

Bank Street College / Fall 2015

Continuing Professional Studies

“Theory meets practice in our interactive courses”

Dear Educators,

99 years ago, Lucy Sprague Mitchell founded Bank Street as a site of observation and discovery of how children learn best, and how we as educators can support their learning and growth. As we approach the College’s Centennial, now is the time to rededicate yourself to child-centered practice by investing in your professional development at Bank Street.

This fall, new opportunities abound at the College. Whether you are seeking new approaches like incorporating mindfulness in the classroom, investing in a certificate program to diversify your career opportunities, or simply need a course to meet state requirements, Bank Street has options that will help you meet your goals.

In particular, new certificate programs reflect Bank Street’s roots as well as new directions in education. The Digital Technologies and the Early Childhood Environment certificate program focuses a century of early childhood expertise onto the new spectrum of digital tools that, when used thoughtfully, can meaningfully augment learning in today’s classrooms. And the Summer Camp & After School Leadership certificate gives teachers a broader context for the “whole child,” demonstrating how out-of-school time can keep children connected to their school-year learning.



Bank Street’s Centennial will be a time of celebration but also of learning, collaboration, and community. We hope you join us in this year of our own exploration and discovery.

Sincerely,

Joy Lundeen Ellebbane
Director

Cultural Explorations in Morocco



bankstreet.edu/cps/study-abroad/morocco/

Morocco from 2008–2010 investigating language policy and pedagogy in Moroccan schools as a Fulbright scholar. Susannah received her MEd from the University of Pennsylvania and a BA from Swarthmore College, where she majored in linguistics and languages with Arabic and French.

Course Dates: **April 23 – May 1, 2016**

Based in the cities of Rabat and Fes, participants will spend seven days experiencing the culture and languages of Morocco first-hand. Through meetings with representatives from a variety of education institutions, formal and informal, and site visits to the Ministry of Education and Moroccan schools (when their calendar permits), participants will gain a greater understanding of Arab culture as experienced in Morocco.

Instructor: **Susannah Gund**, MEd, is the adult education coordinator at the Arab American Association of New York (AAANY). Since 2006, Susannah has been traveling to Morocco to study, teach, and conduct research on languages and language learning. She lived in Fez, Rabat, and Massa,

Fall 2015 Courses

Behavior Management Strategies for the Classroom Teacher (Grades Pre-K - 8) SETE508N

Good classroom management is at the heart of effective teaching. This course is aimed at teachers in regular and special education settings who want to learn how to organize their classrooms to help students realize their maximum potential while also keeping their classes on track. It includes a step-by-step approach for setting up and carrying out a behavior modification strategy. This course is intended for instructors with less than five years experience, but more experienced professionals will come away with new techniques to add to their repertoire. Instructor: *Debbie Zlotowitz*

December 4 and 5 1 CEU \$405 / 1 credit \$1,444
Friday, 4:45–9:15 pm Materials fee \$10
Saturday, 9:00 am – 5:00 pm Registration Deadline: 11/25

Constructing a Democratic Classroom: Focus on Routines, Rules, and Transitions. (Ages 3 - 9 Years) TEED656N

Routines, rules, and transitions may be thought of as providing the framework for the daily life of the classroom. The way in which they are constructed and carried out strongly affects the social, moral, and academic atmosphere in the setting. What does democracy mean in relation to routines, rules, and transitions? How can children have a voice in determining them? The ultimate goal is not simply to create order but also to encourage the development of both autonomy and a caring community. Topics to be considered are views of the nature of the child, developmental appropriateness, flexibility, the needs of English language learners and children with developmental variations, issues around power and control, the meaning of resistance, and how routines and transitions relate to academic learning and the various curriculum areas, particularly social studies. Teachers will examine and analyze the structures in their own and each other's classrooms. Instructor: *Candace Phaire*

November 6 and 7 1 CEU \$405 / 1 credit \$1,444
Friday, 4:45–9:15 pm Materials fee \$10
Saturday, 9:00 am – 5:00 pm Registration Deadline: 10/30

Mindfulness in Education (Ages 4 - 11 Years) TEWS712N

Mindfulness is a particular way of paying attention to internal thoughts, sensations, emotions, and external stimuli with kindness. Practicing mindfulness in educational settings promotes self-regulation and metacognition while enhancing attention and decreasing stress. In this workshop, you will learn activities to use in your classroom to support classroom instruction, community building, and social-emotional learning. We will also explore the history of mindfulness, current mindfulness research, and the impact it has on our minds and bodies. For teachers, administrators, parents, caregivers, child life specialists, and museum educators.

Instructor: *Bonnie Levine*

November 7 .6 CEU \$275 (not offered for credit)
Saturday, 10:00 am – 4:00 pm Materials fee \$10
Registration Deadline: 10/31

Motor Play to Enhance Growth in the Classroom (Ages 1 - 6) TEWS715N

This course will demystify concepts such as sensory processing, regulation, and sensory integration. Participants will learn how motor play can impact energy level, attention, and a child's ability to improve organizational skills. Participants complete the course with a toolbox of activities to enhance fine and gross motor development along with strategies to keep children alert, energized, and in control in the classroom setting. Discussion will include how to collaborate with families and caretakers in using motor play to extend skill building to the home environment, along with new neuroscience research underscoring the importance of sensory motor play for brain

organization and building the foundation for life long learning.

Instructor: *Jill Mays*

November 7 1 CEU \$405 (not offered for credit)
Saturday, 9:00 am – 5:00 pm Materials fee \$10
Registration Deadline: 10/30

The Essential Orton-Gillingham (Grades 1 - 6) SPED585N

The Orton-Gillingham method of teaching decoding, spelling, and handwriting is a multisensory approach that has been used successfully with children who experience difficulty learning these skills. This course trains you in the Orton-Gillingham techniques and translates high-interest comprehension activities into literacy programs. Required text: *Preventing Academic Failure*, by Phyllis Bertin and Eileen Perlman (Monroe Associates Publishers).

Instructors: *Ginny O'Hare Perrin and Debbie Zlotowitz*

November 13, 14, 20, and 21
(Required synchronous online work due on 12/4)
Fridays, 4:45 – 9:15 pm 2 CEU \$810 / 2 credits \$2,888
Saturdays, 9:00 am – 5:00 pm Materials fee \$78 (includes required text)
Registration Deadline: 11/6

The Reggio-Emilia Approach: From Theory to Practice (Ages Infant - 5 Years) TEED654N

The early childhood program founded in Reggio-Emilia, Italy incorporates an emphasis on the learning environment, process vs. product, developmentally appropriate practice, and the importance of the community of learners. Much of this philosophy reflects the culture of the Italians and is difficult to re-create in the United States. This course is meant to provide an introduction to the approach and will attempt to bridge the Reggio-Emilia theory with American culture. We will view the Reggio-Emilia approach as a means to combat the push-down curriculum, competition, product over process, and the jumping/skipping of learning stages we are now experiencing in this country. Instructor: *Rick Ellis*

November 13 and 14 1 CEU \$405 / 1 credit \$1,444
Friday, 4:45–9:15 pm Materials fee \$10
Saturday, 9:00 am – 5:00 pm Registration Deadline: 11/6

ONLINE COURSES

These workshops/courses are asynchronous, except where noted. That is, participants work at times that suit them best; however, there will be firm weekly due dates for assignments. The course instructors will act both as leaders and mentors by offering regular support, suggestions, and direction. Students should expect to spend 3-5 hours per week on coursework, except where noted.

The Bank Street Approach to Early Childhood Education TEWS800N

Participants will strengthen their knowledge around a number of early childhood concepts that are integral to the Bank Street approach, including play as the young child's way of making sense of the world around them. Participants will examine progressive and special education practices, family and child-centered curricula, and diverse cultural and linguistic pedagogies. Instructor: *Tamara Sewell*

Course Timetable: November 3 – December 8
(No workshop meeting Thanksgiving week)
1 CEU \$405 (not offered for credit) Registration Deadline: 10/27

Child Development in the Context of Camp and After School (Ages 3 – 8) TEWS799N

This workshop examines developmental theories integral to the Bank Street approach. Participants explore how out-of-school time programs connect teaching and learning meaningfully to the outside world. Topics include social-emotional growth, resilience and independence, personal identity, community culture, cognitive growth and problem solving, and the learning of life skills. The cognitive, social, emotional, and physical development of children is explored in the context of the summer camp and after school experiences. Instructors: *Nancy Ireland and Julie Sokoloff*

Course Timetable: November 3–December 3
(No workshop meeting Thanksgiving week)
1 CEU \$405 (not offered for credit) Registration Deadline: 10/27

Out-of-School Time Administration and Leadership TEWS805N

This workshop identifies the needs and concerns of families and staff, recognizing and supporting diversity and cultural competency. Participants explore strategies and practices that help to build important structures for summer camp and after school administration, from developing a culture of community to understanding enrollment, staff development, and program assessment. Topics include application process and evaluation, understanding health concerns and diversity issues, communication and leadership skills, and implementing systems of support for families and staff. Instructor: *Ana Tiburcio*

Course Timetable: October 13 – November 13
1 CEU: \$405 (not offered for credit) Registration Deadline: 10/6

Setting Up Digitally Enhanced Learning Environments TEWS803N

Participants will discover how to create and manage developmentally appropriate centers that use technology to support independent as well as collaborative learning. Through hands-on activities and discussion, we will explore how the use of space and the choice of both analog and digital materials influences how and what children learn. Participants will discuss when to include various digital materials and examine issues that may emerge when implementing digitally enhanced learning activities such as motivation, persistence, communication, and management. Communication with parents and caregivers about digital and analog tools in the classroom curriculum will be emphasized as a critical component of any classroom environment. Instructor: *Charles Vergara*

Course Dates: October 28–November 18
1 CEU: \$405 (not offered for credit) Registration Deadline: 10/21

Staff Development for After School and Summer Camp Programs TEWS806N

This workshop provides a framework for developing, training, and leading camp staff. Participants strengthen their understanding of the principles and methods for developing and managing adolescents and young adults as camp counselors. Special emphasis is given to the supervision of teen and young adult youth leaders. Topics include hiring and vetting staff, expectations of staff performance, developing a diverse staff, and evaluating staff growth and critical reviews. Instructor: *TBA*

Course Timetable: TBA
1 CEU \$405 (not offered for credit) Registration Deadline: TBA

STATE MANDATED TRAININGS

PLEASE NOTE: Registrants should make sure to log into this course at or before the specified start time. No one will be allowed to participate in any of the State Mandated Workshops after the posted start time. **Those who log in late are not eligible for a transfer or refund.**

State Mandated Training in Child Abuse Identification and Reporting TEWS500N

All licensed professionals working with children under 18 years of age are required by NY State law to report suspected child abuse and neglect. This course will help you learn to identify symptoms of child abuse and neglect

and will provide you with information about the required procedures for reporting abuse. The NY State Certificate of Completion will be issued to all registrants who attend the full two-hour session. Instructor: *Christine Low*

November 13 Friday, 5:15 – 7:15 pm Fee for any one session \$75
Registration Deadline: **11/6**

State Mandated Training on School Violence Prevention TEWS501N

Anyone applying for certification after February 2, 2015, must complete two hours of training on school violence prevention and intervention. This workshop includes training in effective classroom management techniques, identifying the warning signs of violent and other troubling behavior, and intervention techniques for resolving violent incidents in the school. The NY

State Certificate of Completion will be issued to all registrants who attend the full two-hour session. Those who log in late are not eligible for a transfer or refund. Instructor: *Ana Tiburcio*

November 19 Friday, 5:15 – 7:15 pm Fee for any one session \$75
Registration Deadline: **11/12**

State Mandated Training: Dignity for All Students TEWS708N

Anyone applying for certification during or after the Fall 2013 semester must complete six hours of training on the social patterns of harassment, bullying, and discrimination. This workshop includes training in identifying indicators, early warning signs, prevention and intervention techniques, and how to interact with families of victims and aggressors.

IMPORTANT NOTICE: The online portion of this course must be completed by 11:55pm of the date listed. You must complete the session online (Part I) by the date and time listed for each section to attend the face to face session (Part II).

Students who do not complete the online portion by the deadline are not eligible for a transfer or refund. The face-to-face portion of this workshop starts promptly. Students who are late (even by one minute) will NOT be permitted entrance to the workshop and are not eligible for a transfer or refund. No exceptions.

Withdrawals or transfer requests made in writing are subject to a \$15 change fee and will be accepted up to the registration deadline.

Section I: Part I: 3-hour asynchronous

Online component must be completed by 11:55 pm on **Tuesday, October 6**

Part II: **October 9** (In person)

Friday, 5:15 – 8:15 pm

Instructor: *Lauren Hyman*

Fee for any one session \$140

Registration Deadline: **10/4**

Section 2 Part I: 3-hour asynchronous

Online component must be completed by 11:55 pm on **Monday, November 2**

Part II: **November 5** (In person)

Thursday, 5:15 – 8:15 pm

Instructor: *Marissa Gold*

Fee for any one session \$140

Registration Deadline: **10/29**

Section 3 Part I: 3-hour asynchronous

Online component must be completed by 11:55 pm on **Monday, November 23**

Part II: **December 1** (In person)

Tuesday, 5:15 – 8:15 pm

Instructor: *Ron Woo*

Fee for any one session \$140

Registration Deadline: **11/19**

Faculty Credentials

Rick Ellis, has an MEd from the College of New Jersey, a BA from Rider University, and has continued completing post-graduate work.

Susannah Gund has an MEd from the University of Pennsylvania and a BA from Swarthmore College, where she majored in linguistics and languages with Arabic and French.

Nancy Ireland earned her degree from Bank Street College in early childhood and general special education and completed the Autism Annotation. She received her BA in Political Science from Tulane University.

Lauren Kaplan holds an MA in Counseling from NYU and a BA in Psychology from Emory University.

Bonnie Levine earned her MEd in Early Childhood and Childhood General Education from Bank Street College. Her BA in Liberal Arts is from SUNY Purchase.

Christine Low, LCSW has an MS in Social Work from Columbia. She has been a licensed social worker since graduation. Between 1991 and 2004 she was licensed as a CSW. She received her LCSW in 2004, when that licensing option began.

Jill Mays earned an MS in Counseling and Human Relations from Villanova University and a BA in Occupational Therapy from the University of Pennsylvania.

Ginny O'Hare Perrin has an MEd in Special Education from Bank Street College and a BA in Child Psychology and Education from Swarthmore College.

Candace Phaire earned her PhD from NYU in the Department of Teaching and Learning and her MEd in Elementary Education from Brooklyn College. She earned her BA in Political Science from Spelman College in Atlanta, Ga.

Tamara Sewell earned her PhD in Exceptional Learning: Young Children and Families from Tennessee Technological University, an MS in Public Service Management from Cumberland University, and a BA in Early Childhood Special Education from University of Maine at Farmington.

Julie Sokoloff earned her graduate degree in Early Childhood and Childhood General Education from Bank Street College. Julie received her BA from Binghamton University in Human Development.

Ana Lisa Tiburcio earned a Masters in Social Work from the City University of New York's Hunter College School of Social Work and holds a BA in Psychology with a minor in Children's Studies from the City University of New York's Brooklyn College.

Charles Vergara holds a BA in English from the University of Wisconsin, Madison; a MA in Math, Science, Technology and Communication from Teachers College, Columbia University; and an EdM in Independent School Organization and Leadership from the Klingenstein Center at Teachers College.

Debbie Zlotowitz has a SAS from Bank Street College, an MS in Exceptional Education with additional certification in Reading from SUNY Buffalo State, and a BA in Speech Pathology and Audiology from University of Buffalo.

Online Certificate Programs

Summer Camp & After School Leadership Certificate

This online certificate is designed for professionals in leadership, administration, and staff positions who wish to expand their professional skills and learn more about the Bank Street approach to camp and after school programs.

Child Development in the Context of Camp and After School (TEWS799N)

Instructors: *Nancy Ireland and Julie Sokoloff*

Course Dates: November 3 – December 3

(No workshop meeting Thanksgiving week)

Out-of-School Time Administration and Leadership (TEWS805N)

Instructor: *Ana Tiburcio*

Course Timetable: October 13 – November 13

Staff Development for After School and Summer Camp Programs (TEWS806N)

Instructor: TBA

<https://www.bankstreet.edu/cps/certificates-programs/camp-afterschool-leadership/>

Digital Technologies and the Early Childhood Environment Certificate

This online certificate is designed for educators of children ages four through eight who wish to learn more about technology and its authentic use in the early childhood environment. The methods and technologies introduced emphasize culturally sensitive and developmentally appropriate practices for a variety of early childhood settings.

The Bank Street Approach to Early Childhood Education (TEWS800N)

Instructor: *Tamara Sewell*

Course Timetable: November 3- December 8, 2015

(No workshop meeting Thanksgiving week)

Setting Up Digitally Enhanced Learning Environments (TEWS803N)

Instructor: *Charles Vergara*

Course Timetable: October 28- November 18, 2015

<https://www.bankstreet.edu/cps/certificates-programs/digital-technology/>