PROFESSIONAL LEARNING PROGRAMS
FOR MEMBERS BY MEMBERS
All CTLE Approved

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Advance your career. Refresh your mind.

NEW for 2019-20

Be a fan.
Dear sisters and brothers,

NYSUT’s Education & Learning Trust (ELT) offers a host of professional learning opportunities for teachers and school-related professionals, and it’s my pleasure to share them with you. I know that now, more than ever, you rely on ELT to provide relevant, research-based course work — a service ELT has offered educators for 40 years.

Rest assured, all ELT professional learning is designed for the classroom, providing the tools you need to prepare your students to meet New York State Learning Standards and help close the achievement gap. Our “learn from the best” approach offers real-life, real-time instructional strategies to help you hit the ground running.

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

Consider ELT your one-stop professional learning resource!

In Solidarity,

Jolene DiBrango
Executive Vice President, NYSUT

NYSUT ELT Board of Trustees:

Andrew Pallotta, Chair • Jolene DiBrango • J. Philippe Abraham • Paul Pecorale • Dan Kinley, Director
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CONTINUING TEACHER LEADER EDUCATION (CTLE) HOURS

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

THE NEXT GENERATION LEARNING STANDARDS

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

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

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

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

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

THE NYS TEACHING STANDARDS

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

I. Knowledge of Students and Student Learning
   - Teachers acquire knowledge of each student and demonstrate knowledge of student development and learning to promote achievement for all students.

II. Knowledge of Content and Instructional Planning
   - Teachers know the content they are responsible for teaching and plan instruction that ensures growth and achievement for all students.

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

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

V. Assessment for Student Learning
   - Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.

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

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

RESOURCES
New York State ELA and Math Standards: http://www.nysed.gov/aimhighny
Professional Teaching Standards: http://www.highered.nysed.gov/tecert/teachstand.html
Teaching and Learning Resources: http://www.engageny.org
Committed to improving student learning and enhancing teacher and SRP practices. NYSUT ELT invites you to experience the professional learning opportunities offered in this brochure.

ABOUT THE
NYSUT EDUCATION & LEARNING TRUST

Learn from the best with the NYSUT Education & Learning Trust (ELT), a nonprofit professional learning organization which for over 35 years has served NYSUT members who have dedicated their lives to education. Our mission is to provide research-based, innovative, and collaborative opportunities to enhance professional learning. Available for all teachers, school-related professionals (SRPs) and collaborative teams, ELT programs are modeled on research-based practices, and classroom application. ELT instructors are experienced, highly qualified practitioners.

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

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

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

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

Visit http://elt.nysut.org/, or call 1-800-528-6208
NEW SEMINARS for 2019-20

TEACHERS

• Addressing Anti-LGBTQ Bullying and Harassment in Schools* (Formerly LGBTQ: Bullying and Harassment)
• Collegial Collaboration & Action: Addressing Hostile and Aggressive Student Behavior
• Creating Safer Spaces for LGBTQ Students* (Formerly Creating Welcoming and Inclusive Environments)
• Growth Mindset, Growing Minds to Achieve Success
• Inclusive Curriculum: Incorporating LGBTQ Topics into the Classroom* (Formerly Incorporating LGBTQ Topics or Resources into the Curriculum)
• Integrating Technology in the Classroom (Coming in Summer 2019)
• Medical Trauma: Concussions in Schools, What Educators Should Know
• Professionals in Education: Growth & Development
• Promoting a Respectful School Environment: Sexual Harassment Prevention & Intervention
• Standing Up To Workplace Bullying

ELL SERIES

• Co-teaching: Building the Partnership
• Co-teaching: Strengthening the Collaboration
• Creating a Culturally Responsive Classroom
• Designing Effective Instruction and Learning for English Learners
• Supporting and Sustaining Social-Emotional Needs of ELLs Who Experience Trauma

SRPS

• Family Partnerships to Improve Classroom Behavior
• How to Successfully Pass the Civil Service Exam - Clerical Series
• How to Successfully Pass the Civil Service Exam - Custodian/Janitor Series
• Mindfulness in the Classroom
• Proactively Confronting Trauma In The Classroom And Other Learning Spaces
• Promoting A Respectful School Environment: Sexual Harassment Prevention & Intervention
• Standing Up To Workplace Bullying
• What Every SRP Should Know About The Dignity Act

NEW $50 SAVINGS!

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* New for 2019

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

ALL TEACHERS SEMINARS
(2, 3, 6 OR 15 HOURS IN LENGTH)

Addressing Anti-LGBTQ Bullying and Harassment in Schools

According to GLSEN’s 2017 National School Climate Survey, 8 in 10 LGBTQ middle and high school students experience anti-LGBTQ verbal harassment, and over a third miss school for feeling unsafe or uncomfortable. This seminar brings awareness to the challenges LGBTQ students face and how educators can take pro-active steps to prevent or intervene when students are being discriminated against because they are LGBTQ. (This seminar was previously titled LGBTQ: Bullying and Harassment). (3 hour)

Autism Spectrum Disorder: Adjusting the Educational Image

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. 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. (3 hour)

“I really appreciate the clear presentation and specific examples of interventions to use.” – Mid-Teacher Center participant, 2018

Call to Action: Proactive Union Engagement in the Workplace and Community

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

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

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

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

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

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

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

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

“Loved group activities”

Co-teaching:
Building the Partnership

What important things do co-teachers need to know prior to stepping in front of students together? Participants of this seminar will experience and embed strategies to develop a positive co-teaching partnership, learn how to apply the co-teaching models for various classroom environments, and gain planning strategies to ensure the learning of all students at high levels. Please bring a laptop or device, headphones and upcoming lessons/unit plans to the session. It is highly recommend that ENL and content teachers take this seminar with their co-teaching partner. (3 hour)

Visit http://elt.nysut.org/, or call 1-800-528-6208
Co-teaching: Strengthening the Collaboration

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

Cognitive Engagement: Raising Our Student’s Thinking

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

Collaborative Identification of English Learners with a Disability

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 program. Enriching discussion will focus on the collaborative process of identifying ELs who have a disability. Many practical resources and tools will be provided for educators to utilize from throughout the collaborative process of identifying ELs with a disability. (3 hour)

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

Collegial Collaboration & Action: Addressing Hostile and Aggressive Student Behavior

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

Content Area Strategies for Reading, Writing & Thinking (RW & T)

This program focuses on how teachers can help students become more effective readers using research-based and teacher-tested strategies. Participants will identify strategies that stimulate student thinking about the content before, during and after they read and about how to incorporate reading and writing strategies into content area instruction to meet the literacy needs of all students. (15 hour)
Crafting a Learning Community for Classroom Discussions

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

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

... more able to facilitate a discussion in class; learning ways to teach students

how to take a critical look at facts

Creating A Culturally Responsive Classroom

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

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

Creating Effective & Productive Meeting Environments

*Meets Standards VI, VII*

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

Creating Safer Spaces for LGBTQ Students

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

This seminar encourages discussions and provides a deeper awareness of the supports needed for LGBTQ students to thrive. We will review national statistics from GLSEN’s 2017 National School Climate Survey, share resources and tools for creating an inclusive school environment, and focus on how educators can create classrooms free of bullying and harassment for LGBTQ students. (This seminar was previously titled Creating Welcoming and Inclusive Environments for all Students) (2 hour)

Designing Effective Instruction and Learning for English Learners

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

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

Dignity Act: Training in Harassment, Bullying, Cyberbullying and Discrimination in Schools: Prevention & Intervention

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

The Dignity Act maintains that it is the policy of the State of New York to afford all students in public schools an environment free of discrimination and harassment (Education Law 10). This interactive and discussion-based program examines harassment, discrimination and bullying as it relates to, but is not limited to, those acts based on a person’s actual or perceived race, color, weight, national origin, gender or sex. Participants will engage in authentic conversations and reflections about harassment, discrimination and bullying as well as explore the impact of social constructs in their personal and professional lives. This training can be offered on-site or as a hybrid and fulfills the state requirements for six clock hours of coursework or training in the Dignity Act in accordance with Article 2 Sections 10-18 of the Education Law. (6 hour) Visit us at http://elt.nysut.
ELT SEMINAR DESCRIPTIONS FOR TEACHERS

org/professional-development/dignity-for-all-students-act-training for a training near you!

“Excellent seminar/program”

“Loved this training and I find the information extremely relevant to the classroom.” - NYSUT Headquarters DASA Training, 2018

Evaluating English Learners in Elementary Classroom
Meets Standards I, II, III, IV, VI, VII

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

“I gained so much knowledge & strategies regarding ELLs... it was informative & interactive”

Effective Questioning
Meets Standards I, II, III, IV, V

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

Engaging all Students: Focus on Poverty
Meets Standards I, III, IV, VII

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

Growth Mindset, Growing Minds To Achieve Success
Meets Standards I, III, IV, VII

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

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

Guiding Struggling Readers
Meets Standards I, II, III

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

Including English Learners: Strategies for Academic Success
Meets Standards I, II, III, IV, V

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

Meets Standards I, II, IV, V, VI

GLSEN Research found that LGBTQ students who attend schools with curriculum that is inclusive of LGBTQ people, history, and events have more accepting schools and better academic outcomes. Furthermore, inclusive curriculum can benefit all students by exposing them to more inclusive and accurate accounts of history and promoting respect. This seminar provides educators with GLSEN’s resources and LGBTQ-inclusive lessons that can be integrated into their existing curriculum. The goal of the seminar is to better understand the benefits of inclusive curriculum for all students (This seminar was previously titled Incorporating LGBTQ Topics or Resources into the Curriculum). (2 hour)

Increasing Family Engagement to Promote the Achievement of ELLs

Meets Standards I, II, VI, VII

What are some approaches educators can use to develop effective partnerships with bilingual families? In this session, you will examine ways to increase family engagement and improve the home-school connection with the families of our English learners. Time will be provided to create a parent engagement plan to target specific academic outcomes for ELLs. (3 hour)

Instructional Supports for English Language Learners (ELLs)

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

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

Language Acquisition and Learning

Meets Standards I, II, III, IV, VII

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

Medical Trauma: Concussions in Schools, What Educators Should Know

Meets Standards I, VII

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

Mindfulness in the Classroom

Meets Standards I, III, IV, VI, VII

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

Positive Parent-Teacher Communication

Meets Standards I, IV

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

“Great presentation, fun... like the information on how to deal with angry parents”
Poverty: Using Strategies to Narrow the Achievement Gap

This explores the implications of poverty, socioeconomic issues, and their effects on education and learning. Focus will be centered on six types of poverty: generational, situational, absolute, relative, urban and rural. The program will highlight various strategies that can be immediately used in a classroom setting. Participants will discuss and examine how poverty affects the brain and learning, the importance of building relationships, connecting with the community, and creating a classroom environment that promotes learning through research-based practices. Required text: Teaching with Poverty in Mind by Eric Jensen (15 hour)

Professionals in Education: Growth & Development

This seminar engages participants in delving into examining the Danielson or NYSUT rubric around professionalism, more specifically honing in on the effective and highly effective language around developing positive student and family relationships, student behavior, working with families and navigating the school environment as a whole. (3 hour)

Promoting a Respectful School Environment: Sexual Harassment Prevention & Intervention

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

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

Each employee must receive training on an annual basis, starting October 9, 2018. Source: https://www.ny.gov/combating-sexual-harassment-workplace/employers ELT’s seminar meets the criteria for sexual harassment training a district is required to provide. (2 hour)

Reading Comprehension: Understanding Text Structures

Today’s high school students tend to be very good at identifying elements of the narrative and comprehending the story. However, when other text structures such as expository or cause and effect are utilized, many students struggle with comprehension. This seminar analyzes six expository text structures and offers keys to developing the reader confidence students need to be successful in all subject areas. (3 hour)

Restorative Practices (RP): Promoting a Positive School Culture and Climate

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

Standing Up To Workplace Bullying

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

**Supporting and Sustaining Social-Emotional Needs of English Learners Who Experience Trauma**

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

**The Impact of Culture on Student Achievement**

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

**Teaching Students to Ask Questions**

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

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

**Trauma Awareness in Education: Supporting Resiliency and Preventing Conflict**

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

**Understanding English Language Learners**

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

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

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


Meets Standards VI, VII

This seminar examines the personal benefits a teacher may gain through self-reflection of one’s teaching practice using a videotaped classroom lesson. By taking a critical look through the “eyes of an observer”, a teacher can personally assess his/her practice using any evaluation rubric. This self-assessment helps teachers to distinguish levels of their effectiveness and document improvement in practice over time. Through interactive activities, participants consider the planning required to capture evidence of one’s practice aligned to state teaching standards and identify WHAT aspects of their teacher practice they wish to capture on video along with HOW to best showcase in their classes, including choosing artifacts. (3 hour)

Winning Over the Challenging Student

Meets Standards I, IV

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

“Awesome class. Extremely helpful!”
- MESTRACT, Long Island, Teacher 2018

Working with Economically Disadvantaged Students

Meets Standards I, II, IV

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

NEW MEMBER SEMINARS (2 HOURS IN LENGTH)

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

Call to Action: Proactive Union Engagement in the Workplace and Community

Meets Standards VII

Call to Action: Proactive Union Engagement in the Workplace and Community (Common Sense for Economics) is designed for all workers (union or non-union) to understand why this economy is not working for working people and that the economy is not inevitable, but is shaped by policy. The tool’s main goal is to immediately connect people to action and put participants in the driver’s seat to start changing the direction of this economy. In addition, the program highlights the importance of labor-movements in history.
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<tr>
<td>Learn how to establish a framework for developing a personal system of classroom management that includes organizing the classroom to facilitate learning for all students. This seminar will model and investigate several conditions that are integral to an effectively managed classroom.</td>
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<td><strong>“I found it helpful to look at classroom management in three parts: 1. What is sounds like 2. What is feels like and 3. What it looks like.”</strong> - Elmira RO , 2018</td>
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<tr>
<td><strong>Constructivist Teaching and Learning</strong></td>
<td>II, III, IV, V</td>
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<tr>
<td>This seminar will address one of the priorities of the NYS Teaching Standards. Teachers must consider how each student learns. Understanding how what Constructivist Teaching and Learning means in the classroom. Teachers must implement a variety of instructional strategies. Participants will explore how students learn when they “build” the learning for themselves. When students are asked to classify, analyze, predict and create, they begin to think critically and ask questions in order to understand the complex material presented to them in school and in the world.</td>
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<td><strong>“Very useful! Very informative! You made constructivist teaching real to me.”</strong> - NYSUT Elmira Regional Office, Teacher, 2018</td>
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<td><strong>Creating a Positive Environment</strong></td>
<td>I, IV</td>
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<tr>
<td>A positive classroom environment is a major component of effective teaching. When students are comfortable in a learning situation, the likelihood for success is greatly increased. This seminar will address verbal communication, positive phrasing, motivation theory, and learner needs. Activities will help participants to integrate these topics in their instructional practices.</td>
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<tr>
<td><strong>Discipline Strategies</strong></td>
<td>I, IV</td>
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<td>This seminar takes a comprehensive look at student-centered discipline and offers a plan of action for teachers to establish a positive classroom learning environment. Teachers learn how to set expectations and design strategies to prevent discipline problems from occurring.</td>
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<tr>
<td><strong>Educators Valuing Diversity</strong></td>
<td>I, II, IV, VII</td>
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<td>This seminar is designed to help teachers educate their students who will be living in a world of diverse communities. It will promote awareness of global differences while identifying shared values. It encourages the understanding of one’s own culture as the doorway to understanding other cultures.</td>
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<td><strong>Parent-Teacher Conference: Strategies for Success</strong></td>
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<td>This seminar uses videos, handouts and parent-teacher discussion points to help teachers prepare for a conference and to enhance communication among the teacher, student and parents.</td>
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<td><strong>Poverty’s Effect on Students</strong></td>
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<td>This seminar examines the relationship between poverty, achievement and education. It engages educators in conversations about how they can effectively begin viewing their role as a crucial impetus for student learning in their classroom and school.</td>
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<td><strong>“Case studies were very helpful and hearing examples and strategies from teachers in other schools.”</strong> - Clarkstown CSD, 2018</td>
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<tr>
<td><strong>Strategies for Student Engagement</strong></td>
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<td>This seminar addresses one of the most critical instructional practice upon which student success is based. Teachers new to the profession may be challenged in how to plan for this in their everyday teaching. The seminar will focus on strategies that will help them sustain wonder, enthusiasm and perseverance. This seminar will provide a practical model for understanding what our students want and need in their classrooms.</td>
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<td><strong>Understanding English Language Learners</strong></td>
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Visit http://elt.nysut.org/, or call 1-800-528-6208
**ELT SEMINAR DESCRIPTIONS FOR TEACHERS**

### 21st Century Skills for Teachers

*Meets Standards II, III, IV, V*

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

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

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

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

#### Addressing Aggressive Student Behavior in Schools

*Meets Standards I, II, IV*

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

### Engaging the Disruptive Student

*Meets Standards I, IV*

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

“Wonderful job! The information was very well presented and I can’t wait to use what I learned in my classroom.”

- Corning-Painted Post School District Teacher, 2018

### Gang Awareness: Empowering Educators

*Meets Standards I, IV, VI, VII*

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

“I like how the content was made interesting and really related to us in an urban school. It was interesting to see how gangs form and the impact of home life.”

- Newburgh, 2018

“Case studies were very helpful and hearing examples and strategies from teachers in other schools.”

- Mid-Hudson Teacher Center participant, 2018
Trauma Awareness in Education: 
Supporting Resiliency and Preventing Conflict

Meets Standards I,II,IV,VII

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

### 3 hour Seminars for SRPs

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* New for 2019
ELT SRP SEMINARS

ELT 3 hour Seminars for SRPs

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* New for 2019

ELT SEMINAR DESCRIPTIONS FOR SRPs

ALL SRP SEMINARS (3 HOURS IN LENGTH)

Bully, Bullied or Bystander

This seminar provides an overview of the Dignity For All Students Act and its impact on the school environment. It includes a definition of the various types of bullying, the roles and responsibilities of people involved in bullying - bully, victim, bystander and strategies to help prevent or decrease bullying.

Classroom Partners: The Team Approach

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

Cognitive Strategies and Engagement

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

Conflict Management

Conflicts are normal and unavoidable occurrences in our everyday lives. Most of these are minor and easily resolved. Participants will address the benefits and disadvantages of conflict, key factors to be considered in resolving conflicts, and strategies for managing and resolving conflicts.

“Loved the interactivity of the class”

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

Visit http://elt.nysut.org/, or call 1-800-528-6208
Dealing with Difficult Students on the Bus

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

“Enjoyed and felt confident in how to handle certain situations.”

Dignity Act: Training in Harassment, Bullying, Cyberbullying and Discrimination in Schools: Prevention & Intervention

Meets Standards I, II, IV, V, VI

The Dignity Act maintains that it is the policy of the State of New York to afford all students in public schools an environment free of discrimination and harassment (Education Law 10). This interactive and discussion-based program examines harassment, discrimination and bullying as it relates to, but is not limited to, those acts based on a person’s actual or perceived race, color, weight, national origin, gender or sex. Participants will engage in authentic conversations and reflections about harassment, discrimination and bullying as well as explore the impact of social constructs in their personal and professional lives. This training can be offered on-site or as a hybrid and fulfills the state requirements for six clock hours of coursework or training in the Dignity Act in accordance with Article 2 Sections 10-18 of the Education Law. (6 hour) Visit us at http://elt.nysut.org/professional-development/dignity-for-all-students-act-training for a training near you!

Engaging all Students: Focus on Poverty

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

Family Partnerships to Improve Classroom Behavior

This seminar engages educators in discussing the benefits of having consistent and positive family school partnerships through frequent communication.

Family Partnerships to Improve Classroom Behavior focuses on how educators can improve and enhance classroom behaviors and relationships with the students and families they serve.

5 Tips to Diffuse Difficult Behaviors in Today’s Schools

Educators are often confronted with challenging, disruptive and sometimes violent behaviors from students. These challenges can create a negative school culture that impacts teaching, student achievement as well as morale amongst students and staff. This seminar will provide opportunities for school staff to learn and practice evidence-based,
ELT SEMINAR DESCRIPTIONS FOR SRPs

Proven-effective strategies to work with challenging behaviors in positive, proactive ways.

“"I found helpful the strategies on working with kids that are difficult. I really like the breakdown of reasons why these behaviors happen"" - Albany, 2018

**How SRPs Can Support Students with ADHD**

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

**Increasing Comprehension of ELLs**

Many SRPs work with English Language Learners on a daily basis. The seminar helps SRPs to understand the NYS regulations for identifying and providing services to English Language Learners (ELLs), examine cultural factors that affect instruction for ELLs, and explore strategies for making academic content accessible to ELLs.

**Increasing Family Engagement to Promote the Achievement of ELLs**

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.

**How to Successfully Pass the Civil Service Exam - Clerical Series**

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

“This was a great program to prepare for test taking…"" - Albany, 2018

**How to Successfully Pass the Civil Service Exam - Custodian/Janitor Series**

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

“…Clarification through repetition was powerful for retention"” - Albany, 2018

**Learning Preferences: Four Styles for Success**

Adults and students learn in at least four different ways. In this seminar participants will examine four learning preferences or modes: kinesthetic, tactual, auditory and visual. Through a variety of experiential activities participants will assess their own comfort levels in the four modes and rate their learning strengths in each. The importance of adapting classroom support to address these preferences is embedded throughout the seminar.

**Managing Student Behavior**

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

**Mindfulness in the Classroom**

Participants will explore the definition of mindfulness and how it relates to whole child instruction in the classroom. Scenarios and strategies will be used to introduce techniques that will address trauma and other factors that may lead to stress felt by today’s students and/or educators. The seminar’s interactive activities will model how these techniques can be implemented in a teacher’s practice. The content will

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

Visit [http://elt.nysut.org/](http://elt.nysut.org/), or call 1-800-528-6208
be mindful of the diverse learners and backgrounds present in a classroom. Participants will have an opportunity to prepare next steps needed to integrate mindfulness into their daily routines.

**Motivating Students Through Music: A Whole Child Approach**

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

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

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

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

**Our World, Our Students**

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

"I learned how implicit bias is part of cultural upbringing and how important it is to be aware of it"

**Ps and Cues: Planning, Prioritizing, Performing**

In this seminar, participants will identify factors that make it difficult to complete tasks during the workday; use cues to prioritize activities; learn tips for managing details and distractions, and recognize the value of goal-setting as a first step in completing multiple tasks effectively.

**Poverty and its Effect on Learning**

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

**Proactively Confronting Trauma in the Classroom and Other Learning Spaces**

Students are affected by their experiences and impacted by the situations and events that they witness. Exposure to trauma and traumatic events often create social, emotional and behavioral problems that can hinder academic progress.

This seminar will provide School-Related Professionals (SRPs) with an understanding of how trauma affects students and offer an opportunity to develop strategies to support and promote school wide success.

**Promoting a Respectful School Environment: Sexual Harassment Prevention & Intervention**

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

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

The training must:

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

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

Source: https://www.ny.gov/combating-sexual-harassment-workplace/employers

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

Restorative Practices (RP): Promoting a Positive School Culture and Climate

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

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

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

Secondary Reading Strategies

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

SRP’s Impact on the Learning Environment

This seminar will explore the relationships between administrators, educators, students, and para-professionals. The seminar will focus on the crucial skills needed to create a safe, welcoming learning environment and will highlight the impact para-professionals have in establishing the learning environment from the time students board the school bus in the morning until the time they are returned home at the end of the day.

“I found the section titled, using professional judgment very helpful. This section gave you different scenarios to read and asked you to answer questions on how people in the school environment might be affected by the actions and the behaviors described in the scenario. We discussed how the situation might be resolved and what would be the most appropriate action or actions....”

- NYSUT Tarrytown Regional Office, SRP, 2018

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

Visit http://elt.nysut.org/, or call 1-800-528-6208
**Standing Up To Workplace Bullying**  
NEW!

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

**Strategies for Struggling Readers**

Participants will become familiar with phonemic awareness, phonics, alphabetic recognition, and the role of the read-aloud. This seminar will focus on strategies and techniques to help students become successful readers.

**Supporting and Sustaining Social-Emotional Needs of English Learners Who Experience Trauma**  
NEW!

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 Art & Craft of Motivation**

This seminar will highlight research on the motivation of students and analyze how to connect with learners so their individual strengths are realized and encouraged. Learning how to guide our students through challenges they face by supporting and opening up new horizons for them to explore, will lead to increased motivation. SRPs strive to have students find relevance in what they are learning and become more independent, self-directed and collaborative as they grow academically and emotionally.

**Time Management**

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

**We Are All Intelligent: We Just Learn Differently**

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

**What Every SRP Should Know About The Dignity Act**  
NEW!

The Dignity Act maintains that it is the policy of the State of New York to afford all students in public schools an environment free of discrimination and harassment (Education Law 10). This interactive two hour overview examines harassment, discrimination and bullying as it relates to the Dignity Act. The
ELT SEMINAR DESCRIPTIONS FOR SRPs

The seminar will focus on specific aspects of the Dignity Act that are important for School-Related Professionals to know. (2 hour)

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

NEW MEMBER SEMINARS
(2-HOURS IN LENGTH)

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

A Proactive, Positive Environment for Student Achievement

Closing the achievement gap among all students requires addressing all factors that influence their achievement and behavior including: classroom learning, school climate, and motivation theory. In this seminar participants will learn that a positive educational environment is a major ingredient of effective schools. Participants will examine research-based techniques that empower “at risk” students, decrease problem behavior, and improve student achievement in general. When the environment is engaging, the likelihood for success is greatly increased. (This seminar was previously titled Aim High: A Proactive, Positive Environment for Student Achievement)

Paraprofessionals in the 21st Century

In this seminar participants will identify the knowledge and skills they bring to their job, understanding the roles and responsibilities of the SRP compared to the classroom teacher, and gain knowledge of legal and ethical standards, including confidentiality. (This seminar was previously titled The ABC’s of Being a Paraprofessional)

The IEP: Supporting Student Instruction

Being a school-related professional today requires many skills to become an integral part of school wide success. In this seminar participants will become familiar with the special education process, terms/concepts, and learn what is in an IEP and how it impacts an SRPs role in supporting student instruction.

Understanding Diversity: How Our Schools Are Changing

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

GRANT FUNDED SEMINARS
(3-HOURS IN LENGTH)

NYS Department of Labor Health & Safety Grant

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

Addressing Aggressive Student Behavior in Schools

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

Visit http://elt.nysut.org/, or call 1-800-528-6208
Dealing with Difficult Students in the School Environment – Violence Prevention

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

Disability Awareness

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

Gang Awareness: Empowering Educators

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

Supports for Students with Autism

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

Trauma Awareness in Education: Supporting Resiliency and Preventing Conflict

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

“Thank you for helping me be more aware of the effects of trauma on learning and what I can do to help my students.”
- Lansing Central School District TA, 2018
Building Capacity in NYS for Family-School Engagement Linked to Learning Initiatives (6 hours)  

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

Visit http://elt.nysut.org/, or call 1-800-528-6208
**COLLABORATIVE PROGRAMS DESCRIPTIONS**

**Family Engagement for Middle and High School Families**  
*Meets Standards I, II, III, IV, VI, VII*

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

**Family Engagement Linked to Learning**  
*Meets Standards I, III, IV, VI, VII*

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

**Family–School Capacity Building and Planning**  
*Meets Standards VI, VII*

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

**Family-School Engagement for English Language Learners**  
*Meets Standards I, II, III, IV, V, VI, VII*

This session will examine family engagement practices focused on English language learners and their families. As the largest growing segment of the student population, the ELL student population has increased in schools over the last twenty years. While ELL families face the same barriers and challenges are other demographics, ELLs face a number of unique barriers to school engagement, communications, and involvement. (3 hour)

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

**The Power of Academic Parent Teacher Team (APTT)**  
*Meets Standards I, II, III, IV, VI, VII*

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

Request Form on page 31

**Evaluator Academy**

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

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

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

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

EVALUATOR REFRESHER

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

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

sustainability of new initiatives and school improvement linked to family and community engagement. (2 hours)

Request Form on page 31

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PYRAMID MODEL

Pyramid Model - Promoting Social & Emotional Competence in New York’s Young Children

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

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

Building Relationships and Creating Supportive Environments (7 hours)
- Topic 1: Building Positive Relationships
- Topic 2: Designing the Physical Environments

Social Emotional Teaching Strategies (6 hours)
- Topic 1: Developing Friendship Skills
- Topic 2: Enhancing Emotional Literacy
- Topic 3: Controlling Anger/Impulse & Teaching Problem Solving
- Topic 4: Individualizing Instruction

Individualized Intervention (6 hours)
- Topic 1: Overview/Process of Positive Behavior Supports
- Topic 2: Functional Assessment/Data Collection
- Topic 3: Developing a Behavior Support Plan
- Topic 4: Monitoring Outcomes

Request Form on page 35

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SAVE $50 off cost of programs marked with asterisks on the Request Forms, when educational agencies reproduce materials for their staff.

Discounted Price

|$800 | $750 |
|$1,200 | $1,150 |
|$2,000 | $1,950 |
|$3,500 | $3,450 |

To request seminars, see following pages...
### SEMINAR REQUEST FORM

**Title of Seminar:**

**Requested Instructor (optional):**

**Location of Seminar:**

**School District:**

**Region:**

**Address:**

**Building and Room:**

**Date of Seminar:**

**Time:**

**Expected # of Participants:**

**Audience:**

### CONTACT INFORMATION

**Name:**

**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.*
SEMINAR REQUEST FORM

PAYMENT AUTHORIZATION INFORMATION
Name and Title of Authorized Individual:

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

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

**TEACHER SEMINARS (includes materials) ** *Save $50 if you choose to copy materials*

- [ ] Half-Days (2-3 hours): $800       [ ] Full Days (3+hours): $1200       [ ] Discount Price
  
  * Minimum 10 Participants, Maximum 35

- [ ] New Member Seminars: No cost if at least 15 participants (if fewer than 15 attend, our normal seminar fee(s) will be charged to the Contact Person)

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

**15-HOUR PROGRAMS (includes materials) ** *Save $50 if you choose to copy materials *

- [ ] $3,500       [ ] Discount Price

**SCHOOL-RELATED PROFESSIONAL SEMINARS (includes materials) ** *Save $50 if you choose to copy materials *

- [ ] Half-Days (2-3 hours): $800       [ ] Full Days (3+hours): $1200       [ ] Discount Price
  
  * Minimum 10 Participants, Maximum 35

- [ ] New Member Seminars: No cost if at least 15 participants (if fewer than 15 attend, our normal seminar fee(s) will be charged to the Contact Person)

  A limited amount of new member seminars are available on a first come, first served basis.

**DIGNITY ACT TRAINING (DASA) (INCLUDES MATERIALS) ** *Save $50 if you choose to copy materials *

- [ ] District Requested (6 hours): $2,000       [ ] Discount Price
  
  * Minimum 10 Participants, Maximum 35

**GRANT FUNDED SEMINARS (includes materials) **

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

**CUSTOMIZED PROGRAMS (includes materials) **

- [ ] Customized Programs also available:
  
  * Minimum 10 Participants, Maximum 35

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

**POLICIES AND PROCEDURES:**

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

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

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

**Cancellation Policy:** If a Seminar is cancelled less than 2 business days prior to the scheduled date, the sponsoring agency will be billed for the Seminar. Exceptions for weather-related cancellations should be discussed directly with ELT at 1-800-528-6208.

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

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

Evaluator Academy  Evaluator Re-calibration  Evaluator Refresher

Location of Training: ____________________________________________

______________________________________________________________

Requested Instructor (optional): __________________________________

School District: ________________________________________________

Building and Room: _____________________________________________

Region: _______________________________________________________

Date of Training: ___________ Time: ________________

Expected # of Participants: ________ Audience: _________________

CONTACT INFORMATION (SITE COORDINATOR)

Contact Name: ________________________________________________

Contact Mailing Address: _______________________________________

______________________________________________________________

Contact Phone Number, Fax and E-Mail: __________________________

______________________________________________________________

Signature of Local President: ____________________________________

Visit http://elt.nysut.org/, or call 1-800-528-6208
PAYMENT AUTHORIZATION INFORMATION

Name, Title and Address of Authorized Individual: ______________________________________________

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

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

TRAININGS:

____ Evaluator Academy (40 hours)
   $1,000 per person for a minimum of 8 participants

____ Evaluator Re-calibration (15 hours)
   $500 per person for a minimum of 8 participants

____ Evaluator Refresher Training (up to 6 hours)
   $1,500 for up to 35 participants

RUBRIC:

2011 _____
2012 _____
2014 _____

EVALUATOR ACADEMY/EVALUATOR RE-CALIBRATION TRAINING:

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

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

EVALUATOR REFRESHER TRAINING:

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

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

POLICIES AND PROCEDURES:

Cancellation Policy: If the sponsoring agency cancels the training less than five business days prior to the scheduled date, the sponsoring agency will be charged a cancellation fee. Exceptions for weather-related cancellations should be discussed directly with ELT at 1-800-528-6208.

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

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

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

Location of Training: ____________________________________________________________

___________________________________________________________________________

Requested Instructor (optional): ________________________________________________

School District: _______________________________________________________________

Building and Room: ____________________________________________________________

Region: ___________________________________________________________________

Date of Training: ___________________ Time: ________________________

Expected # of Participants: _______ Audience: _________________________________

CONTACT INFORMATION (SITE COORDINATOR)

Contact Name: ________________________________________________________________

Contact Mailing Address: ______________________________________________________

___________________________________________________________________________

Contact Phone Number, Fax and E-Mail: _________________________________________

___________________________________________________________________________

___________________________________________________________________________

Signature of Local President: ________________________
PAYMENT AUTHORIZATION INFORMATION
Name, Title and Address of Authorized Individual: ____________________________

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

Please check type of session being requested:

SESSION I- BUILDING RELATIONSHIPS AND CREATING SUPPORTIVE ENVIRONMENTS (7 HOURS)
______ $1,600       _____ $1,550  (Save $50 if you choose to copy materials)
*Minimum 10 participants, Maximum 35

SESSION II- SOCIAL EMOTIONAL TEACHING STRATEGIES (6 HOURS)
______ $1,200       _____ $1,150  (Save $50 if you choose to copy materials)
*Minimum 10 participants, Maximum 35

SESSION III- INDIVIDUALIZED INTERVENTION (6 HOURS)
______ $1,200       _____ $1,150  (Save $50 if you choose to copy materials)
*Minimum 10 participants, Maximum 35

Audience: Pre-K through 1st grade teachers.

POLICIES AND PROCEDURES:
*Seminar Maximum: The maximum number of participants for a Seminar is 35. If there are more than 35 participants at a Seminar, the sponsoring agency will be billed an additional $20 per person.

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

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

Cancellation Policy: If a Seminar is cancelled less than 2 business days prior to the scheduled date, the sponsoring agency will be billed for the Seminar. Exceptions for weather-related cancellations should be discussed directly with ELT at 1-800-528-6208.

Seminar Requests: Seminars should be requested 4-6 weeks prior to the desired date. Seminars requested less than 4 weeks in advance can not be guaranteed.
NYSUT ELT courses are a great way to brush up on your skills.

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