

PROFESSIONAL DEVELOPMENT PROGRAMS

FOR MEMBERS BY MEMBERS
All CTLE Approved

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Advance your career. Refresh your mind.

**NEW for
2018-19**

ELT

mysut Education & Learning Trust

 Be a fan.

Dear sisters and brothers,

NYSUT's Education & Learning Trust (ELT) offers a host of professional development opportunities for teachers and school-related professionals, and it's my pleasure to share them with you. I know that now, more than ever, you rely on ELT to provide relevant, research-based course work – a service ELT has offered educators for over 35 years.



Rest assured, all ELT professional development is designed for the classroom, providing the tools you need to prepare your students to meet New York State Learning Standards and help close the achievement gap. Our “learn from the best” approach offers real-life, real-time instructional strategies to help you hit the ground running.

I encourage you to browse through the brochure and create your own professional development plan. With ELT you have the flexibility to customize programs to meet your needs – seminars can be taken in sequences, or divided into modules to meet your scheduling requirements. Just let the ELT staff know what you're looking for, and they will be happy to help you develop a professional development program that fits your interest, budget and time frame.

Consider ELT your one-stop professional development resource!

In Solidarity,

A handwritten signature in black ink that reads "Jolene DiBrango".

Jolene DiBrango
Executive Vice President, NYSUT

NYSUT ELT Board of Trustees:

**Andrew Pallotta, Chair • Jolene DiBrango • J. Philippe Abraham • Paul Pecorale
• Dan Kinley, Director**

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CONTINUING TEACHER LEADER EDUCATION (CTLE) HOURS

In compliance with New York State Education Department, NYSUT Education & Learning Trust (ELT) has been approved as a sponsor to provide professional development for Continuing Teacher Leader Education (CTLE) hours.

THE NEXT GENERATION LEARNING STANDARDS

The NYS P-12 Learning Standards in P-12 ELA & 6-12 Literacy and P-12 Mathematics, as well as, the New York State Teaching Standards provide educators with what students are expected to learn to be college and career ready.

The need for educators to know, understand and implement the NYS Learning Standards is critical, and the Education & Learning Trust (ELT) understands this charge. We are committed to embedding these standards in all learning activities/application assignments within ELT's seminars. Furthermore, each seminar will have the Teaching Standard(s) which encompass the professional development topic within the description to direct educators toward their goals.

In order to ensure student success, professional educators must understand and integrate the new standards as they:

- Review and refine curriculum maps
- Realign unit plans
- Rethink the meaning and the power of assessment, and
- Readdress embedding technology and 21st century skills throughout their curriculum plans.

NYSUT ELT knows that educators will take on this instructional responsibility with dedication and determination as teachers have ingrained within them a deep-seated belief that they make a difference for their students.

THE NYS TEACHING STANDARDS

The NYS Teaching Standards listed below, were developed to provide a common language to what all teachers should know and be able to do. This foundation guides teacher preparation programs, the identification of rubrics that are part of the Annual Professional Performance Review (APPR) process, teacher career ladders and professional development programs. ELT has aligned all teacher seminars to assist our members in their professional learning choices.

I. Knowledge of Students and Student Learning

- Teachers acquire knowledge of each student and demonstrate knowledge of student development and learning to promote achievement for all students.

II. Knowledge of Content and Instructional Planning

- Teachers know the content they are responsible for teaching and plan instruction that ensures growth and achievement for all students.

III. Instructional Practice

- Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.

IV. Learning Environment

- Teachers work with all students to create a dynamic learning environment that supports achievement and growth.

V. Assessment for Student Learning

- Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.

VI. Professional Responsibilities and Collaboration

- Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.

VII. Professional Growth

- Teachers set informed goals and strive for continuous professional growth.

RESOURCES

New York State ELA and Math Standards:
<http://www.nysed.gov/aimhighny>

Professional Teaching Standards:
<http://www.highered.nysed.gov/tcert/resteachers/teachingstandards.html>

Teaching and Learning Resources:
<http://www.engageny.org>

Committed to improving student learning and enhancing teacher and SRP practices. NYSUT ELT invites you to experience the professional learning opportunities offered in this brochure.

ABOUT THE NYSUT EDUCATION & LEARNING TRUST

Learn from the best with the NYSUT Education & Learning Trust (ELT), a nonprofit professional development organization which for over 35 years has served NYSUT members who have dedicated their lives to education. Our mission is to provide research-based, innovative, and collaborative opportunities to enhance professional learning. Available for all teachers, school-related professionals (SRPs) and collaborative teams, ELT programs are modeled on research-based practices, and classroom application. ELT instructors are experienced, highly qualified practitioners.

Union leaders, school district officials, and Teacher Center directors have come to depend upon ELT's dynamic instructors. Our model of "members teaching members" assures that our research-based strategies are put to use immediately in the classroom.

ELT offers a variety of formats to meet your needs. Choose from half-day, full day, 15-hour, or customized seminar formats. In-service programs and college courses (undergraduate and graduate) are also offered through ELT at affordable tuition rates through partnership with area colleges and universities. ELT also offers online seminars and courses <http://elt.nysut.org/register/courses>.

Considered an expert in **Collaborative Team** training and facilitation, ELT is often called upon by districts to assist with coaching, facilitation, and mentoring.

NYSUT Education & Learning Trust seminars, courses, and 15 hour programs are state aidable. If they are included as BOCES School Improvement CoSer service available to districts. The School Improvement service provides coordination and state funding for multidistrict activities designed to strengthen instruction, raise standards, improve curriculum and assessment practices, and build capacity to meet State Standards. Activities may include professional staff development, curriculum development and adaptation, assessment practices, and planning designed to meet Regents' initiatives. Please ask your local BOCES representative for more information.



NEW SEMINARS for 2018-19

TEACHERS

- Engaging all Students: Focus on Poverty
- Restorative Practices (RP): Promoting a Positive School Culture and Climate
- Trauma Awareness in Education: Supporting Resiliency and Preventing Conflict
- Creating Welcoming and Inclusive Environments for all Students (Coming soon!)
- LGBT Bullying and Harassment (Coming soon!)
- Incorporating LGBTQ Topics or Resources into the Curriculum (Coming soon!)
- Mindfulness in the Classroom

ELL SERIES

- Collaborative Identification of English Learners with a Disability
- Increasing Family Engagement for Academic Success of ELLs
- Instructional Implications and Recommendations for ELLs
- Language Acquisition and Learning
- The Impact of Culture on Student Achievement



SRPS

- Engaging all Students: Focus on Poverty
- 5 Tips to Diffuse Difficult Behaviors in Today's Schools
- Restorative Practices (RP): Promoting a Positive School Culture and Climate
- How to Successfully Pass the Civil Service Exam - Clerical Series (Coming in July 2018!)
- How to Successfully Pass the Civil Service Exam - Custodian/Janitor Series (Coming in July 2018!)
- Trauma Awareness in Education: Supporting Resiliency and Preventing Conflict
- Family Partnerships to Improve Classroom Behavior (Coming in July 2018!)
- Mindfulness in the Classroom (Coming in July 2018!)

COLLABORATIVE PROGRAMS FOR SCHOOL STAFF, LABOR & MANAGEMENT TEAMS

- Family Engagement: Home Visits
- Family Engagement for Middle and High School Families
- Family Engagement Linked to Learning
- Family-School Capacity Building and Planning
- Family-School Engagement for English Language Learners
- Labor/Management Collaboration
- The Power of Academic Parent Teacher Teams (APTT)
- Student-Led Conference (Coming in July 2018!)

Seminars are coded with the colors above to easily identify your topics of interest

ELT TEACHER SEMINARS

ELT Teacher Seminars 2, 3, 6, 15 hour	Page#	NYS Teaching Standards						
ALL TEACHERS		I	II	III	IV	V	VI	VII
Autism Spectrum Disorder: Adjusting the Educational Image (3 hour)	page 6	X		X	X			
Call to Action: Proactive Union Engagement in the Workplace and Community (2-15 hour)	page 6							X
Cognitive Engagement: Raising Our Student's Thinking	page 7	X	X		X			
Collaborative Identification of English Learners with a Disability* (3 & 6 hour)	page 7	X	X	X		X	X	X
Crafting a Learning Community for Classroom Discussions	page 7	X	X	X	X	X		
Creating Effective & Productive Meeting Environments (6 hour)	page 7						X	X
Creating Welcoming and Inclusive Environments for all Students*	page 7	X	X		X	X	X	
Differentiated Instruction: Connecting With All Learners	page 8	X	X	X	X	X	X	X
Dignity Act: Training in Harassment, Bullying, Cyberbullying and Discrimination in Schools: Prevention & Intervention (6 hour)	page 8	X	X		X	X	X	
Educating English Learners in Elementary Classrooms	page 8	X	X	X	X		X	X
Effective Questioning	page 8		X	X	X	X		
Engaging all Students: Focus on Poverty*	page 8	X		X	X			X
Guiding Struggling Readers (3 hour)	page 8	X	X	X				
Including English Learners: Strategies for Academic Success (3 hour)	page 8	X	X	X	X	X		
Incorporating LGBTQ Topics or Resources into the Curriculum*	page 9	X	X		X	X	X	
Increasing Family Engagement for Academic Success of ELLs*	page 9	X	X	X	X			
Instructional Implications and Recommendations for ELLs*	page 9	X	X	X	X			
Instructional Supports for English Language Learners (ELLs)	page 9	X	X	X	X	X	X	X
LGBTQ Bullying and Harassment*	page 9	X	X		X	X	X	
Language Acquisition and Learning*	page 9		X	X	X			
Mindfulness in the Classroom*	page 9	X		X	X		X	X
Positive Parent-Teacher Communication (3 hour)	page 10	X			X			
Poverty: Using Strategies to Narrow the Achievement Gap (15 hour)	page 10	X	X		X			X
Reading Comprehension: Understanding Text Structures (3 hour)	page 10	X	X	X				
Reading, Writing and Thinking Strategies that Build Success in the Content Areas Gr. 5-12 (15 hour)	page 10	X	X	X				
Restorative Practices (RP): Promoting a Positive School Culture and Climate*	page 10	X			X		X	X
The Impact of Culture on Student Achievement*	page 10	X	X	X			X	
Teaching Students to Ask Questions	page 10	X	X	X	X	X		
Trauma Awareness in Education: Supporting Resiliency and Preventing Conflict*	page 11	X		X	X			X
Understanding The Role of Formative Assessment	page 11	X	X	X	X	X	X	X
Videotaping Classroom Practices for Feedback, Evaluation & Professional Growth (3 hour)	page 11						X	X
Winning Over the Challenging Student (15 hour)	page 11	X			X			
Working with Economically Disadvantaged Students	page 11	X	X		X			

* New for 2018

Health & Safety Seminars are made possible through funding from the NYS Department of Labor, and can be requested at no cost for the district (Mandatory 3 hours).
Visit www.nysut.org/elt or call 1-800-528-6208

ELT TEACHER SEMINARS

ELT Teacher Seminars 2, 3, 6, 15 hour		Page# NYS Teaching Standards						
NEW MEMBER - 2 hour (Teachers with 1-4 yrs of experience)		I	II	III	IV	V	VI	VII
Call to Action: Proactive Union Engagement in the Workplace and Community	page 11							X
Classroom Management	page 12	X			X			
Constructivist Teaching and Learning	page 12		X	X	X	X		
Creating a Positive Environment	page 12	X			X			
Discipline Strategies	page 12	X			X			
Educators Valuing Diversity	page 12	X	X		X			X
Parent-Teacher Conference: Strategies for Success	page 12						X	
Poverty's Effect on Students	page 12	X			X			
Strategies for Student Engagement	page 12		X	X	X			
Understanding English Language Learners	page 12	X	X	X	X	X	X	X
21st Century Skills for Teachers	page 13		X	X	X	X		
GRANT FUNDED		I	II	III	IV	V	VI	VII
NYS Department of Labor Health & Safety Grant								
Addressing Aggressive Student Behavior (Health & Safety - 3 hour)	page 13	X	X		X			
Engaging the Disruptive Student (Health & Safety - 3 hour)	page 13	X			X			
Gang Awareness: Empowering Educators (Health & Safety - 3 hour)	page 13	X			X		X	X
Trauma Awareness in Education: Supporting Resiliency and Preventing Conflict* (Health & Safety - 3 hour)	page 13	X		X	X			X

* New for 2018

ELT SEMINAR DESCRIPTIONS FOR TEACHERS

ALL TEACHERS SEMINARS (2, 3, 6 OR 15 HOURS IN LENGTH)

Autism Spectrum Disorder: Adjusting the Educational Image

Meets Standards I, III, IV

This training provides up-to-date information on the clinical and associated features of Autism Spectrum Disorders (ASD). Attention will be given to how these features manifest themselves and present unique instructional and learning challenges within educational settings. The seminar goes beyond the core features of the disorders and covers evidence-based, proactive strategies for helping children and adolescents with ASD succeed in schools today. *This seminar fulfills the state requirements for the 3 hour Autism training in the needs of students with Autism pursuant to Sections 3004(4) and (5) of the Education Law and Subpart 57-3 of the Regulations of the Commissioner of Education. (3 hour)*

Call to Action: Proactive Union Engagement in the Workplace and Community

Meets Standards VII

This program explores the significant impact unionism has had and continues to have on the professional and personal lives of workers in this country, helps union leaders and members examine how mobilizing has and can affect education and other segments of our population.

Each of the five customizable modules, approximately 2 hours in length include:

Module 1-Short Core Economics identifies ways in which educators, along with their family, friends and co-workers can change the direction of our national economy through mobilization, if we build power together.

Module 2-Women and Families describes how women's economic realities and outcomes are the result of political choices motivated by economic agen-

da and how union workers can impact public policy choices through mobilization (voting, volunteering and activism).

Module 3-Young Workers explores what young workers can do to change the economy to improve their working conditions.

Module 4-Immigration helps participants understand the reasons why immigrants leave their countries and how migration is a common human experience, explores the contributions immigrants make to the economy and identifies how employers and unions benefit from the current immigration system in the United States.

Module 5-Globalization engages participants in identifying ways in which corporations have set the terms of a globalized economy to the detriment of all workers, and explains how unions and workers are fighting internationally to challenge the dynamics of the current economic system.

"It was helpful to learn about the history of unions... Discovering ways that I can make a difference in my union for the future"

"Loved group activities"

Cognitive Engagement: Raising Our Student's Thinking

Meets Standards I, II, IV

The ultimate learning environment is rich in engagement. When the learner is engaged they are fully immersed in the learning. This seminar delves into multiple strategies for educators to create that rich learning environment and motivate our 21st century students. With cognitive engagement the students do all the hard work of learning while the teacher is truly a facilitator. (3 hour)

Collaborative Identification of English Learners with a Disability

Meets Standards I, II, III, V, VI, VII

Historically, there has been a problem of over- and under-identification of English learners for special education. Participants in this six-hour seminar will simulate a team approach model using a case study as a way to address the issue. This collaborative process will include a review of state and federal regulations, an analysis of student behavior to distinguish a language difference versus a learning disability, a

discussion on how the RTI process might look different for English learners, parent support at IEP meetings, and the use of data leveraged to design a program for English learners identified with a disability. (6 hour)

Collaborative Identification of English Learners with a Disability

Meets Standards I, II, III, V, VI, VII

Participants will examine the many facets of identifying English learners with special needs. Federal regulations and New York's CR Part 154-3 regulations will form the foundation of this session. Participants will analyze a case study and apply concepts and tools acquired throughout the course. Enriching discussion will focus on the collaborative process of identifying ELs who have a disability. Many practical resources and tools will be provided for educators to utilize from throughout the collaborative process of identifying ELs with a disability. (3 hour)

Crafting a Learning Community for Classroom Discussions

Meets Standards I, II, III, IV, V

Effective and powerful classroom discussions do not just occur; they require a learning community that fosters their development. The use of different types of norms, selected scaffolds, and knowledge of the stages and continuum of classroom discussion are explored. (3 hour)

Creating Effective & Productive Meeting Environments

Meets Standards VI, VII

Many educators are charged with organizing and leading meetings with their colleagues. This seminar will provide teacher leaders with strategies to make meetings they lead as productive as possible. This seminar can be presented in 2 hour/sessions with Session 1 - Mechanics of a Meeting; Session 2 - Coaching; Session 3 - Leading your Peers. (6 hour)

Creating Welcoming and Inclusive Environments for all Students - Coming in Sept. 2018

Meets Standards I, II, IV, V, VI

This seminar encourages discussions and provides a deeper awareness of LGBTQ issues. It focuses on how educators can create an inclusive classroom free of bullying and harassment for LGBTQ students. (2 hour)

Differentiated Instruction: Connecting With All Learners

Meets Standards I, II, III, IV, V, VI, VII

This session raises awareness of research that supports instructional differentiation and examines the basic elements of two differentiation models. The seminar addresses the planning, teaching and learning aspects of differentiated instruction that all teachers may experience. (3 hour)

Dignity Act: Training in Harassment, Bullying, Cyberbullying and Discrimination in Schools: Prevention & Intervention

Meets Standards I, II, IV, V, VI

The Dignity Act maintains that it is the policy of the State of New York to afford all students in public schools an environment free of discrimination and harassment (Education Law 10). This interactive and discussion-based program examines harassment, discrimination and bullying as it relates to, but is not limited to, those acts based on a person's actual or perceived race, color, weight, national origin, gender or sex. Participants will engage in authentic conversations and reflections about harassment, discrimination and bullying as well as explore the impact of social constructs in their personal and professional lives. *This training can be offered on-site or as a hybrid and fulfills the state requirements for six clock hours of coursework or training in the Dignity Act in accordance with Article 2 Sections 10-18 of the Education Law.* (6 hour) Visit us at <http://elt.nysut.org/professional-development/dignity-for-all-students-act-training> for a training near you!

Educating English Learners in Elementary Classroom

Meets Standards I, II, III, IV, VI, VII

This seminar, designed for elementary teachers, focuses on language acquisition and the challenges ELLs at different proficiency levels face in the mainstream classroom. Teachers will experience a variety of research-based strategies and modifications and learn how to apply them in lesson plans that foster the academic achievement of ELLs in their classes. (3 hour)

"I gained so much knowledge & strategies regarding ELLs... it was informative & interactive"

Effective Questioning

Meets Standards I, II, III, IV, V

400 questions a day. That's the average number of questions teachers ask in a day. How many of these questions challenge students to think and demonstrate meaning? In this seminar, participants will explore the different purposes of questioning, classify questions according to purpose, and better understand Bloom's Taxonomy and Webb's Depth of Knowledge. (3 hour)

Engaging all Students: Focus on Poverty - Part II

Meets Standards I, III, IV, VII

Participants will explore factors that impact student engagement as discussed in Eric Jensen's book *Engaging Students with Poverty in Mind*. Connections between economic status and student engagement will be generated. The rules and functions of engagement as well as strategies will be presented using a format that models the actual concepts throughout the seminar. The seminar ends with participants considering ways to implement these ideas in their daily practice. *Required text: Engaging Students with Poverty in Mind by Eric Jensen* (3 hour)

Guiding Struggling Readers

Meets Standards I, II, III

Becoming a competent reader and writer is essential for student success. The Balanced Literacy Approach begins with reading aloud and continues until students have developed the strategies to become independent readers. Along the way, those students who are struggling with reading must be guided. This seminar will identify the behaviors of struggling readers and suggest strategies needed to assist students in comprehending narrative and expository text. This program will discuss strategies to improve student literacy. Finally, how they can be implemented in classroom instruction to help struggling readers self-monitor their reading. (3 hour)

Including English Learners: Strategies for Academic Success

Meets Standards I, II, III, IV, V

With so much attention focused on helping English learners meet grade-level expectations, teachers are looking for what works. In this seminar, participants explore four research-based recommendations for engaging English learners in subject area instruction.

tion. Participants will view real life classroom examples and experience practical hands-on activities that can be applied across grade levels and content areas. (3 hour)

Incorporating LGBTQ Topics or Resources into the Curriculum - Coming in Sept. 2018!

Meets Standards I, II, IV, V, VI

This seminar provides educator's with LGBTQ resources that can be used to integrate into their lessons. The goal of the seminar to provide awareness of tools and materials that align with current mandates yet enriches instruction. (2 hour)

Increasing Family Engagement for Academic Success of ELLs

Meets Standards I, II, III, VI

What are some approaches educators can use to develop effective partnerships with bilingual families? In this session, you will examine ways to increase family engagement and improve the home-school connection with the families of our English learners. Time will be provided to create a parent engagement plan to target specific academic outcomes for ELLs. (3 hour)

Instructional Implications and Recommendations for ELLs

Meets Standards I, II, III, VI

What are the linguistic, cultural and academic challenges faced by English learners? Examine the instructional implications within the regular education classroom to support and increase English learners' access to, and mastery of, academic language and content. (3 hour)



Instructional Supports for English Language Learners (ELLs)

Meets Standards I, II, III, IV, V, VI, VII

English language learners (ELLs) are the fastest growing student population in schools, and they must be considered when NYS ELA and Math Standards are being implemented. Geared for general education teachers, this seminar will help participants design effective content-area instruction while they explore research-based strategies, instructional guidelines and resources for helping ELLs succeed. (3 hour)

LGBTQ Bullying and Harassment - Coming in Sept. 2018!

Meets Standards I, II, IV, V, VI

According to recent Human Rights Campaign survey, LGBTQ student's report being harassed at school both verbally and physically- at twice the rate of non-LGBTQ youth. This seminar brings awareness to the challenges LGBTQ students face and how educators can take pro-active steps to prevent or intervene when students are being discriminated against because they are LGBTQ. (3 hour)

Language Acquisition and Learning

Meets Standards II, III, IV

How does language development affect learning? Through exposure to research literature and information on language acquisition theory, you will gain a deeper understanding of the intersection of language and learning. Educators will be guided to reflect on how language development affects instruction and learning in their own classrooms. (3 hour)

Mindfulness in the Classroom

Meets Standards I, III, IV, VI, VII

Participants will explore the definition of mindfulness and how it relates to whole child instruction in the classroom. Scenarios and strategies will be used to introduce techniques that will address trauma and other factors that may lead to stress felt by today's students and/or educators. The seminar's interactive activities will model how these techniques can be implemented in a teacher's practice. The content will be mindful of the diverse learners and backgrounds present in a classroom. Participants will have an opportunity to prepare next steps needed to integrate mindfulness into their daily routines. (3 hour)

Positive Parent-Teacher Communication

Meets Standards I, IV

This seminar engages educators in reviewing the benefits of having consistent and positive parental/guardian involvement and communication. The seminar will address: tips for developing positive relationships with parents, importance of effective and timely communication and more! (3 hour)

"Great presentation, fun... like the information on how to deal with angry parents"

Poverty: Using Strategies to Narrow the Achievement Gap Part I

Meets Standards I, II, IV, VII

This explores the implications of poverty, socio-economic issues, and their effects on education and learning. Focus will be centered on six types of poverty: generational, situational, absolute, relative, urban and rural. The program will highlight various strategies that can be immediately used in a classroom setting. Participants will discuss and examine how poverty affects the brain and learning, the importance of building relationships, connecting with the community, and creating a classroom environment that promotes learning through research based practices. *Required text: Teaching with Poverty in Mind by Eric Jensen* (15 hour)

Reading Comprehension: Understanding Text Structures

Meets Standards I, II, III

Today's high school students tend to be very good at identifying elements of the narrative and comprehending the story. However, when other text structures such as expository or cause and effect are utilized, many students struggle with comprehension. This seminar analyzes six expository text structures and offers keys to developing the reader confidence students need to be successful in all subject areas. (3 hour)

Reading, Writing and Thinking Strategies That Build Success in the Content Areas (Grades 5-12)

Meets Standards I, II, III

This program focuses on how teachers can help students become more effective readers using research-based and teacher-tested strategies. Participants will

identify strategies that stimulate student thinking about the content before, during and after they read and about how to incorporate reading and writing strategies into content area instruction to meet the literacy needs of all students. (15 hour)

Restorative Practices (RP): Promoting a Positive School Culture and Climate

Meets Standards I, IV, VI, VII

This seminar provides an overview of discipline disparities, restorative practices and ways to promote positive discipline in schools. RP examines recent data collected on disciplinary trends by the US Department of Education Office of Civil Rights. Key ideas and components of Restorative Practice are presented. Research and reasons for using restorative practices as an alternative to suspensions and other punitive approaches to misbehavior are explored. This seminar will offer educator's strategies to engage in restorative questioning, dialogue and tier I restorative circles. (3 hour)

The Impact of Culture on Student Achievement

Meets Standards I, II, III, VI

In addition to learning a new language, ELLs have to adjust to a new environment and culture while learning new academic skills and content knowledge. Explore the impact of culture on academic achievement, and identify factors that contribute to a culturally responsive classroom in this engaging session. (3 hour)

Teaching Students to Ask Questions

Meets Standards I, II, III, IV, V

Students who initiate questioning in the classroom engage in higher-order thinking and advance their



ELT SEMINAR DESCRIPTIONS FOR TEACHERS

understanding of the content, demonstrating self-motivation. Participants will be introduced to, and work closely with, a protocol proven to encourage active classroom involvement and the development of questioning skills in students. (3 hour)

Trauma Awareness in Education: Supporting Resiliency and Preventing Conflict

Meets Standards I, III, IV, VII

Increasingly our students experience exposure to multiple or prolonged traumatic events, such as child abuse, neglect, and exposure to domestic violence. This experience directly affects their social and emotional development and negatively impacts their behavior and academic growth in school. It is becoming more common that educators are faced with the challenges of connecting with and educating students who have endured complex trauma. Often the hurt that is felt by the student is placed on the educator and it can manifest in a variety of ways. This seminar will engage participants in understanding the roots of trauma, its prevalence and causes, the characteristics and associated behaviors, as well as learning how to work with traumatized students in a proactive and positive way. (3 hour)

Understanding The Role of Formative Assessment

Meets Standards I, II, III, IV, V, VI, VII

The role of data literacy and summative and formative assessments in the classroom is a critical one. This seminar will help teachers understand these assessment methods and when to use them to gather accurate information about student achievement. Participants will learn how to evaluate assessment items for depth of knowledge, classify questions to their level of rigor and write assessment questions for different levels of rigor. (3 hour)

Videotaping Classroom Practices for Feedback, Evaluation & Professional Growth

Meets Standards VI, VII

This seminar examines the personal benefits a teacher may gain through self-reflection of one's teaching practice using a videotaped classroom lesson. By taking a critical look through the "eyes of an observer", a teacher can personally assess his/her practice us-

ing any evaluation rubric. This self-assessment helps teachers to distinguish levels of their effectiveness and document improvement in practice over time. Through interactive activities, participants consider the planning required to capture evidence of one's practice aligned to state teaching standards and identify WHAT aspects of their teacher practice they wish to capture on video along with HOW to best showcase in their classes, including choosing artifacts. (3 hour)

Winning Over the Challenging Student

Meets Standards I, IV

Based on the work of Kay Burke, William Glasser, Robert Marzano, and others, this program identifies reasons behind students' lack of motivation and commitment. Participants explore classroom activities and strategies that contribute to a more positive learning environment and create lessons that encourage students to make appropriate choices regarding their learning. (15 hour)

Working with Economically Disadvantaged Students

Meets Standards I, II, IV

This seminar provides an overview of how to engage students dealing with poverty. Strategies are embedded in the seminar to assist educators in the classroom. The training will encourage participants to participate in authentic conversations and activities that will assist in understanding how to effectively work with students living in poverty. (3 hour)

NEW MEMBER SEMINARS (2 HOURS IN LENGTH)

A limited amount is available at no cost on a first come, first served basis with a minimum of 15 participants in attendance. For teachers with 1-4 years of experience.

Call to Action: Proactive Union Engagement in the Workplace and Community

Meets Standards VII

Call to Action: Proactive Union Engagement in the Workplace and Community (Common Sense for Economics) is designed for all workers (union or nonunion) to understand why this economy is not working for working people and that the economy

Health & Safety Seminars are made possible through funding from the NYS Department of Labor, and can be requested at no cost for the district (Mandatory 3 hours).
Visit www.nysut.org/elt or call 1-800-528-6208

is not inevitable, but is shaped by policy. The tool's main goal is to immediately connect people to action and put participants in the driver's seat to start changing the direction of this economy. In addition, the program highlights the importance of labor-movements in history.

Classroom Management

Meets Standards I, IV

Learn how to establish a framework for developing a personal system of classroom management that includes organizing the classroom to facilitate learning for all students. This seminar will model and investigate several conditions that are integral to an effectively managed classroom.

Constructivist Teaching and Learning

Meets Standards II, III, IV, V

This seminar will address one of the priorities of the NYS Teaching Standards. Teachers must consider how each student learns. Understanding how what Constructivist Teaching and Learning means in the classroom. Teachers must implement a variety of instructional strategies. Participants will explore how students learn when they "build" the learning for themselves. When students are asked to classify, analyze, predict and create, they begin to think critically and ask questions in order to understand the complex material presented to them in school and in the world.

"Gained a better understanding of constructivism & what it entails"

Creating a Positive Environment

Meets Standards I, IV

A positive classroom environment is a major component of effective teaching. When students are comfortable in a learning situation, the likelihood for success is greatly increased. This seminar will address verbal communication, positive phrasing, motivation theory, and learner needs. Activities will help participants to integrate these topics in their instructional practices.

Discipline Strategies

Meets Standards I, IV

This seminar takes a comprehensive look at student-centered discipline and offers a plan of action for teachers to establish a positive classroom learning environment. Teachers learn how to set expectations and design strategies to prevent discipline problems

from occurring.

Educators Valuing Diversity

Meets Standards I, II, IV, VII

This seminar is designed to help teachers educate their students who will be living in a world of diverse communities. It will promote awareness of global differences while identifying shared values. It encourages the understanding of one's own culture as the doorway to understanding other cultures.

Parent-Teacher Conference: Strategies for Success

Meets Standards VI

This seminar uses videos, handouts and parent-teacher discussion points to help teachers prepare for a conference and to enhance communication among the teacher, student and parents.

Poverty's Effect on Students

Meets Standards I, IV

This seminar examines the relationship between poverty, achievement and education. It engages educators in conversations about how they can effectively begin viewing their role as a crucial impetus for student learning in their classroom and school.

Strategies for Student Engagement

Meets Standards II, III, IV

This seminar addresses one of the most critical instructional practice upon which student success is based. Teachers new to the profession may be challenged in how to plan for this in their everyday teaching. The seminar will focus on strategies that will help them sustain wonder, enthusiasm and perseverance. This seminar will provide a practical model for understanding what our students want and need in their classrooms.

Understanding English Language Learners

Meets Standards I, II, III, IV, V, VII

As a teacher, what can you do with students in your class who are learning English? How can you help them succeed? This seminar focuses on understanding the stages of verbal acquisition and identifying variables that influence the language acquisition process for ELLs. Strategies that have been shown to successfully engage ELLs are examined and instructional and assessment accommodations are demonstrated.

21st Century Skills for Teachers

Meets Standards II, III, IV, V

This seminar is designed to address one of the NYS Teaching Standards priorities by helping teachers understand that knowledge is expanding at a more rapid rate than ever anticipated. Information and communication is changing how we teach and how students learn. Routine skills are no longer the basis for the workplace or the classroom. The seminar will emphasize that today's students and teachers must be able to communicate, share, and use information in a number of diverse ways. The seminar explores critical student skills such as using information and solving complex problems relevant to a changing work environment. Technology and problem solving skills will be defined as successful learning and the participants will develop strategies to share those skills with their students.

GRANT FUNDED SEMINARS (3 HOURS IN LENGTH)

NYS Department of Labor Health & Safety Grant

These seminars are made possible through funding from the New York State Department of Labor and are available at *no cost for a minimum of 15 participants for a limited time on a first-come, first-served basis.*

Addressing Aggressive Student Behavior in Schools

Meets Standards I,II,IV

Special needs students experience many benefits as well as challenges in the classroom. Some students may resist efforts of teachers and SRPs to support and guide them. This resistance may be shown in passive ways or in more aggressive ways, such as acting out, tantrums, or even throwing objects. This seminar will focus on strategies for managing the behavior of students who demonstrate aggressive and disruptive behaviors. Participants will discuss the need to teach students to take responsibility for their own behavior, review a plan for ensuring they have the knowledge and skills to successfully change their behaviors, and proactive strategies for addressing specific misbehaviors. Confrontation strategies and strategies such as redirection, cause and effect and overcorrection will be explored and practiced.

Engaging the Disruptive Student

Meets Standards I, IV

What can you do when you have students who disrupt the learning in your classroom? This seminar will discuss the many strategies to enhance personal effectiveness with disruptive students and get student learning back on track.

Gang Awareness: Empowering Educators

Meets Standards I, IV VI, VII

Societal pressures follow students into schools every day. This seminar focuses on the significant challenges that students confront in and outside of school, including the complex reasons students engage in harmful social relationships, specifically gang activity. As a result, students find it difficult to focus on academics when they have legitimate concerns about their safety. This program addresses how gang involvement impacts the community, academic achievement and the day to day running of schools. The learning environment is a crucial indicator of student success. This training empowers educators with proactive strategies to assist in engaging "at-risk" students in healthy and positive ways that leads to building strong relationships and student learning.

Trauma Awareness in Education: Supporting Resiliency and Preventing Conflict

Meets Standards I,III,IV,VII

Increasingly our students experience exposure to multiple or prolonged traumatic events, such as child abuse, neglect, and exposure to domestic violence. This experience directly affects their social and emotional development and negatively impacts their behavior and academic growth in school. It is becoming more common that educators are faced with the challenges of connecting with and educating students who have endured complex trauma. Often the hurt that is felt by the student is placed on the educator and it can manifest in a variety of ways. This seminar will engage participants in understanding the roots of trauma, its prevalence and causes, the characteristics and associated behaviors, as well as learning how to work with traumatized students in a proactive and positive way. (3 hour)

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* New for 2018

ELT SRP SEMINARS

ELT 3 hour Seminars for SRPs

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* New for 2018

ELT SEMINAR DESCRIPTIONS FOR SRPs

**ALL SRP SEMINARS
(3 HOURS IN LENGTH)**

ADHD Strategies

The number of students in our classrooms diagnosed with Attention Deficit Hyperactivity Disorder and other attention difficulties has increased dramatically. The symptoms can disrupt the child's learning and affect their relationships with peers and adults. This seminar is designed to help the school-related professional achieve a better understanding of ADHD and provide intervention strategies to facilitate positive student behavior.

Bully, Bullied or Bystander

This seminar provides an overview of the Dignity For All Students Act and its impact on the school environment. It includes a definition of the various types of bullying, the roles and responsibilities of people involved in bullying - bully, victim, bystander and strategies to help prevent or decrease bullying.

Classroom Partners: The Team Approach

The responsibilities of school-related professionals have increased for student learning, yet SRPs are often left out of the educational process, including participation on the instructional team planning process. This seminar will help participants overcome barriers to full participation on the team, and learn to use positive strategies to achieve effective communication with their team members.

Cognitive Strategies and Engagement

The ultimate learning environment is rich in engagement. When the learner is engaged they are fully immersed in the learning. This seminar delves into multiple strategies for educators to create that rich learning environment and motivate our 21st century students. With cognitive engagement the students do all the hard work of learning while the teacher is truly a facilitator.

Conflict Management

Conflicts are normal and unavoidable occurrences in our everyday lives. Most of these are minor and easily resolved. Participants will address the benefits and disadvantages of conflict, key factors to be considered in resolving conflicts, and strategies for managing and resolving conflicts.

"Loved the interactiveness of the class"

Dealing with Difficult Students on the Bus

This seminar will offer strategies for dealing with students who exhibit chronic and extreme misbehavior, including violence. Participants will learn what motivates students to misbehave; intervention techniques to use at the moment of misbehavior; how to avoid and defuse confrontations, and ways to reinforce desirable behavior on the school bus.

Engaging all Students: Focus on Poverty

Participants will explore factors that impact student engagement as discussed in Eric Jensen's book *Engaging Students with Poverty in Mind*. Connections between economic status and student engagement will be generated. The rules and functions of engagement as well as strategies will be presented using a format that models the actual concepts throughout the seminar. The seminar ends with participants considering ways to implement these ideas in their daily practice. *Required Text: Engaging Students with Poverty in Mind by Eric Jensen*

5 Tips to Diffuse Difficult Behaviors in Today's Schools

Educators are often confronted with challenging, disruptive and sometimes violent behaviors from students. These challenges can create a negative school culture that impacts teaching, student achievement as well as morale amongst students and staff. This seminar will provide opportunities for school staff to learn and practice evidence-based, proven-effective strategies to work with challenging behaviors in positive, proactive ways.

"I found helpful the strategies on working with kids that are difficult. I really like the breakdown of reasons why these behaviors happen"

How to Successfully Pass the Civil Service Exam - Clerical Series

This seminar will review the procedures to apply for a Civil Service Exam. Participants will have an opportunity to practice answering sample civil service questions, as well as engage in some discourse around each question, and learn tips to successfully pass the exam.

How to Successfully Pass the Civil Service Exam - Custodian/Janitor Series

This seminar will review the procedures to apply for a Civil Service Exam. Participants will have an opportunity to practice answering sample civil service questions, as well as engage in some

discourse around each question, and learn tips to successfully pass the exam.

Increasing Comprehension of ELLs

Many SRPs work with English Language Learners on a daily basis. The seminar helps SRPs to understand the NYS regulations for identifying and providing services to English Language Learners (ELLs), examine cultural factors that affect instruction for ELLs, and explore strategies for making academic content accessible to ELLs.

Learning Preferences: Four Styles for Success

Adults and students learn in at least four different ways. In this seminar participants will examine four learning preferences or modes: kinesthetic, tactual, auditory and visual. Through a variety of experiential activities participants will assess their own comfort levels in the four modes and rate their learning strengths in each. The importance of adapting classroom support to address these preferences is embedded throughout the seminar.

Managing Student Behavior

This seminar provides effective strategies for communicating expectations to students, creating an environment in which appropriate behaviors are more likely to occur, and helping students learn to make appropriate choices.

Mindfulness in the Classroom - Coming in Sept. 2018!

Participants will explore the definition of mindfulness and how it relates to whole child instruction in the classroom. Scenarios and strategies will be used to introduce techniques that will address trauma and other factors that may lead to stress felt by today's students and/or educators. The seminar's interactive activities will model how these techniques can be implemented in a teacher's practice. The content will be mindful of the diverse learners and backgrounds present in a classroom. Participants will have an opportunity to prepare next steps needed to integrate mindfulness into their daily routines.

Motivating Students Through Music: A Whole Child Approach

This seminar will seek to enhance the skills and knowledge needed to empower educators to impact the life of students inside and outside of the classroom through music, lyrics, and poetry. Music speaks to the heart of caring individuals when faced with struggles and hardship in the school setting. Words are the key to bring about change in the life of a child. Motivating Students Through Music: A Whole Child Approach empowers educators to use the arts to engage students in learning and to promote positive behavior.

"Seminar was very good and informative... music speaks to the heart, we need more of these types of SRP seminars"

Next Generation Learning Standards: What SRPs Need to Know

This seminar introduces school-related professionals to the state's ELA and Math Learning Standards and presents strategies to support the lessons and environments necessary for student success. Time will be spent familiarizing participants with how to understand the language of the standards and analyzing lessons to determine ways in which they can support standards-based student learning.

Our World, Our Students

This seminar helps SRPs become more familiar with students' cultural abilities and needs in order to create a more conducive learning environment. Educators will engage in discussions of the importance of involving all students in the learning process while demonstrating how they can use cultural connections to assist students in appreciating each other's strengths.

"I learned how implicit bias is part of cultural upbringing and how important it is to be aware of it"

Ps and Cues: Planning, Prioritizing, Performing

In this seminar, participants will identify factors

that make it difficult to complete tasks during the workday; use cues to prioritize activities; learn tips for managing details and distractions, and recognize the value of goal-setting as a first step in completing multiple tasks effectively.

Poverty and its Effect on Learning

This seminar explores the effects of poverty and other socioeconomic issues, on student learning. Focus will be centered on six types of poverty: generational, situational, absolute, relative, urban and rural. The training will engage participants in various activities that will assist them in understanding how to effectively work with students from low socioeconomic status. During the program participants will discuss and examine how poverty affects learning, the importance of building relationships, connecting with the community, and creating a classroom environment that promotes learning through research-based practices.

Restorative Practices (RP): Promoting a Positive School Culture and Climate

This seminar provides an overview of discipline disparities, restorative practices and ways to promote positive discipline in schools. RP examines recent data collected on disciplinary trends by the US Department of Education Office of Civil Rights. Key ideas and components of Restorative Practice are presented. Research and reasons for using restorative practices as an alternative to suspensions and other punitive approaches to misbehavior are explored. This seminar will offer educator's strategies to engage in restorative questioning, dialogue and tier I restorative circles.

School-Related Professional Communication: Skills for Effective Speaking & Listening

School-related professionals are required to master many skills. In this seminar participants will learn to: identify the roles of an effective communicator; practice active listening skills that promote group collaboration, support and trust; recognize ways in which information is communicated nonverbally; and practice supporting skills for overcoming resistances.

Secondary Reading Strategies

This seminar provides strategies to use with middle and high school students who struggle with reading comprehension; including text structures and corresponding graphic organizers, tips, and signals for use with students. Each ingredient of the reading comprehension process (before reading, during reading, and after reading) provides additional opportunities to use targeted strategies. Additionally, higher order thinking skills will enhance the highlighted strategies and will provide an overall approach to assisting students in increasing their reading comprehension.

SRP's Impact on the Learning Environment

This seminar will explore the relationships between administrators, educators, students, and para-professionals. The seminar will focus on the crucial skills needed to create a safe, welcoming learning environment and will highlight the impact para-professionals have in establishing the learning environment from the time students board the school bus in the morning until the time they are returned home at the end of the day.

Strategies for Struggling Readers

Participants will become familiar with phonemic awareness, phonics, alphabetic recognition, and the role of the read-aloud. This seminar will focus on strategies and techniques to help students become successful readers.

The Art & Craft of Motivation

This seminar will highlight research on the motivation of students and analyze how to connect with learners so their individual strengths are realized and encouraged. Learning how to guide our students through challenges they face by supporting and opening up new horizons for them to explore, will lead to increased motivation. SRPs strive to have students find relevance in what they are learning and become more independent, self-directed and collaborative as they grow academically and emotionally.

Time Management

During this seminar participants will examine time wasters and learn to plan effectively. Time is given for effective paper management and meeting

tips. Participants will also share ideas for effective classroom time management. This seminar enables participants to examine their philosophy regarding time and use of time.

We Are All Intelligent: We Just Learn Differently

This seminar is based upon Howard Gardner's "Theory of Multiple Intelligences." Participants will examine facts and myths about intelligence; understand the characteristics of each of Gardner's eight intelligences; and identify and create multiple strategies for use in the classroom as well as other work settings.

NEW MEMBER SEMINARS (2-HOURS IN LENGTH)

A limited amount is available at no cost, on a first come, first served basis with a minimum of 15 participants in attendance.

Aim High: A Proactive, Positive Environment for Student Achievement

Closing the achievement gap among all students requires addressing all factors that influence their achievement and behavior including: classroom learning, school climate, and motivation theory. In this seminar participants will learn that a positive educational environment is a major ingredient of effective schools. Participants will examine research-based techniques that empower "at risk" students, decrease problem behavior, and improve student achievement in general. When the environment is engaging, the likelihood for success is greatly increased.

Understanding Diversity: How Our Schools Are Changing

This seminar is designed to help educate students who will be living in a world of diverse communities. It will promote awareness of global differences while identifying shared values. It encourages the understanding of one's own culture as the doorway to understanding other cultures.

The ABCs of Being a Paraprofessional

In this seminar participants will identify the knowledge and skills they bring to their job, understanding the roles and responsibilities of the SRP compared to the classroom teacher, and gain knowledge of legal and ethical standards, including confidentiality.

The IEP: Supporting Student Instruction

Being a school-related professional today requires many skills to become an integral part of school wide success. In this seminar participants will become familiar with the special education process, terms/concepts, and learn what is in an IEP and how it impacts an SRPs role in supporting student instruction.

GRANT FUNDED SEMINARS (3-HOURS IN LENGTH)

NYS Department of Labor Health & Safety Grant

These seminars are made possible through funding from the New York State Department of Labor and are available at *no cost for a minimum of 15 participants for a limited time on a first-come, first-served basis.*

Addressing Aggressive Student Behavior in Schools

Special needs students experience many benefits as well as challenges in the classroom. Some students may resist efforts of teachers and SRPs to support and guide them. This resistance may be shown in passive ways or in more aggressive ways, such as acting out, tantrums, or even throwing objects. This seminar will focus on strategies for managing the behavior of students who demonstrate aggressive and disruptive behaviors. Participants will discuss the need to teach students to take responsibility for their own behavior, review a plan for ensuring they have the knowledge and skills to successfully change their behaviors, and proactive strategies for addressing specific misbehaviors. Confrontation strategies and strategies such as redirection, cause and effect and overcorrection will be explored and practiced.

Dealing with Difficult Students in the School Environment - Violence Prevention

This seminar will offer strategies for dealing with students who exhibit chronic and extreme

misbehavior, including violence. Participants will learn what motivates students to misbehave; intervention techniques to use at the moment of misbehavior; how to avoid and defuse confrontations, and ways to reinforce desirable behavior.

Disability Awareness

SRPs often work with students who are identified as having one of the categories. This seminar will provide participants with a general understanding of the thirteen disability categories and key concepts related to the education of students with disabilities. Participants will experience what it is like to have a disability and learn strategies for improving student learning and behavior.

Gang Awareness: Empowering Educators

Societal pressures follow students into schools every day. This seminar focuses on the significant challenges that students confront in and outside of school, including the complex reasons students engage in harmful social relationships, specifically gang activity. As a result, students find it difficult to focus on academics when they have legitimate concerns about their safety. This program addresses how gang involvement impacts the community, academic achievement and the day to day running of schools. The learning environment is a crucial indicator of student success. This training empowers educators with proactive strategies to assist in engaging "at-risk" students in healthy and positive ways that leads to building strong relationships and student learning.

Supporting Students with Autism

Ending the achievement gap between students with and without disabilities requires addressing the essential factors that can influence their success. This three-hour training provides up-to-date information on the clinical and associated features of Autism Spectrum Disorders (ASD). Attention will be given to how these features manifest themselves and present unique instructional and learning challenges within educational settings. The seminar provides evidence-based, pro-active strategies for helping children and adolescents with ASDs succeed in schools today.

Trauma Awareness in Education: Supporting Resiliency and Preventing Conflict

Increasingly our students experience exposure to multiple or prolonged traumatic events, such as child abuse, neglect, and exposure to domestic violence. This experience directly affects their social and emotional development and negatively impacts their behavior and academic growth in school. It is becoming more common that educators are faced with the challenges of connecting with and educating students who have endured complex trauma. Often the hurt that is felt by the student is placed on the educator and it can manifest in a variety of ways. This seminar will engage participants in understanding the roots of trauma, its prevalence and causes, the characteristics and associated behaviors, as well as learning how to work with traumatized students in a proactive and positive way.



ELT COLLABORATIVE PROGRAMS

Collaborative Programs	Page#	NYS Teaching Standards						
ALL TEACHERS, SRPS, TEACHER LEADERS, ADMINISTRATORS		I	II	III	IV	V	VI	VII
Building Capacity in NYS for Family-School Engagement Linked to Learning Initiatives (6 hours)	page 21	X		X	X		X	X
Critical Friends Group: Tuning Protocols	page 23						X	
Critical Friends Group: Types of Protocols and Process	page 23						X	X
Evaluator Academy	page 22							
Evaluator Re-calibration Training	page 23							
Evaluator Refresher	page 23							
Family Engagement Home Visits*	page 21	X		X	X		X	X
Family Engagement for Middle and High School Families*	page 22	X	X	X	X		X	X
Family Engagement Linked to Learning*	page 22	X		X	X		X	X
Family-School Capacity Building and Planning*	page 22						X	X
Family-School Engagement for English Language Learners*	page 22	X	X	X	X	X	X	X
Labor/Management Collaboration*	page 23						X	X
Mentoring for Success	page 23				X			X
Pyramid Model - Promoting Social & Emotional Competence in New Yorks Young Children	page 24	X		X	X	X	X	X
The Power of Academic Parent Teacher Team (APTT)*	page 22	X	X	X	X		X	X

* *New for 2018*

**ALL TEACHERS, SRPS, TEACHER LEADERS,
ADMINISTRATORS**

BUILDING CAPACITY

Building Capacity in NYS for Family-School Engagement Linked to Learning Initiatives

Meets Standards I, III, IV, VI, VII

The framework for this initiative revolves around the work of Karen Mapp. This initiative creates and implements family engagement practices designed to promote positive student outcomes and career and college readiness and success. In addition, a critical part of the program is to build capacity of educators (beliefs, understanding, skills, and confidence) to engage and partner with families in ways linked to student learning, strengthen family's beliefs about the role they play in their children's education. Enhance parental/family knowledge about educational policies and programs. Increase family's portfolios of tools and activities they can use to support their children's learning. (6 hour)

Visit <http://elt.nysut.org/>, or call 1-800-528-6208

Family Engagement Home Visits

Meets Standards I, III, IV, VI, VII

This session will introduce an evidence-based Family School Engagement Visit approach based on tenets of trust, active listening, collaboration and cultural responsiveness where educators are asked to develop new understandings related to the diversity of the families and communities they serve. During this session, educators will be immersed in a series of capacity building activities including practicing, modeling and role-playing scenarios and use of a coaching map to ensure the Home Visit conversation is authentic and genuine.

Following the initial round of Home Visits, a 60 minute post-visit debrief session designed to capture important takeaways and facilitate reflection will be conducted. Toward the end of the school, to reflect on how family visits and other FSE strategies impacted changing beliefs and assumptions, strengthened relationship with families and students, instruction, and student behavior and attendance. Educators will discuss recommendations for improvement, and plans for the next round of FSE visits. (4 hour)

COLLABORATIVE PROGRAMS DESCRIPTIONS

Family Engagement for Middle and High School Families

Meets Standards I, II, III, IV, VI, VII

This session will examine research based practices and strategies for building capacity to support family-school engagement at the secondary level. (2-3 hour)

Family Engagement Linked to Learning

Meets Standards I, III, IV, VI, VII

This session explores new evidence on family-school engagement practices that accelerate student learning. While some parents may support fundraising events, attend back to school nights and celebrations and participate in parent organizations, these involvement activities have a lower impact on student learning. During this session educators will examine the “touch points” that the school has with families and examine higher impact strategies and family-engagement practices that work in concert with classroom instruction and student learning. Some of the strategies include academic/parent teacher teams, data sharing, student led conferences and parent support networks. (2-3 hour)

Family-School Capacity Building and Planning

Meets Standards VI, VII

This session will engage union locals in a process to examine the challenges and lack of opportunities to build school and family partnerships for success; the process conditions linked to learning and the presence of organizational conditions needed for effective family and community engagement; the policy and program goals to build and enhance capacity for effective family school engagement linked to student outcomes; and assess family and staff capacity outcomes to sustain the work, improve outcomes for students, and foster school improvement at the school and/or district level. (4-6 hour)

Family-School Engagement for English Language Learners

Meets Standards I, II, III, IV, V, VI, VII

This session will examine family engagement practices focused on English language learners and their families. As the largest growing segment of the student population, the ELL student population has increased in schools over the last twenty years. While

ELL families face the same barriers and challenges are other demographics, ELLs face a number of unique barriers to school engagement, communications, and involvement. (3 hour)

“I thought it was great!...I enjoyed the videos with direct examples and how to carry out strategies presented”... I wish I had signed up for the 2nd night of training.”

The Power of Academic Parent Teacher Team (APTT)

Meets Standards I, II, III, IV, VI, VII

Academic parent Teacher Teams (APTT), an innovative approach to conducting parent teacher conferences, is a way to build the dual capacity of family and schools to improving academic outcomes for students. APTT engages family members in meetings led by grade level teachers where family members learn foundational skills and strategies to do at home. During this six hour session, participants examine the essential elements of the APTT model, which includes facilitating three meetings a year, plus a 30 minute individual conference with families. The essential elements of APTT are an icebreaker, data sharing on literacy and mathematics, modeling, and SMART goal setting. Teachers will learn how to facilitate the process, hear about lessons learned related to implementation as well work in groups to begin planning to implement an APTT program in their school. (3 hour)

Request Form on page 25

Evaluator Academy

This 40-hour intensive training for administrators and peer observers (e.g. teacher leaders) is intended to develop skills to objectively evaluate teaching practices and to provide actionable feedback about a teacher’s professional practice. Topics include:

- The role of the evaluator and teacher in the observation process
- Inter-rater reliability calibration
- Evidence collection
- Accurate assessment and alignment of teacher practice using the NYSUT Teacher Practice rubric
- Evidence-based feedback

Evaluator Re-calibration Training

Maintaining an evaluator's inter-rater reliability is an ongoing process that requires periodic calibration and a systemic plan for on-going professional development. In this 15-hour training, participants will:

- Gain experience in the use and application of the rubric, such as aligning evidence to appropriate performance indicators based on strong rationale
- Enhance skills to provide evidence-based feedback to teacher.

Evaluator Refresher

ELT will create a customized half-day, full-day or multiple day training for evaluators and peer observers that focuses on increasing familiarity with the NYSUT Teacher Practice Rubric as well as improving the accuracy of evidence alignment. Scheduling is flexible based on the requesting organization.

Request Form on page 27

MENTORING

Mentoring for Success

Meets Standards IV, VII

This seminar helps to prepare mentor teachers to work effectively with their mentees. The mentoring relationship is often a new one for both parties. Interpersonal skills and trust for developing a positive relationship will be emphasized, especially those of confidentiality and trust. The seminar will also discuss: the rationale and goals for mentoring; the roles of the mentor, including the roles of coach and guide; and effective strategies for helping the mentee develop the reflective skills needed in order to learn and grow professionally. (3 or 6 hour)

"I found the facilitators expertise and experience an asset... the presentation was very interactive and conducive to learning and sharing information in a very practical way"

Request Form on page 25

PROFESSIONAL LEARNING COMMUNITIES

Critical Friends Group: Tuning Protocols

Meets Standards VI

The Tuning Protocol offers educators an opportunity to provide feedback to colleagues in a very structured, timely and constructive manner with the ultimate goal of improving student learning. This professional development program can be embedded during a Professional Learning Community, planning period, etc. The training provides an opportunity for teachers, school counselors, administrators and other school staff to collaborate in structured conversations around student/teacher work, or videos. (1.5 to 2 hour)

Critical Friends Group: Types of Protocols and Process

Meets Standards VI, VII

Protocols are the vehicles for building the skills and culture necessary for collaborative teamwork and are a powerful opportunity to learn with and from one another within a collaborative environment. Protocols consist of agreed upon guidelines and work to build trust among team members by doing substantive work. Protocols offer the opportunity for educators to engage in an insightful conversation about teaching and learning. (3 hour)

Labor/Management Collaboration

Meets Standards VI, VII

This introductory session is intended to build capacity and understanding of labor/management collaboration as a vehicle for innovation, collaboration and sustainability of new initiatives and school improvement linked to family and community engagement. (2 hours)

Request Form on page 25

PYRAMID MODEL

Pyramid Model - Promoting Social & Emotional Competence in New York's Young Children

Meets Standards I, III, IV, V, VI, VII

Promoting Social and Emotional Competence: These sessions address the social-emotional needs of young children. The content of the topics are consistent with evidence-based practices identified through a thorough review of the literature. Focus: Pre-K through 1st grade teachers.

Building Relationships and Creating Supportive Environments (7 hours)

- Topic 1: Building Positive Relationships
- Topic 2: Designing the Physical Environments
- Topic 3: Schedules, Routines and Transitions

- Topic 4: Planning Activities that Promote Engagement
- Topic 5: Giving Direction & Teaching Classroom Rules

Social Emotional Teaching Strategies (6 hours)

- Topic 1: Developing Friendship Skills
- Topic 2: Enhancing Emotional Literacy
- Topic 3: Controlling Anger/Impulse & Teaching Problem Solving
- Topic 4: Individualizing Instruction

Individualized Intervention (6 hours)

- Topic 1: Overview/Process of Positive Behavior Supports
- Topic 2: Functional Assessment/Data Collection
- Topic 3: Developing a Behavior Support Plan
- Topic 4: Monitoring Outcomes

Request Form on page 29



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\$1,200	→	\$1,150
\$2,000	→	\$1,950
\$3,500	→	\$3,450

To request seminars, see following pages...

SEMINAR REQUEST FORM



800 Troy-Schenectady Road, Latham, NY 12110-2455
518-213-6000 | 800-528-6208 | FAX 518-213-6456
<http://elt.nysut.org/> | eltmail@nysutmail.org
All seminars are CTLE approved.

Title of Seminar: _____

Location of Seminar: _____

School District: _____

Region: _____

Address: _____

Building and Room: _____

Date of Seminar: _____ Time: _____

Expected # of Participants: _____ Audience: _____

CONTACT INFORMATION

Name: _____

Address: _____

Phone Number/Email: _____

Signature of Local President: _____

Email of Local President: _____

*All correspondence (including contract and invoice)
will be sent to the contact person unless otherwise specified.*

SEMINAR REQUEST FORM

PAYMENT AUTHORIZATION INFORMATION

Name and Title of Authorized Individual: _____

Fees listed below are member fees. Non-members should contact ELT of non-member pricing.

Please check type of seminar being requested:

TEACHER SEMINARS (includes materials) * Save \$50 if you choose to copy materials

____ Half-Days (2-3 hours): \$800 ____ Full Days (3+hours): \$1200 ____ Discount Price

*** Minimum 10 Participants, Maximum 35**

____ New Member Seminars: No cost if at least 15 participants (if fewer than 15 attend, our normal seminar fee(s) will be charged to the Contact Person)

A limited amount of new member seminars are available on a first come, first served basis. Designed for teachers with 1-4 years of experience.

15-HOUR PROGRAMS (includes materials) * Save \$50 if you choose to copy materials

____ \$3,500 ____ Discount Price

SCHOOL-RELATED PROFESSIONAL SEMINARS (includes materials) * Save \$50 if you choose to copy materials

____ Half-Days (2-3 hours): \$800 ____ Full Days (3+hours): \$1200 ____ Discount Price

*** Minimum 10 Participants, Maximum 35**

____ New Member Seminars: No cost if at least 15 participants (if fewer than 15 attend, our normal seminar fee(s) will be charged to the Contact Person)

A limited amount of new member seminars are available on a first come, first served basis.

DIGNITY ACT TRAINING (DASA) (INCLUDES MATERIALS) * Save \$50 if you choose to copy materials

____ District Requested (6 hours): \$2,000 ____ Discount Price

*** Minimum 10 Participants, Maximum 35**

GRANT FUNDED SEMINARS (includes materials)

____ No cost if a minimum of 15 participants attend. Available for Teachers and School-Related Professionals. (If fewer than 15 attend, our normal seminar fee(s) will be charged to the Contact Person). *When requesting a Health & Safety (H & S) seminar, the educational agency must have participants use the OSH T+E Department of Labor sign-in form which will be provided to the Contact Person. In order to receive the seminar at no cost, the form and the minimum participant requirement must be met. A limited amount of grant-funded seminars are available on a first come, first served basis.*

CUSTOMIZED PROGRAMS (includes materials)

____ Customized Programs also available: _____

*** Minimum 10 Participants, Maximum 35**

(name of customized program)

**Please contact NYSUT ELT for more information.
Charges for under or over-enrolled seminars are in addition to the fees outlined above.**

POLICIES AND PROCEDURES:

***Seminar Maximum:** The maximum number of participants for a Seminar is 35. If there are more than 35 participants at a Seminar, the sponsoring agency will be billed an additional \$20 per person.

In compliance with New York State Education Department, NYSUT Education & Learning Trust (ELT) has been approved as a sponsor to provide professional development for Continuing Teacher Leader Education (CTLE) hours.

When ELT is working as an independent consultant on behalf of Districts and BOCES, it is up to the District/BOCES, not ELT, to maintain a record of those who attend CTLE activities as well as providing a certificate of completion with their CTLE sponsor identification number.

Cancellation Policy: If a Seminar is cancelled less than 2 business days prior to the scheduled date, the sponsoring agency will be billed for the Seminar. Exceptions for weather-related cancellations should be discussed directly with ELT at 1-800-528-6208.

Seminar Requests: Seminars should be requested 4-6 weeks prior to the desired date. Seminars requested less than 4 weeks in advance can not be guaranteed.

Seminar Facilities: Seminar facilities should include classroom space with internet access, moveable chairs and tables, screen, proxima, laptop, chart paper, and a DVD and monitor if requested. ELT discourages the use of cafeterias or auditoriums for seminars.

EVALUATOR TRAINING REQUEST FORM



800 Troy-Schenectady Road, Latham, NY 12110-2455

518-213-6000 | 800-528-6208 | FAX 518-213-6456

<http://elt.nysut.org>

All seminars are CTLE approved.

Please circle training requested:

Evaluator Academy

Evaluator Re-calibration

Evaluator Refresher

Location of Training: _____

School District: _____

Building and Room: _____

Region: _____

Date of Training: _____ Time: _____

Expected # of Participants: _____ Audience: _____

CONTACT INFORMATION (SITE COORDINATOR)

Contact Name: _____

Contact Mailing Address: _____

Contact Phone Number, Fax and E-Mail: _____

Signature of Local President: _____

EVALUATOR TRAINING REQUEST FORM

PAYMENT AUTHORIZATION INFORMATION

Name, Title and Address of Authorized Individual: _____

All correspondence (including contract and invoice) will be sent to the Contact Person unless otherwise specified.

Please check type of training being requested and the version of the rubric currently being used:

TRAININGS:

RUBRIC:

___ Evaluator Academy (40 hours)
\$1,000 per person *for a minimum of 8 participants*

2011 ___

___ Evaluator Re-calibration (15 hours)
\$500 per person *for a minimum of 8 participants*

2012 ___

___ Evaluator Refresher Training (up to 6 hours)
\$1,500 *for up to 35 participants*

2014 ___

EVALUATOR ACADEMY/EVALUATOR RE-CALIBRATION TRAINING:

Participants for an Evaluator Academy or Evaluator Re-calibration training will have an account established on Calibration & Collaboration (C&C), formerly MLP Elevate. They will be provided a username and password in order to access training and calibration plans. A Calibration Assessment on a Master-coded Video will be made available on the final day(s) of the training. Submissions will be scored by a trained Reviewer. An Evaluator Report will be generated based on the results and sent directly to participants.

Evaluator/Re-calibration Training Minimum: Districts will be charged for a minimum of 8 participants for an Evaluator training in the event that fewer than 8 participants attend. Districts are encouraged to work with their BOCES or collaborate with other districts in order to meet the required minimum number of participants.

EVALUATOR REFRESHER TRAINING:

Evaluator Refresher training does not include a Calibration Assessment on C&C nor will an Evaluator Report be provided. Pricing for Evaluator Refresher training is for a full day only.

The maximum number of participants for Evaluator Refresher training is 35. If there are more than 35 participants at a training, the sponsoring agency will be billed an additional cost of \$20 per participant.

POLICIES AND PROCEDURES:

Cancellation Policy: If the sponsoring agency cancels the training less than five business days prior to the scheduled date, the sponsoring agency will be charged a cancellation fee. Exceptions for weather-related cancellations should be discussed directly with ELT at 1-800-528-6208.

Training Facilities: Training facilities must include meeting room space with moveable chairs and tables. ELT discourages the use of cafeterias or auditoriums for trainings. Material and equipment requests include a laptop, projector and screen, chart paper and wireless Internet capability. Technical assistance must be available throughout the training to maintain Internet connectivity with sufficient bandwidth to support online activities throughout the training.

Continuing Teacher Leader Education (CTLE) Hours: In compliance with New York State Education Department, ELT has been approved as a sponsor to provide professional development for CTLE hours. When ELT is working as an independent consultant on behalf of Districts and BOCES, it is up to the District/BOCES, not ELT, to maintain a record of those who attend CTLE activities as well as providing a certificate of completion with their CTLE sponsor identification number.

PYRAMID MODEL TRAINING REQUEST FORM



800 Troy-Schenectady Road, Latham, NY 12110-2455

518-213-6000 | 800-528-6208 | FAX 518-213-6456

<http://elt.nysut.org>

All seminars are CTLE approved.

Please circle training requested:

Session I: *Building Relationships and Creating Supportive Environments*

Session II: *Social Emotional Teaching Strategies*

Session III: *Individualized Intervention*

Location of Training: _____

School District: _____

Building and Room: _____

Region: _____

Date of Training: _____ Time: _____

Expected # of Participants: _____ Audience: _____

CONTACT INFORMATION (SITE COORDINATOR)

Contact Name: _____

Contact Mailing Address: _____

Contact Phone Number, Fax and E-Mail: _____

Signature of Local President: _____

PYRAMID MODEL TRAINING REQUEST FORM

PAYMENT AUTHORIZATION INFORMATION

Name, Title and Address of Authorized Individual: _____

All correspondence (including contract and invoice) will be sent to the Contact Person unless otherwise specified. Fees listed below are member fees. Non-members should contact ELT of non-member pricing.

Please check type of session being requested:

SESSION I- BUILDING RELATIONSHIPS AND CREATING SUPPORTIVE ENVIRONMENTS (7 HOURS)

_____ \$1,600 _____ \$1,550 (Save \$50 if you choose to copy materials)

****Minimum 10 participants, Maximum 35***

SESSION II- SOCIAL EMOTIONAL TEACHING STRATEGIES (6 HOURS)

_____ \$1,200 _____ \$1,150 (Save \$50 if you choose to copy materials)

****Minimum 10 participants, Maximum 35***

SESSION III- INDIVIDUALIZED INTERVENTION (6 HOURS)

_____ \$1,200 _____ \$1,150 (Save \$50 if you choose to copy materials)

****Minimum 10 participants, Maximum 35***

Audience: Pre-K through 1st grade teachers.

POLICIES AND PROCEDURES:

***Seminar Maximum:** The maximum number of participants for a Seminar is 35. If there are more than 35 participants at a Seminar, the sponsoring agency will be billed an additional \$20 per person.

In compliance with New York State Education Department, NYSUT Education & Learning Trust (ELT) has been approved as a sponsor to provide professional development for Continuing Teacher Leader Education (CTLE) hours.

When ELT is working as an independent consultant on behalf of Districts and BOCES, it is up to the District/BOCES, not ELT, to maintain a record of those who attend CTLE activities as well as providing a certificate of completion with their CTLE sponsor identification number.

Cancellation Policy: If a Seminar is cancelled less than 2 business days prior to the scheduled date, the sponsoring agency will be billed for the Seminar. Exceptions for weather-related cancellations should be discussed directly with ELT at 1-800-528-6208.

Seminar Requests: Seminars should be requested 4-6 weeks prior to the desired date. Seminars requested less than 4 weeks in advance can not be guaranteed.

Notes

Notes



NYSUT ELT courses are a great way to brush up on your skills.

- **Learn from New York's most dynamic teachers and School-Related Professionals**
- **Choose classroom or online courses that fit your schedule**
- **Learn new research-based classroom strategies**
- **Enjoy valuable savings when you sign up today!**

***1-800-528-6208 or <http://elt.nysut.org>
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ELT PROFESSIONAL DEVELOPMENT – BY MEMBERS, FOR MEMBERS.

- Best practices for teachers and SRPs
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- Half-day, full day, 15-hour options and more
- Customized formats for sequences, modules, and more

- Collaborative Programs for all school staff
- Researched-based models with real-life, real-time application strategies
- Perfect for Superintendent's Conference Days

FIND OUT HOW NYSUT ELT CAN WORK FOR MEMBERS DEDICATED TO EXCEL

Visit

<http://elt.nysut.org>,
call 1-800-528-6208, or
send the enclosed

Seminar Request Form today.



Education & Learning Trust
1000 Albany Road, Latham, NY 12110