

DEPARTMENT OF CURRICULUM AND INSTRUCTION

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

C.W. POST CAMPUS

EDI 750	Gifted & Talented Learners (8456)	Dr. Piro/ Prof. Nespoli	7/6-7/10
EDI 750	Race, Language & Culture (8454)	Dr. Szpara	7/27-7/31
EDI 750	English Language Learners Across Academic Subject Areas: Teaching and Learning Strategies (8457)	Dr. Szpara	8/3-8/7
EDI 750	Classroom Assessment in the Era of No Child Left Behind (8458)	Dr. Goubeaud	8/3-8/7
EDI 750	Early Childhood Special Education (8455)	Dr. Povell	8/3-8/7
EDI 750	Ways of Teaching... Ways of Knowing (8459)	Dr. Piro	8/24-8/28

GIFTED AND TALENTED LEARNERS: CURRICULUM AND INSTRUCTIONAL DESIGN FOR STUDENT ACHIEVEMENT

EDI 750 (8456)

M, T, W, Th, F, July 6 - 10

9 a.m. - 4 p.m.

PROGRAM COORDINATORS: **DR. JOSEPH PIRO; PROF. KAREN MEGAY-NESPOLI**

This institute provides a comprehensive introduction to major topics and issues in gifted and talented education. The one-week institute focuses on enhancing teacher attitudes and best practices by exploring high-impact strategies for teaching the gifted child. While teaching methodology will be a focal point of the Institute, social, emotional and counseling issues will also be addressed.

It is expected that students enrolled in this Institute will:

- Review empirical research base for educating gifted students
- Analyze key developments in contemporary American education and society impacting upon gifted education.
- Identify major characteristics of gifted programs
- Examine instructional models for educating the gifted including those in core content areas of literacy, science, the arts and technology
- Recognize the needs of various student populations within the gifted community, e.g., inclusion, underachievers, culturally and linguistically diverse, and special education students
- Use technology tools to create appropriate instruction and assessment targeted toward 21st Century skills

During the institute, participants will engage in workshops led by a team of accomplished scholars and practitioners with experience in the fields of inclusion education, technology education, teaching and counseling gifted students, and teaching gifted students with disabilities.

It will also utilize a course web site. For its organizational structure, the institute will use a blend of activities including small group and large group instruction. It will utilize several of the campus resources of C.W. Post including computer laboratories, and the Center for Gifted Youth, as well as off-campus resources. At the close of the institute, students will develop their own portfolio of activities to implement and assess an effective gifted education program.

GUEST SPEAKERS WILL BE NAMED AT A LATER DATE.

RACE, LANGUAGE AND CULTURE: ANALYZING COMMUNICATION TO IMPROVE INTERCULTURAL RELATIONS

EDI 750 (8454)

M, T, W, Th, F, July 27 - 31

9 a.m. - 4 p.m.

PROGRAM COORDINATOR: **DR. MICHELLE SZPARA**

This course combines language analysis and cultural studies to examine the communication and miscommunication that occurs daily in social service settings such as the classroom, school community meetings, counseling and advising sessions, and school disciplinary hearings.

This course provides an introduction to issues in intercultural communication, reviewing perspectives on culture, communication, "miscommunication," and intercultural relations. Participants will learn methods of language analysis, including representational, interactional and content analysis.

Systematic differences in norms for interaction can positively or negatively affect communication between individuals from different cultural and linguistic backgrounds. This course examines the ways in which intercultural communication impacts everyday life and the potentially important consequences in education, social service encounters, health care and legal settings, and international contact situations. Participants will analyze an event or series of events in a specific institutional setting in which they are/were active members.

INSTRUCTOR:

Dr. Michelle Yvonne Szpara is associate professor of Curriculum and Instruction at Long Island University. She teaches cultural diversity for educators and supervises student teachers in urban settings. Her research includes prejudice reduction for teachers, linguist analysis of racial discourse, and identification of sources of differential performance for minorities in testing. Dr. Szpara is also director of the master's program in Teaching English to Speakers of Other Languages (TESOL) and coordinator of the China-TESOL Project. She can be reached at Michelle.Szpara@liu.edu or (516) 299-3386.

GUEST SPEAKERS WILL BE NAMED AT A LATER DATE.

ENGLISH LANGUAGE LEARNERS ACROSS ACADEMIC SUBJECT AREAS: TEACHING AND LEARNING STRATEGIES

EDI 750 (8457)

M, T, W, Th, F, August 3 - 7

9 a.m. - 4 p.m.

PROGRAM COORDINATOR: **DR. MICHELLE SZPARA**

This summer institute is designed to help teachers and administrators understand how to deliver instruction to linguistically diverse students in mainstream classes. This institute is based on current research and knowledge gained as part of a multi-year collaboration between Long Island

University and a local school district with a high concentration of English Language Learners (ELLs), including students from low-income backgrounds and students with interrupted formal schooling (SIFE). Through exploration and discussion of current literature related to the instruction of ELLs and hands-on activities, participants will become better prepared to implement research-based instructional strategies and design curriculum to support English Language Learners' cognitive and linguistic development in academic content areas. Examples will be drawn from teachers' practice in the local schools, and will cover math, science, social studies, and English. Participants will have the opportunity to design or adapt curriculum for use in their own schools.

GUEST SPEAKERS WILL BE NAMED AT A LATER DATE.

CLASSROOM ASSESSMENT IN THE ERA OF NO CHILD LEFT BEHIND

EDI 750 (8458)

M, T, W, Th, F, August 3 - 7

9 a.m. - 4 p.m.

PROGRAM COORDINATOR: **DR. KARLEEN GOUBAUD**

This week-long summer workshop 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.

GUEST SPEAKERS WILL BE NAMED AT A LATER DATE.

EARLY CHILDHOOD SPECIAL EDUCATION

EDI 750 (8455)

M, T, W, Th, F, August 3 - 7

9 a.m. - 4 p.m.

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.

WAYS OF TEACHING...WAYS OF KNOWING: DIFFERENTIATING INSTRUCTION IN AN INCLUSION CLASSROOM

EDI 750 (8459)

M, T, W, Th, F, August 24 - 28

9 a.m. - 4 p.m.

PROGRAM COORDINATORS: DR. JOSEPH PIRO; DR. JAMES VACCA

Why is it that for some students learning is a natural, easy progression while for others it is chronic struggle? Why are some students highly motivated and engaged in the instructional process while others are detached, unfocused learners? Traditionally, the role of educators has included recognizing these differences and facilitating learning activities to meet the needs of differential student profiles. However, sometimes the fit between teacher and his or her ability to differentiate instruction, attending to every facet of an individual learning profile, is not ideal. Increasingly, many teachers--especially those new to the profession--are finding themselves ill-prepared to meet the challenge of the inclusion classrooms, a classroom composed of students of varying social, academic, linguistic, and cultural backgrounds.

This one-week institute focuses on enhancing teacher thought and practice by detailing high-quality, high-impact strategies for differentiating instruction for students in an inclusion classroom. Among the topics that will be discussed are the increasing diversity in student populations, the rise of home schooling, the widening "achievement gap," the elimination of tracking, and a general shift toward inclusion education in schools.

A team of accomplished scholars and practitioners with experience in the fields of inclusion education, arts education, technology education, and gifted education will deliver this institute. As its organizational structure, the institute will use a blend of activities including small and large group instruction, museum field trips, and technology workshops. It will utilize several of the campus resources of C.W. Post, including computer laboratories, as well as off-campus sites. At the close of the institute, students will develop their own portfolio of activities to implement and assess an effective program of instruction specifically tailored for the inclusion classroom.

GUEST SPEAKERS WILL BE NAMED AT A LATER DATE.