



Summer 2020

SUMMER INSTITUTES for TEACHERS

Molloy College will provide professional development opportunities for teachers this summer through a series of week long Institutes being offered at either the Rockville Centre campus at 1000 Hempstead Avenue or at its Suffolk Center at Route 110, on the grounds of Republic Airport located at: 7180 Republic Airport (Grumman Lane), in East Farmingdale. **Online courses** are also offered! The Institutes can be taken for 3 graduate credits and our Advanced Placement institutes may also be taken on a non-credit basis. Additional information can also be found on our website at: www.molloy.edu/ce/summer. Institutes will be offered in the methods and techniques of teaching:

- Advanced Placement Subjects • Ed Tech • English Language Arts • Math • Science
- General Interest • K-6 Grade Levels • Social Studies • Special Education • TESOL

Further information on all the institutes can be found inside.

Graduate Tuition Rate: \$900 per 3-credit Institute For Teachers Who Qualify, see page 15

Register Now - Space is Limited!

Molloy College
Summer Institutes
www.molloy.edu/ce/summer

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Molloy College
Division of Continuing Education & Professional Development
1000 Hempstead Avenue
PO Box 5002
Rockville Centre, NY 11571-5002

SUMMER INSTITUTES FOR TEACHERS

Interested in expanding your subject area knowledge, exploring new subject material or adding to your teaching tool kit? Look no further, Molloy College has what you are looking for. This summer you will be able to enroll in courses to build your knowledge in various content areas and to improve your instructional skills. The Institutes described in the pages that follow may be taken for 3 graduate credits (**\$900 per Institute**) or on a non-credit basis for 2 in-service credits (**AP courses only, \$850 per AP Institute**). Most of the Summer Institutes are offered on an intensive, one-week, 4-day, format at either our Rockville Centre campus or at our Suffolk Center in East Farmingdale. Some courses are also offered in a fully-online format. Course descriptions, along with the schedule of classes, tuition rates, travel directions, application and registration information can be found on the pages as listed below. Visit: www.molloy.edu/ce/summer for more information.

Information on the following institutes can be found on the pages that follow.

AP* INSTITUTES (page 12):

(Please visit: www.molloy.edu/ce/ap for further information)

- AP Art History
- AP Biology
- AP Calculus BC
- AP Calculus AB
- AP Chemistry
- AP Computer Science A
- AP Com. Science Princ.
- AP Economics
- AP English Language
- AP English Literature
- AP Environmental Science
- AP European History
- AP Government & Politics
- AP Physics 1
- AP Spanish Language
- AP Spanish Literature
- AP Statistics
- AP U. S. History
- AP World History

GENERAL INTEREST AND ENGLISH LANGUAGE ARTS

INSTITUTES (pages 2-9):

- Academic Language & Literacy for Multilingual Learners in Elementary Classrooms
- Best Practices and Strategies in Education
- Celebrating Reading in the 21st Century
- Creating a Culture of Thinking for 21st Century Learners
- Creativity, Divergent Thinking and Collaboration: Helping Student Master Skills Fortune 500 Companies are Seeking
- Differentiation of Instruction Using Technology
- Digital Literacies in the K-12 ELA Diverse ELL Classroom
- Drama in the ELA Classroom
- Dynamic Writing Instruction in the Secondary Classroom
- ELA Curriculum Writing Institute: Individual Teachers and Teams of ELA Teachers and/or Administrators, Grades 5-12
- **Engage, Explore, Apply: Educational Tech. for Differentiation in Your Inclusive and Culturally Responsive K-12 ELA Class
- **Engaging ELs through Interactive Resources and Visible Thinking Strategies, Grades 7-12
- Engaging the Learner With Games
- ESCAPE! Digital Breakout in YOUR Classroom
- Igniting a Spirit of Inquiry Through Wonder, Curiosity, and Creativity in Future-Ready Literacy Classrooms, Gr 5-12
- ** Instructional Tech. as an Equalizer in the ELL classroom
- **Instruction During the 4th Industrial Revolution
- **Infusing Character and Curriculum
- iPad for the Classroom: Beyond the Basics
- **Leveling Up Lessons With HyperDocs
- **Make Learning Interactive and Engaging by Applying Digital Literacies in Your Culturally Responsive K-12 ELA Class
- Mastering the Digital Tools of Creation and Engagement
- Project-Based Learning and Thinking Routines
- Quality Questioning (Grades 6-12)
- Questioning: Transforming Class Instruction in the English Curriculum, Grades 6-12
- Reading Thoughtprints: Teaching Close Readers to Notice and Note
- **SEL: Reaching and Teaching the Heart of Every Student
- Student Centered Instructional Practices: Are They Getting It?

- Teachers as Writers
- Teaching for Tomorrow...Today
- Technology for the Timid
- **The Tech Savvy Teacher of Today
- Using Brain Research to Enhance Instruction & Demystify the Problems of Struggling Learners
- Vocabulary in the Classroom

MATH INSTITUTES (pages 9-10):

- HS Geometry
- Math 8: The Key to Success in Geometry CC
- Math Modeling
- Preparing for the Next Generation Mathematics Learning Standards for High School Mathematics
- Preparing for the Next Generation Mathematics Learning Standards for Middle School Mathematics

SCIENCE INSTITUTES (pages 10-11):

- Evolution of Earth and Life
- **Growing a STEAM Mindset
- Inquiring Minds Want to Know Why
- Marine Ecology: for Grades K-12
- Natural Resource Conservation
- Physical History of Long Island
- Teaching Sustainability in the High School Classroom
- Teaching Sustainability in the Middle School Classroom
- The Human Impact of Environment on Long Island

SOCIAL STUDIES INSTITUTES (page 12):

- Never Forget, Teaching 9/11: Strategies, Lessons, & Methods for Effective Instruction (K-12)
- The Big History Course: An interdisciplinary Course That Breaks Down the Walls of Traditional Learning

Post-Master's Courses Leading to Certification Without an Additional Degree (pages 13-14):

- Early Childhood Grades Birth - 2nd Certification
- Childhood Grades 1-6 Certification
- Educational Technology Specialist Certification
- Students with Disabilities 1-6 Certification
- Students with Disabilities 7-12 Certification
- Teachers of English to Speakers of Other Languages (TESOL) Certification

New! Post-Master's Advanced Certificate in School Building Leader (SBL) (page 14)

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** Online Course

Application and Registration Instructions with Travel Information to both campuses can be found on page 15.

Institute Descriptions and Schedule of Classes

The Summer Institutes will each be offered on a four (4) day schedule from 8:00 a.m. – 4:00 p.m. each day at either Molloy's Suffolk Center located at 7180 Republic Airport in East Farmingdale or at Molloy's Rockville Centre campus located at 1000 Hempstead Avenue, Rockville Centre. Some institutes are also offered online. Each Institute can be taken on a graduate credit basis for \$900 for 3 graduate credits. To register, please refer to the Application and Registration Instructions on page 15.

GENERAL INTEREST AND ENGLISH LANGUAGE ARTS

The following General Interest and ELA Summer Institutes are offered this summer. To register, please refer to the Application and Registration Instructions on page 15.

Academic Language and Literacy for Multilingual Learners in Elementary Classrooms

Course Number: EDU 5900 Section: 09

(3 graduate credits, Tuition: \$900)

June 29 – July 2, M - Th; **Fully Online Course**

ESOL and Elementary Teachers will explore how to help English learners build academic language and literacy directly aligned to speaking, listening, reading, writing, and interaction to help them be better prepared for content-specific language learning. In this hands-on workshop, participants will work together to deepen their knowledge and understanding of mindset, expectations and outcomes for student success, engage students in critical conversations and thinking opportunities, observe learning, support student growth, and reflect on practice and learning impacts.

Instructor: **Dr. Carrie McDermott** is an assistant professor in the Division of Education at Molloy College. She teaches graduate education courses related to action research, cultural and linguistic diversity, ESOL methodology, theory, and acquisition. In addition, she consults with districts to train staff and administrators in various aspects of ESOL including new and revised mandates, differentiated strategies, integrated collaborative instructional practices, and classroom coaching/ mentoring.

Best Practices and Strategies for the Secondary Level Educator

Course Number: EDU 5900 Section: 46

(3 graduate credits, Tuition \$900)

July 13-16, M-Th; 8:00 a.m. - 4:00 p.m., RVC Campus

This class will be open to **all** secondary level educators and graduate students who are pursuing a degree in secondary education. All disciplines will be addressed through best teaching practices. The class will examine the use of technology (iPads, Chromebooks, smartphones) based on the SAMR model, QFT Protocol, the collaborative teaching model, interdisciplinary education, effective questioning, literacy skills, and character education. Administrators, and National Board Certified teachers will also come in as guest lectures to model effective instruction.

Instructors: **Jason Manning** and **Todd Nussen** have been nationally renowned pioneers in the teaching of the Big History Course. They are both National Board Certified teachers and for their work as Teacher Leaders for the Big History Project and the implementation of this interdisciplinary approach to learning, they were co-recipients of the Collaborators of Excellence Award by NYSEC in 2015. Jason was honored as the Empire State

Teacher for Excellence in 2016. In 2017, Todd received the September 11th Teacher Award by the 9/11 Tribute Center for his work on global citizenship. They are both adjunct professors of education at Molloy and have presented at educational conferences across the country.

Celebrating Reading in the 21st Century

Course Number: EDU 5900 Section: 52

(3 graduate credits, Tuition: \$900)

July 27 - 30, M - Th; 8:00 a.m. - 4:00 p.m., Suffolk campus

I don't believe in non-readers or reluctant readers; they are Yet-To-Be Readers! I believe in children who haven't YET connected with reading. The connection could be finding the perfect book that speaks to them, regardless of topic and reading level. It can be a book in a different format such as an ebook or an audiobook. Or it could be sharing the reading experience with another person. Reading doesn't have to be a solitary activity. It can be an event that brings people together. Chances are you became an educator because you love to read and want to share that joy with your students. But how can reading books compete with screen time and video games? Through this course, we will collaborate and share ideas to promote books and reading in our school learning communities. Together we will explore ways that we can promote books through low-tech and high-tech means.

Instructor: **Kristina Holzweiss**

Creating a Culture of Thinking For 21st Century Learners

Course Number: EDU 5900 Section: 63

(3 graduate credits, Tuition: \$900)

July 13 -16; M-Th; 8:00 a.m. - 4:00 p.m., Suffolk Campus

This course will examine the philosophy of Harvard Graduate School's Project Zero institute and provide educators of all grade levels and disciplines ways to encourage critical thinking and make thinking visible within the class. The class will utilize technology and digital tools to engage and meet the needs of diverse learners. There will also be an emphasis on the power of reflection for educators and learners through the use of blogs.

Instructor: **Danielle Mammolito**

Creativity, Divergent Thinking and Collaboration: Helping Student Master Skills Fortune 500 Companies are Seeking

Course Number: EDU 5900 Section: 21

(3 graduate credits, Tuition: \$900)

July 6 – 9, M-Th; 8:00 a.m. - 4:00 p.m., RVC Campus

Tap your inner passion to connect with students and create equitable learning environments where all students can flourish. By recognizing multiple modes of intelligence

(one size does not fit all), work with colleagues to develop take-home 'Next Generation Lesson Plans' that foster creativity, imagination, innovation, divergent thinking. Topics explored include: examining the world's best schools, harnessing positive energy within your classroom, integrating character education across the curriculum (social emotional literacy), creating student passion wheels, refusing to be defined by 'dis' abilities, developing YouTube virtue libraries, examining world class mentoring programs, promoting flexible mindsets, and innovative digital storytelling.

This course is designed for elementary, middle school, high school, general, and all special education teachers. Instructor: **Rick Wolfsdorf** has thirty-five years of teaching experience working with multiply handicapped students of all abilities and grade levels. He currently works in the Freeport School District Twilight Program, leads professional development workshops, and is an author/publisher for The Attainment Company and Wolfpack Multimedia. Website: www.specialeducationsolutions.com

Differentiation of Instruction Using Technology

Course Number: EDU 5900 Section: 53

(3 graduate credits, Tuition: \$900)

July 27 - 30, M - Th; 8:00 a.m. - 4:00 p.m., Suffolk campus

Laptops, iPads, Chromebooks, and even smart phones, have the potential to support struggling learners and provide opportunities for enrichment to all learners. In this workshop, we will explore how various tools and apps can facilitate differentiation and personalization and create rich learning experiences that meet the needs of ALL students. In particular, we will focus on how technology might support reading, writing, and note-taking, as well as provide students with multimedia options and various choices for how they demonstrate their understanding. During this intensive, hands-on workshop, teachers will have abundant time to explore sites, tools, apps, and strategies that can be applied to any device – and any classroom – in order to help students develop into master learners. **(This class is applicable to all disciplines & grades)**

Instructor: **Melissa Torre** is a High School Earth Science & was a Middle School Physical Science Teacher on Long Island. She has her Masters in Special Education & Undergrad in Geology & Elementary Education. She holds NYS certifications in Earth Science, Special Education, & Elementary Education. She also was the Suffolk County STANYS (Science Teachers Association of NYS) Earth Science SAR (Subject Area Representative) and has been awarded the Nassau County STANYS Outstanding High School Science Teacher Award & the STANYS Fellows New Teacher Conference Award.

Digital Literacies in the K-12 ELA Diverse ELL Classroom

Course Number: EDU 5900 Section: 57

(3 graduate credits, Tuition: \$900)

August 10 - 13, M - Th; 8 a.m. – 4:00 p.m., RVC campus

Excite and engage your students by integrating new, free, and easy to use web tools in your ELA classroom. Use Google Docs/Slides to annotate and begin research projects. Create Hyperdocs and integrate technology using free tools to promote student creativity, collaboration

and communication. Explore a variety of innovative tools including Google Classroom, Buncee, Canva, Weebly for easy website creation, online avatars, Google Suite, Word Cloud Creation Tools, Video Creation/Integration, and much more. Other applications explored to motivate students will be Thinglink, Popplet, and Padlet. These tools will be sure to engage your students in a collaborative environment.

Instructor: **Dr. Maria Esposito** is an assistant professor at Molloy College in the Division of Education. She teaches Technology for Teachers in the Inclusive Classroom and Advanced Technology in the Graduate Program. She provides professional development for her colleagues in advanced instructional technology in a "state of the art" model classroom at Molloy College, and has presented technology integration at international conferences. Her professional roles have included the following: elementary school teacher, Assistant Manager in Instructional Technology at Syosset Schools, and a Divisional Administrator for Instructional Technology at Western Suffolk BOCES.

Drama in the ELA Classroom

Course Number: EDU 5900 Section: 10

(3 graduate credits, Tuition: \$900)

June 29 – July 2, M - Th; 8 a.m. – 4:00 p.m., RVC campus

Drama is an important tool for preparing students to live and work in a world that is increasingly team oriented. It is a creative way for students to express how they feel and what they have learned. Drama helps students develop tolerance and empathy. Students have the opportunity to celebrate the richness and depth of human expression in all of its forms. This course is designed to explore the many facets of the ELA Next Generation Standards and discuss objectives implementing these standards in various teaching techniques. Teachers will review anchor standards and develop lessons and units of study utilizing these objectives. They will analyze the value of performing various literature, focusing on plays, skits, cooperative stand-up, strike a pose and tableau in order to ensure that their students will be college and career ready when they reach that age – and ready for the next grade level when the school year is complete. Drama will be an integral part of this course.

Instructor: **Regina Hall** is an English teacher at St. John the Baptist Diocesan High School. She teaches 11AP Literature, Contemporary Fiction, Speech and 12R British Literature. She has been teaching since 1982 and has taught all Regents level English courses. In 2012, she was awarded the University of Chicago Outstanding Educator Award. Ms. Hall's educational goal is to instill a love for literature in each of her students.

Dynamic Writing Instruction in the Secondary Classroom

Course Number: EDU 5900 Section: 61

(3 graduate credits, Tuition: \$900)

July 27 - 30, M - Th; 8 a.m. – 4:00 p.m., RVC campus

Teaching writing is one of the ELA teacher's most challenging responsibilities and requires a deep understanding of language structures and the writing process. Teachers must also be skilled at responding to student writing in ways that promote critical thinking, deep revision and development of voice. Participants will leave this course being able to cultivate an inquiry-based writing

environment that will prepare all learners including English language learners and Advanced Placement students to write in multiple genres for a variety of purposes. Special attention will be paid to developing expertise with mentor texts, both fiction and nonfiction.

Instructor: **Karen Buechner**, M.Ed., M.A., has been teaching ELA for 25 years and has taught all levels from grades 7 through 12. She also teaches in the Program of Writing and Rhetoric at SUNY Stony Brook. Ms. Buechner's areas of expertise include literacy education, particularly writing instruction, student-centered learning, metacognitive awareness, and classroom discourse. She has presented numerous professional workshops on secondary literacy throughout Long Island and NYC. As a fellow of the Long Island Writing Project, she has been instrumental in implementing professional development in schools across Long Island. Ms. Buechner has also been the recipient of a Fulbright Scholarship to India where she studied language and culture.

ELA Curriculum Writing Institute: Individual Teachers and Teams of ELA Teachers and/or Administrators, Grades 5-12

Course Number: EDU 5900 Section: 70
(3 graduate credits, Tuition: \$900)

August 3 - 6, M - Th; 8 a.m. – 4:00 p.m., Suffolk campus

Over the last ten years, curriculum has been redefined to include standards-based units of study. During this interactive institute, ELA teachers will begin the process of writing a grade level standards-based curriculum. In the spirit of writing units with the end in mind (Understanding by Design), on the first day teachers will write a standards-based assessment for a 2-4 week ELA literature based unit. By the end of the second day, teachers will have developed lessons for that unit that include formative assessments to inform instruction. By the end of the institute, teachers will have minimally, an outline of a complete standards-based unit, and ideally a complete unit with a mid-unit assessment, formative assessments, protocols that promote collaboration and writing. The process will use the new **Guide for Aligning Local Curricula to the Next Generation ELA Learning Standards** recently published by the State. It is recommended that districts send a team or teams of grade level teachers who can collaborate on the unit that will become part of the grade level curriculum. There will be an expectation, that on day 1, participants will bring a full-length text that they would like to include in the curriculum. The text should be challenging and have multiple interpretations. In addition, they will receive instruction prior to the first meeting on how to select a few possible short companion texts for the unit. This promises to be a fulfilling and exciting method for writing curriculum and for improving student engagement and learning during the school year.

Instructor: **Victor Jaccarino** is a retired Lead Chair of English, Herricks Public Schools. His professional roles have included the following: Adjunct Professor of Education, Hofstra University; Past President of Long Island Language Arts Council and New York State English Council; Convention Chair of the NCTE Convention in NYC; Team Leader of the NYS Education Department's review of the Common Core Learning Standards and NYS

additions; Educational Consultant for New York State Education Department, BOCES and several Long Island and New York State school districts; New York State Network Team Institute Member and Participant.

Engage, Explore, Apply: Educational Technology for Differentiation in Your Inclusive and Culturally Responsive K-12 ELA Classroom--BEGINNERS WELCOME!!

Course Number: EDU 5900 Section: 66
(3 graduate credits, Tuition \$900)

August 3 – 13, **Fully Online Course**

The 21st Century Learning Initiative challenges educators to integrate online technology tools into their work on a daily basis. This Institute will provide you with tools to engage your students in learning through technology and to assess their content knowledge. It will also inform you on how to use the latest free online assessment tools in your ELA classroom. Your students will be excited to take your survey, exit ticket, or quiz using instructional technology. You will also be able to examine the effectiveness of your lessons. Programs, such as Pear Deck, Google Forms, and Quizziz are free and can be effective tools in your classroom. You will also have the opportunity to explore Virtual Reality and Lego Robotic Technology!

Instructor: **Dr. Maria Esposito** is an assistant professor at Molloy College in the School of Education and Human Services. She teaches Technology for Teachers in the Inclusive Classroom and Advanced Technology in the Graduate Program. She provides professional development for her colleagues in advanced instructional technology in a "state of the art" model classroom at Molloy College and has presented technology integration at international conferences. Her professional roles have included the following: elementary school teacher, Assistant Manager in Instructional Technology at Syosset Schools, and a Divisional Administrator for Instructional Technology at Western Suffolk BOCES.

Engaging ELs through Interactive Resources and Visible Thinking Strategies, Grades 7-12

Course Number: EDU 5900 Section: 24
(3 graduate credits, Tuition: \$900)

July 6- 9, M - Th; **Fully Online Course**

Students are expected to be critical thinkers in a world that changes daily. Innovation, critical thinking and problem solving are critical skills English Learners need to be successful in the 21st Century. Educators are expected to foster these skills to meet the expectations for global learners while building language skills. In this hands-on workshop, teachers will explore how to help students "cultivate thinking" through a variety of routines for introducing, exploring, synthesizing, and organizing ideas. Participants will explore the concept of digging deeper to meet the challenges of preparing students for a world that does not yet exist. Participants will focus on and take away scaffolding strategies to impact thinking skills through interactive resources that build cognition and critical thinking skills in content area classes to increase student success.

Instructor: **Dr. Carrie McDermott** see bio on page 2.

Engaging the Learner with Games

Course Number: EDU 5900 Section: 37

(3 graduate credits, Tuition: \$900)

July 20 – 23, M - Th; 8:00 a.m. - 4:00 p.m., Suffolk campus

This class has been created for teachers to maximize teaching and learning, by making it an engaging and exciting experience. Explore a variety of classic games, such as card games and board games, in non-electronic form. As well as online and other electronic games. Who doesn't love games? Games spark interest, enthusiasm for learning and help students to remember what was learned. The overall objective should be to help each child to understand concepts, enabling them to become more confident with the material. What better way to do that than through educational games. **(This class is applicable to all disciplines & grades)**

Instructor: **Melissa Torre**. See bio on page 3.

Escape Digital Breakout in Your Classroom

Course Number: EDU 5900 Section: 58

(3 graduate credits, Tuition: \$900)

July 6 - 9; M-Th; 8:00 a.m. - 4:00 p.m., RVC Campus

Escape rooms have taken the social scene by storm! Whether played by teenagers, adults or people in team-building activities, the Escape Room is a perfect way to test your wits in a race against time. It involves communication, critical thinking, collaboration and creativity- all 21st century skills. What better way to teach your students these skills than bringing gamification your classroom? This course will explore the components of traditional and digital breakout games and participants will create their own games based on grade levels, content and curriculum. Instructor: **Danielle Mammolito**

Igniting a Spirit of Inquiry Through Wonder, Curiosity, and Creativity in Future-Ready Literacy Classrooms, Grades 5-12

Course Number: EDU 5900 Section: 13

(3 graduate credits, Tuition:\$900)

June 29 – July 2, M - Th; 8:00 a.m. - 4:00 p.m., RVC campus

Are you intrigued by the possibilities that wonder and creativity bring to education? Join this four-day institute to reimagine your teaching practice with innovative ideas fueled by a spirit of inquiry. Engage in teamwork as "wonderologists" at multi-dimensional "creation stations" where you will collaborate and tinker with digital and non-digital resources that offer choice options. Let your imagination soar as you create rich, curiosity-powered literacy lessons that emphasize the 4 C's of 21st-century learning and NYSED's *Lifelong Practices of Readers and Writers*. Bring back to your classroom a virtual toolbox of literacy resources, your mini-inquiry unit lessons, and a desire to uncover pathways to amplify and honor the voices of all students.

Instructor: **Carol Varsalona** is an ELA consultant with extensive experience as a districtwide literacy administrator and educator, national/state conference presenter, and staff developer. In addition, she is a blogger, poet, creator/curator of online global galleries of artistic expressions, moderator of #NYEDChat, and Wonder Lead Ambassador for Wonderopolis. Varsalona is dedicated to impacting K-12 teaching and literacy learning

concentrating on the development of creativity, wonder, and writer's voice. She has a Professional Diploma in School District Administration, a CAS in Reading, MS in Developmental Reading, and BA in English Education.

Instructional Technology as an Equalizer in the ELL classroom

Course Number: EDU 5900 Section: 71

(3 graduate credits, Tuition: \$900)

August 10 – 13; M-Th; **Fully Online Course**

Instructional technology promotes engagement and language acquisition in the ELL stand alone or co-taught classrooms. It allows ELL learners at all levels to participate equitably with their English-speaking peers at a level and pace that works for them. Teachers are the facilitators of the learning, and strategies such as QSSSA, Language Anticipation Guide, Collaborative Slide Decks, Quick Write/Quick Draw, PearDeck and others, in conjunction with instructional technology help all levels of ELLs in the classroom (Seidlitz & Kenfield, 2011). Dr. DiGregorio will show you how to use the strategies in both technology and non-technology settings and how to develop lessons with tools to implement immediately in the ELL stand-alone or co-taught classrooms. Instructor: **Dr. Katie DiGregorio**, teacher, Smithtown High School West and adjunct faculty member, Molloy College. Recipient of the 2019 Fred Podolski Leadership and Innovation in Technology Award from BOCES. She has presented nationally at the TextESOL IV Conference and is a Google Certified Educator, a PBS Digital Innovator and FlipGrid Ambassador.

Instruction During the 4th Industrial Revolution: Disruption, Engagement, and Innovation

Course Number: EDU 5900 Section: 43

(3 graduate credits, Tuition: \$900)

July 20 – 23; M-Th; **Fully Online Course**

In his work, George Couros, author of *The Innovator's Mindset*, inspires us to consider the differences between being in a groove and being stuck in a rut. He notes, "The two can feel very similar to one another, yet the journey is quite different." We are currently living and educating in what many have coined the Fourth Industrial Revolution. A time when artificial intelligence, robotics, computer programming, self-driving cars, drones, enhanced technology, virtual assistants, and the notion of work itself pose a very different future for our students than what we understand. Yet, do we rethink and disrupt our practice to focus on skills *they* need and not content that we once thought was important? What about the way students process their learning? Are they owning it? This course will put a spotlight on our perceived groove that actually may prompt students in 2020 to get stuck in a rut. Throughout the course, we will reflect on our own mindsets, explore engaging teaching and learning strategies that put students in the driver's seat of their learning, discuss our own learning imperative, delve into the details of the 4th Industrial Revolution, and in the end, disrupt, engage, and innovate our practice. Participants will be expected to leverage Twitter throughout the course. Instructor: **Ed Kemnitzer**, Director of Technology, Innovation, and Information Services for the East Williston School District. Ed was the recipient of the 2017 Nassau

School Library System's Administrator of the Year and the 2017 Fred Podolski Leadership and Innovation in Technology Award.

Infusing Character and Curriculum

Course Number: EDU 5900 Section: 38

(3 graduate credits, Tuition: \$900)

July 13 - 16, **Fully Online Course**

As student advocates and educators, we know our students need to feel successful academically, socially, and emotionally. Social-Emotional Learning and Character Education are as important to your curriculum as English Language Arts. With our growing curriculums and rigorous expectations, how do we ensure our students are receiving a social-emotional curriculum? Throughout this course, we will explore ways we can integrate Social Emotional Learning and Character Education into your already effective curriculum. Together, we will share and discuss lesson plans you are already teaching, and add those vital social-emotional components. We will work together to create classroom environments where students feel confident enough to become risk-takers and hope-creators. Instructor: **Lisa Lampert**

iPad for the Classroom: Beyond the Basics

Course Number: EDU 5900 Section: 55

(3 graduate credits, Tuition: \$900)

July 27 – 30, M-Th; 8:00 a.m. - 4:00 p.m., RVC Campus

Although many teachers already use iPads in the classroom, they may lack the experience and confidence necessary to unleash the iPads' full potential. Working at your own pace, and under the guidance of a former apple instructor, learn how to tap into your students natural creativity by producing iPad trailers, iMovies, and school-wide morning newscasts. Through the magic of green screen, transport your students to Cinderella's Castle, walk in outer space, run from dinosaurs, become the first explorers to reach the new world, or travel beneath the ocean while you explore the Great Barrier Reef. Using make-shift materials, turn your classroom into green screen studio!

Are you old school and still feeling a bit intimidated? No worries. Apple instructor, Mike Young has teamed up Rick Wolfsdorf, a special educator and former technophobe, who will work with you directly. Collaborating in a non-threatening environment our teaching team will enable you direct great movies while creating an iPad production studio.

Instructors: **Mike Young** and **Rick Wolfsdorf** *Mike Young is a music/technology teacher in Freeport Schools. He has worked in elementary, middle school, and high school settings. He formally worked for the Apple Corporation. Rick Wolfsdorf has thirty-six years of experience working with special education students with multiple handicaps in a variety of settings. He currently works in the Freeport School District Twilight Program, leads professional development workshops, and is an author/publisher for The Attainment Company and Wolfpack Multimedia. Website: www.specialeducationsolutions.com Mike and Rick lead professional development workshops on iPad for the Classroom and have collaborated on a number of projects including a 3-D animated video.*

Leveling Up Lessons With HyperDocs

Course Number: EDU 5900 Section: 59

(3 graduate credits, Tuition: \$900)

July 27 – 30; **Fully Online Course**

HyperDoc is a lesson plan where students work within the designed digital framework. It is a modern version of a web quest but infused with current research-based instructional practices. Using a HyperDoc in your classroom aids learners of all types and engages students in a new way in the classroom. The model promotes authentic global thinking, and critical thinking with new real-world applications. It is a new and innovative way to package lessons. HyperDocs level up lessons with a variety of different practices, such as App Smashing, Gameboard, PearDeck and Mystery Skype. In this class, Dr. Katie DiGregorio will discuss the pedagogy behind a HyperDoc and show various tools and techniques to create your own for the upcoming school year. Instructor: **Dr. Katie DiGregorio** see bio on page 5.

Make Learning Interactive and Engaging by Applying Digital Literacies in Your Culturally Responsive K-12 ELA Classroom

Course Number: EDU 5900 Section: 69

(3 graduate credits, Tuition \$900)

August 3 – 13, **Fully Online Course**

Excite and engage your students by integrating new, free, and easy to use web tools in your ELA classroom. Use Google Docs/Slides to annotate and begin research projects. Create Hyperdocs and integrate technology using free tools to promote student creativity, collaboration and communication. Explore a variety of innovative tools including Google Classroom, Buncee, Canva, Word Cloud Creation Tools, Video Creation/Integration, and much more. Other applications explored to motivate students will be Thinglink, Popplet, and Padlet. These tools will be sure to engage your students in a collaborative environment. Instructor: **Dr. Maria Esposito** see bio on page 4.

Mastering the Digital Tools of Creation and Engagement

Course Number: EDU 5900 Section: 65

(3 graduate credits, Tuition: \$900)

August 10 - 13, M-Th; 8:00 a.m. - 4:00 p.m., Suffolk Campus

Participants in this course will learn to create highly student-centered K-12 classrooms through mastering a variety of digital tools and techniques. The focus will be on learning to design, produce, and publish content-related professional videos and presentations that will engage all audiences. By writing, designing, recording, and finally publishing their own green screen videos and multimedia projects, participants will learn to integrate a multitude of applications that can easily be transferred to the classroom. Through this creation process, your students will be empowered to share their voices, as they make choices and express themselves on higher levels. By creating and publishing animated and stop-animation videos as evidence of their learning, your students will learn to master the use and integration of Google Slides, screen-capture technology, audio-video editing applications, and social media sharing. This level of integration allows for classroom and global collaboration and contributing constructively to project teams. All

participants will be guided through the creation process from start to finish. Instructor: **Robert Joyce** is an eighth grade English teacher in the Massapequa, NY School District and was named the International Society of Technology in Education Outstanding Teacher of 2017. Robert is a Google Certified Educator and a BOCES Model Schools consultant who has presented at various technology conferences, and is a member of the EdCamp Long Island planning team. See examples of his work at twitter.com/joyceofcreation

Project-Based Learning and Thinking Routines: Instructional and Interdisciplinary Tools for Fostering Conceptual Understanding

HYBRID (meets on the first and fourth days)

Course Number: EDU 5900 Section: 50

(3 graduate credits, Tuition: \$900)

July 20 & 23—in person M & Th; 8 a.m. – 4:30 p.m. at the Suffolk campus

July 21 & 22—Online

Research has demonstrated Project Based Learning (PBL) helps close the achievement gap in literacy and facilitates learning. Currently considered a best practice, thinking routines are instructional tools intended to inspire intrinsic inquiry and engagement. Learners will use a backward design model to create an interdisciplinary PBL unit plan; thinking routines will serve as the catalyst for instruction. These routines naturally lend themselves to differentiation while fostering comprehension, critical literacy, and conceptual understanding.

Instructor: **Patricia N. Eckardt, PhD**, is an assistant professor of education at Molloy College and has taught learners ranging from pre-kindergarten through graduate school. Patricia also co-founded Peconic Community School in 2012, a progressive early childhood through 6th grade school on the East End of Long Island. Patricia received her doctorate in Language, Literacy, and Learning. Research interests include productive academic discourse, project-based learning, and cognition as means of fostering engagement and authentic literacy opportunities.

Quality Questioning (Grades 6-12)

Course Number: EDU 5900 Section: 47

(3 graduate credits, Tuition \$900)

July 20 – 23, M - Th; 8:00 a.m. - 4:00 p.m., RVC campus

Shifting the center of questioning from teacher to student remains one of our biggest classroom challenges. Yet, we know that student agency is essential to future success. This practical class will refine questioning protocols in order to strengthen student voice and choice in literature-based instruction. Inquiry-based dispositions, instruction, and protocols will be investigated; participants also will create or revise an inquiry-based literature unit of their choice.

Instructor: **Dr. Rebecca Chowske** is the K-12 Curriculum Coordinator for English and Reading at Manhasset Schools. An experienced ELA administrator and educator, she has also served as a K-12 Humanities Director and as an elementary administrator. Her research interests include feedback in the ELA classroom, the practical implications of ELA curriculum and instruction alignment, and balancing the competing demands of our discipline.

She has served as the co-moderator of the Long Island Language Arts Directors' Collegial Circle for nine years; she is a regular presenter at local and state-level English conferences.

Questioning: Transforming Class Instruction in the English Curriculum

Course Number: EDU 5900 Section: 36

(3 graduate credits, Tuition: \$900)

July 13 - 16, M - Th; 8 a.m. – 4:00 p.m., RVC campus

Formulating questions and, thereby, allowing your students to explore, understand and strengthen self-knowledge in many ways should play an important role in education. Students that formulate generative questions will revolutionize the class lesson. We will form and implement questioning strategies to enhance the study of English and literature. Join in this journey to aid students' ownership of their learning, motivating them to discover their potential. We will also explore how to create lifelong readers who develop and nurture their passion for reading. Instructor: **Regina Hall** is an English teacher at St. John the Baptist Diocesan High School. She teaches 11AP Literature, Contemporary Fiction, Speech and 12R British Literature. She has been teaching since 1982 and has taught all Regents level English courses. In 2012, she was awarded the University of Chicago Outstanding Educator Award. Ms. Hall's educational goal is to instill a love for literature in each of her students.

Reading Thoughtprints: Teaching Close Readers to Notice and Note

Course Number: EDU 5900 Section: 07

(3 graduate credits, Tuition: \$900)

July 13 – 16, M - Th; 8:00 a.m. - 4:00 p.m., RVC campus

Tuition and Fees: Graduate: \$900 or In-Service: \$695

Have you ever just wanted concrete, hands-on reading strategies that would stimulate your students' passion for reading? This course is designed to show the classroom teacher how to nurture the love of reading by bringing the reader and text close together, so it is an experience that promotes engagement and rigor during independent reading. With the use of Kylee Beers and Robert E. Probst's books, Notice & Note Strategies for Close Reading as well as Reading Nonfiction, students of this course will be able to create a classroom reading environment that cultivates enthusiastic, focused, and thoughtful readers. Emphasis will be placed on six Notice and Note Signposts of fiction as well as Stances, Signposts, and Strategies for reading nonfiction through the use of picture books, video clips, and short stories. These user-friendly strategies will allow your students to think more deeply and analyze texts more easily.

Instructor: **Amy Garfinkel** has over 30 years of classroom teaching experience in the Lynbrook Public School district. Although she has taught all elementary grades, she is currently in her 20th year teaching fifth grade. She has been a participant in the Long Island Writing Institute and has attended Teacher's College summer writing Institute as well as the Literacy for All conference in Rhode Island. She is an adjunct professor at Molloy College.

SEL: Reaching and Teaching the Heart of Every Student

There are two different sections for this course. Select either:

Course Number: EDU 5900 Section: 04
May 18 -29, **Fully Online Course**

or:

Course Number: EDU 5900 Section: 04
June 29 – July 2, **Fully Online Course**
(3 graduate credits, Tuition: \$900)

This course focuses on making proactive steps towards teaching the whole child. By embedding Social and Emotional Learning into your teaching, you are able to foster connections that will cultivate your classroom culture. We will analyze the five core competencies of SEL, evaluate the six pillars of character, and create lessons that explore these concepts. SEL is no longer part of the “hidden curriculum;” it is the curriculum!

Instructor: **Jessica Ryan** is an Adjunct Professor at Molloy College, an elementary teacher in Lynbrook School District, and co-author of *Growing a Growth Mindset: Unlocking Character Strengths Through Children’s Literature*. She was awarded as an Educator of Excellence by Molloy College and Mathematics Teacher of the Year by Nassau County’s Mathematics Teachers Association.

Student Centered Instructional Practices....Are they Getting It?

Course Number: EDU 5900 Section: 31
(3 graduate credits, Tuition: \$900)

July 13 -16; M-Th; 8:00 a.m. - 4:00 p.m., Suffolk Campus

This workshop will enable participants to gain practical knowledge of the Understanding by Design instructional framework and model its application in the classroom. Additionally, an emphasis on student led formative assessments, through Socratic Dialogue and Project Zero thinking routines, will be discussed and modeled. Educators of students in all grade levels and subjects areas are welcome!

Instructor: **Dr. Brian Trapani** is the Curriculum Associate for Social Studies (K-12) and Coordinator of the AP Capstone program in Massapequa School District; Member of the Association for Supervision and Curriculum Development; Long Island Council for Social Studies. In 2016 he published “Efficacy of Understanding by Design Implementation Plan: Evaluated through Teacher Perceptions and Practices”. He has also published several articles in the *SCOPE Journal for Leadership and Instruction*, and *Journal of Instructional Pedagogies*.

Teachers as Writers

Course Number: EDU 5900 Section: 26
(3 graduate credits, Tuition: \$900)

July 6 - 9, M - Th; 8 a.m. – 4:00 p.m., Suffolk campus
Tuition and Fees: Graduate: \$900 or In-Service: \$695

The best way to become an excellent teacher of writing is to become a better writer yourself, cultivating an awareness of your own process and techniques. In this class, we will read models and analyze them to inform our own writing in three genres: argumentation, literary nonfiction, and personal narrative. We will learn to make conscious use of various rhetorical devices, organizational

structures, precise diction, and interesting figurative language. We will then consider the instructional implications of what we’ve discovered about ourselves as writers. The theme is: Read, read, read. Notice, notice, notice. Then, with your head filled with the sounds and meaning of the genre you’ve been reading, you can write! Teachers of grade levels will benefit from this course.
Instructor: Amy Benjamin taught high school English for many years and is now a nationally recognized author and consultant. She has been recognized by the New York State English Council as a Teacher of Excellence, and her classroom was used as a model for Standards-based teaching by the New York State Education Department. Amy’s work with districts is now centered on Long Island, where she offers a variety of workshops based on literacy and language.

Teaching for Tomorrow...Today

Course Number: EDU 5900 Section: 62
(3 graduate credits, Tuition: \$900)

July 27 - 30; M-Th; 8:00 a.m. - 4:00 p.m., Suffolk Campus

This course is designed to guide discussion and provide examples of how current technological initiatives, literacy skills, social emotional learning, and student centered pedagogical reform is being incorporated in classrooms across grade levels and content areas. How these techniques are used to teach the core skills that students need to attain to be useful in today’s/tomorrow’s workforce, and society, will be emphasized. Educators of students in all grade levels and subjects areas are welcome!

Instructor: **Dr. Brian Trapani** see bio on this page.

Technology for the Timid

Course Number: EDU 5900 Section: 64
(3 graduate credits, Tuition: \$900)

August 3 - 6, M - Th; 8:00 a.m. - 4:00 p.m., Suffolk campus

This course will guide you to building an online environment for your students at a slow & comfortable pace. You will learn ideas and techniques that will help you to engage the digital learners in your classroom through collaboration and discussion with technology in the classroom. Through the development of activities, you will gain insight into ways in which you can thoroughly transform your classroom with meaningful use of technology. In this engaging and interactive workshop, you’ll learn practical ideas and strategies for using a wide variety of technologies in the classroom as well as which apps work best to help your students visualize & therefore understand better some complex concepts. We will learn how Nearpod can be used to create interactive lessons that can be both teacher or student driven. As well as look at free apps available for instruction and assessments.

Instructor: **Melissa Torre**. See bio on page 3.

The Tech Savvy Teacher of Today

Course Number: EDU 5900 Section: 04
(3 graduate credits, Tuition: \$900)

June 15 - 26, **Fully Online Course**

With all of these innovations in technology, it’s important to take time to reflect on how to most effectively use our time with the most appropriate tools for learning. We will explore ideas for parent communication, update

classroom websites with engaging reinforcement & enrichment activities, and explore how to utilize QR Codes in the classroom. By utilizing professional Twitter accounts, students will have the latest educational updates and ideas from the gurus in education. This class will allow you to apply technology to any discipline of education to make your teaching even more engaging!
Instructor: **Jessica Ryan** see bio on page 8.

Using Brain Research to Enhance Instruction & Demystify the Problems of Struggling Learners

Course Number: EDU 5900 Section: 33
(3 graduate credits, Tuition: \$900)

July 6 - 9, M - Th; 8 a.m. – 4:00 p.m., RVC Campus

This course will address specific applications of brain research to instruction and learning. The course content will investigate the recent developments and constructs in brain research and their implications on instructional practice. Participants will employ the brain research theories espoused by prominent researchers in the field with special emphasis on the work of leading neuroscientists who have applied their theories to education. Students will apply this research to their teaching and will leave this course with a working knowledge of brain functions that they will employ to create a brain based Inquiry Design Unit. Participants will also master a common language that they can use to not only diagnose, but to remediate areas of weakness in students, while at the same time, building on areas of affinity and strength. Finally, the course will end with a snapshot of the applications of brain research to the positive psychology field that is the foundation for student well-being.

Instructor: **Kevin Sheehan** Ed. D., Molloy College is an associate professor at Molloy College, where he has served

on the faculty for over a decade. Kevin co-author of *Growing a Growth Mindset: Unlocking Character Strengths Through Children's Literature*, was recognized with the Molloy Faculty Leadership Award in 2013 for his work with children of poverty. Kevin's most recent book, *The Game of Belief: Moving From Inspiration to Cultural Grit*, is to be released by Rowman and Littlefield next fall. In 2009, the New York State Council for Social Studies awarded Kevin the Distinguished Social Studies Educator Award for his efforts in preparing social studies teachers. Prior to his work at Molloy College, Kevin was the K-12 Social Studies Director for the Oceanside School District and was recognized as the outstanding supervisor for social studies by the New York State Council for Social Studies in 2002.

Vocabulary in the Classroom

Course Number: EDU 5900 Section: 73

(3 graduate credits, Tuition: \$900)

August 10 - 13, M - Th; 8:00 a.m. - 4:00 p.m., Suffolk campus

The purpose of this course is to assist teachers in the creation & implementation of vocabulary based activities. With the new literacy standards coming down on us, this is a great class that goes back to the basics. If we want our students to be more literate, they have to understand the vocabulary. The old way of copying definitions from the textbook is not going to cut it. This course is designed to cover many different methods from years of experience used in the classroom to increase vocabulary. Activities include Peer-Tutoring, "I have ... Who has?", Don't Wreck the Train, Triangle Review, Vocabulary Drawings, Flip Books & many more. **(This class is applicable to all disciplines & grades)**

Instructor: **Melissa Torre**. See bio on page 3.

MATH INSTITUTES

The following Math Education Summer Institutes will be offered this summer. To register, please refer to the Application and Registration Instructions on page 15.

High School Geometry

Course Number: EDU 5900 Section: 12

(3 graduate credits, Tuition: \$900)

July 6 - 9; M-Th; 8:00 a.m. - 4:00 p.m., RVC Campus

The institute will comprehensively address the new New York State Geometry curriculum. It will focus on the topics, new to the new standards and those that current teachers need to learn. Participants will review standard geometry proof and constructions using both Euclidean Method and using technologies. Upcoming Common Core State Standards and the revised 2005 NYS Math, Science & Technology Standard addressed. Instructor: **Kristin Anglin**, is a teacher for the Valley Stream Central High School District and Adjunct Mathematics Professor at Molloy College.

Math 8: The Key to Success in Geometry CC

Course Number: EDU 5900 Section: 28

(3 graduate credits, Tuition: \$900)

July 13 - 16; M-Th; 8:00 a.m. - 4:00 p.m., RVC Campus

We will focus on the parallels between Math 8 & Geometry CC. Highlighting the foundational skills needed for Geometry; especially for accelerated students &

districts that accelerate all students. Instructor: **Kristin Anglin**, see bio to the left.

Math Modeling

Course Number: EDU 5900 Section: 15

(3 graduate credits, Tuition: \$900)

June 29 - July 2; M-Th; 8:00 a.m. - 4:00 p.m., RVC Campus

The Common Core State Standards have set Modeling with Mathematics as one of its goals. There are several examples of Mathematical Modeling within the Curriculum Modules available on www.engageny.org. In this course we will investigate many examples of modeling mathematics in addition to those within the modules and find where these examples fit within the development of curriculum that they support. In addition, one day of this course will involve a field trip to the National Museum of Mathematics at 11 East 26th Street in Manhattan. The course fee does not include transportation to the museum or admission to the museum (adult admission is \$16 – but if enough teachers are involved we may qualify for a reduced fee).

Instructor: **Bruce Waldner**, retired with 42 1/2 years of experience as a K-12 Mathematics Supervisor in several school districts in Nassau and Suffolk Counties. He retired from the Syosset Central School District where he was the Coordinator of Mathematics, K -12. He is an adjunct Professor of Mathematics at Suffolk Community College and Farmingdale State College. He is the author of *Let's Review Algebra Two/Trigonometry*. He is a past president of the Nassau County Association of Mathematics Supervisors (NCAMS) as well as a past president of the New York State Association of Mathematics Supervisors (NYSAMS). In 2009 he was inducted into the Long Island Mathematics Educators Hall of Fame.

Preparing for the Next Generation Mathematics Learning Standards for High School Mathematics

Course Number: EDU 5900 Section: 39

(3 graduate credits, Tuition: \$900)

July 13 - 16; M-Th; 8:00 a.m. - 4:00 p.m., Suffolk Campus

Although the changes for High School Mathematics Learning Standards are relatively small, we will explore the changes and make group decisions about how the modifications will affect lesson plans, sequencing of topics over the high school curriculum as well as explore

possible teaching approaches to those changes and consider how these changes may affect future Regents Examinations. General attention will focus on developing strategies for calculator usage and remediation and enrichment.

Instructor: **Bruce Waldner**, see bio above.

Preparing for the Next Generation Mathematics Learning Standards for Middle School Mathematics

Course Number: EDU 5900 Section: 49

(3 graduate credits, Tuition: \$900)

July 20 - 23; M-Th; 8:00 a.m. - 4:00 p.m., RVC Campus

Although the changes for Middle School Mathematics Learning Standards are relatively small, we will explore the changes and make group decisions about how the modifications will affect lesson plans, sequencing of topics over the middle school and high school curriculum as well as explore possible teaching approaches to those changes and consider how these changes may affect future Regents Examinations. General attention will focus on developing strategies for calculator usage and remediation and enrichment.

Instructor: **Bruce Waldner**, see bio above.

SCIENCE INSTITUTES

The following Science Education Summer Institutes will be offered this summer. To register, please refer to the Application and Registration Instructions on page 15.

Evolution of Earth and Life

Course Number: EDU 5900 Section: 54

(3 graduate credits, Tuition: \$900)

July 27 - 30, M - Th; 8 a.m. - 4:00 p.m., RVC Campus

This course is designed to allow teachers to develop lab based materials and activities on the geologic and biologic events since the big bang theory to modern day. The primary principals of this course will include the evolution of our solar system, atmosphere, oceans, land and life. Field trips may include but are not limited to the Museum of National History, Vanderbilt Planetarium, or Cold Spring Harbor Laboratory. Additional fees for trips may apply. Participants will create and share hands-on labs and activities that implement the new Common Core Standards as well as NYS Learning Standards. This course is designed for all science teachers Elementary to High School.

Instructor: **William Behrens** is a teacher in the Freeport Public Schools and an adjunct Molloy College faculty member.

Growing a STEAM Mindset

Course Number: EDU 5900 Section: 35

(3 graduate credits, Tuition: \$900)

June 29-July 2, **Fully Online Course**

What does it take to be successful in Science, Technology, Engineering, Art, and Math? By embedding lessons with the positive psychology concepts of growth mindset, grit, character strengths, happiness, and hope, we will empower students to be reflective, critical thinkers. Using children's literature, students will have a common language to explore these ideas. Participants will explore and design STEAM activities that connect to the concepts of the literature and foster a growth

mindset. These activities will challenge students, impact their thinking, and promote a positive classroom culture where it's okay to "fail well."

Instructor: **Jessica Ryan** see bio on page 8.

Inquiring Minds Want to Know Why

Course Number: EDU 5900 Section: 14

(3 graduate credits, Tuition: \$900)

June 29 - July 2, M - Th; 8 a.m. - 4:00 p.m., Suffolk Campus

Inquiring minds don't just want to know, they want to figure it out! Labs are an essential component of any science course. In this class you will learn how to turn cookie cutter **Earth Science** labs into open-ended inquiry investigations. This strategy defines the teacher's job as assisting students in the process of discovering knowledge, not providing knowledge for the students. Let's help encourage our students to think like scientists. **(This class is applicable to Earth Science or Physical Science Teachers)**

Instructor: **Melissa Torre**. See bio on page 3.

Marine Ecology for Grades K-12

Course Number: EDU 5900 Section: 30

(3 graduate credits, Tuition: \$900)

July 13 - 16, M - Th; 8 a.m. - 4:00 p.m., Suffolk Campus

The purpose of this course is to assist teachers in the creation and implementation of lab based activities while teaching various concepts in Marine Ecology. These activities focus on connecting basic concepts identifying the delicate relationship between marine animals, humans, land and our local waters. Activities cover New York State learning standard 4.6 and 4.7 for the Living Environment, in addition to N.G.S.S.

Participants will construct and employ several labs applying concepts describing marine adaptations, local species identification, water pollution solutions, and predicting algae blooms. Field trips may include the Oceanside Marine Nature Study Area and The Sunken Forest. Additional field trip fees may apply. This course is designed for teachers of grades K-12. Instructor: **Paul Zaratini** is a middle school Science teacher on Long Island. He has a Master's in Earth Science Education, and holds N.Y.S. certifications in Earth Science and General Science. Through several years of teaching, he has created many lab activities in order to assist the students in understanding science concepts.

Natural Resource Conservation

Course Number: EDU 5900 Section: 44

(3 graduate credits, Tuition: \$900)

July 20 - 23, M - Th; 8 a.m. – 4:00 p.m., Suffolk Campus

This class will focus on local agencies that support the biologic and geologic conservation efforts regionally and globally. Participants will visit multiple resource management centers which may include the Bronx Zoo, Riverhead Aquarium, Botanical Gardens, Marine Nature Center, Cold Spring Harbor Hatchery, and The Center of Conservation to learn how to apply their educational initiatives with your students. Additional fees for field trips may apply. This course is designed for all teachers K-12 to promote regional awareness of the environment around us while meeting the standards set forth in the new Next Generation Science Standards.

Instructor: **William Behrens** see bio on page 10.

Physical History of Long Island

Course Number: EDU 5900 Section: 25

(3 graduate credits, Tuition: \$900)

July 6 - 9, M - Th; 8 a.m. – 4:00 p.m., Suffolk Campus

The purpose of this course is to assist teachers in the creation and implementation of appropriate activities in Sciences and History. The principals of this course will focus on the relationship on how the natural environments (geologic/biologic/physical) have greatly influenced the outcome of the Revolutionary War here on Long Island. Through in class readings and field site experiences participants will bring multiple content areas together. Additional fees for field trips may apply. This course is designed for all teachers K-12 in multiple content areas and allows for ENL and Special Education teachers opportunities time to modify activities to best meet the needs of their students.

Instructor: **William Behrens** see bio on page 10.

Teaching Sustainability in the High School Classroom

Course Number: EDU 5900 Section: 19

(3 graduate credits, Tuition \$900)

June 29-July 2, M - Th; 8:00 a.m. - 4:00 p.m., Suffolk Campus

The purpose of this course is to construct, implement, and share various Environmental Science laboratory activities, while focusing on sustainability. Activities are based on the New York State Science standards and are

geared for the high school classroom. Students explore the impact of society on the environment through various activities. These activities are student centered, and created so the students can analyze and evaluate environmental problems in order to formulate possible preventative measures or solutions. Participants will depart with various activities/ labs created during this session. All new topics for 2020. **Please note:** you may be eligible to receive a **grant** to pay for all or part of the tuition. See www.molloy.edu/ce/summer/tqi for details. Instructor: **Eric Powers** is a biologist, teacher, photographer, outdoorsman, and overall nature-lover. He started leading nature hikes in 1988 as a Park Ranger in Colorado, served two years in the US Peace Corps as an Environmental Education Officer, and ran nature centers in Colorado, Alabama, and Long Island, New York. In 2005 he started YOUR CONNECTION TO NATURE, inc. (abbreviated YC2N) which offers high quality Environmental Education to students and fun sustainable EcoTours to adults.

Teaching Sustainability in the Middle School Classroom

Course Number: EDU 5900 Section: 18

(3 graduate credits, Tuition: \$900)

June 29-July 2, M - Th; 8:00 a.m. - 4:00 p.m., Suffolk Campus

The purpose of this course is to construct, implement, and share various Environmental Science laboratory activities, while focusing on sustainability. Activities are based on the New York State Science standards and are geared for the middle school classroom. Students explore the impact of society on the environment through various activities. These activities are student centered, and created so the students can analyze and evaluate environmental problems in order to formulate possible preventative measures or solutions. Participants will depart with various activities/ labs created during this session. All new topics for 2020. **Please note:** you may be eligible to receive a **grant** to pay for all or part of the tuition. See www.molloy.edu/ce/summer/tqi for details. Instructor: **Paul Zaratini** see bio on page 11.

The Human Impact of Environment on Long Island

Course Number: EDU 5900 Section: 34

(3 graduate credits, Tuition: \$900)

July 13 - 16, M - Th; 8 a.m. – 4:00 p.m., Suffolk Campus

Participants in this class will focus on how humans have impacted the natural environment on Long Island. Students will work collaboratively to discuss topics such as erosion, brown tide, over-fishing, invasive species, ground water contamination, wetland reduction, deforestation and climate change and work towards creating an action plan and model to reduce these impacts. Additional fees for field trips may apply. This course is designed for all teachers K-12 to promote regional awareness of the environment around us while meeting the standards set forth in the new Next Generation Science Standards.

Instructor: **William Behrens** see bio on page 10.

SOCIAL STUDIES INSTITUTES

Never Forget, Teaching 9/11: Strategies, Lessons, & Methods for Effective Instruction (K-12), Course Number: EDU 5900 Section: 60
(3 graduate credits, Tuition \$900)

July 27 - 30, M-Th; 8:00 a.m. - 4:00 p.m., RVC Campus

This class will focus on resources, materials, and effective strategies to teach the events of 9/11 for classroom teachers of all grade levels and subject matters. Resources will be shared from the collection of lessons gathered from Instructors Todd Nussen & Jason Manning over the last twenty years of classroom instruction and experience working with both the 9/11 Museum and the 9/11 Tribute Center. The class will also include guest speakers and a *trip to the 9/11 Museum on July 29th (Wednesday's class)* with access to their exhibits and other educational resources. Teachers will be given time to develop lessons and units that can be brought back to their respective districts with the goal of using the events of 9/11 to learn, honor, and memorialize.

Instructors: **Jason Manning** and **Todd Nussen** See bios on page 2.

The Big History Course: An interdisciplinary Course That Breaks Down the Walls of Traditional Learning Course Number: EDU 5900 Section: 51

(3 graduate credits, Tuition \$900)

July 6-9, M-Th; 8:00 a.m. - 4:00 p.m., RVC Campus

How are science and social studies connected? How do we test claims? Are you an educator who would like a free curriculum that includes readings, articles, videos, and lesson plans ready to be taught in the classroom tomorrow? If you answered yes to any of these questions, then this is the course to take. This summer institute provides an overview of the Big History Project (BHP) a free online educational resource open to all educators. Jason Manning and Todd Nussen are Big History National Teacher Leaders and will share their classroom experiences, case studies, best practices, and examples of student work from teaching this unique class at Oceanside High School. Attendees will be invited to participate in engaging activities, and leave with a plan for how to successfully implement BHP in the classroom.

Instructors: **Jason Manning** and **Todd Nussen** See bios on page 2.

ADVANCED PLACEMENT* SUMMER INSTITUTES

AP* Summer Institutes for High School Teachers of Advanced Placement* are taught by experienced teachers of AP* and are endorsed by the College Board. The AP* Institutes listed below may be taken for graduate credit at the reduced rate of \$900 per 3-credit Institute or on a non-credit basis for in-service credit for \$850 per Institute. Space constraints did not allow for the printing of course descriptions or faculty bios. Please visit our website at: www.molloy.edu/ce/ap for a description of the Institutes and further information regarding the AP Summer Institute Program.

June 29-July 2, 2020

- **Comp. Sci. Principles:** Faculty: Jill Westerlund; RVC
- **Spanish Lit.:** Faculty: Pablo Dario Elizaga; Suffolk
- **Statistics:** Faculty: Dr. Joe Oechsle; Suffolk
- **World History (E):** Faculty: Charles Hart; Suffolk

July 6-9

- **Art History:** Faculty: John Nici; Suffolk
- **Biology:** Faculty: Richard Kurtz; RVC
- **Calculus AB:** Faculty: Dr. Joe Oechsle; Suffolk
- **English Literature:** Faculty: Ed Schmieder; Suffolk
- **Gov't & Politics: US:** Faculty: Maria Schmidt; Suffolk
- **Spanish Language:** Faculty: Jose Diaz; Suffolk

July 13-16

- **Chemistry:** Faculty: Mark Langella; RVC
- **U. S. History:** Faculty: Alice Grant; Suffolk

July 20-23

- **Calculus BC:** Faculty: Dr. Joe Oechsle; Suffolk
- **European History:** Faculty: Alice Grant; Suffolk

July 27-30

- **Computer Sci. A:** Faculty: Maria Litvin; RVC
- **Environmental Science:** Faculty: Jeanne Kaidy; RVC
- **Physics 1:** Faculty: Jesus Hernandez; RVC

August 3-6

- **English Language:** Faculty: Barbara Murphy; Suffolk
- **World History (B&E):** Faculty: Charles Hart; Suffolk

August 10-13

- **Economics:** Faculty: Dr. Anthony Gyapong; Suffolk
- **Gov't & Politics: US:** Faculty: Maria Schmidt; Suffolk

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Post-Master's Courses in Education Leading to Certification Without an Additional Degree

New York State offers a number of pathways to teacher certification. One pathway is the: "Individual Evaluation for Additional Certificate Pathway". It is designed for teachers who hold a valid New York State Teaching Certificate and wish to earn an additional certification, such as, those listed below, without having to earn an additional degree. Candidates for NYS certification through this "Individual Pathway" must meet certain Content Core and Pedagogical Core requirements and must also meet any non-coursework requirements, such as the New York State Teacher Certification Examinations and fingerprint clearance, as specified. The certification areas that Molloy offers graduate courses to meet those requirements are as follows:

- **Early Childhood Grades Birth - 2nd Individual Pathway Certification**
- **Childhood Grades 1-6 Individual Pathway Certification**
- **Educational Technology Specialist Individual Pathway Certification**
- **Students with Disabilities 1-6 Individual Pathway Certification**
- **Students with Disabilities 7-12 Individual Pathway Certification**
- **Teachers of English to Speakers of Other Languages (TESOL) Individual Pathway Certification**

The programs consist of all graduate credit courses that are part of our graduate degree programs and each 3-credit course is \$900 per course. This is a discounted tuition rate. Tuition is normally about \$3,800 per 3-credit graduate course. The tuition is off-set by a professional development scholarship that is given to those teachers who already possess a master's degree, possess a valid New York State Teaching Certificate and are not pursuing a master's degree with Molloy College. No other discounts are offered. Students and teachers who are pursuing a master's degree at Molloy College are not eligible to enroll in the Certification Pathway courses.

These institutes can only be taken on a graduate credit basis. The summer institutes are offered in a hybrid format, wherein part of the course is face-to-face in a classroom and part of the course will be offered online. (the TESOL program also offers courses in a fully online format as well). The online portion of the course will not be conducted "live". Therefore, you can login to take the rest of the course at any time, although there will be assignments that will be due at certain points in the course. The summer courses are offered during late June, July and early August.

A brief description of all the programs follows.

Early Childhood Grades Birth - 2nd Individual Pathway Certification

The Early Childhood Grades Birth - 2nd Certification Pathway: Additional Classroom Teaching Certificate courses are designed for teachers who hold a valid New York State Teaching Certificate, have a Master's Degree and wish to earn Early Childhood Grades Birth - 2nd certification without having to earn an additional degree. Teachers can take these courses for professional development without going for certification.

To find out more about this program and the courses offered, please visit: www.molloy.edu/earlychildhood or contact Alina Haitz at: ahaitz@molloy.edu or 516-323-3572.

Childhood Grades 1-6 Individual Pathway Certification

The Childhood 1-6 Certification Pathway: Additional Classroom Teaching Certificate courses are designed for teachers who hold a valid New York State Teaching Certificate, have a Master's Degree and wish to earn Childhood 1-6 certification without having to earn an additional degree. Teachers can take these courses for professional development without going for certification.

To find out more about this program and the courses offered, please visit: www.molloy.edu/childhood or contact Alina Haitz at: ahaitz@molloy.edu or 516-323-3572.

Educational Technology Specialist Certification: Individual Pathway

Summer institutes leading to the Educational Technology Specialist Certification Pathway: Additional Classroom Teaching Certificate are offered this summer. This program is designed for teachers who hold a valid NYS Teaching Certificate and wish to earn Educational Technology Specialist Certification without having to earn an additional degree. Candidates must meet certain NYS requirements and must also meet any non-coursework requirements, such as the NYS Teacher Certification Exams, as specified. Graduate courses are offered in the program to assist teachers in meeting all of the course requirements. Please note that you can take these courses without going for certification.

Please visit www.molloy.edu/et for additional information.

Students With Disabilities Certification: Individual Pathway

Summer institutes leading to either the Students with Disabilities Childhood 1-6 or Students with Disabilities Adolescent 7-12 Certification Pathway: Additional Classroom Teaching Certificate are offered this summer. This program is designed for teachers who hold a valid New York State Teaching Certificate and wish to earn Students with Disabilities Certification without having to earn an additional degree. Candidates must meet certain NYS requirements and must also meet any non-coursework requirements, such as the New York State Teacher Certification Examinations and fingerprint clearance, as specified. Graduate courses are offered in the program to assist teachers in meeting all of the course requirements. Please visit www.molloy.edu/swd for additional information.

Please note that you can take these courses without going for certification.

These institutes can only be taken on a graduate credit basis. Each course is 3 graduate credits and the tuition is \$900 per course. The summer institutes are offered in a two-week hybrid format. The first week is face-to-face classroom setting from M-Th from 8:30 a.m. -12:30 p.m. each day at Molloy's Rockville Centre campus. The second week the rest of the course will be offered completely online. The online portion of the course will not be conducted "live". Therefore, you can login to take the rest of the course at any time during that week, although there will be assignments that will be due at certain points in the course. The summer courses are offered during late June, July and early August. The summer schedule was not available at the time of this printing. The schedule will be posted at: www.molloy.edu/swd when it becomes available.

TESOL Certification: Individual Pathway

Summer institutes leading to the Teachers of English to Speakers of Other Languages (TESOL) Certification: Individual Pathway program are offered this summer. This program is designed for teachers who hold a valid NYS Teaching Certificate and wish to earn TESOL Certification without having to earn an additional degree. Candidates must meet certain Content Core and Pedagogical Core requirements and must also meet any non-coursework requirements, such as the NYS Teacher Certification Exams, as specified. Graduate courses are offered in the program to assist teachers in meeting most of the Content and Pedagogical Core course requirements. Please visit: www.molloy.edu/tesol for the requirements.

Please note that you can take these courses without going for certification.

These institutes can only be taken on a graduate credit basis and each 3-credit course is \$900 per course. The summer institutes are offered in a two-week hybrid format, as well as fully online. The institutes are offered at Molloy's Rockville Centre campus, at our Suffolk Center campus in East Farmingdale, NY, as well as online and at a number of school districts on Long Island. The schedule will be posted at: www.molloy.edu/tesol when available.

New! Post-Master's Advanced Certificate in School Building Leader (SBL)

The Post-Master's Advanced Certificate Program for School Building Leader certification is a 24 credit program that develops leadership in the areas of curriculum, assessment, administration, and supervision. The program focuses on providing a strong foundation in order to apply knowledge, concepts, and theory into practice. Through diverse and comprehensive experiences candidates will be exposed to strategies, theories, and fieldwork necessary to create and develop skills to address the challenges of our diverse learning communities and includes experiences in districts serving students at different developmental levels and with a variety of characteristics and socioeconomic backgrounds.

Courses are structured in a hybrid format with four in-class meetings with the remainder completed online. The online portion of our courses are not taught in "real time," meaning students do not have to log in during the time of the classroom course. However, there will be assignments due at specific times.

Each course in the program is offered at the reduced rate of \$900 per 3-credit graduate course along with a \$100 registration fee.

Further information can be found at: www.molloy.edu/sbl or contact Alina Haitz at: ahaitz@molloy.edu or 516-323-3572.

Application and Registration Instructions

The Summer Institutes may be taken for 3 graduate credits for \$900 (no additional fees). In addition, the Advanced Placement Summer Institutes may also be taken on a non-credit basis for in-service credit for \$850.

You must attend each day to receive in-service credit. If you are taking the course for graduate credit, in addition to attending the institute each day, there is a project that is due within 2 weeks of the conclusion of the institute.

The registration deadline is three weeks prior to the start date of each institute. Late registration may be possible if space and materials are still available.

The application and registration process differs depending upon the type of credit that you would like to receive. Please refer to the instructions below for either graduate or non-credit (in-service) application and registration procedures.

A registration confirmation, with the classroom location will be sent upon receipt of your application and registration. If you should have any questions regarding the application or registration process, please contact Ramona Ali at 516-323-3553 or by e-mail at rali@molloy.edu.

Graduate Credit: Application & Registration Procedures

Graduate tuition for teachers taking the Summer Institutes for professional development and not towards a Molloy Master's degree is a flat rate of **\$900** per 3-credit course. Tuition for Molloy College graduate students who have been approved to take this course as part of their degree program will be charged: the current rate of tuition, plus fees. Molloy students currently enrolled in the Professional Certification program should check with their advisor to see if this course would be applicable towards their degree requirements.

Teachers not currently enrolled at Molloy in a degree program may register for this course as a non-matriculated student. If you wish to take the institutes on a graduate credit basis, please visit

https://lionsden.molloy.edu/ICS/Professional_Development/,

and follow the directions. All graduate credit registration must be done online. **Registration for graduate credit will begin on or around March 2, 2020.**

AP Non-Credit/In-Service: Registration Procedures

Non-Credit, in-service credit tuition is \$850 for each AP Summer Institute. (Non-AP summer institutes may not be taken on an in-service basis) You may register for the AP summer institutes on a non-credit, in-service basis online at: www.molloy.edu/ce/ap. Please note that students enrolled in Advanced Placement institute on a non-credit, in-service basis cannot opt to take this course for credit once the course has begun.

Travel Directions, Office Hours & Further Information

A list of hotels and attractions near both campuses can be found on our website at: www.molloy.edu/ce/ap. You may also call us at 516-323-3553 or email rali@molloy.edu.

Rockville Centre Campus

The campus is located at 1000 Hempstead Avenue, Rockville Centre, NY 11571. Directions to the campus can be found on our website at:

www.molloy.edu/ce/directions.asp. A parking permit is not necessary and there is ample parking on campus at no charge. You will be notified of the building and room location of your course prior to the start date.

The Summer Office is located in Siena Hall, Room 106
Office Hours: M-Th, 8:30 am-7 pm; Fri, 8:30 am-5 pm-closed on Fridays in the Summer (7/10-9/4); Sat, 8:30 am-12:30 pm; **Phone:** 516-323-3550 • **Fax:** 516-323-3560
• **E-Mail:** conted@molloy.edu

Suffolk Center Campus

The Suffolk Center is located just off Route 110 at 7180 Republic Airport, in Farmingdale, NY. Directions to the Suffolk Center can be found at:

www.molloy.edu/suffolk/directions.asp. A parking permit is not necessary and there is ample free parking directly in front of the building. There is only one building at Suffolk and classroom locations are posted in the lobby.

The main office is open Monday - Thursday from 9:00 a.m. – 7:00 p.m. (7:30 a.m. – 5:00 p.m. in the summer, 5/11-8/27) and Friday from 9:00 a.m. – 5:00 p.m. (closed on Fridays in the summer); **Phones:** (516) 323-3570 • **Fax:** (516) 323-3573

Questions?

If you should have any questions regarding the Institutes, the application process or registration, please contact:

Ramona Ali, Assistant to the Director, Summer Sessions and Conference Services
Phone: 516-323-3553 • **Fax:** 516-323-3560/3561 • **E-mail:** rali@molloy.edu