

Objective: In this course, participants will learn the key role that classroom management has in overall student achievement and success. Participants will discuss and explore ways in which remote teaching has changed traditional classroom management and the strategies utilized to keep students engaged and successful within a virtual classroom setting. Strategies will be how to implement various tools within the Google Classroom platform, conducting effective communication with parents and students, integrating a student-centered approach that provides multiple opportunities for student choice and how to guide students into adopting an independent learning mindset during hybrid/ distance learning. In addition, teachers will explore effective instructional methods and delivery such as clear and concise instructions to students, the use of non-verbal cues and whole group responsibility and teamwork, how to utilize appropriate time limits with classwork, the use of transitions and time management within the lesson to make for effective management and instruction. Participants not working within a traditional classroom will focus on how small- group activities can be employed outside of the classroom, which will ultimately lead to student success.

November 1st - 28th, 2021
May 1st - 28th, 2022

Responsive Trauma - Informed Instruction

Course #: TBA Instructor: Allison Jahn
GRAD THROUGH UNIVERSITY OF
MASSACHUSETTS GLOBAL OR IN-SERVICE



Objective: 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.

April 1st - 28th, 2022

Social Emotional Learning in the K-12 Classroom

Course # EDUU 9949
Instructors: Alana Philcox and Edward Storck
GRAD THROUGH UMASS GLOBAL OR IN-SERVICE

Objective: This course will empower educators to successfully address the daunting task of cultivating empathy and social harmony in K-12 classrooms. Discussion and assignments incorporate critical conscious texts and strategies that can be used to foster acceptance and understanding for diverse individuals and promote social-emotional learning (SEL) on topics including race, gender, sexual orientation, disability, and socio-economic status. Through the information provided in this class, educators will be given the tools to implement social-emotional learning in their instruction, as well as methods to support their students socially, emotionally, and academically creating positive and nurturing learning environments and cultures.

November 1st-28th, 2021

STEAM Education

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

Objective: 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, 2022

STEM and the New Generation

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

Objective: 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 SYEM 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.

April 1st - 28th, 2022

Strength through SEL

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

NEW!

Objective: This course will empower educators to successfully address the important task of cultivating empathy and social harmony in K-12 classrooms as a means to improve equity within their schools for all learners, including student populations that have been historically underserved and marginalized. 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, 2022
July 1st - 28th, 2022

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

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

NEW!

Objective: 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.

February 8, 2022 - March 8th, 2022
August 5th - September 2nd, 2022

Supporting Students with ADHD

Course #: EDNU 9043 Instructor: Allison Jahn
GRAD THROUGH UNIVERSITY OF MASSACHUSETTS
GLOBAL OR IN-SERVICE

Objective: This course delves into the many topics surrounding the study of ADHD: history, theory and brain research, diagnosis, symptoms, medical treatments, behavioral modifications and classroom suggestions. Students have the opportunity to develop individual classroom manuals, which detail ADHD accommodations across multi-leveled curriculum settings.

June 1st - 28th, 2022

June 14th - July 12th, 2022 - No Graduate

Supporting Students in Crisis

Course #: EDCU 9029 Instructor: Allison Jahn
GRAD THROUGH UNIVERSITY OF MASSACHUSETTS
GLOBAL OR IN-SERVICE

Objective: 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, 2021

Teacher Rescue

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



Objective: 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.

October 1st - 28th, 2021

July 1st - 28th, 2022

Teaching Gifted Students

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

Objective: Educators will study the current status of gifted education and identify the special needs of gifted students in our school-based and online classrooms. Teachers will 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.

November 1st - 28th, 2021

July 1st - 28th, 2022



Teaching with Graphic Organizers

Course #: EDDU 9043 Instructor: Valerie Fiano
GRAD THROUGH UMASS GLOBAL OR IN-SERVICE

Objective: Graphic organizers can greatly enhance student understanding. This class will assist teachers in helping students organize ideas, display conceptual formulate mathematical and scientific thoughts. This course will examine the various types of graphic organizers available to educators. In addition, the class will delve into the use of specific graphic organizers for the different learning styles and how graphic organizers may be used to promote critical thinking in all the content areas.

September 1st - 28th, 2022

Tech Effects on Student Behavior and Learning

Course #: EDKU 9160 Instructor: Hal Kench
GRAD THROUGH UNIVERSITY OF MASSACHUSETTS
GLOBAL OR IN-SERVICE

Objective: 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, 2022

The Autism Spectrum

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

Objective: Teaching with autistic behavior in mind is extremely important when children with Autism are mainstreamed into the regular education setting. 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.

October 1st - 28th, 2021

May 1st - 28th, 2022

The Dyslexic Mind

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

Objective: It is estimated that 1 in 5 people have the brain difference known as dyslexia. As an educator you can assume that 20% or more of your students possess the unique characteristics of a dyslexic brain. In this class we will discuss current brain research, academic and psychosocial needs and supports for students with dyslexia. Having a brain that is wired differently often brings with it so many unique gifts; our job as educators is to help dyslexic students discover theirs while learning strategies to overcome the challenges that dyslexia can present.

March 1st - 28th, 2022

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

Objective: 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 educators on how to utilize this type of technology in our classrooms to foster meaningful learning. In addition to strategies and technology that supports both educators 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.

February 8th - March 8th, 2022

The Humanistic Approach to Education

Course #: EDDU 9423 Instructor: Kysten Ellison-Martin
GRAD THROUGH THROUGH UMASS GLOBAL OR IN-SERVICE

Objective: Humanistic education or person-centered education is an approach to education based on humanistic psychologists. These approaches to education seek to engage the "whole person" that includes the intellect, social capacities, and artistic and practical skills that are important for growth and development. Important objectives include developing children's self-esteem, their ability to set and achieve appropriate goals, and their development toward autonomy. The humanistic approach places an emphasis on a student's choice and control over the course of their education. Some topics in this course include early humanism, choice and control, felt concern, the whole person, self-evaluation, the teacher as the facilitator, and field studies in humanistic education.

December 1st - 28th, 2021

The New Civil Rights Era Within Our Classrooms: Embracing the LGBTQ Student

Course #: EDPD 658 Instructor: Jonathan Chiaramonte
GRAD THROUGH MANHATTAN COLLEGE OR IN-SERVICE
Objective: 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 teacher. As an advocate, a teacher renders a tremendous difference on students who are struggling with their identities. Ultimately this course will inform teachers how to work with parents, administrators, support staff and LGBTQ students to promote a safe, respectful learning environment.

September 1st - 28th, 2021
December 1st - 28th, 2021

The Peaceful Classroom and Easing Student Anxiety and Stress

Course #: TBA Instructor: Kysten Ellison-Martin
GRAD THROUGH UMASS GLOBAL OR IN-SERVICE
Objective: The class will address the stress and anxiety students contend with on a daily basis. Educators will examine the causes and learn ways to diminish stress and anxiety by creating more calm, peaceful classroom environments through social emotional learning and practices as well as culturally responsive practices to embrace and reflect all students in one's care. The course will also offer educators insight into how the recent pandemic has changed student motivation and behavior and what to do in order to meet their unique and diverse needs while cultivating a calm and peaceful environment and refuge from anxiety and stress.

May 1st - 28th, 2022

The Self Driven Learner and Motivational Strategies

Course #: EDPD 636 Instructor: Valerie Fiano
GRAD THROUGH MANHATTAN COLLEGE OR IN-SERVICE
Objective: This course will help participants explore various research based motivational theories. Emphasis on intrinsic and extrinsic motivational factors will be analyzed and discussed. Participants in the course will learn about how to incorporate role models and peer models into classroom activities. Participants will 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 teachers to meet the rigor of the Common Core Curriculum and motivate their students to excel with academic goals.

June 14th - July 12th, 2022

June 1st - 28th, 2022

June 14th - July 12th, 2022 - No Graduate

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

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

Objective: 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.

May 1st - 28th, 2022

Whole School, Whole Community, Whole Child

Course # EDCU 9980 Instructor: Kysten Ellison-Martin
GRAD THROUGH UNIVERSITY OF MASSACHUSETTS
GLOBAL OR IN-SERVICE

Objective: This course examines the relationship between children's health and their K-12 school experience. The eight components of the CDC's Division of Adolescent and School Health (DASH) coordinated school health program model and the ten components of the whole school, whole community and whole child model are the framework and the foundation of this course. Topics include the history and development of school health, the relationship of in-school interventions to students' health, health care access and academic outcomes, school health policy and politics, and the impact of school context on research methodology and findings.

September 1st - 28th, 2021

August 1st - 28th, 2022

Writing as a Tool to Promote Advanced Thinking in All Students

Course # EDPD 660 Instructor: Cathy Carella-Dean
GRAD THROUGH MANHATTAN COLLEGE
OR IN-SERVICE

Objective: Today's students are being called on to think, read and write at a higher level than ever before. This course will prepare teachers to use writing as a tool for thinking and learning. Teachers of all subjects and grades will be able to engage in meaningful discussions of current practices and possible applications of teaching writing strategies. Beginning with sentence level strategies, teachers will expand their ability to guide students to better formulate and understand the higher-level language needed to be successful in school and life.

February 8th - March 8th, 2022

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

Objective: 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.

September 1st - 28th, 2021
November 1st - 28th, 2021
January 1st - 28th, 2022

March 1st - 28th, 2022
May 1st - 28th, 2022

July 1st - 28th, 2022
August 1st - 28th, 2022
September 1st - 28th, 2022

Health Sciences Applied to Coaching

Course: EDPD 649 Instructor: Paul Pedersen

Objective: 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, 2021
December 1st - 28th, 2021
February 1st - 28th, 2022

April 1st - 28th, 2022
June 1st - 28th, 2022
July 1st - 28th, 2022

August 1st - 28th, 2022

The Philosophy, Principles, and Organization of Athletics in Education

Course: EDPD 648 Instructor: Matteo De Vincenzo

Objective: 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, 2021
October 1st - 28th, 2021
November 1st - 28th, 2021
January 1st - 28th, 2022

February 1st - 28th, 2022
March 1st - 28th, 2022
May 1st - 28th, 2022

July 1st - 28th, 2022
August 1st - 28th, 2022
September 1st - 28th, 2022

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

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