

# ELT

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## **ONLINE SEMINARS**

*An Individual Approach to Professional Learning*

[elt.nysut.org](http://elt.nysut.org)  
800-528-6208

# A PERSONALIZED APPROACH TO PROFESSIONAL DEVELOPMENT

NYSUT ELT is proud to offer online professional development seminars that promote effective teaching principles and enhance student learning. The seminars are aligned with the NYSUT Teacher Practice Rubric as well as Charlotte Danielson's Framework for Teaching in terms of what teachers should know and be able to do. These seminars are especially timely as teachers reflect on the strength of their instructional practice in preparation for their annual performance review and/or to support targeted professional learning based on the results of their evaluation.

## ONLINE PROFESSIONAL DEVELOPMENT SEMINARS

The seminars are structured as stand-alone, prerequisite and deepening knowledge seminars described as follows:

### ■ STAND-ALONE SEMINARS

The stand-alone seminar doesn't have prerequisites or require other complementary courses. Each seminar may be taken in isolation.

### ■ PREREQUISITE SEMINARS

In this structure, each seminar is reliant on the previous seminar's content as a building block. The content in each subsequent seminar explores a deeper level, building on previous seminar content (and possibly assessments). Prerequisite seminars are built in sets of three and *participants must take the prerequisite seminars in order*.

### ■ DEEPENING KNOWLEDGE SEMINARS

Deepening knowledge seminars may be selected based on participant's self-assessment of teaching practices or may be determined by the results of their teacher evaluation to explore deepening knowledge suited to their needs and abilities. (Novice and/or intermediate seminars are not prerequisites for the deepening knowledge model.)

## EACH SEMINAR PROVIDES:

- ◆ Evidence-based research
- ◆ Practical classroom examples
- ◆ Opportunities for practice
- ◆ Formative and summative assessments
- ◆ Additional tools and resources designed to improve teacher practice

The seminars are facilitated by a qualified and experienced instructor who supports each teacher's professional learning. Participants work at their own pace, receive feedback and coaching from an experienced instructor and have ample amount of time to complete their work:

5-8 Hour Seminars - 30 days  
10 Hour Seminars - 45 days  
15 Hour Seminars - 90 days  
Each seminar is \$15 per hour.

***Please note some seminars have prerequisites.***

**Online Requirement:** Requires, reliable/stable high speed internet connection.

To register visit us at [elt.nysut.org](http://elt.nysut.org) and click on online seminars.

Seminar information, including log in and enrollment link, will be sent directly from PLS 3rd Learning.

There is no refund once the information has been sent to the participant.

At the completion of the seminars each participant will receive a confidential grade on Frontline (pass or fail) and Certificates of Completion will be available for direct download in Frontline.

### Board of Trustees:

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## STAND-ALONE SEMINARS

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The stand-alone seminar doesn't have prerequisites or require other complementary courses. Each seminar may be taken in isolation.

### CLASSROOM COMMUNICATION

**5 hrs • Danielson aligned 3A • stand-alone**

**NYSUT Alignments: III.1, III.3, IV.3, III.2**

Participants will explore methods for engaging students in meaningful work, clarifying limits, facilitating student choice, and encouraging accurate communication.

### COMMUNICATING CLEAR DIRECTIONS AND PROCEDURES

**5 hrs • Danielson aligned 3A • stand-alone**

**NYSUT Alignments: III.2, IV.3**

**Previously titled: Communicating Directions and Procedures**

Participants will define rules, directions, and procedures as they apply to the classroom and analyze strategies for effectively communicating them to students. This seminar shares strategies for practicing and reinforcing classroom procedures as well as how to evaluate methods for communicating directions clearly to all students.

### CONTENT EXPLORATION AND STUDENT ENGAGEMENT

**5 hrs • Danielson aligned 3C • stand-alone**

**NYSUT Alignments: I.2, II.1, II.2, II.3, III.1, III.4, III.5, IV.2, IV.3**

**Previously titled: Student Engagement and Exploration**

When student engagement is minds-on (involving intellectual activity), students develop their understanding through what they do. This seminar examines how to engage students in intellectual, active exploration with important and challenging content.

### DEMONSTRATING STUDENT PRIDE

**5 hrs • Danielson aligned 2B • stand-alone**

**NYSUT Alignments: III.5, IV.1, IV.2**

**Previously titled: Student Pride in Work**

Participants will examine how students can support and encourage one another while also taking pride in their accomplishments. Participants will also explore student risk taking in a safe environment, reflection, encouragement, peer review, and goal setting.

### DESIGNING LESSONS, UNITS, AND LEARNING ACTIVITIES

**5 hrs • Danielson aligned 1E • stand-alone**

**NYSUT Alignments: I.2, I.3, II.4, II.5, III.1, III.3, VI.1, VI.2**

Participants will examine how to create and differentiate learning activities that are tightly aligned to instructional outcomes and suitable to all students. They will also explore how to design lesson and unit structures that are clear, progress evenly, allow for different pathways according to diverse student needs, accommodate content that is connected to other disciplines, and allow for transfer of learning.

### EFFECTIVE RECORDKEEPING

**5 hrs • Danielson aligned 4B • stand-alone**

**NYSUT Alignments: V.2, V.3, V.4, VI.4**

**Previously titled: Maintaining Accurate Records**

In this seminar, participants will explore how to keep accurate records of instructional and noninstructional events, including completion of assignments, student progress in learning, school records outside of the classroom, and student responsibility for contributing to and maintaining these records.

## EFFECTIVE USES OF LANGUAGE

**5 hrs • Danielson aligned 3A • stand-alone**

**NYSUT Alignments: III.3, IV.2, V.2, V.5**

This seminar examines the need for spoken and written language that is clear and correct, with vocabulary appropriate to students' ages and interests. Participants will explore how language influences students' understanding of what they are expected to do as well as the rationale behind it. Methods for bringing content to life through strategies such as metaphor, analogy, vocabulary, and expressive language will be examined.

## ENHANCING KNOWLEDGE OF RESOURCES

**5 hrs • Danielson aligned 1D • stand-alone**

**NYSUT Alignments: I.1, I.2, I.3, I.4, I.5, II.2, III.2**

**Previously titled: Demonstrating Knowledge of Resources**

Participants will evaluate the resources available to them and their students, including those used in the classroom, those available outside the classroom, those for teachers to advance their professional knowledge and skill, and those that provide noninstructional assistance to students.

## EVALUATING PROFESSIONAL PERFORMANCE

**5 hrs • Danielson aligned 4A • stand-alone**

**NYSUT Alignments: I.3, II.5, VI.1, VI.2, VI.3, VII.1, VII.2**

**Previously titled: Reflecting on Teaching**

This seminar synthesizes the teacher's need to reflect upon planning, implementation, assessment, and follow-up in order to decide what was effective about the lesson and where revisions are necessary. Participants will evaluate a lesson's effectiveness, success in achieving outcomes, alternative actions, and student/teacher reflection.

## EXPLAINING CONTENT: STUDENT TO STUDENT

**5 hrs • Danielson aligned 3A • stand-alone**

**NYSUT Alignments: I.1, I.6, II.2, II.3, II.4, II.6, III.1, III.4, III.5, IV.2, IV.3, IV.4**

Participants will explore strategies for facilitating student-centered and peer-to-peer learning. Utilizing approaches that integrate 21st Century skills, this seminar explores tools that effectively engage students in the collaborative learning process.

## EXPLAINING CONTENT: TEACHER TO STUDENT

**5 hrs • Danielson aligned 3A • stand-alone**

**NYSUT Alignments: I.3, I.6, II.1, II.2, II.3, II.6, III.1, III.3, III.4, III.5, IV.4**

Participants will explore how to effectively present, explain, and design activities related to content. This seminar also examines strategies and activities that teachers can apply to make connections to student interests, experiences, backgrounds, and prior knowledge.

## FACILITATING CLASSROOM DISCUSSIONS

**5 hrs • Danielson aligned 3B • stand-alone**

**NYSUT Alignments: I.2, II.2, III.1, III.4, III.5, IV.2, IV.3, III.2**

Participants will learn how to implement effective verbal and nonverbal communication techniques to help them encourage, redirect, engage, and challenge students in successful classroom discussions that enhance student learning.

## INVOLVING AND INTERACTING WITH FAMILIES

**5 hrs • Danielson aligned 4C • stand-alone**

**NYSUT Alignments: I.4, VI.1, VI.3**

**Previously titled: Communicating with Families**

This seminar examines how and when teachers should provide information about student progress and the instructional program to families. Participants will explore how to successfully engage families in the instructional program with professionalism and keen cultural sensitivity, as well as how students can participate and contribute ideas to the program.

## LEARNING EXPECTATIONS

**5 hrs • Danielson aligned 3A • stand-alone**

**NYSUT Alignments: I.3, I.5, II.3, II.4, II.5, III.3, V.2, VII.1**

**Previously titled: Setting Expectations for Learning**

Participants will explore when and how to make the purposes of their lessons or units clear, position those lessons around key concepts for broader learning, and link them to student interests. This seminar examines ways teachers can communicate to students the importance of what they are undertaking and clarify what they are learning.

## ORGANIZING THE PHYSICAL CLASSROOM

**5 hrs • Danielson aligned 2E • stand-alone**

**NYSUT Alignments: I.5, IV.4, VI.2, VI.4**

**Previously titled: Organizing Physical Space**

Participants will analyze needs and make adjustments to ensure a safe physical classroom environment. They will examine appropriate resources for classroom and student use, furniture arrangement conducive to activities, designing the physical layout of the classroom, and selecting resources for classroom and student use to ensure that all students can see and hear classroom events.

## PARTICIPATING IN STUDENT-LED DISCUSSIONS

**5 hrs • Danielson aligned 3B • stand-alone**

**NYSUT Alignments: II.2, II.3, II.5, III.1, III.5, IV.1, IV.2, IV.3, III.2**

Participants will explore techniques designed to ensure that all students contribute to classroom discussions in an environment where students help to ensure that all voices are heard. This seminar explores how to ask high-quality questions that deepen student understanding, methods for promoting student learning through discussion, and ways to ensure meaningful student contributions to the discussions.

## PREPARING TO PARTICIPATE: STUDENT-LED DISCUSSIONS

**5 hrs • Danielson aligned 3B • stand-alone**

**NYSUT Alignments: II.2, II.3, II.5, III.1, III.5, IV.1, IV.2, IV.3**

Participants will explore how to teach their students to ask high-quality questions and ways to invite all students' views to be heard. A solid foundation of student responsibility and accountability create the conditions that must be in place for meaningful discussions where all voices are heard and listened to.

## SPARKING STUDENT ENGAGEMENT

**5 hrs • Danielson aligned 2B • stand-alone**

**NYSUT Alignments: I.2, II.1, II.2, II.3, II.5, III.1, III.5, IV.2**

In this seminar, participants will implement and evaluate various instructional strategies such as project-based learning and active learning to promote engagement and participation in the classroom.

## STUDENT GROUPING AND SUPPORTIVE RESOURCES

**5 hrs • Danielson aligned 1E • stand-alone**

**NYSUT Alignments: I.6, II.6, III.1, IV.3, IV.4**

Participants will examine appropriate uses of technology, groups designed to enhance student learning, and materials and resources that are suitable to all students. This seminar emphasizes the need for student choice and input in the design process.

## STUDENT LEARNING AND ACHIEVEMENT

**5 hrs • Danielson aligned 2B • stand-alone**

**NYSUT Alignments: I.4, I.5, II.2, III.3, IV.2, IV.3**

**Previously titled: Expectations for Learning and Achievement**

Participants will evaluate how teacher, student, family, and school community involvement create accountability for student achievement in which all members support the value of learning.

## STUDENT PARTICIPATION IN PURPOSEFUL DISCUSSION

**5 hrs • Danielson aligned 3B • stand-alone**

**NYSUT Alignments: III.1, IV.1, IV.2, IV.3, III.2**

**Previously titled: Student Participation**

This seminar examines how to facilitate animated classroom discussions where all students are engaged, all perspectives are sought, and all voices are heard. Participants will construct a student-centered classroom where students assume responsibility for maintaining momentum and equality in discussions.

## TYPES OF LEARNING ACTIVITIES

**5 hrs • Danielson aligned 3C • stand-alone**

**NYSUT Alignments: I.2, II.1, II.2, II.3, III.4, IV.2**

This seminar focuses exclusively on types of learning activities that promote deep learning aligned with the goals of the lesson and allow students to exercise some choice.

## WORKING WITH VOLUNTEERS AND PARAPROFESSIONALS

**5 hrs • Danielson aligned 2C • stand-alone**

**NYSUT Alignments: VI.1, VI.2, VI.4, VII.1, VII.3, VII.4**

**Previously titled: Supervising Volunteers and Paraprofessionals**

Volunteers and paraprofessionals can make substantive contribution to the classroom environment. Participants will acquire the skills to support volunteers and paraprofessionals, including developing guidelines, explaining duties, providing training, and discussing standards.

## GENERATING PURPOSEFUL DISCUSSIONS

**7 hrs • Danielson aligned 3B • stand-alone**

**NYSUT Alignments: I.6, II.2, III.1, III.2, III.4, III.6, IV.2, IV.3, V.1, V.2**

**Previously titled: Discussion Techniques**

This seminar explores how effective discussion techniques promote student engagement with content, create opportunities for students to reflect upon what they have learned, and encourage student consideration of new possibilities. Participants will evaluate how to support a classroom where students assume high levels of participation in classroom discussions and take responsibility for their own learning.

## CLASSROOM MANAGEMENT PROCEDURES

**8 hrs • Danielson aligned 2C • stand-alone**

**NYSUT Alignments IV.3, IV.4, VI.4**

**Previously titled: Managing Classroom Procedures**

This seminar explores seamless integration of transitions, routines for handling materials and supplies, and performance of noninstructional duties. Participants will explore how to encourage students to assume responsibility for ensuring efficient procedures in a well-managed classroom.

## EFFECTIVE INSTRUCTIONAL OUTCOMES

**8 hrs • Danielson aligned 1C • stand-alone**

**NYSUT Alignments: I.3, II.4, III.3, V.2**

**Previously titled: Setting Instructional Outcomes**

In this seminar, participants will create and analyze instructional outcomes that represent high expectations and rigor, build on prior learning, and connect to other disciplines. They will offer careful consideration of assessment methods (how students will demonstrate achievement of outcomes) and explore how to align the outcomes to Common Core State Standards. This seminar also explores how participants can create a balance among types of learning and different disciplines, as well as how to differentiate the learning experiences for diverse learners.

## ENHANCING CONTENT AND PEDAGOGICAL KNOWLEDGE

**8 hrs • Danielson aligned 1A • stand-alone**

**NYSUT Alignments: II.1, II.3, II.5, VI.1, VI.2, VII.1, VII.2, VII.4**

This seminar explores how participants can improve their content backgrounds, pedagogy, resources, and professional responsibilities in their specific content areas. Participants will explore methods for sharing their content knowledge and professional development beyond the classroom to make a difference in the profession.

## PROMOTING STUDENT ENGAGEMENT

**8 hrs • Danielson aligned 3C • stand-alone**

**NYSUT Alignments: II.2, II.3, II.6, III.1, III.4, III.5, IV.2, IV.4**

**Previously titled: Engaging Students in Learning**

This seminar explores activities and assignments that promote deep learning, engage all students, and encourage students to initiate or adapt activities to enhance their understanding. Participants will also examine instructional materials and resources that engage students, as well as how to provide student choice among materials. This module also examines lesson structure and pacing that allows opportunity for reflection and closure.

## ENHANCING KNOWLEDGE OF STUDENTS

**10 hrs • Danielson aligned 1B • stand-alone**

**NYSUT Alignments: I.1, I.2, I.3, I.5, II.6, III.2, III.4, III.6, V.2**

**Previously titled: Demonstrating Knowledge of Students**

In this seminar, participants will explore student cognitive, social, and emotional developmental stages. The seminar also explores how to address gaps and avoid misconceptions about student development and capability. With a solid foundation in developmental patterns, participants will apply and evaluate strategies designed to engage their students with content.

Each of these seminars rely on the previous seminar's content as a building block. The content in each subsequent seminar explores a deeper level, building on previous seminar content (and possibly assessments). Prerequisite seminars are built in sets of three and participants must take the prerequisite seminars in order.

### **Q1 QUESTIONS THAT GATHER INFORMATION**

**5 hrs • Danielson aligned 3B • prerequisite: seminar 1 of 3**

**NYSUT Alignments: I.2, II.2, II.3, II.5, III.1, III.2, III.5, III.6, IV.2**

*Participants must take these seminars in order as they are building blocks where each seminar relies on knowledge and application of the previous seminar.*

This seminar explores how teachers can use questioning to advance student learning. Participants will discover how to ask insight, appraisal, summary, and evaluation questions that encourage students to analyze information. They will also analyze how to teach students how to ask (and identify) questions and reflect on peer comments to deepen student understanding.

### **Q2 QUESTIONS THAT WORK WITH INFORMATION**

**5 hrs • Danielson aligned 3B • prerequisite: seminar 2 of 3**

**NYSUT Alignments: I.2, II.2, III.1, III.2, III.5, III.6, IV.2**

*Participants must take these seminars in order as they are building blocks where each seminar relies on knowledge and application of the previous seminar.*

This seminar deepens participant knowledge of how to use questioning to advance student learning. Participants will discover how to ask insight, appraisal, summary, and evaluation questions that encourage students to analyze information. With this additional level of questioning, they will also analyze how to teach students how to ask (and identify) questions and reflect on peer comments to deepen their understanding.

### **Q3 QUESTIONS THAT FACILITATE TAKING ACTION**

**5 hrs • Danielson aligned 3B • prerequisite: seminar 3 of 3**

**NYSUT Alignments: I.2, II.2, III.1, III.2, III.5, III.6, IV.2**

*Participants must take these seminars in order as they are building blocks where each seminar relies on knowledge and application of the previous seminar.*

This seminar increases participant knowledge of how teachers can use questioning to advance student learning. Participants will discover how to ask idea and prediction questions that encourage students to set up the actions that can be taken to apply or reinforce learning. With this advanced level of questioning, participants will also analyze how to teach students how to ask (and identify) questions and reflect on peer comments to deepen their understanding.



## **SB1 STUDENT BEHAVIOR: PART I**

**7 hrs • Danielson aligned 2D • prerequisite seminar 1 of 3**

**NYSUT Alignments: I.1, IV.1, IV.3, IV.4**

**Previously titled: Foundations for Managing Student Behavior (Seminar 1 of 3)**

Participants must take these seminars in order as they are building blocks where each seminar relies on knowledge and application of the previous seminar.

This seminar examines the foundations for managing student behavior. Participants will explore how to uncover causes for behavioral issues, learn about their students, and set expectations for learning and behavior. Participants will also analyze how and when to create, enforce, and revise standards of conduct.

## **SB2 STUDENT BEHAVIOR: PART II**

**5 hrs • Danielson aligned 2D • prerequisite seminar 2 of 3**

**NYSUT Alignments: II.2, IV.3, IV.1, IV.4**

**Prerequisite: SB1 Student Behavior: Part I**

**Previously titled: Monitoring Student Behavior (Seminar 2 of 3)**

Participants must take these seminars in order as they are building blocks where each seminar relies on knowledge and application of the previous seminar.

Participants will explore subtle and preventative behavior monitoring. This seminar covers the strategies and skills teachers and students need in order to monitor behavior, offer respectful corrections, utilize appropriate verbal and nonverbal responses, and acknowledge appropriate behavior.

## **SB3 STUDENT BEHAVIOR: PART III**

**5 hrs • Danielson aligned 2D • prerequisite seminar 3 of 3**

**NYSUT Alignments: I.3, I.4, I.5, III.3, IV.1, VI.2, VI.3**

**Two Prerequisites: SB1 Student Behavior: Part I & SB2 Student Behavior: Part II**

**Previously titled: Responding to Student Behavior (Seminar 3 of 3)**

Participants must take these seminars in order as they are building blocks where each seminar relies on knowledge and application of the previous seminar.

This seminar explores methods for responding to student misbehavior, including intervention strategies, family involvement, use of external resources, respecting dignity, and preventative responses.



Deepening knowledge seminars are selected based on participant's level of mastery: novice, intermediate, or advanced. Participants can determine (or a supervisor may determine for them) which deepening knowledge seminar is best suited to their needs and abilities. (Novice and/or intermediate seminars are not prerequisites for the deepening knowledge model.)

### **CREATING A CARING CLASSROOM CULTURE**

**5 hrs • Danielson aligned 2A • deepening knowledge: novice level**

**NYSUT Alignments: I.5, IV.1, IV.2, IV.4, VI.1**

**Previously titled: Creating a Culture of Respect and Rapport**

This seminar emphasizes the foundation for creating a classroom of mutual respect, care, and trust. Participants will explore the qualities that characterize effective, caring teachers and identify the ways in which their beliefs and expectations about teaching and learning can inform and sustain their leadership abilities.

### **TEACHER-TO-STUDENT INTERACTIONS**

**5 hrs • Danielson aligned 2A • deepening knowledge: intermediate level**

**NYSUT Alignments: I.4, I.5, IV.1, VI.1, VI.3**

This seminar examines the teacher's role of interacting with students in an environment of respect and rapport. Participants will explore when and how to use effective verbal and nonverbal skills and work with families to enhance their relationships with students.

### **STUDENT-TO-STUDENT INTERACTIONS**

**5 hrs • Danielson aligned 2A • deepening knowledge: advanced level**

**NYSUT Alignments: II.2, III.5, IV.1, IV.3**

Participants will explore the benefits of students genuinely caring for one another in a healthy school environment. Participants will discover how to teach respectful verbal and nonverbal behavior as well as team building strategies that support learning.

### **ENGAGING INSTRUCTIONAL GROUPS**

**5 hrs • Danielson aligned 1E, 2C, 3C • deepening knowledge: novice level**

**NYSUT Alignments: II.2, III.1, III.5, IV.2, IV.3**

In this seminar, participants will discover strategies for forming and adjusting engaging, productive instructional groups where students assume some responsibility for their group's productivity. This seminar introduces grouping methods, how to assign roles and responsibilities, and creating expectations for group work.

### **PRODUCTIVE STUDENT GROUPING**

**5 hrs • Danielson aligned 1E, 2C, 3C • deepening knowledge: intermediate level**

**NYSUT Alignments: I.3, I.5, II.2, II.3, III.1, III.4, III.5, III.6, IV.2, IV.3, V.2**

This seminar focuses on student choice in grouping, student reflection, and further explores more complex grouping methods as well as teaching students how to work productively. Participants will explore how to develop groups that meet the intended learning of lessons.

### **ADVANCED GROUPING STRATEGIES**

**5 hrs • Danielson aligned 1E, 2C, 3C • deepening knowledge: advanced level**

**NYSUT Alignments: I.3, II.2, II.6, III.1, IV.3, IV.4**

Participants will create several alternative resources for grouping students, with a focus on differentiation. This seminar explores advanced use of materials and resources that support outcomes and engage students in meaningful learning.

## DEMONSTRATING PROFESSIONALISM: BASIC

**8 hrs • Danielson aligned 4D • deepening knowledge: novice level**

**NYSUT Alignments: IV.1, VI.1, VI.4, VII.1, VII.2, VII.4**

**Previously titled: Exploring Professionalism**

Participants will be introduced to the benefits of a professional learning community and a culture of professional inquiry where they share strategies and develop relationships with colleagues. Participants will also explore the professional benefits of providing volunteer services to school and district projects, strategies and methods to stay informed about content and pedagogy, seeking out and welcoming feedback from colleagues, and creating a professional growth plan.

## DEMONSTRATING PROFESSIONALISM: INTERMEDIATE

**8 hrs • Danielson aligned 4E • deepening knowledge: intermediate level**

**NYSUT Alignments: VI.1, VI.2, VI.4, VII.1, VII.2, VII.3, VII.4**

**Previously titled: Developing Professionalism**

Participants will experience the benefits of a professional learning community and explore how they can promote a culture of professional inquiry. This seminar emphasizes the need for a developing professional to assume leadership role among faculty, participate in school and district projects, facilitate opportunities for professional development, observe and provide feedback to colleagues, and assist peers with their professional growth plans.

## DEMONSTRATING PROFESSIONALISM: ADVANCED

**8 hrs • Danielson aligned 4F • deepening knowledge: advanced level**

**NYSUT Alignments: VI.1, VI.2, VI.3, VII.1, VII.2, VII.3**

**Previously titled: Enhancing Professionalism**

Participants in the advanced seminar will explore their roles in supporting novice teachers, facilitating professional learning communities, taking the lead on school and district projects, facilitating a peer feedback program, and overseeing professional growth plans.

## FUNDAMENTALS OF ASSESSMENT

**10 hrs • Danielson aligned 1F, 3D • deepening knowledge: novice level**

**NYSUT Alignments: III.6, V.1, V.2, V.3, V.4**

This seminar examines the fundamentals of planning and designing both formative and summative assessments that are congruent with instructional outcomes. Participants will design new and improve existing assessments (aligned with outcomes and Common Core State Standards) to use with their students.

## INSTRUCTION IN ASSESSMENT

**10 hrs • Danielson aligned 1F, 3D • deepening knowledge: intermediate level**

**NYSUT Alignments: III.6, V.1, V.2, V.3, VI.3**

Participants will gain extensive experience with monitoring and adjusting student learning, providing feedback to students, and facilitating student self-assessment and progress monitoring. This seminar also explores uses for authentic and performance assessment as well as increased uses of formative assessment (aligned with outcomes and Common Core State Standards).

**ADVANCED ASSESSMENT STRATEGIES****10 hrs • Danielson aligned 1F, 3D • deepening knowledge: advanced level****NYSUT Alignments: III.6, V.1, V.2, V.3, V.4, V.5, VI.3**

Participants will explore strategies to diversify and provide choice among assessments (including group/team assessments) that are aligned with outcomes and Common Core State Standards. This seminar also examines how to effectively share assignments, assessments, and rubrics with additional audiences (e.g., parents, school, community, blogs, and websites) in order to inform, improve, and acquire meaningful feedback from multiple perspectives about the entire assessment experience.

**RESPONSIVE TEACHING: BASIC****15 hrs • Danielson aligned 3E • deepening knowledge: novice level****NYSUT Alignments: I.2, I.3, II.1, II.2, II.3, II.4, II.5, III.1, III.3, III.4, III.5****Previously titled: Fundamentals of Flexible and Responsive Teaching**

This seminar explores the essential foundation a teacher needs to accommodate student interests, explain outcomes, create activities, and design instruction to ensure engagement and success among all students in a flexible and responsive classroom. Participants will examine, implement, and reflect on the basics of lesson adjustment, teachable moments, and seek resources for students who need help.

**RESPONSIVE TEACHING: INTERMEDIATE****10 hrs • Danielson aligned 3E • deepening knowledge: intermediate level****NYSUT Alignments: I.2, I.3, II.1, II.3, II.4, III.1, III.3, III.4, III.5****Previously titled: Flexible and Responsive Teaching**

Participants will explore the teacher's role in a classroom environment specifically designed to support self-directed student learning and teacher-student collaboration. This seminar examines the instructional flexibility teachers need to create a repertoire of alternate activities and strategies, and have the ability to rapidly implement them.

**RESPONSIVE TEACHING: ADVANCED****10 hrs • Danielson aligned 3E • deepening knowledge: advanced level****NYSUT Alignments: I.2, I.3, I.4, I.5, III.3, III.4, III.6, IV.4, V.2, V.3****Previously titled: Advanced Strategies for Flexible and Responsive Teaching**

Participants will examine when to make major or minor adjustments to a lesson/unit, opportunities for teachable moments that build on student interests, and persistent approaches for students who need help. More responsibility is passed along to students who can offer feedback about what is and isn't working. Participants will become advocates for students, educating families, and forming effective partnerships with students, teachers, and other stakeholders.

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