

# ELT



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Learning Trust

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2019-2020



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## ONLINE SEMINARS

*An Individual Approach to Professional Learning*

*All programs are CTLE approved*



## Table of Contents

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<b>Online Seminars on the Moodle Platform.....</b>	<b>2</b>
■ <b>Autism Spectrum Disorder: Adjusting the Educational Image.....</b>	<b>2</b>
■ <b>Language Acquisition Seminars that Meet the Needs of ELLs .....</b>	<b>3</b>
■ <b>Seminars for School-Related Professionals.....</b>	<b>6</b>
<b>Online Seminars on the Canvas Platform .....</b>	<b>8</b>
■ <b>Stand-alone Seminars.....</b>	<b>9</b>
■ <b>Prerequisite Seminars .....</b>	<b>14</b>
■ <b>Deepening Knowledge Seminars .....</b>	<b>16</b>
<b>Online Seminar Request Form for Districts.....</b>	<b>20</b>

### ***About NYSUT Education & Learning Trust***

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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-demands 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**

#### **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.*

## 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**

**CULTURALLY RESPONSIVE CLASSROOMS**

**EQUITABLE ASSESSMENT: IMPLICATIONS FOR INSTRUCTION OF ENGLISH LEARNERS**

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

**INTERVENTION AND IDENTIFICATION: SUPPORTING ELLS WITH ABILITY DIFFERENCES**

**STRATEGIES FOR SIFE SUCCESS!**

## ONLINE SEMINAR DESCRIPTIONS

### **ACADEMIC LANGUAGE FOR ENGLISH LEARNERS: WHAT TEACHERS NEED TO KNOW**

***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.

### **CULTURALLY RESPONSIVE CLASSROOMS**

***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. Participants will learn how to build on their current practices to create a culturally responsive classroom for their students.

### **EQUITABLE ASSESSMENT: IMPLICATIONS FOR INSTRUCTION OF ENGLISH LEARNERS**

***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 English learners' knowledge in various content and grade-level classrooms.

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

# LANGUAGE ACQUISITION SEMINARS THAT MEET THE NEEDS OF ELLS

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

**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.

## INTERVENTION AND IDENTIFICATION: SUPPORTING ELLS WITH ABILITY DIFFERENCES

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.

## STRATEGIES FOR SIFE SUCCESS!

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



*“Every aspect of this seminar was relevant to my job in the classroom. It was a great reminder of strategies I sometimes forget to use.”*

# 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**

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**

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**

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**

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**

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**

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**

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)**

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**

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](http://elt.nysut.org) and click on online seminars.

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

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

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

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

## 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**

**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

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

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

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

### COMMUNICATING CLEAR DIRECTIONS AND PROCEDURES

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

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

**Previously titled: Communicating Directions and Procedures**

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

### CONTENT EXPLORATION AND STUDENT ENGAGEMENT

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

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

**Previously titled: Student Engagement and Exploration**

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

### DEMONSTRATING STUDENT PRIDE

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

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

**Previously titled: Student Pride in Work**

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

### DESIGNING LESSONS, UNITS, AND LEARNING ACTIVITIES

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

**NYSUT Alignments: I.2, 1.3, II.4, II.5, III.1, III.3, VI.1, 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

**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

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

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

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

## ENHANCING KNOWLEDGE OF RESOURCES

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

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

**Previously titled: Demonstrating Knowledge of Resources**

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

## EVALUATING PROFESSIONAL PERFORMANCE

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

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

**Previously titled: Reflecting on Teaching**

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

## EXPLAINING CONTENT: STUDENT TO STUDENT

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

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

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

## EXPLAINING CONTENT: TEACHER TO STUDENT

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

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

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

## FACILITATING CLASSROOM DISCUSSIONS

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

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

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

## STAND-ALONE SEMINARS

### INVOLVING AND INTERACTING WITH FAMILIES

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

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

**Previously titled: Communicating with Families**

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

### LEARNING EXPECTATIONS

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

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

**Previously titled: Setting Expectations for Learning**

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

### ORGANIZING THE PHYSICAL CLASSROOM

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

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

**Previously titled: Organizing Physical Space**

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

### PARTICIPATING IN STUDENT-LED DISCUSSIONS

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

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

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

### PREPARING TO PARTICIPATE: STUDENT-LED DISCUSSIONS

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

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

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

### SPARKING STUDENT ENGAGEMENT

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

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

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

# STAND-ALONE SEMINARS

## STUDENT GROUPING AND SUPPORTIVE RESOURCES

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

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

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

## STUDENT LEARNING AND ACHIEVEMENT

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

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

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

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

## STUDENT PARTICIPATION IN PURPOSEFUL DISCUSSION

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

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

**Previously titled: Student Participation**

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

## TYPES OF LEARNING ACTIVITIES

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

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

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

## WORKING WITH VOLUNTEERS AND PARAPROFESSIONALS

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

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

**Previously titled: Supervising Volunteers and Paraprofessionals**

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

## GENERATING PURPOSEFUL DISCUSSIONS

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

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

**Previously titled: Discussion Techniques**

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

## STAND-ALONE SEMINARS

### CLASSROOM MANAGEMENT PROCEDURES

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

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

**Previously titled: Managing Classroom Procedures**

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

### EFFECTIVE INSTRUCTIONAL OUTCOMES

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

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

**Previously titled: Setting Instructional Outcomes**

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

### ENHANCING CONTENT AND PEDAGOGICAL KNOWLEDGE

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

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

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

### PROMOTING STUDENT ENGAGEMENT

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

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

**Previously titled: Engaging Students in Learning**

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

### ENHANCING KNOWLEDGE OF STUDENTS

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

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

**Previously titled: Demonstrating Knowledge of Students**

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

## ONLINE SEMINARS ON THE CANVAS PLATFORM

### Prerequisite Seminars - 5 hours. Cost - \$75

#### 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.

### Q1 QUESTIONS THAT GATHER INFORMATION

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

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

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

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

### Q2 QUESTIONS THAT WORK WITH INFORMATION

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

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

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

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

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

## PREREQUISITE SEMINARS

### Q3 QUESTIONS THAT FACILITATE TAKING ACTION

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

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

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

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

### SB1 STUDENT BEHAVIOR: PART I

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

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

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

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

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

### SB2 STUDENT BEHAVIOR: PART II

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

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

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

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

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

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

### SB3 STUDENT BEHAVIOR: PART III

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

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

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

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

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

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

## 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**

**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

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

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

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

### STUDENT-TO-STUDENT INTERACTIONS

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

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

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

### ENGAGING INSTRUCTIONAL GROUPS

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

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

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

### PRODUCTIVE STUDENT GROUPING

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

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

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

### ADVANCED GROUPING STRATEGIES

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

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

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

### DEMONSTRATING PROFESSIONALISM: BASIC

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

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

**Previously titled: Exploring Professionalism**

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

## DEEPENING KNOWLEDGE SEMINARS

### **DEMONSTRATING PROFESSIONALISM: INTERMEDIATE**

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

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

**Previously titled: Developing Professionalism**

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

### **DEMONSTRATING PROFESSIONALISM: ADVANCED**

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

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

**Previously titled: Enhancing Professionalism**

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

### **FUNDAMENTALS OF ASSESSMENT**

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

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

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

### **INSTRUCTION IN ASSESSMENT**

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

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

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

### **ADVANCED ASSESSMENT STRATEGIES**

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

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

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

## DEEPENING KNOWLEDGE SEMINARS

### RESPONSIVE TEACHING: BASIC

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

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

**Previously titled: Fundamentals of Flexible and Responsive Teaching**

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

### RESPONSIVE TEACHING: INTERMEDIATE

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

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

**Previously titled: Flexible and Responsive Teaching**

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

### RESPONSIVE TEACHING: ADVANCED

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

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

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

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



*“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 | eltmal@nysutmail.org

Title of Online Seminar: \_\_\_\_\_

Run Dates of Seminar: \_\_\_\_\_

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

Instructor Facilitated:  Yes  No 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
<b>Autism Spectrum Disorder: Adjusting the Educational Image</b>	3 hours	30 days	\$70	Moodle
<b>Online Seminars for School-Related Professionals</b>	3 hours	30 days	\$25	Moodle
<b>Online Seminars on English Language Learners</b>	5 hours	30 days	\$70	Moodle
<b>Online Seminars: An Individual Approach to Professional Learning</b>	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 [eltmail@nysutmail.org](mailto:eltmail@nysutmail.org).
- 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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800 Troy-Schenectady Road,  
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2019

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