### **DEPARTMENT OF CURRICULUM AND INSTRUCTION SUMMER 2012 INSTITUTES**

All summer institutes listed award 3 graduate credits. For further information, please call the Department of Curriculum and Instruction at (516) 299-2374

### **LIU POST**

EDI 750	Teasing and Bullying (1878)	Dr. Povell	7/9-7/13
EDI 750	Digitally Differentiating the Mixed Ability	Dr. Piro/Dr. Nespoli	7/9-7/13
	Classroom (2980)		
EDI 750	Early Childhood Special		

Education (2981)

Dr. Povell 7/16-7/20

EDI 750 Classroom Assessment in the Era of

> No Child Left Behind (1877) Dr. Goubeaud 7/30-8/3

# **TEASING AND BULLYING**

EDI 750 (1878) M, T, W, Th, F, July 9-13 9 a.m.-4 p.m.

PROGRAM COORDINATOR: DR. PHYLLIS POVELL

This highly-interactive class will immerse students in innovative strategies that address teasing, bullying, and sexual harassment in the classroom and school community. Hands-on experience in a range of activities and approaches will focus on teasing and bullying in elementary school, middle school, and high school; sexual harassment in middle school and high school; building a peaceable classroom and strategies for anti-violence education from a theoretical and practical perspective. Come prepared to have fun and to be engaged. Please wear flat-soled shoes.

### DIGITALLY DIFFERENTIATING THE MIXED- ABILITY CLASSROOM

EDI 750 (2980) M, T, W, Th, F, July 9-13 9 a.m.-4 p.m.

### PROGRAM COORDINATORS: DR. KAREN NESPOLI & DR. JOSEPH PIRO

One of the major challenges of 21st century American education involves how it can best accommodate the increasing diversity of students' backgrounds. Increasingly, technology is playing a key role in helping teachers differentiate, customize, and personalize instruction in these increasingly diverse K-12 classrooms. This one-week Institute focuses on enhancing teacher thought and practice by detailing highquality, high-impact strategies for digitally differentiating instruction for students within a mixed-ability setting. This extends to high-diversity classrooms composed of students of varying social, academic, linguistic, and cultural backgrounds. While teaching methodology will be a focal point of the Institute, it will be situated within the broader discourse of social and intellectual conditions defining teaching and learning in the new millennium that have advanced the need for differentiated instruction using new technologies designed to deliver instruction.

It is expected that students enrolled in this Institute will:

- Review the empirical research base in differentiated learning and analyze key developments in contemporary American education and society impacting upon differentiation
- Identify major characteristics of differentiated instruction and the role of technology
- Acquire proficiency with a wide range of digital tools to develop structure for differentiating K-12 instruction
- Examine models of managing differentiated instruction using a variety of digital resources including mobile devices and relevant content-area applications and web sites
- Recognize the needs of targeted student populations, e.g., gifted, inclusion, ELL
- Develop a DDEP (Digital Differentiated Education Plan)

· Reflect on how digitally differentiating instruction can improve teacher practice and student achievement

GUEST SPEAKERS WILL BE NAMED AT A LATER DATE.

#### EARLY CHILDHOOD SPECIAL EDUCATION

EDI 750 (2981) M, T, W, Th, F, July 16-20 9 a.m.-4 p.m. C. W. Post Campus

### PROGRAM COORDINATOR: DR. PHYLLIS POVELL

The institute is designed to provide a setting for outstanding educators to share their expertise with teachers and administrators who are concerned with understanding the challenge of providing services to young children with disabilities in natural environments and their families.

This institute will provide an overview of the broad policy framework guiding the development of services, which are rapidly expanding throughout the country. Specific strategies for assessing needs and developing appropriate approaches will be stressed. Fundamental guidelines for partnering effectively with parents, other professionals and community resources of various types in a collaborative, culturally sensitive manner will be addressed. The speakers will address issues both from theoretical and practical perspectives, enabling participants to have hands-on experience with relevant methods and materials.

# **GUEST SPEAKERS:**

**Amy Flynn** is director of Bank Street Family Center in New York City and a trainer with the Special Quest Program.

**Dr. Louis Landry** is a former head start director and former state director of community services for persons with disabilities, a family therapist and a trainer with the Special Quest Program.

### CLASSROOM ASSESSMENT IN THE ERA OF NO CHILD LEFT BEHIND

EDI 750 (1877) M, T, W, Th, F, July 30-August 3 9 a.m.-4 p.m. C. W. Post Campus

## PROGRAM COORDINATOR: DR. KARLEEN GOUBEAUD

This course examines classroom assessment from the perspective of new accountability requirements legislated by the No Child Left Behind Act. Participants including current Pre K-12 teachers, pre-service teachers and curriculum specialists will be engaged in activities that foster a deeper understanding of the use of a variety of assessment types such as performance-based or authentic assessments as well as traditional types of assessments. Special emphasis will be placed on how assessment tools can be designed to both enhance the learning process and comply with regulations outlined in the No Child Left Behind Act.