

PLEASE READ: Criteria for Designing In-Service Courses

In-service courses are offered to support professionals to develop skills in their area of specialization or interest. All professionals who look forward to upgrading themselves in knowledge and latest information and methodologies are encouraged to take in-service courses. The over-arching intention of all in-service courses is to positively impact the student's academic, social and emotional needs by enhancing the professional's ability.

In-Service Courses should address one of the following areas:

- **The Common Core State Standards** – preparing professionals in the key shifts that the Common Core requires and/or providing training and readiness for creating units of study aligned to the Common Core;
- **Data Based-Inquiry / Data Teams** – providing professionals with a solid foundation to create a data driven culture that will use data to inform instruction using research based instruction; or
- **APPR** – providing professionals with support in achieving the highest level of instructional practices as outlined in the newly adopted performance review standards.

Courses can address one of the following areas:

- **School Climate or Classroom Management** – to support the professional in acquisition of skills that will create an environment conducive to learning;
- **Cultural and Content Knowledge** – to acquire knowledge of the subject matter and curriculum;
- **Instructional Delivery** – to improve instructional delivery with the goal of increased student achievement;
- **Preparation** – to support the teacher in appropriately preparing lesson plans, units, etc.;
- **Student Development** – to support the application of developmentally appropriate support and instructional strategies;
- **Assessment** – to assist in the implementation of assessment techniques to measure academic, social or emotional growth;
- **Collaboration** – to support development of effective collaborative relationships with students, parents, caregivers, and professional support personnel;
- **Reflective and Responsive Practices** – to review and effectively assess practice; or
- **Higher Learning, Career Readiness, Community Support Services** – to create a learning environment that supports career and college readiness and/or promotes good citizenship in and beyond the academic environment.

Class Dates:

- **No classes** can be scheduled on a **Monday** – exception New Teacher Follow-up Workshops
- In order to make in-service courses that are given on a **Wednesday** available to all NTA members, do not schedule Wednesday classes on the following dates:

Wednesday, April 18, 2012

Wednesday, May 16, 2012

Wednesday, June 13, 2012

Newburgh Teacher Center
 In-Service Course Proposal
 Return by March 14, 2012

Title:			
Curriculum area:			
Common Core Learning / NYS Standards:			
Presenter(s):		Email:	
Dates:			
Time:			
Location:			
Credit(s):		Hours:	
Target Audience:			
Course Description:			
District PDP Goal, Objective, and Priority Target:			
CEP Priority and Strategy			
Describe how this course will positively impact the professional.			
Describe how this course will positively impact student performance.			
Describe how this course will support student for career or college readiness and/or promote good citizenship in and beyond the classroom.			
Course requirements:			
Maximum enrollment			