

# PROFESSIONAL LEARNING PROGRAMS



**For Members By Members**  
*All CTLE Approved*

**Hybrid Learning** All site-based programs are now offered virtually **Equity**  
Mental Health K-12 Practitioner Seminars **Zoom**  
**Flipped Classroom** **SET** for Teachers, Counselors, Google **Classroom**  
Social Workers and more... **Classroom**  
All School-Related Professionals **Interactive Trainings**

**NEW**  
FOR  
**2021-22**

 Be a fan.

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Dear sisters and brothers,

NYSUT's Education & Learning Trust (ELT) offers a host of professional learning opportunities for teachers and school-related professionals, and it's my pleasure to share them with you. I know that now, more than ever, you rely on ELT to provide relevant, research-based seminars and workshops on topics that matter most to educators like how to utilize technology effectively, how to incorporate trauma-informed practices, how to integrate social-emotional learning into your lessons and how to develop culturally-responsive practices to meet the needs of all students.



Rest assured, all ELT professional learning is designed for the classroom, providing the tools you need to educate the whole child and sharpen your skills so you can effectively take children from where they are to where they need to be to thrive. Our “learn from the best” approach offers real-life, real-time instructional strategies to help you hit the ground running.

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

Consider NYSUT's ELT your one-stop professional learning resource!

In solidarity,

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

Jolene DiBrango  
Executive Vice President, NYSUT

## NYSUT ELT Board of Trustees:

Andrew Pallotta, *Chair* • Jolene DiBrango • J. Philippe Abraham • Ron Gross  
• Dan Kinley, *Director*

# NYSUT ELT OFFERS VIRTUAL OPTIONS FOR EVERY TRADITIONAL SITE-BASED SEMINAR/PROGRAM LISTED



**ELT continues to provide professional learning and support during these uncertain times.**



*“Education Is The Most Powerful Weapon which You Can Use to Change the World”*

*Nelson Mandela*



*“Education is not only a ladder of opportunity, but it is also an investment in our future”*

*Author Unknown*

## Table of Contents

Welcome Letter from Jolene DiBrango, Executive Vice President.....	i
ELT and Continuing Teacher Leader Education (CTLE).....	3
The Next Generation Learning Standards .....	3
NYS Teaching Standards.....	3
School Mental Health Education.....	4
About ELT Professional Learning.....	5
New Seminars for 2021-22.....	6
Seminars for all Educators .....	8
Seminar Descriptions for all Educators .....	8
Teacher Seminars .....	12
Seminar Descriptions for Teachers.....	15
School-Related Professionals Seminars.....	30
Seminar Descriptions for School Related-Professionals.....	32
ELT Staff Development Programs.....	42
Electronic Forms .....	46
Seminar Request Form.....	47
Evaluator Training Request Form.....	49
Pyramid Model Training Request Form .....	51

## CONTINUING TEACHER LEADER EDUCATION (CTLE) HOURS

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

## THE NEXT GENERATION LEARNING STANDARDS

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

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

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

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

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

## THE NYS TEACHING STANDARDS

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

### **I. Knowledge of Students and Student Learning**

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

### **II. Knowledge of Content and Instructional Planning**

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

### **III. Instructional Practice**

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

### **IV. Learning Environment**

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

### **V. Assessment for Student Learning**

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

### **VI. Professional Responsibilities and Collaboration**

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

### **VII. Professional Growth**

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

#### RESOURCES

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

Professional Teaching Standards:  
<http://www.highered.nysed.gov/tcert/pdf/teachingstandards9122011.pdf>

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

## SCHOOL MENTAL HEALTH EDUCATION

Research has shown that the quality of the school climate may be the single most predictive factor in any school's capacity to promote student achievement. When young people are educated about mental health, the likelihood increases they will be able to effectively recognize signs and symptoms in themselves and others and will know where to turn for help. Health education that respects the importance of mental health, as well as the challenges of mental illness, will help young people and their families and communities feel more comfortable seeking help, improve academic performance and, most importantly, even save lives. According to the Centers for Disease Control and Prevention (CDC), "focusing on establishing healthy behaviors during childhood is more effective than trying to change unhealthy behaviors during adulthood." An equally important part of this conversation is to help students identify risk and protective factors, as learning and resiliency can result in positive decision-making and life-long success, which are the primary goals of health and education.

Source: <http://www.nysed.gov/curriculum-instruction/mental-health>

ELT will be offering programs that can help educators proactively address Mental Health in their learning environment.

### Mental Health Programs for Practitioners and Students

- ◆ Developing Virtual SEL Environments for the Youth (page 8)
- ◆ Healing Circles (page 9)
- ◆ How Can We Help Our Youth After a Traumatic Event (page 18)
- ◆ Mindfulness in the Classroom (page 10)
- ◆ The Airplane Oxygen Mask (AOM) Principle (page 11)
- ◆ Supporting and Sustaining the Social-Emotional Needs of English Learners Who Experience Trauma (page 25)
- ◆ Workplace Wellness (page 28)

**More Coming Soon!**



Committed to improving student learning and enhancing K-12 Practitioner and SRP practices. NYSUT ELT invites you to experience the professional learning opportunities offered in this brochure.

## **ABOUT THE NYSUT EDUCATION & LEARNING TRUST**

Learn from the best with the NYSUT Education & Learning Trust (ELT), a nonprofit professional learning organization which for over 40 years has served NYSUT members who have dedicated their lives to education. Our mission is to provide research-based, innovative, and collaborative opportunities to enhance professional learning. Available for all teachers, school-related professionals (SRPs) and collaborative teams, ELT programs are modeled on research-based practices, and classroom application. ELT instructors are experienced, highly qualified practitioners.

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

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

During these challenging times, ELT will provide options to continue your PL experience virtually.

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

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



# NEW SEMINARS for 2021-22

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

## K-12 PRACTITIONERS

- Advancing Student Success through Relationships \*\*
- Building Community, Collaboration, and Equity \*\*
- Developing Virtual SEL Environments for the Youth
- Ensuring Equity \*\*
- Healing Circles
- Historical Trauma
- How to Survive Online Facilitation
- Infusing Diversity and Multiple Perspectives \*\*
- Intersectionality: The Crossroads
- Re-Imagining Family Engagement After Coronavirus
- The Airplane Oxygen Mask Principle
- The Hidden Truth
- The Juggle
- Trauma and Resilience

[Coming Soon!](#)

- Flipped Classrooms
- The Pandemic and Our Safety
- Social Emotional Learning Series
- Equity Programs
- Technology teaching & learning
- Why? Using why questions to stretch our students thinking
- Promoting Systemic Change Through Policy and Implementation

[And more!](#)

## ELL SERIES

- Establishing Inclusive Classrooms Where Newcomer ELLs Thrive
- Increasing Family Engagement to Promote the Achievement of ELLs
- Planning for the Success of ELLs in Content Classes
- SIFE Success: Know Your Students and Strategies!

### Book Studies

ELT is proud to offer book/article studies around Equity topics. The book/article studies will be facilitated by ELT instructors steeped in discussing issues surrounding systemic and institutional "isms". (fee- depends on number of sessions)

Cost for book/article study sessions- ranges from \$475-\$3,500, books not included.

## ALL SRPS

- Addressing Anti-LGBTQ Bullying and Harassment in Schools
- Developing Virtual Social Emotional Learning (SEL) Environments for the Youth
- How to Survive Online Facilitation
- I Think I Can I Know I Can: Motivating Students to Learn
- It Takes A Village, Impact of SRPs, Developing the Whole Child
- Partnering for Professional Learning: Paraprofessionals
- Real Life Challenges for Real Life School Professionals
- Restorative Practices: Promoting a Positive School Culture and Climate
- Working Safely in Schools: Preventing Illness and Injuries When Toileting Students (SRPs)

### CLERICAL STAFF SERIES:

- The Heart of the School: Clerical Staff Superpowers
- Service with a Smile: Why Customer Service in Schools Matter
- The Foundation of a Secretary



## ALL TEACHERS

- Advancing Student Success through Relationships \*\*
- Assessments to Identify Gaps \*\*
- Assessments to Inform, Pace, and Guide \*\*
- Building Community, Collaboration, and Equity \*\*
- Challenging Conversations, Conflict Management and Resolution
- Designing and Differentiating Assessments \*\*

**CONTINUED NEXT PAGE...**



# NEW SEMINARS for 2021-22

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

## ALL TEACHERS CONT.

- Designing Assessment to Monitor Student Progress toward Instructional Goals \*\*
- Differentiating Instruction
- Ensuring Equity\*\*
- Healing Circles
- Help! I am not tech savvy!
- Historical Trauma: System of Oppression and its Impact on Youth
- How Can We Help Our Youth After a Traumatic Event?
- How to Survive Online Facilitation
- Identifying Individual Differences \*\*
- Infusing Diversity and Multiple Perspectives \*\*
- Intersectionality: The Crossroads
- Knowledge of Content and Instructional Planning \*\*
- Looking at Student Work \*\*
- Meet Individual Needs \*\*
- Partners in the Classroom: Collaborating Effectively with Teaching Assistants
- Planning Goals and Instructional Goal Setting \*\*
- Re-Imagining Family Engagement After Coronavirus
- Self-Assessment for Student Learning \*\*

- Teaching for Clarity to Improve Students Achievement
- The Hidden Truth
- Thinking Systematically about Student Practice \*\*
- Trauma and Resilience
- Mental Health Education: What practitioners should know – *Coming Soon!*



**ALL SEMINARS  
CAN BE CUSTOMIZED  
TO YOUR NEEDS!**

## NATIONAL BOARD ACCOMPLISHED TEACHING SERIES (ATS)

ELT now offers National Board Accomplished Teaching Series (ATS) . These series or seminars are very interactive and utilizes Zoom and Google Classroom.

Participants will engage in rich, deep, collaborative conversations; become familiar with resources; and explore high quality materials that can be brought back, in a virtual setting and be tailored to meet their contextual needs.

The ATS programs are offered conveniently for an hour & hour and half.

You do not have to be National Board Certified to take advantage of these sessions

CTLE Approved

How do I know if the program is an ATS seminar? Look for the two astericks \*\* after the titles

NATIONAL BOARD  
for Professional Teaching Standards®

ELT  
nysut Education & Learning Trust

# SEMINARS FOR ALL EDUCATORS

All Educators Seminars 1, 2, 3, 6 hours

|Page#| NYS Teaching Standards

<b>ALL EDUCATORS - K-12 PRACTITIONERS &amp; SRPs</b>		I	II	III	IV	V	VI	VII
Advancing Student Success through Relationships * **	page 8	X	X		X	X	X	
Building Community, Collaboration and Equity * **	page 8	X			X			
Developing Virtual SEL Environments for the Youth *	page 8	X			X			
Educators Valuing Diversity   <i>Updated!</i>	page 9	X			X			
Ensuring Equity * **	page 9	X			X			
Healing Circles *	page 9							X
Historical Trauma: System of Oppression and its Impact on Youth *	page 9	X			X			
How to Survive Online Facilitation *	page 9							X
Infusing Diversity and Multiple Perspectives * **	page 9	X	X	X				
Intersectionality: The Crossroads *	page 9	X	X	X	X		X	
Managing Student Behavior	page 10	X			X			
Mindfulness in the Classroom	page 10	X	X		X			
Our World, Our Students	page 10	X			X			
Pyramid Model - Promoting Social & Emotional Competence in New York's Young Children	page 10	X		X	X	X	X	X
Re-Imagining Family Engagement After Coronavirus *	page 10	X			X		X	X
The Airplane Oxygen Mask Principle *	page 11							X
The Hidden Truth *	page 11	X	X	X	X			
The Juggle *	page 11							X
Trauma and Resilience *	page 11	X			X		X	
Trauma Awareness in Education: Supporting Resiliency and Preventing Conflict *	page 11	X	X	X	X	X		
Workplace Bullying	page 11	-	-	-	-	-	-	-

*New for 2021-22 \* ATS Seminar \*\**

## SEMINAR DESCRIPTIONS FOR K-12 PRACTITIONERS & SRPs

### SELF-CARE FOR EDUCATORS (1, 2, 3, HOURS IN LENGTH)

#### **NEW!** Advancing Student Success through Relationships - WKS PROF192 & WKS SRP82

*Meets Standards I, II, IV, V, VI*

Participants will discuss how to build meaningful relationships with students to advance their understanding and experience success. (1 hour)

#### **NEW!** Building Community, Collaboration, and Equity - WKS PROF195 & WKS SRP83

*Meets Standards I, IV*

Educators will discuss strategies for building commu-

nity by using the distinctive traits and talents of individuals and establish a culture of collaboration to meet individual student needs. (1.5 hour)

#### **NEW!** Developing Virtual SEL Environments for the Youth - WKS COVIDS2

*Meets Standards I, IV*

Mindfulness, SEL techniques and skills assist your students to navigate their learning while developing resilience during the advent of COVID-19. This seminar will provide a forum for educators to share their concerns, while providing an avenue for educators to build their toolbox to help students during these times. The seminar intends to build on your expertise while providing tips to help students succeed emotionally and academically. (1 hour)

## SEMINAR DESCRIPTIONS FOR K-12 PRACTITIONERS & SRPs

### **Educators Valuing Diversity |Updated!** - WKS PROF136

*Meets Standards I, IV*

This seminar is designed to help practitioners educate their students who will be living in a world of diverse communities. It will promote awareness of global differences while identifying shared values. It encourages the understanding of one's own culture as the doorway to understanding other cultures. (2 hour)

### **NEW! Ensuring Equity** - WKS PROF200 & WKS SRP84

*Meets Standards I, IV*

Ensures all students are treated equitably. In this conversation, educators will explore how to identify what their students, as individuals and as a collective, need at this time, in this setting. (1.5 hour)

### **NEW! Healing Circles** - WKS PROF189 & WKS SRP85

*Meets Standards VII*

This seminar provides an overview of Healing Circles. Healing Circles create a safe space to acknowledge the impact of Covid-19 on the school community and for expressing emotions and concerns; to access the healing effects of connecting with others to deal with the impact on their lives. Teachers, staff and students will need time to transition back to school.

To be at their best, educators need time to debrief, express their concerns on everything from personal and student safety to instructional practice, and acknowl-



edge their own feelings of grief.

Healing circles are built on a foundation of kindness and respect. Circle participants listen with compassion and understanding and hold all stories shared in the circle in confidence. All participants speak with intention and have an equal voice. (2 hour)

### **NEW! Historical Trauma: System of Oppression and its Impact on Youth** - WKS PROF201 & WKS SRP86

*Meets Standards I, IV*

This seminar will identify the impact of oppression on young people and evaluate approaches to disrupt and dismantle systems of oppression that impact mental health, social skills, relationships and success. (3 hour)

### **NEW! How to Survive On-line Facilitation** - WKS PROF187 & WKS SRP87

*Meets Standards VII*

Online or remote facilitation can be very challenging. This seminar provides a forum for educators to discuss current obstacles facing remote learning. In addition, this session provides tips for planning remote lessons, organization, as well as coping skills. Specific platforms addressed and discussed in the seminar are Weebly, Google Classroom, Zoom, Google Hangouts Meet, Screencasting tools, online assessments (edpuzzle, quizizz, figgrid, quizlet, kahoot, gimkit and google forms). (3 hour)

### **NEW! Infusing Diversity and Multiple Perspectives** - WKS PROF203 & WKS SRP88

*Meets Standards I, II, III*

Modeling critical thinking skills and using culturally diverse materials help in developing multiple perspectives and in examining events or problems for different angles. (1 hour)

### **NEW! Intersectionality: The Crossroads** - WKS PROF219 & WKS SRP89

*Meets Standards I, III, IV, VII*

What do we mean by intersectionality? How did this concept emerge? How does it specifically affect women, our students, staff and women of color ?

This seminar engages educators in explaining, describing and recognizing intersectionality. Participants grapple with the complexity of intersectionality and its importance to the feminist/women's movement, education, and their lives.

## SEMINAR DESCRIPTIONS FOR K-12 PRACTITIONERS & SRPs

Participants will begin to analyze the intersection between Power, Privilege and Identity by examining case studies that illustrate these dynamics within school structures. A plethora of resources will be provided to help empower educators to create more efficient and equitable practices that impact students, staff and communities. (3 hour)

### **Managing Student Behavior - WKS PROF220 & WKS SRP8**

*Meets Standards I, IV*

This seminar provides effective strategies for communicating expectations to students, creating an environment in which appropriate behaviors are more likely to occur, and helping students learn to make appropriate choices. (3 hour)

### **Mindfulness in the Classroom - WKS PROF153 & WKS SRP54**

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

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

*"this was a great reminder for me to be mindful. IT made me reflect on what I do at home and in school."*

*"Great job, enjoyed it! I though the information was good and useful."*

### **Our World, Our Students - WKS PROF221 & WKS SRP78**

*Meets Standards I, IV*

This seminar helps educators become more familiar with students' cultural abilities and needs in order to create a more conducive learning environment. Educators will engage in discussions of the importance of involving all students in the learning process while demonstrating how they can use cultural connections to assist students in appreciating each other's strengths. (3 hour)

### **Pyramid Model - Promoting Social & Emotional Competence in New York's Young Children - WKS PYRAMID3**

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

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

### **Building Relationships and Creating Supportive Environments (7 hours) - WKS PYRAMID**

- Topic 1: Building Positive Relationships
- Topic 2: Designing the Physical Environments
- Topic 3: Schedules, Routines and Transitions
- Topic 4: Planning Activities that Promote Engagement
- Topic 5: Giving Direction & Teaching Classroom Rules

### **Social Emotional Teaching Strategies (6 hours) - WKS PYRAMID1**

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

### **Individualized Intervention (6 hours) - WKS PYRAMID2**

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

**Request Form on page 51**

### **NEW! Re-Imagining Family Engagement After Coronavirus - WKS PROF207 & WKS SRP 90**

*Meets Standards I, IV, VI, VII*

This session encourages participants to assess family engagement efforts during the time of the COVID-19. To understand how and in what ways family engagement is linked to students' learning and academic success. In addition, this program introduces high impact family engagement strategies that can be implemented and leveraged for student learning when schools reopen. (2, 3 & 4 hours)

## SEMINAR DESCRIPTIONS FOR K-12 PRACTITIONERS & SRPs

### **NEW!** The Airplane Oxygen Mask Principle Seminar - WKS COVIDS1

*Meets Standards VII*

The Airplane Oxygen Mask Principle seminar provides a forum for staff to engage in structured conversations around how to manage their well-being amidst the anxiety, preoccupation and uncertainty of the COVID-19 virus. This seminar highlights the importance of taking care of yourself before you can effectively take care of others, providing practical mindful strategies that can be used at home or at any location. (1 hour)

### **NEW!** The Hidden Truth - WKS PROF222 & WKS SRP80

*Meets Standards I, II, III, IV*

How do we interact with students from diverse backgrounds? What are our hidden thoughts and beliefs that manifest into how educators build authentic and honest relationships with students and the school community at large? This seminar allows participants to explore and reflect on their mindsets and examine how it impacts learning, behavior, engagement, relationships and success. This seminar challenges participants assumptions, beliefs with very deep courageous conversations.

Prerequisite: You are willing and open to engage in tough conversations around “isms”.

Two- part series- 3 hours each, total of 6 hours

Max. Of 15 participants per session

### **NEW!** The Juggle - WKS COVIDS3

*Meets Standards VII*

Working from home can have its challenges. Some of us juggle work, our children, the phone ringing, cooking, interacting with loved ones, interruptions, the list can go on and on. How can we manage all these dis-



tractions and still complete all the demands put on us? This seminar offers some practical tips to help you get organized. The seminar will provide you time to create a schedule for your demands at work while providing tips to manage your selfcare. (1 hour)

### **NEW!** Trauma and Resilience - WKS PROF210 & WKS SRP 91

*Meets Standards I, IV, VI*

This introductory seminar provides a forum for educators to discuss what we mean by ‘trauma’ and how toxic stress impact development and learning. This session will provide information to help educators learn how to boost students’ resilience. (3 hour)

### Trauma Awareness in Education: Supporting Resiliency and Preventing Conflict - WKS PROF161 & WKS SRP45

*Meets Standards I, III, IV, IV, VII*

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

### Workplace Bullying - WKS PROF185 & WKS SRP79

Workplace bullying is pervasive in the United States and is especially so in school settings, where employees report being bullied at nearly three times the national average. Bullying behavior may take many forms, including threats and even physical violence, and has a devastating effect on worker well-being and quality of life. In this seminar, participants will learn how to recognize bullying behavior in the school workplace setting and practice strategies to stop and prevent it. Also covered will be a range of individual, union and institutional strategies for addressing the problem.

# ELT K-12 PRACTITIONER SEMINARS

ELT Teacher Seminars 1, 2, 3, 6, 15 hour

|Page#| NYS Teaching Standards

<b>ALL TEACHERS</b>		<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>	<b>VI</b>	<b>VII</b>
Addressing Anti-LGBTQ Bullying and Harassment in Schools	page 15	X	X		X	X	X	
Advancing Student Success through Relationships * **	page 8	X	X		X	X	X	
Assessments to Identify Gaps* **	page 15			X	X	X		
Assessments to Inform, Pace and Guide* **	page 15		X	X		X		
Autism Spectrum Disorder: Adjusting the Educational Image	page 15	X		X	X			
Building Community, Collaboration, and Equity* **	page 8	X			X			
Call to Action: Proactive Union Engagement in the Workplace and Community (2-15 hour)	page 15							X
Cognitive Engagement: Raising Our Student's Thinking	page 16	X	X		X			
Collegial Collaboration & Action: Addressing Hostile and Aggressive Student Behavior	page 16	X	X	X	X		X	
Constructivist Teaching and Learning	page 16		X	X	X	X		
Content Area Strategies for Reading, Writing & Thinking	page 16	X	X	X				
Crafting a Learning Community for Classroom Discussions	page 16	X	X	X	X	X		
Creating Effective & Productive Meeting Environments	page 16						X	X
Creating Safer Spaces for LGBTQ Students (3 & 4 hour)	page 16	X	X		X	X	X	
Designing and Differentiating Assessments * **	page 17			X		X		
Designing Assessment to Monitor Student Progress toward Instructional Goals * **	page 17			X		X		
Developing Virtual SEL Environments for the Youth *	page 8	X			X			
Differentiating Instruction *	page 17	X	X	X	X	X		
Differentiated Instruction: Connecting With All Learners	page 17	X	X	X	X	X	X	X
Dignity Act: Training in Harassment, Bullying, Cyberbullying and Discrimination in Schools: Prevention & Intervention (6 hour)	page 17	X	X		X	X	X	
Effective Questioning	page 17		X	X	X	X		
Effective Questioning (1 hour)	page 17	X	X	X	X	X		
Engaging all Students: Focus on Poverty	page 18	X		X	X			X
Ensuring Equity * **	page 9	X			X			
Growth Mindset, Growing Minds to Achieve Success	page 18	X		X	X			X
Guiding Struggling Readers   <b>Updated!</b>	page 18	X	X	X				
Healing Circles *	page 9							X
Help! I am not Technologically savvy! *	page 18							X
Historical Trauma: System of Oppression and its Impact on Youth *	page 9	X			X			
How Can We Help Our Youth After a Traumatic Event *	page 18	X			X			
How to Survive On-line Facilitation *	page 9							X
Identifying Individual Differences (1 hour) * **	page 18	X		X	X			
Inclusive Curriculum: Incorporating LGBTQ Topics into the Classroom	page 18	X	X		X	X	X	
Infusing Diversity and Multiple Perspectives * **	page 9	X	X	X				
Intersectionality: The Crossroads *	page 9	X	X	X	X		X	
Knowledge of Content and Instructional Planning * **	page 19		X	X				
Looking at Student Work * **	page 19	X						X

**New for 2021-22 \*** **ATS Seminar \*\***

Health & Safety Seminars are made possible through funding from the NYS Department of Labor, and can be requested at no cost for the district (Mandatory 3 hours).

# ELT K-12 PRACTITIONER SEMINARS

ELT Teacher Seminars 1, 2, 3, 6, 15 hour

Page# | NYS Teaching Standards

<b>ALL TEACHERS</b>		<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>	<b>VI</b>	<b>VII</b>
Managing Student Behavior	page 10	X			X			
Medical Trauma: Concussions in Schools, What Educators Should Know	page 19	X						X
Meet Individual Needs * **	page 19	X			X			
Mindfulness in the Classroom	page 10	X	X		X			
New Day, New Direction, Managing Conflict Using Resolution Strategies   <i>Updated!</i>	page 19						X	X
Our World, Our Students	page 10	X			X			
Partners in the Classroom: Collaborating Effectively with Teaching Assistants *	page 19						X	X
Planning Goals and Instructional Goal Setting * **	page 19	X	X	X	X			
Positive Parent-Teacher Communication (3 & 6 hour)	page 20	X			X			
Poverty: Using Strategies to Narrow the Achievement Gap (15 hour)	page 20	X	X		X			X
Professionals in Education: Growth & Development	page 20	X		X	X		X	X
Promoting a Respectful School Environment: Sexual Harassment Prevention & Intervention	page 20	-	-	-	-	-	-	-
Pyramid Model - Promoting Social & Emotional Competence in New York's Young Children	page 10	X		X	X	X	X	X
Reading Comprehension: Understanding Text Structures	page 20	X	X	X				
Re-imagining Family Engagement After Coronavirus (2, 3 & 4 hour) * **	page 10	X			X	X		X
Restorative Practices (RP): Promoting a Positive School Culture and Climate	page 21	X			X		X	X
Self-Assessment for Student Learning * **	page 21	X		X	X			
Standing Up To Workplace Bullying	page 21							X
Teaching for Clarity to Improve Students Achievement *	page 21	X	X	X				
Teaching Students to Ask Questions	page 21	X	X	X	X	X		
The Airplane Oxygen Mask Principle *	page 11							X
The Hidden Truth	page 11	X	X	X	X			
The Juggle *	page 11							X
Thinking Systematically about Student Practice *	page 21	X		X		X		
Trauma and Resilience *	page 11	X			X		X	
Understanding and Supporting Students with Autism in Schools	page 22	X	X	X	X		X	X
Understanding The Role of Formative Assessment	page 22	X	X	X	X	X		X
Videotaping Classroom Practices for Feedback, Evaluation & Professional Growth	page 22						X	X
Winning Over the Challenging Student (15 hour)	page 22	X			X			
Working with Economically Disadvantaged Students	page 22	X	X		X			
<b>ALL TEACHERS - ELL SERIES</b>		<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>	<b>VI</b>	<b>VII</b>
Collaborative Identification of English Learners with a Disability (3 & 6 hour)	page 22	X	X	X		X	X	X
Co-teaching: Building the Partnership	page 23	X	X	X	X		X	X
Co-teaching: Strengthening the Collaboration	page 23	X	X	X	X		X	X

*New for 2021-22 \* ATS Seminar \*\**

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

# ELT K-12 PRACTITIONER SEMINARS

ELT Teacher Seminars 1, 2, 3, 6, 15 hour

|Page#| NYS Teaching Standards

<b>ALL TEACHERS - ELL SERIES</b>		I	II	III	IV	V	VI	VII
Creating a Culturally Responsive Classroom	page 23	X	X	X	X			X
Designing Effective Instruction and Learning for English Learners	page 23	X	X	X	X	X	X	X
Educating English Learners in Elementary Classrooms	page 24	X	X	X	X		X	X
Establishing Inclusive Classrooms Where Newcomer ELLs Thrive*	page 24	X	X	X	X	X	X	X
Including English Learners: Strategies for Academic Success	page 24	X	X	X	X	X		
Increasing Family Engagement to Promote the Achievement of ELLs (3 & 6 hour) *	page 24	X	X		X		X	X
Instructional Supports for English Language Learners (ELLs)	page 24	X	X	X	X		X	X
Language Acquisition and Learning	page 25	X	X	X	X			X
Planning for the Success of ELLs in Content Classes (3 & 6 hour) *	page 25	X	X	X	X	X		X
SIFE Success: Know Your Students and Strategies! *	page 25	X	X	X	X		X	X
Supporting and Sustaining the Social-Emotional Needs of English Learners Who Experience Trauma (3 & 6 hour)	page 25	X	X	X	X		X	X
The Impact of Culture on Student Achievement	page 26	X	X	X	X		X	X
Understanding English Language Learners	page 26	X	X	X	X	X	X	X
<b>NEW MEMBER - 2 hour (Teachers with 1-4 yrs of experience)</b>		I	II	III	IV	V	VI	VII
Call to Action: Proactive Union Engagement in the Workplace and Community	page 26							X
Constructivist Teaching and Learning	page 26		X	X	X	X		
Creating a Positive Environment	page 26	X			X			
Discipline Strategies	page 27	X			X			
Educators Valuing Diversity   <b>Updated!</b>	page 27	X			X			
Parent-Teacher Conference: Strategies for Success	page 27						X	
Poverty's Effect on Students   <b>Updated!</b>	page 27	X			X			
Practical and Promising Classroom Management   <b>Updated!</b>	page 27	X			X			
Real Life Virtual & Classroom Challenges: Strategies for Success *	page 27		X	X	X			
Strategies for Student Engagement   <b>Updated!</b>	page 27		X	X	X			
Understanding English Language Learners (ELL Series)	page 28	X	X	X	X	X	X	X
Workplace Wellness	page 28							X
You Are Not Alone: Surviving the First Years *	page 28						X	X
21st Century Skills for Teachers	page 28		X	X	X	X		
<b>GRANT FUNDED</b>		I	II	III	IV	V	VI	VII
<b>NYS Department of Labor Health &amp; Safety Grant</b>								
Addressing Aggressive Student Behavior (Health & Safety – 3 hour)	page 28	X	X		X			
Collegial Collaboration & Action: Addressing Hostile and Aggressive Student Behavior (Health & Safety - 3 hour)	page 29	X			X			
Engaging the Disruptive Student (Health & Safety - 3 hour)	page 29	X			X			
Gang Awareness: Empowering Educators (Health & Safety - 3 hour)	page 29	X			X		X	X
Trauma Awareness in Education: Supporting Resiliency and Preventing Conflict (Health & Safety – 3 hour)	page 29	X		X	X			X
Workplace Bullying	page 11	-	-	-	-	-	-	-

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## ALL TEACHERS SEMINARS

(1, 2, 3, 6 OR 15 HOURS IN LENGTH)

### Addressing Anti-LGBTQ Bullying and Harassment in Schools - WKS PROF166

*Meets Standards I, II, IV, V, VI*

According to GLSEN's 2019 National School Climate Survey, 8 in 10 LGBTQ middle and high school students experience anti-LGBTQ verbal harassment, and over a third miss school for feeling unsafe or uncomfortable. This seminar brings awareness to the challenges LGBTQ students face and how educators can take pro-active steps to prevent or intervene when students are being discriminated against because they are LGBTQ. (3 hour)

### **NEW!** Assessments to Identify Gaps - WKS PROF193

*Meets Standards III, IV, V*

Participants will discuss uses of formative assessments to identify gaps and make adjustments that provide various access points for students. (1 hour)

### **NEW!** Assessments to Inform, Pace and Guide - WKS PROF194

*Meets Standards II, III, V*

Participants discuss the use of diagnostic, formative, and summative assessments to inform, plan, pace, and guide their instruction. (1.5 hour)

### Autism Spectrum Disorder: Adjusting the Educational Image - WKS PROF71

*Meets Standards I, III, IV*

This is a three-hour training that provides up-to-date information on the clinical and associated features of Autism Spectrum Disorders (ASD). Attention will be given to how these features manifest themselves and present unique instructional and learning challenges within educational settings. The seminar goes beyond the core features of the disorders and covers evidence-based, proactive strategies for helping children and adolescents with ASD succeed in schools today.

This three-hour training fulfills requirements for educators and administrators seeking certification through the New York State Education Department. **Please note: it cannot be claimed for CTLE hours.**

### Call to Action: Proactive Union Engagement in the Workplace and Community - WKS PROF149

*Meets Standards VII*

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

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

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

**Module 2-Women and Families** describes how women's economic realities and outcomes are the result of political choices motivated by economic agenda and how union workers can impact public policy choices through mobilization (voting, volunteering and activism).

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

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

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

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

*"Loved group activities"*

## Cognitive Engagement: Raising Our Student's Thinking - WKS PROF140

*Meets Standards I, II, IV*

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

## Collegial Collaboration & Action: Addressing Hostile and Aggressive Student Behavior - WKS PROF170

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

This seminar is designed to encourage conversations focused on addressing difficult student behaviors. Educators will be encouraged to share their own case studies which will be used to review, analyze and discuss evidence-based approaches. Research articles will guide strategies portion of the seminar. Participants will also engage in discussions around research and explore alternative strategies that can assist with hostile and aggressive behavior. (3 hour)

## Constructivist Teaching and Learning - WKS PROF104

*Meets Standards II, III, IV, V*

This seminar will address one of the priorities of the NYS Teaching Standards. Teachers must consider how each student learns. Understanding how what Constructivist Teaching and Learning means in the classroom. Teachers must implement a variety of instructional strategies. Participants will explore how students learn when they “build” the learning for themselves. When students are asked to classify, analyze, predict and create, they begin to think critically and ask questions in order to understand the complex material presented to them in school and in the world. (3 hour)

## Content Area Strategies for Reading, Writing & Thinking - INS194

*Meets Standards I, II, III*

This program focuses on how teachers can help students become more effective readers using research-based and teacher-tested strategies. Participants will identify strategies that stimulate student thinking about the content before, during and after they read

and about how to incorporate reading and writing strategies into content area instruction to meet the literacy needs of all students. (15 hour)

## Crafting a Learning Community for Classroom and Virtual Discussions - WKS PROF141

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

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

*“... more able to facilitate a discussion in class; learning ways to teach students”  
“how to take a critical look at facts”*

## Creating Effective & Productive Meeting Environments - WKS PROF131

*Meets Standards VI, VII*

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

## Creating Safer Spaces for LGBTQ Students - WKS PROF164

*Meets Standards I, II, IV, V, VI*

This seminar encourages discussions and provides a deeper awareness of the supports needed for LGBTQ students to thrive. We will review national statistics from GLSEN's National School Climate Survey, share resources and tools for creating an inclusive school environment, and focus on how educators can create classrooms free of bullying and harassment for LGBTQ students. (Now offered to SRPs) (3 & 4 hour)



## ELT SEMINAR DESCRIPTIONS FOR K-12 PRACTITIONERS

### **NEW! Designing and Differentiating Assessments - WKS PROF197**

*Meets Standards III, V*

Participants will discuss providing multiple opportunities for students to showcase abilities and differentiating assessment methodologies. (1 hour)

### **NEW! Designing Assessment to Monitor Student Progress toward Instructional Goals - WKS PROF198**

*Meets Standards III, V*

In this session, educators will discuss how they assess learning experiences that they create or coordinate, tracking what students do and do not learn while evaluating the effectiveness of their instructional strategies. (1 hour)

### **NEW! Differentiating Instruction - WKS PROF199** New one-hour version!

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

In this seminar, participants will explore the different purposes of questioning, classify questions according to purpose, and better understand Bloom's Taxonomy and Webb's Depth of Knowledge. (1 hour)

### **Differentiated Instruction: Connecting With All Learners |Updated! - WKS PROF142**

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

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

### **Dignity Act: Training in Harassment, Bullying, Cyberbullying and Discrimination in Schools: Prevention & Interventions - WKS DASA**

*Meets Standards I, II, IV, V, VI*

The Dignity Act maintains that it is the policy of the State of New York to afford all students in public schools an environment free of discrimination and harassment (Education Law 10). This interactive and discussion-based program examines harassment, discrimination and bullying as it relates to, but is not limited to, those acts based on a person's actual or perceived race, color, weight, national origin, gender

or sex. Participants will engage in authentic conversations and reflections about harassment, discrimination and bullying as well as explore the impact of social constructs in their personal and professional lives. *This training can be offered on-site or as a hybrid and fulfills the state requirements for six clock hours of coursework or training in the Dignity Act in accordance with Article 2 Sections 10-18 of the Education Law.* (6 hour) Visit us at <http://elt.nysut.org/professional-development/dignity-for-all-students-act-training> for a training near you! **Please note: it cannot be claimed for CTLE hours.**

*"Excellent!"*

*Loved "discussing case studies and how to handle incidences with bullying"*

*"Increased my knowledge about that important topic" - Rochester Regional Learning Center, Educator, 2019*

### **Effective Questioning - WKS PROF213**

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

Educators will identify gaps in students' interest, experience and ability that challenge student learning and then identify strategies to bridge those gaps through effective questioning. (1 hour)

### **Effective Questioning - WKS PROF144** New, one-hour version available! See 1 hour description

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

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



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## Engaging all Students: Focus on Poverty | *Updated!* - WKS PROF157

*Meets Standards I, III, IV, VII*

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

## Growth Mindset, Growing Minds To Achieve Success - WKS PROF171

*Meets Standards I, III, IV, VII*

In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment. Virtually all great people have had these qualities. ~ Dr. Dweck.

Motivating students to have a growth mindset is crucial in developing active, confident learners. This seminar explores how to develop an environment that encourages a growth mindset, discusses growth vs. fixed mindset and engages participants on how to sustain mindset changes in the classroom. (3 hour)

*“As an educator herself, I liked how the instructor used her own tactics to teach the topic”*

*“All great!” -*

*Roslyn H.S., Nassau, Teachers 2019*

## Guiding Struggling Readers | *Updated!* - WKS READ1

*Meets Standards I, II, III*

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

## *NEW!* Help! I am no technologically savvy! - WKS COVIDS4

*Meets Standards VII*

This seminar will provide the basics on how to use Google Classroom and Zoom. The instructor will be able to go step by step to help you navigate the tools and help provide you with tips in real time. (1 hour)

## *NEW!* How Can We Help Our Youth After a Traumatic Event - WKS PROF223

*Meets Standards I, IV*

Who needs more support? Which of our youth face the greatest risk of mental illness? How can educator’s influence children’s experiences after traumatic events to promote wellness? This seminar will help educators identify the risk factors for developing mental illness following a crisis event and how to investigate evidence-based practices for promoting student healing. (3 hour)

## *NEW!* Identifying Individual Differences - WKS PROF226

*Meets Standards I, III, IV*

Teachers will identify gaps in students’ interest, experience and ability that challenge student learning and then identify strategies to bridge those gaps (1 hour)

## Inclusive Curriculum: Incorporating LGBTQ Topics into the Classroom - WKS PROF165

*Meets Standards I, II, IV, V, VI*

GLSEN Research found that LGBTQ students who attend schools with curriculum that is inclusive of

## ELT SEMINAR DESCRIPTIONS FOR K-12 PRACTITIONERS

LGBTQ people, history, and events have more accepting schools and better academic outcomes. Furthermore, inclusive curriculum can benefit all students by exposing them to more inclusive and accurate accounts of history and promoting respect. This seminar provides educators with GLSEN's resources and LGBTQ-inclusive lessons that can be integrated into their existing curriculum. The goal of the seminar is to better understand the benefits of inclusive curriculum for all students and to provide awareness of tools and resources that align with current mandates yet enrich instruction for all students. (2 hour)

### **NEW!** Knowledge of Content and Instructional Planning - WKS PROF204

*Meets Standards II, III*

Participants will discuss ways they make connections within/among disciplines. (1 hour)

### **NEW!** Looking at Student Work - WKS PROF205

*Meets Standards I, VII*

In this session, teachers will closely examine student work samples for patterns and trends among their assessment practice (1 hour)

### **Medical Trauma: Concussions in Schools, What Educators Should Know** - WKS PROF172

*Meets Standards I, VII*

Each year hundreds of thousands of K-12 students sustain a concussion as a result of a fall, motor vehicle crash, collision on the playground or sports field, or some other activity. Most will recover quickly and fully. However, as school professionals, we will often be challenged with helping return a student to school who may still be experiencing concussion symptoms. This seminar will engage participants in understanding what a concussion is, it's prevalence, symptoms and recovery time, as well as symptom-based strategies, academic adjustments, accommodations and modifications. (3 hour)

### **NEW!** Meet Individual Needs - WKS PROF224

*Meets Standards I, IV*

Participants will discuss how to create a culture of learning, utilizing multiple methods to meet individual student needs. (1 hour)



### **New Day, New Direction, Managing Conflict Using Resolution Strategies |Updated! - WKS PROF186**

*Meets Standards VI, VII*

Conflicts arise no matter what we do. Ideally we seek to resolve conflicts in a way that results in the most positive results for both ourselves and the other persons involved. This seminar engages participants in conversations around how to identify factors leading to conflict situations, discussing concerns and strategies for managing conflicts with colleagues. (3 hour)

### **NEW!** Partners in the Classroom: Collaborating Effectively with Teaching Assistants - WKS PROF174

*Meets Standards VI, VII*

This seminar is designed for the new member who is working with teacher assistants. Participants will explore the roles and responsibilities of Teaching Assistants, as well as characteristics that describe effective teaching assistants. Scenarios and strategies will be used to introduce techniques that will lead to a positive working relationship between teachers and assistants. The seminar's interactive activities will model how these techniques can be implemented in a teacher's practice. The content will be mindful of the diverse learners and backgrounds present in a classroom. Participants will have an opportunity to prepare next steps needed to integrate effective teaching assistant practice into their daily routines. (3 hour)

### **NEW!** Planning Goals and Instructional Goal Setting - WKS PROF206

*Meets Standards I, II, III, IV*

Participants will discuss how to create a culture of learning, utilizing multiple methods to meet individual student needs. (1 hour)



## Positive Parent-Teacher Communication - WKS PROF130

*Meets Standards I, IV*

This seminar engages educators in reviewing the benefits of having consistent and positive parental/guardian involvement and communication. The seminar will address: tips for developing positive relationships with parents, importance of effective and timely communication and more! (3 & 6 hour)

*“Great presentation, fun... like the information on how to deal with angry parents”*

## Poverty: Using Strategies to Narrow the Achievement Gap - WKS PROF146

*Meets Standards I, II, IV, VII*

This explores 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. *Required text: Teaching with Poverty in Mind by Eric Jensen* (15 hour)

## Professionals in Education: Growth & Development - WKS PROF168

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

This seminar engages participants in delving into examining the Danielson or NYSUT rubric around

professionalism, more specifically honing in on the effective and highly effective language around developing positive student and family relationships, student behavior, working with families and navigating the school environment as a whole. (3 hour)

## Promoting a Respectful School Environment: Sexual Harassment Prevention & Intervention - WKS PROF169

Every employer in New York State is required to provide employees with sexual harassment prevention training. An employer that does not use the model training developed by the Department of Labor and Division of Human Rights must ensure that the training that they use meets or exceeds the following minimum standards. Model training materials are available to employers to download.

The training must:

- be interactive
- include an explanation of sexual harassment consistent with guidance issued by the Department of Labor in consultation with the Division of Human Rights
- include examples of conduct that would constitute unlawful sexual harassment
- include information concerning the federal and state statutory provisions concerning sexual harassment and remedies available to victims of sexual harassment
- include information concerning employees' rights of redress and all available forums for adjudicating complaints
- include information addressing conduct by supervisors and any additional responsibilities for such supervisors

Each employee must receive training on an annual basis, starting October 9, 2018.

Source: <https://www.ny.gov/combating-sexual-harassment-workplace/employers> ELT's seminar meets the criteria for sexual harassment training a district is required to provide. (2 hour)

## Reading Comprehension: Understanding Text Structures - WKS PROF100

*Meets Standards I, II, III*

Today's high school students tend to be very good at identifying elements of the narrative and

## ELT SEMINAR DESCRIPTIONS FOR K-12 PRACTITIONERS

comprehending the story. However, when other text structures such as expository or cause and effect are utilized, many students struggle with comprehension. This seminar analyzes six expository text structures and offers keys to developing the reader confidence students need to be successful in all subject areas. (3 hour)

### **Restorative Practices (RP): Promoting a Positive School Culture and Climate - WKS PROF167**

*Meets Standards I, IV, VI, VII*

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

### **NEW! Self-Assessment for Student Learning - WKS PROF208**

*Meets Standards I, III, IV*

This seminar engages participants in discussing and exploring ways to engage students in self-assessment to be reflective of their experiences and foster a sense of student agency. (1 hour)



### **Standing Up To Workplace Bullying - WKS PROF173**

*Meets Standards VII*

Workplace bullying is pervasive in the United States and is especially so in school settings, where employees report being bullied at nearly three times the national average. Bullying behavior may take many forms, including threats and even physical violence, and has a devastating effect on worker well-being and quality of life. In this seminar, participants will learn how to recognize bullying behavior in the school workplace setting and practice strategies to stop and prevent it. Also covered will be a range of individual, union and institutional strategies for addressing the problem. (3 hour)

### **NEW! Teaching for Clarity to Improve Student Achievement - WKS PROF179**

*Meets Standards I, II, III*

Teaching with clarity allows the students to see the "big picture" of the what and why of their learning, engaging students of poverty by fostering a strong academic environment and child well-being. The seminar will identify ways to integrate clarity in teacher practices. (3 hour)

### **Teaching Students to Ask Questions - WKS PROF147**

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

Students who initiate questioning in the classroom engage in higher-order thinking and advance their understanding of the content, demonstrating self-motivation. Participants will be introduced to, and work closely with, a protocol proven to encourage active classroom involvement and the development of questioning skills in students. (3 hour)

### **NEW! Thinking Systematically about Student Practice - WKS PROF209**

*Meets Standards I, III, V*

Monitoring student progress is not limited to formative/summative assessments, it is also observing students work virtually and in the classroom as they process an idea or concept while working toward understanding. These observations inform the accomplished teacher's planning and preparation of assessments, as well as lesson structures. (1 hour)

## Understanding and Supporting Students with Autism in Schools - WKS PROF188

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

This is a three-hour seminar designed to support educators (teachers, TAs, aides, etc.) who work with students with autism. Participants will explore how the classroom and school environment can impact students with autism and strategies to make changes to provide a more supportive environment. Organizational, academic and self-management strategies will be shared through videos and activities. Come learn and develop your skills to help make your classroom a welcoming and supportive environment for students with autism.

*This three-hour training fulfills requirements for educators and administrators seeking CTLE hours. Please note: it cannot be claimed for training in the needs of students with autism pursuant to Sections 3004(4) and (5) of the Education Law and Subpart 57-3 of the Regulations of the Commissioner of Education*

## Understanding The Role of Formative Assessment - WKS PROF148

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

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

## Videotaping Classroom Practices for Feedback, Evaluation & Professional Growth - WKS PROF113

*Meets Standards VI, VII*

This seminar examines the personal benefits a teacher may gain through self-reflection of one's teaching practice using a videotaped classroom lesson. By taking a critical look through the "eyes of an observer", a teacher can personally assess his/her practice using any evaluation rubric. This self-assessment helps teachers to distinguish levels of their effectiveness and document improvement in practice over time. Through interactive activities, participants consider the planning required to capture evidence of one's practice aligned to state teaching standards and identify WHAT aspects



of their teacher practice they wish to capture on video along with HOW to best showcase in their classes, including choosing artifacts. (3 hour)

## Winning Over the Challenging Student - INS 225

*Meets Standards I, IV*

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

## Working with Economically Disadvantaged Students - WKS PROF135

*Meets Standards I, II, IV*

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

## ALL TEACHERS SEMINARS ELL SERIES

## Collaborative Identification of English Learners with a Disability - WKS PROF163

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

Participants will examine the many facets of identifying English learners with special needs. Federal regu-



## ELT SEMINAR DESCRIPTIONS FOR K-12 PRACTITIONERS

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

### **Collaborative Identification of English Learners with a Disability** - WKS PROF162

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

Historically, there has been a problem of over-and under-identification of English learners for special education. Participants in this six-hour seminar will simulate a team approach model using a case study as a way to address the issue. This collaborative process will include a review of state and federal regulations, an analysis of student behavior to distinguish a language difference versus a learning disability, a discussion on how the RTI process might look different for English learners, parent support at IEP meetings, and the use of data leveraged to design a program for English learners identified with a disability. (6 hour)

### **Co-teaching: Building the Partnership** - WKS ELL8

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

What important things do co-teachers need to know prior to stepping in front of students together? Participants of this seminar will experience and embed strategies to develop a positive co-teaching partnership, learn how to apply the co-teaching models for various classroom environments, and gain planning strategies to ensure the learning of all students at high levels. *Please*



*bring a laptop or device, headphones and upcoming lessons/unit plans to the session. It is highly recommended that ENL and content teachers take this seminar with their co-teaching partner. (3 hour)*

### **Co-teaching: Strengthening the Collaboration - WKS ELL9**

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

You've been co-teaching together for a while.... Now what? This session aims to provide co-teachers with the "next steps" in co-teaching. Participants will revisit ways to establish a collaborative relationship that truly represents a shared curriculum. Co-teachers will walk away with concrete steps for intentional reflection, effective communication, and thoughtful planning. Beyond this, co-teachers will also become equipped to rise above pitfalls and challenge each other to take their teaching to higher levels, where ALL students are bound to thrive. (3 hour) *Please bring a laptop or device, headphones and upcoming lessons/unit plans to the session. It is highly recommended that ENL and content teachers take this seminar with their co-teaching partner.*

### **Creating A Culturally Responsive Classroom - WKS ELL10**

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

In order to meet the needs of our diverse student population, educators must possess the mindset and skills needed to foster a positive learning environment for all students as it is critical to their academic success. Culturally responsive instructional practices honor and support this diversity, connecting learning to students' cultural and linguistic background while building on prior experiences. As a result, educators create an inclusive environment that is accessible and relatable to all students. (3 hour)

### **Designing Effective Instruction and Learning for English Learners** - WKS ELL11

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

The five high-leverage principles presented in this seminar synthesize the work of leading scholars and educators and reflect basic practices that can improve teaching and learning for English learners across the content areas. Participants will examine evidence-based instructional strategies that can be incorporated into daily lesson plans and routines as well as determine effective ways to teach and assess both language and disciplinary content. (3 hour)

## Educating English Learners in Elementary Classroom - WKS ELL12

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

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

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

## **NEW!** Establishing Inclusive Classrooms Where Newcomer ELLs Thrive - WKS ELL28

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

Newcomer students are recently-arrived immigrants representative of a range of languages, cultures, school experiences, literacy skills, and immigration circumstances. Many speak little or no English and may lack any formal education in their native countries. Guided by Eight Promising Practices, participants will learn ways to create an inclusive classroom for newcomer ELLs with spaces that embrace the voices of linguistically diverse communities and provide pathways for authentic learning opportunities. (3 hour)

## Including English Learners: Strategies for Academic Success - WKS ELL1

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

With so much attention focused on helping English learners meet grade-level expectations, teachers are looking for what works. In this seminar, participants explore four research-based recommendations for engaging English learners in subject area instruction. Participants will view real life classroom examples and experience practical hands-on activities that can be applied across grade levels and content areas. (3 hour)

## **NEW!** Increasing Family Engagement to Promote the Achievement of ELLs - WKS ELL15

*Meets Standards I, II, VI, VII*

What are some approaches educators can use to develop effective partnerships with bilingual families? In this session, you will examine ways to increase family engagement and improve the home-school connec-



tion with the families of our English learners while taking into consideration the four stages of immigrant parent involvement. (3 hour)

## **NEW!** Increasing Family Engagement to Promote the Achievement of ELLs - WKS ELL22

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

In this six-hour session, participants will examine a multitude of ways to develop effective home-school partnerships with the families of our English learners. Initial activities work to increase familiarity with the diverse cultures of the community in order to identify their needs, create a more welcoming school environment, and develop culturally responsive, two-way communication. The culminating activity will be to create an engagement plan in accordance with the requirements in the Every Student Succeeds Act (ESSA) that targets specific academic outcomes for ELLs while strengthening the meaningful engagement of diverse families. *While this training is ideal for school- or district-based teams, it is still relevant and useful for individual educators.* (6 hour)

## Instructional Supports for English Language Learners (ELLs) - WKS ELL19

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

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

## Language Acquisition and Learning - WKS ELL5

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

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

## **NEW!** Planning for the Success of ELLs in Content Classes - WKS ELL16

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

This seminar provides the opportunity to examine research-based strategies and approaches that assist ELLs in meeting rigorous grade-level standards through a step-by-step breakdown of the lesson planning process that includes scaffolded language and content objectives. Participants will experience a variety of motivating and engaging instructional strategies that can be strategically applied to lesson plans as a way to increase academic language production and content comprehension for ELLs. (3 hour)

## **NEW!** Planning for the Success of ELLs in Content Classes - WKS ELL17

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

This seminar provides the opportunity to examine research-based strategies and approaches that assist ELLs in meeting rigorous grade-level standards through a step-by-step breakdown of the lesson planning process that includes scaffolded language and content objectives. Participants will experience a variety of motivating and engaging instructional strategies that can be strategically applied to lesson plans as a way to increase academic language production and content comprehension for ELLs. (6 hour)



## **NEW!** SIFE Success: Know Your Students and Strategies! - WKS ELL20

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

“Help! I have a newcomer in my classroom! What should I do?” Teachers can start by taking this foundational seminar on Students with Interrupted Formal Education (SIFE) students and spend time exploring characteristics of SIFE students to better serve their needs in the classroom. During this seminar, participants will learn how to design classroom environments and apply specific strategies that both honor students’ backgrounds and support the intense needs of this population in order to foster SIFE success. This also provides a strong knowledge base for future learning opportunities on SIFE literacy, differentiation and culturally responsive instruction.

## Supporting and Sustaining Social- Emotional Needs of English Learners Who Experience Trauma - WKS ELL7

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

This seminar, designed for all educators who work with English language learners (ELLs), will address the multitude of trauma that many ELLs have experienced prior to and since their arrival to the US. Immigration, under the best of circumstances, involves separation, loss and challenges to one’s identity. Many of our recently-arrived ELLs present with traumatic stressors most educators have not dealt with before. Participants will leave this seminar with strategies to help students who have experienced trauma, tools to support ELLs’ social and emotional healing, growth and well-being, and ways to build trusting relationships with this fragile cohort. (3 hour)

## Supporting and Sustaining Social- Emotional Needs of English Learners Who Experience Trauma - WKS ELL27

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

This six-hour seminar, designed for all in the educational community who encounter English Language Learners (ELLs), will address the topic of significant trauma many ELLs have experienced prior and upon their arrival. Immigration under the best of circumstances includes separation, loss and challenges to one’s identity. Many of our recently-arrived ELLs present with traumatic stressors most educators have not dealt before. The impact of early trauma on brain development and early attachment will be explored. When is it appropriate to activate prior knowledge

## ELT SEMINAR DESCRIPTIONS FOR K-12 PRACTITIONERS

when it includes violence, war, lack of basic needs, disruption in human development, and/or separation from family? What do educators know about Adverse Childhood Experiences (ACEs) that can improve their pedagogy? This seminar will provide the necessary tools and strategies to support ELLs' healing and growth, both academically and social-emotionally. (6 hour)

### The Impact of Culture on Student Achievement - WKS ELL14

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

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

*"I enjoyed the seminar. It held my interest and was very relative to all subject areas and grade levels."*

### Understanding English Language Learners - WKS ELL3

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

As a teacher, what can you do with students in your class who are learning English? How can you help them succeed? This seminar focuses on understanding the stages of verbal acquisition and identifying variables that influence the language acquisition process for ELLs. Strategies that have been shown to successfully engage ELLs are examined and instructional and assessment accommodations are demonstrated. (3 hour)

## NEW MEMBER SEMINARS (2 HOURS IN LENGTH)

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

### Call to Action: Proactive Union Engagement in the Workplace and Community - WKS NEWM22

*Meets Standards VII*

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

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

*"Great Information, useful and accurate"  
- Patchogue-Medford, Teacher 2019*

### Constructivist Teaching and Learning | Updated! - WKS NEWM19

*Meets Standards II, III, IV, V*

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

### Creating a Positive Environment | Updated! - WKS NEWM1

*Meets Standards I, IV*

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



## Discipline Strategies - WKS NEWM2

*Meets Standards I, IV*

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

## Educators Valuing Diversity |Updated! - WKS NEWM23

*Meets Standards I, II, IV, VII*

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

## Parent-Teacher Conference: Strategies for Success - WKS NEWM3

*Meets Standards VI*

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

## Poverty's Effect on Students |Updated! - WKS NEWM20

*Meets Standards I, IV*

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

*I found the "discussions and strategies given to help students in poverty in our classrooms was very helpful"*

*- Coming-Painted Post School District, New Teachers*

## Practical and Promising Classroom Management |Updated! - WKS NEWM14

*Meets Standards I, IV*

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



*"Awesome, very informative"*

*- Bethpage, New Teacher 2019*

*"Something helpful to me during the seminar was "hearing how other people handle similar situations - more strategies or just simply seeing something from a fresh perspective."*

*- East Greenbush, Social Workers, Teachers K-12, 2019*

## **NEW!** Real Life Virtual & Classroom Challenges: Strategies for Success - WKS NEWM24

*Meets Standards II, III, IV*

This seminar is designed for the new member who is working to create a classroom/virtual environment that is positive and productive. Participants will explore the potential challenges faced by educators and strategies to address them. Scenarios and strategies will be used to introduce techniques that will lead to a positive working relationship between teachers, students, and families. The seminar's interactive activities will model how these techniques can be implemented in a teacher's practice. The content will be mindful of the diverse learners and backgrounds present in a classroom. Participants will have an opportunity to prepare next steps needed to introduce effective approaches to establishing and maintaining a proactive teaching practice.

## Strategies for Student Engagement |Updated! - WKS NEWM18

*Meets Standards II, III, IV*

This seminar addresses one of the most critical instructional practice upon which student success

## ELT SEMINAR DESCRIPTIONS FOR K-12 PRACTITIONERS

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

### Understanding English Language Learners - WKS NEWM12

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

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

### Workplace Wellness - WKS NEWM25

*Meets Standards VII*

Why are educators at risk for vicarious (secondary) trauma? This seminar will engage participants to discuss the unique challenges to wellness found in the education field and understand and practice effective strategies for wellness.

### **NEW!** You Are Not Alone: Surviving the First Years - WKS NEWM26

*Meets Standards VI, VII*

This seminar is for participants who are new teachers and are looking to work smarter, not harder. School buildings are filled with people who have different skills and expertise. As a new teacher, knowing who to

go to for what is useful but sometimes you are hesitant to ask for fear of being a bother. Participants will learn how to make those requests as well as ways to establish positive relationships with all staff support and educational. Roles within the district will be shared that will assist with choosing the right person to help, as well as guidelines for approaching staff. Tips for surviving the first years will be shared.

### 21st Century Skills for Teachers Updated - WKS NEWM17

*Meets Standards II, III, IV, V*

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

## GRANT FUNDED SEMINARS (3 HOURS IN LENGTH)

### NYS Department of Labor Health & Safety Grant

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

### Addressing Aggressive Student Behavior in Schools - WKS PROF139

*Meets Standards I,II,IV*

Special needs students experience many benefits as well as challenges in the classroom. Some students may resist efforts of teachers and SRPs to support and guide them. This resistance may be shown in passive ways or in more aggressive ways, such as acting out, tantrums, or even throwing objects. This seminar will focus on strategies for managing the behavior of students who demonstrate aggressive and disruptive behaviors. Participants will discuss the need to teach students to take responsibility for their own behavior,



review a plan for ensuring they have the knowledge and skills to successfully change their behaviors, and proactive strategies for addressing specific misbehaviors. Confrontation strategies and strategies such as redirection, cause and effect and overcorrection will be explored and practiced.

### **Collegial Collaboration & Action: Addressing Hostile and Aggressive Student Behavior - WKS PROF170**

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

This seminar is designed to encourage conversations focused on addressing difficult student behaviors. Educators will be encouraged to share their own case studies which will be used to review analyze and discuss evidence based approaches. Research articles will guide strategies portion of the seminar. Participants will also engage in discussions around research and explore alternative strategies that can assist with hostile and aggressive behavior.

### **Engaging the Disruptive Student - WKS PROF54**

*Meets Standards I, IV*

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

### **Gang Awareness: Empowering Educators - WKS PROF137**

*Meets Standards I, IV VI, VII*

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

### **Trauma Awareness in Education: Supporting Resiliency and Preventing Conflict - WKS PROF161**

*Meets Standards I,III,IV,VII*

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

*“This was great- very relevant to the  
classroom! “Stellar workshop”  
- Rome Teacher Center, Teacher 2019*



# ELT SRP SEMINARS

ELT 1 1.5, 2, 3, 4 and 6 hour Seminars for SRPs

|Page#|

## ALL SRPs

Addressing Anti-LGBTQ Bullying and Harassment (3 & 4 hour) *	page 32
Advancing Student Success through Relationships * **	page 8
Building Community, Collaboration and Equity * **	page 8
Bully, Bullied or Bystander	page 32
Cognitive Strategies and Engagement	page 32
Creating Safer Spaces for LGBTQ Students (3 & 4 hour) *	page 32
Dealing with Difficult Students on the Bus	page 32
Developing Virtual SEL Environments for the Youth *	page 8
Dignity Act: Training in Harassment, Bullying, Cyberbullying and Discrimination in Schools: Prevention & Intervention (6 hour)	page 32
Engaging all Students: Focus on Poverty   <b>Updated!</b>	page 33
Ensuring Equity * **	page 9
Family Partnerships to Improve Classroom Behavior   <b>Updated!</b>	page 33
5 Tips to Diffuse Difficult Behaviors in Today's Schools	page 33
Healing Circles *	page 9
Historical Trauma: System of Oppression and its Impact on Youth *	page 9
How Can We Help our Youth After a Traumatic Event *	page 33
How SRPs Can Support Students with ADHD	page 33
How to Successfully Pass the Civil Service Exam - Clerical Series	page 34
How to Successfully Pass the Civil Service Exam - Custodian/Janitor Series	page 34
How to Survive On-line Facilitation*	page 9
I Think I Can, I Know I Can, Motivating Students to Learn   <b>Updated!</b>	page 34
Infusing Diversity and Multiple Perspectives * **	page 9
Intersectionality: The Crossroads *	page 9
It Takes a Village, Impact of SRPs, Developing the Whole Child   <b>Updated!</b>	page 34
Learning Preferences: Four Styles for Success	page 34
Managing Student Behavior	page 10
Mindfulness in the Classroom	page 10
Motivating Students Through Music: A Whole Child Approach	page 34
New Day, New Direction: Managing Conflict Using Resolution Strategies	page 34
Next Generation Standards: What SRPs Need to Know	page 35
Our World, Our Students   <b>Updated!</b>	page 10
Ps and Cues: Planning, Prioritizing, Performing	page 35
Partnering for Professional Learning: Paraprofessionals *	page 35
Poverty and its Effect on Learning	page 35
Promoting a Respectful School Environment: Sexual Harassment Prevention & Intervention	page 35
Pyramid Model - Promoting Social & Emotional Competence in New York's Young Children	page 10
Re-Imagining Family Engagement After Coronavirus (2, 3 & 4 hour) *	page 10
Restorative Practices (RP): Promoting a Positive School Culture and Climate *	page 36

*New for 2021-22* \*     *ATS Seminar* \*\*



# ELT SRP SEMINARS

ELT 1 1.5, 2, 3, 4 and 6 hour Seminars for SRPs

|Page#|

## ALL SRPs

School-Related Professional Communication: Skills for Effective Speaking & Listening	page 36
Secondary Reading Strategies	page 36
Standing Up To Workplace Bullying	page 36
Strategies for Struggling Readers	page 36
The Airplane Oxygen Mask Principle (1 hour) *	page 11
The Hidden Truth (6 hour) *	page 37
The Juggle (1 hour) *	page 11
Time Management	page 37
Trauma and Resilience *	page 11
We Are All Intelligent: We Just Learn Differently	page 37
What Every SRP Should Know About The Dignity Act (2 hour)	page 37
Working as a Collaborative Team	page 37

## ALL SRPs - ELL SERIES

Increasing Comprehension of ELLs for SRPs	page 37
Increasing Family Engagement to Promote the Achievement of ELLs *	page 37
Supporting and Sustaining Social-Emotional Needs of English Learners Who Experience Trauma	page 38

## NEW MEMBER - 2 hour

A Proactive and Positive Environment For Student Achievement	page 38
Educators Valuing Diversity   <i>Updated!</i>	page 9
Paraprofessionals in the 21 <sup>st</sup> Century	page 38
The IEP: Supporting Student Instruction	page 38
Understanding Diversity: How Our Schools Are Changing   <i>Updated!</i>	page 38

## NEW MEMBER CLERICAL STAFF SERIES - 2 hour

Real Life Challenges for Real Life School Professionals *	page 38
Service with a Smile: Why Customer Service in Schools Matter *	page 39
The Heart of the School: Clerical Staff Superpowers *	page 39
The Foundation of a Secretary *	page 39

## GRANT FUNDED - 3 hour Health & Safety

Addressing Aggressive Student Behavior in Schools	page 39
Dealing with Difficult Students in the School Environment-Violence Prevention	page 39
Disability Awareness	page 40
Gang Awareness: Empowering Educators	page 40
Proactively Confronting Trauma in the Classroom and Other Learning Spaces	page 40
The Way I See Things: Supporting Students with Autism	page 40
Trauma Awareness in Education: Supporting Resiliency and Preventing Conflict	page 40
Working Safely in Schools: Preventing Illness and Injuries When Toileting Students *	page 41
Workplace Bullying	page 11

## ALL SRP SEMINARS (3 HOURS IN LENGTH UNLESS NOTED)

### **NEW!** Addressing Anti-LGBTQ Bullying and Harassment - WKS SRP74

According to GLSEN's 2019 National School Climate Survey, 8 in 10 LGBTQ middle and high schools students experience anti-LGBTQ verbal harassment, and over a third miss school for feeling unsafe or uncomfortable. This seminar brings awareness to the challenges LGBTQ students face and how educators can take pro-active steps to prevent or intervene when students are being discriminated against because they are LGBTQ. (3 & 4 hour)

### **Bully, Bullied or Bystander |Updated!** - WKS SRP36

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.

### **Cognitive Strategies and Engagement** - WKS SRP49

The ultimate learning environment is rich in engagement. When the learner is engaged they are fully immersed in the learning. This seminar delves into multiple strategies for educators to create that rich learning environment and motivate our 21st century



Health & Safety Seminars are made possible through funding from the NYS Department of Labor, and can be requested at no cost for the district (Mandatory 3 hours).

students. With cognitive engagement the students do all the hard work of learning while the teacher is truly a facilitator.

### **NEW!** Creating Safer Spaces for LGBTQ Students - WKS SRP32

This seminar encourages discussions and provides a deeper awareness of the supports needed for LGBTQ Students to thrive. We will review national statistics from GLSEN's National School Climate Survey, share resources and tools for creating an inclusive School environment, and focus on how educators can create classrooms free of bullying and harassment for LGBTQ students. (3 & 4 hour)

### **Dealing with Difficult Students on the Bus - WKS SRP48**

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

*"Enjoyed and felt confident in how to handle certain situations."*

### **Dignity Act: Training in Harassment, Bullying, Cyberbullying and Discrimination in Schools: Prevention & Intervention - WKS DASA**

*Meets Standards I, II, IV, V, VI*

The Dignity Act maintains that it is the policy of the State of New York to afford all students in public schools an environment free of discrimination and harassment (Education Law 10). This interactive and discussion-based program examines harassment, discrimination and bullying as it relates to, but is not limited to, those acts based on a person's actual or perceived race, color, weight, national origin, gender or sex. Participants will engage in authentic conversations and reflections about harassment, discrimination and bullying as well as explore the impact of social constructs in their personal and professional lives. *This training can be offered on-site or as a hybrid and fulfills the state requirements for six clock hours of coursework*

## ELT SEMINAR DESCRIPTIONS FOR SRPs

or training in the Dignity Act in accordance with Article 2 Sections 10-18 of the Education Law. (6 hour) Visit us at <http://elt.nysut.org/professional-development/dignity-for-all-students-act-training> for a training near you! Due to COVID-19 the State Education Department has allowed the 6-hour DASA program to be offered fully virtual until further notice. **Please note: it cannot be claimed for CTLE hours.**

### Engaging all Students: Focus on Poverty |Updated! - WKS SRP53

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

### Family Partnerships to Improve Classroom Behavior |Updated! - WKS SRP56

This seminar engages educators in discussing the benefits of having consistent and positive family school partnerships through frequent communication. Family Partnerships to Improve Classroom Behavior focuses on how educators can improve and enhance classroom behaviors and relationships with the students and families they serve.

*"Great workshop!*

*Lots of great ideas that can be immediately implemented in the classroom."*

*- Newburgh Free Academy, SRP 2019*

### 5 Tips to Diffuse Difficult Behaviors in Today's Schools - WKS SRP50

Educators are often confronted with challenging, disruptive and sometimes violent behaviors from students. These challenges can create a negative school culture that impacts teaching, student

achievement as well as morale amongst students and staff. This seminar will provide opportunities for school staff to learn and practice evidence-based, proven-effective strategies to work with challenging behaviors in positive, proactive ways.

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

### NEW! How Can We Help our Youth After a Traumatic Event - WKS SRP81

Who needs more support? Which of our youth face the greatest risk of mental illness? How can educator's influence children's experiences after traumatic events to promote wellness (over mental illness)? This seminar will help educators identify the risk factors for developing mental illness following a crisis event and how to investigate evidence-based practices for promoting student healing.

### How SRPs Can Support Students with ADHD - WKS SRP30

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



Health & Safety Seminars are made possible through funding from the NYS Department of Labor, and can be requested at no cost for the district (Mandatory 3 hours).

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

## ELT SEMINAR DESCRIPTIONS FOR SRPs

### How to Successfully Pass the Civil Service Exam - Clerical Series - WKS SRP51

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

### How to Successfully Pass the Civil Service Exam - Custodian/Janitor Series - WKS SRP52

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

### **NEW!** I Think I Can I Know I Can: Motivating Students to Learn - WKS SRP37

This seminar analyzes why some students are not motivated to learn and how to increase the positive environment necessary for learning. Participants will discuss ideas, strategies and activities to increase engagement and motivation for students.

The seminar will highlight the inner strengths, talents and abilities that you as an SRP possess.

### **NEW!** It Takes a Village, Impact of SRPs and Developing the Whole Child - WKS SRP38

This seminar will explore factors impacting student learning and achievement by identifying ways SRPs can support student learning in and out of the classroom. The seminar will focus on crucial skills need to create a safe, welcoming learning environment from the time students board the school bus in the morning until the time they return home at the end of the day.

### Learning Preferences: Four Styles for Success - WKS SRP24

Adults and students learn in at least four different ways. In this seminar participants will examine four learning preferences or modes: kinesthetic, tactual, auditory and visual. Through a variety of experiential activities

participants will assess their own comfort levels in the four modes and rate their learning strengths in each. The importance of adapting classroom support to address these preferences is embedded throughout the seminar.

### Motivating Students Through Music: A Whole Child Approach - WKS SRP46

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

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

### New Day, New Direction: Managing Conflict Using Resolution Strategies - WKS SRP19

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.



Health & Safety Seminars are made possible through funding from the NYS Department of Labor, and can be requested at no cost for the district (Mandatory 3 hours).

*"This was an excellent presentation; the topic was personally and professionally relevant and so well presented."*

*-Clarkstown Central S.D. SRP 2019*

*"Loved the interactivenss of the class"*

### Next Generation Learning Standards: What SRPs Need to Know

- WKS SRP39

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

#### Ps and Cues:

#### Planning, Prioritizing, Performing

- WKS SRP10

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.

#### **NEW!** Partnering for Professional Learning: Paraprofessionals

- WKS SRP75 or WKS SRP76

Part I: 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 partner, are key to successful interactions and to effectively reaching out and supporting others as they grow professionally.

Part II: Strengthening the Skills and Practice is a two-part training program providing basic skills and understandings for equipping "seasoned" paraprofessionals to support colleagues new to the job. This session focuses 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.

#### Poverty and its Effect on Learning

- WKS SRP42

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

#### Promoting a Respectful School Environment: Sexual Harassment Prevention & Intervention - WKS SRP59

Every employer in New York State is required to provide employees with sexual harassment prevention training. An employer that does not use the model training developed by the Department of Labor and Division of Human Rights must ensure that the training that they use meets or exceeds the following minimum standards. Model training materials are available to employers to download.

The training must:

- be interactive
- include an explanation of sexual harassment

consistent with guidance issued by the Department of Labor in consultation with the Division of Human Rights

- include examples of conduct that would constitute unlawful sexual harassment
- include information concerning the federal and state statutory provisions concerning sexual harassment and remedies available to victims of sexual harassment
- include information concerning employees' rights of redress and all available forums for adjudicating complaints
- include information addressing conduct by supervisors and any additional responsibilities for such supervisors

Each employee must receive training on an annual basis, starting October 9, 2018.

Source: <https://www.ny.gov/combatting-sexual-harassment-workplace/employers>

ELT's seminar meets the criteria for sexual harassment training a district is required to provide. (2 hour)

### **NEW! Restorative Practices (RP): Promoting a Positive School Culture and Climate - WKS SRP55**

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

### **School-Related Professional Communication: Skills for Effective Speaking & Listening - WKS SRP14**

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

### **Secondary Reading Strategies - WKS SRP29**

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

### **Standing Up To Workplace Bullying - WKS SRP60**

Workplace bullying is pervasive in the United States and is especially so in school settings, where employees report being bullied at nearly three times the national average. Bullying behavior may take many forms, including threats and even physical violence, and has a devastating effect on worker well-being and quality of life. In this workshop, participants will learn how to recognize bullying behavior in the school workplace setting and practice strategies to stop and prevent it. Also covered will be a range of individual, union and institutional strategies for addressing the problem.

### **Strategies for Struggling Readers - WKS SRP145**

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

### **NEW! The Hidden Truth - WKS SRP80**

How do we interact with students from diverse backgrounds? What are our hidden thoughts and beliefs that manifest into how educators build authentic honest relationships with students and the school community at large? This seminar allows participants to explore and reflect on their mindsets and examine how it impacts learning, behavior, engagement, relationships and success. This seminar challenges participants assumptions, beliefs with very, deep courageous conversations.

Prerequisite: You are willing and open to engage in tough conversations around “isms”.

Two- part series- 3 hours each, total of 6 hours

Max. of 15 participants per session

### **Time Management - WKS SRP33**

During this seminar participants will examine time wasters and learn to plan effectively. Time is given for effective paper management and meeting tips. Participants will also share ideas for effective classroom time management. This seminar enables participants to examine their philosophy regarding time and use of time.

### **We Are All Intelligent: We Just Learn Differently - WKS SRP22**

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

### **What Every SRP Should Know About The Dignity Act - WKS SRP77**

The Dignity Act maintains that it is the policy of the State of New York to afford all students in public schools an environment free of discrimination and harassment (Education Law 10). This interactive two hour overview examines harassment, discrimination and bullying as it relates to the Dignity Act. The seminar will focus on specific aspects of the Dignity Act that are important for School-Related Professionals to know. (2 hour)

*\*This training does not fulfill the state requirements for six clock hours of coursework or training in the Dignity Act in accordance with Article 2 Sections 10-18 of the Education Law.*



### **Working as a Collaborative Team - WKS SRP77**

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

## **ALL SRP SEMINARS ELL SERIES**

### **Increasing Comprehension of ELLs for SRPs - WKS SRP31**

This seminar will familiarize participants with who our English language learners are and the challenges that they face as they acquire a new language. Participants will have the opportunity to examine how critical culture is and its impact on an English learner’s identity as well as explore strategies for making information more comprehensible and accessible to ELLs.

### **NEW! Increasing Family Engagement to Promote the Achievement of ELLs - WKS SRP64**

What are some approaches educators can use to develop effective partnerships with bilingual families? In this session, you will examine ways to increase family engagement and improve the home-school connection with the families of our English learners while taking into consideration the four stages of immigrant parent involvement.



### Supporting and Sustaining Social-Emotional Needs of English Learners Who Experience Trauma - WKS SRP61

This seminar, designed for all educators who work with English language learners (ELLs), will address the multitude of trauma that many ELLs have experienced prior to and since their arrival to the US. Immigration, under the best of circumstances, involves separation, loss and challenges to one's identity. Many of our recently-arrived ELLs present with traumatic stressors most educators have not dealt with before. Participants will leave this seminar with strategies to help students who have experienced trauma, tools to support ELLs' social and emotional healing, growth and well-being, and ways to build trusting relationships with this fragile cohort.

#### NEW MEMBER SEMINARS (2 HOURS IN LENGTH)

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

### A Proactive and Positive Environment for Student Achievement - WKS SRPNM6

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

### Paraprofessionals in the 21st Century - WKS SRPNM1

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

### The IEP: Supporting Student Instruction - WKS SRPNM3

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.

### Understanding Diversity: How Our Schools Are Changing |Updated! - WKS SRPNM7

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

#### NEW MEMBER SEMINARS CLERICAL STAFF SERIES (2 HOURS IN LENGTH)

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

### NEW! Real Life Challenges for Real Life School Professionals - WKS SRPNM11

Bus drivers, hall monitors, secretaries, teacher aides/assistants, cafeteria workers, and school nurses all have encounters with students and other professionals that sometimes need to be handled with care and consideration to avoid escalating a situation. Participants will engage in activities that are based on scenarios specific to their role in the school. Appropriate potential actions will be discussed and shared among the stakeholders to ensure an effective and productive resolution. Time will be given to reflect on past experiences and discuss effective strategies for the future. Next steps will be discussed as a means of moving forward.



### **NEW! Service with a Smile: Why Customer Service in Schools Matters** - WKS SRPNM8

This seminar is for participants who desire to explore the characteristics of quality customer service within their educational environment (virtually or site-based). Strategies will be shared to incorporate strong customer skills into participant's daily practice. Examples will be shared of positive outcomes resulting from creating welcoming atmospheres in school districts. Attention will be paid to what can be done on a personal level to promote service with a smile based on various roles in the school district. Participants will engage in conversations and create scenarios that will help develop specific strategies that can be implemented immediately."

### **NEW! The Heart of the School: Secretary Superpowers** - WKS SRPNM9

This seminar is designed for the school secretary who is looking to enhance his/her skills in order to provide a practice that responds to the needs of the school community in an environment that is warm, welcoming, and nurturing, as well as, professional, efficient, and business-like. Participants will explore the attributes needed to address potential issues and interactions and recognize which attributes they already possess. Participants will have an opportunity to use scenarios to outline steps needed to introduce effective approaches to improving challenging situations faced by school secretaries.

### **NEW! The Foundation of a Secretary** - WKS SRPNM10

This seminar is for participants who wish to develop and sharpen skills needed to be an effective secretary. Types of secretaries within a school setting (virtually or site-based) will be discussed as well as possible responsibilities. Strategies to help participants improve their job performance will be shared and reviewed. An overview of communication skills needed to interact effectively with students, families, and staff will be outlined. Scenarios will be used to practice interacting with visitors to the office as well as callers on the phone.



### **GRANT FUNDED SEMINARS** (3 HOURS IN LENGTH)

#### **NYS Department of Labor Health & Safety Grant**

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

#### **Addressing Aggressive Student Behavior in Schools - WKS SRP35**

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

#### **Dealing with Difficult Students in the School Environment – Violence Prevention Updated - WKS SRP4**

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



### Disability Awareness - WKS SRP5

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

### Gang Awareness: Empowering Educators - WKS SRP47

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

### Proactively Confronting Trauma in the Classroom and Other Learning Spaces - WKS SRP57

Students are affected by their experiences and impacted by the situations and events that they witness. Exposure to trauma and traumatic events often create

social, emotional and behavioral problems that can hinder academic progress. For teachers, who are directly exposed to a large number of young people with trauma in their work, a secondary type of trauma, known as vicarious trauma (compassion fatigue), is a big risk. This seminar will provide School-Related Professionals (SRPs) with an understanding of how trauma affects students and offer an opportunity to develop strategies to support and promote school wide success.

### The Way I See Things: Supporting Students with Autism - WKS SRP12

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

### Trauma Awareness in Education: Supporting Resiliency and Preventing Conflict - WKS SRP45

Increasingly our students experience exposure to multiple or prolonged traumatic events, such as child abuse, neglect, and exposure to domestic violence. This experience directly affects their social and emotional development and negatively impacts their behavior and academic growth in school. It is becoming more



## ELT SEMINAR DESCRIPTIONS FOR SRPs

common that educators are faced with the challenges of connecting with and educating students who have endured complex trauma. Often the hurt that is felt by the student is placed on the educator and it can manifest in a variety of ways. This seminar will engage participants in understanding the roots of trauma, its prevalence and causes, the characteristics and associated behaviors, as well as learning how to work with traumatized students in a proactive and positive way.

### **NEW!** Working Safely in Schools: Preventing Illness and Injuries when Toileting Students (SRPs) - WKS SRP73

This seminar discusses the precautions to take to prevent exposures and injuries. The seminar will focus on exposure to diseases and transmission. Also highlighted are the components of the OSHA Bloodborne Pathogens Standard and its enforcement, the physical risks of manual lifting and what equipment and devices can eliminate risks. Tips will be provided to SRPs about the tools that can help them assess equipment needs, as well as strategies for how to approach administration about liability concerns.



**ELT CAN DEVELOP AND  
CUSTOMIZE PROGRAMS TO FIT  
YOUR EDUCATIONAL NEEDS.**



# STAFF DEVELOPMENT PROGRAMS

ELT is a premier provider of staff development for educators throughout their professional career. We offer year-long trainings and initiatives that help develop strong labor-management partnerships, build capacity which can lead to positive systemic changes. More importantly we understand the uniqueness of districts and their staff so we pride ourselves in providing customized programs to address specific needs.

Staff Development Programs	Page#	NYS Teaching Standards						
ALL TEACHERS, SRPS, TEACHER LEADERS, ADMINISTRATORS		I	II	III	IV	V	VI	VII
Building Capacity in NYS for Family-School Engagement Linked to Learning Initiatives (6 hours)	page 44	X		X	X		X	X
Critical Friends Group: Tuning Protocols	page 43						X	
Critical Friends Group: Types of Protocols and Process	page 44						X	X
Evaluator Academy	page 44	-	-	-	-	-	-	-
Evaluator Re-calibration Training	page 44	-	-	-	-	-	-	-
Evaluator Refresher	page 44	-	-	-	-	-	-	-
Family Engagement Home Visits	page 42	X		X	X		X	X
Family Engagement for Middle and High School Families	page 42	X	X	X	X		X	X
Family Engagement Linked to Learning	page 42	X		X	X		X	X
Family-School Capacity Building and Planning	page 43						X	X
Family-School Engagement for English Language Learners	page 43	X	X	X	X	X	X	X
How to be Successful Mentoring New Teachers (6 hour)	page 44				X			X
Impactful Mentoring (3 hour)	page 45				X			X
Labor/Management Collaboration	page 44						X	X
Mentoring for Success (15 hour)	page 45				X			X
The Power of Academic Parent Teacher Team (APTT)	page 43	X	X	X	X		X	X

## ALL TEACHERS, SRPS, TEACHER LEADERS, ADMINISTRATORS

### STAFF DEVELOPMENT

#### Family Engagement Home Visits - WKS PROF184

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

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

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

#### Family Engagement for Middle and High School Families - WKS PROF180

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

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

#### Family Engagement Linked to Learning - WKS PROF181

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

This session explores new evidence on family-

## COLLABORATIVE PROGRAMS DESCRIPTIONS



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

### **Family–School Capacity Building and Planning - WKS PROF182**

*Meets Standards VI, VII*

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

### **Family-School Engagement for English Language Learners - WKS PROF152**

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

This session will examine family engagement practices focused on English language learners and their families. As the largest growing segment of the student population, the ELL student population has

increased in schools over the last twenty years. While ELL families face the same barriers and challenges are other demographics, ELLs face a number of unique barriers to school engagement, communications, and involvement. (3 hour)

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

### **The Power of Academic Parent Teacher Team (APTT) - WKS PROF183**

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

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

### **Critical Friends Group: Tuning Protocols - WKS PLC11 or WKS PLC10**

*Meets Standards VI*

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

## COLLABORATIVE PROGRAMS DESCRIPTIONS

### Critical Friends Group: Types of Protocols and Process - WKS PLC12

*Meets Standards VI, VII*

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

### Labor/Management Collaboration - WKS PLC13

*Meets Standards VI, VII*

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

**Request Form on page 49**

## BUILDING CAPACITY

### Building Capacity in NYS for Family-School Engagement Linked to Learning Initiatives - WKS PROF150

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

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

**Request Form on page 49**

### Evaluator Academy - WKS PROF108

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

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

### Evaluator Re-calibration Training - WKS PROF151

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

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

### Evaluator Refresher - INS108A

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

**Request Form on page 49**

### How to be Successful Mentoring New Teachers - WKS MENTOR1

*Meets Standards IV, VII*

This seminar helps to prepare mentor teachers to work effectively with their mentees. The mentoring relationship is often a new one for both parties. Interpersonal skills and trust developing a positive relationship will be emphasized, especially those of

## COLLABORATIVE PROGRAMS DESCRIPTIONS

confidentiality and trust. The seminar will also discuss the rationale and goals for mentoring; the roles of the mentor, including the roles of coach and guide; and effective strategies for helping the mentee develop the reflective skills needed in order to learn and grow professionally. (6 hour)

### **Impactful Mentoring - WKS MENTOR**

*Meets Standards IV, VII*

This is an introductory seminar to help start preparing mentor teachers to work effectively with their mentees. Participants will discuss their role as a coach, and the skills needed to be effective in guiding mentees through their teaching career. (3 hour)

### **Mentoring for Success - INS133**

*Meets Standards IV, VII*

This is an in-depth seminar that helps to prepare mentor teachers to work effectively with their mentees. The mentoring relationship is often a new one for both parties. Interpersonal skills and trust for developing a positive relationship will be emphasized, especially those of confidentiality and trust. The seminar will also discuss: the rationale and goals for mentoring; the roles of the mentor, including the roles of coach and guide; and effective strategies for helping the mentee develop the reflective skills needed in order to learn and grow professionally. (15 hour)

**Request Form on page 49**

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

*"Excellent instructor and helped me in my expectations of being a first time mentor"  
- Highland Falls CSD, Teacher 2019*





*Electronic forms are available on  
<http://elt.nysut.org/>  
see below for specific links.*

***Click here for electronic Form S***

**VIRTUAL/SITE-BASED SEMINAR REQUEST FORM 2021-22**

**FORM S**

***Click here for electronic Form E***

**EVALUATOR TRAINING REQUEST FORM**

**FORM E**

***Click here for electronic Form P***

**PYRAMID MODEL TRAINING REQUEST FORM**

**FORM P**

*Please download fillable forms to your computer then  
open in Adobe Acrobat not your web browser.  
Forms will not work properly if opened in a web browser.*



# VIRTUAL/SITE-BASED SEMINAR REQUEST FORM 2021-22



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

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

<http://elt.nysut.org/> | [elt@nysut.org](mailto:elt@nysut.org)

*All seminars are CTLE approved.*



**FORM 5**

Title of Seminar: \_\_\_\_\_ Seminar Code: \_\_\_\_\_

Requested Instructor (optional): \_\_\_\_\_

Indicate if you would like this training offered  Virtually or  Site-based\*  
*Note: Due to COVID-19 all seminars/programs will be offered virtually until further notice.*

Location of Seminar: \* \_\_\_\_\_

Building and Room: \* \_\_\_\_\_

School District: \_\_\_\_\_

Region: \_\_\_\_\_

Address: \_\_\_\_\_

Date of Seminar: \_\_\_\_\_ Time: \_\_\_\_\_

Expected # of Participants: \_\_\_\_\_ Audience: \_\_\_\_\_

**Max for virtual seminars is 40, the overage fee is \$20 per person**

## CONTACT INFORMATION (SITE COORDINATOR)

Name: \_\_\_\_\_

Address: \_\_\_\_\_

**I. Site-Based** - will Facilitator be provided with WiFi Access: Yes  No  Contact Us

**II. Virtual Programs** - ELT needs members to register for the trainings.

Please indicate your preference for registration:

Would like ELT to set up registration

Our agency will take care of registration

*If you select the second option, ELT will provide you with information*

Phone Number/Email: \_\_\_\_\_

Signature of Local President: \_\_\_\_\_

Email of Local President: \_\_\_\_\_

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

# VIRTUAL/SITE-BASED SEMINAR REQUEST FORM

## PAYMENT AUTHORIZATION INFORMATION

Name and Title of Authorized Individual: \_\_\_\_\_

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

**Important: please check the box that applies to registration for virtual trainings only!**

- Educational agency will be responsible for registration and will send attendance list to ELT and instructor at least a week before the confirmed training.
- Educational agency would like ELT to set up registration site. If so, members will need to register on the ELT registration site.

**Please check type of seminar being requested:**

- ALL EDUCATORS**    **K-12 PRACTITIONERS**    **SCHOOL-RELATED PROFESSIONALS**

*(includes materials / virtual seminars materials provided electronically)*

- 1 & 1.5 Hour: \$450    Half-Days (2-3 hours): \$800    Full Days (3+hours): \$1200

**\* Minimum 10 Participants, Maximum 35 (virtual 40)**

- New Member Seminars: No cost if at least 15 participants attend (if fewer than 15 attend, our normal seminar fee(s) will be charged to the Contact Person) *A limited amount of new member seminars are available on a first come, first served basis. Designed for teachers with 1-4 years of experience. Teacher Centers please contact ELT about 1 or 1.5 hour trainings.*

**15-HOUR PROGRAMS (includes materials / virtual seminars materials provided electronically)**

- \$3,500    Discount Price

**DIGNITY ACT TRAINING (DASA) (includes materials / virtual seminars materials provided electronically)**

- District Requested (6 hours): \$2,000

**\* Minimum 10 Participants, Maximum 35 (virtual 40)**

**GRANT FUNDED SEMINARS (includes materials / virtual seminars materials provided electronically)**

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

**CUSTOMIZED PROGRAMS (includes materials / virtual seminars materials provided electronically)**

- Customized Programs also available: \_\_\_\_\_

**\* Minimum 10 Participants, Maximum 35 (virtual 40)**

*(name of customized program)*

**Please contact NYSUT ELT for more information.**

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

## POLICIES AND PROCEDURES:

**\*Seminar Maximum:** The maximum number of participants for a Seminar is 35, or Virtual Seminars 40. If there are more than 35/40 participants in a Seminar, the sponsoring agency will be billed an additional \$20 per person.

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

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

**Cancellation Policy:** If a Seminar is cancelled less than 2 business days prior to the scheduled date, the sponsoring agency will be billed for the Seminar. Exceptions for weather-related or technology issues (i.e. Zoom or Google system down indicated by company) cancellations should be discussed directly with ELT at 1-800-528-6208.

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

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

## EVALUATOR TRAINING REQUEST FORM



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*All seminars are CTLE approved.*



**FORM E**

Please check training requested:

Evaluator Academy     Evaluator Re-calibration     Evaluator Refresher

Indicate if you would like this training offered  Virtually or  Site-based\*

Note: Due to COVID-19 all seminars/programs will be offered virtually until further notice.

Location of Seminar: \*

Building and Room: \*

School District:

Region:

Address:

Date of Seminar: \_\_\_\_\_ Time: \_\_\_\_\_

Expected # of Participants: \_\_\_\_\_ Audience: \_\_\_\_\_

**Max for virtual seminars is 40, the overage fee is \$20 per person**

## CONTACT INFORMATION (SITE COORDINATOR)

Name: \_\_\_\_\_

Address: \_\_\_\_\_

**I. Site-Based** - will Facilitator be provided with WiFi Access: Yes  No  Contact Us

**II. Virtual Programs** - ELT needs members to register for the trainings.

Please indicate your preference for registration:

Would like ELT to set up registration

Our agency will take care of registration

*If you select the second option, ELT will provide you with information*

Phone Number/Fax/Email: \_\_\_\_\_

Signature of Local President: \_\_\_\_\_

Email of Local President: \_\_\_\_\_

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

# EVALUATOR TRAINING REQUEST FORM

## PAYMENT AUTHORIZATION INFORMATION

Name, Title and Address of Authorized Individual: \_\_\_\_\_

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

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

### TRAININGS:

- \_\_\_ Evaluator Academy (40 hours)  
\$1,000 per person *for a minimum of 8 participants*
- \_\_\_ Evaluator Re-calibration (15 hours)  
\$500 per person *for a minimum of 8 participants*
- \_\_\_ Evaluator Refresher Training (up to 6 hours)  
\$1,500 *for up to 35 participants*

### RUBRIC:

- 2011 \_\_\_
- 2012 \_\_\_
- 2014 \_\_\_

### ***EVALUATOR ACADEMY/EVALUATOR RE-CALIBRATION TRAINING:***

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

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

### ***EVALUATOR REFRESHER TRAINING:***

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

The maximum number of participants for Evaluator Refresher training is 35 or 40 in a virtual seminar. If there are more than 35/40 participants in a training, the sponsoring agency will be billed an additional cost of \$20 per participant.

### ***POLICIES AND PROCEDURES:***

**Cancellation Policy:** If the sponsoring agency cancels the training less than five business days prior to the scheduled date, the sponsoring agency will be charged a cancellation fee. Exceptions for weather-related or technology issues (i.e. Zoom or Google system down indicated by company) cancellations should be discussed directly with ELT at 1-800-528-6208.

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

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

# PYRAMID MODEL TRAINING REQUEST FORM



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**FORM P**

**Please check training requested:**

- Session I: Building Relationships and Creating Supportive Environments
- Session II: Social Emotional Teaching Strategies
- Session III: Individualized Intervention

Indicate if you would like this training offered  Virtually or  Site-based\*  
**Note: Due to COVID-19 all seminars/programs will be offered virtually until further notice.**

Location of Seminar: \*

Building and Room: \*

School District: \_\_\_\_\_

Region: \_\_\_\_\_

Address: \_\_\_\_\_

Date of Seminar: \_\_\_\_\_ Time: \_\_\_\_\_

Expected # of Participants: \_\_\_\_\_ Audience: \_\_\_\_\_

**Max for virtual seminars is 40, the overage fee is \$20 per person**

## CONTACT INFORMATION (SITE COORDINATOR)

Name: \_\_\_\_\_

Address: \_\_\_\_\_

**I. Site-Based** - will Facilitator be provided with WiFi Access: Yes  No  Contact Us

**II. Virtual Programs** - ELT needs members to register for the trainings.

Please indicate your preference for registration:

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- Our agency will take care of registration

*If you select the second option, ELT will provide you with information*

Phone Number/Fax/Email: \_\_\_\_\_

Signature of Local President: \_\_\_\_\_

Email of Local President: \_\_\_\_\_

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# PYRAMID MODEL TRAINING REQUEST FORM

## PAYMENT AUTHORIZATION INFORMATION

Name, Title and Address of Authorized Individual: \_\_\_\_\_

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

***Please check type of session being requested:***

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

\_\_\_\_\_ \$1,600      \_\_\_\_\_ \$1,550

*\*Minimum 10 participants, Maximum 35 (virtual 40)*

### ***SESSION II- SOCIAL EMOTIONAL TEACHING STRATEGIES (6 HOURS)***

\_\_\_\_\_ \$1,200      \_\_\_\_\_ \$1,150

*\*Minimum 10 participants, Maximum 35 (virtual 40)*

### ***SESSION III- INDIVIDUALIZED INTERVENTION (6 HOURS)***

\_\_\_\_\_ \$1,200      \_\_\_\_\_ \$1,150

*\*Minimum 10 participants, Maximum 35 (virtual 40)*

***Audience: Pre-K through 1st grade teachers.***

### ***POLICIES AND PROCEDURES:***

**\*Seminar Maximum:** The maximum number of participants for a Seminar is 35 or 40 in a virtual seminar. If there are more than 35/40 participants in a Seminar, the sponsoring agency will be billed an additional \$20 per person.

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



# *Notes*





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

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

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call **1-800-528-6208**,

or

send the enclosed **Seminar Request Form** today.

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Latham, NY 12110

