



Center for Instruction,
Technology & Innovation
Build Your Future

INSTRUCTIONAL SUPPORT SERVICES

PROFESSIONAL DEVELOPMENT OFFERINGS



Workshop Details	Description
<p><u>Ceramic Connect (Feats of Clay PD)</u></p> <p>6/20 12:30 p.m. - 3:00 p.m.</p> <p>Location: FM High School <i>Lindsey Stehle, Facilitator</i></p>	<p>Come be a part of the community of ceramic teachers as we debrief on the 34th annual Feats of Clay and share ideas, lesson plans, and build curriculum around ceramics. Even if you did not attend Feats of Clay, still join us for a great day of connection and discussion.</p> <p>Audience: Arts In Education, Fine Arts Educators</p>
<p><u>Middle/High School Choral Reading Session</u></p> <p>6/21 12:00 p.m. - 3:00 p.m.</p> <p>Location: FM Choral Room <i>Shawn Hebert, Facilitator</i></p>	<p>The end of the year choral reading session is back! Come join us on Wednesday June 21st at FM High School for our yearly teacher-lead reading session. Participants should bring 1 or 2 titles of choral music, with copies, to read throughout that day. Voicing can be SAB, SATB, SATB Divisi, TB, SA, SSA, or anything for the Middle/High School voice. Any questions, please reach out to coliver@CiTiboces.org.</p> <p>Audience: Arts In Education, Fine Arts Educators</p>
<p><u>Middle/High School Band Reading Session</u></p> <p>6/21 12:00 p.m. - 3:00 p.m.</p> <p>Location: Westhill High School Band Room <i>Erin Tapia, Facilitator</i></p>	<p>Come join us on Wednesday, June 21st at Westhill High School for our first teacher-lead reading session. Participants should bring 1 or 2 titles of band literature with copies to hand out and play throughout the day. Any questions, please reach out to coliver@CiTiboces.org.</p> <p>Audience: Arts In Education, Fine Arts Educators</p>
<p><u>Middle/High School Orchestra Reading Session</u></p> <p>6/21 12:00 p.m. - 3:00 p.m.</p> <p>Location: TBD <i>CJ Oliver</i></p>	<p>Come join us for our first Orchestra teacher-lead reading session. Participants should bring 1 or 2 titles of orchestra literature with copies to hand out and play throughout the day. Any questions, please reach out to coliver@CiTiboces.org.</p> <p>Audience: Arts In Education, Fine Arts Educators</p>



Workshop Details	Description
<p>How to Do the Work: a Book Study</p> <p>6/28, 7/12, 7/19 & 7/26 9:30 a.m. - 11:30 a.m.</p> <p>Location: Onondaga Parkway <i>Kate Ginney</i></p>	<p>Dr. Nicole LePera explains the goal of her work is to provide the reader with the tools to understand and harness the complex interconnectedness of your mind and body. Our goal as a group is to foster deeper, more authentic, more meaningful relationships with yourself, with others, and within the greater society. Through Dr. LePera's journey, meditations, journaling, we will explore what it means for us to do our own work. Participants will meet at Onondaga Lake Parkway with their own folding chair to engage in meaningful discussions based on the readings. Participants will also be responsible for gaining access to the book whether through a library loan or purchasing the book.</p>



Workshop Details	Description
<p>We've Identified Priority Standards- Now how do we know they learned them?</p> <p>6/27 or 7/13 8:30 a.m. - 3:30 p.m.</p> <p>Location: Mexico, Stern Bldg, Rm 133 <i>Carri Waloven</i></p>	<p>This one day workshop will combine professional development along with processing time and action planning to help admins/school leaders establish a systematic approach to school improvement for the 2023-2024 school year.</p> <p>The morning session designed for principals/school leaders, will be an overview on how to systematically lead your staff through the process of aligning assessments to priority standards (How do we know they learned it?).</p> <p>For the afternoon session, teacher leaders are encouraged to join the session. As a team, you will be led through an additional overview of the process of aligning assessments to priority standards and then have time to process the learning in collaborative discussions to begin strategic planning for the 2023-2024 school year. Districts will be encouraged to share how they plan to support the work so attendees benefit from varying perspectives.</p> <p>On-site follow up from CiTi ISS to support implementation during the school year will be encouraged.</p> <p>Audience: Full day: Admins/School Leaders p.m. only: Teacher Leaders/Department Chairs/Grade Level Facilitators preK-12 will join Admins/School Leaders (that attended the morning session) **Attending as a team is highly recommended.</p>



Workshop Details	Description
<p><u>Arts Observations for the Administrator</u></p> <p>7/10 8:30 a.m. -11:30 a.m.</p> <p>Location: CiTi South Phoenix Room 120 <i>CJ Oliver</i></p>	<p>Often the experience for an administrator in the arts is on a personal level regarding their own experiences within the arts. What does it mean though when we observe artistic lessons being taught by our art and music teachers? What specific examples of knowledge should we be seeing? How do the art standards connect with the instruction we see? What is the difference between product vs. process in the arts? Join us as we have deep meaningful conversations about observing the arts and the importance they face in our modern educational system and how we can build strong relationships with our arts educators, students, and community!</p> <p>Audience: Arts In Education, Fine Arts Educators</p>
<p><u>Amplify CKLA and the Science of Reading for New Teachers</u></p> <p>7/11 & <u>8/11</u> 8 a.m. - 3 p.m.</p> <p>7/11 Location: CiTi South - Phoenix Room 117 <i>Liz Amyot</i></p>	<p>This session is designed to introduce Amplify CKLA to new teachers and make the connection to research around the science of reading. This session will explain the “why” behind the program design of CKLA. We will also explore prioritizing when planning for CKLA lessons.</p>
<p><u>Science of Reading for New Teachers</u></p> <p>7/13 8 a.m. - 3 p.m.</p> <p>Location: CiTi South - Phoenix Room 117 <i>Liz Amyot</i></p>	<p>Have you ever asked these questions: What is the Science of Reading? How does our brain learn to read? How should I be teaching my students to read?</p> <p>Register to learn more about the science of reading and how it can improve your ability to teach our students to read.</p> <p>This session is designed to give an overview of the science of reading to new or newer teachers/staff.</p>



Workshop Details	Description
<p><u>Staff Development Academy</u></p> <p>7/17 & 7/18</p> <p>8:30 a.m. - 3:00 p.m.</p> <p>Location: CiTi South -Phoenix, Room 120</p> <p><i>ISS Team</i></p>	<p>As educators, we know learning is a lifelong adventure. It does not stop once we earn our degree. Research is clear, ongoing professional development increases teacher effectiveness as well as contribute to a culture of learning and a community of belonging. We also know from the principles of Andragogy that adult learners come with knowledge and life experience and want to be able to apply those lessons in new environments as well as an array of varying needs that are very different from student learners. The What, Why and How of our professional development opportunities have the power to persuade and transform people and systems. We also know that many of us landed in positions that require us to plan, lead and facilitate professional learning experiences without much training and guidance on how to do this effectively! Staff Development Academy is intended to build the capacity of leaders of professional development in all its forms, including meetings, presentations, and coaching experiences. Participants will learn a variety of concepts and skills to support them in this type of role, regardless of title/position.</p> <ul style="list-style-type: none">• Designing for transformative learning experiences• Planning for effective meetings• Building community as foundational to learning and risk taking• Communication skills supportive of learning and growing• Understanding the change process• Principles of Andragogy and why it matters• Facilitator moves for engaging your audience• And much more!



Workshop Details	Description
<p><u>Building Teacher Capacity for NYS Science Learning Standards Implementation</u></p> <p><u>7/18 (Gr 3-8)</u> <u>7/19 (Gr 3-4)</u> <u>7/20 (Gr 5-8)</u> 8:00 a.m. - 3:00 p.m.</p> <p>Location: Mexico, Stern Rm 127 <i>Carri Waloven</i> <i>Kristen Dotti</i></p>	<p>7/18: This session is for teachers that have not participated in work with Kristin Dotti previously. In the morning session, participants will play the role of the students engaging in a phenomenon-driven lesson centered around skills and content required by the New York State Science and Learning Standards (NYSSLS). We will use the example given to reflect on how teaching and learning might differ with the shift to NYSSLS and identify teaching techniques that allow students to demonstrate the outlined performance expectations. In the afternoon session, we will choose a standard from the 5th-8th NYSSLS to practice a method for writing a unit plan. If time permits, rough drafts of our plans will be presented in a peer review fashion for discussion and feedback.</p> <p>7/19 & 7/20: This session is for teachers that have previously participated in work with Kristin Dotti. During the morning session, participants will engage in a student-designed experiment with data collection and analysis. The activity will include several of the required science and engineering practices (SEPs): planning and carrying out an investigation, analyzing and interpreting data, and engaging in arguments from evidence. We will use the example investigation to generate ideas about how this structure can be repeated with different content across various subject areas or grade levels to achieve fluency. The afternoon session will be used to write unit plans for your classroom with the support of peers who teach the same content. Each unit will address the SEPs identified and practiced in the morning session by mimicking the structure, so participants leave for the day with a selection of student-designed investigations to add to their class.</p>
<p><u>LETRS, Now What? (with CKLA)</u></p> <p><u>7/19 & 8/28 (OCSD only for 8/28)</u> 8 a.m. - 3 p.m.</p> <p>7/19 Location: CiTi South - Phoenix Room 117 8/28 Location: Leighton Elementary Library <i>Liz Amyot</i></p>	<p>You went to LETRS training and you teach CKLA. How do we marry these two resources?</p> <p>This session is for individuals who use Amplify CKLA and want to better understand and incorporate what we learned from LETRS training. When we know better, we do better.</p>



Workshop Details	Description
<p><u>Pre-K Amplify CKLA Training</u></p> <p>7/26 8 a.m. - 3 p.m.</p> <p>Location: Mexico, Stern Rm 127</p> <p><i>Amplify-CKLA Presenter, facilitator Liz Amyot</i></p>	<p>This training designed for Pre-K teachers will include a 3-hour Program Overview in the morning and then move into Enhancing Planning & Practice in the afternoon which would allow teachers to have guided support in planning for the upcoming school year.</p>
<p><u>Administrator Amplify CKLA Training</u></p> <p>7/27 8 a.m. - 11 a.m.</p> <p>Location: Mexico, Stern Rm 127</p> <p><i>Amplify-CKLA Presenter, facilitator Liz Amyot</i></p>	<p>This three-hour training is designed specifically for administrators as a Leader Strengthening session utilizing the CKLA curriculum resource. Administrators will take an in depth look at the program and how to best support their teachers.</p>
<p><u>Coach/Teacher Leader Amplify CKLA Training</u></p> <p>7/27 12 p.m. - 3 p.m.</p> <p>Location: Mexico, Stern Rm 127</p> <p><i>Amplify-CKLA Presenter, facilitator Liz Amyot</i></p>	<p>This three-hour training is designed specifically for coaches/teacher leaders as a Leader Strengthening session utilizing the CKLA curriculum resource. Coaches will take an in depth look at the program and how to best support the teachers they work with. This will include information on lesson planning that will be beneficial in the upcoming school year.</p>



<p><u>The Writing Rope: A Framework for Explicit Writing Instruction in All Subjects-Book Study</u></p> <p>Virtual Session: 7/26 , 8/9 & 8/22 9:00 a.m. -11:00 a.m.</p> <p>Location: Zoom <i>Carri Waloven</i></p>	<p>Students that have opportunities to write in conjunction with reading show more evidence of critical thinking skills. This book provides evidence-based instructional practices that integrate writing with content teaching. The virtual book study will follow the organization of the book and be divided into three 2 hour sessions. In the first session, facilitation will focus on synthesis of chapters 1-4.</p> <p>The second session will have participants reflect on their current writing practices compared to practices suggested in chapters 5-8. They will be asked to consider the possibilities for trying new practices and brainstorming steps for implementation.</p> <p>The third session will focus on connecting it all together to the classroom and sharing ideas on how to measure the impact on student learning.</p> <p>Audience: Educators of all subjects in grades 4 and up.</p> <p>Materials: <u>The Writing Rope</u> by Joan Sedita</p> <p>**Attendees are responsible for purchasing book</p>
<p><u>Unlocking the Power of Music Through Pedagogy</u></p> <p>7/20 8:30 a.m. - 11:00 a.m.</p> <p>Location: Mexico, Stern Rm 133 <i>CJ Oliver</i></p>	<p>In a world where we find the difference between Dalcroze, Orff, Kodaly, and Music Learning Theory being considered one way to teach, what if we combined all the elements together to make a more cohesive thought to music learning? This session is for any music teacher who would like to engage in the conversation about a developed sequence that uses all the elements of the founding pedagogies for music education that can enhance independence and musical skills in students.</p> <p>Audience: Arts In Education, Fine Arts Educators</p>
<p><u>Effective Lesson Planning for Tier 2 & 3 Reading Instruction</u></p> <p>8/1 8:30 a.m. - 11:30 p.m.</p> <p>Location: Mexico, Stern Rm 133 <i>Carri Waloven</i></p>	<p>This 3 hour professional development session focuses on explicit lesson planning that includes phonemic awareness, letter-sound knowledge, decoding/encoding, and fluency. Educators will be trained in the 6 Step Lesson Plan and learn how the instructional sequence develops orthographic mapping (a process in the brain that permanently stores and retrieves words effortlessly).</p> <p>Audience: Tier 2 & 3 Educators responsible for closing gaps in reading foundational skills.</p>



Workshop Details	Description
<p><u>Road to Resilience for Educators</u></p> <p>8/4 8:30 a.m. - 3:30 p.m.</p> <p>Location: CiTi South - Phoenix Room 117 <i>Liane Benedict</i></p>	<p>It has been a long road these past few years and perhaps you are feeling this on many levels. This is not about teacher burnout, which implies that teachers have not done enough to hack it in tough times. This is about finding your way back to center and reconnecting with the passion and vision that brought you to education in the midst of circumstances and situations that may not feel aligned to that vision. One key way to do this is in a professional community with others who are experiencing this.</p> <p>In this full day session we will come together in a restorative circle for open dialogue and reflection. We will experience hands-on activities that reconnect us with our creativity and well-being. We will laugh and have fun!</p>
<p><u>World Language Summer Collaborative</u></p> <p>8/8 8:30 a.m. -2:30 p.m.</p> <p>Location: CiTi South - Phoenix Room 117 <i>Kate Ginney</i></p>	<p>World Language departments are welcome to join a collaborative meeting to continue the ongoing work of getting ready for implementation of World Language Standards. Colleagues will have the opportunity to collaborate in the planning process to integrate new standards into the curriculum. Please plan to bring a device and specific unit(s).</p>
<p><u>Practical Classroom Management</u></p> <p>8/9 9:30 a.m. - 2:30 p.m.</p> <p>Location: CiTi South Phoenix Room 117 <i>Kate Ginney</i></p>	<p>Classroom management cannot be simplified into a reward program or well-intended seating charts. When planning for instruction, we must intentionally plan for class management through the social and emotional impacts of how the learning will take place within the lesson. Additionally, research tells us that fostering healthy relationships and building community is at the heart of practical classroom management. Participants will come away with strategies and structures to develop classroom management that works for each class.</p>
<p><u>Integrating SEL Benchmarks into Content Area Practices</u></p> <p>8/10 8:30 a.m. - 2:30 p.m.</p> <p>Location: CiTi South - Phoenix Room 117 <i>Kate Ginney</i></p>	<p>Integration of SEL into academic instruction weaves deep academic learning with opportunities for students to understand their own emotions, empathize with diverse perspectives, cultivate trusting relationships, solve problems constructively and make decisions while considering the needs of others. This includes fostering academic mindsets, aligning SEL and academic objectives and using interactive pedagogy to fully integrate SEL practices into content area lessons. Participants will use NYSED's SEL goals, benchmarks and their standards for integration. Plan to bring a device and a unit(s). Participants can expect to have ready-to-use classroom strategies and resources upon completion.</p>

Workshop Details	Description
<p><u>How to Reach Hard to Reach Students with Michael Grinder</u></p> <p>8/7 & 8/8 8:00 a.m. - 3:00 p.m.</p> <p>Location: CiTi - Mexico Stern Rm 127 <i>Contact: Liane Benedict</i></p>	<p>Post-pandemic education has seen a tsunami of veteran teachers resignations while it does triage with newbies. Students' emotional maturity today is two years behind their chronological age. We need to renew our classroom management. And that renewal needs to move us toward trauma-informed culturally responsive classrooms. We need a management system that is symbolized by the following quote, "We are in love with the influence of power. We need to be in love with the power of influence." As Robert Marzano's research indicates - the single variable in successful classrooms is the relationship between teacher and student. And, not surprisingly, that relationship is best revealed during management. For an overview of this program look at YouTube, "Michael Grinder School House of Relationships." This two-day program transfers our knowledge of household pets to students. When you call a dog it comes; when you call a cat it has an answering service and may get back to you (if you sound like the kitchen's can opener). Historically, students were more dog-like. The cat population has increased. Now teachers aren't given respect just because of their position. And some of our cats are feral. We need strategies for making our classrooms a humane society. Take-aways **Strategies for reaching the hard-to-reach students. **Be an educational veterinarian: establish and maintain relationships with both dogs and cats. **How to feel sane during difficult times **Recognize your own dog and cat tendencies. **Reduce being surprised - be proactive. **When to use influence and when to use power **Avoiding the hooks of escalation **Be careful of needing to have the last word **Understand that you and the cat students don't have to like each other, you only have to respect each other.</p>
<p><u>Building the Foundations: Sequencing Music Literacy in Our Schools</u></p> <p>8/7 - 8/9 8:30 a.m. - 3:30 p.m.</p> <p>Location: Central Square Band Room <i>Facilitators Dr. Carol Krueger and Dr. Hillary Ridgley</i> <i>Contact person: CJ Oliver</i></p>	<p>Join us for our summer workshop of music literacy with specialists Dr. Carol Krueger and Dr. Hillary Ridgley! These three days are jam packed full of understanding the foundations of how students learn music and provide sequencing skills and activities to develop independent musicianship with our students. Open to all music teachers from general/instrumental/choral. You won't want to miss! All costs are aidable through Arts-in-Education.</p> <p>Audience: Arts In Education, Fine Arts Educators</p>

Workshop Details	Description
<p><u>Using Restorative Circles & Play to Build Community & Resilience</u></p> <p>8/14 8:30 a.m. - 3:30 p.m.</p> <p>Location: CiTi Mexico-Stern Bdrm 127 <i>Annie O'Shaughnessy & Howard Moody</i> <i>Contact Person: Liane Benedict</i></p>	<p>Two of the most effective tools for developing safety, respect, belonging, and voice in your school culture are socially engaged play and universal tier 1 circles. Circles offer a structured and safe way for all voices to be heard, to practice listening and speaking, to build relational capacity, and explore issues related to equity and our social and emotional well-being. Well led, socially engaged play is vital for students to learn the requisite social and emotional skills of self-regulation, cooperation, teamwork, solving problems, imagination and creativity. In this experiential workshop participants learn fun, engaging and community building games and play activities that can be used in any setting alongside, and/or as part of the restorative circle process.</p>
<p><u>Introduction to Mindfulness Meditation for Educators</u></p> <p>8/17 8:30 a.m. - 11:30 a.m.</p> <p>Location: CiTi South - Phoenix Room 120 <i>Liane Benedict</i></p>	<p>Life can feel quite scattered and stressful, even on our best days, let alone when life holds disruption and uncertainty. We tend to walk through our days living in the past or future, rehashing and rehearsing, and spend very little time in the present moment. When we lack awareness in the present moment, we experience consequences such as: We do not realize how our mood can influence our experiences We do not realize we carry tension and stress in the body We miss out on the positive and joyful moments life offers We miss information needed to make wise and loving decisions We hold on to unpleasant experiences for longer than necessary (A Clinician's Guide to Teaching Mindfulness, Christianne Wolf & J. Greg Serpa) Mindfulness Meditation is the intentional directing of attention on the present moment experience with loving awareness. The goal is to rest in this awareness and cultivate an open heart and open mind. This 3 hour session will offer an overview of Mindfulness Meditation and how it can support resilience and open-hearted awareness.</p>
<p><u>The Essential Guide to Unpacking Art Standards</u></p> <p>8/17 8:30 a.m. - 11:30 a.m.</p> <p>Location Mexico, Stern Rm 133 <i>CJ Oliver</i></p>	<p>Whether a veteran teacher or a first-year teacher, the Art Standards are an important function of how we work within designing our curriculums. This session takes us all through the process of unpacking standards and developing essential standards in our curriculum! Participants will be able to see models of different unpacked standards and review and have collaborative conversations!</p> <p>Audience: Arts In Education, Fine Arts Educators</p>

Workshop Details	Description
<p><u>Play Leadership ~ Building Communities of Care & Belonging Through Progressive Risk Taking Play</u></p> <p>8/21 8:30 a.m. - 3:00 p.m.</p> <p>Location: CiTi Mexico-Stern Bdrm 127 <i>Howard Moody</i> <i>Contact Person: Liane Benedict</i></p>	<p>Create connection, trust, belonging and engagement for groups of any age and size with targeted play activities and strategies. Learn to lead play with groups in a way that creates safety. In addition to being dynamic and fun, play is an effective way to foster social emotional learning and self-regulation while building community. • Learn a wide array of brain breaks, welcoming and inclusion activities, circle games, and energizers perfect for classroom use - and why they are important - particularly post COVID. • Create connection and community with dynamic activities for use in a variety of settings. • Learn skills of effective play leadership and the importance of progressive risk taking. Howard Moody, author of Nurtured Heart Play and The Heart of Play Games Manual, has been facilitating workshops on Play Leadership for over 30 years. He co-created the Adventure Game Theater, a live action role-playing theater camp for teens that was featured on NPR and PBS. He is a consultant with the Starling Collaborative, a Restorative Justice training organization in Vermont.</p>
<p><u>Dispelling the Myths on Arts-in-Ed!</u></p> <p>8/23 8:30 a.m. - 11:30 a.m.</p> <p>Location: CiTi South Phoenix Room 120 <i>CJ Oliver</i></p>	<p>This session looks to clarify what Arts-in-Education is, how it operates, answer specific questions, and provide time for teachers/administrators to connect and develop programming ideas that can enhance their students' enrichment experiences.</p> <p>Audience: Arts In Education, Fine Arts Educators</p>
<p><u>Musical Vocabulary: Extracting Patterns from your Literature</u></p> <p>8/24 8:30 a.m. - 11:30 a.m.</p> <p>Location: CiTi South Phoenix Room 120 <i>CJ Oliver</i></p>	<p>Music educators know that music literacy is one of the key foundations of our programs. We want to create independent musicians in our classrooms and rehearsal. Through a sequence process developed from the ideas of sound-before-sight-before-theory model, come experience the progression of how to extract musical vocabulary (rhythm/tonal patterns) from literature. This sequence will help you begin to develop a critical eye when it comes to choosing literature for your ensembles, the skill content required from the piece, and identify the challenges of a piece so that you can develop your students' literacy skills and build them to be confident music creators!</p> <p>Audience: Arts In Education, Fine Arts Educators</p>