

**Brentwood Teacher Center
Winter - Spring 2012
Course Catalogue**



**Sign up for classes starting
Wednesday, January 18, 2012;
to register, call x2101.**

**No registrations left on voicemail will be
accepted.**

The Brentwood Teacher Center exists to help district teachers by providing:

- Courses
- Workshops
- Opportunities for research and collaboration through Professional Circles
- Reference materials
- Equipment to create and enhance instructional materials
- Peer Visitations (allowing teachers to observe colleagues inside and outside the district)

The ultimate goal of all teacher centers is to improve student learning. Toward that end, the Center responds to your needs. Don't hesitate to call the Center with a specific request (workshop topic, equipment need, purchase of a particular book or periodical, etc.). If possible, and if funding is available, your request will be honored.

Important Reminders:

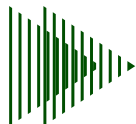
All courses must have an enrollment of at least ten participants.

THERE IS NO REGISTRATION FEE. Any additional fees (admission, transportation) must be paid by participants to the instructor.



As in the past, credit will be awarded with every 15 hours equaling 1 in-service credit; workshop/seminar hours taken through the Brentwood Teacher Center will accrue toward in-service credit. Questions regarding in-service credit should be directed to the Office of Human Resources (x2331)

Prior approval for in-service credits must be requested online at www.mylearningplan.com. Your first 15 credits will be automatically approved. Remember your initials and the last 4 digits on your paycheck are your username and password.

It is your responsibility to ensure that credit will be given to you for a particular course/workshop; please refer to article 20 and Appendix 4 in your contract for information on in-service credit and request for salary adjustment. Read course descriptions carefully, since credit will not be granted for repeated courses or for courses too similar to ones you have already taken.





Three Credit Courses

Title:	Integrating Academics with Sports & Children's Hobbies-FUN	
Instructor:	Jon Norberg	
Site:	Freshman Center, Room 3	
Dates:	Friday, Saturdays January 27, 28; February 4, 11; March 3, & 10	
Time:	Friday 4 – 6:30 pm; Saturdays 8:00 – 5:00 pm (includes ½ hour bag lunch)	
Credit:	3 in-service (45 hours)	
Audience:	All interested teachers, K – 12	
Materials Fee:	There will be a \$40 materials fee collected by the instructor on the first day.	

*CCLS: The goals are encouraging teachers to make pragmatic connections between instructional concepts and the realities that children deal with daily. When we learn to identify what each child loves to do, we can show them through lessons how they can be more successful in their pursuit to success. It will be the instructor's responsibility to teach how to make the academic sport connections.

Teachers will learn how to create **magic** across their curriculum by connecting their academic lessons to the students interests; sports, hobbies, and play time passions. This course will explore how teachers can integrate literacy, math, science and social studies with the needs and motivation that children already have for play.

Title:	Incorporating Social Skills into Classroom Instruction	
Instructor:	Linda Walter	
Dates:	Saturdays January 28, February 4, 11; March 3, 10, 17	
Time:	8:00 am - 4:00 pm (including a ½ hour lunch)	
Credit:	3 in-service (45 hours)	
Site:	Freshman Center, Room 7	
Audience:	Teachers of Pre-K- grade 6	

CCLS: College and Career Readiness Anchor Standards for Speaking and Listening. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

*Common Core Learning Standard

Social skills are one of the most important tools for students to succeed later in life. Therefore, we must continue to incorporate the development of social skills in our classrooms. Although social skills are learned primarily through natural learning and simple instruction, many children require more support to fully develop to their potential. Participants will learn to identify key social skills for the students they work with as well as learn to target their social skills deficits. In addition, this course will promote participants' understanding of various tools to use within the regular or special education setting to promote the development of social skills. This will be a hands-on course in which participants will create stories, videos and games to use with their students.

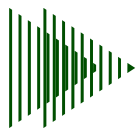
Title: Colonial Long Island
Instructor: Paul Wangenstein
Site: Sachem High School North, Rm. E212, and Various Field Sites
Dates: Fridays, Saturdays, and Sundays
 May 18, 19, 20, and May 25, 26, 27
Time: Fridays 4 – 7:30 pm;
 Saturdays and Sundays 8:00 am – 6:00 pm (including ½ hour bag lunch).
Credit: 3 in-service (45 hours)
Audience: All interested teachers, K - 12
Maximum: 16 participants
Additional Fee: \$65.00 admission and activity fee to be paid to instructor on the first day.

CCLS: “Illustrating the complexity, quality and range of student reading, Gr. 6-12. Thomas Paine, “Common Sense” 1776 and “The American Crisis”.

At the end of the colonial period of our nation’s history, no other author had contributed more significant writing to the start of our new nation. Through a series of lectures, videos, slide presentations and visits to numerous field sites, the teachers will get the full range of topics of this period of history. Teachers will be able to research old maps and get a broad knowledge of the geography of the period, start a fire suitable to cooking on an open hearth, use period cooking utensils and follow period recipes to prepare and eat a meal, identify local crops and agriculture, recognize period clothing and architecture and list the emerging scientific and medical breakthroughs of this time in our history.

Note: Field trips are rain or shine and suitable clothing and footgear will be necessary.

Should Paul’s course be over-registered, all registrants’ names will be chosen from a lottery to fill the 18 slots. Those whose names are not chosen will be kept on a wait list.



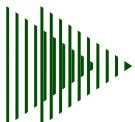
Two Credit Courses

Title:	Intensive Skills and Strategies Workshop for Raising Standardized Test Scores
Instructor:	Gayle Menkes-Lumia
Site:	Freshman Center, Room 9
Dates:	Saturdays January 21, 28; February 4, 11; March 3
Time:	8:30 am – 3:00 pm (including ½ hour lunch)
Credit:	2 in-service (30 hours)
Audience:	All interested teachers, K - 12
CCLS:	<ul style="list-style-type: none"> - Reading standards for literature (K-12) - Reading standards for informational text (K-12) - Writing standards (K-12) - Speaking and listening standards (K-12) - Language standards (K-12)



NEW

Tired of the old test reviews and test preps? This course will refresh you and your students as you delve into intensive skills and strategies, in a unique way. You will be completely engaged as you learn how to test prep your students and utilize the data to drive your instruction. (K-12 All subject matters)



Accrued Hours

Title:	Non-Violent Crisis Intervention Training
Instructor:	Lisa Navarra
Site:	Public Meeting Room, Felicio Administration Center
Dates & Times:	Wednesdays February 1, 8, 15 (4 – 6 pm) February 29 (4 – 7 pm)
Credit:	9 hours toward 1 in-service credit
Audience:	All interested teachers
Max Class Size:	14
Material Fee:	\$25.00 - Payable to the instructor first class

The goal of this training is to teach participants how to intervene in a crisis in a way that provides for the care, welfare, safety and security of all who are involved in the crisis situation. The program will begin by clarifying the basic elements of violent behavior. It proceeds to identify how a crisis may escalate and conversely de-escalate. The progression of the training will be from identifying nonverbal behaviors of students, verbal behaviors of students and staff, and restraint techniques if there is imminent danger present.