

Continuing Professional Studies Spring 2012

Below is a preliminary list of Spring courses, check our website for current listings.
Register online at www.bankstreet.edu/cps/registration after December 1, 2011.

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EARLY CHILDHOOD

Art with Young Children (Ages 3 - 8 Years) TEED501N

This course shows you how to provide rich art experiences for young children in a variety of settings. Participants will work with art materials and consider the contribution of art to children’s learning and development. Other topics to be discussed include: setting up art areas; selecting, presenting, and storing materials; planning a meaningful sequence of art experiences; how to make appropriate comments on children’s work; and ways to make art an integral part of the curriculum.

Timothy Lightman, MEd, is currently Principal at the Smith College Campus School, a K-6 laboratory school in Northampton, MA. He has worked for over twelve years in the field of education as a curriculum consultant, graduate supervisor in the Preservice Inclusive Elementary Education Program at Teachers College, and as a teacher and researcher at Bank Street College and the School for Children. Mr. Lightman has an MEd in Special Education and an MS in Early Childhood and Elementary Education, both from Bank Street College of Education. He also has a BA in American History from New York University.

March 9 and 10
Friday, 5:15 – 9 pm
Saturday, 9:30 am - 5 pm
1 CEU \$395 / 1 credit \$1,240
Materials fee \$25
Registration Deadline 3/2

Creative Movement in the Early Childhood Curriculum (Preschool - Grade 3) TEED561N

Children love to move! This participatory course demonstrates engaging strategies that can integrate movement — children’s natural language — into the early childhood curriculum in schools and other settings. Using scarves, songs, music, and children’s literature, we will explore how kinesthetic teaching techniques provide a springboard for the development of body and group awareness, spatial and numerical concepts, and language and pre-reading skills. Creative movement activities can ease transitions and classroom management issues as they heighten self esteem, nurture creativity, and build community in the classroom.

Susan Griss, MA, a dancer, educator, and curriculum consultant, is the author of *Minds in Motion: A Kinesthetic Approach to Teaching Elementary Curriculum*. She is on the faculty of Lesley University, Cambridge, MA, and she is co-director of the Arts and Curriculum Institute, part of Concerted Effort, which works in the Albany, NY region. She has been teaching creative movement to children in public schools for over 20 years. Ms. Griss has an MA in dance and choreography from New York University, and a BA from Smith College, Northampton, MA.

February 10 and 11
Friday, 5:15 - 9 pm
Saturday, 9:30 am - 5 pm
1 CEU \$395 / 1 credit \$1,240
Materials fee \$5
Registration Deadline 2/3

Learning Difference or Disability: A New Perspective (Ages 4 – 10 Years) SEWS567N

Today we view learning disabilities on a continuum - high, low, and in between. With the benefit of new research on how the brain learns, we will define what is meant by the term Learning Disability, and find out how to distinguish between a learning difference and a disability. Most importantly, participants will learn strategies and techniques, based on practical applications of current research, to help children who struggle with learning challenges. Case material will be presented, along with findings from research on how the brain learns and what the implications for teaching are.

Karen Brody, MA, is a school psychologist at Packer Collegiate Institute in Brooklyn, NY. She is also a psychologist in private practice, a psycho-educational consultant, an instructor at Brooklyn College, and a workshop facilitator. Ms. Brody has an MA in Clinical and School Psychology from City College of New York and a BA from Brooklyn College, both in the CUNY system.

February 4
Saturday, 9:30 am - 5 pm
.6 CEU \$265 (not offered for credit)
Materials fee \$10
Registration Deadline 1/27

Online

Mathematics and the Young Child (Ages Birth – 5 Years) TEWS706N

This course focuses on early mathematical content and concepts that are relevant to young children during the first five years of life. Participants will learn effective strategies to recognize and promote mathematical development and learning in all young children. They will also explore what mathematics looks like for infants,

toddlers, and preschoolers and learn specific ways to facilitate young children's mathematical development. They will practice what they are learning through a variety of assignments, including, if possible, direct interactions with young children. This online course was designed by the National Head Start Family Literacy Center.

Amy Flynn, MS, is an Early Childhood Education Specialist for the New York State Training and Technical Assistance Center, providing direct support and training to Head Start and Early Head Start programs throughout the State. Previously, Amy worked at the Bank Street Family Center in New York City for 22 years. As the Director, she supervised and oversaw the Center's inclusive childcare program, which serves children with and without disabilities ranging in age from 6 months to 5 years. Amy was also responsible for the Family Center's home- and community-based special education services for children birth to 5 years. In addition to presenting at National and Local conferences, Ms. Flynn co-authored a chapter titled, "Learning to Read the World: Language and Literacy in the First Three Years," in a book published by Zero to Three Press titled: *Leading the Way to Quality: The Importance of Supervisory Support*. She has an MS in Early Childhood Special Education and an MEd in Educational Leadership from Bank Street College of Education.

Online Course timetable: February 1 – February 29
1 CEU: \$395 (not offered for credit)
Registration deadline: 1/25

This workshop is asynchronous, that is, participants work at times that suit them best; however, there will be firm weekly due dates for assignments. The course instructor will act both as a leader and a mentor by offering regular support, suggestions, and direction.

The Youngest Scientists: Hands-on Adventures (Ages 3 - 8 Years) TEED531N

Bring out the inner scientist in your students and yourself with this course, which includes a wide range of easy-to-do scientific experiments and activities. Using familiar, easily obtainable materials and simple hands-on exercises that illustrate scientific principles, you can learn to make science both accessible and intriguing to children of any age. Some areas covered include: using your senses as scientific tools, science in the air, approaching art and cooking as science, studying living things, and additional adventures in chemistry, physics, electricity, and magnets.

Instructor: **TBA**

May 4 and 5
Friday, 5:15 - 9 pm
Saturday, 9:30 am-5 pm
1 CEU \$395 / 1 credit \$1,240
Materials fee \$15
Registration Deadline: 4/27

Understanding Autism and Other Pervasive Developmental Disorders (Ages 2 - 6 Years) SEWS572N

This course provides a comprehensive view of PDD and the diagnoses that fall under it (Autism, Asperger's Syndrome, PDD/NOS, etc.). You will learn how these students learn, how to modify the environment and curriculum to meet their needs, how to promote socialization and acceptance, and how to work with parents and school personnel. In addition,

specific strategies for teaching will be reviewed, including Applied Behavior Analysis, TEACCH, Picture Exchange Communication systems, and using Verbal Behavior and visual supports. Assessment techniques and methods of recording progress will be addressed so that IEP goals can be developed and supportive methods of teaching can be executed.

Samantha Wulfsohn, PhD, is a consultant in private practice, specializing in Autism spectrum disorders and infant and early childhood mental health. She has been working with young children and their families for over 20 years. Previously, Dr. Wulfsohn was the Project Executive Director for the Infant and Early Childhood Mental Health Consultation Project at the Erikson Institute in Chicago. She is a licensed psychologist with a degree in Child Development and School Psychology from the University of Wisconsin-Madison.

February 10 and 11

Friday, 5:15 - 7:15 pm

Saturday, 9:30 am - 4:30 pm

1 CEU \$395 (not offered for credit)

Materials fee \$10

Registration deadline 2/2

Using the Supportive Play Model: Individual Intervention in Early Childhood Practice (Ages Birth – 6 Years) SETE511N

The Supportive Play Model (SPM) is an approach to early care and intervention that addresses all lines of development through play and is applicable to a cross-disciplinary audience. It pays unique attention to the child's self-social-emotional formation, the impact of the inner life, and the centrality of relationships. In SPM, play serves as the common medium linking the multiple disciplines serving typical young children and those whose development is different, including children on the autistic spectrum. In this course, participants will learn to implement SPM, which provides the practitioner with a systematic process for observing children (both typical and atypical), analyzing their play, and preparing and promoting developmentally appropriate and play-based environments and intervention strategies. The model draws from practices in early intervention, the nursery school, mental health, and DIR/Floortime. An introduction to the principles and practices of DIR/Floortime will be incorporated into the course by the instructor, who is a member of the DIR Institute faculty. Some experience working with young children is required. Required text: *Using the Supportive Play Model*, Teachers College Press, 1995.

Gilbert Foley, EdD, is associate professor of School/Child Clinical Psychology at Ferkauf Graduate School of Psychology of Yeshiva University, New York, NY, and Consulting Clinical Director of the Early Childhood Mental Health Consultation and Treatment Program of the New York Center for Child Development. He is co-author of "The Cognitive Observation Guide" and "The Attachment-Separation-Individual Scale," two chapters in the book *Using the Supportive Play Model* (Teacher's College Press, 1995) and, most recently, with Dr. Jane Hochman, *Mental Health in Early Intervention: Achieving Unity in Principle and Practice* (Brookes, 2006). Mr. Foley earned his EdD in School and Counseling Psychology from Lehigh University in Bethlehem, PA. He graduated magna cum laude with a BA in psychology from Albright College in Reading, PA.

April 27 and 28

Friday, 5:15 - 9 pm

Saturday, 9:30 am - 5 pm

1 CEU \$395 / 1 credit \$1,240

Materials fee \$10

Registration Deadline: 4/20

CHILDHOOD

Art with Young Children (Ages 3 - 8 Years) TEED501N

This course shows you how to provide rich art experiences for young children in a variety of settings. Participants will work with art materials and consider the contribution of art to children's learning and development. Other topics to be discussed include: setting up art areas; selecting, presenting, and storing materials; planning a meaningful sequence of art experiences; how to make appropriate comments on children's work; and ways to make art an integral part of the curriculum.

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March 9 and 10

Friday, 5:15 – 9 pm

Saturday, 9:30 am - 5 pm

1 CEU \$395 / 1 credit \$1,240

Materials fee \$25

Registration Deadline 3/2

Bookmaking in the Classroom (Grades K - 12) TEED576N

This workshop is an introduction to the principles, tools, and materials of bookbinding. Students will begin by making several types of decorative paper. You will then use this paper to construct a variety of books appropriate for classroom use. These include traditional bindings, accordion-fold books, Japanese side-sewn books, and a few whimsical, non-traditional books. Students will discuss the usefulness and age-appropriateness of different types of books, as well as how to overcome limitations such as materials and budget constraints. Learning how to integrate bookmaking projects into the classroom curriculum is a major focus of this course.

Susan Seitner, MA, taught at The Dalton School, where making different kinds of books was an important part of her first grade classroom. As the school librarian, she brings bookmaking experiences to teachers through faculty workshops and to children through after-school classes and special projects. Ms. Seitner has an MA in Elementary Education from Teachers College, Columbia University, NYC, and a BA from Goucher College, Baltimore, MD.

February 10, 11, and March 2, 3

Fridays, 5:15 – 9 pm

Saturdays, 9:30 am – 5 pm

2 CEU \$790 / 2 credits \$2,480 / 2 credits \$3,720

Materials fee \$25

Registration Deadline 2/3

Creative Movement in the Early Childhood Curriculum (Preschool - Grade 3) TEED561N

Children love to move! This participatory course demonstrates engaging strategies that can integrate movement — children’s natural language — into the early childhood curriculum in schools and other settings. Using scarves, songs, music, and children’s literature, we will explore how kinesthetic teaching techniques provide a springboard for the development of body and group awareness, spatial and numerical concepts, language and pre-reading skills. Creative movement activities can ease transitions and classroom management issues as they heighten self esteem, nurture creativity, and build community in the classroom.

Susan Griss, MA, a dancer, educator, and curriculum consultant, is the author of *Minds in Motion: A Kinesthetic Approach to Teaching Elementary Curriculum*. She is on the faculty of Lesley University, Cambridge, MA, and she is co-director of the Arts and Curriculum Institute, part of Concerted Effort, which works in the Albany, NY region. She has been teaching creative movement to children in public schools for over 20 years. Ms. Griss has an MA in dance and choreography from New York University, and a BA from Smith College, Northampton, MA.

February 10 and 11
Friday, 5:15 - 9 pm
Saturday, 9:30 am - 5 pm
1 CEU \$395 / 1 credit \$1,240
Materials fee \$5
Registration Deadline 2/3

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). The course addresses NY State English Language Arts Standards 1 and 4.

Debbie Zlotowitz, SAS, is the Head of the Mary McDowell Friends School, a K-12 independent school for students with learning disabilities in Brooklyn, NY. Ms. Zlotowitz has an SAS from Bank Street College, an MS in Exceptional Education, with additional certification in Reading, and a BA in Speech Pathology and Audiology, both from State University College of Buffalo, NY.

Ginny O'Hare, MEd, is the Director of Outreach at the Mary McDowell Friends School in Brooklyn, NY, an elementary school for children with learning disabilities. In addition, she has an extensive private tutoring practice using multi-sensory methodologies. Ms O'Hare has an MEd in Special Education from Bank Street College.

March 2, 3, 9, and 10
Fridays, 5:15 – 9 pm
Saturdays, 9 am – 5 pm
2 CEU \$790 / 2 credits \$2,480
Materials fee \$75 (includes required text.)
Registration Deadline 2/24

Learning Difference or Disability: A New Perspective (Ages 4 – 10 Years) SEWS567N

Today we view learning disabilities on a continuum - high, low, and in between. With the benefit of new research on how the brain learns, we will define what is meant by the term Learning Disability, and find out how to distinguish between a learning difference and a disability. Most importantly, participants will learn strategies and techniques, based on practical applications of current research, to help children who struggle with learning challenges. Case material will be presented, along with findings from research on how the brain learns and what the implications for teaching are.

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February 4

Saturday, 9:30 am - 5 pm

.6 CEU \$265(not offered for credit)

Materials fee \$10

Registration Deadline 1/27

Plant-based Learning: Gardening Projects in the Classroom (Grades Pre-K - 4) TEED649N

This workshop is designed to give you the basis for creating a standards-based, interdisciplinary gardening curriculum. Starting with the basics of how plants are built, how they grow, and how they reproduce, we will also suggest how best to care for them in a classroom environment. We will share lessons and activities that support science, math, social studies, and language and visual arts. Children's books and curriculum resources that extend teaching and learning about plants will be on display; bibliographies and webliographies will be among the printed material resources provided. To start the classroom garden off, each student will plant a variety of plants to take back to school.

Judith Hutton, MEd, is the manager of teacher professional development at The New York Botanical Garden, Bronx, NY. She coordinates all aspects of The NYBG's teacher training program, including customized workshops for teachers of children in grades K - 12. Previously, she was the School Partnerships Manager at Wave Hill. She also leads professional development workshops and seminars for teachers and other educational professionals through Wave Hill, New York City's Department of Education, and at local and national conferences. Ms. Hutton earned an MEd in Leadership in Museum Education from Bank Street College of Education, an MA in Environmental Conservation Education from New York University, and a BA in Environmental Studies from SUNY Binghamton.

February 10 and 11

Friday, 5:15 – 9 pm

Saturday, 9:30 am - 5 pm

1 CEU \$395/ 1 credit \$1,240

Materials fee \$35

Registration Deadline 2/3

Selecting and Evaluating Recently Published Children's Books (Grades Pre-K - 4) TEED505N

This course offers the opportunity to examine a wide selection of recently published children's books in order to develop and refine your selection criteria. We will identify key developmental themes and discuss how to incorporate them into the language arts class and interdisciplinary studies. New books from the Bank Street Bookstore will be available for review. This course is aimed at librarians, teachers, and reading specialists.

Prior to earning her MLIS, **Lisa Von Drasek** was a children's book buyer and worked at publishing houses in Sales and Marketing. In addition to her current position as Bank Street's Children's librarian, she has been a children's book reviewer, contributing to *Kirkus Reviews*, *The New York Times*, *The Washington Post*, *The Barnes and Noble Review*, *Nick Jr.*, and *The Bark*. Her essays have appeared in *Knowledge Quest*, *Library Journal*, *Teaching K-8*, and *Library Sparks*. Ms. Von Drasek's MLIS is from Pratt Institute, NYC, and her BS from Skidmore College, Saratoga Springs, NY. In addition, she has taken post-graduate courses at Bank Street College of Education.

March 9 and 10
Friday, 5:15 – 9 pm
Saturday, 9:30 am – 5 pm
1 CEU \$395/ 1 credit \$1,240
Materials fee \$10
Registration Deadline 3/2

Using the Supportive Play Model: Individual Intervention in Early Childhood Practice (Ages Birth – 6 Years) SETE511N

The Supportive Play Model (SPM) is an approach to early care and intervention that addresses all lines of development through play and is applicable to a cross-disciplinary audience. It pays unique attention to the child's self-social-emotional formation, the impact of the inner life, and the centrality of relationships. In SPM, play serves as the common medium linking the multiple disciplines serving typical young children and those whose development is different, including children on the autistic spectrum. In this course, participants will learn to implement SPM, which provides the practitioner with a systematic process for observing children (both typical and atypical), analyzing their play, and preparing and promoting developmentally appropriate and play-based environments and intervention strategies. The model draws from practices in early intervention, the nursery school, mental health, and DIR/Floortime. An introduction to the principles and practices of DIR/Floortime will be incorporated into the course by the instructor, who is a member of the DIR Institute faculty. Some experience working with young children is required. Required text: *Using the Supportive Play Model*, Teachers College Press, 1995.

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April 27 and 28
Friday, 5:15 - 9 pm
Saturday, 9:30 am - 5 pm

212-875-4649

CPS@bankstreet.edu

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1 CEU \$395 / 1 credit \$1,240
Materials fee \$10
Registration Deadline 4/20

Words that Move Us: Teaching Language Arts Kinesthetically (Grades K - 5) TEED593N

Creative movement can bring literacy to life beyond paper and pencil. This course introduces simple movement-based learning activities for increasing reading comprehension, vocabulary, punctuation, and grammar skills. Classroom management issues, and the use of music and props, also will be addressed. This kinesthetic approach, designed to help children refocus and unlock their natural learning abilities, especially supports children with short attention spans or diverse learning styles. You will receive bibliographies of children's books that are particularly adaptable to movement activities. Dress comfortably. This course addresses ELA Standards 1, 2, and 4.

Susan Griss, MA, a dancer, educator, and curriculum consultant, is the author of *Minds in Motion: A Kinesthetic Approach to Teaching Elementary Curriculum*. She is on the faculty of Lesley University, Cambridge, MA, and she is co-director of the Arts and Curriculum Institute, part of Concerted Effort, which works in the Albany, NY region. She has been teaching creative movement to children in public schools for over 20 years. Ms. Griss has an MA in dance and choreography from New York University, and a BA from Smith College, Northampton, MA.

April 27 and 28
Friday, 5:15 - 9 pm
Saturday, 9:30 am - 5 pm
1 CEU \$395 / 1 credit \$1240
Materials fee \$5
Registration Deadline 4/20

EARLY ADOLESCENCE

Bookmaking in the Classroom (Grades K - 12) TEED576N

This workshop is an introduction to the principles, tools, and materials of bookbinding. Students will begin by making several types of decorative paper. You will then use this paper to construct a variety of books appropriate for classroom use. These include traditional bindings, accordion-fold books, Japanese side-sewn books, and a few whimsical, non-traditional books. Students will discuss the usefulness and age-appropriateness of different types of books, as well as how to overcome limitations such as materials and budget constraints. Learning how to integrate bookmaking projects into the classroom curriculum is a major focus of this course.

Susan Seitner, MA, taught at The Dalton School, where making different kinds of books was an important part of her first grade classroom. As the school librarian, she brings bookmaking experiences to teachers through faculty workshops and to children through after school classes and special projects. Ms. Seitner has an MA in Elementary Education from Teachers College, Columbia University, NYC, and a BA from Goucher College, Baltimore, MD.

February 10, 11, and March 2, 3
Fridays, 5:15 – 9 pm
Saturdays, 9:30 am – 5 pm
2 CEU \$790 / 2 credits \$2,480 / 2 credits \$3,720
Materials fee \$25
Registration Deadline 2/3

Online

Teaching Through Technology: Using Hip-Hop and Poetics to Engage Students (Grades 4 – 11) TEWS705N

The 21st Century student lives in a constantly changing and evolving demographic, communicates with unprecedented velocity, and engages language in some of the most dynamic ways imaginable. Examining, validating, and championing these innovations by our young people is the beginning to promoting literacy, critical thinking, and creative writing. This course will focus on theories around language acquisition and language privilege, while exploring exercises that foster student-centered learning spaces where hip-hop, spoken word, and twitter-age linguistics can equalize the playing field in the 21st Century classroom.

Michael Cirelli, MFA, is the Executive Director of Urban Word NYC, a grassroots non-profit organization that provides free, safe, uncensored, and ongoing writing and performance opportunities for NYC teens. He is also the director of the Annual Spoken Word & Hip-Hop Teacher & Community Leader Training Institute at the University of Wisconsin, which won the 2007 North American Association of Summer Sessions "Creative and Innovative Program Award." He is the author of the award-winning teaching guide, *Hip-Hop Poetry & the Classics* (Milk Mug, 2004), a standards-based curriculum that explores the relationship between hip-hop lyrics and "classic" poems. His most recent curriculum, *Poetry Jam* (Recorded Books, 2010), engages 21st century literacies through the exploration of poetic devices, forms, and new technologies. He is also the author of two collections of poetry, and has a third collection forthcoming.

Online Course timetable: February 28 – March 16
1 CEU: \$395 (not offered for credit)
Registration deadline: 2/21

This workshop is asynchronous, that is, participants work at times that suit them best; however, there will be firm weekly due dates for assignments. The course instructor will act both as a leader and a mentor by offering regular support, suggestions, and direction.

LEADERSHIP

Dynamic Leadership: Inspiring and Supporting Your Teaching Faculty (Ages 3-10 Years) LEAD528N

This course is designed for leaders in all stages of their professional careers. We will explore ways to create a humanistic school culture that promotes a sense of community and address the needs of staff development working in programs targeted for children from ages three through ten. We will identify opportunities and challenges inherent in the leadership role and find ways to regenerate and restore balance necessary in a

leadership role. We will discuss concrete ways in which to motivate staff, hold effective meetings and utilize consultants as a means of classroom support and professional development. We will consider the potential of space and consider a creative design for an arts-based interdisciplinary program.

Elizabeth McKenna, MEd, is Head of the Lower School at The Town School in New York City. Previously, she was Head of Early Childhood at the New Canaan Country School in Connecticut, where she designed a comprehensive innovative pedagogy of early childhood education. She has over twenty year experience in pedagogical innovation in independent schools and has studied the translation of pedagogy into international education. Her expertise includes teacher training, development of educational space, and humanizing the experience of educators and students, on which she has lectured and published. Ms. McKenna received her MEd from Bank Street College in Supervision and Administration and has a BS in Elementary Education from the University of Vermont, Burlington.

February 3 and 4
Friday, 5:15 – 9:30 pm
Saturday, 9:30 am – 5 pm
1CEU \$395 / 1 credit \$1,240
Materials fee \$10
Registration Deadline 1/27

Writing Winning Grant Proposals LEAD529N

This workshop demystifies the art of grant proposal writing by immersing the novice grant seeker in the basics. You will engage in exercises designed to teach you the fundamentals of writing successful grants for individuals or nonprofit organizations. We'll review research basics, discuss how to make contact with funding agencies, and examine how to design and write winning proposals. You will also gain hands-on experience as you develop and draft a mini-proposal during the course.

Author and arts administrator, **Gary Schiro**, MFA, is the Executive Director of the Hudson Opera House in Hudson, NY. Prior to that, he served as Director of the Individual Artists Program at the NYS Council on the Arts. He is the co-founder of Fertile Ground, Inc., a nonprofit arts organization. Mr. Schiro has an MFA in creative writing from Goddard College, Plainfield, VT, and a BA in Theatre from SUNY Stony Brook.

May 4 and 5
Friday, 5:15 – 9 pm
Saturday, 10 am - 5 pm
1 CEU \$395/ 1 credit \$1,240
Materials fee \$5
Registration Deadline 4/27

CAREER DEVELOPMENT

Experiments in Art: The Artistic Process ARTS500N

Using a variety of materials, you will experiment with process, color, texture, and light to create books,

paintings, and photographs. On day one, we will use landscapes/mindsapes as inspiration for work in pastels and acrylic. Day two will be spent in a bookmaking workshop. On day three, we will experiment with the camera obscura and take pictures with a camera you construct. On the final day, we will bring all the elements together, reflect on your creative process, and help structure your final assignment.

Susan Seitner, MA, taught at The Dalton School, where making different kinds of books was an important part of her first grade classroom. As the school librarian, she brings bookmaking experiences to teachers through faculty workshops and to children through after school classes and special projects. Ms. Seitner has an MA in Elementary Education from Teachers College, Columbia University, NYC, and a BA from Goucher College Baltimore, MD.

Professional artist, **Pearl Rosen Golden**, MA, is currently a consultant for schools and museums in developing art programs for children with special needs. In addition, she is an adjunct professor at Queens College, CUNY. Previously she was the Arts and Culture Coordinator for the National Center for Disability Services in Albertson, NY, and Director of the Long Term and New Initiative Programs for Studio in a School in Manhattan. In addition, she was the Special Education Coordinator at the Queens Museum of Art for 13 years. Ms. Pearl holds an MA in Fine Arts and a BA, both from Brooklyn College, CUNY.

Photographer **Ig Mata** holds a BS in Chemical Engineering from Universidade Federal de Minas Gerais, Belo Horizonte, state of Minas Gerais, Brazil. She has been working with the camera obscura and the pinhole camera since 1988. She has taught Pinhole and the Basics of Photography at the American Museum of Natural History and the Bank Street School for Children, both in New York City. Mata has had exhibits in New York State and cities throughout Brazil.

March 3, 10, and April 28 and May 5
Saturdays, (March 3, 10, and May 5) 9:30 am - 4:30 pm
Saturday, (April 28) 10 am - 5 pm
2CEU \$790 / 2 credits \$2,480
Materials fee \$50
Registration Deadline: 2/24

(Fulfills the prerequisite for 2 credits in studio art.)

Online

The Nuts and Bolts of Children's Book Publishing TEWS681N

Ever wonder how a children's book gets published? Bank Street College Children's Librarian Lisa Von Drasek will provide an overview of children's book publishing. What does an editor do? Do I need an agent? Is there a market for my idea? How do I submit my manuscript? What is a book proposal? What is the deal with self-publishing? We will follow the process of children's book publishing from manuscript to bound book in the bookstore. Please note: This is an introduction only. Manuscripts will not be reviewed. Participants should expect to spend 8 hours over the 4 days.

Prior to earning her MLIS, **Lisa Von Drasek** was a children's book buyer and worked at publishing houses in Sales and Marketing. In addition to her position as Bank Street's Children's librarian, she has been a children's book reviewer, contributing to *Kirkus Reviews*, *The New York Times*, *The Washington Post*, *The Barnes and Noble Review*, *Nick Jr.*, and *The Bark*. Her essays have appeared in *Knowledge Quest*, *Library Journal*, *Teaching K-8*, and

Library Sparks. Ms. Von Drasek's MLIS is from Pratt Institute, NYC, and her BS from Skidmore College, Saratoga Springs, NY. In addition, she has taken post-graduate courses at Bank Street College of Education.

Online Course timetable: March 3 - 5
Saturday through Monday
.3 CEU \$300 (not offered for credit)
Registration deadline: 2/24

This workshop is asynchronous, that is, participants work at times that suit them best; however, there will be firm weekly due dates for assignments. The course instructor will act both as a leader and mentor by offering regular support, suggestions, and direction.

Starting Your Own Tutoring Practice: The Nuts and Bolts of it All TEWS652N

Want to start a tutoring practice, but don't know where to begin? This workshop will address how to determine what kind of tutoring makes the most sense for you and how to market yourself and your skills. Discussions will include such topics as: what to charge; tutoring at your home vs. the student home vs. a school; cancellation practices; becoming a DOE provider; and where to get information on materials, policies, and professional practices.

Ginny O'Hare, MEd, is the Director of Outreach at the Mary McDowell Friends School in Brooklyn, NY, an elementary school for children with learning disabilities. In addition, she has an extensive private tutoring practice using multi-sensory methodologies. Ms O'Hare has an MEd in Special Education from Bank Street College of Education.

May 11
Friday, 5 - 8:30 pm
.3 CEU \$160 (not offered for credit)
Materials fee \$5
Registration Deadline 5/4

ONLINE COURSES

Except for the two State Mandated Training courses – one on School Violence Prevention and the other in Child Abuse Identification and Reporting - these online workshops/courses are asynchronous. 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 a leaders and mentors by offering regular support, suggestions, and direction.

The Nuts and Bolts of Children's Book Publishing TEWS681N

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Course timetable: March 3 - 5
Saturday through Monday
.3 CEU \$300 (not offered for credit)
Registration deadline: 2/24

Mathematics and the Young Child (Ages Birth - 5 Years) TEWS706N

This course focuses on early mathematical content and concepts that are relevant to young children during the first five years of life. Participants will learn effective strategies to recognize and promote mathematical development and learning in all young children. They will also explore what mathematics looks like for infants, toddlers, and preschoolers and learn specific ways to facilitate young children's mathematical development. They will practice what they are learning through a variety of assignments, including, if possible, direct interactions with young children. This online course was designed by the National Head Start Family Literacy Center.

Amy Flynn, MS, is an Early Childhood Education Specialist for the New York State Training and Technical Assistance Center, providing direct support and training to Head Start and Early Head Start programs throughout the State. Previously, Amy worked at the Bank Street Family Center in New York City for 22 years. As the Director, she supervised and oversaw the Center's inclusive childcare program, which serves children with and without disabilities ranging in age from 6 months to 5 years. Amy was also responsible for the Family Center's home- and community-based special education services for children birth to 5 years. In addition to presenting at National and Local conferences, Ms. Flynn co-authored a chapter titled, "Learning to Read the World: Language and Literacy in the First Three Years," in a book published by Zero to Three Press titled: *Leading the Way to Quality: The Importance of Supervisory Support*. She has an MS in Early Childhood Special Education and an MEd in Educational Leadership from Bank Street College of Education.

Course timetable: February 1 – February 29
1 CEU: \$395 (not offered for credit)
Registration deadline: 1/25

Teaching Through Technology: Using Hip-Hop and Poetics to Engage Students (Grades 4 - 11) TEWS705N

The 21st Century student lives in a constantly changing and evolving demographic, communicates with unprecedented velocity, and engages language in some of the most dynamic ways imaginable. Examining, validating, and championing these innovations by our young people is the beginning to promoting literacy, critical thinking, and creative writing. This course will focus on theories around language acquisition and language privilege, while exploring exercises that foster student-centered learning spaces where hip-hop, spoken word, and twitter-age linguistics can equalize the playing field in the 21st Century classroom.

Michael Cirelli, MFA, is the Executive Director of Urban Word NYC, a grassroots non-profit organization that provides free, safe, uncensored, and ongoing writing and performance opportunities for NYC teens. He is also

the director of the Annual Spoken Word & Hip-Hop Teacher & Community Leader Training Institute at the University of Wisconsin, which won the 2007 North American Association of Summer Sessions "Creative and Innovative Program Award." He is the author of the award-winning teaching guide, *Hip-Hop Poetry & the Classics* (Milk Mug, 2004), a standards-based curriculum that explores the relationship between hip-hop lyrics and "classic" poems. His most recent curriculum, *Poetry Jam* (Recorded Books, 2010), engages 21st century literacies through the exploration of poetic devices, forms, and new technologies. He is also the author of two collections of poetry, and has a third collection forthcoming.

Course timetable: February 28 – March 16
1 CEU: \$395 (not offered for credit)
Registration deadline: 2/21

State Mandated Training in Child Abuse Identification and Reporting TEWS500N

All adults 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.

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 given below. Those who log in late are not eligible for a transfer or refund.

Christine Low, LCSW, is the Clinical Director of the multidisciplinary Child Advocacy Center and the Child Protection Coordinator at Mount Sinai Medical Center. Since beginning her work with child abuse victims and their families in 1993, she has served as Secretary for the Manhattan Task Force on Child Abuse and Neglect, as a member of the Administration for Children's Services Interdisciplinary Review Panel, and as a member of the School District 4 Child Protection Committee, and continues to serve on the Mayor's Task Force on Child Abuse and Neglect. Ms. Low has an MS in Social Work from Columbia University, NYC, and has been a licensed social worker since her graduation. Between 1991 and 2004, she was licensed as a CSW. She received her LCSW in 2004, when that licensing option was inaugurated.

Online session:
March 2
Friday, 5:15 – 7:15 pm
Fee \$75

Note: Workshops fill early. Pre-registration is required.

State Mandated Training on School Violence Prevention TEWS501N

Anyone applying for certification after February 2, 2001, 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 participate in the full two-hour session.

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 given below. Those who log in late are not eligible for a transfer or refund.

Ana Lisa Tiburcio, MSW, is the Interim Assistant Director of the Liberty LEADS Program, a drop out prevention/college access program for students in the 5th through 12th grades at Bank Street College of Education. She has provided individual, group, and family counseling to the families of the Liberty LEADS Program students for the past 10 years. Ms. Tiburcio earned a Masters in Social Work from Hunter College School of Social Work, CUNY; she holds a BA in Psychology, with a minor in Children's Studies, from Brooklyn College, CUNY.

Online session:

March 9

Friday, 5:15 – 7:15 pm

Fee \$75

Note: Workshops fill early. Pre-registration is required.

STATE MANDATED TRAININGS

Online

State Mandated Training in Child Abuse Identification and Reporting TEWS500N

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Online session:

March 2

Friday, 5:15 – 7:15 pm

Fee \$75

Note: Workshops fill early. Pre-registration is required.

Online

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Online session:

March 9

Friday, 5:15 – 7:15 pm

Fee \$75

Note: Workshops fill early. Pre-registration is required.

STUDY ABROAD

Cultural Explorations in Morocco: Implications for Educators in Multicultural Settings (Grades K - 6) TEED651N

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, the Ministry of Education, and Moroccan schools (when their calendar permits), participants will gain a greater understanding of Arab culture as experienced in Morocco. It is a country whose citizens must acquire facility in more than one language to be able to participate fully in civic life. Among the languages spoken are Amazigh (Berber), Moroccan Arabic, Standard Arabic, Spanish, and French. These linguistic competencies reflect Morocco's indigenous past, its prominence as a crossroads of Arab civilization over many centuries, and its recent legacy as a European colony. A major topic of discussion and reflection will be how

Morocco's educational system fosters national unity and pride while encouraging the multilingual competency of its citizens. Finally, participants will explore the role language plays in forming and maintaining cultural identity in both Morocco and America.

Joan Brodsky Schur, MAT, is a curriculum developer, author, and teacher. Her lesson plans appear on the Websites of PBS, the National Archives, and The Islam Project.Org. She has served as a member of the Advisory Group for PBS TeacherSource, the advisory committee for WNET's Access Islam Website, and is a board member of the Middle East Outreach Council. Her books for school libraries include *Immigrants in America - The Arab Americans* (Lucent Books, 2004) and *The Arabs* ("Coming to America" series, Greenhaven Press, 2004). An avid traveler who has visited Morocco numerous times, Schur is the Social Studies Coordinator at the Village Community School in New York City, where she has been a teacher for over twenty-five years. Ms. Schur earned her Masters in Arts in Teaching and a BA in English, both from NYU. Learn more about Ms. Schur at www.joanbrodskyschur.com.

Course Dates: April 7 - 15, 2012

Course Fees (Includes travel, lodging, and most meals):

No Credit or 8 CEU \$4,675

1* Credit \$4,800

2* Credits \$5,800

*Participants will complete an assignment by June 2 for 1 credit and by June 23 for an optional second credit.

The Delicate Connection of People and the Biology of the Rainforest: Implications for Curriculum (Grades 2 - 8) TEED648N

We invite you to experience the rainforest in a field-based, 16-day course that explores the Costa Rican rainforest. Through hands-on investigations, discover its unique environment and the community and the culture of the people who live there.

Our goal is to learn how to construct a meaningful, unsentimental, and accurate curriculum on rainforest ecology and the issues surrounding rainforest conservation. To this end we will meet with local people, such as conservationists, farmers, hotel owners, artists, and teachers and visit local schools. We will also meet with expert biologists for hands-on experiences with bats, birds, insects, butterflies, monkeys, flowers, and plants.

Most of all, you will learn practical and thoughtful ways of teaching children about nature and social studies through inquiry. You will also learn how to teach children about far-away places, including use of technology, so you can explore and teach about the rainforest through an interdisciplinary perspective in your own classroom or museum setting.

Robin Ostefeld, MA, is a 6th grade environmental science teacher at Fieldston in Riverdale, NY. She has visited Costa Rica on four subsequent occasions, teaching the course in 2010 and assisting the course for two years. She is currently exploring the possibility of opening a water conservation museum in the community. Ostefeld worked in the science department at Newark Museum, followed by a fellowship at WCS in the Education department. Ostefeld's passion is teaching her students ways they can reduce their impact on the environment by understanding the hidden systems which govern the planet. She earned an MEd from Bank Street College in Museum Education. Her BS is from Fordham University.

Course Dates: July 31 – August 15, 2012

Course prices TBD

2011 prices:

No credit or 8 CEU, travel, lodging, and most meals \$4,625

2 credits, travel, lodging, and most meals \$5,125

3 credits, travel, lodging, and most meals \$6,075

*Possible Spanish language homestay/study option available before or after the course.

This course fulfills the science requirement (EDUC 551) for matriculated Bank Street College students.

Exploring the Art of Teaching: Learning, Reflecting, and Collaborating in Ugandan Classrooms TEED653N

This program is designed to give teachers a first-hand experience of free schools in Uganda that often lack even the most basic of resources. Through a collaboration between Bank Street and Positive Planet (see bio below), participants will travel to Uganda and visit in schools whose teachers sometimes have over 100 students on their rosters, in settings that may not have electricity or running water, and have little to no teaching materials besides what is found in the environment. Participants will observe in classrooms as well, and learn from and collaborate with Ugandan teachers on a classroom project to share different approaches to teaching.

In preparation, there is a two-day required orientation in New York City. During orientation, participants will explore how to create meaningful learning experiences, given the many challenges teachers are facing in these schools. Topics such as behavior management, multi-sensory teaching, reinforcement activities, scaffolding, and applying newly learned knowledge are just some of the topics to be addressed. We will compare educational systems, share our own teaching experiences, and develop a richer understanding of Ugandan culture and life. And we will examine how that understanding might impact our lives and teaching back in the States.

Ginny O'Hare, MEd, is the Director of Outreach at the Mary McDowell Center for Learning (MMCL), has been a professional developer and consultant for schools in the metropolitan area for over a decade. MMCL has been one of Positive Planet's sister schools since 2004. (For more information on sister schools visit https://www.positiveplanet.net/what-sister_school.php). In 2007, O'Hare traveled to Uganda with a small group of educators from Positive Planet's sister schools in NY. The shared experiences for all the teachers involved, both Ugandan and American, were so powerful that she has been searching for a way to bring this unbelievable learning adventure to others.

Positive Planet is a charitable organization founded in 2003. Its mission is to partner school communities in the United States and Uganda. By linking the American schools with free government sponsored schools in Uganda they believe we can dramatically improve educational opportunities for Ugandan students while expanding US students' sense of global community and instilling the value of service to others. The approach is to emphasize partnerships and empower all involved. www.positiveplanet.net

Tentative Course Dates August 2012

Course cost for 2010:

No credit: \$6,350

2 credits* \$6,750

3 credits* \$7,650

(Includes: instruction in NYC and Uganda; round-trip flight from NYC to Uganda; hotel, most meals, and local transportation in Uganda.)