Greater Southern Tier BOCES
Organizational Professional Learning Plan
2023-2026

7.A

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Vision

Excellence is the ultimate goal of the Greater Southern Tier BOCES. This excellence needs to be initially measured in three areas:
1. Student Success – (regionally and on BOCES campuses) in meeting the learning standards and graduation requirements with no gap in achievement for students of different genders, ethnicity or social economic status.

2. Customer, Client and Employee Satisfaction – that a culture be maintained that is dedicated to service and meeting the needs of each client school in each service area every time.

3. Quality and Cost Effectiveness – that each service provided to each client school be continually measured in terms of quality (results) and cost efficiency (feasibility and effectiveness).

Mission

GST BOCES is an education service organization driven by customer need and a commitment to excellence, whose mission is to ensure the success of our diverse learners, parents, community members, schools and businesses by providing collaboratively inspired, cost-effective, quality programs in an atmosphere that is safe and supportive.

Introduction

The Greater Southern Tier Board of Cooperative Educational Services provides educational leadership, services and support to meet the needs of our students and school districts. We are called GST BOCES, but our full legal name is Schuyler-Steuben-Chemung-Tioga-Allegany BOCES. GST BOCES serve 21 school districts in the Southern Tier of New York, which includes approximately 30,000 students. These school districts depend on BOCES to meet their educational and financial goals by developing shared programs that serve children from all districts regardless of enrollment, income or size of tax base. BOCES help to relieve some of the financial burdens increasingly placed on local taxpayers.

GST BOCES provides dozens of services, from adult education to special education to food service management. Visit our website to access our current Services Guide, http://www.gstboces.org.

Professional Learning Committee Membership

Name	Title
Stacy Saglibene	District Superintendent for GST BOCES
Sarah Vakkas	Deputy Superintendent for GST BOCES
Robert Sherburne	Director of CTE and P-TECH
Beth Dryer	Director of Instructional Support Services
Pat Mangino	Director of Technology
Joni Makowiec	Staff Development Coordinator for CTE and STEM Academy
Lori Krelie	Staff Development Coordinator for Special Education, Itinerant Services and Alternative Ed.
Mike Martuscello	Technology Instructional Support Teacher
Jillian Aho	Assistant Principal - Special Education
Michelle Carapella	Assistant Principal - CTE
Molly Murphy	CTE Teacher
Melissa Houck	STEM Academy Teacher
Valerie Kimmerly	CTE Teacher
Linnea Delorme	Curriculum/Data Analyst
Kassandra Box	Special Education Teacher
Tammy Divens	CTE Teacher/RN
Courtney Perez	Special Education Teacher
William Paggio	Integrated ELA Teacher
Kristin Ohradzanski	CTE Teacher
Danielle Catanese	STEM Science Teacher

New York State Department Regulations and Requirements

This professional learning plan is in compliance with Commissioner Regulations 100.2 (dd) that requires each district and BOCES to collaboratively create professional learning plans that are reviewed annually. Additionally, professional learning activities outlined in this plan provide teachers with the opportunities needed to meet and maintain the Continuing Teacher Leader Education (CTLE) requirements as defined by The Board of Regents in Subpart 80-6 of the Regulations of the Commissioner of Education to implement Chapter 56 of the Laws of 2015 relating to the registration process for any holder of a classroom teaching, school leader and teaching assistant certificate that is valid for life (Permanent, Professional and Level III Teaching Assistant) and the establishment of Continuing Teacher and Leader Education (CTLE) requirements for Professional and Level III Teaching Assistant certificate holders.

GST BOCES will provide Professional Certificate holders with certificates acknowledging completion of workshops, trainings, and professional learning opportunities qualifying for CTLE credits. Such certificates will include: participant's name, date of workshop, number of hours, topic, and type of activity or program.

Philosophy and Standards

Professional learning at GST BOCES is a vital component of our commitment to serving our component school districts as their Essential Partner. We are committed to high-quality, research-based professional learning to provide on-going growth for practitioners within our organization, as well as to the assessment of on-going professional learning initiatives. Professional learning provided to internal employees is tailored to the needs of the individual programs, progresses across all three campuses and host sites and when appropriate, is continuous and sustained.

We strive to provide professional learning in alignment with the New York State Professional Learning Standards (http://www.highered.nysed.gov/tcert/pdf/pdstds.pdf):

1. **Designing Professional Learning:** Professional learning design is based on data; is derived from the experience, expertise and needs of the recipients; reflects best practices in sustained job-embedded learning; and incorporates knowledge of how adults learn.

2. **Content Knowledge and Quality Teaching:** Professional learning expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.

3. **Research-based Professional Learning:** Professional learning is research-based and provides educators with opportunities to analyze, apply, and engage in research.

4. **Collaboration:** Professional learning ensures that educators have the knowledge, skill, and opportunity to collaborate in a respectful and trusting environment.

5. **Diverse Learning:** Professional learning ensures that educators have the knowledge and skills to meet the diverse learning needs of all students.

6. **Student Learning Environments:** Professional learning ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.

7. **Parent, Family, and Community Engagement:** Professional learning ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in their children's education.

8. **Data-driven Professional Practice:** Professional learning uses disaggregated student data and other evidence of student learning to determine professional learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.

9. **Technology:** Professional learning promotes technological literacy and facilitates the effective use of all appropriate technology.

10. **Evaluation:** Professional learning is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

Needs Assessment:

Needs Assessment/Data Analysis Data will be collected and reviewed annually and throughout the school year by the Professional Learning Planning Team using some of the sources listed below:

NYS Standardized Assessments (e.g., Regents, 3-8 ELA/Math) and program-specific assessments (e.g., NOCTI, CNA, NYSAA).

BOCES School Report Card, student performance data (e.g., progress reports/report cards, samples of classroom work, projects/assessments)

Observations of students, attendance and health records

APPR data/results

Curriculum maps/lesson plans

Post-graduation placement for all students, completion rates for all students

Discipline referrals, VADIR data, DASA data

Teacher Survey(needs/goals)

SEL Panorama Surveys

Technology Survey

Organizational Professional Learning Goal Areas 2023-2026

Programs Include: Career & Technical Education (CTE), Alternative Education, STEM Academy, and Special Education & Itinerant Services

1. Social Emotional Learning & Diversity, Equity, Inclusion, and Belonging
2. Technology Integration
3. Curriculum, Instruction, & Assessment
4. Leadership

TOPIC: **Social Emotional Learning (SEL) and Diversity, Equity, Inclusion, and Belonging (DEIB)**

PROGRAM: **CTE, STEM Academy, Special Education, and Alternative Education**

SPECIFIC RESULT: Cultivate inclusive environments by improving conditions for all learners by prioritizing student voice and building our staff's knowledge around DEIB.

#	Action Step	Assigned To	Date Range	Measures to Evaluate
1	Panorama will be administered to students in a standardized fashion to grow our collective capacity for SEL and DEIB instructional skills.	All Staff	Fall Spring	Survey
2	Based on Panorama data, each program will create a goal to support topics inclusive of Diversity, Equity, Inclusion, and Belonging and Social Emotional Learning.	All Programs	Winter (Dec/Jan)	Spring Survey from Panorama
3	Create faculty meetings to provide staff with instructional strategies to increase students' sense of belonging.	All Staff Staff Development Coordinators	Monthly	Faculty Meeting Presentations will be posted on each SharePoint
4	Continue to model welcoming routines and optimistic closures at all curriculum and faculty meetings, trainings, and classroom instruction, and begin to model and unpack the engaging practices from the CASEL playbook.	All Staff	Ongoing	Lesson Plans Agendas
5	Provide professional learning opportunities surrounding Culturally Responsive Sustaining Education. (Welcoming and Affirming Environments, High Expectations and Rigorous Instruction, Inclusive Curriculum and Assessment, and Ongoing Professional Learning and Support)	Principals Staff Development Coordinators	Ongoing	Faculty Meeting PLC Notes

6	Provide frequent opportunities for members to build supportive professional relationships to build on, better understand, and be influenced by one another's ideas and perspectives (i.e., PLC meetings).	Principals Staff Development Coordinators PLC Leaders	Ongoing (90 minutes per month)	Submit PLC Meeting Notes Attendance Data (for PLC meetings)
7	Using Rhithm program, students will check in daily and be provided with SEL self-care practices.	Students at P-TECH and MS Alternative Education	Daily	Student Data from Rhithm
8	A walk-through form that supports SEL and DEIB will be created by the PLP team and be utilized to support the GST BOCES Professional Learning Plan.	Staff Development Coordinators PLP Data Team	Ongoing	Feedback
9	Gather and share student feedback from each program annually with staff. Implement changes as needed.	Directors Staff Development Coordinators	Annually	Shared Qualitative Feedback

TOPIC: **Technology Integration**

PROGRAM: **CTE, STEM Academy, Special Education, and Alternative Education**

SPECIFIC RESULT: Lead and inspire technology innovation to provide extraordinary opportunities for everyone.

#	Action Step	Assigned To	Date Range	Measures to Evaluate
1	Create and administer self-assessment survey on Technology Integration (capacity, needs, strengths) to all instructional staff. This data will be shared with principals, tech support, and coordinator. Coordinator/ISS ensures follow up on needs.	Staff Development Coordinators Technology Support Teachers Director of Technology	2 times/year	Surveys will continue to assess teacher/staff growth implementing technology
2	Include monthly tech tips and share out to staff.	Director of Technology Principals Technology Support Teachers	Ongoing	Email to Staff Add to SharePoint
3	Training will be provided to all teachers on the Computer Science and Digital Fluency Learning Standards and software that is used by our teachers.	Staff Development Coordinators Technology Support Teachers Director of Technology	Ongoing	Share out during curriculum/teacher meetings

4	As outlined by the GST BOCES Remote Learning Plan, teachers will continue to use Microsoft Teams as the learning management system, teachers will design synchronous (during forced closure) and asynchronous learning opportunities that allow every student to access the classroom curriculum, actively engage in the learning, and meet learning goals.	All Instructional Staff

Technology Support Teachers | Ongoing | Teams |
| 5 | Teachers will be encouraged to collaborate with each other during curriculum meetings and post all updated scope and sequences, units, and instructional resources on the SharePoint for all teachers and programs in the region to use. | All Instructional Staff

Technology Support Teachers

Staff Development Coordinators | Ongoing | SharePoint |

TOPIC: **Curriculum & Instruction**

PROGRAM: **CTE, STEM Academy, Special Education, and Alternative Education**

SPECIFIC RESULT: Improve instructional programming for students around life skills and post graduate engagement to support a strong sense of confidence and work ethic.

#	Action Step	Assigned To	Date Range	Measures to Evaluate
1	Individual curriculum meetings will occur with teacher to (1) review current curriculum and instructional practices, (2) review GST BOCES PLP goals and SharePoint updates, (3) review and provide professional learning on software, if applicable, (4) provide instructional technology support.	Staff Development Coordinators Instructional Technology Teacher All Teachers	Ongoing	Individual Meeting Notes
2	Regional curriculum meetings will occur with program/content areas to revise and/or create Unit Maps that are aligned to the NYSED Learning Standards.	Staff Development Coordinators All Teachers	Ongoing	PD Tracker
3	All instructional staff will receive training on Specially Designed Instruction and/or differentiated instructional strategies.	All Teachers Staff Development Coordinators	Ongoing	Individual Meeting Notes
4	Teacher will utilize a lesson plan template that includes Specially Designed Instruction (SDI) and/or differentiated instructional strategies during all formal observations.	All Teachers	Ongoing	My Learning Plan
5	All new teachers will receive professional learning opportunities with a focus on the NYS Teaching Standards and on the GST BOCES organization.	Staff Development Coordinators	Ongoing	Teacher Feedback

6	An SDI chart for students who have IEPs will be created and shared with appropriate staff.	Consultant Teachers All Teachers	Ongoing	Completion of SDI Chart
7	Student-friendly learning targets will be used/communicated with all students daily.	All Teachers	Ongoing	Informal and Formal Observations

TOPIC: Leadership

PROGRAM: CTE, STEM Academy, Special Education, and Alternative Education

SPECIFIC RESULT: Administrators and teacher-leaders will engage in job embedded training in the principles of Diversity, Equity, Inclusion, and Belonging (including Culturally Responsive-Sustaining Education), they will maintain effective PLCs, and other elements to grow their individual collective instructional leadership capacity.

#	Action Step	Assigned To	Date Range	Measures to Evaluate
1	Continue meeting with our PLP Team made up of a diversity of stakeholders from GST BOCES. The team will meet three times per year to revise and evaluate the Professional Learning Plan.	Professional Learning Planning Team	Fall (Nov) Winter (Feb) Spring (May)	Calendar PLP Team Feedback
2	Leadership Academy for untenured Principals and Assistant Principals every other month.	District & Deputy Superintendents	Ongoing	Agendas Program Artifacts Participant Feedback
3	Combined Principals Meetings every other month, rotating locations for each meeting.	CTE & P-TECH Director Special Education & Alternative Education Director	October 2023 – June 2024	Program Artifacts Staff Survey Data Student Panorama Data
4	PLC initial annual meeting will occur to go over roles, purpose, norms, goals, tools. Deliver one-hour (virtual) training for PLC leaders on the following topics: • What is an effective PLC? • SEL & CRSE Practices: Welcoming Routines and Optimistic Closures • Leading a PLC	Staff Development Coordinators PLC Leaders	Fall	PLC will share their successes at the end of the year

5	Use data/feedback from all ILT leaders to prepare tools and resources for their first PLC meetings of the year (i.e., an agenda template, slides for presenting at the first meeting on purpose, norms, logistics, goals, tools, etc.)	Staff Development Coordinators	Quarterly	SharePoint Folder of tools/resources for all ILT leaders to access
6	Work plan document will be completed by PLC leaders to identify goals.	Staff Development Coordinators	Ongoing	Work plan document will be completed by PLC leaders
7	Principals will set goals to be used with their own MPPR, as well as, to guide their program planning.	Staff Development Coordinators Principals	Fall and Spring	Evidence of goals will be documented (shared with Director) Staff Feedback
8	Implement a new teacher orientation for all new teachers at GST BOCES.	Directors Staff Development Coordinators Principals	Summer and Fall	Creation of orientation will be posted on program SharePoint

Greater Southern Tier BOCES - Teacher Mentor Program

PURPOSE

- To increase student achievement by improving teacher effectiveness and instruction.
- To maximize the retention of capable new teachers by assuring satisfaction with their teaching experience.
- To meet the requirements of Section 100.2 (dd) and Section 80-3 of the Commissioner's regulations.
- To assist in the orientation of beginning teachers into the teaching profession and the GST BOCES systems.

  * Beginning teacher – all new teachers with less than two (2) years of experience that hold a New York State initial or transitional teaching certificate.

PROGRAM OBJECTIVES

- Developing instructional and non-instructional skills.
- Supporting teacher morale, communication and collegiality.
- Improving a beginning teacher's skills and performance.
- Building a sense of professionalism, positive attitude and teaching abilities.
- Facilitating a seamless transition for the first years of teaching.
- Putting theory into practice.
- Preventing teacher isolation.

ROLE OF THE MENTOR

- The role of the mentor is one of guidance, support and confidentiality.
- Information emerging from mentoring activities and the mentoring relationship is confidential and may not be used to evaluate or discipline a new teacher.

QUALIFICATION OF MENTORS

- **CERTIFICATION**
    - ◆ Tenured GST BOCES teacher

- **EVIDENCE**
    - ◆ Current research-based effective strategies
    - ◆ Instructional effectiveness

- **DEMONSTRATION SKILLS**
  - ◆ Professionalism and educational competence
  - ◆ Successful communication skills and "people skills"
  - ◆ Commitment to individual professionalism growth and continued learning

MENTOR TRAINING

- Training by GST BOCES and then ongoing support as requested.
  - ◆ Adult learning theory
  - ◆ Teacher development theory
  - ◆ Elements of a mentoring relationship
  - ◆ Peer coaching techniques
  - ◆ Time management methodology
  - ◆ Data/item analysis
  - ◆ Overview of available resources (SIP, Teacher Centers, Model Schools)

SELECTION PROCESS

- A Mentor Panel, composed of administrators selected by the Assistant Superintendent for Instruction, and teachers, selected by the Association President(s), will review each application to the Mentor Pool if more teachers apply for mentoring positions than positions available.
- Teachers may submit a letter of intent to the Assistant Superintendent for Instruction to become a member of the Mentor Pool.
- Teachers may also be nominated by a principal/supervisor using the same process.
- Teachers who receive "highly effective" ratings will have the right of first refusal to mentor comparable, proximate beginning teachers. The BOCES may appoint a teacher who receives an "effective" rating as a mentor under appropriate circumstances.
- A Mentor Pool is established, comprised of individuals appointed by the Mentor Panel, who by virtue of their qualifications have been designated as eligible to be mentor teachers. An appointment to the Mentor Pool is effective for five (5) years.
- Teachers must complete the mentor training requirement once entered into the Mentor Pool.
- Mentoring assignments will be the responsibility of the Assistant Superintendent for Instruction.

MENTOR ACTIVITIES

- Familiarize the new teacher with the district and building resources, guidelines and expectations.
- Familiarize teacher with essential curriculum.
- Assist with long-term and daily planning.
- Visit classrooms to focus on instruction.

- Guide teachers – pre- and post-discussion/reflections on their lessons.
- Team planning and team-teaching lessons.
- Introduce teaching strategies and techniques.
- Suggest strategies for classroom management and discipline.
- Assist with obtaining resources.
- Arrange for teacher visits to other classrooms.
- Act as a sounding board for ideas, views/issues.
- Explain school policies and procedures.
- Help the teacher become a reflective practitioner.
- Maintain confidentiality and professionalism.
- Complete the mentor-beginning teacher log including time, date, and topic covered (utilize mentoring program checklist as a guide).

TIME FOR MENTOR ACTIVITIES

- Release time is available to mentors and beginning teachers on both a half-day and a full-day basis.
- Mentor pairs may request substitute coverage for activities such as visiting each other's classrooms, planning and conferencing, attending workshops or other mentoring activities that they have designed.
- Mentor pairs are expected to have at least the equivalent of three (3) hours of contact per month for the first year.
- Mentor pairs are expected to have at least the equivalent of two (2) hours of contact per month for the second year.
- Release time for year one (1) and two (2) need administration prior approval.
- Additional meeting time may be requested through administration.

MAINTAIN RECORDS

- Mentor is responsible for completing mentor-beginning teacher log, including time, date, and topic covered (form attached).
- Mentor is responsible for submitting a copy of the log by the last school day of each month to the Assistant Superintendent for Instruction.
- The Assistant Superintendent for Instruction will document and store names and certificate numbers of mentors and mentees.

REMUNERATION
- Mentors working with beginning teachers will be compensated according to the teacher's contract.

GST BOCES
Mentor-Beginning Teacher Log

Name of Beginning Teacher: Certificate Number:

Name of Mentor(s):   Certificate Number:

Type of Activity	Date	Time
	__/__/	__:
	__/__/	__:
	__/__/	__:
	__/__/	__:
	__/__/	__:
	__/__/	__:

Mentor Signature:_____Beginning Teacher Signature: _____

(Complete log once per month and submit to Assistant Superintendent for Instruction, Bush Campus, Building#3)

GST BOCES Mentoring Program Guideline

Summer

☐   Discuss where and how to get supplies

☐   Ensure classroom is set-up for opening day

☐   Ensure beginning teacher has a first day plan that sets standards for behavior

☐   Ensure beginning teacher has the first week of plans

☐   Discuss student organizations available to students

Fall

Review procedures for:

☐   Student attendance

☐   Fire drills and other emergency procedures

☐   Interim grades

☐   Required reporting (if any)

☐   Instructional support

☐   IEP's and CSE

☐   Discuss classroom management; add any tips needed

☐   Discuss progress made with curriculum review map/New York State Standards

☐ Discuss any upcoming organizational events

☐ Discuss beginning teacher's upcoming events and related forms and procedures

☐ Campus tour

☐ Complete Mentoring Plan (see attached)

Winter

☐ Discuss the progress on the required professional portfolio

☐ Review end of semester assessments and grading

☐ Discuss program budget (if appropriate)

☐ Discuss upcoming organizational events

☐ Discuss beginning teacher's upcoming events and related forms and procedures

☐ Ask if there are any concerns or questions about IEPs/CSE

☐ Ask if there are any concerns or questions about instructional support

☐ Check on progress made in addressing the curriculum

☐ Ensure required documentation is being kept for mentoring program

Spring

☐ Discuss year-end planning

☐ Discuss upcoming organizational events

☐   Discuss beginning teacher's upcoming events and related forms and procedures

☐   Ask if there are any concerns or questions about instructional support

☐   Ask if there are any concerns or questions about IEPs/CSE

☐   Check on progress made in addressing the curriculum

☐   Ensure required documentation is being kept for mentoring program

☐   Discuss the progress on the required professional portfolio

☐   Discuss required reporting

☐   Discuss student recommendations (if appropriate)

June

☐   Discuss wrap up of curriculum

☐   Discuss year-end testing

☐   Discuss clean-up and preparation of classroom for the summer

☐   Discuss curriculum cross-over if extended year program

☐   Discuss graduations/transitions

☐   Discuss upcoming events

Provisions for School Violence Prevention and Intervention Training

GST BOCES is committed to hiring teachers who have fulfilled the requirements of certification, including participation in workshops covering school prevention and intervention. Such workshops shall consist of at least two clock hours of training that includes but is not limited to, study in the warning signs within a developmental and social context that relate to violence and other troubling behaviors in children; the statutes, regulations, and policies relating to a safe nonviolent school climate; effective classroom management techniques and other academic supports that promote a nonviolent school climate and enhance learning; the integration of social and problem solving skill development for students within the regular curriculum; intervention techniques designed to address a school violence situation; and how to participate in an effective school/community referral process for students exhibiting violent behavior.

Upon request or determination of necessity, GST BOCES will provide refreshers on school violence prevention and intervention. In instructional settings, GST BOCES will also utilize the interpersonal violence prevention education package provided by the State Education Department. These materials will be incorporated as part of the health or other related curricula or programs for students in grades K through 12.

Provisions for Teachers Certified in Bilingual and English Language Learner (ELL) Education

Teachers possessing a Professional certificate in the certificate title of English to speakers of other languages (all grades) or a holder of a bilingual extension under section 80-4.3 of this Title must complete their CTLE hours with a minimum of 50 percent in language acquisition aligned with the core content area of instruction taught, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners.
GST BOCES teachers will utilize the expertise and trainings provided by the Regional Bilingual Education- Resource Network to fulfill these requirements.

For all other faculty and staff, GST BOCES meets* and will apply for an exemption from the professional learning requirements in language acquisition for ELLs.

*There are fewer than 30 English language learner students enrolled or English language learners make up less than five percent of the GST BOCES total student population as of such date as established by the commissioner.

Assessment of Professional Learning

GST BOCES will use Thomas Guskey's model for evaluation of Professional Learning:
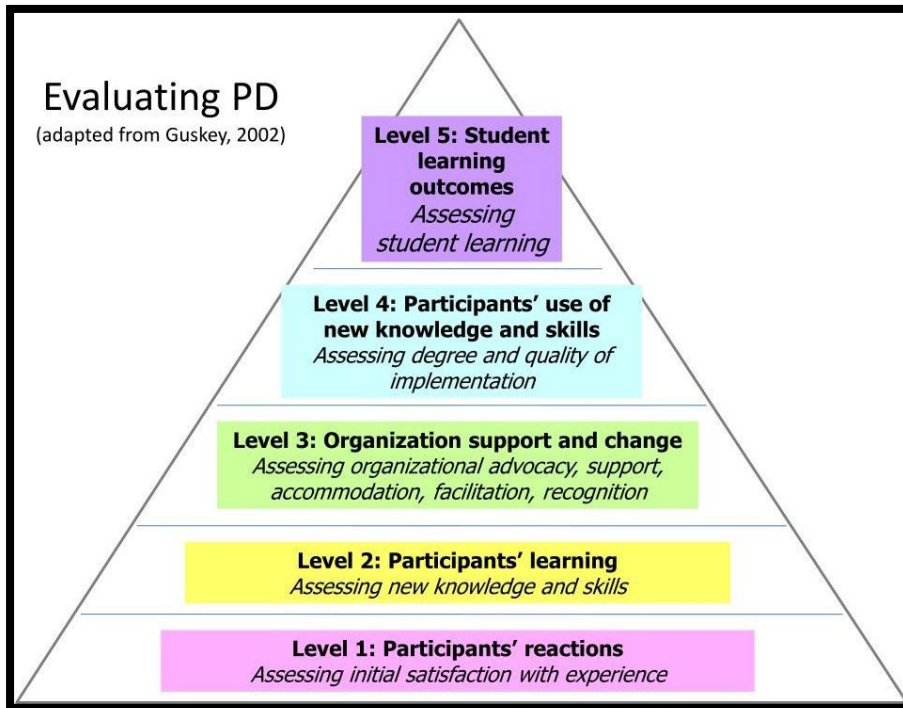
The following chart is modeled after Thomas Guskey's work (2002).

Evaluation Level	How will information be gathered?	What is measured or assessed, and how will information be used?
Participants' Reactions	Staff Surveys/MS Forms administered at the end of each GST BOCES professional learning session.	Data surrounding satisfaction with the experience will help improve both design and delivery.
Participants' Learning	Participant Reflections Participant Demonstrations (in classroom, if possible and appropriate)	New knowledge and skills will be used to improve curriculum, instruction, assessment, and management.

Organization Support and Change	Minutes from follow-up meetings Surveys/Needs Assessments and Reflections District/Regional School Records	The organization's support and facilitation of growth, when documented, will inform future change efforts to further improve structural and organizational support.
Participants' Use of New Knowledge and Skills	Direct Observations Participant Reflections Surveys	The quality of implementation of the content will be used to document and improve future implementation of program content.
Student Learning Outcomes	Student Records/Reports and Assessment Results Student Surveys Student Interviews Student Work Samples	The following are measured and analyzed to demonstrate the overall impact of professional learning on student success: Cognitive (growth and achievement) Affective (surveys and discipline records, rates of participation) Psychomotor (measuring skills and behaviors) State and Local Assessments

CTLE (Continuing Teacher and Leader Effectiveness)

All teachers, teaching assistants, and administrators will be provided professional learning hours per NYS requirements. GST BOCES will provide opportunity for the 100 hours through a variety of professional learning opportunities.

Appendix A

Catalog of anticipated workshop topics, trainings, and consultants to be offered and/or utilized during the 2023-2024 school year which will be available across the GST BOCES organization where CTLE credit will be awarded.

GST BOCES Instructional Support Professional Learning Offerings
7/1/2023 to 6/30/2024

Greater Southern Tier BOCES

SIP, Model Schools & Community Schools Course Catalog

2023-2024

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INSTRUCTIONAL SUPPORT SERVICES

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GST BOCES Regional School Counselors' Summit
TIG Core Curriculum – 7 Module Curriculum Training
Therapeutic Crisis Intervention for Schools: Train the Trainer 5 Day Workshop

Any questions regarding the content in the catalog, please contact Stephanie Stephens, Supervisor of Professional Learning for GST BOCES. ststephens@gstboces.org   (607) 739-3581 ext 3107

Curriculum, Instruction, Assessment

Facilitating learning across content areas in support of the whole child by highlighting best practices and leveraging instructional technology in the classroom. As a highlight this year, we will partner with Jay McTighe & Associates to support the region in UBD curriculum design and fostering the continued growth of staff in support of students learning academic and transdisciplinary skills.

Regional Instructional Leaders (RIL)

Class Type: SIP

The GST BOCES Regional Instructional Leaders meets to provide opportunities for regional instructional and curriculum leaders to collaborate with others in like-roles, to build awareness around various updates from NYSED, SCDN and GST BOCES, plan for instructional rounds, review regional data to inform and assist with planning, and collaborate on regional initiatives.

Participants: All District Instructional Administrators, District Curriculum Leaders

Facilitator: Beth Dryer
Date(s): October 26, 2023
      December 13, 2023
      February 2, 2024
      May 22, 2024
Time: 9:00 am – 11:00 am
Format: Online Live
Number of CTLE Credits: 2 hours per session

Curriculum, Assessment Advisory (CIA) Council

Class Type: SIP

CIA provides an opportunity for regional Assistant Superintendent or like roles to review updates from NYSED, SCDN, discuss and plan GST regional initiatives and review local resources and establish best practices. This group meets on a bi-monthly basis.

Participants: All District Assistant Superintendents, or school administrators in like roles

Facilitator: Sarah Vakkas
Date(s): September 14, 2023
      October 19, 2023
      November 30, 2023
      January 18, 2024
      February 15, 2024
      March 28, 2024
      May 2, 2024
      June 6, 2024
Time: 1:30 – 3:30 pm
Format: Online Live
Number of CTLE Credits: 2 hours per session

Scaffolding Language Using Accountable Talk

Class Type: SIP

Accountable talk moves learning forward by holding students accountable to the classroom community. It promotes respectful and meaningful conversations for both the listener and speaker. Incorporating accountable talk in the classroom is a beneficial way for students to be actively engaged while expressing their opinions, thoughts, and ideas.

In this offering, participants will...
- explain what accountable talk is and the benefits of using the accountable talk strategies
- practice and role-play what accountable looks like
- create visuals for the classroom to support student accountable talk

Participants: All educators across grade levels and content areas, grades K-12

Facilitator: Patty Rhinehart
Date(s): August 15, 2023
Time: 2:00 – 3:00 pm
Format: On-line Live
Number of CTLE Credits: 1 hour

Marzano's 9 Essential Strategies

Class Type: SIP

Discover Marzano's nine instructional strategies "that work". Through a meta-analysis conducted by Robert Marzano, there are nine instructional strategies that have been determined most likely to improve student achievement across all content areas and across all grade levels.

The 9 Essential Instructional Strategies include identifying similarities and differences, summarizing and note taking, reinforcing effort and providing recognition, homework and practice, nonlinguistic representations, cooperative learning, setting objectives and providing feedback, generating and testing hypotheses, cues, questions, and advanced organizers.

In this offering, participants will...
- examine research-based instructional strategies
- identify methods for teaching these strategies
- consider which strategies you will incorporate in your classroom practice

Participants: All educators across grade levels and content areas, grades K-12

Facilitator: Patty Rhinehart, Beth Powell, Jessica Carpenter
Date(s): August 15, 2023
Time: 10:00 am – 12:00 pm
Format: In-person
Number of CTLE Credits: 2 hours

Empowering Students to Ask Questions

Class Type: SIP

We ask students to *answer* questions about their learning frequently, but how do we empower students to *ask* questions? Curiosity invites questioning, but how often do we give students the opportunity to let curiosity drive their questions and extend their learning? The ability to ask questions fosters critical thinking, inquiry, and collaboration. Join us in exploring a structured method for generating questions designed to stimulate three types of thinking: divergent, convergent, and metacognitive thinking. Educators will have opportunities to integrate this question generation structure into self-selected lesson plans with support, apply the technique in the classroom, and reflect on their experience with the group.

In this offering, participants will...
- identify steps in a structured question generation technique
- practice using the question generation technique
- design and implement a lesson plan that incorporates the questions generation technique
- reflect on the impact the question generation technique had on student learning

Participants: All educators across content and grade levels 3-12

Facilitators: Stefanie Mayr
Date(s), Times, Format & CTLEs:
Session 1 of 3 – July 13, 2023
         8:30am – 11:30 am
         In-person, 3 hours CTLEs
 Session 2 of 3 – August 15, 2023
         8:30 – 11:30 am
         In-person, 3 hours CTLEs
Session 3 of 3 – November 28, 2023
         3:00 – 4:30 pm
         Online Live, 1.5 hours CTLEs
Special Note: The first session is a prerequisite for attending subsequent sessions, as it is foundational for future discussion and learning.

Brain Based Strategies for Your Classroom

Class Type: SIP

Are you tired of copying endless worksheets for your students? Join us for fun work session to learn about a brain-based strategies and techniques from Marcia Tate's book *Worksheets Don't Grow Dendrites*. All participants will be given time to incorporate strategies into their existing lessons and will receive a copy of the book!

In this offering, participants will...
- describe and discuss brain-based strategies
- identify brain-based strategies that are applicable to their lessons
- apply selected brain-based strategies to existing lessons

Participants: All educators across content areas grades K-12.

Facilitators: Jessica Green & Jessica Carpenter
Date(s): July 12, 2023
Time: 8:30 – 11:30 am
Format: In-person
Resources: Books will be provided.
Number of CTLE Credits: 3 hours

MTSS: An Introduction to Multi-Tiered Systems of Supports

Class Type: SIP

MTSS stands for Multi-Tiered Systems of Supports. It is a prevention-based framework of team-driven data-based problem solving for improving the outcomes of every student. Join us as take a look at the why behind MTSS and provide an overview of the 3 Tiers.

In this offering, participants will...
- explain how MTSS benefits students and can support student success
- define the three tiers of MTSS
- develop a deeper understanding of MTSS in their district and their role in the MTSS process

Participants: Educators across content and grade levels supporting MTSS initiatives in their district

Facilitators: Jessica Green & Sally Deane-Moshier
Date(s): July 11, 2023
Time: 8:30 – 11:30 am
Format: In-person
Number of CTLE Credits: 3 hours

Formative Assessment Close-Up

Class Type: SIP

Need to refresh your daily data driven instruction? Want to explore the characteristics and use of formative assessment? In this course you will have the opportunity to review the purpose of formative assessments and how to choose the right methods for measuring the intended learning. You will also practice giving actionable feedback to students that will support their achievement of the learning target.

In this offering, participants will...
- review the purpose and characteristics of formative assessments as a process that informs instructional planning to increase student learning
- examine how to ensure that assessments accurately measure student achievement
- practice providing feedback that is actional for students
- identify strategies for diagnosing needs to further instruction

Participants: All educators across content areas grades K-12.

Facilitators: Beth Powell & Sally Deane-Moshier
Date(s): July 17, 2023
Time: 8:30 – 11:30 am
Format: Online Live
Number of CTLE Credits: 3 hours

Data Informed Discussions

A Call to Action: Be Data Wise

Class Type: SIP

Are you unsure what to do with data? If so, this is the class for you! In this course we will take a look at data that you and your colleagues select and teach you how to analyze the data to deepen your data literacy skills to inform your goals and advance your professional learning.

In this offering, participants will…
- draw inferences from a range of preferred data sources, including local data
- cultivate confidence with selecting, reading, and analyzing data
- deepen data literacy to inform goals and advance professional learning.

Participants: All educators across content and grade levels K-12, Data coaches, Administrators

Facilitators: Jessica Carpenter, Jessica Green, Linnea Delorme, Beth Powell
Date(s): October 12, 2023
Time: 8:30 – 11:30 am
Format: In-person
Number of CTLE Credits: 3 hours

Without data, all we have is opinion. ~ Edward Deming

Chronic Absenteeism: Causes, Effects, and Promising Evidence-Based Solutions

Class Type: SIP

Are you unsure what to do with data? If so, this is the class for you! In this course we will take a look at data that you and your colleagues select and teach you how to analyze the data to deepen your data literacy skills to inform your goals and advance your professional learning.

In this offering, participants will…
- draw inferences from regional &/or district chronic absenteeism (ESSA) data
- explore the primary causes students are chronically absent from class
- investigate the key tenets of evidence-based practices (EBPs) to combat chronic absenteeism
- plan for explicit use and evaluation of one EBP to combat chronic absenteeism

Participants: All educators across content and grade levels K-12, Administrators

Facilitators: Sally Deane-Moshier & Linnea Delorme
Date(s): July 10, 2023
Time: 8:00 am – 12:00 pm
Format: In-person
Number of CTLE Credits: 4 hours
Special Notes: Level 1 - Introduction

ELA & Literacy Focused

Teaching Literacy in the Digital Age

Class Type: SIP

Are you looking for strategies and tools to integrate instructional technology for effective literacy instruction? This course offers participation flexibility with 3 1-hour sessions that will engage the learner in activities that blend literacy instruction with computer science and digital fluency work.

In this offering, participants will…
- explore strategies for effective literacy instruction through technology integration
- identify connections between literacy instruction and the NYS Computer Science & Digital Fluency standards
- plan for literacy instruction that prepares students for college and career readiness.

Participants: All educators across content and grade levels K-12, Curriculum Specialists, Library Media Specialists, Technology Coordinators

Facilitator: Avery Forcier-Rodabaugh
Dates & Times:
Session 1 – March 13, 2024   4:30 – 5:30 pm
Session 2 – March 27, 2024   4:30 – 5:30 pm
Session 3 – April 10, 2024   4:30 – 5:30 pm
Format: Online Live
Number of CTLE Credits: 1 hour per session

Secondary ELA Collaborative Learning Community (CLC)

Class Type: SIP

Teachers will gain instructional strategies to help their students perform successfully on the NYS ELA exams.

In this offering, participants will…
- meet colleagues from similar teaching backgrounds
- discuss curriculum and instructional strategies
- ask questions about curriculum
- share resources with colleagues

Participants: All Secondary ELA educators (7-12)

Facilitator: Pam Bement
Dates, Times & Format:
In Person Session
　　August 2, 2023　　9:00 am – 12:00 pm
Online Live Sessions
　　October 12, 2023　3:30 – 4:30 pm
　　November 9, 2023　3:30 – 4:30 pm
　　January 11, 2024　3:30 – 4:30 pm
　　February 8, 2024　3:30 – 4:30 pm
　　March 14, 2024　　3:30 – 4:30 pm
　　May 9, 2024　　　3:30 – 4:30 pm
Number of CTLE Credits: 3 hours per in-person session, and 1 hour per online sessions

What is a collaborative learning community?

A collaborative learning community is a peer group working together to provide support, share resources, solve problems, and learn from each other.

Evidence-Based Practices for Teaching Vocabulary

Class Type: SIP

Philosopher Ludwig Wittgenstein said, "A new word is like a fresh seed sown on the ground of discussion." This workshop is designed to expose educators to research-based instructional techniques shown to cultivate vocabulary development, support teachers' understanding of morphology and Tier One, Tier Two, and Tier Three words, and to foster a culture of word consciousness in the classroom.

In this offering, participants will…
- utilize a six-step process when teaching academic vocabulary
- identify how to select high utility words for instruction
- discuss how morphology of words can be used to support vocabulary acquisition and reading comprehension
- apply strategies discussed by integrating learning into lesson plans

Participants: All educators across content and grade levels K-12
Facilitator: Stefanie Mayr
Dates & Times:
Session 1 of 4 – July 31, 2023
               8:30 – 11:30 am
 Session 2 of 4 – August 16, 2023
               8:30 – 11:30 am
Session 3 of 4 – October 19, 2023
               8:30 – 11:30 am
Session 4 of 4 – January 22, 2024
               8:30 – 11:30 am
Format: In-person
Number of CTLE Credits: 3 hours per session
Special Note: The first session is a prerequisite for attending subsequent sessions, as it is foundational for future discussion and learning. Since each session builds upon the previous session, it is important that educators are able to attend each session in the series.

Shifting the Balance: A Book Study

Class Type: SIP   Book Study

From discussions at the NYS ELA SCDN to the hallways of schools everywhere, the current emphasis on the body of research known as the "Science of Reading" has renewed the reading wars and raised challenging questions for balanced literacy teachers about the best way to teach reading. Instead of fueling the debate, Dr. Jan Burkins and Kari Yates have immersed themselves in the research and produced *Shifting the Balance: 6 Ways to Bring the Science of Reading into the Balanced Literacy Classroom.*

In this offering, participants will…
- define the science of reading
- discuss the debate between ways to teach reading
- identify the 6 areas of reading instruction
- identify the misconceptions about reading instruction
- utilize the blueprint provided to increase meaningful experiences with books in daily instruction
- locate activities to be integrated into classrooms to aid in the shift.

Participants: All Elementary Teachers, Special Education Teachers, Reading Teachers

Facilitator: Avery Forcier-Rodabaugh & Pamela Bement

Dates	Times
January 10, 2024	3:30 – 4:30 pm
January 17, 2024	
January 24, 2024	
January 31, 2024	
February 7, 2024	
February 14, 2024	

Format: Online Live
Resources: Books will be provided.
Number of CTLE Credits: 1 hour per each per online live session.

Teaching Literacy in the Visible Learning Classroom (K-5): Book Study

Class Type: SIP   Book Study

Have you ever wondered how you can maximize instructional time to support students' literacy development and build metacognitive skills? Join K-5 teachers in the region as we explore evidence-based structures, strategies, and tools presented in *Teaching Literacy in the Visible Learning Classroom (Grades K-5)*, by Doug Fisher, Nancy Frey, and John Hattie.

Our collaboration will focus on building knowledge around direct instruction, teacher-led dialogic instruction, student-led dialogic instruction, independent learning, and formative assessment. This book study will include embedded opportunities to share, practice, and apply concepts presented in the book to support implementation of high impact strategies shown to increase student achievement. Whether you participated in the *Visible Learning for Literacy K-12* book study offered during the 2021-2022 school year or whether you are new to John Hattie's work around visible learning, this text will help you bring best practice into your practice.

In this offering, participants will…
- identify essential components of effective direct instruction that support visible learning
- describe teacher-led and student-led strategies used to enhance dialogic learning
- create standard-based, student-friendly learning intentions and success criteria to support instructional planning
- review a variety of literacy assessments used to measure student progress and teacher impact
- utilize the four components of teacher clarify to design lesson plans

Participants: All educators across content and grade levels K-5

Facilitator: Stefanie Mayr
Dates, Times, Format:

Session 1 of 7	July 19, 2023	8:30 – 11:30 am	In-person
Session 2 of 7	August 9, 2023	8:30 – 11:30 am	In-person
Session 3 of 7	October 25, 2023	8:30 – 11:30 am	In-person
Session 4 of 7	November 30, 2023	8:30 – 11:30 am	In-person
Session 5 of 7	January 17, 2024	8:30 – 11:30 am	In-person
Session 6 of 7	February 27, 2024	8:30 – 11:30 am	In-person
Session 7 of 7	March 28, 2024	3:30 – 5:00 pm	Online Live

Resources: Book will be provided

CTLEs: In-Person Sessions – 3 hours per session, Online Live Session – 2 hours per session

Special Note: The first session is a prerequisite for attending subsequent sessions, as it is foundational for future discussion and learning. Since each session builds upon the previous session, it is important that educators are able to attend each session in the series.

The Writing Rope: Book Study

Class Type: SIP   *Book Study*

Writing is complex and multifaceted and is an essential skill in all content areas. Join us for an in-depth study of *The Writing Rope: A Framework for Explicit Writing Instruction in All Subjects,* by Joan Sedita, and learn to apply the science of reading to the skill of writing. Discussion will focus on five fundamentals of a writing curriculum: critical thinking, syntax, text structure, writing craft, and transcription (spelling and handwriting), and how each skill and process intertwines to support the writing process. Educators will have opportunities to integrate and apply the writing rope framework in lesson design to support students' writing skills.

In this offering, participants will...
- identify the 5 components of the Writing Rope framework
- describe practices designed to explicitly teach student skills for summarizing texts and writing about narrative and expository texts
- incorporate evidence-based strategies for each stage of the writing process into lesson plan design

Participants: All educators across content and grade levels 4-8

Facilitator: Stefanie Mayr
Dates, Times, Format:

Session 1 of 5	August 1, 2023	8:30 – 11:30 am	In-person
Session 2 of 5	August 10, 2023	8:30 – 11:30 am	In-person
Session 3 of 5	November 7, 2023	8:30 – 11:30 am	In-person
Session 4 of 5	February 5, 2023	8:30 – 11:30 am	In-person
Session 5 of 5	March 21, 2024	3:30 – 5:00 pm	Online Live

Resources: Book will be provided

CTLEs: In-Person Sessions – 3 hours per session, Online Live Session – 2 hours per session

Special Note: The first session is a prerequisite for attending subsequent sessions, as it is foundational for future discussion and learning. Since each session builds upon the previous session, it is important that educators are able to attend each session in the series.

Science of Reading Collaborative Learning Community (CLC) Series

Class Type: SIP

The Science of Reading is based on over 40 years of research from the fields of educational psychology, neuroscience, linguistics, and cognitive psychology. The Science of Reading Collaborative Learning Community (CLC) Series is designed to provide educators with an in-depth review of the strands within Scarborough's Reading Rope and the Simple View of Reading. Discussion will focus on strategies to inform instructional practice and improving student outcomes through prevention and intervention. Application of learning will be supported through a course structure that incorporates co-planning of lesson design, as well as the potential for follow-up in-district support.

Options for in-district support may include:
1. Debrief w/teacher to reflect on a lesson; identify strengths and needs
2. Co-planning

In this offering, participants will...
- identify components of Scarbough's Rope that support skilled reading
- describe practices that promote strategic application of reading skills and automaticity
- analyze curricular resources using an evaluation tool grounded in the Science of Reading
- create/revise lesson plans and assessments to incorporate the research-based practices grounded in the Science of Reading
- reflect on the impact of the integration practices grounded in the Science of Reading in their classroom

Participants: All educators across content and grade levels K-5, Special Education teachers grades K-8

Facilitator: Stefanie Mayr
Dates, Times, Format:

Session 1 of 8	July 11, 2023	8:30 – 11:30 am	In-person
Session 2 of 8	July 18, 2023	8:30 – 11:30 am	In-person
Session 3 of 8	July 27, 2023	8:30 – 11:30 am	In-person
Session 4 of 8	August 2, 2023	8:30 – 11:30 am	In-person
Session 5 of 8	*TBD*	*TBD*	*Optional; TBD by participating educator and facilitator*
Session 6 of 8	November 15, 2023	8:30 – 11:30 am	In-person
Session 7 of 8	*TBD*	*TBD*	*Optional; TBD by participating educator and facilitator*
Session 8 of 8	February 13, 2024	8:30 – 11:30 am	In-person

CTLEs: In-Person Sessions – 3 hours per session, Optional Session(s) up to 1 hour

Special Note: The first session is a prerequisite for attending subsequent sessions, as it is foundational for future discussion and learning. Since each session builds upon the previous session, it is important that educators are able to attend each session in the series.

Book Study: *Teaching Students to Decode the World: Media Literacy and Critical Thinking Across the Curriculum*

Class Type: SIP   *Book Study*
                                      Library Focus

This book study will support regional discussion on ways to teach students to distinguish true statements from those that are false, misleading, or manipulative. Participants will receive *Teaching Students to Decode the World: Media Literacy and Critical Thinking Across the Curriculum*, by Chris Sperry and Cyndy Scheibe. Each session will discuss sections of the book with a hyper focus on resources and potential changes we can adopt and implement in our schools

In this offering, participants will...
- develop and facilitate constructivist media decoding (CMD) activities in the classroom and in virtual teaching environments
- implement CMD across the curriculum, at all grade levels
- connect CMD with educational approaches such as project-based learning, social-emotional learning, and antiracist education
- incorporate CMD into assessments

Participants: All educators across content and grade levels PK-12, Paraprofessionals, Administrators

Facilitator: Jessica Green, Sally Deane-Moshier, Mary Ann Munroe

Dates	Times
July 6, 2023	9:00 – 11:00 am
August 1, 2023	12:00 – 2:00 pm

Format: Online Live
Resources: Books will be provided
Number of CTLE Credits: 2 hours per session

GST READS: Fostering a Love of Literacy in Our Schools

Class Type: SIP   *Library Focus*

Join as we take a virtual walk through the stacks of Library services where you will learn what titles are available and how they can integrate into your curriculum to support student learning and help students foster a love of literacy.

In this offering, participants will...
- identify literacy titles that can enhance their curriculum
- describe how to access and request titles from library services resources

Participants: All educators across content and grade levels PK-12

Facilitator: Jessica Green & Mary Ann Munroe
Date: August 1, 2023
Time: 8:30 – 11:30 am
Format: Online Live
Number of CTLE Credits: 3 hours

Library: What We Can Do for You
Teacher Session

Class Type: SIP   *Library Focus*

Participants will learn how to access and use a variety of library resources to enhance and diversify their current ELA and literacy instruction and engage diverse learners. This training will allow teachers to focus on building inquiry based, standards-driven, student-centered instruction that is reflective of meeting the needs of all learners through culturally competent library instruction.

In this offering, participants will...
- describe how to access the different types of resources available through library services
- identify library resources to enhance and diversify current ELA and literacy instruction to engage diverse learners
- create a plan for integrating library resources into current curriculum

Participants: All educators across content and grade levels K-12

Facilitator: Jessica Green & Mary Ann Munroe
Date: August 8, 2023
Time: 8:30 – 11:30 am
Format: Online Live
Number of CTLE Credits: 3 hours

Social Studies and Civics Focused

Fostering Civic Mindedness in Young Students

Class Type: SIP

Participants will have an opportunity to examine the NYS Social Studies Framework specifically in the area of Civic Participation. It is important for our younger students to begin thinking about their world and the outside world to begin the process of being an informed citizen. Civic minded students are more likely to vote, stay actively involved in their field, and feel empowered as citizens.

In this offering, participants will…
- create a toolkit/resources that support civic participation within the NYS SST Framework
- examine the NYS Social Studies Framework
- create lesson plans tied to Civic Participation in the K-8 SST Framework
- share resources used to develop to lesson plans.

Participants: All educators across content and grade levels K-3

Facilitator: Patty Rhinehart, Beth Powell, Jessica Carpenter
Date(s): August 22, 2023
Time: 9:00 – 11:00 am
Format: Online Live
Number of CTLE Credits: 2 hours

Seal of Civic Readiness Workgroup

Class Type: SIP

The Seal of Civic Readiness is a formal recognition that a student has attained a high level of proficiency in terms of civic knowledge, civic skills, civic mindset, and civic experience.

District team members review the NYSED criteria, timeline, and examples of civic experiences. The group will work to create regional rubrics and common Civic Capstone Projects.

In this offering, participants will…
- receive support for the district initiatives related to the Seal of Civic Readiness
- participate in a regional workgroup to establish common regional resources and capstone projects

Participants: Seal of Civic Readiness District teams (school administrator, Social Studies teacher, school counselor)

Facilitator: Patty Rhinehart & Beth Powell
Date(s): November 3, 2023
　　　　　February 2, 2024
Time: 8:30 – 11:30 am
Format: In-person
Number of CTLE Credits: 3 per session

Successfully Tackling the Global Regents

Class Type: SIP

Using examples from the new Global Regents, participants will examine the requirements of each of the assessment tasks on the exam. Additionally, we will examine instructional strategies that can be used in preparing students to successfully respond to these tasks.

In this offering, participants will…
- gain instructional strategies to help their students perform successfully on the exam
- clarify key components of the NYS Global Regents, and highlight content and classroom strategies in support of student success on the exam
-
Participants: All educators who teach Global Studies

Facilitator: Patty Rhinehart & Beth Powell
Date: October 27, 2023
Time: 8:30 am – 2:30 pm
Format: In-person
Number of CTLE Credits: 6 hours

Science Focused

STEM: Third Grade FOSS Science
Structures of Life

Class Type: SIP

This training is for the third-grade FOSS STEM kits, Structures of Life. This training is applicable for all third-grade teachers whether they are new to the curriculum or veteran. We will cover all investigations covered in the Structures of Life unit. Goals: 1. Participants will formulate questions and begin planning phases for student instruction based on live demonstrations, discussions and white boarding. 2. Participants will understand the content and standards aligned with the module.

Learning will focus on the 7E Inquiry Model, as well as structures, protocols and assessment strategies that instill a culture of collaboration and curiosity in science or any subject matter.

In this offering, participants will…
* explore each investigation as a student to both understand the information, and to predict potential misconceptions or difficulties their specific classroom
* apply the content, practices, and crosscutting concepts of the standards aligned with the module
* immediately employ all learning to plan and prepare for student investigation based on live demonstrations, inquiry investigations, discussions, and white boarding.

Participants: All educators new to the 3rd grade STEM curriculum, or educators looking to strengthen their STEM instruction

Facilitator: Heather Ellis
Dates: October 23, 2023
Times: 8:00 am – 3:00 pm
Format: In-person
Number of CTLE Credits: 6 hours

STEM: Third Grade FOSS Science
Water and Climate

Class Type: SIP

This training is for the third-grade FOSS STEM kits, Water and Climate. This training is applicable for all third-grade teachers whether they are new to the curriculum or veteran. We will cover all investigations covered in the Water and Climate unit. Goals: 1. Participants will formulate questions and begin planning phases for student instruction based on live demonstrations, discussions, and white boarding. 2. Participants will understand the content and standards aligned with the module.

Learning will focus on the 7E Inquiry Model, as well as structures, protocols and assessment strategies that instill a culture of collaboration and curiosity in science or any subject matter.

In this offering, participants will…
* explore each investigation as a student to both understand the information, and to predict potential misconceptions or difficulties their specific classroom
* apply the content, practices, and crosscutting concepts of the standards aligned with the module
* immediately employ all learning to plan and prepare for student investigation based on live demonstrations, inquiry investigations, discussions, and white boarding.

Participants: All educators new to the 3rd grade STEM curriculum, or educators looking to strengthen their STEM instruction

Facilitator: Heather Ellis
Dates: November 6, 2023
Times: 8:00 am – 3:00 pm
Format: In-person
Number of CTLE Credits: 6 hours

STEM: Third Grade FOSS Science
Motion and Matter

Class Type: SIP

This training is for the third-grade FOSS STEM kits, Motion and Matter. This training is applicable for all third-grade teachers whether they are new to the curriculum or veteran. We will cover all investigations covered in the Motion and Matter unit. Goals: 1. Participants will formulate questions and begin planning phases for student instruction based on live demonstrations, discussions and white boarding. 2. Participants will understand the content and standards aligned with the module.

Learning will focus on the 7E Inquiry Model, as well as structures, protocols and assessment strategies that instill a culture of collaboration and curiosity in science or any subject matter.

In this offering, participants will…
* explore each investigation as a student to both understand the information, and to predict potential misconceptions or difficulties their specific classroom
* apply the content, practices, and crosscutting concepts of the standards aligned with the module
* immediately employ all learning to plan and prepare for student investigation based on live demonstrations, inquiry investigations, discussions, and white boarding.

Participants: All educators new to the 3rd grade STEM curriculum, or educators looking to strengthen their STEM instruction

Facilitator: Heather Ellis
Dates: September 25, 2023
Times: 8:00 am – 3:00 pm
Format: In-person
Number of CTLE Credits: 6 hours

STEM: Fourth Grade FOSS Science
Energy

Class Type: SIP
This training is for the fourth-grade FOSS Energy STEM kit. In the Energy Module, students investigate magnetic forces, design experiments to increase the strength of electromagnets, construct simple circuits, identify electrical components, and determine how objects interact when colliding with stationary objects. Participants in this training will have the opportunity to investigate all of the above from the students' point of view while gaining the knowledge and pedagogy to effectively translate the learning to the classroom.

For teachers new to fourth-grade science, additional offerings on the FOSS Environments and FOSS Soil, Rock, and Landforms kits are also available in the catalog.

Learning will focus on the 7E Inquiry Model, as well as structures, protocols and assessment strategies that instill a culture of collaboration and curiosity in science or any subject matter.
In this offering, participants will…
* explore each investigation as a student to both understand the information, and to predict potential misconceptions or difficulties their specific classroom
* apply the content, practices, and crosscutting concepts of the standards aligned with the module
* immediately employ all learning to plan and prepare for student investigation based on live demonstrations, inquiry investigations, discussions, and white boarding.

Participants: All educators new to the 4th grade STEM curriculum, or educators looking to strengthen their STEM instruction

Facilitator: Benjamin Link
Dates: October 16, 2023
Times: 8:00 am – 3:00 pm
Format: In-person
Number of CTLE Credits: 6.25 hours

STEM: Fourth Grade FOSS Science
Environments

Class Type: SIP
This training is for the fourth-grade FOSS Environments STEM kit. In the Environments Module, students explore the structures and behaviors of organisms, the relationships between organisms and their environment, the range of tolerance and optimum conditions for germinating seeds and hatching brine shrimp, and graph and interpret data from experiments to build evidence-based explanations. Participants in this training will have the opportunity to investigate all of the above from the students' point of view while gaining the knowledge and pedagogy to effectively translate the learning to the classroom.

For teachers new to fourth-grade science, additional offerings on the FOSS Energy and FOSS Soil, Rock, and Landforms kits are also available in the catalog.

Learning will focus on the 7E Inquiry Model, as well as structures, protocols and assessment strategies that instill a culture of collaboration and curiosity in science or any subject matter. In this offering, participants will...
- explore each investigation as a student to both understand the information, and to predict potential misconceptions or difficulties their specific classroom
- apply the content, practices, and crosscutting concepts of the standards aligned with the module
- immediately employ all learning to plan and prepare for student investigation based on live demonstrations, inquiry investigations, discussions, and white boarding.

Participants: All educators new to the 4th grade STEM curriculum, or educators looking to strengthen their STEM instruction

Facilitator: Benjamin Link
Dates: September 18, 2023
Times: 8:00 am – 3:00 pm
Format: In-person
Number of CTLE Credits: 6.25 hours

STEM: Fourth Grade FOSS Science
Soils, Rocks, and Landforms

Class Type: SIP
This training is for the fourth-grade FOSS Soils, Rock, and Landforms STEM kit. In this Module, students investigate how various soils were created, explore physical and chemical weathering, use stream tables and topographical maps to study the creation of landforms, and develop models to understand how landforms change over time. Participants in this training will have the opportunity to investigate all of the above from the students' point of view while gaining the knowledge and pedagogy to effectively translate the learning to the classroom.

For teachers new to fourth-grade science, additional offerings on the FOSS Environments and FOSS Energy kits are also available in the catalog.

Learning will focus on the 7E Inquiry Model, as well as structures, protocols and assessment strategies that instill a culture of collaboration and curiosity in science or any subject matter.

In this offering, participants will...
- explore each investigation as a student to both understand the information, and to predict potential misconceptions or difficulties their specific classroom
- apply the content, practices, and crosscutting concepts of the standards aligned with the module
- immediately employ all learning to plan and prepare for student investigation based on live demonstrations, inquiry investigations, discussions, and white boarding.

Participants: All educators new to the 4th grade STEM curriculum, or educators looking to strengthen their STEM instruction

Facilitator: Benjamin Link
Dates: November 13, 2023
Times: 8:00 am – 3:00 pm
Format: In-person
Number of CTLE Credits: 6 hours

STEM: Fifth Grade FOSS Science
Mixtures and Solutions

Class Type: SIP

This training is for the fifth-grade FOSS Mixtures and Solutions STEM kit. In the Mixtures and Solutions Module, students investigate and mix three selected particulate materials with water studying simple mixtures, suspension, and solutions. Students develop a model for dissolving and melting and investigate the concentration and saturation of solutions. They also observe the production of new substances caused by a chemical reaction. Participants in this training will have the opportunity to investigate all of the above from the students' point of view while gaining the knowledge and pedagogy to effectively translate the learning to the classroom.

Learning will focus on the 7E Inquiry Model, as well as structures, protocols and assessment strategies that instill a culture of collaboration and curiosity in science or any subject matter.

In this offering, participants will...
- explore each investigation as a student to both understand the information, and to predict potential misconceptions or difficulties their specific classroom
- apply the content, practices, and crosscutting concepts of the standards aligned with the module
- immediately employ all learning to plan and prepare for student investigation based on live demonstrations, inquiry investigations, discussions, and white boarding.

Participants: All educators new to the 5th grade STEM curriculum, or educators looking to strengthen their STEM instruction

Facilitator: Kristen Hunt-Noteware
Dates: December 11, 2023
Times: 8:00 am – 3:00 pm
Format: In-person
Number of CTLE Credits: 6 hours

STEM: Fifth Grade FOSS Science
Earth and Sun

Class Type: SIP

This training is for the fifth-grade FOSS Earth and Sun STEM kit. In the Earth and Sun Module, students investigate shadows, and how they change throughout the day, understand rotation and revolution and how that causes day and night and different seasons. They investigate how the atmosphere, hydrosphere, and geosphere interact. Participants in this training will have the opportunity to investigate all of the above from the students' point of view while gaining the knowledge and pedagogy to effectively translate the learning to the classroom.

Learning will focus on the 7E Inquiry Model, as well as structures, protocols and assessment strategies that instill a culture of collaboration and curiosity in science or any subject matter.

In this offering, participants will...
- explore each investigation as a student to both understand the information, and to predict potential misconceptions or difficulties their specific classroom
- apply the content, practices, and crosscutting concepts of the standards aligned with the module
- immediately employ all learning to plan and prepare for student investigation based on live demonstrations, inquiry investigations, discussions, and white boarding.

Participants: All educators new to the 5th grade STEM curriculum, or educators looking to strengthen their STEM instruction

Facilitator: Kristen Hunt-Noteware
Dates: September 19, 2023
Times: 8:00 am – 3:00 pm
Format: In-person
Number of CTLE Credits: 6 hours

STEM: Fifth Grade FOSS Science *Living Systems*

Class Type: SIP

This training is for the fifth-grade FOSS Living Systems STEM kit. In the Living Systems Module, students think about systems on different scales- nutrient and transport systems within an organism that moves matter and provides energy, feeding relationships in ecosystems, animals, decomposers, and the environment. Participants will come to understand that plants get materials for growth primarily from water, air, and energy from the Sun. Participants will explore human activities and their effect on systems. Participants in this training will have the opportunity to investigate all of the above from the students' point of view while gaining the knowledge and pedagogy to effectively translate the learning to the classroom

Learning will focus on the 7E Inquiry Model, as well as structures, protocols and assessment strategies that instill a culture of collaboration and curiosity in science or any subject matter.

In this offering, participants will…
- explore each investigation as a student to both understand the information, and to predict potential misconceptions or difficulties their specific classroom
- apply the content, practices, and crosscutting concepts of the standards aligned with the module
- immediately employ all learning to plan and prepare for student investigation based on live demonstrations, inquiry investigations, discussions, and white boarding.

Participants: All educators new to the 5th grade STEM curriculum, or educators looking to strengthen their STEM instruction

Facilitator: Kristen Hunt-Noteware
Dates: March 11, 2024
Times: 8:00 am – 3:00 pm
Format: In-person
Number of CTLE Credits: 6 hours

Introduction to Inquiry

Class Type: SIP

Teachers brand new to teaching our blend of FOSS/GST STEM curriculum using the 7E Inquiry Model will spend one day delving into structure, protocols, activities and the philosophy of the inquiry model embedded in our STEM Curriculum. Other topics covered: how to incorporate writing into science, scaffolding and differentiated instruction, as well as the use of data.

Learning will focus on the 7E Inquiry Model, as well as structures, protocols and assessment strategies that instill a culture of collaboration and curiosity in science or any subject matter.
In this offering, participants will…
- explore each investigation as a student to both understand the information, and to predict potential misconceptions or difficulties their specific classroom
- apply the content, practices, and crosscutting concepts of the standards aligned with the module
- immediately employ all learning to plan and prepare for student investigation based on live demonstrations, inquiry investigations, discussions, and white boarding.

Participants: All educators new to the STEM curriculum, or educators looking to strengthen their STEM instruction

Facilitator: Ben Link
Dates: October 2, 2023
Times: 8:00 am – 3:00 pm
Format: In-person
Number of CTLE Credits: 6.25 hours

NYS Grade 5 Elementary Required Investigations Overview

Class Type: SIP
This two-day course will examine the NYS Required Investigations and the released sample items for the new, upcoming Grade 5 Science Test.

The Investigations are designed to evaluate the skills, practices, and thinking of fifth grade students that cannot be assessed on the written exam. During this session, all four of the new tasks will be completed and participants will take a deep dive into both the teacher and student materials that accompany the Investigations.

In this offering, participants will…
- explain the objectives and goals of each of the four Investigations
- successfully implement each Investigation in the classroom
- identify the different supports and scaffolds that might be necessary for students to be successful

Participants: All educators directly responsible for administering the NYS required Investigations for the new Grade 5 Elementary-Level Science Test

Facilitator: Benjamin Link, Kristen Hunt-Noteware, James Briggs
Dates: August 22 & 23, 2023
Times: 8:00 am – 3:00 pm
Format: In-person
Number of CTLE Credits: 6.25 hours per session
Special Notes: Due to the security of these resources, participants will not be provided with copies of any Investigations materials. Participants must contact their building leader to obtain their own copies of the Investigations materials for use during this training. Both teacher and student materials will be displayed throughout the training but cannot be recorded in any format.

NYS Grade 8 Intermediate Required Investigations Overview

Class Type: SIP

The Investigations are designed to evaluate the skills, practices, and the thinking of eighth grade students that cannot be assessed on the written exam. During this session, all four of the new tasks will be completed and participants will take a deep dive into both the teacher and student materials that accompany the Investigations.

In this two-day offering, participants will...
- explain the objectives and goals of each of the four Investigations
- successfully implement each Investigation in the classroom
- identify the different supports and scaffolds that might be necessary for students to be successful

Participants: All educators directly responsible for administering the NYS required Investigations for the new Grade 8 Intermediate-Level Science Test

Facilitator: Benjamin Link, Kristen Hunt-Noteware, James Briggs
Dates: August 24 & 25, 2023
Times: 8:00 am – 3:00 pm
Format: In-person
Number of CTLE Credits: 6.25 hours per day
Special Notes: Due to the security of these resources, participants will not be provided with copies of any Investigations materials. Participants must contact their building leader to obtain their own copies of the Investigations materials for use during this training. Both teacher and student materials will be displayed throughout the training but cannot be recorded in any format.

Living Environment Collaborative Learning Community (CLC)

Class Type: SIP

Looking to connect with other Living Environment (Biology) educators from across the region to discuss and share content and instructional strategies? Join us in this monthly series to converse with colleagues on all things Living Environment (L.E.).

In this offering, participants will...
- meet colleagues from similar teaching backgrounds
- discuss curriculum, instructional strategies
- ask questions about curriculum
- share resources with colleagues

Participants: All Living Environment (Biology) educators grades 7-12

Facilitator: Pam Bement & Charity Spencer
Dates and Times:
  October 24, 2023   3:30 – 4:30 pm
  November 28, 2023   3:30 – 4:30 pm
  March 26, 2024   3:30 – 4:30 pm
  May 28, 2024   3:30 – 4:30 pm
Format: Online Live
Number of CTLE Credits: 1 hour per session

STEM: Analyzing NYS ELS Written Test Sample Questions

Class Type: SIP

Join others as we review and analyze the released NYS Science test sample questions for elementary students.

In this two-day offering, participants will...
- explain what skills students will be able to demonstrate on the NYS written exam
- explore science instructional units to reinforce science skills and practices

Participants: All science educators responsible for teaching 5th grade science.

Facilitator: Angie Olkey
Dates: October 19, 2023
Times: 8:00 am – 11:00 am
Format: In-person
Number of CTLE Credits: 3 hours
Special Notes: Hard copies of the test sample questions will be provided.

STEM: Analyzing NYS ILS Written Test Sample Questions

Class Type: SIP

Join others as we review and analyze the released NYS Science test sample questions for middle school students.

In this offering, participants will...
- explain what skill students will be able to demonstrate on the NYS written exam
- explore science instructional units to reinforce science skills and practices

Participants: All science educators responsible for teaching 8th grade science.

Facilitator: Angie Olkey
Dates: October 19, 2023
Times: 12:00 pm – 3:00 pm
Format: In-person
Number of CTLE Credits: 3 hours
Special Notes: Hard copies of the test sample questions will be provided.

STEM: Helping Students Transition from Elementary to Middle School Science

Class Type: SIP

Students transitioning from elementary to middle school often experience difficulties. Join us as we review NYSSLS for grades 5-7 and discuss strategies to help students experience the world of laboratory sciences.

In this two-day offering, participants will...
- analyze the NYSSLS for grades 5-7
- explain the differences in science instruction at various grade levels
- articulate strategies to support students in a laboratory scientific instructional setting

Participants: All science educators grades 5-7

Facilitator: Angie Olkey
Dates: October 12, 2023
Times: 12:00 – 3:00 pm
Format: In-person
Number of CTLE Credits: 3 hours

STEM Coffee Hour

Class Type: SIP

Have questions about the latest happenings in STEM? Then join this monthly informal series to discuss and share ideas on STEM instruction. Any updated information from NYSED as well as current topics will be shared. Bring your questions, bring your cup of coffee and take advantage of the quiet morning hours to chat about STEM.

In this offering, participants will...
- explore current events in STEM
- investigate ways to implement NYSED standards

Participants: All administrators supervising STEM.

Facilitator: Angie Olkey
Dates and Times:
September 14, 2023   7:30 – 8:00 am
October 12, 2023   7:30 – 8:00 am
January 11, 2024   7:30 – 8:00 am
February 8, 2024   7:30 – 8:00 am
March 14, 2024   7:30 – 8:00 am
May 9, 2024   7:30 – 8:00 am
Format: Online Live
Number of CTLE Credits: .5 hour per session

Mathematics Focused

Book Study: *The Impact of Identity in K-8 Mathematics: Rethinking Equity-Based Practices*

Class Type: SIP   *Book Study*

Join us as we reflect on our own and students' multiple identities and how we can draw on these identities to offer high-quality, equity-based teaching. The authors encourage teachers to reframe instruction through the use of five equity-based mathematics teaching practices.
1. Going deep with mathematics
2. Leveraging multiple mathematical competencies
3. Affirming mathematics learners' identities
4. Challenging spaces of marginality
5. Drawing on multiple resources of knowledge

In this offering, participants will...
- engage in meaningful conversations about equity-based math practices and why they are important
- plan for ways to implement equity-based math practices in classrooms

Participants: All teachers of math grade levels K-8

Facilitator: Jessica Green & Charity Spencer
Dates, Times & Format:
In-person Session
July 6, 2023   12:00 – 1:00 pm
Online Live Sessions
August 1, 2023   1:00 – 2:00 pm
August 22, 2023   9:00 – 10:00 am
September 18, 2023   3:30 – 4:30 pm
Resources: Book will be provided
CTLEs: 1 hour per session

Equity Based Math Teaching Practices

Class Type: SIP

This course focuses on the question, 'How can an intentional focus on diversity, equity, and inclusion support meaningful mathematics learning for all students?' Join us as we explore this and take time to examine and modify lessons for our classrooms. Resource Text: *The Impact of Identity in K-8 Mathematics: Rethinking Equity-Based Practices,* by Julia Aguirre, Karen Mayfield-Ingram, Danny Bernard Martin

In this offering, participants will...
- review their understanding of the Equity-Based Mathematics Teaching Practices (Aguirre, Mayfield-Ingram, & Martin, 2013).
- identify connections between the Equity-Based Mathematics Teaching Practices and the principles of the NYS Culturally Responsive-Sustaining Education Framework
- create/Modify lessons to strengthen equity-based math teaching practices aligned with the NYS Culturally Responsive-Sustaining Education Framework

Participants: All math teachers grade levels K-12

Facilitator: Jessica Green & Charity Spencer
Date: August 7, 2023
Time: 8:30 – 10:30 am
Format: In-person
Number of CTLE Credits: 2 hours

Elementary Math Collaborative Learning Community (CLC)

Class Type: SIP

Looking to connect with other math educators to discuss and share content and instructional strategies? Join us for this monthly series to converse with colleagues on all things math.

In this offering, participants will...
- meet colleagues from similar teaching backgrounds
- discuss curriculum and instructional strategies
- ask questions about curriculum
- share resources with colleagues

Participants: All teachers of math grade levels K-6

Facilitator: Jessica Green & Charity Spencer
Dates, Times & Format:
In-person Session
    August 10, 2023   12:30 – 3:30 pm
Online Live Sessions
    October 2, 2023   3:30 – 4:30 pm
    December 4, 2023   3:30 – 4:30 pm
    February 26, 2024   3:30 – 4:30 pm
    April 29, 2024   3:30 – 4:30 pm
CTLEs: 3 hours for in-person session, and 1 hour for each online live session

Secondary Math Collaborative Learning Community (CLC)

Class Type: SIP

Looking to connect with other math educators to discuss and share content and instructional strategies? Join us for this monthly series to converse with colleagues on all things math.

In this offering, participants will...
- meet colleagues from similar teaching backgrounds
- discuss curriculum and instructional strategies
- ask questions about curriculum
- share resources with colleagues

Participants: All teachers of math grade levels 7-12

Facilitator: Jessica Green & Charity Spencer
Dates, Times & Format:
In-person Session
    August 10, 2023   8:30 – 11:30 am
Online Live Sessions
    October 3, 2023   3:30 – 4:30 pm
    December 5, 2023   3:30 – 4:30 pm
    February 27, 2024   3:30 – 4:30 pm
    April 30, 2024   3:30 – 4:30 pm
CTLEs: 3 hours for in-person session, and 1 hour for each online live session

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Book Study: *Building Thinking Classrooms in Mathematics Grades K-12; 14 Teaching Practices for Enhancing Learning,* **by Peter Liljedahl**

Class Type: SIP   *Book Study*

If you are an educator working to move your students beyond memorization and repetitive calculations in math to engaging student in deep thinking, then you should consider joining us for this book study as we learn together. We will be reading the text *Building Thinking Classrooms in Mathematics Grades K-12: 14 Practices for Enhancing Learning,* by Peter Liljedahl.

In this offering, participants will...
- engage in meaningful conversations about the 14 optimal practices
- create a plan for building a thinking classroom
- share experiences with building their classrooms with colleagues

Participants: All teachers of math grade levels K-12

Facilitator: Jessica Green & Charity Spencer
Dates, Times & Format:
In-person Sessions
    July 6, 2023   1:30 – 2:30 pm
    August 16, 2023   1:00 – 3:00 pm
Online Live Sessions
    September 25, 2023   3:30 – 4:30 pm
    October 10, 2023   3:30 – 4:30 pm
    October 23, 2023   3:30 – 4:30 pm
    November 7, 2023   3:30 – 4:30 pm
    November 27, 2023   3:30 – 4:30 pm
    December 12, 2023   3:30 – 4:30 pm
    January 8, 2024   3:30 – 4:30 pm
    February 13, 2024   3:30 – 4:30 pm
    March 5, 2024   3:30 – 4:30 pm
    March 21, 2024   3:30 – 4:30 pm
    April 4, 2024   3:30 – 4:30 pm
Resources: Books will be provided
CTLEs: Session 1 – 1 CTLE, Session 2 – 2 CTLE, each online live session is 1 hour of CTLE

Diverse Learners and Behavioral Supports

Specially Designed Instruction for Students with Severe Disabilities

Class Type: SIP

Did you ever wonder how you can possibly develop instruction that is aligned with the standards, but also is meaningful for your students with disabilities, especially those with severe disabilities? In this training, we will address those very concerns and how to design instruction to meet the unique needs of this very special population of students.

In this offering, participants will...
- identify what elements of instruction may be adapted when specially designing instruction including content, methodology and delivery of instruction.
- prioritize standards-aligned content for students with severe disabilities.
- explore various evidence-based instructional methodologies, learning strategies and supports for students with disabilities.
- apply SDI based on your own individual student needs as it pertains to a specific learning target.

Participants: All Special Education educators, Special Education Administration, Paraprofessionals

Facilitator: Valerie Cole
Format: In-person
Date(s): July 13, 2023
Time: 8:30 am to 2:30 pm
Number of CTLE Credits: 5 hours

IEP Progress Monitoring

Class Type: SIP

When you are writing IEP goals, you are writing your job description. This training will help us develop IEPs that can be reasonably monitored using procedures that are identified in the IEP. This training will help participants examine the role that progress monitoring data has in the instructional process as well as the IEP development process. We'll take a closer look at communicating progress monitoring data through IEP progress reports to parents and other pertinent individuals.

In this offering, participants will...
- develop IEP goals that can be reasonably monitored,
- identify procedures for measuring progress,
- analysis of progress monitoring data to inform both the IEP process as well as the instructional process
- communicating the data and progress

Participants: All Special Education educators, General Education educators with Co-Teachers, Administrators, Related Service Providers

Facilitator: Valerie Cole
Date(s): August 17, 2023
Time: 8:30 am – 2:30 pm
Number of CTLE Credits: 5 hours

Accelerating Learning for Students with Disabilities

Class Type: SIP

History shows us that when students with disabilities struggle, the typical response is to reduce instructional rigor and segregate them from their general education peers. This leads to higher classification rates, lower expectations for students with disabilities, and ultimately, increasing the gap between students with disabilities and their non-disabled peers. So, what to do? We need to accelerate learning, ensure students with disabilities have access to grade-level learning by doubling down on high quality curriculum and instruction. Only AFTER these high leverage practices are put into place do we specially design instruction (SDI).

In this offering, participants will...
- define six-high leverage, evidence-based practices shown to have the most impact on all students, especially those with disabilities
- understand the relationships between each instructional approach
- define Specially Designed Instruction, its purpose, and where/when it is implemented in the instructional process.
- evaluate your own lessons to identify examples of each instructional approach and areas in the lesson to add them.

Participants: All Special Educators, General Educators with Co-Teachers, Administrators

Facilitator: Valerie Cole
Date(s): July 11, 2023
Time: 8:30 am – 2:30 pm
Number of CTLE Credits: 5 hours

Reasonably Calculating IEPs Using Assessment rather than the Magic 8 Ball

Class Type: SIP

An IEP must be "reasonably calculated to enable a child to make progress appropriate in light of the child's circumstances." Are the IEPs that your CSE develop reasonably calculated for what a child can accomplish in one year? Are they meaningfully calculated based on the children's individual needs? This training will look at how you can use assessment data to determine a student's instructional level and rate of improvement to make sound decisions around the rigor of annual IEP goals as well as providing evidence of student improvement.

In this offering, participants will...
- review regulations and case law
- compare and contrast different types of assessment used for different purposes
- examine how to use curriculum-based assessments to make data-based instructional and programmatic decisions

Participants: All Special Educators, Special Education Administrators

Facilitator: Valerie Cole
Date(s): August 22, 2023
Time: 8:30 am – 2:30 pm
Number of CTLE Credits: 5 hours

Using the RTI Approach to Classification

Class Type: SIP

Districts must ensure that the lack of appropriate instruction in reading and math and/or limited English proficiency are not the "determinant factor" for classifying a student with a disability under any disability category. With RTI's systematic approach to intervention, measurement of students' response to that intervention, and the use of RTI data to inform instruction, what better way to distinguish between a student with a true disability and those who are in disadvantaged situations? This training will dive into RTI and the necessary steps to classifying students with disabilities.

In this offering, participants will...
- discuss the benefits of RTI prior to classification of students with disabilities
- examine the core concepts of RTI
- explore how interventions that are focused specifically on individual student difficulties and delivered with appropriate intensity impacts student achievement
- articulate the importance of continuous monitoring of student performance, ongoing assessment, and adjustments made to instruction based on that assessment data PRIOR to classification as a student with a disability
- collaborate and share how data-based decisions are documented.

Participants: All Special Educators, General Educators, Interventionists, RTI Administrators, Special Education Administration

Facilitator: TBD
Format: In-person
Date(s): August 24, 2023
Time: 8:30 am – 2:30 pm
Number of CTLE Credits: 5 hours

What Happened to You? Conversations on Trauma, Resilience and Healing, by Dr. Bruce Perry and Oprah Winfrey

Class Type: SIP   *Book Study*

In this book study, we examine how we can understand ourselves and others better through the lens of childhood adversity and trauma, offering insight on the impact of traumatic experiences on human behavior. As we explore the conversation between children's mental health and neurosciences expert, Dr. Bruce Perry, and Oprah Winfrey we look to understand how positive relationships and a sense of belonging can help to heal trauma and assist in developing resiliency. Conversations will focus on topics including neuroplasticity, sensory memory's influence on behavior and interpreting people and environment, structure and function of the human brain, and most importantly how can our learning impact our day-today work with students and adults.

In this offering, participants will...
- deepen knowledge and understanding of trauma, resilience, and healing
- draw connections between the ideas presented in the text with their day-to-day work with students and adults

Participants: All educators across content and grade levels PK-12, School Counselors, Administrators.

Facilitator: Stephanie Stephens
Date(s): July 27, August 9, October 3, December 7, 2023
Time: 8:30 to 11:00 am
Format: In person
Resources: Books will be provided.
Number of CTLE Credits: 2.5 hours per session
Special Notes: *Content Warning* – This book contains mentions and descriptions of self-harm and physical and emotional abuse, violence, and trauma.

Dealing with Problematic Behaviors

Class Type: SIP

Are you facing problematic behaviors throughout the school day? This course will discuss the functions behind behaviors and teach participants how to identify behaviors. Participants will learn evidence-based interventions and how to implement them in the classroom.

In this offering, participants will...
Short Term:
- identify challenging behaviors that affect classroom learning
- analyze learning strategies to help work through challenging behavior, positive reinforcement, negative reinforcement, sensory simulations, and regulation
- identify strategies for responding to challenging behaviors
Long Term:
- evaluate current classroom expectations, procedures, and routines and reflect on the effectiveness of the components
- prioritize a support system when challenging behaviors occur

Participants: All educators across content and grade levels K-12, School Administrators

Facilitators: Jessica Green & Jessica Carpenter
Date(s): July 17, 2023
Time: 8:30 am – 10:30 am
Format: In-person
Number of CTLE Credits: 2 hours

Creating an Action Plan to Boost ELL Family Engagement

Class Type: SIP

Having an action plan that establishes goals, objectives, outcomes, tasks and timelines can help a school formalize activities that can aid in the success of an English Language Learner's education and in the inclusion and engagement of the family. An action plan can also help a school better advocate for ELls and their families. In this workshop, we will explore best practices to increase family engagement and improve the home/school connection with the families of our English learners.

In this offering, participants will...
- intentionally create an action plan in support of positive and consistent communication to families and caregivers of ELLs

Participants: All educators who teach English Language Learners in their classrooms, or educators who support ELLs, and school administrators.

Facilitator: NCT Language Services
Date(s): October 2024
Time: TBD
Format: Online Live
Number of CTLE Credits: TBD

Standards-Based Instruction for ELLs in the Content Area Classroom

Class Type: SIP

In this training, participants will use the Universal Design for Learning (UDL) theory and the NYS standards to plan lessons for students. UDL is a framework that supports teachers of MLs with different abilities to develop learning environments that are accessible and challenging to all.

In this offering, participants will…
- utilize standards to streamline instruction ensuring teaching practices focus on agreed upon learning targets
- modify lesson plans using the concepts of UDL framework to ensure differentiation for all students

Participants: All educators across grade levels who have English Language Learners in their classrooms, or support ELL students, and administrators.

Facilitator: Mid-State RBERN
Date(s): July 18, 2023
Time: 8:30 am – 3:00 pm
Format: In-person
Number of CTLE Credits: 5.5 hours

Support for ELLs in STEAM in Secondary School

Class Type: SIP

This workshop will help participants explore ways to create spaces for ELLs to innovate, hypothesize, collaborate, and explore STEAM (science, technology, engineering, the arts, and mathematics).

In this offering, participants will…
- intentionally create activities that open a space for exploration and communication while engaged in the discovery and collaborating with peers

Participants: All educators who teach STEAM subjects and have English Language Learners in their classrooms, or educators who support ELLs, and school administrators.

Facilitator: Mid-State RBERN
Date(s): August 3, 2023
Time: 8:30 am – 3:00 pm
Format: In-person
Number of CTLE Credits: 5.5 hours

Diversity, Equity, Inclusion & Belonging and Social Emotional Learning

"Every day, every student." Its more than just words, it is about leveraging a multitude of opportunities to provide students and adults with a warm welcoming and affirming environment, where students can see themselves reflected in literature, where student voice is elevated in student centered classrooms, and students have an opportunity to practice and develop skills that will assist them in adulthood. Highlights include the second year of RENE, workshops to learn allyship, content area courses for supporting the NYSED updated SEL Benchmarks, and book studies of mentor texts filled with best practices to ensure it is truly "Every student, every day."

Regional Equity Network of Educators (RENE)
Class Type: SIP

RENE exists to:
- connect equity driven educators with one another
- sustain the push and momentum for diversity, equity, and inclusion
- collaboratively problem solve challenges that we face in our classrooms and schools

In its second year, RENE will continue to provide opportunities for educators to collaborate learn from each other and from guest speakers on topics including courageous conversations, anti-bias, anti-racist, how to elevate student voice on topics of equity, and allyship to those who are marginalized.

These offerings are provided in collaboration with Corning Incorporated's Office of Racial Equality & Social Unity (ORESU).

Participants: All educators across content and grade levels K-12, Administrators.
Facilitator: Jarvis Marlow-McCowin, Debbie Fishbeck, Beth Dryer, Stephanie Stephens

Dates	Format
October 12, 2023	In-person
November 16, 2023	Online Live
December 14, 2023	In-person
February 8, 2024	Online Live
April 11, 2024	Online Live
May 16, 2024	In-person

Time: 3:30 – 5:30 pm
Number of CTLE Credits: 2 hours per session

Regional DEIB Leaders Network

Class Type: SIP

Are you leading or supporting DEI(B) or Educational Equity efforts and initiatives in your district? Are you looking for resources, information, and opportunities to dialogue with regional colleagues? This network is designed to bring together regional equity leaders to share in robust opportunities, conversation, and topics related to equity work including disproportionality, anti-bias, developing racial literacy, addressing microaggressions, and many more.

In this offering, participants will…
- engage in relevant discussion around equity work across the region
- cultivate resources in support of equity work in districts

Participants: All District Leaders supporting DEIB or Educational Equity initiatives or Teachers on Special Assignment

Facilitator: Stephanie Stephens
Dates, Times & Format:
In-person Session

August 8, 2023	8:30 – 10:30 am
October 2, 2023	8:30 – 10:30 am
May 8, 2024	8:30 – 10:30 am

Online Live Sessions

December 8, 2023	9:00 – 11:00 am
February 14, 2024	9:00 – 11:00 am

Number of CTLE Credits: 2 hours per session

LGBTQ+ Etiquette and Common Bloopers

Class Type: SIP

LGBTQ+ terms and identities are constantly changing. It is difficult to keep up. Many people feel intimidated by all the changes and are silenced by the fear that they will accidentally say something that will offend someone. This workshop helps relieve this anxiety by offering easy respectful language tips and suggestions for how to mess up properly. Participants will leave with a list of the most common LGBTQ+ etiquette bloopers, better language suggestions, best-practice communication tips, and an increased confidence in their ability to have respectful interactions with and about LGBTQ+ people. Allies can create safer spaces with their language choices and this workshop.

In this offering, participants will…
- explore a list of the most common LGBTQ+ etiquette bloopers, better language suggestions, best-practices communication tips
- increase confidence in their ability to have respectful interactions with and about LGBTQ+ students, coworkers, and parents.

Participants: All educators across content and grade levels K-12, School Counselors, Administrators.

Facilitator: Jeannie Gainsburg, author
Date(s): July 19, 2023
Time: 8:30 – 9:45 am
Format: Online Live
Number of CTLE Credits: 1.25 hours
Special Notes: Savvy Ally Action workshops are an engaging and encouraging way for people to gain confidence as LGBTQ+ allies and to learn practical skills for creating inclusive spaces. All workshops come with take-away informational handouts to reinforce learning.
Never ever "death by PowerPoint," Savvy Ally Action workshops are interactive, non-judgmental, and chock-full of useful ally tips, with entertaining pop quizzes along the way.

Pronouns: How to Share, Gather, Use and Mess Them Up

Class Type: SIP

What's the best way to ask people for their pronouns without making it awkward? Should I share my pronouns if they're obvious? What do I do when I see two pronouns, like she/they? Should I use they for everyone if I don't know people's pronouns? What should I do when I accidentally mess up someone's pronouns? This workshop answers these questions and much more. Participants will leave this workshop with a strong understanding of why sharing their pronouns is a great ally action, improved odds of correctly addressing people, and more confidence in their ability to respectfully gather pronouns from others.

In this offering, participants will…
- develop a stronger understanding of the why sharing their pronouns is a great ally action, improve odds of correctly addressing people, and more confidence in their ability to respectfully gather pronouns from others

Participants: All educators across content and grade levels K-12, School Counselors, Administrators.

Facilitator: Jeannie Gainsburg, author
Date(s): July 31, 2023
Time: 8:30 – 9:45 am
Location: Online Live
Number of CTLE Credits: 1.25 hours
Special Notes: Savvy Ally Action workshops are an engaging and encouraging way for people to gain confidence as LGBTQ+ allies and to learn practical skills for creating inclusive spaces. All workshops come with take-away informational handouts to reinforce learning. Never ever "death by PowerPoint," Savvy Ally Action workshops are interactive, non-judgmental, and chock-full of useful ally tips, along the way.

Good Talk: The Art of Having Useful Conversations

Class Type: SIP

Successful diversity and inclusion initiatives involve creating judgment-free spaces where people can share their experiences, listen to each other, forgive mistakes, and encourage everyone to learn and grow. Yet the barriers to establishing these spaces in our increasingly polarized society can seem daunting. Starting with a conversation about how people learn, this workshop offers effective shame-free communication techniques that reduce defensiveness and open people's ears to new ideas. Participants will leave feeling more confident in their skills as listeners and educators and more effective in their LGBTQ+ inclusion and advocacy efforts.

In this offering, participants will…
- gain confidence in their skills as listeners and educators and become more effective in their LGBTQ+ inclusion and advocacy efforts

Participants: All educators across content and grade levels K-12, School Counselors, Administrators.

Facilitator: Jeannie Gainsburg, author
Date(s): August 16, 2023
Time: 9:00 – 10:00 am
Format: Online Live
Number of CTLE Credits: 1 hour
Special Notes: Savvy Ally Action workshops are an engaging and encouraging way for people to gain confidence as LGBTQ+ allies and to learn practical skills for creating inclusive spaces. All workshops come with take-away informational handouts to reinforce learning.
Never ever "death by PowerPoint," Savvy Ally Action workshops are interactive, non-judgmental, and chock-full of useful ally tips, with entertaining pop quizzes along the way.

Orientation, Identities, Behaviors – Oh My!

Class Type: SIP

Can transgender people also be gay? Why would someone use *they* as their pronoun? What does *pansexual* mean? What does any of this have to do with work or school? This workshop answers these questions and much more. Participants will leave this workshop with a strong understanding of the many identities under the LGBTQ+ umbrella, what being out and authentic in the workplace or at school is all about, and the damaging consequences of confusing orientations (which come to work/school) with sexual behaviors (which stay at home).

In this offering, participants will…
- develop a strong understanding of the many identities under the LGBTQ+ umbrella, what being our an authentic at school is all about, and the damaging consequences of confusing orientations (which come to work/school) and sexual behaviors (which stay home)

Participants: All educators across content and grade levels K-12, School Counselors, Administrators.

Facilitator: Jeannie Gainsburg, author
Date(s): July 13, 2023
Time: 8:30 – 9:45 am
Format: Online Live
Number of CTLE Credits: 1.25 hours
Special Notes: Savvy Ally Action workshops are an engaging and encouraging way for people to gain confidence as LGBTQ+ allies and to learn practical skills for creating inclusive spaces. All workshops come with take-away informational handouts to reinforce learning.
Never ever "death by PowerPoint," Savvy Ally Action workshops are interactive, non-judgmental, and chock-full of useful ally tips, with entertaining pop quizzes along the way.

Book Study: *Miseducated: A Memoir,* by Brandon P. Fleming

Class Type: SIP   *Book Study*

In this course we will read about an inspiring memoir of one man's transformation from a delinquent, drug-dealing dropout to an award-winning Harvard educator through literature and debate—all by the age of twenty-seven. Through his personal narrative, readers witness Fleming's transformation, self-education, and how he takes what he learns about words and power to help others like himself. Miseducated is an honest memoir about resilience, visibility, role models, and overcoming all expectations.

In this offering, participants will…
- engage in meaningful conversations about resilience, visibility, role models and overcoming expectations in the classroom
- engage in meaningful conversation about equity in the classroom

Participants: All educators across content and grade levels PK-12, School Counselors, Administrators.

Facilitators: Pam Bement & Charity Spencer

Date	Time	Format
November 15, 2023	7:00 – 8:00 pm	Online-live
December 13, 2023		
January 17, 2024		
February 13, 2024		
March 13, 2024		
April 17, 2024		
May 15, 2024		

Resource: Book will be provided
Number of CTLE Credits: 1 hour per session

SEL Collaborative Learning Community (CLC)

Class Type: SIP

In its third year, this collaborative learning community will continue exploring best practices for integrate social emotional learning into daily teaching, review the updated NYSED SEL Benchmarks, and identify skill building lessons to support student academic success and well-being.

In this offering, participants will…
- connect with a mentor text(s) and plan to integrate strategies for infusing SEL
- share in collegial conversation
- receive updates from SCDN for SEL

Participants: All educators across content and grade levels PK-12, School Counselors, Administrators.

Facilitator: Jessica Carpenter & Stephanie Stephens
Date(s): November 13, 2023
          February 13, 2024
          April 15, 2024
          May 13, 2024
Time: 12:00 – 3:00 pm
Format: In-person
Number of CTLE Credits: 3 hours per session

Belonging

Class Type: SIP

"Belonging impacts mental wellness (a lack of belonging can be linked to depression and antisocial behavior), affects academic performance (course persistence and grades), and even has lifetime benefits (such as career satisfaction and community engagement" ~ Michael Ralph.

Belonging touches so many key aspects of the student experiences in the classroom and school building. Join with other educators as we explore classroom strategies and practices that can be easily woven into lesson plans to elevate student voice, foster a student-centered classroom environment, and cultivate a true sense of belonging within a supportive environment.

In this offering, participants will…
- examine the 'why' for belonging
- identify elements of a supportive and affirming environment
- explore student-centered classroom practices that foster belonging and student agency
- plan to implement strategies into classroom environment

Participants: All educators across content and grade levels K-12, school counselors, Administrators.

Facilitators: Beth Powell and Jessica Carpenter
Date(s): August 17, 2023
Time: 9:00 am – 12:00 pm
Format: In-person
Number of CTLE Credits: 3 hours

Book Study: *Belonging Through a Culture of Dignity,* by Floyd Cobb and John Krownapple

Class Type: SIP   *Book Study*

Through this offering, we will explore the foundational elements of *belonging* and how it directly ties to educational equity initiatives in district. Dive deep into what it takes to create a sense of belonging in schools, and review the framework the authors offer for dignity, belonging, and inclusion.

In this offering, participants will…
- develop deeper understanding of the types of belonging and the impact it has on student educational experience and long-term success
- explore to foster belonging in their districts, school buildings, classrooms and with the school district community
- plan to incorporate opportunities for inclusion, belonging, and dignity into their day-to-day interactions with adults and students
- understand the cycles of equity work and how to avoid dysfunctionality

Participants: All school administrators or Teachers on Special Assignment

Facilitator: Stephanie Stephens, Jessica Carpenter, Beth Powell
Date(s): July 27, August 9, October 5, 2023
Time: 12:00 – 2:30 pm
Format: In-person
Resource: Book will be provided
Number of CTLE Credits: 2.5 hour per session

One Breath at a Time

Class Type: SIP

Breath awareness actives bring students and teachers into the present moment and can assist students with focus and calm, relieving anxiety, and build self-awareness while supporting a positive classroom community. This course is designed for teachers to explore 10 different breathing activities that can be embedded in their daily teaching practice. The materials will provide insights on how to differentiate for students of all abilities at primary, middle and secondary level.

In this offering, participants will…
- explore and use breath awareness strategies to help individual or a group of students regulate their emotions, calm their minds, or recenter themselves when they are triggered
- integrate breath awareness strategies into instruction when energy is high, conflict arises, or pressure is elevated to help students regulate their emotions, calm their minds, or recenter themselves
- facilitate breath awareness techniques during particularly stressful circumstances to help students reduce anxiety and learn to slow down, breathe, and relax.

Participants: All educators across content and grade levels PK-12, School Counselors/social workers.

Facilitator: Stephanie Stephens, Breathe4Change Certified Yoga Instructor
Date: July 10, 2023
Time: 8:30 – 11:30 am
Format: In-person
Number of CTLE Credits: 3 hours
Special Note: Please wear comfortable clothes and if you would like to bring a yoga mat for floor-based activities.

Fill your Backpack and Climb High!

Class Type: SIP

What do ELA, Math, Science, Social Studies, Digital Fluency and SEL standards all have in common-- communication, problem solving, collaboration and perseverance! These skills are essential for students to be successful across all disciplines and NYS Learning Standards. Participants will have the opportunity to progress through a sequence of activities that can easily be implemented in the classroom to develop these critical skills with students while also cultivating a positive, respectful learning environment. In the afternoon participants will have the opportunity to put all of these skills to work on the GST BOCES Challenge Course which is a service available to all of our school districts.

In this offering, participants will…
- explore ways to facilitate effective communication between students (tone of voice, body language, speaking clearly, listening)
- engage in activities to model and explore a problem-solving model that can be used across all content areas to foster collaboration
- evaluate how these activities can be implemented within your classrooms and content areas.

Participants: All educators across content and grade levels 5-12, school counselors/social workers, school administrators

Facilitator: Becky Bowers
Date: July 25, 2023
Time: 9:00 am – 2:00 pm
Format: In-person
Location: GST BOCES Bush Campus Challenge Course
Number of CTLE Credits: 5 hours
Special Notes: Limit 20 participants, additional course can be added. The afternoon will be spent on the GST BOCES Challenge Course.

Transforming a Culture of Learning

Class Type: SIP

Participants will learn strategies to promote SEL through culturally responsive practices, and articulate action steps toward embedding culturally competent SEL practices in classrooms.

In addition, participants will examine the benefits of cultural considerations for SEL integration while focusing on recognizing strengths in students, what cultural considerations teachers should be making when implementing SEL, and how does culturally responsive teaching set a foundation for SEL and academic learning.

In this offering, participants will…
- examine the benefits of cultural considerations (such as language barriers, religious beliefs, limited background knowledge, and personal experiences) for SEL integration, and recognize the asset that is the students' culture
- review cultural considerations teachers make when implementing SEL and examine the foundation culturally responsive teaching set for SEL
- articulate action steps toward embedding culturally competent SEL in classrooms.

Participants: All educators across content and grade levels K-12

Facilitator: Jessica Carpenter & Jessica Green
Date: July 10, 2023
Time: 12:30 – 3:30 pm
Format: In-person
Number of CTLE Credits: 3 hours

Creating Classroom Norms

Class Type: SIP

How do we establish the norms and healthy relationships in our classrooms - between all members of the classroom community? In our learning we will look to explore how to establish classroom norms inclusive of all stakeholder voices and foster an environment where maintaining and fostering high expectations for students' involvement in their learning is key.

In these offerings, participants will…
- identify key stakeholders in the classroom and their needs and wants for ownership in the process
- craft classroom norms that foster high expectations
- examine ways to assess the effectiveness of classroom norms and routines for revisiting and editing norms

Participants: All educators across content and grade levels K-12

Facilitator: Jessica Carpenter & Jessica Green
Date: July 19, 2023
Time: 8:30 – 11:30 am
Format: In-person
Number of CTLE Credits: 3 hours

Integrating the NYS Social Emotional Learning Goals into Content Area Curriculum

Class Type: SIP

A growing body of research suggests that social emotional curriculum may increase the likelihood that students will be engaged in their own learning, be more connected to school, and experience increased academic achievement.

This series will invite educators to identify priority SEL indicators to integrate into content area curriculum.

In these offerings, participants will...
- explore the updated set of NYS SEL Benchmarks for the new Adult indicators because strong SEL competencies among all adults provide the foundation for young people's competency development;
- examine the equity-centered revisions including student agency, student identity, and belonging
- prioritize SEL Benchmark indicators based on discipline-related practices and mindsets (i.e., the Standards for Mathematical Practices; the Lifelong Practices of Readers and Writers, et al);
- please bring a unit you might want to work to integrate SEL into.

Participants: Educators may sign up for one or more content area workshops:

Content Area	Dates	Times	Format	CTLE Hours
ELA	August 14, 2023	8:30 – 3:30 pm	In-person	6
Social Studies	August 10, 2023	9:00 am – 12:00 pm	In-person	3
Math	August 16, 2023	8:30 – 10:30 am	In-person	2
General Music	July 11, 2023	9:00 – 11:00 am	In-person	2

Facilitator: Patty Rhinehart, Stefanie Mayr, Beth Powell, Jessica Carpenter, Jessica Green, Pam Bement, Charity Spencer, Linnea Delorme, Carina Telesca

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Building Sheroes

Class Type: SIP

"We cannot all succeed when half of us are held back. We call upon our sisters around the world to be brace – to embrace the strength within themselves and realize their full potential." ~ Malala Yousafzai

The middle school experience for young girls is complex and fraught with a variety of pressures at home, school, from society and social media, and from peers. The theme of this offering is empowerment of middle school girls to see their true potential.

In these offerings, participants will...
- examine the 'why' for providing additional supports to middle school girls
- explore topics of self-confidence, self-esteem, social supports, emotional intelligence, and identity for middle school girls
- explore intentional ways to elevate identify of a middle school female as a strength for success
- examine social-emotional learning strategies to promote diversity, equity, and inclusion in education

Participants: All educators across content and grade levels, K-12, School Counselors, Administrators

Facilitators:
Deborah Beall, MS Counseling Psychology, has worked in higher education at SUNY Corning Community College for over 25 years. Starting as a Psychology professor before serving in her current administrative role as Associate Dean of the Professional Studies. Nationally Certified Counselor.

Jackie VanBrunt, Ed.D, has 25 years experience working in higher education at both public and private institutions. Prion to joining the post-secondary education sector, Jackie worked as a Child Protective Services Caseworker and Counselor for high-risk students in a Middle School setting. Currently, Jackie serves as an independent Educational Consultant for schools, students, and families.

Dates	Times
July 25, 2023	9:00 am – 12:00 pm
August 8, 2023	9:00 am – 12:00 pm

Format: In-person
Number of CTLE Credits: 3 hours, participants choose which session they would like to attend.

SEL in the General Education Classroom: Incorporating SEL, Music & Movement through Children's Literature

Class Type: SIP

Explore themes such as experiencing and handling emotions (emotional regulation), celebrating identity and discovering personal strengths through the vehicle of children's literature and the use of movement, breathwork and music incorporated in the stories.

In this offering, participants will…
- experience and practice integration of SEL through movement & music and integration of children's literature
- engage in music and movement sequences
- plan to incorporate learning into classroom lesson

Participants: All educators across content and grade levels K-2, 3-5 (individual sessions for each grade level band)

Facilitator: Carina Telesca, Music Educator & Mind/Body Specialist through the American Council on Exercise

Grade Level Band	Date	Times
K-2	July 10, 2023	9:00 – 11:00 am
3-5	July 12, 2023	9:00 – 11:00 am

Format: In-person
Number of CTLE Credits: 2 hours per session, participants can sign up for one or both sessions.
Special Notes: All music and movement sequences will be available with video and audio to be easily integrated into the classroom

Interactive Formative Assessments and SEL

Class Type: SIP

Interactive formative assessments can provide an opportunity to guide teacher decision making about future instruction and also provide valuable feedback to students. It also encourages students to be actively involved in understanding their own learning.   Often in education we move on too quickly trying to "cover" everything without taking the time to allow students to reflect and make sense of their own learning. This workshop will focus on providing a multitude of formative assessment strategies that can be quickly and easily implemented into the classroom. The various strategies will also help infuse opportunities for social and emotional learning among the students.

In these offerings, participants will…
- actively engage in a variety of interactive formative assessments
- develop and create interactive formative assessments for their classrooms

Participants: All educators across content and grade levels 3-12, school counselors/social workers

Facilitator: Becky Bowers
Date: July 5, 2023
Time: 9:00 am – 12:00 pm
Format: In-person
Number of CTLE Credits: 3 hours

Teacher Support Focused

Book Study: *Strained and Drained: Tools for Overworked Teachers*, by Connie Hamilton

Class Type: SIP   *Book Study*

Strained and Drained: Tools for Overworked Teachers describes five areas of wellness and offers realistic and practical ways that teachers can create habits to support each one. You'll find effective ways to take care of YOU, both in and out of the classroom. Wellness is not an isolated activity, it's a way of life and requires a mindset that values and prioritizes it. The strategies you gain from this book will support your physical, emotional, social, cognitive, and spiritual health and will put you at your best so you can enjoy what the authors still believe is the most important and rewarding profession on earth.

In this offering, participants will…
- identify current tools they use to support their overall wellness
- engage in meaningful conversations about the importance of personal wellness to help us be better teachers
- learn new strategies to support physical, emotional, social, cognitive, and spiritual health
- develop systems, processes, and strategies to ensure student outcome and teacher well-being are not mutually exclusive
- learn how to turn thoughts of self-care into actions of self-care

Participants: All educators across content and grade levels K-12
Facilitator: Pam Bement & Charity Spencer
Dates, Times & Format:
In-person Session
   July 13, 2023   12:00 – 1:00 pm
Online Live Sessions
   August 2, 2023   2:00 – 3:00 pm
   August 9, 2023   2:00 – 3:00 pm
   August 17, 2023   10:00 – 11:00 am
   August 24, 2023   10:00 – 11:00 am
   September 21, 2023   3:30 – 4:30 pm
Resources: Book will be provided
CTLEs: 1 hour per session

Mentoring for IMPACT

Class Type: SIP

Are you mentoring a fellow teacher this year? Looking for strategies to provide support, coaching for feedback and growth? Come share in learning with other mentors who are focused on supporting their mentees.

In this offering, participants will…
- describe the role of the mentor
- explain what characteristics make an effective mentor
- explore how to build a relationship with their new teachers
- describe the collaborative coaching cycle

Participants: All educators who are mentoring a fellow educator

Facilitator: Stephanie Stephens & Jessica Green
Dates, Times & Format:
In-person Session
   September 25, 2023   8:30 – 11:30 am
Online Live Sessions
   November 6, 2023   3:30 – 5:00 pm
   January 9, 2024   3:30 – 5:00 pm
   March 4, 2024   3:30 – 5:00 pm
   May 6, 2024   3:30 – 5:00 pm
Number of CTLE Credits: 3 hours for in-person session, 1.5 hours for each online live session

Students deserve great teachers. And teachers deserve the support they need to become great. ~ Bill Gates

New Teacher Academy – Year 1

Class Type: SIP

The New Teacher Academy looks to support teachers during the first year in the classroom by supporting lesson plan creation that includes explicit teaching and various engagement strategies. Topics will also include how to foster a warm classroom environment, how to navigate your new school culture and strategies for integrating into the school community, plus evidence-based classroom management strategies and application.

In this offering, participants will...
- add to their teacher's toolbox with additional strategies and methodologies
- discuss how to create a warm and welcoming classroom environment
- discuss how to navigate their school's culture
- explore evidence-based strategies for classroom management
- select additional topics to drive the focus of the Academy
- select other learning targets based on their professional development needs

Participants: All first year teachers across grade levels K-12 and content areas

Facilitator: Stephanie Stephens, Jessica Green, Patty Rhinehart
Date(s): October 16, 2023
      December 11, 2023
      February 5, 2024
      April 8, 2024
      Optional Session - 1:1 Support meeting with Facilitators on a topic determined by the
      Participants – Up to 1 hour of CTLE
Time: 3:30 – 5:30 pm
Format: Online Live
Number of CTLE Credits: 2 hours per session, Optional 1:1 Support Session up to 1 hour

Solo Teacher Collaborative

Class Type: SIP

Are you a singleton in your district looking for opportunities to collaborate? The Solo Teacher Collaborative is designed to reduce isolation, build connection, and support the exchange of ideas to combat the overwhelm of planning and teaching multiple course sections on your own. Attendees will determine the format and the focus of each session.

In this offering, participants will...
- develop learning targets based on the unique needs of the sessions

Participants: All educators across grade levels K-12 and content areas.

Facilitator: TBD
Date(s):
- Grades P-2: first Monday of each month
- Grades 3-5: second Monday of each month
- Grades 6-8: third Monday of each month
- Grades 9-12: fourth Monday of each month
  *P-12 teachers can attend any/all sessions
Time: 3:30 – 5:30 pm
Format: Online Live
Number of CTLE Credits: 2 hours per session

Educational Leadership & APPR

Recertification for the Observation/Evaluation of Principals

Class Type: SIP

This training is for administrators who will evaluate principals. The training will include all the state-prescribed components, as well as implementation and management of the APPR system, the integration of State initiatives and instructional leadership. Participants examine best practices to support Principals in their growth and to aid in Principal retention.

In this offering, participants will…
- examine multiple elements of the required components of the Commissioner's Regulations required for certification as a lead evaluator/teacher evaluator
- continue to examine and plan how best to support Principals' goal setting and growth.
- review the rubrics associated with Principal evaluation and work towards inter-rater reliability.
- be provided with updates from Teacher Leaders Effectiveness SCDN
- examine connections between evaluative systems and SEL/CRS & DEIB

Participants: Superintendents, Assistant Superintendents, any administrator who will observe/evaluate Principals

Facilitator: Jessica Carpenter & Stephanie Stephens
Dates & Times:
    Session 1: August 7, 2023
        8:30 – 11:30 am
    Session 2: December 13, 2023
        12:30 to 3:30 pm
Format: In-person
Number of CTLE Credits: 3 hours per session
Special Notes: Attendance at both sessions is required for recertification.

Initial Certification for the Observation/Evaluation of Teachers (New Lead Evaluator)

Class Type: SIP

This training is for administrators who have not previously participated in Lead Evaluator Training. The training will include Components of Training per 30-2.9 of the Commissioner's Regulations. The goal is to provide training that emphasizes growth-producing feedback.

In this offering, participants will…
- examine multiple elements of the required components of the Commissioner's Regulations required for certification as a lead evaluator/teacher evaluator
- continue to reflect on their leadership styles and continue to align their practices with the Professional Standards for Educational Leadership (PSEL)
- apply best-practices for providing growth-producing feedback, and supportive relationships with those they are observing.
- be provided with updates from Teacher Leaders Effectiveness SCDN
- examine connections between evaluative systems and SEL/CRS & DEIB

Participants: New Administrators or new Lead Evaluators who will be evaluating teachers

Facilitator: Stephanie Stephens & Jessica Carpenter
Dates & Times

Session 1 (Option A)	August 10, 2023	8:30 am – 3:30 pm
Session 1 (Option B)	January 4, 2024	8:30 – 3:30 pm
Session 2	January 10, 2024	8:30 – 11:30 am

Format: In-person
Number of CTLE Credits: 6 hours for Session 1, 3 hours for Session 2
Special Note: New Evaluators must attend Session 1 (Option A or B) & Session 2 for Certification

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Recertification for the Observation/Evaluation of Teachers

Class Type: SIP

This training is for educators who have previously participated in Lead Evaluator Training. The training will continue with all of the state-prescribed components as well as implementation and management of the APPR system, the integration of state initiatives (SEL, culturally responsive-sustaining education) and instructional leadership. Attention will be paid to inter-rater agreement and reliability using your district's rubric, as well as a focus on feedback and growth-producing conversations.

In this offering, participants will…
- examine multiple elements of the required components of the Commissioner's Regulations required for certification as a lead evaluator/teacher evaluator
- continue to reflect on their leadership styles and continue to align their practices with the Professional Standards for Educational Leadership (PSEL)
- apply best-practices for providing growth-producing feedback, and supportive relationships with those they are observing.
- be provided with updates from Teacher Leaders Effectiveness SCDN
- examine connections between evaluative systems and SEL/CRS & DEIB

Participants: Principals, Administrators, Independent Evaluators, any administrator evaluating/observing teachers

Facilitator: Stephanie Stephens & Jessica Carpenter
Dates, Times, Format, & CTLE:

Session	Date	Time	CTLE	Format
Session 1 (Option A)	August 2, 2023	8:30 – 11:30 am	3	In-person
Session 2 (Option A)	October 17, 2023	8:30 – 11:30 am	3	In-person
Session 1 (Option B)	October 24, 2023	8:30 – 11:30 am	3	Online Live
Session 2 (Option B)	December 12, 2023	8:30 – 11:30 am	3	Online Live

Special Notes: Participants are required to attend both Session 1 and Session 2 for a total of 6 hours of recertification Training. Participants can choose any combination of Options A & B to attend.

> **Program Note:** All lead evaluator trainings can be arranged as an On-Demand Service and be provided in-house for district administrators. Please contact Stephanie Stephens, Supervisor of Professional Learning, (ststephens@gstboces.org) to arrange this opportunity.

Regional Principal Meetings

Class Type: SIP

Time to network with regional Principals to share local resources and best practices. Meetings will be separated for Elementary, Middle School, and High School Principals.

In this offering, participants will…
- engage in professional learning related to current topics and educational initiatives
- engage in collaborative and supportive discussions on items of interest to the group
- highlight regional programming, and provide regional updates, and updates from SCDN & NYSED

Participants: Regional Principals and Administrators

Facilitator: Stephanie Stephens & Co-Planners

Principal Group	Dates	Times
Elementary Principals	September 26, 2023	9:30 – 10:30 am
	October 31, 2023	
	December 19, 2023	
	February 6, 2024	
	March 12, 2024	
	April 16, 2024	
	May 14, 2024	
Middle School Principals	September 27, 2023	9:30 – 10:30 am
	November 1, 2023	
	December 20, 2023	
	February 7, 2024	
	March 13, 2024	
	April 17, 2024	
	May 29, 2024	
High School Principals	September 28, 2023	9:30 – 10:30 am
	November 2, 2023	
	December 14, 2023	
	February 8, 2024	
	March 14, 2024	
	April 18, 2024	
	May 16, 2024	

Format: Online Live
CTLE: 1 hour per session

Fireside Chat: Casual Conversations Around Hot Topics in Education Collaborative Learning Community (CLC)

Class Type: SIP

Are your Educational Leadership Issues (magazines) piling up? Aspire to read them but never have time? Do you like to talk educational topics and stay "in the know" of current trends? Join our CLC to have an easy-going, positive, open-minded discussion on monthly *ASCD Educational Leadership* articles.

In this offering, participants will…
- be exposed to current educational trends as outlined by monthly ASCD *Educational Leadership* issues
- have a choice of joining discussions that meet their interest and needs (open space using breakout rooms)
- utilize protocols to ensure voices are heard and discussions are beneficial for the entire group.

Participants: All administrators with a current subscription to ASCD and receive monthly issues of the publication or has online access.

Facilitator: Patty Rhinehart, Jessica Green, Jessica Carpenter, Beth Powell

Dates	Time
September 12, 2023	3:30 – 5:30 pm
November 14, 2023	
January 16, 2024	
March 12, 2024	
May 14, 2024	

Format: Online Live
Number of CTLE Credits: 2 hours per session

Taking a Deep Dive into the NYS Teaching Standards

Class Type: SIP

Participants will take a deep dive into the NYS Teaching Standards. These Standards represents a broad area of knowledge and skills that research and best practices in the classroom have shown to be essential to effective teaching and to positively contribute to student learning and achievement. The standards acknowledge the range of student needs, referencing students with disabilities, students who are English language learners, and students who are gifted and talented. An effective teacher is portrayed through the standards as a lifelong learner, progressing through a continuum of career growth: preparation, induction, mentoring, evaluation, professional development, and movement through a career ladder.

In this offering, participants will…
- review the NYS Teaching standard and the connection to current education initiatives

Participants: All educators across content and grade levels PK-12, and administrators

Facilitator: Jessica Carpenter & Beth Powell
Date: August 9, 2023
Time: 9:00 am – 3:00 pm
Format: In-person
Number of CTLE Credits: 5 hours

SMART Start Grant

Transforming Teaching with Technology (T3): Overview of Digitally-Rich Learning Experiences

Class Type: SIP

Join us to see how GST Component District teachers are designing instruction for students through the use of digital technologies. The T3 project builds on teachers' use of digital tools during the pandemic to help teachers design and facilitate digitally-rich learning experiences for their students that will lead to their development and meaningful use of digital technologies, as well as support the learning of traditional content in more effective ways.

In this offering, participants will focus on these topics…
- explore learning experiences created by teachers through the T3 project
- review the technologies used in the T3 learning experiences and review what participating students learned
- Describe what the T3 project is and decide if they would like to participate in the 2023 cohort

Participants: All educators across content and grade levels K-8, Paraprofessionals, and Administrators
Facilitator: Sally Deane-Moshier & Jessica Green
Date: July 13, 2023
Time: 9:00 – 10:00 am
Format: Online Live
Number of CTLE Credits: 1 hour

Professional Learning Communities (PLCs): Transforming Teaching with Technology

Class Type: SIP

Professional Learning Communities facilitate by Warner School of Education at the University of Rochester will consist of 4-6 educators across participating districts who share similar grade level and/or academic assignments. These PLCs will engage in collaborative planning and sharing of resources in-person as well as utilizing the online Zoom platform. Educators will share monthly their learning experiences with experimenting with educational technology and seek support or guidance from colleagues in their PLC.

In this offering, participants will…
- focus on these topics: Eliciting prior knowledge, Conveying content, Synthesizing learning, Sharing student work; Differentiated Instruction & Preparing to Share Digitally Rich Resources for Final Showcase Zoom Event.
- take risks on lesson experimentation and report to PLC the strengths and the areas for growth.
- prepare and seek feedback for the Final Showcase Event.

Participants: All educators across content and grade levels K-8, Paraprofessionals, and Administrators
Facilitator: Warner School of Education-University of Rochester
Format: Online Live
Number of CTLE Credits: 5-12 hours
Special Note: Each PLC will decide when to meet via Zoom to collaborate during the following months: August, September, October, November, December, January, and February (Attend between 5-7 meetings)
Pre-requisite: Transforming Teaching with Technology Spring/Summer Institute

Transforming Teaching with Technology (T3): Summer Institute 2023 & Showcase Event

Class Type: SIP

How can you build on what you learned from the pandemic to use technology in support of your students' learning? The Summer Institute facilitated by Warner School of Education at the University of Rochester will immerse participants in authentic learning supported by educational technology. Educators will engage as learners while being reflective about how students learn and how to create the optimal environment for student growth. Four high leverage digital teaching practices will be explored: eliciting prior knowledge, conveying content, synthesizing learning, and sharing student work. The new NYS Standards for Computer Science and Digital Fluency, including Digital Citizenship, will be introduced, and discussed. Your experience with summer institute with provide an opportunity for you to explore new technology and share your learning with participants during the March 2024 Showcase.

In this offering, participants will focus on these topics…
- experience as learners high-quality digitally rich instruction, using both synchronous and asynchronous modalities.
- design and facilitate digitally rich learning experiences to increase students' technology skills, soft skills, and digital fluency skills to be competitive in today's 21st century workforce.
- improve educational technology proficiency to establish a digitally rich environment that supports curriculum and differentiated instruction by utilizing the high leverage digital teaching practices.
- review the new NYS Standards for Computer Science and Digital Fluency.

Participants: All educators across content and grade levels K-8, Paraprofessionals, and Administrators
Facilitator: Warner School of Education-University of Rochester

Dates	Times
August 8, 2023	1:00 – 3:30 pm
August 15, 2023	
August 17, 2023	
February 6, 2024	4:00 – 5:30 pm
March 5, 2024	4:00 – 6:00 pm

Format: Online Live & Independent
Number of CTLE Credits: 23-29 hours
Special Note: Limited Seating

Model Schools

The Model Schools program is an instructional technology planning and implementation process for the curriculum-driven use of technology. Highlights of our offerings include technology-related planning, curriculum, assessment, and opportunities for regional collaboration.

Participating Schools: Addison, Campbell-Savona, Corning-Painted Post, Elmira, Elmira Heights, GST BOCES, Hornell, Horseheads, Odessa-Montour, Prattsburgh, Spencer-Van Etten, Watkins Glen, Waverly

O365: Find the Power in PowerPoint

Class Type: Model Schools

PowerPoint has changed a lot over the years and offers a ton of potential to deliver course content in an engaging and interactive manner.

Participants will be expected to engage in the class from a laptop or desktop computer.

In this offering, participants will…
- evaluate how they currently deliver course content
- gain understanding of different ways to use PowerPoint to deliver course content
- define best practices for slide design
- explore new features to create interactive PowerPoint Presentations

Participants: All educators across content and grade levels K-12, from districts participating in Model Schools.

Facilitator: Dave Mayotte
Date(s): July 19, 2023
Time: 9:00-11:00
Location: Online Live
Number of CTLE Credits: 2 hours

Office 365: One Drive Basics

Class Type: Model Schools

Why should I move my files to the cloud? There are many reasons why you should move your files to your OneDrive in Office 365 including: ease of use with your LMS, network drives being limited and becoming obsolete, and the unreliability of external hard drives/flash drives. Come learn how to move your files, add files, share files, and sync your OneDrive for easy access.

In this offering, participants will…
- discuss the advantages of cloud computing.
- review the advantages and disadvantages of aging storage
- move their files from their H: drive and other storage devices.
- sync their OneDrive to their computer.
- understand and practice using shared files and folders

Participants: All educators across content and grade levels K-12, from districts participating in Model Schools.

Facilitator: Dave Mayotte & Matt Middlebrook
Date(s): July 7, 2023
       August 23, 2023
Time: 8:30 – 11:30
Format: In-person
Number of CTLE Credits: 3 hours, participants choose which session to attend

21st Century Learning with iPads in the Classroom

Class Type: Model Schools

In this session, participants will explore available tools on iPads to design interactive learning experiences that allow students to practice communication, collaboration, critical thinking, and creativity in the classroom.

In this offering, participants will…
- identify and explore strategies that allow students to communicate, collaborate, think critically, and express creativity in the classroom using iPad
- design an interactive learning experience for their respective grade level or content area that integrates the 4 C's
- reflect on the delivery of their technology-rich lesson.

Participants: All educators K-12 using iPads from districts participating in Model Schools.

Facilitator: Avery Forcier-Rodabaugh
Dates:
  January 31, 2024   4:30 – 5:30 pm
  February 1-29, 2024   Asynchronous
Format: Hybrid
Number of CTLE Credits: 1 hour Online Live in first session, 2 hours online independent

One Note Class Notebooks

Class Type: Model Schools

Understanding how to create digital notebooks is essential for our students' success as we move towards a one-to-one classroom. Microsoft OneNote and Class Notebook are organizational tools allowing free-form information gathering and multiuser collaboration. OneNote gathers users' notes (handwritten and typed), drawings, screen clippings and audio commentaries into one clean environment where they can be shared with other users in the cloud. Microsoft's Class Notebook provides the same functionalities, while distributing class content to your students. This provides a simple and organized method for teachers to create an individualized and unique learning environment for every student. Plan to bring along your lesson content and begin to explore integration strategies that are sure to engage and inspire students.

In this offering, participants will…
- organize their class materials into a class Notebook
- identify scenarios to utilize the class Notebook
- develop a workflow in which to use OneNote in your classroom
- create a master Notebook for a course

Participants: All educators across content and grade levels 3-12, participating in Model Schools.

Facilitator: Dave Mayotte
Date: July 13, 2023
Time: 9:00 – 2:00 am
Format: Online Live
Number of CTLE Credits: 4 hours

Dell Student Tech Crew Facilitator Training

Class Type: Model Schools

Pre-Requisite: Participants must be accepted in the Dell Student Tech Crew Grant.

The Dell Student Tech Crew is a program that promotes future career skills and learning via hands on experience as students help their peers and school staff members with technology issues. Participants will complete the 8-hour facilitator training from Dell Student Tech Crew as a cohort. Some of this work will be completed asynchronously.

In this offering, participants will…
- describe why they want to start a Dell Student Tech Crew Program in their districts
- apply learning from Dell's facilitator training in order to develop a Dell Student Tech Crew implementation plan for their district.

Participants: All educators who will be leading Dell Student Tech Crews from districts participating in Model Schools.

Facilitator: Katie Cooke & James Briggs
Date: July 11, 2023
Time: 8:00 am – 3:00 pm
Format: In-person with some asynchronous requirements
Number of CTLE Credits: 8 hours

Dell Student Tech Crew Student Content Training

Class Type: Model Schools

Pre-Requisite: Participants must have completed the Dell Student Tech Crew - Facilitator Training before enrolling in this course.

The Dell Student Tech Crew is a program that promotes future career skills and learning via hands on experience as students help their peers and school staff members with technology issues. This training will focus on going through the student content and adapting it to meet the needs of your group

In this offering, participants will…
- adapt the Dell Student Tech Crew student materials to meet their needs and create their Tech Direct accounts
- identify customer service skills students will need to demonstrate to be a successful participant in this program

Participants: All educators who will be leading Dell Student Tech Crews from districts participating in Model Schools.

Facilitator: Katie Cooke & James Briggs
Date: July 12, 2023
Time: 8:00 am – 3:00 pm
Format: In-person
Number of CTLE Credits: 6 hours

Growing with Google Classroom User Group

Class Type: Model Schools

This course is for instructional staff using Google for Education in their district following their schools 2D privacy guidance. The first portion of each session will focus on any updates to Google features and 1 or 2 tips for Google Classroom/ Google Drive. The second portion of each session will include a question & answer period where participants can share technical issues or curriculum usage with each other.

In this offering, participants will…
- gain comfort and understanding of ways to work efficiently within Google
- utilize features of the software program
- identify instructional uses for the software

Participants: Educators K-12 using Google for Education: Google Classroom from districts participating in Model Schools.

Facilitator: Annie Almekinder
Date: August 22, 2023
Time: 9:30 – 10:30 am
Format: Online Live
Number of CTLE Credits: 1 hour
Special Note: This is for schools that use Google Workspace for their LMS

Open Lab: Collaboration with a Tech Integrator

Western Location - Wildwood

Class Type: Model Schools

Participants will integrate technology into their lessons with the principles of SAMR/TPACK with the support of a Tech Integrator. There will also be an opportunity to share lesson enhancements and collaborate with other teachers.

In this offering, participants will…
- apply knowledge on specific tech tools to create lessons/plans
- build connections with tech integrators for future interactions

Participants: All educators across content and grade levels K-12, from districts participating in Model Schools.

Facilitator: Annie Almekinder

Dates	Times
October 19, 2023	3:45-6:45 pm
November 15, 2023	3:30 – 6:30 pm

Format: In-person
Number of CTLE Credits: 3 hours, and participants can choose which session(s) to attend
Special notes: Please bring your own computer.

Open Lab: Collaboration with a Tech Integrator

Eastern Locations – Coopers, Bush

Class Type: Model Schools

Participants will integrate technology into their lessons with the principles of SAMR/TPACK with the support of a Tech Integrator. There will also be an opportunity to share lesson enhancements collaborate with other teachers.

In this offering, participants will…
- apply knowledge on specific tech tools to create lessons/plans
- build connections with tech integrators for future interactions

Participants: All educators across content and grade levels K-12, from districts participating in Model Schools.

Facilitator: Pam Bement, Charity Spencer, Matt Middlebrook, David Mayotte

Dates	Times
July 12, 2023	8:00 am – 3:00 pm
August 1, 2023	8:00 am – 3:00 pm
September 26, 2023	3:45 – 6:45 pm
October 18, 2023	3:45 – 6:45 pm
November 16, 2023	3:45 – 6:45 pm
Bush and Coopers	
January 23, 2024	3:45 – 6:45 pm
Bush and Coopers	
February 15, 2024	3:45 – 6:45

Format: In-person
Number of CTLE Credits: 6 hours during summer sessions, 3 hours during school year sessions, participants can choose which session(s) to attend
Special notes: Please bring your own computer.

Canva 101: Intro to Canva for Classroom Teachers

Class Type: Model Schools

Explore how Canva elevates teaching and learning experiences by inspiring creativity, collaboration, and amplifying student voice. In this session you will learn the basics of Canva for education including how to locate templates, create folders, share activities, and provide real-time feedback. Through design practice, participants will gain a better understanding of how intuitive Canva for Education is for users. Lastly, we will consider student workflow options and ultimately, how we can use Canva to empower meaningful and authentic learning.

In this offering, participants will…
- understand the basics of the Canva Platform
- create a Canva project to utilize within the classroom

Participants: All educators across grade levels and content areas K-12 using Canva for Education, from districts participating in Model Schools.

Facilitator: Lisa Zimar & Heather Ellis
Date:
Time: 3:30 – 5:00 pm
Format: Online Live
Number of CTLE Credits: 1.5 hours

Microsoft Forms Basic: An Overview

Class Type: Model Schools

A basic introduction to Microsoft forms. Participants will learn to create and share forms to conduct surveys, have students select projects, collect data and more

In this offering, participants will…
- create and share forms
- explore the features of Microsoft Forms

Participants: All educators across content and grade levels K-12, from districts participating in Model Schools.

Facilitator: Pam Bement & Charity Spencer
Date: July 14, 2023
Time: 9:00 – 10:30 am
Format: Online Live
Number of CTLE Credits: 1.5 hours

Digital Citizenship: Do You Have an Evil Twin

Class Type: Model Schools

Do you know what information is online about you? Do you know how to keep your data safe and secure? This course will focus mainly on the digital citizenship characteristic of Digital Footprint with a brief overview of the definition and other characteristics of digital citizenship.

In this offering, participants will…
- learn about your digital footprint and how important it is to change your settings to keep yourself safe online
- discuss the characteristics of Digital Citizenship, ways to infuse those characteristics into lessons and projects
- gain understanding and awareness of ED Law 2D, so that adults and students can keep their data safe and secure

Participants: All educators across content and grade levels 4-12, from districts participating in Model Schools.

Facilitator: Annie Almekinder
Date: August 29, 2023
Time: 10:00 am – 12:00 pm
Format: Online Live
Number of CTLE Credits: 2 hours
Special Note: Need your own computer

Exposing the Secret World of STEAM Toys

Class Type: Model Schools

Did you know that BOCES has several STEAM kits and toys available for you to borrow? BOCES has many STEAM toys that will help you engage students and meet the new NYS Computer Science and Digital Fluency Standards. Come discover and play with items like: VR headsets, Indi Cars, Ozobots, Osmos, Spheros, and drones.

In this offering, participants will…
- experience the STEAM toys/learning kits available
- learn how these toys/kits apply to the CS/DF standards
- gather resources for ways to integrate these toys/kits into current curriculum
- gain exposure to drag and drop coding
- learn how to reserve and receive toys/kits

Participants: All educators across content and grade levels K-12, and Administrators from districts participating in Model Schools.

Facilitator: Matt Middlebrook, Pam Bement, Charity Spencer
Date: July 11, 2023
Time: 8:30 am – 3:30 pm
Format: In-person
Number of CTLE Credits: 6 hours

Edpuzzle: Engaging Students through Video Content

Class Type: Model Schools

edpuzzle is an excellent online tool that enables teachers to create or modify videos to ensure a more engaging learning experience for their students. Teachers have the ability to choose, crop, and modify videos by adding voice memos (recorded by you, the teacher!) and quiz questions. Students are prevented from skipping the video and analytics are collected and are available to the teacher. Prerequisite: must have a pro license from your district to participate.

In this offering, participants will…
- engage in an edpuzzle activity from the viewpoint of a student
- create an edpuzzle quiz using a video currently used in their class
- manage submissions to their edpuzzle assignments

Participants: All educators across content and grade levels K-12, from districts participating in Model Schools.
Facilitator: Dave Mayotte
Date: July 19, 2023
Time: 12:00 pm – 1:30 pm
Format: Online Live
Number of CTLE Credits: 1.5 hours

The Power of Play in the Secondary Classroom

Class Type: Model Schools

Play isn't just for elementary students! Play encourages many important skills for students at all levels of learning. This course is designed to show ways to incorporate play-type activities into curriculum to enhance student learning and engagement.

In this offering, participants will…
- define play in an academic setting
- discuss the benefits of play in an academic setting (secondary)
- discuss ways to incorporate meaningful play experiences into their curriculum with colleagues
- create a lesson plan that incorporates play and connects to the NYS Standards

Participants: All educators across content and elementary grade levels, language teachers, RTI teachers from districts participating in Model Schools.
Facilitator: Charity Spencer & Pam Bement
Date: August 8, 2023
Time: 12:00 – 3:00 pm
Format: Online Live
Number of CTLE Credits: 3 hour

Seesaw

Class Type: Model Schools

Seesaw is a platform built specifically for elementary students. Students can demonstrate their learning through picture, videos. This is a great way to share learning with other teachers, parents, and other classmates. You will want to make sure your school has the paid version for this platform.

In this offering, participants will…
- build a class, enroll students, invite parents, post assignments, create more detailed assignments with links, backgrounds, and drag and drop features

Participants: All educators across content and grade levels K-12, from districts participating in Model Schools.
Facilitator: Annie Almekinder
Date: August 23, 2023
Time: 9:30 – 10:30 am
Format: Online Live
Number of CTLE Credits: 1 hour

Fake News: Fact Vs. Fiction

Class Type: Model Schools

Based on Jennifer LaGuarde and Darren Hudgins ISTE published book *Fact vs Fiction* this course will go through a brief history of Fake News, why it needs to be taught in the classroom and provide resources that can be used in the K-12 classroom.

In this offering, participants will…
- create an age-appropriate resource to teach students how to be aware of and determine media bias in the digital world

Participants: All educators across content and elementary grade levels K-12, from districts participating in Model Schools.

Facilitator: Katie Cooke & James Briggs
Date: January 2024
Format: Asynchronous
Number of CTLE Credits: 1 hour per session

Breaking into Breakout EDU: A Preview

Class Type: Model Schools

Breakout EDU is a revolutionary approach that brings gaming into the classroom in an entirely different and meaningful way. These powerful games teach students essential critical skills, teamwork and complex problem solving. The greatest part is that this concept can be used in all content areas.

In this offering, participants will…
- be able to solve a virtual breakout
- be able to locate and navigate the Breakout EDU website/library

Participants: All educators across content and grade levels K-12, from districts participating in Model Schools.
Facilitator: Pam Bement & Charity Spencer
Date: July 10, 2023
Time: 9:00 – 10:00 am
Format: Online Live
Number of CTLE Credits: 1 hour

Introduction to Breakout EDU

Class Type: Model Schools

Breakout EDU is a revolutionary approach that brings gaming into the classroom in an entirely different and meaningful way. These powerful games teach students essential critical skills, teamwork and complex problem solving. The greatest part is that this concept can be used in all content areas.

In this offering, participants will…
- experience a Breakout activity from a student perspective
- utilize the library of created Breakout activities to modify for my own classroom
- facilitate a breakout activity in my classroom

Participants: All educators across content and elementary grade levels K-12, from districts participating in Model Schools.

Facilitator: Pam Bement & Charity Spencer
Date: July 13, 2023
Time: 9:00 am – 12:00 pm
Format: In-person
Number of CTLE Credits: 3 hours

Breakout EDU Basics

Class Type: Model Schools

Breakout EDU is a revolutionary approach that brings gaming into the classroom in an entirely different and meaningful way. These powerful games teach students essential critical skills, teamwork and complex problem solving. The greatest part is that this concept can be used in all content areas. This instructional model puts the students in the driver seat and requires the teacher to act as a facilitator while the students construct knowledge. We will practice the shifted role for the instructor.

In this offering, participants will…
- experience a Breakout activity from a student perspective
- utilize the library of created Breakout activities to modify for my own classroom
- facilitate a breakout activity in my classroom

Participants: All educators across content and grade levels K-12, from districts participating in Model Schools.

Facilitator: Pam Bement & Charity Spencer
Date: July 25, 2023
Time: 8:00 am – 3:00 pm
Format: In-person
Number of CTLE Credits: 6 hours

Flip: Engaging Students

Class Type: Model Schools

Flip is a free video discussion platform from Microsoft. In Flipgrid, educators post discussion prompts and students respond with short videos, whether they are learning in class or at home. Videos can incorporate text, drawings, images, and voice over. In this session, we will explore how you can create a grid with topics so that your students can demonstrate their understanding of learning while infusing creativity! We will also look at how you can develop mini lessons using the screen recording option. Flip is a diverse tool to connect with students and empower voice and choice.

In this offering, participants will…
- generate Flip groups and topics and assign to students
- assess student learning in alternative ways using Flipgrid
- uses asynchronous communication to discuss learning
- create instructional videos to share with students in Flipgrid

Participants: All educators across content and elementary grade levels K-12, from districts participating in Model Schools.

Facilitator: Matt Middlebrook

Dates	Times
July 10, 2023	12:30 – 3:30 pm
October 19, 2023	3:45 – 6:45 pm

Format: In-person
Number of CTLE Credits: 3 hours, participants choose which session to attend

Computational Thinking: Just Good Thinking

Class Type: Model Schools

You may have heard of computational thinking and wondered what it is. While it is often associated with computer science, it actually is just good thinking that applies to all content areas and everyday life. In this one-hour introduction you will gain an understanding of what computational thinking is and how it can be utilized with your students. We will break down computational thinking into 4 parts: decomposition, pattern recognition, abstraction, and algorithm design. Computational thinking is a big component of the new NYS Computer Science and Digital Fluency Standards that will be implemented starting next year. Come explore the exciting world of computational thinking!

In this offering, participants will…
- define computational thinking and its 4 components
- perform a computational task and describe the application of the 4 components
- analyze their own curriculum and descript where computational thinking connects
- explore and begin to apply the NYS Computer Science and Digital Fluency Standards and how computational thinking is addressed

Participants: All educators across content and grade levels K-12, from districts participating in Model Schools.

Facilitator: Matt Middlebrook & Pam Bement

Dates	Times
July 25, 2023	8:30 – 11:30 am
October 10, 2023	3:45 – 6:45 pm
March 5, 2024	3:45 – 6:45 pm

Format: In-person
Number of CTLE Credits: 3 hours, participants choose which session to attend

Preparing for the Computer-Based New York State Assessments

Class Type: Model Schools

Introduction to the NYS CBT format, learn about apps/sites that promote technology skills needed for CBT, introduce site for practice questions and tools available during CBT, tips and tricks to practice CBT with your students that reduces anxiety surrounding the test.

In this offering, participants will…
- gain an understanding of the formatting of the CBT and create a plan to prepare students for the required technology skills associated with the NYS CBT

Participants: All educators across content and elementary grade levels 3-8, from districts participating in Model Schools.

Facilitator: Matt Middlebrook

Dates	Times
November 7, 2023	3:30 – 5:00 pm
March 12, 2024	3:30 – 5:00 pm

Format: In-person
Number of CTLE Credits: 1.5 hours, participants choose which session to attend

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NYSCATE Southern Tier ConnectEd Conference

March 18, 2024
Location: TBD
Additional Fee: TBD

We are excited to be bringing back the Southern Tier ConnectEd Conference again this spring. Presenters will be showcasing how they are tying the NYS Computer Science and Digital Fluency Standards into what they are already teaching in the classroom. There will be three-four different one-hour session blocks throughout the day with an option of a two-hour session after lunch. Be on the lookout for a books study leading into the conference once a keynote speaker is confirmed. Pathways of Learning will be available for Instructional Staff, Educational Leaders and Technical Support Personnel.

Be on the lookout for a books study leading into the conference once a keynote speaker is confirmed.

Community Schools CoSer Resource Trainings

The Community Schools Resource CoSer will assist to organize and contract with not-for-profit agencies to coordinate partnerships to deliver school-linked academic, health, mental health, nutrition, counseling, legal and/or other services to students and their families in a manner that will lead to improved educational and other outcomes. As a value add of the CoSer we provide regional trainings.

GST BOCES Regional School Counselors' Summit

Class Type: Community Schools

The GST BOCES School Counselor's Summit is an annual event for regional school counselors and social workers to come togethers and receive updates, information, and training from state and local experts on a multitude of topics. Planned by school counselors for school counselors, the topics are timely and are designed to meet the needs of the participants.

The School Counselor's Summit is held annually on the March Regional Conference Day.

Date: March 18, 2024
Time: TBD
Format: In-person

TIG Core Curriculum – Pilot and Implementation Workshop
7 Module TIG Core Curriculum Training

Class Type: Community Schools   *Additional Cost: Per Seat Charge*
Up to 50 Participants

MISSION

To promote well-being in naturally occurring areas of connection by building capacity among professional and natural helpers to effectively respond to the emotional needs that arise from experiences of trauma, illness, and grief.

PHILSOPHY AND APPROACH

Schools are a primary resource for students offering continuity, safety, information, and support for their growth and success. Many young people turn to trusted faculty, staff or other school professionals for support and help in understanding challenging events in their lives.

K-12 personnel are often frontline resources for students experiencing trauma, illness, death, and loss - both at the time of immediate crisis and in subsequent years, as they continue to adapt and mature. By being knowledgeable and informed, education professionals are prepared to respond and intervene effectively during these times of crisis.

At times a crisis will occur that will impact large numbers of students, or an entire campus community. During these times, the crisis response network through TIG is initiated, allowing TIG-Trained staff from other schools or districts to provide support to impacted students, colleagues, and communities.

This proposal aims to support faculty and staff through increasing their knowledge capacity around the essential elements of a trauma-informed system and how that understanding of these critical areas can be applied to their daily practice and organizational culture.

Facilitator: Coordinated Care Services, INC (CCSI). CCSI is a not-for profit management services organization with more than 25 years' experience working with education, behavioral health, and human services delivery systems. CCSI provides an array of management and technical assistance services to local government, behavioral health providers, community-based organizations, schools and school districts, and other not-for profits across NYS and beyond.

Training Location	On-site | GST BOCES
	Virtual | Via Zoom
Dates & Times	Modules 1 & 2: August 2nd, 2023, On-site | 7:30am-3:00pm w/30 min. lunch
	Module 3: October 4th, 2023, Virtual | 8:30am-12:00pm
	Module 4: October 18th, 2023, Virtual | 8:30am-12:00pm
	Module 5: November 1st, 2023, Virtual | 8:30am-12:00pm
	Module 6: November 13th & 14th, 2023, On-site | 7:30am-3:00pm w/30 min. lunch
	Module 7: December 7th, 2023*, On-site | 8am-3pm w/30 min. lunch
	*Alternate date for inclement weather: December 13th, 2023

Therapeutic Crisis Intervention for Schools: Train the Trainers
5 Day Workshop

Class Type: Community Schools   *Additional Cost: Per Seat Charge*
Up to 25 Participants

TCIS goal is to disseminate model techniques in the prevention of institutional child abuse and neglect by preventing and de-escalating aggressive behavior in schools/districts. Schools/districts have been able to reduce the need for physical restraint by effectively implementing our Therapeutic Crisis Intervention for Schools system. Implementation of TCIS has resulted in an increased ability on the part of staff to manage and prevent crises. Implementation studies have also shown an increased knowledge and skill on the part of all staff to handle crisis episodes effectively and a change in attitude regarding the use of physical restraint.

For TCIS to be an effective crisis management system, the following five general domains need to be addressed: (a) leadership and administrative support, (b) social work and clinical services participation, (c) supervision and post crisis response, (d) training and competency standards, and (e) data-driven incident monitoring and feedback.

Using a train the trainer approach, staff will instruct selected school staff to deliver TCIS in-service training to all levels of school staff. The selection of candidates for our TCIS train the trainer program is critical to the success of TCIS in your school/district Given the nature of their responsibility to play a key role in implementation, the training participants should have "hands on" experience in dealing with students in crisis. If they are effective role models for new and experienced staff they can instill positive and supportive values to student care staff and can coach and give corrective feedback to staff more effectively. The participant should be committed to conducting ongoing training for your staff for a period of two years. It will be helpful to have training responsibilities.

Facilitators: Cornell University

Dates: August 7-11, 2023
Time: 8:00 am – 3:00 pm
Format: In-person
Special Note: Participants should plan to attend all 5 days of training. Wear comfortable clothing, no open toed shoes. Physical restraint will be demonstrated and practiced by participants.

RESOLUTION AUTHORIZING LITIGATION AGAINST SOCIAL MEDIA COMPANIES

WHEREAS, the Surgeon General of the United States Public Health Service has issued an Advisory on Social Media and Youth Mental Health which:

- "calls attention to the growing concerns about the effects of social media on youth mental health;"

- emphasized that "now is the time to act swiftly and decisively to protect children and adolescents from risk of harm;"

- "[t]he onus of mitigating the potential harms of social media should not be placed solely on the shoulders of parents and caregivers;" and

- "[t]echnology companies play a central role and have a fundamental responsibility in designing a safe online environment and in preventing, minimizing, and addressing the risks associated with social media."

WHEREAS, the Surgeon General of the United States Public Health Service has further concluded that:

- "Social media use by youth is nearly universal. Up to 95% of youth ages 13-17 report using a social media platform, with more than a third saying they use social media 'almost constantly.'"

- "nearly 40% of children ages 8-12 use social media;"

- "in early adolescence ... brain development is especially susceptible to social pressures, peer opinions, and peer comparison;"

- "[s]ocial media may ... perpetuate body dissatisfaction, disordered eating behaviors, social comparison, and low self-esteem, especially among adolescent girls;"

- "[i]n a nationally representative survey of girls aged 11-15, one-third or more say they feel 'addicted' to a social media platform;"

- "[o]ver half of teenagers report that it would be hard to give up social media;" and

- [t]here is a consistent relationship between excessive social media use "depression among youth."

WHEREAS, the Surgeon General of the United States Public Health Service has specifically urged that it is "urgent that we take action."

WHEREAS, it has been reported that students, "[m]ore than ever, were glued to [their cellphones] during class."

WHEREAS, it has been reported that "a growing number of educators ... find themselves on the front lines of a fight to change how students use social media" and "there was been a push for more schools to ... develop programs to help educate students on the dangers of social media."

WHEREAS, the Greater Southern Tier BOCES (the "BOCES") has and continues to experience significant problems with student use of social media, which use, among other things: (i) has created a substantial and ongoing interruption of and disturbance to its educational mission; (ii) has resulted in the diversion of substantial resources in an attempt to abate and prevent such use and its results harms; and (iii) poses a significant risk to the health and well-being of its students; and

WHEREAS, the BOCES is a leader in education excellence whose faculty and administrators care deeply about the education and well-being of its students;

NOW, THEREFORE, BE IT RESOLVED BY THE BOCES BOARD OF EDUCATION:

That the Board of Education authorizes the law firm of Wagstaff & Cartmell, LLP and Ferrara Fiorenza PC to initiate litigation and file suit against any appropriate parties to seek compensation to the BOCES for damages suffered by the BOCES and its students as a result of the development, operation, and marketing of social media platforms, and to seek any other appropriate relief. The BOCES hereby authorizes its District Superintendent or their designee to sign all appropriate documents and fee agreements on behalf of the BOCES.

Adopted this _____ day of _____, 2023

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Board of Education Representative(s)