

**Peconic Teacher Center
Fall 2008
Catalog**



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Principles

The purpose of the Peconic Teacher Center is to offer planned and continuous education to the professional staff of the participating consortium schools, teachers in other school districts and community residents.

Offering a variety of professional experiences in response to the needs of those working with children, the Peconic Teacher Center contributes to an atmosphere of intellectual inquiry that stimulates the staff to continue learning. This professional interaction on educational issues benefits the students and the staff of the consortium school districts.

Peconic Teacher Center consortium teachers also endorse the principle that cooperation among autonomous groups is fundamental to growth and is essential to progress in education. They view the teacher center as a laboratory for this principle. Here various groups of teachers, administrators, and community leaders may work together for a valued purpose.

Supported and sponsored by the PTC Policy Board, the teacher center reaffirms the principles of professional autonomy and professional collaboration inherent in the highest quality of professional development. Thus, through the organization, administration and planning for the center, teachers assume a large degree of responsibility for their personal growth.



Grant Programs

The Peconic Teacher Center offers several grants that are state funded. Requests for proposals are sent to the Peconic Teacher Center and are reviewed by the Special Projects Review Committee three times a year. These proposals encourage teachers who would like to pursue independent or collaborative projects.

The Peconic Teacher Center Grants Program enables teachers and other educators to design, implement and assess innovative projects aimed toward improving learning and teaching. Teachers must collaborate with colleagues, implement a Professional Performance Review Project, design an assessment, technology, cooperative learning, other innovative projects. Teachers have the opportunity to develop new teaching strategies, to engage in particular research related to teaching, or to work with other teachers on topics of specific educational interest. The Peconic Teacher Center Policy Board will seek to develop further avenues for the dissemination of professional writing.

Collaborations with Other Organizations

The Peconic Teacher Center enriches its programs through selected collaborations with other educational institutions. These relationships provide the Peconic Teacher Center and the consortium schools with resources that enrich opportunities for professional growth.

College of New Rochelle
New York Institute of Technology
Parrish Art Museum
Shinnecock Nation Cultural Center & Museum
Southampton Historical Museums and Research Center
Teacher Center of the Western Hamptons
The Children's Museum of the East End
The Pollock-Krasner House and Study Center
CUNY @ Brooklyn
Newton Teacher Center - MA

Guild Hall Museum
St. John's University
LongHouse Reserve
NYSUT
SCOPE
Stony Brook University
Watermill Center
Brookhaven National Laboratory
Brandeis University

Payment Must Accompany Registration

Policy Board Members

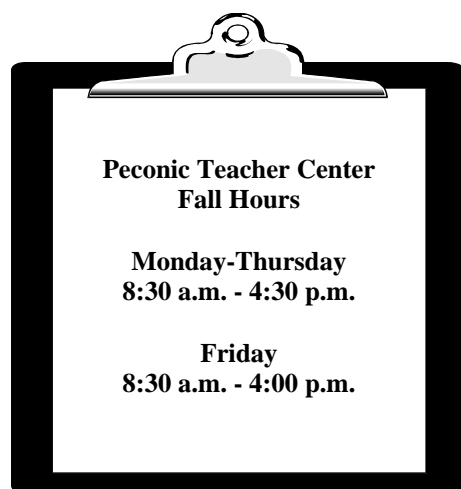
Peconic Teacher Center Interim Larrilee Jemiola
Peconic Teacher Center Admin. Assistant Vicki Williams

Policy Board Associates

Marcie Angel, Amagansett School
Mary Jane Arceri, Springs School
Sally Booth, The Ross School
Jill Bross, Chairperson, Hampton Jr/Sr. High School
Linda Cameron, East Hampton Middle School
Justine Charos, Tuckahoe Common District
Margaret Colligan, Higher Education & Shelter Island School
Kathy Dayton, Hampton Bays Elementary
Josephine DeVincenzi, Ed.D, Southampton Public Schools
Diane Gaites, Pierson Jr/Sr High School
Deanna Lattanzio, Sag Harbor Elementary
Marybeth Motz, Hampton Bays Elementary
Judith Pfister, Montauk Public School
Linda Robins, Our Lady of the Hamptons
Gail Ruber, East Hampton High School
Junellen Tiska, The Ross School
Harold Wilson, Dunkerley's (Business Industry)
Marilyn Wilson, Hampton Bays Jr/Sr High School

Telephone Numbers: 631-591-4629 / 591-4627
Fax Number: 631-283-1905

E-Mail Address: viwilliams@southamptonschools.org
Website Address: www.peconicteachercenter.org



**Any questions, please call Peconic Teacher Center at
591-4629**

General Information

Please be sure to read the Registration Fees section for information about the course fees. Courses and programs are also offered to non-member districts on a differential fee basis. Differences in fee structure are listed under Registration Fees.

At the request of some instructors, a registration deadline will be listed for some courses. Please note those dates and make every effort to register by the deadline.

We do periodically update our general and registration information. Take a few moments to read these sections carefully.

In-Service Information

The following policies have been developed upon the recommendations of Peconic Teacher Center Policy Board:

1. In-service credit will be recommended at the rate of one (1) credit per fifteen (15) hours of instruction. For teachers in Shelter Island, credit will be recommended at a rate of one (1) per ten hours of instruction as per their contract. Please note that the granting of in-service credit is a matter of district policy usually defined in the collective bargaining agreement. Please review your district's in-service policy prior to registering for a course.
2. Attendance records will be kept for all courses/workshops. One (1) hour absence is permitted for each credit granted.
3. A reasonable and practical amount of work will be required from each professional in the course. Workshop requirements and makeup assignments will be set by the instructor and with the approval of the Center.
4. A student will be evaluated and marked passing only if he/she has shown a credible amount of class participation and success in meeting the requirements of the course/workshop, which may include homework, reading projects, and/or project papers.
5. Grading will be on a pass/fail basis unless the participant's school district requires a letter grade. Individuals must inform the instructor at the first session of the course/workshop if this is the case.
6. A certificate of completion, signed by the instructor and the Director, will be issued when the course ends. This certificate will indicate that the workshop standards are fully met. Peconic Teacher Center shall keep a copy of the certificate as a permanent record and will forward one (1) or two (2) copies to each participant. The pink copy should be filed by the participant with his/her district office for in-service credit. The gold copy is for the participant's personal records.

Course & Workshop Fees

1. **Members** (Some classes may be subject to a processing fee of \$35.00 unless otherwise stated)
8 or more - \$95.00 per credit
(MOST CLASSES **WILL NOT** RUN UNLESS THERE ARE EIGHT REGISTRANTS)
Audit—\$35.00 per credit
2. **Non-Members** \$150.00 per credit
Audit—\$50.00 per credit
You may pre-register by sending a registration fee, but you may call the Peconic Teacher Center at 591-4629 to advise. You will NOT be considered registered until fee is received.

However, you are not officially registered for the course and a spot will not be reserved for you until a mandatory \$35.00 non-refundable deposit is received. No EXCEPTIONS.

3. **Fees** charged by SCOPE, NYSUT, etc, will be as advertised. Some co-sponsored courses have a slightly higher member fee. See descriptions for details.
4. **Workshop fees** are \$35.00 unless otherwise stated and are expected in full before class begins.

Registration Information

A registration form is on the back of this catalog. (If you need additional forms, you may photocopy the form.)

You may register by submitting a complete registration form along with a \$35.00 non-refundable deposit to the Peconic Teacher Center. Enclose a separate check for each activity payable to Peconic Teacher Center. A full refund will be received if an activity is cancelled. Please make every effort to register by deadline date given.

Early registration helps us to confirm that courses/workshops will be given and it helps instructors in preparation of materials.

In order to be fair to all teachers, participants who "walk-in" to courses without having followed registration procedures will not be enrolled in a course. Please make every effort to include full payment with each course registration.

Payment Must Accompany Registration

Reflective Practice

Professional Circle

*Design your own plan of study . . .
Collaborate with your peers on what is
meaningful for you . . .
Investigate your curriculum and/or
teaching practices . . .
Participate in a non-threatening environment . . .*

Credit: 15 hours - 1 In-service credit (\$95.00); all others \$35.00

The Professional Circles program provides teachers with structured time for reflection on their classroom practices. The program empowers teachers to take responsibility for identifying and satisfying their needs for professional growth and establishes a formal support process for sharing expertise and for problem-solving through group processes. To start a Professional Circle, participants must:

- Complete an application.
- The application should be forwarded to PTC for approval.
- Approval for a Professional Circle will be given by PTC on the basis of the application criteria.
- **Professional Circles are ongoing and can begin at any time.**

Facilitator: Facilitator is chosen by the group.

Date: To be determined by the group.

Time: Any time before or after normal school hours. A total of fifteen (15) hours is required.

Participants: Teachers may form groups of five (5) to a maximum of ten (10) participants by agreeing upon common interests and needs.

Location: To be determined by the group.

Fee: \$95.00 registration fee per participant for one (1) in-service credit payable to Peconic Teacher Center upon application for approval. For those registrants who do not want credit, there will be a \$35.00 administrative fee.



Teacher As Reader

Credit: 15 hours - 1 In-service credit (\$95.00); all others \$35.00

The reading of literature for teachers is of primary importance. This type of inquiry based learning fosters professional growth and the stimulation of new ideas for the classroom setting. The Teacher As Reader program provides teachers a structured time for conversation, reflection on reading and literature to be used in the classroom. To start a Teacher as Reader Program, participants must:

- Complete an application
- The application should be forwarded to PTC for approval.
- Approval for Teacher As Reader will be given by PTC on the basis of the application criteria.
- Teacher As Reader groups are on-going and can begin at any time.

Facilitator: Facilitator is chosen by the group.

Dates: To be determined by the group.

Time: Any time before or after normal school hours. A total of fifteen (15) hours is required.

Participants: Teachers may form groups of five (5) to a maximum of (10) participants by agreed upon common interests and needs. Guidelines will be provided.

Location: To be determined by the group.

Fee: \$95.00 per in-service credit payable to Peconic Teacher Center upon application approval. For those registrants who do not want credit, there will be a \$35.00 administrative fee.

Credit: Option of:

15 hours-1 In-service credit

or maximum of

30 hours-2 In-service credits

**Any questions, please call the Peconic Teacher Center at
591-4629**

“An Invitation from Peconic Teacher Center and Long Island University/CW Post”

If you have an interest in a graduate administrative program, Long Island University, School of Education, C.W. Post Campus can make one available to you and your colleagues. The program is extremely flexible and can be customized to the needs of any particular group. The program is designed to be practical and emphasizes experiences, on-the-job training and basic skills combined with theory as a background. C.W. Post has had successful administrative cohorts running throughout the New York metropolitan area for many years.

The program is in the Department of Educational Leadership and Administration (DELA) of the Graduate Division of the School of Education and leads to certification in School Building Leader and School District Leader. Post will process the applications for certification upon completion of the program. **Faculty from the program will discuss New York State certification registration as well as other pertinent issues and be available to answer your questions at an information meeting.**

The following are specifics applicable to the plan:

- The cost is 1/2 of the regular tuition plus a one time \$30 enrollment fee payable to C.W. Post. **There is a one time fee of \$250 for consortium members and \$300 for non-consortium members payable to the Peconic Teacher Center.**
- A minimum of 20 students is needed for a cohort to run.
- The courses can be taught in one of the schools from your home district. Students should have a Master’s Degree and three years of experience. (If someone needs a Master’s , other arrangements are possible through our Master’s program.)
- The program is the same high quality as any C.W. Post Campus program. Students are entitled to use all the facilities and services of the university such as the library, the recreation center, etc. Cohort students are considered to be regular matriculated students.
- The courses will be given at the time and hours arranged with the students. The number of semesters will depend upon the group’s availability to take the courses.

Most important is the fact that the program is and will be arranged to satisfy the needs of the group. It can start at any mutually determined time. This means that it does not have to adhere to the normal campus schedule of times and dates.

It is also important to note that by maintaining the minimum of 20 students the cost is most advantageous.

Below is a sample course list

- EDL 630 Administrative Core I (6 credits)
- EDL 631 Administrative Core II (3 credits)
- EDL 635 School Law (3 credits)
- EDL 632 Curricular Concerns in Public School Administration (3 credits)
- EDL 637 Supervisor in the School Setting (3 credits)
- EDL 651 Administrative Internship (6 credits) (400 hours on-the-job training and 8 seminar sessions)
- EDL 641 School District Administration: Problems and Issues (3 credits)
- EDL 636 Public School Finance (3 credits)



**Informational Meeting: Tuesday, October 21, 2008, Peconic Teacher Center
4:00 p.m.**

To register, please call 591-4629 with your name, school and phone #

Using the Brooklyn Heights and the Lower East Side’s Economic, Historical, Architectural, Literary, Technology, and Social Resources Across the Curriculum

Facilitator: Gail Ruber
Dates: Pre-Class October 15, 2008
Field: October 19, 2008
Time: Pre Class—3:30 East Hampton High School Library
Field Trip—NYC (Jitney)
Leaves from Southampton High School 7:30 a.m.
Trip Fee: \$35.00

You must send registration form and partial deposit of **\$35.00** to the Peconic Teacher Center **by September 19, 2008. Balance of \$95.00 is due before class begins.**

This course will introduce teachers to the creation/building of the Brooklyn Bridge and its social implications. It will also explore the rich architectural, social and literary history of Brooklyn Heights, which includes information on: Abolitionist Henry Ward Beecher's Plymouth Church, many exquisite examples of 19th century architecture, and sites associated with Walt Whitman, Truman Capote, Arthur Miller and John and Washington Roebling. Finally, we will visit the Lower East Side, where we will learn of the immigrants’ “underground economy” which will enable teachers to draw parallels between the economy of 19th century immigrants to those of today.

This course will require a one-day field investigation, on Sunday, October 19th, which will include a guided walking tour of the **Brooklyn Bridge and Brooklyn Heights** followed by an investigative visit to **the Lower East Side**.

There will also be a post class, for those who need it, on **Tuesday, October 20th**. Anyone who is unable to attend the pre-class can contact Gail Ruber at (631) 329-4148 or gailruber@yahoo.com to make alternate arrangements. Upon completion of the course, teachers will be expected to create two lesson plans, using what they have learned, for use with their own students. **These lesson plans must be submitted within 60 days of the field investigation.**

Incorporating Culture and Media Across the Curriculum

Facilitator: Gail Ruber
Dates: Pre-Class December 3, 2008
Field: December 6, 2008
Time: Pre Class—3:30 East Hampton High School Library
Field Trip—NYC (Jitney)
Leaves from Southampton High School 7:30 a.m.
Trip Fee: \$35.00

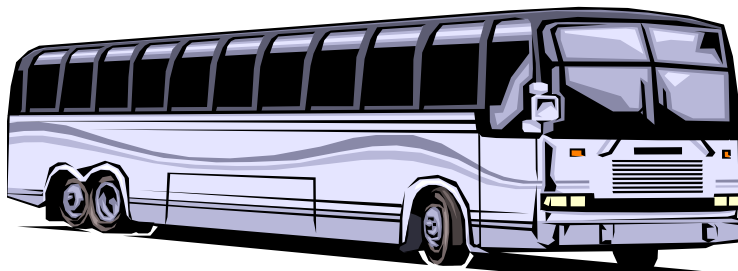
You must send registration form and partial deposit of **\$35.00** to the Peconic Teacher Center **by November 7, 2008. Balance of \$95.00 is due before class begins.**

Teachers will be introduced to the history/creation of Rockefeller Center and its various buildings, its artwork, gardens, and the significance and importance of its flags. They will also learn of the history of NBC beginning with its time in radio and its contributions to media and media journalism.

This course will require a one day field investigation, on Saturday, December 6th, which will include guided tours of **Rockefeller Center and the NBC Studios**.

There will be a pre class on **Wednesday, December 3rd** at 3:30 pm in the East Hampton High School Library. Anyone who is unable to attend the pre-class can contact Gail Ruber at (631) 329-4148 or gailruber@yahoo.com to make alternate arrangements. There will also be a post class, for those who need it, on **Tuesday, December 8th**.

Upon completion of the course, teachers will be expected to create two lesson plans, using what they have learned, for use with their own students. **These lesson plans must be submitted within 60 days of the field investigation.**



Payment Must Accompany Registration

EDU 1478 • 10 Classes • Workshop

Caring for Yourself: Refilling Your Well

Instructor: Sharmila Cohen-Gold
Date: Wed: Oct. 15, 22, Nov. 5, 12, 19 & Dec. 3, 10, & 17
Time: 4:00-5:15 p.m.
Location: Pierson HS Library, 200 Jermain Ave. Sag Harbor, NY
Maximum: 10 participants

You must send registration form and workshop fee of **\$60.00** to the Peconic Teacher Center **by October 8, 2008**. **Full payment of course is due before class begins.**

Let's explore the many ways to care for ourselves so that we can, in turn, care for our students. This workshop will offer a wide variety of practical "first aid care" in order to prevent physical and mental "burn-out".

You will learn various massage techniques including: Do-In Chinese self massage, partner massage, Acupressure points, foot reflexology and more. Gentle yoga, breathing, meditation and relaxation techniques, Shake your Soul Dance, "Mentastics"-easy & effortless fun movements that release daily stress in our body/mind and journaling we incorporated into the course format.

Your rewards for replenishing your well are so easily and readily available for you to integrate into your daily life. You may even want to share some of them with your students!

Bio: Sharmila Cohen- Gold has been an educator specializing in holistic health and wellness for over 30 years. She brings a wealth of experience in the fields of bodywork, yoga and meditation, movement and dance into her teaching, which is joyful and inspiring.

Sharmila is a New York State licensed Early Childhood Educator and Massage Therapist, Certified Kripalu Yoga Teacher, Shake Your Soul Dance Instructor and former Director of the Guild of Wholistic Practitioners



EDU 1479 • 2 hours • Workshop

Child Abuse and Maltreatment Licensure Training

Instructor: Cindy Pierce Lee
Date: October 21, 2008
Time: 3:30-5:30 pm
Location: Peconic Teacher Center
Fee: *\$20.00 to SCOPE

You must send registration form and workshop fee of **\$35.00** to the Peconic Teacher Center **by October 14, 2008**. ***Give the \$20.00 check written out to SCOPE to the instructor at training.**

This two hour SCOPE workshop is required for those teachers still on provisional certificates and all educators who are required to renew a license (nurses, psychologists, etc.).



EDU 1481 • 8 Classes • Workshop

Kripalu Yoga Workshop

Facilitator: Linda Muse, LCSW
Date: Wednesdays, 9/24-11/19/08
Time: 4:00-5:15 p.m.
Location: Aikenkai Shotokan Karatedo Dojo, at Mariner Drive, Southampton, NY

You must send registration form and workshop fee of **\$60.00** to the Peconic Teacher Center **by September 17, 2008**.

Learn how to breathe and stretch away tension from your school day. Kripalu Yoga is a form of Hatha Yoga that focuses on gentle, energy enhancing stretches and breathing techniques, a balanced flow of postures that develop greater body awareness, strength and flexibility. You leave the class feeling refreshed, centered and peaceful.

Linda Muse has been a certified Kripalu Yoga Instructor since 1995. Her eclectic background includes a B.S. in elementary education, an M.S. in school counseling, and a Masters in Social Work from New York University, as well as training in dance and holistic health.



EDU 1480 • 2 hours • Workshop

School Violence Prevention Training

Instructor: Cindy Pierce Lee
Date: October 21, 2008
Time: 6:00-8:00 p.m.
Location: Peconic Teacher Center
Certificate Fee: *\$20.00 check to SCOPE

You must send registration form and workshop fee of **\$35.00** to the Peconic Teacher Center **by October 14, 2008**. ***Give the \$20.00 check written out to SCOPE to the instructor at training.**

This two hour SCOPE certification program is required under the Project S.A.V.E. Legislation for all new school personnel to be acquainted with strategies that can be employed to prevent violence in our schools.

EDU 1482 • 15 hours • 1 In-service credit

Preparing for the Tri-States in ELA/ Southampton

Instructor: Kathleen Riley & Timothy Frazier
Dates: Wednesdays, 9/10, 9/17,10/8 10/22, 11/5,11/19,12/3 12/17/08, 1/7/09 & 1/21/09
Time: 3:30-5:00 pm
Location: TBA
Open to: Southampton teachers only

You must send registration form and fee of **\$35.00** to the Peconic Teacher Center **by September 8, 2008**. **Balance of \$60.00 is due before class begins.**

This yearlong course will center on preparations for the Tri-State Consortium visit to evaluate Southampton's K-12 English Language Arts program scheduled for April 22-24, 2009. Participating teachers will be guided through a close reading of the Tri-State assessment criteria in order to gather evidence for the Visiting Team.

Participants will apply the process for collecting evidence that will satisfy the standards described in the Tri-State Consortium Assessment Model. Participants will engage in planning for the three-day visit and will serve as members of a Visit Planning Committee charged with planning the visit schedule; assembling evidence for the Indicators; helping to facilitate the visit; and assessing the follow-up recommendations for the District.



Payment Must Accompany Registration

Can All Education Be Character Education?—Yes!—The Aesthetic Realism Teaching Method Shows How

Instructors: Lori Colavito, Southampton ES;
Barbara Allen, Arnold Perey,
Aesthetic Realism Foundation

Date & Times: December 13, 2008, 9:00 AM – 5:00 PM

Location: Aesthetic Realism Foundation, 141 Greene St. NY

Designed For: Grades K-4

Materials Fee: \$15 (give to instructor at 1st class)

Trip Fees: Additional Round Trip fee to NYC

You must send registration form and deposit of **\$35.00** to the Peconic Teacher Center **by December 5, 2008**. **Balance of \$60.00 is due before class begins.**

Learn how character education is integrated, completely, in the subject matter of math, reading, social studies, science, by means of the Aesthetic Realism methodology. What does an arithmetical equation teach us about seeing people fairly? How does learning about such opposites as high and low in geography, evaporation and condensation in the water cycle, continuity and change in the metamorphosis of the butterfly teach us how to be kinder people and see the whole world more fairly?

“All beauty is a making one of opposites,” explained Eli Siegel, the educator who founded Aesthetic Realism, “and the making one of opposites is what we are going after in ourselves.” The eminently successful teaching method based on this principle and others, enables students and teachers to steadily relate every subject to life, and make all education character education.

The course will include demonstration lessons and hands-on art projects. Original study materials will be made available. Teachers will come away with an enhanced understanding of how to encourage character development through each subject in their curriculum.

The course addresses the following New York State standards: English Language Arts 1-3; the Arts 3; Social Studies 2; Mathematics, Science and Technology 3, 4

EDU 1485 • 15 hours • 1 In-service credit

Integrating Technology in the K-6 School Curriculum

Instructor: Susan Wright

Dates: 10/15, 10/16, 10/22, 10/23, 10/29, 10/30, 11/5, 11/6, 11/12, 11/13, 11/19 & 11/20/08

Times: 3:40-4:40 pm

Location: Southampton Elementary Computer Room

You must send registration form and deposit of **\$35.00** to the Peconic Teacher Center **by September 29, 2008**. **Balance of \$60.00 is due before class begins.**

Jump Start the year! Incorporate new ideas to embrace and integrate technology into the curriculum. Motivate, excite and involve your students. Learn by doing! Enhance your centers and whole group instruction. Explore interactive websites, podcasting, video on demand, and much more. 3 hour independent project work (various).

Payment Must Accompany Registration

Increasing Cultural Literacy Through Exploring Great Books

Instructor: Vincent Zangrillo

Dates: 10/8,10/15,10/22,10/29,11/5,11/12,11/19 & 12/3/08

Times: 3:45-5:45 pm

Location: Southampton HS, Room 129

You must send registration form and deposit of **\$35.00** to the Peconic Teacher Center **by September 29, 2008**. **Balance of \$60.00 is due before class begins.**

In a provocative French bestseller, *How To Talk About Books You've Never Read*, literary and cultural critic, Pierre Bayard, argues that the truly cultivated person is not the one who has read a book, but the one who understands the book's place in our culture. In this course, we will increase our cultural literacy and be ready for any Hampton's literary conversation by being exposed (or re-exposed) to the best modern literature our culture has to offer. Each class will be devoted to exploring a major work by seven of the most culturally significant writers of the twentieth century.

By the end of the course, you will be able to cogently and eruditely discuss the difference between a Proustian and Joycean epiphany, discern Kafka's absurdism from Camus' existentialism, distinguish Beckett's nihilism from Garcia Marquez's magical realism and realize why there is no need to be afraid of Virginia Woolf.

If you thought about being an English major and decided against it because you thought you could never get a job or just want to plug some gaps in your knowledge, this is the right place. All reading will be done in class. Upon completion of this class, a short book report will be required. It will not be necessary to read the book.

Vincent Zangrillo has been a teacher in New York and Southampton for the past 20 years. He was an English Major at SUNY Albany and has done graduate work at SUNY Stony Brook, New York University and the City University of New York.



Integrated Geometry—Prove It!

Instructor: Lawrence Farrell
Dates: October 20, 2008
Time: 8:30am-3:00pm
Location: Peconic Teacher Center
Cost: \$25.00

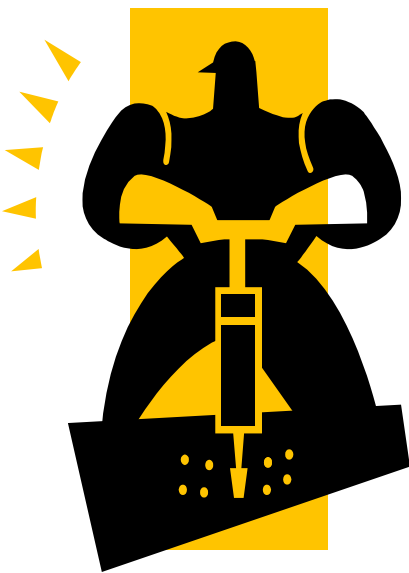


You must send registration form and fee of **\$25.00** to the Peconic Teacher Center by **October 15, 2008**.

This session will provide the opportunity for participants to examine and discuss proofs relative to the New York State curriculum for Integrated Geometry. We will begin by distinguishing the differences between the direct and indirect proof, utilizing the students usage of these methods in their everyday lives. We will learn to apply both methods to Euclidean Proofs by establishing a set of definitions, postulates and theorems. After sharing strategies on how to develop the informal proof we will finally convert the informal proof to its formal version. We will discuss how to teach these proofs to high school students so they can understand and retain the information. The session will conclude having the group assess and evaluate student proofs discussing partial credit by awarding “a positive point” system.

Bio: Lawrence is a former mathematics teacher with 30 years experience. His career spans from teaching Algebra, Geometry and Algebra II/Trigonometry through the Sequential Mathematics curriculum to Math A/Math B. He has expertise in various teaching styles and practical strategies in developing mathematical topics. He is presently focusing on the New York State Curriculum and Standards with respect to time lines for course implementation.

PTC is currently working on the following activities/events:



National Board Awareness Session
Getting Ready for the ELA
Teacher Assistant Certification
Wilson Reading Certification Program
Holocaust
Intolerance and Hate Crimes in
Contemporary America
Mean Girls
Vocabulary Instruction in the Classroom
Critical Lessons: What Schools Should
Teach: A Book Study
Using Data to Inform Instruction

If you have a topic you think is worthy of a course or workshop, please call us at 631-591-4629 to make a suggestion! We welcome your input!

EDU 1486 • 15 hours • 1 In-service credit

Restorative Practices for the Classroom

Instructor: Mark Siedler
Date: Tuesdays: 10/7, 10/14, 10/21, 10/28, 11/4, 11/18, 11/25 & 12/02/08
Time: 4:00-6:00 p.m.
Location: Peconic Teacher Center or SHS room
Maximum: 18 participants



You must send registration form and fee of **\$35.00** to the Peconic Teacher Center by **September 29, 2008**. **Balance of \$60.00 is due before class begins.**

Restorative Justice, and its application in school settings known as restorative discipline, reframes misbehavior from a violation of rules to a violation of relationships. When students disrupt a class, harass others, or commit acts of vandalism, the restorative approach uses a variety of formal and informal methods to hold them accountable not just to the ‘authorities’, but to everyone in the school community affected by their behavior – especially other students and teachers.

This course will familiarize teachers with the practical application of the restorative philosophy in schools, with an emphasis on how to build shared responsibility between teachers and students for creating and maintaining a positive and welcoming learning environment. The primary audience is classroom teachers of all levels of experience, at both primary and secondary levels. Other professionals concerned with school discipline issues may also find value in the material. Participants should be open to both in-depth dialogue and experiential work: looking at basic beliefs about youth behavior and behavior change, sharing experiences, and exploring and testing particular restorative practices and strategies through circle work, modeling and role plays.

The course will thus give teachers a basic foundation for using suitable restorative practices in their own classroom.

BIO: Mark Seidler is a facilitator, adult educator, and organization development consultant. He presents communication workshops, mediates conflict resolution, and designs large group events including professional conferences, staff retreats, and strategic planning meetings. He has worked extensively with United Nations offices in Asia and Africa, and with the restorative justice movement in the U.S.A. He is currently collabo-

EDU 1487 • 30 hours • 2 In-service credits

Español Básico para Educadores II (*Basic Spanish for Educators II*)

Instructor: Victor Cordova
Date: Tue & Thurs 9/23-12/18/08
Time: 4:00-5:30 p.m.
Location: Southampton High School Room 231
Maximum: 12 participants

You must send registration form and fee of **\$35.00** to the Peconic Teacher Center by **September 16, 2008**. **Balance of \$155.00 is due before class begins.**

Purpose of the class: This class is designed and intended for teachers, administrators and other staff who need to advance the knowledge of basic Spanish Language as a communicative tool in teaching native Spanish speaking students or facilitating these students’ daily life activities at the school. This course will include a review of some basic knowledge of Spanish Language (gender and number agreements, subject pronouns, present tense, verbs *ser* and *estar*, and some irregular verbs). The class will also cover: Stem-change (*hacer, oir, poner, salir, traer, and ver*), reflexive verbs, and present progressive. This class is an opportunity to have a better understanding of Latin American cultures.

Prerequisite: Basic Spanish I



EDU 1488 • 30 hours • 2 In-service credits



Español Intermedio para Educadores III (*Intermediate Spanish for Educators III*)

Instructor: Victor Cordova
Dates: Tue & Thurs 9/23-12/18/08
Time: 5:30-7:00pm
Location: Southampton High School Room 231
Maximum: 12 participants

You must send registration form and fee of **\$35.00** to the Peconic Teacher Center by **September 16, 2008**. **Balance of \$155.00 is due before class begins.**

Purpose of the class: This course is designed and intended for teachers, administrators and other staffs who need to strengthen and advance their Spanish grammar and conversation skills as a communicative tool in teaching native Spanish speaking students or facilitating these students’ daily life activities at the school. This class combines useful vocabulary with grammar and culture in an easy-to-follow, enjoyable, and effective format. This class will include a review of all tenses (present, past, future, conditional, progressive, etc) as well as introduce the subjunctive mood. This course also offers an opportunity to have a better understanding of Latin American cultures.

Prerequisite: Español Intermedio II

Payment Must Accompany Registration

Technology Mini Courses

Mini-Courses are shortened versions of the traditional Inservice courses offered by the Teacher Center. Each course is targeted to a specific topic and will require only a short time commitment for the busy teacher who needs no Inservice credit. You also have the option to take any three (3) of these mini courses for 1 in-service credit (15 hours) or six (6) for 2 in-service credits (30 hours). You must send registration form and deposit of \$35.00 to the Peconic Teacher Center by September 5, 2008. Balance of \$60.00 for 1 in-service credit or \$120.00 for 2 in-service credits is due before class begins.

Teacher Websites

Instructor: Perri Nation
Dates: 9/13 or 9/27/08
Time: 8:00am—1:00 pm
Location: Southampton High School, Room 141



Provide students with convenient online access to homework assignments, upcoming events and important classroom information. Allow parents to be more involved beyond the school day by creating dynamic, functional website - simply - in just minutes. Choose from dozens of vibrant, scholastic-themed design templates with no programming knowledge required. Choose 1 five hour Session.

SmartBoard

Instructor: Julieanne Purcell
Dates: Beginner Session: 9/30 & 10/9/08
 Advanced Session: 10/1/08
Time: 8:00 am—1:00 pm
Location: Southampton High School, Room 141

Learn what all the hype is about! It IS more than a projection unit. Now that you have one, use it more effectively. Motivate your students and jazz up your lessons with Smart Board 10 software. The first five hours will give you an introduction on how to use SmartBoard 10 tools and well as the gallery. Learn the basics and become an advanced user with SmartBoard 10.

* Take both beginner and advanced classes add 5 hours independent lesson development for 1 in-service credit.



Photostory

Instructor: Julieanne Purcell
Dates: Session 1: 9/15,9/16,9/17,9/18 & 9/19/08
 Session 2: 10/20,10/21,10/22,10/23 & 10/24/08
Time: 7:00—8:00 am
Location: Southampton Elem. Computer Room



Bring your digital photos to life with Photo Story 3 for Windows. Create a photo slideshow of your life's most memorable moments. You can capture your memories just the way you want them - with a single click; you can touch-up, crop or rotate pictures. It's that easy. Then, add stunning special effects, soundtracks and personalize your stories with titles and captions. The file size makes it easy to send your photo stories in an e-mail or take them with you on a Window Mobile based portable device. Start sharing your stories today. Learn how to use this technology to get your students creating! In 5 hours you will be a movie producer! Perfect for Open House presentations!

Office 2007 Microsoft Word

Instructor: Julieanne Purcell
Dates: 10/14,10/28,11/10,11/17, & 11/24/08
Time: 3:00—4:00 pm
Location: Southampton Intermediate School, Room 401

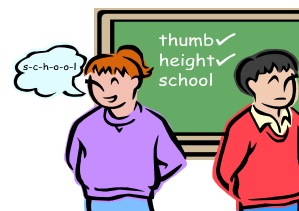
The Electronic Portfolio monitors the district exit outcomes and is used as the technology assessment for eighth grade students at Southampton. Learn why the portfolio is an essential element in every student's achievement and growth. Explore how to enter and upload projects as well as reflections into their electronic portfolio.



Payment Must Accompany Registration

SPECIAL EVENTS

Teaching Content to English Language Learners in the Middle School and High School Classroom with Dr. Andrea Honigsfeld “At Your Site” “By Request”



This one day workshop is designed to provide an extensive overview of the SIOP (Sheltered Instruction Observation Protocol) Model. The SIOP model has been selected because it offers a comprehensive framework for effective, research-based instruction for English Language Learners at the middle school and high school levels.

The SIOP Model is organized around eight components essential for making grade-appropriate content accessible for ELLs and for helping them develop academic content knowledge and language skills. The eight components—(1) Preparation, (2) Building Background, (3) Comprehensible Input, (4) Strategies, (5) Interaction, (6) Practice/Application, (7) Lesson Delivery, and (8) Review/Assessment—are further divided into a total of 30 strategies.

During the first part of the workshop, we will alternate demonstrations and explanations of academic tasks that support language development, interactive learning opportunities, and discussions of SIOP video segments that illustrate each of the 8 components primarily at the MS level. During the last segment of the workshop, we will review the SIOP model and prioritize/customize the eight major components. Participants will have the opportunity to share ideas and teaching experiences that are aligned with the SIOP model and will plan for SIOP-based instruction. Workshop will be supported by an extensive handout.

Bio: Dr. Andrea Honigsfeld is associate professor and coordinator of the TESOL Programs (Teaching English to Speakers of Other Languages) program at Molloy College, Rockville Centre, NY. She teaches graduate education courses related to cultural and linguistic diversity, linguistics, ESL methodology and action research.

We have had several requests to address the challenges of ESL Learners in Middle School and High School classes. PTC will offer this workshop at your request. Please call 591-4629 to arrange a training. Dr. Honigsfeld can also address Elementary classrooms.

For Administrators and Teachers Interested In Implementing “Foundations”

“Foundations” Overview

Instructor: Wilson Reading Instructor
Dates: November 4, 2008
Times: 9:00 a.m.—3:00 p.m.
Location: Peconic Teacher Center
Fee: There is no charge for this workshop.

You must send registration form to the Peconic Teacher Center **by October 28 , 2008.**

Foundations Introduction Workshop (2.5 hours) 9-11:30 (Max 60)

The introduction workshop module provides the underlying principles of the Foundations program. It provides the background knowledge to implement Foundations effectively. The workshop thoroughly reviews why and how Foundations addresses each component of reading identified by reading research. Implementation models are discussed.

Foundations Level Specific (2.5 hours) 12:30-3:00 (Max 30)

In this afternoon session, participants will experience activities from the level specific programs. Foundations provides Level Specific workshops for each grade K-3. The Level specific Workshop will focus on Level I module skills, materials, activities and lesson planning.



Available through the Peconic Teacher Center

Shared Decision Making Training with Marilyn Zaretsky
“At Your Site”
“At Your Request”

Full Day Team Training

Geared for entire SDM teams, this is the most comprehensive training. This is appropriate for newly created teams or teams that have been reconfigured. It is also appropriate for anyone new to the process.



The agenda for the full day Team Training includes:

- the background and history of Commissioners Regulation 100.11
 - a review of the district plan for shared decision making
 - team building activities
 - consensus building activities
 - clarification of roles and responsibilities
- team planning time

The teams leave with an action plan to follow with goals and an agenda for their next meeting.

Two to Three Hour Awareness Session

Geared for districts and teams who have difficulty convening groups for full day training during the school day, this can be done during the school day, immediately after school or in the evening. Appropriate for newly created teams or teams that have been reconfigured. It is also appropriate for anyone new to the process.

The agenda for the Two to Three Hour Awareness Session includes:

- the background and history of Commissioners Regulation 100.11
 - a review of the district plan for shared decision making
 - a review of the process of consensus
 - clarification of roles and responsibilities
- some goal setting and agenda development

On site Team Facilitation and Training

Teams often feel the need for outside facilitation to model the process at their site. During the Team Facilitation and Training, Marilyn Zaretsky serves as the facilitator of the meeting and conducts the Shared Decision Making meeting on site. During the meeting, she will model and coach team participants in their roles as facilitator, checker, recorder and team member. These sessions are scheduled as needed and serve as follow up to either the Full Day Team Training or Two to Three Hour Awareness Sessions.

Updating the Shared Decision Making Plan

This training is designed for the District Planning Team. Many districts are in need of revising the District Shared Decision Making Plan. At this training the existing plan is reviewed and updated. Participants are provided copies of other district plans and lead through a process to update their plan to address district needs and priorities. This is usually accomplished in one to three sessions.

PTC can also arrange similar activities for Professional Development Committees and APPR Committees. For more information, call 591-4629.

Brookhaven National Laboratory: A Passion for Discovery

Learn new techniques and exciting ways to address science teaching standards and provide relevance to science course work by spending a day at Brookhaven National Laboratory, a unique and exciting setting for these workshops. These experiences focus on making abstract scientific concepts real as you engage in hands-on activities grounded in research done at BNL.

Established in 1947, the Laboratory is one of the Department of Energy's premiere facilities, with six Nobel Prizes credited to its discoveries. The Laboratory conducts research in areas such as physics, chemistry, biology, nanotechnology, nuclear medicine, computer science, and environmental science. Brookhaven is a 5,300-acre complex with some of the most powerful tools available for scientific research. Come be a scientist for the day and join in our passion for discovery.

Once a program is confirmed with BNL, please submit a registration form to Peconic Teacher Center. Please note: Morning refreshments will be provided. You may bring your own lunch or purchase food in the cafeteria.

December 3, 2008 OR February 10th, 2009 Exploring Cell Structure, DNA, and Proteins through Experiential Learning

Audience: Middle school science teachers

Time: 8:30 a.m. – 2:30 p.m.

Cost: No COST to PTC Districts

Location: Brookhaven National Laboratory, Upton, NY 11973, Building #801

Course #: TMS002

****Upon arrival at the main gate participants are required to present a valid photo id****



A kit is available from Wards Natural Sciences to support this workshop. The kit is – DNA On A Chain Lab Activity: Extraction and Isolation Laboratory with a New Twist – product number: 36 V 6358; The price is \$90.00.

To obtain this kit go to this website:

<http://wardsci.com/search.asp?t=ss&ss=dna+extraction&x=0&y=0>

This program, tested with thousands of middle school students, provides teachers with a review of cell structure, classes of cells, and cell diversity through hands-on exercises and observation. The course progresses to exploring DNA including extraction of DNA from cells, DNA spooling, and seeing real DNA. Teachers will learn about the history of cell transformation and then actually conduct a gene transfer by placing Green Fluorescent Protein into a harmless strain of *E. coli* cells. The program will include a discussion on proteins which play a critical role in a wide range of human disease from sickle cell to cancer, and how the National Synchrotron Light Source at BNL allows scientists to gain insight into the structure of these important proteins. Come learn about the differences in the human genetic code and how scientists use their knowledge of protein shape to develop more effective medical treatments. Teachers will use the same scientific databases as BNL scientists to examine and compare the structures of DNA and proteins. With our state-of-the-art 3-D theater, teachers will explore models of proteins and the relationship of protein function. This program prepares teachers to bring students to BNL for participation in similar hands-on activities.

December 5th, 2008 OR February 13th, 2009 DNA Restriction Analysis: Cutting DNA with Enzymes and Bacterial Transformation for Teachers

Audience: High school science teachers (specifically designed to help teachers meet the standards in Living Environment, A.P. Biology and Chemistry)

Time: 8:30 a.m. – 2:30 p.m.

Cost: No Cost to PTC Districts

Location: Brookhaven National Laboratory, Upton, NY 11973, Building #801

Course #TMS003

Course #: TMS003

December 5th, 2008 OR February 13th, 2009

DNA Restriction Analysis: Cutting DNA with Enzymes and Bacterial Transformation for Teachers (continued from previous page)

Teachers will learn about the discovery of Restriction Enzymes used to cut (or “digest”) DNA molecules in a precise and predictable manner. Today, scientists use these enzymes on DNA with the same precision that surgeons use a scalpel on a patient. Cutting and pasting DNA from different organisms is the basis of the “recombinant DNA” revolution in the study of biology and the rapidly expanding fields of Biotechnology. In this lab, teachers will use the tools of recombinant DNA research to digest DNA from two harmless viruses that infect bacteria. Teachers will analyze the DNA digestion patterns to decipher the identity of an unknown bacterial virus. DNA cutting patterns are then used by the teachers as a “DNA fingerprint” to identify their unknown virus. Teachers are then introduced to the history of cell transformation: the uptake and expression of foreign DNA by a living cell. From Griffith’s famous transformation experiment in 1928, to today’s aquarium Glofish™, teachers will see how gene transfer technology continues to expand. Using a jellyfish gene that codes for a Green Fluorescent Protein, teachers will transform a harmless laboratory strain of *E.coli* to express the green fluorescent jellyfish trait! Today applications of gene transfer include making human insulin for the treatment of diabetes and engineering plants that are resistant to insect pests. This program prepares teachers to bring students to BNL for participation in similar hands-on activities.

December 10th, 2008 OR February 24th, 2009

The Citric Acid Process of Remediation – An Exploration of Redox Chemistry and Environmental Cleanup

Audience: High school science teachers including A.P. Research and Chemistry

Time: 8:30 a.m. – 2:30 p.m.

Cost: \$200 per person

Location: Brookhaven National Laboratory, Upton, NY 11973, Building #801

Course #: TMS004

****Upon arrival at the main gate participants are required to present a valid photo id****

In these labs, teachers learn about a chemical technique developed at BNL for the remediation of soils and wastes contaminated with toxic metals. Using iron as a model for toxic metal contamination, teachers follow a simple two-step procedure to remove and recover the metallic “contaminant.” The two steps can be summarized as (1) extraction and (2) biodegradation or photodegradation. Citric acid, a naturally occurring organic complexing agent, is used by the workshop participants in the first activity to extract iron from soil by forming a soluble iron-citrate complex. Other metals may also be extracted by this step. The iron-citrate extract in activity two is subjected to biodegradation in a microbial “bioreactor” which results in bioprecipitation of the iron that is then recovered in a concentrated form.

The second part of this program explores the importance of zeolites in chemistry applications. Zeolites are common minerals in the earth’s crust (the surface layer of our planet). They are made of crystals that take many different shapes, sizes, and internal structures. Zeolites play an important role in the scavenging of toxic metals and radionuclides from waste water. The Zeolites provide an effective trap for removing hazardous ions from solutions and preventing them from being released again. At Brookhaven National Laboratory, geologists, chemists, and physicists are searching the earth for new materials and trying to discover new techniques to improve the process of ion exchange in zeolites. This exercise uses calcium and iron ions as surrogates for toxic substances. Since the basic chemical processes and reaction mechanisms are the same for calcium and iron, these ideas and principles replicate processes used for elements of environmental concern such as cesium, cadmium, and lead. This program prepares teachers to bring students to BNL for participation in similar hands-on activities.

SPECIAL EVENT

Visualizing and Verbalizing *For Language Comprehension and Thinking*

Visualizing and Verbalizing

Instructor: Certified Lindamood-Bell Trainer
Dates: October 21-22, 2008
Times: 8:30 am -3:00 pm
Location: Peconic Teacher Center
Fee: \$270.00 per participant payable to the Peconic Teacher Center. **Due to high cost of this training, PTC is subsidizing 1/2 the cost for each participant. To register, please call 591-4627.**

The Problem . . .

Michelle, a high school senior, reads words accurately but she can't comprehend the content. She has difficulty connecting to language she reads or language she hears. Words seem to go in one ear and out the other. People think she is not trying, and she has been labeled a "motivation" or "attention" problem. Many times this can be associated with those diagnosed with ADD (Attention Deficit Disorder), with or without hyperactivity.

A Cause . . .

A primary cause of language comprehension problems is difficulty creating an imaged gestalt—a whole. This is called weak concept imagery. This weakness causes individuals to only get "parts" such as a few facts or details rather than the whole picture.

Individuals with weak concept imagery have difficulty with reading comprehension, critical thinking, and may not easily follow directions or connect to conversations. They may also have difficulty expressing ideas in an organized manner. If they read well, but are severely unable to comprehend they may be labeled hyperlexic or high-functioning autistic, including Asperger's.

Some Symptoms . . .

Individuals of all ages may experience the symptoms of an undiagnosed and untreated concept imagery dysfunction. This causes:

- Reading Comprehension
They have to reread material several times and often remember only a few details, rather than the "whole."
- Oral Language Expression

They may seem shy and have difficulty organizing their language...or they may be talkative but scattered, relating information out of sequence.

- Oral Language Comprehension
They connect to only part of a conversation and have difficulty responding relevantly and thinking logically. They may ask and re-ask the same question and are labeled "poor listener."
- Written Language Skills
Their writing is often described as unorganized and nonspecific.

The Workshop...

The two day Visualizing and Verbalizing® (V/V®) workshop prepares you to teach students to image concepts and apply that imagery to higher order thinking skills. Highly interactive with videos and practice sessions, the V/V® workshop will take you from verbalizing pictures to visualizing and verbalizing gestalts for critical thinking and content application. **This workshop content is appropriate for all students; but is particularly effective with middle and high school students.**



Our workshops are provided directly by Lindamood-Bell Learning Processes® Presenters. Sponsor organizes venue, fees, and announcements. Lindamood-Bell is providing materials and instruction for the workshops. Sponsor is not affiliated with, certified, licensed, monitored, or sponsored by Lindamood-Bell. Lindamood-Bell is the only provider endorsed and licensed by the authors of the Lindamood-Bell® programs. Seeing Stars® and ST™, Visualizing and Verbalizing® and V/V®, Lindamood Phoneme Sequencing® Program and LiPS® are trademarks and service marks of Lindamood-Bell Learning Processes.

Payment Must Accompany Registration

RtI LEARNING COMMUNITY

Join with PTC to explore the ideas, programs and information that will help Districts move toward an RtI model!

Last year, with the help of Arlene Crandall, SETRC, many representatives of Consortium Districts met to learn and discuss RtI. We will continue the conversation this year, beginning on August 25, when PTC will host an audio conference with Dr. Wayne Callendar, **“What Works and What Doesn’t Work in RTI Assessment”** from 10:45 AM to 12:30 PM. In his presentation, he will discuss the qualities of good assessment and highlight some of the dangers of not using assessments effectively.

Please look for an announcement for the FIRST RtI Learning Community meeting in October. We will meet in October, November, January, March and May!



EDU 1490 • 30 hours • 2 In-service credits

Peconic Teacher Center in Collaboration with Eastern Suffolk Reading Council

Meetings are held in the East Hampton Middle School Library 3:30 – 6:30 pm, Authors 3:30-7:00pm. You will complete a registration form and hand in a check for **\$35.00** payable to Reading Council at the October 20th meeting. **You MUST register with Council President, Jeannie Becker at jbecker@ehufsd.org or 329-4112.** Please contact Council prior to first Authors visit they are held at a separate location

Eastern Suffolk Council Calendar 2008-2009

WE WELCOME THE FOLLOWING PRESENTERS:

October 20, 2008: Lynn Wilson, Sadlier Oxford

October TBA: Author - Alyssa Satin Capacilli

November 24, 2008: Wendy Wax

December 4, 2008: Author - Elizabeth Uhlig

December 15, 2008: Lynn Robonson, McGraw Hill Building Competence through Gradual Release of Responsibility Doug Fisher

January 21, 2009: Ken Simmon ~ Claudia Wotherly

January 29, 2009: Author - Perchance to Dream - Theater Workshop

February 5, 2009: Author - Laurence Pringle

February 10, 2009: Kathleen Ambrose, Thinkfinity

March 5, 2009: Author- James Bruchac

March 16, 2009: Connie Randolph and Stacy Fellom, Strategies for ELL learners

April 24, 2009: NRC/LILAC Conference. We encourage all members to attend at the NRC membership fee!

Payment Must Accompany Registration

Registration Form



Peconic Teacher Center
141 Narrow Lane, Southampton, New York 11968
631-591-4629 Fax: 631-283-1905
Larrilee Jemiola
Vicki Williams, Administrative Assistant

Please Note Fees Have Changed

- Please Check:
- Graduate Credit (Prices vary per College) (Processing fees may apply)
 - Inservice Credit - \$95.00 per credit (other fees may apply)
 - Audit - \$35.00 per credit (other fees may apply)
 - Workshop - \$35.00 per credit (other fees may apply)
 - Non - member inservice credit fee \$150.00 per credit (other fees may apply)
 - Non-member Audit Fee - \$50.00 per credit (other fees may apply)
 - Duplicate Certificate - \$5.00 per certificate

Courses will not run unless there are **EIGHT (8)** in-service credit participants

Workshops will not run unless there are **EIGHT(8)** participants

Registration fees MUST BE received by the "No Later Than" date and are non-refundable unless the course is cancelled

List the Course Title

1. _____
2. _____
3. _____

Name: _____

Mailing Address: _____

Home phone _____ School Phone _____

E-Mail Address _____

School Building _____

Subject _____

Grade Level _____

School Address _____

Registration Fee MUST be included or you will not be registered for desired course
Please send a separate check for each activity if possible

Payment Must Accompany Registration