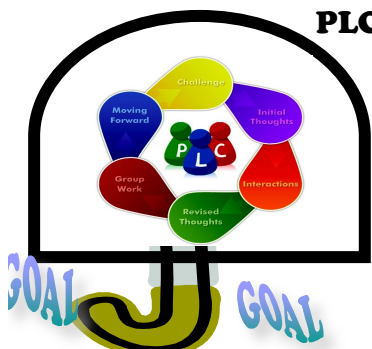


Baldwin Teacher Center

Volume 20, Issue 2 – Fall Newsletter / Catalog

October 2014

PLC's Will Shelter Your Goals: Professional Learning Communities – Your Umbrellas for the Rest of the Year



What they are - If two creative minds are better than one, what about 3-6? This is the magic number of collaborating teachers who can form a Professional Learning Community (PLC) to investigate 21st century trends in education to discover or devise strategies and materials for their classrooms, evaluate the implementation, and use their colleagues' and their own experiences and insights to fine-tune results.

Steps 1 and 2: How to Create them - Decide on an essential question, topic, or goal and find a total of 3-6 other teachers to work with you: in the same grade or in the same department, teaching in different departments or in different grades, in the same or different buildings. You already teach in a school-based teaching team? Maybe the team can work together on a common goal. There are many possible options.

Step 3: Bringing professionals together to learn - Contact the BTC after 9/16/14 for a PLC application, e-mailing us at TeacherCenter@baldwinschools.org. Following the guidelines of the PLC, meet with your PLC at regular intervals to focus on something relevant to your existing curriculum and/or student learning that will provide your PLC with a deeper understanding of 21st century learning concepts. Meet in a traditional and blended learning environment - after school and onsite/online for the approved number of hours, 8 or 16, just like other inservice courses but now you will be involved in creating the professional development opportunity. Employ your discoveries in your classroom, and earn credit for inservice or use towards the 175 professional hours' requirement.

There are four versions of the PLC:

If you create the whole plan of study yourself as described ABOVE, you are designing a **Self-Facilitated PLC**. If your topic already has a book(s) or websites with a wealth of information and teaching strategies and a progression of study, you are using the **Guided PLC** option. If an instructor is contracted for your topic by the BTC, you would be using the **Fully Facilitated PLC**. If an instructor who is contracted for your topic by the BTC provides partial facilitation (i.e. available for 4 of 8 hours), you would be using the **Semi-Facilitated PLC** option.

Want more info or wish to apply? E-mail TeacherCenter@baldwinschools.org for a PLC Packet and Application. Try it; you'll like it!

(Continued on page 2)

INSIDE THIS ISSUE

- 1-2** BTC Professional Learning Communities: PLC's Will Shelter Your Goals
- 2-6** Fall Professional Learning Communities Inservice for 2014
- 6** APPS for the Classroom
- 7-10** BTC Graduate Courses
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- 12** BTC Policy Board



General Guidelines for PLC

- ***Meetings at regular intervals.** This is done after school for 8 or 16 hours.
- ***Attendance/Meeting Log.** Maintain a PLC log (1 per session and 1 per PLC group).
- ***PLC Action Notebook Folder.** Create and use this folder (provided by BTC) throughout the PLC to store any good resources, collaborative tools that others shared, activities, or discussion notes.
- ***Bulleted Discussion Points or Notes.** Take turns writing to sum up discussions and new ideas (1 per session & PLC)
- ***Trying it Out** - Based on your PLC discussions and explorations, each participant will try applying the above concept(s) or activity to his/her classroom practice.
- ***Reflecting Collaboratively** on the application process. This will be the group's evaluation of their process and results, providing specific examples from each participant to show the success of the plan, challenges, and/or changes needed. At the conclusion of the PLC, submit the Action Notebook Folder to the BTC.

Fall Professional Learning Communities Inservice:

ALL INSERVICE AND PLC'S ARE SUBJECT TO THE \$15 BTC REGISTRATION FEE/PER PARTICIPANT.

Remember to update your "profile" on My Learning Plan or MLP might reject your registration as ineligible.

Besides earning professional hours and inservice credits, PLC's give you the creative collaboration and broad view that only a group of peers can contribute and have the bonus of adding to your professional portfolio.

SELF-FACILITATED PLC: HAVE A TOPIC THAT INTRIGUES YOU BUT DON'T HAVE YOUR OWN GROUP?

Contact the BTC at TeacherCenter@baldwinschools.org or contact your school's Policy Board member (A list of BTC Policy Board members are listed on page 12) for the "Let's Get it Started" flyer. Complete and return the flyer to the BTC. We will try to connect interested parties to get you and others started in forming a PLC group.

SELF- FACILITATED PLC: TOPIC TO BE NAMED BY YOUR GROUP



1. Participants create a group of 3-6 teachers, following the PLC guidelines.
2. They select their topic and make plans, and contact the BTC for a PLC application.
3. The completed application is returned to the BTC for review by the BTC Policy Board committee.
4. The Policy Board committee will forward the application to the Human Resources for BUFSD approval.
5. The Policy Board committee will notify the PLC contact person of the status of the application.

#IS15F.11 This PLC could fulfill ½ to 1 credit inservice or 8 to 16 professional hours, dependent upon the details in the Professional Learning Community application submitted

SEMI-FACILITATED PLC: APPS TO WORK WITH SPECIAL NEEDS STUDENTS AND CCLS



Participants will discover and investigate i-Pad apps that address CCLS skills that support special needs students. This PLC eliminates those sites that frustrate special needs students and supports teachers' efforts. The APPS work best with i-Pads but other Internet-ready, wireless devices may serve as well.

Facilitator: Sara Baker-Gonzalez.

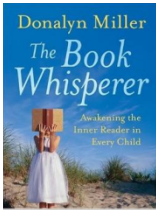
BMS, Room TBA, First session: November date from 3:30 - 5:30 PM, other sessions set by the PLC.

#IS15F.12 This PLC could fulfill ½ to 1 credit inservice or 8 to 16 professional hours, dependent upon the details in the Professional Learning Community application submitted.

(...Continued on page 3)

SEMI-FACILITATED PLC: ENGAGING STUDENTS IN AUTHENTIC READING & WRITING EXPERIENCES

How do we engage our students so that reading and writing become more authentic for them? Join a group of passionate, dedicated professionals who will read, write and collaborate to create authentic literacy experiences for our students. We will read (or for past participants revisit) *The Book Whisperer*, by Donalyn Miller. We will also read chapters from books by Kelly Gallagher and others chosen by the group. Participants will be able to rethink favorite lessons to align them to the Common Core Learning Standards. Ways to teach argument, narrative and informational writing will be addressed. Successful writing and reading practices will be shared in all disciplines to motivate all learners, including reluctant ones.



Facilitator: Heidi Atlas

BMS, Room 203, first session 10/9/14, from 3:30 - 5:30 PM, other sessions set by the PLC members

#IS15F.13 This PLC could fulfill ½ to 1 credit inservice or 8 to 16 professional hours, dependent upon the details in the Professional Learning Community application submitted.

SEMI-FACILITATED PLC: WRITING STRATEGIES FOR CCLS: ARGUMENTATION/PROVING ONE'S POINT

Gr. K-8 and Spec. Ed K-12



Writing is key to communicating thoughts and establishing one's responses in class, on tests, and in life. This course will offer strategies for all disciplines to engage students in higher order thinking and clear articulation of their opinions, using evidence and various forms of documentation.

Facilitator: Christine Pellegrino

Meadow Faculty Room, first session 10/21, from 3:30 - 5:30 PM, other sessions set by the PLC members.

IS15F.14 This PLC could fulfill ½ to 1 credit inservice or 8 to 16 professional hours, dependent upon the details in the Professional Learning Community application submitted.

SEMI-FACILITATED PLC: USING CLOSE READING TECHNIQUES ACROSS THE CURRICULA

Common Core Learning Standards call for the integration of reading and writing in all subject areas. This workshop will focus on reading strategies that teachers can implement at various levels in all subject areas. Participants will retain their existing curricula and integrate reading strategies that enable their students to meet the demands of the common core curriculum. Participants will create or modify existing units/lessons incorporating reading materials. Upon completion of this course, participants will be able to implement approaches to literacy instruction, integrate text-questioning techniques for reading closely within any subject-specific content area, and evaluate a text's complexity. **Facilitator: Kerrilyn Xjimenez**



BMS, Room 265, first session TBA, from 3:30 - 5:30 PM, other sessions set by the PLC members

#IS15F.15 This PLC could fulfill ½ to 1 credit inservice or 8 to 16 professional hours, dependent upon the details in the Professional Learning Community application submitted, etc. (...Continued on page 4)



GUIDED PLC: BTC PROFESSIONAL READINGS

Wish to work with a group borrowing a BTC book as your springboard? Quality teaching is supported by one's continuous inquiry and learning. A PLC that focuses on reading professional books is an ideal way to engage thoughtfully with colleagues to meet professional development needs through the shared expertise and insights of the PLC members. The PLC chooses the focus of study and proceeds at its own pace. The BTC recently purchased 18 new professional books in addition to owning a diverse collection of other professional reading materials. All such materials remain part of the professional library at the Baldwin Teacher Center but are available for loans to PLC's or individual readers for 3 weeks, with possible extension if title is not wait-listed.

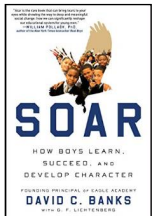
Find 3-6 others for your group, select your book(s) and focus (i.e. depending on the selected PLC hours AND the book's length or complexity, using parts of an educational book is acceptable) and submit your application for your PLC, showing how this course of study is applicable to your curricula.

Proposal Due Date: Anytime from September 16, 2014 to May 1, 2015

#IS15F.16 This PLC could fulfill ½ to 1 credit inservice or 8 to 16 professional hours, dependent upon the details in the Professional Learning Community application submitted.

***Need book suggestions for a "GUIDED PLC: BTC Professional Readings"? Check these books listed below:**

GUIDED PLC: BTC PROFESSIONAL READINGS - SOAR: HOW BOYS LEARN, SUCCEED, AND DEVELOP CHARACTER by David Banks.



In *Soar*, Banks shares the experiences of individual kids from the Eagle Academy as well as his own personal story to help others get similar results. He shares the specific approach he and his team use to drive students, from tapping into their natural competitiveness and peer-sensitivity, to providing rituals that mimic their instinctual need for hierarchy and fraternal camaraderie, to finding teachers who know firsthand the obstacles these students face. Result-oriented and clear-eyed about the challenges and the promises of educating boys at risk, *Soar* is a book that will give teachers an additional perspective. (Available in midi-Sept.)

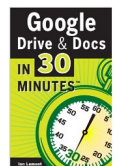
Find 3-6 others for your group, request this book from BTC, select a focus (i.e. depending on the selected PLC hours AND the book's length or complexity, using parts of an educational book is acceptable), and submit your application for your PLC, showing how this course of study is applicable to your curricula.

Proposal Due Date: Anytime from September 16, 2014 to May 1, 2015

#IS15F.17 This PLC could fulfill ½ to 1 credit inservice or 8 to 16 professional hours, dependent upon the details in the Professional Learning Community application submitted.

GUIDED PLC: BTC PROFESSIONAL READINGS - GOOGLE DRIVE AND DOCS IN 30 MINUTES

Get up to speed with Google Drive, a free online office suite that duplicates most of the functionality of Microsoft Word, Excel, and PowerPoint. Learn its popular word processor, DOCS, and use Drive and Docs to perform letter writing, spreadsheets, slide presentations and even convert (...Continued on page 5)



GOOGLE DRIVE AND DOCS IN 30 MINUTES - (...continued from Page 4).

Microsoft word documents to Google Docs, and vice versa. Make pie charts, bar charts and best of all, create and share interactive spreadsheets by inviting students or colleagues to enter information into your spreadsheet for easy analysis and dissemination of information.

Find 3-6 others for your group, request this book from the BTC, select a focus (i.e. depending on the selected PLC hours AND the book's length or complexity, using parts of an educational book is acceptable), and submit your application for your PLC, showing how this course of study is applicable to your curricula.

Proposal Due Date: Anytime from September 16, 2014 to May 1, 2015

#IS15F.18 This PLC could fulfill $\frac{1}{2}$ to 1 credit inservice or 8 to 16 professional hours, dependent upon the details in the Professional Learning Community application submitted.

OTHER BTC RESOURCE BOOKS TO CONSIDER for SELF-FACILITATED PLC: PROFESSIONAL READINGS

Whether for your own edification or as the inspiration for a Professional Reading PLC, borrow one of these BTC-owned books to support your efforts, available through the BTC Lending library for three-week loans but can be extended if there is no one wait-listed for the book. Contact us if any of these books are of interest. These books were purchased in June 2014 and selected by the BTC Policy Board members.

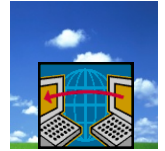
NOTE: Prior to contacting the BTC: Familiarize yourself with a book's content by going to Barnes and Noble or Google to read a summary and the opinions of others who have read some of the below titles.

1. *Brain Compatible Classrooms* by Robin Fogarty
2. *Compare & Contrast: Teaching Comparative Thinking to Strengthen Student Learning* by Harry F. Silver
3. *Everything's an Argument* by Andrea A. Lunsford, John J. Ruszkiewicz and Keith Walters
4. *Flip Your Classroom: Reach Every Student in Every Class Every Day* Jonathan Bergmann
5. *Get it Done! Writing and Analyzing Informational Texts to Make Things Happen* by Smith, Wilhelm, and Fredricksen.
6. *Google Docs 4 Everyone* by Steven Holzner and Nancy Holzner
7. *Notice and Note* by Kylene Beers and Robert Probst
8. *Oh, Yeah?! Putting Argument to Work Both in School and Out* by Smith, Wilhelm, and Fredricksen
9. *Reading in Style: Differentiated Reading Activities for Fiction, Nonfiction, and Poetry* by Jackson, Morris, and Perini
10. *So What's the Story?: Teaching Narrative to Understand Ourselves, Others* by James Fredricksen Heinemann
11. *Teaching Argument Writing, Grades 6-12: Supporting Claims with Relevant Evidence and Clear Reasoning* by George Hillocks Jr
12. *Teaching Students to Write Argument (Dynamics of Writing Instruction)* by Peter Smagorinsky, Larry R. Johannessen, Elizabeth Kahn and Thomas McCann
13. *Tools for Thoughtful Assessment: Classroom-Ready Techniques for Improving Teaching and Learning* by Boutz, Silver, Jackson, & Perini
14. *Web 2.0 Tools in the 21st Century Curriculum* by Monica Sevilla

(...Continued on page 6)



SPECIAL 2-HOUR WORKSHOP: SYMBALOO



Symbaloo is a new resource management tool that helps teachers and students organize the best of the web into individualized instruction. Teaching resources are saved in the Cloud and accessed from any device...tablet, Smart Phone or any computer. Teachers can apply "adaptive learning" by better meeting students' individual needs, while creating "personal teaching environments" which enable students to form their "personal learning environments." Our **Symbaloo** trainer will help you learn and utilize this new resource with ease. **Facilitator: Kerrilyn Xjimenez**

BMS, Library's Computer Room, Thursday, October 16, 2014, from 3:30 - 5:30 PM

THIS IS A 2-HOUR WORKSHOP TO SUPPORT & INSPIRE YOUR TEACHING EFFORTS.

#WORK15F.19 - This workshop is NOT for $\frac{1}{2}$ in-service credit but possible use for two professional hours or .25 inservice cr.). BTC Certificate will be issued to all participants to include in end-of-year portfolios.

APPS FOR YOUR CLASSROOM

The following Apps are ideal for classroom use: - Please inform us of your opinion of these sites, successes and challenges.

BrainPOP - <http://www.brainpop.com/> Bring learning to your fingertips™ with BrainPOP® featured Movie app Notability - powerfully integrates handwriting, PDF annotations, typing, recording, and organizing so you can take notes your way. This could be a powerful tool with special needs and at-risk students.

Early Jamestown - <https://itunes.apple.com/us/app/early-jamestown/id395229194?mt=8> interactive textbook exploration of the early days of the Jamestown settlement and the state of Virginia. You may need an i-Pad. [BTC has a limited number of i-Pads as part of their Loaning Library.] This could be a powerful tool with special needs and at-risk students and may appeal to younger students.

CalcMadeEasy - <http://calcmadeeasy.com/ios/> - free version with fully functional Scientific Calculator and Notepad with automatic note taking capability.

GoSkyWatch - <http://www.gosoftworks.com/GoSkyWatch/GoSkyWatch.html> - Easily and quickly identify and locate stars, planets, constellations, and more by simply pointing to the sky. This could be a powerful tool with special needs and at-risk students.

Science Glossary - <http://www.quick-facts.co.uk/science/glossary.html> - scientific terms and short biographies that support a science education website. This could be a powerful tool with special needs and at-risk students.

(...Continued on page 7 with **BTC Graduate Courses**)

BTC GRADUATE COURSE OFFERINGS (...continued from page 6).

ALL GRADUATE COURSES ARE SUBJECT TO THE \$30 BTC REGISTRATION FEE/PER PARTICIPANT

- Update your "profile" on My Learning Plan or MLP might reject your registration as ineligible.
- Then apply for prior approval at least one month in advance of the starting date of the course.

NYSUT GRADUATE COURSES

Notes:

- Secure BUFSD prior approval AT LEAST 1 month in advance of course's start date and register with NYSUT. (Removed register on Baldwin's MLP.)
- \$645 Graduate Tuition or \$375 Inservice Tuition to NYSUT (***Unless otherwise stipulated**).
- Tuition does not include the course text or BTC Registration Fee.
- BTC Registration fee: \$30 payable by check to the Baldwin Teacher Center due first day of class.



21ST CENTURY CLASSROOM: A NEW PARADIGM FOR RIGOROUS, RELEVANT & RESULTS-RICH INSTRUCTION 3 CREDITS EDU 661109 SUNY EMPIRE STATE COLLEGE - NYSUT



This practical hands-on course prepares teachers to embed 21st Century Skills, using the 4 C's: critical thinking, creative problem solving, collaboration, and communication. These strategies are integrated into a rigorous curricula framed by NYS P-12 Common Core Learning Standards. This course integrates research-based best instructional practices and models of teaching that encourage highly effective, differentiated instruction for all students.

Instructor: Randi Azar

Register: <https://www.mylearningplan.com/WebReg/ActivityProfile.asp?D=15191&I=1568598>

Required Text(s): Two Required Texts: *Enriched Learning Projects: A Practical Pathway to 21st Century Skills*, ISBN #9781934009741 & *Participant Manual* available as a download in NYSUT's MLP.

GR15F.20 Saturdays: Baldwin SHS - Room 611A/B 9/20, 10/11, 10/18, 10/25; 11/1/14 8A.M.-5 P.M.

READING & WRITING ACROSS THE CONTENT AREAS 3 CREDITS UNY 801 ADELPHI - NYSUT

This course explores content area teachers' roles in student's literacy development. You will learn how to utilize research-based teaching strategies in content-area instruction. Strategies include word attack, before-reading, during-reading, after-reading, writing and research -- applied within the context of content area learning. In addition, you will learn how to incorporate technology into literacy tasks in your classroom, and explore how to assess reading and writing tasks within a balanced literacy-content area classroom.



Instructor: Randi Azar

Register: <https://www.mylearningplan.com/WebReg/ActivityProfile.asp?D=15191&I=1568614>

Required Text(s): *Reading & Writing Across the Content Area*, 2nd edition, ISBN #9781412937627. Books can be purchased at your favorite bookstore.

GR15F.21 Baldwin Senior High School: 611AB 11/ 8, 11/15, 11/22; 12/6, 12/13/14 8 A.M. - 5 P.M.

(Graduate Courses, continued on page 8)



SUNY STONY BROOK ADVANCED GRADUATE CERTIFICATE PROGRAM: EDUCATIONAL LEADERSHIP

NOTE: THIS IS A POST-MASTER'S PROGRAM FOR SDL AND SBL (not school business leader)

NOTE 2:

- Secure BUFSD prior approval AT LEAST 1 month in advance of course's start date and then register on Baldwin's MLP
- \$1090 Graduate Tuition for 3-credit course payable by check to the **Baldwin Teacher Center** by 9/10/2014.
- Tuition does include the BTC Registration Fee.
- This program is a continuation from 2014-2015 school year and is only open to members who will be matriculating into this SUNY program.

EDUCATIONAL LEADERSHIP PRACTICE 3 CREDITS CEQ 503 SUNY AT STONY BROOK



This course helps to articulate the interrelationship between leadership theory and practice and promotes the philosophy that future school leaders should be pro-active. The course deals with administrative decision-making behavior in the context of a community. Students will use simulated materials that reflect the problems and issues of a school district. Political, social, and economic pressures, the educational needs and the establishment of high expectations for staff and students performance are considered, as well as the establishment of systems of rewards and recognition. The use of group dynamics in the decision-making process is emphasized.

This is part of a program toward certification as a building or district administrator. There is a prerequisite of CEQ 501 and 502 (Educational Leadership Theory I and II)

Instructor: Dr. Kenneth Forman

Register: Baldwin My Learning Plan

Required Text(s): Participants will continue to use *Educational Leadership - A Bridge to Improved Practice and Case Studies in Educational Administration* by Kowalski

GR15F.22 Baldwin Senior High School - 611 AB Thursdays, 9/18, 10/2, 10/9, 10/16, 10/23, 10/30, 11/6, 11/13, 11/20, and 12/4/14 4:00 P.M. - 8:30 P.M.

COMING NEXT...

SUPERVISION OF INSTRUCTION 3 CREDITS CEQ 555 SUNY AT STONY BROOK



This course covers the basic aspects of the supervisory process. Areas included are an overview of supervision, theory and research, organization and function, roles of various personnel in the supervisory process, factors influencing change, improving instruction through individuals and groups, curriculum development, effective use of learning resources and evaluating supervisory programs.

GR15S.23 Baldwin Senior High School - Thursdays, 611 AB 1/8, 1/15, 1/22, 1/29, 2/5, 2/12, 2/26, 3/5, 3/12, and 3/19/15 4:00 P.M. - 8:30 P.M

BROOKLYN COLLEGE GRADUATE COURSES: SWD EXTENTION CERTIFICATE

Notes:

- Secure BUFSD prior approval AT LEAST 1 month in advance of course's start date and then register on Baldwin's MLP
 - \$650 Graduate Tuition for 3-credit course payable by check to DANY Consultants, LLC
 - Tuition does not include the course text or BTC Registration Fee.
 - BTC Registration Fee: \$30 payable by check to *Baldwin Teacher Center* & mailed two-weeks in advance of start date.
- NOTE: LATE PAYMENTS FOR BROOKLYN TUITION OR BTC FEE WILL RESULT IN A PARTICIPANT'S INELIGIBILITY TO ATTEND THE COURSE FOR WHICH THE PAYMENTS WERE LATE OR NOT RECEIVED.**

STUDENTS WITH DISABILITY EXTENTION CERTIFICATE: 12 CREDIT PROGRAM

NOTE: The 4 courses in this program lead to a SWD certificate but are still open to all teachers, not just those in the cohort.

STUDENTS WITH SPECIAL NEEDS

3 CREDITS CBSE 7674T BROOKLYN COLLEGE

Participants will investigate the developmental nature, causes, and characteristics of young children and students with special needs, including giftedness. Participants will learn the implications for classroom teachers and other professionals in areas of interpersonal interactions, interagency collaboration, and instruction. There will be a focus on historical, social and legal foundations of special education and the politics of special education. The class will stress theories of learning and development, and the influence of gender, class, language, sexuality and race/ethnicity on the construction of disability, as interpreted within and across cultures. There will be field experiences in schools and a variety of community settings.

Register at: Baldwin's MLP.

Required Text(s): TBA

GR15F.24 Location: TBA - Tuesdays, 611 AB 10/14, 10/21, 10/28, 11/4, 11/18, 11/25, 12/2, 12/9/14 4:00 P.M. - 8:45 P.M.

NOTE: The 4 courses in this program lead to a SWD certificate but are still open to all teachers, not just those in the cohort.

LEARNING ENVIRONMENTS FOR STUDENTS WITH SPECIAL NEEDS 3 CREDITS

CBSE 7676T BROOKLYN COLLEGE

Participants will work with approaches to the design, management, and evaluation of optimal learning environments when teaching students with special needs. They will review pedagogical methods, including behavior management, crisis intervention, group process, positive social interaction skills, and peer mediation. Participants will also examine case studies in diverse settings as a basis for analysis, discussion, and interpretation of behavior within and across cultures. The goal is the development of a reflective approach to teaching and problem solving.

Register at: Baldwin's MLP.

Required Test: TBA

GR15F.25 Location: TBA - Tuesdays: 12/16/2014, 1/6, 1/13, 1/20, 1/27, 2/3, 2/10, 2/24/15 4:00 - 8:45 P.M.

(Continued on page 10)

BROOKLYN COLLEGE COURSES COMING NEXT...

NOTE: The 4 courses in this program lead to a SWD certificate but are still open to all teachers, not just those in the cohort. Listed below are courses that will be listed in the BTC 2015 Spring Catalog.

CURRICULUM MODIFICATIONS FOR TEACHING STUDENTS WITH SPECIAL NEEDS 3 CREDITS

#CBSE 7677T: BROOKLYN COLLEGE. Thursdays only. Proposed Dates: 3/3, 3/10, 3/17, 3/24, 3/31, 4/14, 4/21, 4/28/2015

EDUCATIONAL ASSESSMENT OF YOUNG CHILDREN AND STUDENTS WITH SPECIAL NEEDS

#CBSE 7678T : BROOKLYN COLLEGE. 7 Thursdays / 1 Tuesday Proposed Dates: 5/7, 5/14, 5/21, 5/28, 6/4, 6/11, 6/18, 6/23 (Tuesday)

***NOTE - IF THE PROGRAM BEGINS LATER THAN ANTICIPATED, ONE OF THE COURSES MAY NEED TO MEET 2X WEEKLY ON A TUESDAY AND THURSDAY IN ORDER TO FINISH BY JUNE 23, 2015. HOWEVER, THIS WILL BE DECIDED IN ADVANCE OF THE PROGRAM START DATE TO AVOID ANY SCHEDULING CONFLICTS.**

Some online resources for educators

Check out these sites to complement your lessons.



The National WWII Museum in New Orleans offers teaching posters at www.nationalww2museum.org



This site is full of e-goodies for mostly social studies but other disciplines might find gems, even math and science. The section with lesson plans is found at <http://www.nationalww2museum.org/learn/education/for-teachers/classroom-resources.html>



CK-12 Foundation, a non-profit organization offers teaching materials for K-12 lessons in math and science at www.ck12.org/teacher Due to the multi-discipline approach of CCLS, other disciplines might find some inspirational material to apply to their curricula as well.



(Online Resources continue on page 11)

Virtual World for Acting: A.R.T. is a theater company created in 2008, They would take shows "on the road" to venues on various online sims. Since then A.R.T. has produced *The Tempest*, *Hamlet*, *13 Objects: Studies in Servitude* by Howard Barker (done in cooperation with Coventry University in England where one of our troupe members is a lecturer), and classics adapted for the virtual world including *Alice in WonderSLand*, *Oedipus Rex*, and *Alice Through the Looking Glass*. Descriptions of A.R.T.'s past productions can be viewed here: <http://www.avatarrepertorytheater.org/node/49>



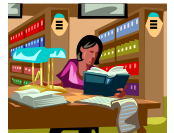


Autism: Need information about working with students with autism, and you are not sure where to begin?. Here are two web sites that can give you the guidance that you seek:

<http://www.autism-society.org/living-with-autism/how-we-can-help/online-courses.html>

and <http://www.autism-society.org/about-autism/> for autism

Multiple Topics: Have time and the interest in discovering more about your discipline? Go to a site that has 100's of courses from world-class universities. As an online participant in whatever activities you access, there are no fees, no travel expenses, and no passports, visas, or shots necessary. Go to the site, find your field and look through the lessons available at: <http://www.openculture.com/freeonlinecourses>



THE MONUMENTS MEN - The topics on this web site focus on details about art, history, and value of art to a culture (i.e., should we risk lives to defend works of art?) while focusing on biographies of men and women from countries that served during WWII to save confiscated art that had been either hidden in private collections or systematically destroyed. Facts are documented in specified articles, books, and films. Using the site <http://www.monumentsmen.com/> find activities, films, and books that might be applied to your classroom. [Most applicable for grades 8-12]



GO TO PAGES 6 FOR SOME VERY USEFUL APPS FOR CLASSROOM SUPPORT.

GO TO PAGE 12 FOR THE LIST OF ALL THE BALDWIN TEACHER CENTER POLICY BOARD MEMBERS.

BTC Policy Board Chairperson

Barbara M. Sher

BTC Director

Karla Lomangino

Policy Board Teacher Representatives

Victoria Barone

Liz Carrozzo

Sara Gonzalez

Ann Kroell

Fran Manas

Miguelina Ortiz

Mary Smith

BTA Policy Board Representative

Vincent Leis

Board of Education Policy Board Representative

Karen Reid, Board of Education President

Non-Public School Policy Board Representative

Mrs. Priest

Community/Parent Liaison

Robert B.A. Schoen

Business

Mitch Tobol

Higher Education

Dr. Ralph Zalma