

ELT

nysut Education & Learning Trust

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LANGUAGE ACQUISITION SEMINARS

All programs are CTLE approved



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NYSUT ELT'S LANGUAGE ACQUISITION

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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 seminars in this booklet can be used toward fulfilling CTLE and C.R. Part 154 Language Acquisition requirements for educators as NYSUT ELT is an approved provider.

ONLINE SEMINARS ON THE MOODLE PLATFORM

- ✔ ELT's online seminars are asynchronous and accessible on the Moodle platform. With rolling registration, you gain access to seminar content the Monday after you register making it on-demand learning.
- ✔ With no commute to a specific site, you save time and money in transportation costs and can complete assignments in the comfort of your own home.
- ✔ There is no minimum or maximum number of registrants, so you are always guaranteed a seat in the virtual classroom.
- ✔ Each seminar has an experienced facilitator who will stay in contact with you over the thirty (30) days and provide valuable feedback on the work you upload.
- ✔ Content is self-paced and accessible 24/7, so you can finish the requirements quickly or spaced out over the thirty days.



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

"[The training]...was so informative, meaningful and relevant."

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.

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.

LANGUAGE ACQUISITION SEMINARS THAT MEET THE NEEDS OF ELLS

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.

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

LANGUAGE ACQUISITION SEMINARS THAT MEET THE NEEDS OF ELLS

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.

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.

LANGUAGE ACQUISITION SEMINARS THAT MEET THE NEEDS OF ELLS

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 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.

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,

LANGUAGE ACQUISITION SEMINARS THAT MEET THE NEEDS OF ELLS

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.



LANGUAGE ACQUISITION SEMINARS THAT MEET THE NEEDS OF ELLS

For School-Related Professionals - 3 hours. Cost - \$25 per seminar
Price includes \$10 tech fee)

CREATING A WELCOMING SCHOOL ENVIRONMENT FOR ENGLISH LANGUAGE LEARNERS*

OUR WORLD, OUR STUDENTS*

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

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.

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.



LANGUAGE ACQUISITION SEMINARS THAT MEET THE NEEDS OF ELLS

IN-PERSON/VIRTUAL SEMINARS

These informative seminars can be scheduled for conference days and for professional learning sessions both in-person and virtually.

For ENL, Bilingual, General Education Teachers and Educators - 3 hours. Cost - \$800

COLLABORATIVE IDENTIFICATION OF ENGLISH LEARNERS WITH A DISABILITY

CO-TEACHING: BUILDING THE PARTNERSHIP

CO-TEACHING: STRENGTHENING THE COLLABORATION

CREATING A CULTURALLY RESPONSIVE CLASSROOM

DESIGNING EFFECTIVE INSTRUCTION AND LEARNING FOR ENGLISH LEARNERS

EDUCATING ENGLISH LEARNERS IN ELEMENTARY CLASSROOMS

ESTABLISHING INCLUSIVE CLASSROOMS WHERE NEWCOMER ELLS THRIVE

INCLUDING ENGLISH LEARNERS: STRATEGIES FOR ACADEMIC SUCCESS

INCREASING FAMILY ENGAGEMENT TO PROMOTE THE ACHIEVEMENT OF ELLS

INSTRUCTIONAL SUPPORTS FOR ENGLISH LANGUAGE LEARNERS

LANGUAGE ACQUISITION AND LEARNING

LEVERAGING POLICY AND ADVOCACY TO ADVANCE EQUITY FOR ELLS

PLANNING FOR THE SUCCESS OF ELLS IN CONTENT CLASSES

PROMISING PRACTICES FOR LONG-TERM ELLS

SCAFFOLDING INSTRUCTION ACROSS LANGUAGE PROFICIENCY LEVELS

SIFE SUCCESS: KNOW YOUR STUDENTS AND STRATEGIES!

SUPPORTING AND SUSTAINING THE SOCIAL-EMOTIONAL NEEDS OF ENGLISH LEARNERS WHO EXPERIENCE TRAUMA

THE IMPACT OF CULTURE ON STUDENT ACHIEVEMENT

UNDERSTANDING ENGLISH LANGUAGE LEARNERS

UNLOCKING LITERACY: STRATEGIES FOR ENGLISH LEARNERS' SUCCESS

LANGUAGE ACQUISITION SEMINARS THAT MEET THE NEEDS OF ELLS

IN-PERSON/VIRTUAL SEMINAR DESCRIPTIONS

COLLABORATIVE IDENTIFICATION OF ENGLISH LEARNERS WITH A DISABILITY (WKS PROF163)

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

CO-TEACHING: BUILDING THE PARTNERSHIP (WKS ELL8)

What important things do co-teachers need to know prior to stepping in front of students together? Participants of this workshop will experience and embed strategies to develop a positive co-teaching partnership, learn how to apply the co-teaching models for various classroom environments, and gain planning strategies to ensure the learning of all students at high levels. Please bring a laptop or device, headphones and upcoming lessons/unit plans to the session. It is highly recommended that ENL and content teachers take this seminar with their co-teaching partner.

CO-TEACHING: STRENGTHENING THE COLLABORATION (WKS ELL9)

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

CREATING A CULTURALLY RESPONSIVE CLASSROOM (WKS ELL10)

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 create an inclusive environment that is accessible and relatable to all students. In this seminar, participants will learn how to build on their current practices to create a culturally responsive classroom for their students.

LANGUAGE ACQUISITION SEMINARS THAT MEET THE NEEDS OF ELLS

DESIGNING EFFECTIVE INSTRUCTION AND LEARNING FOR ENGLISH LEARNERS (WKS ELL11)

The five high-leverage principles presented in this seminar synthesize the work of leading scholars and educators and reflect basic practices that can improve teaching and learning for English learners across the content areas. Participants will examine evidence-based instructional strategies that can be incorporated into daily lesson plans and routines as well as determine effective ways to teach and assess both language and disciplinary content. Through building upon students' background knowledge, incorporating academic language functions, designing and scaffolding deeper learning tasks integrating all four domains, and providing opportunities for student participation, teachers will help EL students become proficient in English and achieve rigorous state standards.

EDUCATING ENGLISH LEARNERS IN ELEMENTARY CLASSROOMS (WKS ELL12)

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

ESTABLISHING INCLUSIVE CLASSROOMS WHERE NEWCOMER ELLS THRIVE (WKS ELL28)

Newcomer students are recently-arrived immigrants representative of a range of languages, cultures, school experiences, literacy skills, and immigration circumstances. Many speak little or no English and may lack any formal education in their native countries. In order to meet the unique academic, social, and emotional needs of these students, participants will begin by identifying who their newcomers are. Guided by Eight Promising Practices, participants will learn ways to create an inclusive classroom for newcomer ELLs with spaces that embrace the voices of linguistically diverse communities and provide pathways for authentic learning opportunities. As the demographics of our classrooms continue to reflect the political climate and refugee resettlement of our country and the world, we need to educate others, advocate together, and elevate our ELLs.

INCLUDING ENGLISH LEARNERS: STRATEGIES FOR ACADEMIC SUCCESS (WKS ELL1)

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

INCREASING FAMILY ENGAGEMENT TO PROMOTE THE ACHIEVEMENT OF ELLS (WKS ELL15)

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

LANGUAGE ACQUISITION SEMINARS THAT MEET THE NEEDS OF ELLS

INSTRUCTIONAL SUPPORTS FOR ENGLISH LANGUAGE LEARNERS (WKS ELL19)

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

LANGUAGE ACQUISITION AND LEARNING (WKS ELL5)

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

LEVERAGING POLICY AND ADVOCACY TO ADVANCE EQUITY FOR ELLS (WKS ELL40)

Effective advocacy is rooted in leveraging policy. However, achieving this goal requires educators to have a strong grasp of both state and federal policies as well as civil rights laws that protect and support equitable education opportunities for ELLs. Participants will acquire skills to navigate policy structures, follow guidelines and adhere to regulations that shape the educational landscape for ELLs. Armed with this understanding, they will effectively communicate concerns and initiate advocacy efforts that play a pivotal role in fostering a more inclusive and supportive learning environment for ELLs and their families.

PLANNING FOR THE SUCCESS OF ELLS IN CONTENT CLASSES (WKS ELL16)

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

PROMISING PRACTICES FOR LONG-TERM ELLS (WKS ELL36)

In this seminar, participants develop an understanding of who our ELLs are and learn about strategies, frameworks, and even policy recommendations that both engage with the gifts that LTELLs possess and work to address their needs.

SCAFFOLDING INSTRUCTION ACROSS LANGUAGE PROFICIENCY LEVELS (WKS ELL37)

Participants will be introduced to the theories that influence best practices; explore different forms of scaffolding and best ways to use them; examine different language levels and what to expect from students at those levels; learn how to use formative assessments to inform instruction and understand and implement the steps for scaffolding.

LANGUAGE ACQUISITION SEMINARS THAT MEET THE NEEDS OF ELLS

SIFE SUCCESS: KNOW YOUR STUDENTS AND STRATEGIES! (WKS ELL20)

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

SUPPORTING AND SUSTAINING THE SOCIAL-EMOTIONAL NEEDS OF ENGLISH LEARNERS WHO EXPERIENCE TRAUMA (WKS ELL7)

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

THE IMPACT OF CULTURE ON STUDENT ACHIEVEMENT (WKS ELL14)

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

UNDERSTANDING ENGLISH LANGUAGE LEARNERS (WKS ELL3)

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

UNLOCKING LITERACY: STRATEGIES FOR ENGLISH LEARNERS' SUCCESS (WKS ELL41)

In this engaging 3-hour session, participants will peruse the latest research findings on literacy development and explore how they can be applied to create effective instructional practices in literacy curriculum and instruction that focuses on the unique challenges of ELLs. Learn and demonstrate strategies that empower ELLs to develop crucial literacy skills and enhance their reading comprehension. Additionally, discover assessment techniques that provide valuable diagnostic feedback on ELLs' reading skills and their comprehension of text. This seminar is the gateway to understanding and improving literacy outcomes for English language learners.

LANGUAGE ACQUISITION SEMINARS THAT MEET THE NEEDS OF ELLS

For New Members - 2 hours

UNDERSTANDING ENGLISH LANGUAGE LEARNERS

UNDERSTANDING ENGLISH LANGUAGE LEARNERS (WKS NEWM12)

As an untenured, new teacher, what can you do with students in your class who are learning English? How can you help them succeed? This 2-hour seminar focuses on understanding the stages of verbal acquisition and identifying variables that influence the language acquisition process for ELLs. Strategies that have been shown to successfully engage ELLs are examined and instructional and assessment accommodations are demonstrated.

For School-Related Professionals - 3 hours

INCREASING COMPREHENSION OF ELLS FOR SRPS

INCREASING FAMILY ENGAGEMENT TO PROMOTE THE ACHIEVEMENT OF ELLS

SUPPORTING AND SUSTAINING THE SOCIAL-EMOTIONAL NEEDS OF ENGLISH LEARNERS WHO EXPERIENCE TRAUMA

INCREASING COMPREHENSION OF ELLS FOR SRPS (WKS SRP31)

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

INCREASING FAMILY ENGAGEMENT TO PROMOTE THE ACHIEVEMENT OF ELLS (WKS SRP64)

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

SUPPORTING AND SUSTAINING THE SOCIAL-EMOTIONAL NEEDS OF ENGLISH LEARNERS WHO EXPERIENCE TRAUMA (WKS SRP61)

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

LANGUAGE ACQUISITION SEMINARS THAT MEET THE NEEDS OF ELLS

For ENL, Bilingual, General Education Teachers and Educators - 6 hours. Cost - \$1200

COLLABORATIVE IDENTIFICATION OF ENGLISH LEARNERS WITH A DISABILITY

INCREASING FAMILY ENGAGEMENT TO PROMOTE THE ACHIEVEMENT OF ELLS

MASTERING LITERACY: STRATEGIES FOR ENGLISH LEARNERS' SUCCESS

PLANNING FOR THE SUCCESS OF ELLS IN CONTENT CLASSES

SUPPORTING AND SUSTAINING THE SOCIAL-EMOTIONAL NEEDS OF ENGLISH LEARNERS WHO EXPERIENCE TRAUMA

COLLABORATIVE IDENTIFICATION OF ENGLISH LEARNERS WITH A DISABILITY - 6 HOUR (WKS PROF162)

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

INCREASING FAMILY ENGAGEMENT TO PROMOTE THE ACHIEVEMENT OF ELLS - 6 HOUR (WKS ELL22)

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

MASTERING LITERACY: ELEVATING ENGLISH LEARNERS' READING PROFICIENCY (WKS ELL42)

Dive into the world of language and literacy with this immersive 6-hour seminar to deepen one's knowledge and equip oneself with practical tools to boost English learners' literacy achievements. Discover how teaching literacy to ELs differs from mainstream students and explore the most effective instructional practices to elevate EL reading comprehension. Throughout this comprehensive seminar, participants will review the latest research findings on successful literacy development, gaining valuable insights as they translate EL literacy research into actionable best practices for crafting tailored literacy curriculum and instructional approaches as well as assessment strategies that offer diagnostic feedback, enabling precise evaluation of ELs' reading skills and text comprehension.

LANGUAGE ACQUISITION SEMINARS THAT MEET THE NEEDS OF ELLS

PLANNING FOR THE SUCCESS OF ELLS IN CONTENT CLASSES – 6 HOUR (WKS ELL17)

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

SUPPORTING AND SUSTAINING SOCIAL-EMOTIONAL NEEDS OF ENGLISH LEARNERS WHO EXPERIENCE TRAUMA - 6 HOUR (WKS ELL27)

This six-hour seminar, designed for all in the educational community who encounter English Language Learners (ELLs), will address the topic of significant trauma many ELLs have experienced prior and upon their arrival. Immigration under the best of circumstances includes separation, loss and challenges to one's identity. Many of our recently-arrived ELLs present with traumatic stressors most educators have not dealt before. The impact of early trauma on brain development and early attachment will be explored. When is it appropriate to activate prior knowledge when it includes violence, war, lack of basic needs, disruption in human development, and/or separation from family? What do educators know about Adverse Childhood Experiences (ACEs) that can improve their pedagogy? This seminar will provide the necessary tools and strategies to support ELLs' healing and growth, both academically and social-emotionally.

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.

IN-PERSON/VIRTUAL LANGUAGE ACQUISITION 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

**All seminars are CTLE approved and meet
C.R. Part 154 Language Acquisition Requirements**

Title of ENL Seminar: _____ Seminar Code: _____

Format Delivery: Virtual In-Person*

Region (choose one):

Capital Region Central NY Southern Tier Tarrytown North Country
 Mid-Hudson Rochester Western NY Suffolk Nassau

Requesting Organization: _____

Location of Seminar: * _____

Building and Room: * _____

Address: _____

Date of Seminar: _____ Time: _____

Expected # of Participants: _____ Audience: _____

Special Requests: _____

CONTACT INFORMATION (COORDINATOR)

Name and Title: _____

Email Address: _____ Phone Number: _____

AUTHORIZATION INFORMATION

Name and Title of Authorized Individual: _____

Billing Information: _____

Signature of Local President: _____

Email of Local President: _____

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

IN-PERSON/VIRTUAL SEMINAR REQUEST FORM

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

Please check type of seminar being requested:

- Half-Days (up to 3 hours): \$800 Full Days (3+hours): \$1200
- Understanding ELLs**, New Member Seminar (2 hours): No cost if at least 15 participants attend. If fewer than 15 attend, our normal seminar fee(s) will be billed to the requesting organization.

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

CUSTOMIZED PROGRAMS are available. Please contact ELT at 800-528-6208 to discuss fees.

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

POLICIES AND PROCEDURES:

Registration and Attendance: The Requesting Organization is responsible for registration and sending an attendance list to ELT and instructor at least five (5) business days before the confirmed training.

Materials: As NYSUT has gone green, an electronic copy of the participant booklet and any other materials that may be used during the session will be sent with your contract. Please make copies of these in advance for all your anticipated attendees and have them available for the facilitator to distribute on the day of the seminar.

Seminar Maximum: The maximum number of participants for an In-Person Seminar is 35. For Virtual Seminars, it is 40. If there is an overage, the sponsoring agency will be billed an additional \$20 per person.

Cancellation Policy: If a Seminar is cancelled less than 3 business days prior to the scheduled date, the sponsoring agency will be billed for the Seminar. Exceptions for weather-related or technology issues (i.e., Zoom system down indicated by company) cancellations should be discussed directly with ELT at 1-800-528-6208.

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

Seminar Facilities: For In-Person Seminars, facilities should include a large classroom/space with moveable chairs and tables for small group interactions, a projector and screen, a laptop (if possible), internet access, an easel, chart paper and marker. ELT discourages the use of cafeterias or auditoriums for seminars.

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

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

ELT

 Education &
Learning Trust

NYSUT Education & Learning Trust
800 Troy-Schenectady Road,
Latham, NY 12110

Visit elt.nysut.org,
call 1-800-528-6208 or elt@nysut.org



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