

ELT

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2023



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ONLINE SEMINARS

An Individual Approach to Professional Learning

All programs are CTLE approved

NYSUT ELT'S ONLINE LEARNING

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About NYSUT Education & Learning Trust

Learn from the best with 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 educators (teachers, school-related professionals, etc), 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 on ELT's dynamic training. Our model of "members teaching members" assures that our best practices are put to use immediately in the classroom and school environment.

Whether utilized by individual members seeking to increase professional knowledge and meet certification requirements, or by teacher centers and districts to offer convenient, flexible training to a group of educators, these on-demand sessions are not to be missed!

CONTINUING TEACHER LEADER EDUCATION (CTLE) HOURS

In compliance with New York State Education Department, NYSUT Education & Learning Trust has been approved as a sponsor to provide professional learning for Continuing Teacher Leader Education (CTLE) hours. All the online seminars in this booklet can be used toward fulfilling CTLE requirements for educators.

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.

“Discussion of real life situations was very helpful. The reflection assignments were thought provoking and the feedback appreciated.”



ONLINE SEMINARS ON THE MOODLE PLATFORM

- ☞ Participants have thirty (30) days from the day access is granted to complete and upload all the assignments.
- ☞ An experienced instructor will provide feedback and coaching.
- ☞ At the end of the thirty days, participants who successfully complete the requirements will receive a grade of Pass and a certificate of completion. If not, a grade of Fail will be entered.



ONLINE REQUIREMENT:

Requires a reliable/stable, high speed Internet connection.

Please Note:

Registration is on a rolling admission basis. New registrations will be added every Monday. Registrant will receive information on how to access the online seminar in Moodle via email by 5:00 pm.

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

For Teachers and Administrators - 3 hours. Cost - \$70 (Price includes \$10 tech fee)

AUTISM SPECTRUM DISORDER: ADJUSTING THE EDUCATIONAL IMAGE

ONLINE SEMINAR DESCRIPTIONS

AUTISM SPECTRUM DISORDER: ADJUSTING THE EDUCATIONAL IMAGE (WKS PROF71)

Meets Standards I, III, IV

This training provides up-to-date information on the clinical and associated features of Autism Spectrum Disorders (ASD). Attention will be given to how these features manifest themselves and present unique instructional and learning challenges within educational settings. The seminar goes beyond the core features of the disorders and covers evidence-based, proactive strategies for helping children and adolescents with ASD succeed in schools today. There are several assessments included in the seminar worth a total of 35 points. Participants must score a minimum of 29/35 (83%) points to fulfill the NYSED requirement.

This seminar fulfills the state requirements for the 3 hour Autism training in the needs of students with Autism pursuant to Sections 3004(4) and (5) of the Education Law and Subpart 57-3 of the Regulations of the Commissioner of Education.

After you successfully complete **Autism Spectrum Disorder: Adjusting the Educational Image**, fill out the [Online Autism Reporting Form](#) and send it to us. Click [here](#) for instructions. Once we receive the form with the necessary information, our staff will complete the required steps to enter it into your TEACH account.

For more information or to register, visit <http://elt.nysut.org/professional-learning/autismtraining>

EDUCATIONAL WELLNESS

Educational wellness is derived from ongoing habits of self-care that build one's social, emotional, psychological, and physical well-being and it affects how we think, feel, and act. It will influence how educators handle daily stresses, relate to others, and make healthy choices. Educator well-being is reflected in a positive attitude toward the profession that stems from supportive relationships with colleagues and students, the belief that one can work effectively, and the feeling that one's personal and professional needs and expectations are met.

Educators putting the safety and well-being of their students before their own will result in workplace overload and potential burnout, both of which are unhealthy and unsustainable. Educator wellness has an impact not only on educators as individuals but also on the overall well-being of the young minds they care for. As such, educational wellness will lead to a more fulfilling, successful life in and outside of the school setting.

For Teachers and Educators - 5 hours. Cost - \$70 (Price includes \$10 tech fee)

A JOURNEY TO MINDFULNESS IN SCHOOLS

EXTINGUISHING EDUCATOR BURNOUT

MITIGATING SCHOOL VIOLENCE TO CULTIVATE A POSITIVE SCHOOL CLIMATE

PRIORITIZING WORK-LIFE HARMONY

REDUCING STRESS, CULTIVATING CALM

SELF-CARE STRATEGIES FOR EDUCATORS

USING INSTRUCTIONAL TECHNOLOGY TO BOOST STUDENT WELL-BEING

Educators include, but are not limited to: school counselors, instructional coaches, library/media specialists, nurses, school-related professionals, school psychologists, social workers, resource officers, support staff, teachers, and therapists (OT, PT, speech).

ONLINE SEMINAR DESCRIPTIONS

A JOURNEY TO MINDFULNESS IN SCHOOLS (WKS PROF230)

Meets Standards I, IV, VI, VII

Our students face many challenges today from mental health needs, the allure of living in the digital world, and the interruption to their education created by the pandemic. The research into the social and emotional needs of educators and students demonstrates the benefits of mindfulness in our schools. Practicing mindfulness promotes resilience, improves self-regulation, physical and mental health, and is aligned with having a growth mindset. The mindfulness skills students acquire in school can be utilized at home and beyond school as they pursue higher education and employment.

EXTINGUISHING EDUCATOR BURNOUT (WKS PROF267)

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

Participants will examine how they can re-energize themselves to maintain or regain a positive outlook and love of working in schools. They will dive into specific, immediate actions they can take to enhance their well-being and thrive both on and off the job. Materials will explain how shifts in awareness, attitudes, and actions can be transformational for educators and their students. Specific steps related to mindfulness, empathy, gratitude, and altruism that educators can use on their own and with students will be shared. Equipped with these tools, educators can be their best, so they can give their best to the learners in their care.

EDUCATIONAL WELLNESS

MITIGATING SCHOOL VIOLENCE TO CULTIVATE A POSITIVE SCHOOL CLIMATE (WKS PROF266)

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

Violence, anger, and disruptive behaviors are negatively impacting the well-being of our staff and students in the school environment. A school's culture and climate are the primary indicators of student achievement and behavior. When students and staff are connected to the school through its culture, everyone thrives. Current systems in NYS such as the Safe Schools Against Violence in Education (SAVE) legislation, the Dignity for All Students Act (DASA), local Codes of Conduct, district safety plans, and workplace protections serve to support all stakeholders in a school community. De-escalation techniques and conflict resolution practices comprise the next level of restoring community in a school so educators can safely work to support students as they learn.

PRIORITIZING WORK-LIFE HARMONY (WKS PROF276)

Meets Standards I, IV, VI, VII

When professional responsibilities infiltrate personal life at home, educators need to learn how to harmonize the intersection of work and home. Using the techniques from this seminar, participants will be able to create a personalized set of practices that will help maximize what's most important in both one's personal and professional life without compromising either.

REDUCING STRESS, CULTIVATING CALM (WKS PROF231)

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

Education is one of the more stressful fields and stress among educators is directly related to absenteeism, burnout, turnover, and early retirement. Educators have the additional challenge of working with youth who are also experiencing stress at unprecedented levels. The effects of stress on educators negatively affect the school climate and lead to poor student outcomes, both academically and behaviorally, and become a barrier to learning for students. In this seminar, participants will explore to effectively manage the increasing demands and stress in their roles as well as how to support students.

SELF-CARE STRATEGIES FOR EDUCATORS (WKS PROF275)

Meets Standards I, IV, VI, VII

Educators are expected to focus on the needs of others, whether they be students, families, or colleagues. While it may seem counterintuitive, educators who are able to prioritize their own self-care will be more successful at leading well-intentioned lives in addition to supporting others. This seminar's content is a collection of best practices derived from studies on the benefits of self-care for educators and how looking after one's needs can positively impact one's personal and professional life. Participants will reflect on their current status and formulate a plan to improve their self-care practices.

USING INSTRUCTIONAL TECHNOLOGY TO BOOST STUDENT WELL-BEING (WKS PROF270)

Meets Standards I, II, III, IV, VII

Today's teachers need digital tools that do more than just deliver content and this online seminar will explore how instructional technology can be used to build connected classroom communities. Whether you meet your learners in person or online, classroom technology can support social/emotional learning and foster a sense of belonging in all students. Students engaged in supportive, connected communities will have meaningful opportunities to develop essential interpersonal skills. Using the ISTE standards for inspiration, this seminar will give teachers strategies for building classroom communities that support their students' well-being and promote collaboration through the thoughtful integration of technology.

EQUITY SEMINARS

Knowing the difference between equity and equality is the first step in creating a learning environment where every child can succeed. From there, educators can take steps to better address the challenges faced by struggling students. It's crucial for educators to address any barriers students face to succeed in school. Barriers to an inclusive education can affect groups based on race, gender, and many other factors. Offering individualized support to students that addresses possible barriers will better prepare students to reach their potential. Equity provides people with resources that fit their circumstances and results in a more effective outcome. By evaluating the needs of individual students, creating inclusive and equitable classrooms, advocating for equitable policies, procedures, practices and learning that are accessible to all, especially for students and families who are disenfranchised or marginalized, will foster the end goal of equity and the support necessary for academic achievement.

For Teachers and Educators - 5 hours. Cost - \$70 (Price includes \$10 tech fee)

ADVOCATING FOR ENGLISH LANGUAGE LEARNERS WITHIN THE SCOPE OF STATE AND FEDERAL LAW*

A BEGINNER'S GUIDE TO IMPLEMENTING RESTORATIVE PRACTICES

CULTURALLY RESPONSIVE CLASSROOMS*

EDUCATING FOR EQUITY*

HONORING THE IDENTITIES OF LGBTQ+ STUDENTS IN SCHOOLS

INCLUSIVE CLASSROOMS FOR NEWCOMER ELLS*

STRATEGIES FOR SIFE SUCCESS!*

THE POWER OF HEALING CIRCLES

**Meets the Language Acquisition Requirement on the Needs of English Language Learners for CTLE and C.R. Part 154*

Educators include, but are not limited to: school counselors, instructional coaches, library/media specialists, nurses, school-related professionals, school psychologists, social workers, resource officers, support staff, teachers, and therapists (OT, PT, speech).

ONLINE SEMINAR DESCRIPTIONS

ADVOCATING FOR ENGLISH LANGUAGE LEARNERS WITHIN THE SCOPE OF STATE AND FEDERAL LAW (WKS ELL29)

Meets Standards I, IV, VI, VII

In an ever-shifting political and regulatory environment, teachers have more responsibility than ever before to not only teach but advocate for ELLs and their families. This seminar will familiarize participants with laws and regulations regarding ENL education both historically and in the present day, as well as those laws and regulations that are germane to many ELLs and their families, including but not limited to issues related to immigration and civil rights. Furthermore, participants will learn of support services available to ELLs and best practices in advocacy.

“I was very pleased with the course. It made me think as an educator and provided me with some useful tools and information moving forward.”

EQUITY SEMINARS

A BEGINNER'S GUIDE TO IMPLEMENTING RESTORATIVE PRACTICES (WKS PROF232)

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

Restorative practices can be transformational for a classroom, school, district, and community. They are growing in schools across the nation in response to the inequitable school model of punitive discipline measures, such as suspension, as a way to keep kids in school and for better long-term results. Restorative practices are evidence-based interventions that have proven successful when implemented correctly as the ultimate goal is mediation rather than punishment. They are used to resolve conflicts between fellow students and between students and educators by proactively building school community and forming a foundation for healing work when harm has been done. In this seminar, we will explore what restorative practices are, how they tie to social emotional learning, and how to differentiate for diverse learners.

CULTURALLY RESPONSIVE CLASSROOMS (WKS ELL6)

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

In order to meet the needs 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 establish an inclusive environment that is accessible and relatable to all students. In this seminar, participants will learn how to expand their current practices by creating a culturally responsive lesson plan as a culminating project that involves students in cognitively demanding tasks that foster independent learning and a strengths-based mindset.

EDUCATING FOR EQUITY (WKS PROF233)

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

An equitable educational setting is not something that we create and then it is done. Rather than a single destination, equity is derived from the conscious actions we take every day. Every choice we make is a decision on how we will include our students and honor their identities in our daily practices. This seminar will assist participants to identify inequities in schools and examine ways in which educators can move beyond the comfort of what they have always done in the effort to create a more culturally affirming and culturally responsive environment that fulfills the promise of diversity, equity, and inclusion.



EQUITY SEMINARS

HONORING THE IDENTITIES OF LGBTQ+ STUDENTS IN SCHOOLS (WKS PROF278)

Meets Standards I, II, IV, VI, VII

This five-hour online seminar is a comprehensive training program aimed at building the confidence of K-12 educators who strive to create inclusive and supportive environments for LGBTQ+ students. Participants will explore a range of critical topics that are essential for fostering a welcoming and affirming school climate and acquire actionable strategies and readily implemented best practices. This seminar provides a valuable opportunity to help all staff gain insight of the unique needs and experiences of LGBTQ+ students and create a future where every student feels valued, respected, and celebrated for who they are.

INCLUSIVE CLASSROOMS FOR NEWCOMER ELLS (WKS ELL33)

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

Newcomer ELLs are recently-arrived immigrants representative of a range of languages, cultures, school experiences, literacy skills, and immigration circumstances. While they face myriad challenges to adapt and succeed in their new home and schools, they bring with them a world of culturally diverse experiences and knowledge. Guided by Eight Promising Practices, educators will learn ways to create a classroom environment that promotes diversity and inclusion, social-emotional well-being and development, models encouragement, support and resilience and engages newcomer ELLs with high-quality instruction.

STRATEGIES FOR SIFE SUCCESS! (WKS ELL26)

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

Students with Interrupted/Inconsistent Formal Education (SIFE) are English language learners who enter U.S. schools at least two years below grade level in reading and/or math in their native language due to underschooling. These learners bring with them rich cultural and life experiences but are doing double the work in learning English and academic skills simultaneously. Teachers looking for support in how to address the intense needs of this population will benefit from this course. In this seminar, participants will examine common characteristics and experiences of the SIFE population and learn how to design classroom environments and apply specific strategies that honor students' backgrounds to foster SIFE success.

THE POWER OF HEALING CIRCLES (WKS PROF269)

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

Healing circles are an important piece of restorative justice that reinforce social and emotional learning (SEL) competencies and emotional skills while embodying culturally responsive and sustaining practices by intentionally building equitable learning environments in schools. Circles are a powerful tool to proactively develop relationships and community by providing a safe space for students through careful listening and developing empathy which is desperately needed in schools. This seminar will explore the essential elements of healing circles, examine how they establish a culture of caring and build community, and illuminate ways healing circles can be used to address harm between students as well as repairing trauma in the community when harm is done.



LANGUAGE ACQUISITION SEMINARS THAT MEET THE NEEDS OF ELLS

The Education & Learning Trust offers a rapidly expanding array of relevant training for educators on the topic of language acquisition and the needs of English language learners. These engaging sessions can be used to meet CTLE hours and fulfill C.R. Part 154 requirements.

For ENL, Bilingual, General Education Teachers and Educators - 5 hours. Cost - \$70
(Price includes \$10 tech fee)

ACADEMIC LANGUAGE FOR ENGLISH LEARNERS: WHAT TEACHERS NEED TO KNOW

ADVOCATING FOR ENGLISH LANGUAGE LEARNERS WITHIN THE SCOPE OF STATE AND FEDERAL LAW

CULTURALLY RESPONSIVE CLASSROOMS

EDUCATING FOR EQUITY

EQUITABLE ASSESSMENT: IMPLICATIONS FOR INSTRUCTION OF ENGLISH LEARNERS

ESTABLISHING AN OPTIMAL CO-TEACHING CLASSROOM WITH ENGLISH LEARNERS IN MIND

FINDING SUCCESS WITH LONG-TERM ELLS

GROWING GREAT MINDS WITH GROWTH MINDSET

HELPING ENGLISH LEARNERS SUCCEED WITH A MULTI-TIERED SYSTEM OF SUPPORT (MTSS) FRAMEWORK

INCLUSIVE CLASSROOMS FOR NEWCOMER ELLS

INCREASING MULTILINGUAL LEARNER FAMILY ENGAGEMENT

INTERVENTION AND IDENTIFICATION: SUPPORTING ELLS WITH ABILITY DIFFERENCES

REDESIGNING TEACHING THROUGH INSTRUCTIONAL TECHNOLOGY

STRATEGIES FOR SIFE SUCCESS!

SUPPORTING ELLS/MLLS: A STRENGTHS-BASED APPROACH TO SOCIAL EMOTIONAL LEARNING

TRANSFORMING THE LIVES OF STUDENTS WITH TRAUMA-INFORMED SCHOOLS

TRANSLATING IEP GOALS INTO CLASSROOM ACCOMMODATIONS

For ENL, Bilingual, General Education Teachers and Educators - 7 hours. Cost - \$105
(Price includes \$10 tech fee)

SCAFFOLDING STRATEGIES TO PROVIDE EQUITABLE ACCESS

LANGUAGE ACQUISITION SEMINARS THAT MEET THE NEEDS OF ELLS

ONLINE SEMINAR DESCRIPTIONS

ACADEMIC LANGUAGE FOR ENGLISH LEARNERS: WHAT TEACHERS NEED TO KNOW (WKS ELL2)

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

This online seminar will help general education teachers target and improve academic language for all learners across disciplines and grade levels, particularly those who are learning English. Participants will identify the differences between social and academic language, analyze the academic language demands of a text, and examine research-based strategies for targeting academic language development in all domains of language.

ADVOCATING FOR ENGLISH LANGUAGE LEARNERS WITHIN THE SCOPE OF STATE AND FEDERAL LAW (WKS ELL20)

Meets Standards I, IV, VI, VII

In an ever-shifting political and regulatory environment, teachers have more responsibility than ever before to not only teach but advocate for ELLs and their families. This seminar will familiarize participants with laws and regulations regarding ENL education both historically and in the present day, as well as those laws and regulations that are germane to many ELLs and their families, including but not limited to issues related to immigration and civil rights. Furthermore, participants will learn of support services available to ELLs and best practices in advocacy.

CULTURALLY RESPONSIVE CLASSROOMS (WKS ELL6)

Meets Standards I, II, III, IV, V, VI, 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 establish an inclusive environment that is accessible and relatable to all students. In this seminar, participants will learn how to expand their current practices by creating a culturally responsive lesson plan as a culminating project that involves students in cognitively demanding tasks that foster independent learning and a strengths-based mindset.



LANGUAGE ACQUISITION SEMINARS THAT MEET THE NEEDS OF ELLS

EDUCATING FOR EQUITY (WKS PROF233)

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

An equitable educational setting is not something that we create and then it is done. Rather than a single destination, equity is derived from the conscious actions we take every day. Every choice we make is a decision on how we will include our students and honor their identities in our daily practices. This seminar will assist participants to identify inequities in schools and examine ways in which educators can move beyond the comfort of what they have always done in the effort to create a more culturally affirming and culturally responsive environment that fulfills the promise of diversity, equity, and inclusion.

EQUITABLE ASSESSMENT: IMPLICATIONS FOR INSTRUCTION OF ENGLISH LEARNERS (WKS ELL23)

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

Assessment is a powerful tool for teachers as the results are a quantifiable measure of students' knowledge of the content. As an integral part of the teaching and learning cycles, assessment is a key focus for the teachers of English learners as it influences future instructional practice. This online seminar will guide participants through understanding the critical role both formative and summative assessments play and exploring practical assessment strategies for validly measuring students' knowledge in various content and grade-level classrooms.

ESTABLISHING AN OPTIMAL CO-TEACHING CLASSROOM WITH ENGLISH LEARNERS IN MIND (WKS ELL24)

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

What do teachers need to know and do prior to stepping in front of students as a co-teaching team? Participants of this online seminar will learn how to create a positive relationship by building a foundation for collaboration, welcoming the strengths and contributions each teacher brings to the partnership, and exploring ways to establish a presence where there is trust and respect. Through the co-teaching models for various classroom environments, participants will gain planning strategies to aid all students to learn at higher levels.

FINDING SUCCESS WITH LONG-TERM ELLS (WKS ELL38)

Meets Standards I, IV, VI, VII

Like any other student population, ELLs are not a monolith by any means. Instead, they are a student demographic made up of students with a dizzying array of gifts and needs. One subgroup within this demographic is Long-term English Language Learners, or LTELLs. In this seminar, you will understand the determination of an LTELL, explore research-based recommendations of effective approaches that maximize their strengths while addressing their needs, engage with promising practices for instruction that support LTELLs in classrooms, and consider suggested districtwide programmatic policies.

GROWING GREAT MINDS WITH GROWTH MINDSET (WKS ELL35)

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

The perspective a person brings when doing anything in life can certainly impact their desired outcome. As educators, we want our students to discover a passion for learning they can carry with them long after they leave our classrooms. Fostering a growth mindset will teach our students to understand the importance of mistakes and how to use them to their best advantage as mistakes prompt us to explore alternatives in the classroom and in life. Changing the way we interact with ourselves and others opens an endless world of possibilities.

LANGUAGE ACQUISITION SEMINARS THAT MEET THE NEEDS OF ELLS

HELPING ENGLISH LEARNERS SUCCEED WITH A MULTI-TIERED SYSTEM OF SUPPORT (MTSS) FRAMEWORK (WKS ELL31)

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

In a highly political climate of compliance in schools and a growing diversity in schools, teachers are required more than ever to implement culturally sustaining evidenced-based models of support that address the needs of students who are English language learners (ELLs) and those with disabilities. In the past, teachers have waited for students to fail before referring them to the student support team in their schools. Today, MTSS offers a prevention approach rather than a “wait to fail” method as it provides appropriate and responsive instruction for multilingual learners (MLLs) with and without disabilities in schools. In this seminar, you will look at how MTSS offers a tiered system of culturally-sustaining instructional practices, data-informed problem solving and academic and linguistic progress monitoring to address the needs of all learners, specifically those of multilingual learners with disabilities.

INCLUSIVE CLASSROOMS FOR NEWCOMER ELLS (WKS ELL33)

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

Newcomer ELLs are recently-arrived immigrants representative of a range of languages, cultures, school experiences, literacy skills, and immigration circumstances. While they face myriad challenges to adapt and succeed in their new home and schools, they bring with them a world of culturally diverse experiences and knowledge. Guided by Eight Promising Practices, educators will learn ways to create a classroom environment that promotes diversity and inclusion, social-emotional well-being and development, models encouragement, support and resilience and engages newcomer ELLs with high-quality instruction.

INCREASING MULTILINGUAL LEARNER FAMILY ENGAGEMENT (WKS ELL34)

Meets Standards I, IV, VI, VII

Families are a critical component of their child’s success in school. Their responsibilities include providing a healthy environment and teaching lifelong learning habits that will enable academic success. We know that students whose families are engaged in school communities have a more successful educational experience. This seminar will focus on what culturally sensitive engagement looks like for multilingual learner (MLL) families and how to create an effective plan for your school or district.



LANGUAGE ACQUISITION SEMINARS THAT MEET THE NEEDS OF ELLS

INTERVENTION AND IDENTIFICATION: SUPPORTING ELLS WITH ABILITY DIFFERENCES (WKS ELL25)

Meets Standards I, II, V, VI

Although all students demonstrate a wide range of strengths, needs, and social characteristics, the increasing diversity among English language learners (ELLs) presents puzzling questions for education professionals. This is especially true of ELLs who, despite receiving appropriate language-related supports and services, still do not demonstrate adequate growth or achievement in school. In these cases, we ask the question: Is this issue related to language acquisition or to disability? In this online seminar, you will explore critical issues related to interventions for ELLs who present unique learning challenges, as well as the assessment and disability identification processes which occur once intervention is proven ineffective.

REDESIGNING TEACHING THROUGH INSTRUCTIONAL TECHNOLOGY (WKS PROF190)

Meets Standards I, II, III, IV, VII

Technology has the power to fundamentally change and even reinvent how instruction is delivered, as well as how we provide appropriate instruction for students with a wide variety of needs. However, technology, like any other tool, requires knowing how and when to use it in order to maximize its efficacy and provide opportunities for true inquiry. In this seminar, we will explore K-12 appropriate models for working with ALL students (e.g. ELLs and students with disabilities), demonstrating when and how to strategically use technology in any scenario (e.g. classroom, hybrid, distance learning, etc.), as well as standards-based best practices for fundamentally redesigning instruction using technology across the curriculum.

NOTE: This training will mainly focus on the purposeful and strategic deployment of technology to transform instruction.

SCAFFOLDING STRATEGIES TO PROVIDE EQUITABLE ACCESS (WKS PROF268)

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

Scaffolding is a term that comes from psychologist Lev Vygotsky's theory of the Zone of Proximal Development. Scaffolds consist of temporary supports that amplify rather than simplify and are used to help an English language learner/Multilingual learner work just beyond the level that can be achieved independently. Today, scaffolding is an essential practice as it allows educators to identify the needs of each ELL/MLL and provide them with supports to build on prior knowledge, internalize new information, and ultimately master grade-level content and skills.

STRATEGIES FOR SIFE SUCCESS! (WKS ELL26)

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

Students with Interrupted/Inconsistent Formal Education (SIFE) are English language learners who enter U.S. schools at least two years below grade level in reading and/or math in their native language due to under-schooling. These learners bring with them rich cultural and life experiences, but are doing double the work in learning English and academic skills simultaneously. Teachers looking for support in how to address the intense needs of this population will benefit from this course. In this seminar, participants will examine common characteristics and experiences of the SIFE population, and learn how to design classroom environments and apply specific strategies that honor students' backgrounds to foster SIFE success.

LANGUAGE ACQUISITION SEMINARS THAT MEET THE NEEDS OF ELLS

SUPPORTING ELLS/MLLS: A STRENGTHS-BASED APPROACH TO SOCIAL EMOTIONAL LEARNING (WKS ELL39)

Meets Standards I, IV, VI, VII

This seminar empowers educators of English learners/Multilingual learners (ELLs/MLLs) to support the whole child through a strengths-based, culturally responsive manner. It focuses on building resilience in historically underserved and underrepresented students by understanding the stressors that they face. Participants also learn how to engage families and create a positive and equitable classroom environment. Through seminar activities, they explore Social Emotional Learning (SEL) to cultivate skills like communication, conflict resolution, emotional management, goal setting, empathy, and responsible decision-making. They gain practical strategies and tools to create a supportive classroom culture for developing social-emotional skills in ELLs/MLLs as well as ways to incorporate SEL into the curriculum to foster academic and personal growth.

TRANSFORMING THE LIVES OF STUDENTS WITH TRAUMA-INFORMED SCHOOLS (WKS ELL30)

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

Designed for K-12 educators and school-related professionals, this 5-hour online seminar addresses how trauma and adverse childhood experiences (ACEs) impact students' abilities to form trusting relationships, learn new concepts and self-regulate their behaviors in and out of school. The impact of early trauma on brain development and early attachment will be explored. While the topics addressed are relevant for supporting and sustaining the needs of ALL students, time will be spent examining trauma specifically experienced by ELLs such as the impact of prior experiences, pre-flight, flight and post-flight, and how to create a safe and supportive environment that is conducive to learning. The ideas presented will provide a new lens through which to see maladaptive behaviors and provide the necessary tools and strategies to support student healing and growth, both academically and social-emotionally.

TRANSLATING IEP GOALS INTO CLASSROOM ACCOMMODATIONS (WKS ELL32)

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

Education in NY state has shifted to become progressively more inclusive for students thus requiring more collaboration between educators. Classroom teachers are faced with a wider array of abilities and proficiency levels in the classroom and are asked to differentiate curriculum to best meet the needs of all students. As the number of students with IEPs (Individualized Education Programs) in the classroom has increased, so has the expectation that classroom teachers will help students to meet IEP goals while maintaining a rigorous standards-based curriculum. This online seminar will offer accommodations that remove barriers and provide equal access to learning for all students with special needs in the general classroom setting including English language learners with IEPs.

SOCIAL AND EMOTIONAL LEARNING SEMINARS

New York State's Every Student Succeeds Act (ESSA) Plan, includes a goal to “[e]nsure that all students have access to support for their social-emotional well-being.” Fostering the development of social-emotional learning (SEL) competencies for all students and adults in our schools and communities undergirds the ESSA Plan priorities to improve academic achievement and graduation rates, improve school climate, and increase educational equity. Social and emotional learning (SEL) benefits all students, including the needs of newcomers and English learners (ELs) as they often experience additional stressors that add to the complexity of learning and adjusting to a new environment. SEL is essential to creating schools that foster healthy relationships and responsible decision-making. A key to promoting effective districtwide and schoolwide SEL is ensuring that all staff members have access to professional learning and support for implementing evidence-based SEL practices and programs. With the training below, educators can support and embed SEL throughout school learning environments so all students can thrive.

For Teachers and Educators – 5 hours. Cost - \$70 (Price includes \$10 tech fee)

A BEGINNER'S GUIDE TO IMPLEMENTING RESTORATIVE PRACTICES

A JOURNEY TO MINDFULNESS IN SCHOOLS

CONFLICT RESOLUTION FOR BEHAVIOR MANAGEMENT

FOSTERING RESILIENT LEARNERS

GROWING GREAT MINDS WITH GROWTH MINDSET*

INCLUSIVE CLASSROOMS FOR NEWCOMER ELLS*

REDUCING STRESS, CULTIVATING CALM

SOCIAL-EMOTIONAL LEARNING (SEL) - TEACHING THE WHOLE CHILD

STEM-INFUSED INSTRUCTION

SUPPORTING ELLS/MLLS: A STRENGTHS-BASED APPROACH TO SOCIAL-EMOTIONAL LEARNING*

THE POWER OF HEALING CIRCLES

TRANSFORMING THE LIVES OF STUDENTS WITH TRAUMA-INFORMED SCHOOLS*

For Teachers and Educators – 7 hours. Cost - \$105 (Price includes \$10 tech fee)

DE-ESCALATING CHALLENGING BEHAVIOR

**Meets the Language Acquisition Requirement on the Needs of English Language Learners for CTLE and C.R. Part 154 Educators include, but are not limited to: school counselors, instructional coaches, library/media specialists, nurses, school-related professionals, school psychologists, social workers, resource officers, support staff, teachers, and therapists (OT, PT, speech).*

SOCIAL AND EMOTIONAL LEARNING SEMINARS

ONLINE SEMINAR DESCRIPTIONS

A BEGINNER'S GUIDE TO IMPLEMENTING RESTORATIVE PRACTICES (WKS PROF232)

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

Restorative practices can be transformational for a classroom, school, district, and community. They are growing in schools across the nation in response to the inequitable school model of punitive discipline measures, such as suspension, as a way to keep kids in school and for better long-term results. Restorative practices are evidence-based interventions that have proven successful when implemented correctly as the ultimate goal is mediation rather than punishment. They are used to resolve conflicts between fellow students and between students and educators by proactively building school community and forming a foundation for healing work when harm has been done. In this seminar, we will explore what restorative practices are, how they tie to social emotional learning, and how to differentiate for diverse learners.

A JOURNEY TO MINDFULNESS IN SCHOOLS (WKS PROF230)

Meets Standards I, IV, VI, VII

Our students face many challenges today from mental health needs, the allure of living in the digital world, and the interruption to their education created by the pandemic. The research into the social and emotional needs of educators and students demonstrates the benefits of mindfulness in our schools. Practicing mindfulness promotes resilience, improves self-regulation, physical and mental health, and is aligned with having a growth mindset. The mindfulness skills students acquire in school can be utilized at home and beyond school as they pursue higher education and employment.

CONFLICT RESOLUTION FOR BEHAVIOR MANAGEMENT (WKS PROF274)

Meets Standards I, IV, VI, VII

Knowing how and why conflicts arise in schools are critical skills for educators to develop in order to minimize their occurrence and impact on other students. This seminar will provide you with the opportunity to examine your current management practices and add new strategies to effectively resolve conflicts with students.



SOCIAL AND EMOTIONAL LEARNING SEMINARS

DE-ESCALATING CHALLENGING BEHAVIOR (WKS PROF277)

Meets Standards I, III, IV, VI, VII

Every day across the country, educators are seeing an increase in challenging behavior within the school environment. Yet, many educators who work closely with students may not be adequately trained in understanding behavior. The first part of this seminar addresses building a mindset for understanding behavior with a goal of reframing behavior in a way to understand the why behind it. The next part addresses the latter phases of the Acting Out Cycle applied through a case study. Finally, participants will learn about how to become more proactive versus reactive in addressing this behavior in the future.

FOSTERING RESILIENT LEARNERS (WKS PROF218)

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

Every day across the country, educators are seeing an increase in challenging behavior within the school environment. Yet, many educators who work closely with students may not be adequately trained in understanding behavior. The first part of this seminar addresses building a mindset for understanding behavior with a goal of reframing behavior in a way to understand the why behind it. The next part addresses the latter phases of the Acting Out Cycle applied through a case study. Finally, participants will learn about how to become more proactive versus reactive in addressing this behavior in the future.

GROWING GREAT MINDS WITH GROWTH MINDSET (WKS ELL35)

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

The perspective a person brings when doing anything in life can certainly impact their desired outcome. As educators, we want our students to discover a passion for learning that they can carry with them long after they leave our classrooms. Fostering a growth mindset will teach our students to understand the importance of mistakes and how to use them to their best advantage as mistakes prompt us to explore alternatives in the classroom and in life. Simply changing the way we interact with ourselves and others will open an endless world of possibilities.

INCLUSIVE CLASSROOMS FOR NEWCOMER ELLS (WKS ELL33)

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

Newcomer ELLs are recently-arrived immigrants representative of a range of languages, cultures, school experiences, literacy skills, and immigration circumstances. While they face myriad challenges to adapt and succeed in their new home and schools, they bring with them a world of culturally diverse experiences and knowledge. Guided by Eight Promising Practices, educators will learn ways to create a classroom environment that promotes diversity and inclusion, social-emotional well-being and development, models encouragement, support and resilience and engages newcomer ELLs with high-quality instruction.

“The readings and videos were very helpful. I also received detailed, helpful and constructive feedback on the assignments.”

SOCIAL AND EMOTIONAL LEARNING SEMINARS

REDUCING STRESS, CULTIVATING CALM (WKS PROF231)

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

Research demonstrates that stress has been dramatically increasing in America and it can have an impact on overall health and job satisfaction. Education is one of the more stressful fields and stress among educators is directly related to absenteeism, burnout, turnover, and early retirement. Educators have the additional challenge of working with youth who are also experiencing stress at unprecedented levels. The effects of stress on educators negatively affect the school climate and lead to poor student outcomes, both academically and behaviorally, and become a barrier to learning for students. In this seminar, participants will explore to effectively manage the increasing demands and stress in their roles as well as how to support students in coping with the stress they are experiencing.

SOCIAL-EMOTIONAL LEARNING (SEL) - TEACHING THE WHOLE CHILD (WKS PROF217)

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

Growing up today is not easy. Children's bodies and brains are rapidly growing and changing. They are assailed with new ideas, technology and peer/social/media influences daily. Many students today are distracted, under immense pressure and suffer from mental health issues more than ever before. Before students can be successful academically, their social and emotional needs must be met. Social-emotional learning (SEL) is a critical part of a child's development as it is the process by which they acquire and apply the knowledge, skills and attitudes to increase self-awareness and self-management, social awareness, relationship skills and responsible decision-making. SEL focuses on the competencies that underscore one's ability to be available to learn. Nurturing students' social and emotional development will help them acquire skills to effectively deal with stress. Students who can manage their emotions, control their impulses, focus their attention, and calm themselves will be able to learn and achieve academically. This seminar provides an excellent overview of SEL and offers many evidence based SEL strategies that all staff can embed directly within any learning moment.

STEM-INFUSED INSTRUCTION (WKS PROF272)

Meets Standards I, II, III, IV, VII

STEM instruction teaches children more than science, technology, engineering, and mathematics concepts as it encompasses a problem-solving application of knowledge and skills integrated through in-context projects or problems focused on learning outcomes. It incorporates real-world scenarios allowing students to see the connection between content they are studying and its application in authentic and relevant ways. This seminar offers K-12 teachers of all disciplines strategies for infusing STEM activities into instruction while immersing students with the 4Cs of the 21st Century Learning Standards and social emotional learning concepts.

SUPPORTING ELLS/MLLS: A STRENGTHS-BASED APPROACH TO SOCIAL EMOTIONAL LEARNING (WKS PROF39)

Meets Standards II, IV, VI, VII

This seminar empowers educators of English learners/Multilingual learners (ELLs/MLLs) to support the whole child through a strengths-based, culturally responsive manner. It focuses on building resilience in historically underserved and underrepresented students by understanding the stressors that they face. Participants also learn how to engage families and create a positive and equitable classroom environment. Through seminar activities, they explore Social Emotional Learning (SEL) to cultivate skills like communication, conflict resolution, emotional management, goal setting, empathy, and responsible decision-making. They gain practical strategies and tools to create a supportive classroom culture for developing social-emotional skills in ELLs/MLLs as well as ways to incorporate SEL into the curriculum to foster academic and personal growth.

THE POWER OF HEALING CIRCLES (WKS PROF189)

Meets Standards I, IV, VI, VII

Healing circles are an important piece of restorative justice that reinforce social and emotional learning (SEL) competencies and emotional skills while embodying culturally responsive and sustaining practices by intentionally building equitable learning environments in schools. Circles are a powerful tool to proactively develop relationships and community by providing a safe space for students through careful listening and developing empathy which is desperately needed in schools. This seminar will explore the essential elements of healing circles, examine how they establish a culture of caring and build community, and illuminate ways healing circles can be used to address harm between students as well as repairing trauma in the community when harm is done.

TRANSFORMING THE LIVES OF STUDENTS WITH TRAUMA-INFORMED SCHOOLS (WKS ELL30)

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

Designed for K-12 educators and school-related professionals, this 5-hour online seminar addresses how trauma and adverse childhood experiences (ACEs) impact students' abilities to form trusting relationships, learn new concepts and self-regulate their behaviors in and out of school. The impact of early trauma on brain development and early attachment will be explored. While the topics addressed are relevant for supporting and sustaining the needs of ALL students, time will be spent examining trauma specifically experienced by ELLs such as the impact of prior experiences, pre-flight, flight and post-flight, and how to create a safe and supportive environment that is conducive to learning. The ideas presented will provide a new lens through which to see maladaptive behaviors and provide the necessary tools and strategies to support student healing and growth, both academically and social-emotionally.



TECHNOLOGY TRAINING

The use of technology to support student success is a prevalent practice. When the pandemic struck, most school districts were not prepared with a continuity of learning plan in place that provided equitable access for all students nor the training for teachers to seamlessly plan and integrate it. The role of technology in education has certainly changed and needs to be flexible for student-centered learning whether that is fully online, in person or a mix of both. ELT's technology training empowers educators to gain the knowledge and skills they require to successfully engage with students across multiple teaching models. By being proactive, educators can be ready for whatever lies ahead.

For Teachers - 5 hours. Cost - \$70 (Price includes \$10 tech fee)

DIGITAL LEARNING AND CITIZENSHIP

DYNAMIC CLASSROOM COMMUNICATION

REDESIGNING TEACHING THROUGH INSTRUCTIONAL TECHNOLOGY*

STEM-INFUSED INSTRUCTION

USING INSTRUCTIONAL TECHNOLOGY TO BOOST STUDENT WELL-BEING

For Teachers - 15 hours. Cost - \$225 (Price includes \$10 tech fee)

WEB-BASED TOOLS TO BOOST INSTRUCTION IN THE CLASSROOM

**Meets the Language Acquisition Requirement on the Needs of English Language Learners for CTLE and C.R. Part 154*

ONLINE SEMINAR DESCRIPTIONS

DIGITAL LEARNING AND CITIZENSHIP (WKS PROF280)

Meets Standards I, II, III, IV, VII

In today's interconnected world, it is crucial for educators to equip their students with the skills and knowledge necessary to navigate the ever-evolving digital landscape as responsible digital citizens. Using the ISTE standards for inspiration, this seminar will give educators practical strategies for fostering digital literacy, evaluative skills, and ethical behavior among their students. Participants will explore methods for thoughtfully integrating technology in their classroom while promoting digital citizenship through creativity, collaboration, and critical thinking.

DYNAMIC CLASSROOM COMMUNICATION (WKS PROF279)

Meets Standards I, II, IV, VII

This online seminar is designed to empower educational professionals with an understanding of how communication impacts student motivation and engagement. Educators will explore a comprehensive toolkit of dynamic communication techniques, engaging digital learning resources, and adaptable instructional methods to support all learners. Participants will be encouraged to find opportunities in their curriculum for students to build community and engage with content through the thoughtful incorporation of instructional technology platforms that promote collaboration. Participants will use these practical strategies to design classroom-ready inclusive and interactive learning experiences that will facilitate meaningful teacher feedback and effective peer interactions.

“The instructor was available and open for questions and discussions concerning the materials and approach. The articles and resources were clear and well written with references and up to date meaningful information, currently relevant.”

TECHNOLOGY TRAINING

REDESIGNING TEACHING THROUGH INSTRUCTIONAL TECHNOLOGY (WKS PROF190)

Meets Standards I, II, III, IV, VII

Technology has the power to fundamentally change and even reinvent how instruction is delivered, as well as how we provide appropriate instruction for students with a wide variety of needs. However, technology, like any other tool, requires knowing how and when to use it in order to maximize its efficacy and provide opportunities for true inquiry. In this seminar, we will explore K-12 appropriate models demonstrating when and how to strategically use technology in any scenario (e.g. classroom, hybrid, distance learning, etc.), as well as standards-based best practices for fundamentally redesigning instruction using technology across the curriculum.

NOTE: This training will mainly focus on the purposeful and strategic deployment of technology to transform instruction.

STEM-INFUSED INSTRUCTION (WKS PROF272)

Meets Standards I, II, III, IV, VII

STEM instruction teaches children more than science, technology, engineering, and mathematics concepts as it encompasses a problem-solving application of knowledge and skills integrated through in-context projects or problems focused on learning outcomes. It incorporates real-world scenarios allowing students to see the connection between content they are studying and its application in authentic and relevant ways. This seminar offers K-12 teachers of all disciplines strategies for infusing STEM activities into instruction while immersing students with the 4Cs of the 21st Century Learning Standards and social emotional learning concepts.

USING INSTRUCTIONAL TECHNOLOGY TO BOOST STUDENT WELL-BEING (WKS PROF270)

Meets Standards I, II, III, IV, VII

Today's teachers need digital tools that do more than just deliver content and this online seminar will explore how instructional technology can be used to build connected classroom communities. Whether you meet your learners in person or online, classroom technology can support social/emotional learning and foster a sense of belonging in all students. Students engaged in supportive, connected communities will have meaningful opportunities to develop essential interpersonal skills. Using the ISTE standards for inspiration, this seminar will give teachers strategies for building classroom communities that support their students' well-being and promote collaboration through the thoughtful integration of technology.

WEB-BASED TOOLS TO BOOST INSTRUCTION IN THE CLASSROOM (WKS PROF191)

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

In this 15-hour online seminar, participants will have the opportunity to learn about and practice with web-based tools from a variety of providers in order to enhance instruction in the classroom, hybrid, and distance/remote learning scenarios. Content will include best practices for use of the Google Suite in instruction, as well as discussion and practice with several other web-based instructional tools. *Some familiarity with the Google Suite is helpful, but not required.*



ONLINE SEMINARS FOR SCHOOL-RELATED PROFESSIONALS (SRPS)

NYSUT's Education & Learning Trust is proud to offer a personalized approach to professional learning for SRP members. The goal of these online seminars is to help members learn new skills and/or enhance current skills by providing valuable information on a variety of topics in a flexible, convenient format, and at a price that can't be beat!

ELT'S ONLINE SEMINARS:

- Are pertinent across all roles of SRPs (teaching assistant, aide, monitor, bus driver, custodian, etc.)
- Are flexible, allowing participants to learn at their own pace
- Conveniently fit in any busy schedule with rolling registration
- Offer useful, research-based strategies
- Fulfill Continuing Teacher & Leader Education (CTLE) requirements
- Are available at a minimal cost

For School-Related Professionals - 3 hours. Cost - \$25 per seminar

BULLY, BULLIED, OR BYSTANDER

CREATING A WELCOMING SCHOOL ENVIRONMENT FOR ENGLISH LANGUAGE LEARNERS*

DEALING WITH DIFFICULT BEHAVIORS

DISABILITY AWARENESS

OUR WORLD, OUR STUDENTS*

POVERTY AND ITS EFFECT ON LEARNING

RECOGNIZING AND MANAGING CONFLICT

SUPPORTING STUDENTS WITH AUTISM SPECTRUM DISORDER (ASD)

UNDERSTANDING TRAUMA AND SUPPORTING TRAUMATIZED STUDENTS

**Meets the Language Acquisition Requirement on the Needs of English Language Learners for CTLE and C.R. Part 154*



“This seminar to me was well put together, informative, and full of extremely useful informational tools I can put to use. Thank you!”

ONLINE SEMINAR DESCRIPTIONS

BULLY, BULLIED OR BYSTANDER (WKS SRP71)

provides an overview of bullying and its impact on the school environment. It also includes responsibilities of ALL school staff in dealing with incidents of bullying.

CREATING A WELCOMING SCHOOL ENVIRONMENT FOR ENGLISH LANGUAGE LEARNERS (WKS SRP67)

familiarizes participants with who our English language learners are and the challenges they face as they learn a new language. By examining the critical nature of culture and its deep impact on an English learner's identity, participants identify strategies to ensure the school environment is a caring, accessible place for our English learners.

DEALING WITH DIFFICULT BEHAVIORS (WKS SRP66)

offers strategies for dealing with students who exhibit chronic and extreme behavior, including violence, by understanding the motivation behind this behavior and intervention techniques to use when it occurs.

DISABILITY AWARENESS (WKS SRP70)

introduces characteristics of disabilities and key information related to the education of students with disabilities. Participants will identify strategies to improve student learning and behavior specific to the students they support.

OUR WORLD, OUR STUDENTS (WKS SRP43)

examines the complexity of working with diverse student populations and identifies ways to use students' cultural resources and strengths to create a more conducive learning environment.

POVERTY AND ITS EFFECT ON LEARNING (WKS SRP72)

explores the implications of poverty and socioeconomic issues on our students and examines the importance of building relationships and a sense of community within schools that effectively engage students.

RECOGNIZING AND MANAGING CONFLICT (WKS SRP68)

defines conflicts as normal and unavoidable occurrences in our everyday lives. Participants will learn how to handle minor conflicts and identify ways to defuse these situations before they can get escalate and get out of hand. Components of conflict resolution and key factors to be considered in dealing with conflicts, understanding anger, and strategies for managing and resolving conflicts will be explored.

SUPPORTING STUDENTS WITH AUTISM SPECTRUM DISORDER (ASD) (WKS SRP69)

addresses the associated features of ASD and how they may be presented in the educational setting along with evidence-based, proactive strategies for helping students with ASD succeed in schools.

UNDERSTANDING TRAUMA AND SUPPORTING TRAUMATIZED STUDENTS (WKS SRP65)

recognizes that our students experience exposure to multiple or prolonged traumatic events, such as child abuse, neglect, and domestic violence. It is becoming more common that school staff is faced with the challenges of connecting with, and educating, students who have endured complex trauma. This seminar will engage participants in understanding the roots of trauma, its prevalence and causes, as well as learning how to work with traumatized students in a proactive and positive way.

A PERSONALIZED APPROACH TO PROFESSIONAL DEVELOPMENT

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

ONLINE SEMINARS ON THE CANVAS PLATFORM

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

■ STAND-ALONE SEMINARS

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

■ PREREQUISITE SEMINARS

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

■ DEEPENING KNOWLEDGE SEMINARS

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

EACH SEMINAR PROVIDES:

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

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

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

Please note some seminars have prerequisites.

Online Requirement: Requires a reliable/stable, high speed Internet connection.

To register visit us at elt.nysut.org and click on online seminars.

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

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

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

ONLINE SEMINARS ON THE CANVAS PLATFORM

Stand Alone Seminars - 5 hours. Cost - \$75

CLASSROOM COMMUNICATION

COMMUNICATING CLEAR DIRECTIONS AND PROCEDURES

CONTENT EXPLORATION AND STUDENT ENGAGEMENT

DEMONSTRATING STUDENT PRIDE

DESIGNING LESSONS, UNITS, AND LEARNING ACTIVITIES

EFFECTIVE RECORDKEEPING

EFFECTIVE USES OF LANGUAGE

ENHANCING KNOWLEDGE OF RESOURCES

EVALUATING PROFESSIONAL PERFORMANCE

EXPLAINING CONTENT: STUDENT TO STUDENT

EXPLAINING CONTENT: TEACHER TO STUDENT

FACILITATING CLASSROOM DISCUSSIONS

INVOLVING AND INTERACTING WITH FAMILIES

LEARNING EXPECTATIONS

ORGANIZING THE PHYSICAL CLASSROOM

PARTICIPATING IN STUDENT-LED DISCUSSIONS

PREPARING TO PARTICIPATE: STUDENT-LED DISCUSSIONS

SOCIAL EMOTIONAL LEARNING AND CAREER READINESS

SPARKING STUDENT ENGAGEMENT

STUDENT GROUPING AND SUPPORTIVE RESOURCES

STUDENT LEARNING AND ACHIEVEMENT

STUDENT PARTICIPATION IN PURPOSEFUL DISCUSSION

TYPES OF LEARNING ACTIVITIES

WORKING WITH VOLUNTEERS AND PARAPROFESSIONALS

Stand Alone Seminars - 7 hours. Cost - \$105

GENERATING PURPOSEFUL DISCUSSIONS

Stand Alone Seminars - 8 hours. Cost - \$120

CLASSROOM MANAGEMENT PROCEDURES

EFFECTIVE INSTRUCTIONAL OUTCOMES

ENHANCING CONTENT AND PEDAGOGICAL KNOWLEDGE

PROMOTING STUDENT ENGAGEMENT

Stand Alone Seminars - 10 hours. Cost - \$150

ENHANCING KNOWLEDGE OF STUDENTS

STAND-ALONE SEMINARS

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

CLASSROOM COMMUNICATION (WKS PLS1)

5 hrs • Danielson aligned 3A • stand-alone

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

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

COMMUNICATING CLEAR DIRECTIONS AND PROCEDURES (WKS PLS2)

5 hrs • Danielson aligned 3A • stand-alone

NYSUT Alignments: III.2, IV.3

Previously titled: Communicating Directions and Procedures

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

CONTENT EXPLORATION AND STUDENT ENGAGEMENT (WKS PLS3)

5 hrs • Danielson aligned 3C • stand-alone

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

Previously titled: Student Engagement and Exploration

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

DEMONSTRATING STUDENT PRIDE (WKS PLS4)

5 hrs • Danielson aligned 2B • stand-alone

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

Previously titled: Student Pride in Work

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

DESIGNING LESSONS, UNITS, AND LEARNING ACTIVITIES (WKS PLS5)

5 hrs • Danielson aligned 1E • stand-alone

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

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

EFFECTIVE RECORDKEEPING (WKS PLS6)

5 hrs • Danielson aligned 4B • stand-alone

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

Previously titled: Maintaining Accurate Records

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

STAND-ALONE SEMINARS

EFFECTIVE USES OF LANGUAGE (WKS PLS7)

5 hrs • Danielson aligned 3A • stand-alone

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

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

ENHANCING KNOWLEDGE OF RESOURCES (WKS PLS8)

5 hrs • Danielson aligned 1D • stand-alone

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

Previously titled: Demonstrating Knowledge of Resources

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

EVALUATING PROFESSIONAL PERFORMANCE (WKS PLS9)

5 hrs • Danielson aligned 4A • stand-alone

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

Previously titled: Reflecting on Teaching

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

EXPLAINING CONTENT: STUDENT TO STUDENT (WKS PLS10)

5 hrs • Danielson aligned 3A • stand-alone

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

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



STAND-ALONE SEMINARS

EXPLAINING CONTENT: TEACHER TO STUDENT (WKS PLS11)

5 hrs • Danielson aligned 3A • stand-alone

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

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

FACILITATING CLASSROOM DISCUSSIONS (WKS PLS12)

5 hrs • Danielson aligned 3B • stand-alone

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

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

INVOLVING AND INTERACTING WITH FAMILIES (WKS PLS13)

5 hrs • Danielson aligned 4C • stand-alone

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

Previously titled: Communicating with Families

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

LEARNING EXPECTATIONS (WKS PLS14)

5 hrs • Danielson aligned 3A • stand-alone

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

Previously titled: Setting Expectations for Learning

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



STAND-ALONE SEMINARS

ORGANIZING THE PHYSICAL CLASSROOM (WKS PLS15)

5 hrs • Danielson aligned 2E • stand-alone

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

Previously titled: Organizing Physical Space

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

PARTICIPATING IN STUDENT-LED DISCUSSIONS (WKS PLS16)

5 hrs • Danielson aligned 3B • stand-alone

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

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

PREPARING TO PARTICIPATE: STUDENT-LED DISCUSSIONS (WKS PLS17)

5 hrs • Danielson aligned 3B • stand-alone

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

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

SOCIAL EMOTIONAL LEARNING AND CAREER READINESS (WKS PLS53)

5 hrs • Danielson aligned 1B, 2A • stand-alone

Participants will examine the need for social emotional learning in the school setting. By understanding the underlying principles of social emotional learning, participants will explore the critical connection to much needed employability skills – career ready skill categories that include Self-Awareness and Self-Management, Establishing and Maintaining Relationships, and Social Problem Solving Skills. Exploring the impact of career ready skills on achievement and employability, participants will reflect on how to create better awareness of this skill set in the broader school community and what next steps may occur to begin the process of integration.

SPARKING STUDENT ENGAGEMENT (WKS PLS18)

5 hrs • Danielson aligned 2B • stand-alone

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

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

STUDENT GROUPING AND SUPPORTIVE RESOURCES (WKS PLS19)

5 hrs • Danielson aligned 1E • stand-alone

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

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

STAND-ALONE SEMINARS

STUDENT LEARNING AND ACHIEVEMENT (WKS PLS20)

5 hrs • Danielson aligned 2B • stand-alone

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

Previously titled: Expectations for Learning and Achievement

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

STUDENT PARTICIPATION IN PURPOSEFUL DISCUSSION (WKS PLS21)

5 hrs • Danielson aligned 3B • stand-alone

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

Previously titled: Student Participation

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

TYPES OF LEARNING ACTIVITIES (WKS PLS22)

5 hrs • Danielson aligned 3C • stand-alone

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

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

WORKING WITH VOLUNTEERS AND PARAPROFESSIONALS (WKS PLS23)

5 hrs • Danielson aligned 2C • stand-alone

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

Previously titled: Supervising Volunteers and Paraprofessionals

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

GENERATING PURPOSEFUL DISCUSSIONS (WKS PLS24)

7 hrs • Danielson aligned 3B • stand-alone

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

Previously titled: Discussion Techniques

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

CLASSROOM MANAGEMENT PROCEDURES (WKS PLS25)

8 hrs • Danielson aligned 2C • stand-alone

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

Previously titled: Managing Classroom Procedures

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

STAND-ALONE SEMINARS

EFFECTIVE INSTRUCTIONAL OUTCOMES (WKS PLS26)

8 hrs • Danielson aligned 1C • stand-alone

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

Previously titled: Setting Instructional Outcomes

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

ENHANCING CONTENT AND PEDAGOGICAL KNOWLEDGE (WKS PLS27)

8 hrs • Danielson aligned 1A • stand-alone

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

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

PROMOTING STUDENT ENGAGEMENT (WKS PLS28)

8 hrs • Danielson aligned 3C • stand-alone

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

Previously titled: Engaging Students in Learning

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

ENHANCING KNOWLEDGE OF STUDENTS (WKS PLS29)

10 hrs • Danielson aligned 1B • stand-alone

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

Previously titled: Demonstrating Knowledge of Students

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



ONLINE SEMINARS ON THE CANVAS PLATFORM

Prerequisite Seminars - 5 hours. Cost - \$75

CW1 CLASSROOM TO WORKFORCE CONNECTION PART I

CW2 CLASSROOM TO WORKFORCE CONNECTION PART II

EQ1 SELF-AWARENESS AND REFLECTIVE PRACTICES FOR EQUITABLE CLASSROOMS

EQ2 EDUCATORS AS SYSTEMS CHANGE AGENTS

Q1 QUESTIONS THAT GATHER INFORMATION

Q2 QUESTIONS THAT WORK WITH INFORMATION

Q3 QUESTIONS THAT FACILITATE TAKING ACTION

SB2 STUDENT BEHAVIOR: PART II

SB3 STUDENT BEHAVIOR: PART III

Prerequisite Seminars - 7 hours. Cost - \$105

SB1 STUDENT BEHAVIOR: PART I

PREREQUISITE SEMINARS

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

CW1 CLASSROOM TO WORKFORCE CONNECTION PART I (WKS PLS54)

5 hrs • Danielson aligned 1D, 4D • prerequisite: seminar 1 of 2

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

Participants will leverage relevant resources to ensure a classroom-to-career workforce connection. This module emphasizes the need to access existing and current government research as well as employer job vacancies to make connections between actual workforce needs as well as the relationship to classroom content and career readiness. Participants will also take the next step with a stakeholder action plan and build the relationship between career readiness in the learner to the jobs in the workplace. As those connections are made, participants will align instructional content and curriculum to current workforce demands to prepare students for postsecondary career success with relevant content.

CW2 CLASSROOM TO WORKFORCE CONNECTION PART II (WKS PLS55)

5 hrs • Danielson aligned 1D, 4D • prerequisite: seminar 2 of 2

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

Participants will explore ways to sustain a partnership with an employer in their workforce region to support an alignment of instructional content to a pathway (if applicable) or to specific cluster careers in that industry sector. Participants will also partner with at least two cross-curricular teachers to develop a lesson plan for an authentic project-based learning experience. Connections will sustain the industry partnership to provide work-based learning opportunities for teachers and students to better prepare students for post-secondary career success to advance meaningful career pathways.

PREREQUISITE SEMINARS

EQ1 SELF-AWARENESS AND REFLECTIVE PRACTICES FOR EQUITABLE CLASSROOMS (WKS PLS51)

5 hrs • Danielson aligned 3E, 4A, 4E • prerequisite: seminar 1 of 2

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

Participants will explore their implicit biases and the effect these biases have on teachers, students, school leaders, parents, and other stakeholders. Socialization filters, how biases are formed, the impact of making assumptions about individuals, and exploring definitions of equity are among the topics in this module.

EQ2 EDUCATORS AS SYSTEMS CHANGE AGENTS (WKS PLS52)

5 hrs • Danielson aligned 1B, 3C, 3E • prerequisite: seminar 2 of 2

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

Participants will explore how they may create a culturally responsive classroom through equitable teaching practices. The effects of implicit bias and vulnerable decision points are explored. Participants will create an action plan designed to help them implement culturally responsive teaching and support colleagues to do the same.

Q1 QUESTIONS THAT GATHER INFORMATION (WKS PLS30)

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

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

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

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

Q2 QUESTIONS THAT WORK WITH INFORMATION (WKS PLS31)

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

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

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

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

“Reinforced some things I already use, but presented new ideas too!”

PREREQUISITE SEMINARS

Q3 QUESTIONS THAT FACILITATE TAKING ACTION (WKS PLS32)

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

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

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

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

SB1 STUDENT BEHAVIOR: PART I (WKS PLS33)

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

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

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

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

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

SB2 STUDENT BEHAVIOR: PART II (WKS PLS34)

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

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

Prerequisite: SB1 Student Behavior: Part I

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

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

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

SB3 STUDENT BEHAVIOR: PART III (WKS PLS35)

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

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

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

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

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

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

ONLINE SEMINARS ON THE CANVAS PLATFORM

Deepening Knowledge Seminars - 5 hours. Cost - \$75

CREATING A CARING CLASSROOM CULTURE

TEACHER-TO-STUDENT INTERACTIONS

STUDENT-TO-STUDENT INTERACTIONS

ENGAGING INSTRUCTIONAL GROUPS

PRODUCTIVE STUDENT GROUPING

ADVANCED GROUPING STRATEGIES

Deepening Knowledge Seminars - 8 hours. Cost - \$120

DEMONSTRATING PROFESSIONALISM: BASIC

DEMONSTRATING PROFESSIONALISM: INTERMEDIATE

DEMONSTRATING PROFESSIONALISM: ADVANCED

Deepening Knowledge Seminars - 10 hours. Cost - \$150

FUNDAMENTALS OF ASSESSMENT

INSTRUCTION IN ASSESSMENT

ADVANCED ASSESSMENT STRATEGIES

RESPONSIVE TEACHING: INTERMEDIATE

RESPONSIVE TEACHING: ADVANCED

Deepening Knowledge Seminars - 15 hours. Cost - \$225

RESPONSIVE TEACHING: BASIC

DEEPENING KNOWLEDGE SEMINARS

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

CREATING A CARING CLASSROOM CULTURE (WKS PLS36)

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

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

Previously titled: Creating a Culture of Respect and Rapport

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

DEEPENING KNOWLEDGE SEMINARS

TEACHER-TO-STUDENT INTERACTIONS (WKS PLS37)

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

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

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

STUDENT-TO-STUDENT INTERACTIONS (WKS PLS38)

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

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

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

ENGAGING INSTRUCTIONAL GROUPS (WKS PLS39)

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

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

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

PRODUCTIVE STUDENT GROUPING (WKS PLS40)

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

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

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

ADVANCED GROUPING STRATEGIES (WKS PLS41)

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

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

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

DEMONSTRATING PROFESSIONALISM: BASIC (WKS PLS42)

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

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

Previously titled: Exploring Professionalism

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

DEEPENING KNOWLEDGE SEMINARS

DEMONSTRATING PROFESSIONALISM: INTERMEDIATE (WKS PLS43)

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

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

Previously titled: Developing Professionalism

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

DEMONSTRATING PROFESSIONALISM: ADVANCED (WKS PLS44)

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

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

Previously titled: Enhancing Professionalism

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

FUNDAMENTALS OF ASSESSMENT (WKS PLS45)

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

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

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

INSTRUCTION IN ASSESSMENT (WKS PLS46)

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

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

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

ADVANCED ASSESSMENT STRATEGIES (WKS PLS47)

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

NYSUT Alignments: III.6, V.1, V.2, V.3, V.4, V.5, VI.3

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

DEEPENING KNOWLEDGE SEMINARS

RESPONSIVE TEACHING: BASIC (WKS PLS48)

15 hrs • Danielson aligned 3E • deepening knowledge: novice level

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

Previously titled: *Fundamentals of Flexible and Responsive Teaching*

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

RESPONSIVE TEACHING: INTERMEDIATE (WKS PLS49)

10 hrs • Danielson aligned 3E • deepening knowledge: intermediate level

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

Previously titled: *Flexible and Responsive Teaching*

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

RESPONSIVE TEACHING: ADVANCED (WKS PLS50)

10 hrs • Danielson aligned 3E • deepening knowledge: advanced level

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

Previously titled: *Advanced Strategies for Flexible and Responsive Teaching*

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



“I found the online, “work at your own pace,” structure to be something that should be offered more often for busy teachers.”

ONLINE SEMINAR REQUEST FORM



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

Title of Online Seminar: _____

Run Dates of Seminar: _____

Expected # of Participants: _____ Audience: _____

Region: _____

*Seminars must begin on a Monday.
 See chart below for amount of completion time based on length of seminar.*

	Length of Seminar	Time to Complete	Cost per Participant	Online Platform
Autism Spectrum Disorder: Adjusting the Educational Image	3 hours	30 days	\$70	Moodle
Online Seminars for School-Related Professionals	3 hours	30 days	\$25	Moodle
Online Seminars on Education Wellness, Equity, Language Acquisition, SEL, and Technology	5 hours	30 days	\$70	Moodle
	7 hours	30 days	\$105	Moodle
	15 hours	90 days	\$225	Moodle
Online Seminars: An Individual Approach to Professional Learning	5 hours	30 days	\$75	Canvas
	7 hours	30 days	\$105	Canvas
	8 hours	30 days	\$120	Canvas
	10 hours	45 days	\$150	Canvas
	15 hours	90 days	\$225	Canvas

CONTACT INFORMATION

Name and Title: _____

District: _____

Address: _____

Phone Number: _____

Email: _____

Signature of Local President: _____

Email of Local President: _____

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

ONLINE SEMINAR REQUEST FORM

PAYMENT AUTHORIZATION INFORMATION

Name and Title of Authorized Individual: _____

Contact Information: _____
(Phone number and email)

POLICIES AND PROCEDURES:

- ☞ Online Requirement: Requires a reliable and stable high speed Internet connection.
- ☞ There is no refund once the log in and enrollment key have been sent to the participant.

Online Seminar Request Process-Instructor Facilitated

This is an online seminar that occurs asynchronously. Participants will work at their own pace, receive feedback and coaching from an experienced instructor and receive a pass or fail grade upon completion.

- A contract will be sent to the contact person that identifies the instructor.
- ELT requires a roster (Excel spreadsheet format) of the participants, that includes their names and email addresses, at least one week prior to the seminar start date. Please email the Excel spreadsheet to the instructor and to elt@nysut.org.
- For billing purposes, the number of participants will be determined from the roster sent prior to the start date. In cases where there are additions or deletions, ELT must receive an updated, final roster no later than 10:00 a.m. on the start date for the invoice to be readjusted.
- On the first day of the training, registered participants will receive an email with a link to the Moodle or Canvas site, directions on how to set up an account on that platform and an enrollment key.
- Participants will have access to the online seminar for the total number of days based on the length of the seminar. Submitted assignments will be reviewed and evaluated, and timely feedback will be provided by the instructor.
- At the completion of the online seminar, participants will be marked as Pass or Fail by the instructor. Those grades will be shared with the contact person so they can be tracked by the district.
- Certificates of completion will be provided by the district for participants who successfully complete the online seminar requirements.
- Please share with us participant evaluations so we have feedback on the training.

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

When ELT is working as an independent consultant on behalf of districts, BOCES, Teacher Centers, etc., it is up to the requesting organization, not ELT, to maintain a record of those who attend CTLE activities as well as provide a certificate of completion with their CTLE sponsor identification number.

ELT

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