PROFESSIONAL DEVELOPMENT PROGRAMS

ELT

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NEW for 2013

Be a fan.

Dear Colleagues,

I am pleased to share NYSUT's Education & Learning Trust (ELT) professional development opportunities for teachers and school-related professionals. NYSUT ELT has provided support to educators for over 30 years. Now, more than ever before, you can depend on us to provide professional development opportunities that reflect the most current research. Working collegially we share effective practices and new strategies; that's why all ELT professional development programs are designed for classroom application.

The learning opportunities in this brochure provide the tools to ensure all students meet the New York P-12 Common Core Learning Standards and assist teachers in understanding the teaching standards and strategies that help close the achievement gap. Our "learn from the best" approach assures not only research-based models, but real-life, real-time application strategies that you can immediately use.

I encourage you to browse through the comprehensive offerings and create your own professional development plan. ELT seminars can be taken in sequences for a more sustained learning experience or divided into modules to meet your scheduling needs. The ELT staff is ready to work with you to meet your professional development plan, budget, and time frame.

This is your one stop shopping source when investing in professional growth that will maximize student learning.

In Solidarity,

Maria Neira

Maria Neira

Vice President, NYSUT ELT

NYSUT ELT
Professional Development Programs

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NYSUT ELT Board of Trustees

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NYSUT ELT PROFESSIONAL DEVELOPMENT

The rich array of seminars on this chart will bring the best of NYSUT ELT to your district. Note the offerings for teachers and SRPs (including new members), plus seminars for Collaborative Teams and mentors. Then review the seminar descriptions on the following pages.

We can assist in designing the best program and create the best schedule that works for you. Ask about half-day, full day, 15-hour, and customized formats. We can even plan sequences or modules to meet your needs.

NS

NEW! Now you can help new SRPs get the best start with ELT seminars designed just for them. Be sure to check offerings with this icon.

BUILDING COLLABORATIVE TEAMS
Building Data Teams
Classroom Partners: Building the Instructional Team
Collaborative Team Training
Data Walks
Peer Coachng
Protocol Training

MENTORING
Introduction to Mentoring
Designing a Successful Mentoring Experience
Mentor/Mentee Teams
New Mentors
Peer Coaching

SUPPORTS ANNUAL PROFESSIONAL PERFORMANCE REVIEW (APPR)
Annual Professional Performance Review (APPR) Overview
Common Core Learning Standards Math ELA
Data Walks
Formative Assessment: A Practice That Works
Protocol Training
Summative Assessments: Using Data to Inform your Instruction
Educator Academy
Stakeholder Academy 15 hr.
Student Learning Objective

ENHANCING COMMUNICATION AND THE PROFESSION	APPR	Teachers	SRPs
Classroom Partners: The Team Approach			■ NS
Ps and Cues: Planning, Prioritizing, Performing			■
School-Related Professional Communication: Skills for Effective Speaking & Listening			■
The ABCs of Being a Paraprofessional			■ NS
The School Secretary: First Contact, First Impression			■
Time Management	■	■	■
HELPING ALL STUDENTS SUCCEED			
ADHD Strategies			■
Aim High: A Proactive, Positive Environment for Student Achievement			■ NS
Understanding Students with Autism Spectrum Disorder	■	■	
Disability Awareness			■ HS
Student Success - Find and Play to their Strengths	■	■ NT	
Supporting Students with Autism			■ HS
The IEP: Supporting Student Instruction			■ NS
Accommodations and Modification: Understanding and Application to State Tests			■
IMPROVING STUDENT LEARNING			
Balanced Assessment	■	■	
Enhancing Student Achievement through Cooperative Learning	■	■ NT	
Learning Preferences: Four Styles for Success			■
Motivating Student Thinking	■	■ NT	
Performance-Based Learning and Assessment	■	■	
Skills for Organizing Learning			■
We Are All Intelligent: We Just Learn Differently			■
Formative Assessment: A Practice That Works	■	■	
Summative Assessments Using Data to Inform your Instruction	■	■	
Impact on Learning Environment			■

■ *Look for this icon to find seminars developed to meet APPR.*

AT - A - GLANCE

LITERACY AND ENGLISH LANGUAGE LEARNERS	APPR	Teachers	SRPs
Increasing Comprehension of ELLs			■
Guiding Struggling Readers	■	■	
Reading Comprehension: Understanding Text Structures	■	■	
Reading Comprehension Strategies	■	■ NT	
Reading Comprehension Strategies: Activate, Construct, Extend	■	■	
Secondary Reading Strategies			■
Strategies for Struggling Readers			■
Strategies to Engage ELLs in Content	■	■	
Understanding English Language Learners	■	■ NT	
English Language Learner Strategies The following seminars, focused on English language learners, are built around webcasts of top experts in the field of reading. Each webcast consists of a video presentation that is synched to the presenter's PowerPoint slides. The experience combines the better of two situations: attending a session at a reading conference and working closely with a facilitator to discuss, further investigate, and apply the information.			
Assessment of English Language Learners	■	■	
Comprehension: Helping ELLs Grasp the Full Picture	■	■	
English Language Learners and Academic Language	■	■	
English Language Learners in Middle and High School	■	■	
English Language Learners with Learning Disabilities	■	■	
Reading to Learn: ELLs in Grades 4-6	■	■	
Teaching English Language Learners to Read	■	■	
NUMERACY			
Math Activities that Work			■
Math Talks: Talking Your Way to Better Math Scores	■	■	
Problem-Solving Strategies in Math	■	■	
Targeting the Understanding of Geometry (K-8)	■	■	
Understanding and Using Statistics (Grades 3-8)	■	■	
POSITIVE AND SAFE LEARNING ENVIRONMENT			
Conflict Management			■
Creating a Positive Environment	■	■ NT	
Cyber Bullying: The New Age of Harrassment	■	■	
Discipline Strategies	■	■ NT	
Dealing with Difficult Students in the School Environment – Violence Prevention			■ HS

POSITIVE AND SAFE LEARNING ENVIRONMENT - CONTINUED...	APPR	Teachers	SRPs
Engaging the Disruptive Student	■	■ HS	
Addressing Aggressive Student Behavior in Schools			■ HS
Bully. Bullied or Bystander			■
Managing Student Behavior			■
The Art & Craft of Motivation			■
DEVELOPING PROFESSIONAL SKILLS			
The NYS Assessment of Teaching Assistant Skills (ATAS) Test Preparation Program	■		■
Classroom Management	■	■ NT	
Co-Teaching	■	■	
Student Learning Objective	■		
Parent Teacher Conference: Strategies for Success	■	■ NT	
Study Skills	■	■ NT	
Successful Strategies for Substitute Teachers	■	■	
15-HOUR PROGRAMS			
Classroom Partners: Building the Instructional Team	■	■	■
Differentiated Instruction: Improving the Odds	■	■	
Embedding Study Skills into Content Teaching	■	■	
Grant Writing for Educators	■	■	■
Introduction to Mentoring	■	■	
Poverty and the Impact on Learning	■	■	
Reading Comprehension and Thinking Strategies for Secondary Students	■	■	
Reading, Writing and Thinking Strategies That Build Success in the Content Areas (Grades 5-12)	■	■	
Visual Literacy and Web 2.0	■	■	
Winning Over the Challenging Student	■	■	
Educator Academy	■	■	
Stakeholder Academy	■	■	

■ = Meets APPR NT = New Teachers NS = New SRPs HS = Health & Safety

NYS P-12 Common Core Learning Standards

The NYS P - 12 Common Core Learning Standards in ELA & Literacy and Mathematics, as well as, the New York State Teaching Standards provide educators a consistent, clear understanding of what students are expected to learn to be college and career ready.

The need for educators to know, understand and implement the Common Core Learning Standards (CCLS) is critical, and the Education & Learning Trust (ELT) understands this charge. We are committed to embedding CCLS 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 shift with dedication and determination as they have ingrained within them a deep-seated belief that they will make a difference for their students.

Join us in embracing the New York State Common Core Learning Standards and, with ELT as your partner, you can transition into the Teaching Standards!

RESOURCES

Common Core State Standards Initiative:
http://www.p12.nysed.gov/ciai/common_core_standards/

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

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

The NYS Teaching Standards

The NYS Teaching Standards were developed to provide a common foundation to improve teaching and learning in NYS. ELT has aligned all teacher seminars to assist our members in their professional development choices. Below is a list of the seven NYS Teaching Standards

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.

Committed to improving student achievement and enhancing teacher quality, the NYSUT Education & Learning Trust invites you to experience the professional development programs 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 serving NYSUT members who have dedicated their lives to education. Available for all teachers, school-related professionals (SRPs) and collaborative teams, ELT programs are modeled on best practices, current research-based strategies, and classroom application. ELT instructors are the best in their field.

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 formats to meet your needs. Choose from half-day, full day, 15-hour, or customized formats. In-service programs and college courses (undergraduate and graduate) are also offered through ELT at affordable tuition through partnership with area colleges and universities.

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

New Initiatives for 2012-2013!

- Understanding APPR
- Common Core Standards
- Bully Prevention
- Teaching Standards

ELT CUSTOMIZED TO ACHIEVE YOUR BEST

You work hard to achieve your goals. Let ELT staff help with seminar sequences to meet professional development objectives for teachers and SRPs – with flexible scheduling.

Here are examples of how this can work:

If your focus is to provide a comprehensive support system focused on student achievement:

For Teachers…

- *Differentiating Instruction*
- *Poverty and the Impact on Learning: Using Strategies to Narrow the Achievement Gap*
- *Annual Professional Performance Review*

For SRPs…

- *Aim High: A Proactive Positive Environment for Student Achievement*
- *Classroom Partners: The Team Approach*
- *Addressing Aggressive Student Behavior in School*
- *Bully, Bullied, or Bystander: Taking Responsibility for Your Behavior*

And for Collaborative Teams…

- *Collaborative Team Training*
- *Building Data Teams Protocol Training*
- *Data Walks*

Work with ELT staff today to select what is best for you. Call 1-800-528-6208 today!

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ELT SEMINAR DESCRIPTIONS FOR TEACHERS

BUILDING COLLABORATIVE TEAMS

Building Data Teams

Meets Standards V, VI & VII

New York State is changing the way teachers and principals are evaluated, part of this evaluation will be based on both Formative and Summative Assessment. This will require that teachers and administrators look at data more deeply. Building Data Teams that study the quantitative data will help teams of teachers and administrators identify how students are learning and what area of teacher professional development is needed. Building these data teams will require high levels of collaboration and deep discussions between teachers and administrators. This seminar will address the benefits of data teams and will provide both examples and resources that will help educators build strong, effective teams.

Collaborative Team Training
The Team that Builds Success for All

Meets Standards IV & VII

Learning communities engage educators in a wide range of activities centered on teaching and learning. They foster a collaborative and reflective school environment. This has been described as "the single most important factor" for those seeking to enhance the effectiveness of their schools. Learn and practice some of the skills and strategies teachers can use to facilitate the exchange of ideas to improve professional practice and increase student achievement.

Data Walks

Meets Standards VI & VII

Take Classroom Walks to a higher level. Data Walks support collaborative, interdependent and reflective conversations between teachers and administrators as they gather data that will help them design strategies to improve student performance. The seminar focuses participants on activities that will allow them to design a data collection tool. Data Walks collect quantifiable information that will help teachers improve instruction, plan interventions, and collaborate on goals to insure student success.

Peer Coaching

Meets Standards VI & VII

Peer Coaching is a 15-hour seminar. The seminar centers around the need for professionals to engage in continuous growth individually and in learning communities. Meeting the needs of the diverse student populations in the classroom today is a tremendous challenge, especially with the many initiatives and mandates being imposed on educators. By working as collegial partners in learning communities, and engaging in continual reflection, we can ensure that the best possible education is available for all students.

Protocol Training

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.

ELT SEMINAR DESCRIPTIONS FOR TEACHERS

MENTORING

Mentor Program for Mentors offered in 3, 6 & 15 hour formats

Mentor/Mentee Teams Designing a Successful Mentoring Experience

Meets Standards IV & VII

This three-hour seminar prepares mentor teachers and mentees to work together effectively. The mentoring relationship is often a new one for both parties. The seminar will discuss the rationale and goals of mentoring, the roles of the mentor, and some of the effective strategies used by the mentor to help the mentee learn and grow professionally. Emphasis is on the mentor as the leader and goal setter in the relationship, and on the specific needs of the new teacher. Opportunities will be provided for assigned mentor-mentee pairs to work together to plan activities for their future interaction.

New Mentors

Meets Standards IV & VII

This three or six-hour seminar is designed for teachers wishing to work as mentors for new teachers. Interpersonal skills needed for developing this relationship, especially those of confidentiality and trust, will be emphasized. 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.

ENHANCING COMMUNICATION AND THE PROFESSION

Time Management

Meets Standards II

During this seminar, participants will learn how habits consume time. Participants will examine time wasters and learn to plan effectively. Time is given to explore effective paper management, meeting tips and effective classroom time management. This seminar enables participants to examine their philosophy regarding time and use of time.

HELPING ALL STUDENTS SUCCEED

Understanding Students with Autism Spectrum Disorder

Meets Standards I, III & IV

Ending the achievement gap between students with disabilities and their non-disabled peers 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 (ASDs), including Asperger's Disorder. Attention will be given to how these disorders manifest themselves and present unique instructional and learning challenges within education settings. The seminar goes beyond the core features of the disorder and covers evidence-based proactive strategies for helping children and adolescents with ASDs succeed in school. This seminar fulfills the state requirements for the three-hour Autism Training in the Needs of Children 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.

Student Success - Find and Play to their Strengths

Meets Standards III & IV NT

Teachers can increase their instructional effectiveness when they have an understanding of how students learn. Seminar activities demonstrate methods of identifying students' learning styles and designing lessons that reach all students.

IMPROVE STUDENT LEARNING

Balanced Assessment

Meets Standards V

What's important in assessing our students? Certainly we must have instruments that are relevant, reliable, and objective. But what about the overall assessment process? What factors need to be considered in identifying and adopting overall program assessments? One key factor is balance. In this seminar, participants examine the concept of Balanced Assessment – what it means, why it's important, what effective models exist. Finally, they'll examine how they might easily and effectively plan and implement Balanced Assessments in their own classroom, school, or district.

= Meets APPR NT= New Teachers NS= New SRPs HS= Health & Safety

Enhancing Student Achievement through Cooperative Learning

Meets Standards III & IV NT

This seminar introduces the elements of Cooperative Learning. Participants will be introduced to organizing the way students interact as they pursue an instructional goal. Participants will gain a better understanding of the three major goal structures (competition, individualization, and cooperation) and how they improve achievement, self-discipline, self-esteem, and accepting differences in others.

Motivating Student Thinking

Meets Standards III NT

This seminar will allow teachers to develop strategies for increasing student engagement. Nine elements of student engagement will be explored throughout the seminar. Teachers will blend practice with research as they plan for future instruction.

Performance-Based Learning and Assessment

Meets Standards II, III & V

In the act of learning, people obtain content knowledge, acquire skills, and develop work habits. Performances provide an additional needed step – practicing the application of these learnings to "real world" situations. Performance-based learning and assessment represent a set of strategies for acquiring and applying knowledge, skills and work habits through tasks that are meaningful and engaging to students. This seminar will provide an overview of characteristics of performances and guidelines for developing performance tasks.

Formative Assessment: Practice That Works

Meets Standards I, II, III & V

While many educators are concentrating on state exams, the day to day practice and assessment is what informs instruction. Formative Assessment helps teachers make positive changes to both curriculum and practice that will focus on individual student's progress. Used as a diagnostic tool, formative assessment provides feedback to both teachers and students as a means of establishing a need for re-teaching, practice opportunities, or the next step. This seminar will address the benefits of formative assessment and will provide both examples and resources that will help educators choose the best formative assessment tools, consistent with NYS APPR which requires the use of formative assessment to determine teacher evaluation.

Summative Assessments: Using Data to Inform your Instruction

Meets Standards I, II, III & V

This seminar focuses on the differences between Formative and Summative Assessment, and how they are connected to improving student achievement. The importance of validity and reliability in test construction is emphasized to help teachers and administrators understand the importance of collecting pertinent data.

Participants will explore how these assessment pieces are the basis for collecting and recording data that will help impact ongoing student engagement and learning.

LITERACY AND ENGLISH LANGUAGE LEARNERS

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. How these strategies can improve student literacy will be discussed. Finally, how these strategies can be implemented into classroom instruction to help struggling readers gain control and begin to self-monitor their reading will be explained.

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.

Reading Comprehension Strategies

Meets Standards I, II & III NT

This seminar is designed to help teachers in all grade levels and subject areas teach reading skills and strategies using reading materials and texts from their classrooms. Participants can adapt and apply the strategies to meet the needs of small groups, whole classes and individual students.

Reading Comprehension Strategies: Activate, Construct, Extend

Meets Standards I, II & III

Today, in all subject areas, high school students struggle with reading comprehension. This seminar examines comprehension

strategies that can be used to activate prior knowledge in preparation for reading, construct new knowledge during the reading process, and extend student understanding after the reading has been completed. The highlighted strategies can be utilized and adapted for any subject area with any selected reading material.

Strategies to Engage ELLs in Content

Meets Standards I, II & III

Classrooms are increasingly diverse and teachers face challenges engaging English language learners across the grade levels and content areas. Learn about instructional strategies and ways to adapt instruction so that both teachers and students are successful.

Understanding English Language Learners

Meets Standards I, II & III NT

There are more than five million English language learners in US schools representing more than 400 different language backgrounds. This seminar focuses on understanding the stages of verbal acquisition and identifying variables that influence the language acquisition process for ELL students. Strategies that have been shown to successfully engage ELLs are examined and instructional and assessment accommodations are demonstrated.

NUMERACY

Math Talks: Talking Your Way to Better Math Scores

Meets Standards I, II & III

Students love to talk. Capture this human characteristic and turn it into a powerful learning tool. Participants will learn strategies to help students clarify their thinking about mathematics. These strategies help encourage students to give relevant, appropriate and sufficient evidence for their thinking as they solve math problems.

Risk-taking, rigor, and equitable participation are required in order for all students to "think" in mathematics. The seminar will help participants to teach students to build complex and coherent arguments over time.

Problem-Solving Strategies in Math

Meets Standards I, II & III

Stimulate your students to be effective word problem solvers in math. Participants will learn how to instruct students to classify word problems in addition and subtraction; and to use situational word problems to promote mathematical understanding. Participants will evaluate word problems found in textbooks and learn strategies that encourage students to create their own word problems in math.

Targeting the Understanding of Geometry (Grades K-8)

Meets Standards I, II & III

Help students to "shape up" their understanding of mathematics. Geometry provides visual representations of the big ideas of mathematics and the world. Participants will consider how to skillfully teach the development of visualization, form analysis, informal deduction (construction) and formal deduction in the context of the process and content strands and bands, and performance indicators for geometry. Participants will review the vocabulary that is related to geometry in particular and compare previous expectations in geometry to the new math standard. Participants will experience and develop activities that are motivating to students and are examples of the best practice for geometry instruction.

Understanding and Using Statistics (Grades 3-8)

Meets Standards I, II & III

Stimulate students' skills in observation, analysis and reflection through statistics. This seminar will give teachers new ideas and energy for motivating and teaching statistics. After examining the process and content strands and bands, and performance indicators for statistics at their grade level and those for K-8, participants will experience activities demonstrating both high interest and effective practice in the teaching of statistics. Participants will share successful practice within grade level groups and apply new techniques and strategies to their classrooms.

= Meets APPR NT= New Teachers NS= New SRPs HS= Health & Safety

ENGLISH LANGUAGE LEARNERS (ELL)

The following seminars, focused on English language learners, are built around webcasts of top experts in the field of reading. Each webcast consists of a video presentation that is synched to the presenter's PowerPoint slides. The experience combines the best aspects of two situations: attending a session at a reading conference and working closely with a facilitator to discuss, further investigate, and apply the information.

Assessment of English Language Learners

Meets Standard V

This seminar utilizes a webcast featuring Dr. Lorraine Valdez Pierce who discusses performance-based standardized assessments; assessment as a tool for informing instruction; use of assessment to reinforce reading comprehension; and student self-assessment and self-monitoring. Practical advice on how ESL and classroom teachers can collaborate when assessing English language learners and making decisions based on those assessments are provided, and tips on record keeping and rubrics are also included.

Comprehension: Helping ELLs Grasp the Full Picture

Meets Standards I, II, III, IV & V

This seminar utilizes a webcast featuring Dr. Cynthia Lundgren and Kristina Robertson, who discuss effective reading comprehension strategies for teaching English language learners.

English Language Learners and Academic Language

Meets Standards I, II & III

This seminar utilizes a webcast featuring Dr. Robin Scarcella, who provides an overview of academic language instruction for English language learners, as well as teaching strategies, activity ideas, and recommended resources.

English Language Learner Instruction in Middle and High School

Meets Standards I, II & III

This seminar is a thorough introduction to the challenges facing teachers of English language learners in middle and high school. It utilizes a webcast featuring Dr. Deborah Short, who discusses how to teach content to late-entry English language learners and how to ensure reading comprehension for success in all content areas. Effective instructional strategies will be reviewed along with how "newcomer schools" prepare English language learners for the challenges of grade-level academic content.

English Language Learners with Learning Disabilities

Meets Standards I & V

This seminar utilizes a webcast featuring bilingual speech-language pathologist, Dr. Elsa Cárdenas-Hagan, who discusses effective assessment and instruction strategies for English language learners with learning disabilities, as well as ways to help encourage the active involvement of parents of these children in their schools.

Reading to Learn: ELLs in Grades 4-6

Meets Standards I, II, III & V

Many students encounter difficulty as they transition from "learning to read" to "reading to learn" in fourth grade, and this difficulty can be even more pronounced for English language learners. Why do so many students experience what is often referred to as the "fourth grade slump"? What can teachers do to make the transition into the upper elementary grades less difficult, especially for their ELLs? This webcast, featuring Dr. Nonie Lesaux, explores effective strategies for instruction and assessment that can help teachers address these important questions.

Teaching English Language Learners to Read

Meets Standards I, II & III

In classrooms around the country, teachers need to teach reading to children who don't speak English, and they haven't been trained. The U.S. Department of Education convened a panel of scholars to determine the best research-based practices for teaching English language learners. The webcast used in this seminar features Diane August, Margarita Calderón, and Fred Genesee, three members of the panel who shared their expertise as independent researchers in the area of second language acquisition.

ELT SEMINAR DESCRIPTIONS FOR TEACHERS

POSITIVE AND SAFE LEARNING ENVIRONMENT

Creating a Positive Environment

Meets Standards I & IV NT

A positive classroom environment is a major component of effective schools. 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.

Cyber-Bullying: The New Age of Harassment

Meets Standards I & IV

Advances in technology have radically reshaped the social landscape in which students find themselves. While there are many positive aspects of living in an increasingly wired world, cyber-bullying has emerged as a growing concern for children, schools, families and society. Participants will understand what cyber-bullying is, its impact upon teaching and learning, and be able to apply strategies and solutions to cyber-bullying.

Discipline Strategies

Meets Standards I & IV NT

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

Engaging the Disruptive Student

Meets Standards I & IV HS

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.

DEVELOPING PROFESSIONAL SKILLS

Classroom Management

Meets Standards I & IV NT

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

Co-Teaching

Meets Standards VI

Co-teaching is emerging as one of the strategies through which professionals improve student achievement. However, considerable confusion still exists regarding its structure, administration, and effectiveness. This seminar will offer those who are (a) developing co-teaching programs and/or (b) refining the quality of their programs, research-based information on how to create effective programs, address sustainability, conduct program evaluation, and discuss issues common in co-teaching.

SUPPORTS APPR

Student Learning Objective

As New York State is changing the way teachers and principals are evaluated, part of this evaluation will be based on Student Learning Objectives as measures for State Growth. This will require that teachers strategically look at their courses and concentrate on the eight components that make up a completed SLO. This three-hour seminar will focus specifically on defining SLOs, evaluating the components, and analyzing sample SLOs by applying *The Analytic Rubric for Rating the Quality of SLO Elements.* Depending on time and audience, time may be given for teachers to begin writing their own SLOs.

ELT SEMINAR DESCRIPTIONS FOR TEACHERS

Parent Teacher Conference: Strategies for Success

Meets Standards VI NT

This seminar uses videos, handouts and discussion points to help teachers prepare for a conference with parents. It will also helps establish or improve communication involving the teacher, student and parents.

Study Skills

Meets Standards II & III NT

Learn how to integrate study skills into specific content areas. Participants engage in hands-on experiences to gain insight into the process(es) of learning study skills and the importance of teaching study skills as part of the curriculum.

Successful Strategies for Substitute Teachers

Substitute teachers often lack the knowledge of school policies and rules which makes it more difficult to be effective in the classroom. This seminar will address the dos and don'ts of substituting, solutions to typical problems substitutes face in the classroom, and provide general strategies and procedures on managing student behavior in difficult situations to ensure a successful experience as a substitute in all levels of classes.

ELT SEMINAR DESCRIPTIONS FOR SRPs

BUILDING COLLABORATIVE TEAMS

Peer Partnering for Paraprofessionals

Peer Partnering for Paraprofessionals is a two-part training program providing basic skills and understandings for equipping veteran paraprofessionals to support colleagues new to the job.

Part I: Paving the Way to Success

Paving the Way to Success, establishes the groundwork for understanding how adults learn and how individuals react to change. A variety of active listening skills, including acknowledging and attending, interpreting words and feelings, and the use of silence are introduced and practiced. These skills, used by effective partners, are key to successful interactions and to effectively reaching out and supporting others as they grow professionally.

Part II: Strengthening the Skills and Practice

Strengthening the Skills and Practice continues the focus on communication skills needed for effective interactions. The use of open-ended questions, and practice and application of the skills in planning, conferencing, and problem-solving are highlighted to enhance ability of participants to support growth of the partner.

ENHANCING COMMUNICATION AND THE PROFESSION

Classroom Partners: The Team Approach

NS

School-related professionals have assumed greater responsibility for student learning, yet are often left out of the educational process, including participation on the instructional team. This seminar will help participants overcome barriers to full participation on the team, and learn to use positive strategies to achieve good communication with team members.

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.

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

Teaching Assistants, Classroom Aides

School-related professionals are required to master many skills. In this seminar participants will learn to: identify the roles of an effective communicator in interacting with others; 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.

The ABCs of Being a Paraprofessional

Teaching Assistants, Classroom Aides NS

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

The School Secretary: First Contact, First Impression

The school secretary is the link between the public and the school staff. This seminar will provide techniques for conveying a positive image through communication skills, positive body language, and appropriate interactions with parents and other visitors to the building.

Time Management

During this seminar participants will learn how habits consume time. 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.

HELPING ALL STUDENTS SUCCEED

Accommodations and Modification: Understanding and Application to State Tests

In this seminar, participants will discuss special education mandates and laws that lead to modifications and accommodations for students with special needs. After learning the difference between accommodations and modifications and how they apply to New York State standardized testing, participants will practice using specific accommodations that are mandated by the IEPs of students with special needs.

ADHD Strategies

The number of students in our classrooms diagnosed with ADHD 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 change. Through discussion, hands-on learning, and reflection, we will cover the diagnosis of ADHD, behavior management and instructional strategies.

Aim High: A Proactive, Positive Environment for Student Achievement

NS

Ending the achievement gap requires addressing all factors that influence the achievement and behavior of students 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 climate is engaging, the likelihood for success is greatly increased.

Disability Awareness

HS

Participants will acquire 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.

Supporting Students with Autism

HS

Ending the achievement gap between students with disabilities and their non-disabled peers requires addressing the essential factors that can influence their success. This three-hour seminar provides up-to-date information on the clinical and associated features of Autism Spectrum Disorders (ASDs), including Asperger's Disorder. Attention will be given to how these features manifest themselves and present unique instructional and learning challenges within education settings. The seminar goes beyond the core features of the disorders and covers evidence-based proactive strategies for helping children and adolescents with ASDs succeed in schools today.

ELT SEMINAR DESCRIPTIONS FOR SRPs

The IEP: Supporting Student Instruction

NS

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.

IMPROVING STUDENT LEARNING

Learning Preferences: Four Styles for Success

We – and our 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 they 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 through out the seminar.

Skills for Organizing Learning

Whether reading or listening for information, learning requires both remembering and comprehending. In this comprehensive seminar SRPs gain effective recording/note-taking skills that are essential in today's educational settings.

SRP's Impact on Learning Environment

This seminar will explore the connections and relationships between administrators, educators, students, and paraeducators. The seminar will focus on the crucial skills needed to create a safe, welcoming learning environment and will highlight the impact paraeducators 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.

We Are All Intelligent: We Just Learn Differently

This seminar is based upon Howard Gardner's "Theory of Multiple Intelligences." Participants will examine intelligence facts and myths; 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.

LITERACY AND ENGLISH LANGUAGE LEARNERS

Increasing comprehension of ELLs

Participants will be able 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.

Secondary Reading Strategies

This seminar provides active 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.

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.

ELT SEMINAR DESCRIPTIONS FOR SRPs

NUMERACY

Math Activities that Work

Participants will use hands-on activities to review a variety of mathematics topics and concepts. This seminar will focus on basic problem-solving strategies, and include topics such as angles, properties of circles, measurements and ratios. New York State content and process strands will be identified for all activities.

POSITIVE AND SAFE LEARNING ENVIRONMENT

Addressing Aggressive Student Behavior in Schools

HS

Special needs students experience many challenges and frustrations in the classroom. Their response is often to resist efforts of teachers and SRPs to support and guide them. This resistance may be shown in mild or passive ways, or in more active ways, such as acting out anger and aggression through outbursts, tantrums, or throwing things. This seminar will focus on strategies for managing the behavior of students who act out, especially in more aggressive and disruptive ways. 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 practice strategies for addressing specific misbehaviors. Confrontation strategies and strategies such as redirection, cause and effect, and overcorrection will be explored and practiced.

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.

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.

Dealing with Difficult Students in the School Environment – Violence Prevention

HS

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.

Managing Student Behavior

Secretarial Staff, Custodians, Bus Drivers, Security Staff, Classroom Aides, Monitors, Teaching Assistants

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

The Art & Craft of Motivation

This seminar will highlight research on the motivation of students. We will 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 more motivation for them to learn. We will 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.

DEVELOPING PROFESSIONAL SKILLS

The NYS Assessment of Teaching Assistant Skills (ATAS) Test Preparation Program

This six hour seminar will provide participants with test-taking strategies, some basic instruction in the topics to be tested, and an opportunity to try practice questions. The workshop includes basic information on each of the tested topics: Reading, Writing, Mathematics and Instructional Support.

NYSUT Education & Learning Trust seminars, courses, and 15-hour programs are CoSer aidable professional development opportunities. To qualify for CoSer aid, seminars/programs are to be advertised through the BOCES School Improvement service to multiple districts. The School Improvement service provides coordination and state funding for multi-district 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.

ELT PROGRAMS FIT YOUR SCHEDULE

Customizable Programs - Up to 15-Hours

Each of the professional development programs below can be delivered as a complete 15-hour program OR broken down into smaller segments to accommodate local needs. These programs are modular, and can be delivered in formats of 3-15 hours. We will work with you to schedule the programs at times that work for you!

Classroom Partners: Building the Instructional Team in the Inclusion Classroom

(for Teachers & SRPs) - Meets Standards I, II, III & VII

This inservice program is specifically designed for members of instructional teams: general and special education teachers, paraprofessionals, and support service providers who participate in the education of students with disabilities in an inclusion setting. Participants will examine the impact differences in work style have on working relationships and identify techniques for encouraging collaboration within a team setting. After distinguishing between the roles and responsibilities of SRPs and teachers, participants will understand the influence of their role in supporting student instruction. By the end of the program, participants will be able to apply the knowledge and skills acquired in this course to develop a plan addressing the academic, behavioral and social needs of a student with disabilities.

Differentiated Instruction: Improving the Odds

(for Teachers) - Meets Standards I, II & III

The diversity of the student population in our classrooms demands diversity in instructional practices. This workshop will include discussion of what is meant by differentiated instruction and will examine how the differentiated classroom differs from the traditional classroom. Sample differentiated lesson plans will be analyzed, instructional options for differentiation examined, and opportunity provided for participants to write their own plan for a differentiated lesson.

Embedding Study Skills Into Content Teaching

(for Teachers) - Meets Standards II & III

This program is designed to provide an innovative approach that integrates the teaching and modeling of effective study and learning strategies into existing curricula. It will enable teachers to assist students in identifying, developing, and self-selecting the skills necessary to be successful in the academic setting.

Grant Writing for All Educators

(for Teachers & SRPs) - Meets Standards VI

This program is designed to give an overview of the grant writing process. It will concentrate on creating relationships with the cooperate community, filling out the common application form, and writing small and large state and federal teaching grants. Participants throughout this inservice will be given the tools, to become a successful grant writer. At the conclusion of the inservice participants will have a proposal written, and ready.

Introduction to Mentoring

(for Teachers) - Meets Standards VI & VII

Understand the power of mentoring in assisting first-year and early career teachers and how it enhances professionalism and builds trust. Learn the components of an effective mentoring program and the mentoring process. Explore the roles of a mentor, mentee, and the district administrators in this process. Learn about the skills needed to be an effective, inspiring mentor. Other topics include the stages of teacher development, the use of effective communication skills, and incorporating reflective practice.

Reading Comprehension and Thinking Strategies for Secondary Students

(for Teachers) - Meets Standards I, II & III

This program provides active strategies to use with middle and high school students who struggle with reading comprehension. Both fiction and expository text structures will be included and corresponding graphic organizers, tips, and signals for use with students will be incorporated into the program. Each stage of the reading comprehension process provides additional opportunities to use targeted strategies. Therefore, the strategies will be categorized into those used before reading, during reading,

and after reading. Additionally, higher order thinking skills will enhance the highlighted strategies and will provide an overall approach to assisting students in increasing their reading comprehension. The included activities will assist teachers and districts with their integrated efforts to improve reading comprehension - ultimately leading to increased student success.

Educator Academy

This Academy includes a series of modules, either taken independently as 3-hour seminars, or as a 15-hour two day training, for teachers seeking to proactively navigate the new teacher evaluation process. Training supports use of NYSUT's Teacher Evaluation & Development System and/or NYSUT's Teacher Practice Rubric.

Poverty and the Impact on Learning: Using Strategies to Narrow the Achievement Gap

(for Teachers) - Meets Standards I, II, IV & VII)

This program is designed to explore the implications of poverty, socioeconomic 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.

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

(for Teachers) - 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 get students 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.

Stakeholder Academy

This two day interactive session is designed to assist teams in rolling out the the NYSUT Teacher Practice Rubric and Teacher Evaluation and Development System (TED) to fellow district members. TED establishes teachers as participants in, not recipients of the evaluation process.

Topics include: NYS Teaching Standards, Evaluation Process, Categories of Teacher Effectiveness, Rubric Implementation, Evidence Collection

Student Learning Objectives (SLOs)

As New York State is changing the way teachers and principals are evaluated, part of this evaluation will be based on Student Learning Objectives as measures for State Growth. This will require that teachers strategically look at their courses and concentrate on the eight components that make up a completed SLO. This three-hour seminar will focus specifically on defining SLOs, evaluating the components, and analyzing sample SLOs by applying The Analytic Rubric for Rating the Quality of SLO Elements. Depending on time and audience, time may be given for teachers to begin writing their own SLOs.

Visual Literacy and Web 2.0

(for Teachers) - Meets Standards III & IV

The emergence of Web 2.0 reflects the dramatic changes in how the internet is designed and utilized by end-users. Relating to the concept of Visual Literacy, the question is how can educators maximize the instructional potential of visual learning in the digital age? This program explores Visual Literacy in relation to the acquisition and retention of knowledge, translates Bloom's taxonomy of learning to the digital realm, and provides guidelines for the legal use of digital media for educators. By the end of the program each participant will understand the impact of visual literacy on the learning process; will be able to produce and integrate digital media into their curriculum and share these products via the internet; and will have developed a "toolbox" of resources to use in their classrooms.

NOTE: This program requires Internet access for each participant.

Winning Over the Challenging Student

(for Teachers) - Meets Standards I & IV

This program examines the work of Kay Burke, William Glasser, Robert Marzano, and others to identify some of the 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.

= Meets APPR NT= New Teachers NS= New SRPs HS= Health & Safety

SEMINAR REQUEST FORM

800 Troy-Schenectady Road, Latham, NY 12110-2455
518-213-6000 | 800-528-6208 | FAX 518-213-6456
www.nysut.org/elt

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/E-mail: _____

Signature of Local President: _____

Email of Local President: _____

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

Board of Trustees:

Richard C. Iannuzzi, *Chair* • Andrew Pallotta • Maria Neira • Kathleen M. Donahue • Lee Cutler

SEMINAR REQUEST FORM

PAYMENT AUTHORIZATION INFORMATION

Name and Title of Authorized Individual:_____

_____

Please check type of seminar being requested:

TEACHER Seminars (includes materials):

_____ Half-Days: $800 _____ Full Days: $1200
* ***Minimum 10 Participants, Maximum 35***

_____ New Member Seminars: No cost if at least 15 Participants. If fewer than 15 a $375.00 charge will be sent to the Contact Person.

SCHOOL-RELATED PROFESSIONAL Seminars (includes materials):

_____ Half-Days: $800 _____ Full Days: $1200
* ***Minimum 10 Participants, Maximum 35***

_____ New Member Seminars: No cost if at least 15 Participants. If fewer than 15 a $375.00 charge will be sent to the Contact Person.

_____ *Health & Safety Seminars: Up to two (2) of the following Health & Safety Seminars can be requested at no cost provided a minimum of 15 participants attend. (If fewer than 15 a $375.00 charge will be sent to the Contact Person)

**Due to contract agreement with the New York State Department of Labor, a commitment of 3 full hours is necessary for grant funded fee. Limited amount available.*

Charges for under or over-enrolled seminars are in addition to the fees outlined above.

15-Hour Programs (includes materials)

_____ **Minimum 10 Participants, Maximum of 25 $3,500.**

Customized Programs also available (Minimum 10 Participants, Maximum of 25). Please contact NYSUT ELT for more information.

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 for an additional Seminar.

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 of the desired date. Seminars requested less than 4 weeks in advance can not be guaranteed.

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

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