

ROXBURY TOWNSHIP SCHOOLS

PROFESSIONAL LEADERSHIP PROGRAM

COURSE OFFERINGS FOR FALL 2010

Roxbury's 2010/2011 professional leadership programs continue to provide growth opportunities in instructional skills and content expertise to all Roxbury employees (professional staff, support staff, and substitutes). All classes are voluntary. One credit will be granted for every 15 hours of completed course work. A class needs a minimum of 8 participants in order to run.

To participate in this professional leadership program, complete the registration form in this brochure and return to the Board of Education Office. Registration for fall courses is due by **September 15, 2010**. Early registrants will be given preference in filling classes unless otherwise noted. Staff members may sign up for any number of courses, but may earn only 6 in-service credits per year per contract language. Please photocopy the registration form as needed. Participation will be confirmed via email from the Personnel Office. Staff will be excused from faculty meetings to attend in-district classes/staff development with no discipline per contract language.

NEW COURSE

A LITERACY POTPOURRI FOR GRADES 1-5

This workshop allows participants to explore a variety of Language Arts Literacy activities within the classroom that supports the Balanced Literacy Approach. Some of the subjects addressed in this workshop are activities for read alouds, guided reading, independent reading, centers, literature circles, and writing.

COURSE #	DATE	TIME	INSTRUCTOR	MAXIMUM CLASS SIZE	CR
A	(Wednesdays) Nov. 10, 17, Dec. 1, 8, 15	3:45-6:00 PM Jefferson School Media Center	Christina Green	20	1

NEW COURSE

A VERY SPECIAL BOOK CLUB

Join us as we discuss a book and watch a movie related to special needs. Participants are expected to have read the book prior to each class meeting. The first selection is *The Curious Incident of the Dog in the Night-time* by Mark Haddon. At our first meeting, we will be discussing the book, watching "A Beautiful Life", and discussing points about high-functioning Autism. Future books and movies will be selected by participants as the course progresses. All books selected will be accessible through the Morris County Library System. All movies will be provided by the instructor.

COURSE #	DATE	TIME	INSTRUCTOR	MAXIMUM CLASS SIZE	CR
A	(Tuesdays) Oct. 12, 26, Nov. 9, 30, Dec. 14	4:00-6:15 PM Nixon School Media Center	Melissa Barry	25	1

AUTISM AND PDD: WHAT IS IT? WHY IS IT HERE?

In this introductory course, we will "sift through" some of the current terminology surrounding Autistic Spectrum Disorders. We will review the definitions of Autism/PDD-NOS/Asperger's and other related syndromes, discuss how diagnoses are made, explore some of the possible causes for the disorders, and discuss some of the more common treatments for Autism. We'll also look at how challenges related to these disorders may present themselves in the classroom, and will explore different strategies and techniques to maximize student learning within the classroom setting.

COURSE #	DATE	TIME	INSTRUCTOR	MAXIMUM CLASS SIZE	CR
A	(Wednesdays) Oct. 6, 13, 20, 27, Nov. 3	4:00-6:15 PM Nixon School Computer Lab	Melissa Barry	25	1

BEHAVIOR MANAGEMENT

Remember when we were in school and all the teacher had to do was give an instruction and students responded quickly? Ahh, the good ole days. Today we encounter a myriad of situations and this course will address some of those. Investigation into various practices and delivery systems will be included throughout this course. Practical solutions to common classroom problems will be our focus. Through this we will develop strategies and techniques to assist in dealing with difficult behaviors exhibited in the classroom.

COURSE #	DATE	TIME	INSTRUCTOR	MAXIMUM CLASS SIZE	CR
A	(Thursdays) Sept. 30, Oct. 7, 14, 21, 28	4:00-6:15 PM Eisenhower Middle School Media Center	Pat Hovey	20	1

DIGITAL TECHNIQUES FOR TODAY'S LEARNERS

Enhance your instruction by learning strategies and techniques for incorporating digital technology into your curriculum. Create a digital presentation for your classroom. Please bring a flashdrive, digital camera, and some digital images with you to class.

COURSE #	DATE	TIME	INSTRUCTOR	MAXIMUM CLASS SIZE	CR
A	(Wednesdays) Nov. 10, 17, Dec. 1, 8, 15	3:45-6:00 PM Roxbury High School Room P245	Laura Hyde	12	1

I WILL SURVIVE

According to the National Center for Education Statistics, nearly half of all teachers leave the profession during their first five years.

This course will provide an interactive approach to endure challenges that contribute to the burn out factor in the field of education. The focus will be for high school and middle school teachers who are in their first five years of teaching.

COURSE #	DATE	TIME	INSTRUCTOR	MAXIMUM CLASS SIZE	CR
A	(Wednesdays) Oct. 6, 13, 20, 27, Nov. 3	2:45-5:00 PM Roxbury High School Media Conference Room	Lori Baker	15	1

**INTRODUCTION TO CREATING CAPTIVATING DIGITAL SLIDESHOWS
(FORMERLY CALLED CREATING CAPTIVATING DIGITAL SLIDESHOWS)**

Discover innovative methods to integrate visual learning into your curriculum using Microsoft Photo Story 3. Create captivating digital slideshows set to the music of your choice. Narrate using audio technology. Develop dynamic techniques to present your ideas. Please bring images, flash drives, cameras, and rewritable and music CD's to our first class.

COURSE #	DATE	TIME	INSTRUCTOR	MAXIMUM CLASS SIZE	CR
A	(Wednesdays) Oct. 6, 13, 20, 27, Nov. 3	3:45-6:00 PM Roxbury High School Room P245	Laura Hyde	12	1

INTRODUCTION TO MENTORING

This course provides mentors with a basic understanding of the areas necessary to achieve clinical support and success with novice teachers. Strategies and materials will be provided in the areas of classroom management, peer coaching, observations/conferencing, and alternative assessment to enable mentors to assure that state regulations are met.

COURSE #	DATE	TIME	INSTRUCTOR	MAXIMUM CLASS SIZE	CR
A	(Tuesdays) Oct. 5, 12, 19, 26, Nov. 2	3:45-6:00 PM Lincoln/Roosevelt School Room R205	Brenda Sumski	15	1

MENTORING – PART II

This course provides mentors with a basic understanding of the areas necessary to achieve clinical support and success with novice teachers. Strategies and materials will be provided in the areas of classroom management, peer coaching, observations/conferencing, and alternative assessment to enable mentors to assure that state regulations are met.

COURSE #	DATE	TIME	INSTRUCTOR	MAXIMUM CLASS SIZE	PD HR (ONLY)
A	(Wednesdays) Sept. 22 and 29	3:45-6:00 PM Lincoln/Roosevelt School Room R205	Brenda Sumski	15	4

MOTIVATING THE UNMOTIVATED STUDENT – PART I

You know the students you can't seem to "reach" no matter how hard you try – the one who "could do better if he would only try", the child who "just doesn't apply himself" or the child who "doesn't seem to care". Using the writings and insights of Rick Lavoie, this course will not only provide participants with information about six motivational styles but also strategies to apply in your classrooms and/or home.

COURSE #	DATE	TIME	INSTRUCTOR	MAXIMUM CLASS SIZE	CR
A	(Tuesdays) Nov. 9, 16, 23, 30, Dec. 7	4:00-6:15 Eisenhower Middle School Team Room	Fred Luciani	25	1

MOTIVATING THE UNMOTIVATED STUDENT – PART II

This is a continuation of the class “Motivating the Unmotivated Student – Part I”. You know the students you can’t seem to “reach” no matter how hard you try – the one who “could do better if he would only try”, the child who “just doesn’t apply himself” or the child who “doesn’t seem to care”. Using the writings and insights of Rick Lavoie, this course will not only provide participants with information about six motivational styles but also strategies to apply in your classrooms and/or home. We will also discuss how Madison Avenue appeals to these motivational styles in their advertisements.

PREREQUISITE: SUCCESSFUL COMPLETION OF PART I (EITHER LAST SPRING’S OR THIS SEMESTER’S CLASS)

COURSE #	DATE	TIME	INSTRUCTOR	MAXIMUM CLASS SIZE	CR
A	(Tuesdays) Jan. 11, 18, 25, Feb. 1, 8	4:00-6:15 Eisenhower Middle School Team Room	Fred Luciani	25	1

SENSORY INTEGRATION IN THE CLASSROOM: WHY YOUR STUDENTS CAN’T SIT STILL, STAY AWAKE, OR TUNE IN!

We tend to take for granted children are ready to listen, to attend, to stay settled and to stay awake enough to participate productively in classroom learning experiences. It seems that even though we are employing differentiated instruction, technology, and some multi sensory techniques it is difficult to reach all learners.

This course is designed to assist you in setting up varied learning environments and curricula to help support each student’s innate desire to learn. While engaging students in simple sensory activities many children gain in attentiveness and availability to instruction, whether they have been classified or are in general education.

COURSE #	DATE	TIME	INSTRUCTOR	MAXIMUM CLASS SIZE	CR
A	(Wednesdays) Oct. 6, 13, 20, 27, Nov.3	4:00-6:15 PM Jefferson School Media Center	Kevin Franco Patti Klein	15	1

NEW COURSE

SENSORY INTEGRATION, SENSORY PROCESSING AND SENSORY DIETS

This course will give you an understanding many sensory integration buzz words and phrases, sensory diet applications for children with sensory processing disorders. The information will be specific to the use of sensory diets for sensory modulation and sensory discrimination disorders. A sensory diet is a term used to describe sensory activities that are used to treat students with sensory integration disorder. To understand sensory dysfunction, we need to understand the purpose of our 7 senses. Sensory processing is our ability to take in information through our senses. Sensory integration is the organization of sensation for use. Sensory integration begins in the womb as the fetal brain senses the movements of the mother’s body. If the brain does a poor job of integrating sensation it will interfere with many things in a child’s life. We will discuss cases of different students with sensory integration issues in the classroom.

COURSE #	DATE	TIME	INSTRUCTOR	MAXIMUM CLASS SIZE	CR
A	(Tuesdays) Nov. 9, 16, 23, 30, Dec. 7	4:00-6:15 Lincoln/Roosevelt School Room R202	Steven Kuti	10	1

NEW COURSE**SERVICE LEARNING AND ENVIRONMENT EDUCATION**

Service learning is defined as “the integration of meaningful community service with instruction and reflection in order to enrich the learning experience, teach civic responsibility, and strengthen communities.”* In this course, we will discuss the theory and practice of service learning as they relate to environmental education, e.g.:

- What are the current scientific understandings of climate change and other environmental issues?
- What are the implications for educators?
- How can service learning activities address both curriculum standards and community needs?
- What are some examples of service learning activities that promote sustainability?

Course activities will include reading, discussion, curriculum development, and grant writing.

* Learn & Service America, www.servicelearning.org

COURSE #	DATE	TIME	INSTRUCTOR	MAXIMUM CLASS SIZE	CR
A	(Thursdays) Oct. 21, 28, Nov. 11, 18, Dec. 2	3:45-6:00 PM Lincoln/Roosevelt School Media Center	Dr. James Heinegg	20	1

**SPECIAL EDUCATION MINISERIES – CLASS 3
SO I’VE GOT THIS KID WITH ASPERGER’S – HELP!!!**

Participants in this class will learn about Asperger’s Syndrome-what is it, what does it look like and how is it diagnosed. Opportunities will be given to explore various options and interventions to use in the classroom. In addition, literature will be reviewed. Specific information will be given to the participants regarding Sensory Sensitivity, Interests, Routine and Language.

COURSE #	DATE	TIME	INSTRUCTOR	MAXIMUM CLASS SIZE	CR
A	(Tuesdays) Oct. 5, 12, 19, 26, Nov. 2	4:00-6:15 Eisenhower Middle School Team Room	Fred Luciani	25	1

THE STORY OF SUCCESS

This course will stimulate discussion about achieving success, a subject that is pertinent to all educators. It goes beyond intelligence and ambition. Things such as an individual’s family, birthplace or even birth day play a significant role in becoming top leaders and performers. We will learn what Bill Gates and the Beatles have in common. Why do some nationalities appear to be most advanced in math? What are some hidden advantages of some star athletes? Why do all top New York lawyers have the same resume? How much do generation, family, culture and class affect one’s ability to be successful? The author presents a fascinating and provocative blueprint for making the most of human potential. How we correlate the findings of this book to ourselves, students, family and friends will lead us to insightful dialogue with a variety of opinions. Participants are each loaned a copy of Malcolm Gladwell’s book *Outliers*. The book will be provided on loan one week before the first group meeting.

COURSE #	DATE	TIME	INSTRUCTOR	MAXIMUM CLASS SIZE	PD HOURS (ONLY)
A	(Wednesdays) Sept. 29, Oct. 6, 13, 27 Nov. 10, 17	4:00-5:30 PM Kennedy School Media Center	Audrey Wallock	10	9

TOGETHER WITH TECHNOLOGY

This is a hands on computer class for those who need time to brainstorm technology techniques with their colleagues or simply just to learn the basic skills needed on the computer to be an effective teacher. We will discuss Genesis, PowerPoint, PhotoStory, United Streaming, computer shortcuts, etc. Bring your ideas and questions to the first class or email me with your needs.

COURSE #	DATE	TIME	INSTRUCTOR	MAXIMUM CLASS SIZE	CR
A	(Tuesdays) Oct. 5, 12, 19, 26, Nov. 2	3:45-6:00 PM Roxbury High School Room P245	Maggie Wall	15	1

WHY ARE STUDENTS HAVING SO MUCH TROUBLE WITH HANDWRITING?

Many handwriting problems can be avoided or solved by good teaching strategies and good materials. The first step is spotting the problem, then use active teaching strategies and good materials to solve the problem. Some letters are easier to write developmentally than others. This course will teach you how to teach children handwriting techniques that will make handwriting an automatic and natural skill. Children, who know **how** to write, **want** to write! Children with poor handwriting skills will also have difficult in other academic areas.

All techniques are **developmentally based**; letters will be taught in groups of similar strokes; diagonal lines (the most difficult) are taught last. **Multi-sensory** teaching techniques are used. You will learn that students must have posture and balance, control and movement, perception and memory, and correct coordination to develop good handwriting habits from the very beginning. You will be trained in teaching students how to develop a good pencil grip.

COURSE #	DATE	TIME	INSTRUCTOR	MAXIMUM CLASS SIZE	CR
A	(Tuesdays) Oct. 5, 12, 19, 26, Nov. 2	4:00-6:15 Lincoln/Roosevelt School Room R202	Steven Kuti	10	1

REGISTRATION FORM

NAME:

SCH:

GR. LEVEL/DEPT:

HOME ADDRESS:

PHONE NUMBERS:

(Home): _____

(Cell): _____

(Work): _____

EMAIL ADDRESS: *(Confirmation will be sent via email)*

Yes, sign me up for the following courses for the 2010/2011 school year:

COURSE #

COURSE

DATES

RETURN TO BOARD OF EDUCATION OFFICE

ATTN: ANN RHODES

Phone: (973) 584-6099 EXT. 5008

Email: arhodes@roxbury.org

Fax: (973) 252-1434

SUBMISSION DEADLINE DATE: SEPTEMBER 15, 2010