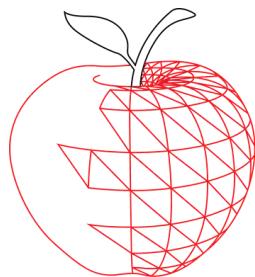


SPRING 2023



GREATER CAPITAL REGION
**TEACHER
CENTER**
FOR EFFECTIVE TEACHING

CORE CONNECTION

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FOR TEACHERS, BY TEACHERS

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FACULTY & STAFF

Valerie Lovelace, Ed.D. Executive Director
valerie@teachers-center.org
Shannon Woodle Public Information Specialist
shannon@teachers-center.org
Lindsay Armbruster Teacher Leadership Coach for Health and Physical Education
lindsay@teachers-center.org
Geoff Bizzan Teacher Leadership Coach for Technology Integration
geoff@teachers-center.org
Erica Boms Egdemir Teacher Leadership Coach for the Humanities
erica@teachers-center.org
Liz Daley Teacher Leadership Coach for Special Education
liz@teachers-center.org
David Fields Teacher Leadership Coach for HS Mathematics
dave@teachers-center.org
Lorena Hurst Teacher Leadership Coach for Elementary Education
lorena@teachers-center.org
Denise Lutter, Ed.D. Teacher Leadership Coach for Visual and Performing Arts
denise@teachers-center.org
Mary Ann Nickloy Teacher Leadership Coach for MS Mathematics
maryann@teachers-center.org
James St.Denis Teacher Leadership Coach for Science
james@teacher-center.org

REGISTRATION

Participants should register online at
<https://tinyurl.com/GCRTCSpring2023>.
 Registration is on a first come, first served basis for Greater Capital Region Teacher Center constituents. If space is available after all GCRTC constituents are served, other educators are welcome to attend. As a professional courtesy, if you are unable to attend an event for which you have registered, please "drop" the program in Frontline as soon as possible. This will allow another educator on the waitlist to participate.

PARTICIPATION DOCUMENTATION

Many school districts require that prior approval for salary credit be obtained as per the local collective bargaining agreement. Please verify requirements with your own school system or local teacher union. Graduate credit is awarded by the Greater Capital Region Teacher Center's higher education partners. For in-service activities, certificates will be provided in accordance with the new CTLE requirements. GCRTC is an approved NYSED CTLE sponsor. For more info:
<https://tinyurl.com/y2yds5fg>.

PLEASE NOTE

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CULTURALLY RESPONSIVE EDUCATION

ENGLISH LANGUAGE LEARNERS SERIES
NAVIGATING CHALLENGING TOPICS IN EDUCATION SERIES: UNDERSTANDING EQUITY
CULTURE, COMMUNITY AND THE CLASSROOM

DASA CERTIFICATION

DASA CERTIFICATION TRAINING - ONLINE

ENGLISH LANGUAGE ARTS

PROMOTE AUTHENTIC WRITING THROUGH STUDENT-CENTERED INSTRUCTION
A TEACHER'S GUIDE TO READING CONFERENCES (K-8) BOOK STUDY
THE READING TURN-AROUND WITH EMERGENT BILINGUALS: A FIVE-PART FRAMEWORK FOR POWERFUL TEACHING AND LEARNING-- BOOK STUDY
TEACHER AS WRITER & COACH: AUTHENTIC, PURPOSEFUL & EFFECTIVE WRITING CONFERENCES
WRITE NOW & WRITE ON (GRADES 6-12) BOOK STUDY
BOOK STUDY FOR THE COMMONSENSE GUIDE TO YOUR CLASSROOM LIBRARY
BOOK STUDY ON THE BOOK WHISPERER
ACARC - LET'S USE ALL THE SCIENCES OF READING... A CENTRISTS' PERSPECTIVE OF THE READING EVOLUTION
ACARC - NURTURING READERS, NURTURING OURSELVES - DINNER AND INSPIRATION WITH ENYSLMA AND ACARC
ACARC - SUMMER READING FOR TEACHERS
CDWP - IGNITING THE IMAGINATION: AN EXPLORATION OF FREEDOM DREAMING, WRITING, AND ARTMAKING FOR EDUCATIONAL JUSTICE



GREATER CAPITAL REGION
**TEACHER
CENTER**
FOR EFFECTIVE TEACHING

HEALTH AND PHYSICAL EDUCATION

BUILDING A WHOLESOME TABLE: HABITS FOR A WHOLESOME LIFE
THE ART OF TEACHING PHYSICAL EDUCATION
BOOKS FOR TEACHERS THAT AREN'T "TEACHER BOOKS"
HEALTH EDUCATION PLC
SKILLS-BASED HEALTH EDUCATION MADE SIMPLE (SERIES)
SPECIAL OLYMPICS NEW YORK: PROGRAMMING FOR SCHOOLS

HUMANITIES

ECHOES AND REFLECTIONS: TEACHING THE HOLOCAUST, INSPIRING THE CLASSROOM
WAIT, WHAT DO YOU MEAN BY THAT?: AN INTRODUCTION TO TEACHING CONTROVERSY

MATHEMATICS

THE CHANGING WORLD OF HS MATH EDUCATION
MATH 6-8 NEXT GENERATION SUPPORT NETWORK
FLIPPED, SELF-PACED CLASSROOM
BUILDING THINKING CLASSROOMS IN MATHEMATICS GRADES K-8
ONE T.I. TECHNOLOGY FOR ALL OF STEAM
CDAMS 2022 - 2023 (CAPITAL DISTRICT AREA MATHEMATICS SUPERVISORS)
GRADING FOR EQUITY IN THE MATH CLASSROOM
MATH STATIONS: GRADES K-2
62ND ANNUAL HMVAMC CONFERENCE
DESIGNING PROBABILITY SIMULATIONS FOR THE MATH CLASSROOM 6-12

PROFESSIONAL STRATEGIES

ENGAGING ALL LEARNERS IN THE ELEMENTARY CLASSROOM
RECLAIMING PERSONALIZED LEARNING: A PEDAGOGY FOR RESTORING EQUITY AND HUMANITY IN OUR CLASSROOMS SECOND EDITION
IT'S NOT FAILURE, IT'S FEEDBACK: RESOURCE EXPLORATION AND APPLICATION
BOOK STUDY - THE SPACE: A GUIDE FOR EDUCATORS
STRETCHING YOUR LEARNING EDGES BOOK STUDY
LEADERSHIP LESSON: START WITH WHY
NURTURED IN NATURE - PROGRAM STUDY
PROBLEM-BASED LEARNING IN THE CLASSROOM (GRADES 4-12)
KEEPING THE WONDER - AN EDUCATOR'S GUIDE TO MAGICAL, ENGAGING, AND JOYFUL LEARNING: BOOK STUDY
NBCT - ENGAGING EDUCATORS IN THE SYSTEMATIC STUDY & IMPROVEMENT OF INSTRUCTIONAL PRACTICE THROUGH THE NATIONAL BOARD PROCESS
NBCT - NATIONAL BOARD CERTIFIED TEACHER MAINTENANCE OF CERTIFICATION (MOC) COHORT 2022-2023
NBCT - WRITING INSTITUTE FOR NATIONAL BOARD CERTIFICATION (NBC AND MOC) SPRING 23
AATLAS - DESIGNING A HYBRID-FLEXIBLE FUTURE FOR ALL K-12 STUDENTS AND ADULT LEARNERS

RESILIENT SCHOOLS

ENGAGING FAMILIES: SPRING '23
STRATEGIES FOR BEING A MORE EFFICIENT TEACHER
GET STUDENTS THINKING AND LEARNING BY GETTING THEM TALKING: A BOOK STUDY OF MORNING CLASSROOM CONVERSATIONS
TEACHING IN RURAL PLACES
YOGA IN THE ELEMENTARY CLASSROOM II: A DEEPER PRACTICE
ONE TRUSTED ADULT: BOOK STUDY AND ONLINE COURSE
EVERYDAY TEACHING ACTIVITIES FOR SOCIAL EMOTIONAL LEARNING
THE SAVVY ALLY: A GUIDE TO BECOMING A SKILLED LGBTQ+ ADVOCATE
POSITIVE PSYCHOLOGY SERIES: INTRODUCTION TO POSITIVE PSYCHOLOGY & POSITIVE EDUCATION | WELL-BEING PRACTICES FOR THE CLASSROOM
IMPROVE EVERY LESSON PLAN WITH SEL BOOK STUDY

SCIENCE

FOCUS ON PHENOMENA - SPRING 23: RESOURCE DEVELOPMENT AND IMPLEMENTATION
UNDERSTANDING AND APPLYING THE NYSSLS PRACTICES - SPRING '23
NYSSLS ASSESSMENT WRITING PLC
ADDRESSING EQUITY, DIVERSITY, AND INCLUSION IN THE SCIENCE CLASSROOM (AND BEYOND)
USING PAPER-BASED MICROFLUIDIC DEVICES TO SIMPLIFY LABS AND INCREASE STUDENT ENGAGEMENT

SPECIAL EDUCATION

EVERYTHING IEP! - PART II: SPECIAL EDUCATOR SPRING STUDY
SPECIAL EDUCATION NYS CTLE CERTIFICATION EXTENSION SERIES: MIDDLE GRADES

TEACHING ASSISTANTS

TEACHING ASSISTANTS AND AIDES SUPPORT SERIES: PRACTICES THAT IMPACT RELUCTANT LEARNER OUTCOMES | NETWORKING AND WELLNESS PLC

TECHNOLOGY

STEAM PLC

VISUAL AND PERFORMING ARTS

REIMAGINING MUSIC REPERTOIRE
THINKING ROUTINES IN ARTS CLASSROOMS
ART AND MUSIC INSTRUCTION FOR SPECIAL NEEDS LEARNERS
CREATIVITY UNLEASHED: MUSIC NOTATION SOFTWARE
CULTURALLY SUSTAINING PEDAGOGIES IN MUSIC EDUCATION
BHVAOSA - OMG THAT'S MY SONG! POPULAR MUSIC AND ORFF SCHULWERK

WORLD LANGUAGE

2022-2023 NORTH COUNTRY WORLD LANGUAGE TEACHERS PLC
2022-23 VIRTUAL WORLD LANGUAGE SUPPORT NETWORK AND PLC
AROUND THE WORLD LANGUAGE AND CULTURE (CHINESE)
SPANISH FOR EDUCATORS: BEYOND THE BASICS

CULTURALLY RESPONSIVE EDUCATION

ENGLISH LANGUAGE LEARNERS SERIES

All NYS Teachers with Professional Certifications must complete a minimum of 15 CTLE hours for the Language Acquisition Credit. Join our ELL expert, Carissa Zuniga, to learn more about the many challenges facing ELLs today, as well as the ways to better assist these learners in the classroom and in preparation for the NYSESLAT. Participants may register for individual sessions, but are encouraged to register for all five sessions.

FORMAT: Online - Synchronous

FACILITATOR: Carissa Zuniga, English as a New Language, Watervliet Elementary School

CONTACT: erica@teachers-center.org | **FEE:** None. Registration is required.

CTLE HOURS: 3 per session - Each session may be used in partial fulfillment of the 15 hour CTLE Language Acquisition Requirement

ELLS WITH LEARNING DIFFERENCES - 1/19, 4:30 P.M. - 7:30 P.M.

Educators face many issues in the field. We'll discuss: how to identify a difference vs. what may potentially be a learning disability; whether ELLs are over-identified or under-identified as needing Special Education services; and what we do when students come to us with a diagnosis. We'll also review case studies and discuss best practices during this session. **REGISTRATION:** <https://tinyurl.com/md6a7kxy>

DECODING, READING COMPREHENSION, AND YOUR ELLS - 2/9, 4:30 P.M. - 7:30 P.M.

How do we as teachers help to bridge the gap from decoding to comprehension? With monolingual English speakers, we usually begin working with letters & sounds, while also reading aloud to them to give them listening comprehension. With ELLs, many students come to us with the ability to pick up letters & sounds in their home language. They can decode, but struggle to comprehend. We will review case studies, and discuss strategies that can be implemented for your ELLs. **REGISTRATION:** <https://tinyurl.com/5nd7fwwk>

ALL ABOUT THE NYSESLAT - 3/9, 4:30 P.M. - 7:30 P.M.

This session is for educators, new and experienced, who would like to know more about the NYSESLAT (New York State English as a Second Language Achievement Test). Explore all four sections: Speaking, Listening, Reading and Writing; and the Targets of Measure. Discuss strategies to prepare students to do their best on the test, as well as rubrics, scoring, and interpreting the scores. *Note: This course is not a replacement for the NYS Turn Key Training for those teachers who administer the test.* **REGISTRATION:** <https://tinyurl.com/2p8kcsjs>

ACADEMIC LANGUAGE - EVERYONE'S SECOND LANGUAGE - 4/6, 4:30 P.M. - 7:30 P.M.

Academic Language is critical for student success. This is an issue not just for English Language Learners, but for ALL students. What if we thought of Academic Language as if it were a second language for all students? Explore the differences between BICS (Basic Interpersonal Communication Skills and CALP (Cognitive Academic Language Proficiency). Look at the phases of language acquisition and discuss strategies that will help all students succeed in the classroom. **REGISTRATION:** <https://tinyurl.com/ye2jdyr>

SEL AND ELLS - 5/4, 4:30 P.M. - 7:30 P.M.

ELLs have a lot on their plate. It begins with moving to a new country, learning to speak the language, trying to fit in with peers, and then on top of that, having to meet the rigorous academic standards required. There may be trauma in their background; Some may come to us through refugee camps or from migrant detention centers at the border; Some have significant responsibilities at home - an after school job to help with supporting the family, caring for younger siblings, or they may have to act as translators. In this session, we will discuss Maslow's Hierarchy of Needs, ACES, and strategies to help schools meet the emotional needs of our ELLs, and help set them up for success. **REGISTRATION:** <https://tinyurl.com/3rvcm6k>

CULTURALLY RESPONSIVE EDUCATION

NAVIGATING CHALLENGING TOPICS IN EDUCATION SERIES: UNDERSTANDING EQUITY

This series hopes to empower all classroom teachers by offering them an opportunity to examine current controversies that impact the culture of their classrooms and school buildings. By educating ourselves about the verbiage, the history and the sociology behind the controversy, we are better able to reflect on its relevance to our practices and our unique role in our communities. We begin with **Equity** - a universal American cultural value but one fraught with social snares. This 10 week exploration of the topic allows teachers to process on their own time, in their own space, with optional facilitator office hours for collegial discussion.

FORMAT: Online - Asynchronous | **DATES:** 2/1 - 4/5

FACILITATORS: Liz Daley and Denise Lutter, GCRTC Teacher Leadership Coaches

CONTACT: liz@teachers-center.org | **FEE:** None. Registration is required.

CTLE HOURS: 10 | REGISTRATION: <https://tinyurl.com/3btjt7pf>

CULTURE, COMMUNITY AND THE CLASSROOM



The Local Learning program celebrated throughout New York State is coming to our region this summer!

Culture, Community and the Classroom applies in any subject area K-12. This professional learning experience explores culturally responsive, engaged learning through local traditional arts. It introduces concepts of cultural identity and opportunities to practice ethnographic research skills such as interviewing, note taking, and sketching. Additionally, educators will gain a wider perspective of their own cultural identity and models for their students to explore their cultural identity authentically. Wondering how one's knowledge of their cultural identity influences their learning? Join us! Read more about this vital program [here](#).

FORMAT: In-person | **DATES:** 7/10 & 7/11 | **TIME:** 9:00 a.m. - 3:00 p.m.

LOCATION: South Colonie CSD

FACILITATOR: Local Learning: The National Network for Folk Arts, Leading provider of services in the field of Folk Arts in Education, offering nation-wide training for over 25 years to build capacity

CONTACT: denise@teachers-center.org **FEES:** None. Registration is required.

CTLE HOURS: 12 | REGISTRATION: <https://tinyurl.com/4wiveef7>

NOTE: For a limited number of participants who complete this course, a Phase 2 will be offered where educators and artists will create a classroom-ready lesson plan that uses the materials and knowledge collected through a Local Learning discovery process.

DASA CERTIFICATION

DASA CERTIFICATION TRAINING - ONLINE



In this NYSED-approved training, participants will: Understand the intent components and operational definitions present in the Dignity Act; Develop and enhance awareness and sensitivity to the range of experiences of the specific student populations as named in the Dignity Act; Understand how school climate and culture have an impact on student achievement and behavior; Understand bullying, harassment and discrimination, including indicators, early warning signs, prevention and intervention and how to interact with families of victims and aggressors; Enhance the understanding of diversity and multicultural environments and examine personal biases; Articulate the Reporting Requirements for Educators as specified in the Dignity Act.

FORMAT: Online - Synchronous & Asynchronous

CONTACT: jdellarocco@bhbl.org | **HOURS:** 6

FEE: \$70. Please make checks payable to BH-BL Central School District. Please note, while you may register and participate in the course prior to payment, documentation of completion will not be submitted to NYSED until payment has been received by BH-BL.

Please print the registration confirmation off of Frontline and mail it with a check upon registration to: Dottie Salvatore, BH-BL School District, PO Box 1389, Ballston Lake, NY 12019. (Include a copy of your registration confirmation with the check).

Includes 3 hours of self-paced, online instruction (recorded PowerPoint with embedded questions) and a 3 hour live virtual meeting with the instructor. Self-paced work must be completed BEFORE the live virtual meeting.

DATE | TIME: 1/11 @ 4:00 p.m. - 7:00 p.m. **REGISTRATION:** <https://tinyurl.com/6tmxc72c>

DATE | TIME: 2/9 @ 4:00 p.m. - 7:00 p.m. **REGISTRATION:** <https://tinyurl.com/2s4c2wc5>

DATE | TIME: 3/9 @ 4:00 p.m. - 7:00 p.m. **REGISTRATION:** <https://tinyurl.com/2f6esxa3>

DATE | TIME: 4/19 @ 4:00 p.m. - 7:00 p.m. **REGISTRATION:** <https://tinyurl.com/2p8uxjyh>

DATE | TIME: 5/18 @ 4:00 p.m. - 7:00 p.m. **REGISTRATION:** <https://tinyurl.com/3vbsd29f>

DATE | TIME: 6/14 @ 4:00 p.m. - 7:00 p.m. **REGISTRATION:** <https://tinyurl.com/9754bxxd>

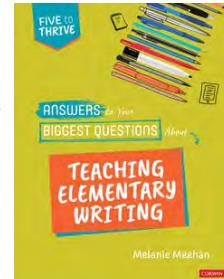


ENGLISH LANGUAGE ARTS

ELA EDUCATORS SHOULD
ALSO CHECK OUT
PROBLEM-BASED LEARNING
IN THE CLASSROOM
(PG. 31)

PROMOTE AUTHENTIC WRITING THROUGH STUDENT-CENTERED INSTRUCTION

Join the [Adirondack Literacy Council](#) and author, [Melanie Meehan](#) (who will be in attendance for most sessions), for an amazing book study on *Five to Thrive: Answers to Your Biggest Questions About Teaching Elementary Writing*. Student-centered, responsive instruction helps build authentic writing opportunities while allowing room for choice and creativity. Part of the Five-to-Thrive series, this book serves as a go-to desk companion designed to meet you at the moment you need answers. The just-in-time approach makes accessible:



- Practical teaching strategies on essential topics, such as building a classroom community of writers, deciding on instructional approaches, and using assessment to inform instruction
- Online printables for planning and in-class note-taking
- Suggestions for seminal readings and resources to go deeper into each topic area
- Classroom examples, strategies, and tips to put into practice right away

FORMAT: Online - Synchronous

DATES: 1/31, 2/28, 3/28, 4/25, 5/23

TIME: 4:00 p.m. - 5:00 p.m.

FACILITATORS: Kerry Babson, AIS Reading Teacher, and the Adirondack Literacy Council

CONTACT: erica@teachers-center.org

FEES: \$25; Note: Participants may [become a member](#) of ALC for \$25 & have access to other events

CTLE HOURS: 5; Note: To receive CTLE credit, participants will need to attend 4/5 meetings and engage in a weekly discussion

REGISTRATION: <https://tinyurl.com/thsf6rmt>

NOTE: Participants will need to obtain a copy of the book *Five to Thrive: Answers to Your Biggest Questions About Teaching Elementary Writing* (Kindle edition or hard copy).

“ CHILDREN LEARN TO WRITE IN DIFFERENT WAYS, AND THERE ARE MANY PROCESSES, PATHWAYS, AND POSSIBILITIES. FOR MANY TEACHERS, IT'S EASIER TO IDENTIFY AS A READER THAN IT IS TO IDENTIFY AS A WRITER, BUT BEING A WRITER AND STUDYING MY OWN PROCESSES, STRUGGLES, AND CELEBRATIONS HAS LED TO MY GREATEST UNDERSTANDINGS AND INSIGHTS ABOUT HOW TO TEACH CHILDREN TO WRITE.

Melanie Meehan

ENGLISH LANGUAGE ARTS

A TEACHER'S GUIDE TO READING CONFERENCES (K-8) BOOK STUDY

Join us for an online book study of the book, *A Teacher's Guide to Reading Conferences*, by **Jennifer Serravallo**. This book study is designed to help you get your classroom conference-ready. We will learn more about what readers need and know, student goal-setting, noticing and naming reading strengths alongside learners, teaching reading strategies to individuals and groups, supporting conversation and peer collaboration, and planning and managing conferring time. Each week, we will explore new strategies to help move readers along their self-selected goals. We'll study how to prompt and coach readers in one-on-one conferences and small groups. We'll dip into responsive reading strategies with emergent bilinguals and spend time highlighting the research behind reading conferences. We'll engage in discourse and reflection centered on the transfer of these practices to the classroom, and enjoy watching "experts" bring these practices to life. We're excited to try-on reading conferences as we study the Serravallo book and bring a newfound energy to the classroom.

FORMAT: Online - Asynchronous

DATES: 2/5 - 3/5

FACILITATOR: Erica Egdemir, GCRTC Teacher Leadership Coach for the Humanities

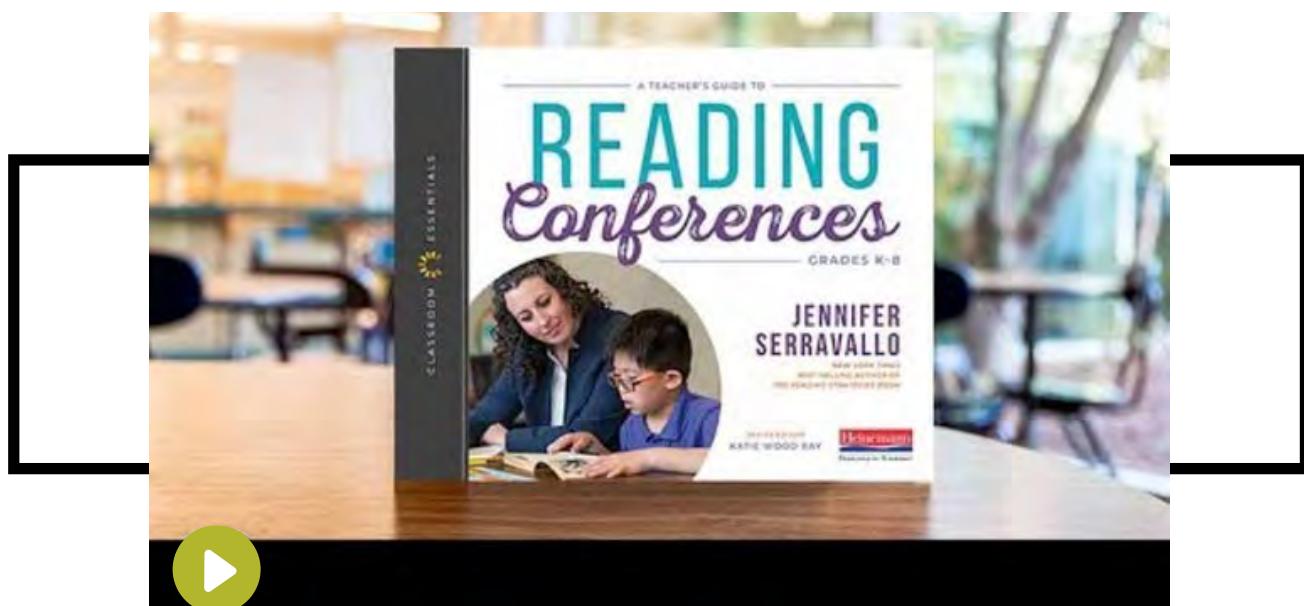
CONTACT: erica@teachers-center.org

FEE: None. Registration is required.

CTLE HOURS: 15

REGISTRATION: <https://tinyurl.com/ypkna6xn>

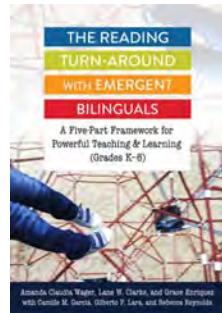
NOTE: Participants will need to obtain a copy of the book *A Teacher's Guide to Reading Conferences*.



ENGLISH LANGUAGE ARTS

THE READING TURN-AROUND WITH EMERGENT BILINGUALS: A FIVE-PART FRAMEWORK FOR POWERFUL TEACHING AND LEARNING-- BOOK STUDY

If you're wondering how to reach your bilingual learners' needs, and are looking for strategies to make an impact, this book study is for you.



Reading Turn-Around with Emergent Bilinguals, by [Wager](#), [Clarke](#), [Enriquez](#), [Garcia](#), [Lara](#) and [Reynolds](#) (2019), is an excellent read packed full of strategies, resources, and applied examples for all teachers of emergent bilinguals. The structure of this text is easy to follow with a clear breakdown of a five-part reading framework including code-breaking, meaning-making, text-using, text-analyzing, and student identity. Each chapter begins with a vignette that highlights an emergent bilingual, their social and cultural background, the current learning context and a highlighted area of need. Through the lens of each student, the authors take us on a journey of exploring and critically thinking about each learner, their strengths, and creating unique and powerful reading plans that outline student created goals. Each section is full of resources and practices that might be beneficial for increasing student voice, engagement, connections, vocabulary, the use of multimodal tools, and much more!

FORMAT: Online - Asynchronous | **DATES:** 2/6 - 3/13

FACILITATOR: Lorena Hurst, GCRTC Teacher Leadership Coach for Elementary Education

CONTACT: lorena@teachers-center.org

FEE: None. Registration is required. | **CTLE HOURS:** 15

REGISTRATION: <https://tinyurl.com/3nwjrakt>

NOTE: Participants will need to obtain a copy of the book *Reading Turn-Around with Emergent Bilinguals*.



ENGLISH LANGUAGE ARTS

TEACHER AS WRITER & COACH: AUTHENTIC, PURPOSEFUL & EFFECTIVE WRITING CONFERENCES

Let's demystify writing conferences, writing processes, and writing conventions as we encourage one another and engage in uncovering writing for ourselves and our students. Join this in-depth study of process writing, noticing and naming patterns within conventions and skills, and learn to nudge students towards the next 'right' step based upon their writing approximations and strengths. We'll examine these methods, as we employ

practices from the books *Inside Writing: How to Teach the Details of Craft* by [Donald Graves](#) and [Penny Kittle](#) and *The Teachers Guide to Writing Conferences Grades K-8* book by [Carl Anderson](#).

Topics include: understanding the what and why of conferring; why writing matters; student entry points into writing conferences; learning to reread & rewrite our own writing; bringing teacher writing into the classroom; quick writes in different genres; invitations for conferring and getting behind a student's writing plan; analyzing writing process patterns and convention patterns to build our knowledge of, and response to, writing, and much more! We'll also use our own writing as exemplars to illuminate skills, strategies, and procedures, and to share what we grapple with within our own writing. Finally, we'll consider possible next steps to improve our conferring practices. We'll engage as writers and coaches in this 30 hour professional learning journey.



FORMAT: Online - Asynchronous

DATES: 2/7 - 4/25

FACILITATOR: Lorena Hurst, GCRTC Teacher Leadership Coach for Elementary Education

CONTACT: lorena@teachers-center.org

FEE: None. Registration is required.

CTLE HOURS: 30

REGISTRATION: <https://tinyurl.com/ycyyhtj6>

NOTE: Participants will need to obtain a copy of the books *Inside Writing: How to Teach the Details of Craft* and *The Teachers Guide to Writing Conferences Grades K-8*.



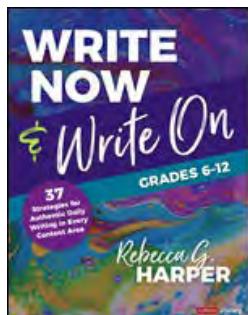
ENGLISH LANGUAGE ARTS

WRITE NOW & WRITE ON (GRADES 6-12) BOOK STUDY

Join us for an online book study of the book, *Write Now & Write On*, by [Rebecca G. Harper](#). This book study is designed to help you help your students up their writing game, while making literacy applicable, beneficial, and original.

YOUR STUDENTS MAY NOT REALIZE IT, BUT THEY'RE ALREADY WRITERS. ALL THOSE INFORMATIONAL TEXT MESSAGES, INSTAGRAM CAPTIONS, AND FACEBOOK POSTS HAVE GIVEN THEM THE SKILLS THEY CAN USE AS A SPRINGBOARD TO THE FORMAL, CONTENT-SPECIFIC WRITING THEY'LL NEED FOR SUCCESS IN SCHOOL AND COLLEGE AND THROUGHOUT THEIR CAREERS.

Rebecca G. Harper



In this book study, we will learn various ways to provide your students with the practice they need to become better writers. No matter what subject you teach, this book provides relevant and engaging teaching strategies that can be tailored to your specific content-area. Each week, we will explore new exercises that are similar to the writing students are already doing. We will study how we can incorporate quick and daily writing practices into our pre-existing lessons. We will learn various strategies for introducing academic vocabulary, as well as skill-boosting strategies for summarizing and using textual evidence. Best of all, we'll engage in discourse and reflection on the ways in which we can utilize, implement, and customize these strategies to meet the needs of our students across the content-areas of our classrooms.

FORMAT: Online - Asynchronous

DATES: 2/26 - 4/23

FACILITATOR: Erica Egdemir, GCRTC Teacher Leadership Coach for the Humanities

CONTACT: erica@teachers-center.org

FEES: None. Registration is required.

CTLE HOURS: 15

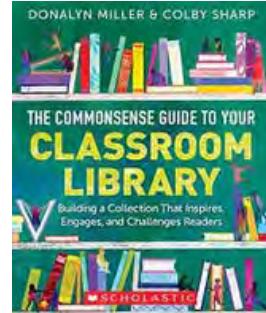
REGISTRATION: <https://tinyurl.com/yc4raju7>

NOTE: Participants will need to obtain a copy of the book *Write Now & Write On*.

ENGLISH LANGUAGE ARTS

BOOK STUDY FOR THE COMMONSENSE GUIDE TO YOUR CLASSROOM LIBRARY

Donalyn Miller and Colby Sharp are highly touted for their abilities in literacy and in getting students to read. In *The Common Sense Guide to Your Classroom Library* the duo advise teachers how to create a magical classroom library that will enhance and improve literacy instruction. Participants will read the book, reflect on the discussion points of the chapters, and submit how they will use this book to enhance their instruction.



- Week 1: Introduction and Chapter 1 Reflection Assignments (pp. 6-29)
- Week 2: Chapter 2 Reflection Assignments (pp. 30-43)
- Week 3: Chapter 3 Reflection Assignments (pp. 44-83)
- Week 4: Chapter 4 Reflection Assignments (pp. 116-150)
- Week 5: Pages Overall Summary and Comprehensive Reflection Assignment (pp. 151-158)

FORMAT: Online - Asynchronous | **DATES:** 3/6 - 4/10

FACILITATOR: Melissa Palmer, English Teacher at Greenville HS

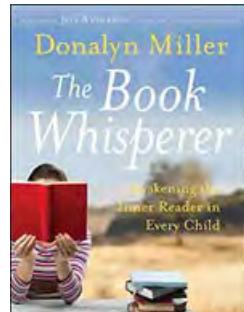
CONTACT: erica@teachers-center.org | **FEE:** None. Registration is required.

CTLE HOURS: 15 | **REGISTRATION:** <https://tinyurl.com/ynb5vhbm>

NOTE: Participants will need to obtain a copy of the book *The Commonsense Guide to Your Classroom Library*.

BOOK STUDY ON THE BOOK WHISPERER

Join us for an online book study of the book *The Book Whisperer*, by Donalyn Miller. Donalyn is the guru of creating a community of readers. This was her first book and talks about creating a reading community within your classroom. This book study is for K-12 teachers.



- Week 1: Introduction and Chapter 1 (pp. 1-18)
- Week 2: Chapter 2 and Student Surveys (pp. 19-46)
- Week 3: Chapter 3 and Chapter 4 (pp. 47-98)
- Week 4: Reader's Notebooks and Chapters 5 and 6 (pp. 99-152)
- Week 5: End of Year Evaluations, Chapter 7 and Appendices (pp. 159-end)

FORMAT: Online - Asynchronous | **DATES:** 4/17 - 5/22

FACILITATOR: Melissa Palmer, English Teacher at Greenville HS

CONTACT: erica@teachers-center.org | **FEE:** None. Registration is required.

CTLE HOURS: 15 | **REGISTRATION:** <https://tinyurl.com/mrrx3j5c>

NOTE: Participants will need to obtain a copy of the book *The Book Whisperer*.

ENGLISH LANGUAGE ARTS



The [Albany City Area Reading Council](#) (ACARC) is a professional, nonprofit organization for educators in the Capital Region, dedicated to improving literacy instruction and opportunities for all children and adults. We are currently seeking teachers to join our planning committee. If you are interested in expanding your literacy community, we hope that you will not only become an ACARC member and join us for current programs, but will also consider joining our planning committee to help shape future ACARC events. Together, we can continue to foster professional literacy learning communities and networking opportunities in the greater Capital Region.

ACARC is an affiliate of the International Literacy Association & the New York State Reading Association. Membership in ACARC includes membership in NYSRA. To become an ACARC member (Cost is \$30), go to <https://nysreading.org>. To register, click on Memberships > Regional Directors and Local Councils > Albany City Area Reading Council.

LET'S USE ALL THE SCIENCES OF READING...A CENTRISTS' PERSPECTIVE OF THE READING EVOLUTION

ONLINE - SYNCHRONOUS | 2/7, 4:30 P.M. - 6:30 P.M. | DR. SAM BOMMARITO | CTLE: 1.5 HOURS

In this presentation, [Dr. Sam Bommarito](#) will talk about what looking at ALL the research can do to inform our teaching. Let's ask educators to consider all sides and all research as they try to help children become lifelong readers and writers. Dr. Sam will include some hands-on activities, so please bring notebooks and your ideas about best practices and materials. There will be many different activities and discussions about how to scaffold students in decoding and understanding text. Some of these activities may challenge some of your current practices, and some may reinforce them. **REGISTRATION:** <https://tinyurl.com/5xzc7s2a> | **CONTACT:** acarcny@gmail.com

FEE: \$10 for nonmembers; Free for ACARC members. Registration is required.

Dr. Sam Bommarito is an educator with 50 years of teaching experience in Title 1 buildings with many at-risk children. Early in his career, he participated in several highly successful Title 1 projects and has taught every grade from Kindergarten to graduate school, including teaching university-level reading courses for teachers. Over the past four years, he has taken a centrist position in the current iteration of the reading wars.



NURTURING READERS, NURTURING OURSELVES - DINNER AND INSPIRATION WITH ENYSLMA AND ACARC

IN-PERSON | 4/27, BOOK SIGNING: 4:15 P.M. / EVENT: 4:30 P.M. - 7:30 P.M. | COLEEN PARATORE | CTLE: 1.5 HOURS

LOCATION: CENTURY HOUSE, LATHAM, NY

Catch a firefly of inspiration from [Coleen Paratore](#)! Coleen will discuss her inspiration for reading and writing and will guide us, as educators, readers, and writers ourselves. Participants will also enjoy a dinner buffet, the company of fellow teachers and school librarians, and a presentation on impacting our students. There will also be the opportunity to win books and one lucky attendee will win an overnight at Coleen's Vermont lake house.

REGISTRATION: <https://tinyurl.com/muf5uwvz> | **CONTACT:** Mindyminerholland@gmail.com or acarcny@gmail.com

FEE: On or before 4/11: ACARC and ENYSLMA members - \$25; Non-members - \$30;

After 4/11: Members & Non-members - \$35; Registration is required.



*Coleen Paratore is a full-time teacher of writing and the author of 20+ books, including the SEL picture book, *The Big Book About Being Big*, *The Wedding Planner's Daughter*, for Middle Grade, and *Dear Writer*, for adults.*



SUMMER READING FOR TEACHERS

ONLINE - SYNCHRONOUS | 5/17, 4:30 P.M. - 6:00 P.M. | DR. CHERYL DOZIER, UNIVERSITY AT ALBANY AND DR. KELLY WISSMAN, UNIVERSITY AT ALBANY | CTLE: 1.5 HOURS

Let's celebrate ACARC's year of exciting Professional Development with virtual professional book and article talks, as we prepare for summer. Dr Cheryl Dozier and Dr. Kelly Wissman, from the University at Albany, are part of our expert panel. Dr. Dozier and Dr. Wissman will share recent favorite professional books and articles on Literacy in addition to children's literature. There will be opportunities for teachers and ACARC officers to share favorite articles or professional books as well. Please join us for these lively discussions on professional books and articles you might want to put on your summer reading list! This event is co-sponsored by the Literacy Teaching and Learning Department, University at Albany and the Albany City Area Reading Council. **REGISTRATION:** <https://tinyurl.com/bdffvev2>

CONTACT: acarcny@gmail.com | **FEE:** \$10 for nonmembers; Free for ACARC members and for members of the Department of Literacy Teaching and Learning, University at Albany. Registration is required.



ENGLISH LANGUAGE ARTS



IGNITING THE IMAGINATION: AN EXPLORATION OF FREEDOM DREAMING, WRITING, AND ARTMAKING FOR EDUCATIONAL JUSTICE

Join us on January 14th for a writing and art-making retreat! We invite high school students, UAlbany students, K-12 teachers, faculty, and leaders across the Capital Region to honor the legacy of Martin Luther King, Jr. by reimagining a more equitable educational system. Participants will consider the role of writing, the arts, and the imagination in teaching for equity; engage with local poet and artist [D. Colin](#).

D. Colin will share with participants how she uses writing and the arts to work toward social justice and honor King's legacy. Interspersed throughout the morning, K-12 student writers and artists will inspire us with their creative and analytical work. Across the retreat, participants will have multiple opportunities to write in response to prompts that invite them to dream, take action, and re-envision their practice toward educational justice.

*D. Colin will be our featured keynote speaker. Based in Troy, NY, D. Colin is a Haitian American multidisciplinary artist with an educational background in English & Africana Studies. She is a self-published author, a dynamic performer, a self-taught painter & maker of pretty things that make bold statements. Her mantra is **Be inspired. Then inspire.***

FORMAT: In-person

DATE: 1/14 | **TIME:** 9:00 a.m. - 12:00 p.m.

LOCATION: Alumni House, University at Albany,
1400 Washington Ave., Albany, NY

FACILITATORS: Capital District Writing Project members

CONTACT: amysalamone60@gmail.com

CTLE HOURS: 3

FEE: \$45 for teachers, leaders, and faculty members; This event is FREE for high school students and UAlbany students

CTLE REGISTRATION: <https://tinyurl.com/5fsdz794>

EVENT REGISTRATION: <https://www.bit.ly/cdwpstore>



HEALTH AND PHYSICAL EDUCATION

BUILDING A WHOLESOME TABLE: HABITS FOR A WHOLESOME LIFE

Are you looking for education to build wholesome, sustainable habits with a lasting impact? Join us as we "build" a wholesome table that focuses on deliciously wholesome practices that eventually become habitual. During this mini-course, participants will learn the power of habits, the importance of reading labels, food that nourishes the body, and ways to implement wholesome habits in the classroom. We will take a look at pitfalls and misconceptions to living a wholesome life while focusing on habits to quit and habits to incorporate. By being the best version of yourself, you can be the best educator for your students and share your wholesome wisdom with your students. It all starts at the table, YOUR wholesome table.



FORMAT: Online - Synchronous & Asynchronous

DATES/TIME: Synchronous Online: 2/2, 2/9, 2/16, 7:00 p.m. - 8:00 p.m.
Asynchronous Online: 2/2 - 2/23

FACILITATOR: Mauranda Comley, Nutrition Educator and O'Rourke Middle School FACS Teacher

CONTENT CONTACT: mywholesometable@gmail.com

REGISTRATION CONTACT: lindsay@teachers-center.org

CTLE HOURS: 6 | **FEE:** None. Registration is required.

REGISTRATION: <https://tinyurl.com/37wpstn2>

THE ART OF TEACHING PHYSICAL EDUCATION

Guided by 2022 National High School Physical Education Teacher of the Year, [Charlie Rizzuto](#), this course digs deep into the *art* of effective teaching in physical education. Using the backwards design model as the foundation, participants will drill down into standards based approaches, assessment creation, writing essential questions, lesson building, technology integration, game structure and much more. This class will be hybrid, with synchronous and asynchronous class hours. Synchronous hours will be scheduled mutually between the instructor and the participants.

FORMAT: Online - Synchronous & Asynchronous

DATES/TIME: Asynchronous Online: 2/11 - 4/15; Synchronous mtgs scheduled once course begins

FACILITATOR: Charlie Rizzuto, 2022 National High School Physical Education Teacher of the Year

CONTENT CONTACT: charlesrizzuto3@gmail.com

REGISTRATION CONTACT: lindsay@teachers-center.org

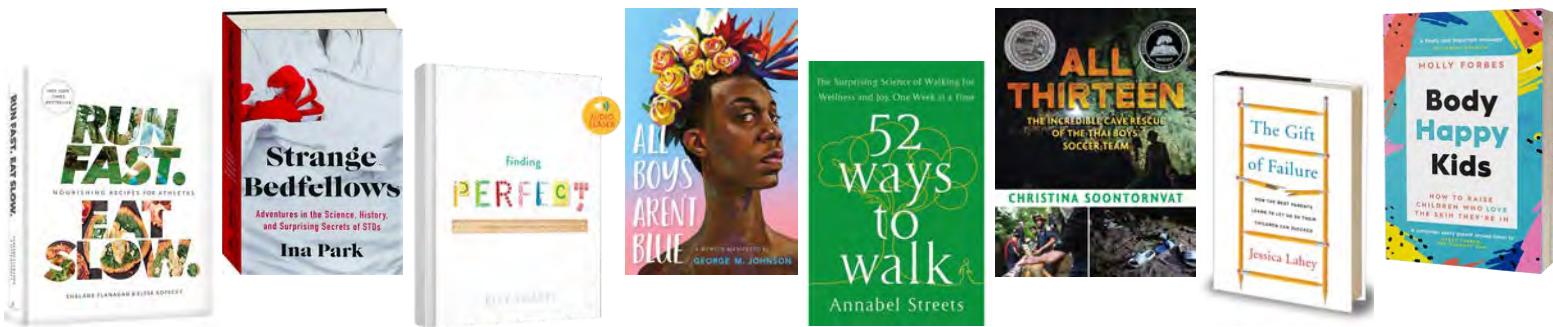
CTLE HOURS: 18 | **FEE:** None. Registration is required.

REGISTRATION: <https://tinyurl.com/48rnap7x>



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 WELLNESS 



HEALTH AND PHYSICAL EDUCATION

BOOKS FOR TEACHERS THAT AREN'T "TEACHER BOOKS"

Get your library cards dusted off...download some audiobook apps...connect with your school librarian...start an account on GoodReads...because this course is going to result in you having an overflowing "to read list"!!

- *52 Ways to Walk* by [Annabel Streets](#)
- *All Boys Aren't Blue* by [George M. Johnson](#)
- *All Thirteen: The Incredible Cave Rescue of the Thai Boys Soccer Team* by [Christina Soontornvat](#)
- *Body Happy Kids* by [Molly Forbes](#)
- *Finding Perfect* by [Elly Swartz](#)
- *The Gift of Failure* by [Jessica Lahey](#)
- *Run Fast, Eat Slow* by [Elyse Kopecky](#) & [Shalane Flanagan](#)
- *Strange Bedfellows: Adventures in the Science, History, and Surprising Secrets of STDs* by [Ina Park](#)

None of the above-named books are written deliberately for educators, but educators, especially health and PE teachers, can gain so much for their professional practice by reading (or listening to!) them and so many others.

During this course, teachers will be exposed to and explore non-professional fiction and nonfiction books that will provide information and inspiration for teaching practices. This class is designed specifically for health and physical education teachers, however ALL educators (teachers of any grade/subject, teaching assistants, counselors, social workers, librarians, school nurses, etc.) are welcome and encouraged to join in!

FORMAT: Online - Synchronous & Asynchronous

DATES/TIME: Synchronous Online: 2/15, 5:00 p.m. - 6:00 p.m.; Asynchronous Online: 2/16 - 2/20

FACILITATOR: Lindsay Armbruster, GCRTC Teacher Leadership Coach for Health and Physical Education

CONTACT: lindsay@teachers-center.org

CTLE HOURS: 7

FEE: None. Registration is required.

REGISTRATION: <https://tinyurl.com/4p22cvvd>



HEALTH AND PHYSICAL EDUCATION

HEALTH EDUCATION PLC

Meet once a month to talk about all things health education. Health educators are often siloed in schools and districts; this PLC will meet to discuss issues related to health education, share resources, ask questions, and enhance professional support. We will leverage the knowledge and expertise of participants, allowing the participants to determine topics and drive the conversations, with the focus on improving student engagement and learning. Participants will be expected to prepare and lead at least one discussion/activity of their choosing. Topics may include, but are not limited to: equity, diversity, and inclusion in health education; skills-based health education; family/community engagement; mental health education; social-emotional learning in health education; and tech tools for health education.



FORMAT: Online - Synchronous

DATES: 2/16, 3/16, 4/27, 5/18, 6/8

TIME: 6:00 p.m. - 7:30 p.m.

FACILITATOR: Lindsay Armbruster, GCRTC Teacher Leadership Coach for Health and Physical Education

CONTACT: lindsay@teachers-center.org

CTLE HOURS: 7.5

FEE: None. Registration is required.

REGISTRATION: <https://tinyurl.com/ycya82b6>

HEALTH AND PHYSICAL EDUCATION



SKILLS-BASED HEALTH EDUCATION MADE SIMPLE (SERIES)

In this series, you'll get a virtual tour of a complete middle school skills-based curriculum. You'll walk through a real-life curriculum one module at a time, and you'll see exactly what **Jen Mead** does in her skills-based health classroom. Use the tours to spark your own creativity, get inspired, discover new teaching methods & skill models, recreate activities to suit your students and teaching style and/or purchase materials to take and teach in your classroom. *Jen Mead is an accomplished Capital Region health teacher who has been recognized as a NYSAHPERD Middle School and Capital Region Health Teacher of the Year. Jen has also led the state as a past president of the NYSAHPERD Health Section. [Watch](#) for more!*

Each two-hour asynchronous module includes a video walking you through the skill module, an opportunity to reflect on your own lessons & teaching practices, an option to purchase materials, and an opportunity to submit questions for an additional Q & A video. Please sign up for each module separately.

FORMAT: Online - Asynchronous | **FACILITATOR:** Jen Mead, Health Teacher at Maple Avenue MS, Saratoga Springs

CONTENT CONTACT: jenmead@gethealthatschool.com | **REGISTRATION CONTACT:** lindsay@teachers-center.org

FEE: None. Registration is required. | **CTLE HOURS:** 2 per module

MODULE 1 - STARTING WITH SKILLS | 3/1 - 3/15 | REGISTRATION: <https://tinyurl.com/yeu8wdcr>

In Module 1, we'll get started with skills-based health. You'll learn about:

- How to set up your skills-based classroom
- Classroom management strategies for a skills-based model
- What to include in your course outline
- The value of conducting your own in-house Youth Risk Behavior Survey
- Strategies to connect with parents & families
- How to introduce the skills in a fun building-wide scavenger hunt
- The dimensions of wellness
- Student self-assessments

MODULE 2 - GET GOING WITH GOAL-SETTING | 3/15 - 3/29 | REGISTRATION: <https://tinyurl.com/mr2aaep3>

Module 2 is all about how to teach goal-setting while still teaching health content. It includes:

- A wholistic, student-centered approach to teaching nutrition
- Station activities to teach physical activity
- Activities to connect sleep & screen time
- Student self-assessments
- A card sorting activity to introduce a goal-setting model
- A new look at student assessments
- A 30-Day challenge to motivate students and staff

MODULE 3 - DECISION MAKING DRAMA | 3/29 - 4/12 | REGISTRATION: <https://tinyurl.com/rbev23cy>

Module 3 is the trifecta, including accessing information/services, analyzing influences and decision making. It includes:

- The CRAAP model while students learn basic drug facts
- An advocacy project based on the Social Norms Approach
- Interactive ideas to help students analyze influences
- A CSI-type adventure to show the power of choice
- Ideas for inviting speakers from community services
- A new decision-making model & related activities
- Opportunities to connect with parents/families in meaningful ways

MODULE 4 - STRESS MANAGEMENT SHOWCASE | 4/12 - 4/26 | REGISTRATION: <https://tinyurl.com/5n8jte5t>

Module 4 combines stress management with mental health and violence prevention. It includes:

- Ideas for identifying stressors/understanding stress response
- How to help students select effective stress mgmt strategies
- Ways to introduce a variety of strategies and student choice
- A meaningful comparison of mental illness and stress
- Techniques to promote strategies & services
- The A.C.T model & its use in preventing violence
- Ways to address bullying
- Opportunities to address Erin's Law & sexual abuse

MODULE 5 - ConquEr COMMUNICATION | 5/26 - 5/10 | REGISTRATION: <https://tinyurl.com/yc2paewb>

Module 5 matches communication skills with lessons about puberty and sexual health. It includes:

- The Puberty Games Series (all resources included for free)
- Getting students up & moving to discuss healthy relationships
- Introducing the concept of intimacy - beyond physical closeness
- Using students understanding of COVID-19 to teach STIs
- Techniques to promote strategies & services
- The A.C.T model & its use in preventing violence
- Ways to address bullying
- Opportunities to address Erin's Law & sexual abuse

HEALTH AND PHYSICAL EDUCATION

SPECIAL OLYMPICS NEW YORK: PROGRAMMING FOR SCHOOLS



Special Olympics New York can be a valuable partner for schools in offering developmentally appropriate, inclusive programming in sports, physical education and leadership across all levels from pre-k through transition beyond high school. This workshop will focus on providing an introduction to and resources for each offering to help educators build capacity for inclusive programming.

FORMAT: Online - Synchronous

DATE: 3/7 | **TIME:** 4:00 p.m. - 5:00 p.m.

FACILITATOR: Nathan Johnson, Executive Director - Unified Sports, Special Olympics New York

CONTENT CONTACT: npjohnson@nyso.org | **CTLE CONTACT:** lindsay@teachers-center.org

CTLE HOURS: 1

FEE: None. Registration is required.

REGISTRATION: <https://tinyurl.com/28r82jsr>



ECHOES AND REFLECTIONS: TEACHING THE HOLOCAUST, INSPIRING THE CLASSROOM

Echoes & Reflections offers educators access to a library of comprehensive Holocaust content that is classroom-ready and prepared with today's students and classrooms in mind. These sessions allows educators to leverage a variety of ways to examine critical themes of the Holocaust.

FORMAT: Online - Synchronous | **CONTACT:** erica@teachers-center.org

FACILITATORS: Todd Hennessey, Director of the Colorado Holocaust Educators and Advisory Board Member for the Sand Creek Massacre Foundation, along with Kim Klett, Holocaust Literature and AP English Literature and Composition at Dobson High School in Mesa, AZ

CTLE HOURS: 1.25 per session | **FEE:** None. Registration is required.

INDIVIDUAL SESSION DETAILS

Foundations of Holocaust Education | 3/2 | 7:00 p.m. - 8:15 p.m. Through our core professional development program, educators will enhance their knowledge and capacity to teach about the Holocaust, including the history of antisemitism, and how this historical event continues to influence the world today. This session will provide foundational concepts for the series, and will include a focus on teaching about the Holocaust in New York. **REGISTRATION:** <https://tinyurl.com/y9p9txyk>

Analyzing Propaganda and Teaching Media Literacy: The Holocaust as a Case Study

3/9 | 7:00 p.m. - 8:15 p.m. Explore the events of the Holocaust through the lens of the media, by examining propaganda deployed by the Nazis to discriminate against Jews and other minorities. Educators will gain the tools to facilitate classroom discussions on the role and impact of Nazi propaganda during the Holocaust, and support their students to critically analyze media in today's world. **REGISTRATION:** <https://tinyurl.com/v54d3b3a>

Choices Matter: Complicity and Action during the Holocaust | 3/16 | 7:00 p.m. - 8:15 p.m.

Examine the consequences of inaction and the courage and difficult choices of those who rescued and resisted during the Holocaust. Educators will also learn how to support students in implementing an action-oriented project influenced by the lessons of this history.

REGISTRATION: <https://tinyurl.com/2nhvkxv5>

Connecting the Past with Today: Jewish Refugees and the Holocaust

3/23 | 7:00 p.m. - 8:15 p.m. Focusing on the history of Jewish refugees during the 1930s and 1940s, educators will learn to connect those lessons of intolerance, inaction, and indifference to how students understand today's refugee crisis. **REGISTRATION:** <https://tinyurl.com/bdz4j7rc>

Creating Context for Teaching Night | 3/30 | 7:00 p.m. - 8:15 p.m. Prepare students to read and comprehend Elie Wiesel's, *Night*, within the larger historical framework of the Holocaust. Educators will discover materials and instructional strategies that support effective teaching of the memoir and provide additional background to integrate into classroom instruction.

REGISTRATION: <https://tinyurl.com/2jnkrdxe>

Spotlight on Contemporary Antisemitism | 4/6 | 7:00 p.m. - 8:15 p.m. Increase students' awareness that antisemitism did not end after the Holocaust and consider connections between the persistence of antisemitism in its contemporary forms and this historical event. Educators will also examine ways to help students explore the responsibility of all members of society to respond to and prevent antisemitism and all forms of hate. **REGISTRATION:** <https://tinyurl.com/264b7bej>

HUMANITIES

WAIT, WHAT DO YOU MEAN BY THAT?: AN INTRODUCTION TO TEACHING CONTROVERSY

In these politically charged times, teachers face many obstacles when trying to teach topics that are relevant to their classes and provide students with authentic learning experiences. This 6 week workshop will include a combination of synchronous and asynchronous learning, designed to provide additional tools to teachers when addressing these issues. Through a combination of practical advice rooted in state and federal standards and guidelines, interactive lesson modeling and lesson development, and by fostering a supportive community of inter-district colleagues, you will create brave spaces in your classroom in which students can safely engage in critical conversations.

FORMAT: Online - Synchronous & Asynchronous

DATES/TIME: Asynchronous start: 2/28;

Synchronous meetings: 3/7, 3/14, 3/21, 3/28, 4/4, 4/18, 7:00 p.m. - 8:30 p.m.

FACILITATOR: Sean Fitzsimons, Albany High School Social Studies Teacher/Department Chair and Matt Pinchinat, Guilderland CSD Director of Diversity, Equity, and Inclusion

CONTACT: erica@teachers-center.org

FEE: None. Registration is required.

CTLE HOURS: 15

REGISTRATION: <https://tinyurl.com/4jtv9tjk>



MATHEMATICS

THE CHANGING WORLD OF HS MATH EDUCATION

As we inch closer toward pre-pandemic high school math, let's re-start our Regents PLCs to compare notes, help each other navigate, and share resources. College and career readiness, advances in technology, COVID-19, socioeconomic disparities... they are ALL playing a role in changing the needs of our students. The cumulative nature of mathematics needs close attention when obstacles and expectations both rise. We'll discuss where we've been, where we're at, and where we need to be in order to realistically expect success from our students, while loosely following Peter Liljedahl's "Building Thinking Classrooms in Mathematics." We'll "meet" asynchronously online, on your own time, to discuss, share, and learn about what's happening in HS Math.

FORMAT: Online - Asynchronous

DATES: 12/15 - 3/16 (Open enrollment - Join any time!)

FACILITATOR: Erin Botta, South Colonie CSD | **CONTACT:** dave@teachers-center.org

FEES: None. Registration is required. | **CTLE HOURS:** 12

REGISTRATION: <https://tinyurl.com/ykhjduae>

MATH 6-8 NEXT GENERATION SUPPORT NETWORK

In this year's valuable support network, educators will share information and resources concerning NYS Next Generation Mathematics Standards. Come collaborate with educators who share your passion and drive for this profession. Collaborate, use research to strengthen our practice, and share resources for the NYS Next Generation Mathematics Standards. Support groups will break into grade level bands.

FORMAT: Online - Synchronous

DATES: 1/5 ,2/2, 3/2, 4/6, 5/4 | **TIME:** 4:30 p.m. - 6:30 p.m.

FACILITATOR: MaryAnn Nickloy, GCRTC Teacher Leadership Coach for MS Mathematics

CONTACT: maryann@teachers-center.org | **FEES:** None. Registration is required.

CTLE HOURS: 9 | **REGISTRATION:** <https://tinyurl.com/yc3bttee>



MATHEMATICS

FLIPPED, SELF-PACED CLASSROOM

Are you struggling to find time to work with individual students or have students that are failing because they miss a lot of school or don't pay attention while you are instructing the whole class? This was my classroom (2-year Algebra 1, full inclusion) before I flipped and self-paced my curriculum using a mix of interactive notebooks, the *Modern Classroom Project* and *Building Thinking Classrooms*. With students working through the content at their own pace, I have time to meet with them 1:1 or in small groups. Students are strengthening their executive functioning skills, including how to access and use appropriate tools, advocate, collaborate, persevere, problem-solve and manage their time. No one is asking "When am I going to use this?" anymore. Let me show you how to adapt these strategies for your classroom! Appropriate for any grade/content.

FORMAT: Online - Synchronous & Asynchronous

DATES/TIME: Synchronous Online: 1/9, 1/23, 2/6, 2/27, 3/13, 3/27, 4/17, 5/1, 6:30 p.m. - 7:30 p.m.; Asynchronous work between synchronous sessions: 1/16 - 4/24

FACILITATOR: Lisa McLeod, Glens Falls HS

CONTACT: dave@teachers-center.org

FEE: None. Registration is required.

CTLE HOURS: 15

REGISTRATION: <https://tinyurl.com/2rt278tp>

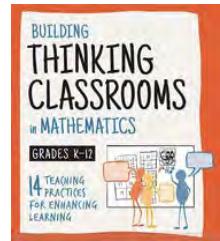


MATHEMATICS

BUILDING THINKING CLASSROOMS IN MATHEMATICS GRADES K-8

A thinking student is an engaged student! Teachers often find it difficult to implement lessons that help students go beyond rote memorization and repetitive calculations. In fact, instructional norms and habits that permeate all classrooms can actually be enabling “non-thinking” student behavior.

Sparked by observing teachers struggle to implement rich mathematics tasks to engage students in deep thinking, [Peter Liljedahl](#) has translated his 15 years of research into this practical guide on how to move toward a thinking classroom. *Building Thinking Classrooms in Mathematics, Grades K-12* helps teachers implement 14 optimal practices for thinking that create an ideal setting for deep mathematics learning to occur.



This guide:

- Provides the what, why, and how of each practice and answers teachers most frequently asked questions
- Includes firsthand accounts of how these practices foster thinking teacher and student interviews and student work samples
- Offers a plethora of macro moves, micro moves, and rich tasks to get started
- Organizes the 14 practices into four tool kits that can be implemented in order and built on throughout the year

When combined, these unique researched-based practices create the optimal conditions for learner-centered, student-owned deep mathematical thinking and learning, and have the power to transform mathematics classrooms like never before.

FORMAT: Online - Synchronous & Asynchronous

DATES/TIME: Synchronous Online: 1/17, 2/28, 4/4, 5/2, 6/13, 4:00 p.m. - 6:30 p.m.;

Asynchronous Online: 1/31 - 5/30

FACILITATORS: Mary Ann Nickloy and Lorena Hurst, GCRTC Teacher Leadership Coaches

CONTACT: maryann@teachers-center.org or lorena@teachers-center.org

FEE: None. Registration is required.

CTLE HOURS: 30

REGISTRATION: <https://tinyurl.com/3tsf7up6>

MATHEMATICS

ONE T.I. TECHNOLOGY FOR ALL OF STEAM

This course will start with an overview known as: "Your Calculator: Not just for math class anymore!" Student engagement is guaranteed when they are immersed in STEAM. Your students won't want to leave your classroom! Develop deep conceptual understandings of STEAM with the technology most people are already using in math class and without the distractions of the internet. Then, we'll take a Deep Dive into using TI Technology in Science. Make data collection effortless with a collection of seamless, plug-and-play USB sensors that expand the capabilities of the TI-Nspire™ CX family of graphing calculators. A variety of science topics will be explored, as well as ideas for connections in the mathematics classroom. This will be followed by a look at Technology and Engineering: Your Calculator Can CODE! This session will introduce you to coding in both TI Basic and Python languages. We will code on the calculator alone and with the TI-Innovator Rover. At the end of the session, we will engineer an auto dispenser or trash wheel. No experience necessary! Next up... Exploring the Arts with TI – We'll continue exploring coding on the calculator to create art and music on the TI-Innovator Hub. And last but not least: Mathematics! So many features, so little time It's back to our comfort zone...but with lots of new and/or undiscovered features to explore to help your students succeed in your math class.

FORMAT: In-Person

DATES: 1/24, 2/7, 3/1, 3/22, 4/4 | **TIME:** 4:00 p.m. - 7:00 p.m.

LOCATION: Colonie Central High School

FACILITATOR: Robyn Poulsen

CONTENT CONTACT: rpoulsen@ti.com | **CTLE CONTACT:** dave@teachers-center.org

FEE: None. Registration is required.

CTLE HOURS: 15 | **REGISTRATION:** <https://tinyurl.com/nkpv5zv5>

CDAMS 2022 - 2023 (CAPITAL DISTRICT AREA MATHEMATICS SUPERVISORS)

CDAMS is a professional learning community focused on all aspects of mathematics education, including the Next Generation Math Standards, diverse learners, technology integration and just about anything that makes math more accessible for all learners, teachers and students.

You do not have to be a "supervisor" to come to the meetings. Join us for as many sessions as possible - Each one features a timely topic of interest to attendees.

FORMAT: In-Person

DATES: 1/26, 3/7 (Open enrollment - Join any time!) | **TIME:** 4:30 p.m. - 7:00 p.m.

LOCATION: Siena College, Lonnstrom Dining Hall

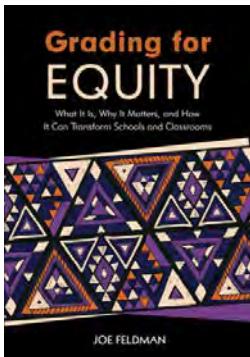
FACILITATOR: Mary Ann Nickloy, GCRTC Teacher Leadership Coach for MS Mathematics

CONTACT: maryann@teachers-center.org | **FEE:** None. Registration is required.

CTLE HOURS: 5 | **REGISTRATION:** <https://tinyurl.com/37hrjrw7>

MATHEMATICS

GRADING FOR EQUITY IN THE MATH CLASSROOM



Let's collaborate as a community of math educators to find ways to teach math that will better coalesce our students and our content. In addition to common best practices, curricula, and new technology, we should reflect on the humanity and needs of the people in the room who are doing the math. Author [Joe Feldman](#) looks at the way teachers calculate, describe, and report student performance and asks... What's wrong with deducting points for work turned in late? Why don't more educators question grading practices? What does work? We'll look at accuracy, bias-resistance, and intrinsic motivation as three pillars of grading for equity.

FORMAT: Online - Synchronous & Asynchronous

DATES/TIMES: Synchronous Online 2/1, 4:30 p.m. - 6:00 p.m.; Asynchronous Online 2/8 - 3/8

FACILITATOR: Erica Holland, Guilderland CSD

CONTACT: dave@teachers-center.org | **FEE:** None. Registration is required.

CTLE HOURS: 15 | **REGISTRATION:** <https://tinyurl.com/3m5t89fj>



MATH STATIONS: GRADES K-2

Are you looking to spice up your daily math block? Do you want your students to be engaged in math stations they can complete independently while you are working with small groups? This course will focus on creating hands-on math stations that can be easily differentiated for learners of all levels with limited prep time to create these stations. Math stations are designed to build student independence and curiosity around mathematics while also creating a solid foundation of skills and strategies that students can build upon to meet their grade level standards and expectations.

FORMAT: Online - Asynchronous

DATES: 3/1 - 4/6

FACILITATOR: Heather Graham, First Grade Teacher, Hudson Falls CSD

CONTACT: lorena@teachers-center.org

FEE: None. Registration is required.

CTLE HOURS: 9

REGISTRATION: <https://tinyurl.com/dmy3uw2f>

MATHEMATICS

62ND ANNUAL HMVAMC CONFERENCE

The Guilderland Central School District is pleased to host the [**62nd annual Hudson-Mohawk Valley Area Math Conference**](#) on



March 11, 2023, at Guilderland High School. There will be four K-12 sessions throughout the day that will provide opportunities to learn new and interesting ideas to bring back to your school or district. With the NYS Next Generation Learning Standards in Mathematics and supporting our students post-COVID, presenters provide new and interesting ideas to help and support all of our students become college and career ready in the 21st century. The Hudson-Mohawk Valley Area Mathematics Association is proud to lead the way in supporting teachers and leaders as we move forward in helping all students be successful. We are hopeful you will find the ideas and support that you need at this conference to continue to transform your own classroom, school, district, or community.

NOTE: This is strictly registration for CTLE.

To register for the conference go to [**https://hmvamc.wixsite.com/hmvamc**](https://hmvamc.wixsite.com/hmvamc).

FORMAT: In-person conference

DATE: 3/11 | **TIME:** 8:45 a.m. - 2:00 p.m. | **LOCATION:** Guilderland High School

FACILITATORS: HMVAMC Presenters and MaryAnn Nickloy, GCRTC Teacher Leadership Coach for MS Mathematics | **CONTACT:** [**maryann@teachers-center.org**](mailto:maryann@teachers-center.org)

FEES: Pre-Registration Conference Fee: Educators: \$40; College Students: \$20; On-Site Registration Conference Fee: Educators: \$45; Students: \$25.

Note: Frontline Registration is required in order to receive CTLE.

CTLE HOURS: 5 | **CTLE REGISTRATION:** [**https://tinyurl.com/333buats**](https://tinyurl.com/333buats)

CONFERENCE REGISTRATION: [**https://hmvamc.wixsite.com/hmvamc**](https://hmvamc.wixsite.com/hmvamc)

DESIGNING PROBABILITY SIMULATIONS FOR THE MATH CLASSROOM 6-12

Probability concepts can be both very confusing and highly engaging. In this session, we will use coins, cards, and a variety of dice to explore and create probability simulations. Each simulation will begin with an analog experiment, before utilizing a variety of digital tools to help explain some of the complexities of probability. Participants will use the Mathigon Polypad, the Desmos Graphing Calculator and Google Spreadsheets, as tools to help students build confidence when working with randomness.

FORMAT: In-person | **DATES:** 3/14 & 3/28 | **TIME:** 4:30 p.m. - 7:30 p.m.

LOCATION: Shaker Rd. Elementary School

FACILITATOR: Mark Kaercher, Shaker Middle School Simulation Center Teacher

CONTACT: [**maryann@teachers-center.org**](mailto:maryann@teachers-center.org)

FEES: None. Registration is required. | **CTLE HOURS:** 6

REGISTRATION: [**https://tinyurl.com/3fw2v826**](https://tinyurl.com/3fw2v826)

PROFESSIONAL STRATEGIES

ENGAGING ALL LEARNERS IN THE ELEMENTARY CLASSROOM



What is **Productive Struggle** and how does it benefit learners?

What are **thinking routines** and how can they help engage all learners?

What are help resources that can support students as they grow to be more **independent thinkers**?

Learning is an active process that requires personal engagement with ideas. Educators must provide opportunities for sense making and independent thinking to develop understanding and student agency. This course will provide not only the vision, but also practical strategies, to try out in the classroom.

FORMAT: Online - Synchronous

DATES: 1/11, 1/25, 2/8, 3/8 | **TIME:** 4:00 p.m. - 5:30 p.m.

FACILITATOR: Michelle Gabree-Huda, Shenendahowa CSD

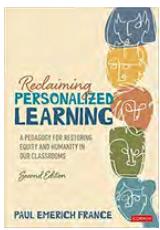
CONTACT: dave@teachers-center.org | **FEE:** None. Registration is required. | **CTLE HOURS:** 15

REGISTRATION: <https://tinyurl.com/2p8mcur5>

RECLAIMING PERSONALIZED LEARNING: A PEDAGOGY FOR RESTORING EQUITY AND HUMANITY IN OUR CLASSROOMS SECOND EDITION

Put the *person* back in *personalization* with a touch of humanity.

It's a paradox: technology to individualize curriculum has made classrooms less personal. In the second edition of this groundbreaking book, Paul France presents a vision of humanized personalization that rejects the corporate mindset and instead holds equity and inclusion at its center. Features include:



- Practical guidance on designing inclusive learning environments for diverse groups
- Sustainable applications for humanized personalization in curriculum design, assessment, and instruction
- Real-life stories from the author's experience on both sides of the personalization debate
- A multitude of classroom tools, adaptable to a variety of instructional contexts

FORMAT: Online - Synchronous & Asynchronous

DATES/TIME: Synchronous Online Start: 1/18, 5:00 p.m. - 7:00 p.m.; Asynchronous Online: 1/19 - 5/3

FACILITATOR: Mary Ann Nickloy, GCRTC Teacher Leadership Coach for MS Mathematics

CONTACT: maryann@teachers-center.org | **FEE:** None. Registration is required.

CTLE HOURS: 15 | **REGISTRATION:** <https://tinyurl.com/4f9apedd>

NOTE: Participants will need to obtain a copy of the book *Reclaiming Personalized Learning: A Pedagogy for Restoring Equity and Humanity in our Classrooms, 2nd Edition*.

PROFESSIONAL STRATEGIES

IT'S NOT FAILURE, IT'S FEEDBACK: RESOURCE EXPLORATION AND APPLICATION

In this 15-hour completely asynchronous course, we will dive into and apply various feedback and formative assessment techniques to help make student learning more engaging and effective. We will focus on encouraging students to reflect on their own knowledge and to see mistakes as opportunities to learn. You will leave each session with strategies, activities, and lessons you can immediately try with your students. Resources from the books *Make It Stick*, *Powerful Teaching*, and *Ready, Set, Fail* will provide research-based, easy to apply strategies and lessons you can immediately use with your students. While these books are great resources, they are not required for this course.



Teachers of all grade levels and subjects are welcome. Those who have taken related courses this past summer and fall will also benefit as new resources will be discussed and more time will be given to develop lessons and activities.

FORMAT: Online - Asynchronous

DATES: 2/1 - 4/5

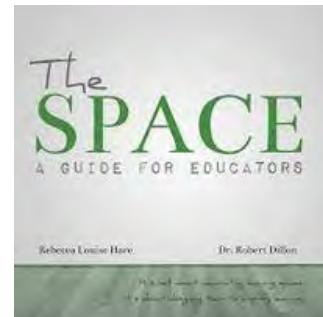
FACILITATOR: James St. Denis, GCRTC Teacher Leadership Coach for Science

CONTACT: james@teachers-center.org | **FEE:** None. Registration is required.

CTLE HOURS: 15 | **REGISTRATION:** <https://tinyurl.com/22pr7224>

BOOK STUDY: THE SPACE: A GUIDE FOR EDUCATORS

This 15-hour Book Study focuses on the classroom learning environment and how to transform your "space." *The Space: A Guide for Educators* will provide great discussion among participants who want to improve their classroom space even if they are tight on a budget. Learn how to make your classroom truly innovative!



FORMAT: Online - Asynchronous

DATES: 2/1 - 5/8

FACILITATOR: Geoff Bizan, GCRTC Teacher Leadership Coach for Technology Integration

CONTACT: geoff@teachers-center.org | **FEE:** None. Registration is required.

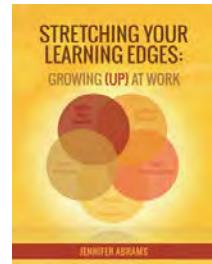
CTLE HOURS: 15 | **REGISTRATION:** <https://tinyurl.com/m7tvcx39>

NOTE: Participants will need to obtain a copy of *The Space: A Guide for Educators*.

PROFESSIONAL STRATEGIES

STRETCHING YOUR LEARNING EDGES BOOK STUDY

Join this four-week online study with many lively online discussions using the Schoology platform. **Jennifer Abrams** is an educator who understands how to help us meet our potential as both co-workers and educators in the classroom and outside of it. This book is for anyone who embraces growth and learning as an individual and a workplace colleague. You'll find an introspective view of personal development and an insightful foray into the potential for influencing groups. This book offers research-based tools and templates to guide the journey towards becoming one's best self. The book is organized by five facets of personal and professional growth: Facet #1 - Know your identity | Facet #2 - Suspend certainty | Facet #3 - Take responsibility | Facet #4 - Engage in reciprocity | Facet #5 - Build resiliency.



FORMAT: Online - Asynchronous | **DATES:** 2/1 - 2/28

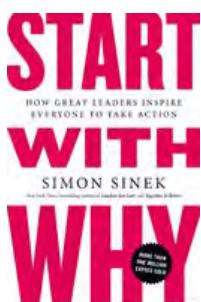
FACILITATOR: Mykal Karl, Cattaraugus-Allegany Teacher Center Director

CONTACT: catcdirector@gmail.com | **FEE:** None. Registration is required.

CTLE HOURS: 10 | **REGISTRATION:** <https://tinyurl.com/yn7pejyd>

NOTE: Participants will need to obtain a copy of the book *Stretching Your Learning Edges*.

LEADERSHIP LESSON: START WITH WHY



Start with Why: How Great Leaders Inspire Everyone to Take Action, by **Simon Sinek**, served as the catalyst for one of the most popular TED Talks of all time, and inspired a movement that motivated millions to demand a sense of purpose for their efforts in the workplace. Many of the ideas in this book from the business world are applicable to educational settings. After unpacking the concept of the "Golden Circle" and reflecting on its possible application to education, participants will engage in a process that will lead them to discover the "why" for their work and for their leadership aspirations within their classrooms, schools, and school communities.

During each week of this eight-week course, participants will be expected to read and reflect on two chapters of Sinek's book. During the final session, participants will articulate and share the "why" that inspires their relational and/or positional leadership efforts



FORMAT: Online - Synchronous & Asynchronous

DATES: Synchronous: 3/30, 4:30 p.m. - 6:00 p.m.; Asynchronous Online 2/7 - 3/29

FACILITATOR: Eleni Soler, educator support & business leader

CONTACT: denise@teachers-center.org

FEE: None. Registration is required. | **CTLE HOURS:** 15

REGISTRATION: <https://tinyurl.com/bdekztdp>

NOTE: Participants will need to obtain a copy of the book *Start with Why*.

PROFESSIONAL STRATEGIES

NURTURED IN NATURE - PROGRAM STUDY



This virtual course offers a “sneak peak” into *Nurtured in Nature*, a nature based academic and social emotional program. This program is being developed in accordance with NYS Science Learning Standards and Social Emotional benchmarks. Teachers will gain access to lessons, worksheets, and research about nature based practices. Current materials are Pre-K - 2, but can be easily adapted for Grades 3-5.

FORMAT: Online - Synchronous & Asynchronous

DATES/TIME: Synchronous Online: 2/15, 3/15, 4/19, 4:30 p.m. - 6:30 p.m.;
Asynchronous Online: 2/15 - 4/28

FACILITATOR: Andrew Ferrone, Ballston Spa CSD and Leah Ferrone, Brave Lion

CONTACT: geoff@teachers-center.org | **FEE:** None. Registration is required.

CTLE HOURS: 15 | **REGISTRATION:** <https://tinyurl.com/29ym44tb>

PROBLEM-BASED LEARNING IN THE CLASSROOM (GRADES 4-12)

If you would like to help your students become passionate about learning and experience increased motivation by making real-world connections, this course is for you! In a rapidly evolving world, it is crucial to give our future adults the tools they need to think critically about, and work toward, solving our world's messiest problems. Problem-Based Learning (PBL) gives learners an opportunity to explore and examine a variety of real-world, cross-curricular topics while collaborating with and learning from one another in a student-driven, teacher-facilitated environment that is reflective of contemporary changes in the working world. Unlike traditional teaching methods, PBL engages the learner in a step-by-step process to carefully evaluate possible solutions to a problem whilst exploring research methods and developing higher-order questions that will drive their research, leading to an engaging summative writing task. PBL builds confidence in reading, writing, researching, critical thinking, and oral presentation skills in addition to soft skills that are explicitly taught and assessed throughout the unit. As a participant of this course, you will develop a ready-to-implement, authentic PBL unit that aligns with your grade level and subject area as we explore the different stages of PBL together.

- Stage I: The PBL Philosophy and Learning Outcomes
- Stage II - Organizing your Unit and Exploring Topics with Students
- Stage III - Research and Development
- Stage IV - Writing/Project Component & Assessing your Students
- Stage V - Student Presentations and Reflections

FORMAT: Online - Synchronous & Asynchronous

DATES/TIME: Asynchronous start: 4/27; Synchronous mtgs: 5/4, 5/11, 5/18, 5/25, 6/1, 4:30 p.m. - 6:00 p.m.

FACILITATOR: Colleen Nabozny, Catskill Middle School ELA Teacher

CONTACT: erica@teachers-center.org | **FEE:** None. Registration is required.

CTLE HOURS: 15 | **REGISTRATION:** <https://tinyurl.com/5vmh3khw>

PROFESSIONAL STRATEGIES

KEEPING THE WONDER - AN EDUCATOR'S GUIDE TO MAGICAL, ENGAGING, AND JOYFUL LEARNING: BOOK STUDY



Structured around four key elements that fuel engagement—surprise, curiosity, freedom, and inspiration - *Keeping the Wonder* offers practical strategies and abundant inspiration for K-12 educators to create lessons that are fun and compelling. Combining enchanting anecdotes, real-world experience, and a wealth of research, the authors share their collective expertise as educators and founders of the innovative Keeping the Wonder workshop. In this dynamic handbook, **Jenna Copper, Ashley Bible, Abby Gross, and Staci Lamb** offer a fresh approach to learning through the lens of wonder. By providing creative ideas for switching up standard lesson plans in ways both subtle and profound, they show us how to recapture our fascination with the world by employing all our senses and enhancing engagement and critical thinking for students and teachers alike.

Participants will explore the many ideas in the text, share possibilities for teaching contexts, and ultimately implement some WONDER strategies into their teacher practice. This book study is applicable to all grades and subject areas! The authors even specifically express the importance and their desire of integrated wonder into PE and Math.

FORMAT: Online - Synchronous & Asynchronous

DATES/TIME: Asynchronous Online: 5/1 - 6/9; Synchronous Online: 5/23, 7:00 p.m. - 8:00 p.m.

FACILITATOR: Lindsay Armbruster, GCRTC Teacher Leadership Coach for Health and Physical Education

CONTACT: lindsay@teachers-center.org

FEE: None. Registration is required.

CTLE HOURS: 15

REGISTRATION: <https://tinyurl.com/59u4wc5y>

NOTE: Participants will need to obtain a copy of the book *Keeping the Wonder*.



BY BEING AN EDUCATOR, YOU DIRECTLY INFLUENCE THE COURSE OF EVENTS IN THE LIVES OF CHILDREN. YOU HAVE THE POWER TO LEAD, INSPIRE, AND TRANSFORM. OUR MISSION HERE AT KEEPING THE WONDER IS TO HELP YOU TO REALIZE THE MAGIC WITHIN YOURSELF AND FEEL EMPOWERED BY YOUR TALENTS.

The Authors & Creators of Keeping the Wonder

PROFESSIONAL STRATEGIES



NATIONAL BOARD VIRTUAL PROFESSIONAL SUPPORT PROGRAM 2022-2023: ENGAGING EDUCATORS IN THE SYSTEMATIC STUDY AND IMPROVEMENT OF INSTRUCTIONAL PRACTICE THROUGH THE NATIONAL BOARD PROCESS

Teachers will work collaboratively and focus on their selected component work around a chosen National Board certificate area & developmental level. This support program provides teachers with the opportunity to highlight their professional decision-making abilities to evaluate learning strengths and needs for students; differentiate instruction; analyze and modify instructional strategies and materials based on ongoing assessment; and be a reflective practitioner. This professional learning is based on the 5 Core Propositions, Architecture of Accomplished Teaching, and certificate area standards as well as specific component instructions. Teachers engaged in this learning will receive support, as a cohort, to help them unpack the teaching standards, prompts, and improve their professional practice, through further development as descriptive, analytical, and reflective practitioners.

FORMAT: Online - Synchronous (Ongoing enrollment)

DATES: 1/3, 1/17, 1/31, 2/14, 2/22, 2/28, 3/14, 3/28, 4/18, 5/2

TIME: 3:30 p.m. - 5:30 p.m. (2/22 Writing Retreat: 8:30 a.m. - 3:30 p.m.)

FACILITATORS: Colleen McDonald, NBCT and Rita Floess, NBCT

CONTACT: geoff@teachers-center.org

FEE: None. Registration is required.

CTLE HOURS: 19

REGISTRATION: <https://tinyurl.com/2w2fwhs4>

NYSED IS STILL ACCEPTING APPLICATIONS FOR THE 2022-2023 ALBERT SHANKER GRANT PROGRAM



The New York State Education Department is still accepting applications for the 2022-2023 **Albert Shanker Grant** program for National Board for Professional Teaching certification.

Applications will continue to be accepted through February 28, 2023 or until funds are exhausted, whichever comes first. The Albert Shanker grant was established to defray the costs of National Board for Professional Teaching Standards (NBPTS)* certification to eligible New York State public school teachers. The New York State Education Department through the Albert Shanker Grant makes funding available to support eligible New York State public school teachers seeking their first National Board Certification.

PROFESSIONAL STRATEGIES



NATIONAL BOARD CERTIFIED TEACHER MAINTENANCE OF CERTIFICATION (MOC) COHORT 2022-2023

This cohort will provide sustained and collaborative support to NBCTs pursuing their **NBPTS Maintenance of Certification**. Under the guidance of the facilitator, this program provides time and expertise in understanding the component directions, peer review, and collegial support. This group will meet monthly throughout the school year with work between sessions.

Why Maintain Your Certification?

Maintaining your certification is a personal and public statement about your commitment to the profession and to your students. Accomplished teachers recognize that their professional learning and growth never ends. In any given subject and developmental area, best practice and knowledge are constantly evolving. At the same time, changes in technology and policy affect every aspect of education, from the classroom to administration. Maintaining your certification allows you to maintain your title as a **National Board** Certified Teacher and will stay with you if you retire, leave the classroom, or change careers. The MOC process allows you to reflect on how your teaching practice continues to support student learning. Ongoing enrollment.

FORMAT: Online - Synchronous | **DATES:** 1/11, 2/8, 3/15, 4/26 | **TIME:** 4:00 p.m. - 7:00 p.m.

FACILITATOR: Jennifer Toohey, NBCT | **CONTACT:** geoff@teachers-center.org

FEE: None. Registration is required. | **CTLE HOURS:** 12 | **REGISTRATION:** <https://tinyurl.com/2crkmnss>

WRITING INSTITUTE FOR NATIONAL BOARD CERTIFICATION (NBC AND MOC) SPRING 23

This Writing Institute for National Board Certification (NBC) is an opportunity for teachers from various certificate areas to engage in peer review, video analysis, and collaboration as they prepare to submit their application for NBCT or MOC. It provides teachers who are pursuing National Board Certification an opportunity for in-depth support with Candidate Support Providers who are National Board Certified Teachers. Each 3 hour session is dedicated to writing, revising and reflecting with 1:1 coaching in breakout rooms. Underwritten by **NYSUT**.



FORMAT: Online - Synchronous

DATES: 2/2, 2/16, 3/2, 3/16, 3/30 | **TIME:** 4:30 p.m. - 7:30 p.m.

FACILITATORS: Geoff Bizan, NBCT and Liz Daley, NBCT

CONTACT: geoff@teachers-center.org | **FEE:** None. Registration is required. | **CTLE HOURS:** 15

REGISTRATION: <https://tinyurl.com/pfd3wc5t>

...
SAVE THE DATE!

INAUGURAL HYFLEX CONFERENCE
SUMMER OF 2023



HYFLEX

COLLABORATIVE CONFERENCE

Designing a Hybrid-Flexible Future for
ALL K-12 Students and Adult Learners

Keynote - Dr. Brian Beatty,
San Francisco State University



 **Monday**
June 26, 2023
9 AM - 4 PM EST



- In-Person: University at Albany, SUNY
- Synchronous: Zoom
- Asynchronous: Online

For More Information:
bit.ly/2023HyFlexConference

Sponsored by HyFlex Collaborative
and AATLAS, School of Education,
University at Albany

RESILIENT SCHOOLS

ENGAGING FAMILIES: SPRING '23

Increasing family engagement in school can improve student success. But how can we engage families that are typically disengaged? How can we involve families and the greater community in making better connections to benefit students? These are the challenges we will address in this course. Using examples and case studies - including a local school district's family engagement plan - we will discuss lessons that can be applied to your district or classroom. Tech tools and strategies will be shared and time will be provided to practice and develop resources to meet the family engagement challenges you face. Past program participants will benefit as well as new teachers.

FORMAT: Online - Synchronous & Asynchronous

DATES/TIME: Synchronous Online: 2/8, 3/8, 4/5, 4:30 p.m. - 6:00 p.m.; Asynchronous Online: 2/8 - 4/5

FACILITATORS: Geoff Bizan, Dave Fields, and James St. Denis; GCRTC Teacher Leadership Coaches

CONTACT: geoff@teachers-center.org; dave@teachers-center.org; james@teachers-center.org

FEE: None. Registration is required. | **CTLE HOURS:** 15

REGISTRATION: <https://tinyurl.com/bdewtuxd>



STRATEGIES FOR BEING A MORE EFFICIENT TEACHER

This course is for any teacher who has ever or is feeling like they're being pulled into too many directions, with too much to do, and not enough time to do it. Learn, share and try out strategies for using your time more efficiently to achieve more work-life balance and make your teaching more effective at the same time. Unlike many of the messages that are thrown around about teachers, we don't need to be "on" all the time to be effective.

This course will help you:

-  Understand and advocate for self-care as a means to achieving teacher wellness, in order to prevent burnout and promote high quality instruction
-  Implement strategies for instructional planning and instructional time that improve student learning AND reduce teacher workload
-  Explore alternative options for the essential tasks of communication and grading to improve student-family-school connected without invading personal time of teachers.

FORMAT: Online - Synchronous & Asynchronous

DATES/TIME: Synchronous Online: 2/8, 6:00 p.m. - 7:00 p.m.; Asynchronous Online: 2/9 - 2/27

FACILITATOR: Lindsay Armbruster, GCRTC Teacher Leadership Coach for Health and Physical Education

CONTACT: lindsay@teachers-center.org

FEE: None. Registration is required.

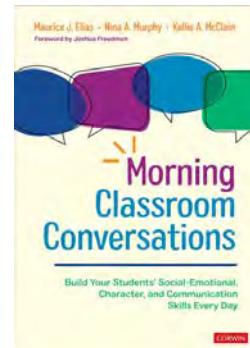
CTLE HOURS: 3

REGISTRATION: <https://tinyurl.com/v5tx26nr>

RESILIENT SCHOOLS

GET STUDENTS THINKING AND LEARNING BY GETTING THEM TALKING: A BOOK STUDY OF MORNING CLASSROOM CONVERSATIONS

Transitioning from home to school can be chaotic—but it doesn't have to be. When you make Morning Classroom Conversations (MCCs) a regular part of your homeroom or advisory period for 5-12th grade students, you give students a safe space to practice critical and creative thinking, build active listening skills, learn to respectfully disagree with others, and strengthen peer relationships... all while improving the overall classroom climate. Written by expert practitioners in the area of SEL, this book provides teachers, school counselors, and other conversation leaders with a wealth of tools to guide successful MCCs from start to finish—in just 10-15 minutes!



Features include:

- Three calendar years' worth of thought-provoking prompts and themes
- An overview of the underlying structure and goals of MCCs
- Sample scripts
- Vignettes and student and teacher voices

Adolescents need to feel heard and understood—by adults and by their peers. MCCs teach them to channel scattered thoughts and strong feelings into dynamic discussions while also strengthening social, emotional, and character development and building the skills they will need to achieve their goals as they transition to adult life.

FORMAT: Online - Asynchronous

DATES: 2/12 - 3/19

FACILITATOR: Susan Alviene, Retired Teacher & Intervention Specialist, Schenectady CSD

CONTACT: lorena@teachers-center.org

FEE: None. Registration is required.

CTLE HOURS: 15

REGISTRATION: <https://tinyurl.com/2p98aus5>

NOTE: Participants will need to obtain a copy of the book *Morning Classroom Conversations*.





RESILIENT SCHOOLS

TEACHING IN RURAL PLACES

More than 86% of New York State land is rural. These rural communities support a diverse array of schools that range in size from small to large and include low, average and high-need populations. They also exist in a variety of settings from remote locations to those that include urbanized areas. In this book study we will collaboratively explore the unique characteristics of our rural schools from a strengths-based lens. Through readings, reflection and activities, we will celebrate "what it means to live, teach, learn, and thrive in rural communities." (Azano et al., 2020, xi)

Topics of study include:

- Week 1: Becoming a Rural Teacher, Social Justice and Rural Communities, Understanding Rural Places, Why Place Matters
- Week 2: Rural Literacies, Understanding Strengths and Assets in Rural Communities, Families as Partners in Rural Communities, Relating to Students
- Week 3: Building Professional Networks in Rural Schools, Policy and the Rural Teacher, Responding to Trauma, Multi-grade Teaching
- Week 4: Place-Conscious Instruction, Technology for Learning in the Rural Classroom, Diversity in the Rural Classroom, Teaching Exceptional Learners in the Rural Classroom
- Week 5: Evidence in the Rural Classroom, Teaching as Inquiry, Thriving as a Rural Teacher

NOTE: Participants will need to obtain a copy of the book *Teaching in Rural Places: Thriving in Classrooms, Schools and Communities*.

FORMAT: Online - Synchronous & Asynchronous

DATES/TIME: Synchronous Online: 3/2, 3/9, 3/16, 3/23, 3/30, 4:00 p.m. - 5:30 p.m.;
Asynchronous Online: 3/2 - 3/30

FACILITATOR: Valerie Lovelace, Ed.D., GCRTC Executive Director

CONTACT: valerie@teachers-center.org

FEE: None. Registration is required. | **CTLE HOURS:** 15

REGISTRATION: <https://tinyurl.com/5n8mnem9>



RESILIENT SCHOOLS

YOGA IN THE ELEMENTARY CLASSROOM II: A DEEPER PRACTICE

In this course, we will dig deeper, and explore more in-depth, the foundational practices of yoga and mindfulness, as discussed in *Yoga in the Elementary Classroom: Beyond the Buzz*. We will focus more on developing sequencing, how to work with students in poses, teaching correct poses, creating a "bag" of activities and props that can be used during mindfulness and yoga practice, and how to bring sensitivity and awareness to the practice. We will also focus on trauma informed yoga and using yoga and mindfulness with diverse populations.

Taking Yoga in the Elementary Classroom: Beyond the Buzz or Yoga and Mindfulness in the Classroom: A Collaborative Book Study is not required; however, having previous knowledge and experience using mindfulness practices and yoga with children, ages pre-K-12, in a classroom, or similar setting, is strongly recommended.

FORMAT: In-person

DATES: 3/7, 3/14, 3/21, 3/28, 4/4

TIME: 4:00 p.m. - 7:00 p.m.

LOCATION: All Saints Catholic Academy, 10 Rosemont St., Albany

FACILITATOR: Tiffany Salisbury, AIS Reading and Math Specialist, ASCA

CONTACT: lorena@teachers-center.org

FEE: None. Registration is required.

CTLE HOURS: 15

REGISTRATION: <https://tinyurl.com/yvr2jsn7>

RESILIENT SCHOOLS

ONE TRUSTED ADULT: BOOK STUDY AND ONLINE COURSE

In a 4-hour virtual, self-paced course and a concurrent book study, participants will explore the importance and urgency of WHY trusted adults are so needed and valuable now. We'll cover universal youth needs, and the risks that threaten them, how to recognize trust-building behaviors that help you become accessible, how to foster environments for natural consequences, how to bolster self-esteem, and how to create opportunities for young people to lead and contribute.



Teachers will create an implementation plan to utilize the information in their school and teaching contexts. Small and large teams of teachers from schools and/or districts are encouraged to participate and work together.

FORMAT: Online - Synchronous & Asynchronous

DATE/TIME: Asynchronous Online: 3/17 - 5/12; Synchronous Online: 4/5, 5:00 p.m. - 6:00 p.m.

FACILITATOR: Lindsay Armbruster, GCRTC Teacher Leadership Coach for Health and Physical Education

CONTACT: lindsay@teachers-center.org

FEE: None. Registration is required.

CTLE HOURS: 15

REGISTRATION: <https://tinyurl.com/5n89ptun>

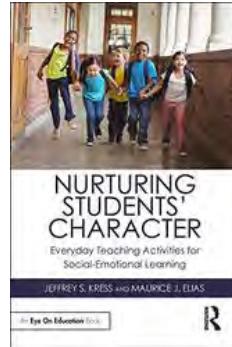
NOTE: We have copies of the book needed for this course for all participants! Please contact the instructor ASAP to arrange for pick up.



RESILIENT SCHOOLS

EVERYDAY TEACHING ACTIVITIES FOR SOCIAL EMOTIONAL LEARNING

This 5 week asynchronous book study will guide you in understanding the components that are the foundation of social, emotional learning (SEL) and character development (SECD). Drawing on the latest research, this book offers techniques for how to develop the relevant skills that form an SEL approach at every age level in the classroom.



You will be guided through steps for maximizing the potential of a caring classroom learning environment through the lens of the 5 SEL competencies (self-awareness, self-management, social awareness, relationship management and responsible decision making). These SEL competencies will set the stage to develop skills in the domains of: Self- and Social Awareness, Empathy and Perspective Taking, Self-regulation and Communication, Relationship Skills and Social Problem Solving. Participants will leave with deepened awareness of each domain using a skills-oriented approach to explore SEL and its connectedness to daily routines within their respective learning spaces with techniques for:

- Setting the stage
- Norm setting
- Behavioral expectations
- Modeling
- Scaffolding
- Student handouts
- Rubrics
- Facilitated questioning
- Self-reflection exercises (for teachers)

Suggested mindset shifts will wrap-up the course for how you can maintain the skills introduced through a series of reflective exercises that will help you sustain a positive classroom management practice and culture.

FORMAT: Online - Asynchronous

DATES: 3/19 - 4/23

FACILITATOR: Susan Alviene, Retired Teacher & Intervention Specialist, Schenectady CSD

CONTACT: lorena@teachers-center.org

FEES: None. Registration is required.

CTLE HOURS: 15

REGISTRATION: <https://tinyurl.com/yw33jn9a>

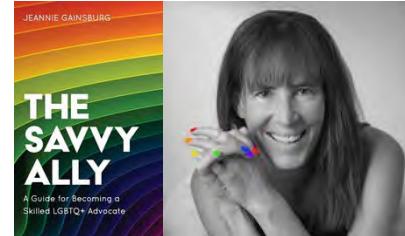
NOTE: Participants will need to obtain a copy of the book *Nurturing Students' Behavior- Everyday Teaching Activities for Social-Emotional Learning*.



RESILIENT SCHOOLS

THE SAVVY ALLY: A GUIDE TO BECOMING A SKILLED LGBTQ+ ADVOCATE

The Savvy Ally: A Guide for Becoming a Skilled LGBTQ+ Advocate by **Jeannie Gainsburg** is an enjoyable, humorous, encouraging, easy-to-understand guidebook for being an ally to the LGBTQ+ communities. It is chock full of practical and useful tools for LGBTQ+ advocacy. The goal of The Savvy Ally is to create more confident, active allies who are effective advocates for change. These informative, entertaining, and supportive professional learning opportunities will surely jump-start even the most tentative ally. These courses are appropriate for teachers and teaching assistants in all subject areas and grade levels.



Savvy Ally Workshops are an encouraging and engaging 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. The workshops are highly interactive, non-judgmental, and chock-full of useful ally tips, with entertaining pop quizzes along the way.

These are different workshops than what was offered during November & December.

Series 2 Workshops

- Good Talk: The Art of Having Useful Conversations
- Patch-Up Jobs and Big Fixes
- Allying Responsibly

FORMAT: Online - Synchronous

DATES: 3/13, 3/30, 4/12

TIME: 4:00 p.m. - 5:00 p.m.

FACILITATORS: Jeannie Gainsburg, author of The Savvy Ally and Lindsay Armbruster, GCRTC Teacher Leadership Coach for Health and Physical Education

CONTACT: lindsay@teachers-center.org

FEES: None. Registration is required. | **CTLE HOURS:** 3

REGISTRATION: <https://tinyurl.com/259vrd3d>

RESILIENT SCHOOLS



POSITIVE PSYCHOLOGY

The Greater Capital Region Teacher Center is proud to partner with The Center for Positive Education to offer this series of professional learning sessions for educators.

SERIES FORMAT: Online - Asynchronous

SERIES FACILITATORS: Sandra Brower, Mayfield CSD, Certified Positive Psychology Practitioner/Positive Educator; and Anita Andersen, recently retired School Counselor, Niskayuna CSD, Positive Psychology Practitioner/Positive Educator

SERIES CONTENT CONTACT: browes188@gmail.com; anitalifecoachnow@gmail.com

SERIES CTLE CONTACT: lindsay@teachers-center.org

SERIES FEE: None. Registration is required. | **CTLE HOURS:** 2 per session

1ST SESSION: INTRODUCTION TO POSITIVE PSYCHOLOGY & POSITIVE EDUCATION

What helps students to be happier and more resilient? What supports teacher well-being? This workshop gives an overview of the field of positive psychology and the science of human flourishing. Learn a framework for Positive Education that also serves as a process for flourishing in the classroom. Leave with ready-to-apply skills for managing stress and boosting positivity for students. Participating educators will:

- Differentiate Positive Psychology from conventional Psychology
- Explore the well-being continuum and what it means for the classroom
- Understand that Positive Education is a rigorous evidence-based approach
- Identify a simplified approach to building emotional intelligence
- Define the 6 pathways (PERMA-V) to flourishing
- Experience basic resilience and happiness promoting activities for personal and classroom use
- Explore next steps for infusing the science of flourishing into one's work

DATE: 4/19 | **TIME:** 4:00 p.m. - 6:00 p.m. | **REGISTRATION:** <https://tinyurl.com/tpmrhacn>

2ND SESSION: WELL-BEING PRACTICES FOR THE CLASSROOM

Bringing well-being practices into the classroom to help students and teachers to be happier and more resilient. This two-hour workshop gives an overview of evidence-based concepts, along with associated practices to apply in the classroom and beyond. These skills can be beneficial to your well-being, your students' well-being, and the overall well-being of your school community. The class time will begin with a quick overview of the field of positive psychology and the science of human flourishing, which will offer a good introduction to the associated skills.

DATE: 4/26 | **TIME:** 4:00 p.m. - 6:00 p.m. | **REGISTRATION:** <https://tinyurl.com/5n6tst44>

RESILIENT SCHOOLS

IMPROVE EVERY LESSON PLAN WITH SEL BOOK STUDY

Drawing on 40 years of experience, **Jeffrey Benson** provides explicit, step-by-step guidance on how to incorporate social and emotional learning (SEL) into K-12 lesson planning - without imposing a separate curriculum. The book identifies SEL skills in three broad categories: skills for self, interpersonal skills, and skills as a community member. It offers research-based strategies for seamlessly integrating these skills into every section of lesson plans, from introducing a topic in a way that sparks students' interest to accessing prior knowledge, providing direct instruction, allowing time for experimentation and discovery, using formative assessment, and closing a lesson in a purposeful manner. The format is designed to guide teachers to develop caring, joyful communities of learners whose experiences and skills can contribute to a better, more equitable world both inside and outside the classroom.

FORMAT: Online - Asynchronous

DATES: 4/23 - 5/28

FACILITATOR: Susan Alviene, Retired Teacher & Intervention Specialist, Schenectady CSD

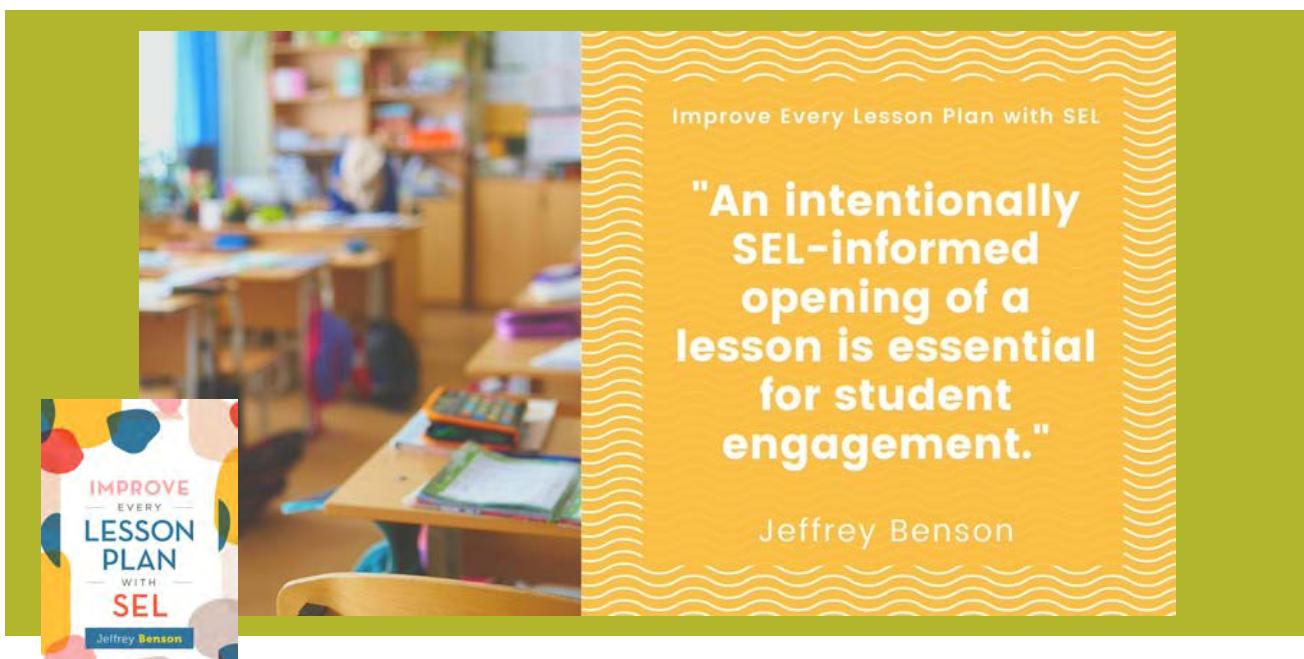
CONTACT: lorena@teachers-center.org

FEES: None. Registration is required.

CTLE HOURS: 15

REGISTRATION: <https://tinyurl.com/3cpthxfe>

NOTE: Participants will need to obtain a copy of the book *Improve Every Lesson Plan With SEL*.



The image shows a classroom setting with desks and books in the background. In the foreground, the book cover for 'IMPROVE EVERY LESSON PLAN WITH SEL' by Jeffrey Benson is overlaid. The book cover has a yellow and green design with the title and author's name. To the right of the book, a quote by Jeffrey Benson is displayed on a yellow background with a wavy pattern. The quote reads: "An intentionally SEL-informed opening of a lesson is essential for student engagement." The quote is attributed to Jeffrey Benson at the bottom.

IMPROVE
EVERY
LESSON PLAN
WITH
SEL
Jeffrey Benson

Improve Every Lesson Plan with SEL

"An intentionally
SEL-informed
opening of a
lesson is essential
for student
engagement."

Jeffrey Benson

SCIENCE

FOCUS ON PHENOMENA - SPRING 23: RESOURCE DEVELOPMENT AND IMPLEMENTATION



This course is designed to support teachers by assisting with designing and sharing curriculum, labs, activities, and storylines that are phenomena-based and anchored to the new standards (NYSP12SLS). Resources and examples will be shared and teachers will have time to collaborate on connecting their current curriculum to the new science standards and developing engaging lessons. The ultimate

goal is to create a community of science teachers to develop and share resources via a website that will offer free access to all teachers. We hope to have a variety of science teachers and grade levels.

FORMAT: In-person/with Zoom option & Asynchronous Online

DATES/TIME: In-person/Zoom: 2/7, 3/7, 4/4, 4:00 p.m. - 5:30 p.m.; Asynchronous Online: 2/7 - 4/4

LOCATION: Shenendehowa HS East

FACILITATOR: Jen Hazzard; NYS Master Teacher, Mohawk Valley/Gloversville HS Chemistry teacher

CONTENT CONTACT: jhazzard@gesdk12.org | **CTLE CONTACT:** james@teachers-center.org

FEE: None. Registration is required. | **CTLE HOURS:** 15

REGISTRATION: <https://tinyurl.com/ywzj3c9y>

UNDERSTANDING AND APPLYING THE NYSSLS PRACTICES - SPRING '23

Collaborate with other teachers to investigate some of the NYSSLS Science and Engineering Practices (SEPS) and apply them to your lessons. The SEPs of *Constructing Explanations* and *Using Mathematical and Computational Thinking* will be explored through a Claim, Evidence, Reasoning lens. Examples will be shared and time will be provided to discuss and modify current lessons and/or develop lessons that include the SEPs. Middle School and High School teachers of all science disciplines will benefit.



FORMAT: Online - Synchronous & Asynchronous

DATES/TIME: Synchronous Online: 2/16, 4:30 p.m. - 6:30 p.m., 3/16, 4:00 p.m. - 6:00 p.m.; Asynchronous Online: 2/16 - 3/16

FACILITATOR: Jessica Donnelly; Science teacher, Queensbury High School

CONTENT CONTACT: jdonnelly@queensburyschool.org

CTLE CONTACT: james@teachers-center.org

FEE: None. Registration is required. | **CTLE HOURS:** 7.5

REGISTRATION: <https://tinyurl.com/2cdazr9n>

SCIENCE



NYSSLS ASSESSMENT WRITING PLC

In this 15-hour hybrid course, teachers will work in subject area groups to understand the new science standards (NYSP12SLS) and develop assessments. We will discuss strategies and templates for modifying current assessments and creating new ones to help move closer to implementation in your classroom. Examples in all science areas will be discussed and analyzed. Assessment screening tools will be used to determine how well your assessments meet the goals of the new standards.

Sessions will be in-person with asynchronous activities in-between. There will be a hybrid/Zoom option to join the live sessions if you cannot meet in-person. Middle school and high school teachers of all science subjects will benefit.

FORMAT: In-person/with Zoom option & Asynchronous Online

DATES/TIME: In-person/Zoom: 3/2, 3/30, 4/27, 4:30 p.m. - 6:30 p.m.; Asynchronous Online: 3/2 - 4/27

LOCATION: Shenendehowa HS East

FACILITATOR: James St. Denis, GCRTC Teacher Leadership Coach in Science

CONTACT: james@teachers-center.org

FEE: None. Registration is required. | **CTLE HOURS:** 15

REGISTRATION: <https://tinyurl.com/49j7bhuf>

ADDRESSING EQUITY, DIVERSITY, AND INCLUSION IN THE SCIENCE CLASSROOM (AND BEYOND)

How can we use our students' strengths and backgrounds to engage them in learning, while empowering them to be a voice of change in their district and community? In this course, we will attempt to address these challenges using **Ambitious Science Teaching** concepts and the **NY Science Standards (NYSP12SLS)** as a framework. Through synchronous Zoom meetings we will discuss the barriers our students face and ways that we can actively address them to promote student learning. Specific, ready to use examples of strategies, templates, and science lessons will be shared and asynchronous sessions will be used to directly apply the concepts to your classroom.

While the focus will be on science lessons, all teachers are welcome and could benefit from the strategies and discussions.

FORMAT: Online - Synchronous & Asynchronous

DATES/TIME: Asynchronous Start: 2/28 - 4/18; Synchronous Online: 3/14 & 4/18, 4:30 p.m. - 6:00 p.m.

FACILITATOR: James St. Denis, GCRTC Teacher Leadership Coach in Science

CONTACT: james@teachers-center.org

FEE: None. Registration is required. | **CTLE HOURS:** 7.5

REGISTRATION: <https://tinyurl.com/mr2pwws6>

SCIENCE

USING PAPER-BASED MICROFLUIDIC DEVICES TO SIMPLIFY LABS AND INCREASE STUDENT ENGAGEMENT



Students effectively engaging in science and engineering practices (SEPs) should be making frequent phenomenon-based investigations in addition to in-depth laboratory assignments. This significantly blurs the line between traditional class and laboratory time. Microfluidic experiments on paper-based devices are one way to bring more phenomenon-based investigations and laboratory activities into the classroom.

This reduces the need for extensive equipment setups, large volumes of reagents, and reduces chemical waste.

In this course, teachers will engage hands-on with several traditional high school labs that are completed in microscale, producing faster experimental results, and allowing students to spend more time engaging with the SEPs by planning, analyzing, and explaining. We will discuss the applicable performance expectations and 3-dimensional learning for each example lab.

Teachers will have an opportunity to consider one or more of their current labs and collaborate to identify easy ways to create microfluidic versions. Teachers will gain experience making their own DIY microfluidic devices using common filter or chromatography paper found in most labs. Lesson resources and a materials list for a typical DIY kit will be provided. Middle school and high school teachers of physical science, life science, forensics, chemistry, and biology will benefit. **The course is limited to the first 20 participants who register.**

FORMAT: In-person & Asynchronous Online

DATES/TIME: In-person: 5/4, 5/11, 5/18, 4:30 p.m. - 6:00 p.m.; Asynchronous Online: 5/4 - 5/18

LOCATION: Skidmore College, Saratoga

FACILITATOR: Eric Davenport, Skidmore College Research Associate, Principles of Chemistry Lab Instructor/Chemistry teacher, Shenendehowa High School

CONTENT CONTACT: edavenport@skidmore.edu

CTLE CONTACT: james@teachers-center.org

FEES: None. Registration is required.

CTLE HOURS: 7.5

REGISTRATION: <https://tinyurl.com/8yf5fp7r>

EVERYTHING IEP! - PART II SPECIAL EDUCATOR SPRING STUDY

For this Spring's edition of this popular PLC, special educators are invited to work together on **EVERYTHING IEP!** We'll use resources from New York's Office of Special Education and **Council for Exceptional Children** to strengthen our skills in creating goals, designing efficient and targeted systems for progress monitoring, and create systems to streamline the effective writing of authentic IEPs. This course will meet during IEP season to support high-quality IEPs and parent engagement strategies. The first meeting is synchronous on-line, followed up by weekly asynchronous modules.

FORMAT: Online - Synchronous & Asynchronous

DATES/TIME: Synchronous Online: 3/1, 4:30 p.m. - 7:30 p.m.; Asynchronous Online: 3/1 - 3/29

FACILITATOR: Liz Daley, GCRTC Teacher Leadership Coach for Special Education

CONTACT: liz@teachers-center.org

FEE: None. Registration is required.

CTLE HOURS: 15

REGISTRATION: <https://tinyurl.com/4jn6sphk>



SPECIAL EDUCATION

SPECIAL EDUCATION NYS CTLE CERTIFICATION EXTENSION SERIES: MIDDLE GRADES

In June of 2018, NYS approved certification pathways for special educators interested in extending their existing certification to grades Pre-K&K, 7&8, or 10-12. The requirements for these extensions include experience in the one or both of the grade levels nearest the extension, a current NYS Students with Disabilities Generalist certification, and a 45-hour NYSED approved course in the extension grade band. Special Educators who have an existing SWD Grades 1-6 who are interested in obtaining an extension for grades 7&8; and Special Educators who have an existing SWD Grades 7-12 certification, who are interested in obtaining an extension for grades 5,6, 7, 8, are invited to study this grade bands through this program including: Knowledge of Students (15hrs), Instructional Strategies (15hrs) and Professional Practice (15hrs). This program meets the NYSED criteria for extending an existing NYS Students with Disabilities Generalist certification.

CURRENT CERTIFICATION	CTLE COURSE REQUIREMENT	TEACHER EXPERIENCE REQUIREMENT	CERTIFICATE EXTENSION
Grades 1-6	GCRTC 45 Hour CTLE Courses: Middle Grades	Minimum of 3 years teaching experience at 5th and/or 6th grade levels	Grades 7&8
Grades 7-12	GCRTC 45 Hour CTLE Courses: Middle Grades	Minimum of 3 years teaching experience at 7th and/or 8th grade levels	Grades 5&6

Note: It is the responsibility of the participant to submit the course certificate and all necessary documentation to NYSED for certification extension consideration.

The program is composed of weekly synchronous meetings of 1.5 hours. In preparation for those meetings, participants will engage in 1.5 hour of preparatory assignments for a total of 3 hours each week, 45 hours at the end of the 15 week course. To successfully complete the series, participants must demonstrate proficiency in the NYS teaching standards, including knowledge of:

- Evidence-based inclusive practices
- Typical/atypical development
- Research-based assessment strategies
- Shifts in IEP guidance for that grade band
- Building supportive home-school connections
- Skills necessary for effective professional collaboration
- Instructional techniques

The class format is structured to allow for participants to reflect on their current beliefs, practices and bias; analyze teaching standards; build skill in vetting resources; and strengthen collaborative practices.

FORMAT: Online - Synchronous Meetings and Asynchronous Assignments

DATES: (Tuesdays) 1/3, 1/10, 1/17, 1/24, 1/31, 2/7, 2/14, 2/21 (asynchronous assignment only), 2/28, 3/7, 3/14, 3/21, 3/28, 4/4, 4/11(asynchronous assignment only) | **TIME:** 6:00 p.m. - 7:30 p.m.

FACILITATOR: Liz Daley GCRTC Teacher Coach, M.S.Ed., NBCT, Special Education K-12, English 7-12, Elementary Education Pre-K-6 | **CONTACT:** liz@teachers-center.org

FEE: None. Registration is required. | **CTLE HOURS:** 45

REGISTRATION: <https://tinyurl.com/5n6fm62r>

TEACHING ASSISTANTS

TEACHING ASSISTANTS AND AIDES SUPPORT SERIES 2022-2023

All Teaching Assistants and Classroom Aides are welcome to join us for these timely additions to our long-running professional learning series dedicated to you. Find the support you need from your colleagues and our dedicated Teacher Leadership Coaches!

PRACTICES THAT IMPACT RELUCTANT LEARNER OUTCOMES

Reluctant learners include students who struggle with attendance at school, paying attention in the classroom, have unique learning patterns and/or live in fragile home environments. Collaborate with peers to continue building knowledge, skills and attributes that impact the outcomes of this particular group of learners. We'll practice evidence-based strategies during our zoom meetings then, after each session, participants will complete one task for a total of 10 hours.

FORMAT: Online - Synchronous

DATES: 1/12, 2/9, 3/9 | **TIME:** 4:30 p.m. - 6:30 p.m.

FACILITATORS: Liz Daley and MaryAnn Nickloy, GCRTC Teacher Leadership Coaches

CONTACT: liz@teachers-center.org

FEE: None. Registration is required. | **CTLE HOURS:** 10

REGISTRATION: <https://tinyurl.com/43u9frtz>

NETWORKING AND WELLNESS PLC

With teacher shortages and increasing student needs adding to the stress of this challenging role, teaching assistants need time and safe space to sustain their wellness. Join us for reflective discussions & an exploration of evidence-based practices for maintaining mental and emotional wellness. Enjoy meeting with this dynamic network of Teaching Assistants dedicated to professionalism. This group meets via zoom once monthly for a total of 6 CTLE hours.

FORMAT: Online - Synchronous

DATES: 1/19, 2/16, 3/16, 4/20, 5/18, 6/15

TIME: 4:30 p.m. - 5:30 p.m.

FACILITATORS: Liz Daley and MaryAnn Nickloy, GCRTC Teacher Leadership Coaches

CONTACT: liz@teachers-center.org

FEE: None. Registration is required. | **CTLE HOURS:** 6

REGISTRATION: <https://tinyurl.com/yrfc9a5b>

TECHNOLOGY

STEAM PLC

The NYS Computer Science and Digital Fluency Standards are right around the corner. Join this STEAM PLC for a collaborative space to share best practices in STEAM Education and the upcoming Computer Science and Digital Fluency Standards. Topics include resources for the classroom, Drones in education, and many more! This PLC will be a mix of synchronous meetings and individual exploration of ideas. Join any time!

FORMAT: Online - Synchronous & Asynchronous

DATES: Synchronous meetings: 1/10, 2/7, 3/7, 4/4

TIME: 4:30 p.m. - 6:00 p.m.

FACILITATOR: Geoff Bizan, GCRTC Teacher Leadership Coach for Technology Integration

CONTACT: geoff@teachers-center.org

FEES: None. Registration is required.

CTLE HOURS: 6

REGISTRATION: <https://tinyurl.com/49je3cj>

LOOK FOR THESE ADDITIONAL
PROFESSIONAL LEARNING
OPPORTUNITIES WHICH WILL
BE OF INTEREST TO
TECHNOLOGY EDUCATORS!

ONE T.I. TECHNOLOGY
FOR ALL OF STEAM

PAGE 25

Develop deep conceptual understandings of STEAM with the technology most people are already using in math class and without the distractions of the internet.

THE SPACE BOOK STUDY

PAGE 29

Focus on your classroom learning environment and how to transform your "space" - even on a tight budget!



VISUAL AND PERFORMING ARTS



REIMAGINING MUSIC REPERTOIRE

A concerted effort was made to expand the most recent edition of the NYSSMA Manual to include works by diverse composers and in a variety of musical styles. During this workshop, each participant will review one ensemble section of the manual and outline a three-year sequence of study that uses nine compositions found in the Manual. Then, participants will prepare a unit of study to address one of the nine works.

The completed units of instruction will be shared with all participants, and as a final step, participants will suggest at least one work for inclusion in the next edition of the manual, and offer a rationale for their selection.

FORMAT: Online - Asynchronous | **DATES:** 1/17 - 3/3

FACILITATOR: Denise Lutter, Ed.D., GCRTC Teacher Leadership Coach for the Arts

CONTACT: denise@teachers-center.org | **FEE:** None. Registration is required.

CTLE HOURS: 15 | **REGISTRATION:** <https://tinyurl.com/52e6ye37>

NOTE: Participants must provide their own copy of the NYSSMA Manual to participate in this course.

THINKING ROUTINES IN ARTS CLASSROOMS



A thinking routine is a set of questions or a brief sequence of steps used to scaffold and support student thinking. [Harvard's Project Zero](#) researchers designed thinking routines to deepen students' thinking and to help make that thinking "visible." Thinking routines help to reveal students' thinking to the teacher and also help students themselves to notice and name particular

"thinking moves," making those moves more available and useful to them in other contexts.

Participants will review the types of thinking categories: core thinking routines, introducing and exploring ideas, digging deeper into ideas, synthesizing and organizing ideas, investigating objects and systems, perspective-taking, considering controversies, dilemmas, and perspectives, generating possibilities and analogies, exploring art, images, and objects, and global thinking. Then, they will create and implement a lesson that incorporates at least one thinking routine. The completed units of instruction will be shared with all participants giving everyone enrolled the opportunity to learn from the creative strategies of other educators.

FORMAT: Online - Asynchronous | **DATES:** 1/17 - 3/3

FACILITATOR: Denise Lutter, Ed.D., GCRTC Teacher Leadership Coach for the Arts

CONTACT: denise@teachers-center.org | **FEE:** None. Registration is required.

CTLE HOURS: 15 | **REGISTRATION:** <https://tinyurl.com/u822x9fu>

VISUAL AND PERFORMING ARTS

ART AND MUSIC INSTRUCTION FOR SPECIAL NEEDS LEARNERS

Teaching students with special needs can sometimes seem overwhelming. Each child enters the classroom with a unique set of academic, behavioral, and physical strengths and challenges, and may learn in a different way or at a different rate than other children. The primary goal of this course is to provide music and art teachers with classroom-ready lessons that can be tailored to address the needs of special learners in both self-contained and inclusion settings.

Participants will also be encouraged to consider strategies for modifying their curricula to address the needs of special learners. For example, music and art standards, content and skills form the core of most music and art curricula. When teaching special needs students, however, it is often helpful to “flip the script” and focus on life-skills that the students need to master. Once these skills have been identified, arts educators can design strategies for teaching these skills through music and art. Time will be allocated during the course for the participants to revise a unit of study to include life-skills for their existing or potential special learners.

FORMAT: In-person & Online - Asynchronous

DATES/TIME: In-Person: 2/15, 4:00 p.m. - 6:00 p.m.; Asynchronous Online 2/16 – 3/31

LOCATION: Shaker Rd. Elementary School

FACILITATOR: Kate Sgroi, Shenendehowa Central School District

CONTACT: denise@teachers-center.org

FEE: None. Registration is required.

CTLE HOURS: 15

REGISTRATION: <https://tinyurl.com/24nhcksr>



VISUAL AND PERFORMING ARTS

CREATIVITY UNLEASHED: MUSIC NOTATION SOFTWARE

Every music teacher has a favorite music notation software they use to create rhythm and scale sheets, notate voice-leading for a chord progression, etc. What happens, however, when we give students the reins and invite them to use the software to compose a brief work for their instrument or voice? Creativity Unleashed!

Last summer, we explored the use of a digital audio workstation to create music. In this course, we will explore creativity through the use of music notation software. Participants will create brief composition prompts that are designed to spark creative thinking, highlight differences and similarities among musical styles and structures, and encourage students to expand their identities by thinking of themselves as budding composers. Join us to share your instructional ideas for the "Create" Anchor Standard, and develop new opportunities to support student learning.

FORMAT: Online - Asynchronous

DATES: 3/20 - 5/5

FACILITATOR: Denise Lutter, Ed.D., GCRTC Teacher Leadership Coach for the Arts

CONTACT: denise@teachers-center.org

FEE: None. Registration is required.

CTLE HOURS: 15

REGISTRATION: <https://tinyurl.com/3t85m9u6>

NOTE: While this course will focus on Finale software, participants may use their favored notation software.



VISUAL AND PERFORMING ARTS

CULTURALLY SUSTAINING PEDAGOGIES IN MUSIC EDUCATION

We are very excited to announce that author [Emily Good-Perkins](#) will join us for the initial and final meetings of GCRTC's book study on *Culturally Sustaining Pedagogies in Music Education: Expanding Culturally Responsive Teaching to Sustain Diverse Musical Cultures and Identities*. Professor Good-Perkins holds a doctorate in music education and masters degree in vocal performance. She has presented, performed and taught in the United States, Cuba, Austria, Italy, Sweden, Azerbaijan, England, China, United Arab Emirates, Oman, Jordan, Saudi Arabia, Malaysia, and Indonesia.



Please join us for this thoughtful reflection on culturally sustaining practices in the music classroom. We will discuss alternatives to instructional approaches that can inhibit student engagement and learning, and consider ways in which we might enhance instruction to better serve our increasingly diverse student populations.

Participants may choose to read excerpts from the book and attend the virtual sessions for 8 CTLE hours; or, they may read the entire book, attend the virtual sessions with the author, and design an action step for 15 CTLE hours.

FORMAT: Online - Synchronous & Asynchronous

DATES/TIME: Synchronous Online: 3/28 & 5/4, 4:30 p.m. - 6:00 p.m.; Asynchronous Online: 3/20 - 5/5

FACILITATOR: Emily Good-Perkins, music educator, researcher, singer

CONTACT: denise@teachers-center.org | **FEE:** None. Registration is required.

CTLE HOURS: 15 or 8 | **REGISTRATION:** <https://tinyurl.com/53abcjxb>

NOTE: All participants who attend the virtual sessions with Professor Good-Perkins will receive a copy of the book free of charge.



VISUAL AND PERFORMING ARTS



OMG THAT'S MY SONG! POPULAR MUSIC AND ORFF SCHULWERK

Berkshire-Hudson Valley Chapter

Have you ever wondered how to bring music your students prefer into the classroom? In this workshop, you will learn many ways to integrate popular music and movement into your classroom through the Schulwerk. From hiphop icebreakers and pop song covers, to Fortnite and Just Dance moves and line dances, you will also learn how to create your own materials that make authentic connections to your students and help them learn. Please feel free to bring a recorder and a ukulele if you have them.

Martina Vasil is Associate Professor of Music Education at the University of Kentucky, where she directs one of the longest-running Orff courses in the nation. She teaches collegiate courses in general music, popular music education, and qualitative research and teaches music preK-6 at Lexington Montessori School. She is a Fulbright Specialist, an Orff Echo editorial board member, and president of the Association for Popular Music Education. Her PhD and BM are from West Virginia University and her MM from Eastman School of Music. In summer 2022, she taught the first course on Popular Music and Orff Schulwerk at the University of Kentucky (to be offered again in summer 2023).



FORMAT: In-person

DATE: 4/22 | **TIME:** 9:00 a.m. – 1:00 p.m.

LOCATION: Skano Elementary School

FACILITATOR: Dr. Martina Vasil, Associate Professor of Music Education, University of Kentucky

CONTACT: bhvaosa@gmail.com

FEE: Free for BHVAOSA 2022-2023 members; Non-member educator fee: \$45; College student fee: \$10.

CTLE HOURS: 4

REGISTRATION: <https://tinyurl.com/ysebs295>

Payments will be accepted at each event, or in advance by mailing a check (payable to "BHVAOSA") to Heidi Levin, BHVAOSA Treasurer, 9 Mennen Road, Schuylerville, NY 12871. Online payments can be made through our website: bhvorff.net.





WORLD LANGUAGE

2022-2023 NORTH COUNTRY WORLD LANGUAGE TEACHERS PLC

The 2022-2023 North Country World Language Teachers PLC will focus on support of our students in our classrooms, support of teachers in our classroom practices & technology integration in World Language, as well as continued support for the NYS Standards implementation and Seal of Biliteracy programs.

Specific topics covered this year will include:

- ✳️ New for this year, we will be collaborating with the Virtual World Language PLC and Liz Daley, the GCRTC's Teacher Leadership Coach for Special Education, to provide specialized support in SpEd areas for our World Language teachers such as 504/IEP accommodations as they pertain to World Language and differentiated instruction
- ✳️ Assessments and grading practices that align with the new standards
- ✳️ SEL in the language classroom and addressing student motivation/perseverance
- ✳️ Comprehensible input & #authres resources

The North Country World Language Teachers PLC will meet in-person with a virtual option for a total of 15 hours in the 2022-2023 school year, scheduled September-June.

FORMAT: In-person & Synchronous Online

DATES/TIME: In-person: 12/19, 2/27, 3/27, 5/22, 6/12, 4:00 p.m. - 5:30 p.m.

Synchronous Online: 1/12, 4/27, 4:00 p.m. - 6:00 p.m.

LOCATION: Hudson Falls High School

FACILITATOR: Meghan Chance, Queensbury High School

CONTACT: erica@teachers-center.org

FEE: None. Registration is required.

CTLE HOURS: 10

REGISTRATION: <https://tinyurl.com/y5ftz9fc>

WORLD LANGUAGE

2022-23 VIRTUAL WORLD LANGUAGE SUPPORT NETWORK AND PLC

The 2022-23 Virtual World Language PLC will focus on the NEW - new NYS WL Standards, new SEL strategies for the classroom, new ways to engage students in their language learning and new ways to support our Special Education population. All of this innovation requires teachers to collaborate and explore novel ways of learning to support disconnected and struggling students more than ever. We are also very excited to roll-out a new collaboration with the North Country World Language PLC and Liz Daley, GCRTC's Teacher Leadership Coach for Special Education, to provide specialized SPED support within the World Language classroom.

The 2022-23 PLC will focus on:

- ✳ Collaborative work with the North Country World Language PLC, focusing on Special Education in the World Language classroom
- ✳ Continued work to implement the new NYS World Language Standards
- ✳ SEL strategies for both students and teachers, to decrease behavior disruptions and increase student engagement
- ✳ Comprehensible Input to increase language proficiency
- ✳ The Seal of Biliteracy



The PLC will meet for 15 hours total from September 2022-May 2023, with 3 meetings being joint meetings with the North Country World Language PLC.

FORMAT: Online - Synchronous

DATES/TIMES: 1/12 & 4/27, 4:00 p.m. - 6:00 p.m.; 2/16, 3/16, 5/18, 4:30 p.m. - 6:30 p.m.

FACILITATOR: Tiffany Phelps, German Teacher Burnt Hills-Ballston Lake High School

CONTACT: erica@teachers-center.org

FEE: None. Registration is required.

CTLE HOURS: 10

REGISTRATION: <https://tinyurl.com/yf638c85>

WORLD LANGUAGE

AROUND THE WORLD LANGUAGE AND CULTURE (CHINESE)

Join the Capital Region Language Center in this world tour highlighting some of the many home languages of our English Language Learners in the Capital Region and beyond. These sessions will focus on the Chinese language in two, 75-minute long sessions to explore the basics: greetings and courtesies, name pronunciation, a bit about the alphabet, notable differences in grammar rules that impact learning English, and general cultural information.



FORMAT: Online - Synchronous

DATE: 2/1 & 2/8

TIME: 7:00 p.m. - 8:15 p.m.

FACILITATOR: Kim Andersen, Capital Region Language Center, former Canajoharie Spanish teacher & Bilingual ESL math and science teacher

CONTACT: erica@teachers-center.org

FEE: None. Registration is required.

CTLE HOURS: 2.5

REGISTRATION: <https://tinyurl.com/mu3hhayh>

SPANISH FOR EDUCATORS: BEYOND THE BASICS

This course is designed for anyone who participated in the Beginner Spanish for Educators course, as well as for mid-beginners who need a refresher.

The course will include the following: a review of the pronunciation, alphabet, numbers, basic conversation, and places in a school. New material will include conjugating and using verbs in the present tense and additional practice with questions and answers including: *Who, What, Where, When, and Why*.



FORMAT: Online - Synchronous

DATE: 2/8, 2/15, 2/22, 3/1, 3/8, 3/15, 3/22, 3/29, 4/5

TIME: 6:00 p.m. - 7:40 p.m.

FACILITATOR: Kim Andersen, Capital Region Language Center, former Canajoharie Spanish teacher & Bilingual ESL math and science teacher

CONTACT: erica@teachers-center.org | **FEE:** None. Registration is required.

CTLE HOURS: 15 | **REGISTRATION:** <https://tinyurl.com/2p9brtcv>